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

PILOT COURSE IMPLEMENTATION IN BELGIUM

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1 ABSTRACT:

This document reports on the development and implementation of the pilot courses in Belgium. Each partner country reports on this process in a separate contribution.

2 KEYWORDS:

Qualifications, common European curriculum, teachers, participants, modules, teaching methods, quality assurance, evaluation

3 REVIEWERS

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

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4	Silvia Bossio	IF	15/07/2023	Final Version

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

5 Content

6 EXECUTIVE SUMMARY

The content of this deliverable summarizes the relevant information on the development and implementation of the pilots designed in T3.3 in Belgium.

This deliverable in particular is a detailed report of the pilot course developed by Belgium, based on the existing curriculum Chef Gastro-engineering at the Center for Gastrology (Leuven, Belgium; connected to Odisee University of Applied Sciences) and the European curriculum which is the result of the NECTAR project.

This report highlights the participants and their registration, the selection and qualifications of the teachers, the development of the local curriculum based on NECTAR's common European curriculum, the different modules into which the course is divided, the methodology applied, the quality assurance methods of the pilot course including the final evaluation.

Annexes contain additional material with regard to the Belgian pilot course and the plans related to the further development of the School of Gastrological Sciences and the implementation of the training for Chef Gastro-engineering in the European Active and Healthy Aging Reference Site 'Three Rivers FoodDelta' (3RFD).

7 BELGIAN PILOT COURSE

7.1 Introduction with general information about the pilot and the frame where it is developed

Active and Healthy Aging

Population ageing in Europe poses major demographic and socioeconomic challenges which are expected to increase over the coming decades. The ageing process itself usually does not cause malnutrition in healthy and active elderly people with appropriate lifestyles (Roller-Wirnsberger, 2021). However, changes in body composition and organ function, the ability to eat or access food (Geurden, 2022), inadequate dietary intake and the partial loss of taste and smell are associated with ageing and may contribute to the risk of malnutrition (Fluitman, 2021).

Malnutrition and weight loss, which tend to develop more readily in the elderly, may significantly affect the quality of life (Jeon, 2021), may impact on physical and psychological functioning and can have multiple effects such as immobility, skeletal disorders, insulin resistance, hypertension, atherosclerosis and metabolic disorders (Evans, 2005; Norman, 2021). The elderly are also among the groups most vulnerable to malnutrition in crisis and disaster situations which has been evident during the COVID pandemic. Providing an adequate diet with all essential nutrients, and promoting physical activity are essential for healthy ageing.

However, providing adequate meals with all essential nutrients faces some major obstacles (Winters, 2022) in all EU Member States:

- Most cooks and chefs are not specialized in Primary Food Care (PFC) and show a gap in job specific skills (such as food physiology, ICT and engineering applied to food).

- Existing curricula for the chef specialization in PFC are designed and delivered under local initiatives and do not refer to a formalized EU professional profile based on WHO and EU policy recommendations.
- Policy makers, institutional stakeholders, private and public healthcare providers, vocational training providers and certification bodies need guidance, time and funding to invest in the integrated culinary/clinical approach of food intake problems and malnutrition.

Training for Chef Gastro-engineering

Within the Dutch speaking part of Belgium and the Netherlands, and under the impetus of the Center for Gastrology (visit: http://www.centerforgastrology.com/en), the training for Chef Gastro-engineering has been organized for over 15 years, in close collaboration with Odisee University of Applied Sciences (VET-provider). It focuses specifically on chefs working in hospitals, health care institutions and services for family and elderly care, educational institutions in the context of care for the disabled and special youth care, tailor-made companies (the former sheltered and sheltered workshops), the socio-cultural sector, education, home care, mental healthcare and the social sector. With this training, the Center for Gastrology contributes to providing these specific skills for chefs working within these specific facilities.

This training is a practical training based on the combination of experience, knowledge and research. Workplace learning is an important part of this training in which the theoretical insights provided in the training are constantly tested against practice in the work context. The current training for Chef Gastro-engineering is modular and consists of a short or a long track. In order to be awarded the title Chef Gastro-engineering Short track (ST), students must pass all modules of the short track and an internship of 3 months in their own institution. (See Program Short Track in 10.1)

To be awarded the title of Chef Gastro-engineering Long track (LT), students must pass all modules of the short and long track and an internship of 3 months in their own institution. The internship only needs to be completed once. (See Program Long Track in 10.1)

The Belgian pilot course

In the NECTAR project, the Center for Gastrology intends to further evolve and upgrade their courses. It wants to further address the issues in professional care for meals by reducing the skills gap currently experienced by cooks and chefs employed in hospitals and care homes and the skills actually demanded by healthcare facilities, private service providers and end users.

The aim of NECTAR project is to develop and set up a more extensive curriculum for Chef Gastro-Engineering at EQF5 level. In Flanders, Odisee University of Applied Sciences collaborates with the Center for Gastrology to achieve this aim.

The NECTAR project was born in Rome in December 2019 following an experiment by chefs gastro-engineering involving older residents of the working-class neighborhood of Trastevere (See figure1). The chefs were invited by the Center for Gastrology as part of a thematic workshop "Implementing a comprehensive approach to integrated care". This workshop was organized by the "Reference Site Campania" together with the "European Innovation Partnership on Active and Healthy Aging (EIP on AHA)" and the "A3 Action Group on Lifespan Health Promotion & Prevention of age related frailty and disease." These partners represent several European partners who have already built up expertise on ways to tackle malnutrition e.g. in the elderly, clients with dysphagia or patients who have undergone chemotherapy.

In the Belgian pilot (running from 2/3/2023 and 15/06/2023), participants can follow one or more modules that are part of the Chefs Gastro-engineering curriculum as developed within the NECTAR project. The contents of these modules are closely related to the topics that are also covered within the Facility Management (FM) Bachelor's degree programme. That is why the participants of the Belgian pilot follow these courses in the Facility Management course.

In addition, we provide monitoring sessions in the Belgian pilot, in which we make the transition to the specific context of chefs working in hospitals or nursing homes. For this we can count on the expertise available within the Center for Gastrology.

Figure 1: Chefs Gastro-engineering at work during thematic workshop "Implementing a comprehensive approach to integrated care" (Rome, 2019).

8 PARTICIPANTS

8.1 Number and profile

The Belgian pilot was attended by 12 participants. Participants are admitted to the Belgian pilot in the NECTAR project if they have already followed at least 4 modules of the existing Chef Gastro-engineering training. All participants of the Belgian pilot are employed in a kitchen of a healthcare institution or an external large catering service. Ten participants are chef and two are dietician.

8.2 Recruitment process

The recruitment process included the dissemination and explanation of the objectives of NECTAR and this pilot training, via the website of Odisee University of Applied Sciences and via the platform and social networks that exist in the professional association for chefs gastro-engineering.

Figure 2: Excerpt of the website of Odisee University of Applied Sciences

Chef Gastro-engineering

Active and Healthy Aging

Voeding is een speerpunt voor Active and Healthy Ageing (AHA) als input voor **levenslange zorg**. Het aanpakken van ondervoeding in heel Europa is dan ook urgent en komt voort uit de volgende zaken:

- De meeste koks en chef-koks zijn **niet gespecialiseerd in Primary Food Care** (PFC) en vertonen een lacune in functie specifieke vaardigheden (zoals voedingsfysiologie, ICT en engineering toegepast op voedsel).
- Bestaande curricula voor de specialisatie van chef-koks in PFC worden ontworpen en geleverd onder lokale initiatieven en verwijzen niet naar een **geformaliseerd EU-beroepsprofiel** op basis van WHO- en EU-beleidsaanbevelingen.
- Beleidsmakers, institutionele belanghebbenden, particuliere en openbare zorgaanbieders, aanbieders van beroepsopleidingen en certificeringsinstanties hebben begeleiding, tijd en financiering nodig om te investeren in de **geïntegreerde culinaire/klinische benadering**.

Overzicht van de modules

Om de titel *Chef Gastro-engineering Kort traject* te dragen dien je te slagen in alle modules van het kort traject en een stage van 3 maanden in de eigen instelling.

Programma Kort traject (5 modules + stage)

- Historiek van smaak in het westen (18 uur)
- Smaak en sensoriek (36 uur)
- Smaak en gezondheid (18 uur)
- Smaak en voedselveiligheid (24 uur)
- Technologie van kook- en distributieprocessen (24 uur)

Om de titel *Chef Gastro-engineering Lang traject* te dragen dien je te slagen in alle modules van het korte én het lange traject en een stage van 3 maanden in de eigen instelling. De stage dient slechts eenmaal afgelegd te worden.

Programma Lang traject (kort + onderstaande

Figure 3: Excerpt of the website of Odisee University of Applied Sciences

AN EU CURRICULUM FOR CHEF GASTRO-ENGINEERING IN PRIMARY FOOD CARE (NECTAR)

Iets voor jou?

Deze opleidingsmodules zijn specifiek bedoeld voor mensen die eerder al enkele modules van de opleiding Chef Gastro-engineering hebben gevolgd en succesvol hebben afgewerkt.

Het NECTAR-project

Dankzij dit project willen we nog een stap verder gaan. We willen deze problemen verder aanpakken door de **vaardigheidskloof te verminderen** die momenteel wordt ervaren door de koks en chef-koks die werken in ziekenhuizen en verzorgingshuizen en de vaardigheden die daadwerkelijk worden gevraagd door zorginstellingen, particuliere dienstverleners en eindgebruikers.

Het doel van dit ERASMUS+ project is om een uitgebreider **Chef Gastro-Engineering curriculum te ontwikkelen** en op te zetten op HBO5 niveau. In Vlaanderen werkt Odisee Hogeschool hiervoor samen met het Center for Gastrology.

Het NECTAR-project is ontstaan in Rome in december 2019 n.a.v. een experiment van chefs gastro-engineering met ouderen uit de volkswijk van Trastevere. De chefs waren er op uitnodiging van het Center for Gastrology Leuven binnen de Reference Site Three Rivers Food Delta in het kader van een thematische workshop *"Implementing a comprehensive approach to integrated care"*.

De workshop werd georganiseerd door de "Reference Site Campania" samen met de "European Innovation Partnership on Active and Healthy Ageing (EIP on AHA)" en de "A3 Action Group on Lifespan Health Promotion & Prevention of age related frailty and disease." Deze partners vertegenwoordigen verschillende Europese partners die al expertise opbouwden over manieren om ondervoeding aan te pakken bv. bij ouderen, cliënten met dysfagie of patiënten die chemotherapie hebben

8.3 Validation of prior learning in Belgium

In Belgium, it is customary to train as a cook in secondary education. But one can also retrain at a later age: As a jobseeker, one can register for free for a professional training to become a cook at 'Horeca Forma' or one of its training partners: see

https://vlaanderen.horecaforma.be/werken-de-horeca/horecaberoepen/keuken-en-cateringberoepen/kok-chef-kok

However, legally, no specific training is required to be a cook in Belgium. In practice, companies mainly hire trainees with a secondary or lower secondary education diploma. The profession of 'cook' has meanwhile been recognized as a bottleneck profession in Flanders and Brussels because filling the vacancies is on average more difficult than for other professions. By analogy, people also speak of 'bottleneck vacancies'; these are vacancies with a term of more than 90 days.

Given the specific admission requirements for the Belgian pilot in NECTAR (see 8.1; and also 10.1), all training characteristics of the participants who applied were already known at the Center for Gastrology and the Odisee University of Applied Sciences. All participants met with certainty the pre-study and prior knowledge and skills to start a study (this pilot).

9 TEACHERS

9.1 Number and profile

The training team consists of 4 teachers from Odisee University of Applied Sciences and 2 teachers from the Center for Gastrology. No external teachers were involved. The teachers of Odisee University of Applied Sciences are responsible for the theoretical content covered in the pilot. The teachers of the Center for Gastrology translate the meaning and the purpose of theoretical content into the day-to-day operation of a kitchen and the new tasks and responsibilities of a future chef gastro-engineering in real practice.

9.2 Selection / recruitement process

Selection and recruitment of teachers lay within hands of the VET-provider Odisee University of Applied Sciences, recruiting teachers from their existing Training Professional Bachelor Facility Management.

The selection process was based on the principle of building a highly qualified team of professionals with a differentiated and appropriate profile to teach the specific content of the Belgian pilot: Communication; Human Resource Management; Process- and Project Management; Finance and Procurement. This team of teachers brings together years of practical experience, different technical backgrounds, different skills and of course different interpersonal profiles, so that the quality of the pilot can be guaranteed.

9.3 Teachers' qualifications

Here is a brief overview of the profile and qualifications of the respective teachers in the Belgian pilot. As stated, 4 teachers of Odisee University of Applied Sciences were appointed to the Belgian NECTAR pilot:

	Prof. Tilly Baute
	She has been manager of Terra Noble, an innovative food and beverage sourcing partner, for 17 years. She was subsequently appointed deputy director and later director in a school for technical vocational secondary education. Since 2019 until today she is Head of Training Professional Bachelor Facility Management at Odisee University of Applied Sciences in Ghent. In addition she is EuroFM Ambassador for Belgium (see Annex 5) and Board Member of Belgian Facility Association.
	Prof. Tilly Baute completed a graduate degree in Higher Secondary Education at Ghent University; she followed training in International School Leadership at Ontario Principals' Council; a postgraduate degree in School Policy at the University of Antwerp; and a master's degree in Germanic Philology at Ghent University.

Prof. Veerle De Smedt

She is lector strategic-/process-/project management, skills for the future, technology & innovation, sustainability and HSE. She is also thesis coordinator at Odisee University of Applied Sciences.

With a background in Engineering Physics She masters both the practical as well as the abstract & conceptual approach when it comes to problem solving and 'getting things done'. Her career path has been quite diverse from past to current position, as she has a broad interest in a lot of fields and is eager to continuously learn in different area's.

She started working as a process engineer at Exxon, at which the highlight for her was the 'TA 2006' in which she was project leader. She went on to Daikin for which she lobbied environmental and energy legislation at European level. Especially writing position papers was something she enjoyed very much: to argue a case from both a technical as well as a political point of view. At that time she also became an expert on the REACH legislation, the most lobbied legislation ever.

Then she became Head of Policy and Resource Management at the University Hospital in Ghent. It was a challenging environment where she was in charge of a splendid team within the Devision of Infrastructure: they were responsible of designing new or refurbishing old buildings, offering better mobility at campus, making sure sustainability (which she took on as energy and sustainability expert), and all of this with a tight budget, strict planning and creating an own procedural manual. It gave her a chance to manage a great group of people and learn all about management there is to know. All the knowledge she has gained over the last 12 years is now being translated into courses at Odisee University of Applied Sciences, where she teaches young and ambitious facility management students how to plan a project, how to optimize processes, how to manage a team etc...

prof. Veerle De Smedt holds a Master Degree in Engineering Physics, Physics, Biomedical Science + Environmental Engineering from the Norwegian University of Science and Technology (NTNU); and a Master of Science in Engineering Physcis, Physics, Biomedical Engineering + Environmental Engineering from Ghent University.

Prof. Lieve Blondeel is currently affiliated with the courses Construction, Electromechanics, Facility Management, Real Estate at the Odisee University of Applied Sciences as a lecturer in French language, presentation techniques, internship and bachelor thesis supervisor. She is also an anchor person for internationalization.

Prof. Lieve Blondeel obtained a Master Degree in Business / Corporate Communications from the University of Antwerp, and a Master Degree Language Interpretation and Translation at the Erasmus University College Brussels

Prof. Evelyne Bossaert is affiliated with Odisee University of Applied Sciences as a lecturer in Financial Management and ICT, study career counsellor, Bachelor's thesis supervisor and internship coordinator in the Facility Management programme.

Prof. Evelyne Bossaert obtained a Bachelor's degree in Facility management at the Odisee University of Applied Sciences and subsequently a Master of Commercial Sciences at Hogeschool Gent.

Prof. Edwig Goossens

is co-coordinator in EIP-AHA A3 Group Food and Nutrition and general coordinator of Three Rivers Delta European Transnational Reference Site. He is founder of the International School of Gastrologic Sciences and Primary Food Care, association Odisee University College Brussels, Ghent and KULeuven university and inventor of oncological taste steering (as well as geriatric and dysphagia).

Prof. Bart Geurden, RN, PhD

is a registered nurse and senior researcher at the University of Antwerp, Centre for Research and Innovation in Care (CRIC), Faculty of Medicine and Health Sciences. He is leading the scientific board of the Center for Research and Innovation in Gastrology & Primary Food Care (CRIGA). His research topics are 'malnutrition in health care' and 'primary food care'. He is co-coordinator of Three Rivers FoodDelta (3RFD), a European Active and Healthy Aging reference site. He is also member of the expert panel of EU-Reference Site Collaborative Network (RSCN) and of the Optimal Nutritional Care for All (ONCA)-Belgium.

Furthermore, he is a receiving editor of the International Journal of Nursing Practice, a member of staff of the Centre for Evidence Based Medicine (CEBAM), the Belgian Cochrane Centre (www.cebam.be) and of the 'Belgian Joanna Briggs Center'.

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10 DEVELOPMENT OF LOCAL CURRICULUM BASED ON NECTAR'S COMMON EUROPEAN CURRICULUM

10.1 The local curriculum and the European curriculum

The local (Belgium) curriculum Chef Gastro-Engineering was developed 14 years ago by the Center for Gastrology (Leuven, Belgium) in close collaboration with Odisee University of Applied Sciences, acting as the VET-provider.

The training "Chef Gastro-engineering is registered by the Flemish Government in the training database with registration number ODB-1000453 (Visit the official website of the Flemish government: https://www.vlaanderen.be/opleidingsdatabank/chef-gastro-engineering). Therefore this training is eligible for training checks and Flemish training leave as an incentive to potential students.

The existing training for Chef Gastro-engineering is modular and consists of a short or a long track. In order to be awarded the title Chef Gastro-engineering Short track (ST), students must pass all modules of the short track and an internship of 3 months in their own institution.

 Program Short track (5 modules + internship)

1. History of Taste in the West

2. Taste and Sensory

3. Taste and Health

4. Taste and Food Safety

5. Technology of cooking and distribution processes

To be awarded the title of Chef Gastro-engineering Long track (LT), students must pass all modules of the short and long track and an internship of 3 months in their own institution. The internship only needs to be completed once.

 Program Long track (short track + 4 modules below)

6. Knowledge of ingredients

7. Menu engineering

8. Cooking and distribution process systems + quality assurance

9. Furnishing and equipment of cooking and distribution areas

The content of the NECTAR Belgian pilot includes topics that are not yet included in the nine modules of the Chef Gastro-engineering LT training, but which are considered necessary to play a significant role in the context of integrated care for food and meals. These topics are "Human Management Resources", "Communication", "Process and Project Management", and "Financial Procurement".

10.2 The mapping of the CGE Curriculum and the identification of the pilot modules

During the design of the pilot course carried out in T3.3 the whole CGE Curriculum has been mapped against the Learning Outcomes addressed by Chef Gastro-engineering LT training in order to identify which modules of the prior training may be recognized and which Learning Outcomes still have to be addressed.

To this end, on of the tools of the Designers' Kit, the excel file named " Flexibility Tool", plaid a fundamental role. As depicted in the picture below, each LO has been assigned to one out of 10 modules.

Figure 4: the detail of the Belgian Pilot Flexibility Tool

MANDATORY/ OPTIONAL	MAIN REFERENCE MODULE	OTHER MODULE ADDRESSING THE LO (optional)	EDUCATIONAL STRATEGY					ECVET			
			Lecture (f2f or online)	Individual study	Group work (f2f or online) (e.g.: problem based learning, case study)	Lab (f2f) (e.g.: role-play, simulation, etc.)	Work based learning (f2f) (e.g.: apprenticeship, stage, internship…)	Possible range of ECVET to be assigned to the LO eg.[]			
								Min ECVET points	Max ECVET points	Assigned ECVET Points	ECVET check cell
MANAGE SUPPLIERS AND BUY IN SUSTAINABLE FOOD INGREDIENTS											
Mandatory	M1		f2f and online	f and onlin	f2f and online			0,5	2,5	2,5	
Mandatory	M1		f2f and online	f and onlin	f2f and online			0,5	2,5	2,5	
Mandatory	M1		f2f and online	f and onlin	f2f and online			0,8	3	3	
Mandatory	M1		f2f and online	f and onlin	f2f and online			0,5	2,5	2,5	
Optional	M1		f2f and online	f and onlin	f2f and online			0	1,5	1,5	
Mandatory	M1		f2f and online	f and onlin	f2f and online			0,5	2	2	
Optional	M1		f2f and online	f and onlin	f2f and online			0	1,5	1,5	
Optional	M1		f2f and online	f and onlin	f2f and online			0	1,5	1,5	
										17	
SCREEN, ASSESS AND MONITOR ON CLIENT LEVEL											
Optional	M2		f2f and online				Y	0,5	2,5	0	
Mandatory	M2		f2f and online				Y	0,8	3	2	
Mandatory	M2		f2f and online				Y	1	3	2	
Mandatory	M3		f2f and online				Y	0,5	3	2	
Mandatory	M3		f2f and online				Y	1	3	2	
Mandatory	M3		f2f and online				Y	0,5	3	2	
Mandatory	M3		f2f and online				Y	1	3	2	
Mandatory	M3		f2f and online				Y	0,5	2,5	1,5	
Optional	M3		f2f and online				Y	0	1	0	
										13,5	

CREATE RECIPES FOR A GENERAL POPULATION AND FOR PEOPLE WITH SPECIFIC NEEDS, COMPLYING WITH RECOMMENDATIONS OF HEALTH PROFESSIONALS

Mandatory	M4	f2f and online			Y	0,8	3	2
Mandatory	M4	f2f and online			Y	0,5	2,5	1,5
Mandatory	M5	f2f and online			Y	1	3,5	3
Mandatory	M5	f2f and online			Y	0,8	3	2,5
Mandatory	M5	f2f and online			Y	1	3,5	3
Mandatory	M4	f2f and online			Y	0,8	2,5	2
Optional	M4	f2f and online			Y	0	2	0
Optional	M4	f2f and online			Y	0	2	0
								14

MANAGE THE KITCHEN AND COORDINATE PERSONNEL

Mandatory	M6	f2f and online	f2f and online	f2f and online	Y	0,5	2	2
Mandatory	M6	f2f and online	f2f and online	f2f and online	Y	0,2	1,5	1,5
Mandatory	M6	f2f and online	f2f and online	f2f and online	Y	0,2	0,5	0,5
Mandatory	M6	f2f and online	f2f and online	f2f and online	Y	0,2	1,5	1,5
Optional	M6	f2f and online	f2f and online	f2f and online		0	0,8	0,8
Optional	M6	f2f and online	f2f and online	f2f and online		0	0,8	0,8
Mandatory	M6	f2f and online	f2f and online	f2f and online	Y	0,2	1,5	1,5
Optional	M6	f2f and online	f2f and online	f2f and online		0	1	1
Optional	M6	f2f and online	f2f and online	f2f and online		0	0,8	0,8
Mandatory	M6	f2f and online	f2f and online	f2f and online	Y	0,2	1,5	1,5
Optional	M6	f2f and online	f2f and online	f2f and online		0	0,8	0,8
Optional	M6	f2f and online	f2f and online	f2f and online		0	0,8	0,8
								13,5

ENSURE QUALITY OF FOOD AND FOLLOW SAFETY REGULATIONS

Mandatory	M7		online			0,5	2	1,3
Optional	M7		online			0,5	2	0
Optional	M7		online			0	0,8	0
Optional	M7		online			0	1	0
Mandatory	M7		online			0,2	0,8	0,7
								2

USE AND ADAPT COOKING TECHNIQUES TO THE SPECIFIC CARE SETTING AND CLIENT

Mandatory	M8				Y	1	3,5	2,5
Mandatory	M8				Y	1	3	2,5
Mandatory	M8				Y	0,5	2,5	2
Optional	M8				Y	0	1	0
Optional	M8				Y	0	1	0
Mandatory	M9				Y	1	3,5	3
Mandatory	M9				Y	0,5	2	1,5
Mandatory	M9				Y	0,5	2	1,5
Mandatory	M9				Y	0,5	2,5	2
Mandatory	M9				Y	0,5	2	1,5
Mandatory	M9				Y	0,5	2	1,5
								18

COMMUNICATE, INTERACT AND COLLABORATE WITH CLIENTS AND INTERPROFESSIONAL TEAM

Mandatory	M10	f2f and online	f2f and online	f2f and online	Y	0,5	1,5	1,5
Optional	M10	f2f and online	f2f and online	f2f and online		0	1	1
Optional	M10	f2f and online	f2f and online	f2f and online		0	1	0,5
Optional	M10	f2f and online	f2f and online	f2f and online		0	0,5	0,5
Mandatory	M10	f2f and online	f2f and online	f2f and online	Y	0,5	1,5	1,5
Optional		f2f and online	f2f and online	f2f and online		0	0,5	0
Optional	M10	f2f and online	f2f and online	f2f and online		0	1	1
Mandatory	M10	f2f and online	f2f and online	f2f and online	Y	0,3	1	1
Mandatory	M10	f2f and online	f2f and online	f2f and online	Y	0,3	1	1
Optional		f2f and online	f2f and online	f2f and online		0	0,5	0
Optional		f2f and online	f2f and online	f2f and online		0	1	0
Optional		f2f and online	f2f and online	f2f and online		0	1	0
Mandatory	M10	f2f and online		f2f and online	Y	0,5	1,5	1,5
Optional		f2f and online		f2f and online		0	0,5	0
Mandatory	M10	f2f and online		f2f and online	Y	0,3	1	1
Mandatory	M10	f2f and online		f2f and online	Y	0,5	1,5	1,5
	BE PILOT							12
								90
								42,5

ASSIGNED	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14	M15	TOTAL
ECVET POINTS	17	4	9,5	5,5	8,5	13,5	2	7	11	12	0	0	0	0	0	90

Most of the Learning Outcomes addressed by NEACTAR Curriculum turned out to be already addressed by the 9 modules of the LT training: they have been grouped into NECTAR Modules 2,3,4,5,7,8,9 corresponding to an overall number of 47,5 ECVET points. These seven modules have not been implemented in the pilot since the Learning Outcomes to address have been already covered by the nine modules of the LT training.

Those Learning Outcomes which turned out to be innovative and additional with respect to the LT training have been grouped into NECTAR's Module 1, 6 and 10, corresponding to an overall number of 42,5 ECVET points. These three modules constitute the NECTAR Belgian pilot.

Details concerning the implementation of these modules are provided in the Course Syllabus of the Belgian Pilot included as Annex 2.

10.3 Use of ECVET points

The course to become Chef Gastro-engineering LT in Belgium (Flanders) is acknowledged by the Flemish government as continuous professional development for chefs.

The Belgian NECTAR pilot comprises 42,5 ECVET points and refers to a students' total workload of 1184 hours. The Belgian pilot will be added to the existing training Chef Gastro-engineering Long track (LT), which covers 47,7 ECVET points training and 30 ECVET points internship. As such, we are laying the foundations for the first full-fledged EQF5 qualified training (120 ECVET points over 2 years) to become a Chef Gastro-engineering in Europe. Such a training will be initiated by the Center for Gastrology (in collaboration with VET provider Odisee University of Applied Sciences) after the completion of the NECTAR project.

11 MODULES

The existing Belgian curriculum Chef Gastro-engineering (Long Track) comprises 9 modules (see 10.1). Given the admission criteria applied to participate in the Belgian pilot (read 8.1), the content of these modules is regarded as prior learning. The NECTAR Belgian pilot consists of three modules, that properly integrates the prior learning provided by the Chef Gastro engineering LT Training.

11.1 Module 1

The first module of the Belgian pilot is assigned 17 ECVET points and corresponds to the module "MANAGE SUPPLIERS AND BUY IN SUSTAINABLE FOOD INGREDIENTS" from the NECTAR curriculum (See Flexibility Tool in Figure 4). The targeted LOs comprises relevant aspects of 'Communication', 'Finance and Procurement', 'Process- and Project management'.

11.2 Module 6

This module is assigned 13,5 ECVET points and corresponds to "MANAGE THE KITCHEN AND COORDINATE PERSONNEL" in the NECTAR curriculum and is targeting 'Human Resources Management', 'Communication', 'Process and Project Management' and

'Finance and Procurement' (See Flexibility Tool in Figure 4).

11.3 Module 10

The third module is assigned 12 ECVET points and corresponds to "COMMUNICATE, INTERACT AND COLLABORATE WITH CLIENTS AND INTERPROFESSIONAL TEAM" as described by NECTAR project. This module is targeting LOs of "Communication", "Process and Project Management" and "Human Resource Management" (See Flexibility Tool in Figure 4).

More detailed information on these modules of the Belgian pilot are described in Course Syllabus Part B.

12 ACTIVITIES AND TEACHING METHODS

12.1 Activities carried out during the course

During the Belgian pilot, participants visited a taste centre in Antwerp. This centre is led by a Chef Gastro-engineering LT and is used as a consultation room to, for example, conduct taste tests in patients with taste disorders. Such a consultation can be seen as a textbook example of what a Chef Gastro-engineering can do to improve food intake in patients suffering issues that make normal food intake difficult (Corremans, 2021). As a result of this visit, some of the participants voluntarily took part in making a short educational video about how a taste centre works. This short movie can be viewed at https://www.youtube.com/watch?v=kX-R2ensFYg&t=67s Soon this educational movie will also be available with English and French subtitles. This visit and also the making of the educational video were initiatives of the participants themselves and were not planned in advance in the Belgian pilot. Therefore, these activities are not included in the ECVET list of the course syllabus.

Figure 4: Screenshot from the educational video

12.2 Teaching methods used during the course

Following teaching methods were used during the pilot courses: self-directed learning via topic specific course material on TOLEDO (the e-platform of Odisee University of Applied Sciences); online face2face lectures and seminars, including cases, role plays, peer teaching and self-fruition of NECTAR materials on iMOOX.

12.3 NECTAR MOOC based learning in iMOOX platform

All participants were expected to complete the full massive open online course (MOOC) produced on the iMooX platform for the purpose of the pilot training.

Content delivered during the MOOC has also been assigned to two different learning modules by staff of the Center for Gastrology to ensure alignment of the online training content with content of their practice seminars.

13 WORKBASED LEARNING

13.1 Integration of work based learning

Work based training has been integrated throughout the pilot course continuously. However, since all participants in the Belgian pilot have already completed an internship (30 ECVET points) before the start of NECTAR (read 8.2 and 10.1), work based learning was offered to them by the Center for Gastrology as a non-mandatory activity (also not mentioned in Course syllabus Part A). This opportunity was welcomed very positively by the participants of the Belgian pilot and they all actively used it.

Content from the online learning was repeated during the seminars by the Center for Gastrology. The participants were asked to share recent concrete situations or problems from their daily practice in the kitchen during these seminars. Content from the online learning (iMooX and TOLEDO) was then applied to these examples to explain a professional and effective approach to these examples. The participants were then asked to apply these approaches in practice. During a subsequent seminar they reflected with their peers and staff of the Center for Gastrology on their experiences and impressions.

13.2 Stakeholders or enterprises involved in the pilots

The Belgian pilot is organized by ODISEE University of Applied Sciences in close collaboration with the Center for Gastrology, Primary VZW and the Professional Association of Chefs Gastro-engineering and care (https://bvchefs.com).

Belgian, Dutch and Danish associated partners are VITALIS GROUP https://www.vitalisgroep.nl/; ILVO https://ilvo.vlaanderen.be/en/; TANTE LOUISE https://tantelouise.nl/; ZORGWAARD https://www.zorg-waard.nl/; and The Copenhagen Professionshøjskole https://www.kp.dk/en/.

14 QUALITY ASSURANCE METHODS OF THE PILOT PROJECT

14.1 Methods to ensure objectiveness, fairness and transparency during the assessment and certification process.

In the existing training to become a Chef Gastro-engineering LT, each of the 9 modules is concluded with a mandatory exam. The same also applies to the 3 modules in the Belgian pilot in the NECTAR project. All exams are conducted in accordance with the examination regulations of the Odisee University of Applied Sciences and with the rules defined within NECTAR project. The exams in the 3 modules of the pilot used multiple choice questions, where each question had 4 choices. A guess correction was applied. In the event of an unsatisfactory result, the participant was given a second chance at a scheduled time. To prepare the students assessments we used the tools provided in the NECTAR Designers' Kit.

14.2 Pilot evaluation process

An evaluation of all pilots was foreseen by the NECTAR project at the start, during and after the courses. To ensure adherence to the evaluation procedure, all questionnaires were translated in Dutch language. All questionnaires were offered online and could be completed anonymously.

Also foreseen in the NECTAR project was an evaluation of the pilot by teachers and by stakeholders involved in the development of the pilot.

In general, the pilot was found to be positive to very positive by all respondents (See WP6).

15 DISCUSSION AND FUTURE PLANS

From the very beginning of the NECTAR project, the Belgian partners focused on aligning and integrating their work and previous developed curriculum 'Chef Gastro-engineering' in the NECTAR project: aN Eu Curriculum for chef gasTro-engineering in primAry food caRe (http://www.nectar-project.eu). The importance of this endeavour should not be underestimated. The **NECTAR project did not come out of nowhere**, and a little background is relevant in this discussion in order to gain a better understanding of the importance of this project and the future plans.

The NECTAR project is a milestone in an evolution that in fact has been going on for more than ten years and in which the Belgian Center for Gastrology, and their VET-partner Odisee University of Applied Sciences, play a leading role. Their innovative gastrological vision and objectives were partly at the basis of the first common European program translating an integrated approach to nutritional frailty that was developed by the former "European Innovation Partnership on Active and Healthy Aging" (EIP/AHA) (Illario, 2016). Important

terms and concepts such as "gastrology", "primary food care" or "chef gastro-engineering" were introduced into the European debate by the Center for Gastrology (for example in the context of EIP/AHA and RSCN). It also developed and tested important gastrological innovations such as "selective taste control" or "spoonable bread" (Corremans, 2021). In 2019, the "Reference Site Campania" (Italy) together with the EIP/AHA" and the "A3 Action Group on Lifespan Health Promotion & Prevention of age related frailty and disease" organized a thematic workshop in Rome, called "Implementing a comprehensive approach to integrated care". The Belgian Center for Gastrology was invited and Chefs Gastro-engineering gave a live demonstration of gastrological innovations. **This particular workshop directly led to the development of the current NECTAR project**.

In Belgium, as in the other EU Member States, the profession of cook or chef is not legally protected. In principle, anyone can be a cook, even in the healthcare sector. However, in recent years we noticed that employers in the healthcare sector require certain skills in vacancies that are typical for a Chef Gastro-engineering although a training to become Chef Gastro-engineering is not yet generalized. Such particular *demands from the market* increases the need to broaden the skills panorama of chefs in health and social care in Belgium. Therefore, we strongly belief that the market in Belgium is ready for the deployment of properly trained Chefs Gastro-engineering in different care settings. It is therefore excellent that the future healthcare needs, as briefly outlined in this report (read 7.1), are targeted by the **NECTAR project** as it **targets skills panorama for chefs in healthcare** and the aim is to address and include all (new) standards into the new job profile of Chefs Gastro-engineering to allow a functional integration (Winters, 2022).

Cooks and chefs in Belgium, but also internationally, were not organized in a professional organization. Since the start, the **NECTAR project has acted as a catalyst** in the process of establishing such a professional body. The officially recognized transnational professional association for Chefs Gastro-engineering currently exists and unites Belgian and Dutch qualified Chefs Gastro-engineering (https://bvchefs.com).

Another **strong point of NECTAR is the participation of different European stakeholders**, defining the new job profile, competence list and learning outcomes for Chefs Gastro-engineering. This of course increases the uniform approach in the translation and implementation of this new profile in the different EU member states.

Finally, the Center for Gastrology plans to **continue the program** and integrate the existing Chef Gastro-engineering training with the new and additional program from the pilot into one offer in the near future. In the fall of 2023, the Center for Gastrology will consult with stakeholders, including multiple VET providers in Belgium and the Netherlands, about applying for accreditation of the full program for an EQF level 5.

16 CONCLUSION

The Center for Gastrology together with Odisee University of Applied Sciences (as VET provider) conclude that the existing training to become Chef Gastro-engineering LT supplemented with the NECTAR pilot forms an ideal basis for setting up a full fletched EQF5 training for Chefs in the transnational context of the European Active and Healthy Aging Reference Site "Three Rivers FoodDelta".

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ANNEX 1 – PILOT COURSE QUESTIONNAIRE

- Starting date: March 2nd 2023
- Ending date: June 15th 2023
- Number of modules: 3
- Number of expected participants: 12
- Are you going to carry out a formal process to validate the prior learning? If yes, how many participants have been recruited thanks to the validation of prior learning? Yes, all participants in the pilot have successfully completed the chef gastro-engineering training (including internship).
- EQF level at starting point: EQF 4
- EQF level once awarded the certification: EQF 5
- Certification type: Certificate
- Certification issued by: Odisee University of Applied Sciences, OAE Odisee Advanced Education
- Awarded ECVET points: Pilot = 42,5 ECVET
- Number of hours: P&P + Communication + HRM + Finance part 1 + 2 each time at least one monitoring session of four hours = 20 hours, supplemented with online Q/A sessions (number of hours depends on the number of questions the students ask)
- Number of teachers in the pilot = 6. As follows: 4 teachers from Odisee: Tilly Baute + Evelyne Bossaert + Lieve Blondeel + Veerle de Smedt and 2 teachers from Center for Gastrology: Edwig Goossens + Bart Geurden
- Methodology (e-learning, face to face, laboratories, etc.): The pilot will be e-learning based
- Are you going to use another e-learning platform aside to iMooX? Yes, Toledo (the e-learning platform of Odisee University College) and Microsoft Teams
- Dissemination and exploitation initiatives:
- Possibility to be in contact (to send a questionnaire link to them) to students and stakeholders after the end of the pilot project (YES/NO) Yes
- Where will the work based learning take place? work based learning was offered to the students by the Center for Gastrology.

- Will the work-based learning involve enterprises? If yes, please provide contact details: Not applicable

- Names of stakeholders to be addressed for the feedback loop (e.g., enterprises involved in the pilot): The Belgian pilot is organized by ODISEE University of Applied Sciences in close collaboration with the Center for Gastrology, Primary VZW and the Professional Association of Chefs Gastro-engineering and care (https://bvchefs.com).

Belgian, Dutch and Danish associated partners are VITALIS GROUP https://www.vitalisgroep.nl/; ILVO https://ilvo.vlaanderen.be/en/; TANTE LOUISE https://tantelouise.nl/; ZORGWAARD https://www.zorg-waard.nl/; and The Copenhagen Professionshøjskole https://www.kp.dk/en/.

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ANNEX 2 – COURSE SYLLABUS PART A AND B

PART A - GENERAL INFORMATION about the COURSE

COURSE TITLE	*NECTAR Belgian Pilot:*
QUALIFICATION CONFERRED	*Chef Gastro-Engineering*
ECVET POINTS ASSIGNED	*42,5*
TOTAL STUDENT WORKLOAD DUTY	*1184 hours*
LEVEL OF QUALIFICATION (EQF)	*EQF5*
ACCESS REQUIREMENTS	*Students attending this pilot should have successfully attended and passed the course "Chef Gastro-engineering" (Short Track or Long Track) implemented by the Center for Gastrology.*
NAME AND STATUS OF AWARDING INSTITUTION	*Odisee University of Applied Sciences*
LANGUAGE(S) OF INSTRUCTION/EXAMINATION	*Dutch*
MODE OF STUDY	*Guided self-study supplemented with online planned and on-demand monitors*

COURSE COORDINATOR	*Tilly Baute*
MAIN ADDRESS OF THE INSTITUTION	*Gebroeders de Smetstraat 1* *9000 Gent* *Belgium*
MAIN CONTACTS	*Willem Van den Bergh* *Tilly Baute*
MAIN REFERENCE WEB PLATFORMS	*School website, Odisee Learning Platform TOLEDO, and NECTAR-platform I-MOOX*

1.1 SHORT COURSE DESCRIPTION

This course is implemented as part of an overall learning path for Chefs Gastro- engineering, based on NECTAR's Curriculum and corresponding to 90 ECVET points.

The implementation of the whole course awarding 90 credits would take about 1,5 years of formal training and about 2250 hours of workload; this workload didn't comply with the timeframe for pilots identified in NECTAR project (from November 2022 to June 2023).

In order to assure the achievement of the whole set of Learning Outcomes defined by the NECTAR CGE Curriculum the Learning Outcomes of the Curriculum have been mapped against the ones addressed by the course for Chef Gastro-engineering (Long Track) organized in Belgium by the Center for Gastrology. Learning outcomes which were targeted by this course have been grouped into 7 modules, while the ones which were innovative with respect to that course have been included in 3 other modules.

Hereafter are listed the resulting 10 Modules:

- MODULE 1: MANAGE SUPPLIERS AND BUY IN SUSTAINABLE FOOD INGREDIENTS (17 ECVET points)
- MODULE 2: SCREEN, ASSESS AND MONITOR ON CLIENT LEVEL I (4 ECVET points)
- MODULE 3: SCREEN, ASSESS AND MONITOR ON CLIENT LEVEL II (9,5 ECVET points)
- MODULE 4: CREATE RECIPES FOR A GENERAL POPULATION AND FOR PEOPLE WITH SPECIFIC NEEDS I (5,5 ECVET points)
- MODULE 5: CREATE RECIPES FOR A GENERAL POPULATION AND FOR PEOPLE WITH SPECIFIC NEEDS II (8,5 ECVET points)
- MODULE 6: MANAGE THE KITCHEN AND COORDINATE PERSONNEL (13,5 ECVET points)
- MODULE 7: ENSURE QUALITY OF FOOD AND FOLLOW SAFETY REGULATIONS (2 ECVET points)
- MODULE 8: USE AND ADAPT COOKING TECHNIQUES TO THE SPECIFIC CARE SETTING AND CLIENT I (7 ECVET points)
- MODULE 9: USE AND ADAPT COOKING TECHNIQUES TO THE SPECIFIC CARE SETTING AND CLIENT II (11 ECVET points)
- MODULE 10: COMMUNICATE, INTERACT AND COLLABORATE WITH CLIENTS AND INTERPROFESSIONAL TEAM (12 ECVET points)

In the timeframe of NECTAR project, the pilot course will address only the 3 Modules addressing the LOs which have been identified as "innovative" with respect to the already existing course for CGE, awarding on the whole 42,5 ECVET points:

- MODULE 1: MANAGE SUPPLIERS AND BUY IN SUSTAINABLE FOOD INGREDIENTS (17 ECVET points)
- MODULE 6: MANAGE THE KITCHEN AND COORDINATE PERSONNEL (13,5 ECVET points)
- MODULE 10: COMMUNICATE, INTERACT AND COLLABORATE WITH CLIENTS AND INTERPROFESSIONAL TEAM (12 ECVET points).

Students who will attend the pilot course will be recruited from those who already got the certification for CGE (LT) in the course organized by the Center for Gastrology. In such a way the Learning Outcomes addressed by the remaining 7 Modules may be recognized as "achieved" thanks to the certification received for the other course.

Students will process the learning content of all modules through compulsory online lessons, guided self-study and through contacts with fellow students at a distance (online). All study material is made available on the Odisee University of Applied Sciences' digital learning platform TOLEDO. During all the online monitoring sessions and seminars students have the opportunity to ask questions to the respective teachers.

1.2 WORKLOAD DISTRIBUTION

ACTIVITY	Hours of Teaching	Hours of Individual study	Total Students' Workload
Face-to-Face Class and webinars	36	180	216
Labs			
Online learning (I-Moox and other local platforms)	36	717	753
Work-based learning			
Final Examination		215	215
TOTAL	*72*	*1112*	*1184*

1.3 ATTENDANCE POLICY

Absence from online lectures and/or seminars shall not exceed 20%. Students who exceed the 20% limit without a medical or emergency excuse acceptable will be considered absent for the entirety of the pilot.

2. PART A - MODULES PLANS

2.1 MODULE 1

TITLE	MANAGE SUPPLIERS AND BUY IN SUSTAINABLE FOOD INGREDIENTS
ASSIGNED ECVET POINTS	17
STUDENTS WORKLOAD	474
TIME SCHEDULE	

LO CODE	ECVET POINTS	Discipline Sector / Branch of Knowledge	Teaching code, name and teacher
LO1-A-1	2,5	Economy / Finance & Procurement	**T1a1-** Costs; Quality; Prof. Evelyne Bossaert
LO1-A-2	2,5	Economy / Finance & Procurement	**T1a1-** Costs; Quality; Prof. Evelyne Bossaert
LO1-B-1	3	Economy / Finance & Procurement	**T1a1-** Costs; Quality; Prof. Evelyne Bossaert
LO1-B-2	2,5	Management / Proces- & projectmanagement	**T1a2-** The supply process; Prof. Veerle de Smedt
LO1-C-1	1,5	Economy / Finance & Procurement	**T1a3-** Short chain economy; Prof. Evelyne Bossaert
LO1-D-1	2	Economy / Finance & Procurement	**T1a3-** Short chain economy; Prof. Evelyne Bossaert
LO1-D-2	1,5	Management / Proces- & projectmanagement	**T1a2-** The supply process; Prof. Veerle de Smedt
LO1-D-3	1,5	Management / Proces- & projectmanagement	**T1a2-** The supply process; Prof. Veerle de Smedt

2.2 MODULE 6

TITLE	MANAGE THE KITCHEN AND COORDINATE PERSONNEL
ASSIGNED ECVET POINTS	13,5
STUDENTS WORKLOAD	376
TIME SCHEDULE	

LO CODE	ECVET POINTS	Discipline Sector / Branch of Knowledge	Teaching code, name and teacher
LO4-A-1	2	Economy / Finance & Procurement	T6a1- Costs, Budget and budget control; Prof. Evelyne Bossaert
LO4-A-2	1,5	Economy / Finance & Procurement	T6a1- Costs, Budget and budget control; Prof. Evelyne Bossaert
LO4-A-3	0,5	Economy / Finance & Procurement	T6a1- Costs, Budget and budget control; Prof. Evelyne Bossaert
LO4-B-1	1,5	Management / Human Resources Management	T6a2- Human Resource Management; Prof. Tilly Baute
LO4-B-2	0,8	Management / Human Resources Management	T6a2- Human Resource Management; Prof. Tilly Baute
LO4-B-3	0,8	Management / Human Resources Management	T6a2- Human Resource Management; Prof. Tilly Baute
LO4-C-1	1,5	Management / Human Resources Management	T6a2- Human Resource Management; Prof. Tilly Baute
LO4-C-2	1	Management / Proces- & projectmanagement	T6a3- Optimal workflow; Prof. Veerle de Smedt
LO4-C-3	0,8	Management / Human Resources Management	T6a2- Human Resource Management; Prof. Tilly Baute
LO4-D-1	1,5	Management / Proces- & projectmanagement	T6a3- Optimal workflow; Prof. Veerle de Smedt
LO4-D-2	0,8	Management / Proces- & projectmanagement	T6a3- Optimal workflow; Prof. Veerle de Smedt
LO4-D-3	0,8	Management / Proces- & projectmanagement	T6a3- Optimal workflow; Prof. Veerle de Smedt

2.3 MODULE 10

TITLE	COMMUNICATE, INTERACT AND COLLABORATE WITH CLIENTS AND INTERPROFESSIONAL TEAM
ASSIGNED ECVET POINTS	12
STUDENTS WORKLOAD	334
TIME SCHEDULE	

LO CODE	ECVET POINTS	Discipline Sector / Branch of Knowledge	Teaching code, name and teacher
LO7-A-1	1,5	Management / Human Resources Management	*T10a1-Human Resource Management; Prof. Tilly Baute*
LO7-A-2	1	*Social science - Communication*	*T10a2- Communication; Prof. Lieve Blondeel*
LO7-B-1	0,5	*Social science - Communication*	*T10a2- Communication; Prof. Lieve Blondeel*
LO7-B-2	0,5	*Social science - Communication*	*T10a2- Communication; Prof. Lieve Blondeel*
LO7-C-1	1,5	*Social science - Communication*	*T10a2- Communication; Prof. Lieve Blondeel*
LO7-C-3	1	*Social science - Communication*	*T10a2- Communication; Prof. Lieve Blondeel*
LO7-C-4	1	*Social science - Communication*	*T10a2- Communication; Prof. Lieve Blondeel*
LO7-C-5	1	Management / Human Resources Management	*T10a1-Human Resource Management; Prof. Tilly Baute*
LO7-E-1	1,5	*Social science - Communication*	*T10a2- Communication; Prof. Lieve Blondeel*
LO7-E-3	1	*Social science - Communication*	*T10a2- Communication; Prof. Lieve Blondeel*
LO7-E-4	1,5	*Social science - Communication*	*T10a2- Communication; Prof. Lieve Blondeel*

3. PART B - TEACHINGS PLANS

3.1 Detailed Plan of T1a1

TEACHING CODE	*T1a1*
TEACHING TITLE	**Costs; Quality**
REFERENCE TEACHER	**Prof. Evelyne Bossaert**
TARGETED LEARNING OUTCOMES	**LO1-A-1, LO1-A-2, LO1-B-1**
REFERENCE MODULES	*Module 1*

A. LIST of CONTENTS:

Part 1: Introduction: Meaning of business economics; business forms; Business plan
Part 2: Control from a cost and revenue perspective: Costs and cost types; Cost price calculation; Integrated cost method and variable cost calculation

B. IMPLEMENTED EDUCATIONAL STRATEGIES:

Guided self-study. Students do not follow lectures or tutorials, but process the study material on an independent basis and through contacts with fellow students at a distance. During the digital monitoring they have the opportunity to ask questions about the theory to be acquired.

☒ **Face-to-Face Class and webinars:**

☒ Lecture

☒ Group Work

☐ Simulation

☐ Other (specify)_____

Additional information …………………………………………………

☐ **Lab**

☒ **Online learning (asynchronous)**

☐ Educational Materials on I-Moox

☒ Educational Materials on local e-learning platforms

☒ Online Group work

☐ Other (specify) _____

Additional information

☐ **Work Based Learning**

C. REFERENCE MATERIALS:

Supporting PowerPoint presentations are made available on the local learning platform Toledo

D. ASSESSMENT:

The assessment is online via the electronic platform of the Odisee University of Applied Sciences. AB Tutor software is used to guarantee the objectivity and sincerity of the participants.

3.2 Detailed Plan of T1a2

TEACHING CODE	*T1a2*
TEACHING TITLE	**The supply process;**
REFERENCE TEACHER	**Prof. Veerle de Smedt**
TARGETED LEARNING OUTCOMES	**LO1-B-2, LO1-D-2, LO1-D-3**
REFERENCE MODULES	*Module 1*

A. LIST of CONTENTS:

- Process Management: intro processes, KPIs, PDCA, efficiency and effectiveness, lean and other models of management
- Project Management: intro projects, structure of a project, action plan, project planning (e.g. Gantt), and other project tools
- Team Management:
    1/ individual: motivation, personality, etc.
    2/ groups: teams, conflict, etc.

B. IMPLEMENTED EDUCATIONAL STRATEGIES:

Guided self-study. Students do not follow lectures or tutorials, but process the study material on an independent basis and through contacts with fellow students at a distance. During the digital monitoring they have the opportunity to ask questions about the theory to be acquired.

☒ **Face-to-Face Class and webinars:**

    ☒   Lecture

    ☐   Group Work

    ☐   Simulation

    ☐   Other (specify)_____

Additional information …………………………………………………

☐ **Lab**

☒ **Online learning (asynchronous)**

    ☐   Educational Materials on I-Moox

    ☒   Educational Materials on local e-learning platforms

    ☐   Online Group work

    ☐   Other (specify) _____

Additional information

☐ **Work Based Learning**

C. REFERENCE MATERIALS:

Supporting PowerPoint presentations are made available on the local learning platform Toledo

D. ASSESSMENT:

The assessment is online via the electronic platform of the Odisee University of Applied Sciences. AB Tutor software is used to guarantee the objectivity and sincerity of the participants.

3.3 Detailed Plan of T1a3

TEACHING CODE	*T1a3*
TEACHING TITLE	**Short chain economy**
REFERENCE TEACHER	**Prof. Evelyne Bossaert**
TARGETED LEARNING OUTCOMES	**LO1-C-1, LO1-D-1**
REFERENCE MODULES	*Module 1*

A. LIST of CONTENTS:

- Control from a Cost and Revenue Perspective:
  cf. OPO Finance & Procurement 1; Budgeting and variance analysis; Decision support calculations
- Control from a financing perspective: Capital requirement; forms of equity; Forms of loan capital; Analysis of the financial structure
- Value, result and external reporting: Valuation and determination of results; External reporting

B. IMPLEMENTED EDUCATIONAL STRATEGIES:

Guided self-study. Students do not follow lectures or tutorials, but process the study material on an independent basis and through contacts with fellow students at a distance. During the digital monitoring they have the opportunity to ask questions about the theory to be acquired.

☒ **Face-to-Face Class and webinars:**

    ☒   Lecture

    ☐   Group Work

    ☐   Simulation

    ☐   Other (specify)_____

    Additional information ……………………………………………………

☐ **Lab**

☒ **Online learning (asynchronous)**

    ☐   Educational Materials on I-Moox

    ☒   Educational Materials on local e-learning platforms

☐   Online Group work

☐   Other (specify) _____

Additional information

☐ **Work Based Learning**

C. REFERENCE MATERIALS:

Supporting PowerPoint presentations are made available on the local learning platform Toledo

D. ASSESSMENT:

The assessment is online via the electronic platform of the Odisee University of Applied Sciences. AB Tutor software is used to guarantee the objectivity and sincerity of the participants.

3.4 Detailed Plan of T6a1

TEACHING CODE	*T6a1*
TEACHING TITLE	**Costs, Budget and budget control;**
REFERENCE TEACHER	**Prof. Evelyne Bossaert**
TARGETED LEARNING OUTCOMES	**LO4-A-1, LO4-A-2, LO4-A-3**
REFERENCE MODULES	*Module 6*

A. LIST of CONTENTS:
- Control from a Cost and Revenue Perspective:
  cf. OPO Finance & Procurement 1; Budgeting and variance analysis; Decision support calculations
- Control from a financing perspective: Capital requirement; forms of equity; Forms of loan capital; Analysis of the financial structure
- Value, result and external reporting: Valuation and determination of results; External reporting

B. IMPLEMENTED EDUCATIONAL STRATEGIES:

Guided self-study. Students do not follow lectures or tutorials, but process the study material on an independent basis and through contacts with fellow students at a

distance. During the digital monitoring they have the opportunity to ask questions about the theory to be acquired.

☒ **Face-to-Face Class and webinars:**

    ☒   Lecture

    ☐   Group Work

    ☐   Simulation

    ☐   Other (specify)_____

Additional information …………………………………………………

☐ **Lab**

☒ **Online learning (asynchronous)**

    ☐   Educational Materials on I-Moox

    ☒   Educational Materials on local e-learning platforms

    ☐   Online Group work

    ☐   Other (specify) _____

Additional information

☐ **Work Based Learning**

C. REFERENCE MATERIALS:

Supporting PowerPoint presentations are made available on the local learning platform Toledo

D. ASSESSMENT:

The assessment is online via the electronic platform of the Odisee University of Applied Sciences. AB Tutor software is used to guarantee the objectivity and sincerity of the participants.

3.5 Detailed Plan of T6a2

TEACHING CODE	*T6a2*
TEACHING TITLE	**T6a2- Human Resource Management**
REFERENCE TEACHER	**Prof. Tilly Baute**
TARGETED LEARNING OUTCOMES	**LO4-B-1, LO4-B-2, LO4-B-3, LO4-C-1, LO4-C-3**
REFERENCE MODULES	*Module 6*

A. LIST of CONTENTS:

- General: Conversation Techniques & Conflict Management
- Human Resource Management:
  - Basic Human Resource Management models
  - Recruitment, selection, reception, introduction of staff
  - Assessing staff members
  - Remuneration of employees
  - Staff development (LLL concept)
  - Outflow of employees

B. IMPLEMENTED EDUCATIONAL STRATEGIES:

Guided self-study. Students do not follow lectures or tutorials, but process the study material on an independent basis and through contacts with fellow students at a distance. During the digital monitoring they have the opportunity to ask questions about the theory to be acquired.

☒ **Face-to-Face Class and webinars:**

    ☒   Lecture

    ☐   Group Work

    ☐   Simulation

    ☐   Other (specify)_____

    Additional information ……………………………………………

☐ **Lab**

☒ **Online learning (asynchronous)**

    ☐   Educational Materials on I-Moox

☒ Educational Materials on local e-learning platforms

☐ Online Group work

☐ Other (specify) _____

Additional information

☐ **Work Based Learning**

C. REFERENCE MATERIALS:

Book: In Good Hands. Second edition, Sept 2020; Academia Press, EAN: 9789401460316

Supporting PowerPoint presentations are made available on the local learning platform Toledo

D. ASSESSMENT:

The assessment is online via the electronic platform of the Odisee University of Applied Sciences. AB Tutor software is used to guarantee the objectivity and sincerity of the participants.

3.6 Detailed Plan of T6a3

TEACHING CODE	*T6a3*
TEACHING TITLE	*Optimal workflow; Prof. Veerle de Smedt*
REFERENCE TEACHER	**Prof. Veerle de Smedt**
TARGETED LEARNING OUTCOMES	**LO4-C-2, LO4-D-1, LO4-D-2, LO4-D-3**
REFERENCE MODULES	**Module 6**

A. LIST of CONTENTS:
- Process Management: intro processes, KPIs, PDCA, efficiency and effectiveness, lean and other models of management
- Project Management: intro projects, structure of a project, action plan, project planning (e.g. Gantt), and other project tools
- Team Management:

    1/ individual: motivation, personality, etc.

    2/ groups: teams, conflict, etc.

B. IMPLEMENTED EDUCATIONAL STRATEGIES:

Guided self-study. Students do not follow lectures or tutorials, but process the study material on an independent basis and through contacts with fellow students at a distance. During the digital monitoring they have the opportunity to ask questions about the theory to be acquired.

☒ **Face-to-Face Class and webinars:**

☒ Lecture

☐ Group Work

☐ Simulation

☐ Other (specify)_____

Additional information …………………………………………………

☐ **Lab**

☒ **Online learning (asynchronous)**

☐ Educational Materials on I-Moox

☒ Educational Materials on local e-learning platforms

☐ Online Group work

☐ Other (specify) _____

Additional information

☐ **Work Based Learning**

C. REFERENCE MATERIALS:

Supporting PowerPoint presentations are made available on the local learning platform Toledo

D. ASSESSMENT:

The assessment is online via the electronic platform of the Odisee University of Applied Sciences. AB Tutor software is used to guarantee the objectivity and sincerity of the participants.

3.7 Detailed Plan of T10a1

TEACHING CODE	*T10a1*
TEACHING TITLE	*Human Resource Management; Prof. Tilly Baute*
REFERENCE TEACHER	**Prof. Tilly Baute**
TARGETED LEARNING OUTCOMES	**LO7-A-1, LO7-C-5**
REFERENCE MODULES	**Module 10**

A. LIST of CONTENTS:

- General: Conversation Techniques & Conflict Management
- Human Resource Management:
    - Basic Human Resource Management models
    - Recruitment, selection, reception, introduction of staff
    - Assessing staff members
    - Remuneration of employees
    - Staff development (LLL concept)
    - Outflow of employees

B. IMPLEMENTED EDUCATIONAL STRATEGIES:

Guided self-study. Students do not follow lectures or tutorials, but process the study material on an independent basis and through contacts with fellow students at a distance. During the digital monitoring they have the opportunity to ask questions about the theory to be acquired.

☒ **Face-to-Face Class and webinars:**

☒   Lecture

☐   Group Work

☐   Simulation

☐   Other (specify)_____

Additional information ……………………………………………………

☐ **Lab**

☒ **Online learning (asynchronous)**

☐   Educational Materials on I-Moox

☒   Educational Materials on local e-learning platforms

☐   Online Group work

☐   Other (specify) _____

Additional information

☐ **Work Based Learning**

C. REFERENCE MATERIALS:

Book: In Good Hands. Second edition, Sept 2020; Academia Press, EAN: 9789401460316

Supporting PowerPoint presentations are made available on the local learning platform Toledo

D. ASSESSMENT:

The assessment is online via the electronic platform of the Odisee University of Applied Sciences. AB Tutor software is used to guarantee the objectivity and sincerity of the participants.

3.8 Detailed Plan of T10a2

TEACHING CODE	*T10a2*
TEACHING TITLE	**Communication;**
REFERENCE TEACHER	**Prof. Lieve Blondeel**
TARGETED LEARNING OUTCOMES	**LO7-A-2, LO7-B-1, LO7-B-2, LO7-C-1, LO7-C-3, LO7-C-4, LO7-E-1, LO7-E-3, LO7-E-4**
REFERENCE MODULES	**Module 10**

A. LIST of CONTENTS:

Communication theory, communication tools, language registers, communication plan, text structure, sentence structure, public-friendly writing, e-mail etiquette, sources.

B. IMPLEMENTED EDUCATIONAL STRATEGIES:

Guided self-study. Students do not follow lectures or tutorials, but process the study material on an independent basis and through contacts with fellow students at a

distance. During the digital monitoring they have the opportunity to ask questions about the theory to be acquired.

☒ **Face-to-Face Class and webinars:**

   ☒ Lecture

   ☐ Group Work

   ☐ Simulation

   ☐ Other (specify)_____

   Additional information ………………………………………………

☐ **Lab**

☒ **Online learning (asynchronous)**

   ☐ Educational Materials on I-Moox

   ☒ Educational Materials on local e-learning platforms

   ☐ Online Group work

   ☐ Other (specify) _____

   Additional information

   ☐ **Work Based Learning**

C. REFERENCE MATERIALS:

Supporting PowerPoint presentations are made available on the local learning platform Toledo

D. ASSESSMENT:

The assessment is online via the electronic platform of the Odisee University of Applied Sciences. AB Tutor software is used to guarantee the objectivity and sincerity of the participants.

PART B - TEACHINGS PLANS
3.9 Detailed Plan of T1a1

TEACHING CODE	*T1a1*
TEACHING TITLE	**Costs; Quality**
REFERENCE TEACHER	**Prof. Evelyne Bossaert**
TARGETED LEARNING OUTCOMES	**LO1-A-1, LO1-A-2, LO1-B-1**
REFERENCE MODULES	*Module 1*

B. LIST of CONTENTS:

Part 1: Introduction: Meaning of business economics; business forms; Business plan
Part 2: Control from a cost and revenue perspective: Costs and cost types; Cost price calculation; Integrated cost method and variable cost calculation

B. IMPLEMENTED EDUCATIONAL STRATEGIES:

Guided self-study. Students do not follow lectures or tutorials, but process the study material on an independent basis and through contacts with fellow students at a distance. During the digital monitoring they have the opportunity to ask questions about the theory to be acquired.

☒ **Face-to-Face Class and webinars:**

    ☒   Lecture

    ☒   Group Work

    ☐   Simulation

    ☐   Other (specify)_____

    Additional information …………………………………………………

☐ **Lab**

☒ **Online learning (asynchronous)**

    ☐   Educational Materials on I-Moox

    ☒   Educational Materials on local e-learning platforms

☒　　　Online Group work

☐　　　Other (specify) _____

Additional information

☐ **Work Based Learning**

C. REFERENCE MATERIALS:
Supporting PowerPoint presentations are made available on the local learning platform Toledo

D. ASSESSMENT:

The assessment is online via the electronic platform of the Odisee University of Applied Sciences. AB Tutor software is used to guarantee the objectivity and sincerity of the participants.

3.10 Detailed Plan of T1a2

TEACHING CODE	*T1a2*
TEACHING TITLE	**The supply process;**
REFERENCE TEACHER	**Prof. Veerle de Smedt**
TARGETED LEARNING OUTCOMES	**LO1-B-2, LO1-D-2, LO1-D-3**
REFERENCE MODULES	*Module 1*

B. LIST of CONTENTS:

- Process Management: intro processes, KPIs, PDCA, efficiency and effectiveness, lean and other models of management
- Project Management: intro projects, structure of a project, action plan, project planning (e.g. Gantt), and other project tools
- Team Management:
    - 1/ individual: motivation, personality, etc.
    - 2/ groups: teams, conflict, etc.

B. IMPLEMENTED EDUCATIONAL STRATEGIES:

Guided self-study. Students do not follow lectures or tutorials, but process the study material on an independent basis and through contacts with fellow students at a

distance. During the digital monitoring they have the opportunity to ask questions about the theory to be acquired.

☒ **Face-to-Face Class and webinars:**

    ☒   Lecture

    ☐   Group Work

    ☐   Simulation

    ☐   Other (specify)_____

    Additional information ………………………………………………

☐ **Lab**

☒ **Online learning (asynchronous)**

    ☐   Educational Materials on I-Moox

    ☒   Educational Materials on local e-learning platforms

    ☐   Online Group work

    ☐   Other (specify) _____

    Additional information

    ☐ **Work Based Learning**

C. REFERENCE MATERIALS:

Supporting PowerPoint presentations are made available on the local learning platform Toledo

D. ASSESSMENT:

The assessment is online via the electronic platform of the Odisee University of Applied Sciences. AB Tutor software is used to guarantee the objectivity and sincerity of the participants.

3.11 Detailed Plan of T1a3

TEACHING CODE	*T1a3*
TEACHING TITLE	**Short chain economy**
REFERENCE TEACHER	**Prof. Evelyne Bossaert**
TARGETED LEARNING OUTCOMES	**LO1-C-1, LO1-D-1**
REFERENCE MODULES	*Module 1*

B. LIST of CONTENTS:
- Control from a Cost and Revenue Perspective:
  cf. OPO Finance & Procurement 1; Budgeting and variance analysis; Decision support calculations
- Control from a financing perspective: Capital requirement; forms of equity; Forms of loan capital; Analysis of the financial structure
- Value, result and external reporting: Valuation and determination of results; External reporting

B. IMPLEMENTED EDUCATIONAL STRATEGIES:

Guided self-study. Students do not follow lectures or tutorials, but process the study material on an independent basis and through contacts with fellow students at a distance. During the digital monitoring they have the opportunity to ask questions about the theory to be acquired.

☒ **Face-to-Face Class and webinars:**

  ☒   Lecture

  ☐   Group Work

  ☐   Simulation

  ☐   Other (specify)_____

  Additional information …………………………………………………

☐ **Lab**

☒ **Online learning (asynchronous)**

  ☐   Educational Materials on I-Moox

  ☒   Educational Materials on local e-learning platforms

☐ Online Group work

☐ Other (specify) _____

Additional information

☐ **Work Based Learning**

C. REFERENCE MATERIALS:

Supporting PowerPoint presentations are made available on the local learning platform Toledo

D. ASSESSMENT:

The assessment is online via the electronic platform of the Odisee University of Applied Sciences. AB Tutor software is used to guarantee the objectivity and sincerity of the participants.

3.12 Detailed Plan of T6a1

TEACHING CODE	*T6a1*
TEACHING TITLE	**Costs, Budget and budget control;**
REFERENCE TEACHER	**Prof. Evelyne Bossaert**
TARGETED LEARNING OUTCOMES	**LO4-A-1, LO4-A-2, LO4-A-3**
REFERENCE MODULES	*Module 6*

B. LIST of CONTENTS:
- Control from a Cost and Revenue Perspective:
  cf. OPO Finance & Procurement 1; Budgeting and variance analysis; Decision support calculations
- Control from a financing perspective: Capital requirement; forms of equity; Forms of loan capital; Analysis of the financial structure
- Value, result and external reporting: Valuation and determination of results; External reporting

B. IMPLEMENTED EDUCATIONAL STRATEGIES:

Guided self-study. Students do not follow lectures or tutorials, but process the study material on an independent basis and through contacts with fellow students at a

distance. During the digital monitoring they have the opportunity to ask questions about the theory to be acquired.

☒ **Face-to-Face Class and webinars:**

    ☒   Lecture

    ☐   Group Work

    ☐   Simulation

    ☐   Other (specify)_____

    Additional information ……………………………………………

☐ **Lab**

☒ **Online learning (asynchronous)**

    ☐   Educational Materials on I-Moox

    ☒   Educational Materials on local e-learning platforms

    ☐   Online Group work

    ☐   Other (specify) _____

    Additional information

    ☐ **Work Based Learning**

C. REFERENCE MATERIALS:

Supporting PowerPoint presentations are made available on the local learning platform Toledo

D. ASSESSMENT:

The assessment is online via the electronic platform of the Odisee University of Applied Sciences. AB Tutor software is used to guarantee the objectivity and sincerity of the participants.

3.13 Detailed Plan of T6a2

TEACHING CODE	*T6a2*
TEACHING TITLE	**T6a2- Human Resource Management**
REFERENCE TEACHER	**Prof. Tilly Baute**
TARGETED LEARNING OUTCOMES	**LO4-B-1, LO4-B-2, LO4-B-3, LO4-C-1, LO4-C-3**
REFERENCE MODULES	*Module 6*

B. LIST of CONTENTS:

- General: Conversation Techniques & Conflict Management
- Human Resource Management:
    - Basic Human Resource Management models
    - Recruitment, selection, reception, introduction of staff
    - Assessing staff members
    - Remuneration of employees
    - Staff development (LLL concept)
    - Outflow of employees

B. IMPLEMENTED EDUCATIONAL STRATEGIES:

Guided self-study. Students do not follow lectures or tutorials, but process the study material on an independent basis and through contacts with fellow students at a distance. During the digital monitoring they have the opportunity to ask questions about the theory to be acquired.

☒ **Face-to-Face Class and webinars:**

    ☒   Lecture

    ☐   Group Work

    ☐   Simulation

    ☐   Other (specify)_____

    Additional information ……………………………………………

☐ **Lab**

☒ **Online learning (asynchronous)**

    ☐   Educational Materials on I-Moox

☒ Educational Materials on local e-learning platforms

☐ Online Group work

☐ Other (specify) _____

Additional information

☐ **Work Based Learning**

C. REFERENCE MATERIALS:

Book: In Good Hands. Second edition, Sept 2020; Academia Press, EAN: 9789401460316

Supporting PowerPoint presentations are made available on the local learning platform Toledo

D. ASSESSMENT:

The assessment is online via the electronic platform of the Odisee University of Applied Sciences. AB Tutor software is used to guarantee the objectivity and sincerity of the participants.

3.14 Detailed Plan of T6a3

TEACHING CODE	*T6a3*
TEACHING TITLE	*Optimal workflow; Prof. Veerle de Smedt*
REFERENCE TEACHER	**Prof. Veerle de Smedt**
TARGETED LEARNING OUTCOMES	**LO4-C-2, LO4-D-1, LO4-D-2, LO4-D-3**
REFERENCE MODULES	**Module 6**

B. LIST of CONTENTS:

- Process Management: intro processes, KPIs, PDCA, efficiency and effectiveness, lean and other models of management
- Project Management: intro projects, structure of a project, action plan, project planning (e.g. Gantt), and other project tools
- Team Management:

    1/ individual: motivation, personality, etc.

    2/ groups: teams, conflict, etc.

B. IMPLEMENTED EDUCATIONAL STRATEGIES:

Guided self-study. Students do not follow lectures or tutorials, but process the study material on an independent basis and through contacts with fellow students at a distance. During the digital monitoring they have the opportunity to ask questions about the theory to be acquired.

☒ **Face-to-Face Class and webinars:**

    ☒   Lecture

    ☐   Group Work

    ☐   Simulation

    ☐   Other (specify)_____

    Additional information ……………………………………………………

☐ **Lab**

☒ **Online learning (asynchronous)**

    ☐   Educational Materials on I-Moox

    ☒   Educational Materials on local e-learning platforms

    ☐   Online Group work

    ☐   Other (specify) _____

    Additional information

☐ **Work Based Learning**

C. REFERENCE MATERIALS:

Supporting PowerPoint presentations are made available on the local learning platform Toledo

D. ASSESSMENT:

The assessment is online via the electronic platform of the Odisee University of Applied Sciences. AB Tutor software is used to guarantee the objectivity and sincerity of the participants.

3.15 Detailed Plan of T10a1

TEACHING CODE	*T10a1*
TEACHING TITLE	*Human Resource Management; Prof. Tilly Baute*
REFERENCE TEACHER	**Prof. Tilly Baute**
TARGETED LEARNING OUTCOMES	**LO7-A-1, LO7-C-5**
REFERENCE MODULES	**Module 10**

B. LIST of CONTENTS:

- General: Conversation Techniques & Conflict Management
- Human Resource Management:
  - Basic Human Resource Management models
  - Recruitment, selection, reception, introduction of staff
  - Assessing staff members
  - Remuneration of employees
  - Staff development (LLL concept)
  - Outflow of employees

B. IMPLEMENTED EDUCATIONAL STRATEGIES:

Guided self-study. Students do not follow lectures or tutorials, but process the study material on an independent basis and through contacts with fellow students at a distance. During the digital monitoring they have the opportunity to ask questions about the theory to be acquired.

☒ **Face-to-Face Class and webinars:**

    ☒   Lecture

    ☐   Group Work

    ☐   Simulation

    ☐   Other (specify)_____

    Additional information ……………………………………………………

☐ **Lab**

☒ **Online learning (asynchronous)**

    ☐   Educational Materials on I-Moox

☒ Educational Materials on local e-learning platforms

☐ Online Group work

☐ Other (specify) _____

Additional information

☐ **Work Based Learning**

C. REFERENCE MATERIALS:

Book: In Good Hands. Second edition, Sept 2020; Academia Press, EAN: 9789401460316

Supporting PowerPoint presentations are made available on the local learning platform Toledo

D. ASSESSMENT:

The assessment is online via the electronic platform of the Odisee University of Applied Sciences. AB Tutor software is used to guarantee the objectivity and sincerity of the participants.

3.16 Detailed Plan of T10a2

TEACHING CODE	*T10a2*
TEACHING TITLE	**Communication;**
REFERENCE TEACHER	**Prof. Lieve Blondeel**
TARGETED LEARNING OUTCOMES	**LO7-A-2, LO7-B-1, LO7-B-2, LO7-C-1, LO7-C-3, LO7-C-4, LO7-E-1, LO7-E-3, LO7-E-4**
REFERENCE MODULES	**Module 10**

B. LIST of CONTENTS:

Communication theory, communication tools, language registers, communication plan, text structure, sentence structure, public-friendly writing, e-mail etiquette, sources.

B. IMPLEMENTED EDUCATIONAL STRATEGIES:

Guided self-study. Students do not follow lectures or tutorials, but process the study material on an independent basis and through contacts with fellow students at a

distance. During the digital monitoring they have the opportunity to ask questions about the theory to be acquired.

☒ **Face-to-Face Class and webinars:**

    ☒   Lecture

    ☐   Group Work

    ☐   Simulation

    ☐   Other (specify)_____

    Additional information ……………………………………………………

☐ **Lab**

☒ **Online learning (asynchronous)**

    ☐   Educational Materials on I-Moox

    ☒   Educational Materials on local e-learning platforms

    ☐   Online Group work

    ☐   Other (specify) _____

    Additional information

    ☐ **Work Based Learning**

C. REFERENCE MATERIALS:

Supporting PowerPoint presentations are made available on the local learning platform Toledo

D. ASSESSMENT:

The assessment is online via the electronic platform of the Odisee University of Applied Sciences. AB Tutor software is used to guarantee the objectivity and sincerity of the participants.

ANNEX 3 – ROADMAP OF PILOT EVALUATION ACTIVITIES

aN Eu Curriculum for chef gasTro-engineering in primAry food caRe nectar	Nectar Pilot Evaluation Roadmap **BELGIUM**			Odisee
Pilot Phase	T1 – Start of the Pilot	T2 – Middle of the Pilot	T3 – End of the Pilot	T4 – After the Pilot
Questionnaire/Target Group	**Q1 Students**	**Q1 Teachers Q2 Students**	**Q2 Teachers Q3 Students Q VET Designers**	**Q4 Students**
Pilot Time Frame (2023)	Beginning February	Middle April	Middle June	September
Deadline for Survey Completion	27th February	2nd May	15th June	15th September
Translation of free text (Dutch) in English	On demand WIAB	On demand WIAB	On demand WIAB	On demand WIAB
Deadline data analysis by WIAB	9th March	16th June	15th July	28th September
Result delivery by WIAB	7th April		15th October	20th October
Number of student Participating:	**12**			
Number of Teachers Participating:	**6**			
Contact Odisee University of Applied Sciences	Willem Van den Berg			
Mail:	willem.vandenberg@odisee.be			

ANNEX 4 – SAMPLE OF THE CERTIFICATION GIVEN AFTER COMPLETION

A certification will be given to the students in September. It will be issued by Odisee (University of Applied Sciences) and an example will be provided by then.

Getuigschrift

Hierbij verklaren wij dat

NAME

geboren te Woerden op 04 oktober 1973,

Module 8 "Kook- en distributieprocessen en kwaliteitsborging" van de permanente vorming

'Gastro-engineering'

heeft gevolgd en geslaagd is.

Deze posthogeschoolvorming is conform met art. 17 §1 van het decreet betreffende de hogescholen in de Vlaamse Gemeenschap en is samengesteld door de samenwerkende partners School of Gastrologic Sciences and Primary Food Care, Odisee Hogeschool en VTI-Leuven.

Het volledige programma bestaat uit 9 modules en omvat in totaal 192 uur.

Module 8 "Kook- en distributieprocessen en kwaliteitsborging" omvat 18 opleidingsuren.

Het programma van module 8 van deze opleiding is weergegeven op de keerzijde.

Uitgereikt te Leuven op 16 februari 2023.

Voor
Odisee Hogeschool

Voor
VTI Leuven

Voor
School of Gastrologic Sciences
and Primary Food Care

Heleen Vandromme
Directeur
Permanente Vorming

Willy Jans
Directeur

Viv Van den Panhuyzen
Bestuurder

ANNEX 4 – QUALITY CONTROL CHECK LIST

Quality Control Check	
Generic Minimum Quality Standards	
Document Summary provided (with adequate synopsis of contents)	x
Compliant with NECTAR format standards (including all relevant Logos and EU-disclaimer)	x
Language, grammar and spelling acceptable	x
Objectives of the application form covered	x
Work deliverable relates to adequately covered	x
Quality of text is acceptable (organisation and structure, diagrams, readability)	x
Comprehensiveness is acceptable (no missing sections, missing references, unexplained arguments)	x
Usability is acceptable (deliverable provides clear information in a form that is useful to the reader)	x
Deliverable specific quality criteria	
Deliverable meets the 'acceptance Criteria' set out in the Quality Register:	x
Checklist completed and deliverable approved by Name: Serena Alvino Date: 2/08/2023	