



ANNEX 1 – GLOSSARY UPDATE (D3.1.1)

Terms	Definition	Source
ECTS	ECTS is a learner-centred system for credit accumulation and transfer, based on the principle of transparency of the learning, teaching and assessment processes. Its objective is to facilitate the planning, delivery and evaluation of study programmes and student mobility by recognising learning achievements and qualifications and periods of learning.	Europa, Education, ECTS key features, ECTS; https://ec.europa.eu/education/ects/users-guide/key-features_en.htm#ectsTop
ECVET	The European Credit system for Vocational Education and Training (ECVET) is a European instrument designed to support lifelong learning, the mobility of learners and the flexibility of learning pathways to achieve qualifications.	ECVET, What is ECVET?; https://www.ecvet-secretariat.eu/en/what-is-ecvet
EQF	The European Qualifications Framework is an 8-level, learning outcomes-based framework for all types of qualifications that serves as a translation tool between different national qualifications frameworks. This framework helps improve transparency, comparability and portability of people's qualifications and makes it possible to compare qualifications from different countries and institutions.	Europa, European Qualification Framework; https://europa.eu/europass/en/european-qualifications-framework-efq
ESCO	European Skills, Competences and Occupations is the European multilingual classification of Skills, Competences and Occupations. ESCO works as a dictionary, describing, identifying and classifying professional occupations and skills relevant for the EU labour market and education and training.	ESCO, What is ESCO; https://ec.europa.eu/esco/portal/howtouse/21da6a9a-02d1-4533-8057-dea0a824a17a
Food Engineering	Food engineering is a scientific, academic, and professional field that interprets and applies principles of engineering, science, and mathematics to food manufacturing and operations, including the processing, production, handling, storage, conservation, control, packaging and distribution of food products. Given its reliance on food science and broader engineering disciplines such as electrical, mechanical, civil, chemical, industrial and agricultural engineering, food engineering is considered a multidisciplinary and narrow field. Due to the complex nature of food materials, food engineering also combines the study of more specific chemical and physical concepts such as biochemistry, microbiology, food chemistry, thermodynamics, transport phenomena, rheology, and heat transfer. Food engineers apply this knowledge to the cost-	Wikipedia, food engineering; https://en.wikipedia.org/wiki/Food_engineering



	effective design, production, and commercialization of sustainable, safe, nutritious, healthy, appealing, affordable and high-quality ingredients and foods, as well as to the development of food systems, machinery, and instrumentation.	
Gastrology	In the context of PFC, we define gastrology as evidence-practice-creative (EPC)-based practice, and it essentially involves all sciences, arts and crafts needed for the design and preparation of the best possible meals for anyone experiencing any problem with food intake due to illness and /or medical treatment. Therefore, it concerns meaningful and useful aspects from various sciences ranging from nutritional sciences, physiology and pathology, food (technology) sciences, ecology, engineering sciences, information and communication sciences to economic sciences [Dewulf, 1982].	Webster M. (n.d.). Gastrology. In Merriam-Webster.com medical dictionary. Retrieved February 11, 2021, from https://www.merriam-webster.com/medical/gastrology Dewulf J, Goossens E. Restauratie voor collectiviteiten: technologie, lay-out, informatica en management van de gemeenschapskeuken alsook standaardisatie van de voedingsreceptuur. Uitgever J. Dewulf, 1982, 308p. (p122)
Gastro engineering	In the context of healthcare and gastrology, gastro-‘engineering’ can be described as a mix of ‘gastrology’ (science) and ‘engineering’ (cooking practice) and is intended to design, build, operate, maintain, change, improve and innovate cooking systems and –processes as well as meals and meal components . However, PFC should not be limited to a purely technical event. It concerns holistic and integrated care, and therefore the professional profile of a chef gastro-engineering (CGE) should be defined in that sense.	Definition conventionally adopted by NECTAR project
ISCO Group	The International Standard Classification of Occupations (ISCO) is one of the main international classifications for which ILO is responsible. It belongs to the international family of economic and social classifications. ISCO is a tool for organizing jobs into a clearly defined set of groups according to the tasks and duties undertaken in the job	International Labour Organization, ISCO; https://www.ilo.org/public/english/bureau/stat/isco/index.htm
key activities of the professional	an integrated group of professional competences, which are in their entirety necessary to perform a task relevant to the job profile	Definition conventionally adopted by NECTAR project



Key activity	An integrated group of professional competences, which are in their entirety necessary to perform a task relevant to the job profile. The key activities of one profession must together cover all activities for the performance of a profession, regardless of its application context	Proper Chance Project http://www.proper-chance.eu/eng/publications.html ENhANCE Project https://www.enhance-fcn.eu/
learning objectives	a learning aim is 'a broad statement of teaching intention, i.e. it indicates what the teacher intends to cover in a block of learning. Aims are usually written from the teachers' point of view to indicate the general content and direction [of a programme]'; a learning objective is 'usually a specific statement of teaching intention, i.e. it indicates one of the specific areas that the teacher intends to cover in a block of learning'	CEDEFOP, 2017. Defining, writing and applying learning outcomes. A European handbook. Retrieved from http://www.cedefop.europa.eu/en/publications-and-resources/publications/4156
learning outcomes	Learning outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process, defined in terms of knowledge, skills and competences (European Centre for the Development of Vocational Training - Cedefop). Education and training institutions are increasingly describing their qualifications in terms of learning outcomes following the approach adopted by the European Qualifications Framework (EQF).	CEDEFOP, 2017. Defining, writing and applying learning outcomes. A European handbook. Retrieved from http://www.cedefop.europa.eu/en/publications-and-resources/publications/4156
Method	A particular form of procedure for accomplishing or approaching something, especially a systematic or established one. a "method" is a broader concept than a "technique". For instance, a combination of several different techniques could be a method. We can compare this with a "nursing technique" and a "nursing intervention". Which is not the same. A technique is a mere act, while an intervention encompasses much more, including thinking about the "why" and the "relevance" of a technique beforehand, preparing the technique, providing materials and resources, the implementation and aftercare. That is an "intervention", or in our case, a "method".	Definition conventionally adopted by NECTAR project
Personal Competences	Personal Competences comprises personal, social and/or methodological abilities which could be put into play in society and at work	ENhANCE Project glossary https://www.enhance-fcn.eu/glossary-of-terms/



Primary Food Care	Primary food care (PFC) is all the care that is spent on the balanced composition, appropriate preparation and daily providing of regular meals. Optimal PFC is the result of integrated care in which many stakeholders are involved, including the persons themselves and their family caregivers. PFC was first described by EIP/AHA as an indispensable part of the food-and-nutritional approach to nutritional frailty in elderly.	Cambridge Core, Rethinking palliative care in a public health context: addressing the needs of persons with non-communicable chronic diseases, https://www.cambridge.org/core/journals/primary-health-care-research-and-development/article/rethinking-palliative-care-in-a-public-health-context-addressing-the-needs-of-persons-with-noncommunicable-chronic-diseases/14E193B8E9F1F1DF6F3F534D00738AE5/core-reader
Technique	A way of carrying out a particular task, especially the execution or performance of an artistic work or scientific procedures. A technique can also mean skill whereas method cannot.	https://www.lexico.com/
Transversal Competences	Transversal Competences are those typically considered as not specifically related to a particular job, task, academic discipline or area of knowledge but as competences that can be used in a wide variety of situations and work settings	ENhANCE Project glossary https://www.enhance-fcn.eu/glossary-of-terms/
Unit of Learning Outcomes (UoL)	A unit is a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated. Units enable progressive achievement of qualifications through transfer and accumulation of learning outcomes. They are subject to assessment and validation which verify and record that the learner has achieved the learning outcomes expected. Depending on the existing regulations, units may be common to several qualifications or specific to one particular qualification. Units are accumulated based on the requirements to achieve qualifications. These requirements may be more or less restrictive depending on the tradition and practice of the qualifications system and the way qualification standards are designed. Units can also be used to structure the formal education and training programme.	ECVET, FAQ, Units; https://www.ecvet-secretariat.eu/en/faq-page#t2n969