

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



PILOT COURSE IMPLEMENTATION IN PORTUGAL

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1 ABSTRACT:

This document reports on the development of the pilot courses in Portugal. Each country will formulate a document that will provide essential information about the pilot courses.

2 KEYWORDS:

Qualifications, common European curriculum, teachers, participants, modules, teaching methods, quality assurance, evaluation

3 REVIEWERS

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*Status indicates if:

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

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6 EXECUTIVE SUMMARY

The content of this deliverable is aimed at collecting the necessary information about the implementation of the pilots designed in T3.3 in Belgium, Portugal, Austria, Liguria and Campania.

This deliverable in particular is a detailed report of the pilot course developed by Portugal, based on the local and European curriculum which is the result of NECTAR project.

This deliverable will take into account the participants and its enrolment, the teachers' selection, the development of local curriculum based on NECTAR's common European Curriculum, the different modules the course is divided in, the methodology applied, how work based learning was included, the quality assurance methods of the pilot course including the evaluation.

Annexes include supplementary material related to the pilot course, the syllabus, the evaluation and the certification and a questionnaire with basic and fundamental information about the project.

7 PORTUGUESE PILOT COURSE

7.1 Introduction with general information about the pilot and the frame where it is developed

Malnutrition is a growing and worrying problem worldwide. However, it is even more prevalent in the elderly population, which has a medical and social impact, associated with high economic costs in an attempt to combat the scourge caused by nutritional problems.

Today's major strategy is to try to combat or reduce the side effects caused by lack of nutritional care.

The Santa Casa da Misericórdia de Albufeira, a social solidarity entity, prepares about 1000 meals daily with the growing concern in the confection and preparation so that the nutritional parameters are always ensured and the quality and taste are maintained.

In view of the evident need and the lack of existing training offer in Portugal that allows to train and qualify professionals working in the area, it is important to rethink and train professionals in an area as specific as this.

In view of the above, in an attempt to qualify adapted professionals, Santa Casa joined this consortium whose main objective is to carry out pilot training at European level, standardizing skills.

Thus, in a European context, with such different forms of learning and skills, pilot training was carried out in an attempt to standardize the knowledge of professionals working in the area as much as possible.

The pilot course had a common planning according to the level of qualification.

The Portuguese pilot was attended by trainees from different geographical areas. In an attempt to give everyone the opportunity to access and succeed, the training took place mostly online, with simulated practices that allow students to test the acquired learning.

8 PARTICIPANTS

8.1 Number and profile

The Portuguese pilot was attended by 22 trainees. Regarding the profile of the trainees, most of them are not from the kitchen area, they are professionals working in the area of care and rehabilitation. They consider food one of the determining factors in the recovery and well-being of users that must be worked on in conjunction with other health care.

8.2 Recruitment process

The recruitment process involved the dissemination and explanation of the objectives of this pilot training, through the different platforms and social networks existing in the institution. We consider this way the most comprehensive in the shortest time and cost-effective financial resources.

8.3 Personal interviews with the applicants to validate their prior learning

A curriculum evaluation was carried out based on professional experience and previous learning.

The trainees shared their experience in the field, not only in terms of cooking but also in the use of food as a complementary means of treatment and recovery of users. Allowing all professionals working in the process of rehabilitation and recovery of users access to pilot training.

Important points that were present in the interview with the candidate:

- 1º Academic qualifications
- 2º Professional experience in the area
- 3rd Professional experience in other complementary areas
- 4º motivation and interest in the area
- 5th importance of this training for professional performance
- 6º Previous professional training

9 TEACHERS

9.1 Number and profile

The training team consists of 4 members.

The selection process was based on the principle of building a comprehensive and multidisciplinary team of professionals with different qualifications and profiles. This group brings together various technical backgrounds, different skills and different interpersonal profiles, which makes it possible to achieve results more quickly.

By recruiting professionals with different backgrounds and experiences in a pilot training, from an area with a training deficit and with such evident training needs, it gives us the opportunity to think of different solutions through the sharing of knowledge.

All professionals have their individuality, their experiences strengthen the collective work and allow us to meet not only the experiences but also the experiences of the trainees.

9.2 Recruitment process and qualifications

For such a specific pilot training, we opted for a mixed recruitment process. A combination of internal and external trainers was carried out. This method is a way to increase the know-



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how and at the same time take advantage of the internal knowledge of our trainers being fed by external knowledge.

The curricula received from external trainers were carefully analyzed to identify the profile and skills. Afterwards, they were interviewed in order to get to know the candidates and make the pilot project known.

9.3 Teachers' qualifications

The profile of our trainers is vast so that we can cover all the knowledge necessary to carry out the pilot.

1- Chef and trainer

He completed his training in Cookery and Pastry at the School of Hospitality and Tourism of the Algarve - Turismo de Portugal between the years 1997-2000.

Chef since 2000, having worked in different hotel and restaurant units, not only as a cook, but as a team leader.

Professional experience as a trainer since 2007 to the present, having given training to different groups from chefs to initial training, thus enabling trainees with cooking skills.

He also performs different consulting and guidance services to different hotel and restaurant units.

2 - Nutritionist and trainer

Degree in Dietetics and Nutrition from the School of Health of the University of Algarve between 2006 and 2010.

Post-Graduated Course: Diabetes Mellitus Association for the Study of Diabetes Mellitus and Support to the Diabetic of the Algarve.

Professional trainer since 2010, providing training in the area of nutrition and nutritional care.

Professional experience as a nutritionist since 2011, working with different audiences (children and young people, disabled and elderly), mostly with the elderly with different nutritional needs and dietary specificities.

3 - Food Engineer

1998 - 2003 Degree in Food Engineering School of Technology University of Algarve

September 2006 - April 2008 Post-Graduation in Integrated Management Systems - Quality, Environment, Safety and Social Responsibility SGS Portugal.

October 2009 - November 2010 Course of Senior Technician of Safety and Hygiene at Work.

Professional Experience of 20 years in the area of Integrated Management Systems in various Sectors of Activities and Evaluator of Food Safety Culture in Food Industry and Logistics companies. Over time she has developed consulting activities, trainer and organizational culture development activity combining the increase of technical knowledge with neuroleadership techniques, coaching.



4- Educologist

Degree in Educational Sciences from the University of Psychology and Educational Sciences of the University of Coimbra from 1998- 2023.

Master in Management of E_learning Systems Management.

Trainer from 2023 to the present in the area of Human and Social Sciences and in the area of Information and Communication Technologies.

Professional experience as a monitoring technician for victims of domestic violence from 2004 to 2011.

Coordinator and trainer from 2005 to 2012 at the Algarve School of Hospitality and Tourism.

Coordinator of internal training at Santa Casa da Misericórdia de Albufeira and trainer of the institution from 2012 to the present.

10 DEVELOPMENT OF LOCAL CURRICULUM BASED ON NECTAR'S COMMON EUROPEAN CURRICULUM

10.1 The local curriculum and the European curriculum

The Portuguese national system of vocational education and training does not include specified training in the area of adapted cooking for people with health-related problems.

The existing kitchen/pastry training in Portugal is a basic training that promotes the acquisition of knowledge that aims to provide trainees with skills for kitchen and pastry work in a general way.

Being a general training has nothing to do with the training provided in the Nectar pilot project, where it is intended a specialization for an area with a deficit of skills and needs quite high.

We cannot therefore make any comparison between the two curricula, however, it is considered that if we limit the entry profile only to professionals with training in the field of cooking, we can reduce or make optional some of the modules of the basic component existing in the pilot curriculum, which are common to training in the area of cooking and pastry.

In this way, in addition to making the course more appealing and attractive, we can define it not as an initial training but as a specialization and work training to focus only on the most targeted aspect of knowledge adapted to the specificities of weaknesses presented by the recipients of this type of cuisine.

10.2 Use of ECVET points

ECVET was established by a Recommendation of the European Parliament and the European Council, with the aim of improving the recognition, accumulation and transfer of learning outcomes, supporting mobility and lifelong learning, as well as the establishment of an EU credit system in vocational training.

ECVET has contributed to the development of a better quality and mobile experience through the use and documentation of units of learning outcomes. However, the concept of ECVET points has not been generally applied, and ECVET has not led to the development of a European credit system for vocational education and training



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For vocational qualifications at post-secondary level, the European Credit Transfer and Accumulation System (ECTS) can be applied.

In this way and in line with the above, the pilot project will have the ECVETs duly defined and identified by the curricular program approved by the consortium of nectar partners. This will allow a recognition of the learning acquired by the trainees in the different European countries facilitating professional mobility after successful completion of the pilot training.

11 MODULES

11.1 Module 1

The first module of this course - Bases of kitchen, is a module where a framework is made, at the level of the concepts "Primary food care", "gastrology" and "gastro-engineering", when applied in the health area, emphasising their role in promoting active and healthy ageing.

The importance of respecting religious, cultural and other dietary choices was emphasised, as well as the added value of having well-trained multidisciplinary teams.

In addition to the above-mentioned knowledge, the importance of proper planning and procurement and the criteria to be considered when choosing suppliers and products were emphasised.

11.2 Module 2

In module 2 - kitchen organisation and planning, topics were addressed that allow the trainee to know the existence of digital tools and platforms for optimising purchases and some of the solutions already on the market were presented.

We emphasised the importance of choosing ingredients and using seasonal products and whose chain of custody was regional whenever possible.

Organising and structuring the team by monitoring it, taking into account the workflow, available food and material resources.

11.3 Module 3

Work on the importance of appearance, consistency and plating in the well-being and stimulation of the senses of our users.

11.4 Module 4

Know the chemical composition of food and how to make the most of its characteristics. Execute menus by testing them and their importance in the recovery of users.



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11.5 Module 5

Follow food trends as well as national and international brands, developing innovative solutions and combining ingredients.

11.6 Module 6

Adjust the changes in taste physiology with the different diet models in an attempt to achieve innovative and creative solutions regarding the combination of ingredients.

11.7 Module 7

Recognise the importance of digital tools in the kitchen, identifying their added value in the creation and development of the entire process, from the acquisition of ingredients to their preparation.

11.8 Module 8

Importance of cooking techniques in food preparation ensuring nutritional value in order to maximise the benefits of all nutrients involved. Safeguarding not only the quality of the ingredients but also the pairing of them in the preparation of menus.

11.9 Module 9

Complying and understanding the need to act in accordance with HACCP rules. Minimising risks of foodborne illness through knowledge of HACCP parameters and rules.

11.10 Module 10

Calculate and realise financial plans based not only on the products but also on the equipment used. Combine technology in the kitchen and use it to assess customer satisfaction, while maintaining the principle of privacy and protecting the identity of users.

12 ACTIVITIES AND TEACHING METHODS

12.1 Activities carried out during the course

As previously mentioned, the group of the pilot course is composed of different professional profiles and is geographically distant.

In this way, the training took place mostly in e-learning regime. In this regime, several activities were carried out, in a first phase integration activities and knowledge of the trainees and the teaching platform itself.

An initial session/meeting was held to serve as an icebreaker and to share motivations and knowledge. As it was not possible for all trainees to be physically present, this meeting, in addition to the face-to-face regime, was broadcast on the zoom platform for those who could not be present.

Subsequently, discussion groups were held in relation to the various themes, through wikis, discussion forums and formal and informal questionnaires not only for evaluation but also for feedback on the different themes.

There were also synchronous sessions of practical experiences in relation to the topics covered.

12.2 Teaching methods used during the course

The methodology is a set of techniques and processes whose objective is to promote training in specific areas.

The pilot course alternated between the different methodologies, using the expository and demonstrative methodology for the passage of information and knowledge. Always ensuring that there is space and time for the active method of intervention and interaction of the trainees allowing the intervention and participation of the trainees throughout the training process. In any teaching-learning process, it is extremely important that the possibility for trainees to test their know-how and know-how based on the acquisitions made is safeguarded.

For the expository and demonstrative methodology, power point, videos, recordings and bibliography were used to complement the training process as well as synchronous and asynchronous sessions where trainers had the opportunity to transmit all knowledge.

There were also debates, wikis and sharing rooms where trainees and trainers had the opportunity to exchange experiences and share in an active way the know-how and act according not only to the knowledge they have but also to the demonstrations they had the opportunity to attend. The brainstorming used had as main objective to give the trainees the possibility to make their ideas and knowledge known through a rain of ideas and knowledge.

13 NECTAR MOOC BASED LEARNING ON IMOOX PLATFORM

13.1 Description of the use of the platform

Learning platforms are understood as platforms that support teaching and learning.

Distance learning is a training modality with a growing acceptance in the educational environment.

They are more comprehensive platforms that do not limit the physical space. In addition, given the characteristics of our target audience, most of whom are employed and from different regions of the country, platforms are an asset in terms of equal access and opportunity.

Trainees have the opportunity to define their learning pace, managing their availability and articulating learning with the professional environment.

The IMOOX platform was used by our trainees in articulation with the moodle platform existing in our institution.

Using both platforms in articulation, the trainees benefited from a complex, dynamic and interactive teaching. By alternating between synchronous and asynchronous sessions, trainees had the opportunity to manage their learning and work at their own pace.

14 WORKBASED LEARNING

14.1 Work based learning implemented

The trainees attending the pilot course work in the field of patient care.

They therefore have a very interesting knowledge of the subject.

The pilot training is thus presented as a complement to the existing basic training. Most of them do not work as cooks, but as part of multidisciplinary teams providing patient care.

They use the knowledge acquired to put it into practice in a real work context. This is an added value in their daily professional performance.

14.2 Stakeholders or enterprises involved in the pilots

Our target audience in terms of interest in the pilot project is mainly professionals in the field of care in the social sector.

We work in articulation with the other Portuguese misericórdias that provide care to users with weaknesses and serious health problems. In addition to this articulation we have the Hospitals and the entities that support the continuous care of people with serious health problems.

15 QUALITY ASSURANCE METHODS OF THE PILOT PROJECT

15.1 Methods to ensure objectiveness, fairness and transparency during the assessment and certification process.

Internet consumers have also become content creators, being part of the internet content, creating a new set of spaces, processes and learning scenarios. In this way, it is important to think about pedagogical assessment in these new scenarios, since assessing is fundamental for improving learning or validating skills, but also for the information it provides to all the actors involved in this process - teachers and students.

The use of technologies generates a new adaptability and flexibility than that offered in traditional assessment - based on written tests.

Traditional assessment practices thus cease to make sense, as they focus on content and grading, supported by summative assessment.

The teacher assumes the role of organizer, guiding students in their learning development, using various learning methods ranging from group work to autonomous work aimed at systematizing new knowledge.

In this way, it is necessary to rethink an assessment model adapted to the digital world, always keeping in mind the transparency of the students regarding the defined criteria and the objective learning so that they feel integrated.

In this way we use an assessment model based on 4 dimensions: authenticity; consistency; transparency and practicability.

Authenticity aims to ensure that assessment tasks are complex, recognized as meaningful by students, teachers and are related to real-life contexts. In this sense, assessment is carried out on the basis of the knowledge acquired and its applicability in real work contexts.

Consistency this dimension includes the need for a variety of assessment methods, in different contexts, from different assessors. Reassessment of the learning carried out by the different trainees, assessing that there was a consistency in the learning carried out and at the same time a logic in it according to the sequence of learning.

Transparency promotes student involvement in online tasks through democratization and visibility of the assessment modes used. All trainees acquired information about the assessment and how it was going to take place.

Practicability is related to the feasibility of the digital assessment strategy because not all assessments work in digital environment.

15.2 Pilot evaluation process

As evaluation is not an exact science, given the presence of subjectivity, the great challenge posed to evaluation is to try to get as close as possible to reality.

In order for the evaluation process to be as general as possible, the pilot project had several evaluation moments:

- Curriculum evaluation - we carried out an evaluation based on professional experience, training experience and informal learning.

This evaluation was carried out using several strategies:

- Evaluation of the curricula of the trainees, based on professional experience, the functions performed, not only in the kitchen area but also in areas that work in articulation with the objective of promoting the well-being and quality of life of the users;
 - Verification of training experience through the analysis of formal and informal certificates of their programme contents as well as their respective workload.
 - Valorisation of training/knowledge acquired in a real work context, with or without verification, which conferred new competences/knowledge.
- Formal evaluation through questionnaires, evaluation sheets.

Throughout the pilot training, several questionnaires were carried out to position the trainees in their learning, as well as evaluation and knowledge consolidation sheets.

- Informal evaluation recorded by participation in wikis, in requests for intervention on specific topics and attendance record on the training platform.

Through the registration of attendance and participation of the trainees in the platform, it was possible to assess not only the motivation but also the adherence and interest of the trainees to acquire new learning.

16 DISCUSSION AND FUTURE PLANS

As a final balance of this pilot project, it is considered that it consisted in the opening of a specific professional education, for an area with evident training needs. It is aimed at professionals who work or intend to work in the care of people with disabilities, dementias and pathologies resulting not only from age but also from diseases.

It is not an imposition, but a voluntary choice of the trainees, appealing to other skills that are not always properly valued and taken into account in the professional context.

This pilot training aims to open a vocational pathway, appealing to what are the vocational pre-skills of many professionals who might otherwise simply drop out or not have them early.

The growing need to provide qualified services and the updating of quality standards imply the search for more qualified professionals with the appropriate profile.

In view of the above and taking into account the need to qualify professionals who can respond to growing needs, Santa Casa da Misericórdia de Albufeira, a social solidarity institution and training entity, intends to continue the pilot project by replicating.

We consider that at the level of workload we can make some adjustments and changes, since most of the trainees already have a basic training. However, at the level of programmatic contents, they are adjusted and relevant so that the intended objectives of the training can be achieved.

17 CONCLUSION

The pilot project described in this report is a training model that aims to address a training need identified in all the countries that make up the consortium.

From this consortium arose the opportunity to improve the alignment of the training pathway making learning more coherent with the current and future demands of this target audience.

Through an innovative, integrative and intentional training framework, it is intended to achieve a profile of skills appropriate to the social sector that responds to the needs of the present, projecting the future taking into account the accelerated aging of the population associated with a growing weakness at the physical level due to malnutrition increasingly accentuated.

It can be seen that pedagogical training is considered essential for professionals working in the kitchen area to play an essential role in multidisciplinary teams working to help and support the maintenance of the quality of life of users, making care increasingly targeted and personalized according to the specificities of users.

In view of the above and with the aim of qualifying more and more professionals, it is the intention of Santa Casa da Misericórdia de Albufeira to replicate this training and introduce it in the national context of professional qualifications. There is only the lack of funding for its realization as the main obstacle.

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19 ANNEX 1 – PILOT COURSE QUESTIONNAIRE

Pilot course questionnaire

Starting date: 16/12/2022

Ending date: 30/06/2023

Number of modules: 10

Number of expected participants: 20

Are you going to carry out a formal process to validate the prior learning? If yes, how many participants have been recruited thanks to the validation of prior learning?

We are currently carrying out a prior assessment based on formal and informal curriculum.

EQF level at starting point: Level 4

EQF level once awarded the certification: Level 4

Certification type: DGERT

Certification issued by: professional certification

Awarded ECVET points: 50

Number of hours: 1205

Number of teachers: 5 change to 4

Methodology (e-learning, face to face, laboratories, etc.):

We will have face-to-face training, e-learning and in practical laboratories

Are you going to use another e-learning platform aside to iMooX?

NO

Yes trainees have also used the moodle platform of the institution.

Dissemination and exploitation initiatives:

Institution website and social networks

Possibility to be in contact (to send a questionnaire link to them) to students and stakeholders after the end of the pilot project (YES/NO)

Yes

Where will the work based learning take place?

No

Will the work based learning involve enterprises? If yes, please provide contact details:

Names of stakeholders to be addressed for the feedback loop (e.g., enterprises involved in the pilot):



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Quality Control Verification

Generic Quality Standards

Minimum Generic Quality Standards		OK
Summary of the document provided, including an adequate synopsis of the content	<input type="checkbox"/>	
Compliance with NECTAR format standards (including all relevant logos and the EU disclaimer)	<input type="checkbox"/>	
Appropriate and correct language, grammar and spelling	<input type="checkbox"/>	
Objectives of the application form have been covered	<input type="checkbox"/>	
The objectives of the work to be carried out have been adequately covered	<input type="checkbox"/>	
The quality of the text is acceptable in terms of organisation and structure, diagrams and readability.	<input type="checkbox"/>	
The user was provided with a programme without missing sections and references, as well as with unexplained arguments.	<input type="checkbox"/>	
Usage is acceptable, with the course providing clear information in a form that is useful to the reader.	<input type="checkbox"/>	
Course Specific Quality Criteria		
The course fulfils the "Acceptance Criteria" defined in the quality register.	<input type="checkbox"/>	

Checklist completed and course approved by:

Name: _____
____/____/____

Date:



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ANNEX 2 – COURSE SYLLABUS PART B

PART B - TEACHINGS PLANS

1.1 Detailed Plan of T1a

TEACHING CODE	
TEACHING TITLE	Food engineer
REFERENCE TEACHER	Prof. Filipa Ramos
TARGETED LEARNING OUTCOMES	LO1-B, LO4-C-1, LO2-C-D-2, LO3-D-1, LO7-C-4, LO5-A-B-1, LO5-A-B-2, LO1-D-1, LO4-B-1, LO-E-1, LO7-A-1
REFERENCE MODULES	<i>Module 1 + Module 2 + Module 5 + Module 8 + Module 9 + Module 10</i>

A. LIST of CONTENTS:

Monitor quality criteria;
Identify quality suppliers and monitor quality price;
Plan daily work;
Organize usaipas schedules;
Evaluate the quality of work;
Create working solutions;
Know the principles of food chemistry;
Combine foods respecting their quality;
Apply problem solving techniques;
Change decisions whenever justified;
Act in compliance with HACCP;
Comply with the required standards;
Understand the risks of foodborne illnesses;
Apply food safety knowledge;
Promote the use of raw materials complying with the HACCP hazard analysis criterion;
Carry out employee evaluation;
Provide feedback based on performance;
Identify criteria to detect customer satisfaction with food;
Work in conjunction with health professionals acting accordingly.

B. IMPLEMENTED EDUCATIONAL STRATEGIES:



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Example of case studies:

The use of concrete examples helps students to better understand the concepts and their applicability.

Teamwork:

Group work with sharing of ideas.

Speeches and presentations:

Give students the opportunity to prepare and present speeches or presentations encouraging active participation.

Data analysis and statistics:

Teach students to develop their problem solving and critical thinking skills.

Face-to-Face Class and webinars:

- Lecture
- Group Work
- Simulation
- Other (specify) _____

Additional information [optional].....

Lab

provide details about the type of labs and activities

Online learning (asynchronous)

- Educational Materials on I-Mooc
Detail which Unit/Lesson
- Educational Materials on local e-learning platforms
- Online Group work
- Other (specify) _____

Additional information [optional but recommended]

you can provide details about the activities assigned to students or about the strategies adopted in group works



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Work Based Learning

Instructions: provide a general description of the way WBL is implemented and possible connections with other Teachings or Modules

C. REFERENCE MATERIALS:

Thematic books

Practical examples

Links

Videos related to the theme

D. ASSESSMENT :

Written exam/assignments [WE], Oral exam [OE]:



Deliverable 5.2

2. PART B - COURSE SCHEDULE

Instructions: provide a detailed course schedule.

PART B - TEACHINGS PLANS

2.1 Detailed Plan of T1a

TEACHING CODE	
TEACHING TITLE	chef
REFERENCE TEACHER	Prof. Celso Rosa
TARGETED LEARNING OUTCOMES	LO1-B-2, LO1-C-1, LO6-D-3, LO6-A-B-5, LO5-C-1, LO6-D-1, LO3-A-2, LO3-B-3, LO6-A-B-2, LO6-A-B-1, LO1-A-1 LO4-A-2, LO4-A-1
REFERENCE MODULES	<i>Module 1 + Module 2 + Module 3 + Module 4 + Module 5 + Module 8 + Module 10</i>

A. LIST of CONTENTS:

- Supply management taking into account the social and health sector
- Identify local and seasonal ingredients
- Meet the producers
- Work with database
- Adapt recipes for people with taste disorders
- Use creative and innovative techniques to change recipes
- Create decorations, know decoration techniques making dishes appealing
- Plan tastings and test menus in conjunction with health professionals
- Knowing the specifics of textures and carrying out a balanced diet
- Keep up with food trends
- Try new trends
- Identify the effects of cooking, maximizing food quality and maintaining nutritional value
- Combine cooking methods
- Developing innovative processes
- Supervise preparation and cooking methods
- Adapt cooking methods to the pathologies of the users
- Identify the costs of the products and equipment used
- Manage the kitchen budget
- Manage the budget for each meal according to the available plafont

B. IMPLEMENTED EDUCATIONAL STRATEGIES:



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Experimenting with new ingredients and cooking techniques.

Team work:

Students work in small groups to enhance experimentation.

Multisensory teaching:

Use different senses such as sight, taste, smell and touch to help students better understand cooking concepts.

Budget management based on the menus to be carried out

Know and compare prices of ingredients

Face-to-Face Class and webinars:

- Lecture
- Group Work
- Simulation
- Other (specify) _____

Additional information [optional].....

Lab

provide details about the type of labs and activities

Online learning (asynchronous)

- Educational Materials on I-Moox
Detail which Unit/Lesson
- Educational Materials on local e-learning platforms
- Online Group work
- Other (specify) _____

Additional information [optional but recommended]

you can provide details about the activities assigned to students or about the strategies adopted in group works

Work Based Learning

Instructions: provide a general description of the way WBL is implemented and possible connections with other Teachings or Modules



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C. REFERENCE MATERIALS:

Links

Videos

Specific books on the subject

Power point

D. ASSESSMENT :

Written exam/assignments [WE], Oral exam [OE]:

Practical work



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3. PART B - COURSE SCHEDULE

Instructions: provide a detailed course schedule.

PART B - TEACHINGS PLANS

3.1 Detailed Plan of T1a

TEACHING CODE	
TEACHING TITLE	Nutritionist
REFERENCE TEACHER	Prof. Joana Gomes
TARGETED LEARNING OUTCOMES	LO2-C-D-0, LO3-A-1, LO7-C-1, LO4-C-2, LO2-A-B-3, LO6-D-2, LO6-C-3, LO2-A-B-2, LO2-C-D-1, LO6-C-1, LO6-C-2, LO7-B-1, LO3-B-2, LO7-E-4, LO3-B-1, LO3-D-3, LO6-A-B-4, LO6-A-B-3, LO7-C-5
REFERENCE MODULES	<i>Module 1 + Module 2 + Module 4 + Module 5 + Module 6 + Module 7 + Module 10</i>

A. LIST of CONTENTS:

Know and understand the concept of basic care

Adapt the food to the culture and religious beliefs of the users

Know the role and responsibility of health technicians in the nutrition process

develop communication strategies for the kitchen and health technicians

Optimize kitchen organization processes

Know swallowing problems that increase food requirements

Knowing the chemical composition of foods increasing the nutritional value of meals

know the prescriptions and dietary restrictions

Know the physiology of the sense organs

Identify eating disorder protocols

Know different models of diets

Knowing the impact of food on the quality of life of users

Adjust menus according to user characteristics Discover the digital tools dedicated to food

Create standardized menus

Recommend drinks and food as planned

Preparing hot and cold dishes

Supervise work contexts

C. IMPLEMENTED EDUCATIONAL STRATEGIES:

Exploration:



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Experimenting with new ingredients and cooking techniques.

Team work:

Students work in small groups to enhance experimentation.

multisensory teaching

Elaborate menus and menus adapted according to the specificities of the users

Face-to-Face Class and webinars:

- Lecture
- Group Work
- Simulation
- Other (specify) _____

Additional information [optional].....

Lab

provide details about the type of labs and activities

Online learning (asynchronous)

- Educational Materials on I-Mooc
Detail which Unit/Lesson
- Educational Materials on local e-learning platforms
- Online Group work
- Other (specify) _____

Additional information [optional but recommended]

you can provide details about the activities assigned to students or about the strategies adopted in group works

Work Based Learning

Instructions: provide a general description of the way WBL is implemented and possible connections with other Teachings or Modules



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C. REFERENCE MATERIALS:

Links

Videos

Specific books on the subject

Power point

D. ASSESSMENT :

Written exam/assignments [WE], Oral exam [OE]:

Practical work



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4. PART B - COURSE SCHEDULE

Instructions: provide a detailed course schedule.

PART B - TEACHINGS PLANS

4.1 Detailed Plan of T1a

TEACHING CODE	
TEACHING TITLE	Social sciences and humanities
REFERENCE TEACHER	Prof. Ana Isabel Silva
TARGETED LEARNING OUTCOMES	LO4-B-3, LO7-D-2, LO7-E-1, LO7-C-2, LO7-E-2, LO4-D-1, LO1-A-2, LO2-C-D-3, LO4-A-3, LO7-E-3, LO2-C-D-4
REFERENCE MODULES	<i>Module 1 + Module 2 + Module 5 + Module 7 + Module 10</i>

A. LIST of CONTENTS:

Welcoming employees
 team management
 Teamwork and conflict management
 Internet browsing as a means of assistance
 Sharing of technological means
 Create digital schedules and monitor records
 Using TIC as a way to get to know the specificities of national and international brands
 Carry out financial plans
 Know the specifics of data protection
 Using TIC to monitor results evaluations

B. IMPLEMENTED EDUCATIONAL STRATEGIES:

Teamworks
 case studies
 Discussion of opinions of suggested work changes
 Active and participatory methodologies

Face-to-Face Class and webinars:

- Lecture
- Group Work
- Simulation
- Other (specify) _____



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Additional information [optional].....

Lab

provide details about the type of labs and activities

Online learning (asynchronous)

Educational Materials on I-Mooc

Detail which Unit/Lesson

Educational Materials on local e-learning platforms

Online Group work

Other (specify) _____

Additional information [optional but recommended]

you can provide details about the activities assigned to students or about the strategies adopted in group works

Work Based Learning

Instructions: provide a general description of the way WBL is implemented and possible connections with other Teachings or Modules

C. REFERENCE MATERIALS:

Links

Videos

Specific books on the subject

Power point

D. ASSESSMENT :

Written exam/assignments [WE], Oral exam [OE]:

Practical work



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5. PART B - COURSE SCHEDULE

Instructions: provide a detailed course schedule.



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ANNEX 3 – ROADMAP OF PILOT EVALUATION ACTIVITIES



Deliverable 5.2

Not applicable

ANNEX 4 – SAMPLE OF THE CERTIFICATION GIVEN AFTER COMPLETION

The model of the certificate follows later since it is issued on a national system platform and is only available after the end of the training. Being that it is currently in the final phase with the synchronous sessions



ANNEX 5 – 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: Emanuela Di Marino Date: 03/08/2023	