NECTAR Kick Off Meeting

09-12-2020, 10pm – 1pm

Participants

Marjolein Winters	(Odisee)
Willem vanden Berg	(Odisee)
Serena Alvino	(SI4LIFE)
Barbara Mazzarino	(SI4LIFE)
Filippo Costa	(SI4LIFE)
Elena Vercelli	(SI4LIFE)
Yuri Piccione	(SI4LIFE)
Olga Pedemonte	(Marco Polo)
Roberto Solinas	(Marco Polo)
Matilde Borriello	(Marco Polo)
Lucia Schifano	(Regione Liguria)
Francesca Vavassori	(Regione Liguria)
Patricia Seromenho	(SCMA)
Ana Isabela Silva	(SCMA)
Rosa Oliveira	(SCMA)
Sandra Pais	(UALG)
Nataliya Butenko	(UALG)
Heidemarie Müller-Riedlhuber	(WIAB)
Seema Akbar	(WIAB)
Regina Roller-Wirnsberger	(MUG)
Valentina Wagner	(MUG)
Sonja Lindner	(MUG)
Valentina Compiani	(ITS BACT)
John Farrell	(RSCN)
Madalena Illario	(RSCN)
Jean Bousquet	(RSCN)
Bjorn de Lange	(Vitalis)
Vincent Vriends	(Vitalis)
Bart Geurden	(Center for Gastrology)
Pavol Krempasky	(Project Officer)

Agenda

10.00 – 11.00 Tour De Table | Introduction of partners – 5 minutes each

11.00 – 11.30 Project structure, roles and involved bodies

11.30 – 11.45 Break

11.45 – 13.00 WP1 Management

        WP6 Evaluation

        WP7 Dissemination, exploitation, scaling-up and sustainability of project results

        WP8 Quality Assurance

For references, please refer to "NECTAR Kick Off Monday.ppt", hereafter: ppt.

The meeting has been recorded for internal purposes. Find it under 'Meetings', 'Kick-Off Meeting Monday'.

Tour De Table | Introduction of partners – 5 minutes each

The kick off meeting was opened by Odisee. After a short project introduction, all partners provided a 5 minute introduction. The partners' presentations can be found under sheet 5 / 70 of the ppt.

Project structure, roles and involved bodies

Coordinator / Applicant (ODISEE) is responsible to:

- Assure the respect of the progress level of the underlineactivities (milestones and deliverables) and their quality, supported by a Steering Committee and by an Advisory Board.
- The **External Reviewer** and an **Advisory Board** will perform monitoring and evaluation of the activities (milestones & deliverables).
- A participating organization that submits the project proposal on behalf of all the partners.
- The coordinator has the full responsibility to ensure that the project is implemented in accordance with the agreement. Its coordinating responsibilities cover the following duties:
  - Represents and acts on behalf of the Alliance towards the European Commission
  - Bears the financial and legal responsibility for the proper operational, administrative and financial implementation of the entire project
  - Coordinates the Alliance in cooperation with project partners

Full Partners

Participating organizations which contribute actively to the accomplishment of the Sector Skills Alliance. Each full partner must sign a mandate letter by which the signatory agrees that the coordinator takes over the above listed duties on behalf of the partnership during the implementation of the project.

At consortium level, the project management will be implemented through a **Steering Committee** (SC). The SC consists of all WP Leaders (six partners, including the PC). The task of the SC is to initiate and supervise all activities through constant communication with the partners. On regular basis, **3 / year, Transnational Project Meetings** (TMP) will be organized.

6 partners will lead the 8 WPs:

- Odisee University of Applied Sciences (P1)
- Si4life (P2)
- University of Algarve (P6)
- WIAB (P7)
- University of Graz (P8)
- Eip On Aha Reference Sites Collaborative Network (P12)

All partners will prepare activity and financial reports and send it to the coordinator (PC), on semi-annual basis. A reporting system, with and interim and final report.

The **General Assembly (GA),** is composed by 1 member of each partner. After the kick off, all partners will be asked to assign one member per organization to join this board. Voting by General Assembly: each partner 1 vote, Odisee 2 votes (in case of balanced result)

The responsibilities of the GA:

- Review project progress and control the activities
- Ensure that the project maintains its relevance
- Be aware of relevant activities in other projects
- Resolve any technical administrative or contractual issues, which have not been resolved by other means within the project
- Be the overall quality manager of the project

Advisory Board (the Associated partners):

Maximum 2 persons for each associated partner. Possible to change persons during the project. Odisee will send out to the invitiation to all associated partners to join the Advisory Board.
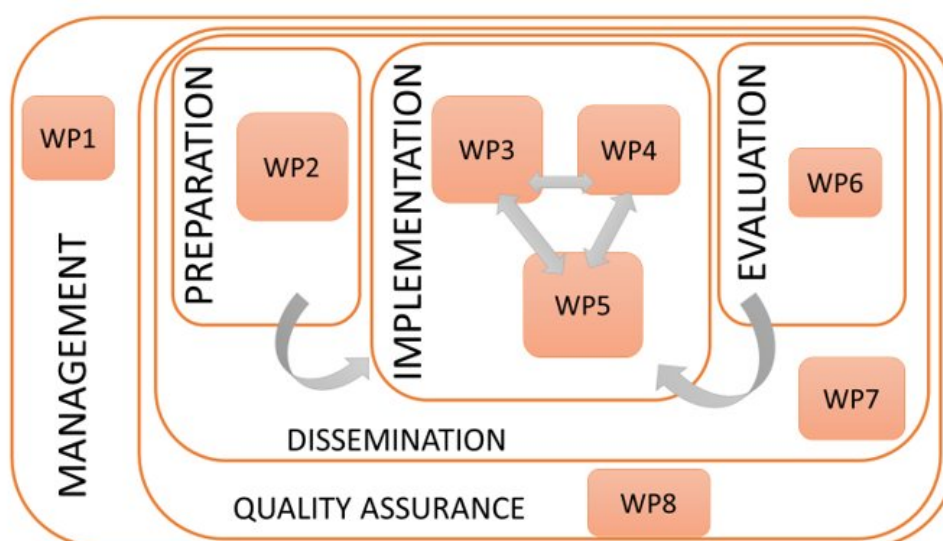
The responsibilities of the AB:

The Board will provide feedback for key deliverables e.g. :

- The defined Occupational Profile
- The Curriculum
- The Training material
- The delivery of the Pilots

External reviewer:

- Common cost (+- € 9.000,00)
- Contract with Odisee
- Voting (virtual) by General Assembly (all partners)
- After the kick off meeting, suggestions can be send to Odisee.

Workpackages

Work Package / Task	Lead Partner	Active Months (Gantt)
WP1	**ODISEE**	
Task 1.1	ODISEE	M1–M36
Task 1.2	ODISEE	M1–M36
Task 1.3	ODISEE	M1–M36
WP2	**ODISEE**	
Task 2.1	MUG	M1–M6
Task 2.2	ODISEE	M1
WP3	**SI4LIFE**	
Task 3.1	SI4LIFE	M6–M36
Task 3.2	SI4LIFE	M6–M36
Task 3.3	SI4LIFE	M6–M12
WP4	**MUG**	
Task 4.1	MUG	M13–M17
Task 4.2	MUG	M16–M20
Task 4.3	MUG	M18–M24
Task 4.4	SI4LIFE	M21–M25
WP5	**ODISEE**	
Task 5.1	ODISEE	M25–M34
Task 5.2	SMCA	M16–M18 / M25–M34
Task 5.3	MUG	M16–M18 / M25–M34
Task 5.4	MP	M16–M18 / M25–M34
Task 5.5	ITS-BACT	M16–M18 / M25–M34
WP6	**UALG**	
Task 6.1	UALG	M5–M7
Task 6.2	UALG	M7–M36
Task 6.3	UALG	M16–M36
Task 6.4	WIAB	M25–M33
Task 6.5	WIAB	M25–M34
WP7	**RSCN**	
Task 7.1	RSCN	M1–M36
Task 7.2	SI4LIFE	M1–M36
Task 7.3	RSCN	M1–M36
Task 7.4	RSCN	M1–M36
WP8	**WIAB**	
Task 8.1	WIAB	M13–M36
Task 8.2	WIAB	M13–M36

After explaining the Workpackage Structure, WPLeader were asked to provide a short presentation about their corresponding WP. During day 1, WP1, WP6, WP7 and WP8 were presented by Odisee, SI4LIFE, RSCN and WIAB. Their presentation can be found in the ppt.

Closing

As the presentations seemed to be clear, not many questions were to be asked. A short discussion followed between the partners allocated to the first starting workpackages (WP1, WP2, WP7 and WP8) to discuss following steps together.

NECTAR Kick Off Meeting

Project Number: 621707

10-12-2020, 10pm – 1pm

Participants

Marjolein Winters	(Odisee)
Willem vanden Berg	(Odisee)
Serena Alvino	(SI4LIFE)
Barbara Mazzarino	(SI4LIFE)
Filippo Costa	(SI4LIFE)
Elena Vercelli	(SI4LIFE)
Yuri Piccione	(SI4LIFE)
Olga Pedemonte	(Marco Polo)
Roberto Solinas	(Marco Polo)
Matilde Borriello	(Marco Polo)
Lucia Schifano	(Regione Liguria)
Francesca Vavassori	(Regione Liguria)
Patricia Seromenho	(SCMA)
Sandra Pais	(UALG)
Nataliya Butenko	(UALG)
Ines Gago Rodrigues	(UALG)
Mercés Covas	(UALG)
Heidemarie Müller-Riedlhuber	(WIAB)
Seema Akbar	(WIAB)
Regina Roller-Wirnsberger	(MUG)
Valentina Wagner	(MUG)
Sonja Lindner	(MUG)
Gerardo de Paola	(Regione Campania)
John Farrell	(RSCN)
Bjorn de Lange	(Vitalis)
Vincent Vriends	(Vitalis)
Bart Geurden	(Center for Gastrology)
Geertrui Vlaemynck	(ILVO)
Martijn van Gemst	(Zorgwaard)
Pavol Krempasky	(Project Officer)

Agenda

10.00 – 11.00 Finances
11.00 – 11.30 WP2 Definition of a CGE occupational profile
        WP3 Design and localization of the CGE EUCurriculum
11.30 – 11.45 Break
11.45 – 12.45 WP4 Materials and tools supporting trainers in the curriculum implementation
        WP5 Pilots delivery
12.45 – 13.00 Questions & Answers

For references, please refer to "NECTAR Kick Off Tuesday.ppt", hereafter: ppt.

The meeting has been recorded for internal purposes. Find it under 'Meetings', 'Kick-Off Meeting Tuesday'.

Finances

The EU grant covers **all costs** linked and generated during the implementation of the project:

- Staff
- Travel and subsistence
- Subcontracting
- Equipment
- Direct and indirect costs

Total cost of the project = EU Grant + own funds (co-financing).

An EU grant is an **incentive** to carry out a project which would not be feasible without the EU financial support, and is based on the principle of co-financing.
Co-financing implies that the EU grant may not finance the entire costs of the project; the project must be funded by sources of co-financing other than the EU grant.

Is it needed to report the own funding or only the EU grant?

The reporting will follow the same criteria as the **application** and you will be asked to complete a similar table as the one for the application. The information that you will need are the real number of **days of staff work** (based on the time sheets) and **the category of the staff involved** (manager, researcher, administrative, secretary, based on the employment contract). This information will allow calculating the final grant that cannot exceed the amount of the EU grant in the contract. The **total incurred costs** are not required because the system gives the reasonable assurance that th e grant is only a contribution to those costs.
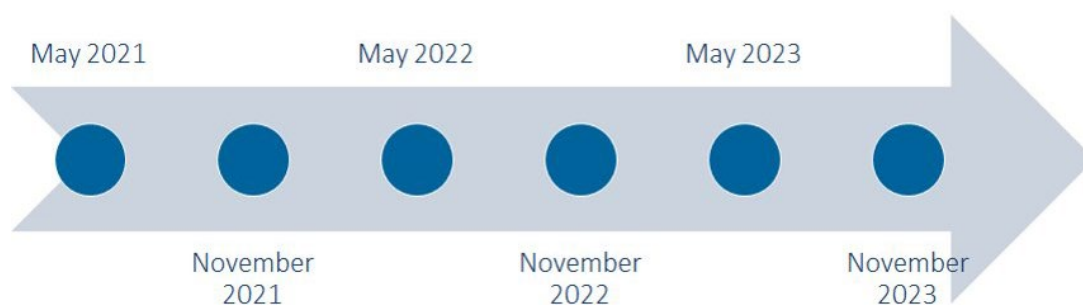
The **Applicant** will be responsible for performing the **administrative** and **financial co-ordination** activities that are required under the EC contract., i.e.

- to ensure the project operates within its budget
- to guarantee that administrative and financial reporting obligations are respected

The main activities of the task will be:

- To manage and control project resources, schedules and activities.
- To ensure the integration of administrative related tasks.
- To do so, in addition to the official deliverables, the PC will organize 6-monthly internal administrative and financial reporting sessions, in such a way to continuously monitor the status of each member/WP.
- Timesheets
- Working contract with number of hours/day or a declaration for 100% FTE
- Declarations every 6 months

Therefore, if you have any questions considering this financial reporting, please contact Odisee. If needed, Odisee will contact the **Project Officer** (Pavol Krempasky) to ensure compatibility with the European Commision.

UNIT COSTS

The amounts depend on:

- The **country** of the participating organization whose staff is engaged.
- The **profile** of **staff** engaged in the project.
  The category applicable does not relate to the professional profile of the person, but to the **function** performed by the person in relation to the development of the **intellectual output**.

	Manager	Teacher/Trainer/Researcher/ Youth worker	Technician	Administrative staff
	B3.1	B3.2	B3.3	B3.4
Denmark, Ireland, Luxembourg, Netherlands, Austria, Sweden, Liechtenstein, Norway	353	289	228	189
Belgium, Germany, France, Italy, Finland, United Kingdom, Iceland	336	257	194	157
Czech Republic, Greece, Spain, Cyprus, Malta, Portugal, Slovenia	197	164	122	93
Bulgaria, Estonia, Croatia, Latvia, Lithuania, Hungary, Poland, Romania, Serbia, Slovakia, Republic of North Macedonia, Turkey	106	88	66	47

Pre-financing

Signed grant agreement à 20% / partner:

- Template bank account
- Template Timesheet (TS)

Workpackages

During the Tuesday meeting, WP leaders were asked to present their workpackages related to the preparation and implementation of the Chef Gastro Engineering Occupational (CGE) profile. WP2, including T2.1: Collecting evidence of skills needs and good practices – (M1-M6) MUG, RC, RL, UALG, WIAB, STYCC, RSCN, which will already start in M1. Therefore, during this presentation, Task Leader MUG has suggested to provide a glossary for all partners to deliver their input considering the most important definitions, such as Occupational Profile and Chef Gastro Engineering. Within this discussion, partners also wondered where the term 'Engineering' was derived from. This will also be defined in collaboration with the Associated Partners (Center for Gastrology, ILVO & Zorgwaard). Furthermore, questions were raised if this term should be translation into the consortium languages (Dutch, German, Portuguese, Italian), but it was agreed to first make the glossary, and if necessary, translate it to other languages.

The other presentations of the workpackages can be found in the ppt.

Closing and To Do's

An important note during discussion was raised by the Portuguese partners to stretch the fact that the level of chefs is way lower than in the Northern European countries. They aim to deliver the same level for the CFE at the end of the NECTAR project, as it is now in Northern Europe.

To Do's:

- A **WPLeader meeting** will be planned within three weeks after the kick of meeting.
- All partners are asked to send to Odisee their **Administrative contact**, or put it in the Microsoft Teams: https://teams.microsoft.com/l/file/E42EF79F-0BAE-46FA-941B-B68A0509C2D6?tenantId=5e74901d-334f-46e3-96d1-47d842585abd&fileType=xlsx&objectUrl=https%3A%2F%2Fhubkaho.sharepoint.com%2Fsites%2FNECTAR%2FGedeelde%20documenten%2FGeneral%2FAdmin%2FContact%20Details%20Partners%2FScientific_Admin%20Partners.xlsx&baseUrl=https%3A%2F%2Fhubkaho.sharepoint.com%2Fsites%2FNECTAR&serviceName=teams&threadId=19:35d1f0b1de714465b6ed7d3ff18841ae@thread.tacv2&groupId=5820b82d-67a9-4289-afc9-bb497a72468f
- All partners should assign 1 person who will join the **General Assembly**.
- All Associated Partners are asked if they want to join the **Advisory Board** (max 2 per organization).
- If you have any suggestions for the **external reviewer**, please send this to Odisee.
- We need to deliver a response to the European Commission how we want to address certain issues in the **Notification Letter** within two months. A first draft will be made by Odisee, but some partners might be asked to deliver input for this.

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

Minutes of Consortium Meeting 2

Meeting Type:	**Virtual / Physical**
Date:	**15-06-2021 / 16-06-2021**
Time	**11.00 – 16.30 / 9.00 – 12.30**
Organized by:	**Odisee**

.

AGREEMENT NUMBER – 621707-EPP-1-2020-1-BE-EPPKA2-SSA

PARTICIPANT LIST

PARTNER NAME	ATTENDANT NAME	DAYS
Odisee	Jo Praet	All (physical)
Odisee	Willem vanden Berg	All (physical)
Odisee	Marjolein Winters	All (physical)
Center for Gastrology	Lobke Van den Wijngaert	All (physical)
ITS-BACT	Valentina Compiani	All (physical)
SI4LIFE	Serena Alvino	All
SI4LIFE	Yuri Piccione	All
SI4LIFE	Camilla Donaggio	All
SI4LIFE	Barbara Mazzarino	All
UALG	Inês Gago-Rodrigues	Tuesday
UALG	Nídia Braz	Wednesday
UALG	Sandra Pais	All
UALG	Ezequiel Pinto	Wednesday
Marco Polo	Olga Pedemonte	All
Marco Polo	Matilde Borriello	All
MUG	Regina Roller-Wirnsberger	All
MUG	Valentina Wagner	All
RSCN	John Farrell	All
RSCN	Maddalena Illario	Tuesday
Regione Campania	Gerardo De Paola	All
Regione Liguria	Lucia Schifano	All
SCMA	Ana Silva	All
WIAB	Seema Akbar	All
WIAB	Heidemarie Müller-Riedlhuber	All
University Copenhagen	Christian Stenbak Larsen	All
Center for Gastrology	Bart Geurden	All
EACEA	Pavol Krempasky	Tuesday

INTRODUCTION

The meeting start in time but ended on 15-06-2021 at 17.00 instead of 16.30 CET.

The agreed agenda has been respected.

The Consortium Meeting was held both physically (at Odisee Campus in Brussels) and virtually (Microsoft Teams).

MEETING MINUTES TUESDAY

1.1. Introduction and Overview

Presenter: Marjolein Winters

OPENING | **11.00 – 12.30 (Odisee)**

- 11.00 – 11.15 Introduction of Consortium Meeting   (Marjolein)
- 11.15 – 12.00 Overview of the Project & Updates   (Marjolein)
- 12.00 – 12.30 Finances   (Willem)

LUNCH BREAK | *12.30 – 14.00*

WP7 Dissemination & Communication | 14.00 – 15.00 (John)

WP6 Evaluation Plans | **15.00 – 15.30 (UALG)**

BREAK | *15.30 – 15.45*

WP8 Quality Assurance | **15.45 – 16.30 (WIAB)**
CLOSING | **16.30 – 16.35 (Marjolein)**

General Feedback on Project
Partners were asked to answer in the chat the following questions:

- What is your overall feeling of the project?
- What could Odisee or the Consortium in general do to improve the project? (a tip!)
- What should we continue to do together? (a top!)

This resulted in the following answers:

- Lots of work compared to other project, not yet interprofessional. However, we are on a good way, curious for Advisory Board comments
- Huge amount of work, difficult to understand
- Lots of work but we made very good progress
- Lots happening but we need to coordinate better to ensure shared understanding of progress and what is to be done and how partners contribute
- A lot of heterogeneity between EU memberstaes concerning care for food
- The team is very nice and to project is challenging so we will survive
- In general good, but improvement of common understanding is needed and better streamlining of To Do + optimization to reduce the workload
- A lot of diversity regarding the content of training but also little practical examples of what makes this training and this project so important

- We might exchange knowledge a bit more in depth through webinars focusing on some specific aspects
- A quite complex, but very interesting project
- Some partners are committed.. other less
- Positive feelings despite the complexity of work
- We agree that heterogeneity is a problem, but we are confident in everybody's effort to understand each other
- More short meetings to clarify doubt and focus on deliverables (however only for the partners who need it)
- Regular update on ongoing tasks and for each wp short summary by PC
- Better arrangement for workload sharing, maybe more meetings for partners who need it?
- There are some partners who manage their workload an everything quite well alone, also scheduling meetings with other partners and others need more help
- Point out problems and risks
- Help each other, when needed
- Work together as a team
- Improve common understanding of the project
- Teamworking and understanding how individual pieces of work relate to the whole project
- Highlight/identify possible contributions coming from specific expertise and share it so it is easier to streamline
- Even though there are differences that we keep the goal in mind with open communications
- Don't follow ESCO but our feelings

To summarise, partners have positive feelings about the project, but the project is very complex and during the first half year, many deadlines and tasks were foreseen. It is important that partners understand their tasks and are willing to commit to those in an equal way. Some partners need more help than others, and (personal) short meetings to keep track of progress and find ways are preferable. Regular updates and To Do's are very helpful (now it is one in two months, but more would be even better).

What are the most important outcomes so far?
You can find links to the Deliverables in Microsoft Teams.

WP1 Management
- The General Assembly is created.
- The Steering Committee (WP Leaders) had three meetings so far.
- Herman vandervijvere has been selected as the external reviewer of NECTAR.
- D1.3.1 Risk Management Plan was written.
- A Letter to Introduce the Project (e.g. to ESCO or relevant stakeholders) has been written.
- A publication led by Odisee is on progress (if you're interested NECTAR publications, let us know!)

- Our Project Officer asked us to identify Key Industry Players, European Umbrella Organisations and Regulatory bodies. You've received e-mails to fill this in – please do so asap!
- Financial Reporting was possible first of May (later discussed by Willem)

WP2   The   Occupational   Profile   of   the   Chef   Gastro-Engineering

T2.1 Collecting evidence of skills needs and good practices

- A Glossary has been created by all partners, serving as a Living Document, to help you understand NECTAR concepts.
- MUG has collected Best Practices related to chefs working in Primary Food Care by all partners (D2.1.2 Collection of good practices)
- A comparison has been made looking at the analysis of the Best Practices serving as a baseline for the Occupational Profile in D2.1.1 Report on cooks' skills needs in the PFC and pre-existing training initiatives and curricula.

T2.2 Chef Gastro-Engineering Occupational Profile
Research

- We've analysed Chef and Head Chefs (ISCO group 3434) and Diet Cooks (IDSCO group 5120) and decided that the CGE is most suitable for ISCO group 3434.
- The National Qualifications Framework and European Qualification Framework were compared.
- An analysis and comparison of ESCO and ECVET was made.
Practice
- Multiple workshops were organised with all partners to gather your experience and ensure everyone was in line with the profile
- Feedback was gathered from chefs, dieticians, VET providers and the Advisory Board in multiple countries.

WP3 Design and Localization of the CGA EU curriculum

- Started 1st of June (instead of 1st of May).
- The entry level and learning outcomes will be determined before Summer holiday.

WP6 Evaluation

- The Evaluation and Monitoring Plan is being written by UALG.

WP7 Dissemination, Exploitation, Scaling-Up and Sustainability of project results

- Dissemination & Communication plan is written.
- Stakeholder Map is under review.
- Scaling-up Strategy and Sustainability Strategy is under review.
- The project website is online → don't forget to disseminate NECTAR on your own organisation website!
- Project Leaflet is almost finished.
- Follow our project on LinkedIn and Twitter!

WP8 Quality Assurance

- The Quality Plan is finished.
- A step-by-step document for reviewing was made.
- Five members of the Advisory Board are selected (Dutch, Belgium, Italy and 2 from Austria)
- The Quality Register is finished.
- Folders have been created for the collection of feedback.

Financial Management
Financial Identification Form

PARTNER N°	NAME	NATIONALITY	FINANCIAL IDENTIFICATION
1	Odisee University of Applied Sciences	Belgium	✔
2	Si4life	Italy	✔
3	Ipssar Marco Polo	Italy	
4	Regione Liguria	Italy	
5	Santa Casa da Misericordia de Albufeira	Portugal	
6	University of Algarve	Portugal	✔
7	WIAB	Austria	✔
8	University of Graz	Austria	✔
9	Styrian Chamber of Commerce	Austria	
10	Regione Campania	Italy	
11	ITS BACT	Italy	✔
12	Eip On Aha Reference Sites Collaborative Network	Belgium	✔

Financial Declaration 1

PARTNER N°	NAME	NATIONALITY	FINANCIAL DECLARATION N°1
1	Odisee University of Applied Sciences	Belgium	
2	Si4life	Italy	
3	Ipssar Marco Polo	Italy	
4	Regione Liguria	Italy	
5	Santa Casa da Misericordia de Albufeira	Portugal	
6	University of Algarve	Portugal	
7	WIAB	Austria	✔
8	University of Graz	Austria	✔
9	Styrian Chamber of Commerce	Austria	
10	Regione Campania	Italy	
11	ITS BACT	Italy	
12	Eip On Aha Reference Sites Collaborative Network	Belgium	

To receive your payment, or if you have any questions regarding finances, ensure to send the form or questions to Willem vanden Berg (willem.vandenberg@odisee.be).

2.1. WP 7 Dissemination, Exploitation, Scaling-Up and Sustainability of Project Results

Presenter: John Farrell

Objective: To promote NECTAR and disseminate the results of the project, to assure the project's sustainability and the exploitation of results.

Tasks:

- ❖ Task 7.1: Dissemination – (M1-M36)
- ❖ Task 7.2: Development of dissemination and communication   tools – (M1-M36)
- ❖ Task 7.3: Exploitation of project results – (M8-M36)
- ❖ Task 7.4: Scaling-up and Sustainability – (M1-M36)

Key Activities Year 1

- ❖ Develop a Dissemination and Communication Plan
- ❖ Develop NECTAR Stakeholder Map
- ❖ Develop Scaling Up and Sustainability Strategy
- ❖ Creation of the NECTAR website.
- ❖ Creation of the NECTAR visual identity. - NECTAR Logo, NECTAR Strap Line, and all project material
- ❖ Development of NECTAR leaflets and other material raising awareness of the project and how to engage with it.
- ❖ Publication of at least 2 Newsletters..
- ❖ Creation of NECTAR social media platforms to raise awareness, promote events, and facilitate engagement.
- ❖ Organise 1 webinar event to raise awareness of the project and the importance of tasty, healthy, safe and personalised meals for older adults.

T7.1 Dissemination – Year 1 objectives and progress

Objectives

- To define the dissemination plan establishing the partners involved and responsibilities in each task.
- To set up all channels and tools that will support and guarantee the proper implementation of the Dissemination and Communication plan, both at European and local level.
- To achieve visibility of the project among target audiences defined regarding the scope, objectives, activities and results that NECTAR is going to address and achieve.

Progress

- ❖ Dissemination and Communication Plan – Peer Review completed
- ❖ Stakeholder Map – Peer Review to be completed

Dissemination and Communication Plan

Dissemination and Communication Expert Board:

- ❖ Determines and agrees the overall strategy and guidelines
- ❖ Oversees the definition of the main objectives and activities during the life of the project, along with annual updates
- ❖ All core decisions in terms of NECTAR dissemination will be discussed within the Expert Board, and if needed, shared with the Project Steering Committee.

Dissemination and Communication Working Group

- ❖ Nominations requested
- ❖ Advise and coordinate communication and engagement messages and activities
- ❖ Advise on ongoing dissemination and communication activities in pilot regions

T7.1 Stakeholder Map

Why Map Stakeholders

- ❖ To increase NECTAR's visibility and facilitate the implementation of our dissemination, sustainability and exploitation plans.
- ❖ To identify and analyse relevant stakeholders so that project partners have a clear understanding of who the stakeholders are, what their expectations are, and what motivates them.

Objectives of Stakeholder Mapping Activity

- ❖ Identify organisations engaged in the employment of Chefs and Cooks.
- ❖ Identify organisation engaged in training and validation of programmes for Chefs and Cooks.
- ❖ Capture information on the key stakeholders, their roles and connectivity in relation to NECTAR and its value chains where appropriate.
- ❖ Introduce the Stakeholder approach as part of evidence-based decision making.
- ❖ Introduce NECTAR to targeted Stakeholders at each pilot region to facilitate engagement and discussion.
- ❖ Capture baseline information for the project
- ❖ Conduct Partner Organisation Network Analysis (PONA)

- ❖ 3 Stages to the development of the Stakeholder Map
  - ❖ Identify Stakeholders
  - ❖ Analysis of Stakeholders
  - ❖ Prioritisation and Mapping of Stakeholders
- ❖ Adopted a four-quadrant influence-interest matrix to categorise the stakeholders based on their level of interest and level of influence:
  - ❖ Keep Informed
  - ❖ Manage Closely
  - ❖ Monitor
  - ❖ Keep Satisfied

Keep Satisfied	Manage Closely
➤ Health and Social Care Providers ➤ 3rd Party Providers ➤ Policy Makers	➤ VET Providers ➤ Qualification and Accreditation Bodies
Monitor	**Keep Informed**
➤ Primary Food Care Organisations ➤ End Users (Patients)/Carers)	➤ Influencers ➤ Umbrella Organisations ➤ Professional Bodies ➤ Chefs and Cooks

25

Partner Organisation Network Analysis (PONA)

❖ All Partners will conduct a Partner Organisation Network Analysis (PONA) to ensure all relevant Stakeholder organisations with an interest in, or who can influence, the project have been identified and categorised appropriately.

❖ Information collected through the PONA will be maintained in a Database which will be used for dissemination and communication on the project.

❖ Retention of information on the Database will be compliant with GDPR and any other data security protocols.

Organizations or persons your organization works with or is in contact with on (a) Chef Training, (b) Public Health, (c) Health and Care delivery (List each stakeholder in its own line below)	Contact type: 1. Government 2. Private sector (profit) 3. NGO 4. Academic or research org. 5. Farmer's organization/ union 6. Community based organisation (CBO) 7. Media 8. Other (specify)	Interaction over: 1. Policy development 2. Policy implementation 3. Research development 4. Programme or project development 5. Fundraising 6. Provision of training or extension 7. Other (specify)	Where the organization or person is based (headquartered)	Specific locations interact with the organization/ person (districts etc)	One or two contact name(s) with number, position, and gender 1. Male 2. Female	How valuable is the interaction with this contact to your organisation? 1. Very 2. Moderately 3. Not very	How often do you interact with them? 1. Very often (daily or weekly) 2. Often (about 1 time per month) 3. Sometimes (2-4 times per year) 4. Rarely (about 1 time per year)	Is information shared: 1. From you to them 2. From them to you 3. Both-ways

Approach to Dissemination, Communication & Engagement

- ❖ VET-Providers and Qualification and Accreditation Bodies will be reached by targeted dissemination activities, and they will be involved in bilateral meetings and in consensus workshops.

- ❖ Providers and Policy Makers will be reached by targeted dissemination activities which will include feedback loops to inform the development of the CGE Occupational Profile.

- ❖ Influencers, Umbrella Organisations, Professional Bodies, Chefs and Cooks will be contacted through targeted dissemination activities addressing both individuals and trades.

- ❖ Primary Food Care Organisations and End Users will be contacted through targeted dissemination providing information on the project.

Communication Channels

- ❖ Project Web Site
- ❖ Printed and audio-visual materials
- ❖ Media
- ❖ Social Media
- ❖ External Conferences
- ❖ Publications
- ❖ Events:
  - ❖ NECTAR Conferences
  - ❖ Engagement driven dissemination events
  - ❖ User community events
  - ❖ Showcases
  - ❖ Workshops

WP7.2 Development of Dissemination and Communication Tools

The aim of this task is to realize instruments supporting dissemination such as:

1. Visual Identity
2. Project leaflet
3. Project website
4. Social media sites

A project logo has been designed.

Different templates has been provided to support internal and external communication. Available at https://hubkaho.sharepoint.com/:f:/r/sites/NECTAR/Gedeelde%20documenten/General/Templates?csf=1&web=1&e=QGK6EY

A handbook has been provided to guide in the identification of the proper use for templates, logo and disclaimer.

Website: www.nectar-project.eu

- ❖ The structure has been defined and the first version of content provided.
- ❖ Partners descriptions and logos are in.
- ❖ Project results structure is there.
- ❖ News are published but need to be updated!

Leaflet

It has been decided to have a digital version of the leaflet, to be shared by websites, email, social and so on.

We have almost finalized the English version of the leaflet.

T7.4 Scaling Up

Objective

To increase the capacity for self-sustaining the piloted initiatives; increasing the capacity of project results to be adopted and financed in other contexts.; and the results from the project to be transferred and adopted by other regions

Progress

Scaling Up and Sustainability Strategy – Peer Review to be Completed

Step 1 - Building a database of good practices
Step 2 - Assessment of viability of good practices for scaling-up
Step 3 - Classification of good practices for replication

What?

Step 4 - Facilitating partnerships for scaling-up
Step 5 - Implementation: key success factors and lessons learned

How?

- ❖ Identify Good Practices – T2.1
- ❖ Define evidence-based Good Practice during the project – OP and CGE Curriculum
- ❖ Twinning Scheme after validation of EQF level 4 and 5 curricula
    - ❖ facilitation of partnerships for scaling up will take account of a range of factors in determining adoption of Good Practice in helping to identify suitable adopter regions and the EQF level curriculum appropriate to their needs and context.
    - ❖ Pilot sites will be supported by the RSCN in developing their regional and national Twinning Schemes.
    - ❖ RSCN will develop the Twinning Scheme for regions outside the partnership.
- ❖ Scaling Up and Sustainability Report

NECTAR Scaling Up will be managed:

- ❖ WITHIN ORGANIZATIONS, i.e. increasing the capacity of the organization for self-sustaining the piloted initiatives; and
- ❖ ACROSS ORGANIZATIONS., i.e. increasing the capacity of project results to be adopted and financed in other contexts.
    - ❖ Pilot Sites will be surveyed to identify any real or perceived barriers to scaling up, e.g., policy, financial, organizational, etc. and how these have been addressed.
    - ❖ Learning will shared as part of the Twinning Scheme with adopter countries and regions to help them in developing their own scaling up strategies as part of the transfer and adoption of the project.

Objectives

Scaling up	Objective	Target Group and Potential Beneficiaries	Actions
Within the region	At least one per region involved in the project	Target groups: a) Decision Makers; b) Service Providers; c) Vocational Educational and Training-Providers Potential beneficiaries: a) Chefs and Cooks; b) Service Users; c) Other health and social care actors	1) bilateral (virtual or attended) meetings; 2) identify practices to be scaled up; 3) set the basis for scaling up
Within the countries	At least one per country involved in the project	Target groups: a) Decision Makers; b) Service Providers; c) Vocational Educational and Training-Providers Potential beneficiaries: a) Chefs and Cooks; b) Service Users; c) Other health and social care actors	1) bilateral (virtual or attended) meetings; 2) identify practices to be scaled up; 3) set the basis for scaling up
Across countries	**At least three Scaling up actions across countries.** **Identify at least 5 Twinning Partners across regions outside the project willing to implement the Curriculum after the project ends.**	**Target groups:** **a) Decision Makers; b) Service Providers; c) Vocational Educational and Training-Providers** **Potential beneficiaries:** **a) Chefs and Cooks; b) Service Users; c) Other health and social care actors**	**1) identify practices suitable for replicating in other countries; 2) identify Twinning partners**

❖ Provide quarterly progress reports on scaling up actions, including those enabling actions undertaken in WP 2, WP 3, and WP 5 that contribute to defining the NECTAR curriculum best practice.

❖ Develop Scaling Up Guidance and deliver a workshop for NECTAR partners in Year 2 of the project.

❖ Publish reports on the main scaling up and sustainability strategy actions in M24 and M36.

Key Activities next 6 months

❖ Completion and analysis of PONA Questionnaire

❖ Compile a database of stakeholders classified by area of quadrant they belong to

❖ Establish the D&C Working Group

  ❖ Agree timeline for communication messaging (referring to each WP actions and deliverables)

  ❖ Agree social media messaging

  ❖ Identify what communications have been made by pilot regions and partners to date

  ❖ Publish 2 Newsletters

  ❖ Publish NECTAR leaflet (English Version)

  ❖ Review and update web site content

❖ Liaise with Pilot Regions on dissemination and communication support they require for their regional stakeholders

❖ Review and update Stakeholder Map

❖ Identify links to other projects

❖ Consider the use of Podcasts to promote NECTAR

❖ Organise a webinar to raise awareness of NECTAR and the importance of tasty, healthy, safe and personalised meals for older adults.

❖ Identify with OP and CGE Task leaders issues to be considered to support future scaling up

❖ Develop Exploitation Strategy

2.2. Discussion

Partners were positive about the upcoming activities. Podcasts are very nice, but they are very difficult to make. Social Media like Instagram would be very good as is visualises more, such as tasty food. Pilots should also decide for themselves how to promote it, and it is important that all partners keep in mind the dissemination of the project throughout all project phase (e.g. important news articles, following LinkedIn and Twitter, disseminate on your website etc.).

3.1. WP6 Evaluation

Presenter: Inês Gago-Rodigues & Sandra Pais

Evaluation of the European Curriculum, Tools and Pilots

WP6.1 Evaluation and Monitoring Plan (EMP)

- Part 1 – 6.2 CGE EU Curriculum Evaluation (UAlg)
  - o Evaluation of CGE EU Guides for design and localization
  - o Evaluation of CGE Eu Curriculum, tools and guides

  Objective:

Evaluation of CGE EU Curriculum, developed in task 3.1. of WP3

  Expected Outcome:

Improvement of CGE EU Curriculum

  Criteria:

Evaluate the Usability, Efficacy, Adequation and Concordance of the CGE EU Curriculum to the CGE EU occupational profile.

Representativeness of EU countries and compliance with EU standards

  Instruments for evaluation:

Questionnaire A (QA) – Applied to min. 50 chefs, in at least 3 EU countries

Questionnaire B (QB) – 1 member of Advisory board from each country

  Quantitative and Qualitative indicators (in agreement with WP8):

QA: Positive feedbacks: at least 75% of the inquired chefs

Usability and efficacy of the CGE EU Curriculum in each pilot partner

QB: Compliance with ESCO (Yes/No); Compliance with ECVET (Yes/No); Supports ECVET points (Yes/No); Compliance with EQF (Yes/No) à (100% Yes is mandatory)

  Objective:

Evaluation of CGE EU Guides (developed in task 3.2.2 from WP3)

  Expected Outcome:

Improvement of the guides supporting the CGE EU Curriculum localization and design

Criteria:

Adequation and concordance of the CGE EU Guides for designers of localized curriculum (in each country) with the CGE EU Curriculum

Representativeness of EU countries and Compliance with EU standards

Instruments for evaluation:

Questionnaire C (QC) + Interview (IA) – Applied to VET Designers (min 1 per pilot country)

The questionnaire will guide a structured interview common to all VET designers (from each pilot country) with general questions on the flexibility and adaptability to different EU pilots of the CGE EU Curriculum.

Quantitative and Qualitative indicators (in agreement with WP8):

Specific and directed information regarding each pilot, to the curriculum design

Must have 100% positive feedback in QD and IA

(IA: based in the interpretation of the recorded interviews by each country and/or English-spoken interviews/translation of the interviews, for general interpretation);

If: less than 100% positive feedback - suggestions for improvement, based on the filed general questions from QC and/or IA, must be send to each country for adaptation/Improvement

Objective:

Evaluation of CGE EU Curriculum, tools and guides

Expected Outcome:

Improvement of the CGE EU Curriculum, tools and guides

Criteria:

Collection of specific feedbacks to provide information for the improvement of the EU Curriculum, guides and tools; Evaluate the efficacy of the guidelines delivered during and after pilots.

Instruments for evaluation:

Questionnaire D (QD) – Applied to at least the 75% of the teachers and trainees involved in the pilots (per pilot-country - pilots: ODISEE, SCMA, MUG, MP and ITS-BACT)

Quantitative and Qualitative indicators (in agreement with WP8):

Positive feedback using a Likert-scale

- Part 2 – 6.3 Teachers' Tools Evaluation (UAlg)

Objective:

Evaluate CGE EU Guidelines for teachers, to the curriculum implementation (developed in task WP4 task 4.2)

Expected Outcome:

CGE EU implementation

Criteria:

Adequation and clearness of the CGE EU Guides for teachers of localized curriculum in each country

Instruments for evaluation:

Questionnaire E (QE) – Applied to teachers (Representative of teachers: min 1 per pilot country)

- Applied to 1 VET designer per pilot country

Quantitative and Qualitative indicators (in agreement with WP8):

Positive feedback about effectiveness from the project partners

Positive feedback about effectiveness from representatives of VET teachers/trainers

Positive feedback using a Likert-scale

- Part 3 – 6.4 Formative and Summative evaluation of Pilots (WIAB)

Final summative evaluation of the Pilots (WP5)

Define a final comprehensive judgment on the pilots

Continuous feedback from trainees, teachers and providers will be collected, analysed and implemented and followed up during the pilot phase.

- Part 4 – 6.5 Tracking Feedback loops (WIAB)

Sustainability of the project results and continuous improving of CGE EU Curriculum and pilots

3.2. Discussion

Some Pilot Coordinators already have per-existing evaluation. We have to collect information from the partners regarding what kind of evaluation tools they already use in their organisation. We need a separate workshop with all GDPR issues and prepare evaluation tools that are in line with the legal departments. Sometimes when collecting data, it cannot be handed over to a third party do to confidentiality.

Qualitative questionnaires are allowed when people are informed. Austria still needs authorization form their department to collect feedback. So we need a workshop for the pilots as soon as possible to collect issues such as above and work on a solution.

We also need feedback from chefs in the Learning Outcomes can be used in the pilots. The Advisory Board only works in the field, but we also need experts on training or education, so we receive more precise feedback on the educational design tool.

Also, it is possible mistakes are made in the proposal, such as using the MAFEIP tool (this is only possible in healthcare interventions, so after the project phase) or consulting 50 chefs. We need to find better suitable solutions for this evaluation now we understand the project better.

We also need feedback from healthcare providers and end-users: they should not be neglected. We don't have to consult them now, but we need to keep them in mind when describing the curriculum. In the AB there is also a health and care providers, only one but we tried to have a mix.
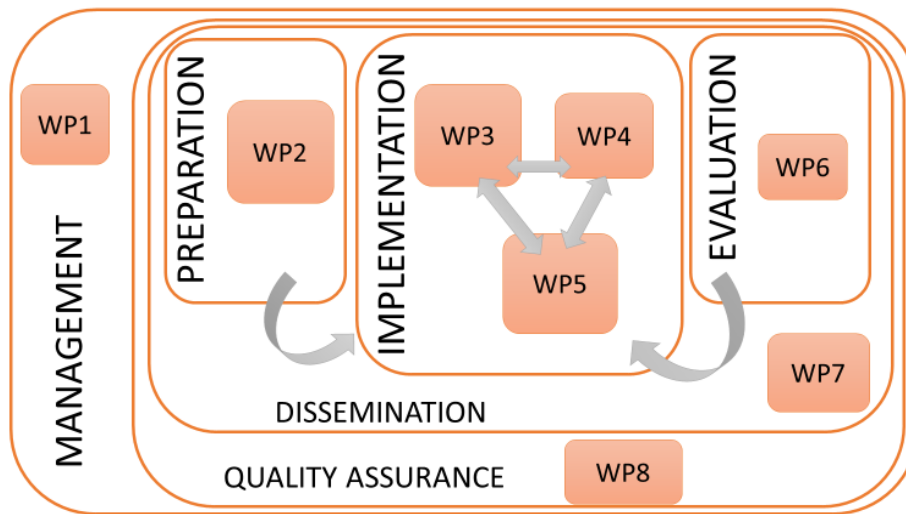
4 Quality Assurance

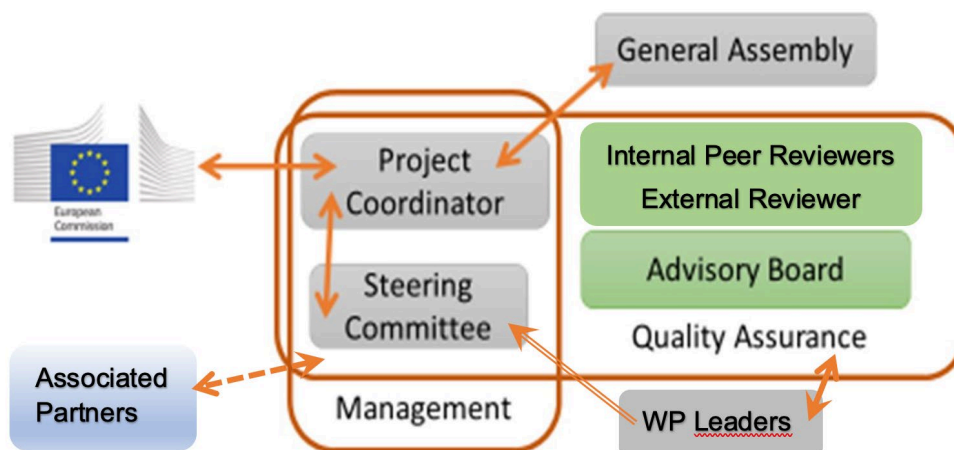Presenter: Heidemarie Müller-Riedlhuber & Seema Akbar

This presentation aims to

- Inform on the WP8 Quality Assurance approach and activities

- Present the main tools applied for QA (Q-Plan, Q-Register)

- Refer to links/overlaps between Quality Assurance (WP8) & Evaluation (WP6)

- Summarize partner tasks and next QA steps

Project Structure and Quality Assurance

Cooperation & Boards

Tasks

Task 8.1 – Project Quality Assurance

- Internal QA (Internal Peer Review feedback)
- External QA (Advisory Board and External Reviewer feedback)

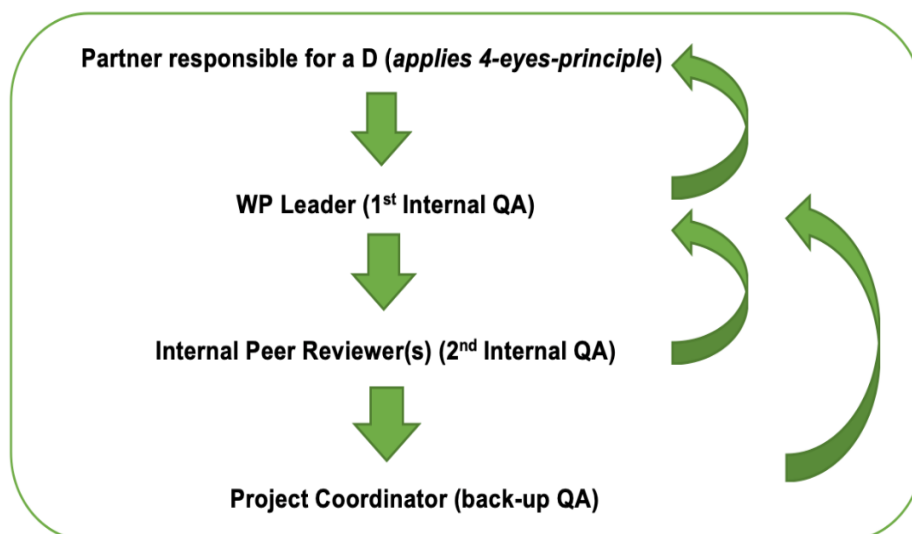**Task 8.2 – VET Quality Assurance**

- EQAVET compliance: EQAVET cycle, indicators and indicative descriptors
- Cooperation with and QA of WP6 Evaluation (end user and stakeholder feedback)

Both Tasks

- Ensuring compliance with European standards: ECVET, EQF and ESCO
- Defiining concrete/measurable indicators for monitoring, improvement & review
- Ensuring data collection that is in line with QA and Evaluation needs
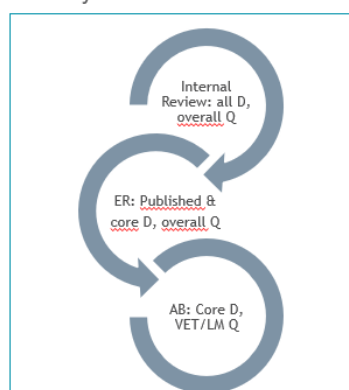
T8.1 QA – Internal Review

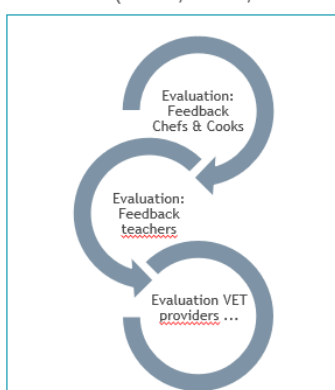Internal feedback loops: 4-eyes-principle and Internal Peer Review

T8.1 QA – External Review and WP7 Evaluation

Advisory Board (AB) (contact: WIAB)

- 5 members (not paid): 3 from piloting countries, 2 from potential roll-out countries

- Broad scope of expertise: HE/VET, Labour Market, Health Ministry & Primary Food Care sector, Care Institution

- Formative Feedback core D:
  - 2.2b EU CGE OP
  - 3.1.1b Chef Gastro Engineering EU Curriculum (2nd version)
  - 3.2.2a Step-by-step guide for EU Curriculum localization

- 4.2.1 NECTAR Guidelines for teachers for curriculum implementation
  - Pilot courses (D5.1-D5.5)

External Reviewer (ER) (contact: PC/partner resp. for D)

- 1 expert (paid)

- Expertise: Primary Food Care; ET/teacher for scientific research; EU project expertise e.g. in Nursing, Healthcare…

- Overall QA of published D & core D:
  - 2.1.1b Report on cooks' skills needs in PFC

- **2.2b EU CGE OP**
- **3.1.1b Chef Gastro Engineering EU Curriculum (2nd version)**
- **3.2.2a Step-by-step guide for CGE EU Curriculum localization**
- 3.3b Instructional Design documents of 5 localized curricula & pilot courses (2nd v.)
- **Pilot courses (D5.1-D5.5)**
- 7.3.2b NECTAR Memorandum of Understanding - template

Feedback Template for ER & AB:

• Meta information section (Deliverable, name, date of review)

• Short summary of review results

• Section with optional, D-specific questions, defined for each D by partner responsible for the D or WP Leader together with WIAB

>> Documentation of review results

>> Basis for summary of AB reviewresults provided by WIAB

Quality Assurance Cycle in NECTAR

Quality Register (QR): planning, monitoring, documenting achievements and improvement activities

• Overview: IR, ER & AB tasks	* Overview quality expectations & indicators for core D
• Time Schedule for review	* Refernces to QCP & EMP
• Links to approved versions	* Date of approval OR comment on improvement

Quality Control Plan (QCP):

- Use it! WP-Leaders/Responsible for D. are responsible for keeping the QCP info of their WP up-to-date

- Send the D to the IR/ER when it is ready for review or inform the PC on delays

- AB feedback is collected in collaboration with WIAB (define questions for the external review template, send ready for review version of the D to WIAB)

Quality Expectations and Indicators Plan (QEIP):

- Feedback from partners on the defined indicators has already been collected

- WP Leaders should check the defined indicators before they start to work

- Internal Reviewers should check the defined indicators and decide whether they have been met or not (yes > enter date of approval; no > comment on necessary improvements and inform WP Leader & PC)

QEIP Example: CGE EU Curriculum

Deliverable (WP-Leader)	Description of Deliverable	OUTPUT (short-term result)	Quality expectations (common understanding of quality requirements applied)	Quality indicators (must have criteria)	KPI (Key Performance Indicators, measureable)	Methods to evaluate the achievement of quality indicators	By when	Reviewer	Quality indicator achieved (yes/no)	Date of Arpproval (dd/mm/yyyy)	Comments and explanations (Please explain here, if an indicator has not been reached)
D3.1 Design of the CGE EU Curriculum (Si4Life)	Learning-outcome based Curriculum for Chef Gastro Engineering (CGE) which could play a reference role at EU level for VET targeting this qualification.	1 digital document (Reference EU Curriculum for CGE)	Compliant with EU standards and instruments such as ESCO, EQF and ECVET	Curriculum takes into account ESCO and EQF descriptors: Knowledge, Skills, Autonomy/Responsiblity	Curriculum refers to Knowledge, Skills and Autonomy/Responsibility.	Internal Peer-Review of D3.1.2 (final version of CGE EU Curriculum)	M35 (September 2023)	Marco Polo			
M12 (October 2021)/ M35 (September 2023)				Curriculum takes into account ECVET requirements: Learning Outcome orientation and ECVET points	Curriculum includes Learning Outcomes (covering job specific skills, key competences for lifelong learning, soft skills), units of learning outcomes and supports ECVET points	Internal Peer-Review of D3.1.2 (final version of CGE EU Curriculum)	M35 (September 2023)	Marco Polo			
			Is flexible, adaptable and transferrable to different EU countries	Positive evaluation from VET designers about flexibility and adaptability to different EU countries		Evaluation (T6.2)					
				Positive feedbacks from the main target groups	Min 50 chefs consulted on the Curriculum in at least 3 EU countries	Evaluation (T6.2)					
					Positive feedback from all 5 Advisory Board members and 1 External Reviewer	External feedback: Advisory Board and External Reviewer	M12 (October 2021)	AB member + Herman			

>> *The QEIP will include references to other plans such as EMP & QCP*

To Do's for partners:

Responsibles of Deliverables:

- **Check quality expectations & indicators (KPI)** of your D within the QEIP and consider them in the development of your D.

- **Use the template for D.** (provided by Si4Life)

- **Gather feedback by one colleague** (4-eyes-principle)

- **Fill in the table „Version History and Authors"**, provided within the template for D.

- **Ensure/Initiate the review of your D** (Internal/External Review): Check the time frames within the QCP and send out an e-mail to the reviewer

- **Fill in the QCP**, e.g. links to files, in case of external reviews: review results, date of review and of approval (see Step-by-Step-Guide)

- **Submit your D. in time** (due date, see QCP)

Internal Peer Reviewers:

- **Use the Step-by-Step Guide for Internal Peer-Review**

- **Give feedback within 1 week**, regarding the content and formal criteria
- **Check and assess the quality indicators and KPIs** in the QEIP
- **Check, assess and fill in the „Quality Control Check List"** in the Annex of the reviewed document
- **Fill in the table „Version History and Authors"** in the beginning of the reviewed document
- **Indicate an approval date within the table „Reviewers"** provided in the beginning of the D **and within the QCP and QEIP** when the D is approved
- **Refer to necessary improvement** in the QEIP, if not approved & inform WP Leader & PC
- **Fill in the QCP**, e.g. review results, date of review and approval
- **Upload the reviewed document** to folder „Feedback by Internal Reviewers" on MT (within folder Quality Register)

Good Practice Exampels

Version	Name / Organization	Status*	Date	Provided Content/Comment/ Summary of Changes
1	Seema Akbar, Heidemarie Müller-Riedlhuber, WIAB	A, C	25/11/2020	Develop Draft Version 1
1	Petra Ziegler, WIAB	IF	30/11/2020	Give general Feedback
2	Seema Akbar, WIAB	A	06/12/2020	Revise the report and develop Draft Version 2
2	Marjolein Winters, Odisee	IF	16/12/2020	Internal Peer-Review of Draft Version 2

REVIEWER NAME	EXTERNAL REVIEWER	ORGANIZATION	DATE OF APPROVAL
Seema Akbar	No	WIAB	01/06/2021
Herman Vandevijvere	Yes		17/06/2021

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 or -
Checklist completed and deliverable approved by Name: Marjolein Winters Date: 27-05-2021	

Next Steps

- Recruiting an AB member from Portugal (ODISEE & WIAB)
- Workshop with AB members (WIAB)
- AB feedback collection for CGE OP (ODISEE & WIAB)
- Sharing Quality Plan & Quality Register (WIAB, **all partners**)
- Finalizing the Evaluation & Monitoring Plan (UALG & WIAB)
- Workshop „EQAVET principles & indicators" (WIAB, **all partners**)
- Workshop „Data collection for QA & Evaluation" (WIAB, **all**)
- Contacting ESCO Secretariat (ODISEE & WIAB)

MEETING MINUTES WEDNESDAY

WP3 Design of the Curriculum **| 9.00 – 12.00 (SI4LIFE)**

- 9.00 **–** 10.30 WP3 (SI4LIFE)

BREAK **|** *10.30 – 10.45*

- 10.45 – 12.00 WP3 (SI4LIFE)

CLOSING **| 12.00 – 12.30 (Odisee)**

- 12.00 – 12.15 Wrap up (Marjolein)
- 12.15 – 12.30 Next steps (Marjolein)

LUNCH | 12.30 – 13.30 (for those physically present)

5 WP3 T3.2 Definition of an entry level for CGE Curriculum

Presenter: Serena Alvino

WP3 Performed activities

		nov-20	dic-20	gen-21	feb-21	mar-21	apr-21	mag-21	giu-21	lug-21	ago-21	set-21	ott-21	nov-21	dic-21	gen-22	feb-22	mar-22	apr-22	mag-22	giu-22	lug-22	ago-22	set-22	ott-22	nov-22	dic-22	gen-23	feb-23	mar-23	apr-23	mag-23	giu-23	lug-23	ago-23	set-23	ott-23
	Lead Partner	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14	M15	M16	M17	M18	M19	M20	M21	M22	M23	M24	M25	M26	M27	M28	M29	M30	M31	M32	M33	M34	M35	M36
WP2	ODISEE																																				
Task 2.1	MUG																																				
Task 2.2	ODISEE																																				
WP3	SI4LIFE																																				
Task 3.1	SI4LIFE																																				
Task 3.2	SI4LIFE																																				
Task 3.3	SI4LIFE																																				

Training on LOs and main EU standards

- Online meeting on June 1st (VIDEO RECORDING HERE)
- Practical guide about "how to phrase LOs" (HowToCreateLOs_Best-Practices-CARESS-Project.pdf)
- EU reference guide made by CEDEFOF
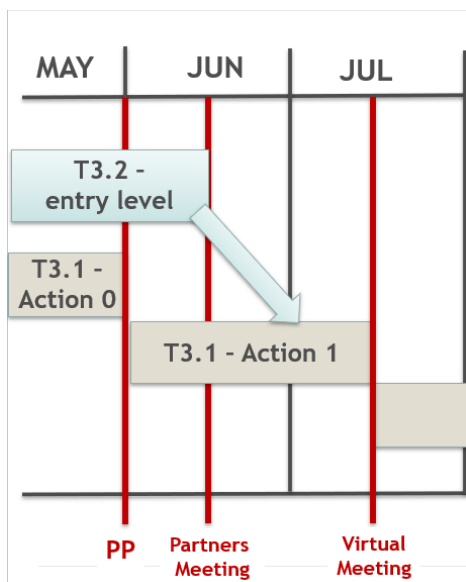- A folder including some examples of Curricula made in other projects.

A WORKING GROUP has been set up to tackle this issue

- SI4LIFE
- ODISEE
- ITS-BACT
- MARCO POLO

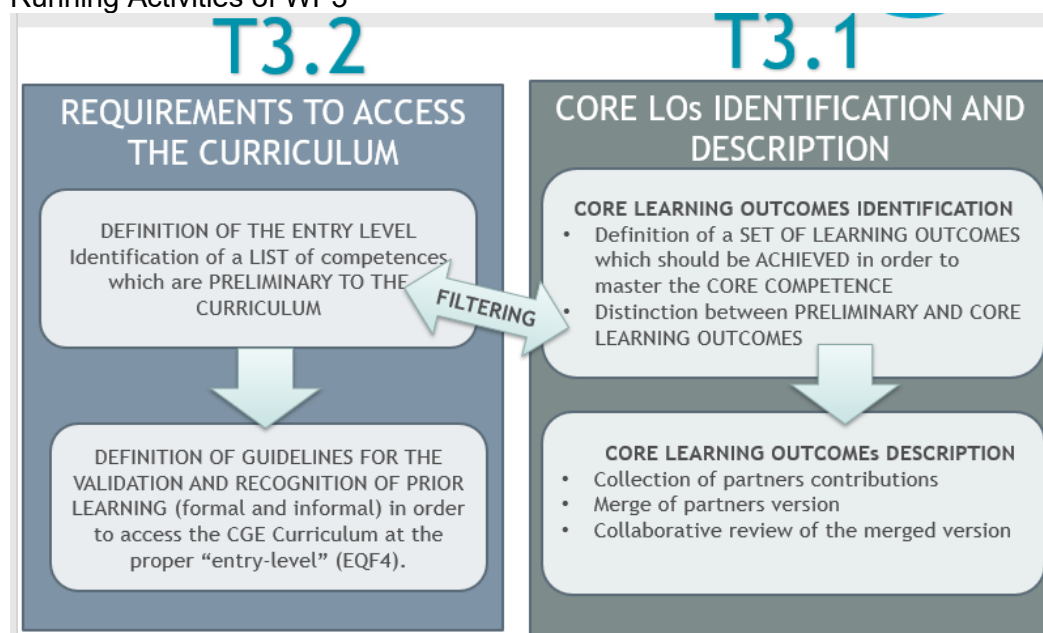Odisee shared the main results of T2.2 as a baseline of the work

A meeting on May 21st he has been organized attended by SI4LIFE, ODIESEE AND ITS-BACT

The context has been analysed and an activity for partners has been planned.

Running Activities of WP3

Entry level 'constraints'

PROJECT PROPOSAL

As stated in the project proposal, the **ENTRY LEVEL** for attending the Curriculum will be **EQF4**.

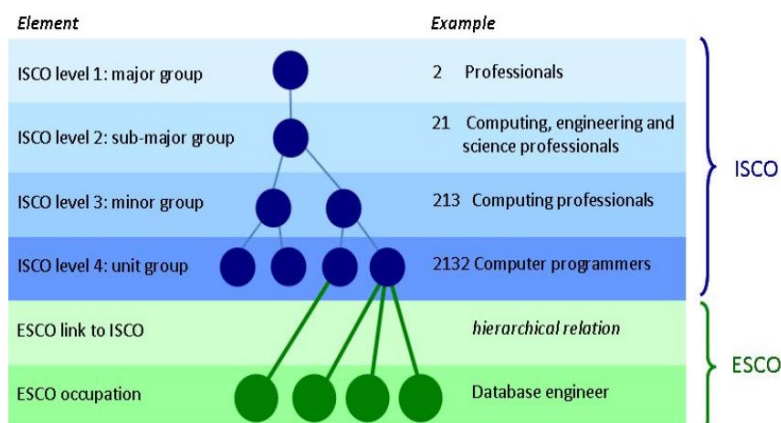*Pilot students should fall under the following criteria:*

- *got a Secondary School diploma (EQF4) as "cook" or a comparable diplomas (depending on the country rules);*
- *got a certification/competence recognition (after a validation process) which states that his/her own competences are at EQF4 level.*

WP 2 ANALYSIS

The ISCO Occupation Group 3434.1 – CHEF (branch) is the most suitable one to be "addressed" in order to integrate CGE in ESCO.

Another option is ISCO 5120.1. where Diet Cook is currently described.
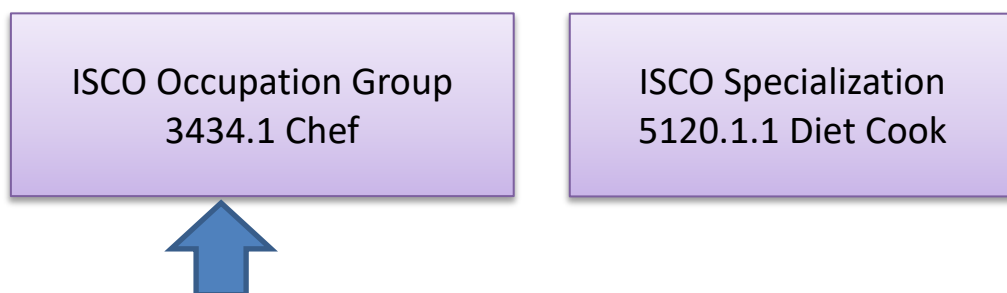
Candidates ESCO Groups

International Standard Classification of Occupations (ISCO) maps each occupation exactly against one ISCO-08 code. ISCO-08 can therefore be used as a hierarchical structure for the occupations pillar. ISCO-08 provides the top four levels for the occupations pillar.

ESCO occupations are located at level 5 and lower.

⌄ 3 - Technicians and associate professionals
   ⌄ 34 - Legal, social, cultural and related associate professionals
      ⌄ 343 - Artistic, cultural and culinary associate professionals
         3434 Chefs

⌄ 5 - Service and sales workers
   ⌄ 51 - Personal service workers
      ⌄ 512 - Cooks
         ⌄ 5120 - Cooks
            cook

Now we have to define **which ENTRY LEVEL we'll adopt as a reference** in order to define the CORE LEARNING OUTCOMES of our curriculum.

The "advisable" approach is <u>to select a PROFILE ALREADY FORMALIZED IN ESCO.</u>

ISCO Occupation Group 3434.1 Chef	ISCO Specialization 5120.1.1 Diet Cook

BEST SOLUTION SINCE WE WANT TO INTEGRATE
  CGE IN ISCO Occupation Group 3434.1
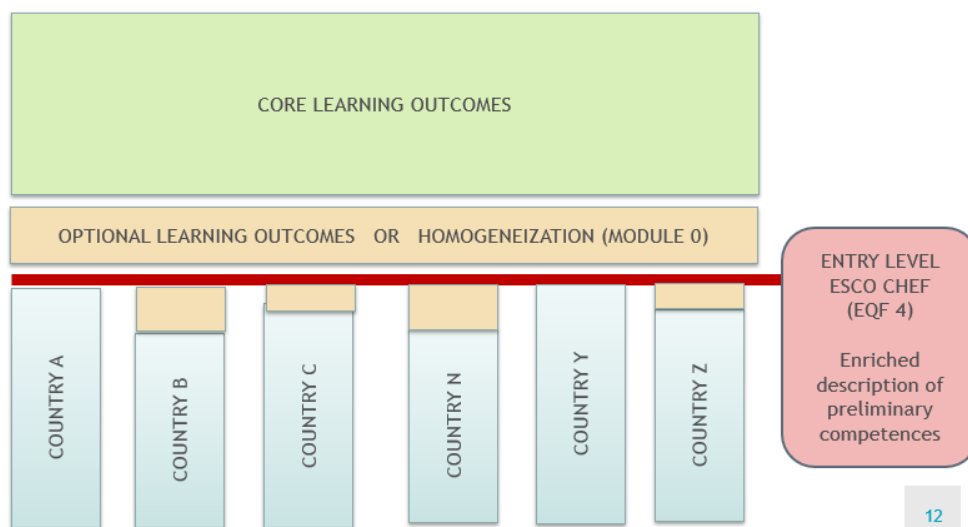
Group Activity

The aim of this activity was to define the "entry level" of our Curriculum, **so as to identify the competences of people who can candidate to attend the CGE Curriculum.**

Partners have been asked to **identify the profile/qualification of the person who is most likely to candidate for attending the CGE curriculum in their country** (a student who got a secondary school diploma as cook?) and map his/her competences against the profile defined in ESCO as to CHEF and DIET COOK.

Does the profile of your "candidate" can overlap with the ESCO's CHEF?

Does the profile of your "candidate" can overlap with the ESCO's DIET COOK?

SI4LIFE has proposed to following solution for the entry level of the CGE and it has been agreed on uniformly by the consortium.
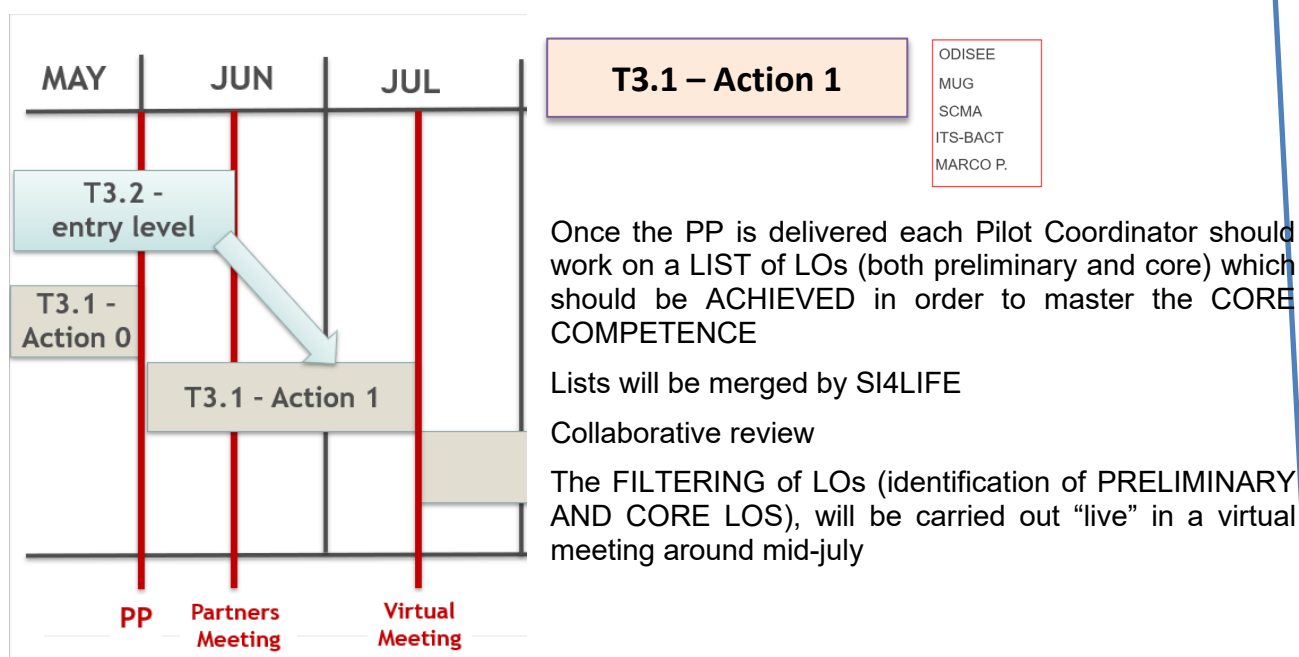

5.2 Discussion

The goal is to learn how to phrase Learning Outcomes together. Portugal has mentioned that the EQF level should be lower. However, we can train people in Portugal to EQF4, reduce the number of hours, reduce hours in curriculum and discuss this with the PO. Money in the pilot can also be used to train to trainees to a EQF4 before the pilots start. What about chefs working in health? Those in tourism get better paid, so it is difficult to recruit them. We have to upgrade to image, get subsided for health, we have to ask the stakeholders as described in the Stakeholder Map how to integrate it and ensure the profession attracts chefs. A CGE does not necessarily only work in healthcare institutions, but the chef can also make warm meals in schools of be part of a caterer. This is not possible in Austria, but it could be possible in the other countries. So, a CGE could work in 1) Health 2) Tourism 3 Schools, depending on the context.
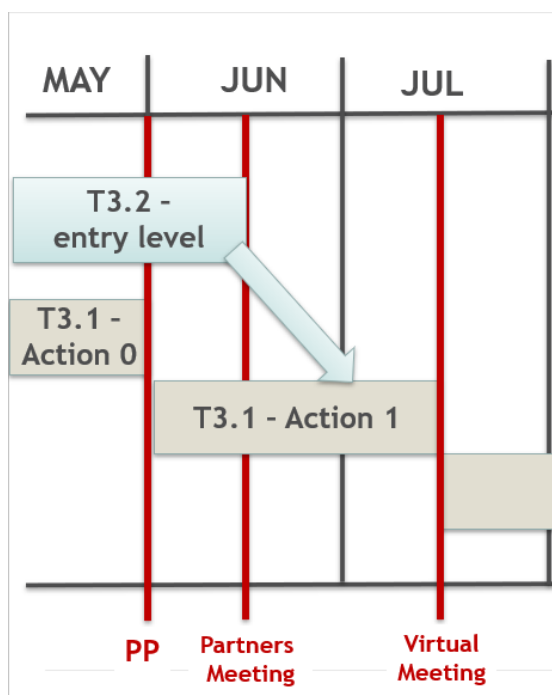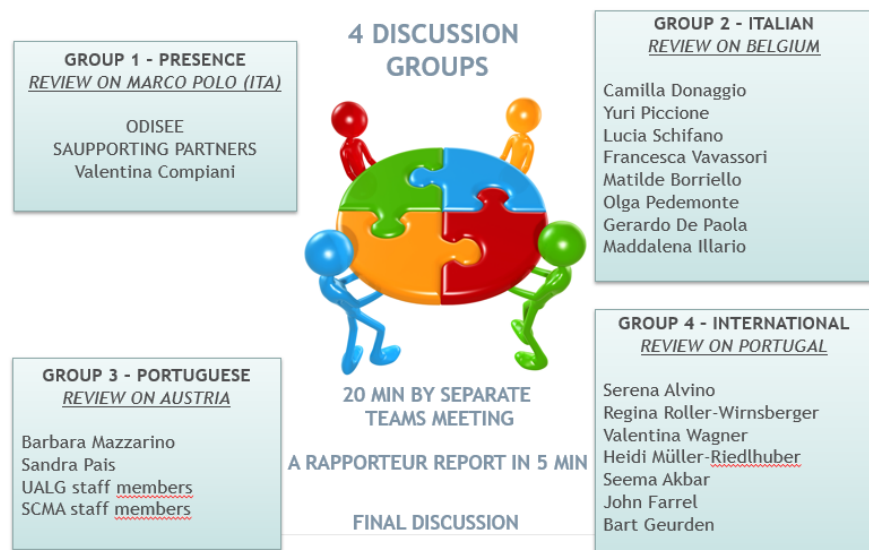
It is necessary to involve the relevant key stakeholders early on in the process in all countries!

6 WP3 T3.1 Core LOs identification and description

Once the PP is delivered each Pilot Coordinator should work on a LIST of LOs (both preliminary and core) which should be ACHIEVED in order to master the CORE COMPETENCE

Lists will be merged by SI4LIFE

Collaborative review

The FILTERING of LOs (identification of PRELIMINARY AND CORE LOS), will be carried out "live" in a virtual meeting around mid-july

Partners have been asked to familiarize with the task by listing the LOs of one KEY ACTIVITY

KA6. Use and adapt cooking techniques to the specific care setting and client	Use the proper cooking techniques according to the healthcare context	
	Use the proper food preparation techniques for the right context	
	Use specific techniques of food preparation considering personal healthy diets and cultural and religious choices	
	Adapt food consistency, fortification and taste according to the needs of the client	

4 DISCUSSION GROUPS

GROUP 1 - PRESENCE
REVIEW ON MARCO POLO (ITA)

ODISEE
SAUPPORTING PARTNERS
Valentina Compiani

GROUP 2 - ITALIAN
REVIEW ON BELGIUM

Camilla Donaggio
Yuri Piccione
Lucia Schifano
Francesca Vavassori
Matilde Borriello
Olga Pedemonte
Gerardo De Paola
Maddalena Illario

GROUP 3 - PORTUGUESE
REVIEW ON AUSTRIA

Barbara Mazzarino
Sandra Pais
UALG staff members
SCMA staff members

20 MIN BY SEPARATE TEAMS MEETING

A RAPPORTEUR REPORT IN 5 MIN

FINAL DISCUSSION

GROUP 4 - INTERNATIONAL
REVIEW ON PORTUGAL

Serena Alvino
Regina Roller-Wirnsberger
Valentina Wagner
Heidi Müller-Riedlhuber
Seema Akbar
John Farrel
Bart Geurden

MAY	JUN	JUL

T3.2 - entry level

T3.1 - Action 0

T3.1 - Action 1

PP | Partners Meeting | Virtual Meeting

T3.1 – Action 1

LIST of LOs (both preliminary and core) which should be ACHIEVED in order to master the CORE COMPETENCE

by max July 5th

Lists will be merged by SI4LIFE

The list will be circulated for an asynchronous review

Then the list will be discussed and approved in a meeting.

The meeting will be on 15th of July and a Doodle will be send by SI4LIFE.

7 Closing

TO DO's before Summer

All

- Don't forget to follow us on LinkedIn and Twitter and mention NECTAR on your organisation's website!
- WP3: Define Learning Outcomes by 5th of July
- Financial Declaration
- Fill in the organisations to contact for your country → now the Occupational Profile is finished, we should start contacting them

If necessary

- Review the Deliverables as asked by WIAB (as described in [Quality Plan](#))
- Finish up the Deliverables (Task Leaders)
- Advisory Board member (Portugal)
- Nominate someone for the Dissemination & Comunication Expert Group if you haven't done so

PHOTOS

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

Minutes of Consortium Meeting 3

Meeting Type:	**Virtual / Physical**
Date:	**24-11—2021 / 25-11-2021**
Time	**9.00 – 17.00 / 11:15 – 13.00**
Organized by:	**SI4Life**

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AGREEMENT NUMBER – 621707-EPP-1-2020-1-BE-EPPKA2-SSA

PARTICIPANT LIST

PARTNER NAME	ATTENDANT NAME	DAYS
Odisee	Jo Praet	All (physical)
Odisee	Willem vanden Berg	All (physical)
Odisee	Ellen De Cuyper	All
ITS-BACT	Valentina Compiani	All
SI4LIFE	Filippo Costa	(physical)
SI4LIFE	Serena Alvino	All (physical)
SI4LIFE	Camilla Donaggio	All (physical)
SI4LIFE	Barbara Mazzarino	All
UALG	Inês Gago-Rodrigues	Thursday
UALG	Nídia Braz	Thursday
UALG	Sandra Pais	All
Marco Polo	Roberto Solinas	(physical)
Marco Polo	Olga Pedemonte	All (physical)
Marco Polo	Matilde Borriello	All (physical)
MUG	Regina Roller-Wirnsberger	Thursday
MUG	Valentina Wagner	All
RSCN	John Farrell	All
RSCN	Maddalena Illario	
Regione Campania	Gerardo De Paola	All
Regione Liguria	Lucia Schifano	All (physical)
Regione Liguria	Francesca Vavassori	(physical)
SCMA	Ana Silva	All
SCMA	Dália Neves	
WIAB	Seema Akbar	All
WIAB	Heidemarie Müller-Riedlhuber	All
ALFA	Elisabetta Grbarino	Wednesday (physical)

Center for Gastrology	Bart Geurden	Wednesday
ILVO	Geertrui Vlaemynck	Wednesday
Karel De Grote Hogeschool	Herman Vandevijvere	Wednesday

INTRODUCTION

Nov 24th: The meeting started with a delay of 30 minutes and ended at 17.00 instead of 17.30 CET.

Nov 25th The meeting started with a delay of 25 minutes and ended in time.

The agreed agenda has been respected.

The Consortium Meeting was held both physically and virtually.

Physically: at the Marco Polo institute (Nov 24th), at the headquarters of regione Ligura (Nov 25th). Virtually: via Microsoft Teams

MEETING MINUTES

1. Welcome and introduction of the meeting

November 24: Presenter Ellen De Cuyper and welcome by Roberto Solinas

Many thanks to the Marco Polo Institute, its teachers and students for the hospitality and for spoiling the physical attendants with culinary delights.

November 25: Presenter Willem van den Berg

Thanks to Regione Liguria for welcoming us at their headquarters for the meeting on Thursday.

Wednesday November 24

2. WP3 session

Presenter: Serena Alvino

Link to the presentation on Teams

Advisory board:

If it is necessary that the advisory board gives his feedback a second time on the curriculum, for the momenit is not foreseen. The advisory board feedback is usually a light feedback, but here this was not the case. We have to define what is the supposed feedback from the advisory board otherwise we have to enlarge the period for feedback. We should discuss the role of the AB with them.

A general feedback of the advisory board at the end of the project would be useful. If one individual person wants to give more detailed feedback, this is welcome from now on.

Delivery of the guidelines will be postponed by the delay of the first draft of the curriculum. It is not possible at the moment to say how much time it will take to finish them. The minimum is at least 1 month delay and then there is the Christmas period for the review.

What does this mean to WP4 and 5? Normally this wouldn't be a problem, maybe on defining the learning material. This delay can be cached up with task 3.3.

Flexibility table:

Can an LO be attached to 2 modules? Barbara will try to include this option.
The flexibility tool is only for EQF5. There will be a flexibility tool for EQF4 also.

3. WP5 session

3.1.   Validation of prior learning

Presenter from Marco Polo institute, Mathilde Borriello or Olga Pedemonte

Link to the presentation on Teams

3.2.   Preparation of pilots

3.2.1.   Pilot in Brussels

Presenter Ellen De Cuyper

Link to the presentation on Teams

3.2.2.   Pilot in Italy, Liguria

Presenter from Marco Polo institute, Mathilde Borriello or Olga Pedemonte
Link to the presentation on Teams

3.2.3.   Pilot in Austria

Presenter Valentina Wagner
Link to the presentation on Teams

3.2.4.   Pilot in Italy, Campania

Presenter Valentina Compiani
Link to the presentation on Teams

1. WP6 session

Presenter Sandra Pais
Link for the presentation on Teams

2. WP8 session

Presenter Seema Akbar
Link for the presentation on Teams

3. WP1 session

Presenter Ellen De Cuyper
Link for the presentation on Teams

Presenter Willem van den Berg
Link for the presentation on Teams

Thursday November 25

4. WP7 session

Presenter John Farrel

Link for the presentation on Teams

For developing the exploitation strategy, a later delivery date is needed. It was necessary to have the discussions on the CM and some questions we need to resolve (see discussion) before being able to make this exploitation strategy.

The leaflet that is on the website. It will be translated by the pilot sites in their own native language. Gabrielle will send this to the pilot sites leaders.

Early thinking of the exploitation plan:
Scaling up is not possible without taken into account the specific regulations of a region.
It can help countries if they use the maturity framework.

5. Discussion

- "gastro-engineering" issues

Intellectual property rights on the terminology "gastro-engineering". Is it registered by the Centre of Gastrology? It is promoted it as their business model. So it could be an implied ownership.

Could this have consequences on the learning platform and learning materials?

The proposal was approved by the European commission with the term chef gastro-engineering and we were funded to work it out.

Proposal was submitted with full knowledge of the centre of Gastrology, even though there were not full partners. They have been involved in the project until now.

For the learning objectives. To reshape it to culinary / gastrological approach. This would widen our action area. There is a strong scientific discussion the last two years on the impact of a culinary approach to diseases. There is an evidence for the culinary approach.

PM: Contact centre of Gastrology. To have a clearer view on the legal framework.

Modification to the curriculum. Now the draft version is delivered. We can refine it from now on, also before the start of the pilots, if well motivated and justified. For practical reasons this will be done in one time.

- Translation of the pilot "titles"

The name CGE is not straight forward in the languages of the pilots apart from Belgium. If nobody knows what is it means, nobody will subscribe for the cours.

In month 18 more input is asked from VET designers and chiefs to evaluate of the curriculum. A question to evaluate the name of the curriculum and a proposition to change it shall be added to this questionnaire. This will allow us to have a broader response on these questions.

In the Nectar project the terminology "chef gastro engineering" is everywhere. We will maintain the name and the name of the occupational profile, in the curriculum. But for the pilot, we choose a local name and we justify this. This is a mild approach to be able to recruit students and to avoid amendments to the project.

For the evaluation, a maturity assessment approach will be used. This will be included in the first evaluation and further on. It is a stepwise approach. A meeting next week with Valentina and Sonja (expert in maturity frameworks)

For the translation of the title, it would be good to have some generic elements, consistency in the names. Every pilot makes a short glossary of key narratives with regard to the pilot names.

Each of the pilots sites will do a proposition for the name they want to give.

- Open contents copyrights

Proposition to make a living document that we use and update.

2 parts: on copy right

Part 1: To define if anybody want to protect previous results that they share in this project with copy right. They are transferring it for the use for this project only, during this project.

Part 2: To define the results of this project. What we produce that it will be copywritten for the project and how it can be used afterwards.

We will grant open access to parts of these materials. We have to limit this by copy right restriction. The recognition that there is open access only for the purpose of the Nectar project. If something is brought in by one partner, this partner has to get the recognition when these materials are used.

To do for the coordinator: Ask legal advise about intellectual property rights if transfer of materials from one partner in an open access environment. What is the legal framework for the situation we are in? Deliver what we promised if only one associated partner can produce this knowledge specifically when it concerns open access materials.

Regina will send the questions that Willem has to ask to her legal department.

First the legal advice before we go to the associated partners in understandable wordings for everyone in the project.

Is this governed as the Belgian law? Are there differences between countries? Does this have an impact on open access materials everywhere in Europe?.

- Privacy issues when collecting data from users → need for a project policy on this

Every time, we collect data from users, we need to refer to GDPR. The project doesn't yet have a project policy on it.

Serena will check in previous projects. If she can find guidelines on GDPR for European projects.

For the evaluation UALG will do together with WIAB, it is possible to collect the data anonymously. For example "chef of Italy", no more information.

Pilot sites: evaluation of each student independently. You have to identify the person. It will be mandatory to apply the rules of the different countries.

Who owns the data that we are collecting? Is it the coordinator?

The grant agreement states that "The beneficiaries must process personal data under the Agreement in compliance with applicable EU and national law on data protection (including authorisations or notification requirements)."

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for chef gasTro-engineering
in primAry food caRe**

Minutes of Consortium Meeting 4
9-10/02/2022

Meeting Type: Consortium Meeting	
Date: 9-10/02/2022	
Time	
Organized by: Odisee	

Co-funded by the
Erasmus+ Programme
of the European Union

PARTICIPANT LIST

University College Copenhagen	Christian Stenbak Larsen
WIAB	Heidemarie Müller-Riedlhuber
WIAB	Seema Akbar
Santa casa Albufeira	Ana e Maria
Odisee	Willem vanden Berg
SI4LIFE	Serena Alvino
MUG	Carolin Herzog
MUG	Regina Roller-Wirnsberger
MARCO POLO	Matilde Borriello
MARCO POLO	Olga Pedemonte
Universidade do Algarve	Inês Gago Rodrigues
RSCN	John Farrell
SI4LIFE	Filippo Costa
SI4LIFE	Barbara Mazzarino
Universidade do Algarve	Sandra Pais
Regione Liguria	Francesca Vavassori
Regione Liguria	Lucia Schifano

INTRODUCTION

The meeting start in time.

The agreed agenda has been respected.

The Consortium Meeting was held virtually (Microsoft Teams).

MEETING MINUTES

Wednesday February 9th

WP3 session

Introduction to the new tools for Pilots Design (Si4 Life, Serena)

- T3.2 Guides for designers – The DESIGNERS' KIT
    - DK1 – EU CGE Curriculum
    - DK2 – Definition of EQF level
    - DK3 – Curriculum adaptation to EQF4
    - DK4 - Identification of Modules
    - DK5 - Flexibility Table
    - DK6 - ECVET Points Tables
    - DK7 - Flexibility Tool
    - DK8 - Localizing the curriculum with the Flexibility Tool – User Manual
    - DK9 – Assessment Table
    - DK10 – Validation and recognition of Prior Learning - Guidelines
    - DK11 – Work Based Learning – Guidelines
    - DK12 – Course Syllabus Template

    DK1 – DK9: these documents/tools are developed and ready to use

    DK10 – DK12: draft version

- T3.3 Kick –off Design of localized curricula and pilot courses

    In this task, SI4LIFE will collaborate with "pilot-leaders" in order to design the localized curricula, starting from the EU Curriculum and using the tools and guides produced in T3.2.

    The learning materials planned at this step will be designed in T4.2 and developed in T4.3.

    D3.3 Instructional Design documents of five localized curricula and five pilot courses

    Deadlines:
    - Feb 15th : define the EQF level → CASE A, B, C
    - Feb 28th : fill in the FLEXIBILITY TOOL
    - May: pilots awarding EQF4 should rephrase the curriculum
    - First week of March : WP3 meeting in order to plan how to go on with course design
    -
- T3.2 Introduction to DK1-DK9

- T3.2 / T3.3 Individual activity → collaborative discussion

TODO:
- DK7 - Flexibility Tool
- DK8 - Localizing the curriculum with the Flexibility Tool – User Manual and play with DK7 in order to design a course

WP1 session (Odisee, Willem)

• Update financial declarations

	PARTNER	BUDGET	%	40% BUDGET	Common Costs
1	Odisee	€ 204.114,00	20,41%	€ 81.645,60	€ 1.837,06
2	Si4life	€ 100.475,00	10,05%	€ 40.190,00	€ 904,29
3	Ipssar Marco Polo	€ 100.663,00	10,07%	€ 40.265,20	€ 905,98
4	Regione Liguria	€ 32.042,00	3,20%	€ 12.816,80	€ 288,38
5	Santa Casa da Misericordia de Albufeira	€ 74.882,00	7,49%	€ 29.952,80	€ 673,95
6	University of Algarve	€ 69.623,00	6,96%	€ 27.849,20	€ 626,62
7	WIAB	€ 84.205,00	8,42%	€ 33.682,00	€ 757,86
8	University of Graz	€ 143.190,00	14,32%	€ 57.276,00	€ 1.288,73
9	Styrian Chamber of Commerce	€ 14.973,00	1,50%	€ 5.989,20	€ 134,76
10	Regione Campania	€ 30.005,00	3,00%	€ 12.002,00	€ 270,05
11	ITS BACT	€ 100.651,00	10,07%	€ 40.260,40	€ 905,87
12	Eip On Aha Reference Sites Collaborative Network	€ 45.160,00	4,52%	€ 18.064,00	€ 406,45
		€ 999.983,00	€ 1,00	€ 399.993,20	€ 9.000,00

• Update Alliance Agreement

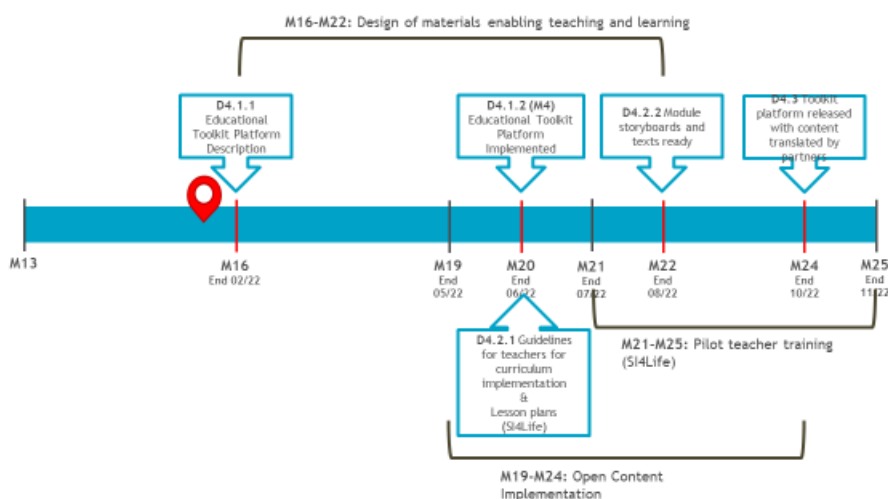|	PARTNER
1	Odisee
2	Si4life
3	Ipssar Marco Polo
4	Regione Liguria
5	Santa Casa da Misericordia de Albufeira
6	University of Algarve
7	WIAB
8	University of Graz
9	Styrian Chamber of Commerce
10	Regione Campania
11	ITS BACT
12	Eip On Aha Reference Sites Collaborative Network

Thursday February 10th

WP 4 session
Kick off and next steps (MUG)

- Tasks:

    4.1 Design and development of an educational toolkit platform (Nov21-Jun22)

    4.2 Design of materials enabling advanced teaching and learning (Feb22-Aug22)

    4.3 Open content implementation (May22-Oct22)

    4.4 Pilot teachers training and participatory creation (Leader: Si4Life) (Jul22-Nov22)

- WP04- What to expect?
    - MUG as leading partner in WP04 with support from Si4Life (Task 4.4.)
    - Coordinating work WP04 for M13 - M25 (Nov. 2021- Nov. 2022)
    - Pilot partners: Odisee, SCMA, MP, ITS-BACT, MUG
    - Code of conduct:
        a. monthly meetings timely aligned with WP05 (if possible),
        b. regular updates by email
        c. materials stored in the project platform (Teams)

- Contact person: Carolin Herzog, carolin.herzog@medunigraz.at, phone: +43 316 385 78047

- Where are we now?

Background **Task 4.1**:
- Definition of target audience, user groups and requirements (Needs assessment)
- Technical processing of an e-learning platform
- Analysis of legal, copyrigth and privacy issues
- Outline and preparation of content
- Outline of Open Access Teaser Course

Needs Assessment – Methodology:

Mixed methods approach – two step process:
- Survey (LimeSurvey)
- Individual Follow-up interviews

Content selection for the training platform (mandatory LOs)
- pilot partners rated „High need for training"
- pilot partners (at least) rated „High or Moderate need"

Needs Assessment – Results:

7 modules with Learning Outcomes (EU Curriculum)

Training Platform: MOOC

Massive

Courses for the mass (for a huge amount of people). Any person can get registered themselves to start learning and get online courses certificate

Open

Often free available, in the best case, the content itself is open licensed, often free of costs

Online

The courses are available online and can be accessed "anywhere and anytime" without any geographical boundaries

Course

There are many courses available across all disciplines and in general can be taken with any educational background

What Should be included:

Introductory text for video(s)

One or more videos

Additional material (e.g. exercises, transcripts, PDFs)

Links to sources

Self-assessment quiz at the end of each unit

→ Each unit is usually released in a weekly structure

- Next steps?

4.1

Needs assessment (Odisee, MP, SCMA, ITS-BACT, MUG)

Analyze requirements of user group for platform (completed)

Description of educational platform (MUG)

- Technical processing (in progress)

- Analyzing of legal/privacy/copyright issues (in progress)

Outline and preparation of content

- Definition of number & extent of courses, themes, modules (in progress) (Odisee, MP, SCMA, ITS-BACT, MUG)

- Outline of Open Access Teaser Course (MUG)

4.2

Development of learning and additional materials

- Dividing workload of design & development of learning materials among all pilot partners (as discussed before)

- Instructions for creating materials (via MUG)

- Conceptualizing deliverable 4.2.1 with Si4Life

    Development of drafts & material

- Storyboards & texts (all pilot partners)

- Supporting material & lessons plans (all pilot partners, Si4Life)

- Additional material (Si4Life)

4.3 & 4.4

Open Content Implementation

- Translation into 4 languages (Dutch, Italian, Portuguese, German) in cooperation with partners (Odisee, RL, UALG, MUG)

- Completion at least 2 weeks before desired start date (M24)

    Pilot teachers training

- "Train the Trainer Course" to be established by Si4LIFE

- Completed by the help of MUG in terms of uploading the created material

WP 6 session

Detailed planning for questionnaires collection till month 18 (UALG)

- TASK-6.2 Overall CGE EU Curriculum and Guides Evaluation (M34)

  D6.2.1 Intermediate Evaluation Report: (M18) April 2022

  External Reviewer Evaluation Questionnaire

  The process:

  - UALG
    - Link on Teams
    - (pdf and word files on Teams)
  - External Reviewer
    - Use link on teams to answer
    - Answer as soon as possible (deadline: 1st April)
  - UALG
    - Data treatment
    - Data Report

  VET / Pilot designers Evaluation Questionnaire

  The process:

  - UALG
    - Link on Teams
    - (pdf and word files on Teams)
  - VET / Pilot Designer
    - Use link on teams to answer
    - Answer as soon as possible (deadline: 1st April)
  - UALG
    - Data treatment
    - Data Report

  Pilot Teacher Evaluation Questionnaire

  The process:

  - UALG
    - Link on Teams
    - (pdf and word files on Teams)
  - Pilot Teacher's
    - Use link on teams to answer
    - Answer as soon as possible (deadline: 1st April)
  - UALG

- Data treatment
- Data Report

[CHEFS Evaluation Questionnaire](#)

The process:

- UALG
    - Link on Teams
    - (pdf and word files on Teams)
- Chef's   (10 p/ pilot site)
    - Use link on teams to answer
    - Answer as soon as possible (deadline: 1st April)
- UALG
    - Data treatment
    - Data Report

Methodology:

1. All questionnaires will be put in a digital platform in English.
2. Separate links will be generated according to each target group.
3. All partners directly related to this evaluation process will receive the several necessary links, one for pilot teachers, one for chef's, one for Vet designers, one for pilot designers,…
4. All partners directly related to this evaluation process will receive the questionnaires in English, in word, to preform translation to each countries language if necessary

WP8 session Input on EQAVET (WIAB)

- Contribution of EQAVET to Quality Assurance
  EQAVET builds on

  European Qualifications Framework (EQF)

  European Credit for VET system (ECVET)

  previous European quality assurance systems (e.g. EQARF, the European Quality Reference Framework)

  EQAVET stresses

  the need for regular monitoring and reporting on progress in VET

  the use of common quality criteria and indicative descriptors for monitoring and reporting

  the importance of common indicators to support the evaluation, monitoring and quality assurance of VET systems and providers

- NECTAR applies EQAVET principles in different ways:

Quality criteria and indicative descriptors of EQAVET in the Evaluation and Monitoring Plan

Compliance of EU Curriculum with EQAVET

EQAVET-based quality assurance of localized curricula, training materials, VET training and training materials for teachers

EQAVET-based quality monitoring and evaluation of the pilots

Pilot designers will take care for the review of pilots and will create revised versions based on the EQAVET cycle approach

- The EQAVET Framework

  The EQAVET Framework consists of three main parts:

  - The EQAVET quality assurance & improvement cycle
  - Monitoring procedures
  - 10 EQAVET quality indicators and a set of indicative descriptors

  At each cycle stage VET providers should consider certain aspects:

  - indicators for planning, implementation, evaluation, review phase
  - whether the Building Blocks for VET providers can be used
  - whether indicative descriptors can be used

- 10 EQAVET quality indicators

EQAVET Indicators	
1 Relevance of quality assurance systems for VET providers: (a) share of VET providers applying internal quality assurance systems defined by law/at own initiative (b) share of accredited VET providers	**6 Utilisation of acquired skills at the work** (a) information on occupation obtaine after completion of training, acco training and individual criteria (a) satisfaction rate of individuals and acquired skills/competences
2 Investment in training of teachers and trainers: (a) share of teachers and trainers participating in further training (b) amount of funds invested	**7 Unemployment rate according to indivi**
3 Participation rate in VET programmes: Number of participants in VET programmes, according to the type of programme and the individual criteria	**8 Prevalence of vulnerable groups:** (a) percentage of participants in VE disadvantaged groups (in a de catchment area) according to age a (b) success rate of disadvantaged grou age and gender
4 Completion rate in VET programmes: Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria	**9 Mechanisms to identify training nee market:** (a) information on mechanisms set changing demands at different level (b) evidence of their effectiveness
5 Placement rate in VET programmes: (a) destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria (b) share of employed learners at a designated point in time after completion of training, according to the type of programme and the individual criteria	**10 Schemes used to promote better acce** (a) information on existing schemes at (b) evidence of their effectiveness

- Set of indicative descriptors

VET providers who focus on this EQAVET indicative descriptor …	… are more likely to make progress on the EQAVET indicator/s	Within NECT descriptor is by…
Planning Phase		
European, national and regional VET policy goals/objectives are reflected in the local targets set by the VET providers	1, 3, 5, 10 (based on own consideration)	Quality indica EQF, ECVET EQAVET cor QEIP)
Explicit goals/objectives and targets are set and monitored and programmes are designed to meet them	**1, 2, 3, 4 (based on EQAVET+ definition)**	Quality indica set and moni the Quality R
Ongoing consultation with social partners and all other relevant stakeholders takes place to identify specific local/ individual needs	**1, 2, 4, 5, 6, 9 (based on EQAVET+ definition)**	Evaluation ar feedback col and external Board, target cooks, teach
Responsibilities in quality management and development have been explicitly allocated	1, 9 (based on own consideration)	In the QCP a Register
There is an early involvement of staff in planning, including with regard to quality development	1, 3, 9 (based on own consideration)	Evaluation ar foreseen for the piloting
Providers plan cooperative initiatives with other VET providers and all other relevant stakeholders	**1, 4 (based on EQAVET+ definition)**	Involvement Partners; Dis such as Fina

- EQAVET+ and Building Blocks:
  - EQAVET+
    - has been developed to complement the existing EQAVET Recommendations
    - takes into consideration work-based learning (WBL)
    - NECTAR will offer WBL >> EQAVET+ will be relevant
  - 6 independent EQAVET+ Building Blocks
    - are based on EQAVET indicative descriptors and indicators
    - provide guidance and set out activities that help VET providers to develop and support a quality assurance approach for WBL
    - include each: "call for action" (necessary activities), key issues (factors of success), main messages (analysis of current practice)

EQAVET +Building Blocks	1 Design for work-based learning	2 Improve the quality	3 Correspond to learners' needs	4 Communicate
Meaning	Work with partner organisations to ensure the relevance of learners' training during periods of work-based learning	Agree with partner organisations when the quality of training will be monitored and how improvements will be made	Continue to be aware of the specific needs of learners throughout their work-based learning	Ensure learners and partner organisations are kept well informed and receive frequent updates on all aspects of training
Call for activity	Which organisations should we work with in order to provide high quality training? Which courses/ qualifications should learners follow?	How should an organisation take responsibility for monitoring quality? When and how will improvements be made?	How will we respond to learners' ongoing or emerging training needs? How will problems experienced by a learner be resolved?	How will organisations involved in training communicate with each other? How will partner organisations involved in training keep in touch with each other and with learners?

- EQAVET implementation support offered by WIAB
  WIAB will guide partners in applying EQAVET principles by
- providing information in the Quality Plan
- implementing links to indicators in the Evaluation and Monitoring Plan
- informing partners on EQAVET(+) in meetings/workshops
- offering input for guidance documents, e.g. the WBL Guide
- developing pilot preparation and monitoring questionnaires and overview tables in line with EQAVET principles
  As for the pilot preparation questionnaire, we will ask you first for your input and afterwards discuss your input in a meeting.
  => Next input & meeting (pilot preparation): Beginning of March