**aN Eu Curriculum
for chef gasTro-engineering
in primAry food caRe**

6.5 REPORT ON NECTAR FEEDBACK LOOPS: METHODS AND RESULTS

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1 ABSTRACT

This paper describes in detail the feedback loops installed in the NECTAR project in order to support quality assurance and the evaluation of core deliverables as well as to keep in touch with target group such as students and stakeholder organisations. It will give insight in the methods applied to analyse good practice approaches for collecting feedback on the offered training in the future and will refer to feedback collection loops applied by the partnership.

2 KEYWORDS

Quality assurance, expert feedback, training offer development, student feedback, teacher feedback, VET provider feedback, external stakeholder feedback

3 INTERNAL REVIEWERS

REVIEWER NAME	ORGANIZATION	DATE OF APPROVAL
Emanuela di Marino	ITS BACT	27/10/2023

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*Status indicates if:
• A - Author (including author of revised deliverable)
• C - Contributor
• IF – Internal Feedback (within the partner organization)

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6   INTRODUCTION

This paper is complementing previous deliverables of the NECTAR project such as:

- *D6.1 Evaluation and Monitoring Plan* describing the methods, criteria and instruments of evaluation as well as the targets and the quantitative and qualitative indicators of the evaluation process applied for the CGE EU Curriculum, tools, guides and materials as well as the pilot training offer.
- *D8.1.1 NECTAR Quality Plan* describing in detail the internal and external quality assurance process, instruments and methods applied in the NECTAR project to ensure that the project implementation is effective, and the envisaged results are achieved in the appropriate quality.
- *D8.1.3 Concept for Collecting Advisory Board Feedback* describing the external feedback loops for collecting Advisory Board and External Reviewer feedback in the NECTAR project in detail.

The given paper will provide insight in the different feedback loops applied within the project in the context of evaluation and quality assurance as well as further development of the training offer.

The report will analyse the results of feedback loops carried out during the NECTAR project and will focus on feedback mechanisms that will be used for mid- and long-term further development of the NECTAR Curriculum and training. It will also provide some recommendations for VET providers on how to use and implement feedback loops to gather information in the future and to further improve VET offers according to labour market needs.

7 NECTAR FEEDBACK LOOPS

7.1 Feedback Loops – Definition

In a Cedefop study with the focus on analysing collaboration mechanisms between stakeholders in the labour market and VET providers in 15 European countries, feedback loops are called "feedback mechanisms" and are defined as followed:

> *"Feedback mechanisms are purposefully implemented institutional procedures that allow VET (sub-) systems continuously to renew themselves and adapt to emerging labour market needs."* (Cedefop 2013, p.24)

Feedback mechanisms are regarded as an essential element of evaluation and quality assurance processes within a VET system and should provide a regular input to impact VET provision by predefined stakeholders, above all from the labour market. They should be institutionalized in order to ensure constant improvement of VET systems.

The following figure shows a basic model of feedback mechanisms between VET providers and labour market representatives as an ongoing cycle of:

(1) planning and executing a VET programme, which leads to

(2) the assessment of the skills, knowledge, and competences as well as the certification of the graduates. At the same time,

(3) skill gaps and needs are identified in the labour market, which lead to

(4) a formulation of required skills, knowledge, and competences.
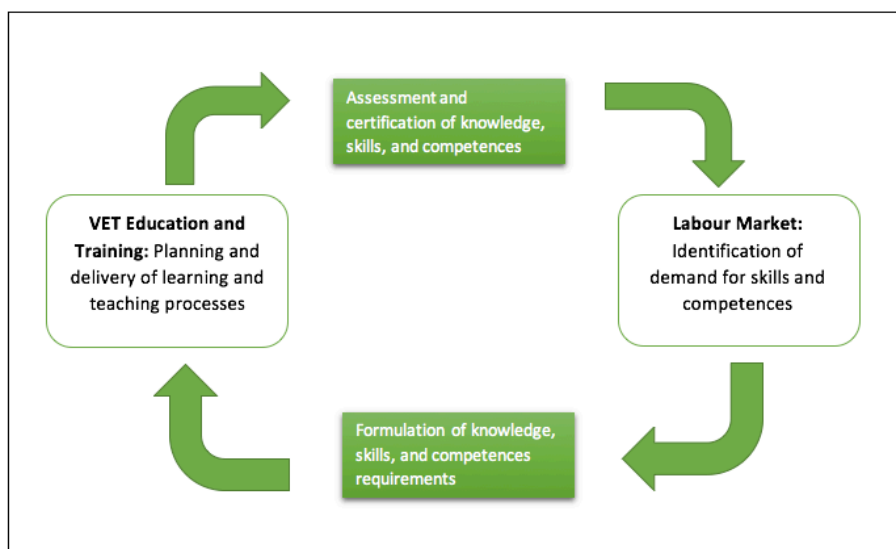
Figure 1: Basic model of feedback mechanisms VET – labour market[1]

The outcome of the feedback by labour market representatives should then lead to the adaptation of VET programmes:

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[1] Own representation based on the source: Cedefop 2013, p8: https://www.cedefop.europa.eu/files/5537_en.pdf

"According to this basic model (…), new or updated qualifications, VET programmes and curricula are the outcome of the interaction between the labour market (companies, chambers of commerce, employer and employee organisations, etc.) and the education system (VET providers, school boards, education ministries)." (Cedefop 2013, p.25)

Feedback Loops should ideally provide a constant option of adaptation and change as integrated component of the VET system, giving room for constant renewal of VET offers.

The study done by Cedefop analysed what kind of feedback mechanisms exist in 15 EU-countries and how they are working. It concluded that the existing feedback mechanisms differ partly significantly between the countries under research and that different actors are involved, namely the government or administration, the VET providers, the labour market, and the social partners (cf. Cedefop 2013, p.43). The influence and amount of involvement of these actors clearly depend on the social, economic, and political context in a country.

8 Feedback Loops within NECTAR

8.1 Preconditions and requirements

The aim of feedback loops is to contribute to the quality and sustainability of the project results and continuous improvement of the CGE EU Curriculum as well as the pilots. For this purpose, specific feedback loops have been implemented and tested during the NECTAR project targeting the perspectives of different stakeholders such as VET providers, labour market representatives and employer organisations, chefs and cooks as well as policy makers etc. In addition, the NECTAR feedback loops were widely based on the principles of EQAVET.

As the organization of feedback mechanisms is not only highly dependent on the social, political, and economic situation of a country, but also on the type and organization of the VET system, the NECTAR project faced some challenges due to the complex situation that resulted from the fact that the pilots took place in 4 different countries and 5 different regions, namely Austria, Belgium, Portugal, Liguria (Italy) and Campania (Italy), where different conditions and political contexts for Vocational Education and Training can be found.

Furthermore, it was difficult to define common feedback loops that fitted the needs of all countries/regions and VET systems. Also, the training has been implemented at different kinds of VET providers with different existing quality assurance mechanisms and not the same possibilities for installing additional/new feedback loops:

- Universities of Applied Science: Marco Polo (Italy) and Odisee (Belgium)
- Medical University: MUG (Austria)
- Private Institution of Social Solidarity and Non-Profit Association: SCMA (Portugal)
- Higher Education Institute: ITS-BACT (Italy)

There have also been co-operations between some piloting partners with other VET providers which made the feedback collection process even more complicated: For example, in Austria the MUG was cooperating with the WIFI, a large VET provider that belongs to the Austrian Chamber of Commerce; In Belgium, Odisee has a long-standing co-operation with the Center of Gastrology. These partners always had to ensure that their VET providing partners also agreed with the proposed feedback mechanisms and approaches.

Also, within the project pilot partners addressed actors from different context and sectors background, for example:

- In Austria, the Chamber of Commerce, the Ministry of Health, the National Committee for Nutrition and the Austrian Labour Market Service played an important role during the whole project and provided feedback on a regular basis (e.g., also as members of the Advisory Board).
- In Liguria, besides the Chamber of Commerce, the Italian Society of Human Nutrition (SINU), the University of Genova (UNIGE) and the Italian Chefs Association (FIC) were involved in the regular feedback collection on project results.
- In Campania, chef associations, hospitality associations, tourist agencies, hospitals, care and residential homes as well as family associations and universities participated in feedback loops.

- In Belgium, mainly Chefs working already as Gastro Engineers and Nutritionists were involved in the feedback collection (e.g., as members of the Advisory Board).
- In Portugal, mainly Private Social Care Institutions supporting elderly people in need of specific care were addressed to collect stakeholder feedback.

8.2 NECTAR Feedback Loops – Overview

Because of the above-mentioned challenges and different possibilities of the piloting partners to implement additional feedback loops except those already foreseen for evaluation and quality management, already existing feedback mechanisms were used during the NECTAR project. In addition to these existing feedback mechanisms, which will be further applied in the different piloting institutions, a few additional feedback loops that could be installed with little additional effort in terms of costs, resources and administration could be figured out and tested during the project.

Overall, the following feedback loops were applied:

1. **Feedback loops for Quality Assurance:**

   External experts played a central role in this feedback collection process. The **Advisory Board** that consisted of five experts with different sectoral background and expertise and also included stakeholders as well as an External Reviewer provided feedback on core deliverables of the project.

   While the External Reviewer focused on the overall project implementation, the Advisory Board had on one hand the function to contribute to the quality assurance of project deliverables, and on the other hand they were multipliers and practitioners who supported the dissemination of the project and provided feedback in line with their sectoral know-how.

2. **Feedback loops for Evaluation:**

   Different target groups such as chefs and cooks who participated for example in the pilot training, pilot teachers and stakeholders such as VET providers and employers in the field were asked to answer different evaluation questionnaires to ensure that the project results were in line with pre-defined quality acceptance criteria and key performance indicators.

3. **Feedback loops already applied by the pilot partners and VET providers:**

   A dialogue has been established with the pilot partners and VET providers participating in the project to clarify which stakeholder contacts and feedback mechanisms already existed at regional/national level and could be used to collect feedback also during the NECTAR project.

4. **Additional feedback loops to ensure labour market relevance:**

   A dialogue has been established with the piloting partners and VET providers participating in the project to discuss effective ways and best practices for collecting feedback from target groups and stakeholders from the labour market in the future. Some of these feedback collection mechanisms have already been implemented during the project.

8.2.1 Feedback Loops used for Quality Assurance

Regarding WP8 Quality Assurance, the internal and external quality assurance took place via partner internal review, peer review, Advisory Board and External Reviewer feedback:
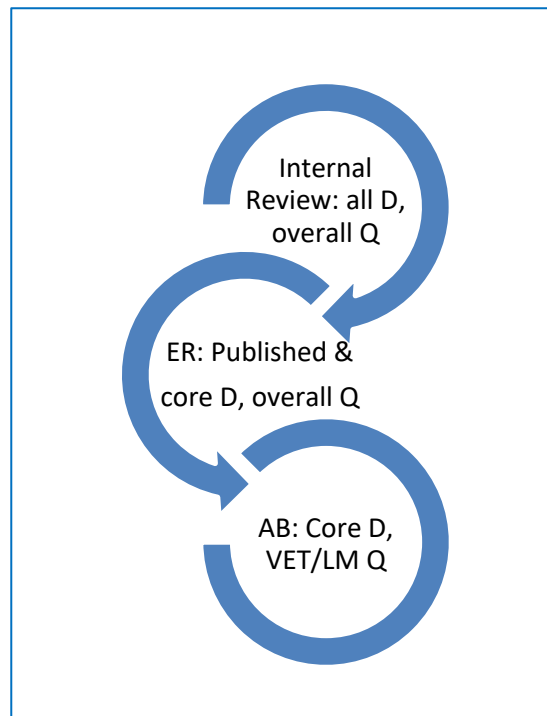
Figure 2: Quality Assurance feedback loops installed in NECTAR

- Quality Assurance (WP8) – Internal Feedback:
  - 4-eyes-principle applied by each responsible partner for a deliverable
  - Internal Peer Review applied for the main deliverables according to a predefined Quality Control Plan
- Quality Assurance (WP8) – External Feedback:
  - External Reviewer for core deliverables and published deliverables
  - Advisory Board feedback for core deliverables (see below)

All deliverables such as for example internal reports or published documents, the online platform and developed learning materials etc. were quality assured based on internal review processes of the **4-eye-principle** at each project partner and an project **internal peer review process** that was defined and monitored based on the Quality Control Plan of the **NECTAR Quality Register**:

Work Package	Deliverable	Quality Method	Coordinating Partner	Contributing Partners	Peer-reviewer	Start of the Review Process	Link of the document for reviewer	Date of Review	Result	Date of Approval	Link of the final version	Due Date
											NECTAR - Quality Control Plan — Columns in this coulor should be filled in by the Reviewer / Columns in this coulor should be filled in by the WP-Leader/Responsible of the Deliverable	
Explanations:	*Includes all deliverables of the different tasks listed in the NECTAR-Proposal.*				*Please fill in the name of your organisation or expert who is responsible for the review.*	*Within this date, the reviewer should receive the document by the Coordinating Partner (author of the document).*	*Please provide here the link of the written document, when it's ready for the reviewer.*	*Should be filled in by the reviewer, when finishing the review. The review should be done within 1 week. (day.month.year)*	*Here, the reviewer should fill in the result of the review, e.g. "Document needs to be adapted/ revised" or "Report meets all Quality Criteria".*	*Please state here when the written document is finalized after revision/ adaptation of the feedback and the Quality Control Check List is signed by the Reviewer. In terms of the external review state here when it has been approved by the external expert. (day.month.year)*	*Please provide here the Link of the final version of the document.*	*Of the deliverable to be submitted to the Project Coordinator (ODISEE).*
WP1: Management (ODISEE)	1.3.1a Risk Management Plan	Internal Peer-Review	ODISEE		ALL PARTNERS	M2 = 10. January 2021 (actually December)		11.01.2021	Some risks needed to be adapted and some sentences explained/rewritten. Now, all main risks are included.	----	https://hubkaho.sharepoint.com/:w:/r/sites/NECTAR/Gedeelde%20documenten/General/Workpackages/WP1%20Management/T1.3%20Risk%20Management%20and%20Conflict%20Resolution/D1.3.1%20Risk%20Management%20Plan_FINAL.docx?d=w261d94c8d1d34ee7918bceb99c4cb9a1&csf=1&web=1&e=vuha3y	M2 = 29. January 2021 (actually December)
	1.3.2 Progress Conflict and Risk Report	Internal Peer-Review	ODISEE		UALG	M18 = 15. April 2022		28.06.22	Report was good and met the expectations.	28.06.22	https://hubkaho.sharepoint.com/:f:/r/sites/NECTAR/Gedeelde%20documenten/General/Interim%20Report_30062022/1_Finished%20deliverables/WP1?csf=1&web=1&e=nWMPBQ	M18 = 31. April 2022
	1.3.3 Final Conflict and Risk Report	Internal Peer-Review	ODISEE		UALG	M36 = 17. Oktober 2023						M36 = 31. Oktober 2023
WP2: Definition of Chef Gastro Engineering Occupational Profile (ODISEE)	2.1.1a Report on cooks' skills needs in the PFC and pre-existing training initiatives and curricula (first version)	Internal Peer-Review	MUG	RC, RL, UALG, WIAB, STYCC, RSCN	ITSBACT	M3 = 22. February 2021 (actually January)	(Report send to ITSBACT on 22nd of February via mail by MUG)	02.03.21	I have found your job very well done I just added a couple of comments in red color.	05.03.21	---	M3 = 31. March 2021
	2.1.1b Report on cooks' skills needs in the PFC and pre-existing training initiatives and curricula (second version) - public	External Review (by Stakeholders/ Advisory Board)	MUG	RC, RL, UALG, WIAB, STYCC, RSCN	External Reviewer	M4 = 8. March 2021 (actually February)	(Report send to external reviewers on 5th of March via mail by MUG)	23.03.21	See document "External Review_D2.1.1" within the folder "Feedback by External Reviewer"	23.03.21	https://hubkaho.sharepoint.com/:w:/r/sites/NECTAR/Gedeelde%20documenten/General/Workpackages/WP2%20Definition%20of%20a%20CGE%20Occupational%20profile/T2.1%20Collecting%20evidence%20of%20skills%20needs%20and%20good%20practices/	M4 = 31. March 2021 => the earlier the better (actually February)

Figure 3: Excerpt of the Quality Control Plan showing Peer Review approach and Documentation of Review Results

Core deliverables were in addition reviewed by 5 **Advisory Board** Members (external experts in the field) and an **External Reviewer**. All external experts had a high expertise in relevant fields such as Vocational Education, Education of Chefs and Cooks, Gastro-Engineering, Nutrition Science, and the Labour Market. Experts have provided external feedback for core deliverables as follows:

Core Deliverables	Advisory Board	External Reviewer
NECTAR OP D2.1.1 Report on cooks' skills needs in PFC	no	yes
D2.2 EU CGE OP	yes	yes
D3.1.1 Chef Gastro Engineering EU Curriculum (2nd version)	yes	yes
D3.2.2 Step-by-step guide for CGE EU Curriculum localization	no	yes
D3.3 Instructional Design documents of 5 localized curricula & pilot courses (2nd v.)	no	yes
D4.3 Teaching Toolkit and Multilingual Open Contents	yes	no
D5.1-D5.5 Pilot courses	yes	yes
D7.3.2 NECTAR Memorandum of Understanding – template	no	yes

Table 1: Overview of quality assured core deliverables and reviewing bodies

The Quality Control Plan (QCP) of the Quality Register was used to ensure an overview of all foreseen internal and external review processes and the envisaged time schedule of feedback processes.

8.2.1.1 *Feedback received from the Advisory Board*

8.2.1.1.1 For the Occupational Profile Chef Gastro Engineer (CGE)

5 out of 5 AB members provided feedback. They received the D2.2 CGE Occupational Profile and a template with a few concrete questions concerning the Profile and some space for free text feedback (for more details see Annex 2 CGE Occupational Profile Feedback Template).

Specific Questions

In your opinion, is the representation of the OP …

	YES	NO
Well-structured	■	☐
Comprehensive	■	☐
Easy to understand	■	☐

If you answered "No" for one or more characteristics, please, let us know why:

Do the key activities and defined core skills comply with the Occupational Profile of a Chef Gastro Engineer?

Yes	■
No	☐
Don't know	☐

If you answered "No", please, let us know why:

Figure 4: Excerpt of the feedback template for the Occupational Profile and answers received

All AB Members were content with the CGE Occupational Profile and found it to be well-designed. They saw the use and importance of introducing this new profession and found the listed skills, competences and key activities well selected and correctly defined.

Some members noted a few minor propositions for improvement regarding:

- the proper differentiation of primary and secondary food care
- to make sure that the profession is on the same level as other health and nutrition related professions
- to address more sustainability aspects in the curriculum
- that personal and patient-centred work should have a higher emphasis
- that the order of the key activities could be refined
- that in the definition of the Occupational Profile it is missing that Chef Gastro Engineers serve special dietary needs[2]

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[2] For more details see the Report on the Advisory Board Feedback on the CGE Occupational Profile: https://hubkaho.sharepoint.com/:w:/r/sites/NECTAR/Gedeelde%20documenten/General/Workpackages/WP8%20Quality%20Assurance/T8.1%20Project%20quality%20assurance/Collection%20of%20Feedback/Feedback%20by%20Advisory

Based on a short report and summary provided on the collected AB feedback by WIAB, Odisee, the responsible partner for this deliverable, made some minor changes within the key activities e.g., changing "dieticians" to "healthcare professionals". Odisee did not change the order of the entire sequence of the key activities as suggested, because the consortium partners had already agreed on this sequence of key activities. Furthermore, sustainability was regarded as sufficiently covered in the Occupational Profile by the WP leader, but it was considered to implement an additional reference to the more individualized design of dietary food within the Occupational Profile.

Regarding the definition of the CGE, the connection of the Occupational Profile to the healthcare context was not clear enough outlined from the point of view of two AB members. One was emphasizing that the definition does not cover, that a CGE provides food for special dietary needs and also proposed to rename the profession, another member missed the emphasis, that a CGE is a healthcare chef. This input was discussed at a later stage with the the whole partnership, and it was also reflected in the application for ESCO integration of the Occupational Profile, where the title Chef Gastro Engineering was kept as a synonym for the new title of the Occupational Profile: Chefs in Integrated Health and Social Care Settings. This title has been the result of a General Assembly voting on different possible names for the Occupational Profile. Also, the relation to health and care has been stressed additionally in the application for integration into ESCO, e.g., by referring to the core characteristic of a "preventive and personalized disease-related Health and Social Care approach based on the concept of Integrated Person-Centered Care"[3].

8.2.1.1.2 For the CGE EU Curriculum

Only 3 out of 5 AB members have provided feedback for this deliverable despite several reminder mails sent. The AB members received different parts (excerpt of 1-2 Learning Units with Learning Outcomes (LO)) of the EU Curriculum and were asked to deliver their feedback for this part in terms of the format and structure as well as the compliance with ECVET- and EQF-standards (see also Annex 3 EU Curriculum Feedback Template).

The general feedback part and the detailed analysis of the Learning Units and Learning Outcomes requested some time from the Advisory Board members to dig deeper into the content of the Curriculum and this seemed to be the reason why 2 of the experts did not provide any feedback even after receiving several reminder mails.

The three AB members, who provided written feedback, found that in general the CGE EU Curriculum was well-structured, comprehensive and easy to understand. In terms of ECVET standards, the AB members agreed, that the Curriculum follows a Learning Outcome Approach, shows well-structured Learning Outcome Units as well as supporting elements for the recognition and validation of Learning Outcomes. In addition, the three AB members found the Curriculum is in

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%20Board/Feedback%20on%20CGE%20OP/NECTAR_Report%20AB%20Feedback_CGE%20OP_28062021.docx?d=
we733e09f408144ae80ddbc3ac342e4fa&csf=1&web=1&e=bSVVHV

[3] For more details see the application letter for ESCO:
https://hubkaho.sharepoint.com/:w:/r/sites/NECTAR/Gedeelde%20documenten/General/Workpackages/WP2%20Definiti
on%20of%20a%20CGE%20occupational%20profile/T2.2%20CGE%20Occupational%20Profile/NECTAR_ESCO_Applic
ation_draft_30062023_FINAL_senttoOdisee_byWIAB_30062023.docx?d=wacadc098f05043d88021aab0a8b812aa&csf=
1&web=1&e=NShKyh

line with EQF standards as it covers knowledge, skills and aspects of responsibility/autonomy and that it targets a concrete EQF level for each Learning Outcome.

Two out of the three AB members found that the described knowledges, skills and personal/transversal competences provide a good basis for the development of a specialized labour market-oriented training offer for chefs in the field of health and care in the country of their expertise. Only Lobke Van den Wijngaert didn't agree and pointed out, that she as a CGE herself doesn't feel her knowledge, skills and personal/transversal competences adequately represented in this setup.

In a second step, the AB members were asked to give feedback on specific Units of Learning Outcomes and if

(1) they approve the defined Learning Outcomes and linked knowledge, skills and personal/transversal competences
(2) the indicated EQF level is adequate and if
(3) the suggested Assessment Methods are suitable for each of the Learning Outcomes.

Additionally, an option was offered to comment in detail on selected Learning Outcomes:

Unit of Learning Outcomes 1: Manage suppliers and buy in sustainable food ingredients (p.19-31 of the CGE EU Curriculum)				
Learning Outcomes (LO)	Do you approve the defined LOs and linked knowledges, skills and personal/transversal competences? (yes/no/don't know)	Do you think the indicated EQF-Level is adequate? (yes/no/don't know)	Are the indicated suggested Assessment Methods (see p.115) suitable for this LO? (yes/no/don't know)	Comments If you answered one of these questions with "no", please elaborate here why and/or propose possible improvements.
LO1-A-1	No	Yes	Yes	
LO1-A-2	No	Yes	Yes	LO1-A-2: Identify international and national quality brands, also exploiting ICTs and dedicated e-data resources and taking into account high quality and parameters of sustainability, and take these brands into account managing suppliers
LO1-B-1	No	No	No	Define quality criteria of food

Table 2: Excerpt of the feedback template for CGE EU Curriculum and answers received for LOs

The received feedback on the different Units of Learning Outcomes was different in terms of the given approvement as well as the amount of feedback to each Learning Outcome: Consuelo Borgarelli approved all aspects of the two Units of LOs she was asked to review and added no comments. Karin Hackensöllner-Ali mostly commented her reviewed Units of Learning Outcome regarding the indicated EQF level and gave feedback for adapting and matching the required EQF level more adequately. Another AB member didn't agree to most aspects of the Learning Outcomes and gave very detailed comments on how to improve each Learning Outcome in terms of content as well as the indicated EQF level [4].

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[4] For more detail see the Report on the AB feedback results for the CGE EU Curriculum:
https://hubkaho.sharepoint.com/:w:/r/sites/NECTAR/Gedeelde%20documenten/General/Workpackages/WP8%20Quality%20Assurance/T8.1%20Project%20quality%20assurance/Collection%20of%20Feedback/Feedback%20by%20Advisory

With respect to the very detailed content-related recommendations received by Lobke Van den Wijngaert it was recommended that Si4Life, as the responsible partner for this deliverable, checked the feedback in detail and evaluated the proposals regarding their feasibility and reasonability in terms of

- the overall content-related considerations of the Curriculum
- the basic requirements determined by the CGE Occupational Profile (D2.2)
- the given time constraints

Later in the project, Si4Life collected from all piloting partners concrete improvement proposals for the EU Curriculum and organized workshops and bilateral meetings to further develop the final version of the EU Curriculum in close cooperation with all piloting partners. In addition, the evaluation results for the EU Curriculum (collected via evaluation questionnaires) were taken into consideration.

8.2.1.1.3 For the Teaching Tool Kit and the Multilingual Content (MOOC provided via iMooX)

Only 4 out of 5 AB members provided feedback. At this time a change in the Advisory Board took place: Lobke van der Wijngaert and Mark van Gemst left the Advisory Board. Therefore, new AB members had to be found. Maddalena Illario and Jolanda Luth agreed to support the project with their expertise in the role of an Advisory Board member. Unfortunately, Jolanda Luth delivered no feedback for this deliverable and informed the project coordinator later on that she will not be able to overtake the role as foreseen. Therefore, it was decided in a Consortium Meeting to go on with the reduced number of AB members and look for a replacement. This replacement could be found with Nina Turčin in March 2023.

In order to provide feedback on the online platform and the multilingual content, the Advisory Board members received a link to the course on the iMooX platform (https://imoox.at/course/futurechefs) and a User Manual explaining how to register on the platform, how to find the course and how to navigate through the MOOC or how to change to different language versions.

The MOOC "Chefs in future integrated health care"

1. In the main frame of the course page (https://imoox.at/mooc/course/view.php?id=282) you will find the **content section** of the NECTAR course divided by units, chapters and Learning Outcomes (see below):
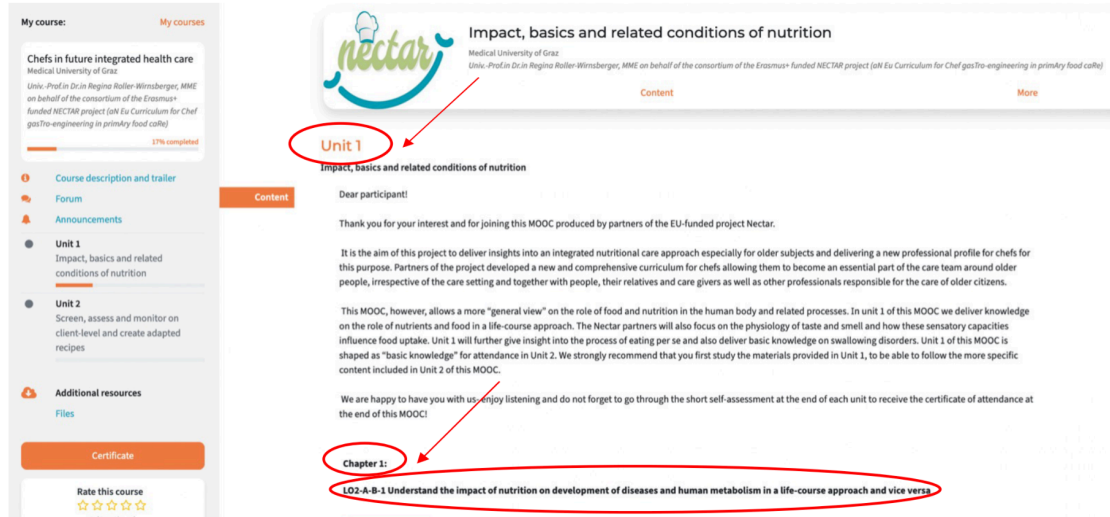

Figure 5: Excerpt of the iMooX Platform Users' Manual for AB Members[5]

In addition, the Advisory Board members received a feedback template with some specific questions and some space for a free text summary of their overall impression (for more details see Annex 4 Teaching Toolkit and Multilingual Open Contents Feedback Collection Template).

The feedback from the AB was summarized in a report[6]. Overall, all AB members appreciated the Teaching Toolkit and Multilingual Open Contents and evaluated both as very good with one AB member from Italy expressing her extraordinary positive feedback as follows:

"The iMooX Platform Users' Manual is well structured and carefully written, complete and simple to understand.

The platform is intuitive, easy to access and to use.

The trailer video brilliantly provides comprehensive, updated and interesting information allowing the participant to:

- *Contextualise the training course in the current health scenario*
- *Identify the content and purpose of the training*
- *Have a perspective of the professional opportunities opened by the new knowledge and skills*

The general information on the course is easily accessible on the platform.

The content of Units 1 and 2 is conveniently organised in subunits to facilitate learning. The content of the videos is carefully selected to address the foreseen training needs and achieve the training objectives. Likewise, the pdf materials, that are also integrated with figures and practical advices, target specific patient needs. All materials are designed to be user-friendly for students, their content is coherently chosen and organised, providing updated and valuable information. The tests are adequate to the training content."[7]

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[5] For more details see: iMooX Platform Users' Manual_for_AB_Members_FINAL_sent.pdf
[6] For more details see the Report on the AB feedback: NECTAR_Report AB Feedback_Teaching_Toolkit_MOOC.pdf
[7] See the Report on the AB feedback: NECTAR_Report AB Feedback_Teaching_Toolkit_MOOC.pdf

Two AB members from Austria had difficulties to access the course based on the instructions provided and proposed also a few improvements such as:

- Gender spelling should be more consistent

- The instructions for accessing the platform should be simplified

- In the trailer for the chefs, music and language should not be active at the same time

- Chefs of medium-sized hospitals should be consulted to learn more about their opinion and see if they understand the language used

- Clarify how to get support if there are any problems with registration (technical contact)

The AB feedback report was sent to the responsible project partner for work package 4, the Medical University of Graz, who checked the feasibility of adapting the course material based on the received feedback and made some changes.

8.2.1.1.4 For the pilot implementation

Feedback was collected based on the providence of access to the pilot reports and a template covering specific questions regarding the deliverable and some space for a free text summary of the overall impression of the pilto implementation.

Each AB members was asked to read one of the 5 pilot implementation reports and to answer the questions concerning for example the recruitment of participants and teachers, the development of the local curriculum, the modules of the local NECTAR training and the learning activities and teaching methods as well as the certification process applied for the training (for more details see Annex 5 Pilot Implementation Feedback Collection Template).

Overall, all AB members were very content with the Pilot implementation in Liguria, Campania, Belgium, Austria and Portugal. Only few minor propositions were made.

For example, for Austria it was proposed to explain tasks and learning outcomes of work-based learning in more detail and to adapt a few expressions in English. For Portugal, it was requested to provide more information on the localization of the EU Curriculum and on the concrete experience and lessons learned for pilot implementation. For the Ligurian pilot very positive feedback was received from the responsible AB member:

> "The pilot design is coherent with the project overall goal and specific objectives. The approach to its implementation is linear and follows a logical, convincing and effective architecture, ensuring comprehensive teaching methods capable of engaging students in the different learning opportunities. The pilot took advantage of the excellent NECTAR iMOOC platform to allow interactive learning at different paces."

Just a few minor improvements to facilitate appreciation by readers were proposed that concerned mainly language issues, typos and proposals for additional visualization. It was also proposed to include the feedback gathered in the evaluation questionnaires as supplementary material.

No proposals for improvement were received for Belgium and for Campania.

The early involvement of experts from the labor market and from hospitals as potential employers and of Chef Gastro Engineers working already in the labor market in the Advisory Board had the advantage that the specific perspective of these stakeholders could be taken into consideration at an early stage of the project and thus helped to ensure that the developed results were in line with the need and requirements of the labor market.

In addition, Advisory Board members were also invited to participate in the stakeholder online questionnaire to collect their feedback on the overall relevance of the NECTAR pilot training based on several concrete questions.

8.2.1.1.5   Lessons learned from the Advisory Board approach

Overall, 12 questionnaires (including 5 different questionnaire versions each for the EU Curriuculum Feedback Collection and for the Pilot Implementation Feedback Collection) were sent to the Advisory Board members during the NECTAR project. In addition Advisory Board members were invited to participate in the stakeholder questionnaire to collect their input and expert feedback.

The Advisory Board approach turned out to be a very helpful and flexible way to collect information from experts from different sectors on a formal and informal basis. There have even been several positive side effects that resulted from the feedback collection from AB members. For example, one of the experts from Austria who was responsible for the Austrian Occupational Information System informed WIAB about the possibility to include the Chef Gastro Engineer occupational profile as a specialization of chefs and cooks in the vocational classification of occupations used by the Austrian Public Employment Service for matching vacancies all over Austria.

Another expert was invited as a speaker for the Final Conference and provided information on related European initiatives that could be of interest for the NECTAR network and with regard to the collaboration network that was built.

All experts gave in one way or the other feedback on knowledge, skills and competence required by Chef Gastro Engineers in their written and oral feedback.

However, there are a few lessons learned regarding the cooperation with an Advisory Board:

- Advisory Board members should be paid for their work and receive a contract where their duties are defined. This could hopefully help to avoid that the AB members do not deliver feedback as promised and that new members for the Advisory Board have to be found because some members leave the Board before the project ends.
- A reasonable workload for AB members should be ensured, since otherwise no feedback will be provided. It was for example quite difficult to collect feedback on the CGE EU Curriculum, a very extensive document with detailed description of all mandatory and optional Learning Units and Learning Outcomes. This difficulty was overcome by sending each AB member a different part of the EU Curriculum for detailed review. This approach had however the disadvantage that the feedback received for certain Learning Units and Learning Outcomes was just based on the specific content and the opinion of this person. If all AB members would have been asked to provide feedback for larger parts or the whole CGE EU Curriculum this would have certainly overstrained the AB members who are well-known experts in their field with limited time sources for unpaid work in a European project.
- The implementation of the pilots could only be evaluated based on the implementation reports, since it was not possible that the AB experts participated in the courses personally or virtually. Also, experts in most cases would not have been able to follow the pilot courses which were held in national languages.

8.2.2 Feedback Loops used for Evaluation

Regarding WP6 Evaluation, internal and external feedback loops were installed for core project results (see below) and addressed different target groups such as chefs and cooks (e.g. in the context of questionnaires for pilot students), pilot teachers (who often were practitioners in the field), VET providers involved in the project and stakeholders such as potential employers or external VET providers:
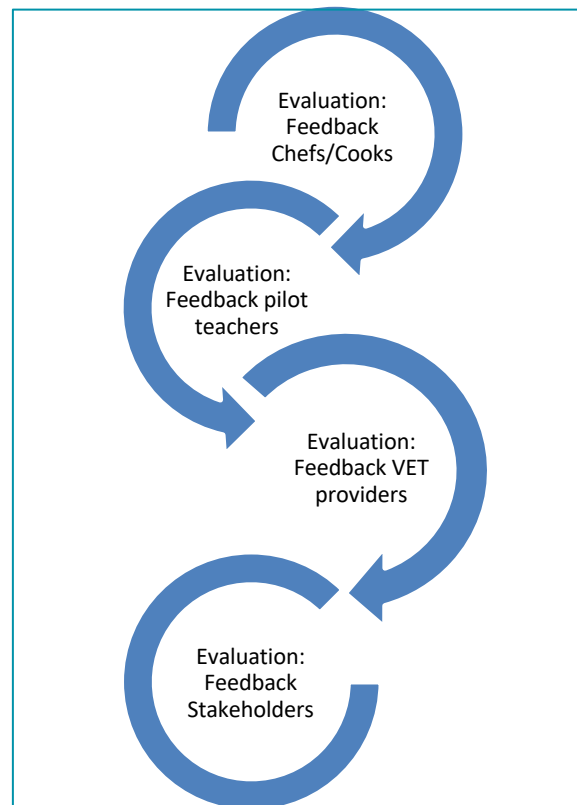
Figure 6: Evaluation feedback loops installed in NECTAR

- Evaluation (WP6) – EU Curriculum (D3.1):
  - o Feedback from pilot/VET designers
  - o Feedback from pilot teachers
  - o Feedback from chefs and cooks
  - o Feedback from External Reviewer
  - o Feedback from Advisory Board
- Evaluation (WP6) – EU Guides (D3.2):
  - o Feedback from pilot/VET designers
- Evaluation (WP6) – EU Guides (D3.3):
  - o Feedback from pilot/VET designers
  - o Feedback from Advisory Board
- Evaluation (WP6) – Tool Kit Platform (D4.1):
  - o Feedback from pilot teachers
  - o Feedback from pilot students
- Evaluation (WP6) – Learning Materials (D4.2):

- - o Feedback from project partners
    - o Feedback from pilot/VET designers
    - o Feedback from pilot teachers
  - Evaluation (WP6) – Multilingual Open Content (D4.3):
    - o Feedback from project partners
    - o Feedback from pilot/VET designers
    - o Feedback from pilot teachers
  - Evaluation (WP6) – Report on the pilot teachers' training (D4.4):
    - o Feedback from pilot teachers
  - Evaluation (WP6) – Pilot training (D5.1):
    - o Feedback from pilot students
    - o Feedback from pilot teachers
    - o Feedback from VET providers
    - o Feedback from stakeholders
    - o Feedback on pilot implementation from External Reviewer
    - o Feedback on pilot implementation from Advisory Board

Core deliverables that were related to VET received feedback based on formative and summative evaluation procedures and feedback loops within WP6 that addressed the different user groups.

WIAB gathered feedback by tracking the participating students of the pilots, who were in the majority working chefs and cooks, by asking questions about the relevance of the training for their daily work, the usability of the acquired skills and competences as well as career improvements resulting from the training. The students were asked via online questionnaires at the beginning of the pilot about their motivation to participate at the training and their expectations regarding possible career improvement. They were then asked again at the end of the pilot as well as two to two months after the end of the pilots to check, if their expectations have been met and to gather information on their working situation at that time e.g., regarding the usefulness of the acquired skills at their daily work or their employment status.

Similarly, teachers, who often were practitioners, were asked about their opinion on the relevance of the training and trained skills for the labour market.

8.2.2.1.1 Evaluation and EQAVET

Within the "Council recommendation of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience", it is pointed out that VET should be "underpinned by a culture of quality assurance" with the recommendation of using the EQAVET Framework. (European Commission 2020, p.7) To this end, the paper lists several EQAVET indicative descriptors with the aim to support VET providers in implementing the EQAVET Framework. This list is in line with the EQAVET quality cycle containing the four phases: Planning, Implementation, Evaluation and Review. (cf. European Commission 2020, p.12ff.) Since the evaluation task refers to the Review phase, the following EQAVET indicative descriptors of this phase need to be considered:

- "Procedures on feedback and review are part of a strategic learning process in the organisation, support the development of high quality provision, and improve opportunities for learners"
- "Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place" (cf. European Commission 2020, p.14)

Following these indicators, the aim of the evaluation task is to develop feasible mechanisms and procedures to gather feedback from all relevant stakeholders and to distribute the outcomes of this feedback to the VET providers, in order for them to take adaptations of their VET provision.

Furthermore, these indicative descriptors are closely related to the following EQAVET indicators:
- EQAVET indicator 5 "Placement rate in VET programmes",
- EQAVET indicator 6 "Utilisation of acquired skills at the workplace" or
- EQAVET indicator 9 "Mechanisms to identify training needs in the labour market".

This leads to the second and content-related aim of the evaluation task as the results of the feedback should enable VET providers to ensure their VET offer meets labour market needs in the sense, that

(1) the training increases the likelihood of students to find a job (EQAVET indicator 5),

(2) the acquired skills are useful at the workplace (EQAVET indicator 6) and

(3) the training meets skills gaps or skill mismatches in the current labour market (EQAVET indicator 9).

In addition, this task is aiming on assessing the qualitative indicator "Positive feedback about the impact of the pilot in the working life from feedback loops" of the long-term result "Skill mismatch identified in the target of the Italian/Portuguese/Belgian/Austrian pilot reduced" stated in the NECTAR Proposal.

In accordance with these indicators the feedback loops were designed to receive feedback on the Pilot training also from labour market representatives at the end of the pilots to gain insights on the impact and effectiveness of the training (see Report on Stakeholder Feedback).

On one hand, adequate measures to track the students after successfully completing the training were defined, on the other hand, mechanisms to gather feedback on the relevance of the training by labour market representatives such as employers and other stakeholders were identified. The feedback loops were tested in parallel to the pilots and refinement proposals are sketched out in this report. Furthermore, the lessons learned in this context were summarized for further reference for VET providers.

Pilot in…	T1 - Start of the Pilot	T2 - Middle of the Pilot	T3 - End of the Pilot	T4 - After the Pilots
Number of Questionnaire/Target Group	Q1 Students	Q1 Teachers Q2 Students	Q2 Teachers Q3 Students Q2 VET Designer	Q4 Students
Belgium				
Portugal	Beginning of November 2022	Beginning of March 2023	End of June 2023 (M32)	September 2023 (M35)
Austria	Beginning of Februrary 2023	Middle of May 2023	End of August 2023 (M34)	September 2023 (M35)
Liguria	Beginning of November 2022	Beginning of March 2023	End of June 2023 (M32)	September 2023 (M35)
Campania	Beginning of November 2022	Beginning of March 2023	End of May 2023 (M32)	September 2023 (M35)
ALL PILOTS (English speaking employers' involvment)			Short Questionnaire with involved employers in May 2023 (M31)	

Figure 7: Evaluation Roadmap – planned Evaluation phases and feedback loops (status Oct. 2022)

Four evaluation phases were planned:

- One at the beginning (Q1 Students questionnaire for all pilot partners)
- One in the middle (Q2 Students and Q1 Teachers for all pilot partners)
- One at the end of the pilot training (Q3 Students, Q2 Teachers and Q2 VET Designers)
- One 2 months after the pilot training (Q4 Students)

In addition, a short stakeholder questionnaire was done in May 2023 to ask involved employers about their experience with the pilot training.

Furthermore, an originally not planned Mentimeter survey was implemented for VET Providers/Pilot Designers to collect their ideas about possible feedback loops for the future.

The stakeholder questionnaire, the Q4 Students questionnaire and the Mentimeter survey for VET Providers/Pilot Designers were implemented to test these feedback loops with three dfferent target groups and to learn more about possible future feedback loops on the NECTAR pilot trainings.

The input received from the Evaluation feedback loops were also used to check if quality and key performance indicators pre-defined in the Evaluation and Monitoring Plan (see Annex 8) and the Quality Register (see Annex 9) were met.

For detailed results on the evaluation results see the Evaluation Reports for T6.2[8], T6.3[9] and T6.4[10] on Teams.

8.2.2.1.2 Lessons learned from the Evaluation process based on EQAVET

- Although EQAVET principles have been presented and explained to the project partners in detail during the project, it turned out to be difficult that partners kept these principles and the defined quality criteria and key performance indicators in mind, e.g. during the internal review process.
- Some of the EQAVET indicators are difficult to evaluate for a newly developed training offer that was just designed and implemented (e.g., the evaluation of impact on the labour market would need a longer period of time)
- A close coordination of the different evaluation tasks and the collection of feedback would is important to avoid an overload of the target groups with feedback requests and different questionnaire tools and designs.

8.2.3 Feedback Loops already applied by pilot partners

At the beginning of the project, it was important to gather information on existing feedback mechanisms and possibilities to involve labour market representatives at the side of the piloting partners and the VET providers. This should bring clarity on the methods applied and actors addressed via existing feedback loops. In order to establish a dialogue on existing stakeholder contacts and feedback mechanisms at regional/national level that could be used also to collect feedback during the NECTAR project a workshop was held with pilot partners in February 2022. The pilot leaders were asked about their experience and available resources to plan feedback loops in accordance with the actual possibilities, resources and networks of the participating pilot partners and VET providers.

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[8] See: Task_6.2.2_DELIVERABLE_Evaluation Report_FINAL_set23.pdf
[9] See: Task_6.3_DLIVERABLE_Evaluation Report_FINAL_set23.pdf
[10] See: NECTAR_T6.4_Final_Pilot_Evaluation_Report_31102023_reviewed.docx

1. Collection of information on existing stakeholder contacts based on Q1 for VET providers

In January 2022, WIAB developed the Q1 for piloting partners/VET designers (Excel sheet) to prepare the pilot evaluation and asked the piloting partners about existing stakeholder contacts. – In Austria and Belgium, the piloting partners cooperated with other VET providers to offer the pilot training. This situation turned out to be challenging when it came to the collection of information on pilot data and already existing feedback mechanisms as well as contacts with stakeholders.

T.6.4 - Formative and Summative Evaluation of the Pilots (Questionnaire for Pilot Designers/Leaders)					
Workplan/Time schedule as stated in the Proposal: M18 (April 2022)-M24 (November 2022): teacher recruitment, students' recruitment, validation of prior learning and other activities preliminary to the actual implementation M25 (December 2022) - M32 (June 2023) : Pilot implementation					
Questions	**Pilot in Belgium (T5.1)**	**Pilot in Portugal (T5.2)**	**Pilot in Austria (T5.3)**	**Pilot in Liguria (T5.4)**	**Pilot in Campania (T5.5)**
Basic information					
Organisers	ODISEE, VITALIS GROUP, ILVO, TANTELOUISE, ZORGWAARD, Center of Gastrology, Primary VZW and The Copenhagen Professionshøjskole	Santa Casa da Misericordia de Albufeira (SMCA)	Medical University of Graz (MUG) in collaboration with the Styrian Chamber of Commerce (STYCC)	Marco Polo (MP) in collaboration with the institutional regulatory body of Liguria Region	ITS BACT in collaboration with the institutional regulatory body Campania Region
Resulting Qualification Level	EQF5	EQF4 (specialization of the chef)	EQF4/5 => awarding an EQF5 qualification	EQF5 (specialization of the chef) => NEW, before EQF4	EQF5
Duration of the training	1000-1200 hours (60 ECVET points)	1250 hours; 50 ECVET point	1251 hours; 50 ECVET point, BUT More than 800 hours (32,3 ECVET points) are covered by the course and around 440 hours (17,7 ECVET points) are recognised as having been acquired through prior learning.	1.000 hours (8 months), 40 ECVET	1.000 hours, 40 ECVET
Planned number of (possible) participants = students (as written in the proposal)	20-30	15-30	about 30	25-40	25-40
Will the planned number of participants be reachable? If not, how many participants will be feasible?	We can't be sure, but we hope to reach 20 participants	Probably 20-30	Probably only 10	We can't be sure, but we hope to reach about 25 partecipants	25
Who is the target group for the pilots (potential students)?	Working chefs/cooks who already attended specialized training Gastro Engineering (GE) for chefs in healthcare. Entry level at least 3 or 4 modules of CGE at Odisee (of the preliminary courses of Center of Gastrology).	Candidates who got secondary school diploma (EQF 4) and intend to carry out a professional retraining or specialization in the kitchen area. Priority to those who have qualification, training or duly proven experience in the kitchen area	Chefs who successfully completed their apprenticeship or graduated from vocational secondary school and have 2 years of job experience (entry level EQF4). Build on dietetic cook of STYCC students.	Students with a diploma awarded by a vocational hospitality institute (EQF Level 4), in the fields "Food & Wine" and "Hall & Sales Services"; Professional cooks who have received an award for the professional qualification as described in the Liguria Regional Qualification System (EQF4). Or students with a certificate of validation of prior learning by ALFA with long working experience as cook.	People endowed with a: - Diploma of "Foodservice Technician Industry" (EQF 4) - Diploma of "Eno-gastronomy and Hotel Hospitality" (EQF 4); - Diploma of "Liceo del Gusto Campano" ("Campania-Taste Lyceum") (EQF 4) - A Professional qualification "Foodservice Technician - Chef" (EQF 4) or equivalent qualification issued by other Regions
Recruitment Process of the pilot teachers					
Who is in charge of the recuitment?	Odisee	SCMA	MUG	Marco Polo	Fondazione ITS BACT
How will the pilot teachers be recruited?	Within Odisee	Trainers from SCMA will be recruited via interview and curriculum evaluation	Trainers from MUG, FH Joanneum as well as trainers appointed individually by WIFI-the VET provider who will host the course together with MUG	Trainers will be recruited within Marco Polo and among professional associations through interview and curriculum evaluation	SHORT LIST for course of ITS courses

Figure 8: Excerpt of Q1 Questionnaire for piloting partners/VET providers[11]

2. Online meeting to clarify open questions

In March 2022, an online meeting with piloting partners took place to clarify some open questions. In April 2022, the piloting partners were asked to fill in the second part of Q1 for piloting partners/VET designers that was dedicated to certification and feedback loops with stakeholders. At that time only MUG from Austria could answer the question "How do you identify and involve the most relevant stakeholders from different education and industry interest groups in developing training offers that are focused on the needs of the target group and the labour market?". MUG referred to market analysis in interviews and surveys, contact with health care providers and health policy planners as well as ministries.

3. Pilot paper & pencil questionnaire to collect basic information on the pilots

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[11] For more details see on Teams: NECTAR_T6.4_VETProvider_Evaluation_Questionnaire_Q1_Feb2022.xlsx

When it became clear that not all piloting partners could start their pilot in December 2022 another paper & pencil questionnaire was drafted together with the project coordinator and distributed to the piloting partners via e-mail. This questionnaire intended to collect data on the planed pilot trainings such as starting time, the foreseen number of students, the number of teachers, allocated ECVET points, foreseen teaching methods etc. and the possibility to contact stakeholders in the piloting country/region to collect their feedback about the NECTAR pilot training via a stakeholder questionnaire in May 2023.

In these questionnaires, only three of the piloting partners provided concrete information about the stakeholders they intended to involve in the planned feedback loop:

- Austria: Styrian Chamber of Commerce, Gastronomy & Tourism Division/ WIFI Stmk, MSc; Styrian hospital trust (KAGes)
- Campania: chef associations, hospitality associations, tourist agency, hospitals, care homes and residential homes, family associations, universities.
- Liguria: Camera di Commercio di Genova, FIC, SINU, UNIGE

The collection of stakeholder contacts for feedback loops was difficult in the preparation phase of the pilot training since the piloting partners and VET providers were at that time either busy with recruiting and administrative tasks or could not share more concrete information. Nevertheless, it could be clarified that all piloting partners and VET providers were in contact with stakeholders from the labor market that could be addressed for the planned feedback loop via a stakeholder questionnaire in May/June 2023 (see below).

However, it became clear that piloting partners were already in close contact with the Chambers of Commerce, professional associations for chefs and cooks as well as hospitals, hospitality and nutritional associations, care and residential homes, family associations and universities. So, within the project information was provided to and feedback was collected in different ways from chefs/cooks associations, the industry, health and care institutions and other potential employers that are in need for cooks trained in integrated health care.

4. Discussion about feedback loops during a Consortium Meeting and Mentimeter Survey

In May 2023, a short group discussion with pilot leaders was held on the topic of already applied feedback loops and most effective methods to collect feedback at the Consortium Meeting in Graz.

In addition to this discussion, it was agreed to do a short Mentimeter survey on already existing and good practice feedback methods after the meeting.

In this poll, the piloting partners and VET providers named the following approaches they apply to keep in touch with students and stakeholders:

- Surveys/(Online) Questionnaires (with open & closed answers) – 5 out of 10 answers
- E-Mails – 5 out of 10 answers
- Structured interviews (based on list of quests, with open & closed answers) – 2 out of 10 answers
- Phone calls (e.g., especially to keep in contact with VET providers) – 2 out of 10 answers
- Newsletters – 2 out of 10 answers
- Institutions' website – 2 out of 10 answers
- Digital feedback meetings / online consultations of students and teachers – 2 out of 10 answers
- Electronic learning platform / Google Classroom – 2 out of 10 answers
- Focus groups (in presence) – 1 out of 10 answers

- Delphi study (online) – 1 out of 10 answers
- Webinars – 1 out of 10 answers
- Facebook – 1 out of 10 answers
- MS Teams – 1 out of 10 answers
- Regular visits of the pilot course (and thus the students) – 1 out of 10 answers
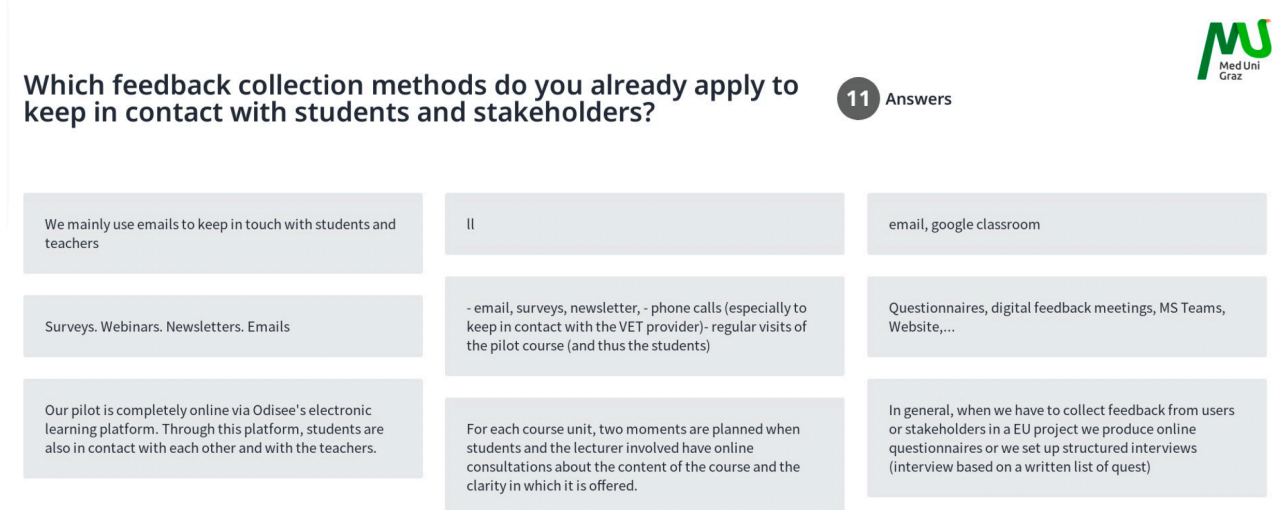
Figure 9: Results of Mentimeter Survey on already established feedback
(survey designed by WIAB, launched by MUG[12])

Regarding the question, which feedback loops are from the point of view of the VET providers and piloting partners the most efficient, the following answers were received:

- Surveys / (Multiple Choice) Questionnaires sent by e-mail / Online Questionnaires (maximum productivity with minimum effort and expense; for more users only) – 5 out of 9 answers
- E-Mails – 4 out of 9 answers
- Webinars (can help validate the gathered information and/or provide additional information) – 1 out of 10 answers
- Phone calls – 1 out of 10 answers
- Learning platform with instant feedback function for teachers and students – 1 out of 10 answers
- Structured interviews for few users, when you have more time to devote – 1 out of 10 answers
- Personal visits – 1 out of 10 answers

From the point of view of the piloting partners and VET providers, surveys and mails represent the most preferred and effective method to collect feedback from stakeholders.

Based on the input received from the piloting partners via different questionnaires and the Mentimeter Survey, feedback from target groups and stakeholders was mainly collected through:

o Personal contacts
o Events
o Mails
o Social Media
o Websites

5. Collection of information based on Q2 VET providers

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[12] The survey results can be found on Teams: NECTAR_T6.5_FeedbackLoos_VETProvider_Poll_results .pdf

Based on the input received for Q2 VET Providers[13] in June 2023, most of the piloting partners are in contact with Health and care providers (4 out of 5), Universities (4 out of 5) and Chef/Cook Associations (4 out of 5) as well as food delivery services (3 out of 5). They collect feedback from these stakeholders by mail (Liguria), via personal meetings, interviews and on conferences (Campania, Portugal, Austria and Belgium). In addition, Portugal and Belgium stated collecting feedback from VET and labour market research. No VET provider reported collecting feedback by surveys for stakeholders.

Campania reported that they received the following positive feedback from the companies they were cooperating with in regard to work-based learning during the NECTAR project:

- dedication to work
- availability to flexible working hours
- commitment
- ability to perform the assigned tasks

Feedback from teachers was gathered through questionnaires, regular oral exchanges, and individual discussions. In addition, annual surveys in Belgium provide further insights, which are used to guide quality improvements of the trainings.

Based on the results of the VET Provider Questionnaire Q2, all pilot partners and VET providers plan to offer the NECTAR training on a regularly basis in the future.

Overall, it can be said, that the VET providers utilize various methodologies to assess the relevance of their vocational training provision in relation to current and future labour market needs. These include for example regular alumni meetings and the monitoring of graduate students one year after graduation to track employment rates and the relevance of their work to their educational path, Ministerial and regional controls to ensure compliance and relevance, regular research on industry and labour market needs by product managers, insights into current industry requirements provided by external trainers with practical experience, own experience in social response and collaboration with expert institutions such as the Center for Gastrology in Belgium. Frequent meetings with stakeholders further contribute to the assessment of relevance and continuous improvement.

8.2.3.1 *Lessons learned from applying already existing feedback loops*

Overall, it turned out that all piloting partners/VET providers have already installed a range of different quality assurance and feedback mechanisms to ensure the high quality of their training offers. Regarding the present and future need of the labour market and the collection of information on latest developments, the partners are in close contact with key stakeholders in the field such as Health and care providers, Chefs/Cooks Associations, Chambers of Commerce, sector representatives and institutions in the field of hospitality, tourism, food delivery services and so on. They actively used these contacts during the project and will use them beyond the projects life span to further develop the NECTAR training.

Challenges that were faced during the project:

- Although the pilot partners and VET providers had already a lot of feedback collection methods established in their institutions and applied these during the NECTAR project, it was

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[13] See: NECTAR_T6.4_Evaluation Questionnaire_VET Designers_Q2_Version 2.docx

quite difficult to collect the information on the applied feedback mechanisms and activities and their results.

- Partners were extremely busy with their pilot design and implementation tasks as well as with dissemination. Therefore, they could not/did not dedicate so much time to the further improvement of the training offer at this stage of the project. More time would have been needed to focus on this task at the end of the project.

- It has also to be considered, that the results received from VET providers internal already existing evaluation and quality assurance mechanisms are usually not shared with externals or made accessible to the public or other VET providers. For future projects it could therefore be considered to use a kind of tracking tool for the anonymous documentation of feedback collection activities and the feedback received at regional/national level.

8.2.4 Additional Feedback Loops for ensuring Labour Market Relevance

8.2.4.1 *Stakeholder Feedback Report*

Feedback loops that aimed at collecting information on labour market requirements and needs addressed students, teachers, employers and other stakeholders.

Employers, VET providers and other relevant stakeholders that were involved in the pilot training have been contacted via online questionnaires to ask for their opinion on the project and training results. It must be mentioned in this context, that the pilot training ended in summer 2023 and thus only four months before the end of the NECTAR project. Therefore, it was not possible to contact other employers and practitioners than those that had already been involved in the project during the pilot implementation phase. These stakeholders were invited to participate in an online questionnaire. They were asked about their expectations, needs as well as the relevance of the trained skills and possible improvement of their staff as a result of the training. The feedback was gathered by online stakeholder questionnaire in English in May 2023.

WIAB analyzed the received input and summarized the results in a short report that was shared with the project partners.[14]

In total, 17 stakeholders from 5 countries completed the Questionnaire: 5 from Liguria, 5 from Campania, 3 from Belgium, 3 from Austria and one from Slovenia. No input was received from Portugal[15]. In terms of their professional context, most stakeholders belonged to "Higher Education Providers" (4) or VET Providers (2), followed by "Public Institutions" (4), "Health and Care Providers" (3) and Umbrella Organisations (2).

11 out of these 17 stakeholders stated that they were involved in the NECTAR pilot program before.

"Health and Care Provider" or "Social Care Provider" were asked if they would favour chefs with a NECTAR training when searching for new kitchen staff. Two stakeholders answered this question with "yes", and one even stated "Yes, I would highly value such a training".

Stakeholders were asked to indicate their specific interest in the NECTAR products and results. Most of the stakeholders were interested in utilizing the new Occupational Profile for chefs in integrated

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[14] For more details see: NECTAR_T.5_Report_Stakeholder_Questionnaire_Results_FINAL.docx

[15] A summary of answers to stakeholder questions was received in September when the stakeholder report has been already finalized. No information could however be received from the responsible partner regarding the number and the professional background of stakeholders involved and other meta information required. Therefore, the input from Portugal could not be taken into account in the report.

health care (6), in finding trained staff for integrated health care (5), installing multidisciplinary teams in Health and Social Care (5) and in Certification and accreditation (5). Additionally, several stakeholders showed interest in scaling-up NECTAR activities and results (4), and in Assessing and monitoring end user needs (4). Less interest was shown for using the online educational toolkit to train own staff or using the web-based designers kit or open Access Education Resources.

Stakeholders who reported their involvement in the NECTAR pilot program were asked to rate the course's effectiveness in terms of acquiring important skills on a scale from 1 (very effective) to 5 (ineffective). Out of the 11 stakeholders, a majority of 9 rated the course as very effective, 2 stakeholders rated it as rather effective.
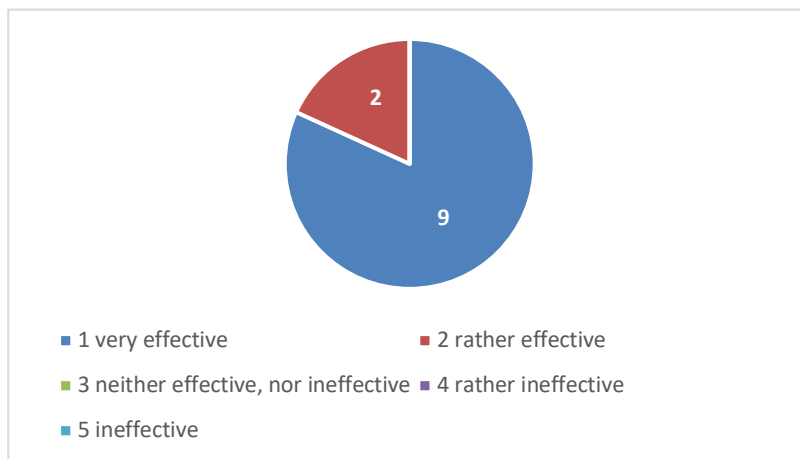
Figure 10: Effectiveness of the course based on stakeholder questionnaire feedback (n=11)

When asked for suggestions that could increase the effectiveness of the program, one stakeholder reported that it might be interesting to have interviews with students and a score for the various teachers and teachings. Another suggested cooperation's with hospitals and other health care institutes, and the third stakeholder said that it is very important to have knowledge of local food products.

16 out of 17 respondents were convinced about the importance of the NECTAR training for their working field.

Furthermore, the stakeholders' ratings demonstrated a high level of importance placed on various competences covered by the NECTAR training, above all nutrition screening, creating recipes for a general population and for people with specific needs, complying with recommendations of health professionals, ensuring the quality of food and follow safety regulations and use and adapt cooking techniques to the specific care settings and clients.

When asked how they would rate the impact of the NECTAR pilot program on the performance of chefs in daily working life on a scale from 1 (very high impact) to 5 (no impact), 8 out of 17 stakeholders rated it as very high, 5 as rather high, and 2 voted for a moderate impact, another 2 stakeholders answered "don't know".

All stakeholders would recommend the NECTAR pilot training to other stakeholders, chefs and cooks.

When asked if they are interested in receiving updates on the NECTAR project and pilot training in the future, a majority of 15 out of 17 stakeholders responded with "yes", while 2 respondents were not interested.

Stakeholders, who answered "yes" were further asked which information channels they prefer (multiple choice answers possible). A majority of 9 out of 15 stakeholders expressed a preference for receiving information through mail. 4 stakeholders indicated a preference for newsletters, while 5 stakeholders favored social media platforms. Only 2 stakeholders preferred personal contact as information channel, while 4 would prefer workshops. Additionally, 3 stakeholders indicated a preference for obtaining information through conferences and other information events.
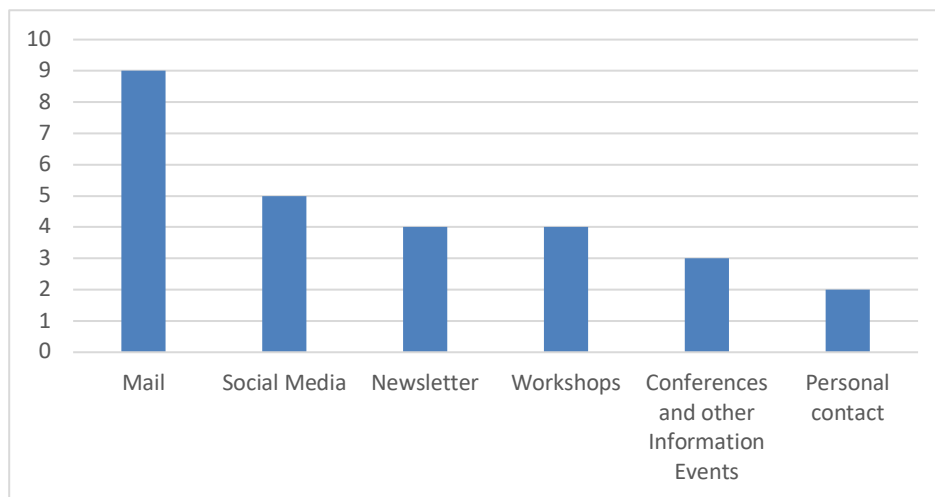
Figure 11: Stakeholders' preferred information channel for NECTAR updates (n=15, multiple choice)

At the end of the questionnaire, stakeholders could provide additional comments. Stakeholders referred to the possibility to implement the new occupational also in the Silver Economy and in Hospitality. Also, it was mentioned that the pilot program could raise the interest as well of other health care professions such a nurses and nutritionists. Another stakeholder referred to the project as a "commendable initiative" as it plays a crucial part in the well-being and recovery of individuals. The respondent underlines that the success of the program will greatly depend on the attention paid to it by existing kitchen teams and recommends paying attention to the obstacles and opportunities related to innovation challenges.

The results of the stakeholder questionnaire provide already first insight into the relevance of the NECTAR training for stakeholder and offered also some information that was taken into consideration for the proposal of feedback loops implementation to further develop the NETAR training in the future.

8.2.4.2 *Possibilities for Feedback Collection after the project*

In the Mentimeter Survey done in May 2023, VET providers and pilot partners were asked which added value could be offered to the NECTAR target groups to ensure successful feedback collection also after the project. The following answers were received:

- NECTAR Alumni / Graduate network – to enable exchange among graduates (networking space)
- Repository of VET providers linked to an online application / A Network of collaborating VET institutions which could support CGE mobility
- Website with comprehensive information and online registration form
- List of webinars on relevant, related topics
- List of trainees and sending questions by e-mail
- WhatsApp Chat
- Mailing list
- Social Media

- Periodic meeting with target groups in order to verify the scaling up anticipated by short multiple-choice questionnaires that provide support for the meeting
- Offer possibility to work online and receive direct verbal feedback (no use of questionnaires or voting systems)
- Facilitate and optimize the feedback from chefs working already in healthcare on practical organization aspects.

Which added value could in your opinion be offered to the NECTAR target groups to ensure successful feedback collection after the project? 10 Answers

Periodic meetings with target groups may be useful in order to verify the scaling up of the project anticipated by short multiple choice questionnaires. These questions provide support for meeting's	mmm	whats app chat, mailing list, social media in general
A NECTAR Alumni. Repository of VET providers linked to an online application	Offering a graduate network - to enable exchange among graduates (networking space). E.g also list of webinars on relevant, related topics	Website with comprehensive information and online registration form
Our pilot is aimed at chefs who already work in healthcare. Their feedback usually does not concern the content of the courses, but rather the practical organisation. We must facilitate and optimize t	Our experience with such students has taught us they prefer to work online (saving time) and that direct verbal feedback is highly appreciated. They prefer not to use questionnaires or voting systems.	a network of collaborating VET institutions which could support CGE mobility

Figure 12: Results of Mentimeter Survey on added value offers to keep in touch with stakeholders

Further ideas how to keep in touch with the stakeholders after the project were:

- Social Media / Social Media posts to inform about the pilots of the project and their continuation – 3 out of 8 answers
- Specific newsletter with updated content on the project and customized according to the targeted audience / Regular e-mails / Mailing lists – 3 out of 8 answers
- Events – 2 out of 8 answers
- Register on the NECTAR website to obtain updates about linked initiatives also after the end of the project – 1 out of 8 answers
- Alumni Meetings – 1 out of 8 answers
- Offer a Joint Associate Degree (JAD) in which the current stakeholders are involved – 1 out of 8 answers

8.2.4.3   Additional Feedback Collection during and after the project

Several of the above-mentioned methods for collecting feedback from stakeholders have been implemented already during the NECTAR project, for example:

1. Feedback collection at **events and conferences**: several events and conferences were organized during the project, e.g., conferences in Sorrento/Campania in November 2022, at University Frederico II in September 2023, the NECTAR Final Conference in October 2023 (to name only a few)

"Building together a community of intergenerational Citizen Science", which took place on 20 September 2023 at the Biotechnology's Department of **the University of Federico II**.
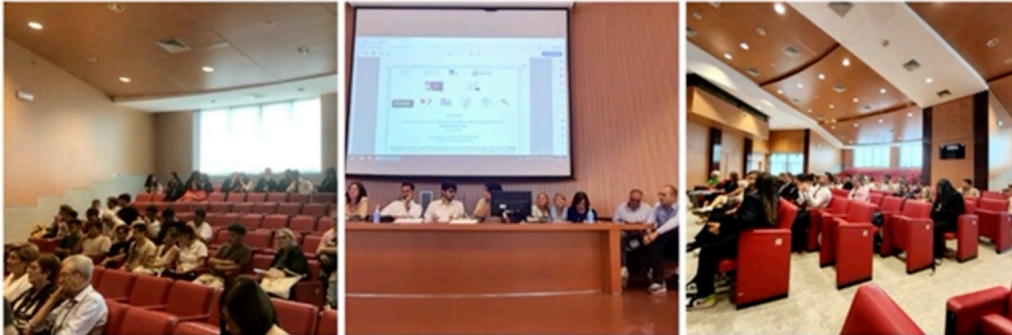
Figure 13: Slide of the presentation done by Emanuela di Marino at the NECTAR Final Conference referring to a number of conferences they organized

The NECTAR project and training will also be promoted further after the end of the project through events, targeted communication campaigns, public events with stakeholders and alumni, and various channels such as websites, print and social media, and trade magazines.

Figure 14: Information on the AHL conference in Naples after the end of the project
(slide from Emanuela di Marino)

In Austria an implementation within the WIFI Austria programme is foreseen that will ensure an Austrian wide implementation.

2. **Surveys and Questionnaires:**

Another questionnaire was distributed to all participants of the Final NECTAR Conference to collect their feedback on the NECTAR project and results and to also collect contacts of stakeholders who showed an interest in further collaboration or

information. This Paper & Pencil Survey was distributed to more than 50 participants of the Final Conference. The stakeholders were asked about their opinion on the project and its results, and also, if they are interested in further information, participation in the network and/or in using the project results in the future (see ANNEX 7).

3. Feedback was also collected from external stakeholders via **personal meetings, telephone calls or e-mails**

   For example, the Advisory Board for the Austrian National Qualification of Register was informed on the project and feedback was collected with regard to drafting the NECTAR Memorandum of Understanding and establishing a network of partners that engage for the training of chefs in integrated healthcare.

4. Additional use of **Social Media** (Twitter and LinkedIn accounts have been created) and the project website (http://www.nectar-project.eu/news/) to collect feedback from interested parties.

5. The *Network for the Education and Training of Chefs and Cooks Working in Health and Care Settings* has been established to keep contact with interested parties that are interested in using the NECTAR project results to ensure further collaboration with VET institutions who support CGE mobility (signing of MoU) and to build a partnership of interested parties to support the specialized training of chefs and cooks in integrated health and social care.

   VET providers and other stakeholders have been contacted via e-mail and have been invited to sign the NECTAR Memorandum of Understanding. This network may also be utilized to keep up the exchange of information on the project and its results, to collect information on future Curriculum localizations as well as scaling-up activities.

   Furthermore, the network could be used by VET providers who implement the NECTAR training in the future to share experience and collect feedback e.g., regarding current labour market needs.

6. A NECTAR **online webinar** "*Developing a European Network for the Education and Training of Chefs and Cooks Working In Health and Care Settings*" was held on the 22nd September 2023 to inform interested stakeholders and to collect their feedback on the NECTAR results.

7. The NECTAR project and the European Network for the Education and Training of Chefs and Cooks Working In Health and Care Settings were promoted via **Social Media and the NECTAR website**. Through these dissemination channels also feedback will be collected in the future.

8.2.4.4   *Lessons learned concerning the implementation of additional feedback loops*

- The implementation of additional feedback loops are due to the different organizational structures and circumstances challenging and must take into consideration administrative cost efforts since at regional and national level not all VET providers have the possibilities to invest a lot in feedback collection for future quality improvement. Efforts that can be undertaken highly depend on the financial situation of a VET institution, but also on existing standards and out-of-the-box offers.

- Regarding the international roll-out and further development of the NECTAR pilot training, again the financing will play a crucial role since all requests and inputs received from externals will have to be processed, further distributed and possibly be implemented in updates. It has to be agreed who will overtake the responsibility for future adaptations, the application procedure for a participation in the network, and the collection of feedback received for the Occupational Profile, the Curriculum or pilot implementation etc. in the future.

- The establishment of a *European Network for the Education and Training of Chefs and Cooks Working In Health and Care Setting* helps to keep in touch with relevant stakeholders and to enlarge the network of supporters but it should be also considered to install a European wide repository of Chef Gastro Engineers and a repository of training providers that offer the NECTAR training together with student mobility (signature of Memorandum of Understanding). This information could be made publicly available for example at the NECTAR website, if the Chefs and VET providers agree on data privacy regulations related to this. It could be considered that VET providers upload their training offers and apply for publication as "NECTAR training offer". The project coordinator should be informed automatically about a new upload and check it before he allows publication at the website. In a similar way, newly certified Chefs Gastro Engineering could be offered a platform on the website to promote themselves and possibly find job offers abroad based on their CV.

9 CONCLUSIONS AND RECOMMENDATIONS

The aim of feedback loops is to contribute to the quality and sustainability of the project results and continuous improvement of the CGE EU Curriculum as well as the pilots. For this purpose, specific feedback loops have been implemented and tested during the NECTAR project targeting the perspectives of different stakeholders such as VET providers, labour market representatives and employer organisations, chefs and cooks as well as policy makers etc. In addition, the NECTAR feedback loops were widely based on the principles of EQAVET.

As the organization of feedback mechanisms is not only highly dependent on the social, political, and economic situation of a country, but also on the type and organization of the VET system, no one fit for all solution can be considered for installing effective feedback mechanisms that help to keep up the training offer to date and on a high quality level that is in line with daily changing labour market and stakeholders need.

While considering the above-mentioned challenges and different possibilities of the piloting partners, the following feedback loops were applied during the NECTAR project :

1. **Feedback loops for Quality Assurance:**

   External experts played a central role in this feedback collection process. The **Advisory Board** that consisted of five experts with different sectoral background and expertise and also included stakeholders as well as an External Reviewer provided feedback on core deliverables of the project.

   While the External Reviewer focused on the overall project implementation, the Advisory Board had on one hand the function to contribute to the quality assurance of project deliverables, and on the other hand they were multipliers and practitioners who supported the dissemination of the project and provided feedback in line with their sectoral know-how.

2. **Feedback loops for Evaluation:**

   Different target groups such as chefs and cooks who participated for example in the pilot training, pilot teachers and stakeholders such as VET providers and employers in the field were asked at the beginning, in the middle, at the end and 2 months after the pilot training to answer evaluation questionnaires to ensure that the project results were in line with pre-defined quality acceptance criteria and key performance indicators.

3. **Feedback loops already applied by the pilot partners and VET providers:**

   A dialogue has been established with the pilot partners and VET providers participating in the project to clarify which stakeholder contacts and feedback mechanisms already existed at regional/national level and could be used to collect feedback also during the NECTAR project.

4. **Additional feedback loops for ensuring labour market relevance:**

A dialogue has been established with the piloting partners and VET providers participating in the project to discuss effective ways and best practices for collecting feedback from target groups and stakeholders from the labour market in the future. Some of these feedback collection mechanisms have already been implemented during the project.

The **Advisory Board approach** turned out to be a very helpful and flexible way to collect information from experts from different sectors on a formal and informal basis. There have even been several positive side effects that resulted from the feedback collection from AB members. For example, one of the experts from Austria who was responsible for the Austrian Occupational Information System informed WIAB about the possibility to include the Chef Gastro Engineer occupational profile as a specialization of chefs and cooks in the vocational classification of occupations used by the Austrian Public Employment Service for matching vacancies all over Austria.

Another expert was invited as a speaker for the Final Conference and provided information on related European initiatives that could be of interest for the NECTAR network and with regard to the collaboration network that was built.

All experts gave in one way or the other feedback on knowledge, skills and competence required by Chef Gastro Engineers in their written and oral feedback.

However, there are a few lessons learned regarding the cooperation with an Advisory Board:

- Advisory Board members should be paid for their work and receive a contract where their duties are defined. This could hopefully help to ensure AB members delivering feedback as promised and prevent new members of the Advisory Board must be found because some members leave the Board before the project ends.
- A reasonable workload for AB members should be ensured, since otherwise no feedback will be provided. It was for example quite difficult to collect feedback on the CGE EU Curriculum, a very extensive document with detailed description of all mandatory and optional Learning Units and Learning Outcomes. This difficulty was overcome by sending each AB member a different part of the EU Curriculum for detailed review. This approach had however the disadvantage that the feedback received for certain Learning Units and Learning Outcomes was just based on the specific content and the opinion of this person. If all AB members would have been asked to provide feedback for larger parts or the whole CGE EU Curriculum this would have certainly overstrained the AB members who are well-known experts in their field with limited time sources for unpaid work in a European project.
- The implementation of the pilots could only be evaluated based on the implementation reports, since it was not possible that the AB experts participated in the courses personally or virtually. Also, experts in most cases would not have been able to follow the pilot courses which were held in national languages.

Regarding the Evaluation process based on EQAVET the principles and indicators provided for VET systems and also for work-based learning were helpful starting points for drafting the Evaluation and Monitoring Plan and for defining indicators that had to be met. On the other hand there have been some lessons learned regarding the practical implementation:

- Although EQAVET principles have been presented and explained to the project partners in detail several times, it turned out to be difficult that partners keep these principles and the

defined quality criteria and key performance indicators in mind during their pilot design and implementation and also during the internal review process.

- Some of the EQAVET indicators are difficult to apply for a newly developed training offer that was just designed and implemented (e.g., the evaluation of impact on the labour market would need more data and time to deliver reliable results)
- A close coordination of the different evaluators and the collection of feedback is important to avoid an overload of the target groups with feedback requests and different questionnaire tools and designs.

Overall, it turned out that all piloting partners and VET providers are already using a range of different quality assurance and feedback mechanisms to ensure the high quality of their training offers. Regarding the present and future need of the labour market and the collection of information on latest developments, the partners are in close contact with key stakeholders in fields such as Health and care providers, Chefs/Cooks Associations, Chambers of Commerce, sector representatives and institutions in the field of hospitality, tourism, food delivery services and so on. They actively used these contacts during the project and will use them beyond the projects life span to further develop the NECTAR training.

Challenges faced regarding the usage of already existing feedback loops:

- Although the pilot partners and VET providers had already a lot of feedback collection methods established in their institutions and applied these during the NECTAR project, it was quite difficult to collect the information on the applied feedback mechanisms and activities and their results.
- Partners were extremely busy with their pilot design and implementation tasks as well as with dissemination. Therefore, they could not dedicate so much time to the further improvement of the training offer at this stage of the project. More time would have been needed to focus on this task at the end of the project.
- It has also to be considered, that the results received from VET providers internal already existing evaluation and quality assurance mechanisms are usually not shared with externals or made accessible to the public or other VET providers. For future projects it could therefore be considered to use a kind of tracking tool for the anonymous documentation of feedback collection activities and the feedback received at regional/national level.

Challenges faced regarding the usage of new feedback loops for ensuring labour market relevance also in the future:

- Since the possibility of organizing feedback mechanisms is highly dependent on the social, political, and economic situation as well as the type and organization of the VET providing institution, any new implementation of feedback loops must take into consideration the cost efforts related to this at regional and national level (not all VET providers have the possibilities to invest a lot in feedback collection for future quality improvement), but also existing standards for quality assurance and communication channels for the exchange between the labour market and VET industry.
- Also, regarding the international roll-out and further development of the NECTAR pilot training, the financing will play a crucial role since all requests and inputs received from externals will have to be processed, further distributed and possibly implemented in existing solutions. Therefore, in NECTAR agreements had/have to be taken regarding the responsibility for future adaptations, the application procedure for a participation in the

European Network for the Education and Training of Chefs and Cooks Working In Health and Care Setting, and the collection of feedback received with regard to the Occupational Profile, the Curriculum or pilot implementation.

9.1 Recommendations

The following recommendations for feedback collection can be summarized:

- The establishment of a *European Network for the Education and Training of Chefs and Cooks Working In Health and Care Setting* supports keeping in contact with relevant stakeholders and the enlargement of the network of supporters. However, it could be considered also to install a **European wide repository of Chef Gastro Engineers** and a **European repository of training providers** that offer the NECTAR training together with student mobility (signature of Memorandum of Understanding). This information could be made publicly available for example at the NECTAR website, if the Chefs and VET providers agree on data privacy topics related to this. For example, it could be considered that VET providers upload their training offers and apply for publication as "NECTAR training offer". The project coordinator could be informed automatically about a new upload and check it before it is published at the website. In a similar way, newly certified Chefs Gastro Engineers could be offered a platform on the website (or via the existing Social Media channels) to promote themselves and possibly find job offers abroad based on their CV.
  Of course, similar actions could be taken at national level, but the European dimension would bring more visibility.

- As respondents of the stakeholder questionnaire named mails and Social Media as preferred communication channels, it could be considered to send every half year newsletter-mail to stakeholders who showed an interest in the project and its results (see Stakeholder Map and contact information gathered during the project).

- Several stakeholders and questionnaire respondents referred to the possibility to enlarge the focus of the training from health and care settings to other areas such as the Silver Economy, Well-being and Recovery as well as Hospitality. The public health dimension was mentioned and the important role of chefs as drivers for healthy and sustainable nutrition in the general population. In this respect further networking activities with related sectors can be recommended at local, regional, national and international level.

- One respondent of the stakeholder questionnaire highlighted that the success of the program will greatly depend on the attention paid to it by existing kitchen teams. In order to address this challenge, it could be considered to organize events at local, regional, national and international level targeting specifically chefs and cooks and offering them practical insight into taste steering and healthy food preparation techniques.

10 REFERENCES

European Commission (2009): Recommendation of the European Parliament and Council on the establishment of a European Quality Assurance Reference Framework for VET. Online: https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0001:0010:EN:PDF (accessed 2021-03-26)

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ANNEX 1 – QUALITY CONTROL CHECK LIST

Quality Control Check		
Generic Minimum Quality Standards		
Document Summary provided (with adequate synopsis of contents)	X	
Compliant with NECTAR format standards (including all relevant Logos and EU-disclaimer)	X	
Language, grammar and spelling acceptable		X
Objectives of the application form covered		X
Work deliverable relates to adequately covered		x
Quality of text is acceptable (organisation and structure, diagrams, readability)		X
Comprehensiveness is acceptable (no missing sections, missing references, unexplained arguments)		X
Usability is acceptable (deliverable provides clear information in a form that is useful to the reader)		X
Deliverable specific quality criteria		
Deliverable meets the 'acceptance Criteria' set out in the Quality Register:		X
Checklist completed and deliverable approved by Name:Emanuela Di Marino Date: 27/10/2023		

ANNEX 2 – CGE OP Feedback Collection Template with Questionnaire

See also: NECTAR_D2.2 OP of the CGE_senttoAdvisoryBoard.docx

Meta information

Deliverable reviewed: Occupational Profile

Reference to the reviewed document:

Name of Reviewer:

Date of Review:

Short Summary of the Review Results (3-5 sentences)

Optional: Specific Questions for the Reviewer

In your opinion, is the representation of the OP …

	YES	NO
Well-structured	☐	☐
Comprehensive	☐	☐
Easy to understand	☐	☐

If you answered "No" for one or more characteristics, please, let us know why:

Do the key activities and defined core skills comply with the Occupational Profile of a Chef Gastro Engineer?

Yes ☐

No ☐

Don't know ☐

If you answered "No", please, let us know why:

Are there any important skills and competences that do not fit or are missing?

Yes ☐

No ☐

Don't know ☐

If you answered "Yes", please, let us know which skills you would delete respectively add:

ANNEX 3 – EU Curriculum Feedback Collection Template (Example)

See also: NECTAR_Template for AB Feedback_CGE EU Curriculum_KS.docx

Meta information

Deliverable reviewed:

Reference to the reviewed document:

Name of Reviewer: Karin Schindler

Date of Review:

Review Guidance:

To simplify the review of the CGE EU Curriculum and to reduce the amount of time and work for each Advisory Board member, we propose to split up the review of each Unit of Learning Outcome (UoL) by distributing 1-2 UoLs to each member. Therefore, we kindly ask you to read the first 18 pages including "10.1 Main characteristics" (ending on p.18) and in your case the following: **UoL4 (p.56-72)** as well as the associated **Assessment Methods on p.118**. If you have any comments or suggestions for improvement, please indicate these under question 5 in this document. If you have any comments regarding other specific UoLs or LOs, please indicate these under question 6. Thank you!

Short Summary of the Review Results (3-5 sentences):

Specific Questions

1) In your opinion, are the Learning Outcomes described within the CGE Curriculum…

	YES	NO
well-structured?	☐	☐
comprehensive?	☐	☐
easy to understand?	☐	☐

If you answered "No" for one or more characteristics, please, let us know why:

2) Is the NECTAR Curriculum in line with ECVET[16] standards in terms of…

	YES	NO
following a Learning Outcome Approach?	☐	☐
structuring Learning Outcome Units?	☐	☐
supporting the recognition and validation of Learning Outcomes?	☐	☐

If you answered "No" for one or more characteristics, please, let us know why:

---

[16] Explanation: ECVET points will be added at a later point of the project.

3) Is the NECTAR Curriculum in line with the EQF standards in terms of…

	YES	NO
covering knowledge, skills, and aspects of responsibility/autonomy?	☐	☐
targeting a concrete EQF level?	☐	☐

If you answered "No" for one or more characteristics, please, let us know why:

4) Do you think that the described knowledges, skills and personal/transversal competences provide a good basis for the development of specialized labour market-oriented training offers for chefs in the field of health and care in your country of expertise?

Yes ☐

No ☐

Don't know ☐

If you answered "No", please, let us know why:

5) Please indicate in these tables, if you have any comments or suggestions for improvement for the Unit of Learning Outcomes, following the questions below:

Unit of Learning Outcome 4: Manage the kitchen and coordinate personnel (p.56-72 of the CGE EU Curriculum)				
Learning Outcomes (LO)	Do you approve the defined LOs and linked knowledges, skills and personal/transversal competences? (yes/no/don't know)	Do you think the indicated EQF-Level is adequate? (yes/no/don't know)	Are the indicated suggested Assessment Methods (see p.118) suitable for this LO? (yes/no/don't know)	Comments If you answered one of these questions with "no", please elaborate here why and/or propose possible improvements.
LO4-A-1				
LO4-A-2				
LO4-A-3				
LO4-B-1				
LO4-B-2				
LO4-B-3				
LO4-C-1				
LO4-C-2				
LO4-C-3				
LO4-D-1				
LO4-D-2				
LO4-D-3				

6) Do you have any further comments regarding other parts of the EU CGE Curriculum?

THANK YOU FOR YOUR VALUABLE FEEDBACK!

ANNEX 4 – Teaching Toolkit & Multilingual Open Contents Feedback Collection Template (Example)

See also: NECTAR_Template for AB Feedback_D4.3_FINAL_sent.docx

Meta information

Deliverable reviewed: D4.3 Teaching Toolkit and Multilingual Open Contents

Reference to the reviewed document:
IMOOX Platform Users' Manual (sent via e-mail)
https://imoox.at/course/futurechefs (accessible after registration at:
https://imoox.at/mooc/login/index.php)

Name of Reviewer:
Date of Review:

Review Guidance Information:

NOTE:
The online course (MOOC[17]) provided on the iMooX Platform represents only a part of the overall NECTAR pilot courses and thus covers only some Learning Outcomes of the NECTAR Curriculum. The content and learning material of the MOOC can be integrated in the local pilot courses by the VET providers as they wish (e.g. as self-study elements or in the context of a face-to-face lecture).

To simplify your review task, we propose to proceed as follows:

1. Read the *iMooX Platform Users' Manual*: it offers information how to register and to access the online course and provides a first overview on the course content and structure

2. Register on the iMooX Platform under https://imoox.at/mooc/login/index.php

3. Visit the NECTAR course start page: https://imoox.at/course/futurechefs and have a look at the trailer video and the general course information

4. Follow the link "Show course" and have a closer look at the content of Unit 1 and Unit 2 (if required you can change the language in the header of the page)

5. Answer the questions of the Review Template (see below) and send your Feedback back to us **until 8ᵗʰ November 2022** the latest.

If you need any support, please contact Jana Senoner: senoner@wiab.at

Thank you very much for your valuable support!

Short Summary of the Feedback (3-5 sentences):

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[17] iMooX is the Platform where the NECTAR MOOC is made accessible for a big audience.
MOOC stands for Massive Open Online Courses that are available online for a huge amount of people and often for free or under open license.

Specific Questions

1) Did you face any technical problems in accessing the NECTAR Online course (MOOC)?

Yes ☐

No ☐

If you answered yes, please let us know which problems you faced?

2) Was it easy to access and work through some of the MOOC content on the iMooX Platform?

Yes ☐

No ☐

If you answered no, please let us know which challenges you faced?

3) Do you like the visual design of the MOOC?

Yes   ☐

No   ☐

Don't know   ☐

If you answered no, please let us know what you propose to improve?

4) Is the content of the MOOC well-structured and easy to understand?

Yes   ☐

No   ☐

Don't know   ☐

If you answered no, please let us know what you propose to improve?

5) Is the scope and the degree of difficulty of the NECTAR MOOC appropriate for the target group of chefs and cooks?

Yes   ☐

No   ☐

Don't know   ☐

If you answered no, please let us know why?

6) Are the different learning formats (videos, pdf, quiz…) appropriate for the target group?

Yes ☐

No ☐

Don't know ☐

If you answered no, please let us know why?

7) Do you think that the NECTAR MOOC will also be attractive and useful for other European VET providers?

Yes ☐

No ☐

Don't know ☐

If you answered no, please let us know why?

8) Is it helpful that the course content is available in different languages?

Yes ☐

No ☐

I couldn't find the other language versions ☐

9) Do you have any additional feedback concerning the NECTAR MOOC? If so, please share it with us:

THANK YOU VERY MUCH FOR YOUR VALUABLE FEEDBACK!

ANNEX 5 – Pilot Feedback Collection Template (Example)

See also: NECTAR_Template for AB Feedback_D5.1_Belgium.docx

Metainformation:

Deliverable reviewed: D5.1 Pilot Implementation Belgium

Reference to the reviewed document:
D 5.1 Report PILOT COURSE IMPLEMENTATION IN BELGIUM

Name of Reviewer:

Date of Review:

Review Guidance Information:

Please read the Report on the Pilot Course implementation you received via e-mail and answer the questions below. Please provide also a short overall summary of your impression (3-5 sentences) at the beginning of the document.

If you have any open questions or need further support or input to evaluate the pilot evaluation in the given country, please, contact: senoner@wiab.at

Please, send us your feedback **until 19th September 2023** the latest.

Thank you very much for your valuable support!

Short Summary of your impressions regarding the pilot implementation in the given country (3-5 sentences):

Specific Questions

1) Did the report on the pilot implementation provide enough information to get a clear picture of the pilot implementation in the given country?

Yes　　☐
No　　　☐

If you answered "no", please let us know why:

2) Was the recruitment of participants from your point of view

	Yes	No
clearly and comprehensibly described	☐	☐
adequate for the target group (chefs/cooks)	☐	☐
an objective and fair process	☐	☐
taking into account a review of existing skills/prior learning	☐	☐

If you answered any of the above questions with "no", please let us know why:

3) Where the teachers of the pilot from your point of view

	Yes	No
recruited in an adequate recruitment process	☐	☐
competent to teach in the NECTAR pilot training	☐	☐
adequately qualified	☐	☐

If you answered any of the above questions with "no", please let us know why:

4) Was the development of the local curriculum

	Yes	No
done in an appropriate way	☐	☐
comprehensibly explained	☐	☐
related to the EU Curriculum	☐	☐
considering ECVET points	☐	☐

If you answered any of the above questions with "no", please let us know why:

5) Are the Modules of the local NECTAR training

	Yes	No
described in detail	☐	☐
in line with the overall course design and aim	☐	☐

If you answered any of the above questions with "no", please let us know why:

6) Are the activities and teaching methods applied during the training

	Yes	No
suitable for the subject	☐	☐
appropriate for the target group	☐	☐
representing an attractive mix	☐	☐

If you answered any of the above questions with "no", please let us know why:

7) Is the MOOC based learning and the use of the iMOOX platform explained in a comprehensible way?

Yes	☐
No	☐
Don't know	☐

If you answered "no", please let us know why:

8) Is the workbased learning explained in a comprehensible way?

Yes	☐
No	☐
Don't know	☐

If you answered "no", please let us know why:

9) Do the applied quality assurance methods

	Yes	No
cover adequate methods to ensure objectiveness, fairness and transparency	☐	☐
include an appropriate evaluation process for the pilot course	☐	☐

If you answered "no", please let us know why:

10) Do you have any additional feedback concerning the NECTAR pilot implementation in the given country? If so, please let us know:

THANK YOU VERY MUCH FOR YOUR VALUABLE FEEDBACK!

ANNEX 6 – NECTAR Stakeholder Online-Questionnaire (EN)

See also: NECTAR_T6.5_Stakeholder_Questionnaire_May2023_FINAL.docx

Part A – Statistical Data

A1 Please, indicate your regional background:

- o   Austria
- o   Belgium
- o   Italy/Campania
- o   Italy/Liguria
- o   Portugal
- o   Other

A1a) Follow-up Question: If you chose the option "Other", please specify:

A2 Please, indicate your professional context:

- o   Health and Care Provider
- o   Social Care Provider
- o   Enterprise Corporate
- o   Umbrella Organization
- o   Vocational Education and Training Provider
- o   Higher Education Provider
- o   Accrediting/Certifying Body
- o   Public Institution
- o   Private Institution
- o   Policy Maker
- o   Other

A2a) Follow-up Question: If you chose the option "Health and Care Provider" or "Scoial Care Provider", please let us know if you would favour chefs with a NECTAR training when searching for new kitchen staff?

A2b) Follow-up Question: If you chose the option "Other", please specify:

A3 How did you learn about the NECTAR pilot program (multiple choice possible)?

☐   Conventional media (e.g., Newspaper, radio, etc.)

- ☐ Social Media
- ☐ NECTAR website
- ☐ iMooX learning platform
- ☐ Information leaflet
- ☐ VET Provider (e.g., schools, universities, etc.)
- ☐ Health and Care Provider
- ☐ Employment Agency
- ☐ NECTAR project partner
- ☐ Other

A3a) Follow-up Question: If you chose the option "Other", please specify:

PART B – Participation and interest in NECTAR

B1 Please let us know more about your specific interest in the NECTAR project and results. Are you interested in (multiple choices possible):

- ☐ Using the online educational toolkit to train your own staff
- ☐ Using the web-based designers kit to support you in the implementation of key content of the NECTAR Curriculum
- ☐ Open Access Educational Resources
- ☐ Collaboration with the NECTAR pilot sites
- ☐ Finding trained staff that is able to ensure personalized food and nutrition provision for people with specific nutrition needs
- ☐ Assessing and monitoring end user needs
- ☐ Utilizing the new Occupational Profile for chefs in integrated health and social care settings (Chefs Gastro Engineering)
- ☐ Scaling-up NECTAR activities and results (e.g., within an umbrella organization)
- ☐ Certification and/or accreditation
- ☐ Other

B1a) Follow-up Question: If you chose the option "Other", please specify:

B2 Please let us know if you were involved in the NECTAR pilot program:

- o Yes
- o No

B2a) Follow-up Question 1: If you chose the option "Yes", please specify your role in the NECTAR pilot program (e.g., cooperation partner of the VET provider, participation in the training with our staff, participation with our practitioners/teachers):

B2b) Follow-up Question 2: If you chose "Yes" and your staff participated in the NECTAR pilot program: how would you rate the effectiveness of the course in terms of acquiring necessary skills on a scale from 1 (very effective) to 4 (ineffective)?

- ☐ 1 very effective
- ☐ 2 effective
- ☐ 3 rather ineffective
- ☐ 4 ineffective
- ☐ Don't know

B2c) Follow-up Question 3: Do you have any suggestions that would increase the effectiveness of the program?

PART C – Feedback on the NECTAR pilot program

C1 On a scale from 1 (very important) to 4 (not important) how would you rate the importance of the NECTAR pilot program for your working field?

- ☐ 1 very important
- ☐ 2 important
- ☐ 3 rather not important
- ☐ 4 not important
- ☐ Don't know

C2 Please rate the importance of the following competences for chefs working in health and social care aiming to ensure personalized food and nutrition provisions for people with specific nutrition needs:

	Very important	Important	Rather not important	Not important	Don't know
Managing the supply and the purchase of food ingredients (e.g., identify most sustainable and high-quality suppliers and plan and manage the supply process)					
Screen, assess and monitor on a client-level (e.g., Assess clients' needs with respect to taste deterioration; adapt screening, monitor activities on the base of the proper level of care and use ICT tools to support this)					
Create recipes for a general population and for people with specific needs, complying with recommendations of health professionals (e.g., create or compile recipes targeted to the general population considering cultural choices					

or religious ones and put them in a balanced and tasteful menu)					
Manage the kitchen and coordinate personnel (e.g., manage the kitchen budget with respect to food and utilities)					
Ensure quality of food and follow safety regulations (e.g., assure that the work of the kitchen staff is compliant with food safety and hygienic standards and maintain a secure working environment)					
Use and adapt cooking techniques to the specific care settings and clients (e.g., adapt food consistency and taste according to the needs of the client)					
Communicate, interact and collaborate with clients and interprofessional teams (e.g., collaborate with healthcare professionals to educate and promote healthy behaviours among clients)					

C3 On a scale from 1 (very important) to 4 (not important) how would you rate the relevance of the NECTAR course in preparing chefs for addressing specific nutrition needs of the end users e.g. in health and social care settings?

- ☐ 1 very important
- ☐ 2 important
- ☐ 3 rather not important
- ☐ 4 not important
- ☐ Don't know

C4 The current labour market needs chefs specialized in food care delivery, e.g. for ageing societies and pre-frail and frail adults. Please express your opinion on a scale from 1 (I totally agree) to 5 (I totally disagree).

- ☐ 1 Totally agree
- ☐ 2 Agree
- ☐ 3 Neither agree, nor disagree
- ☐ 4 Disagree
- ☐ 5 Totally disagree

C5 On a scale from 1 (very high impact) to 5 (no impact) how would rate the impact of the NECTAR pilot program on the performance of chefs in daily working life:

- ☐ 1 very high impact
- ☐ 2 rather high impact
- ☐ 3 moderate impact
- ☐ 4 rather no impact
- ☐ 5 no impact
- ☐ Don't know

C5a) Follow-up Question: Please let us know the reason for your rating:

C6 Would you like to share any additional comments on the NECTAR project, your experience with the pilot program or the training needs for chefs in food care delivery within the health and social care settings?

ANNEX 7 – NECTAR Stakeholder Questionnaire – Final Conference

NECTAR SURVEY. Positive feedbacks from stakeholders representing Decision-Makers and/or Service-Providers.

1. Name (Familly name, Firs name)
2. email
3. Organisation
4. How would you rate the quality and content of the conference? *(single choice)*
   a. Excellent
   b. Very Good
   c. Good
   d. Poor
   e. Very Poor
5. How content were you with the quality of the speakers? *(single choice)*
   a. Excellent
   b. Very Good
   c. Good
   d. Poor
   e. Very Poor
6. Did the conference help your understanding of the NECTAR project *(single choice)*
   a. Yes
   b. No
   c. Unsure
7. Would you be interested in learning more about the CGE occupational profile and curriculum with a view to adapting it to your region through a Twinning with one of the pilot sites? *(multiple choice)*
   a. Yes
   b. No
   c. If you answered yes, please indicate which pilot site you would like to organise a Twinning with (Italy Campania, Italy Liguria, Belgium, Austria, Portugal)
8. Do you think that project recommendations are target group oriented and easy to understand? *(single choice)*
   a. Yes
   b. No
   c. Don't know

9. Do you think there is a need for chefs trained in health-related food engineering in the health/care sector and the labour market?

   a. Yes
   b. No
   c. Don't know

10. Would you be interested in obtaining further information on NECTAR? *(single choice)*
    a. Yes, via Social Media (NECTAR Social Media links) or the project website (NECTAR link)
    b. Yes, by receiving a newsletter or mail
    c. No

ANNEX 8 – NECTAR Evaluation and Monitoring Plan

WP6 TASK	TASK TO EVALUATE	CRITERIA	SUB-CRITERIA	TOOLS /source of information	TARGET
TASK-6.2 Overall CGE EU Curriculum and Guides Evaluation	Evaluation of CGE EU Curriculum (developed in task 3.1. of WP3 evaluation) / Improvement of CGE EU Curriculum	EFFICACY	Adequacy and concordance of the CGE EU Curriculum to the CGE EU occupational profile.	questionnaire that will be incorporated in WP8	Exeternal reviwer
		EFFICACY	Effective implementation of curriculum in the pilots	questions to pilot teachers o about the effectiveness of curriculum (included in the questionnaire sent for pilot evaluation)	pilot teachers
		EFFICACY	End users expectations are fulfilled	questions to chefs	Minimun 50 chefs consulted on the Curriculum in at least 3 EU countries
		REPRESENTATIVENESS	Representativeness of EU countries	questions to chefs about representativeness in their working contexts	Minimun 50 chefs consulted on the Curriculum in at least 3 EU countries
		REPRESENTATIVENESS	Compliance with EU standards		External reviwer
		FLEXIBILITY AND ADAPTABILITY	Flexibility and adaptability of the pilots to different EU countries	questions to designers about the complexity of the adptability process of each pilot	VET designers
	Evaluation of CGE EU Guides (developed in task 3.2. from WP3)/ Improvement of the guides (set-by-set guide supporting CGE EU curriculum localization)	USABILITY, FEASIBLILTY AND FLEXIBILITY	usability of each provided guides	questionnaire targeting pilot and VET designers	pilot and VET designers
		USABILITY, FEASIBLILTY AND FLEXIBILITY	feaseabilty of each provided guides in each country		External VET designers
		USABILITY, FEASIBLILTY AND FLEXIBILITY	overall felxibility of the guides		External VET designers
		REPRESENTATIVENESS	Representativeness of EU countries	questionnaire to external reviwer VET	External reviwer
		REPRESENTATIVENESS	compliance with EU standards		External reviwer
	Evaluation of Instructional Design documents of five localized curricula and five pilot courses (developed in task 3.3. from WP3)	CONTEXTUALIZATION	Contextualization of the EU curriculum in each pilot site	questionare to pilot leadrs	pilot leaders
		COMPLIANCE	compliance with EQAVET indicators	questionare to pilot leaders/ external reviwers	pilot leaders and/or external reviwer

WP6 TASK	TASK TO EVALUATE	CRITERIA	SUB-CRITERIA	TOOLS /source of information	TARGET
TASK 6.3	Evaluate CGE EU Guidelines for teachers for curriculum (developed in task WP4 task 4.2.1)	EFFICACY	Adequation and clearness of the CGE EU Guides for teachers of localized curriculum in each country	questions about the attractiveness, easy to use and to understand the guidelines for the curriculum implementation	Project Partners
					VET and teachers representatives
	Evaluate tool kit platform implementation (developed in task WP4 task 4.1.2)	USABILITY	Adquation of the platform for students and teachers needs	Questions to acess feedback from teachers and students regarding the adequation of the tool kit platform	pilot students and teachers
		CUSTOMIZATION			
		COMPLIANCE			
	Evaluate Toolkit and Multilingual Open Contents (Task 4.3)	EFFICACY	Effectiveness of the Toolkit and Open Content: Attractive, easy to use and to understand for other European VET providers	questions about the clearness of the tool kit in each language	Project Partners
					VET and teachers representatives
	Report on pilot teachers training and participatory creation (Task 4.4)	POSITIVE FEEDBACK	Positive assessment of teachers trainers about the training course and pilot teachers training	Likert-scale to acess several aspects of the pilot training course	Pilot teachers

WP6 TASK	TASK TO EVALUATE	CRITERIA	SUB-CRITERIA	TOOLS /source of information	TARGET
TASK-6.4: Formative and Summative evaluation of Pilots implemented in n AT, BE, PT, IT/Liguria and IT/Campania	Evaluation of the quality of local pilot courses (developed in task 5.1 - 5.5 from WP5) / Improvement of the pilot courses	ATTRACTIVENESS	Number of participants per pilot (EQAVET indicator 3: participation rate in VET programmes)	Pilot designers' documentation of recruiting interviews; Pilot designers' statistical data	At least 20 chefs are trained per pilot course;
			Number of participants per pilot, who completed the course (EQAVET indicator 4: Completion rate in VET programmes)	Pilot designers' documentation of recruiting interviews; Pilot designers' statistical data	Less than 20% drop-out rate
			Share of pilot designers applying internal quality assurance and/or are accredited VET providers (EQAVET indicator 1: Relevance of quality assurance systems for VET providers)	Questionnaire targeting pilot designers	pilot designers
			Active participation and performance of learners during the pilot courses	Educational Toolkit Platform statistics; Teachers' documentation of observations	pilot teachers
		EFFECTIVENESS	Competences of pilot teachers	Recruiting interviews with pilot teachers by pilot designers	pilot designers
			Number of participants successfully completing the pilot courses (EQAVET indicator 4: Completion rate in VET programmes)	Questionnaire targeting pilot designers (statistical data)	At least 16 chefs are certified; pilot designers
			High satisfaction levels of pilot participants (e.g. with regard to acquired skills and competences; EQAVET indicator 6: utilisation of acquired skills at the workplace)	Questionnaire targeting pilot participants (students)	pilot participants (students)
			Effectiveness of the teachers	Questionnaire targeting pilot participants; Questionnaire targeting pilot teachers	pilot participants; pilot teachers
		REPRESENTATIVENESS	Validation of prior learning (Adequacy of pilot with regard to the foreseen entry level)	Personal interviews with pilot participants by pilot designers	pilot participants
			Achievement Level of Learning outcomes are defined according to ECVET and EQF standards		Advisory board/External Reviewer
			Criteria for Certification and Certification process of successful participants are defined in advance	Questionnaire targeting pilot designers	pilot designers
			Implementation of different teaching and training methodologies in the pilot courses, e.g. work-based learning	Questionnaire targeting end users/pilot participants; Questionnaire targeting pilot teachers	pilot participants; pilot teachers
		USABILITY	User-friendly and target-group oriented course design for face-to-face-, e- and work-based learning	Questionnaire targeting end users/pilot participant	pilot participants
			User-friendly and target-group oriented, effective training material	Questionnaire targeting end users/pilot participants; Questionnaire targeting pilot teachers	pilot participants; pilot teachers

WP6 TASK	TASK TO EVALUATE	CRITERIA	SUB-CRITERIA	TOOLS /source of information	TARGET
TASK-6.5 Tracking and feedback loops	Evaluation of measures for tracking learners and collecting feedback after completion of the pilot courses	CRITERIA	Tracking and feedback loops offer added value for the target group, beneficiaries, employers, labour market representatives and professional associations (e.g. networking space, placement of CGE, online register of certified CGE)	interviews with pilot participants; Advisory Board workshop; Questionnaire targeting pilot designers; Questionnaire targeting Supporting partners	Pilot participants; Advisory Board; pilot designers; Supporting partners
		ATTRACTIVENESS	Tracking and feedback loops are easy to apply and do require only a few minutes time	Questionnaire targeting participants; Questionnaire targeting pilot designers; Questionnaire targeting Supporting partners	pilot participants; pilot designers; Advisory Board; Supporting partners
		USABILITY	Degree of participants who find the training important for their current/future daily work	Questionnaire targeting pilot participants	Pilot participants
		EFFECTIVENESS	Degree of scaling up activities within the project partnership	Questionnaire targeting pilot designers; Questionnaire targeting Supporting partners	pilot designers; Supporting partners
			High satisfaction rates of employers of pilot participants with regard to the acquired skills and cometpences (EQAVET indicator 6: utilisation of acquired skills at the workplace)	Employer interviews before and after the pilot courses	employers of pilot participants
			Share of participants reporting employment and career improvment after the completion of the pilot courses (EQAVET indicators 5: Placement rate in VET programmes)	Questionnaire targeting pilot participants	pilot participants (students)

ANNEX 9 – NECTAR Quality Expectation and Indicators Plan (Excerpt)

See also: NECTAR_WP8_QR_Quality Expectation and Indicators Plan.xlsx

Deliverable (WP-Leader)	OUTPUT (short-term result)	Quality expectations (common understanding of quality requirements applied)	Quality indicators (must have criteria)	KPI (Key Performance Indicators, measureable)	Methods to evaluate the achievement of quality indicators	By when	Reviewer	Quality indicator achieved (yes/no)	Date of Arpproval (dd/mm/yyyy)	Comments and explanations (Please explain here, if an indicator has not been reached and refer to necessary improvement)
D3.1 Design of the CGE EU Curriculum (Si4Life)	1 digital document (Reference EU Curriculum for CGE)	Compliant with EU standards and instruments such as ESCO, EQF and ECVET	Curriculum takes into account ESCO and EQF descriptors: Knowledge, Skills, Autonomy/Responsiblity	Curriculum refers to Knowledge, Skills and Autonomy/Responsibility.	Internal Peer-Review of D3.1.2 (final version of CGE EU Curriculum)	M35 (September 2023)	Marco Polo	yes	25.09.2023	
M12 (October 2021)/ M35 (September 2023)			Curriculum takes into account ECVET requirements: Learning Outcome orientation and ECVET points	**Curriculum includes Learning Outcomes (covering job specific skills, key competences for lifelong learning, soft skills),** units of learning outcomes and supports ECVET points	Internal Peer-Review of D3.1.2 (final version of CGE EU Curriculum)	M35 (September 2023)	Marco Polo	yes	25.09.2023	
		Is flexible, adaptable and transferrable to different EU countries	**Positive evaluation from VET designers about flexibility and adaptability to different EU countries**		Evaluation (T6.2)	M35 (September 2023)	UALG	yes	13.09.2023	Positve evaluation refelcted on the final report, based on data analysis from questionnaires to targets. Please consult deliverable 6.2.2 (WP6)
		Is eficient , flexible, adaptable and transferrable to different EU countries	**Positive feedbacks from the main target groups: Pilot teachers, VET designers, Chefs and External reviwer**	**50 chefs consulted on the Curriculum in all pilot sites. At least 3 teachers and/or VET designers from 5 pilot sites**	Evaluation (T6.2)	M35 (September 2023)	UALG	yes	13.09.2023	Positve evaluation refelcted on the final report, based on data analysis from questionnaires to targets. Please consult deliverable 6.2.2 (WP6)
				Positive feedback from all 5 Advisory Board members and 1 External Reviewer	External feedback: Advisory Board and External Reviewer	M12 (October 2021)	AB member + Herman	yes/no	15.11.2021	Yes, positive Feedback by External Reviewer and 2 of the AB members No: 1 AB member couldn't approve it at first, but this feedback will be integrated in the second version of the EU Curriculum. 2 AB members didn't give feedback due of time constraints.
			Positive feedback from VET-Providers, Decison-Makers and Service-Providers on flexibility, adaptability and transferability to other EU countries	**50 chefs consulted on the Curriculum in all pilot sites. At least 3 teachers and/or VET designers from 5 pilot sites**	Evaluation (T6.2)	M35 (September 2023)	UALG	Yes	13.09.2023	Positve evaluation refelcted on the final report, based on data analysis from questionnaires to targets. Please consult deliverable 6.2.2 (WP6)
D3.2.2 Web based step-by-step guide supporting the CGE EU Curriculum localization (Si4Life)	1 Web-based application (Step-by-step guide supporting the CGE EU Curriculum localization)	Compliant with EU standards and instruments such as ESCO, EQF and ECVET	Tools and guides provide information on how to achieve compliance with ESCO and EQF descriptors in the local context	Tools and guides take into account ESCO and include references to EQF descriptors	External Review (External Reviewer)	M35 (September 2023)	Herman	yes	25.09.2023	
			Tools and Guides include a flexible matrix offering for each Learning Outcome possible ranges of choices (for national implementation) and suggested ECVET points	Positive Feedback on the usability and feasability of the flexibility matrix by partners	Internal review	M35 (September 2023)	all piloting partners	yes	08.03.2023	