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

Chef Gastro Engineering
European Curriculum – first release

Deliverable Number:	**D3.1.1**
WP related to the Deliverable:	**WP3**
Actual Date of Delivery to the CEC:	**November 16th 2021**
PARTNER responsible for the Deliverable:	**SI4LIFE**
WP starting month	**M6**
WP ending month	**M35**

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

1 ABSTRACT:

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

The first release of the CGE EU Curriculum delivered through this document includes 69 Learning Outcomes grouped into 7 Units of Learning Outcomes. It is "learning outcome oriented" and compliant with the main EU standard and tools for VET. It targets chefs (ESCO profile – EQF4) and is aimed at awarding EQF5 level.

The report also includes a description of the methodology adopted in order to shape and deliver the curriculum.

2 KEYWORDS:

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

3 REVIEWERS

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

Version	Name / Organization	Status*	Date	Provided Content/Comment/ Summary of Changes
1	Serena Alvino - SI4LIFE	A	15/06/2021	Curriculum template
2	Regina Roller-Wirnsberger – MUG Valentina Wagner - MUG Marjolein Winters – Odisee Nídia Maria Dias Azinheira Rebelo Braz – UAlg Ezequiel António Marques Pinto – Ualg Ana Isabel Silva- SCMA Olga Pedemonte - MARCO POLO Matilde Borriello – MARCO POLO Valentina Compiani – ITS-BACT Gerardo De Paola – CAMPANIA REGION Marialuisa Chiusano – CAMPANIA REGION Maddalena Illario – CAMPANIA REGION Lucia Schifano – LIGURIA REGION Geertrui Vlaemynck – ILVO Lobke Van den Wijngaert – PRIMARYFOODCARE Bart Geurden - CENTER FOR GASTROLOGY & PRIMARY FOOD CARE	C	15/07/2021	Online discussion to define the final list of Learning Outcomes
3	Regina Roller-Wirnsberger – MUG Valentina Wagner - MUG Marjolein Winters – Odisee Nídia Maria Dias Azinheira Rebelo Braz – UAlg Ana Isabel Silva - SCMA Olga Pedemonte - MARCO POLO Matilde Borriello – MARCO POLO Valentina Compiani – ITS-BACT	A	12/09/2021	Detailed descriptions of Learning Outcomes
4	Serena Alvino - SI4LIFE Camilla Donaggio – SI4LIFE	A	08/10/2021	CGE Curriculum – Integrated version
5	Serena Alvino - SI4LIFE Camilla Donaggio – SI4LIFE	A	08/10/2021	Assessment table – First draft
6	Bart Geurden - CENTER FOR GASTROLOGY & PRIMARY FOOD CARE	C	12/10/2021	Modifications to CGE Curriculum – Integrated version

7	Regina Roller-Wirnsberger – MUG Valentina Wagner - MUG	C	12/10/2021	Modifications to CGE Curriculum – Integrated version
8	Serena Alvino - SI4LIFE Camilla Donaggio – SI4LIFE	A	12/10/2021	Deliverable sections 10 and 11
9	Marjolein Winters – Odisee Bart Geurden - CENTER FOR GASTROLOGY & PRIMARY FOOD CARE	A	13/10/2021	Integration of Glossary
10	Serena Alvino - SI4LIFE	A	15/10/2021	Deliverable section 9 – Release of D3.3.1 for internal review
11	Edwig Goossens - CENTER FOR GASTROLOGY & PRIMARY FOOD CARE Bart Geurden - CENTER FOR GASTROLOGY & PRIMARY FOOD CARE Geertrui Vlaemynck – ILVO Lobke Van den Wijngaert – PRIMARYFOODCARE	A	22/10/2021	Modifications to CGE Curriculum – Integrated version
12	Serena Alvino - SI4LIFE	A	16/11/2021	Final integration of external reviewers' feedback

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

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6 LIST OF ABBREVIATIONS

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

7 EXECUTIVE SUMMARY

This document is aimed to report the work carried out by the Alliance in order to deliver the first release of the CGE Curriculum and to outline the main result of such a work.

Section 8 introduces the main aims of WP3 and T3.1, outlining the main connections with other WPs.

Section 9 is aimed to describe the methodology adopted by the WP/Task coordinator in order to shape and release the Curriculum. Three main Actions (sub-tasks) are described in detail, as well as the main tools and templates adopted to support the cooperative work.

Section 10 outlines the main characteristics of the Curriculum and then outlines the detailed description of the 70 Learning Outcomes, grouped into 7 Units of Learning.

Section 11 includes an Assessment Table, supporting future decisions about students assessment.

Annex 1 includes the update of the project Glossary.

8 INTRODUCTION

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

In order to target this scope the project will pursue many objectives, at national and EU level, which include the definition of a "Chef Gastro Engineering" (CGE) EU Occupational Profile based on a "culinary/ clinical integrated approach" [Illario et al., 2016] and the definition of a "CGE EU reference Curriculum"

In the first six-months of the project (WP2), an Occupational Profile (OP) for CGE has been defined and formalized into D2.2. It integrates existing research evidence on chefs' skills needs, in order to make the OP as adherent as possible to the current (and future) working and occupational contexts for CGE. The OP is compliant with already existing ESCO (European Skills/Competences, qualifications and Occupations) profiles and with ECVET (European credit system for vocational education and training).

Based on such OP, one of the main results of the NECTAR project will be an European, innovative, learning outcome-oriented modular VET Curriculum for CGE, developed in WP3.

This document includes the first release of the CGE Curriculum, as a result of an hard work carried out by the Alliance from May to October 2021 (described in detail in Section 9).

As outlined in Figure 1, this first release of the Curriculum will be adapted by pilot coordinators in order to design and implement 5 local pilot courses for CGE in Italy, Portugal, Belgium and Austria (WP5). The evaluation of the pilots, in terms of their effectives, and a parallel process of Curriculum evaluation, carried out in the framework of WP6, will allow to collect data and information supporting a possible refinement of the first release and the delivery at the end of the project (M35) of the final release of the CGE Curriculum.
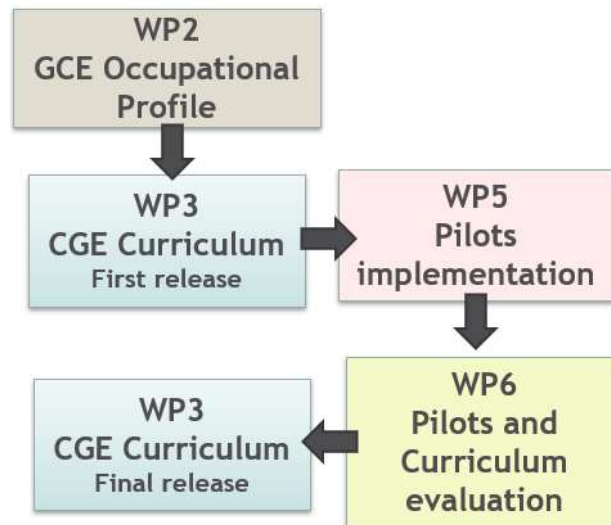
Figure 1: Relations among WP3 and other WPs concerning CGE Curriculum development and refinement

Task 3.1, aimed to designing a learning-outcome based Curriculum for Chef CGE is strictly connected with T3.2 which is aimed developing specific tools and guides supporting VET designers in the instantiation of the EU Curriculum into local curricula; the first release of these Guides will be delivered one month after this document (M13) and will be used jointly to the Curriculum to design pilots.

9 METHODOLOGY

SI4LIFE, as WP3 leader, coordinated the effort of the Alliance in order to develop the first release of the CGE Curriculum starting from the OP delivered in WP2.

A WP3 kick-off meeting has been set online at the beginning of May 2021, sharing the main objectives of the WP as well as the main activities. Some **Actions** have been identified as sub-tasks in T3.1, aimed to designing a learning-outcome based Curriculum for Chef Gastro Engineering (CGE). Activities carried out in each Action are described in the following sections.

9.1 ACTION 0: PRELIMINARY WORK, STANDARDS AND TOOLS

This Action included all the preliminary activities needed for the development of the Curriculum and in particular:

1. Partners training about the main EU standards in VET field (ECVET, EQAVET, ESCO, EQF)
2. Refinement / Integration of the Glossary of Terms
3. Identification of the templates for the formalization of the Curriculum

9.1.1 Partners training about the main EU standards in VET field

As a preliminary step to T3.1 activities, partners involved in this task have been introduced to the main EU standards in VET field (ECVET, EQAVET, ESCO, EQF) and have been to training to the proper formalization / phrasing of Learning Outcomes (in compliance with ECVET approach).

A specific training session has been carried out online by SI4LIFE; the session has been recorded in order to allow people who were not able to attend synchronously, to see the video-recording of the lesson. Specific training materials has been also shared with partners including both EU reference materials (such as CEDEFOP's "Defining, Writing and Applying Learning Outcomes") and a specific guide created by SI4LIFE to support LO's phrasing.

9.1.2 Integration of the Glossary of Terms

NECTAR's Glossary of Terms has been progressively updated with the contribution of many partners in order to include:

- EU REFERENCE TERMS, i.e. those terms which have been defined in specific EU documents or tools and assure the compliance of the project to ECVET, EQAVET, ESCO, EQF, etc.
- TERMS CONVENTIONALLY ADOPTED IN THE PROJECT, i.e. terms which have been included in the Glossary after the identification and negotiation of a proper definition which fits the purposes of the project and support the coherence of Partners' work (eg. "*key activity*");
- TERMS related to the GASTRO-ENGINEERING context and useful to clarify the description of Learning Outcomes.

The result of such integration is included in **Annex 1**.

9.1.3 Identification of the template for the formalization of the Curriculum

In order to define the proper template for the formalization of the Curriculum the Alliance started from the experience of ENhANCE project[1]

ENhANCE project template was based on the following assumptions:

- the term "competence" have to be used in the general meaning proposed by the "EU COUNCIL RECOMMENDATION of 22 May 2017 on the European Qualifications Framework for lifelong learning" (See Sect. 8.1); thus, it cannot be identified as a specific dimension of a LO, such as in the example provided by ECVET Toolkit (see Figure 2)

- in the template **Learning Outcomes are defined in terms of Knowledge, Skills and Personal and Transversal Competences;**

- **Personal[2] and Transversal[3] Competences** are "*competences needed for applying a knowledge and/or a skill in the work **context with a certain level of responsibility and autonomy"***; such definition allows to maintain a strict connection and compliance with EQF approach;

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[1] https://www.enhance-fcn.eu/ - Sector Skills Alliance co-funded by Erasmus Plus Programme (2018-2021). The main scope of ENhANCE Project (European Curriculum for Family and Community Nurses) was to target to develop a curriculum for Family and Community Nurses.

[2] Personal Competences comprises personal, social and/or methodological abilities which could be put into play in society and at work.

[3] 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

- the template has to maintain an **explicit reference to Key Activities and Core Competences of the Occupational Profile taken as a reference for the Curriculum**, although it will be based mainly on Learning Outcomes and Units of learning Outcomes.

Task	Knowledge The Learning Process Guide knows…	Skills The Learning Process Guide is able to…	Competence The Learning Process Guide is competent to…
1 Analysing the learning needs of the learner(s)			
Collect and analyse basic information about the learner Identify and discuss the learning needs of the learner and jointly agree on learning objectives Analyse training environment (e.g. needs for specific workplaces, after restructuring, etc.) Perceive individual learning behaviours, barriers and obstacles Provide guidance and advise to learners (individual development) Exchange of information with other institutions / departments	• competence requirements of specific jobs, functions and tasks in his area and corresponding occupation profiles • different needs of specific target groups (special psychological, pedagogical, cultural support), socio-economic contexts and their impact on learning • entitlements and obligations for learning at the workplace (incl. legal frameworks of traineeships, apprenticeships, etc.) • training and learning	• analyse the students' entry level, learning style and developmental needs • identify training needs and potential of different individuals • identify own and others' learning styles • identify possible learning difficulties / barriers in learners • offer target group-specific guidance, orientation and support for individual learners • draw-up and use a PDP within his field of specialisation	• Assess the needs and potential of individual learners in the context of work • understand the specific needs of the target group • provide guidance and advice to individuals • personalise learning processes, taking into consideration possible learning difficulties as well as a different cultural and social background • apply social, communication and intercultural

Figure 2: Template for Curriculum description - http://www.ecvet-toolkit.eu/

ENhANCE project Curriculum template (see Figure 3) has been taken as a starting point for partners work. Then it has been progressively integrated including specific sections that partners deemed as useful for CGE Curriculum description.

TITLE OF THE UNIT OF LEARNING OUTCOMES / KEY ACTIVITY: EVIDENCE BASED APPROACH
DESCRIPTION OF THE UNIT: xxxx
Learning Outcome 1 **Core Competence 12:** *Set standards and evaluate the outcomes related to nursing activities in people's homes and in the community*

Knowledge	Skills
• Knows the main standards related to nursing activities in people's homes	• Is able to set/apply standards related to nursing activities in people's homes in his/her homecare practice

Personal and transversal competences
• Evaluate the proper standard to be set autonomously
• Collaborate with the other professionals of the multidisciplinary team
• Foster the acceptability and compliance of the user to the applied standards

Figure 3: ENhANCE project Curriculum template

In particular, the following sections have been integrated:

- *MANDATORY OR OPTIONAL*: this section allows to specify if the LO is supposed to be mandatory or optional for the targeted EFQ level
- *LINK TO OTHER LOs*: since many LOs are connected each other this section allows to make explicit such connections identifying possible "preliminary LOs" and avoiding possible overlaps;
- *EQF LEVEL*: although the Current version of the Curriculum is targeting EQF5 level, not all the LOs reach this level, but some of them are set at EQF4; this section allows to point out the actual EQF level of each LO; this information will be very important when the Curriculum will be adapted to EQF4 for the implementation of some of the project pilot courses
- OTHER NOTES: this section is supposed to include every additional information which can be important for the description of the LO.

9.2 ACTION 1: CORE LEARNING OUTCOMES IDENTIFICATION

This Action was aimed at:

1. defining a SET OF LEARNING OUTCOMES which should be ACHIEVED in order to master the CORE COMPETENCES defined in the CGE Occupational Profile (D2.2)

2. identifying PRELIMINARY AND CORE LEARNING OUTCOMES using results of T3.2 about the Curriculum "entry level".

9.2.1 Learning Outcomes definition

The CGE Occupational Profile delivered in WP2 identified **7 main Key Activities** identified as "*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*"[4]

Then, **from 3 to 5 Core Competences needed to perform each Key Activity** have been identified (see Table 1).

Key Activity	Related Core Competence
1. Manage suppliers and buy in sustainable food ingredients	1-A: Identify costs of required supplies 1-B: Identify most sustainable and high-quality suppliers and plan and manage the supply process related to the context 1-C: Use local and seasonal ingredients and detect them in the territory to guarantee an efficient supply for the kitchen 1-D: Avoid and manage waste while planning meals to promote full use of ingredients and promoting use of leftovers according to HACCP and local law
2. Screen, assess and monitor on client-level	2-A: Assess clients' needs in collaboration with health professionals 2-B: Collaborate with health professionals to plan how to alternate food texture regarding swallowing problems or other relevant adapted food medical conditions 2-C: Adapt screening, assessment and monitoring activity on the base of the proper level of care and use ICT tools to support this 2-D: Critically select and use the proper screening and monitoring tools to assess individual food preferences and needs 2-E: Detecting clients' satisfaction and impressions after food consumption experience with interdisciplinary team
3. Create recipes for a general population and for people with specific needs, complying with recommendations of health professionals	3-A: Create or compile recipes targeted to the general population considering cultural choices or religious ones and put them in a balanced and tasteful menu 3-B: Create and compile adapted and person-centred recipes complying with recommendations of health professionals as far as physiological (age-related) and pathological conditions 3-C: Handle food related client data in ICT systems 3-D: Supply menus and balanced menu cycles

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[4] This definition has been derived from Proper Chance Project http://www.proper-chance.eu/eng/publications.html and has also been adopted in ENhANCE project https://www.enhance-fcn.eu/

Key Activity	Core Competences
4. Manage the kitchen and coordinate personnel	4-A: Manage the kitchen budget (e. g. make budget plans and assure they are followed) with respect to food and utilities 4-B: Recruit personnel for the kitchen with HR recruiting team and define, create, implement and control training plans and schedules 4-C: Schedule personnel shifts and manage staff 4-D: Ensure regular maintenance of kitchen equipment
5. Ensure quality of food and follow safety regulations	5-A: Acquire and ensure high food quality and safety in the kitchen starting from raw and semi-finished food products, materials, storage of raw materials, processing, cooking and storage of food (components) and regenerating it. 5-B: Assure that the work of the kitchen staff is compliant with food safety and hygienic standard and maintain a secure working environment 5-C: Plan and execute food tasting for healthcare professionals to test and review menus and new dishes
6. Use and adapt cooking techniques to the specific care setting and client	6-A: Use the proper cooking techniques according to the healthcare context 6-B: Use the proper food preparation techniques for the right context 6-C: Use specific techniques of food preparation considering personal healthy diets and cultural and religious choices 6-D: Adapt food consistency, fortification and taste according to the needs of the client
7. Communicate, interact and collaborate with clients and interprofessional team	7-A: Effectively interact and communicate with different clients and the interprofessional team with verbal (also written) and non-verbal communication 7-B: Collaborate with healthcare professionals to educate and promote healthy behaviours among clients 7-C: Work in a person-centred interprofessional healthcare team and collaborate with other professionals or stakeholders 7-D: Enact sense of initiative and entrepreneurial attitudes, mind-sets and skills 7-E: Enact digital competences in daily activities and work

Table 1: List of Key Activities and related Core Competences

Starting from this baseline, partners involved in the task (MUG, ITS-BACT, MARCO POLO, ODISEE and SCMA) have been invited to identify a **SET OF LEARNING OUTCOMES which should be ACHIEVED in order to master each CORE COMPETENCE.**

To this end, a specific template has been prepared by SI4LIFE, where each CC has been associated to an alphanumerical code (see Figure 4). Learning Outcomes should have been formalized following the instructions provided in Action 0 (see previous section)

KEY ACTIVITIES	CORE COMPETENCIES	LEARNING OUTCOMES
KA1. Manage suppliers and buy in sustainable food ingredients	CC 1-A Identify costs of required supplies	
	CC 1-BIdentify most sustainable and high-quality suppliers and plan and manage the supply process related to the context	
	CC 1-C Avoid and manage waste while planning meals to promote full use of ingredients and promoting re-use according to HACCP and local law	
	CC 1-D Use local and seasonal ingredients and detect them in the territory to guarantee an efficient supply for the kitchen	

Figure 4: A sample of the template created for the collection of partners contributions about the list of LOs targeting each CC.

Each involved partner provided its own contribution in a document and SI4LIFE worked on an integration, drafting a merged list which has been revised by partners both asynchronously and during an online meeting carried out in July 2021 when the list of LOs has been discussed and approved.

Before this final approval a "filtering" of the list has been performed according to the results of the work carried out in parallel on T3.2 and described in the following section.

9.2.2 Preliminary and core learning outcomes identification

As defined in the project proposal, the "ENTRY LEVEL" for attending the Curriculum will be EQF4. Project 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.

The definition of the "entry level" and related COMPETENCES which should have been already "achieved" by students attending a course based on NECTAR's Curriculum was fundamental to the definition of the Learning Outcomes to be included in the Curriculum, as outlined in Figure 5.

To this end, in parallel to the Action 1 activity aimed at identifying a set of LOs which should be achieved in order to master each core competence, partners have been invited to focus on the ENTRY LEVEL and to formalize a list of competences to refer to. The most suitable approach in order to comply with EU VET standards and tools was to select a PROFILE ALREADY FORMALIZED IN ESCO.
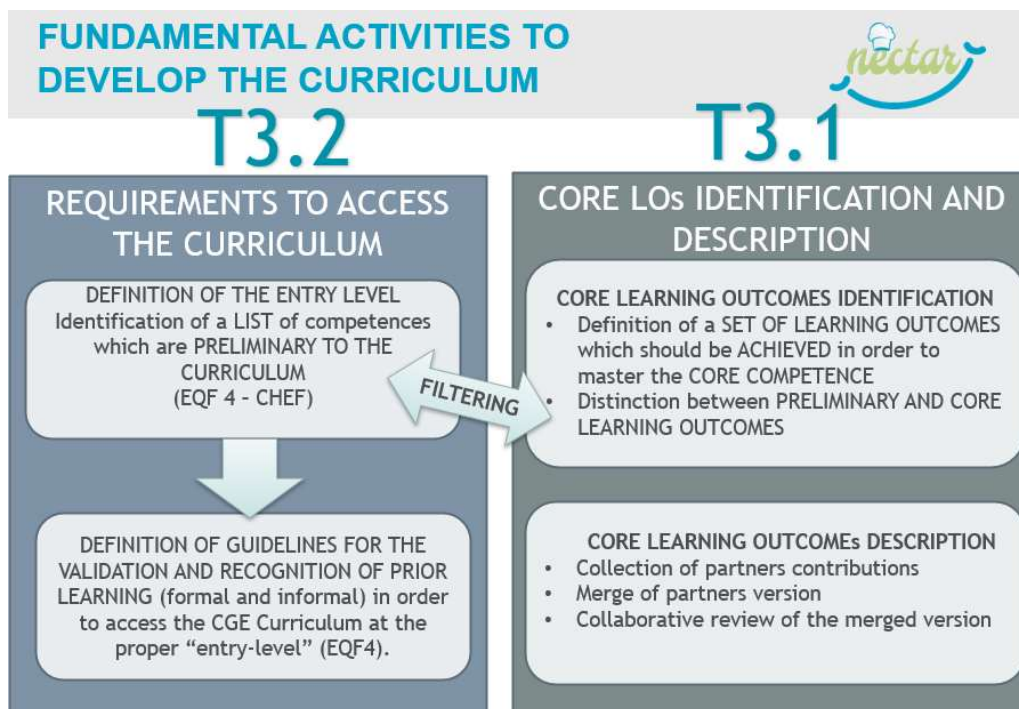
Figure 5: Connections between the requirements to access the Curriculum (T3.2) and the identification of the Learning Outcomes (T3.1)

In WP2 for the definition of the CGE Occupational Profile, the ESCO Occupation Groups Chef, Head Chef, and Diet Cook in Group 3434 were analyzed and compared. In the formalization of the CGE Occupational Profile, partners agreed on the fact that **ISCO Occupation Group 3434.1 – CHEF (branch) is the most suitable one to be "addressed" in order to integrate CGE in ESCO** in the future, as possible result of the project. Another option is **ISCO 5120.1. where Diet Cook is currently described** (see Figure 6 and Figure 7), however not all partners agree on that.
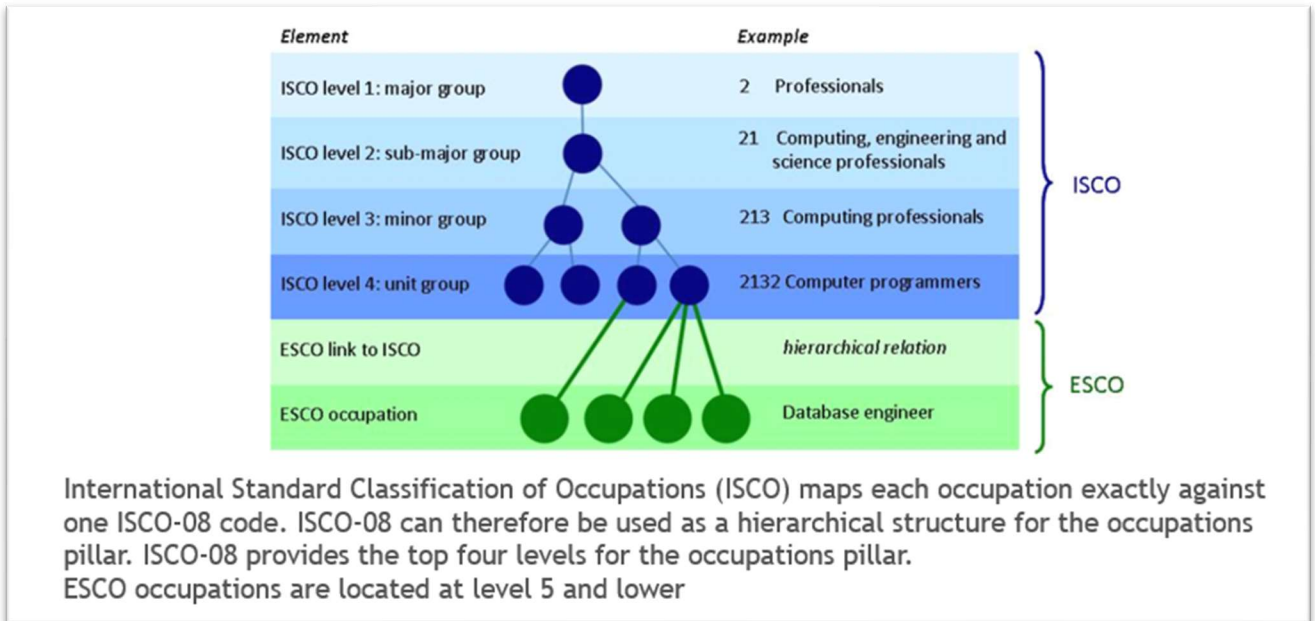
Figure 6: Description of ISCO and ESCO groups

Figure 7: Branches and related codes of CHEFS and COOKs in ESCO.

Based on these premises, future pilot leaders (MUG, ITS-BACT, MARCO POLO, ODISEE and SCMA/UALG) 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?*

After an asynchronous work and an online meeting partners agreed to refer to the **Competences detailed in ISCO Occupation Group 3434.1 – CHEF as the "entry level" for the CGE Curriculum.**

Since such "entry level" could be not completely aligned with the specific profiles (and related competences) that will be identified in each country, partners agreed that a specific "competences homogenisation" Module will be set up in national pilots whenever and wherever national competences won't cover the whole list of competences of ESCO CHEF (see Figure 8).
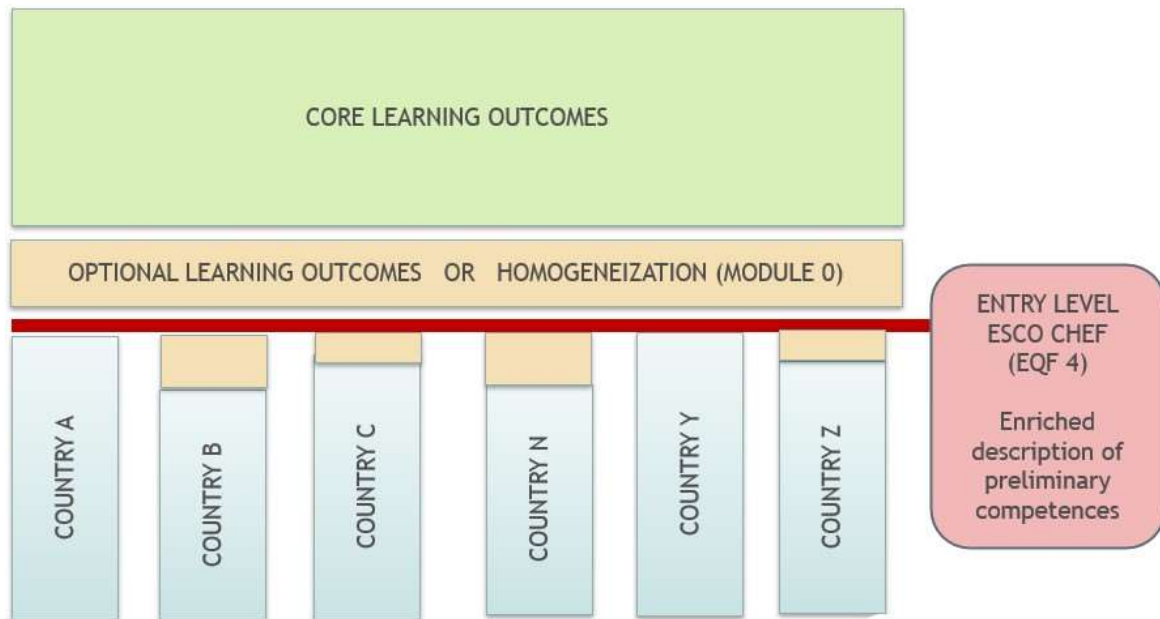
Figure 8: Proposed solution to national profiles not aligned with ESCO CHEF competences.

This issue will be managed in T3.2 and in the final release of "guidelines for the validation and recognition of prior learning".

This work on the "entry level" allowed partners to identify specific preliminary competences for each Core Competence referring to the ESCO CHEF PROFILE (see Figure 9) and "filter" the list of Learning Outcomes considering only the "core ones" (excluding the preliminary ones).

KA1. Manage suppliers and buy in sustainable food ingredients

CORE COMPETENCIES	PRELIMINARY COMPETENCES (REFERRED TO ESCO CHEF)	LEARNING OUTCOMES
1-A Identify costs of required supplies	Document, archive and evaluate merchandise management in an effective and sharable way.	1-A-1 Identify the costs of required raw and semi-finished food products, kitchen equipment and consumable items, at the light of quality and sustainability and make and progressively update an inventory of all potential, local, food products, estimating their seasonal cost
		1-A-2 Identify international and national quality brands, also exploiting ICTs and dedicated e-data resources and taking into account parameters of sustainability, and take these brands into account managing suppliers

Figure 9: An example of the table partners filled in about competences preliminary to each Core Competence of CGE Curriculum.

9.3 ACTION 2: CORE LEARNING OUTCOMES DESCRIPTION

This last action, depending on the previous ones, was aimed at the detailed description of the Learning Outcomes identified in Action 1, using the template defined in Action 0.

Partners (MUG, ITS-BACT, MARCO POLO, ODISEE and SCMA/UALG) have been invited to describe in detail at least 2 UoLs, which has been assigned to the by SI4LIFE in order to have at least 2 contributions for each UoL (see Figure 10)

	ODISEE	MARCO POLO	ITS-BACT /UNINA	MUG	SCMA/UALG
UoI 1			X		X
UoI 2	X			X	
UoI 3		X		X	
UoI 4	X				X
UoI 5			X		X
UoI 6	X	X			
UoI 7		X	X		

Figure 10: Action 2 – distribution of work

Once received each contribution, SI4LIFE worked at the merging:

- valorising the contribution of each partner (no unilateral copy & paste but point-by-point merging);
- minimizing overlapping by the use of NOTES linking the LOs each other;
- mapping LOs of UoL7 against ENTRECOMP[5] (Entrepreneurship Competence Framework) and DIGCOMP 2.1 (The Digital Competence Framework for Citizens[6])

The result of such integration was subject to a multiple process of review by:

- asynchronous partners' feedback;
- discussion in an online meeting
- internal review process
- Advisory Board review.

The results of such review process is described in section 10 and section 11.

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[5] https://publications.jrc.ec.europa.eu/repository/handle/JRC109128
[6]https://publications.jrc.ec.europa.eu/repository/bitstream/JRC106281/web-digcomp2.1pdf_%28online%29.pdf

10 The CGE CURRICULUM – First release

10.1 Main characteristics

The first release of the CGE EU Curriculum delivered through this document includes **69 Learning Outcomes grouped into 7 Units of Learning Outcomes.**

The EU Curriculum presented in this document is:

- **based on a CGE Occupational Profile** defined in WP2; the OP is composed by 29 Core Competences, characterizing the CGE at EU level;

- "**learning outcome oriented**" and compliant with t**he main EU standard and tools for VET**, such as ECVET, EQAVET, ESCO, EQF, etc.;

- **general and "across-the-board"**, since it is supposed to play a reference role for any VET designer targeting CGE profile in any EU country;

- **modular and flexible**, since it is supposed to be adaptable to different contexts and rules in different EU countries.

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

The European Reference Curriculum for CGE developed by the NECTAR Project **targets chefs (ESCO profile – EQF4) and is aimed at awarding EQF5 level**. The Curriculum can be **adapted to target and award a specialization in EQF4**. Such adaptation will be supported by specific guidelines delivered by T3.2.

Learning Outcomes (LOs) are grouped into **Units of Learning Outcomes which correspond to the Key Activities defined in the Occupational Profile.**

Each LO is characterized by an alphanumerical code which mirrors the Core Competence(s) it is related to. For instance**,** LO2-A-B-3 targets CC2 and CC3 of the Key Activity 2 and is the third out of three LOs targeting this couple of CCs in Unit of Learning 2.

Each LO is described in terms of **Knowledge, Skills and Personal and Transversal Competences**. The level of "*responsibility and autonomy*", which is an important element for the definition of the EQF level, is described in the "Personal and Transversal Competences" field (to underline these dimensions, words referring to "responsibility and autonomy" are in CAPITAL LETTER).

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

In particular the CGE Curriculum is compliant with:

- DIGCOMP 2.1 The Digital Competence Framework for Citizens[7] : LO7-E-1, LO7-E-2, LO7-E-3 have been mapped against specific competence areas of the framework; for each LO a specific level has been identified (level 3 or 4) and LOs have been described accordingly.
- ENTRECOMP - Entrepreneurship Competence Framework[8] : LO7-D-1, LO7-D-2, LO7-D-3 have been mapped against specific competence areas of the framework; for each LO a specific level has been identified (Fundation/Intermediate/Advanced) and LOs have been described accordingly.

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

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[7]https://publications.jrc.ec.europa.eu/repository/bitstream/JRC106281/web-digcomp2.1pdf_%28online%29.pdf
[8] https://publications.jrc.ec.europa.eu/repository/handle/JRC109128

- Some LO partially overlap: since in the instantiation process some LOs (not mandatory) could not be included in the localized curriculum, removing overlaps among Learning Outcomes falling under different Units could be risky; thus, they have been maintained in the Curriculum in case they fall under different Units; the main overlaps are pointed out in the NOTES field.

- Some LOs are mandatory and other are optional for the targeted EFQ5 level

- Although the Current version of the Curriculum is targeting EQF5 level, not all the LOs reach this level, but some of them are set at EQF4; a specific section of the template allows to point out the actual EQF level of each LO; this information will be very important when the Curriculum will be adapted to EQF4 for the implementation of some of the project pilot courses

- many LOs are connected each other; the Curriculum makes explicit such connections identifying possible "preliminary LOs" and avoiding possible overlaps;

- LO2-C-D-0 has been added during the final review process in order to group the basic competences about gastro-engineering approach and CGE profile;

- The level of "responsibility and autonomy", which is an important element for the definition of the EQF level, is described in the "Personal and Transversal Competences" field; to underline these dimensions, words referring to "responsibility and autonomy" are in CAPITAL LETTER.

10.2 CGE CURRICULUM – Detailed description of Learning Outcomes

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

LO1-A-1
Identify the costs of required raw and semi-finished food products, kitchen equipment and consumable items, at the light of quality and sustainability and make and progressively update an inventory of all potential, local, food products, estimating their periodical cost

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Describe the procedure to identify the costs of required raw and semi-finished food products	• Identify the best option in terms of costs and quality of required raw and semi-finished food products
• Describe the procedure to identify the costs of kitchen equipment and consumable items	• Identify the best option in terms of costs and quality of kitchen equipment and consumable items
• Be aware of the sustainable process in the agri-food and fish chain	• Create and progressively update an inventory of all potential, local, food products, estimating their seasonal cost
• Identify and describe quality parameters (including sustainability) as in the agri-fish-food chain	• Evaluate all the quality parameters (including sustainability, use of disposable packaging materials, use of local produce, water consumption carbon, footprint) of the potential suppliers
• Describe criteria to estimate the seasonal cost of local food products	
• Describe the main characteristics of an inventory of all potential, local, food products, estimating their seasonal cost, depicting possible tools for such data collection	• Compose suppliers' management reports, including raw material specifications and sustainability parameters
	• Estimate actual seasonal cost of local food products

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

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

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

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

Linked to LO7-E-1,

EQF LEVEL: EQF4

OTHER NOTES:

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

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

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

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

LO1-A-2
Identify international and national quality brands, also exploiting ICTs and dedicated e-data resources and taking into account high quality and parameters of sustainability, and take these brands into account managing suppliers

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
- Outline, identify and select the main international and national quality brands - Know the main quality brand systems in relation to both quality tout court (ISO 9001: 2015, IFS, BRC, GLOBAL GAP), and environmental certification (ISO 14001: 2015, EMAS) - Be critically aware of the quality certifications relating to organic products according to European and third country legislation; know the protocols of integrated agriculture and biodynamics and other voluntary certification. - Be critically aware about the certifications of typical origin admitted in the EU (eg. IGP; DOP; /AOP, TSG, etc.)	- Set up a database about to the main producers and suppliers for an inventory of products of typical origin or with quality certifications, crossing it with sustainability parameters - Map, using the WEB, the main territorial quality marks - identify the typical certified productions at a territorial level - Compare and select the main quality brands, evaluating the intersection between quality level, price, certification - Compile and manage a supplier / brand / product list that allows to cross-check the quality brands with sustainability parameters such as organic, integrated agriculture, EMS certification, forms of packaging, transport, forms of social ethical certification on environment

• Describe the main characteristics of a database about to the main producers and suppliers for an inventory of products of typical origin or with quality certifications, crossing it with sustainability parameters • Describe the main exploiting ICTs and dedicated e-data resources which can be used in order to set up and update a database of suppliers	• Collect brand information, through e-data and also direct contact with suppliers

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

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

MANDATORY OR OPTIONAL: *MANDATORY*

LINK TO OTHER LOs:

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

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

EQF LEVEL: EQF5

OTHER NOTES:

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

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

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

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

HACCP system is addressed by LO1-D-1

LO1-B-1

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

KNOWLEDGE He/she is able to:	SKILLS He/she is able to:
• Understand and describe the concept of sustainability in food production and consumption • Identify and describe in detail quality criteria (including aspects of sustainability) for each product • Identify and describe general quality criteria for each pair of product/supplier • List, describe and differentiate compliance of food suppliers with quality (including sustainability) criteria • Depict select monitoring routines for regular evaluation of each supplier product quality • Be aware of the sustainability assessment of food, fisheries and agriculture systems made by FAO	• Compare and assess suppliers taking into account relevant/appropriate sustainability parameters (use of disposable packaging materials, use of local produce, water consumption carbon, etc.) • Select the most suitable (in terms of all applicable high- quality criteria) food suppliers. • Select the list of products and suppliers on the basis of the principles of high quality (including sustainability) • Monitor suppliers in relation to sustainability and establish improvement plans • Compose suppliers' management reports, including raw material specifications and sustainability parameters

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Apply critical thinking to the identification of each supplier compliance with accorded standards

- TAKE RESPONSIBILITY on selecting the most appropriate suppliers

- direct producers and suppliers in general towards sustainability criteria in production minimize the environmental impact of production with careful choices of products and suppliers act in staff with employees for the management of supplies

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

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

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

EQF LEVEL: EQF5

OTHER NOTES:

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

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

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

HACCP system is addressed by LO1-D-1

LO1-B-2
Plan and manage the supply process related to the specific health or social context

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Describe the main quality procedures to plan and manage the supply process	• Properly and timely plan the supply process
• Describe different social and healthcare contexts	• Select suppliers according to specific health or social context meal plan's needs
• Classify suppliers according to specific health or social context meal plan's needs	• Adapt the supply process to the specific context (health and social)
• Describe the HACCP system in relation to the procurement and storage phase	• Map the context of local productions, quality levels and the possibilities of procurement from the producer;
• Outline the ways of creating short supply chains and how to deal directly with producers;	• Manage supplies correctly and encourage sustainable forms of transport and delivery.
• Outline the shelf life of the products and the methods of conservation	• Prioritize purchases, even in complex situations

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

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

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

LO1-D-1 is fundamental to this LO.

EQF LEVEL: EQF5

OTHER NOTES:

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

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

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

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

HACCP system is addressed by LO1-D-1

LO1-C-1

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Compare local food suppliers among the regional food supply chain Recognize local food ingredients, identifying their proper season • Recognize best practices for seasonal food delivery • Be aware of the regional food supply chain and of how seasonal products are delivered • Define and identify (local) food seasonal prices • Explain procedures about how to establish anetwork with suppliers in order to guarantee constant food supply • Outline, identify and compare the main ICT channels for screening and contacting suppliers.	• Identify and select the most suitable food products and suppliers according to seasonality • Select and use seasonal ingredients, ensuring constant high quality food supply at best price • Collect and organize data regarding local food suppliers, using both ICT and personal contacts • Act as a change agent and promote best recognition and use of local produce among kitchen staff

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Interact with producers and suppliers in general identify the critical points of the supply chain system and the possibilities for improvement act in staff for the management of supplies

- Communicate effectively with suppliers, promoting cooperative behaviours

- Interact with other members of the kitchen staff team with an open attitude

MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:.

LO1-B-1 and LO7-E-1 are fundamental to this LO.

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

EQF LEVEL: EQF4

OTHER NOTES:

Skills for identifying, comparing, monitoring and evaluating regularly the most sustainable and high-quality food suppliers are addressed by LO1-B-1.

Basic tools supporting the creation of a data collection are addressed by LO7-E-1	
The main current digital tools dedicated to food (eg. regional resources…) are addressed by LO7-E-4	
Skills about how to browse, search, filter and manage data, information and digital content are addressed by LO7-E-1	
Quality criteria of sustainable suppliers are addressed by LO1-B-1	

LO1-D-1

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Understand the concept of "leftovers" according to a hygienic management of the production process and HACCP	• Optimize the process reducing production of waste
• Outline the HACCP steps related to food preparation and the use of leftovers	• Avoid improper or potentially dangerous uses for the management of leftovers or waste
• Outline, differentiate and describe leftovers cooking techniques	• Prepare food using the leftovers (including traditional recipes and poor dishes)
• List a wide repertoire of recipes that optimize the use of ingredients by minimizing leftover and waste and that are pleasing to the consumer	• Minimize and manage the waste
• Define, describe and be aware of the Critical Control Points to be considered when using leftovers and produce less valued parts	• Realize a wide repertoire of recipes that allow the use of leftovers and minimize food waste
• Be critically aware about how mishandling produce and leftovers may be the cause of foodborne disease which may endanger frail client's health	

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

• Manage the kitchen staff in order to make the best use of leftovers and scraps manage the relationship with the consumer by making known the reasons for the use of leftovers and waste according to sustainability

• TAKE RESPONSIBILITY when detecting conditions and/or practices that can endanger HACCP and local law compliance

- Motivate collaborators towards the responsible use of leftovers

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

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

Linked to LO1-B-2

EQF LEVEL: EQF4

OTHER NOTES:

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

LO1-D-2

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Describe, identify and select proper waste separation and disposal measures in the kitchen	• Comply with the measures for the prevention, separation and proper disposal of waste in the kitchen
• Discriminate among different ways of waste handling, based on safety and hygiene applicable standards	• Ensure kitchen personnel comply with these measure according to schedules and roles.
• Define waste separation and disposal routines, based on specialized knowledge about safety and sustainability related issues	

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

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

MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

LO1-D-1 is fundamental to this LO

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

EQF LEVEL: EQF4

OTHER NOTES:

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

LO1-D-3

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:

KNOWLEDGE

He/she is able to:

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

SKILLS

He/she is able to:

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

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

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

MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

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

EQF LEVEL: EQF5

OTHER NOTES:

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

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

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

LO2-C-D-2: Create solutions for the results of assessment from a CGE perspective and within the context of a comprehensive and holistic food care approach
LO2-C-D-3: Know the main ICT tools to screen and assess clients' needs in the context of food care, be able to select the proper ones and be able to use them, complying with data privacy and confidentiality guidelines
LO2-C-D-4: Know the main ICT tools for recording and monitoring assessment results, as well as interventions, be able to select the proper ones and be able to use them, complying with legal ICT structure, addressing all data privacy and applicable confidentiality guidelines
LO2-E-1: Know the main techniques and tool to detect clients' meal satisfaction and impressions during and after intervention(s) and be able to apply this feedback in daily practice, in collaboration with the interdisciplinary team

LO2-A-B-1
Understand the impact of nutrition on development of diseases and human metabolism in a life-course approach and vice versa

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Describe the process of comprehensive needs assessments step by step • Be aware of how some common diseases can affect food (broader than nutritional) needs of clients • Describe basic food needs of older citizens and patients • Describe some common diseases affecting taste, smell and food uptake • Be aware of the consequences, if individual nutritional needs of people are not met	

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

• Comply with scientific standards of evidence-based medicine in primary food care

• Continuously keeps up to date about new scientific nutritional treatments in primary food care

• Adopt a holistic approach

• Collaborate with healthcare team and professionals

MANDATORY OR OPTIONAL: *OPTIONAL*

LINK TO OTHER LOs:

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

EQF LEVEL: EQF4

OTHER NOTES:

LO2-A-B-2

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Know common diseases and conditions affecting taste and smell • Understand consequences of diseases affecting taste and smell • Recognize and describe food needs of people with diseases affecting the smell and taste • Identify possible food needs of people with diseases affecting the smell and taste	• Comply with scientific standards for a culinary approach to diseases affecting taste and smell • Promote ongoing compliance with the scientific standards of treatment of taste and smell deterioration • Apply the knowledge about physiology of taste and smell in daily cooking techniques • Apply relevant standards of health needs of people with taste and smell deterioration in collaboration with health professionals • Document results of the assessment • Plan the future intervention for the of taste and smell together with health professionals

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

• Collaborate with other members of the interdisciplinary health team during the taste assessment of the client

• Acknowledge professional boundaries of the own profession and those of other health professions

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

Fundamental to: LO2-A-B-1

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

EQF LEVEL: **EQF5**
OTHER NOTES: *Team working competencies are addressed in LO7-A-2 LO7-C-1 LO7-C-3*

LO2-A-B-3
Be aware of the main swallowing problems which raise the need for adapted food and be able to tackle these problems and conditions in daily work in collaboration with health professionals

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Describe the main swallowing problems	• Analyse and evaluate how clients can take in modified meals in collaboration with health professionals
	• Apply the right food preparation techniques to adapt food according to swallowing client's needs
	• Monitor food uptake in order to check effectivity of a primary food care intervention

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

• TAKE RESPONSIBILITY for the food modification of clients

• Recognize WITH RESPONSIBILITY clients' needs for adapted food

• Apply critical thinking and specialized problem-solving skills when adapting food according to swallowing client's needs

MANDATORY OR OPTIONAL: Mandatory

LINK TO OTHER LOs:

Linked to: LO2-A-B-1 LO2-A-B-2 LO2-C-D-1
Preparatory for: LO3-B-1 LO3-B-2 LO6-A-B-1 LO6-A-B-2 LO6-A-B-3 LO6-D-1 LO6-D-2 LO6-D-3

EQF LEVEL: **EQF5**
OTHER NOTES:
Team working competencies are addressed in LO7-A-2 LO7-C-1 LO7-C-3

LO2-C-D-0
Know and understand the concepts of "Primary Food Care", "Gastrology" and "Gastro-engineering" in healthcare and their role to promote active and healthy ageing, is aware of the main characteristics of the CGE professional profile, of what a "gastrological intervention" implies and of the main "gastrological tools" a CGE can rely on.

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Know the concepts of "Primary Food Care", "Gastrology" and "Gastro-engineering" in healthcare and their role to promote active and healthy ageing,	• Apply the main gastrological tools in daily practice
• Be aware of the main characteristics of the Chef Gastro-Engineering professional profile, including the main competences and roles of a CGE in PFC	• Advocate for the a gastrological approach to Primary Food Care and for emerging CGE profile
• Define and describe the main characteristics of a "gastrological intervention" implies and of the main "gastrological tools" a CGE can rely on.	
• Define and describe the main characteristics of a "gastrological tool"	
• List the main gastrological tools and describe their characteristics	

PERSONAL AND TRANSVERSAL COMPETENCES
He/she is able to:
• AUTONOMOUSLY advocate for CGE recognition

MANDATORY OR OPTIONAL: *mandatory*
LINK TO OTHER LOs:

Preliminary to LO2-C-D-1, LO2-C-D-2, LO2-C-D-3, LO2-C-D-4, LO2-E-1
EQF LEVEL: EQF5
OTHER NOTES: *Selection, comparison and use of test protocols, as well as taste assessment, are addressed by LO2-C-D-1*

LO2-C-D-1

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Describe the main test protocols (and possibly gastrological test protocols) on taste disturbances	• Select the main test protocols (and possibly gastrological test protocols) on taste disturbances an use them to detect and classify taste deterioration and to monitor it
• Discriminate among different the main test protocols (and possibly gastrological tools) to enhance expected outcomes for individuals and select the one for a client	• Analyse and evaluate taste deterioration with the appropriate test protocols (and possibly gastrological test protocols)
• Define strategies how to use the critically selected the main test protocols	• Perform taste assessment with clients and monitor the outcomes, documenting results
• Outline and select correct criteria for the main test protocols (and possibly gastrological tools) on taste disturbances	
• Identify failure situations	

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

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

MANDATORY OR OPTIONAL: *mandatory*
LINK TO OTHER LOs:
LO2-C-D-0 is preliminary to this LO.
Linked to: LO2-A-B-2 LO2-C-D-3 LO2-C-D-4
EQF LEVEL: EQF5
OTHER NOTES:
The definition and application of gastrological tools is addressed by LO2-C-D-0

LO2-C-D-2 **Create solutions for the results of assessment from a CGE perspective and within the context of a comprehensive and holistic food care approach**	
KNOWLEDGE He/she is able to: • Outline the main solutions a CGE can adopt to answer to different types of assessment results, taking into account cultural embeddedness and a shared holistic care approach	SKILLS He/she is able to: • Create culinary and gastrological solutions for the results of assessment, using relevant and appropriate techniques for culinary interventions • Contribute to comprehensive food care approach and advocate for it • Comply with comprehensive and holistic food care approach and taking into account cultural embeddedness
PERSONAL AND TRANSVERSAL COMPETENCES He/she is able to: • Apply critical thinking and specialized problem-solving skills when generating solutions for assessment results • Learn from experiences with other professionals and individuals • Acknowledge professional boundaries of the own profession and those of other health professions	

MANDATORY OR OPTIONAL: mandatory
LINK TO OTHER LOs:
LO2-C-D-0 is preliminary to this LO.
Linked to LO2-A-B-1, LO2-A-B-3
EQF LEVEL: EQF5
OTHER NOTES:
CGE perspective and profile, as well as the main characteristics of a gastrological intervention, are addressed by LO2-C-D-0
Primary Food care characteristics are addressed by LO2-C-D-0

LO2-C-D-3 **Know the main ICT tools for screening and assessing clients' individual food preferences and individual food intake needs and wishes, be able to select the proper ones and be able to use them, complying with data privacy and confidentiality guidelines and , in collaboration with health professionals**	
KNOWLEDGE He/she is able to: • Describe the most common ICT tools available regionally and their function for screening and assessing clients' individual food preferences and individual food intake needs and wishes • Be aware of the most important ICT tools for screening and assessing clients' individual food preferences and individual food intake needs and wishes available at international level • Differentiate between screening and assessment and outline how they work • State standards of data privacy and confidentiality guidelines regarding the use of ICT tools for screening and assessing clients' individual food preferences and individual food intake needs and wishes	SKILLS He/she is able to: • Select the most suitable ICT tools for screening and assessing clients' clients' individual food preferences and individual food intake needs and wishes, according to the working environment • Use properly the most suitable ICT tools for screening and assessing clients' clients' individual food preferences and individual food intake needs and wishes • Use properly the information collected through the screening and assessment • Comply with data privacy and confidentiality guidelines

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Comply with legal standards

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

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

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

LO7-E-3 is preliminary to this LO.

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

EQF LEVEL: EQF5

OTHER NOTES:

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Describe the most common ICT tools available regionally and their function for recording and monitoring assessment results, as well as culinary and gastrological interventions	• Select the most suitable ICT tools for recording and monitoring assessment results, as well as culinary and gastrological interventions, according to the working environment
• Be aware of the most important ICT tools for recording and monitoring assessment results, as well as culinary and gastrological interventions, available at international level	• Use properly the most suitable ICT tools for recording and monitoring assessment results, as well as culinary and gastrological interventions
• Outline how to record and monitor assessment results and culinary and gastrological interventions	• Apply knowledge about ICT tools, recording and monitoring assessment results and culinary and gastrological interventions to enhance the care outcome of persons

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

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Comply with legal standards

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

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MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

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

LO7-E-3 is preliminary to this LO.

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

EQF LEVEL: EQF5

OTHER NOTES:

Privacy issues are targeted by LO7-E-3.

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

LO2-E-1

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Describe the main tools and techniques tools to detect clients' satisfaction and impressions during and after culinary and gastrological intervention(s)	• Select and apply the right techniques and tools to ensure clinical and healthcare effectiveness and appropriateness.
• Be aware of and describe the role of a good cooperation with the client to enhance the care outcome and high satisfaction	• Constantly evaluate own counselling and evaluation techniques and tools
• Describe and distinguish between different counselling techniques to ensure effectiveness and appropriateness	• Change techniques and tools if needed
	• Be aware of new techniques and tools and stay up to date
	• Give input in satisfaction surveys that already exist
	• Review own tools through evaluation during and after culinary and gastrological intervention(s)
	• Actively participate in the development of ICT tools in use, communicating improvements to ICT experts and within the interprofessional care team

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

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

MANDATORY OR OPTIONAL: mandatory

LINK TO OTHER LOs:

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

LO7-B-3 is preliminary to this LO.

Linked to: LO2-C-D-3

EQF LEVEL: EQF5

OTHER NOTES:

Counselling skills are targeted by LO7-B-3.

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

Unit of Learning Outcome 3: Create recipes for a general population and for people with specific needs, complying with recommendations of health professionals
TARGETED CORE COMPETENCIES
CC 3-A: Create or compile recipes targeted to the general population considering cultural choices or religious ones and put them in a balanced and tasteful menu
CC 3-B: Create and compile adapted and person-centred recipes complying with recommendations of health professionals as far as physiological (age-related) and pathological conditions
CC 3-C: Handle food related client data in ICT systems
CC 3-D: Supply menus and balanced menu cycles
Learning Outcomes
LO3-A-1: Understand cultural, religious or other trending food choices, recognize their impact on meals and cooking and adapt dishes considering them
LO3-A-2: Follow food trends, try out new meals/recipes and evaluate the trial phase in terms of its feasibility in the business/service, also in collaboration with actors external to the kitchen/institution
LO3-B-1: Collaborate to create standardized menu plans, grounded on disease adapted meals, starting from clients' needs assessment and in collaboration with health professionals
LO3-B-2: Adjust baseline menus to satisfy individual preference and needs
LO3-B-3: Know the effects of cooking on ingredients/raw materials and select the proper methods, maximizing the freshness and quality of the ingredients/raw materials
LO3-D-1: Know the basics of chemistry of food and combine food items in order to both respect food quality and obtain appetizing menus adapted to care settings
LO3-D-2: Schedule meals supply according to clients' needs and living environment, also taking into account the main accessibility issues for older adults and disabled people which could occur in the different care settings
LO3-D-3: Create menus including beverage recommendations for the planned menu sequences

LO3-A-1

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Outline elements of cultural anthropology related to food and the relationship of food and beverages with society and culture of a territory.	• Comply with different food choices regarding religion or culture
• Identify food prescriptions and prohibitions in the various cultures and religions	• Apply different methods for adapting dishes for specific target groups
• Identify food reference models (vegan and vegetarian diets)	• Practice evidence based search strategies to stay up to date in food trends
• Outline trending food choices and how to stay up to date	• Select appropriate preparation and cooking methods of products according to cultural and religious prescription
• Identify and recognize nutritional lacks connected with the exclusion of specific food items	• Elaborate menu/meals to satisfy nutritional needs according to cultural, religious and -trending food choices
• Recognize the impact on relevant quality aspects of physical cooking methods	• Select appropriate cooking methods to preserve high quality, nutritional properties and taste
• Outline different methods to adapt dishes for specific target groups	• Elaborate innovative and traditional products with reference to the target customers and their cultural and religious interests

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

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

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

Preparatory to LO6-C1-C2-C3

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

EQF LEVEL: EQF5

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

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Recall food trends and know the different possibilities to stay up to date on food trends	• Use standardized and (if possible) validated tools to evaluate feasibility of new meals/recipes in collaboration with multidisciplinary team and stakeholders
• Outline standardized and validated tools to evaluate feasibility of new meals/recipes in collaboration with multidisciplinary team and stakeholders	• Plan test phase, selecting appropriate sample population
• Identify key parameters to be tested and Describe evaluation methods for recipe/meal trials in terms of feasibility	• Analyse testing scenario and identify external actors to be involved in the evaluation phase
• Be critically aware of and outline criteria for evaluating new food trends	• Execute test of new meals/ recipes and elaborate results of the trial and related recommendations
• Describe the main actors external to the kitchen/institution and know their function/tasks to try out new meals/recipes	• Assess qualitatively and economically sustainable offers, adapting choices to changing trends in food/consumption , and food styles of the customer target
• Describe techniques for analysing cost/price of food and beverages product with budgetary analysis techniques	• Monitor the evaluation/trial phase of new recipes/meals
	• Follow up on food trends and stay up to date on new food trends
	• Evaluate new recipes/meals in a trial phase in terms of its feasibility

PERSONAL AND TRANSVERSAL COMPETENCES
He/she is able to: • Comply with standards of scientific research about new food trends   • Collaborate with main actors external to the kitchen/institution   • Apply the most effective collaboration principles, methods and techniques both in a formalized multidisciplinary team and when collaborating with social service providers and other stakeholders
MANDATORY OR OPTIONAL: *mandatory*   **LINK TO OTHER LOs:**   *Linked to: LO3-A-1, LO3-B-1, LO3-D-1, LO3-D-3*   **EQF LEVEL: EQF5**   **OTHER NOTES:**

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

KNOWLEDGE	SKILLS
He/she is able to: • Outline the criteria of main standardized menus and the general recommendations of health professionals • Recognize food needs to define the composition of balanced menus • Identify and explain principles of basic food chemistry to elaborate tasteful dishes adapting nutritional parameter for standardized menus • Know the own professional boundaries in collaboration with other health professionals	He/she is able to: • Create standardized and plans in collaboration with health professionals • Apply fundamental principles of practice in the field of clinical nutrition • Select the most appropriate products to comply with specific food needs and limitations

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

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

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

The whole UoL2 targeting needs assessment is fundamental to this LO

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

EQF LEVEL: EQF5

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

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Outline the process of developing a baseline menu • Identify the best methods to adjust baseline menu to individual preferences • Identify principles of basic food chemistry to elaborate tasteful dishes adapting food quality parameter to individual needs and preferences according to physiological and pathological needs	• Adjust baseline menus according to physiological and pathological needs • Evaluate baseline menu according to predefined criteria • Use the result of food preference test to elaborate dishes in a baseline menu • Adapt menus according to given food and nutrition standards

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

• Understand the needs of individuals

• Comply with scientific standards

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

LO6-C-1 is fundamental to this LO.

The whole UoL2 targeting needs assessment is fundamental to this LO

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

EQF LEVEL: EQF5

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

LO3-B-3

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Identify the modifications through cooking and the effect on ingredients • Identify the range of wet, dry, and non-thermal cooking methods available and their appropriate uses for various ingredients and menus • Describe the phases, times, tools and methods of processing, cooking and preserving products • Illustrate techniques for the preparation and service of products taking into account food preference, in collaboration with health professionals • Describe the effects of cooking on ingredients and outline appropriate cooking methods to preserve food quality	• Select proper method of cooking in order to maximize the freshness and food quality of the ingredients • Select proper method of cooking • Select the appropriate cooking equipment for each cooking method • Apply correct cooking methods for each ingredient and dish to maximize freshness and food quality characteristics (nutritional value) • Apply a full range of cookery methods, maximizing the freshness and quality of the ingredient

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Select proper methods scientifically

- Apply modern technologies and methodologies in food production autonomously

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

The whole UoL2 targeting needs assessment is fundamental to this LO

Linked to: LO3-D-1

EQF LEVEL: EQF5

OTHER NOTES:

LO3-D-1

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Describe the basics of chemistry of food, outline their main components and how they affect each other • Know the basics about nutritional balance in meals/recipes • Describe the chemical interaction and synergies among ingredients to enhance proprieties of ingredients for each tasteful preparation and equilibrate menus • Describe the chemical interaction and synergies among ingredients to reach the maximum nutritional value for each tasteful preparation and the equilibrate menus	• Create appetizing menus adapted to care setting • Select the most appropriate combination of ingredients to reach maximum quality and nutritional value of tasteful preparation and equilibrate menus • Comply with scientific standards about nutritional balanced meals/Recipes •

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

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

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

Preparatory to LO6A-B-1

LO3B-1 is fundamental to this LO

EQF LEVEL: EQF5

OTHER NOTES:

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Describe the different typology of living environment of care settings • Describe various typology of meals supply for suitable living environment • Identify the different strategies for meals supply for older and disable people • Recognize balanced nutritional parameters for menus for older adult and in the different disabled conditions • Describe the main accessibility issues for older adults and disabled people which could occur in the different care settings	• Create schedule for meals according to client's needs and supervise the development of the meals schedule • Perform dedicated protocols for meals supply in accordance with heath care professionals • Tackle accessibility issues for older adults and disabled people in primary food care, which could occur in the different care settings into meals scheduling

PERSONAL AND TRANSVERSAL COMPETENCES
He/she is able to: • Protect the rights of older and disabled people and advocate for them • Demonstrate AUTONOMY in the elaboration of dedicated protocols

MANDATORY OR OPTIONAL: *optional*
LINK TO OTHER LOs: *Linked to LO3-B-1*
EQF LEVEL: **EQF4**
OTHER NOTES:

LO3-D-3

Create menus including beverage recommendations for the planned menu sequences

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Describe proper combinations of beverages with menus • Describe basic composition and quality (nutritional value) of the different type of beverages • Identify the rules for food and beverage pairing to create a tasteful menu	• Create menus including beverage recommendations for the planned menu sequences • Supervise beverage recommendations for planned menu sequences

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

• Apply critical thinking when creating menus

• Demonstrate AUTONOMY when creating menus

MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

LO6-C-1 is fundamental to this LO

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

EQF LEVEL: EQF4

OTHER NOTES:

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

Unit of Learning Outcome 4: Manage the kitchen and coordinate personnel
TARGETED CORE COMPETENCIES
CC 4-A: Manage the kitchen budget (e.g. make budget plans and assure they are followed) with respect to food and utilities
CC 4-B: Recruit personnel for the kitchen with HR (human resources) recruiting team and define, create, implement and control training plans and schedules
CC 4-C: Schedule personnel shifts and manage staff
CC 4-D: Ensure regular maintenance of kitchen equipment
Learning Outcomes
LO4-A-1: Create budgets for each meal, according to food seasonal price, non-food supplies, and expected equipment durability and lifetime
LO4-A-2: Calculate and manage the kitchen budget of food, utilities and personnel
LO4-A-3: Make budget plans, negotiate them with superiors and assure they are followed by the kitchen personnel
LO4-B-1: Identify control parameters, evaluate the quality of the kitchen team's performance, conduct employee appraisals and provide feedback to superiors
LO4-B-2: Describe jobs according to planned activities and participate in the recruitment of personnel collaborating with HR
LO4-B-3: Support new employees by informing, training and instructing them in their integration into the existing team, also identifying tutors and setting up training plans and employees personal career talks
LO4-C-1: Plan daily work optimizing workflow, draw up the work schedule and shifts for the kitchen team (balancing team capability) and ensure through constant monitoring that it is followed by the staff
LO4-C-2: Analyse and optimize the processes in the kitchen organization, ensuring the smooth flow of food from preparation to service through communication between the kitchen and the service department
LO4-C-3: Know and apply the proper leadership strategies, being able to plan work, organize tasks, and delegate to others and to develop decision-making strategies
LO4-D-1: Define equipment maintenance schedules and monitor, assess, and record the adherence to it
LO4-D-2: Ensure the adequate and efficient use and the proper cleaning of kitchen machines, equipment and utensils performing quality controls in compliance with quality national standards
LO4-D-3: Align workstations in the kitchen with the requirements of the individual kitchen stations

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Understand the basic principles of accounting for budget management • Define and identify (local) food seasonal prices • Define and identify required non-food supplies • Understand the expected durability and lifetime of kitchen equipment and classify equipment items in terms of predictable lifetime • Define budget calculation formulas, to be used applying seasonal prices	• Calculate/estimate budget for each meal, considering realistic seasonal food prices, non-food supplies' price and proper equipment durability and lifetime • Act in compliance with the allotted budget • Critically analyse the costs of every meal considering food seasonal price, the required non-food supplies and the expected durability of lifetime of the equipment • Document the budget of each meal in spreadsheet software • Detect seasonal price fluctuations of the produce required for each recipe/meal plan • Review price estimates according to unexpected market changes

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

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

MANDATORY OR OPTIONAL: *Mandatory*

LINK TO OTHER LOs:

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

Preliminary to: LO4-A-3
Linked to: LO4-A-2, LO1-A-1 LO1-C-1 LO4-A-4

EQF LEVEL: EQF5

OTHER NOTES:

Mandatory for EQF5, Optional for EQF4

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

LO4-A-2 **Calculate and manage the kitchen budget of food, utilities and personnel**	
KNOWLEDGE He/she is able to: • Understand how to make calculations with a calculator and in spreadsheet software (e.g. Excel) • Distinguish and outline the budget of food, utilities and personnel in the kitchen • Identify the workload (in terms of personnel time cost) associated to each recipe and menu.	SKILLS He/she is able to: • Calculate weekly, monthly and yearly budgets covering food, utilities and personnel • Document the budget sheets in the specifically designed spreadsheet software (e.g. Excel) • Evaluate and handle possible deviations to the estimated costs, providing solutions to keep meal preparation within the allowed cost, without quality or safety issues • Continuously monitor the development of costs in the kitchen • Organize the document system and document flow for all processes related to the kitchen
PERSONAL AND TRANSVERSAL COMPETENCES He/she is able to: • Take RESPONSIBILITY for managing budgets in the kitchen • Provide responsible explanations to healthcare team and kitchen personnel about required budget • Cooperate with members of personnel to ensure staff workload is correctly included in the overall budget	

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

Preliminary to: LO4-A-1, LO4-A-3
Linked to: LO1-A-1 LO1-C-1 LO4-A-4

EQF LEVEL: EQF5

OTHER NOTES:

Mandatory for EQF5, Optional for EQF4

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

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Describe how to make budget plans for specific time periods • Define and identify the necessities in a kitchen with corresponding budgets	• Calculate weekly, monthly and yearly budgets and discuss them with superiors • Supervise kitchen personnel handling budgets • Explain budget plans to kitchen personnel, describing all cost assumptions in a language that may be understood by each member of kitchen personnel • Comply and stimulate a culture of compliance with estimated cost in terms of produce use and time consumption • Continuously assess and report malpractices which may endanger estimated budget compliance

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

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

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

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

LO4-A-1 is fundamental to this LO.
Linked to: LO4-A-2, LO1-A-1 LO1-C-1 LO4-A-4

EQF LEVEL: EQF5

OTHER NOTES:

Mandatory for EQF5, Optional for EQF4

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

LO4-B-1

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Outline, identify and select proper parameters to evaluate quality of kitchen team's performance • Describe how to conduct qualitative and/or quantitative surveys with kitchen team • Define and describe the feedback from kitchen team • Identify potential and actual malpractices • Describe the role of positive working environment	• Conduct effective qualitative and/or quantitative surveys with kitchen team • Monitor and evaluate kitchen personnel's performance • Evaluate employee's appraisal and provide positive feedback to them • Apply communication strategies and techniques for successful relations with kitchen personnel • Document kitchen team's performance and employee appraisal and discuss this with superiors • Act as a change agent, by providing staff with feedback on their performance and superiors with employee appraisals

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

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

MANDATORY OR OPTIONAL: *Mandatory*

LINK TO OTHER LOs:

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

EQF LEVEL: EQF5

OTHER NOTES:

Mandatory for EQF5, Optional for EQF4
Competences addressing Creative thinking techniques are addressed in LO7-C-4
Competences concerning leadership and teamworking are addressed by LO7-C-2
Competences concerning staff management and supervision are addressed by LO7-C-5
Competences concerning roles and responsibilities of the staff are addressed by LO7-C-1

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• State roles, responsibilities and legitimations of jobs in the kitchen • Outline, identify and describe planned activities in the kitchen • Understand and define the conditions for recruitment of personnel with HR • Define and assign each task to the adequate member of staff	• Detect and evaluate which roles (with corresponding skills and competences) are needed in the kitchen in collaboration with HR • Motivate people to apply for the required jobs • Assess job applicants by skills and competences in collaboration with HR • Document potential candidates for recruitment in the kitchen in collaboration with HR • Evaluate the potential of each candidate to understand/learn/perform the roles involved in the planned activities

PERSONAL AND TRANSVERSAL COMPETENCES
He/she is able to:
• Collaborate with personnel and HR team • Communicate effectively and promote cooperative behaviours

MANDATORY OR OPTIONAL: *Optional*

LINK TO OTHER LOs:

LO7-C-1 is fundamental to this LO.

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

EQF LEVEL: EQF5

OTHER NOTES:

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

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

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

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Describe and select the proper mentoring techniques for new employees	• Select and enact the proper mentoring techniques for new employees
• Describe how to select tutors for new employees	• Select tutors according to the proper criteria
• Describe the main characteristics of a training plan	• Develop and implement an effective training plan
• Describe how to carry out a personal career talk	• Conduct effective personal career talks
• Describe how to evaluate training needs	• Support and encourage employees to manage their own learning processes
	• Provide interactive mentoring to new and experienced employees
	• Set up learning environments and personal plans
	• identify, describe and explain each task in a language that can be understood by new employees
	• Evaluate training needs and adapt training strategies to specific needs

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

• Evaluate the training and mentoring process AUTONOMOUSLY

• TAKE RESPONSIBILITY for the training and monitoring process

• Provide positive feedback to employees

• Provide directions to employees to work together and independently

• Adapt communication and counselling competencies to different persons

• Foster positive work relationships

• Motivate collaborators to integrate and train new members of staff

MANDATORY OR OPTIONAL: *Optional*

LINK TO OTHER LOs:

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

EQF LEVEL: EQF5

OTHER NOTES:

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

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Define, describe in detail and be critically aware of the daily processes in the kitchen • Describe the main elements of an effective work schedule • Describe the main criteria to balance team capability in order to plan effective shifts • Understand the different capabilities and needs of kitchen team when planning work schedule and shifts • Identify, categorize and define the activities that the kitchen staff should carry out in each shift • Outline tools to evaluate staff capacities	• Design, plan and carry out the most effective work schedules, assigning task performances for each shift while integrating personal employees preferences • Constantly observe and monitor the workflow of the kitchen • Ensure dedicated tasks are correctly performed by staff

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

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

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

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

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

Preliminary to: LO4-C-2

EQF LEVEL: EQF5

OTHER NOTES:

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

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

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

Not necessary when the Curriculum is adapted to for EQF4.

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Understand appropriate ways of communication between kitchen and service department • Outline and illustrate the processes in the kitchen organisation from preparing to food to service • Identify complex failure situations	• Critically analyse the processes in the kitchen organisation and identify possible errors • Identify and evaluate factors contributing to success or failure in the kitchen • Communicate regularly with the service department • Organise and implement strategies to optimise the processes in the kitchen organisation • Identify, categorize and define the contact points/relations between kitchen staff and service department personnel in each shift • Prioritize, schedule and assign food delivery routes and communication tools, between kitchen and service • Review kitchen organization whenever service department points out stress in the flow of food

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

• AUTONOMOUSLY evaluate the kitchen processes

• Collaborate with all kitchen personnel

• Collaborate with service department

MANDATORY OR OPTIONAL: *Optional*

LINK TO OTHER LOs:

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

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

EQF LEVEL: EQF5

OTHER NOTES:

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

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

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

Not necessary when the Curriculum is adapted to for EQF4.

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Describe how the main leadership and staff management strategies can be adapted to different working contexts in the primary food care sector	• Adapt leadership and staff management strategies to the specific context of work, also in collaboration with other professionals
	• Prioritise the main problems and need for making decisions
	• Constantly evaluate the applied leadership and staff management strategy in the relation to the working context
	• Change the leadership and staff management strategies if needed
	• Detect tasks and delegate them to staff considering everyone's competencies and needs

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

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

MANDATORY OR OPTIONAL: *Optional*

LINK TO OTHER LOs:

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

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

EQF LEVEL: EQF5

OTHER NOTES:

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

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

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

Not necessary when the Curriculum is adapted to EQF4.

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Be critically aware of the possible problems that could affect kitchen equipment	• Evaluate maintenance frequency compliance
• List the frequency of maintenance routines for each piece of equipment	• Evaluate the effectiveness of maintenance routines
• Outline schedules for the performance and frequency of maintenance operations	• Schedule and monitor maintenance schedules and review maintenance routines whenever monitoring indicates such need
• Outline quality control/assessment tools to be applied to maintenance tasks	• Effectively collect records (eg. in spreadsheets) including all kitchen equipment, date of purchase, status and quality control check
	• Effectively collect records (eg. in spreadsheets) concerning each of the maintenance operations
	• Evaluate the status of the equipment together with kitchen staff

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

• AUTONOMOUSLY schedule, monitor and assess kitchen equipment maintenance

• Effectively communicate with personnel when and how kitchen equipment maintenance is needed

MANDATORY OR OPTIONAL: *Mandatory*

LINK TO OTHER LOs:

LO7-E-1 is fundamental to this LO.

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

EQF LEVEL: EQF5

OTHER NOTES:

Data Record is addressed by LO7-E-1

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• State specific quality controls needed for kitchen machines, equipment and utensils • Define, describe and be critically aware of national quality standards concerning kitchen equipment and utensil's hygiene • Outline, identify and select the proper cleaning tools for kitchen machines, equipment and utensils	• Monitor the quality of the kitchen machines, equipment and utensils in compliance with quality national standard • Ensure that kitchen personnel performs the proper cleaning techniques • Set and apply quality standards for all personnel regarding the cleanliness of the kitchen • Use effective communication to instruct staff about the correct operation and cleaning procedures • Define cleaning protocols and checklists for each equipment and type of utensil • Regularly evaluate the compliance with national quality standards, using appropriate checklists

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

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

MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

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

EQF LEVEL: EQF5

OTHER NOTES:

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Identify and outline all individual kitchen stations in a setting with their requirements • Understand how processes between different kitchen stations integrate • Identify equipment and workflow needed in individual kitchen stations • Identify priorities in equipment use, according to dishes being prepared	• Plan use of kitchen stations according to the needs of clients and personnel • Identify and evaluate which personnel is most suited for an allocated kitchen station • Integrate needs and capabilities of all kitchen in a document to effectively align them • Analyse and evaluate the need for adjustments in workstations • Anticipate and prevent complications in individual kitchen stations • Supervise personnel in different kitchen stations

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

• TAKE RESPONSIBILITY for the alignment of the kitchen stations

• Create a trusting atmosphere in which kitchen workers can build upon each other

MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

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

EQF LEVEL: EQF5

OTHER NOTES:

Unit of Learning Outcome 5: Ensure quality of food and follow safety regulations
TARGETED CORE COMPETENCIES
CC 5-A: Acquire and ensure high food quality and safety in the kitchen starting from raw and semi-finished food products, materials, storage of raw materials, processing, cooking and storage of food (components) and regenerating it
CC 5-B: Assure that the work of the kitchen staff is compliant with food safety and hygienic standard and maintain a secure working environment
CC 5-C: Plan and execute food tasting for healthcare professionals to be test and review menus and new dishes
Learning Outcomes
LO5-A-B-1: Comply and monitor compliance with HACCP and with national and local hygiene quality standards in the preparation, storing, delivering and discarding food and beverages
LO5-A-B-2: Understand the risk of common foodborne diseases and the main causes of food deterioration; apply this knowledge to food safety
LO5-A-B-3: Create instructions for staff about the measures to implement in order to comply with safety, hygiene and quality standards and laws and properly document implemented measures
LO5-A-B-4: Promote health and safety within the working environment performing workplace evaluations for all stations in the kitchen and recording their results
LO5-C-1: Plan and execute food tasting for healthcare professionals to test and review menus and new dishes

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Master HACCP regulations and other legal dispositions for meal preparation, food storing and waste management	• Manage the HACCP system and assign individual responsibilities to personnel
• Be critically aware of updates on rules and regulations	• Ensure all the staff is aware and respect the HACCP and the national and local hygiene quality standards in the preparation, storing, delivering and discarding food and beverages
• Identify possible health threats or risks associated with non-compliance with rules and regulations	• Ensure the cleaning procedures (personal and of the working stations) are respected by all the staff;
• Identify proper methods for the continuous monitoring of compliance with rules or regulation, by all staff	• Ensure a production with high hygienic and sanitary quality standards
• Be aware and constantly updated about national and local hygiene quality standards;	• Ensure an effective system for the prevention of damage to the consumer deriving from alteration or pollution of food
• Describe the parameters of the HACCP critical control points	• Detect non-compliances with rules and regulations and promptly suggest corrective measures
• Describe the HACCP monitoring system and how to act as RHACCP in the different phases identified in the production and in the eventual transport to the product's destination	• Perform a specialized assessment in all stages of meal preparation, including food storage and waste management
• Know the GMPs (Good manufacturing process) in relation to the possible pollution identified in the critical points of the HACCP system	• Draw up a Risk Assessment Document
• Be critical aware of the cycle of bacteria transmissions.	

PERSONAL AND TRANSVERSAL COMPETENCES
He/she is able to:
• Communicate to HACCP consultant for the implementation of the system
• Relate with the staff and management -relate with producers, suppliers or transporters

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

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

EQF LEVEL: EQF5

OTHER NOTES:

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Define and describe the main causes of food deterioration (bacteria, viruses, toxins, contaminants) • Understand and recognize when a food is altered or deteriorated; • Outline and describe of the main foodborne diseases; • Describe basic procedures to minimize the risk of foodborne diseases, in all stages of meal preparation	• Prevent early deterioration of food applying the knowledge of food safety. • Evaluate the risk of deterioration when storing or pre-preparing ingredients • Detect procedures or situations that increase the risk of foodborne diseases and take appropriate action • Adjust the workflow or specific tasks performed by kitchen staff that increase the risk of foodborne diseases

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

• Collaborate with healthcare team and professionals

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

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

Linked to LO5-A-B-3, LO5-A-B-4
EQF LEVEL: EQF4
OTHER NOTES:

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Describe and explain measures to comply with rules and standards • Recognize the importance of proper communication with kitchen staff • Outline proper tools to communicate and monitor procedures	• Define strategies how to transfer and respect the standards • Develop instructions based on technical and legal documents • Develop instructions which are easy and understandable by the staff; • Evaluate compliance with documented procedures • Document implemented measures

PERSONAL AND TRANSVERSAL COMPETENCES
He/she is able to:
• Communicate effectively and in a timely manner, with team members

MANDATORY OR OPTIONAL: optional
LINK TO OTHER LOs:
LO5-A-B-1 is preliminary to this LO.
Linked to LO5-A-B-2, LO5-A-B-4
EQF LEVEL: EQF4

OTHER NOTES:

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

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Identify health and safety procedures in a kitchen environment • Describe how to perform workplace evaluations for all stations in the kitchen • Describe how to record workplace evaluations • Identify proper tools and methods to monitor workflow and safety in a kitchen environment	• Constantly monitor and evaluate the workplace environment in the kitchen; • Critically analyse the processes in the kitchen organisation • Record workplace evaluations and evaluate results • Report practices that lead to a decrease in safety for all kitchen staff

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

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

MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

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

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

EQF LEVEL: EQF5

OTHER NOTES:

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

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Describe the procedure to plan and conduct food tastings • Be aware about how to explain menus and culinary techniques to healthcare professionals	• Explain menus and culinary techniques to healthcare professionals • Critically analyse data collected from food tastings • Use the results of food tastings to modify and improve meals and menus • Argue and recommend changes to meals and menus, based on a critical assessment of the opinions of health professionals

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

• Collaborate in a inter-professional team

• Critically reflect on different choices and decisions

MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

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

EQF LEVEL: EQF5

OTHER NOTES:

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

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

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

LO6-A-B-1 **Know the main cooking techniques and select the appropriate ones for the different healthcare contexts in order to maintain the nutritional properties and maximize the nutritional value of the ingredients**

KNOWLEDGE	SKILLS
He/she is able to: • Master cooking techniques, demonstrating specialized knowledge on this, and compare them with respect to their suitability for different healthcare context • Master the effect of cooking on ingredients, demonstrating specialized knowledge on this. • Illustrate the main characteristics of different healthcare contexts and their relation with the choice of the most appropriate cooking techniques • Describe of how maintain the nutritional properties and maximize the nutritional value of the ingredients	He/she is able to: • Select the most appropriate cooking technique to reach maximum nutritional value of ingredients • Adapt the appropriate cooking techniques to the different food ranges

PERSONAL AND TRANSVERSAL COMPETENCES He/she is able to: • AUTONOMOUSLY select and apply the appropriate cooking technique

MANDATORY OR OPTIONAL: *Mandatory* **LINK TO OTHER LOs:** *LO 3-D-1is fundamental to this LO.* *Preliminary to: LO6-A-B-2 LO6-A-B-3 LO6-D-3* *Linked to: LO6-A-B-4 LO6-A-B-5 LO6-C-1 LO6-C-2 LO6-C-3 LO6-D-1 LO6-D-2 LO3-B-3* **EQF LEVEL: EQF5**

OTHER NOTES:

LO6-A-B-2
Use or supervise the use of established, innovative and complex preparation methods, also combining and applying various cooking methods simultaneously and developing creative solutions

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Outline, differentiate and describe established, innovative and complex preparation methods • Discriminate among different cooking methods while preparing dishes • Define criteria to combine various cooking methods	• Supervise preparation techniques in the kitchen • Apply established, innovative and complex preparation techniques • Select the most appropriate combination of cooking methods to reach the maximum nutritional and tasteful potential of each ingredient in innovative and complex preparation • Apply various cooking methods simultaneously • Develop creative solutions for preparation methods

PERSONAL AND TRANSVERSAL COMPETENCES
He/she is able to:
• TAKE RESPONSIBILITY for using the most appropriate preparation techniques amongst chefs and cooks in the kitchen   • AUTONOUMSLY apply various cooking methods simultaneously

MANDATORY OR OPTIONAL: *Mandatory*
LINK TO OTHER LOs:
LO6-A-B-1 is fundamental to this LO
Linked to: LO6-A-B-1 LO6-A-B-3 LO6-C-1 LO6-D-1 LO6-D-2 LO6-D-3
EQF LEVEL: EQF5
OTHER NOTES:
Supervising the techniques is EQF5, other parts of this LO can also be considered as EQF4.

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

LO6-A-B-3

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Describe the differences between food intolerance and allergies	• Prepare and cook cold and hot dishes according to clients' requirements
• Describe the main EU rules to operate with allergic / intolerant clients (eg Reg. UE n.1169/2011), as well as the main recognized allergens	• Supervise preparation of cold and hot dishes
• Identify alternative ingredients in the most common preparations for the allergic and intolerant population	• Collaborate with healthcare professionals about clients' meal plans considering their food intolerances and allergies
• Identify the parameters to elaborate a database about requirements and types of allergies and intolerances	• Assure clients' requirements are always met in the meal plan
• Describe methods to define meal plan according to the health care indication and client requirements	• Apply the main EU rules to operate with allergic / intolerant clients
• Identify new cooking methods required by new ingredients needed to meet food intolerances	• Choose the best alternative ingredient to adapt the standard recipes to obtain the best tasteful result
	• Support inter-professional collaboration of the multidisciplinary team while creating meal plans
	• Apply new cooking methods required by new ingredients needed to meet food intolerances

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

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

- Dedicate proper time and dedication for discussing meal plans

MANDATORY OR OPTIONAL: *Mandatory*

LINK TO OTHER LOs:

LO3-D-1 is fundamental to this LO

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

EQF LEVEL: EQF5

OTHER NOTES:

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

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

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

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

LO6-A-B-4
Prepare beverage recommendations for all dishes and communicate them to the service team

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Outline, identify and select different beverages for dishes • Understand and distinguish the different tastes of beverages that could match dishes • Describe and select beverages that are healthy and suitable for dishes • Describe the role of beverage presentation as part of the meal experience	• Create a tasteful and nutritionally balanced association between beverage and dishes • Integrate different opinions of the kitchen team when making beverage recommendations for dishes • Properly and effectively communicate to service team • Perform database to recommend the pairing of food and beverage • Recognize trends in beverage likes and dislikes and styles

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

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

MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

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

EQF LEVEL: EQF5

OTHER NOTES:

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

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

Leadership is addressed by 7-C-1

LO6-A-B-5

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Be aware of the importance of food presentation as part of the meal experience Recognize trends in food presentation and styles of food service	• Outline, identify and select a suitable serving plan
• Classify garnishes and accompaniments for traditional dishes	• Develop a decoration and serving plan based on harmony of ingredients, colors, preparation methods and plating techniques
• Outline, identify and select different decorations for dishes	• Integrate different opinions of the kitchen team and service team when preparing decoration and service plans
• Describe and be critically aware of the main roles of each member of the service team	• Use effective communication techniques with service team
• Identify and interpret the different serving plans according to clients' needs	
• Describe the role of presentation as part of the meal experience	

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

• Collaborate with members of the service team

• Critically reflect on the decoration and serving plan

• Take decisions integrating different opinions of kitchen and service team

• TAKE RESPONSIBILITY of the decorating and serving plan

• Maintain knowledge of current trends and fashions within culinary arts

• TAKE RESPONSIBILITY for an effective teamwork

MANDATORY OR OPTIONAL: *Optional*

LINK TO OTHER LOs:

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

EQF LEVEL: EQF5

OTHER NOTES:

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

Leadership is addressed by 7-C-1

LO6-C-1

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Describe types and styles of menu	• Plan and design menus and a la carte dishes
• Identify the parameters to balance menu in terms of nutrition and taste	• Integrate different food forms, diets, cultures and religions when designing menus
• List, differentiate and describe different diets	• Select and apply proper food preparation and cooking techniques for different food forms and diets
• Define, describe and be critically aware of food choices of different cultures and religions	• Select and apply proper food preparation and cooking techniques while respecting cultures and religions
• Identify principles of food chemistry to elaborate tasteful dishes in different pathological condition adapting nutritional parameter recommended by health professionals	• Select appropriate strategies from traditional culinary culture to choose alternative ingredient to maintain good taste in preparation for pathological condition
	• Develop innovative solutions and create new combinations of ingredients

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

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

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

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

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

EQF LEVEL: EQF5

OTHER NOTES:

LO6-C-2
Recognize the model diets (vegan, vegetarian, zone diet, Mediterranean diet…) and be able to prepare dishes according to them, also developing innovative solutions and creating new combinations of ingredients

KNOWLEDGE	SKILLS
He/she is able to: - Define, describe and be critically aware of different model diets (vegan, vegetarian, zone diet, Mediterranean diet…) - Understand and be critically aware of how model diets can affect dishes - Identify nutritional lacks connected with the exclusion of specific food items	He/she is able to: - Evaluate and select ingredients for dishes that are suitable for model diets - Prepare and cook meals considering different model diets - Develop innovative solutions and create new combinations of ingredients starting from the model diets

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

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

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

LO3-A-1 is fundamental to this LO.

Preliminary to: LO6-C-1

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

EQF LEVEL: EQF5

OTHER NOTES:

LO6-C-3

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Describe the appropriate procedure for ingredient preparation permitted for each culture and religion	• Evaluate and select ingredients for dishes that are suitable for different religions and cultures
• Describe the appropriate combination of ingredient permitted for each culture and religion	• Prepare and cook meals considering different religions and cultures
• Define, describe and be critically aware of food prescriptions and restraints of main religions and cultures	• Adapt local food to the prepare dishes according to religious food prescription
• Understand and be critically aware how religions and cultures can affect dishes	• Develop innovative solutions and create new combinations of ingredients starting from the model diets

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

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

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

LO3-A-1 is fundamental to this LO.

Preliminary to: LO6-C-1

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

EQF LEVEL: EQF5

OTHER NOTES:

LO6-D-1
Define consistency and texture of food in a creative, balanced and flavourful way

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Be critically aware and describe when consistency changes are needed	• Use advanced techniques to apply consistency changes in dishes
• Identify and describe which techniques can be used to apply consistency changes in dishes	• Apply consistency changes in dishes
• Identify and describe how dishes can be balanced in a flavourful way	• Enhance the flavour in dishes while ensuring it is balanced
• Understand and demonstrate what a balanced dish is	• Evaluate dishes after consistency changes on taste
• Understand and demonstrate how to prepare a dish with flavour	• Apply creative solutions to define the most proper consistency and textures of food in a balanced and flavourful way
• Describe all the different typology of thickeners and their different chemical composition	
• Describe all the different rheological characteristic for typology of thickeners	

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

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

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

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

EQF LEVEL: EQF4

OTHER NOTES:

LO6-D-2

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Describe and compare different techniques for fortifying food	• Select the proper technique for fortifying food to perform tasteful and balanced menu and apply them
• Recognize how fortified food was prepared	• Evaluate dishes after consistency changes
• Describe the difference of chemical composition of fortified food and enriched food	• Apply international rules to the creation of meals
• Describe the difference of mandatory fortification and voluntary fortification	
• Describe US and EU Regulation on the addition of vitamins, minerals, and other substances to foods	
• Identify specific fortification for each food to correctly combine the ingredients	
• Identify the nutritional need of the added component to fortified food to determine the exact quantity of ingredient	

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

• Collaborate with kitchen team to ensure the meals are rightly fortified

• TAKE RESPONSIBILITY for the fortification in meals

• Work as part of a team to prepare fortification in meals

• Provide responsible explanations to teams about the necessity of the changes in the meals

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

Preliminary to: LO6-A-B-1 and LO6-D-3
Linked to: LO6-A-B-2 LO6-D-1

EQF LEVEL: **EQF4**
OTHER NOTES:

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Describe the genetic of taste	• Select the proper technique for adapting recipes
• Describe the methodology to define the screening parameters of smell and taste	• Use creative and innovative kitchen techniques to adapt recipes for people with taste changes
• Define and describe techniques to define the level of perception of each taste, to define the level of perception of consistency and to define the level of perception of smell	• Use creative and innovative kitchen techniques to adapt recipes through consistency adjustments
• Define, describe and compare creative and innovative kitchen techniques to adapt recipes for people with taste changes or consistency adjustments (including hot, cold, crisp, soft, moist, dry)	• Evaluate recipes after taste changes are applied
• Understand and recognize when taste changes or consistency adjustments are needed	

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

• Collaborate with kitchen team to ensure the recipes are adapted according to their needs

• Work as part of a team to adapt recipes for people with taste changes or consistency adjustment

• Provide responsible explanations to teams about the necessity of the changes in the recipes

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

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

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

EQF LEVEL: EQF4

OTHER NOTES:

Unit of Learning Outcome 7: Communicate, interact and collaborate with clients and interprofessional team
TARGETED CORE COMPETENCIES
CC 7-A: Effectively interact and communicate with different clients and the interprofessional team with verbal (also written) and non-verbal communication
CC 7-B: Collaborate with healthcare professionals to educate and promote healthy behaviours among clients
CC 7-C: Work in a person-centred interprofessional healthcare team and collaborate with other professionals or stakeholders
CC 7-D: Enact sense of initiative and entrepreneurial attitudes, mind-sets and skills
CC 7-E: Enact digital competence in daily activities and work
Learning Outcomes
LO7-A-1: Define a customer satisfaction protocol and place customer service at the hearth of decision-making and activities
LO7-A-2: Using appropriate communication methods, styles according to the customers' and colleagues' attitude, culture and the purpose of communication
LO7-B-1: Understand the impact of food and nutrition on social determinants of health and vice versa and leverage attractive taste to promote healthy recipes and healthier nutritional habits, also providing advice and guidance to other professionals on culinary matters to educate clients
LO7-B-2: Prepare and apply client counselling, in collaboration with healthcare professionals, to promote healthy choices and behaviours
LO7-C-1: Be aware of the main roles and responsibilities of health/social care professionals in food care and work coherently, acting as a member of an interprofessional team, maximizing the added value of each professional, and identifying possibilities for interdisciplinary development and cooperation
LO7-C-2: Know the characteristics of successful teams and the main strategies for overcoming barriers to effective teamwork and contextualize them in daily work
LO7-C-3: Know, select and apply the proper communication and mutual support techniques for inter-professional teams and change and observe behaviours
LO7-C-4: Apply creative thinking techniques developing creative solutions to abstract problems, propose solutions and discuss with goal-orientated attitude, reaching shared decisions, applying the main problem-solving techniques
LO7-C-5: Exercise management and supervision in contexts of work, reviewing and developing performance of self and others
LO7-D-1: Identifies opportunities to create value, develop creative and purposeful ideas, develop a vision to turn ideas into action, identify suitable ways for valuing ideas and assess consequences of them

LO7-D-2: Identify individual and group strengths and weaknesses, mobilizes resources needed to turn ideas into action, be aware of the idea cost and financial implications and engage relevant stakeholders for the action
LO7-D-3: Prioritize organize and follow up goals implementation, team up with others to pursue ideas and learn from experience
LO7-E-1: Browse, search, filter and manage data, information and digital content, evaluating them according to the specific context of application
LO7-E-2: Interact, share and collaborate through variety of digital technologies and select appropriate digital communication means for a given context
LO7-E-3: Know the main privacy issues and protect his/her own end users' personal data and privacy in digital environments
LO7-E-4: Know the main current digital tools dedicated to food (composition, ingredients, combination, properties, treatments, regional resources…)

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Recognize the different types of service and the correlation with the characteristics of the user • Outline, identify and select the main techniques and tools to design a protocol • Illustrate techniques and tools for detecting expectations and analyzing satisfaction. • Describe procedures and techniques for organizing and drafting initiatives aimed at building customer satisfaction. • Illustrate customer segmentation and clustering techniques. • Master the basic elements of CRM (Customer Relationship Management) applied to collective catering • Correlate the peculiarities of the service offer in relation to the forecast budget	• Create a protocol to detect the customer satisfactions • Compose a report describing clients' satisfaction and impression together with healthcare team • Modify recipes, menus and delivery service according to clients' satisfaction • Apply techniques of interviewing samples of privileged targets on: foods, recipes and menus (combinations) • Compare tastes and the most appropriate food according to different ages and pathologies/diesis • Detect the degree of customer satisfaction and translate the results of the surveys into product / service improvement

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

• Take responsibility on cooperation with individuals in order to understand improvement of clients

• Demonstrate empathy and communication / relationship skills with specific targets

• Demonstrate a decision-making mindset

MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

Linked to LO2-E-1

EQF LEVEL: EQF4

OTHER NOTES:

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

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

PERSONAL AND TRANSVERSAL COMPETENCES
He/she is able to: • Be empathic • Apply critical thinking to address a variety of attitudes and cultural approaches

MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

This LO is transversal to many LOs of the Curriculum.

EQF LEVEL: **EQF4**

OTHER NOTES:

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Understand the impact of food and nutrition on social determinants of health and vice versa	• Leverage attractive taste to promote healthy recipes and healthier nutritional habits
• Identify possible advice and guidance on culinary matters he/she could provide to support different professionals to educate clients	• Adapt advice and guidance to the specific professional
• Transfer the need to reconcile the taste and the freedom to vary and the need to keep the rules	• Share a glossary of terms on culinary matters for professionals
• Illustrate Nutritional principles and Guidelines for a healthy diet	

PERSONAL AND TRANSVERSAL COMPETENCES
He/she is able to:
• Demonstrate interdisciplinary team approach
• Apply critical thinking to address a variety of attitudes and cultural approaches

MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

LO7-C-1 is fundamental to this LO.

Linked to LO5-C1.

EQF LEVEL: EQF4

OTHER NOTES:

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Outline the basic notions of counselling • Describe the main counselling techniques • Be aware of the role of CGE in client counselling with respect to the role of healthcare professionals	• Perform counselling techniques in collaboration with healthcare professionals • Identify the most suitable healthy choices and behaviours to be suggested to the user, in collaboration with healthcare professionals

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

• Collaborate with healthcare professionals

MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

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

EQF LEVEL: EQF4

OTHER NOTES:

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Describe in detail roles and responsibilities of the various staff members or collaborators and of health/social care professionals in food care	• Establish cooperation with others professionals • Act as a member of an interprofessional team, maximizing the added value of each professional • Identify possibilities for interdisciplinary development and cooperation • Work at interdisciplinary projects in interdisciplinary teams.

PERSONAL AND TRANSVERSAL COMPETENCES
He/she is able to:
• Identify possibilities for interdisciplinary development and cooperation

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

Linked to LO7-C-2

EQF LEVEL: EQF4

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

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
- Outline the main teamwork strategies and techniques - Outline the main leadership strategies and techniques - Identify behaviours that encourage or prevent effective teamwork - Describe the rules to operate in teamwork: - Understand how to effectively delegate task to those most appropriate	- Apply the main strategies and techniques for effective teamwork in the daily working context - Apply the main leadership strategies and techniques in the daily working context - Identify tasks and delegate them to staff taking into account the competencies of each member of the team, so share the daily workload among everyone - Understand the straights and weakness of each team member - Prioritise the main problems and need for making decisions - Implement the more suitable teamwork strategy according to the specific context - Change/adapt the teamwork strategy if needed - Develop motivation and integration within the group. - Promote responsibility towards performance

PERSONAL AND TRANSVERSAL COMPETENCES
He/she is able to:
- Demonstrate aptitude for original and critical thinking applied to decision making processes, such as open-mindedness   - Demonstrate interdisciplinary team approach   - Demonstrate awareness of one's strengths and weaknesses

MANDATORY OR OPTIONAL: *optional*
LINK TO OTHER LOs:

Linked to the whole UoL4

Fundamental to LO4-C-3

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

EQF LEVEL: EQF5

OTHER NOTES:

LO7-C-3

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

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

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

• Demonstrate interdisciplinary team approach

• Demonstrate awareness of one's strengths and weaknesses

MANDATORY OR OPTIONAL: *optional*
LINK TO OTHER LOs:
Linked to the whole UoL4
Linked to LO7-C-1, LO7-C-2
EQF LEVEL: EQF5
OTHER NOTES:

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Describe the following creative thinking techniques: Brainstorming, The Insights Game, Mood boards, Random Words (Random Input), Storyboarding, Metaphorical thinking, Mind mapping. • Describe the main problem-solving techniques, such as DMAIC (Define, Measure, Analyse, Improve, Control) • Master the GOPP (Goal Oriented Project Planning)	• Select and apply the most suitable problem solving techniques • Select and apply the most suitable creative thinking techniques • Apply the GOPP (Goal Oriented Project Planning) • Apply creative thinking techniques developing creative solutions

PERSONAL AND TRANSVERSAL COMPETENCES
He/she is able to:
• Be target-oriented

MANDATORY OR OPTIONAL: *mandatory*
LINK TO OTHER LOs:

This LO is transversal to many LOs of the Curriculum

EQF LEVEL: EQF5

OTHER NOTES:

Not needed when the Curriculum is adapted to EQF4

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Outline the main techniques for staff management and supervision	• Select the proper main techniques for staff management and supervision and apply them effectively • Speak to a team to give them feedback on the work and motivate them to improve results thought his/her guidance

PERSONAL AND TRANSVERSAL COMPETENCES

• Apply critical observation

• Be empathic

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

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

EQF LEVEL: EQF5

OTHER NOTES:

Not needed when the Curriculum is adapted to EQF4

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Explain what makes an opportunity to create value. • Recognize challenges in his/her own workplace that he/she can contribute to solving. • Identify needs in his/her own workplace and surroundings that have not been met. • Recognize the different roles the public, private and third sectors play in his/her region or country.	• Identify suitable ways for valuing ideas and assess consequences of them

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

• Approach open-ended problems with curiosity.

MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

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

EQF LEVEL: EQF4

OTHER NOTES:

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

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

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Understand the different capabilities and needs of kitchen team when planning work • Describe how to mobilize resources needed to turn ideas into action • Describe the main criteria to identify a cost of an idea cost and the financial implications • Describe how to engage relevant stakeholders for a specific action • Recognize different ways of motivating his/herself and others to create value. • Outlines discuss the principles of circular economy and resource efficiency. • Outline public and private services which can support his/her value-creating activity (for example, incubator, social enterprise advisors, start-up angels, chamber of commerce). • Outlines how to draw up a budget for a value creating activity. • Explain that value-creating activities can take different forms (a business, a social enterprise, a non-profit organization and so on) and can have different structures of ownership (individual company, limited company, co-operative and so on).	• Effectively set up a communication strategy to involve stakeholders • Identify and evaluate factors contributing to success or failure in the kitchen • Critically reflect on his/her own individual and group needs, wants, interests and aspirations in relation to opportunities and future prospects • Use resources responsibly and efficiently (for example, energy, materials in the supply chain or manufacturing process, public spaces). • Identify public and private sources of funding for his/her value-creating activity (for example, prizes, crowd- funding, and shares).

PERSONAL AND TRANSVERSAL COMPETENCES
He/she is able to: • Persuade others by providing evidence for his/her arguments.   • Show enthusiasm for challenges.   • Communicate his/her ideas clearly to others.

MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

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

EQF LEVEL: EQF5

OTHER NOTES:

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

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

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
- Describe how to set short-term goals that he/she can act on. - Explain how to prioritise the basic steps in a value-creating activity. - Explain how to set basic milestones and observation indicators to monitor the progress of his/her value-creating activity. - Outlines the difference between acceptable and unacceptable risks. - Explain how to use the relationships he/she has to get the support I need to turn ideas into action, including emotional support.	- Weigh up the risks and benefits of self-employment with alternative career options, and make choices that reflect his/her preferences. - Actively face challenges, solve problems and seize opportunities to create value. - Critically evaluate the risks associated with an idea that creates value, taking into account a variety of factors. - Value diversity as a possible source of ideas and opportunities. - Listen to other people's ideas for creating value without showing prejudice. - Create a team of people who can work together on a value-creating activity. - Evaluate his/her performance and learn from it. - Integrate lifelong learning into his/her personal development strategy and career progress. - Learn for experience

PERSONAL AND TRANSVERSAL COMPETENCES

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

MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

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

EQF LEVEL: EQF5

OTHER NOTES:

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

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

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
• Illustrate information needs, • Outline how to organise the searches of data, information and content in digital environments. • Describe how to access to these data, information and content, and how to navigate between them. • Describe how to organise personal search strategies. • Outline the main national/regional healthcare tools for users' record • Know the main tools supporting the creation of a data collection (e.g. electronic sheets) in order to record client's history, also in compliance with national/regional healthcare tools for users' record	• Perform the analysis, comparison and evaluation of sources of data, information and digital content. • Perform the analysis, interpretation and evaluation of data, information and digital content. • Organise information, data and content to be easily stored and retrieved. • Organise information, data and content in a structured environment. • Use basic tools supporting the creation of a data collection (e.g. electronic sheets) in order to record client's history, also in compliance with national/regional healthcare tools for users' record

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

• Enact knowledge and skills AUTONOMOUSLY, according to his/her own needs, and solving well-defined and non-routine problems

• Have a positive attitude towards ICT technologies in health

• AUTONOMOUSLY integrate ICT tools in food care

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

This LO is transversal to many LOs of the Curriculum

EQF LEVEL: EQF5

OTHER NOTES: *optional to EQF4*
*This LO addresses "Competence area 1: information and data literacy" The Digital Competence Framework for Citizens (DIGComp 2.1) https://publications.jrc.ec.europa.eu/repository/bitstream/JRC106281/web-digcomp2.1pdf_%28online%29.pdf The LO is set at **intermediate 4 level***

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

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

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Enact knowledge and skills AUTONOMOUSLY and solving straightforward problems

MANDATORY OR OPTIONAL: *optional*

LINK TO OTHER LOs:

This LO is fundamental to inter and intra professional collaboration

EQF LEVEL: EQF4

OTHER NOTES:

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

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
 - Explain well-defined and routine ways to protect his own and users' personal data and privacy in digital environments, - Explain well-defined and routine ways to use and share personally identifiable information while protecting myself and others from damages. - Indicate well-defined and routine privacy policy statements of how personal data is used in digital services.	 - Comply with data privacy and confidentiality guidelines

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Enact knowledge and skills AUTONOMOUSLY and solving straightforward problems

- Ensure confidentiality, be honest and true, while implementing the professional ethical standards

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

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

EQF LEVEL: EQF4

OTHER NOTES:

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

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

KNOWLEDGE	SKILLS
He/she is able to:	He/she is able to:
- Identify and describe the main ICT tools dedicated to food, such as the ones for managing food composition, ingredients, combination, properties, treatments, regional resources, etc. - Describe the main criteria to evaluate and select the main ICT tools dedicated to food	- Select the most suitable ICT tools for managing food composition, ingredients, combination, properties, treatments, regional resources, etc. and use them daily

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

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

MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

This LO is transversal to many LOs of the Curriculum.

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

EQF LEVEL: EQF5

OTHER NOTES:

11 ASSESSMENT TABLE

The Assessment Table is provided aside to the Curriculum in order to support the selection and adoption of the proper assessment methods for each Learning Outcome.

Assessment methods have been grouped into 5 categories:

- *Written exam/assignments* [WE]: this method is based on the use of traditional tools such as written tests or essays;
- *Oral exam* [OE]: this traditional method is based on a discussion or dissertation in which an examiner poses questions to the student in spoken form;
- *Assessment of WBL* [A-WBL]: it includes each procedure and tool which is used to assess the student when involved in WBL; the assessment can be done by the teacher, by the tutor of the WBL or by the student himself (self-assessment);
- *Simulation/skill demonstration* [SSK]: it includes a number of strategies and tools supporting the demonstration of a specific skill in a situated context;
- *Assessment based on other data* [OTH]: this category includes all the methods which not fall under the previous categories, such as the ones related to the use of ICTs (e.g. collection of tracking data and learning analytics) or innovative tools such as e-portfolios or specific functionalities of Virtual Environments.

For each Learning Outcome some assessment methods are suggested; only one or the whole set of them can be implemented in the courses, depending on the educational strategies adopted in the design phase. This table will be a fundamental preliminary step for the assessment tools delivered in the project in order to support student assessment.

Learning Outcome	EQF Level	Mandatory / Optional	SUGGESTED ASSESSMENT METHODs (one or more methods for each LO)
UNIT OF LEARNING 1: MANAGE SUPPLIERS AND BUY IN SUSTAINABLE FOOD INGREDIENTS			
LO1-A-1: Identify the costs of required raw and semi-finished food products, kitchen equipment and consumable items, at the light of quality and sustainability and make and progressively update an inventory of all potential, local, food products, estimating their periodical cost	EQF 4	M	WE, OE, A-WBL, SSK,OTH
LO1-A-2: Identify international and national quality brands, also exploiting ICTs and dedicated e-data resources and taking into account high quality and parameters of sustainability, and take these brands into account managing suppliers	EQF 5	M	WE, SSK
LO1-B-1: Define quality criteria of suppliers (including agri-fish-food chain) in order to identify, compare, monitor and evaluate regularly the best high-quality food suppliers	EQF 5	M	WE, OE, SSK
LO1-B-2: Plan and manage the supply process related to the specific health or social context	EQF 5	M	WE, OE, SSK
LO1-C-1: Identify and use local and seasonal ingredients in an appropriate way, identify local food suppliers and establish a network with them in order to guarantee constant food supply, also exploiting ICTs and dedicated e-data resources, being aware of the regional food supply chain and of how seasonal products are delivered	EQF 4	O	WE, OE, SSK
LO1-D-1: Promote full use of ingredients, raw materials and leftovers according to Hazard Analysis Critical Control Point-Concept (HACCP) and local law	EQF 4	M	WE, OE, A-WBL, SSK, OTH
LO1-D-2: Introduce measures for the prevention, separation and proper disposal of waste in the kitchen and ensure compliance with these measures by all members of the kitchen team	EQF 4	O	WE, OE, A-WBL, SSK
LO1-D-3: Create a food waste assessment plan, use it regularly, and share the results with all the staff	EQF 5	O	WE, A-WBL, SSK

Learning Outcome code	EQF Level	Mandatory /Optional	SUGGESTED ASSESSMENT METHODs (one or more methods for each LO)
UNIT OF LEARNING 2: SCREEN, ASSESS AND MONITOR ON CLIENT-LEVEL			
LO2-A-B-1: Understand the impact of nutrition on development of diseases and human metabolism in a life-course approach and vice versa	EQF 4	O	WE, OE, OTH
LO2-A-B-2: Know basics in physiology of taste/smell, be aware of how different conditions affect taste/smell and of possible clients' food intake needs with respect to taste/smell deterioration, and detect these needs in collaboration with health professionals	EQF 5	M	WE, OE, A-WBL, SSK, OTH
LO2-A-B-3: Be aware of the main swallowing problems which raise the need for adapted food and be able to tackle these problems and conditions in daily work in collaboration with health professionals	EQF 5	M	WE, OE, A-WBL, SSK, OTH
LO2-C-D-0: Know and understand the concepts of 'Primary Food Care', 'Gastrology' and 'Gastro-engineering' in healthcare and their role to promote active and healthy ageing, is aware of the main characteristics of the CGE professional profile, of what a "gastrological intervention" implies and of the main "gastrological tools" a CGE can rely on.	EQF 5	M	WE, OE, A-WBL, SSK, OTH
LO2-C-D-1: Identify and select test protocols on taste deterioration and use them to classify taste deterioration and monitor it	EQF 5	M	WE, OE, A-WBL, SSK, OTH
LO2-C-D-2: Create solutions for the results of assessment from a CGE perspective and within the context of a comprehensive and holistic food care approach	EQF 5	M	A-WBL, SSK
LO2-C-D-3: Know the main ICT tools for screening and assessing clients' individual food preferences and individual food intake needs and wishes, be able to select the proper ones and be able to use them, complying with data privacy and confidentiality guidelines and in collaboration with in collaboration with health professionals	EQF 5	M	WE, OE, A-WBL, SSK, OTH
LO2-C-D-4: Know the main ICT tools for recording and monitoring assessment results, as well as culinary interventions, be able to select the proper ones and be able to use them, complying with legal ICT structure, addressing all data privacy and confidentiality guidelines	EQF 5	M	WE, OE, A-WBL, SSK, OTH
LO2-E-1: Know the main techniques and tools to detect clients' meal satisfaction and be able to apply this feedback in daily practice, in collaboration with health professionals	EQF 5	M	WE, OE, A-WBL, SSK, OTH

Learning Outcome code		Mandatory /Optional	SUGGESTED ASSESSMENT METHODs (one or more methods for each LO)
UNIT OF LEARNING 3: CREATE RECIPES FOR A GENERAL POPULATION AND FOR PEOPLE WITH SPECIFIC NEEDS, COMPLYING WITH RECOMMENDATIONS OF HEALTH PROFESSIONALS			
LO3-A-1: Understand cultural, religious or other trending food choices, recognize their impact on meals and cooking and adapt dishes considering them	EQF 5	M	WE, OE, A-WBL, SSK
LO3-A-2: Follow food trends, try out new meals/recipes and evaluate the trial phase in terms of its feasibility in the business/service, also in collaboration with actors external to the kitchen/institution	EQF 5	M	OE, A-WBL, SSK
LO3-B-1: Collaborate to create standardized menu plans, grounded on disease adapted meals, starting from clients' needs assessment and in collaboration with health professionals	EQF 5	M	WE, OE, A-WBL, SSK
LO3-B-2: Adjust baseline menus to satisfy individual preference and needs	EQF 5	M	A-WBL, SSK
LO3-B-3: Know the effects of cooking on ingredients/raw materials and select the proper methods, maximizing the freshness and quality of the ingredients/raw materials	EQF 5	M	WE, OE, A-WBL, SSK
LO3-D-1: Know the basics of chemistry of food and combine food items in order to both respect food quality and obtain appetizing menus adapted to care settings	EQF 5	M	WE, OE, A-WBL, SSK
LO3-D-2: Schedule meals supply according to clients' needs and living environment, also taking into account the main accessibility issues for older adults and disabled people which could occur in the different care settings	EQF 4	O	WE, OE, A-WBL, SSK
LO3-D-3: Create menus including beverage recommendations for the planned menu sequences	EQF 4	O	WE, OE, A-WBL, SSK

Learning Outcome code	EQF Level	Mandatory /Optional	SUGGESTED ASSESSMENT METHODs (one or more methods for each LO)
UNIT OF LEARNING 4: MANAGE THE KITCHEN AND COORDINATE PERSONNEL			
LO4-A-1: Create budgets for each meal, according to food seasonal price, non-food supplies, and expected equipment durability and lifetime	EQF 5	M	WE, A-WBL, SSK
LO4-A-2: Calculate and manage the kitchen budget of food, utilities and personnel	EQF 5	M	WE, A-WBL, SSK
LO4-A-3: Make budget plans, negotiate them with superiors and assure they are followed by the kitchen personnel	EQF 5	M	WE, A-WBL, SSK
LO4-B-1: Identify control parameters, evaluate the quality of the kitchen team's performance, conduct employee appraisals and provide feedback to superiors	EQF 5	M	WE, OE, A-WBL, SSK
LO4-B-2: Describe jobs according to planned activities and participate in the recruitment of personnel collaborating with HR	EQF 5	O	A-WBL, SSK
LO4-B-3: Support new employees by informing, training and instructing them in their integration into the existing team, also identifying tutors and setting up training plans and employees personal career talks	EQF 5	O	A-WBL, SSK
LO4-C-1: Plan daily work optimizing workflow, draw up the work schedule and shifts for the kitchen team (balancing team capability) and ensure through constant monitoring that it is followed by the staff	EQF 5	M	A-WBL, SSK
LO4-C-2: Analyse and optimize the processes in the kitchen organization, ensuring the smooth flow of food from preparation to service through communication between the kitchen and the service department	EQF 5	O	A-WBL, SSK
LO4-C-3: Know and apply the proper leadership strategies, being able to plan work, organize tasks, and delegate to others and to develop decision-making strategies	EQF 5	O	A-WBL, SSK
LO4-D-1: Define equipment maintenance schedules and monitor, assess, and record the adherence to it	EQF 5	M	WE, OE, A-WBL, SSK
LO4-D-2: Ensure the adequate and efficient use and the proper cleaning of kitchen machines, equipment and utensils performing quality controls in compliance with quality national standards	EQF 5	O	A-WBL, SSK
LO4-D-3: Align workstations in the kitchen with the requirements of the individual kitchen stations	EQF 5	O	A-WBL, SSK

Learning Outcome code	EQF Level	Mandatory /Optional	SUGGESTED ASSESSMENT METHODs (one or more methods for each LO)
UNIT OF LEARNING 5: ENSURE QUALITY OF FOOD AND FOLLOW SAFETY REGULATIONS			
LO5-A-B-1: Comply and monitor compliance with HACCP and with national and local hygiene quality standards in the preparation, storing, delivering and discarding food and beverages	EQF 5	M	WE, OE, A-WBL, SSK, OTH
LO5-A-B-2: Understand the risk of common foodborne diseases and the main causes of food deterioration; apply this knowledge to food safety	EQF 4	M	WE, OE, A-WBL
LO5-A-B-3: Create instructions for staff about the measures in order to comply with safety, hygiene and quality standards and laws and properly document implemented measures	EQF 4	O	WE, A-WBL, SSK
LO5-A-B-4: Promote health and safety within the working environment performing workplace evaluations for all stations in the kitchen and recording their results	EQF 5	O	A-WBL, SSK
LO5-C-1: Plan and execute food tasting for healthcare professionals to test and review menus and new dishes	EQF 5	O	A-WBL, SSK

Learning Outcome code	EQF Level	Mandatory /Optional	SUGGESTED ASSESSMENT METHODs (one or more methods for each LO)
UNIT OF LEARNING 6: USE AND ADAPT COOKING TECHNIQUES TO THE SPECIFIC CARE SETTING AND CLIENT			
LO6-A-B-1: Know the main cooking techniques and select the appropriate ones for the different healthcare contexts in order to maintain the nutritional properties and maximize the nutritional value of the ingredients	EQF 5	M	WE, OE, A-WBL, SSK
LO6-A-B-2: Use or supervise the use of established, innovative and complex preparation methods, also combining and applying various cooking methods simultaneously and developing creative solutions	EQF 5	M	WE, OE, A-WBL, SSK
LO6-A-B-3: Prepare cold and hot dishes (or supervise their preparation) according to clients' requirements and the meal plan approved by healthcare professionals, taking into account food intolerances and allergies	EQF 5	M	WE, OE, A-WBL, SSK
LO6-A-B-4: Prepare beverage recommendations for all dishes and communicate them to the service team	EQF 5	O	WE, A-WBL, SSK
LO6-A-B-5: Prepare the decoration and serving plan in collaboration with the service team	EQF 5	O	A-WBL, SSK
LO6-C-1: Design menus and a la carte dishes and apply proper food preparation and cooking techniques, also developing innovative solutions, for different food forms and diets and respect cultures and religions (e.g. vegetarians, vegans, gluten-free, allergy sufferers, people with food intolerances, diabetes, hypertension, etc.)	EQF 5	M	WE, OE, A-WBL, SSK
LO6-C-2: Recognize the model diets (vegan, vegetarian, zone diet, Mediterranean diet…) and be able to prepare dishes according to them, also developing innovative solutions and creating new combinations of ingredients	EQF 5	M	WE, OE, A-WBL, SSK
LO6-C-3: Recognize the food prescriptions and restraints of the main religions and be able to prepare dishes according to them, also developing innovative solutions and creating new combinations of ingredients	EQF 5	M	WE, OE, A-WBL, SSK
LO6-D-1: Define consistency and texture of food in a creative, balanced and flavorful way	EQF 5	M	WE, OE, A-WBL, SSK
LO6-D-2: Know the chemical composition of fortified food and correctly perform fortification in meals	EQF 4	M	WE, OE, A-WBL, SSK

LO6-D-3: Apply creative and innovative kitchen techniques to adapt recipes for people with taste changes or consistency adjustments (including hot, cold, crisp, soft, moist, dry)	EQF 4	M	A-WBL, SSK

Learning Outcome code	EQF Level	Mandatory /Optional	SUGGESTED ASSESSMENT METHODs (one or more methods for each LO)
UNIT OF LEARNING 7: COMMUNICATE, INTERACT AND COLLABORATE WITH CLIENTS AND INTERPROFESSIONAL TEAM			
LO7-A-1: Define a customer satisfaction protocol and place customer service at the hearth of decision-making and activities	EQF 4	O	WE, OE
LO7-A-2: Use appropriate communication methods, styles according to the customers' and colleagues' attitude, culture and the purpose of communication	EQF 4	O	A-WBL, SSK
LO7-B-1: Understand the impact of food and nutrition on social determinants of health and vice versa and leverage attractive taste to promote healthy recipes and healthier nutritional habits, also providing advice and guidance to other professionals on culinary matters to educate clients	EQF 4	O	WE, OE
LO7-B-2: Prepare and apply client counselling, in collaboration with healthcare professionals, to promote healthy choices and behaviours	EQF 4	O	A-WBL, SSK
LO7-C-1: Be aware of the main roles and responsibilities of health/social care professionals in food care and work coherently, acting as a member of an interprofessional team, maximizing the added value of each professional, and identifying possibilities for interdisciplinary development and cooperation	EQF 4	M	OE, A-WBL, SSK
LO7-C-2: Know the characteristics of successful teams and the main strategies for overcoming barriers to effective teamwork and contextualize them in daily work	EQF 5	O	OE, A-WBL, SSK
LO7-C-3: Know, select and apply the proper communication and mutual support techniques for inter-professional teams and change and observe behaviours	EQF 5	O	OE, A-WBL, SSK
LO7-C-4: Apply creative thinking techniques developing creative solutions to abstract problems, propose solutions and discuss with goal-orientated attitude, reaching shared decisions, applying the main problem-solving techniques	EQF 5	M	OE, A-WBL, SSK
LO7-C-5: Exercise management and supervision in contexts of work, reviewing and developing performance of self and others	EQF 5	M	OE, A-WBL, SSK
LO7-D-1: Identifies opportunities to create value, develop creative and purposeful ideas, develop a vision to turn ideas into action, identify suitable ways for valuing ideas and assess consequences of them	EQF 4	O	OE, SSK
LO7-D-2: Identify individual and group strengths and weaknesses, mobilizes resources needed to turn ideas into action, be aware of the idea cost and financial implications and engage relevant stakeholders for the action	EQF 5	O	OE, SSK

LO7-D-3: Prioritize organize and follow up goals implementation, team up with others to pursue ideas and learn from experience	EQF 5	O	OE, SSK
LO7-E-1: Browse, search, filter and manage data, information and digital content, evaluating them according to the specific context of application	EQF 5	M	A-WBL, SSK
LO7-E-2: Interact, share and collaborate through variety of digital technologies and select appropriate digital communication means for a given context	EQF 4	O	A-WBL, SSK
LO7-E-3: Know the main privacy issues and protect his/her own end users' personal data and privacy in digital environments	EQF 4	M	WE, OE, A-WBL, SSK
LO7-E-4: Know the main current digital tools dedicated to food (composition, ingredients, combination, properties, treatments, regional resources…)	EQF 5	M	WE, OE, A-WBL, SSK

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ANNEX 1 – GLOSSARY UPDATE

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-eqf
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-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.	Wikipedia, food engineering; https://en.wikipedia.org/wiki/Food_engineering

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 Organiztation, 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 chornic 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 articstic 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

ANNEX 2 – QUALITY CONTROL CHECK LIST

Quality Control Check		
Generic Minimum Quality Standards		
Document Summary provided (with adequate synopsis of contents)		X
Compliant with NECTAR format standards (including all relevant Logos and EU-disclaimer)		X
Language, grammar and spelling acceptable		X
Objectives of the application form covered		X
Work deliverable relates to adequately covered		X
Quality of text is acceptable (organisation and structure, diagrams, readability)		X
Comprehensiveness is acceptable (no missing sections, missing references, unexplained arguments)		X
Usability is acceptable (deliverable provides clear information in a form that is useful to the reader)		X
Deliverable specific quality criteria		
Deliverable meets the 'acceptance Criteria' set out in the Quality Register:		X
Checklist completed and deliverable approved by		
Name: Geertrui Vlaemynck Date: 24/10/2021		