

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



Collection of Good Practices

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1 Abstract:

In NECTAR an occupational profile and a curriculum for Chef Gastro Engineering will be developed in order to close the skill gaps of chefs working in health and social care. To ensure the sustainability and thereby the scaling up strategy of the project, best practice training initiatives were collected through a survey with NECTAR partners and the Reference Sites Collaboration Network. These best practices were assessed with the criteria of the Directorate General (DG) Sante for Health and Food Safety of the European Commission. The template developed during this process is going to be used by NECTAR partners to model the pilots of NECTAR. In order to facilitate the modelling of the pilots, the criteria used in the template were described carefully.

The best practices were assessed to provide examples of best practice assessment and to evaluate whether these best practices can be used as a basis for developing the Chef Gastro Engineering occupational profile and curriculum. To ensure high quality in terms of the qualifications and competences of the practices, they were also compared to ESCO qualifications for “head chefs” and “diet cooks”.

The assessment of the best practices with DG Sante criteria and ESCO qualifications shows that there is a lack of information about the practices. For this reason, some of the criteria could not be assessed accurately. In addition, the best practices are not carefully thought through in terms of qualifications, competences and implementation. The template developed and the benchmark with ESCO qualifications will ensure, that the missing aspects will be considered in the development of the occupational profile and the curriculum of the Chef Gastro Engineering.

2 Keywords:

Good practice, best practice, template, chef gastro engineering, primary food care

3 Reviewers

REVIEWER NAME	EXTERNAL REVIEWER	ORGANIZATION	DATE OF APPROVAL
Matilde Borriello	no	Marco Polo	27/05/2021

4 Version History and Authors

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2	Matilde Borriello, Marco Polo	IF	27/5/2021	Give general feedback
3	Valentina Wagner, Regina Roller-Wirnsberger	A, C	31/05/2021	Update Version and implementing feedback

*Status indicates if:

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

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6 Abbreviation List

BFI	Austrian Vocational Promotion Institute
CGE	Chef Gastro Engineering



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DG Sante	Directorate General for Health and Food Safety
DGE	German Society of Nutrition
EIPonAHA	European Innovation Partnership on Active and Healthy Ageing
EQAVET	European Quality Assurance in Vocational Education and Training
EQF	European Qualification Framework
ESCO	European Taxonomy of Skills, Competences and Occupations
EU	European Union
IHK	German Chamber of Industry and Commerce
MUG	Medical University of Graz
NECTAR	aN Eu Curriculum for chef gasTro-engineering in primAry food caRe
RSCN	Reference Sites Collaboration Network
WIFI	Austrian Institute for Economic Promotion of the Austrian Economic Chambers

7 Introduction

The project “aN Eu Curriculum for chef gasTro-engineering in primAry food caRe” (NECTAR) addresses the gaps identified between the skills offered by chefs and cooks working in hospitals, residential cares and home care and those demanded by healthcare institutions, private service providers and final end users. Based on the “culinary/clinical integrated approach” of the European Innovation Partnership on Active and Healthy Ageing (EIPonAHA) (1) NECTAR will develop an European Union (EU) occupational profile for Chef Gastro Engineering (CGE) and an EU curriculum to certify this profile. The curriculum is going to be tested in five pilot courses in Belgium, Portugal, Austria and Italy.

The scaling up strategy ensures the sustainability of the project. For this purpose, a survey was conducted with the Reference Sites Collaboration Network (RSCN) where NECTAR partners and reference sites collected best practices in Europe in deliverable 2.1.1.. Medical University of Graz (MUG) evaluated them based on criteria of the Directorate General (DG) Sante for Health and Food Safety of the EU Commission (2). During this process, a template was developed to assess the best practices and to model the pilot courses. These could be transferred in the regions involved in NECTAR and can increase the capacity of organizations for self-sustaining the piloted initiatives.

As this template will serve as a baseline for modelling the pilots of NECTAR, in this deliverable MUG will describe the template in detail and formalize the collected best practices through the template. To ensure that the best practices actually educate chefs to work in healthcare and that they can be used as best practices in terms of content, they will be compared to the European Taxonomy of Skills, Competences and Occupations (ESCO) qualifications for “head chefs” and “diet cooks”. These professions are the most similar ones to the CGE in terms of qualifications, which is why their qualifications serve as a basis.

8 Best Practice Template

The template was developed by MUG in order to assess best practices for education and training for chefs in healthcare in Europe. It is based upon a set of criteria launched by the DG Sante for Health and Food Safety of the EU Commission, which are grouped into inclusion criteria, core criteria and qualifier criteria (2). DG Sante sees it as a priority to identify, disseminate and transfer best practices which is why the best practice criteria were chosen as a basis for assessing the collected best practices for education and training for chefs in healthcare in Europe (3). This method was successfully used in Advantage Joint Action and adapted to the context of the NECTAR project.

More information can be retrieved under:
<https://advantageja.eu/images/Best%20practices%20comments%20included.pdf> and
<https://advantageja.eu/images/WP8-1-Building-workforce-capacity-on-frailty-prevention-a-Systematic-Review.pdf>

8.1 Best Practices Criteria

The first step in the creation of the template (see Table 1) was made by developing an evaluation document for best practices based on the DG Sante criteria. This was used within the survey conducted by MUG and RSCN between December 2020 and February 2021. During the creation of the evaluation document the criteria were compared to the quality assurance principles for qualifications with an European Qualification Framework (EQF) level (4) and the quality assurance principles of the European Quality Assurance in Vocational Education and Training (EQAVET) (5).

This document was reviewed by SI4LIFE and RSCN and their feedback was integrated. As a result, the "General Information" section was added to the document. When developing the template the evaluation document served as a baseline. All the information collected during the consultation of partners and in the evaluation document were compared and summarized in an excel file to allow further evaluation and benchmarking.

The concept of the template used is shown in table 1. As may be seen from the table, general information, inclusion criteria such as relevance of the program for market development, program characteristics and ethical aspects were included. Furthermore, core criteria, assessing the effectiveness and efficiency of the practice and how the practice addressed equity issue, were collected for the programs by partners in the NECTAR project. The qualifier criteria assess if the practice can be transferred to other settings. This includes transferability, sustainability, participation and intersectoral collaboration. Table 1 shows two white columns which could be used to fill in the document.

Table 1: Best Practice Criteria Template for Training Initiatives in Health Education and Training across Europe

	General information	<i>Country</i>		
		<i>Provider</i>		
		<i>name original/English</i>		
		<i>regular offer</i>		
		<i>EQF level</i>		
		<i>target group</i>		
		<i>accreditation by ...</i>		
		<i>certificate for specific qualifications</i>		
Inclusion criteria	Relevance	<i>needs of program explained</i>		
		<i>level of program</i>		
		<i>supports topic of NECTAR</i>		
	Program characteristics	<i>target beneficiaries described</i>		
		<i>detailed description of program provided</i>		
		<i>standards, guidelines, SMART objectives defined</i>		
		<i>estimation of human resources, material and budget in relation with tasks</i>		
		<i>interrelations between different key education elements</i>		

		<i>defined scope of program</i>		
	Ethical aspects	<i>learning objective clearly outlined</i>		
Core criteria	Effectiveness and efficiency of intervention	<i>potential impact on target population assessed positive</i>		
		<i>improvements documented & presented</i>		
		<i>evaluation of program</i>		
		<i>beneficial impact in evaluation outcomes</i>		
		<i>monitored program</i>		
	Equity	<i>equity considered</i>		
Qualifier criteria	Transferability	<i>repeatable training formats</i>		
		<i>organizational elements, financial, skill-related application process included in description</i>		
		<i>contextual elements of beneficiaries included in description</i>		
		<i>successfully repeated/ transferred</i>		
	Sustainability	<i>institutional support, organizational and technological structure and stable human resources</i>		
		<i>presents economic report</i>		
		<i>continuation through institutional anchoring/ ownership by relevant stakeholders</i>		
		<i>sustainability strategy</i>		
		<i>descriptions how to reach EQF and/or EQAVET principles</i>		
	Intersectoral collaboration	<i>jointly carried out by several sectors referring to the European Framework on Education/Bologna Process</i>		
		<i>multidisciplinary approach supported by stakeholders</i>		
	Participation	<i>empowerment elements for target population included</i>		

8.2 Assessment of Best Practices

In order to use the template to model the pilots as best practices, it is necessary to understand what information is needed for each criterion to evaluate the best practices.

8.2.1 General Information

General information includes the information about a programme needed to keep the assessment transparent. This area has also been added in order to get the information that is important for the project and to tailor the template to the project.

8.2.2 Inclusion Criteria

8.2.2.1 *Relevance*

The strategic context and needs of the educational program should be clearly explained and considered to meet this criterion. The description should include whether the program is on a local/regional level, a national level or an European level and if it was put in place to support tackling of the topic professional skills gaps of chefs regarding interprofessional teamwork in health and social care (2).

8.2.2.2 *Programme Characteristics*

To fulfil this criterion there has to be a needs assessment for the programme and a detailed description of the health and social care needs for the target group to be trained and the beneficiaries before the programme has been started. Furthermore, the description should contain learning outcomes, a consistent methodology of the programme and a properly presented documentation (e.g. guidelines, standards, etc.) including the bibliography. There should be SMART (Specific, Measurable, Assignable, Realistic, Time-related) objectives defined with clearly specified and measurable actions. An adequate estimation of human resource, material and budget requirements in relation with the committed tasks is also included. The scope of the programme should be outlined (e.g. hours, ECTS, etc.) (2).

8.2.2.3 *Evidence of Programme*

This criterion was not used in the evaluation of best practices because there was not sufficient information available in any of the best practices to assess the programs' evidence base. Basic criteria requested for this evaluation step would have been that the practice describes its evidence base and if it is built on a well-founded programme theory (2).

8.2.2.4 *Ethical Aspects*

To achieve equitable implementation, the practice should train as many people as necessary to meet the needs of the target group and the learning outcomes should be clearly outlined. This will ensure that all participants trained acquire attitudes of ethically sound behaviour towards beneficiaries at the end of the training modules (2).

8.2.3 Core Criteria

8.2.3.1 *Effectiveness and Efficiency*

This criterion assesses the success of the practice in producing the desired result in an optimal way meaning that the practice has been implemented in an effective and efficient way. To assess this criterion, an outcome evaluation can be carried out. It should include

- if the potential impact on the target population is assessed positive,
- if all improvements in comparison to the starting point (e.g. structure, process and outcomes in different areas) are documented and presented,

- if the practice has been evaluated from an economic point of view and
- if the evaluation outcomes demonstrated beneficial impact.

Additionally, this criterion should assess if the programme is monitored during the implementation as well as after the implementation in order to keep it state of the art (2).

8.2.3.2 *Equity*

This criterion assesses if the practice considered the needs of the population when allocating the programme planning and identify and reduce health inequalities (e.g. age, gender, socioeconomic status, ethnicity, rural-urban area) (2).

8.2.4 **Qualifier Criteria**

8.2.4.1 *Transferability*

To meet this implementation results the practice have to be systematized and documented in order to transfer the practice to other contexts/settings/countries or to scale it up to a broader target population/geographic context. If the transfer of the practice would address EU added value elements it would be a plus. This was possible if the practice uses training formats (e.g. face to face training, e-learning, etc.) which allow a repetition/transfer, if the description of the programme includes all organizational elements and outlines the financial or skill-related application process and if it includes all contextual elements of the beneficiaries (e. g. patients, general population, etc.) and the actions that were taken to overcome personal and environmental barriers. Additionally, it could be considered to assess if the practice has already been successfully transferred/ repeated (2).

8.2.4.2 *Sustainability*

This criterion assesses if the practice is able to be maintained in the long-term considering the available resources and the adaption to social, economic and environmental requirements of its context. Therefore, the practice should have institutional support, an organizational and technological structure and stable human resources. It should present a justifying economic report and should be anchored/owned by relevant stakeholders/communities to ensure the continuation of the practice. A sustainability strategy has been developed that consider contextual factors (e.g. policies, trends, economy, etc.) (2). Furthermore, the practice contains a description on how to reach EQF and EQAVET quality assurance principles in order to anchor the programme (4, 5).

8.2.4.3 *Intersectoral Collaboration*

To meet this criterion the practice has to be able to foster collaboration among different sectors involved in the domain of interest (e.g. health promotion, active healthy ageing, etc.). This can mean that the practice has been carried out jointly by several sectors referring to the European Framework on Education or the Bologna Process or that there was a multidisciplinary approach supported by appropriate stakeholders and outlined in the programme (2).

8.2.4.4 *Participation*

This criterion also assesses the inclusion of stakeholders throughout the whole life cycle of the programme. To fulfil this criterion the practice should include elements to promote empowerment of the target population (e.g. strengthen their health literacy, ensuring the right skills, knowledge and behaviour including for stress management and self-care) (2, 5).



8.3 Best Practices around Europe formalized with the Template

After MUG and RSCN conducted the survey asking NECTAR partners and European reference sites for Active and Healthy Ageing to collect best practice training initiatives for chefs in healthcare, these best practices were assessed with the described template. The collected models have been nominated by partners of NECTAR as best practices. It is likely that some best practices in other European Countries were not found through the survey, as the response to the survey was low. The evaluation results of the best practices are shown in Table 2.

Table 2: Training Initiatives across Europe evaluated with Best Practice Criteria in Health Education and Training

		Country	AT	AT	BE	DE	DE	IT	CH
General information	Provider	BFI	WIFI	Odisee Hogeschool & Center of Gastrology	DGE	IHK	Marco Polo	national education	
	Name original/ Eng.	diätetisch geschulter Koch (diet-trained cook)	diätetisch geschulter Koch (diet-trained cook)	Chef Gastro-Engineering	diätetisch geschulter Koch (dietetic trained cook)	Weiterbildung Diätkoch (further training as a dietary chef)	Diploma di educazione professionale per I servizi di enogastronomia / Diploma of vocational education for food and wine services	Diätkoch/-köchin EFZ (dietary chef EFZ)	
	Regular offer	✓	✓	✓	✓	✓	✓	✓	
	EQF level	EQF 4	EQF 4	EQF 4	EQF 4	EQF 4	EQF 4	EQF 4	
	Target group	Fully-trained cooks	Fully-trained cooks	Fully-trained cooks	Fully-trained cooks	Fully-trained cooks	Requirement: Middle school diploma	Requirement: Federal Certificate of Proficiency in Cookery EFZ	
	Needs of programme explained	x	x	✓	x	x	✓	x	
Inclusion criteria	Relevance	Level of programme	National	National	Regional	National	National	National	



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Programme characteristics	<i>Supports topic of professional skills gaps of chefs working in healthcare</i>	x	✓	✓	✓	✓	✓	✓
	<i>Target beneficiaries described</i>	x	x	✓	x	x	x	x
	<i>Detailed description of programme provided</i>	x	x	✓	✓	x	x	✓
	<i>Standards, guidelines, SMART objectives defined</i>	Nd	✓	✓	✓	✓	✓	✓
	<i>Estimation of human resources, material and budget in relation with tasks</i>	x	Nd	Nd	x	Nd	Nd	Nd
	<i>Interrelations between different key education elements</i>	Nd	✓	✓	✓	✓	✓	Nd
	<i>Defined scope of programme</i>	✓	✓	✓	✓	✓	✓	✓



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	Ethical aspects	<i>Learning objective clearly outlined</i>	✓	✗	✓	✓	✓	✓	✓
Core criteria	Effectiveness and efficiency of intervention	<i>Potential impact on population assessed positive</i>	✓	✓	✓	✓	✓	✓	✓
		<i>Improvements documented & presented</i>	✗	✗	Nd	Nd	Nd	✗	✗
		<i>Evaluation of programme</i>	✗	✓	✓	✓	✗	✓	✓
		<i>Beneficial impact in evaluation outcomes</i>	✗	Nd	Nd	Nd	✗	Nd	Nd
		<i>Monitored programme</i>	✗	✗	✗	✗	✗	✗	✗
	Equity	<i>Equity considered</i>	Nd	Nd	Nd	Nd	Nd	Nd	Nd
Qualifier criteria	Transferability	<i>Repeatable training formats</i>	Nd	✓	✓	✓	✓	✓	Nd
		<i>Organizational elements, financial, skill-related application process included in description</i>	✗	Nd	✗	✗	✗	Nd	✗



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		<i>Contextual elements of beneficiaries included in description</i>	x	Nd	x	x	x	Nd	x
		<i>Successfully repeated/transferred</i>	✓	✓	✓	✓	✓	✓	✓
	Sustainability	<i>Institutional support, organizational and technological structure and stable human resources</i>	✓	✓	✓	✓	✓	✓	✓
		<i>Presents economic report</i>	x	Nd	Nd	x	x	x	x
		<i>continuation through institutional anchoring/ownership by relevant stakeholders</i>	✓	✓	✓	✓	✓	✓	✓
		<i>Sustainability strategy</i>	Nd	Nd	Nd	Nd	Nd	Nd	Nd
		<i>Descriptions how to reach EQF</i>	Nd	Nd	Nd	Nd	Nd	Nd	x



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		<i>and/or EQAVET principles</i>							
	Intersectoral collaboration	<i>Jointly carried out by several sectors referring to the European Framework on Education/Bologna Process</i>	Nd	Nd	Nd	Nd	Nd	Nd	Nd
		<i>Multidisciplinary approach supported by stakeholders</i>	✓	✓	✓	✓	✓	✓	✓
	Participation	<i>Empowerment elements for target population included</i>	Nd	x	x	Nd	Nd	x	Nd

8.3.1 Austria

The Austrian Vocational Promotion Institute (BFI) offers the course “Dietetically Trained Cook”, which was developed together with the Austrian Association of Dietician. The target group is fully trained chefs who want to expand their knowledge in the areas of nutrition and dietetics. It is offered several times a year in Upper Austria. Chefs receive a diploma at the end of the training, but don't reach a higher EQF level than EQF 4. Assessed with DG Sante criteria, it is notable that many criteria are not met. It meets 2 out of 10 inclusion criteria, which are the following: it is a national programme with clearly outlined learning objectives and a defined scope. But the needs of the programme, target beneficiaries or a detailed description of the programme are missing. It is unknown if standards, guidelines or SMART criteria were used as a baseline. This means that the adequacy of the programme is low. Only one core criteria was fulfilled which was that the potential impact on the target population was assessed positive. If the equity was considered is unknown. This course was not evaluated and there was no monitoring. Therefore, the effectiveness and the efficiency of the practice are considered low. There is limited accessible information on the website and therefore many of the qualifier criteria are also unknown. Only the multidisciplinary approach, continuation through institutional ownership by relevant stakeholders, successful repetition and institutional support are fulfilled. The programme is therefore not transferable. However, it could be sustainable in a few aspects. Further information (in German) can be retrieved under: <https://www.bfi-ooe.at/de/kurssuche/erweiterte-kurssuche/2020VBGM880602.html>

The Austrian Institute for Economic Promotion of the Austrian Economic Chambers (WIFI) offers the course “Dietetically Trained Cook” in each federal province for fully trained cooks several times a year. The course aims to teach cooks the necessary know-how to be able to implement dietary requirements in the best possible way. The curriculum consists of different modules and was developed together with the Austrian Association of Dieticians. At the end of the course cooks receive a diploma, but they don't reach a higher EQF level (EQF 4). The assessment with DG Sante criteria shows that this programme is not able to meet all criteria. The following inclusion criteria are met: The programme is a national programme, which supports the topic of professional skills gaps of chefs working in healthcare. the scope has been pre-defined and course programme and final assessments, as far as assessable from public domains, meet quality standards. It is unknown if there is an estimation of human resource, material and budget and no learning outcomes have been defined. It is not really clear if it meets the needs of the population for which it was developed for. The adequacy of the programme is therefore only half fulfilled. The most important core criterion fulfilled was the evaluation of the programme. The course has been offered for more than 20 years and has been continuously developed together with experts. The programme has not been monitored and it is not known if equity was considered. This means that the effectiveness and efficiency as well as the equity of the programme cannot be assessed or is low. Most of the qualifier criteria were unknown or not met. In this programme there are repeatable training formats, institutional support and therefore there continuation through institutional anchoring. It was already repeated successfully and it has a multidisciplinary approach because there are different stakeholders and disciplines involved in the development as well as in the training of the cooks. The programme is not transferable. However, the quality of the programme in terms of its implementation could be moderate. Further information (in German) can be retrieved under: https://www.stmk.wifi.at/kurs/58470x-ausbildung-zum-diaetetisch-geschulten-koch? ga=2.197684583.952683081.1613128292-1005194838.1608706406& gac=1.259820152.1612174745.cjwkcaiaudd brbxewaudakxx-v_61atrqiadiclpmxtiet85s80b9ajfm5gyjh4dgw0s7vvetxhhociuggavd bwe&zg=qd

8.3.2 Belgium/the Netherlands

In Belgium the Odisee Hogeschool offers the course “Chef Gastro-Engineering” in collaboration with the Center of Gastrology once in two years for chefs of industrial kitchens within the healthcare sector. The course should close the gap between the training of cooks and university education, which means it supports the topic of professional skills gaps of chefs working in healthcare. Cooks learn how to meet the needs of elderlies regarding food and drinks and how to work in an interprofessional nutrition team. The standards of the course are compliant with the accreditation of the Odisee Hogeschool. With this course chefs cannot reach a higher EQF level than EQF 4. When assessing it with the DG Sante criteria the following picture emerged: Nearly all inclusion criteria were met. The course is regional and the needs of the course are explained. There are standards, guidelines and/or SMART objectives defined, the programme has interrelations between different key education elements and there is a defined scope of the programme. The course consists of 10 modules and for these learning outcomes are defined. However, it is not known if there is an estimation of resources, material and budget. Overall, this means that the programme has a high adequacy. The fulfilled core criteria were that the potential impact on the target population was assessed positive and there is a qualitative evaluation through direct feedback from the students. There was no monitoring during implementation of the course. The other core criteria are either unknown or not met, which means the effectiveness and efficiency of the programme is either not assessable or low. Qualifier criteria fulfilled are repeatable training formats, institutional support and continuation of the programme through this support and a multidisciplinary approach. The programme was also successfully repeated. There are many qualifier criteria either unknown or not fulfilled which means that the programme is not transferable. However, the quality of the programme in terms of its implementation could be moderate. Further information (in Dutch) can be retrieved under: <http://centerforgastrology.com/nl/activiteiten>

8.3.3 Germany

The Chamber of Industry and Commerce (IHK) offers the national training "Further Training Dietary Chef" in different regions depending on demand. The target group of this training consists of fully trained cooks who want to plan and prepare dishes professionally and creatively while considering health needs of individuals. Chefs who successfully pass the exam receive a certificate, but remain at EQF level 4. The following was identified when assessing the training with the DG Sante criteria: The needs of the programme are not explained but the training supports the topic of professional skills gaps of chefs working in healthcare. Due to the federal structure of the IHK, no standards have been worked out for the course. The umbrella organization only issued recommendations for the enactment of special legal provisions which serve as a basis for the regional chambers. The training has interrelations between different key education elements, a defined scope and clear learning objectives outlined. Other inclusion criteria were either not met or were unknown. Nevertheless, this means the training has a high adequacy. The only fulfilled core criteria was the positive assessment of the potential impact on the target population. The course was not monitored during implementation. The evaluation is done through the final examination, which is uniform throughout the country. There is no obligation to attend a course at the IHK in order to take the exam. The contents could therefore also be learned through self-study, but course attendance is recommended from the IHK. This indicates that the effectiveness and efficiency of the training is either not assessable or low. There were not many qualifier criteria fulfilled either: The training has repeatable training formats, was already successfully repeated and has an institutional support through which a continuation of the programme is secured. There is a multidisciplinary approach supported by

stakeholders because there are different professional groups involved in the development as well as instructors. The programme is therefore not transferable. However, the quality of the programme in terms of its implementation could be moderate. Further information (in German) can be retrieved under: <https://www.afz-rostock.de/bildungsangebot/gepruefte-r-diaetkoch-diaetkoechin-ihk-vollzeit.html>

The German Society of Nutrition (DGE) training "Dietetically Trained Cook/Specialist" is very similar to that of the IHK. The national course is offered by providers who have been tested by the DGE. This course also targets fully trained cooks who want to increase their knowledge about dietary methods and menus. The participants receive a certificate but only reach EQF level 4. This programme was also assessed with DG Sante criteria, but the result was similar to IHK. It supports the topic of professional skills gaps of chefs working in healthcare. There is a detailed description of the programme as well as various standards and guidelines that are used as a basis for the content of the training. The scope of the programme is defined and there are interrelations between different key education elements. The DGE has defined learning outcomes and chefs receive a certificate through this training, which encourages lifelong learning because the validity of the certificate is linked to continuous training. Certificate holders must prove a certain number of education points within three years. That is why the training has high adequacy. Two core criteria were fulfilled: The potential impact on the target population is assessed positive and the course is evaluated by the participants. There is no monitoring and equity is not considered. This is one more than IHK but the effectiveness and efficiency is still either low or not assessable. The programme fulfilled the same qualifier criteria as the training of IHK: repeatable training formats, successfully repeated, institutional support and therefore continuation of the training and multidisciplinary approach. This also means that the quality of the programme in terms of its implementation could be moderate but it is not transferable. Further information (in German) can be retrieved under: <https://www.dge.de/va/zertifikatslehrgaenge/diaetetisch-geschulter-kochfachkraft/>

8.3.4 Italy

Marco Polo is an Italian State Vocational Institute which, at the end of a five-year study course, provides a national diploma in food and wine services according to National Ministry of Education with an EQF level 4. Students require a middle school diploma to attend the school. The assessment with DG Sante criteria shows that this programme is not able to meet all criteria. The following inclusion criteria were fulfilled: The needs of the programme are clearly explained and it supports the topic of professional skills gaps of chefs working in healthcare. The course has standards, guidelines and/or SMART objectives as a baseline. The learning outcomes are clearly defined and include nutritional topics like for example food allergy, national recommended energy and nutrient intake levels or genetic taste. There are interrelations between different key education elements and there is a defined scope of the course. Therefore, the programme shows high adequacy. Core criteria met are that the potential impact on the target population is assessed positive and the school conducts a self-evaluation report every three years in accordance with the requirements of the Ministry of Education. This means that the effectiveness and efficiency can either not be assessed adequately or that they are low. The qualifier criteria met are the same as most of the other programmes. What stands out most is that the school has a lot of partners in order to fulfil the student's professional training like for example catering companies, chamber of commerce, professional association of chefs and many more. The programme might be more easily transferable but the quality of the implementation is moderate. Further information (in Italian) can be retrieved under: www.marcopolo.edu.it

8.3.5 Switzerland

Switzerland offers a national education once per year as a training initiative which is called “Dietary Chef EFZ”. Anyone who has obtained the Federal Certificate of Proficiency in Cookery EFZ is admitted to the one-year additional basic training as a dietary cook. Diet chefs learn how to calculate nutrients, adapt menus considering intolerances or allergies, incorporate new developments into creative menus and analyse, plan and design operational processes. Chefs receive a final certificate at the end of the education and reach the EQF level 4. When assessing with the DG Sante criteria the following picture emerged: Most of the inclusion criteria were met. The programme supports the topic of professional skills gaps of chefs working in healthcare. There is a detailed description of the programme provided and it is based on the Education Ordinance Dietary Chef Switzerland. The scope and learning outcomes are defined but the curriculum is not accessible online. Overall, this means that the programme has a high adequacy. Core criteria met are that the potential impact on the target population is assessed positive and that the programme is evaluated. A commission for professional development and quality for dietary chefs, which consists of professional organization hotel & gastronomy union, professional teachers, representatives of the confederation and the cantons and the different language region representatives is responsible for updating the curriculum at least every 5 years. The education was not monitored. This is the same result as most other best practices had. The effectiveness and efficiency can either not be assessed or is low. There is institutional support and therefore the programme is anchored intuitively by relevant stakeholder. This ensures the continuation of the training. The programme is not transferable. However, it could be sustainable in a few aspects. It was repeated successfully and there is a multidisciplinary approach by stakeholders. As of 2022, a new curriculum is planned with which chefs should achieve EQF level 5. Further information (in German) can be retrieved under: <https://www.berufsberatung.ch/dyn/show/1900?id=3933>

9 Benchmark of Models toward the ESCO Framework

The curricula of best practice training initiatives were compared to the ESCO occupations “head chef” and “diet cook” in order to show content gaps and organisational gaps. ESCO is a tool to compare these training initiatives transparently and standardised across Europe. The curricula of training initiatives that train dietary cooks were compared with the qualifications of the profession “dietary cook”. Therefore, only two trainings (Chef Gastro-Engineering, Marco Polo five years study course) were compared with the qualifications of the profession “head chef”. In order to make the evaluation complete, the DG Sante best practice criteria were added. Table 3 shows on the one hand the missing qualifications of the training initiatives compared to the ESCO qualifications and on the other hand the not fulfilled criteria of DG Sante best practice criteria. This should facilitate the development of the curriculum of the chef gastro engineering as well as the modelling of the pilots in work package 5.

ESCO occupations are related to essential and optional knowledge concepts and skill and competence concepts (6). In order to avoid misleading interpretations this report is using the wording contextual instead of optional. Essential is referring to knowledge, skills and competences which are required when working in an occupation which is independent of work context or employer (7) Contextual is referring to knowledge, skills and competences that could be required or occur when working in an occupation. This is depending on the employer, on the working context or on the country (8). ESCO is using the same definition for skills, competences and knowledge as EQF. Knowledge is “the outcome of the assimilation of information through learning. It is the body of facts, principles, theories and practices which is related to a field of work or study” (9). Skill means “the



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ability to apply knowledge and use know-how to complete tasks and solve problems” (10). Competence is “the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development” (11).



Table 3: Comparison of Training Initiatives Curricula with ESCO Qualifications of "Diet Cook" and "Head Chef" and DG Sante Best Practice Criteria

Name	EQF/ NQF	Missing ESCO criteria "head chef" (12)	Missing ESCO criteria "diet cook" (13)	Missing DG Sante criteria
BFI, Dietetically Trained Cook	EQF: 4 NQF: 4	No comparison possible because no curriculum available	No comparison possible because no curriculum available	<p>Inclusion criteria missing/ not known (7/10):</p> <ul style="list-style-type: none"> • Needs of programme explained • Supports topic of professional skills gaps of chefs working in healthcare • Target beneficiaries described • Detailed description of programme • Standards, guidelines, SMART objectives defined • Estimation of human resources, material and budget in relation with tasks • Interrelations between different key education elements <p>Core criteria missing/ not known (5/6):</p> <ul style="list-style-type: none"> • Improvements documented & presented • Evaluation • Beneficial impact in evaluation outcomes • Monitoring • Equity considered <p>Qualifier criteria missing/ not known (8/12):</p> <ul style="list-style-type: none"> • Repeatable training formats • Organizational elements, financial, skill-related application process included in description



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				<ul style="list-style-type: none"> Contextual elements of beneficiaries included in description Economic report presented Sustainability strategy Description on how to reach EQF and/or EQAVET principles Jointly carried out by several sectors referring to the European Framework on Education/Bologna Process Empowerment elements for target population included
<p>WIFI, Dietetically Trained Cook</p>	<p>EQF: 4 NQF: 4</p>	<p>No comparison possible because this is not an education for head chefs; there are different specialised educations for head chefs</p>	<p>Essential competences & skills, knowledge missing (6/17): *</p> <ul style="list-style-type: none"> dispose waste maintain kitchen equipment at correct temperature work in hospitality team handover the food preparation area culinary finishing techniques maintain a safe, hygienic and secure working environment <p>Contextual skills & competences, knowledge missing (10/28): *</p> <ul style="list-style-type: none"> prepared meals comply with standard portion sizes order supplies execute chilling processes to food products 	<p>Inclusion criteria missing/ not known (5/10):</p> <ul style="list-style-type: none"> Needs of programme explained Target beneficiaries described Detailed description of programme Estimation of human resources, material and budget in relation with tasks Learning objective clearly outlined <p>Core criteria missing/ not known (4/6):</p> <ul style="list-style-type: none"> Improvements documented & presented Beneficial impact in evaluation outcomes Monitoring Equity considered <p>Qualifier criteria missing/ not known (7/12):</p> <ul style="list-style-type: none"> Organizational elements, financial, skill-related application process included in description Contextual elements of beneficiaries included in description

			<ul style="list-style-type: none"> • train employees • prepare bakery products • prepare desserts • advise on preparation of diet food • handle chemical cleaning agents • control of expenses 	<ul style="list-style-type: none"> • Economic report presented • Sustainability strategy • Description on how to reach EQF and/or EQAVET principles • Jointly carried out by several sectors referring to the European Framework on Education/Bologna Process • Empowerment elements for target population included
<p>Center for Gastrology and Odisee Hogeschool, Chef Gastro-Engineering</p>	<p>EQF: 4 NQF:HBO5</p>	<p>Essential competences & skills missing (18/28):</p> <ul style="list-style-type: none"> • apply procurement • assist customers • ensure regular maintenance of kitchen equipment • handle customer complaints • schedule shifts • recruit employees • monitor the use of kitchen equipment • manage stock rotation • train employees • manage staff • food storage • handle chemical cleaning agents • maintain a safe, hygienic and secure working environment 	<p>Essential competences & skills, knowledge missing (8/17): *</p> <ul style="list-style-type: none"> • dispose waste • maintain kitchen equipment at correct temperature • work in hospitality team • receive kitchen supplies • store raw food materials • handover the food preparation area • culinary finishing techniques • maintain a safe, hygienic and secure working environment <p>Contextual skills & competences, knowledge missing (12/28): *</p> <ul style="list-style-type: none"> • prepared meals • comply with standard portion sizes • order supplies • execute chilling processes to food products 	<p>Inclusion criteria missing/ not known (1/10):</p> <ul style="list-style-type: none"> • Estimation of human resources, material and budget in relation with tasks <p>Core criteria missing/ not known (4/6):</p> <ul style="list-style-type: none"> • Improvements documented & presented • Beneficial impact in evaluation outcomes • Monitoring • Equity considered <p>Qualifier criteria missing/ not known (7/12):</p> <ul style="list-style-type: none"> • Organizational elements, financial, skill-related application process included in description • Contextual elements of beneficiaries included in description • Economic report presented • Sustainability strategy • Description on how to reach EQF and/or EQAVET principles • Jointly carried out by several sectors referring to the European Framework on Education/Bologna Process



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		<ul style="list-style-type: none"> • control of expenses • manage budgets • manage hospitality revenue • estimate costs of required supplies • set prices of menu items <p>Contextual skills & competences missing (7/16):</p> <ul style="list-style-type: none"> • execute chilling process to food products • upsell products • prepare flambéed dishes • identify suppliers • manage contract disputes • manage inspections of equipment • negotiate supplier arrangements 	<ul style="list-style-type: none"> • train employees • check deliveries on receipt • store kitchen supplies • prepare bakery products • prepare desserts • advise on preparation of diet food • handle chemical cleaning agents • control of expenses 	<ul style="list-style-type: none"> • Empowerment elements for target population included
IHK, Further Training Dietary Chef	EQF: 4 NQF: 4	No comparison possible because this is not an education for head chefs; there are different specialised educations for head chefs	<p>Essential competences & skills, knowledge missing (5/17):</p> <ul style="list-style-type: none"> • dispose waste • maintain kitchen equipment at correct temperature • work in hospitality team • comply with food safety 	<p>Inclusion criteria missing/ not known (3/10):</p> <ul style="list-style-type: none"> • Needs of programme explained • Target beneficiaries described • Estimation of human resources, material and budget in relation with tasks <p>Core criteria missing/ not known (5/6):</p>

			<ul style="list-style-type: none"> maintain a safe, hygienic and secure working environment <p>Contextual skills & competences, knowledge missing (6/28):</p> <ul style="list-style-type: none"> prepared meals comply with standard portion sizes order supplies execute chilling processes to food products handle chemical cleaning agents control of expenses 	<ul style="list-style-type: none"> Improvements documented & presented Evaluation Beneficial impact in evaluation outcomes Monitoring Equity considered <p>Qualifier criteria missing/ not known (7/12):</p> <ul style="list-style-type: none"> Organizational elements, financial, skill-related application process included in description Contextual elements of beneficiaries included in description Economic report presented Sustainability strategy Description on how to reach EQF and/or EQAVET principles Jointly carried out by several sectors referring to the European Framework on Education/Bologna Process Empowerment elements for target population included
<p>DGE, Dietetically Trained Cook/Specialist</p>	<p>EQF: 4 NQF: 4</p>	<p>No comparison possible because this is not an education for head chefs; there are different specialised educations for head chefs</p>	<p>Essential competences & skills, knowledge missing (6/17):</p> <ul style="list-style-type: none"> dispose waste maintain kitchen equipment at correct temperature work in hospitality team comply with food safety maintain a safe, hygienic and secure working environment 	<p>Inclusion criteria missing/ not known (3/10):</p> <ul style="list-style-type: none"> Needs of programme explained Target beneficiaries described Estimation of human resources, material and budget in relation with tasks <p>Core criteria missing/ not known (4/6):</p> <ul style="list-style-type: none"> Improvements documented & presented Beneficial impact in evaluation outcomes Monitoring



			<ul style="list-style-type: none"> maintain a safe, hygienic and secure working environment <p>Contextual skills & competences, knowledge missing (8/28):</p> <ul style="list-style-type: none"> prepared meals comply with standard portion sizes order supplies execute chilling processes to food products train employees advise on preparation of diet food handle chemical cleaning agents control of expenses 	<ul style="list-style-type: none"> Equity considered <p>Qualifier criteria missing/ not known (7/12):</p> <ul style="list-style-type: none"> Organizational elements, financial, skill-related application process included in description Contextual elements of beneficiaries included in description Economic report presented Sustainability strategy Description on how to reach EQF and/or EQAVET principles Jointly carried out by several sectors referring to the European Framework on Education/Bologna Process Empowerment elements for target population included
<p>Marco Polo, Diploma in Food and Wine Services</p>	<p>EQF: 4 NQF: 4</p>	<p>Essential competences & skills missing (10/28):</p> <ul style="list-style-type: none"> apply procurement assist customers ensure regular maintenance of kitchen equipment handle customer complaints schedule shifts recruit employees monitor the use of kitchen equipment manage stock rotation 	<p>Essential competences & skills, knowledge missing (3/17):</p> <ul style="list-style-type: none"> dispose waste maintain kitchen equipment at correct temperature work in hospitality team <p>Contextual skills & competences, knowledge missing (5/28):</p> <ul style="list-style-type: none"> prepared meals comply with standard portion sizes order supplies 	<p>Inclusion criteria missing/ not known (3/10):</p> <ul style="list-style-type: none"> Target beneficiaries described Detailed description of programme Estimation of human resources, material and budget in relation with tasks <p>Core criteria missing/ not known (4/6):</p> <ul style="list-style-type: none"> Improvements documented & presented Beneficial impact in evaluation outcomes Monitoring Equity considered <p>Qualifier criteria missing/ not known (7/12):</p>

		<ul style="list-style-type: none"> • train employees • manage staff <p>Contextual skills & competences missing (7/16):</p> <ul style="list-style-type: none"> • execute chilling process to food products • upsell products • prepare flambéed dishes • identify suppliers • manage contract disputes • manage inspections of equipment • negotiate supplier arrangements 	<ul style="list-style-type: none"> • execute chilling processes to food products • train employees 	<ul style="list-style-type: none"> • Organizational elements, financial, skill-related application process included in description • Contextual elements of beneficiaries included in description • Economic report presented • Sustainability strategy • Description on how to reach EQF and/or EQAVET principles • Jointly carried out by several sectors referring to the European Framework on Education/Bologna Process • Empowerment elements for target population included
<p>Switzerland, Dietary Chef EFZ</p>	<p>EQF: 4 NQF: 4</p>	<p>No comparison possible because no curriculum available</p>	<p>No comparison possible because no curriculum available</p>	<p>Inclusion criteria missing/ not known (4/10):</p> <ul style="list-style-type: none"> • Needs of programme explained • Target beneficiaries described • Estimation of human resources, material and budget in relation with tasks • Interrelations between different key education elements <p>Core criteria missing/ not known (4/6):</p> <ul style="list-style-type: none"> • Improvements documented & presented • Beneficial impact in evaluation outcomes • Monitoring • Equity considered



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				<p>Qualifier criteria missing/ not known (8/12):</p> <ul style="list-style-type: none">• Repeatable training formats• Organizational elements, financial, skill-related application process included in description• Contextual elements of beneficiaries included in description• Economic report presented• Sustainability strategy• Description on how to reach EQF and/or EQAVET principles• Jointly carried out by several sectors referring to the European Framework on Education/Bologna Process• Empowerment elements for target population included
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* Except for IHK every curriculum included some kind of practical qualification (e.g. internship, excursion, workshop, practical cooking). As there were many basic competences for cooks described in the ESCO qualifications for diet cooks, the following qualifications were assumed as “practical qualifications” within the curricula of WIFI and Center for Gastrology: essential knowledge, skills and competences: use cooking technique, reheating techniques, food preparation techniques, food cutting tools; contextual knowledge, skills and competences: prepare dairy products for use in a dish, prepare egg products for use in a dish, prepare meat products for use in a dish, prepare ready-made dishes, prepare salad dressings, prepare sandwiches, prepare saucier products for use in a dish, prepare vegetable products for use in a dish, slice fish

9.1 Results of Comparison of ESCO Qualification and Best Practice Criteria with Best Practices

The table shows missing competences in each of the collected curricula. It should be taken into account that the results were dependent on the accessibility and availability of the documents on the internet and the provision of documents by institutions and organisations of the best practices. For **diet cooks** the following essential and contextual knowledge, skills and competences were missing from all curricula:

Essential knowledge, skills and competences:

- Dispose waste
- Maintain kitchen equipment at correct temperature
- Work in a hospitality team

Contextual knowledge, skills and competences:

- Prepared meals
- Comply with standard portion sizes
- Order supplies
- Execute chilling processes to food products

There were only two curricula compared to the ESCO qualifications for **head cook**. Following essential and contextual knowledge, skills and competences were missing from both curricula:

Essential knowledge, skills and competences:

- Apply procurement
- Assist customers
- Ensure regular maintenance of kitchen equipment
- Handle customer complaints
- Schedule shifts
- Recruit employees
- Monitor the use of kitchen equipment
- Manage stock rotation

Contextual knowledge, skills and competences:

- Execute chilling processes to food products
- Upsell products
- Attend to detail regarding food and beverages
- Prepare flambéed dishes
- Identify suppliers
- Manage contract disputes
- Manage inspections of equipment
- Negotiate supplier arrangements

There are also DG Sante criteria that have not been considered in any of best practice training initiatives. The following criteria are either not known or are not met by all best practice training initiatives:

Inclusion criteria:

- Estimation of human resources, material and budget in relation with tasks

Core criteria:

- Improvements documented & presented
- Beneficial impact in evaluation outcomes
- Monitored program
- Equity considered

Qualifier criteria:

- Organizational elements, financial, skill-related application process included in description
- Contextual elements of beneficiaries included in description
- Presents economic report
- Sustainability strategy
- Description how to reach EQF/EQAVET principles
- Jointly carried out by several sectors referring to the European Framework on Education/Bologna Process
- Empowerment elements for target population included

The comparison of the best practice initiatives to ESCO qualifications and DG Sante criteria shows that there is no best practice training initiative for chefs in healthcare across Europe and that all collected training initiatives have gaps in their content. In NECTAR the training initiative developed should be enable chefs to work in the health sector in an interdisciplinary team and in a person-centred way, but at the same time take on more responsibility like a head chef. The curricula shown above do not consider any qualifications in teamwork or person-centred food care. It should also be noted that most of the best practice models found could not be compare to the occupation “head chef”. Trainings for head chefs are offered in many European countries as additional training and are not included in the training of diet cooks. This should be considered when developing the curricula of CGE in NETCAR.

9.2 Limitation of the Comparison

The comparison has limitations mainly due to the detailed framework of ESCO. Some criteria listed in the models presented in this overview include even basic competences of cooks from the ESCO profile of cooks which are not included in further training initiatives because they are a requirement to participate in the trainings. Furthermore, the collected curricula are not as detailed in describing the qualifications which made the comparison with ESCO qualifications difficult. That is why for some qualification it was only possible to approximate if they were included in the curricula through the description/the name of subjects. Two training initiatives couldn't be compared with ESCO criteria, because there were no curricula available. Another limitation of this comparison was that the information about the collected training initiatives were hard to access and therefore the comparison to DG Sante criteria could not be carried out with all the necessary information. As a result, some criteria may actually be met but this information is not accessible.

10 Conclusion

The collected best practices through the survey with RSCN and MUG have a lack of information. None of the practices had public information about a sustainability strategy, a description on how to

reach EQF/EQAVET or if the programmes considered equity. Additionally, providers of the programmes didn't consider empowerment of participants, describing beneficiaries or monitoring. There was little information about economic reports or any estimation about human resources, material and budgets. Few of the programmes were evaluated regularly. Therefore, effectiveness and efficiency of most programmes couldn't be assessed. Many qualifier criteria were missing too, which makes transferability of the programmes questionable. However, most of the inclusion criteria were met by the programs included, indicating that the programmes have a high level of adequacy. Without taking these points into account the collected best practice can't be considered as best practices. They are national programmes without structured and standardised scaling up strategies and can't be transferred in the regions involved in NECTAR.

Comparing the ESCO qualifications with the best practices showed that some ESCO qualifications are not included in the best practice curricula. However, ESCO includes qualifications that can be seen as an entry level for participation in the CGE training. These are basic qualifications which should be known by cooks with basic training. It is worth noting that none of the best practices list team work as a qualification, although working within a team will be an important task for the CGE. Another point to consider is that none of the best practices included waste management as a qualification in the curriculum, although this is becoming increasingly important, both economically and ecologically (14). Only two best practices were compared with the "head chef" qualifications. Especially economic and management qualifications as well as managing a team (hiring and leading employees) were missing in these two curricula. The qualifications of ESCO should be taken as a baseline when developing the curriculum of the CGE, otherwise some important qualifications might be not considered.

Furthermore, the developed template is going to be used to model the pilots of NECTAR, as they are supposed to fulfil the criteria of a best practice model. This will ensure the transferability of the pilots and the accessibility of the progress among European member states, as NECTAR follows a Pan-European approach. The template developed can thus increase the transparency of the project and enable the scaling-up of the pilots.

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ANNEX 1 – Quality Control Check List

Quality Control Check	
Generic Minimum Quality Standards	
Document Summary provided (with adequate synopsis of contents)	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)	Most of time
Usability is acceptable (deliverable provides clear information in a form that is useful to the reader)	Most of time
Deliverable specific quality criteria	
Deliverable meets the 'acceptance Criteria' set out in the Quality Register:	Yes
Checklist completed and deliverable approved by	
Name:	Date:
Matilde Borriello	27/5/2021