

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



Chef Gastro Engineering European Curriculum Final release

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1 ABSTRACT:

This report includes the final release of the CGE Curriculum which has been tested through NECTAR's pilots and refined for the final delivery at the end of the project.

The final release of the CGE EU Curriculum delivered through this document includes 67 Learning Outcomes grouped into 7 Units of Learning Outcomes.

The report also includes a description of the methodology adopted for the evaluation of the Curriculum and the shape and delivery of the final version.

2 KEYWORDS:

Curriculum, Learning Outcome, Unit of Learning Outcome, ECVET, ESCO, Chef Gastro Engineering

3 REVIEWERS

REVIEWER NAME	PEER REVIEWER	ORGANIZATION	DATE OF APPROVAL
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4 VERSION HISTORY AND AUTHORS

Version	Name / Organization	Status*	Date	Provided Content/Comment/Summary of Changes
1	Roberta Ferrara - SI4LIFE Serena Alvino – SI4LIFE	A	17/04/2023	CGE Curriculum – Integration of proposed changes into the final draft version
2	Regina Roller-Wirnsberger – MUG Carolin Herzog- MUG Bart Geurden - ODISEE Silvia N Bossio De Stefano - ODISEE Ana Isabel Silva- SCMA Olga Pedemonte - MARCO POLO Matilde Borriello – MARCO POLO Emanuela Di Marino – ITS-BACT Inês Gago Rodrigues – UALG Sandra Pais – UALG	C	18/04/2023	CGE Curriculum – Online Voting meeting to define the changes leading to the final version
3	Roberta Ferrara - SI4LIFE	A	28/04/2023	CGE Curriculum – Integration of Voted changes after Voting Meeting
4	Regina Roller-Wirnsberger – MUG Carolin Herzog- MUG Bart Geurden - ODISEE Silvia N Bossio De Stefano - ODISEE Ana Isabel Silva- SCMA Olga Pedemonte - MARCO POLO Matilde Borriello – MARCO POLO Emanuela Di Marino – ITS-BACT Inês Gago Rodrigues – UALG Sandra Pais – UALG	C	04/05/2023	CGE Curriculum – Final tuning on some LOs
5	Serena Alvino - SI4LIFE Roberta Ferrara – SI4LIFE Elena Margherita Vercelli – SI4LIFE Irene Carbone – SI4LIFE	A	06/06/2023	CGE Curriculum – Integrated version refining
6	Serena Alvino - SI4LIFE	A	12/07/2023	CGE Curriculum – Final release
7	Serena Alvino - SI4LIFE Roberta Ferrara – SI4LIFE	A	29/08/2023	Draft D3.1.2
8	Serena Alvino - SI4LIFE Roberta Ferrara – SI4LIFE	A	08/09/2023	D3.1.2 version for internal review
9	Serena Alvino - SI4LIFE Roberta Ferrara – SI4LIFE	A	22/09/2023	D3.1.2 final version after internal review

*Status indicates if:

- A - Author (including author of revised deliverable)
- C - Contributor
- IF – Internal Feedback (within the partner organization)

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6 LIST OF ABBREVIATIONS

CC	Core Competence
CGE	Chef Gastro-Engineering
ECVET	European credit system for vocational education and training
EQAVET	European Quality Assurance in Vocational Education and Training
EQF	European Qualification Framework
ESCO	European Skills/Competences, qualifications and Occupations
EU	European Union
HACCP	Hazard Analysis Critical Control Point
ISCO	International Standard Classification of Occupations
KA	Key Activity
LO	Learning Outcome
M	Month
OP	Occupational Profile
PFC	Primary Food Care
PP	Pilot Partners
UoL	Unit of Learning
VET	Vocational Education and Training
WHO	World Health Organization

7 EXECUTIVE SUMMARY

This document aims to report the work coordinated by SI4Life and carried out by the Alliance in order to deliver the final release of the CGE Curriculum and to outline the main results of such a work.

Section 8 introduces the principal aims of WP3 and T3.1, outlining the main results obtained during the project execution.

Section 9 describes the methodology adopted by the WP/Task coordinator in order to shape and release the final version of the Curriculum. Five main steps are described in detail, as well as the main tools and templates adopted to support the cooperative work. In addition, this section outlines also the main criticalities identified through the evaluation process, as well as the main remedial actions implemented in order to tackle and solve each criticality and refine the Curriculum for its final release. Finally, it outlines the importance of the Curriculum final release within the dissemination and scaling up activities set at the beginning of the NECTAR project.

Section 10 outlines the main characteristics of the Curriculum and then outlines the detailed description of the 67 Learning Outcomes, grouped into 7 Units of Learning.

Annex 1 includes the Interview template to Pilot Partner.

8 INTRODUCTION

The main SCOPE of NECTAR project is to overcome the identified mismatch between the skills currently offered by cooks and chefs working in hospitals, residential care and homecare and those actually demanded by healthcare institutions, private service providers and final end users in order to play a pivotal role in Primary Food Care.

In order to target this scope the project has pursued many objectives¹, but one of the most challenging one was creating an European, innovative, learning outcome-oriented modular Curriculum for CGE (WP3) and activate, accordingly, five pilot courses (WP5) in order to test and refine it.

This document includes the final release of the CGE Curriculum, as a result of an hard work carried out by the Alliance from November 2022 to August 2023, described in detail in Section 9.

As outlined in Figure 1, this first release of the Curriculum has been localized by pilot coordinators in order to design and implement five local pilot courses for CGE in Italy, Portugal, Belgium and Austria (WP5). The evaluation of the pilots, in terms of their effectiveness, and a parallel process of Curriculum evaluation, carried out in the framework of WP6, has allowed to collect data and information supporting a possible refinement of the first release and the delivery at the end of the project (M35) of the final release of the CGE Curriculum.

¹ At national and EU level, the partnership included the definition of a “Chef Gastro Engineering” (CGE) EU Occupational Profile based on a “culinary/ clinical integrated approach” [Illario et al., 2016] and the definition of a “CGE EU reference Curriculum”. In the first six-months of the project (WP2), an Occupational Profile (OP) for CGE has been defined and formalized into D2.2. It integrates existing research evidence on chefs’ skills needs, in order to make the OP as adherent as possible to the current (and future) working and occupational contexts for CGE. The OP is compliant with already existing ESCO (European Skills/Competences, qualifications and Occupations) profiles and with ECVET (European credit system for vocational education and training).

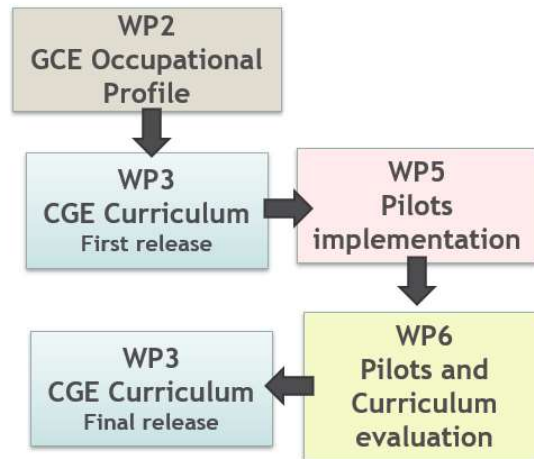


Figure 1: Relations among WP3 and other WPs concerning CGE Curriculum development and refinement

The present document releases the final version of the CGE Curriculum, representing an important milestone of the whole NECTAR project, and paves the way for the release of the Web based step-by-step guide (D3.2.2) supporting the CGE EU Curriculum localization.

9 METHODOLOGY

SI4LIFE, as WP3 leader, coordinated the effort of the Alliance in order to develop the final version of the CGE Curriculum starting from the first release delivered on November 2021.

As agreed during the General Assembly which took place in Sorrento in November 2022, SI4LIFE has taken in charge part of the process for the **review of the first release of the CGE Curriculum and the related Designers' Kit**.

Activities carried out in each step are resumed in Figure 2 and described in details in the following sub-sections.

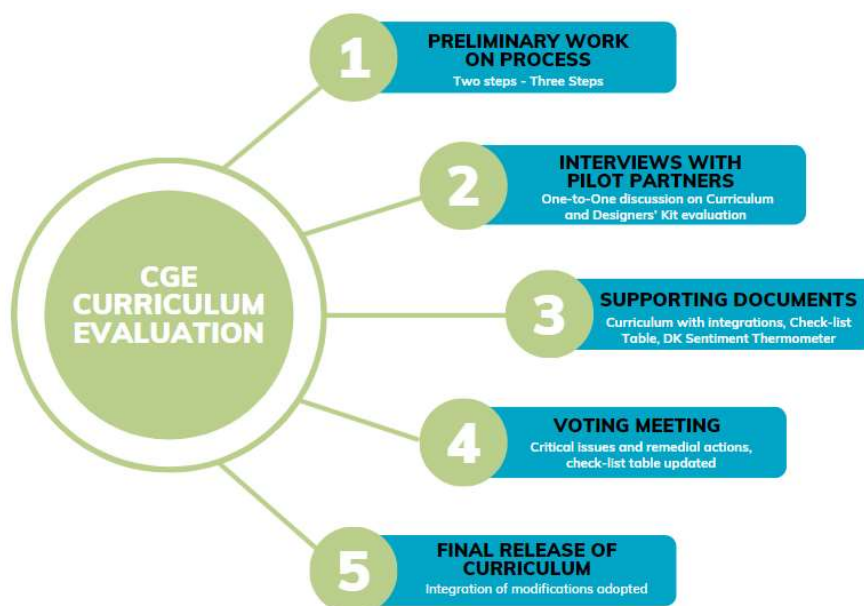


Figure 2: Methodology adopted for CGE Curriculum Evaluation and Final Release of CGE Curriculum.

9.1 PRELIMINARY WORK AND PROCESS

Before starting the interview process, in order to identify the best way to proceed, SI4LIFE sent out personalized e-mails to all pilot designers in order to plan the interviews for the review of the CGE Curriculum and Designers' Kit, proposing the adoption of two possible methodologies:

A. TWO-STEPs PROCESS:

1. Pilot Partners would have received in advance a list of possible issues the interview would have dealt with and related documents to be reviewed: in such a way they could have prepared their interviews;
2. Then, 1 or 2 representatives for each pilot would have been involved in a personalized (one-to-one) online interview, based on a structured track of questions that would have been the same for all the pilot leaders;

B. THREE-STEPs PROCESS:

1. Partners would have received in advance a list of possible issues the interview would have dealt with and related documents to be reviewed: in such a way they could have prepared their interviews;
2. Before the interview, a commented version of the first release of the curriculum or other kind of contributions (formalized in a document) could have been shared by partners with SI4LIFE proposing reviews to the Curriculum and/or the Designer's kit;
3. Then, 1 or 2 representatives for each pilot would have been involved in a personalized (one-to-one) online interview; this interview would have been based on two parts:
 - Part I: attendants would have been interviewed on the base of a structured track of questions that will be the same for all the pilot leaders;
 - Part II: attendants would have been asked to explain and comment the document shared in step 2

SI4LIFE therefore asked the pilot partners to express their preference in regards to the 2 proposed process in order to plan in advance such activity and fix the date of each interview. All agreed on adopting the **two steps process, except for Odisee that preferred the three steps one.**

In order to be as effective as possible, SI4LIFE sent an email to Pilot Partners confirming the individual online meeting, attaching the Structure of the Interview (see Annex 1) and suggesting to examine carefully all the necessary documents of the CGE Curriculum.

9.2 INTERVIEWS WITH PILOT PARTNERS

Between February and Mid-March 2023, all the interviews were carried out.

The interviews were structured into two sections: the first devoted to the evaluation of the CGE Curriculum and the second devoted to the evaluation of the Designers' Kit. This section is focused only on the first part, while the second part is described in D3.2.2.

Section 1 of the interview addresses four specific evaluation criteria as described in the table below.

Section 1 - CGE CURRICULUM EVALUATION – PILOT COORDINATORS

CRITERIA	INDICATORS
CLARITY	CLARITY OF THE STRUCTURE
	CLARITY OF THE LANGUAGE

EXHAUSTIVENESS	EXHAUSTIVENESS OF THE SET OF LEARNING OUTCOMES
EFFICACY	EFFICACY OF THE CURRICULUM DESCRIPTION
OVERALL EVALUATION	OTHER

In general, the overall evaluation carried out about the CGE EU Curriculum gave very positive results. For each set of questions, Pilot partners had the possibility to write comments and propose possible improvements of the Curriculum. Here are listed the most significant results of this process:

- the Structure of the Curriculum was considered by all very clear, as well as the description of each LO in terms of Knowledge, Skills and Personal and Transversal Competences and no general comments were added.
- as each LO had a specific code, its meaning was clear to all partners;
- in general, also the language used in the text was evaluated clear and understandable, although a couple of comments were made by MUG and ODISEE;
- thanks to the experience gained through the design and the implementation of Pilot courses, all partners gave their feedback in identifying some overlaps among LOs; each one gave their suggestions accordingly, leading to some LOs merging or in some cases to the creation of new LOs (MP elaborated a new LO targeting on basic competences on Food Chemistry);
- some changes were proposed by MUG with regards to the identification of some LOs as “Mandatory” or “Optional”.
- any change on the LOs’ EQF level was suggested;
- ITS-BACT, MUG and ODISEE proposed changes in the titles of some LOs and their detailed description in terms of Knowledge, Skills and Personal and Transversal Competences.

Aside to these proposed changes, a detailed review of the texts of the Curriculum has been proposed by ODISEE in the framework of the three-steps process

9.3 PREPARATION OF SUPPORTING DOCUMENTS FOR VOTING MEETING

After the interview were carried out, SI4LIFE began the drafting of a document merging all the changes proposed by partners. This document would have explicitly kept track of the suggested changes in order to enable all the pilot leaders to analyse them and approve/reject each one of them.

In the meanwhile, SI4LIFE shared a Doodle poll to identify in advance a date for a meeting aimed to vote and approve a final integrated version of the Curriculum: partners agreed to base the voting process on the rule of qualified majority (approving only changes voted by 3 out of 5 pilot leaders) and to make the meeting mandatory for pilot leaders.

One week before the online meeting, SI4LIFE shared with partners the following important documents:

- **“CGE CURRICULUM INTEGRATED REVIEW – SUPPORTING DOCUMENT FOR VOTING”** – a document including and tracking all the changes proposed by partners during the CGE Curriculum review and, where possible, a SI4Life’s proposal of integration. Different colors were used to help the reading of the document and comments aside justified the choices;
- **“CHECK-LIST TABLE”**, containing **only** the final version of the LOs affected by the proposed changes (colors identified the proposing partner); since many changes were going to be voted in the online meeting, SI4LIFE set up in this table an additional column where Pilot leaders could express a preliminary opinion (*AGREE/DISAGREE/TO BE DISCUSSED*) on the suggested change.

With a specific e-mail (see Figure 3) SI4LIFE asked to partners to send back such preliminary opinion before the meeting; this would allow to get a first “idea” of which topics would be easier and quicker to deal with and which ones would have required time for more in-depth discussion; in any case, all the issues/changes would have been addressed again during the meeting, and each Pilot partner could have had the opportunity to actually vote, confirming or changing its preliminary opinion.

CHECKLIST TABLE WITH PROPOSED CHANGES BY PILOT LEADERS and INTEGRATED SOLUTIONS BY SI4Life

Dear Partners,

in this table you will **only** find the LOs **affected by your changes or proposals**. All specific comments have been reported in the main document (Curriculum) and we will review each part during the voting meeting.

Please note that in the “Checklist table” below we have **only** listed the **modified contents** (i.e. if just 1 sentence was changed/added, we reported just that one; if the whole set of knowledge/skills was modified, we reported the whole set of knowledge and skills, etc.).

On the other hand, in the Curriculum you will find the complete set of modified contents and the original parts not affected by changes.

Since SI4Life is in charge of the preparation and coordination of the voting meeting, we are asking you to give your preliminary opinion (AGREE/DISAGREE/TO BE DISCUSSED) to get a first “idea” of which topics will be easier and quicker to deal with and which ones will require time for more in-depth discussion. We kindly ask you to **express your preliminary opinion on each modified LO within Monday, April 17th and send the document back to us.**

Please note that even if your preliminary opinion should match the one expressed by the other members, **all the issues/changes will be addressed during the assembly and each of you will have the opportunity to actually vote, confirming or changing your preliminary opinion.**

We hope that this checklist table, together with the “new version” of the Curriculum (to be approved), will help you figure out your proposals and arrive at the meeting with a clear idea.

Thank you for your cooperation,

SI4Life Staff

Figure 3: Introduction to Check-List table

Figure 4 below depicts a couple of examples on how the table was set.

Unit of Learning Outcome 2: Screen, assess and monitor on client-level		PRELIMINARY OPINION
<p>LO2-A-B-3 <i>Be aware of the main swallowing problems which raise the need for adapted food and be able to tackle these problems and conditions in daily work in collaboration with health professionals</i></p>	<p>KNOWLEDGE He/she is able to:</p> <ul style="list-style-type: none"> Describe the main swallowing problems and their impact on food intake Describe the chemosensory system (moved from ODISEE proposal LO6-D-3) Describe chewing problems and their impact on food intake Briefly describe the role of chemoreceptors in the chewing and swallowing process Describe the role of tongue pressure, and tongue pressure rehabilitation, in the development of personalized texture-modified meals and condiments Understand and describe the use of tongue pressure measurements (by speech therapists or NTE specialists) for the creation of personalized meals for dysphagia (These sentence has been added in LO2-A-B-3 because is a theoretical aspect (moved from ODISEE proposal LO6-D-3)) Understand and describe the use of the Functional Endoscopic Evaluation of Swallowing Function (FEES) (performed by speech therapists or NTE specialists) to create personalized meals for dysphagia (These sentence has been added in LO2-A-B-3 because is a theoretical aspect (moved from ODISEE proposal LO6-D-3)) Explain why enrichment of personalized and texture modified meals may be necessary <p>SKILLS He/she is able to:</p> <ul style="list-style-type: none"> Analyze and evaluate data related to an individual patient's swallowing disability, as measured by speech therapists or ENT specialists, and apply them in personalized texture modifications of meals and condiments. Meet the enrichment of personalized and texture modified meals as prescribed by dietitians or doctors Apply the right food preparation techniques to adapt food according to swallowing client's needs (same as bullet one) – for MUG – overlap with knowledge/LO6-D-1 (describe techniques that can be used to apply consistency changes) Monitor food intake in order to check effectivity of a primary food care intervention like personalized texture modified meals <p>OTHER NOTES: Practical aspects of the adaptation of food according to swallowing client's needs are addressed by LO6-D-1 and LO6-D-3</p>	<p><input type="checkbox"/> AGREE</p> <p><input type="checkbox"/> DISAGREE</p> <p><input type="checkbox"/> NEEDS TO BE DISCUSSED</p>

Unit of Learning Outcome 6: Use and adapt cooking techniques to the specific care setting and client		PRELIMINARY OPINION
<p>LO6-D-2 <i>Know the chemical composition of fortified food and correctly perform fortification in meals</i></p>	<p>ODISEE – chemistry is not a competence/expertise of CGE so every reference to chemical must be removed Fortifying of meals by a CGE will only be done on prescription of a dietician or medical doctor MP – suggests to add a new LO that specifically addresses chemical knowledge considered fundamental to perform some key activities as CGE (fortification, consistency, texture, etc). SI4Life proposal – The new LO could be optional and implemented only in localized curriculum version. In any case, SI4Life has “cleaned” the LO6-D-2 from “chemical” terms or chemical related terms.</p> <p>ISSUES ABOUT CHEMISTRY TO BE DISCUSSED DURING THE MEETING THE ISSUE OF GASTROLOGICAL TERMS WILL BE ADDRESSED AND DISCUSSED DURING THE MEETING</p> <p>SI4Life proposes an integrated version</p> <p>LO6-D-2: Know the main characteristics composition of fortified food and correctly perform fortification in meals, in collaboration with dietician or medical doctor</p> <p>KNOWLEDGE He/she is able to:</p> <ul style="list-style-type: none"> Describe and compare different gastrological techniques to fortify meals or meal components Recognize how fortified food was prepared Know and describe which meal enrichments are possible, and their limits, by using fresh ingredients and gastrological different techniques Describe the difference between of chemical composition of fortified food and enriched food Describe the difference of mandatory fortification and voluntary fortification Describe US and EU Regulation on the addition of vitamins, minerals, and other substances to foods being aware that it would be always preferable to use fresh ingredients, and not processed ones. Identify specific fortification for each food to correctly combine the ingredients Identify the nutritional need of the added component to fortified food to determine the exact quantity of ingredient <p>SKILLS He/she is able to:</p> <ul style="list-style-type: none"> Select and apply the proper techniques to fortify meals or meal components Select and use the most appropriate ingredients, in the right amount, to enhance meals or meal components according to medical prescription Evaluate dishes after consistency changes 	<p><input type="checkbox"/> AGREE</p> <p><input type="checkbox"/> DISAGREE</p> <p><input type="checkbox"/> NEEDS TO BE DISCUSSED</p>

Figure 4: Examples on how the critical issues were presented, thanks to the different colors associated to partners, and the possibility to vote them preliminarily

Each partner, as requested by SI4LIFE, sent a preliminary vote before the online meeting: this method simplified the coordination of the online discussion; SI4LIFE was able to proceed smoothly on the issues that were preliminary approved by all and dedicate more time to those ones who needed particular attention.

9.4 VOTING MEETING and AGREED CHANGES

The voting meeting took place on April 18th, 2023 and all partners attended.

While preparing the supporting documents, SI4LIFE identified some “crucial issues” that were transversal to some LOs and needed to be discussed in advance in order to approve or reject some meaningful changes. These issues concerned:

1. the use of specific terms such as “gastrological” and “gastro engineering”, throughout the whole Curriculum;
2. the importance of food chemistry in the CGE profile and the possibility to introduce a specific LO concentrating knowledge and skills about this topic;
3. the use of the expressions “clinical nutrition” and “primary food care”

The above issues have been discussed at the start of the meeting and partners agreed on:

- limiting the use of terms such as “gastrological” and “gastro engineering” to some LOs;
- introducing a new LO addressing specifically “food chemistry”;
- replace the expressions “clinical nutrition” and “primary food care” (which would only address a clinical condition) with “integrated person-centred approach to food care.

The other issues identified during the one-to-one interviews were discussed by all Pilot Partners together and specific solutions were found on each one of them as depicted in the table below:

Issue N.	Reference UoL for the Evaluation	Reference LO for evaluation	Description of the issue	Agreed changes
4	UoL1	LO1-A-1	Language refinement	All PP agreed to pay special attention to the word “primary food” and preferred the adoption of “person centred food care”
5	UoL1	LO1-A-2	Language refinement	Link to other LOs (Reference to HACCP notions addressed by LO5-A-B-1 are fundamental and preliminary to this LO)
6	UoL1	LO1-B-1	Overlap with LO1-C-1 and language refinement	merged with LO1-C-1 Link to other LOs (Reference to HACCP notions addressed by LO5-A-B-1 are fundamental and preliminary to this LO)
7	UoL1	LO1-B-2	Integration with other LOs	Link to other LOs (Reference to HACCP notions addressed by LO1-D-1 and LO5-A-B-1 are fundamental and preliminary to this LO)
8	UoL1	LO1-C-1	Overlap with LO1-B-1 and language refinement	merged with LO1-B-1 A new Title was approved
9	UoL1	LO1-D-1	Modification on content, Integration from other LOs	Knowledge description was updated. Link to other LOs (Reference to HACCP notions addressed by LO5-A-B-1 are fundamental and preliminary to this LO)
10	UoL1	LO1-D-2	Modification on content, Integration with other LOs	Knowledge description was updated. LO switched from optional to mandatory
11	UoL1	LO1-D-3	Modification on content	LO switched from optional to mandatory
12	UoL2	LO2-A-B-1	Modification on content	Knowledge description was updated.
13	UoL2	LO2-A-B-3	Modification on content, Integration with other LOs	Knowledge description was updated. With regards to practical aspects of the adaptation of food according to swallowing client’s needs, PP decided to concentrate them in LO6-D-1 and LO6-D-3
14	UoL2	LO2-C-D-0	Modification on content	Knowledge and Skills description were updated.
15	UoL2	LO2-C-D-1	Modification on content	Knowledge and Skills description were updated.
16	UoL2	LO2-C-D-2	Modification on content	Knowledge, Skills and Personal and Transversal competences description were updated.
17	UoL2	LO2-C-D-3	Modification on content	Knowledge and Skills description were updated.
18	UoL2	LO2-C-D-4	Modification on content	Skills description was updated LO switched from mandatory to optional
19	UoL3	LO3-A-1	Overlap with L3-B-2 and language refinement	merged with LO3-B-2, a new Title was approved Knowledge and Skills description were updated.
20	UoL3	LO3-A-2	Modification on content	Knowledge and Skills description were updated.
21	UoL3	LO3-B-1	Modification on content	Knowledge and Skills description were updated.
22	UoL3	LO3-B-2	Overlap with LO3-A-1 and language refinement	merged with LO3-A-1, a new Title was approved Knowledge and Skills description were updated.
23	UoL3	LO3-B-3	Modification on content	Knowledge and Skills description were updated.
24	UoL3	LO3-D-1	Modification on content	Knowledge and Skills description were updated. Reference to Food Chemistry has been deleted

Issue N.	Reference UoL for the Evaluation	Reference LO for evaluation	Description of the issue	Agreed changes
				since PP approved the creation of a new LO on Chemistry issues (LO3-B-0)
25	UoL3	LO3-D-2	Modification on content	Knowledge and Skills description were updated.
26	UoL3	LO3-D-3	Modification on content	Knowledge and Skills description were updated. LO switched from optional to mandatory
27	UoL4	LO4-A-1	Modification on content	Knowledge and Skills description were updated.
28	UoL5	LO5-A-B-1	Integration with other LOs	Link to other LOs updated
29	UoL5	LO5-A-B-3	Integration with other LOs	Link to other LOs (Reference to HACCP notions addressed by LO5-A-B-1 are fundamental and preliminary to this LO)
30	UoL5	LO5-A-B-4	Integration with other LOs	Link to other LOs (Reference to HACCP notions addressed by LO5-A-B-1 are fundamental and preliminary to this LO)
31	UoL6	LO6-A-B-1	Modification on content	New Title approved
32	UoL6	LO6-C-1	Overlap with LO6-C-2 and language refinement	merged with LO6-C-2, a new Title was approved Knowledge, Skills and Personal and Transversal competences description were updated.
33	UoL6	LO6-C-2	Overlap with LO6-C-1 and language refinement	merged with LO6-C-1, a new Title was approved Knowledge, Skills and Personal and Transversal competences description were updated.
34	UoL6	LO6-C-3	Modification of Code	Becomes LO6-C-2
35	UoL6	LO6-D-1	Modification on content	Knowledge and Skills description were updated.
36	UoL6	LO6-D-2	Modification on content	Knowledge and Skills description were updated. New Title approved
37	UoL6	LO6-D-3	Modification on content	Knowledge and Skills description were updated.
38	UoL7	LO7-E-1	Modification on content	LO switched from mandatory to optional

During the voting meeting, the document “**CHECK-LIST TABLE**”, turned out a precious tool to keep track of all the decision taken by the Pilot Partners during the discussion, as depicted in Figure 5.

Unit of Learning Outcome 5: Ensure quality of food and follow safety regulations		FINAL VOTE
LO5-A-B-1 Comply and monitor compliance with HACCP and with national and local hygiene quality standards in the preparation, storing, delivering and discarding food and beverages	MANDATORY OR OPTIONAL: <i>mandatory</i> LINK TO OTHER LOs: Preliminary to LO1-A-2, LO1-B-2, LO1-D-1, LO1-D-2, LO4-A-2, LO5-A-B-2, LO5-A-B-3, LO5-A-B-4, LO6-D-1, LO6-D-3, LO7-E-3 Linked to LO7-C-1, LO7-C-2, LO7-C-3 EQF LEVEL: EQF5 OTHER NOTES: Team working competencies are addressed in LO7-C-1, LO7-C-2, LO7-C-3	<input checked="" type="checkbox"/> AGREE ITS-BACT ok MP ok SCMA ok ODISEE ok MUG ok <input type="checkbox"/> DISAGREE <input type="checkbox"/> NEEDS TO BE DISCUSSED

Figure 5: Example of expression of PP single votes and final decision

9.5 FINAL RELEASE OF THE CURRICULUM

After the online discussion and the final tuning during TNPM in Graz (4-5 May, 2023), SI4LIFE began the drafting of the updated version of the Curriculum and succeeded in delivering the final release on July 12, more than 2 months in advance with respect to the project gantt, as it was previously decided during the General Assemblies.

The importance of delivering in advance was related to one of the main objectives of the NECTAR project related to the dissemination and scaling up activities, i.e. the signature of the NECTAR Memorandum of Understanding (T7.3). As a matter of fact, the final release of the CGE Curriculum will represent Annex 1 of the Memorandum, to allow new stakeholders to sign the agreement being well aware of the content of Curriculum.

The results of the review process explained in the above sections are mirrored in the Final release of the CGE Curriculum detailed in Section 10

10 The CGE CURRICULUM – Final release

10.1 Main characteristics

The final release of the CGE EU Curriculum includes **67 Learning Outcomes** and is:

- **based on a CGE Occupational Profile**, defined in the project and composed by 29 Core Competences;
- **“learning outcome oriented”** and compliant with **the main EU standard and tools for VET**, such as ECVET, EQAVET, ESCO, EQF, etc.;
- **general and “across-the-board”**, since it is supposed to play a reference role for any VET designer targeting CGE profile in any EU country;
- **modular and flexible**, since it is supposed to be adaptable to different contexts and rules in different EU countries.

These features will allow for transparency and comparability of the localized curricula and will support the recognition of this qualification by regulatory bodies.

The European Reference Curriculum for CGE developed by the NECTAR Project **targets chefs (ESCO profile – EQF4) and is aimed at awarding EQF5 level**. The Curriculum can be **adapted to target and award a specialization in EQF4**. Taken as a whole, the Curriculum can be used to design CGE specialization courses awarding from 30 (minimum for EQF4) to 90 ECVET Points (maximum for EQF5). Specific guides included in the Designers’ Kit support the adaptation of the EQF level and the definition of the proper number of ECVET points

Learning Outcomes (LOs) are grouped into **7 Units of Learning Outcomes which correspond to the Key Activities defined in the Occupational Profile (OP)**. Each LO is characterized by an alphanumeric code which mirrors the Core Competence(s) of the OP it is related to².

Each LO is described in terms of Knowledge, Skills and Personal and Transversal Competences. The level of *“responsibility and autonomy”*, which is an important element for the definition of the EQF level, is described in the “Personal and Transversal Competences” field³.

² For instance, LO2-A-B-3 targets CC2 and CC3 of the Key Activity 2 and is the third out of three LOs targeting this couple of CCs in Unit of Learning 2.

³ To underline these dimensions words referring to “responsibility and autonomy” are in CAPITAL LETTER.

UoL7 includes LOs addressing transdisciplinary competences such the ones related to ICTs, privacy issues, entrepreneurship, team working, critical thinking, leadership, etc.⁴

Hereafter are some NOTES which allow to interpret correctly the Curriculum:

- Some LO partially overlap: since in the instantiation process some LOs (not mandatory) could not be included in the localized curriculum, removing overlaps among Learning Outcomes falling under different Units could be risky; thus, they have been maintained in the Curriculum in case they fall under different Units; the main overlaps are pointed out in the NOTES field.
- Some LOs are mandatory and other are optional for the targeted EFQ5 level
- Although the Current version of the Curriculum is targeting EQF5 level, not all the LOs reach this level, but some of them are set at EQF4; a specific section of the template allows to point out the actual EQF level of each LO; this information will be very important when the Curriculum will be adapted to EQF4 for the implementation of some of the project pilot courses
- many LOs are connected each other; the Curriculum makes explicit such connections identifying possible “preliminary LOs” and avoiding possible overlaps;
- The level of “responsibility and autonomy”, which is an important element for the definition of the EQF level, is described in the “Personal and Transversal Competences” field; to underline these dimensions, words referring to “responsibility and autonomy” are in CAPITAL LETTER.

⁴ In particular the CGE Curriculum is compliant with:

- DIGCOMP 2.1 The Digital Competence Framework for Citizens - https://publications.jrc.ec.europa.eu/repository/bitstream/JRC106281/web-digcomp2.1pdf_%28online%29.pdf : LO7-E-1, LO7-E-2, LO7-E-3 have been mapped against specific competence areas of the framework; for each LO a specific level has been identified (level 3 or 4) and LOs have been described accordingly.
- ENTRECOMP - Entrepreneurship Competence Framework : LO7-D-1, LO7-D-2, LO7-D-3 have been mapped against specific competence areas of the framework; for each LO a specific level has been identified (Foundation/Intermediate/Advanced) and LOs have been described accordingly.

10.2 CGE CURRICULUM – Detailed description of Learning Outcomes

Unit of Learning Outcomes 1: Manage suppliers and buy in sustainable food ingredients
TARGETED CORE COMPETENCIES
CC 1-A: Identify costs of required supplies
CC 1-B: Identify most sustainable and high-quality suppliers and plan and manage the supply process related to the context
CC 1-C: Use local and seasonal ingredients and detect them in the territory to guarantee an efficient supply for the kitchen
CC 1-D: Avoid and manage waste while planning meals to promote full use of ingredients and promoting re-use according to HACCP and local law
Learning Outcomes
LO1-A-1: Identify the costs of required raw and semi-finished food products, kitchen equipment and consumable items, at the light of quality and sustainability and make and progressively update an inventory of all potential, local, food products, estimating their periodical cost
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: Define quality criteria of suppliers (including agri-fish-food chain) in order to identify, compare, monitor and evaluate regularly the best high-quality food suppliers
LO1-B-2: Plan and manage the supply process related to the specific health or social context
LO1-C-1: Identify and use local and seasonal ingredients in an appropriate way, identify local food suppliers and establish a network with them in order to guarantee constant food supply, also exploiting ICTs and dedicated e-data resources, being aware of the regional food supply chain and of how seasonal products are delivered
LO1-D-1: Promote full use of ingredients, raw materials and leftovers according to Hazard Analysis Critical Control Point-Concept (HACCP) and local law
LO1-D-2: Introduce measures for the prevention, separation and proper disposal of waste in the kitchen and ensure compliance with these measures by all members of the kitchen team
LO1-D-3: Create a food waste assessment plan, use it regularly, and share the results with all the staff



LO1-A-1

Identify the costs of required raw and semi-finished food products, kitchen equipment and consumable items, at the light of quality and sustainability and make and progressively update an inventory of all potential, local, food products, estimating their periodical cost

KNOWLEDGE

He/she is able to:

- Describe the procedure to identify the costs of required raw and semi-finished food products
- Describe the procedure to identify the costs of kitchen equipment and consumable items
- Be aware of the sustainable process in the agri-food and fish chain
- Identify and describe quality parameters (including sustainability) as in the agri-fish-food chain
- Describe criteria to estimate the seasonal cost of local food products
- Describe the main characteristics of an inventory of all potential, local, food products, estimating their seasonal cost, depicting possible tools for such data collection

SKILLS

He/she is able to:

- Identify the best option in terms of costs and quality of required raw and semi-finished food products
- Identify the best option in terms of costs and quality of kitchen equipment and consumable items
- Create and progressively update an inventory of all potential, local, food products, estimating their seasonal cost
- Evaluate all the quality parameters (including sustainability, use of disposable packaging materials, use of local produce, water consumption carbon, footprint) of the potential suppliers
- Compose suppliers' management reports, including raw material specifications and sustainability parameters
- Estimate actual seasonal cost of local food products

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Cooperate with suppliers in order to achieve best quality produce, at the best price and as far as possible at the lowest ecological cost.
- Apply critical thinking to the identification of each supplier compliance with accorded standards
- TAKE RESPONSIBILITY on the identification of possible supply rupture that could endanger proper meal production
- AUTONOMOUSLY evaluate economic context, cultural and social status of suppliers
- Collaborate with other professionals in order to take decisions

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

LO7-E-1 and LO7-E-4 are fundamental to this LO

Preliminary to LO4-A-1, LO4-A-2, LO4-A-3, LO4-A-4

Linked to LO7-E-1,

EQF LEVEL: EQF4

OTHER NOTES:

Basic tools supporting the creation of a data collection are addressed by LO7-E-1

The main current digital tools dedicated to food (eg. regional resources...) are addressed by LO7-E-4

Skills about how to browse, search, filter and manage data, information and digital content are addressed by LO7-E-1

Quality criteria of sustainable suppliers are addressed by LO1-B-1

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

KNOWLEDGE

He/she is able to:

- Outline, identify and select the main international and national quality brands
- Know the main quality brand systems in relation to both quality tout court (ISO 9001: 2015, IFS, BRC, GLOBAL GAP), and environmental certification (ISO 14001: 2015, EMAS)
- Be critically aware of the quality certifications relating to organic products according to European and third country legislation; know the protocols of integrated agriculture and biodynamics and other voluntary certification.
- Be critically aware about the certifications of typical origin admitted in the EU (eg. IGP; DOP; /AOP, TSG, etc.)

SKILLS

He/she is able to:

- Set up a database about to the main producers and suppliers for an inventory of products of typical origin or with quality certifications, crossing it with sustainability parameters
- Map, using the WEB, the main territorial quality marks
- identify the typical certified productions at a territorial level
- Compare and select the main quality brands, evaluating the intersection between quality level, price, certification
- Compile and manage a supplier / brand / product list that allows to cross-check the quality brands with sustainability parameters such as organic, integrated agriculture, EMS certification, forms of packaging, transport, forms of social ethical certification on environment



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- | | |
|---|--|
| <ul style="list-style-type: none">• Describe the main characteristics of a database about to the main producers and suppliers for an inventory of products of typical origin or with quality certifications, crossing it with sustainability parameters<ul style="list-style-type: none">• Describe the main exploiting ICTs and dedicated e-data resources which can be used in order to set up and update a database of suppliers | <ul style="list-style-type: none">• Collect brand information, through e-data and also direct contact with suppliers |
|---|--|

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Cooperate with suppliers in in order to achieve best quality produce, at the best price and lowest ecological cost.
- Apply critical thinking to the identification of each supplier compliance with accorded standards
- TAKE RESPONSIBILITY on the identification of possible supply rupture that could endanger proper meal production
- AUTONOMOUSLY evaluate economic context, cultural and social status of suppliers
- Collaborate with other professionals in order to take decisions

MANDATORY OR OPTIONAL: MANDATORY

LINK TO OTHER LOs:

LO1-D-1, LO7-E-1, LO7-E-1 and LO7-E-4 are fundamental to this LO

Linked to LO1-A-2, LO7-E-1, LO4-A-1, LO4-A-2, LO4-A-3, LO4-A-4

EQF LEVEL: EQF5

OTHER NOTES:

Basic tools supporting the creation of a data collection are addressed by LO7-E-1

The main current digital tools dedicated to food (eg. regional resources...) are addressed by LO7-E-4

Skills about how to browse, search, filter and manage data, information and digital content are addressed by LO7-E-1

Quality criteria of sustainable suppliers are addressed by LO1-B-1

HACCP system is addressed by LO1-D-1

LO1-B-1

Define quality criteria of suppliers (including agri-fish-food chain) in order to identify, compare, monitor and evaluate regularly the best high-quality food suppliers

KNOWLEDGE

He/she is able to:

- Understand and describe the concept of sustainability in food production and consumption
- Identify and describe in detail quality criteria (including aspects of sustainability) for each product
- Identify and describe general quality criteria for each pair of product/supplier
- List, describe and differentiate compliance of food suppliers with quality (including sustainability) criteria
- Depict select monitoring routines for regular evaluation of each supplier product quality
- Be aware of the sustainability assessment of food, fisheries and agriculture systems made by FAO

SKILLS

He/she is able to:

- Compare and assess suppliers taking into account relevant/appropriate sustainability parameters (use of disposable packaging materials, use of local produce, water consumption carbon, etc.)
- Select the most suitable (in terms of all applicable high- quality criteria) food suppliers.
- Select the list of products and suppliers on the basis of the principles of high quality (including sustainability)
- Monitor suppliers in relation to sustainability and establish improvement plans
- Compose suppliers' management reports, including raw material specifications and sustainability parameters

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Apply critical thinking to the identification of each supplier compliance with accorded standards
- TAKE RESPONSIBILITY on selecting the most appropriate suppliers
- direct producers and suppliers in general towards sustainability criteria in production minimize the environmental impact of production with careful choices of products and suppliers act in staff with employees for the management of supplies

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

LO1-D-1, LO7-E-1, LO7-E-1 and LO7-E-4 are fundamental to this LO



Linked to LO1-A-1, LO1-A-2, LO7-E-1, LO4-A-1, LO4-A-2, LO4-A-3, LO4-A-4

EQF LEVEL: EQF5

OTHER NOTES:

Basic tools supporting the creation of a data collection are addressed by LO7-E-1

The main current digital tools dedicated to food (eg. regional resources...) are addressed by LO7-E-4

Skills about how to browse, search, filter and manage data, information and digital content are addressed by LO7-E-1

HACCP system is addressed by LO1-D-1

LO1-B-2

Plan and manage the supply process related to the specific health or social context

KNOWLEDGE

He/she is able to:

- Describe the main quality procedures to plan and manage the supply process
- Describe different social and healthcare contexts
- Classify suppliers according to specific health or social context meal plan's needs
- Describe the HACCP system in relation to the procurement and storage phase
- Outline the ways of creating short supply chains and how to deal directly with producers;
- Outline the shelf life of the products and the methods of conservation

SKILLS

He/she is able to:

- Properly and timely plan the supply process
- Select suppliers according to specific health or social context meal plan's needs
- Adapt the supply process to the specific context (health and social)
- Map the context of local productions, quality levels and the possibilities of procurement from the producer;
- Manage supplies correctly and encourage sustainable forms of transport and delivery.
- Prioritize purchases, even in complex situations

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:



- Act with accountability, complying with legal requirements
- TAKE RESPONSIBILITY for setting adequate strategies to ensure current purchase of the best produce for each meal/plan/specific context
- Sensitize to respect correct hygienic-sanitary parameters or production sustainability

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

LO1-D-1 is fundamental to this LO.

EQF LEVEL: **EQF5**

OTHER NOTES:

Basic tools supporting the creation of a data collection are addressed by LO7-E-1

The main current digital tools dedicated to food (eg. regional resources...) are addressed by LO7-E-4

Skills about how to browse, search, filter and manage data, information and digital content are addressed by LO7-E-1

Quality criteria of sustainable suppliers are addressed by LO1-B-1

HACCP system is addressed by LO1-D-1

LO1-C-1

Identify and use local and seasonal ingredients in an appropriate way, identify local food suppliers and establish a network with them in order to guarantee constant food supply, also exploiting ICTs and dedicated e-data resources, being aware of the regional food supply chain and of how seasonal products are delivered



<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Compare local food suppliers among the regional food supply chain Recognize local food ingredients, identifying their proper season • Recognize best practices for seasonal food delivery • Be aware of the regional food supply chain and of how seasonal products are delivered • Define and identify (local) food seasonal prices • Explain procedures about how to establish a network with suppliers in order to guarantee constant food supply • Outline, identify and compare the main ICT channels for screening and contacting suppliers. 	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Identify and select the most suitable food products and suppliers according to seasonality • Select and use seasonal ingredients, ensuring constant high quality food supply at best price • Collect and organize data regarding local food suppliers, using both ICT and personal contacts • Act as a change agent and promote best recognition and use of local produce among kitchen staff
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • Interact with producers and suppliers in general identify the critical points of the supply chain system and the possibilities for improvement act in staff for the management of supplies • Communicate effectively with suppliers, promoting cooperative behaviours • Interact with other members of the kitchen staff team with an open attitude 	
<p>MANDATORY OR OPTIONAL: <i>optional</i></p> <p>LINK TO OTHER LOs:</p> <p><i>LO1-B-1 and LO7-E-1 are fundamental to this LO.</i></p> <p><i>Linked to LO1-A-1, LO1-A-2, LO1-C-2, LO7-E-1, LO4-A-1, LO4-A-2, LO4-A-3, LO4-A-4 LO7-E-1 and LO7-E-4</i></p> <p>EQF LEVEL: EQF4</p> <p>OTHER NOTES:</p> <p><i>Skills for identifying, comparing, monitoring and evaluating regularly the most sustainable and high-quality food suppliers are addressed by LO1-B-1.</i></p>	



Basic tools supporting the creation of a data collection are addressed by LO7-E-1

The main current digital tools dedicated to food (eg. regional resources...) are addressed by LO7-E-4

Skills about how to browse, search, filter and manage data, information and digital content are addressed by LO7-E-1

Quality criteria of sustainable suppliers are addressed by LO1-B-1

LO1-D-1

Promote full use of ingredients, raw materials and leftovers according to Hazard Analysis Critical Control Point-Concept (HACCP) and local law

KNOWLEDGE

He/she is able to:

- Understand the concept of “leftovers” according to a hygienic management of the production process and HACCP
- Outline the HACCP steps related to food preparation and the use of leftovers
- Outline, differentiate and describe leftovers cooking techniques
- List a wide repertoire of recipes that optimize the use of ingredients by minimizing leftover and waste and that are pleasing to the consumer
- Define, describe and be aware of the Critical Control Points to be considered when using leftovers and produce less valued parts
- Be critically aware about how mishandling produce and leftovers may be the cause of foodborne disease which may endanger frail client’s health

SKILLS

He/she is able to:

- Optimize the process reducing production of waste
- Avoid improper or potentially dangerous uses for the management of leftovers or waste
- Prepare food using the leftovers (including traditional recipes and poor dishes)
- Minimize and manage the waste
- Realize a wide repertoire of recipes that allow the use of leftovers and minimize food waste

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Manage the kitchen staff in order to make the best use of leftovers and scraps manage the relationship with the consumer by making known the reasons for the use of leftovers and waste according to sustainability
- TAKE RESPONSIBILITY when detecting conditions and/or practices that can endanger HACCP and local law compliance



- Motivate collaborators towards the responsible use of leftovers

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

LO5-A-B-1 is preliminary to this LO

Linked to LO1-B-2

EQF LEVEL: EQF4

OTHER NOTES:

HACCP, national and local hygiene quality standards are addressed by LO5-A-B-1

LO1-D-2

Introduce measures for the prevention, separation and proper disposal of waste in the kitchen and ensure compliance with these measures by all members of the kitchen team

KNOWLEDGE

He/she is able to:

- Describe, identify and select proper waste separation and disposal measures in the kitchen
- Discriminate among different ways of waste handling, based on safety and hygiene applicable standards
- Define waste separation and disposal routines, based on specialized knowledge about safety and sustainability related issues

SKILLS

He/she is able to:

- Comply with the measures for the prevention, separation and proper disposal of waste in the kitchen
- Ensure kitchen personnel comply with these measure according to schedules and roles.



PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Interact with local authorities and waste disposal staff
- Interact with the kitchen staff for proper waste management
- Manage relations with suppliers for packaging management and waste reduction
- Take responsibility for involving all members of the kitchen team to ensure compliance with the waste disposal measures

MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

LO1-D-1 is fundamental to this LO

Linked to 4-B-1; 4-B-3; 4-C-1; 4-C-2, 4-C-3

EQF LEVEL: EQF4

OTHER NOTES:

Staff management skills are addressed by 4-C-1, 4-C-2 and 4-C-3

LO1-D-3

Create a food waste assessment plan, use it regularly, and share the results with all the staff

KNOWLEDGE

He/she is able to:

- Describe the main characteristics of an effective waste assessment plan
- Understand impact of a bad waste management
- Identify and describe food waste management procedures
- Outline expected outcomes of the food waste management procedures
- Classify priorities of food waste management
- Describe the main tools to report the results of the waste assessment

SKILLS

He/she is able to:

- Organize, develop and write the waste management plan
- Perform regular assessment, setting short-term and long-term goals and outcomes of the food waste management
- Report the results of the waste assessment, using adequate tools, for instance setting up a register of the assessments
- Share the result collected with the kitchen personnel
- Take into account the result of the assessment to improve performance

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Take RESPONSIBILITY for documenting the assessment plan in the kitchen
- AUTONOMOUSLY evaluate the results of the waste assessment
 - Apply critical thinking to improve performance

MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

Linked to LO1-D-1, LO1-D-2, LO7-E-1, LO7-E-4

EQF LEVEL: **EQF5**

OTHER NOTES:

The main current digital tools dedicated to food are addressed by LO7-E-4

Basic tools supporting the creation of a data collection are addressed by LO7-E-1



Unit of Learning Outcome 2: Screen, assess and monitor on client-level
TARGETED CORE COMPETENCIES
CC 2-A: Assess clients' needs in collaboration with health professionals
CC 2-B: Collaborate with health professionals to plan how to alternate food texture regarding swallowing problems or other relevant adapted food medical conditions (e.g. Dementia, diabetes, kidney diseases)
CC 2-C: Adapt screening, assessment and monitoring activity on the base of the proper level of care and use ICT tools to support this
CC 2-D: Critically select and use the proper screening and monitoring tools to assess individual food preferences and needs
CC 2-E: Detect clients' satisfaction and impressions after food consumption experience with interdisciplinary team
Learning Outcomes
LO2-A-B-1: Understand the impact of nutrition on development of diseases and human metabolism in a life-course approach and vice versa
LO2-A-B-2: Know basics in physiology of taste/smell, be aware of how different conditions affect taste/smell and of possible clients' food intake needs with respect to taste/smell deterioration, and detect these needs in collaboration with health professionals
LO2-A-B-3: Be aware of the main swallowing problems which raise the need for adapted food and be able to tackle these problems and conditions in daily work in collaboration with health professionals
LO2-C-D-0: Know and understand the concepts of 'Primary Food Care', 'Gastrology' and 'Gastro-engineering' in healthcare and their role to promote active and healthy ageing, is aware of the main characteristics of the CGE professional profile, of what a "gastrological intervention" implies and of the main "gastrological tools" a CGE can rely on.
LO2-C-D-1: Identify and select test protocols on taste disturbances and use them to detect and classify taste deterioration and to monitor it



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LO2-C-D-2: Create solutions for the results of assessment from a CGE perspective and within the context of a comprehensive and holistic food care approach

LO2-C-D-3: Know the main ICT tools to screen and assess clients' needs in the context of food care, be able to select the proper ones and be able to use them, complying with data privacy and confidentiality guidelines

LO2-C-D-4: Know the main ICT tools for recording and monitoring assessment results, as well as interventions, be able to select the proper ones and be able to use them, complying with legal ICT structure, addressing all data privacy and applicable confidentiality guidelines

LO2-E-1: Know the main techniques and tool to detect clients' meal satisfaction and impressions during and after intervention(s) and be able to apply this feedback in daily practice, in collaboration with the interdisciplinary team

LO2-A-B-1

Understand the impact of nutrition on development of diseases and human metabolism in a life-course approach and vice versa

KNOWLEDGE

He/she is able to:

- Describe the process of comprehensive needs assessments step by step
- Be aware of how some common diseases can affect food (broader than nutritional) needs of clients
- Describe basic food needs of older citizens and patients
- Describe some common diseases affecting taste, smell and food uptake
- Be aware of the consequences, if individual nutritional needs of people are not met

SKILLS

He/she is able to:

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Comply with scientific standards of evidence-based medicine in primary food care
- Continuously keeps up to date about new scientific nutritional treatments in primary food care
- Adopt a holistic approach
- Collaborate with healthcare team and professionals

MANDATORY OR OPTIONAL: *OPTIONAL*

LINK TO OTHER LOs:

Preparatory to: LO2-A-B-2

Linked to: LO2-A-B-3 LO-C-D-1

EQF LEVEL: EQF4

OTHER NOTES:



LO2-A-B-2

Know basics in physiology of taste/smell, be aware of how different conditions affect taste/smell and of possible clients' food intake needs with respect to taste/smell deterioration, and detect these needs in collaboration with health professionals

KNOWLEDGE

He/she is able to:

- Know common diseases and conditions affecting taste and smell
- Understand consequences of diseases affecting taste and smell
- Recognize and describe food needs of people with diseases affecting the smell and taste
- Identify possible food needs of people with diseases affecting the smell and taste

SKILLS

He/she is able to:

- Comply with scientific standards for a culinary approach to diseases affecting taste and smell
- Promote ongoing compliance with the scientific standards of treatment of taste and smell deterioration
- Apply the knowledge about physiology of taste and smell in daily cooking techniques
- Apply relevant standards of health needs of people with taste and smell deterioration in collaboration with health professionals
- Document results of the assessment
- Plan the future intervention for the of taste and smell together with health professionals

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Collaborate with other members of the interdisciplinary health team during the taste assessment of the client
- Acknowledge professional boundaries of the own profession and those of other health professions

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

Fundamental to: LO2-A-B-1

Linked to: LO2-A-B-3 LO2-C-D-1



EQF LEVEL: EQF5

OTHER NOTES: *Team working competencies are addressed in LO7-A-2 LO7-C-1 LO7-C-3*

LO2-A-B-3

Be aware of the main swallowing problems which raise the need for adapted food and be able to tackle these problems and conditions in daily work in collaboration with health professionals

KNOWLEDGE

He/she is able to:

- Describe the main swallowing problems

SKILLS

He/she is able to:

- Analyse and evaluate how clients can take in modified meals in collaboration with health professionals
- Apply the right food preparation techniques to adapt food according to swallowing client's needs
- Monitor food uptake in order to check effectivity of a primary food care intervention

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- TAKE RESPONSIBILITY for the food modification of clients
- Recognize WITH RESPONSIBILITY clients' needs for adapted food
- Apply critical thinking and specialized problem-solving skills when adapting food according to swallowing client's needs

MANDATORY OR OPTIONAL: Mandatory

LINK TO OTHER LOs:

Linked to: LO2-A-B-1 LO2-A-B-2 LO2-C-D-1

Preparatory for: LO3-B-1 LO3-B-2 LO6-A-B-1 LO6-A-B-2 LO6-A-B-3 LO6-D-1 LO6-D-2 LO6-D-3

EQF LEVEL: EQF5

OTHER NOTES:

Team working competencies are addressed in LO7-A-2 LO7-C-1 LO7-C-3

LO2-C-D-0

Know and understand the concepts of “Primary Food Care”, “Gastrology” and “Gastro-engineering” in healthcare and their role to promote active and healthy ageing, is aware of the main characteristics of the CGE professional profile, of what a “gastrological intervention” implies and of the main “gastrological tools” a CGE can rely on.

KNOWLEDGE

He/she is able to:

- Know the concepts of “Primary Food Care”, “Gastrology” and “Gastro-engineering” in healthcare and their role to promote active and healthy ageing,
- Be aware of the main characteristics of the Chef Gastro-Engineering professional profile, including the main competences and roles of a CGE in PFC
- Define and describe the main characteristics of a “gastrological intervention” implies and of the main “gastrological tools” a CGE can rely on.
- Define and describe the main characteristics of a “gastrological tool”
- List the main gastrological tools and describe their characteristics

SKILLS

He/she is able to:

- Apply the main gastrological tools in daily practice
- Advocate for the a gastrological approach to Primary Food Care and for emerging CGE profile

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- AUTONOMOUSLY advocate for CGE recognition

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:



Preliminary to LO2-C-D-1, LO2-C-D-2, LO2-C-D-3, LO2-C-D-4, LO2-E-1

EQF LEVEL: EQF5

OTHER NOTES: Selection, comparison and use of test protocols, as well as taste assessment, are addressed by LO2-C-D-1

LO2-C-D-1

Identify and select test protocols on taste disturbances and use them to detect and classify taste deterioration and to monitor it

KNOWLEDGE

He/she is able to:

- Describe the main test protocols (and possibly gastrological test protocols) on taste disturbances
- Discriminate among different the main test protocols (and possibly gastrological tools) to enhance expected outcomes for individuals and select the one for a client
- Define strategies how to use the critically selected the main test protocols
- Outline and select correct criteria for the main test protocols (and possibly gastrological tools) on taste disturbances
- Identify failure situations

SKILLS

He/she is able to:

- Select the main test protocols (and possibly gastrological test protocols) on taste disturbances an use them to detect and classify taste deterioration and to monitor it
- Analyse and evaluate taste deterioration with the appropriate test protocols (and possibly gastrological test protocols)
- Perform taste assessment with clients and monitor the outcomes, documenting results

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Learn from experiences with other individuals
- Apply critical thinking and specialized problem-solving skills when applying test protocols
- TAKE RESPONSIBILITY on selecting the most appropriate taste protocols on taste deterioration
- Perform taste assessment with clients AUTONOMOUSLY



MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

LO2-C-D-0 is preliminary to this LO.

Linked to: LO2-A-B-2 LO2-C-D-3 LO2-C-D-4

EQF LEVEL: **EQF5**

OTHER NOTES:

The definition and application of gastrological tools is addressed by LO2-C-D-0

LO2-C-D-2

Create solutions for the results of assessment from a CGE perspective and within the context of a comprehensive and holistic food care approach

KNOWLEDGE

He/she is able to:

- Outline the main solutions a CGE can adopt to answer to different types of assessment results, taking into account cultural embeddedness and a shared holistic care approach

SKILLS

He/she is able to:

- Create culinary and gastrological solutions for the results of assessment, using relevant and appropriate techniques for culinary interventions
- Contribute to comprehensive food care approach and advocate for it
- Comply with comprehensive and holistic food care approach and taking into account cultural embeddedness

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Apply critical thinking and specialized problem-solving skills when generating solutions for assessment results
- Learn from experiences with other professionals and individuals
- Acknowledge professional boundaries of the own profession and those of other health professions



MANDATORY OR OPTIONAL: mandatory

LINK TO OTHER LOs:

LO2-C-D-0 is preliminary to this LO.

Linked to LO2-A-B-1, LO2-A-B-3

EQF LEVEL: EQF5

OTHER NOTES:

CGE perspective and profile, as well as the main characteristics of a gastrological intervention, are addressed by LO2-C-D-0

Primary Food care characteristics are addressed by LO2-C-D-0

LO2-C-D-3

Know the main ICT tools for screening and assessing clients' individual food preferences and individual food intake needs and wishes, be able to select the proper ones and be able to use them, complying with data privacy and confidentiality guidelines and , in collaboration with health professionals

KNOWLEDGE

He/she is able to:

- Describe the most common ICT tools available regionally and their function for screening and assessing clients' individual food preferences and individual food intake needs and wishes
- Be aware of the most important ICT tools for screening and assessing clients' individual food preferences and individual food intake needs and wishes available at international level
- Differentiate between screening and assessment and outline how they work
- State standards of data privacy and confidentiality guidelines regarding the use of ICT tools for screening and assessing clients' individual food preferences and individual food intake needs and wishes

SKILLS

He/she is able to:

- Select the most suitable ICT tools for screening and assessing clients' clients' individual food preferences and individual food intake needs and wishes, according to the working environment
- Use properly the most suitable ICT tools for screening and assessing clients' clients' individual food preferences and individual food intake needs and wishes
- Use properly the information collected through the screening and assessment
- Comply with data privacy and confidentiality guidelines



PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Comply with legal standards
- Apply critical thinking and specialized problem-solving skills when using ICT tools for screening and assessing clients' individual food preference

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

LO2-C-D-0 is preliminary to this LO.

LO7-E-3 is preliminary to this LO.

Linked to: LO2-C-D-1, LO2-C-D-4, LO3-B-2, LO3-B-1, LO3-B-2, LO7-E-1, LO7-E-4, LO2-E-1, LO3-A-1, LO3-B-1LO3-B-2

EQF LEVEL: **EQF5**

OTHER NOTES:

LO2-C-D-4

Know the main ICT tools for recording and monitoring assessment results, as well as interventions, be able to select the proper ones and be able to use them, complying with legal ICT structure, addressing all data privacy and applicable confidentiality guidelines

KNOWLEDGE

He/she is able to:

- Describe the most common ICT tools available regionally and their function for recording and monitoring assessment results, as well as culinary and gastrological interventions
- Be aware of the most important ICT tools for recording and monitoring assessment results, as well as culinary and gastrological interventions, available at international level
- Outline how to record and monitor assessment results and culinary and gastrological interventions

SKILLS

He/she is able to:

- Select the most suitable ICT tools for recording and monitoring assessment results, as well as culinary and gastrological interventions, according to the working environment
- Use properly the most suitable ICT tools for recording and monitoring assessment results, as well as culinary and gastrological interventions
- Apply knowledge about ICT tools, recording and monitoring assessment results and culinary and gastrological interventions to enhance the care outcome of persons



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- State standards of data privacy and confidentiality guidelines regarding the use of ICT tools for recording and monitoring assessment results, as well as culinary and gastrological interventions

- Comply with data privacy and confidentiality guidelines

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Comply with legal standards
- Apply critical thinking and specialized problem-solving skills when using ICT tools for recording and monitoring assessment results, as well as culinary interventions

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

LO2-C-D-0 is preliminary to this LO.

LO7-E-3 is preliminary to this LO.

Linked to: LO2-C-D-1, LO2-C-D-4, LO3-B-2, LO3-B-1, LO3-B-2, LO7-E-1, LO7-E-4, LO2-E-1, LO3-A-1, LO3-B-1 LO3-B-2

EQF LEVEL: EQF5

OTHER NOTES:

Privacy issues are targeted by LO7-E-3.

The main characteristics of a gastrological intervention are addressed by LO2-C-D-0

LO2-E-1

Know the main techniques and tools to detect clients' meal satisfaction and be able to apply this feedback in daily practice, in collaboration with health professionals

KNOWLEDGE

He/she is able to:

- Describe the main tools and techniques tools to detect clients' satisfaction and impressions during and after culinary and gastrological intervention(s)
- Be aware of and describe the role of a good cooperation with the client to enhance the care outcome and high satisfaction
- Describe and distinguish between different counselling techniques to ensure effectiveness and appropriateness

SKILLS

He/she is able to:

- Select and apply the right techniques and tools to ensure clinical and healthcare effectiveness and appropriateness.
- Constantly evaluate own counselling and evaluation techniques and tools
- Change techniques and tools if needed
- Be aware of new techniques and tools and stay up to date
- Give input in satisfaction surveys that already exist
- Review own tools through evaluation during and after culinary and gastrological intervention(s)
- Actively participate in the development of ICT tools in use, communicating improvements to ICT experts and within the interprofessional care team

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Work together with clients and as part of a multidisciplinary team
- Create an atmosphere of trust and respect between client and yourself

MANDATORY OR OPTIONAL: mandatory

LINK TO OTHER LOs:

LO2-C-D-0 is preliminary to this LO.

LO7-B-3 is preliminary to this LO.

Linked to: LO2-C-D-3

EQF LEVEL: EQF5

OTHER NOTES:

Counselling skills are targeted by LO7-B-3.

The main characteristics of a gastrological intervention are addressed by LO2-C-D-0

Unit of Learning Outcome 3: Create recipes for a general population and for people with specific needs, complying with recommendations of health professionals

TARGETED CORE COMPETENCIES

CC 3-A: Create or compile recipes targeted to the general population considering cultural choices or religious ones and put them in a balanced and tasteful menu

CC 3-B: Create and compile adapted and person-centred recipes complying with recommendations of health professionals as far as physiological (age-related) and pathological conditions

CC 3-C: Handle food related client data in ICT systems

CC 3-D: Supply menus and balanced menu cycles

Learning Outcomes

LO3-A-1: Understand cultural, religious or other trending food choices, recognize their impact on meals and cooking and adapt dishes considering them

LO3-A-2: Follow food trends, try out new meals/recipes and evaluate the trial phase in terms of its feasibility in the business/service, also in collaboration with actors external to the kitchen/institution

LO3-B-1: Collaborate to create standardized menu plans, grounded on disease adapted meals, starting from clients' needs assessment and in collaboration with health professionals

LO3-B-2: Adjust baseline menus to satisfy individual preference and needs

LO3-B-3: Know the effects of cooking on ingredients/raw materials and select the proper methods, maximizing the freshness and quality of the ingredients/raw materials

LO3-D-1: Know the basics of chemistry of food and combine food items in order to both respect food quality and obtain appetizing menus adapted to care settings

LO3-D-2: Schedule meals supply according to clients' needs and living environment, also taking into account the main accessibility issues for older adults and disabled people which could occur in the different care settings

LO3-D-3: Create menus including beverage recommendations for the planned menu sequences

LO3-A-1

Understand cultural, religious or other trending food choices, recognize their impact on meals and cooking and adapt dishes considering them

KNOWLEDGE

He/she is able to:

- Outline elements of cultural anthropology related to food and the relationship of food and beverages with society and culture of a territory.
- Identify food prescriptions and prohibitions in the various cultures and religions
- Identify food reference models (vegan and vegetarian diets)
- Outline trending food choices and how to stay up to date
- Identify and recognize nutritional lacks connected with the exclusion of specific food items
- Recognize the impact on relevant quality aspects of physical cooking methods
- Outline different methods to adapt dishes for specific target groups

SKILLS

He/she is able to:

- Comply with different food choices regarding religion or culture
- Apply different methods for adapting dishes for specific target groups
- Practice evidence based search strategies to stay up to date in food trends
- Select appropriate preparation and cooking methods of products according to cultural and religious prescription
- Elaborate menu/meals to satisfy nutritional needs according to cultural, religious and -trending food choices
- Select appropriate cooking methods to preserve high quality, nutritional properties and taste
- Elaborate innovative and traditional products with reference to the target customers and their cultural and religious interests

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Be open to other religions and cultures
- Comply with different food choices regarding religion or culture
- Manage professional communication with customers
- Apply critical thinking in interpersonal and intercultural communication
- Demonstrate AUTONOMY in the preparation of dedicated dishes

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

Preparatory to LO6-C1-C2-C3

Linked to: LO2-C-D-3, LO3-A-2, LO3-B-2, LO3-D-3

EQF LEVEL: EQF5



OTHER NOTES: *Food trends are targeted by LO3-A-2*

LO3-A-2

Follow food trends, try out new meals/recipes and evaluate the trial phase in terms of its feasibility in the business/service, also in collaboration with actors external to the kitchen/institution

KNOWLEDGE

He/she is able to:

- Recall food trends and know the different possibilities to stay up to date on food trends
- Outline standardized and validated tools to evaluate feasibility of new meals/recipes in collaboration with multidisciplinary team and stakeholders
- Identify key parameters to be tested and Describe evaluation methods for recipe/meal trials in terms of feasibility
- Be critically aware of and outline criteria for evaluating new food trends
- Describe the main actors external to the kitchen/institution and know their function/tasks to try out new meals/recipes
- Describe techniques for analysing cost/price of food and beverages product with budgetary analysis techniques

SKILLS

He/she is able to:

- Use standardized and (if possible) validated tools to evaluate feasibility of new meals/recipes in collaboration with multidisciplinary team and stakeholders
- Plan test phase, selecting appropriate sample population
- Analyse testing scenario and identify external actors to be involved in the evaluation phase
- Execute test of new meals/ recipes and elaborate results of the trial and related recommendations
- Assess qualitatively and economically sustainable offers, adapting choices to changing trends in food/consumption , and food styles of the customer target
- Monitor the evaluation/trial phase of new recipes/meals
- Follow up on food trends and stay up to date on new food trends
- Evaluate new recipes/meals in a trial phase in terms of its feasibility



PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Comply with standards of scientific research about new food trends
- Collaborate with main actors external to the kitchen/institution
- Apply the most effective collaboration principles, methods and techniques both in a formalized multidisciplinary team and when collaborating with social service providers and other stakeholders

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

Linked to: LO3-A-1, LO3-B-1, LO3-D-1, LO3-D-3

EQF LEVEL: EQF5

OTHER NOTES:

LO3-B-1

Collaborate to create standardized menu plans, grounded on disease adapted meals, starting from clients' needs assessment and in collaboration with health professionals

KNOWLEDGE

He/she is able to:

- Outline the criteria of main standardized menus and the general recommendations of health professionals
- Recognize food needs to define the composition of balanced menus
- Identify and explain principles of basic food chemistry to elaborate tasteful dishes adapting nutritional parameter for standardized menus
- Know the own professional boundaries in collaboration with other health professionals

SKILLS

He/she is able to:

- Create standardized and plans in collaboration with health professionals
- Apply fundamental principles of practice in the field of clinical nutrition
- Select the most appropriate products to comply with specific food needs and limitations



PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Collaborate with other health professionals
- Know professional boundaries of own profession and these of other health professions

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

The whole UoL2 targeting needs assessment is fundamental to this LO

Linked to: LO3-A-1, LO3-A-2, LO3-B-2, LO7-E-1, LO7-E-4

EQF LEVEL: EQF5

OTHER NOTES: *LO7-E-1, LO7-E-4 targeting skills related to databases are fundamental to this LO*



LO3-B-2

Adjust baseline menus to satisfy individual preference and needs

KNOWLEDGE

He/she is able to:

- Outline the process of developing a baseline menu
- Identify the best methods to adjust baseline menu to individual preferences
- Identify principles of basic food chemistry to elaborate tasteful dishes adapting food quality parameter to individual needs and preferences according to physiological and pathological needs

SKILLS

He/she is able to:

- Adjust baseline menus according to physiological and pathological needs
- Evaluate baseline menu according to predefined criteria
- Use the result of food preference test to elaborate dishes in a baseline menu
- Adapt menus according to given food and nutrition standards

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Understand the needs of individuals
- Comply with scientific standards

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

LO6-C-1 is fundamental to this LO.

The whole UoL2 targeting needs assessment is fundamental to this LO

Linked to: LO3-A-1, LO3-B-1

EQF LEVEL: EQF5

OTHER NOTES: *Competences related to creating menus are addressed by LO6-C-1*



LO3-B-3

Know the effects of cooking on ingredients/raw materials and select the proper methods, maximizing the freshness and quality of the ingredients/raw materials

KNOWLEDGE

He/she is able to:

- Identify the modifications through cooking and the effect on ingredients
- Identify the range of wet, dry, and non-thermal cooking methods available and their appropriate uses for various ingredients and menus
- Describe the phases, times, tools and methods of processing, cooking and preserving products
- Illustrate techniques for the preparation and service of products taking into account food preference, in collaboration with health professionals
- Describe the effects of cooking on ingredients and outline appropriate cooking methods to preserve food quality

SKILLS

He/she is able to:

- Select proper method of cooking in order to maximize the freshness and food quality of the ingredients
- Select proper method of cooking
- Select the appropriate cooking equipment for each cooking method
- Apply correct cooking methods for each ingredient and dish to maximize freshness and food quality characteristics (nutritional value)
- Apply a full range of cookery methods, maximizing the freshness and quality of the ingredient

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Select proper methods scientifically
- Apply modern technologies and methodologies in food production autonomously

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

The whole UoL2 targeting needs assessment is fundamental to this LO

Linked to: LO3-D-1

EQF LEVEL: **EQF5**

OTHER NOTES:

LO3-D-1

Know the basics of chemistry of food and combine food items in order to both respect food quality and obtain appetizing menus adapted to care settings

KNOWLEDGE

He/she is able to:

- Describe the basics of chemistry of food, outline their main components and how they affect each other
- Know the basics about nutritional balance in meals/recipes
- Describe the chemical interaction and synergies among ingredients to enhance proprieties of ingredients for each tasteful preparation and equilibrate menus
- Describe the chemical interaction and synergies among ingredients to reach the maximum nutritional value for each tasteful preparation and the equilibrate menus

SKILLS

He/she is able to:

- Create appetizing menus adapted to care setting
- Select the most appropriate combination of ingredients to reach maximum quality and nutritional value of tasteful preparation and equilibrate menus
- Comply with scientific standards about nutritional balanced meals/Recipes
-

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Transfer knowledge acquired through experience
- Apply methodologies in food production AUTONOMOUSLY

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

Preparatory to LO6A-B-1

LO3B-1 is fundamental to this LO

EQF LEVEL: EQF5

OTHER NOTES:

LO3-D-2

Schedule meals supply according to clients' needs and living environment, also taking into account the main accessibility issues for older adults and disabled people which could occur in the different care settings

KNOWLEDGE

He/she is able to:

- Describe the different typology of living environment of care settings
- Describe various typology of meals supply for suitable living environment
- Identify the different strategies for meals supply for older and disable people
- Recognize balanced nutritional parameters for menus for older adult and in the different disabled conditions
- Describe the main accessibility issues for older adults and disabled people which could occur in the different care settings

SKILLS

He/she is able to:

- Create schedule for meals according to client's needs and supervise the development of the meals schedule
- Perform dedicated protocols for meals supply in accordance with health care professionals
- Tackle accessibility issues for older adults and disabled people in primary food care, which could occur in the different care settings into meals scheduling

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Protect the rights of older and disabled people and advocate for them
- Demonstrate **AUTONOMY** in the elaboration of dedicated protocols

MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

Linked to LO3-B-1

EQF LEVEL: EQF4

OTHER NOTES:



LO3-D-3

Create menus including beverage recommendations for the planned menu sequences

KNOWLEDGE

He/she is able to:

- Describe proper combinations of beverages with menus
- Describe basic composition and quality (nutritional value) of the different type of beverages
- Identify the rules for food and beverage pairing to create a tasteful menu

SKILLS

He/she is able to:

- Create menus including beverage recommendations for the planned menu sequences
- Supervise beverage recommendations for planned menu sequences

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Apply critical thinking when creating menus
- Demonstrate AUTONOMY when creating menus

MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

LO6-C-1 is fundamental to this LO

Linked to LO3-A-1, LO3-B-2, LO6-C-1, LO6-A-B-4

EQF LEVEL: EQF4

OTHER NOTES:

Competences related to creating menus are addressed by LO6-C-1

Unit of Learning Outcome 4: Manage the kitchen and coordinate personnel

TARGETED CORE COMPETENCIES

CC 4-A: Manage the kitchen budget (e.g. make budget plans and assure they are followed) with respect to food and utilities

CC 4-B: Recruit personnel for the kitchen with HR (human resources) recruiting team and define, create, implement and control training plans and schedules

CC 4-C: Schedule personnel shifts and manage staff

CC 4-D: Ensure regular maintenance of kitchen equipment

Learning Outcomes

LO4-A-1: Create budgets for each meal, according to food seasonal price, non-food supplies, and expected equipment durability and lifetime

LO4-A-2: Calculate and manage the kitchen budget of food, utilities and personnel

LO4-A-3: Make budget plans, negotiate them with superiors and assure they are followed by the kitchen personnel

LO4-B-1: Identify control parameters, evaluate the quality of the kitchen team's performance, conduct employee appraisals and provide feedback to superiors

LO4-B-2: Describe jobs according to planned activities and participate in the recruitment of personnel collaborating with HR

LO4-B-3: Support new employees by informing, training and instructing them in their integration into the existing team, also identifying tutors and setting up training plans and employees personal career talks

LO4-C-1: Plan daily work optimizing workflow, draw up the work schedule and shifts for the kitchen team (balancing team capability) and ensure through constant monitoring that it is followed by the staff

LO4-C-2: Analyse and optimize the processes in the kitchen organization, ensuring the smooth flow of food from preparation to service through communication between the kitchen and the service department

LO4-C-3: Know and apply the proper leadership strategies, being able to plan work, organize tasks, and delegate to others and to develop decision-making strategies

LO4-D-1: Define equipment maintenance schedules and monitor, assess, and record the adherence to it

LO4-D-2: Ensure the adequate and efficient use and the proper cleaning of kitchen machines, equipment and utensils performing quality controls in compliance with quality national standards

LO4-D-3: Align workstations in the kitchen with the requirements of the individual kitchen stations

LO4-A-1

Create budgets for each meal, according to food seasonal price, non-food supplies, and expected equipment durability and lifetime

KNOWLEDGE

He/she is able to:

- Understand the basic principles of accounting for budget management
- Define and identify (local) food seasonal prices
- Define and identify required non-food supplies
- Understand the expected durability and lifetime of kitchen equipment and classify equipment items in terms of predictable lifetime
- Define budget calculation formulas, to be used applying seasonal prices

SKILLS

He/she is able to:

- Calculate/estimate budget for each meal, considering realistic seasonal food prices, non-food supplies' price and proper equipment durability and lifetime
- Act in compliance with the allotted budget
- Critically analyse the costs of every meal considering food seasonal price, the required non-food supplies and the expected durability of lifetime of the equipment
- Document the budget of each meal in spreadsheet software
- Detect seasonal price fluctuations of the produce required for each recipe/meal plan
- Review price estimates according to unexpected market changes

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Take RESPONSIBILITY for creating budget for meals
- Demonstrate professional accountability in budgeting meals

MANDATORY OR OPTIONAL: *Mandatory*

LINK TO OTHER LOs:

Skill about the use of spreadsheet software (addressed by LO4-A-2) are fundamental to this LO

Preliminary to: LO4-A-3

Linked to: LO4-A-2, LO1-A-1 LO1-C-1 LO4-A-4

EQF LEVEL: EQF5



OTHER NOTES:

Mandatory for EQF5, Optional for EQF4

*Skill about the use of spreadsheet software (calculation sheets) is addressed by LO4-A-2
Also connected to CC 7-E: Enact digital competence in daily activities and work.*

LO4-A-2

Calculate and manage the kitchen budget of food, utilities and personnel

KNOWLEDGE

He/she is able to:

- Understand how to make calculations with a calculator and in spreadsheet software (e.g. Excel)
- Distinguish and outline the budget of food, utilities and personnel in the kitchen
- Identify the workload (in terms of personnel time cost) associated to each recipe and menu.

SKILLS

He/she is able to:

- Calculate weekly, monthly and yearly budgets covering food, utilities and personnel
- Document the budget sheets in the specifically designed spreadsheet software (e.g. Excel)
- Evaluate and handle possible deviations to the estimated costs, providing solutions to keep meal preparation within the allowed cost, without quality or safety issues
- Continuously monitor the development of costs in the kitchen
- Organize the document system and document flow for all processes related to the kitchen

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Take **RESPONSIBILITY** for managing budgets in the kitchen
- Provide responsible explanations to healthcare team and kitchen personnel about required budget
- Cooperate with members of personnel to ensure staff workload is correctly included in the overall budget



MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

Preliminary to: LO4-A-1, LO4-A-3

Linked to: LO1-A-1 LO1-C-1 LO4-A-4

EQF LEVEL: **EQF5**

OTHER NOTES:

Mandatory for EQF5, Optional for EQF4

Also connected to CC 7-E: Enact digital competence in daily activities and work.

LO4-A-3

Make budget plans, negotiate them with superiors and assure they are followed by the kitchen personnel

KNOWLEDGE

He/she is able to:

- Describe how to make budget plans for specific time periods
- Define and identify the necessities in a kitchen with corresponding budgets

SKILLS

He/she is able to:

- Calculate weekly, monthly and yearly budgets and discuss them with superiors
- Supervise kitchen personnel handling budgets
- Explain budget plans to kitchen personnel, describing all cost assumptions in a language that may be understood by each member of kitchen personnel
- Comply and stimulate a culture of compliance with estimated cost in terms of produce use and time consumption
- Continuously assess and report malpractices which may endanger estimated budget compliance



PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Take RESPONSIBILITY for creating budget plans in the kitchen
- Provide responsible explanations to supervisors and kitchen personnel about required budget
- Apply critical thinking to review budget plans
- Communicate effectively, adjusting the speech to superiors or staff, as needed

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

Skill about the use of spreadsheet software (addressed by LO4-A-2) are fundamental to this LO

LO4-A-1 is fundamental to this LO.

Linked to: LO4-A-2, LO1-A-1 LO1-C-1 LO4-A-4

EQF LEVEL: EQF5

OTHER NOTES:

Mandatory for EQF5, Optional for EQF4

Competences related to communication with healthcare professionals and personnel are addressed in LO7-C.

LO4-B-1

Identify control parameters, evaluate the quality of the kitchen team’s performance, conduct employee appraisals and provide feedback to superiors

KNOWLEDGE

He/she is able to:

- Outline, identify and select proper parameters to evaluate quality of kitchen team’s performance
- Describe how to conduct qualitative and/or quantitative surveys with kitchen team
- Define and describe the feedback from kitchen team
- Identify potential and actual malpractices
- Describe the role of positive working environment

SKILLS

He/she is able to:

- Conduct effective qualitative and/or quantitative surveys with kitchen team
- Monitor and evaluate kitchen personnel’s performance
- Evaluate employee’s appraisal and provide positive feedback to them
- Apply communication strategies and techniques for successful relations with kitchen personnel
- Document kitchen team’s performance and employee appraisal and discuss this with superiors
- Act as a change agent, by providing staff with feedback on their performance and superiors with employee appraisals

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Apply critical thinking to review the strategic performance of the kitchen team
- TAKE RESPONSIBILITY for the kitchen team’s performance
- Be emphatic with employee background and limitations

MANDATORY OR OPTIONAL: *Mandatory*

LINK TO OTHER LOs:

Linked to: LO7-A-2 LO7-C-4 LO7-C-5 LO7-D-2

EQF LEVEL: **EQF5**

OTHER NOTES:



Mandatory for EQF5, Optional for EQF4

Competences addressing Creative thinking techniques are addressed in LO7-C-4

Competences concerning leadership and teamworking are addressed by LO7-C-2

Competences concerning staff management and supervision are addressed by LO7-C-5

Competences concerning roles and responsibilities of the staff are addressed by LO7-C-1

LO4-B-2

Describe jobs according to planned activities and participate in the recruitment of personnel collaborating with HR

KNOWLEDGE

He/she is able to:

- State roles, responsibilities and legitimations of jobs in the kitchen
- Outline, identify and describe planned activities in the kitchen
- Understand and define the conditions for recruitment of personnel with HR
- Define and assign each task to the adequate member of staff

SKILLS

He/she is able to:

- Detect and evaluate which roles (with corresponding skills and competences) are needed in the kitchen in collaboration with HR
- Motivate people to apply for the required jobs
- Assess job applicants by skills and competences in collaboration with HR
- Document potential candidates for recruitment in the kitchen in collaboration with HR
- Evaluate the potential of each candidate to understand/learn/perform the roles involved in the planned activities

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Collaborate with personnel and HR team
- Communicate effectively and promote cooperative behaviours



MANDATORY OR OPTIONAL: *Optional*

LINK TO OTHER LOs:

LO7-C-1 is fundamental to this LO.

Linked to LO7-C-2 and LO4-B-1

EQF LEVEL: **EQF5**

OTHER NOTES:

Competences concerning leadership and teamworking are addressed by LO7-C-2

Competences concerning staff management and supervision are addressed by LO7-C-5

Competences concerning roles and responsibilities of the staff are addressed by LO7-C-1

LO4-B-3

Support new employees by informing, training and instructing them in their integration into the existing team, also identifying tutors and setting up training plans and employees personal career talks

KNOWLEDGE

He/she is able to:

- Describe and select the proper mentoring techniques for new employees
- Describe how to select tutors for new employees
- Describe the main characteristics of a training plan
- Describe how to carry out a personal career talk
- Describe how to evaluate training needs

SKILLS

He/she is able to:

- Select and enact the proper mentoring techniques for new employees
- Select tutors according to the proper criteria
- Develop and implement an effective training plan
- Conduct effective personal career talks
- Support and encourage employees to manage their own learning processes
- Provide interactive mentoring to new and experienced employees
- Set up learning environments and personal plans
- identify, describe and explain each task in a language that can be understood by new employees
- Evaluate training needs and adapt training strategies to specific needs

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Evaluate the training and mentoring process AUTONOMOUSLY
- TAKE RESPONSIBILITY for the training and monitoring process
- Provide positive feedback to employees
- Provide directions to employees to work together and independently
- Adapt communication and counselling competencies to different persons
- Foster positive work relationships
- Motivate collaborators to integrate and train new members of staff



MANDATORY OR OPTIONAL: *Optional*

LINK TO OTHER LOs:

Linked to: LO4-B-2, LO7-C-2 and 7-C-3

EQF LEVEL: **EQF5**

OTHER NOTES:

Competences addressing Communication methods are addressed in LO7-C-2 and 7-C-3

LO4-C-1

Plan daily work optimizing workflow, draw up the work schedule and shifts for the kitchen team (balancing team capability) and ensure through constant monitoring that it is followed by the staff

KNOWLEDGE

He/she is able to:

- Define, describe in detail and be critically aware of the daily processes in the kitchen
- Describe the main elements of an effective work schedule
- Describe the main criteria to balance team capability in order to plan effective shifts
- Understand the different capabilities and needs of kitchen team when planning work schedule and shifts
- Identify, categorize and define the activities that the kitchen staff should carry out in each shift
- Outline tools to evaluate staff capacities

SKILLS

He/she is able to:

- Design, plan and carry out the most effective work schedules, assigning task performances for each shift while integrating personal employees preferences
- Constantly observe and monitor the workflow of the kitchen
- Ensure dedicated tasks are correctly performed by staff



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PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Explain processes in plain language so staff can understand them
- TAKE RESPONSIBILITY for optimizing the workflow in the kitchen
- Set up the proper working environment

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

LO7-C-1, LO7-C-2 and LO7-C-5 are fundamental to this LO.

Linked to: LO4-B-1 LO4-C-3

Preliminary to: LO4-C-2

EQF LEVEL: EQF5

OTHER NOTES:

Competences concerning leadership and teamworking are addressed by LO7-C-2



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Competences concerning staff management and supervision are addressed by LO7-C-5

Competences concerning roles and responsibilities of the staff are addressed by LO7-C-1

Not necessary when the Curriculum is adapted to for EQF4.



LO4-C-2

Analyse and optimize the processes in the kitchen organization, ensuring the smooth flow of food from preparation to service through communication between the kitchen and the service department

KNOWLEDGE

He/she is able to:

- Understand appropriate ways of communication between kitchen and service department
- Outline and illustrate the processes in the kitchen organisation from preparing to food to service
- Identify complex failure situations

SKILLS

He/she is able to:

- Critically analyse the processes in the kitchen organisation and identify possible errors
- Identify and evaluate factors contributing to success or failure in the kitchen
- Communicate regularly with the service department
- Organise and implement strategies to optimise the processes in the kitchen organisation
- Identify, categorize and define the contact points/relations between kitchen staff and service department personnel in each shift
- Prioritize, schedule and assign food delivery routes and communication tools, between kitchen and service
- Review kitchen organization whenever service department points out stress in the flow of food

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- AUTONOMOUSLY evaluate the kitchen processes
- Collaborate with all kitchen personnel
- Collaborate with service department

MANDATORY OR OPTIONAL: *Optional*

LINK TO OTHER LOs:

LO7-C-1 and LO7-C-5 are fundamental to this LO.



Linked to: LO4-A-4 LO4-B-1 LO4-C-1 LO4-C-3

EQF LEVEL: EQF5

OTHER NOTES:

Competences concerning leadership and teamworking are addressed by LO7-C-2

Competences concerning staff management and supervision are addressed by LO7-C-5

Competences concerning roles and responsibilities of the staff are addressed by LO7-C-1

Not necessary when the Curriculum is adapted to for EQF4.

LO4-C-3

Know and apply the proper leadership strategies, being able to plan work, organize tasks, and delegate to others and to develop decision-making strategies

KNOWLEDGE

He/she is able to:

- Describe how the main leadership and staff management strategies can be adapted to different working contexts in the primary food care sector

SKILLS

He/she is able to:

- Adapt leadership and staff management strategies to the specific context of work, also in collaboration with other professionals
- Prioritise the main problems and need for making decisions
- Constantly evaluate the applied leadership and staff management strategy in the relation to the working context
- Change the leadership and staff management strategies if needed
- Detect tasks and delegate them to staff considering everyone's competencies and needs



PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Value the importance of formative and summative feedback in leadership
- Communicate effectively and promote cooperative behaviours
- Demonstrate aptitude for original and critical thinking applied to decision making processes, such as open-mindedness

MANDATORY OR OPTIONAL: *Optional*

LINK TO OTHER LOs:

LO7-C-2 and LO7-C-5 are fundamental to this LO.

Linked to: LO4-C-1 LO4-C-2 LO7-A-2 LO7-C-1 LO7-C-4

EQF LEVEL: EQF5

OTHER NOTES:

Competences concerning leadership and teamworking are addressed by LO7-C-2

Competences concerning staff management and supervision are addressed by LO7-C-5

Competences concerning roles and responsibilities of the staff are addressed by LO7-C-1

Not necessary when the Curriculum is adapted to EQF4.

LO4-D-1

Define equipment maintenance schedules and monitor, assess, and record the adherence to it

KNOWLEDGE

He/she is able to:

- Be critically aware of the possible problems that could affect kitchen equipment
- List the frequency of maintenance routines for each piece of equipment
- Outline schedules for the performance and frequency of maintenance operations
- Outline quality control/assessment tools to be applied to maintenance tasks

SKILLS

He/she is able to:

- Evaluate maintenance frequency compliance
- Evaluate the effectiveness of maintenance routines
- Schedule and monitor maintenance schedules and review maintenance routines whenever monitoring indicates such need
- Effectively collect records (eg. in spreadsheets) including all kitchen equipment, date of purchase, status and quality control check
- Effectively collect records (eg. in spreadsheets) concerning each of the maintenance operations
 - Evaluate the status of the equipment together with kitchen staff

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- AUTONOMOUSLY schedule, monitor and assess kitchen equipment maintenance
- Effectively communicate with personnel when and how kitchen equipment maintenance is needed

MANDATORY OR OPTIONAL: *Mandatory*

LINK TO OTHER LOs:

LO7-E-1 is fundamental to this LO.

Linked to LO4-A-1, LO4-A-2 and LO4-A-3

EQF LEVEL: **EQF5**

OTHER NOTES:

Data Record is addressed by LO7-E-1

LO4-D-2

Ensure the adequate and efficient use and the proper cleaning of kitchen machines, equipment and utensils performing quality controls in compliance with quality national standards

KNOWLEDGE

He/she is able to:

- State specific quality controls needed for kitchen machines, equipment and utensils
- Define, describe and be critically aware of national quality standards concerning kitchen equipment and utensil's hygiene
- Outline, identify and select the proper cleaning tools for kitchen machines, equipment and utensils

SKILLS

He/she is able to:

- Monitor the quality of the kitchen machines, equipment and utensils in compliance with quality national standard
- Ensure that kitchen personnel performs the proper cleaning techniques
- Set and apply quality standards for all personnel regarding the cleanliness of the kitchen
- Use effective communication to instruct staff about the correct operation and cleaning procedures
- Define cleaning protocols and checklists for each equipment and type of utensil
- Regularly evaluate the compliance with national quality standards, using appropriate checklists

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- TAKE RESPONSIBILITY for the kitchen's cleanliness in compliance with quality national standards

MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

Linked to: LO1-D-1 LO1-D-2 LO1-D-3 LO4-D-1 LO4-D-3

EQF LEVEL: **EQF5**

OTHER NOTES:

LO4-D-3

Align workstations in the kitchen with the requirements of the individual kitchen stations

KNOWLEDGE

He/she is able to:

- Identify and outline all individual kitchen stations in a setting with their requirements
- Understand how processes between different kitchen stations integrate
- Identify equipment and workflow needed in individual kitchen stations
- Identify priorities in equipment use, according to dishes being prepared

SKILLS

He/she is able to:

- Plan use of kitchen stations according to the needs of clients and personnel
- Identify and evaluate which personnel is most suited for an allocated kitchen station
- Integrate needs and capabilities of all kitchen in a document to effectively align them
- Analyse and evaluate the need for adjustments in workstations
- Anticipate and prevent complications in individual kitchen stations
- Supervise personnel in different kitchen stations

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- TAKE RESPONSIBILITY for the alignment of the kitchen stations
- Create a trusting atmosphere in which kitchen workers can build upon each other

MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

Linked to: LO4-D-1 LO4-D-2

EQF LEVEL: EQF5

OTHER NOTES:

Unit of Learning Outcome 5: Ensure quality of food and follow safety regulations

TARGETED CORE COMPETENCIES

CC 5-A: Acquire and ensure high food quality and safety in the kitchen starting from raw and semi-finished food products, materials, storage of raw materials, processing, cooking and storage of food (components) and regenerating it

CC 5-B: Assure that the work of the kitchen staff is compliant with food safety and hygienic standard and maintain a secure working environment

CC 5-C: Plan and execute food tasting for healthcare professionals to be test and review menus and new dishes

Learning Outcomes

LO5-A-B-1: Comply and monitor compliance with HACCP and with national and local hygiene quality standards in the preparation, storing, delivering and discarding food and beverages

LO5-A-B-2: Understand the risk of common foodborne diseases and the main causes of food deterioration; apply this knowledge to food safety

LO5-A-B-3: Create instructions for staff about the measures to implement in order to comply with safety, hygiene and quality standards and laws and properly document implemented measures

LO5-A-B-4: Promote health and safety within the working environment performing workplace evaluations for all stations in the kitchen and recording their results

LO5-C-1: Plan and execute food tasting for healthcare professionals to test and review menus and new dishes

LO5-A-B-1

Comply and monitor compliance with HACCP and with national and local hygiene quality standards in the preparation, storing, delivering and discarding food and beverages

KNOWLEDGE

He/she is able to:

- Master HACCP regulations and other legal dispositions for meal preparation, food storing and waste management
- Be critically aware of updates on rules and regulations
- Identify possible health threats or risks associated with non-compliance with rules and regulations
- Identify proper methods for the continuous monitoring of compliance with rules or regulation, by all staff
- Be aware and constantly updated about national and local hygiene quality standards;
- Describe the parameters of the HACCP critical control points
- Describe the HACCP monitoring system and how to act as RHACCP in the different phases identified in the production and in the eventual transport to the product's destination
- Know the GMPs (Good manufacturing process) in relation to the possible pollution identified in the critical points of the HACCP system
- Be critical aware of the cycle of bacteria transmissions.

SKILLS

He/she is able to:

- Manage the HACCP system and assign individual responsibilities to personnel
- Ensure all the staff is aware and respect the HACCP and the national and local hygiene quality standards in the preparation, storing, delivering and discarding food and beverages
- Ensure the cleaning procedures (personal and of the working stations) are respected by all the staff;
- Ensure a production with high hygienic and sanitary quality standards
- Ensure an effective system for the prevention of damage to the consumer deriving from alteration or pollution of food
- Detect non-compliances with rules and regulations and promptly suggest corrective measures
- Perform a specialized assessment in all stages of meal preparation, including food storage and waste management
- Draw up a Risk Assessment Document

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Communicate to HACCP consultant for the implementation of the system
- Relate with the staff and management -relate with producers, suppliers or transporters



MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

Preliminary to LO1-D-1, LO5-A-B-2, LO5-A-B-3, LO5-A-B-4

EQF LEVEL: **EQF5**

OTHER NOTES:

LO5-A-B-2

Understand the risk of common foodborne diseases and the main causes of food deterioration; apply this knowledge to food safety

KNOWLEDGE

He/she is able to:

- Define and describe the main causes of food deterioration (bacteria, viruses, toxins, contaminants)
- Understand and recognize when a food is altered or deteriorated;
- Outline and describe of the main foodborne diseases;
- Describe basic procedures to minimize the risk of foodborne diseases, in all stages of meal preparation

SKILLS

He/she is able to:

- Prevent early deterioration of food applying the knowledge of food safety.
- Evaluate the risk of deterioration when storing or pre-preparing ingredients
- Detect procedures or situations that increase the risk of foodborne diseases and take appropriate action
- Adjust the workflow or specific tasks performed by kitchen staff that increase the risk of foodborne diseases

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Collaborate with healthcare team and professionals

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

LO5-A-B-1 is preliminary to this LO.



Linked to LO5-A-B-3, LO5-A-B-4

EQF LEVEL: EQF4

OTHER NOTES:

LO5-A-B-3

Create instructions for staff about the measures to implement in order to comply with safety, hygiene and quality standards and laws and properly document implemented measures

KNOWLEDGE

He/she is able to:

- Describe and explain measures to comply with rules and standards
- Recognize the importance of proper communication with kitchen staff
- Outline proper tools to communicate and monitor procedures

SKILLS

He/she is able to:

- Define strategies how to transfer and respect the standards
- Develop instructions based on technical and legal documents
- Develop instructions which are easy and understandable by the staff;
- Evaluate compliance with documented procedures
- Document implemented measures

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Communicate effectively and in a timely manner, with team members

MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

LO5-A-B-1 is preliminary to this LO.

Linked to LO5-A-B-2, LO5-A-B-4

EQF LEVEL: EQF4



OTHER NOTES:

Safety, hygiene and quality standards and laws are addressed by LO5-A-B-1.

LO5-A-B-4

Promote health and safety within the working environment performing workplace evaluations for all stations in the kitchen and recording their results

KNOWLEDGE

He/she is able to:

- Identify health and safety procedures in a kitchen environment
- Describe how to perform workplace evaluations for all stations in the kitchen
- Describe how to record workplace evaluations
- Identify proper tools and methods to monitor workflow and safety in a kitchen environment

SKILLS

He/she is able to:

- Constantly monitor and evaluate the workplace environment in the kitchen;
- Critically analyse the processes in the kitchen organisation
- Record workplace evaluations and evaluate results
- Report practices that lead to a decrease in safety for all kitchen staff

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Communicate effectively and in a timely manner, with team members

MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

LO5-A-B-1 is preliminary to this LO.

Linked to LO5-A-B-2, LO5-A-B-3

EQF LEVEL: EQF5

OTHER NOTES:



Safety, hygiene and quality standards and laws are addressed by LO5-A-B-1.

LO5-C-1

Plan and execute food tasting for healthcare professionals to test and review menus and new dishes

KNOWLEDGE

He/she is able to:

- Describe the procedure to plan and conduct food tastings
- Be aware about how to explain menus and culinary techniques to healthcare professionals

SKILLS

He/she is able to:

- Explain menus and culinary techniques to healthcare professionals
- Critically analyse data collected from food tastings
- Use the results of food tastings to modify and improve meals and menus
- Argue and recommend changes to meals and menus, based on a critical assessment of the opinions of health professionals

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Collaborate in a inter-professional team
- Critically reflect on different choices and decisions

MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

Linked to LO7-C-1, LO7-C-2, LO7-C-3

EQF LEVEL: **EQF5**

OTHER NOTES:

Interprofessional collaboration skills are addressed by LO7-C-1, LO7-C-2, LO7-C-3.



Unit of Learning Outcome 6: Use and adapt cooking techniques to the specific care setting and client
TARGETED CORE COMPETENCIES
CC 6-A: Use the proper cooking techniques according to the healthcare context
CC 6-B: Use the proper food preparation techniques for the right context
CC 6-C: Use specific techniques of food preparation considering personal healthy diets and cultural and religious choices
CC 6-D: Adapt food consistency, fortification and taste according to the needs of the client
Learning Outcomes
LO6-A-B-1: Know the main cooking techniques and select the appropriate ones for the different healthcare contexts in order to maintain the nutritional properties and maximize the nutritional value of the ingredients
LO6-A-B-2: Use or supervise the use of established, innovative and complex preparation methods, also combining and applying various cooking methods simultaneously and developing creative solutions
LO6-A-B-3: Prepare cold and hot dishes (or supervise their preparation) according to clients' requirements and the meal plan approved by healthcare professionals, taking into account food intolerances and allergies
LO6-A-B-4: Prepare beverage recommendations for all dishes and communicate them to the service team
LO6-A-B-5: Prepare the decoration and serving plan in collaboration with the service team
LO6-C-1: Design menus and a la carte dishes and apply proper food preparation and cooking techniques, also developing innovative solutions, for different food forms and diets and respect cultures and religions (e.g. vegetarians, vegans, gluten-free, allergy sufferers, people with food intolerances, diabetes, hypertension, etc.)
LO6-C-2: Recognize the model diets (vegan, vegetarian, zone diet, Mediterranean diet...) and be able to prepare dishes according to them, also developing innovative solutions and creating new combinations of ingredients
LO6-C-3: Recognize the food prescriptions and restraints of the main religions and be able to prepare dishes according to them, also developing innovative solutions and creating new combinations of ingredients
LO6-D-1: Define consistency and texture of food in a creative, balanced and flavourful way
LO6-D-2: Know the chemical composition of fortified food and correctly perform fortification in meals

LO6-D-3: Apply creative and innovative kitchen techniques to adapt recipes for people with taste changes or consistency adjustments (including hot, cold, crisp, soft, moist, dry)

LO6-A-B-1

Know the main cooking techniques and select the appropriate ones for the different healthcare contexts in order to maintain the nutritional properties and maximize the nutritional value of the ingredients

KNOWLEDGE

He/she is able to:

- Master cooking techniques, demonstrating specialized knowledge on this, and compare them with respect to their suitability for different healthcare context
- Master the effect of cooking on ingredients, demonstrating specialized knowledge on this.
- Illustrate the main characteristics of different healthcare contexts and their relation with the choice of the most appropriate cooking techniques
- Describe of how maintain the nutritional properties and maximize the nutritional value of the ingredients

SKILLS

He/she is able to:

- Select the most appropriate cooking technique to reach maximum nutritional value of ingredients
- Adapt the appropriate cooking techniques to the different food ranges

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- **AUTONOMOUSLY** select and apply the appropriate cooking technique

MANDATORY OR OPTIONAL: *Mandatory*

LINK TO OTHER LOs:

LO 3-D-1 is fundamental to this LO.

Preliminary to: LO6-A-B-2 LO6-A-B-3 LO6-D-3

Linked to: LO6-A-B-4 LO6-A-B-5 LO6-C-1 LO6-C-2 LO6-C-3 LO6-D-1 LO6-D-2 LO3-B-3

EQF LEVEL: EQF5

OTHER NOTES:

LO6-A-B-2

Use or supervise the use of established, innovative and complex preparation methods, also combining and applying various cooking methods simultaneously and developing creative solutions

KNOWLEDGE

He/she is able to:

- Outline, differentiate and describe established, innovative and complex preparation methods
- Discriminate among different cooking methods while preparing dishes
- Define criteria to combine various cooking methods

SKILLS

He/she is able to:

- Supervise preparation techniques in the kitchen
- Apply established, innovative and complex preparation techniques
- Select the most appropriate combination of cooking methods to reach the maximum nutritional and tasteful potential of each ingredient in innovative and complex preparation
- Apply various cooking methods simultaneously
- Develop creative solutions for preparation methods

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- TAKE RESPONSIBILITY for using the most appropriate preparation techniques amongst chefs and cooks in the kitchen
- AUTONOMOUSLY apply various cooking methods simultaneously

MANDATORY OR OPTIONAL: *Mandatory*

LINK TO OTHER LOS:

LO6-A-B-1 is fundamental to this LO

Linked to: LO6-A-B-1 LO6-A-B-3 LO6-C-1 LO6-D-1 LO6-D-2 LO6-D-3

EQF LEVEL: EQF5

OTHER NOTES:

Supervising the techniques is EQF5, other parts of this LO can also be considered as EQF4.



Competences related to Communication are addressed in LO7-A-2

Competences related to Teamworking are addressed in LO7-C-2

LO6-A-B-3

Prepare cold and hot dishes (and supervise their preparation) according to clients' requirements and the meal plan approved by healthcare professionals, taking into account food intolerances and allergies

KNOWLEDGE

He/she is able to:

- Describe the differences between food intolerance and allergies
- Describe the main EU rules to operate with allergic / intolerant clients (eg Reg. UE n.1169/2011), as well as the main recognized allergens
- Identify alternative ingredients in the most common preparations for the allergic and intolerant population
- Identify the parameters to elaborate a database about requirements and types of allergies and intolerances
- Describe methods to define meal plan according to the health care indication and client requirements
- Identify new cooking methods required by new ingredients needed to meet food intolerances

SKILLS

He/she is able to:

- Prepare and cook cold and hot dishes according to clients' requirements
- Supervise preparation of cold and hot dishes
- Collaborate with healthcare professionals about clients' meal plans considering their food intolerances and allergies
- Assure clients' requirements are always met in the meal plan
- Apply the main EU rules to operate with allergic / intolerant clients
- Choose the best alternative ingredient to adapt the standard recipes to obtain the best tasteful result
- Support inter-professional collaboration of the multidisciplinary team while creating meal plans
- Apply new cooking methods required by new ingredients needed to meet food intolerances

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- TAKE RESPONSIBILITY on clients' requirements
- TAKE RESPONSIBILITY of the preparation of cold and hot dishes in the kitchen
- Collaborate with other members of the healthcare team to create meal plans
- Support inter-professional collaboration while creating meal plans



- Dedicate proper time and dedication for discussing meal plans

MANDATORY OR OPTIONAL: *Mandatory*

LINK TO OTHER LOs:

LO3-D-1 is fundamental to this LO

Linked to: LO6-A-B-1 LO6-A-B-2 LO6-C-1 LO6-C-2 LO3-B2 LO3-B-3

EQF LEVEL: EQF5

OTHER NOTES:

Supervising the techniques is EQF5, other parts of this LO can also be considered as EQF4.

Competences related to Communication are addressed in LO7-A-2

Competences related to Teamworking are addressed in LO7-C-2

Competences considering Collaboration with healthcare professionals are addressed in LO7-C-1

LO6-A-B-4

Prepare beverage recommendations for all dishes and communicate them to the service team

KNOWLEDGE

He/she is able to:

- Outline, identify and select different beverages for dishes
- Understand and distinguish the different tastes of beverages that could match dishes
- Describe and select beverages that are healthy and suitable for dishes
- Describe the role of beverage presentation as part of the meal experience

SKILLS

He/she is able to:

- Create a tasteful and nutritionally balanced association between beverage and dishes
- Integrate different opinions of the kitchen team when making beverage recommendations for dishes
- Properly and effectively communicate to service team
- Perform database to recommend the pairing of food and beverage
- Recognize trends in beverage likes and dislikes and styles



PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Apply critical thinking in order to understand and interpret preferences and choices of different beverages
- Critically reflect on the different tastes of different beverages
- Take decisions integrating different opinions of kitchen team
- Communicate effectively to service team
- TAKE RESPONSIBILITY for an effective teamwork

MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

Linked to: LO6-A-B-5 LO6-C-1 LO3-D-3 4-C-1, 4-C-2 4-C-3 7-C-1

EQF LEVEL: EQF5

OTHER NOTES:

Including beverage in menus is addressed by LO3-D-3

Managing service team is addressed by 4-C-1, 4-C-2 and 4-C-3

Leadership is addressed by 7-C-1

LO6-A-B-5

Prepare the decoration and serving plan in collaboration with the service team



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<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none">• Be aware of the importance of food presentation as part of the meal experience Recognize trends in food presentation and styles of food service• Classify garnishes and accompaniments for traditional dishes• Outline, identify and select different decorations for dishes• Describe and be critically aware of the main roles of each member of the service team• Identify and interpret the different serving plans according to clients' needs• Describe the role of presentation as part of the meal experience	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none">• Outline, identify and select a suitable serving plan• Develop a decoration and serving plan based on harmony of ingredients, colors, preparation methods and plating techniques• Integrate different opinions of the kitchen team and service team when preparing decoration and service plans• Use effective communication techniques with service team
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none">• Collaborate with members of the service team• Critically reflect on the decoration and serving plan• Take decisions integrating different opinions of kitchen and service team• TAKE RESPONSIBILITY of the decorating and serving plan• Maintain knowledge of current trends and fashions within culinary arts• TAKE RESPONSIBILITY for an effective teamwork	



MANDATORY OR OPTIONAL: *Optional*

LINK TO OTHER LOs:

Linked to: LO-A-B-4 LO6-C-1 LO6-D-3

EQF LEVEL: **EQF5**

OTHER NOTES:

Managing service team is addressed by 4-C-1, 4-C-2 and 4-C-3

Leadership is addressed by 7-C-1

LO6-C-1

Design menus and a la carte dishes and apply proper food preparation and cooking techniques, also developing innovative solutions, for different food forms and diets and respect cultures and religions (e.g. vegetarians, vegans, gluten-free, allergy sufferers, people with food intolerances, diabetes, hypertension, etc.)

KNOWLEDGE

He/she is able to:

- Describe types and styles of menu
- Identify the parameters to balance menu in terms of nutrition and taste
- List, differentiate and describe different diets
- Define, describe and be critically aware of food choices of different cultures and religions
- Identify principles of food chemistry to elaborate tasteful dishes in different pathological condition adapting nutritional parameter recommended by health professionals

SKILLS

He/she is able to:

- Plan and design menus and a la carte dishes
- Integrate different food forms, diets, cultures and religions when designing menus
- Select and apply proper food preparation and cooking techniques for different food forms and diets
- Select and apply proper food preparation and cooking techniques while respecting cultures and religions
- Select appropriate strategies from traditional culinary culture to choose alternative ingredient to maintain good taste in preparation for pathological condition
- Develop innovative solutions and create new combinations of ingredients



PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- TAKE RESPONSIBILITY on the design of menus and a la carte dishes
- TAKE RESPONSIBIITY on applying proper food preparation and cooking techniques for different food forms and diets
- Evaluate designed menus and a la carte dishes AUTONOMOUSLY
- Be critically aware of different food forms and diets
- Be critically aware of different cultures and religions

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

LO3-A-1, LO6-C-2 and LO6-C-3 are fundamental to this LO.

Linked to LO3-B2 LO3-B-3 LO3 D-3 LO6-C-3

EQF LEVEL: EQF5

OTHER NOTES:

LO6-C-2

Recognize the model diets (vegan, vegetarian, zone diet, Mediterranean diet...) and be able to prepare dishes according to them, also developing innovative solutions and creating new combinations of ingredients

KNOWLEDGE

He/she is able to:

- Define, describe and be critically aware of different model diets (vegan, vegetarian, zone diet, Mediterranean diet...)
- Understand and be critically aware of how model diets can affect dishes
- Identify nutritional lacks connected with the exclusion of specific food items

SKILLS

He/she is able to:

- Evaluate and select ingredients for dishes that are suitable for model diets
- Prepare and cook meals considering different model diets
- Develop innovative solutions and create new combinations of ingredients starting from the model diets



PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Respect different model diets
- Assure model diets are known in the kitchen
- Recognize WITH RESPONSIBILITY needs of different diets
- Collaborate with healthcare professionals to understand clients' different diets
- TAKE RESPONSIBILITY on cooking while respecting model diets in the kitchen
- Assure horizontal communication across kitchen team

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOS:

LO3-A-1 is fundamental to this LO.

Preliminary to: LO6-C-1

Linked to LO3-B2 LO3-B-3 LO3 D-3 LO6-C-3

EQF LEVEL: EQF5

OTHER NOTES:

LO6-C-3

Recognize the food prescriptions and restraints of the main religions and be able to prepare dishes according to them, also developing innovative solutions and creating new combinations of ingredients



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<p>KNOWLEDGE</p> <p>He/she is able to:</p> <ul style="list-style-type: none">• Describe the appropriate procedure for ingredient preparation permitted for each culture and religion• Describe the appropriate combination of ingredient permitted for each culture and religion• Define, describe and be critically aware of food prescriptions and restraints of main religions and cultures• Understand and be critically aware how religions and cultures can affect dishes	<p>SKILLS</p> <p>He/she is able to:</p> <ul style="list-style-type: none">• Evaluate and select ingredients for dishes that are suitable for different religions and cultures• Prepare and cook meals considering different religions and cultures• Adapt local food to the prepare dishes according to religious food prescription• Develop innovative solutions and create new combinations of ingredients starting from the model diets
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <p>He/she is able to:</p> <ul style="list-style-type: none">• Respect different religions and cultures• Recognize WITH RESPONSIBILITY needs of different religions and cultures• Assure the main religions are known in the kitchen• Collaborate with healthcare professionals to understand clients' different religions and cultures• TAKE RESPONSIBILITY on cooking while respecting religions and cultures in the kitchen• Assure horizontal communication across kitchen team	
<p>MANDATORY OR OPTIONAL: <i>mandatory</i></p> <p>LINK TO OTHER LOs:</p> <p><i>LO3-A-1 is fundamental to this LO.</i></p> <p><i>Preliminary to: LO6-C-1</i></p> <p><i>Linked to LO2-A-B-2 LO2-A-B-3 LO2-C-D-1 LO6-A-B-3 LO6-C-2</i></p> <p>EQF LEVEL: EQF5</p> <p>OTHER NOTES:</p>	

LO6-D-1

Define consistency and texture of food in a creative, balanced and flavourful way

KNOWLEDGE

He/she is able to:

- Be critically aware and describe when consistency changes are needed
- Identify and describe which techniques can be used to apply consistency changes in dishes
- Identify and describe how dishes can be balanced in a flavourful way
- Understand and demonstrate what a balanced dish is
- Understand and demonstrate how to prepare a dish with flavour
- Describe all the different typology of thickeners and their different chemical composition
- Describe all the different rheological characteristic for typology of thickeners

SKILLS

He/she is able to:

- Use advanced techniques to apply consistency changes in dishes
- Apply consistency changes in dishes
- Enhance the flavour in dishes while ensuring it is balanced
- Evaluate dishes after consistency changes on taste
- Apply creative solutions to define the most proper consistency and textures of food in a balanced and flavourful way

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- AUTONOMOUSLY master food combination
- Collaborate with kitchen team to ensure balance and taste in dishes
- TAKE RESPONSIBILITY for the consistency changes in dishes
- Work as part of a team to prepare consistency changes in dishes
- Provide responsible explanations to teams about the necessity of the changes in the dishes

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:



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Preliminary to LO6-D-3

Linked to LO2-A-B-2 LO2-A-B-3 LO2-C-D-1 LO6-A-B-1 LO6-A-B-2

EQF LEVEL: EQF4

OTHER NOTES:



LO6-D-2

Know the chemical composition of fortified food and correctly perform fortification in meals

KNOWLEDGE

He/she is able to:

- Describe and compare different techniques for fortifying food
- Recognize how fortified food was prepared
- Describe the difference of chemical composition of fortified food and enriched food
- Describe the difference of mandatory fortification and voluntary fortification
- Describe US and EU Regulation on the addition of vitamins, minerals, and other substances to foods
- Identify specific fortification for each food to correctly combine the ingredients
- Identify the nutritional need of the added component to fortified food to determine the exact quantity of ingredient

SKILLS

He/she is able to:

- Select the proper technique for fortifying food to perform tasteful and balanced menu and apply them
- Evaluate dishes after consistency changes
- Apply international rules to the creation of meals

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Collaborate with kitchen team to ensure the meals are rightly fortified
- TAKE RESPONSIBILITY for the fortification in meals
- Work as part of a team to prepare fortification in meals
- Provide responsible explanations to teams about the necessity of the changes in the meals

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

Preliminary to: LO6-A-B-1 and LO6-D-3

Linked to: LO6-A-B-2 LO6-D-1



EQF LEVEL: EQF4

OTHER NOTES:

LO6-D-3

Apply creative and innovative kitchen techniques to adapt recipes for people with taste changes or consistency adjustments (including hot, cold, crisp, soft, moist, dry)

KNOWLEDGE

He/she is able to:

- Describe the genetic of taste
- Describe the methodology to define the screening parameters of smell and taste
- Define and describe techniques to define the level of perception of each taste, to define the level of perception of consistency and to define the level of perception of smell
- Define, describe and compare creative and innovative kitchen techniques to adapt recipes for people with taste changes or consistency adjustments (including hot, cold, crisp, soft, moist, dry)
- Understand and recognize when taste changes or consistency adjustments are needed

SKILLS

He/she is able to:

- Select the proper technique for adapting recipes
- Use creative and innovative kitchen techniques to adapt recipes for people with taste changes
- Use creative and innovative kitchen techniques to adapt recipes through consistency adjustments
- Evaluate recipes after taste changes are applied

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Collaborate with kitchen team to ensure the recipes are adapted according to their needs
- Work as part of a team to adapt recipes for people with taste changes or consistency adjustment
- Provide responsible explanations to teams about the necessity of the changes in the recipes



MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

LO6-D-1 LO6-D-2 are preliminary to this LO.

Linked to: LO2-A-B-2 LO2-A-B-3 LO2-C-D-1 LO6-D-1 LO6-D-2

EQF LEVEL: **EQF4**

OTHER NOTES:

Unit of Learning Outcome 7: Communicate, interact and collaborate with clients and interprofessional team

TARGETED CORE COMPETENCIES

CC 7-A: Effectively interact and communicate with different clients and the interprofessional team with verbal (also written) and non-verbal communication

CC 7-B: Collaborate with healthcare professionals to educate and promote healthy behaviours among clients

CC 7-C: Work in a person-centred interprofessional healthcare team and collaborate with other professionals or stakeholders

CC 7-D: Enact sense of initiative and entrepreneurial attitudes, mind-sets and skills

CC 7-E: Enact digital competence in daily activities and work

Learning Outcomes

LO7-A-1: Define a customer satisfaction protocol and place customer service at the hearth of decision-making and activities

LO7-A-2: Using appropriate communication methods, styles according to the customers' and colleagues' attitude, culture and the purpose of communication

LO7-B-1: Understand the impact of food and nutrition on social determinants of health and vice versa and leverage attractive taste to promote healthy recipes and healthier nutritional habits, also providing advice and guidance to other professionals on culinary matters to educate clients

LO7-B-2: Prepare and apply client counselling, in collaboration with healthcare professionals, to promote healthy choices and behaviours

LO7-C-1: Be aware of the main roles and responsibilities of health/social care professionals in food care and work coherently, acting as a member of an interprofessional team, maximizing the added value of each professional, and identifying possibilities for interdisciplinary development and cooperation

LO7-C-2: Know the characteristics of successful teams and the main strategies for overcoming barriers to effective teamwork and contextualize them in daily work

LO7-C-3: Know, select and apply the proper communication and mutual support techniques for inter-professional teams and change and observe behaviours

LO7-C-4: Apply creative thinking techniques developing creative solutions to abstract problems, propose solutions and discuss with goal-orientated attitude, reaching shared decisions, applying the main problem-solving techniques

LO7-C-5: Exercise management and supervision in contexts of work, reviewing and developing performance of self and others

LO7-D-1: Identifies opportunities to create value, develop creative and purposeful ideas, develop a vision to turn ideas into action, identify suitable ways for valuing ideas and assess consequences of them



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LO7-D-2: Identify individual and group strengths and weaknesses, mobilizes resources needed to turn ideas into action, be aware of the idea cost and financial implications and engage relevant stakeholders for the action

LO7-D-3: Prioritize organize and follow up goals implementation, team up with others to pursue ideas and learn from experience

LO7-E-1: Browse, search, filter and manage data, information and digital content, evaluating them according to the specific context of application

LO7-E-2: Interact, share and collaborate through variety of digital technologies and select appropriate digital communication means for a given context

LO7-E-3: Know the main privacy issues and protect his/her own end users' personal data and privacy in digital environments

LO7-E-4: Know the main current digital tools dedicated to food (composition, ingredients, combination, properties, treatments, regional resources...)

LO7-A-1

Define a customer satisfaction protocol and place customer service at the hearth of decision-making and activities

KNOWLEDGE

He/she is able to:

- Recognize the different types of service and the correlation with the characteristics of the user
- Outline, identify and select the main techniques and tools to design a protocol
- Illustrate techniques and tools for detecting expectations and analyzing satisfaction.
- Describe procedures and techniques for organizing and drafting initiatives aimed at building customer satisfaction.
- Illustrate customer segmentation and clustering techniques.
- Master the basic elements of CRM (Customer Relationship Management) applied to collective catering
- Correlate the peculiarities of the service offer in relation to the forecast budget

SKILLS

He/she is able to:

- Create a protocol to detect the customer satisfactions
- Compose a report describing clients' satisfaction and impression together with healthcare team
- Modify recipes, menus and delivery service according to clients' satisfaction
- Apply techniques of interviewing samples of privileged targets on: foods, recipes and menus (combinations)
- Compare tastes and the most appropriate food according to different ages and pathologies/dieses
 - Detect the degree of customer satisfaction and translate the results of the surveys into product / service improvement

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Take responsibility on cooperation with individuals in order to understand improvement of clients
- Demonstrate empathy and communication / relationship skills with specific targets
- Demonstrate a decision-making mindset

MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

Linked to LO2-E-1

EQF LEVEL: EQF4

OTHER NOTES:

LO7-A-2

Using appropriate communication methods, styles according to the customers' and colleagues' attitude, culture and the purpose of communication

KNOWLEDGE

He/she is able to:

- Understand the context and the culture of his/her working environment
- Be aware of the typical profile of the target of interest (cultural level, pathology, and other distinctive characters)
- Outline the main communication methods and styles associate them to typical users profiles, being aware that flexibility is needed in a user-centered approach
- Outline the context of service provision
- Identify concepts of verbal and non-verbal communication in different situations.
- Illustrate techniques for interprofessional and customer communication.
- Outline how to adapt his/her communication methods and styles interacting with a user with sensorial disability

SKILLS

He/she is able to:

- Adapt his/her communication methods and styles to different colleagues and users
- Use appropriate professional and technical vocabulary

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Be empathic
- Apply critical thinking to address a variety of attitudes and cultural approaches



MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

This LO is transversal to many LOs of the Curriculum.

EQF LEVEL: **EQF4**

OTHER NOTES:

LO7-B-1

Understand the impact of food and nutrition on social determinants of health and vice versa and leverage attractive taste to promote healthy recipes and healthier nutritional habits, also providing advice and guidance to other professionals on culinary matters to educate clients

KNOWLEDGE

He/she is able to:

- Understand the impact of food and nutrition on social determinants of health and vice versa
- Identify possible advice and guidance on culinary matters he/she could provide to support different professionals to educate clients
- Transfer the need to reconcile the taste and the freedom to vary and the need to keep the rules
 - Illustrate Nutritional principles and Guidelines for a healthy diet

SKILLS

He/she is able to:

- Leverage attractive taste to promote healthy recipes and healthier nutritional habits
- Adapt advice and guidance to the specific professional
- Share a glossary of terms on culinary matters for professionals

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Demonstrate interdisciplinary team approach
- Apply critical thinking to address a variety of attitudes and cultural approaches



MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

LO7-C-1 is fundamental to this LO.

Linked to LO5-C1.

EQF LEVEL: **EQF4**

OTHER NOTES:

LO7-B-2

Prepare and apply client counselling, in collaboration with healthcare professionals, to promote healthy choices and behaviours

KNOWLEDGE

He/she is able to:

- Outline the basic notions of counselling
- Describe the main counselling techniques
- Be aware of the role of CGE in client counselling with respect to the role of healthcare professionals

SKILLS

He/she is able to:

- Perform counselling techniques in collaboration with healthcare professionals
- Identify the most suitable healthy choices and behaviours to be suggested to the user, in collaboration with healthcare professionals

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Collaborate with healthcare professionals

MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

Linked to LO7-B-1, LO7-C-1, LO7-C-2, LO7-C-3

EQF LEVEL: **EQF4**



OTHER NOTES:

LO7-C-1

Be aware of the main roles and responsibilities of health/social care professionals in food care and work coherently, acting as a member of an interprofessional team, maximizing the added value of each professional, and identifying possibilities for interdisciplinary development and cooperation

KNOWLEDGE

He/she is able to:

- Describe in detail roles and responsibilities of the various staff members or collaborators and of health/social care professionals in food care

SKILLS

He/she is able to:

- Establish cooperation with others professionals
- Act as a member of an interprofessional team, maximizing the added value of each professional
- Identify possibilities for interdisciplinary development and cooperation
- Work at interdisciplinary projects in interdisciplinary teams.

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Identify possibilities for interdisciplinary development and cooperation

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

Linked to LO7-C-2

EQF LEVEL: **EQF4**

OTHER NOTES: *Competences related to effective teamwork are addressed by LO7-C-2*

LO7-C-2

Know the characteristics of successful teams and the main strategies for overcoming barriers to effective teamwork and contextualize them in daily work

KNOWLEDGE

He/she is able to:

- Outline the main teamwork strategies and techniques
- Outline the main leadership strategies and techniques
- Identify behaviours that encourage or prevent effective teamwork
- Describe the rules to operate in teamwork:
- Understand how to effectively delegate task to those most appropriate

SKILLS

He/she is able to:

- Apply the main strategies and techniques for effective teamwork in the daily working context
- Apply the main leadership strategies and techniques in the daily working context
- Identify tasks and delegate them to staff taking into account the competencies of each member of the team, so share the daily workload among everyone
- Understand the strengths and weakness of each team member
- Prioritise the main problems and need for making decisions
- Implement the more suitable teamwork strategy according to the specific context
- Change/adapt the teamwork strategy if needed
- Develop motivation and integration within the group.
- Promote responsibility towards performance

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Demonstrate aptitude for original and critical thinking applied to decision making processes, such as open-mindedness
- Demonstrate interdisciplinary team approach
- Demonstrate awareness of one's strengths and weaknesses

MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:



Linked to the whole UoL4

Fundamental to LO4-C-3

Linked to LO7-C-1, LO7-C-3

EQF LEVEL: EQF5

OTHER NOTES:

LO7-C-3

Know, select and apply the proper communication and mutual support techniques for inter-professional teams and change and observe behaviours

KNOWLEDGE

He/she is able to:

- Describe the main communication and mutual support techniques for inter-professional teams
 - Describe the main elements of organizational culture and communication

SKILLS

He/she is able to:

- Select the proper communication and mutual support techniques for inter-professional teams to be applied in the specific working context and adapt them to the interlocutors
- Choose the most effective communication channels
- Consider his/her own company's culture around communication
- Pick a delivery method based on the specific audience and context
- Act as a change promoter, by observing behaviours

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Demonstrate interdisciplinary team approach
- Demonstrate awareness of one's strengths and weaknesses



MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

Linked to the whole UoL4

Linked to LO7-C-1, LO7-C-2

EQF LEVEL: **EQF5**

OTHER NOTES:

LO7-C-4

Apply creative thinking techniques developing creative solutions to abstract problems, propose solutions and discuss with goal-orientated attitude, reaching shared decisions, applying the main problem-solving techniques

KNOWLEDGE

He/she is able to:

- Describe the following creative thinking techniques: Brainstorming, The Insights Game, Mood boards, Random Words (Random Input), Storyboarding, Metaphorical thinking, Mind mapping.
- Describe the main problem-solving techniques, such as DMAIC (Define, Measure, Analyse, Improve, Control)
- Master the GOPP (Goal Oriented Project Planning)

SKILLS

He/she is able to:

- Select and apply the most suitable problem solving techniques
- Select and apply the most suitable creative thinking techniques
- Apply the GOPP (Goal Oriented Project Planning)
- Apply creative thinking techniques developing creative solutions

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Be target-oriented

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:



This LO is transversal to many LOs of the Curriculum

EQF LEVEL: EQF5

OTHER NOTES:

Not needed when the Curriculum is adapted to EQF4

LO7-C-5

Exercise management and supervision in contexts of work, reviewing and developing performance of self and others

KNOWLEDGE

He/she is able to:

- Outline the main techniques for staff management and supervision

SKILLS

He/she is able to:

- Select the proper main techniques for staff management and supervision and apply them effectively
- Speak to a team to give them feedback on the work and motivate them to improve results through his/her guidance

PERSONAL AND TRANSVERSAL COMPETENCES

- Apply critical observation
- Be empathic

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

This LO is transversal to many LOs of the Curriculum, especially those included in UoL4.

EQF LEVEL: EQF5

OTHER NOTES:

Not needed when the Curriculum is adapted to EQF4

LO7-D-1

Identifies opportunities to create value, develop creative and purposeful ideas, develop a vision to turn ideas into action, identify suitable ways for valuing ideas and assess consequences of them

KNOWLEDGE

He/she is able to:

- Explain what makes an opportunity to create value.
- Recognize challenges in his/her own workplace that he/she can contribute to solving.
- Identify needs in his/her own workplace and surroundings that have not been met.
- Recognize the different roles the public, private and third sectors play in his/her region or country.

SKILLS

He/she is able to:

- Identify suitable ways for valuing ideas and assess consequences of them

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Approach open-ended problems with curiosity.

MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

Linked to LO7-D-2, Lo7-D-3

EQF LEVEL: **EQF4**

OTHER NOTES:

This LO addresses “Ideas and opportunities” Competence area of the Entrepreneurship Competence Framework (EntreComp) at least by adding these LOs

<https://publications.jrc.ec.europa.eu/repository/handle/JRC109128> - *The LO is set at Foundation/intermediate level*

LO7-D-2

Identify individual and group strengths and weaknesses, mobilizes resources needed to turn ideas into action, be aware of the idea cost and financial implications and engage relevant stakeholders for the action

KNOWLEDGE

He/she is able to:

- Understand the different capabilities and needs of kitchen team when planning work
- Describe how to mobilize resources needed to turn ideas into action
- Describe the main criteria to identify a cost of an idea cost and the financial implications
- Describe how to engage relevant stakeholders for a specific action
- Recognize different ways of motivating his/herself and others to create value.
- Outlines discuss the principles of circular economy and resource efficiency.
- Outline public and private services which can support his/her value-creating activity (for example, incubator, social enterprise advisors, start-up angels, chamber of commerce).
- Outlines how to draw up a budget for a value creating activity.
- Explain that value-creating activities can take different forms (a business, a social enterprise, a non-profit organization and so on) and can have different structures of ownership (individual company, limited company, co-operative and so on).

SKILLS

He/she is able to:

- Effectively set up a communication strategy to involve stakeholders
- Identify and evaluate factors contributing to success or failure in the kitchen
- Critically reflect on his/her own individual and group needs, wants, interests and aspirations in relation to opportunities and future prospects
- Use resources responsibly and efficiently (for example, energy, materials in the supply chain or manufacturing process, public spaces).
- Identify public and private sources of funding for his/her value-creating activity (for example, prizes, crowd- funding, and shares).

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Persuade others by providing evidence for his/her arguments.
- Show enthusiasm for challenges.
- Communicate his/her ideas clearly to others.



MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

Linked to LO7-D-1, Lo7-D-3

EQF LEVEL: **EQF5**

OTHER NOTES:

This LO addresses “Resources” Competence area of the Entrepreneurship Competence Framework (EntreComp) at least by adding these LOs

<https://publications.jrc.ec.europa.eu/repository/handle/JRC109128> - *The LO is set at Intermediate level*

LO7-D-3

Prioritize organize and follow up goals implementation, team up with others to pursue ideas and learn from experience

KNOWLEDGE

He/she is able to:

- Describe how to set short-term goals that he/she can act on.
- Explain how to prioritise the basic steps in a value-creating activity.
- Explain how to set basic milestones and observation indicators to monitor the progress of his/her value-creating activity.
- Outlines the difference between acceptable and unacceptable risks.
- Explain how to use the relationships he/she has to get the support I need to turn ideas into action, including emotional support.

SKILLS

He/she is able to:

- Weigh up the risks and benefits of self-employment with alternative career options, and make choices that reflect his/her preferences.
- Actively face challenges, solve problems and seize opportunities to create value.
- Critically evaluate the risks associated with an idea that creates value, taking into account a variety of factors.
- Value diversity as a possible source of ideas and opportunities.
- Listen to other people’s ideas for creating value without showing prejudice.
- Create a team of people who can work together on a value-creating activity.
- Evaluate his/her performance and learn from it.
- Integrate lifelong learning into his/her personal development strategy and career progress.
- Learn for experience



PERSONAL AND TRANSVERSAL COMPETENCES

- Work AUTONOMOUSLY in simple value-creating activities.
- Allow for the possibility of changes to his/her plans.
- Contribute to group decision making constructively

MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

Linked to LO7-D-1, Lo7-D-2

EQF LEVEL: **EQF5**

OTHER NOTES:

This LO addresses “Into Action” Competence area of the Entrepreneurship Competence Framework (EntreComp) at least by adding these LOs

<https://publications.jrc.ec.europa.eu/repository/handle/JRC109128> - The LO is set at Foundation/intermediate/Advanced level

LO7-E-1

Browse, search, filter and manage data, information and digital content, evaluating them according to the specific context of application

KNOWLEDGE

He/she is able to:

- Illustrate information needs,
- Outline how to organise the searches of data, information and content in digital environments.
- Describe how to access to these data, information and content, and how to navigate between them.
- Describe how to organise personal search strategies.
- Outline the main national/regional healthcare tools for users' record
- Know the main tools supporting the creation of a data collection (e.g. electronic sheets) in order to record client's history, also in compliance with national/regional healthcare tools for users' record

SKILLS

He/she is able to:

- Perform the analysis, comparison and evaluation of sources of data, information and digital content.
- Perform the analysis, interpretation and evaluation of data, information and digital content.
- Organise information, data and content to be easily stored and retrieved.
- Organise information, data and content in a structured environment.
- Use basic tools supporting the creation of a data collection (e.g. electronic sheets) in order to record client's history, also in compliance with national/regional healthcare tools for users' record

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Enact knowledge and skills AUTONOMOUSLY, according to his/her own needs, and solving well-defined and non-routine problems
- Have a positive attitude towards ICT technologies in health
- AUTONOMOUSLY integrate ICT tools in food care

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

This LO is transversal to many LOs of the Curriculum

EQF LEVEL: EQF5



OTHER NOTES: *optional to EQF4*

This LO addresses “Competence area 1: information and data literacy” The Digital Competence Framework for Citizens (DIGComp 2.1) https://publications.jrc.ec.europa.eu/repository/bitstream/JRC106281/web-digcomp2.1pdf_%28online%29.pdf The LO is set at **intermediate 4 level**

LO7-E-2

Interact, share and collaborate through variety of digital technologies and select appropriate digital communication means for a given context

KNOWLEDGE

He/she is able to:

- Outline the main digital technologies and routine appropriate digital communication means for his/her own working context.
- Outline the main appropriate digital technologies to share data, information and digital content in his/her own working context.
- Outline well-defined and routine digital tools and technologies for collaborative processes.
- Explain how to act as an intermediary for sharing information and content through well-defined and routine digital technologies.
- Illustrate well-defined and routine referencing and attribution practices.
- Clarify well-defined and routine behavioural norms and know-how while using digital technologies and interacting in digital environments.
- Express well-defined and routine communication strategies adapted to an audience and
- Describe well-defined and routine cultural and generational diversity aspects to consider in digital environments.
- Discriminate a range of well-defined and routine digital identities.

SKILLS

He/she is able to:

- Perform well-defined and routine interactions with digital technologies
- Select well-defined and routine appropriate digital communication means for his/her own working context.
- Select well-defined and routine appropriate digital technologies to share data, information and digital content.
- Select well-defined and routine digital tools and technologies for collaborative processes.
- Apply netiquette rules daily



PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Enact knowledge and skills AUTONOMOUSLY and solving straightforward problems

MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

This LO is fundamental to inter and intra professional collaboration

EQF LEVEL: **EQF4**

OTHER NOTES:

*This LO addresses “Competence area 2: Communication and collaboration” The Digital Competence Framework for Citizens (DIGComp 2.1) https://publications.jrc.ec.europa.eu/repository/bitstream/JRC106281/web-digcomp2.1pdf_%28online%29.pdf The LO is set at **Intermediate 3 level***

LO7-E-3

Know the main privacy issues and protect his/her own end users’ personal data and privacy in digital environments

KNOWLEDGE

He/she is able to:

- Explain well-defined and routine ways to protect his own and users’ personal data and privacy in digital environments,
- Explain well-defined and routine ways to use and share personally identifiable information while protecting myself and others from damages.
- Indicate well-defined and routine privacy policy statements of how personal data is used in digital services.

SKILLS

He/she is able to:

- Comply with data privacy and confidentiality guidelines



PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Enact knowledge and skills AUTONOMOUSLY and solving straightforward problems
- Ensure confidentiality, be honest and true, while implementing the professional ethical standards

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

This LO is transversal to the main LOs of the Curriculum, especially to LO2-C-D-4 LO7-E-1

EQF LEVEL: **EQF4**

OTHER NOTES:

*This LO addresses “Competence area 4: Safety – Competence 4.2 Protecting personal data and privacy” of the Digital Competence Framework for Citizens (DIGComp 2.1) https://publications.jrc.ec.europa.eu/repository/bitstream/JRC106281/web-digcomp2.1pdf_%28online%29.pdf The LO is set at **Intermediate 3 level***

LO7-E-4

Know the main current digital tools dedicated to food (composition, ingredients, combination, properties, treatments, regional resources...)

KNOWLEDGE

He/she is able to:

- Identify and describe the main ICT tools dedicated to food, such as the ones for managing food composition, ingredients, combination, properties, treatments, regional resources, etc.
- Describe the main criteria to evaluate and select the main ICT tools dedicated to food

SKILLS

He/she is able to:

- Select the most suitable ICT tools for managing food composition, ingredients, combination, properties, treatments, regional resources, etc. and use them daily



PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Have a positive attitude towards ICT technologies
- AUTONOMOUSLY integrate ICT tools in food care
- Apply critical thinking while using ICTs
- Ensure confidentiality, be honest and true, while implementing the professional ethical standards

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

This LO is transversal to many LOs of the Curriculum.

Linked to LO7-E-1, LO7-E-3.

EQF LEVEL: EQF5

OTHER NOTES:

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ANNEX 1 – INTERVIEW TEMPLATE TO PILOT PARTNERS

1) The CGE Curriculum is structured by Learning Outcomes (LOs), which are grouped into Units of Learning Outcomes (UoL). Each LO is described in terms of Knowledge, Skills and Personal and Transversal Competences. Is this structure clear?

- Yes
- No
- I don't know / I'd prefer not to reply

If no, please comment:

2) Each LO is identified by a code. Is the meaning of this code clear?

- Yes
- No
- I don't know / I'd prefer not to reply

If no, please comment:

3) Is the language used in the Curriculum clear and understandable?

- Yes
- No
- I don't know / I'd prefer not to reply

Please, comment on your answer:

.....

4) Based on the experience gained with the design of the pilot, do you think there are any overlaps among LOs which, according to you, could be removed?

- Yes
- No
- I don't know / I'd prefer not to reply

If yes, please detail which changes you would like to propose (please refer to a specific LO code, suggest eventual changes and the reasons why)

.....

5) Based on the experience gained with the design of the pilot, do you think that the identified set of LOs is exhaustive?

- Yes
- No
- I don't know / I'd prefer not to reply



If no, which competence / knowledge / skill do you think has been overlooked?

.....

Do you have you any suggestion for an additional LO? Please, detail your answer:

.....

6) Each LO is identified as "mandatory" or "optional". Do you want to suggest any change concerning this characteristic for any specific LO?

- Yes
- No
- I don't know / I'd prefer not to reply

If yes, please detail which changes you would like to propose (please refer to a specific LO code, suggest eventual changes and the reasons why):

.....

7) Each LO is characterized by a suggested EQF level. Do you want to suggest any change concerning this characteristic for any specific LO?

- Yes
- No
- I don't know / I'd prefer not to reply

If yes, please detail which changes you would like to propose (please refer to a specific LO code, the suggested EQF level and the reasons why)

.....

8) Each LO is characterized by a title.

Do you want to suggest any change concerning LOs titles?

- Yes
- No
- I don't know / I'd prefer not to reply

If yes, please detail which changes you would like to propose (please refer to a specific LO code and suggest the new title)

.....



9) Each LO is characterized by a detailed description in terms of Knowledge, Skills and Personal and Transversal Competences.

Do you want to suggest any change concerning LOs' descriptions?

- Yes
- No
- I don't know / I'd prefer not to reply

If yes, please detail which changes you would like to propose (please refer to a LO code and suggest a change in the description):

10) Is there any other comment you would like to add?

- Yes
- No
- I don't know / I'd prefer not to reply

If yes, please detail:

ANNEX 2 – QUALITY CONTROL CHECK LIST

Quality Control Check	
Generic Minimum Quality Standards	
Document Summary provided (with adequate synopsis of contents)	yes
Compliant with NECTAR format standards (including all relevant Logos and EU-disclaimer)	yes
Language, grammar and spelling acceptable	yes
Objectives of the application form covered	yes
Work deliverable relates to adequately covered	yes
Quality of text is acceptable (organisation and structure, diagrams, readability)	yes
Comprehensiveness is acceptable (no missing sections, missing references, unexplained arguments)	yes
Usability is acceptable (deliverable provides clear information in a form that is useful to the reader)	yes
Deliverable specific quality criteria	
Deliverable meets the 'acceptance Criteria' set out in the Quality Register:	yes
Checklist completed and deliverable approved by	
Name: Olga Pedemonte Date: 21/09/2023	