

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



## Report on D3.2.2 Web based step-by-step guide supporting the CGE EU Curriculum localization

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## 1. ABSTRACT:

This document reports about the activities carried out in T3.2 in order to deliver D3.2.2., published on the project website at <https://www.nectar-project.eu/main-outcomes/guidelines-and-tools-for-designers/>

The Designers' Kit is a set of guides and tools aimed to support any VET designer to localize the EU general CGE Curriculum into his/her own context. The delivered guides and tools use a simple, user-friendly language which "targets the intended audience", i.e. VET Designers, with practical examples and cases.

## 2. KEYWORDS:

Designers' Kit, tools guides, designers, ECVET Points, Modules, Educational Strategies, Flexibility Tool, localized curriculum, CGE Curriculum, course design, Learning Outcomes, Units of Learning Outcomes, ECVET, EQF.

## 3. REVIEWERS

REVIEWER NAME	EXTERNAL REVIEWER	ORGANIZATION	DATE OF APPROVAL
Silvia Bossio	NO	ODISEE	31/10/2023



## 4. VERSION HISTORY AND AUTHORS

Version	Name / Organization	Status*	Date	Provided Content/Comment/ Summary of Changes
1	Elena Vercelli - SI4LIFE	A	14/09/2023	Draft of the report
2	Serena Alvino - SI4LIFE	A	15/10/2023	Second draft
3	Serena Alvino - SI4LIFE	A	30/10/2023	Final version of the report

\*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
DK	Designers' Kit
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 contains the Final Release of the *Tools and guides for designers supporting the localization of the curriculum* (T3.2), which were reviewed based on the feedback of pilot leaders and then integrated in a user-friendly web-based step-by-step guide.

In particular, this document presents an **Introduction** (Section 8) that outlines the main connections of T3.2 activities with the other tasks of WP3 and the other WPs of the project.

The **Description of Designers' Kit** is presented in Section 9. It outlines the whole list of guides and tools included in the Designers' Kit.

Then, the **Methodology** section (Section 10) describes the review process implemented to deliver the final version of the Designers' Kit as a web-based tool.

**Annexes 2 and 3** add details about the tools supporting the review process.

## 8. INTRODUCTION

This document reports about the development of the Final Release of the *Tools and guides for designers supporting the localization of the curriculum (T3.2)*, which were reviewed based on the feedback of pilot leaders and then integrated in a user-friendly web-based step-by-step guide.

As described in D3.1.2, NECTAR's Work-Package 3 (WP3) aimed at:

- a) designing a learning-outcome based Curriculum for Chef Gastro Engineering (CGE) which could play a reference role at EU level for VET targeting this qualification;
- b) developing specific tools and guides supporting VET designers in the instantiation of the EU Curriculum into local curricula;
- c) designing five localized curricula for CGE and five pilot courses that will be implemented in Belgium, Italy, Portugal and Austria.

A first release of the *Tools and guides for designers supporting the localization of the curriculum* was delivered in M17 (March 2022). Then, as detailed in the present document, these guides and tools, developed in T3.2, have been progressively modified and improved in order to meet the designers' needs. In the framework of WP3, they have been used to design 5 main "localized curricula" and then the specific pilots which have been implemented in WP5. These design processes were a "testing field" for the Curriculum and the Guidelines, especially as far as its flexibility and adaptability are concerned, since the general Curriculum was localized in 4 different countries and instantiated in 5 different courses.

The first release of the Guides and Tools, which constituted the Designers' Kit (DK), played a fundamental role in the instantiation of the CGE Curriculum into the 5 pilot courses. The effectiveness of the first release of the EU Curriculum and the DK was tested by localizing the Curriculum into 4 different countries (Italy, Portugal, Belgium and Austria) and designing 5 different pilot courses.

The DK was evaluated in the framework of T6.2. In particular, its efficacy was tested in the context of T3.3, during which national curricula and specific pilot courses were designed. In T3.3, pilot leaders used the first release of the DK to instantiate the CGE Curriculum in their courses.

In view of the final release of the Designers' Kit, some questionnaires were submitted to the designers of local curricula and their feedback was gathered throughout the design and implementation of pilot courses in order to identify possible improvements for the guides and tools.

The implementation in such different courses shows and underlines the Curriculum flexibility, modularity and adaptability, as well as the efficacy of the Designers' Kit, and revealed the quality of work carried out in the NECTAR project.

During the pilot design and implementation, different phases of the evaluation process were carried out. The collection and the analysis of the results allowed for the refinement of the final release of the Designers' Kit.

As main result of this evaluation process, the Designers' Kit was made available on the NECTAR website, as a public and open project result (<https://www.nectar-project.eu/main-outcomes/guidelines-and-tools-for-designers/>). This makes the DK more readable and easier to consult and will facilitate its maintenance and updating even after the end of the project, thus increasing the potential for future implementation and spreading. Guides and tools provided online can be downloaded by users and this means that they are printable and reusable too.

## 9. THE DESIGNERS' KIT DESCRIPTION

Designers' Kit is a set of guides and tools aimed to support any VET designer to localize the EU general CGE Curriculum into their own context. By “*localized curriculum*” is meant an intermediate design step where the general curriculum is localized in terms of modules, a selection of LOs, learning strategies, assessment strategies, credits, etc. Then, these localized curricula have to be further described and detailed in terms of course design elements, such as teachings and related teachers, lessons, contents and materials, timing, etc.

The delivered guides and tools use a simple, user-friendly language which targets the intended audience, i.e. VET Designers, with practical examples and cases.

A first release of the *Tools and guides for designers supporting the localization of the curriculum*, i.e. the Designers' Kit, was delivered in M17 (March 2022). Then, in September 2023, after the review process described in *Section 10*, a user-friendly web-based step-by-step guide, namely the web-based Designers' Kit, have been published on the project website at <https://www.nectar-project.eu/main-outcomes/guidelines-and-tools-for-designers/>

The Designers' Kit includes **13 guides and tools**. The first eleven documents had been developed for D3.2.1 and have been updated for D3.2.2, while DK12 and DK13 are new and were realised within the framework of T4.4. Below is the complete list of documents that make up the Designers' Kit and a brief description of them:

### ***DK1 – EU CGE Curriculum***

DK1 is a document extracted from D3.2.2 and including the CGE EU Curriculum. It lists 67 Learning Outcomes grouped into 7 Units of Learning (UoLs). LOs are described in detail in terms of Knowledge, Skills and Personal and Transversal Competencies.

### ***DK2 – Identification of the proper EQF level and credits***

The CGE Curriculum developed by the NECTAR Project targets chefs (ESCO profile – EQF4) and is aimed at awarding an EQF5 level, although it can be adapted to target and award a specialization in EQF4. So, a preliminary step for the localization of the curriculum is the definition of the EQF level and the relative number of awarded credits. This guide supports VET designers in such decisions, identifying 3 main cases (A, B and C) and suggesting a possible range of ECVET points, as well as an estimated range of students' workload.

### ***DK3 – Curriculum adaptation to EQF4***

In the event that the CGE Curriculum is adapted to EQF4 (CASE B and C outlined in DK2), this localization affects the Curriculum itself substantially, since the formulation of Learning Outcomes requires a modification too. As the description of Learning Outcomes should take into account the specific level of knowledge, skills and responsibility/autonomy identified by the European Qualification Framework (<https://europa.eu/europass/it/description-eight-eqf-levels>), the curriculum should be thoroughly revised not just in terms of number of LOs and ECVET points but also the way in which LOs are stated and phrased. This guide supports VET designers in the Curriculum adaptation to EQF4 through 3 main steps.

### ***DK4 – Definition of course modules***

The 67 Learning Outcomes of the Curriculum need to be grouped into modules. They can correspond to the 7 Units of Learning Outcomes (UoLs) or not. Although both MODULES and UoLs actually result from the grouping of LOs, MODULES mirror a “teacher perspective”, while UoLs mirror the “learner perspective”; so, the criterion adopted to group the LOs may be different. This guide supports VET Designers to structure modules and to assign them the selected LOs, by outlining 3 main possible criteria to set up the Modules of a localized CGE curriculum.

### **DK5 – Flexibility Table**

The Flexibility Table is a detailed table which specifies for each LO:

- Code, name and the compulsoriness (mandatory/optional) of the LO; these elements are already stated in the Curriculum, but here they are reported in order to facilitate the reading of the other columns;
- the relevance of the LO for the CGE profile in a qualitative scale (relevant/important/basic);
- the suggested educational strategy (more than one strategy for the same LO is allowed), as well as the suitability of face to face and/or online learning.

This Guide supports the localization of the curriculum since it mirrors the Flexibility Tools, depicting the possible values which can be selected by VET Designers when filling in the sheet about the educational strategies.

### **DK6 – ECVET Points Tables**

Based on the “NECTAR’s approach to ECVET Points allocation” described in D3.2.1, these tables outline the suggested ECVET point ranges for each UoL and each specific LO. They also provide concrete examples of ECVET points distribution for courses awarding 40 and 60 ECVET points.

### **DK7 – Flexibility Tool**

The Flexibility Tool aims to collect the design information about the “localized curriculum”. In the framework of the NECTAR project, every pilot leader will fill in their own version of the tool describing their specific pilot. Generally, it will support any VET designer in the curriculum localization.

The tool is an Excel file composed of 6 sheets (4 + 2 for reference) and the “credits” one. The Flexibility Tool:

- reproduces the Flexibility Table allowing to specify the educational strategy for each LO;
- allows to identify modules and to assign LOs to them;
- allows to assign ECVT points to each LO and to receive an automatic counting of the overall amount of ECVET points assigned to the whole course, to each module and to each UoL
- automatically summarises in a specific sheet which LOs were assigned to which Module and the number of ECVET points awarded for each UoL/Module;
- supports the design of students' assessment, mirroring the DK9 - Assessment Table.

### **DK8 – Localizing the curriculum with the Flexibility Tool – User Manual**

This is a guide for the effective use of the Flexibility Tool. It provides a general description of the main sheets and automatic functionalities of the Excel file and a step-by step guide to fill in the tool.

### **DK9 – Assessment Table**

DK9 is a document extracted from D3.2.1 and including the Assessment Table. It has been provided with 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]
- Oral exam [OE]
- Assessment of WBL [A-WBL]
- Simulation/skill demonstration [SSK]
- Assessment based on other data [OTH].

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 is mirrored in a specific sheet of the Flexibility Tool and guides VET designers when filling it in.

### **DK10 – Validation and recognition of Prior Learning – Guidelines**

This guide aims to support the proper implementation of validation of formal, non-formal and informal learning, enabling to acquire the qualification or shortening the duration of the programme that leads



to the award of the qualification. This guide includes an overall introduction to the main EU guides and recommendations about validation and recognition of prior learning. Then, based on the main steps identified in these guidelines, it describes the approach applied in two pilots: the Ligurian one, implemented in Genoa (Italy) by MARCO POLO, and the Portuguese one, implemented by SCMA.

### ***DK11 – Work-Based Learning – Guidelines***

This guide provides a practical step-by-step guide for the planning and the implementation of Work-Based Learning (WBL) for CGE courses. It includes references to EQAVET and to Building Blocks.

### ***DK12 – Assessment Guide***

Students' assessment is a crucial element for the effective implementation of NECTAR's CGE Curriculum. Thus, it has been addressed by the project at different levels and with different tools, targeting both designers and teachers. In order to support final users in the management of NECTAR tools related to students' assessment, a specific guide has been developed to integrate the first release of the Designers' Kit.

### ***DK13 – Assessment Matrix***

In order to support TEACHERS in the monitoring and implementation of students' assessment, a specific tool, i.e. an Excel file named "ASSESSMENT MATRIX" has been developed to integrate the first release of the Designers' Kit. The Excel file is a template which should be filled in by the course coordinators in collaboration with teachers. It allows to keep track of the Learning Outcomes achieved by each student.

### ***DK14 – Course Syllabus Template***

The Course Syllabus template is a form supporting the description of the actual courses designed on the base of the CGE Curriculum; it has been provided to NECTAR's pilot designers in order to publish a description of their courses. This template may be useful for any other VET designer implementing the CGE Curriculum.

## **10. METHODOLOGY**

As previously stated, T3.2 aimed at producing a set of Guides and Tools which could play a reference role for any VET provider who would like to contextualize the CGE EU Curriculum into their own institution. T3.1 and T3.2 were strictly connected and interdependent. On the one hand, T3.1 was supposed to define and describe the general characteristics of the EU Curriculum, which should be "across-the-board" and adaptable to different EU countries. On the other hand, T3.2 was supposed to investigate, clarify and clearly outline the main potentialities of the curriculum flexibility, providing tools and guides to VET designers in order to support the instantiation of the general curriculum into specific localized curricula.

For these reasons, the implementation of T3.2 and the realisation of the Designers' Kit were carried out in three stages described in detail in D3.2.1:

1. Definition of types and aims of the guides and tools;
2. Work organization and distribution;
3. Definition of NECTAR's approach to ECVET Points allocation.

The guides and tools were developed by SI4LIFE or other partners under the supervision of SI4LIFE, which coordinated both WP3 and T3.2.

After delivering the first release of the Designers' Kit in March 2022 (M17), the review process started and was carried out throughout the design and implementation phases of pilot courses.

As soon as the DK was released, project partners started to design their localized pilot courses and during this design phase they provided progressive feedback. While using the DK guides and tools,

partners took note of what worked and what did not work and proactively proposed changes, suggestions and comments to SI4LIFE, leader of WP3 and T3.2, in order to improve them.

## 10.1 Interviews with pilot coordinators

As agreed during the General Assembly in Sorrento (November 2022), SI4LIFE took in charge part of the process for the **review of the first release of the CGE Curriculum and the related Designers' Kit** by setting up **structured interviews with each pilot leader**.

SI4LIFE sent out personalized e-mails to all pilot designers in order to plan the interviews for the review of the CGE Curriculum and Designers' Kit.

The interviews were structured into two sections:

Section 1 - CGE CURRICULUM EVALUATION

Section 2 - DESIGNERS' KIT

Table 1 depicts the main criteria and indicators for Designers' Kit evaluation.

The items of the structured interview to pilot coordinators are presented in **Annex 2**

CRITERIA	INDICATORS
USEFULNESS	USEFULNESS FOR THE PILOT DESIGNERS
	USEFULNESS FOR THE INTENDED TARGET USERS
EFFICACY	EFFICACY of the KIT
	EFFICACY OF THE DK2 ABOUT EQF LEVEL
	EFFICACY OF DK6 - THE ECVET POINTS TABLE
	EFFICACY OF DK7 - FLEXIBILITY TOOL
	USABILITY OF DK7 - FLEXIBILITY TOOL
	EFFICACY OF DK11 - WBL GUIDE
	EFFICACY OF THE OTHER TOOLS
USABILITY	USABILITY OF THE KIT
OVERALL EVALUATION	OTHER

**Table 1: The main criteria and indicators for Designers' Kit evaluation**

In addition, to assess the effectiveness and usefulness of the Designers' Kit, SI4LIFE created the **"NECTAR Sentiment Thermometer"** (**see Annex 3**), through which partners could place each document of the Designers' Kit in an evaluation grid, depending on their perception of its relevance within the project.

Below are the results of the feedback collection based on the partners' answers.

In general, the partners did not identify any major problems in the documents. They all found the DK to be a useful tool for the design of the pilot courses and also a practical resource for the intended target users (i.e. VET Teachers designing a course for CGE based on the NECTAR Curriculum). In particular, they stated that the DK was thorough and proved to be helpful at different levels, especially for the first set up of CGE courses, for new teachers and for scaling up across Europe.

Moreover, all partners stated that the DK is effective in supporting the localization of courses based on the NECTAR Curriculum, because it is a set of guidelines that could be reused by VET providers in their everyday practice and applied in other contexts.

With regard to the individual DK documents, the integration of the partners' Sentiment Thermometers and answers to questions 4 to 9 of the interviews revealed the following outcomes.

All partners unanimously agreed that **DK1 – EU CGE Curriculum** was the most important and useful document in the whole kit, since without the curriculum pilot courses could not exist.

**DK2 – Identification of the proper EQF level and credits** was also perceived as extremely useful – especially for first set ups – as it contained an analysis justifying the three possible cases of localized CGE curricula; it is reusable for other similar paths and for each section there is always the rationale and the operational tool. Partners also appreciated the way DK2's content is presented, since the use of examples is a helpful aid to properly categorize the local curricula.

**DK3 – Curriculum adaptation to EQF4** divides opinion: 3 out of 5 pilot partners find it very useful and place it high on the Sentiment Thermometer, while the other two consider it of little use probably because they have not had the need to adapt their course to EQF4 level.

As for **DK4 – Definition of course modules**, nothing relevant emerged, but the feedback on usefulness was predominantly positive.

The only document that was problematic was **DK5 – Flexibility Table**, which was rated below the threshold of usefulness by all. One pilot partner stated that DK5 – Flexibility Table is rigid because it is difficult to place specific topics in the WBL. This partner therefore suggested leaving the WBL out of this table because it is a level of detail that is not easy to handle.

Pilot partners were generally satisfied with **DK6 – ECVET Points Tables** and did not propose any changes concerning the suggested ECVET point ranges for each UoL and each specific LO. However, it must be considered that the interviews took place while the pilot courses were still in progress and some pilot partners specified that any necessary changes would emerge after the collection of evaluation and assessment data at the end of the courses.

**DK7 – Flexibility Tool** was well received and it was deemed that it provided a significant and effective support for the design and localization of the CGE Curriculum. Some partners defined DK7 as a valid tool for identifying the competences to be acquired by learners and useful for calculating the distribution of ECVET points in each module, as well as a resource for teachers to assess learners' performance and to define the content of their lessons. When asked if they had any suggestions for improving the usability of DK7, pilot partners mentioned the possibility of doing a general check on the formulas to make sure that the various sheets updated with the information entered and to create a simplified version of the tool with all the main information on one sheet to be shared with pilot teachers.

**DK8 – Localizing the curriculum with the Flexibility Tool – User Manual** and **DK10– Validation and recognition of Prior Learning – Guidelines** were also received very positively, as at least 4 out of 5 pilot partners indicated them as very useful in the Sentiment Thermometer. However, DK10 will be further enriched with new information on the recognition process derived from the experience of pilot courses.

**DK9 – Assessment Table** was evaluated as sufficiently useful.

Similarly to DK2, **DK11 – Work Based Learning (WBL) – Guidelines** was perceived as useful by 3 out of 5 pilot partners and less useful by the remaining 2, because the latter considered it to be too general or not relevant for pilot participants who already worked in the cuisine field. Nevertheless, all pilot partners agreed on the fact that it provides an effective support to the organization of WBL while implementing the CGE Curriculum. In particular, partners wrote that it provided support at different levels, especially for less experienced VET providers.

Finally, when asked if they had any suggestions for the implementation of the hypertextual final release of DK, partners suggested to create a list of clickable documents and tables. Moreover, they recommended using more user-friendly graphics, for instance by exploiting the immediacy of images, using words associated with the images and reducing or disambiguating the many abbreviations.

## 10.2 The final review of the tools

During the consortium meeting in Graz (May 2023), SI4LIFE presented to partners a plan for the review of the Designers' Kit for its final release. The plan included two main steps:

1. Review of each document of the DK, based on the feedback collected in the previous months;
2. Creation of the web-based Designers' Kit.

The first step was planned carefully, document by document, taking into account:

- suggestions for changes collected "on the fly" during the pilots design;
- suggestions for changes collected through the interviews with pilot coordinators;
- changes which should have been implemented in DK due to the changes applied to the second release of the Curriculum.
- the need to integrate 3 new tools: the Assessment Guide, The Assessment Matrix and the Course Syllabus Template.

As depicted in Figure 1, some documents have been approved by partners as they were in the first release (green flag), while other documents were candidate to be reviewed/integrated.

DK'S DOCUMENTS REVIEW IN DETAIL		
DK1	CGE European Curriculum	✓
DK2	Identification of the proper EQF level and credits	✓
DK3	Curriculum adaptation to EQF4	✓
DK4	Definition of course modules	✓
DK5	Flexibility Table	✓
DK6	ECVET Points table	✓
DK7	Flexibility Tool (excel)	✓
DK8	Localizing the Curriculum with the Flexibility Tool - User's Manual	✓
DK9	Assessment Table	✓
DK10	Validation and Recognition of Prior Learning Designers' guide	✓
DK11	How to set up effective Work Based Learning for NECTAR CGE Curriculum	✓
DK 12	Assessment Guide / Assessment matrix	⊘
DK 13	Course Syllabus template	⊘

✓ It could be OK. Anyone who would like to change is invited to actively propose changes.  
 ✓ It must be reviewed after the changes in the Curriculum.  
 ✓ It may be updated with examples from pilots.  
 ⊘ New tools

Figure 1: a slide introduced by SI4LIFE during the partners' meeting in Graz in order to plan the review – step1

Below are described the main changes applied to the documents.

**DK3 – Curriculum adaptation to EQF4** was reviewed by SCMA, since it was the only partner actually implementing the adaptation to EQF4.

**DK5 – Flexibility Table** was updated by SI4LIFE in accordance with the final version of DK1 - CGE curriculum. New criteria were assigned for each new LO. For instance, each new LO has been defined in terms of: LO Code, LO Name, Mandatory/Optional, Educational strategy, Relevance.

When other changes were made during the process of defining the final version of the CGE curriculum, they were also implemented in DK5.

**DK6 – ECVET Points Tables** was affected by the changes introduced in the Curriculum, too; adding or removing LOs changed the overall amount of credits assigned to each UoL, so the balance among each LO in the Units have been reset in terms of ECVET points by SI4LIFE.

**DK7 – Flexibility Tool** was updated by SI4LIFE with the main changes introduced into the Curriculum and into the ECVET Points Tables

**DK8 – Localizing the curriculum with the Flexibility Tool – User Manual** was updated by SI4LIFE in accordance with the new version of the DK7 – Flexibility tool.

**DK9 – Assessment Table** was updated by SI4LIFE according to the final version of the CGE curriculum and assessment methods were assigned to the new LOs based on the 5 categories of assessment that had already been defined (written exams/assignments, oral exam, assessment of WBL, simulation/skill demonstration, assessment based on other data). EQF Level and Mandatory/Optional criteria were also defined or updated accordingly.

**DK10 – Validation and recognition of Prior Learning – Guidelines** have been updated by MARCO POLO and SCMA updating the previous version with the actual procedures implemented for the recognition of prior learning in the Ligurian and Portuguese pilots.

**DK11 – Work-Based Learning – Guidelines** was updated by SI4LIFE according to the partners' feedback and to a review of the newest publications concerning WBL. A new paragraph has been added to provide an overview of the main aspects of the document. This addition could be useful for a more immediate use of the document.

**DK12 – Assessment Guide, DK13 – Assessment Matrix and DK14 – Course Syllabus Template**, which have been produced during T3.3 and T4.4 in order to support pilots design and the pilot teachers training, have been integrated by SI4LIFE in the Kit.

Once produced the final version of each document, as a second step, the web-based Designers' Kit has been implemented on the project website at <https://www.nectar-project.eu/main-outcomes/guidelines-and-tools-for-designers/>

The Kit is organized in 4 main sections:

1. *The CGE EU Curriculum*: this section introduces the main outcome of the project, i.e. the Curriculum, by linking to the digital version of its final release.
2. *Tools for Curriculum instantiation*: this section includes guides and tools for the proper localization of the general Curriculum in any designer's own context.
3. *Tools and guide for students' assessment*: this section supports designers in implementing an effective students' assessment in their courses, in compliance with ECVET recommendations.
4. *Supplementary readings for an effective Curriculum instantiation*: this section presents some additional guides about Work-Based Learning (WBL) and Recognition of Prior Learning (RPL).

VET designers are invited to navigate the sections and download the provided tools.

## 11. CONCLUSIONS

The Designers' Kit is a valuable tool supporting the sustainability of the CGE Curriculum, since it supports its effective use and localization. The web-based version, developed after a review process, enriches its usability and put it at VET designers' fingertips for any future use, including a step-by-step guide which covers not only online information, but also downloadable files and tools.



## ANNEX 1 – QUALITY CONTROL CHECK LIST

Quality Control Check	
<b>Generic Minimum Quality Standards</b>	
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
<b>Deliverable specific quality criteria</b>	
Deliverable meets the 'acceptance Criteria' set out in the Quality Register:	x
<b>Checklist completed and deliverable approved by</b>	
Name: Silvia Bossio De Stefano	Date: 31/10/2023



## ANNEX 2 – DESIGNERS’ KIT EVALUATION – Items of the structured interview to pilot coordinators

Premises:

The designers kit is made of...

This interview will ask you general opinion on the kit and then focus on some specific tools included in the kit, that are crucial for the localization of the Curriculum.

**1) When you have consulted the Designers’ Kit for the design of the pilot course, did you find it useful?**

- Yes
- No
- I don’t know / I’d prefer not to reply

If yes, please distribute along the “Sentiment Thermometer” (see attached template)\* the different DK labels depending on their “usefulness level” ( 0=not useful at all / 10=extremely useful)

**2) Do you think that the current version of the Designers’ Kit could be a useful resource for the intended target users (i.e. VET Teachers designing a course for CGE based on NECTAR Curriculum)?**

- Yes
- No
- I don’t know / I’d prefer not to reply

Comment on your answer: .....

**3) Do you think that the Designers’ Kit is effective to support the localization of courses based on the NECTAR Curriculum?**

- Yes
- No
- I don’t know / I’d prefer not to reply

Comment on your answer: .....

**4) Do you think that the DK2 provides an effective support for the localization of the CGE Curriculum?**

- Yes
- No
- I don’t know / I’d prefer not to reply

Please justify your answer: .....

**5) Do you think that the DK6 provides an effective support for the localization of the CGE Curriculum?**



- Yes
- No
- I don't know / I'd prefer not to reply

Please justify your answer: .....

**6) The ECVET points table defines a possible range of ECVET points which can be awarded for each LO. Do you want to suggest any change concerning the suggested ranges?**

- Yes
- No
- I don't know / I'd prefer not to reply

If yes, please detail which changes you would like to propose (please refer to a LO code, suggest a change, and explain the reason why): .....

**7) Do you think that the DK7 provides an effective support for the localization of the CGE Curriculum?**

- Yes
- No
- I don't know / I'd prefer not to reply

Please justify your answer: .....

**8) Do you have any suggestion to improve the usability of the Flexibility Tool?**

- Yes
- No
- I don't know / I'd prefer not to reply

If yes, please detail your suggestion: .....

**9) Do you think that the WBL guide provides an effective support to the organization of WBL in the context of the implementation of the CGE Curriculum?**

- Yes
- No
- I don't know / I'd prefer not to reply

If no, please detail how you would improve it: .....





**10) Do you have any other comment or suggestion for improvement concerning the efficacy of the other tools included in the Designers' Kit?**

- Yes
- No
- I don't know / I'd prefer not to reply

If yes, please detail your suggestion: .....

**11) In its final release the Kit will be implemented as an hypertextual guide. Do you have any suggestion for such implementation?**

- Yes
- No
- I don't know / I'd prefer not to reply

Comment on your answer: .....

**12) Do you have any other tip or advice to add in order to improve the Designers' Kit?**

- Yes
- No
- I don't know / I'd prefer not to reply

Comment on your answer: .....

## ANNEX 3 – Sentiment Thermometer

### DESIGNER'S KIT – SENTIMENT THERMOMETER

