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

# PILOT COURSE IMPLEMENTATION IN AUSTRIA

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# 1 ABSTRACT

This document reports on the development of the pilot courses in Belgium, Portugal, Austria, Liguria and Campania (Italy) and its implementation on each country. So that, 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

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

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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 Austria.

This deliverable in particular is a detailed report of the pilot course developed by Medical University of Graz (MUG) in collaboration with the Economic Development Institute (WIFI) of the Styrian Chamber of Commerce (STYCC) 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 Austrian 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 AUSTRIAN PILOT COURSE

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

The Austrian Nectar pilot course was developed within a highly specialized surrounding of continuous professional development (CPD) for different professions (1).

In Austria, chefs with accomplished dual-apprenticeship training are holding a professional certificate equivalent to a National Qualification Framework (NQF) level 4 (2, 3).

Currently, there are two continuous professional development (CPD) options available for chefs in Styria: the diet chef (comparable to the European ESCO profile at European Qualification Framework (EQF) level 4) and the kitchen chef which is anchored within the national qualification framework (comparable to the European ESCO framework, in Austria graduated with an NQF level 6) (4). Both courses are offered by the VET provider WIFI (5, 6).

Finally, the program to become a Chef Gastro-Engineer in Austria was built on three different columns: the basic training content to become a cook/chef in Austria, content provided during the training for diet chefs and finally the new and complementary training program.

Topics included in this innovative professional profile for chefs in Austria include knowledge on healthy nutrition and nutrition for people with disease specific dietary needs combined with specific skills like´ the preparation of varied, tasty and appetizing dishes for different target groups (especially older people and kitchen management as foreseen in the new European CGE curriculum). In the Austrian pilot special attention is drawn on inter-professional communication and collaboration as well as digitalization and IT solution in kitchen management. It is the primary goal of this new CPD offer for chefs in Austria to prepare attendees for inter-professional collaborative practice (ICP) (7) with other health care professionals, patients and relatives and/or care givers, thereby improving food and nutritional care for older and/or diseased people.

# 8 PARTICIPANTS

## 8.1 Number and profile of participants of the Austrian pilot

A total of 25 students participated in the Austrian pilot, with 16 participants starting the pilot at the beginning and 9 participants joining at a later point.

In Austria, 11 participants completed the CGE pilot course by the end of June 2023, consisting of the two courses "Diet Cook" and the innovative and complementary "Specialization for Diet Cooks-CGE". The profile of the participants included a successfully completed dual-apprenticeship as a chef/cook and at least 2 years of work experience in this professional field, as this may be prerequisite for participation in the Austrian CGE continuing education.

The profile of participants completing all modules was quite homogenous. 4 participants worked in a hospital kitchen, 2 of whom were even in a leading position. 5 were employed in long-term care institutions and the remaining 2 were employed by the social insurance system. Interestingly, none of the participants was working in primary food care provision, caring for older citizens at home. This aspect will be highlighted in the discussion section of this document (also see chapter 16).

Further 13 students had just passed the first part of the pilot and will have the opportunity to be certified when the second specialization part is offered again (this is planned for next year).

## 8.2   Recruitment process for the Austrian pilot

The recruitment process essentially covered the period from September 1st 2022 to February 2023 with recruitment actions jointly taken by MUG, the vocational education and training (VET) provider WIFI and STYCC.

For reasons of accessibility to the target group and hosting of the pilot course, WIFI Styria carried out the main recruitment actions with direct communication with possible attendees. For this purpose, the following measures were taken:

- Implementation of webpages for the two sub-courses of the pilot (diet cook + complementary CGE training) on the WIFI website including a description of the course, the schedule, contact details and the registration link (see Figure 1 and Figure 2)
- Newsletter per email to a certain distribution list including the content of the course and reminder emails
- E-mail to graduates of the pre-existing course (diet cook/chef) to advertise the additional module in order to complete the pilot plus reminder email to the same target group
- Emails to specific groups e.g. WIFI customers from the gastronomy sector and nursing homes in Styria (sent out by the specialist group of health care companies of the Styrian Chamber of Commerce)
- Referral marketing through WIFI's customer service and the appointed trainers
- Continuous dissemination of the courses via social media channels of WIFI

**Figure 1: Excerpt of the WIFI website – diet cook/chef**



**WIFI STEIERMARK**
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## Ausbildung zum diätetisch geschulten Koch

https://www.stmk.wifi.at/58470x

Diese Ausbildung vermittelt die Anforderungen diverser Diäten und den Anspruch nach gesunden und geschmackvollen Speisen in Gastronomie und Gesundheitsbetrieben.

### Inhalt

Mit der Ausbildung zum 'Diätetisch geschulten Koch' wird Ihnen das nötige Know-how vermittelt, um diverse Diätanforderungen bestmöglich umsetzen zu können. Somit erlangen Sie ein hohes Maß an Sicherheit im Umgang mit den besonderen Ansprüchen der Diätetik.

Darüber hinaus bietet die Ausbildung die Möglichkeit, dem wachsenden Anspruch nach ausgewogenen und schmackhaften Speisen in der Gastronomie nachzukommen. So können Sie auf die Wünsche des Gastes gezielt eingehen und Speisen nach den individuellen Bedürfnissen entsprechend zubereiten.

Neben der umfangreichen Theorie sind im Lehrplan auch entsprechend Praxisstunden verankert. Hier wird von unseren Küchenmeistern gezeigt, wie Speisen richtig zubereitet und dekorativ auf den Teller gebracht werden.

>>> Hier geht's zur Prüfung (https://www.stmk.wifi.at/kurs/58471x-pruefung-zum-diaetetisch-geschulten-koch)

Jetzt NEU im Programm: Spezialisierung für Diätköche - Ernährung im Alter (https://www.stmk.wifi.at/kurs/58473x-spezialisierung-fuer-diaetkoeche-ernaehrung-im-alter)

Buchbar für alle mit abgeschlossener Prüfung zur/zum diätetisch geschulten Köchin/Koch!

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**Figure 2: Excerpt of the WIFI website – specialization for diet cooks/chefs**



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## Spezialisierung für Diätköche - Ernährung im Alter

https://www.stmk.wifi.at/58473x

### Inhalt

Der Anteil von älteren Menschen an der Bevölkerung wird immer höher. Damit verändern sich nicht nur die Ansprüche an Wohnen und Betreuung, sondern auch an die Ernährung. Das spielt vor allem in Sozial- und Gesundheitseinrichtungen eine gewichtige Rolle. In der WIFI-Ausbildung lernen Sie, diesen Anforderungen gerecht zu werden. Neben dem Wissen über die speziellen Ernährungssituationen älterer Menschen eignen Sie sich vor allem auch praktische Fertigkeiten an. Darüber hinaus ergänzen Sie Ihr Wissen durch Nachhaltigkeitsthemen und schärfen Ihre sozialen Kompetenzen. Folgende Themen werden behandelt:

**Theoretische Grundlagen zur Ernährung im Alter**

- Ursachen von Mangelernährung im Alter (körperlich, geistig/psychisch, soziale Aspekte)
- Einflussfaktoren auf die Nahrungsaufnahme im Alter
- Ernährungsempfehlungen für ältere Menschen

**Geschmacksveränderungen beim alten Menschen und der Einfluss auf die Ernährung**

- Grundlagen der Sensorik
- Feststellung von Geschmacksveränderungen anhand von Testprotokollen
- Der richtige Einsatz von Kräutern und Gewürze in der geriatrischen Küche unter

**Schluckstörungen (Dysphagie) beim alten Menschen und der Einfluss auf die Ernährung**

- Schluckakt. Definition. Hilfsmittel

To support and strengthen the recruitment campaign and to promote the CGE pilot course in Styria MUG had meetings with potentially relevant representatives and key stakeholders, in the province.

Furthermore, the "Umbrella Organization of the Austrian Community Catering" and the "Board of Trustees for Retirement Homes in Vienna (Division Gastronomic Management)", which corresponds to Austria's largest provider of senior care and with one of the largest community caterers in Vienna was informed about the innovation CPD program offered as a pilot in Styria.

Regina Roller-Wirnsberger (MUG) received an invitation via a local network to present and talk about the Nectar project within the round table discussion about education and training in community nutrition at the local Symposium "Climate protection in community nutrition" as part of the project "Forum Austria eats regionally". The Symposium took place on October 4th, 2022 in Vienna, Austria and was aimed at the following target audience: kitchen managers, suppliers and those responsible for food purchasing as well as experts/ professional audience.

Strong focus of the discussion round – education and training in community nutrition was on the theme "Who will cook for us in future?" which in turn demonstrated the importance and strong interest in our project (Nectar) and the new professional education opportunity.

Figure 3 shows an excerpt of the invitation to the Symposium, while Figure 4 present details of the symposium and discussion rounds, indicating Regina Roller-Wirnsberger's participation as input/impulse provider.

**Figure 3: Overview Symposium**
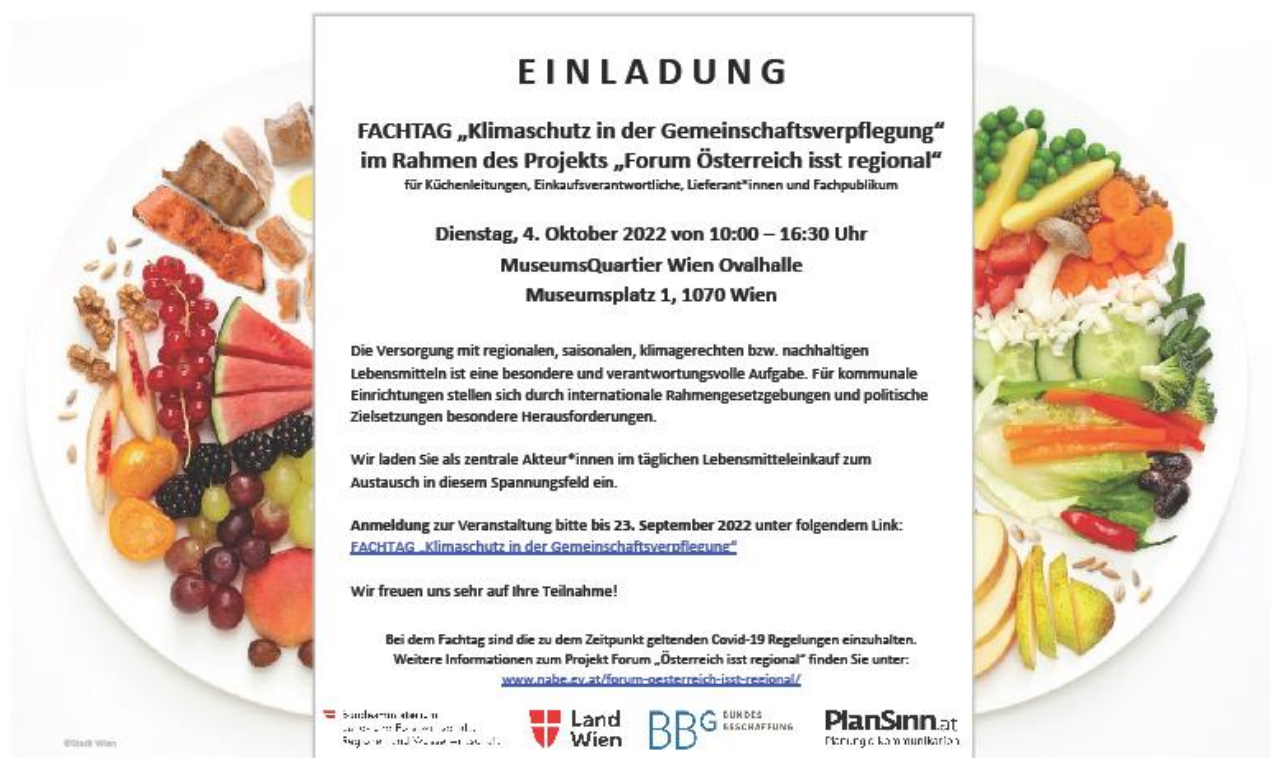
**Figure 4: Details symposium on chefs in future healthcare**



So overall, participation and lecture at this local symposium as part of the round table discussion – education and training in community catering/nutrition ("Who will cook for us in the future) was held to better familiarize and promote the project and dedicated pilot course among key stakeholders (e.g. kitchen managers, experts/ professional audience…).

Last but not least, regular internal meetings between MUG and WIFI were scheduled, to ensure the correct development and process of the communication and recruitment plan.

## 8.3 Validation of prior learning in Austria

The Vocational Training Act forms the legal basis for trainings in Austria. Thus, the law also applies to apprenticeship training as a cook/chef or gastronomy expert. These acts/laws are continuously monitored and adapted by the Austrian Federal Vocational Training Advisory Board (BBAB) (1).

There are training and examination regulations for every apprenticeship training in Austria. These regulations issued by the Federal Ministry contain:

- the occupational profile specific to the apprenticeship training (the activities required to perform the occupation),
- the occupational description (training content for the individual apprenticeship years) and
- the subjects and contents of the final apprenticeship examination

Training and examination regulations and the professional profile of cooks have been highlighted already in chapter 7.1 (2, 3). The legal framework for the apprenticeship training as chef represents the Vocational Education/Training Act and the Vocational Training and Examination Regulations. This should ensure a uniform and adequate implementation of the apprenticeship and enable the determination of previous knowledge by identifying the content contained.

The aim of the National Qualifications Framework (NQF) is to act as a transparency and translation tool between the different qualifications and qualification levels of the individual educational sectors

in Austria. The description and assignment of qualifications to the eight NQF qualification levels is based on learning outcomes and relies on the Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of a common European framework, the European Qualifications Framework for lifelong learning (EQF) and on the Federal Act on the National Qualifications Framework (NQF Act, BGBl.Nr.14/2016) (8).

Since the EQF4 education degree/ secondary school degree as chef works as an access requirement for participation in the diet cook course as well as the complementary Nectar pilot course, module 1 and 2 of the Austrian national curriculum group learning objectives within the Nectar curriculum, which can be associated with apprenticeship training as cook in Austria. Module 1 and 2 in the Austrian Nectar curriculum are formally considered as an '*introductory*' to the '*core*' ones in the Austrian Nectar curriculum, and LOs covered during apprenticeship (equivalent to module 1+2 in the Austrian Nectar curriculum) can be recognized for all participating students as "*already achieved*" through the process of prior learning following positive final apprenticeship exam (9) (see also chapter 11.1).

*In principle, a positive evaluation of the prior professional training to become a cook/chef as well as two years of workplace practice have been assigned as prerequisite for attendance of the Austrian CGE CPD training. These requirements must be met by each participant and confirmed by the course coordinator in advance to the participation in the course using appropriate documents/records.*

According to the provisions of the Economic Chambers Act (Federal Law Gazette I No. 103/1998 as amended by Federal Law Gazette I No. 153/2001), one of the tasks of the economic chambers is- amongst others- to offer education and training, in particular by operating economic development institutes (10). Within the framework of these trainings and continuous professional development opportunities, stage to demonstrate knowledge, skills and competences in format of validated and structured examinations/assessments are offered to professionals during the CPD process. Examinations must be conducted in accordance with the examination regulations of the Economic Development Institutes of the Chambers of Commerce (11).

# 9 TEACHERS

## 9.1 Number and profile within the Austrian pilot

The subjects of the two sub-courses that make up the Austrian pilot course are taught by 9 trainers with different professional backgrounds. The profile of the trainers are heterogeneous, ranging from the field of human medicine to nutrition/dietetics, communication to catering and cooking-specific training and/or education as a chef/cook.

## 9.2 Recruitment process and qualifications of teachers in Austria

Recruitment of trainers lay within hands of the VET-provider WIFI, recruiting trainers from the pre-existing course (diet cook/chef) from previous years. However, for the new complementary CGE course of the localized pilot project (second part), skilled lecturers from WIFI, MUG and the Styrian hospital trust (KAGes) were recruited.

## 9.3 Austrian Teachers' qualifications

As an ISO-certified institution, the VET-provider WIFI is subject to certain requirements, which are listed in internal documents within the rubric "selection of teachers". In addition to the curriculum vitae, the qualification for the respective course or subject must be verifiable (through educational

experience), and special emphasis is placed on selecting trainers from the field who are experts in the corresponding/ desired area (professional experience).

The qualification of the teachers were assured by a standardized check of certificates from every professional, according to the internal rules run by WIFI Styria mentioned above. All teachers received an informal contracting. In preparation of this document signature cooks/chefs working as trainers had to provide their apprenticeship certificate, a degree or a comparable diploma training. Medical doctors had to provide their graduation certificate from university and their licensing from the Austrian Chamber of Medical Doctors. Dieticians are registered either in hospital and/or at their respective workplaces and had to provide their graduation diploma (at least at bachelor level) once signing the working agreement. The communication trainer, who taught the last module of the new CGE training, has already worked as a lecturer for WIFI in this field and provided the graduation certificate from the university (psychology and pedagogy).

Didactic experience of the trainers was not a prerequisite to teach in the pilot course; however, WIFI offered training courses for this purpose, with mandatory completion for those teaching multiple hours. Additionally, the majority of trainers attended the Nectar pilot teachers online training (NOTT) provided by the Nectar project (see deliverable 4.4).

Figure 5 illustrates the different professional profiles of trainers for the diet cook as well as the newly designed CGE course.

**Figure 5: Professional profile of teachers in the Austrian CGE pilot 2023**
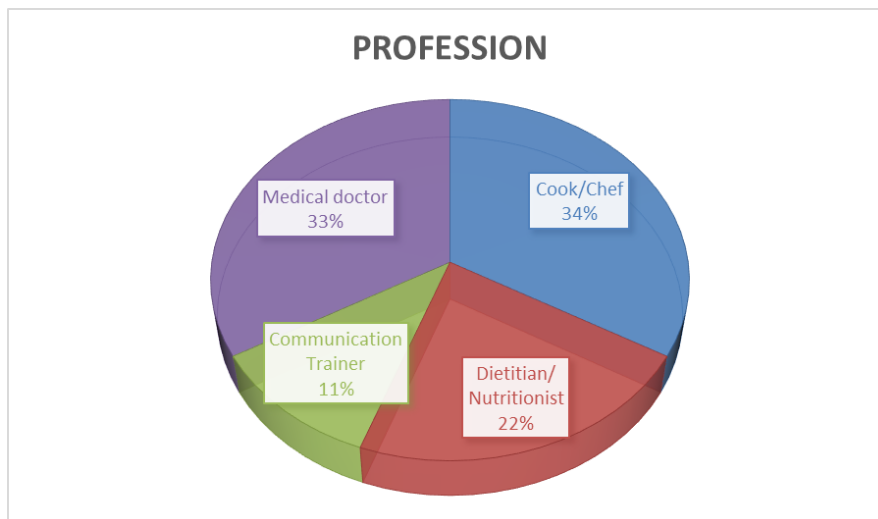


Source: WIFI Styria in collaboration with Medical University of Graz 2023

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

## 10.1 The local curriculum and the European curriculum

As outlined in chapter 7.1 of this document the curriculum design for the Austrian Nectar CGE pilot was designed using a mixed-method approach (12). The curriculum was integrated in pre-existing training offers based on successfully finished apprenticeship, 2 years of workplace experience, curricular content already present in courses for the specialization as diet cook and training content

tailored toward the skills profile currently requested from the Austrian labour market in health- and social care for older people.

Given the curriculum developed during the Nectar project, all learning outcomes agreed among the Nectar consortium were mapped towards the existing training programs in Austria in a step-wise approach.

Figure 6 illustrates the methodology of curricular mapping of the training content in Nectar in Austria.

**Figure 6: Methodological approach of curriculum development for the Austrian CGE pilot 2023**
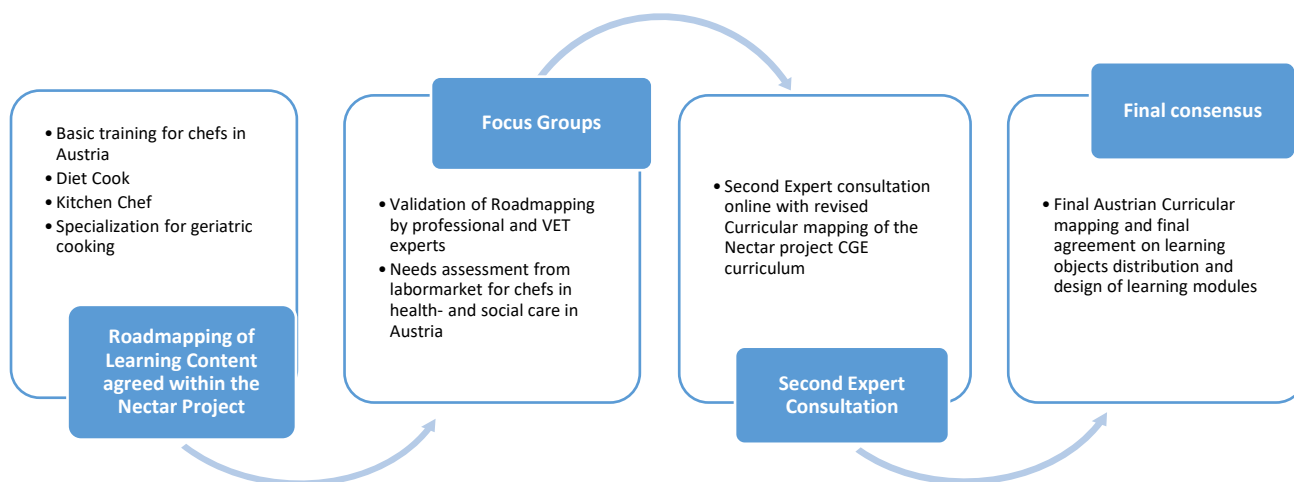


Source: Medical University of Graz 2023

During a first step, partners at MUG performed a desktop search. The work was supported by the flexibility matrix provided by partners from Si4Life within the ongoing project. Results were than discussed in a focus group approach with partners from STYCC, the WIFI and two chefs already holding all degrees mentioned before and working within health- and social care institutions in Styria. Content of the focus group was recorded and transcribed (13) and the results obtained were translated into the Austrian curricular mapping tool. Data were resend to all partners involved for re-consultation in written format and final agreement was achieved for every learning outcome with a pre-agreed level of certainty of 75% of votes (14).

This approach allowed the Austrian team to proceed with the mapping of ECVET points, learning and teaching methodologies and assessment methods (according to the level of competence agreed among national partners), using the flexibility matrix of the Nectar project (also see chapter 10.2-14 of this document).

## 10.2 Use of ECVET points

Within the framework of the Austrian pilot, the course to become a Chef Gastro-Engineer is acknowledged as continuous professional development for chefs. The dedicated localized curriculum includes a total of 50 ECVET points, which refers to a workload of 1250 hours. More than 800 hours (32,4 ECVET points) are covered by the course and around 440 hours (17,6 ECVET points) in advance by prior learning. The EQF level is set in case B, corresponding to EQF 4/5. Since

the present pilot is framed in quite a comprehensive learning path referring to a short-cycle higher education, it is set at EQF5 level awarding an EQF5 qualification. To justify the deviation of EQF5 level from the initial level described in the proposal as EQF4, it is important to note that chefs in Austria already achieve level 4 through their 3-year dual apprenticeship programme as "chef" (including a final exam). In order to enable professional development, it was decided among the responsible VET provider to target a higher level and provide an EQF5 qualification. During the development of the Austrian pilot, the national contact point for accreditation of CPD competence levels has already been included in the work (https://ibw.at/nqr-service). This approach allows to continue the program by scaling-up also in other Austrian regions after the end of the project and to guarantee sustainability of the project results.

For applicants who can prove their professional recognition as a chef plus the positive evaluation of the pre-existing course in Austria, the concerning modules will be acknowledged in the future in order to enter the complementary training as CGE.

# 11 MODULES

The Austrian curriculum is structured into six modules in total. Two of the modules can be associated with Prior Learning and are considered "introductory", so that the LOs targeted by those modules can be recognized as "already achieved" through the process of prior learning. Another two modules contain LOs, which are covered by the content of the already pre-existing "diet cook/chef" course in Austria and the remaining two modules refer to the newly designed course part within the pilot to become a chef gastro-engineer.

## 11.1 Module 1 & 2 – Introduction I & II

Learning objectives (LOs) of the CGE profile that can be associated to this preliminary qualification and may therefore be recognized through a validation process have been grouped into modules1+2, considered as an 'introduction' to the 'core' ones. This fact made it necessary to organize modules by grouping of the learning outcomes independently from the UoLs (Units of Learning Outcomes) defined by the Nectar consortium and create a course syllabus design varying from the standard design delivered by the Nectar project team. It may be assumed, that during the scaling-up process of this innovative CPD program for CGE chefs across Europe, there may be VET providers and regions facing educational ecosystems for cooks comparable to the situation in Austria. The methodological approach chosen in this pilot of the Nectar project made it possible, to cover LOs defined in the project in a standardized way and makes the Austrian program comparable to all other pilots developed during the project period. Stakeholders in Austria found the methodological approach transparent and useful and it may be recommended for deployment in other settings.

## 11.2 Module 3 & 4

Since Austria holds a very mature landscape for continuous professional development programs in the area of gastronomy, as already mentioned before, a modular design of the pilot was necessary, building on pre-existing training structures amongst others. Therefore, module 3 and 4 refer to the already existing qualification as a dietetically trained chef, short diet cook/chef in Austria. Within this module, a close link between theoretical content and practical demonstration and implementation was essential to enable transfer of learning to the participants' professional environment (see Figure 7 – practical cooking demonstration).

Module 3 has been named as "Impact, basics and related health and environmental conditions of food & nutrition translated to the chef's environment" and module 4 runs under the title "Governance in the kitchen for Chefs". Main topics are hereby reflected in the following subjects of the course program: medical basics, nutrition, dietetics, nutritional calculation, hygiene, kitchen technique and practice.

**Figure 7: Practical cooking demonstration as part of the diet cook**



Source: WIFI Styria

## 11.3 Module 5 & 6

The remaining modules include content of the CGE curriculum not- or just rarely covered by pre-existing training offers in Austria. These, so far underrepresented LOs are uniformly covered by the new and complementary modules with special focus on older care, interprofessional communication and collaboration as well as digitalization.

Since this is the content that was "newly designed" as part of the pilot project, we'll look at it in more detail below.

### 11.3.1 Module 5 – Screening, assessment and monitoring on client-level including IT-based procedures

The introduction to this module was held by Prof. Roller-Wirnsberger MD, with the aim to translate basic knowledge on physiological nutritional requirements of older people. The teaching method was a synchronous online lecture with interactive elements using Mentimeter (15). In doing so the interaction focused on creating a common sense of prior knowledge and exchange of experiences during the daily business of participants at their respective sites. This approach allowed deeper understanding of needs of trainees and personalized adaptions for the upcoming modules. Slides were shared on the e-learning platform of WIFI (16) und available during the whole course duration.

The next part of this module was divided into two course days. The first part was taught by medical doctors and aimed at knowledge translation of taste and taste disturbances in patients and older subjects. Participants were introduced to the physiology of taste (MOOC in combination with classroom teaching), different methods of taste disturbances and how to test those in clinical practice. In the second part of the module, a chef trained participants in the living lab kitchen at WIFI, how to translate the test results into culinary approaches and how to evaluate the efficacy of those

culinary interventions based upon feedback from clients (details may be found in ANNEX 2 of this document).

The last part of this module was set in a training approach comparable to the previous part. Firstly, knowledge on dysphagia, respectively swallowing and chewing problems was delivered. The content was enriched with the MOOC training on the iMooX platform and students were additionally trained to perform simple swallowing tests during the classroom teaching. They were, furthermore, introduced to the International Dysphagia Diet Standardization Initiative (IDDSI) framework (17) during classroom teaching. During the second part, a specialized chef translated the theoretical content provided into the culinary approaches based on the IDDSI food consistency framework. Students were asked to create personalized meals from a standard hospital meal into different levels of consistency requirements using this structured approach.

Moreover, participants were asked to use IT tools/ digital support and to translate the nutritional information into IT platforms available during the course. Feedback loops among participants aimed at training of giving feedback within the team and discuss and resolve discrepancies in individual perceptions (also see Annex 2, detailed Plan of T2c).

### 11.3.2 Module 6 – Interprofessional communication and collaboration

Module 6 builds on previous kitchen training in module 5. It was mainly focused on acquisition of communication and soft skills. For this purpose role plays in the living lab kitchen were performed, reflected and discussed in a protective environment. Students were given homework and assignments to elaborate the training content in real life settings (focus on communication, cooperation, contents of kitchen practice). To support students in this endeavour at their working places, materials were posted on the e-learning platform of WIFI. Furthermore, the communication trainer was available for reflection in case one of the participants asked for such coaching and support.

More detailed information on the modules, teachings and schedules of the Austrian pilot may be found in ANNEX 2 – COURSE SYLLABUS PART B.

Upon completion of all modules and respectively the course, participants will acquire in-depth knowledge, skills and competences of the specialization as Chef Gastro-Engineer, particularly meaningful for facilities such as hospitals, retirement or nursing homes and canteen kitchens in the healthcare sector in general. Documents awarded comprise a certificate (see ANNEX 4 – SAMPLE OF THE CERTIFICATION GIVEN AFTER COMPLETION) and respectively a confirmation of participation.

# 12 ACTIVITIES AND TEACHING METHODS

## 12.1 Activities carried out during the course

During the complementary CGE course participants visited the central kitchen of the University Hospital Graz, which may be seen as flagship enterprise in the field of culinary service for patients in the province of Styria. As this visit had not been planned during the course design and was initiated by participants themselves, it is not included in the ECVET list of the course syllabus.

The course was closed with an official graduation ceremony at WIFI Styria on July 7th, 2023. The following pictures shows some of the graduates and CGE diploma holders in Austria (see Figure 8).

**Figure 8: Part of the first CGE diploma holders in Austria, during graduation on July 7th, 2023**



Source: WIFI Styria 2023

## 12.2 Teaching methods used during the course

Following teaching methods were applied during the two courses (diet cook and CGE complementary course): Asynchronous e-learning including structured self-assessment, face2face lectures (online and in classroom), self-directed learning via case-based homework, group works, simulation trainings, work-placed training in living kitchen lab of WIFI, kitchen practice at work place (also see ANNEX 2 – COURSE SYLLABUS PART B).

# 13 NECTAR MOOC BASED LEARNING ON IMOOX PLATFORM

## 13.1 Description of the use of the iMooX platform and further e-learning initiatives

All participants were expected to complete the full massive open online course (MOOC) produced on the iMooX platform for the purpose of CGE training and to provide the printed version of the online certificate delivered after successful completion of the MOOC.

Content delivered during the MOOC has also been assigned to different learning modules by curriculum developers to ensure alignment of online training content with onsite face2face teaching activities.

Table 1 shows the integration framework of learning content of the iMOOX platform with live educational events of the CGE training.

As may be seen from the table, reference within classes was taken towards the MOOC learning content.

In order to cover all learning objectives according to skills panorama requested from chefs in health and social care in Austria as well as the Nectar curriculum, VET providers together with MUG decided to include another online learning tool addressing waste management in larger kitchens. Very recently, the initiative "United against Waste" (18) has designed an online training program with the aim, to deliver competences for food waste management (19). Participants of the CGE training course had to prove that they had also taken this online training successfully to be graduated as CGEs.

**Table 1: Integration of MOOC content in the Austria CGE training program**

| Resources | Do you plan to use one of this chapter's materials? [yes/no] | If yes, which one (link, video, PDF, etc.)? | If yes, in which Module of your pilot will you use the resource? [please insert name and title] | When do you plan to implement this Module? [please specify the period/month] | How do you intend to use this resource? [e.g. suggesting it to students as an integrative material, as a case study to be discussed, etc.] |
|---|---|---|---|---|---|
| **Unit 1** | | | | | |
| Chapter 1 | Yes | whole chapter materials | Module 3 | end of February to 3rd week of March | integrative material supporting f2f learning in blended mode |
| Chapter 2 | Yes | whole chapter materials | Module 5 | May 2023 | need for microlearning to bridge module 4 and 5 |
| Chapter 3 | Yes | whole chapter materials | Module 5 | May 2023 | bridge for performance gaps in prepraring case-based on-site teaching |
| **Unit 2** | | | | | |
| Chapter 1 | Yes | whole chapter materials | Module 3 | April 2023 | preparation for skills training during the course |
| Chapter 2 | Yes | whole chapter materials | Modul 3 | April 2023 | support of f2f learning in blended mode |
| Chapter 3 | Yes | whole chapter materials | Module 6 | May 2023 | microlearning to bridge module 5 and 6 and prepare people for skills trainings |

Source: Framework delivered during the Nectar project by partners from WP03 and adapted by MUG 2023

# 14 WORKBASED LEARNING (WBL)

## 14.1 Workbased learning implemented

As may be seen from the detailed course syllabus part B enclosed in Annex 2 of this document, workbased trainings have been integrated throughout the diet cook program as well as the specialization for diet cooks - CGE "complementary" training course continuously. To optimize the training benefit of participants, VET designers of this pilot made use of blended learning formats. All participants were asked to start new training content by entering the iMOOX platform. Content from the online learning was repeated during lectures and enriched during the live educational events at WIFI's kitchen lab. The primary learning outcomes targeted by WBL reached for the individual capacity of chefs to include person-centred nutritional requirements of their clients (e.g. needed protein content, flavour/texture adaption etc.) into recipes and to deliver meals under circumstances pre-given in cooking environments in health and social care. Tasks to be fulfilled during WBL included: communication with other health professionals about content introduced into the VESTA kitchen system in order to better understand individual patients' needs, calculation of nutrients in cooperation with dieticians and self-driven design of menus and recipes in a standardized format to be re-introduced into the VESTA system (a standard in Austrian healthcare). Following tasks included buying of ingredients based on national Austrian standards (regional, seasonal, sustainable) and preparing the meals either in standard format or in cook and chill techniques. During the assessment process, chefs had to be able to argue and reflect about economic, one-health including shopping and waste management and feasibility aspects of their work.

In some of the modules, students had to implement the newly acquired knowledge into recipes developed during their daily business and at their occupational sites. They had to bring back into classes and discuss with colleges in a given educational format.

It is important to notice, that the final exam of the diet cook training in Austria also includes a workplace exam. This implies, that participants are expected to design a personalized standard meal. For this purpose, they need to buy in ingredients (regional and seasonal), explain the economic aspects of their buy-in and cook the meal live in the WIFI kitchen lab. They receive immediate and structured feedback from the members of the examining board and are assessed about basic knowledge related to their case clients' needs and how they tried to address the individual nutritional requirements through their culinary technique.

## 14.2 Stakeholders or enterprises involved in the pilots

The Austrian pilot was designed and offered by WIFI Styria, with support from Medical University of Graz. The Styrian Chamber of Commerce supported the pilot course financially to raise attractiveness for possibly interested cooks and chefs. The reason for this approach was mainly due to the fact, that the course was also held during weekdays and participants needed to use holiday leaves to be able to attend.

In order to address participants interest in IT solutions to optimize catering in nursing homes, WIFI decided to invite Nestle Austria©. Nestle Austria is currently running and offering one of the most maturely developed IT software programs in nursing homes with the aim, to address malnutrition in nursing home residents. Additionally, WIFI Styria showcased the IT program VESTA™ also used by huge hospital trusts. Finally, the IT solution EBISpro™ (also see ANNEX 2 - Syllabus Part B, teaching plan nutritional calculation) was introduced to the students for the purpose of nutritional calculation.

As outlined in Annex 2 of this document as well as the asynchronous training offers, WIFI also affiliated the initiative "United against Waste Austria" (18) to offer participants access to the food waste hero online training program (19).

Finally, the Styrian hospital trust KAGEs offered a one-day visit of the central hospital kitchen of the University Medical Centre Graz to participants.  As this central kitchen and its staff has been involved in many innovative procedures also on national level and may therefore be seen as "reference site" for culinary innovation, also across Austria. This visit has not been planned in advance and is,

therefore, not reflected in the course syllabus or the schedules. It has been suggested by participants during the pilot training and was held for 5 hours at the end of the final pilot training in beginning of July 2023.

# 15 QUALITY ASSURANCE METHODS OF THE PILOT PROJECT

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

According to the provisions of the Economic Chambers Act (Federal Law Gazette I No. 103/1998 as amended by Federal Law Gazette I No. 153/2001), one of the tasks of the economic chambers is amongst others to offer education and training, in particular by operating economic development institutes (10).

Within the framework of these training and further education measures, the opportunity should also be given to demonstrate knowledge by means of examinations. Participation in such examinations is voluntary. Examinations shall be conducted in accordance with the examination regulations of the Economic Development Institutes of the Chambers of Commerce. Excluded from this examination regulation are those examinations that have their own examination regulations or rules that deviate from them due to legal provisions, national or international standards, e.g. master schools, university courses (11).

Quality assurance generally takes place according to ISO specifications (various measures included). Important quality control system for the VET courses offered is the internal feedback system. Thereby the feedback gained is reviewed and discussed collectively and, if possible, resulting course optimizations are subsequently implemented to improve the course.

## 15.2 Pilot evaluation process

WIFI routinely evaluates all of its VET/ course offers through anonymous surveys of participants. Each participant receives an email after the end of the training and can assess the course via an online link.

This standard online evaluation was also performed during the CGE training courses. A screenshot of the evaluation questionnaire may be seen in Figure 9.

In addition to this routine evaluation, the Austrian study team performed the evaluations foreseen by the Nectar project and with support from partners of WP06 and WP08. To ensure adherence to the evaluation procedure, all questionnaires delivered by Nectar partners were translated into German language and distributed to participants in paper format. Feedbacks were collected in anonymized format by partners from WIFI and returned to the MUG study team for acquisition into the online evaluation Nectar tool.

Figure 10 shows an example for such paper-based evaluation questionnaire as delivered during the Austrian CGE pilot.

**Figure 9: Part of the standard evaluation of the course as run by WIFI (including some feedbacks of participants)**
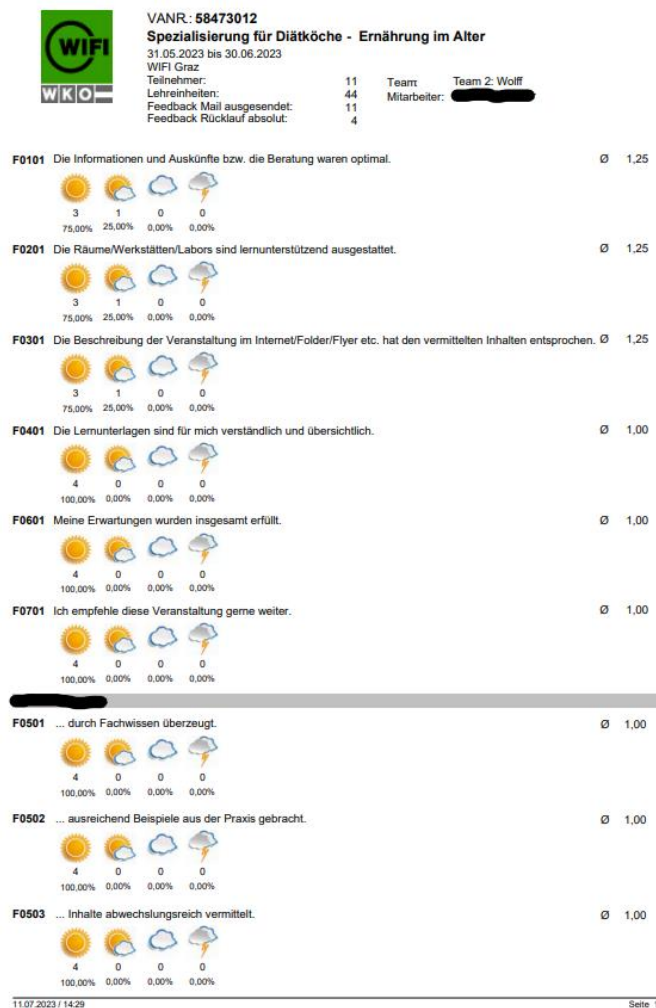


Source: WIFI Steiermark 2023

To further facilitate the uptake of the students' evaluation, MUG developed a regional information sheet for the Nectar evaluation. This information sheet written in German language provided an overview of the local CGE pilot and addressed items, possible not familiar to participants of the course with the aim, to increase the sensitivity and specificity of evaluation results of the Austrian pilot. This information sheet can be found in Annex 3 (SUPPORT MATERIAL for PILOT EVALUATION) of this document.

Following the feedback of the advisory board member, we add here some results of the evaluation conducted by WIFI. Overall, the feedback was completed by 4 chefs of the course, however the evaluation taken by WIAB, the project partner responsible for the pilot evaluation, was completed by the majority of chefs attending the course. According to the information retrieved from WIFI Styria, all evaluation/assessment items partly listed in the picture above were rated with an average of 1 to 1,25 (where 1 indicates the most optimal result).

The overall evaluation from participants was thus promising. The results of the project's internal evaluation may be found in Deliverable 6.4, delivered by the Viennese Institute for Labour Market Research (WIAB) at the end of the Nectar project.

As foreseen in the Nectar project outline, MUG also performed evaluations among teachers and stakeholders involved in the development of this VET program.

**Figure 10: Excerpt evaluation questionnaire Q1 for students (german paper-pecil version)**

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**Hallo und herzlich Willkommen zum ersten Evaluierungsfragebogen im Rahmen des NECTAR-Pilotprojekts!**

Diese Umfrage zielt darauf ab, das NECTAR-Pilottraining zu bewerten und wird in fünf verschiedenen EU-Ländern und Regionen durchgeführt. Sie richtet sich an Köch*innen, die am NECTAR-Pilotprojekt teilnehmen und zielt darauf ab, einige Daten und Erwartungen in Bezug auf das Training zu sammeln.

Die Umfrage wird etwa 15 Minuten dauern. Bitte beantworten Sie alle Pflichtfragen gewissenhaft und ehrlich. Wir sind wirklich an Ihrer Meinung interessiert – es gibt also keine "schlechten Antworten" ☺

Der Fragebogen beinhaltet teilweise auch Folgefragen. Diese gilt es nur zu beantworten, wenn eine bestimmte Antwortoption ausgewählt wurde. Wenn eine Frage eine Folgefrage nach sich zieht, so ist eine oder mehrere der Antwortoptionen fettgedruckt. Die darauffolgende Folgefrage (ebenfalls fettgedruckt) bezieht sich dann nur auf diese Antwortoption.
Wenn Sie keine der fettgedruckten Antwortoptionen ausgewählt haben, ist die Folgefrage für Sie nicht relevant und Sie können mit der Beantwortung der nächsten Frage des Fragebogens fortfahren.

Mit dieser Umfrage tragen Sie dazu bei, die Qualität und Benutzerfreundlichkeit des NECTAR Pilottrainings zu verbessern. Ihre Daten und Angaben werden anonym behandelt und lassen keine Rückschlüsse auf Ihre Identität zu! Vielen herzlichen Dank für Ihre Teilnahme!

**Teil A – Statistische Basisdaten**

A1) Bitte geben Sie an, in welchem Land das Training stattfindet:
- ☐ Österreich
- ☐ Belgien
- ☐ Kampanien (Italien)
- ☐ Ligurien (Italien)
- ☐ Portugal

A2) Bitte wählen Sie ihr Geschlecht aus:
- ☐ Weiblich
- ☐ Männlich
- ☐ Anderes

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A3) Welcher ist der höchste Bildungsabschluss, den Sie erreicht haben?
- ☐ Lehre (LAP)
- ☐ BMS
- ☐ BHS/AHS/Kolleg (Matura)
- ☐ Meisterbrief
- ☐ Hochschulabschluss

A4) Was ist Ihr Beschäftigungsstatus?
- ☐ arbeitssuchend
- ☐ **erwerbstätig**

A4a) Wenn Sie bei der vorigen Frage „erwerbstätig" angegeben haben: In welcher Art von Organisation arbeiten Sie derzeit als Köch*in? In der Küche…
- ☐ … eines Krankenhauses
- ☐ … eines Pflegeheims
- ☐ … einer anderen Gesundheits- oder Pflegeeinrichtung (z.B. mobile Versorger im Primärversorgungsbereich)
- ☐ … in der Tourismusbranche (Hotel, Restaurant)
- ☐ **… Sonstiges**

A4b) Wenn Sie bei der vorigen Frage die Option „**Sonstiges**" gewählt haben, geben Sie bitte an, in welcher Art von Organisation Sie derzeit arbeiten.

A5) Um den Prozess und die Erfahrung einer Person während der Umfragen bewerten und analysieren zu können, sollte jede*r Kursteilnehmer*in einen anonymen Identifikationscode angeben. Der Code dient dazu nachvollziehen zu können, welche Fragebögen von derselben Person beantwortet wurden und lässt keine Rückschlüsse auf die Identität dieser Person zu. Der Datenschutz ist völlig gewährleistet.
**Erstellen Sie Ihren Identifizierungscode: Bitte geben Sie in das folgende Kommentarfeld die ersten 3 Buchstaben des Vornamens Ihrer Mutter, den Tag Ihres eigenen Geburtstags und die letzten 2 Buchstaben Ihres eigenen Vornamens ein.**
*Beispiel: Vorname der Mutter: Martina; Geburtsdatum: 23. November 1990; eigener Vorname: Manuel => Code: MAR23EL*

Source: Nectar project team at MUG 2023

# 16 DISCUSSION AND FUTURE PLANS

From the very beginning of the Nectar project, Austrian partners in the project aimed at aligning and integrating their work from university, to hospitals and nursing homes to the Styrian Chamber of Commerce and VET providers. In discussions from the very beginning of the project, all partners approached and/or involved into this project acknowledged the project aims and the need to broaden the skills panorama of chefs in health and social care in Austria.

The initial program was developed with a focus on care institutions. This most probably is the clue for the uniform professional profile of participants of this first CGE course. Nevertheless, numerous discussions during the training sessions evolved on the future and innovative capacities of chefs qualified as CGEs, to broaden their professional field into primary care and prevention for an ageing society. Participants gave promising feedback, that the market in Austria might be ready for such deployment of their skills panorama in this ambulatory care setting.

The group reached the goal of team building, as the chefs trained in this pilot discussed the opportunity to create a new platform for CGEs in the near future in Austria and to try to evolve the concept within the Austrian market.

Another demand arising from participants was the inclusion of the new skills panorama as a CGE as prerequisite in future job offers for health and social care institutions. The near future will showcase, if the national dissemination strategy planned by WIFI will support this development.

Another innovation developed from this pilot addresses interprofessional collaboration. Two of the participants have already been invited as trainers by the Styrian Chamber of Medical Doctors for one of their CPD nutrition medicine courses. It is planned, that the chefs will deliver their culinary expertise in IDDSI modifications as well as taste disturbances during the MD courses in order to raise the awareness of medical doctors for primary food care and an integrated care approach for patients with special nutritional requirements.

Finally, WIFI plans to continue the program integrating the diet cook training with the new and complementary CGE program into one CPD offer in the near future. During fall 2023 WIFI Styria will present the whole course at the yearly national WIFI platform meeting and stakeholders will discuss the scaling-up of the course in other provinces in Austria. In alignment with these activities, stakeholders in WIFI Austria will discuss to apply for accreditation of the condensed program for a NQR level 5 in Austria.

# 17 CONCLUSION

Given the mature educational landscape for cooks/chefs in Austria, the development of the national curriculum to become a Chef Gastro-Engineer (CGE) was challenging. With the help and unrestricted support and flexibility of WIFI Styria it was possible to create this innovative skills profile also in the province of Styria, Austria. It may be foreseen, that the Nectar project succeeded to induce an evolution in cooking for older and sick people.

This current developments will most probably contribute to quality of life for people and patients, but also chefs themselves in Austria. In times of changing labour market requirements and a shortage of personel, the creation of this new and promising job profile may help to retain cooks/chefs within their primary profession.

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# ANNEX 1 – PILOT COURSE QUESTIONNAIRE Austria

- Starting date: 27.02.2023
- Ending date: 30.06.2023
- Number of modules: 6 modules (2 of which are based on prior learning)
- Number of expected participants: 30 participants
- 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?
- Since the EQF4 education degree/ secondary school degree as chef works as an access requirement for participation in the pilot course and already covers some of the learning outcomes required to become a CGE, module 1 and 2 group such learning objectives that can be associated with this preliminary training. For this reason, the mentioned modules are formally considered as an 'introductory' to the 'core' ones, so that the LOs targeted by those modules can be recognized for all participating students as "already achieved" through the process of prior learning.
- EQF level at starting point: EQF 4
- EQF level once awarded the certification: EQF 4/5
- Certification type: diploma
- Certification issued by: WIFI – Chamber of Commerce Styria (STYCC)
- Awarded ECVET points: 50 ECVET Points
- Number of hours: 1250 hours
- Number of teachers: 9 (according to the current status)
- Methodology (e-learning, face to face, laboratories, etc.): blended learning (f2f & online) including all educational strategies mentioned in the flexibility tool
- Are you going to use another e-learning platform aside to iMooX?                 No other e-learning platform aside to iMooX but Moodle, as an online learning management system (to store learning material) and BigBlueButton, as a virtual classroom software for the interactive communication/ classes with students (Link integrated on the Moodle platform).
- Dissemination and exploitation initiatives:
    - Close and continuous agreements between pilot leader (MUG) and VET provider (WIFI) in regard to dissemination and exploitation initiatives/ strategies
    - Meetings with local relevant representatives (Umbrella organization of the Austrian community food service, Board of Trustees for Retirement Homes in Vienna)
    - Participation and lecture at a local symposium to better familiarize and promote the project and dedicated pilot course among key stakeholders (e.g. kitchen managers, experts/ professional audience…) and thus directly/ indirectly among final users
    - Initiatives to establish direct communication with the target group:
    direct e-mail to graduates of the preexisting course (dietetically trained cook) - to advertise the additional module, Flyer, Newsletter (WIFI), WIFI Website – additional module (description & registration link) to complement the pilot (dietetically trained cook + additional module-specialization for dieticians) launched on November 9th
    - Initiatives established by the Chamber of Commerce Styria, Trade Group Gastronomy (STYCC): word-of-mouth advertising to relevant companies/people, who might be interested in the pilot (as potential target groups of the pilot), dissemination and presentation of the pilot course via relevant mail distribution lists (e.g. health care companies in Styria)

- 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)
- Where will the work based learning take place?
    - In the respective companies where the students already work, whereas a suitable solution for completing the work based learning will be found for those who are not employed during the time of the pilot.
- Will the work based learning involve enterprises? If yes, please provide contact details:
    - No specific enterprises where participants are required to complete their work based learning but rather those companies in which they already work as a chef. For this reason, no specific contact details are available.
- Names of stakeholders to be addressed for the feedback loop (e.g., enterprises involved in the pilot):
    - Styrian Chamber of Commerce, Gastronomy & Tourism Division/ WIFI Styria – Martina Sonnleitner, MSc
    - Styrian hospital trust (KAGes), kitchen manager – Dipl. Thomas Sommer

# ANNEX 2 – COURSE SYLLABUS PART B

## 1. PART B - TEACHINGS PLANS
## 1.1    Detailed Plan of T1a

| TEACHING CODE | *T1a* |
|---|---|
| **TEACHING TITLE** | *Medical Basics* |
| **REFERENCE TEACHER** | *Ronald Steinbeck* |
| **TARGETED LEARNING OUTCOMES** | *LO2-A-B-1* |
| **REFERENCE MODULES** | *Module 3* |

**A. LIST of CONTENTS:**

Contents of teaching at a glance:

- Human Physiology & Anatomy
- Cardiovascular system
- Digestion & Urogenital tract
- Metabolism
- Nutritional & Metabolic diseases

**B. IMPLEMENTED EDUCATIONAL STRATEGIES:**

*As an overview, the following methods are adopted in the dedicated teaching, face-to-face class teaching and asynchronous online teaching for additional self-directed learning.*

☒ **Face-to-Face Class and webinars:**

☒     Lecture

☐     Group Work

☐     Simulation

☒     Other (specify) <u>classroom teaching will be supported by reading material to prepare students for the iMooX course</u>

**Additional information** *[optional]*……………………………………………………

☐ **Lab**

☒ **Online learning (asynchronous)**

☒ Educational Materials on I-Moox

Unit 1 – Chapter 1 (nutrition & diseases)

☐ Educational Materials on local e-learning platforms

☐ Online Group work

☒ Other (specify) paper-based reading material_____

**Additional information** *[optional but recommended]*

The first classes are dedicated to knowledge transfer. As the continuous professional development course is running parallel with the work of participants', students need to be accommodated and introduced to knowledge transfer classroom-based and self-directed. This is why we have chosen a very traditional way at the beginning of the course. Interactive elements and work-based learning will be introduced in a step-wise approach over the modules of the course.

☐ **Work Based Learning**

## C. REFERENCE MATERIALS:

- Powerpoint/ handout of the dedicated trainer based on the following sources:
  - o Guidelines of World Health Organisation (WHO), German Society of Nutrition (DGE), Working Group Clinical Nutrition (AKE), Austrian Society of Nutrition (ÖGE),
  - o Books: „INNERE MEDIZIN Herold", „INNERE MEDIZIN QUICK Furger", „CHECKLISTE ERNÄHRUNG Suter".

- iMooX video based on:
  - o Biesalski, H.K., Bischoff, S. C. & Puchstein, C. (2010). Ernährungsmedizin (4. Auflage). Stuttgart, New York: Georg Thieme Verlag.
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## D. ASSESSMENT:

As the knowledge delivered within this teaching code is essential for all upcoming training modules and teaching plans the assessment style is structured in a modular way. Throughout the underlying teaching plan, repetitive feedback between teachers and students will induct reflective thinking and deeper learning necessary to build a solid knowledge base in participants. However, content delivered will also be assessed during the final course exam of module 3 and 4, which is structured as part A of a written exam (mixed-style: MSC and short essay), an oral exam, but will also be questioned in an open content assessment during the skills exam at the end (also see description of the assessment/ final exam chapter 1.8).

# 1.2　Detailed Plan of T1b

| | |
|---|---|
| **TEACHING CODE** | *T1b* |
| **TEACHING TITLE** | *Nutrition* |
| **REFERENCE TEACHER** | *Birgit Grieß* |
| **TARGETED LEARNING OUTCOMES** | *LO2-A-B-1, LO7-B-1* |
| **REFERENCE MODULES** | *Module 3* |

## A. LIST of CONTENTS:

Contents of teaching at a glance:

- Basics of health (definition of health-salutogenesis-resources, determinants of health, lifestyle, eating habits)
- Nutrition basics (nutrients – micro-, macronutrients, general aspects; healthy nutrition & recommendations, metabolism/ digestion of food, social determinants)
- Food chemistry
- Food science

## B. IMPLEMENTED EDUCATIONAL STRATEGIES:

*Strategies used in this subject are face-to-face teaching as well as online teaching and self-study through the educational material obtained from the iMooX platform.*

☒ **Face-to-Face Class and webinars:**

　　☒　　Lecture

　　☐　　Group Work

　　☐　　Simulation

　　☒　　Other (specify)_Individual study_____

　　**Additional information** *[optional]*……………………………………………………

☐ **Lab**

☒ **Online learning (asynchronous)**

　　☒　　Educational Materials on I-Moox

　　　　　Unit 2 – Chapter 1 (food chemistry)

　　☐　　Educational Materials on local e-learning platforms

☐ Online Group work

☐ Other (specify) _____

**Additional information** *[optional but recommended]*

During this module, participants will be asked, among other things, to critically review foods and their nutritional values. This approach serves to prepare the students for future detailed nutritional calculations in teaching code T1e.

☐ **Work Based Learning**

## C. REFERENCE MATERIALS:

- Scripts, powerpoint/handouts and teaching content of the dedicated trainer based on the following sources:
  - "Ernährungslehre und Diätetik", Eiter/Neubacher/Mair; Trauner Verlag
  - (Er)lebensmittel; Brigitte Pleyer
  - ÖBV (Kochbuch)
  - Schmackhaft Kochen für chronisch Kranke; B. Mayr, Haug Verlag
  - Kulinarische Diätküche; Hofbauer/Frühwirt, Trauner
  - Das biologische Kochbuch; B. Mayr, Haug Verlag

## D. ASSESSMENT:

See description of the assessment/ final exam chapter 1.8.

## 1.3    Detailed Plan of T1c

| TEACHING CODE | T1c |
|---|---|
| TEACHING TITLE | Dietetics |
| REFERENCE TEACHER | Birgit Grieß, Jasmin Briesner, BSc. |
| TARGETED LEARNING OUTCOMES | LO2-A-B-3, LO2-C-D-2, LO2-C-D-4, LO3-B-1, LO1-B-2, |
| REFERENCE MODULES | Module 3, 4 |

**A. LIST of CONTENTS:**

Contents of teaching at a glance:

- Various disease-associated/ disease-adapted diets
- Diet for allergies and intolerances
- Nutrition at specific stages of life
- Selected trend diets
- Tools for assessment & monitoring of malnutrition - overview

**B. IMPLEMENTED EDUCATIONAL STRATEGIES:**

*Depending on the content and targeted learning outcome, educational strategies are implemented within the framework of the present teaching code as follows, starting with face-to-face, synchronous and asynchronous online lectures, through individual processing of topics and group work on site (f2f), to work-based learning.*

☒ **Face-to-Face Class and webinars:**

☒    Lecture

☒    Group Work

☐    Simulation

☒    Other (specify)_ individual study (f2f)_____

**Additional information** *[optional]*…………………………………………………

☐ **Lab**

☒ **Online learning (asynchronous)**

☒    Educational Materials on I-Moox

Unit 2 – Chapter 2 (food intolerances & allergies)

☒ Educational Materials on local e-learning platforms – will be deposited on the online learning management system of the VET provider WIFI (Moodle)

☐ Online Group work

☐ Other (specify) _____

**Additional information** *[optional but recommended]*

Build on the previous modules students get involved into work-based learning for the first time during the course. Careful timing is considered from the side of teachers. A first attempt of feedback trainings are included into the classroom teaching to prepare participants for future peer-to-peer evaluation.

## ☒ Work Based Learning

Participants are given the task of planning, carrying out and reporting on a supply/care process with regard to a specific social and/or health context from their professional environment mostly including the need for consistency-adapted food due to a swallowing problem. This task not only involves the description of a possible assessment strategy but also finding patient-centered solutions from a comprehensive point of view.

## C. REFERENCE MATERIALS:

- Scripts, powerpoint/handouts and teaching content of the dedicated trainer based on the following sources:
  - "Ernährungslehre und Diätetik", Eiter/Neubacher/Mair; Trauner Verlag --> The book covers the content, basics of nutrition and dietetics.

## D. ASSESSMENT:

See description of the assessment/ final exam chapter 1.8.

# 1.4　Detailed Plan of T1d

| TEACHING CODE | *T1d* |
|---|---|
| **TEACHING TITLE** | *Kitchen Practice* |
| **REFERENCE TEACHER** | *Birgit Grieß, KM Vinzenz Strommer, KM Werner Schmidl, Jasmin Briesner BSc* |
| **TARGETED LEARNING OUTCOMES** | *LO1-B-2, LO2-A-B-3, LO2-C-D-2, LO4-A-1, LO4-B-1, LO4-C-1, LO5-C-1, LO7-C-2* |
| **REFERENCE MODULES** | *Module 3, 4* |

## A. LIST of CONTENTS:

Contents of teaching at a glance:

- Practical implementation of the kitchen related supply process (preparation, management…)
- Practical implementation of the theoretical nutritional content

## B. IMPLEMENTED EDUCATIONAL STRATEGIES:

*Since this type of teaching involves the practical implementation of already learned but also new content and aims of the course, a variety of educational strategies are employed in this context.*

*In summary, kitchen practice can be described as the hands-on experience of the course, which includes educational strategies ranging from lectures (f2f or online) and individual elaboration on assignments and topic areas to lab and group work in various constellations and work-based learning.*

☒ **Face-to-Face Class and webinars:**

    ☒　Lecture

    ☒　Group Work

    ☒　Simulation

    ☒　Other (specify) Individual Study

**Additional information** *[optional]*

In addition to the discussion of diet forms and recipes, there will be a joint discussion and tasting of the various dishes cooked in different groups.

☒ **Lab**

☒ **Online learning (asynchronous)**

    ☐　Educational Materials on I-Moox

☒ Educational Materials on local e-learning platforms - will be deposited on the online learning management system of the VET provider WIFI (Moodle)

☐ Online Group work

☐ Other (specify) _____

**Additional information** *[optional but recommended]*

This teaching plan focuses primarily on practical skills; however, knowledge is repeated and supplemented to ensure sustainability of training.

## ☒ Work Based Learning

Connected to the Teaching T1c participants are given the task to plan, carry out and report on a supply/care process with regard to a specific social and/or health context from their professional environment mostly including the need for consistency-adapted food due to a swallowing problem. This task not only involves the description of a possible assessment strategy but also finding patient-centered solutions from a comprehensive point of view. The dishes newly created for this purpose are in a next step to be tasted in a team of different health professionals among the professional environment of the participant.

## C. REFERENCE MATERIALS:

- The teaching content of the dedicated trainer based on:
  - o Contents from previously mentioned literature (as needed depending on the topic).

## D. ASSESSMENT:

See description of the assessment/ final exam chapter 1.8.

# 1.5    Detailed Plan of T1e

| TEACHING CODE | *T1e* |
|---|---|
| **TEACHING TITLE** | *Nutritional Calculation* |
| **REFERENCE TEACHER** | *Birgit Grieß, Jasmin Briesner BSc.* |
| **TARGETED LEARNING OUTCOMES** | *LO1-B-2, LO3-B-1, LO7-E-4* |
| **REFERENCE MODULES** | *Module 3, 4* |

## A. LIST of CONTENTS:

Contents of teaching at a glance:

- Basics of the nutritional calculation
- Energy and nutrient requirements
- Optimal meal planning
- Calculation of the individual daily energy and nutrient requirements for different groups of people and specific health/ social contexts
- Nutritional values for various foods
- Special features in the calculation

→ Supported by a nutritional calculation software (EBISpro ™)

## B. IMPLEMENTED EDUCATIONAL STRATEGIES:

*Depending on the content and targeted learning outcomes, educational strategies within the framework of the present teaching code comprise of face-to-face and synchronous online lectures, online individual processing of topics, group work on-site in the form of case-based learning and work-based learning.*

☒ **Face-to-Face Class and webinars:**

☒    Lecture

☒    Group Work

☐    Simulation

☐    Other (specify)_____

**Additional information** *[optional]*

Participants are expected to use ICT. They will also be trained in the basic skills of ICT for nutrient calculation, regardless of the trademark used.

☐ **Lab**

☒ **Online learning (asynchronous)**

☐   Educational Materials on I-Moox

☒   Educational Materials on local e-learning platforms - will be deposited on the online learning management system of the VET provider WIFI (Moodle)

☐   Online Group work

☒   Other (specify) _ Individual study_____

**Additional information** *[optional but recommended]*

Individual study in terms of trying out the nutritional calculation software by calculating individual recipes.

☒ **Work Based Learning**

See the description of the related work-based learning under T1c and T1d, supplemented by the use of the EBISpro ™ nutritional calculation software.

## C. REFERENCE MATERIALS:

- Scripts, powerpoint/handouts and/or teaching content of the dedicated trainer based on the following sources amongst others:
  "Große Nährwert-/Kalorientabelle" (nutritional/ calorie table); Gräfe & Unzer, München

  - o Note: This literature is working basics for professional qualification

- Software EBISpro™: food analysis, nutritional calculation/ individual needs calculation, creation of diet plans, nutritional assessment (e.g. diet protocol, diet history, food frequency), recipe management
- DGExpert – Nutritional calculation software of the German Society for Nutrition (DGE)

## D. ASSESSMENT:

See description of the assessment/ final exam chapter 1.8.

## 1.6 Detailed Plan of T1f

| TEACHING CODE | *T1f* |
|---|---|
| TEACHING TITLE | *Hygiene* |
| REFERENCE TEACHER | KM Werner Schmidl |
| TARGETED LEARNING OUTCOMES | *LO5-A-B-2, LO5-A-B-1* |
| REFERENCE MODULES | *Module 3, 4, 2* |

**A. LIST of CONTENTS:**

Contents of teaching at a glance:

- Basics of hygiene
- HACCP concept
- General microbiology (e.g. growth conditions for microorganisms)
- Foodborne diseases (e.g. route of infections, bacteria and related symptoms)
- Vermin/ pests
- Frequently infected areas in the kitchen

**B. IMPLEMENTED EDUCATIONAL STRATEGIES:**

*Educational strategies adopted in this teaching include face-to-face lectures (potential material online) as well as individual processing of topics online (asynchronous – flexible) and during teaching periods (f2f).*

☒ **Face-to-Face Class and webinars:**

    ☒    Lecture

    ☐    Group Work

    ☐    Simulation

    ☒    Other (specify)_ Individual study_____

    **Additional information** *[optional]*.………………………………………………

☐ **Lab**

☒ **Online learning (asynchronous)**

    ☐    Educational Materials on I-Moox

☒      Educational Materials on local e-learning platforms - will be deposited on the online learning management system of the VET provider WIFI (Moodle)

☐      Online Group work

☒      Other (specify) __individual self-study_____

**Additional information** *[optional but recommended]*

The module is highly knowledge transfer-based. Therefore, educational strategies for this module follow a blended-learning approach between self-directed learning and interactive classroom teaching.

☐ **Work Based Learning**

**C. REFERENCE MATERIALS:**

- Scripts, powerpoint/handouts and/ or teaching content of the dedicated trainer based on the following sources:
  - „Küchenhygiene leicht gemacht", Hotel- und Gastgewerbe, Hrsg. WIFI Österreich. Document created on the occasion of the new VO (1998).
  - „Arbeitsplatzevaluierung leicht gemacht", Hotel- und Gastgewerbe, Hrsg. WIFI Österreich

**D. ASSESSMENT:**

See description of the assessment/ final exam chapter 1.8.

# 1.7　Detailed Plan of T1g

| TEACHING CODE | *T1g* |
|---|---|
| TEACHING TITLE | *Kitchen Technique* |
| REFERENCE TEACHER | KM Vinzenz Strommer |
| TARGETED LEARNING OUTCOMES | *LO4-A-1, LO3-B-3, LO6-A-B-1, LO6-C-1* |
| REFERENCE MODULES | *Module 4, 1, 2* |

**A. LIST of CONTENTS:**

Contents of teaching at a glance:

- General kitchen technique (e.g. preparation of dishes, meal composition, food processing; purchasing, storage and/or preparation of special foods/ food groups)
- Dietetic oriented kitchen technique (e.g. kitchen techniques for diabetes mellitus, dyslipidemia, reduction diet, indigestion – constipation, hyperuricemia/gout)

**B. IMPLEMENTED EDUCATIONAL STRATEGIES:**

*Educational strategies adopted in this teaching especially include face-to-face lectures and individual processing of topics during teaching periods (f2f) as well as the simulation within Labs.*

☒ **Face-to-Face Class and webinars:**

    ☒　Lecture

    ☐　Group Work

    ☐　Simulation

    ☒　Other (specify) Individual Study

    **Additional information** *[optional]*…………………………………………………

☒ **Lab**

Demonstration of latest techniques for food preparation.

☐ **Online learning (asynchronous)**

    ☐　Educational Materials on I-Moox

    ☐　Educational Materials on local e-learning platforms

    ☐　Online Group work

☐      Other (specify) _____

**Additional information** *[optional but recommended]*

☒ **Work Based Learning**

Participants will be given the task of trying out and practicing the kitchen techniques learned during this course in their professional environment.

## C. REFERENCE MATERIALS:

- Teaching content of the dedicated trainer based on:
  - o   previously mentioned literature used as needed depending on the topic.

## D. ASSESSMENT:

See description of the assessment/ final exam chapter 1.8.

## 1.8     Examination modalities modules 3 & 4

Introduction

The majority of the teaching from modules 3 and 4 of the localized curriculum will be assessed in an extensive final examination, consisting of a written, an oral and a practical part also corresponding to the assessment method of skills demonstration (OE, WE, SSK). Depending on the subject area and the teaching methods used, the teachings are to be found more frequently in particular parts of this examination, but are mostly included in others too.

Content and duration of the exam

The oral exam is composed of different examination subjects, which are derived from the teaching plans, with a few questions per participant on each topic monitored by an examination board (an average of 2-4 questions in the main topics: nutrition, dietetics, medical basics, hygiene, kitchen technique). The written exam consists of two parts, on the one hand the testing of contents through multiple choice and open questions and on the other hand through the processing of a comprehensive task/written assignment including nutritional calculation. Within the scope of this task, a nutritional topic is to be drawn for each candidate in order to subsequently create and calculate a demanding daily menu with given dietary requirements and to prepare the corresponding purchasing list for implementation in the practical part of the examination. Since the practical part is based on the written one, as described before, a positive result in the written examination is a prerequisite for taking the practical exam. As part of the practical test, the previously created daily meal plan is taken as a basis and the calculated lunch menu is to be cooked for 2 to 4 people. Taste and appearance as well as creativity and composition are evaluated, also cost-effectiveness in purchasing and processing is seen as a criterion to be met. After reviewing and tasting the cooked menu, the exam candidate presents his/her menu in terms of dietary guidelines including the kitchen technique used (justification of the chosen/cooked menu).

The written and practical parts of the examination are conducted over a period of 4 hours each, while the oral examination may last up to one hour.

Determination of the exam results

Various exam protocols are available to the examiners for the rating of the individual parts, which are ultimately used for the final evaluation. In this context all exam contents/ questions are weighted by points, the total sum of which determines the overall exam success.

Conclusion

In summary, the following assessment tools will be used as part of the final examination of module 3 and 4:

- Written exam (including a written assignment during the final exam)
- Oral exam
- Simulation/ skill demonstration – case studies during the final exam

In addition, in courses that include work-based learning, assessment of WBL is conducted by the instructor and/or students themselves (self-assessment):

- A-WBL – patient-oriented care process from the professional environment

## 1.9 Detailed Plan of T2a

| TEACHING CODE | *T2a* |
|---|---|
| TEACHING TITLE | *Nutrition and related factors in old age* |
| REFERENCE TEACHER | *Regina Roller-Wirnsberger, MD, MME, Gerhard Wirnsberger, MD* |
| TARGETED LEARNING OUTCOMES | *LO2-C-D-0, LO2-C-D-2, LO2-A-B-2, LO2-A-B-3* |
| REFERENCE MODULES | *Module 5, 3, 4* |

**A. LIST of CONTENTS:**

Contents of teaching at a glance:

- (Sensory) physiology related to taste changes and dysphagia

    o Basics of the sensory system
    o Act of swallowing

- Factors influencing food intake in old age

    o Taste changes in the elderly and the impact on diet
    o Malnutrition and causes in old age (physical, mental/psychological, social aspects)

- Dietary recommendations for older people
- CGE professional profile according to the demands of old age

**B. IMPLEMENTED EDUCATIONAL STRATEGIES:**

*Educational strategies adopted in this teaching include face-to-face lectures, synchronous and asynchronous online lectures amongst others through the educational material obtained from the iMooX platform as well as flexible individual processing of topics during the teaching periods (online) and work-based learning.*

☒ **Face-to-Face Class and webinars:**

   ☒ Lecture

   ☐ Group Work

   ☐ Simulation

   ☒ Other (specify) Individual Study

   **Additional information** *[optional]*……………………………………………………

☐ **Lab**

☒ **Online learning (asynchronous)**

   ☒ Educational Materials on I-Moox

       Unit 1/Chapter 2 (Dysphagia)

       Unit 1/ Chapter 3 (Taste and Smell)

☐    Educational Materials on local e-learning platforms

☐    Online Group work

☐    Other (specify) _____

**Additional information** *[optional but recommended]*

☒ **Work Based Learning**

Participants are given the task to plan, carry out and report on a supply process using the focused theoretical content from teaching plan T2a and the corresponding practical content within the kitchen practice II (teaching plan T2b).

## C. REFERENCE MATERIALS:

- Scripts, powerpoint/handouts and/ or teaching content of the dedicated trainer based on the following sources:
    - Biesalski, H.K., Bischoff, S. C. & Puchstein, C. (2010). Ernährungsmedizin (4. Auflage). Stuttgart, New York: Georg Thieme Verlag.
    - International Dysphagia Diet Standardisation Initiative (IDDSI) Homepage & sources
- iMooX video based on:
    - IDDSI Homepage
    - Books: Human anatomy
    - Bartels, R., Bartels, H. & Jürgens, K., D. (2004). Physiologie: Lehrbuch der Funktionen des menschlichen Körpers (7. Auflage). München: Elsevier GmbH, Urban & Fischer Verlag
    - Fahlke, C., Linke, W., Raßler, B. & Wiesner, R. (2015). Taschenatlas Physiologie (2. Auflage). München: Elsevier GmbH, Urban & Fischer Verlag
    - Gekle, M., et al. (2015). Taschenbuch Physiologie (2. Auflage). Stuttgart: Georg Thieme Verlag
    - Hick, C. & Hick, A. (2020). Kurzlehrbuch Physiologie (9. Auflage). München: Elsevier GmbH, Urban & Fischer Verlag
    - Huppelsberg, J. & Walter, K. (2013). Kurzlehrbuch Physiologie (4. Auflage). Stuttgart: Georg Thieme Verlag
    - Silbernagl, S. & Despopoulos, A. (2015). Color Atlas of Physiology (7th Edition). Stuttgart: Georg Thieme Verlag

## D. ASSESSMENT:

The content of this teaching is assessed by means of a written assignment. Participants will be asked to design a menu based on a case delivered at the end of a module. Teachers will give direct 1:1 feedback to participants.

Additionally, direct reflective thinking will be triggered using interactive Mentimeter™-based classroom teaching.

# 1.10 Detailed Plan of T2b

| | |
|---|---|
| **TEACHING CODE** | *T2b* |
| **TEACHING TITLE** | *Kitchen Practice II* |
| **REFERENCE TEACHER** | *KM Thomas Sommer* |
| **TARGETED LEARNING OUTCOMES** | *LO2-C-D-2,  LO2-A-B-2, LO2-A-B-3, LO3-B-2,  LO5-C-1* |
| **REFERENCE MODULES** | *Module 5, 1, 3, 4* |

**A. LIST of CONTENTS:**

Contents of teaching at a glance:
- Practical implementation of the theoretical nutritional content with focus on taste changes and dysphagia (see module T2a and also T2c)
  - Consistency-adapted diet (IDDSI)
  - Enrichment of meals
  - Use of herbs and spices

**B. IMPLEMENTED EDUCATIONAL STRATEGIES:**

*Since this type of teaching involves the practical implementation of already learned content, a variety of educational strategies are employed in this context.*

*In summary, kitchen practice can be described as the hands-on experience of the course, which is why, in addition to some lecture content (f2f & online), especially interactive educational strategies such as group work (f2f) and simulation in labs as well as work-based learning are applied.*

*In addition to the discussion of diet forms and recipes, there will be a joint discussion and tasting of the various dishes cooked in different groups.*

☒ **Face-to-Face Class and webinars:**

    ☒    Lecture

    ☒    Group Work

    ☒    Simulation

    ☐    Other (specify)_____

    **Additional information** *[optional]*…………………………………………………

☒ **Lab**

☒ **Online learning (asynchronous)**

    ☐    Educational Materials on I-Moox

☒ Educational Materials on local e-learning platforms - will be deposited on the online learning management system of the VET provider WIFI (Moodle)

☐ Online Group work

☐ Other (specify) _____

**Additional information** *[optional but recommended]*

This teaching plan/ module is equivalent to kitchen practice I and seeks to transfer knowledge and skills previously taught in other modules/teaching plans in a very comprehensive way. The teacher guiding the training has long-standing experience in managing the kitchen of a large hospital and is also involved in latest local developments in taste steering and food content modification to provide person-centered food care in health care settings.

☒ **Work Based Learning**

Participants are given the task to plan, carry out and report on a supply process with particular reference to the specific content of kitchen practice II (teaching plan T2b) and the corresponding theoretical content from teaching plan t2a .

## C. REFERENCE MATERIALS:

- The teaching content of the dedicated trainer based on the following sources:
  - Pleyer, B. & Raidl, A. (2017). Ernährung im Alter: Praxishandbuch mit Checklisten für Pflege und Betreuung. Berlin: Springer Verlag.
  - Koller, F., Kreuter-Müller, M., Janac., C. & Tomic, M. (2023). Ernährung bei Schluckstörungen (2. Auflage). Facultas/ Maudrich Verlag.
  - Ackermann, B. & Ehrbar, A. (2021). Make food soft. Koch- und Fachbuch für Schluckstörung/ Dysphagie (Schweizerische Epilepsie Stiftung). Matthaes Verlag.
  - Sources of an interdisciplinary training – Consistency defined dishes according to IDDSI

## D. ASSESSMENT:

During the written assignment after the module, the participants are asked to develop a person-centered meal plan for an individual with specific needs based on the practical content and to describe the characteristics.

## 1.11    Detailed Plan of T2c

| TEACHING CODE | *T2c* |
|---|---|
| TEACHING TITLE | *Tools, ICT & Digitalization* |
| REFERENCE TEACHER | *Thomas Sommer KM, Regina Roller-Wirnsberger, MD, MME, Gerhard Wirnsberger, MD* |
| TARGETED LEARNING OUTCOMES | *LO2-C-D-1, LO2-C-D-3, LO7-E-1, LO7-E-3, LO2-C-D-4, LO7-A-1* |
| REFERENCE MODULES | *Module 5, 3, 2* |

**A. LIST of CONTENTS:**

Contents of teaching at a glance:

- Test protocols on taste disturbances
- ICT tools for screening and assessing clients food preferences, food intake needs and wishes as well as tools for recording and monitoring assessment results
- Literature search - Criteria of good literature
- Privacy & confidentiality issues

**B. IMPLEMENTED EDUCATIONAL STRATEGIES:**

*Educational strategies adopted in this teaching include traditional lectures (face-to-face and online), individual processing of learning content during class and online as well as work-based learning.*

☒ **Face-to-Face Class and webinars:**

    ☒    Lecture

    ☐    Group Work

    ☐    Simulation

    ☒    Other (specify)_ individual study ___

    **Additional information** *[optional]*…………………………………………………

☐ **Lab**

☒ **Online learning (asynchronous)**

    ☒    Educational Materials on I-Moox

    Unit 2 – Chapter 3 (customer satisfaction)

    ☒    Educational Materials on local e-learning platforms - will be deposited on the online learning management system of the VET-provider WIFI (Moodle)

☐     Online Group work

☒     Other (specify) __individual study_____

**Additional information** *[optional but recommended]*

☒ **Work Based Learning**

Participants are given the task to conduct a peer-to-peer taste steering with colleagues or family members and to test an ICT tool to assess clients' needs.

## C. REFERENCE MATERIALS:

- Scripts, powerpoint/handouts and/ or teaching content of the dedicated trainers based on the following sources amongst others:
    - Austrian Platform for Health Literacy – homepage & sources (e.g. good health information, 15 quality criteria of good health information)
    - Scientific articles about taste disturbances/ olfactory training/ taste steering
    - Homepages & scientific articles concerning ICT tools such as the Mini Nutritional Assessment (MNA)

## D. ASSESSMENT:

A common example will be used to conduct a literature search, including an assessment of the quality of specific literature, on an individual basis, and participants' acquired knowledge will be demonstrated, along with knowledge of privacy issues, in the ensuing joint discussion.

Delivery of the peer-to-peer taste steering/ assessment as well as the ICT tool conducted within the framework of the work-based learning including a short self-reflection (assessment by the teacher & by the student himself).

## 1.12   Detailed Plan of T2d

| TEACHING CODE | *T2d* |
|---|---|
| **TEACHING TITLE** | *Sustainable waste management* |
| **REFERENCE TEACHER** | *asynchronous e-learning course* |
| **TARGETED LEARNING OUTCOMES** | *LO1-D-2* |
| **REFERENCE MODULES** | *Module 5* |

**A. LIST of CONTENTS:**

Contents of teaching at a glance:

- Food waste in kitchen operations
- Causes and solutions for food waste
- Conscious food handling in kitchen operations
- Practical tips for food waste avoidance

- ➔ Reducing avoidable food waste

**B. IMPLEMENTED EDUCATIONAL STRATEGIES:**

*The present teaching consists entirely of an e-learning course based on knowledge transfer and interaction through varied and multimedia content such as videos, quizzes and practical examples. This enables flexible, individual and self-determined learning in terms of time and place.*

☐ **Face-to-Face Class and webinars:**

    ☐    Lecture

    ☐    Group Work

    ☐    Simulation

    ☐    Other (specify)_____

    **Additional information** *[optional]*……………………………………………………

☐ **Lab**

☒ **Online learning (asynchronous)**

    ☐    Educational Materials on I-Moox

☒ Educational Materials on local e-learning platforms (WIFI in cooperation with United Against Waste)

☐ Online Group work

☐ Other (specify) _Individual study (online)_

**Additional information** *[optional but recommended]*

The nature of the present e-learning course and the flexible elaboration of the course content it contains enables individual and self-determined learning in terms of time, place and pace.

☐ **Work Based Learning**

## C. REFERENCE MATERIALS:

- Links to the supplementary e-learning course:
    - https://united-against-waste.at/aktionstage-nix-uebrig/food-waste-hero/
    - https://www.tirol.wifi.at/kurs/85357x-foddwastehero#mehr-lesen-im-blog

## D. ASSESSMENT:

The e-learning course is considered completed when you have fulfilled at least 75% of the e-learning content during the course.

Assessment tools:

- Written: Quizzes
- Assessment based on other data: collection of tracking data (videos and other multimedia content)

## 1.13 Detailed Plan of T2e

| TEACHING CODE | T2e |
|---|---|
| TEACHING TITLE | Communication & Interprofesionalism |
| REFERENCE TEACHER | Mag. Werner Heimgartner |
| TARGETED LEARNING OUTCOMES | LO7-B-2, LO7-C-1, LO7-C-4, LO7-C-5, LO7-C-2 |
| REFERENCE MODULES | Module 6, 4 |

**A. LIST of CONTENTS:**

Contents of teaching at a glance:

- Solution- and goal-oriented communication in the team (interdisciplinary team) and with the client
- Self-reflection
- Leadership
- Teamwork

**B. IMPLEMENTED EDUCATIONAL STRATEGIES:**

*Within the framework of this teaching, which focuses on the acquisition of communication and soft skills, various methods are used in addition to the classic lecture (f2f & online), such as flexible individual processing of topics (online), group work (f2f & online) and working in labs, as well as work-based learning.*

☒ **Face-to-Face Class and webinars:**

    ☒    Lecture

    ☒    Group Work

    ☒    Simulation

    ☐    Other (specify)_____

    **Additional information** *[optional]*…………………………………………………

☒ **Lab**

In a role-play, relevant contents with regard to communication and work in a multi-professional team are applied, reflected and discussed in a protected setting.

☒ **Online learning (asynchronous)**

    ☐    Educational Materials on I-Moox

☒ Educational Materials on local e-learning platforms - will be deposited on the online learning management system of the VET provider WIFI (Moodle)

☐ Online Group work

☒ Other (specify) _individual study_

**Additional information** *[optional but recommended]*

## ☒ Work Based Learning

Students are given homework and assignments to try out the contents of modules 5 and 6 in their own work environment (focus on communication, cooperation, contents of kitchen practice).

## C. REFERENCE MATERIALS:

- Scripts, powerpoint/handouts and/ or teaching content of the dedicated trainer based on the following sources:

  o Handbuch Angewandte Psychologie für Führungskräfte (Band 1 und Band 2), Steiger/ Lippmann, Springer Verlag

  → Powerpoint Presentation: Solution-oriented communication in the team, self-reflection and leadership (Werner Heimgartner)

## D. ASSESSMENT:

After applying the required work-based learning assignments, the experiences are processed in groups as part of a workshop. Content, strategies, challenges and optional solutions are compiled by the individuals and reflected on in the group as case studies.

Primarily used assessment tools:

- Assessment of the WBL by the teacher through a workshop & through self-assessment
- Simulation/ skill demonstration based on case studies

## 2. PART B - COURSE SCHEDULE

| Date | Time | Subject | Teacher | Location | Room |
|------|------|---------|---------|----------|------|
| Monday, February 27th 2023 | 09:00-17:00 | Nutrition | Birgit Grieß | WIFI, Graz | 378 |
| Tuesday, February 28th 2023 | 09:00-17:00 | Medical Basics | Ronald Steinbeck | WIFI, Graz | 378 |
| Monday, March 6th 2023 | 09:00-17:00 | Nutrition | Birgit Grieß | WIFI, Graz | 378 |
| Tuesday, March 7th 2023 | 09:00-14:00 | Medical Basics | Ronald Steinbeck | WIFI, Graz | 378 |
| Tuesday, March 7th 2023 | 14:00-17:00 | Dietetics | Jasmin Briesner, BSc. | WIFI, Graz | 378 |
| Monday, March 13th 2023 | 09:00-15:00 | Dietetics | Birgit Grieß | WIFI, Graz | 913 |
| Monday, March 13th 2023 | 15:00-17:00 | Nutritional calculation | Birgit Grieß | WIFI, Graz | 913 |
| Tuesday, March 14th 2023 | 09:00-15:00 | Dietetics | Jasmin Briesner, BSc. | WIFI, Graz | 913 |
| Tuesday, March 14th 2023 | 15:00-17:00 | Nutritional calculation | Jasmin Briesner, BSc. | WIFI, Graz | 913 |
| Monday, March 20th 2023 | 08:00-15:00 | Dietetics | Birgit Grieß | WIFI, Graz | 913 |
| Monday, March 20th 2023 | 15:00-17:00 | Nutritional calculation | Birgit Grieß | WIFI, Graz | 913 |

| | | | | | |
|---|---|---|---|---|---|
| Tuesday, March 21st 2023 | 09:00-15:00 | Hygiene | KM Werner Schmidl | WIFI, Graz | 378 |
| Tuesday, March 21st 2023 | 15:00-17:00 | Dietetics | Jasmin Briesner, BSc. | WIFI, Graz | 378 |
| Monday, March 27th 2023 | 09:00-14:00 | Dietetics | Birgit Grieß | WIFI, Graz | 913 |
| Monday, March 27th 2023 | 14:00-15:00 | Nutritional calculation | Birgit Grieß | WIFI, Graz | 913 |
| Tuesday, March 28th 2023 | 14:00-18:00 | Kitchen technique | KM Vinzenz Strommer | WIFI, Graz | tba |
| Monday, April 17th 2023 | 08:00-18:00 | Kitchen Practice | Birgit Grieß | WIFI, Graz | 905 |
| Monday, April 17th 2023 | 09:00-18:00 | Kitchen Practice | KM Vinzenz Strommer, | WIFI, Graz | 913 |
| Tuesday, April 18th 2023 | 08:00-18:00 | Kitchen Practice | Jasmin Briesner, BSc. | WIFI, Graz | 905 |
| Tuesday, April 18th 2023 | 09:00-18:00 | Kitchen Practice | KM Vinzenz Strommer | WIFI, Graz | 913 |
| Friday, April 28th 2023 | 08:00-18:00 | Kitchen Practice | KM Werner Schmidl, | WIFI, Graz | 905 |
| Friday, April 28th 2023 | 09:00-18:00 | Kitchen Practice | Jasmin Briesner, BSc. | WIFI, Graz | 913 |
| Saturday, April 29th 2023 | 08:00-18:00 | Kitchen Practice | KM Werner Schmidl, | WIFI, Graz | 905 |

| Saturday, April 29th 2023 | 09:00-18:00 | Kitchen Practice | Birgit Grieß | WIFI, Graz | 913 |
|---|---|---|---|---|---|
| Tuesday, May 2nd 2023 | 09:00-17:00 | Exam preparation | Birgit Grieß | WIFI, Graz | 913 |
| Wednesday, May 3rd 2023 | 14:00-16:00 | Exam preparation | Ronald Steinbeck | WIFI, Graz | tba |
| Wednesday, May 3rd 2023 | 16:00-18:00 | Exam preparation | KM Werner Schmidl, | WIFI, Graz | tba |
| Friday, May 12th 2023 | 13:00-17:00 | Written exam | KM Werner Schmidl, KM Vinzenz Strommer, Birgit Grieß | WIFI, Graz | 913 |
| Monday, May 15th 2023 | 08:00-18:00 | Practical (cooking) exam | KM Werner Schmidl, KM Vinzenz Strommer, Birgit Grieß | WIFI, Graz | 905 |
| Tuesday, May 16th 2023 | 14:00-18:00 | Oral exam | KM Werner Schmidl, KM Vinzenz Strommer, Birgit Grieß Ronald Steinbeck | WIFI, Graz | tba |
| Wednesday, May 31st 2023 | 14:00-18:00 | Nutrition and related factors in old age | Prof. Regina Roller-Wirnsberger, MD MME | Online – Big Blue Button | - |
| Monday, June 5th 2023 | 09:00-17:00 | Nutrition and related factors in old age | Prof. Gerhard Wirnsberger, MD and/or Prof. Regina Roller- | WIFI, Graz | tba |

| | | Tools, ICT & Digitalization | Wirnsberger, MD MME | | |
|---|---|---|---|---|---|
| Saturday, June 10th 2023 | 09:00-17:00 | Kitchen practice II | KM Thomas Sommer | WIFI, Graz | 905 |
| Wednesday, June 14th 2023 | 09:00-15:00 | Nutrition and related factors in old age<br><br>Tools, ICT & Digitalization | Prof. Gerhard Wirnsberger, MD and/or Prof. Regina Roller-Wirnsberger, MD MME | WIFI, Graz | tba |
| Friday, June 23rd 2023 | 09:00-17:00 | Kitchen practice II | KM Thomas Sommer | WIFI, Graz | 905 |
| Wednesday, June 28th 2023 | 09:00-17:00 | Communication & Interprofessionalism | Mag. Werner Heimgartner | WIFI, Graz | tba |
| Friday, June 30th 2023 | 15:00-17:00 | Communication & Interprofesionalism<br><br>Tools, ICT & Digitalization | Mag. Werner Heimgartner,<br><br>KM Thomas Sommer | WIFI, Graz | online |
| variable between May 31st and June 30th | flexible timing | Sustainable Waste Management | WIFI Tirol & United Against Waste | E-learning course | online |

# ANNEX 3 – ROADMAP OF PILOT EVALUATION ACTIVITIES

**NECTAR Pilot Evaluation Roadmap - AUSTRIA**

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

WIAB. Wiener Institut für Arbeitsmarkt- und Bildungsforschung

| Pilot Phase | T1 - Start of the Pilot | T2 - Middle of the Pilot | T3 - End of the Pilot | T4 - After the Pilots |
|---|---|---|---|---|
| Questionnaire/Target Group | Q1 Students | Q1 Teachers<br>Q2 Students | Q2 Teachers<br>Q3 Students<br>Q2 VET Designer | Q4 Students |
| Pilot Timeframe | Beginning of Februrary 2023 | Middle of May 2023 | End of June 2023 (M34) | September 2023 (M35) |
| Timeframe for Survey completion (by each target group) | 27. Februrary 2023 | 26. April.-02. May 2023 | 15. June 2023 | 01.-15. September 2023 |
| Translation of free text answers in national language (by contact person for evaluation) | x | x | x | x |
| Timeframe for data analysis (by WIAB) | 16. Februrary 2023 - 09. March 2023 | 22. May 2023 - 16. June 2023 | 15. June 2023 - 15. July 2023 | 18.-28. September 2023 |
| Deadline for result/recommendation delivery (by WIAB) | 10. March 2023 | 15. May 2023 | 15. July 2023 | 29. September 2023 |
| Feedback on adaptations based on the recommendations until (by VET Designer/partners) | 07. April 2023 | 31. May 2023 | 15. October 2023 | 20. October 2023 |
| ALL PILOTS (English speaking employers' involvment) | | | Short questionnaire for employers in May 2023 (M31) | Evtl. short questionnaire for employers in September 2023 (M35) |
| Number of Students participating: | 25 | | | |
| Number of Teachers participating: | 9 | | | |
| | | | | |
| Contact Person (MUG): | Carolin Herzog | | Contact Person (WIAB): | Jana Senoner, Heidemarie Müller-Riedlhuber |
| Mail: | carolin.herzog@medunigraz.at | | Mail: | senoner@wiab.at<br>mueller-riedlhuber@wiab.at |

# SUPPORT MATERIAL for PILOT EVALUATION (Information Sheet CGE pilot Austria)

**Informationsblatt** – Chef Gastro Engineering

Informationsblatt
„Chef Gastro-Engineering"

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

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

## Projekt Nectar - „Chef Gastro-Engineering"

Ziel des Projektes Nectar ist die Entwicklung eines neuen Berufsprofils für Köch*innen im Gesundheits- und Sozialbereich sowie eines abgestimmten Ausbildungsprogramms. Um das Ausbildungsprogramm zu testen, werden Pilotkurse in 5 europäischen Regionen angeboten, wobei die Steiermark eine dieser Regionen ist (weitere Pilotregionen: Italien – Regione Liguria & Regione Campagna, Spanien und Belgien).

Über folgenden QR-Code finden Sie ein kurzes Vorstellungs- und Werbevideo mit deutschen Untertiteln auf Youtube (Chefs in future integrated health care):
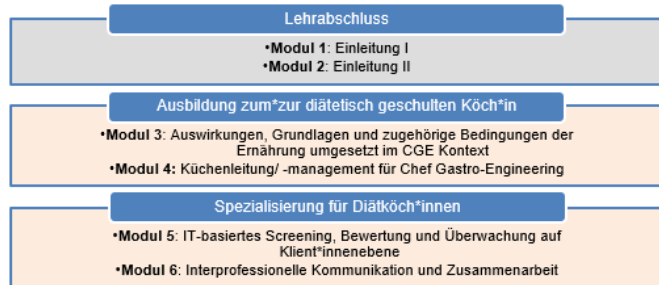
## Warum erhalte ich dieses Informationsblatt?

In Österreich baut dieser lokale Pilotkurs soweit wie möglich auf bestehenden Strukturen auf und wird durch einen Spezialisierungskurs ergänzt (Spezialisierung für Diätköche - Ernährung im Alter | WIFI Steiermark). Dies bedeutet, dass die Ausbildung zum*zur diätetisch geschulten Köch*in am WIFI Steiermark, zu welcher Sie sich angemeldet haben, bereits Inhalte des erwähnten Ausbildungsprogramms enthält. Neben Wissen, das Sie bereits durch Ihren Lehrabschluss in Österreich erworben haben, dienen die zusätzlichen 2 Kurse (Diätkoch und Spezialisierungskurs) einer umfassenden Qualifizierung für Ihre Arbeit im Gesundheits- und Sozialbereich. So setzt sich das neue Kursprogramm für Köch*innen aus den folgenden drei Pfeilern zusammen:

| 1 | 2 | 3 |
|---|---|---|
| Vorkenntnisse aus dem Lehr-abschluss | Ausbildung zum diätetisch geschulten Koch | Spezialisierung für Diätköche - Ernährung im Alter |

NECTAR Pilotkurs
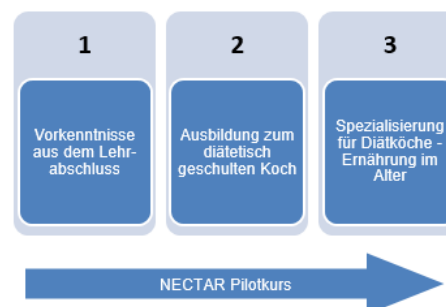
Der Mehraufwand für den Aufbau- beziehungsweise Spezialisierungskurs ist dabei mit 7 Kurstagen, die innerhalb eines Monats abgehalten werden und eines vergleichsweise relativ geringen Kostenaufwandes aufgrund der Unterstützung des Vorhabens durch die WKO, relativ überschaubar.

Deliverable 5.3

Das Konzept der Gesamtausbildung besteht aus 6 Modulen. Die ersten 2 Module haben Sie aufgrund Ihres Lehrabschlusses bereits absolviert:

| Lehrabschluss |
| --- |
| •Modul 1: Einleitung I<br>•Modul 2: Einleitung II |

| Ausbildung zum*zur diätetisch geschulten Köch*in |
| --- |
| •Modul 3: Auswirkungen, Grundlagen und zugehörige Bedingungen der Ernährung umgesetzt im CGE Kontext<br>•Modul 4: Küchenleitung/ -management für Chef Gastro-Engineering |

| Spezialisierung für Diätköch*innen |
| --- |
| •Modul 5: IT-basiertes Screening, Bewertung und Überwachung auf Klient*innenebene<br>•Modul 6: Interprofessionelle Kommunikation und Zusammenarbeit |

## Welche inhaltlichen Schwerpunkte lassen sich in der Ausbildung wiederfinden?

**Modul 1 und 2:** Hierbei handelt es sich um Ausbildungsinhalte, die bei uns in Österreich im Rahmen der Lehrausbildung zum*zur Köch*in bereits enthalten sind und damit durch den Nachweis eines erfolgreichen Lehrabschlusses abgedeckt werden und als Vorkenntnisse für die weiteren Module dienen.

**Modul 3:** Schwerpunktthemen umfassen Wissen zu Ernährung und Erkrankungen sowie deren wechselseitigen Auswirkungen (z.B. Grundlagen zur Dysphagie/ Schluckstörungen und der Umgang in Zusammenarbeit mit Gesundheitsprofessionen), Lebensmittelsicherheit und -hygiene (Lebensmittelverderb, lebensmittelbedingte Erkrankungen) Erstellung standardisierter Menüpläne basierend auf der Beurteilung der Bedürfnisse der Kund*innen, Verkostung neuer Gerichte/ Speisen, beidseitiger Einfluss von Ernährung und sozialen Gesundheitsdeterminanten, Umgang mit den Ergebnissen eines Assessments und Interventionen in einem ganzheitlichen Ansatz.

**Modul 4:** Schwerpunktthemen umfassen die Planung und Verwaltung der Arbeit und des Versorgungsprozesses mit Bezug auf den jeweiligen Gesundheits-/Sozialbereich (inklusive des Budgetmanagements für die Speisen), Beurteilung der Effizienz und Qualität sowie der erfolgreichen Arbeit im Team, Kenntnisse zu digitalen Inhalten/Tools im Bereich der Ernährung (z.B. regionale Nahrungsmittel, Saisonkalender, Inhaltsstoffe).

**Modul 5:** Schwerpunktthemen umfassen das Verständnis wichtiger zugrundeliegender Konzepte des Pilottrainings und Berufsprofils, Ernährung im Alter und Anwendung von Testprotokollen zum Erkennen und Überwachen von Geschmacksstörungen, IT-basierte Tools für Screening und Bewertung von Klient*innen Bedürfnissen (und ggf. Wünschen bzw. Vorlieben), Suche und Management von Informationen und digitalen Inhalten

**Modul 6:** Schwerpunktthemen umfassen die Zusammenarbeit in einem interprofessionellen Team bestehend aus Fachprofessionen im Rahmen der Lebensmittelversorgung (inklusive dem Verständnis der Rollen und Verantwortlichkeiten) sowie der ziel- und ergebnisorientierten Kommunikation für Mitarbeiter*innen und Führungskräfte bzw. im Team, ggf. die Kommunikation mit dem*der Klient*in, Selbst- und Peerreflexion.

---

## Welche Vorteile bringt eine solche Gesamtausbildung für mich?

- Praxisorientierte Ausbildungsinhalte für die Arbeit in der Gemeinschaftsverpflegung im Gesundheits- und Sozialbereich
- Erweiterung der Fachkompetenzen – insbesondere im Bereich der geriatrischen Küche
- Erweiterung der Kompetenzen in den Bereichen Kommunikation, Digitalisierung und Nachhaltigkeit
- Anerkennung der Ausbildung innerhalb der EU-Länder, die am Projekt beteiligt sind (Ausweitung auf die gesamte EU wahrscheinlich!)

## Was muss ich tun, um die Gesamtausbildung abzuschließen?

Sie absolvieren die Prüfung zum*zur diätetisch geschulten Köch*in und nehmen anschließend an der Spezialisierung für Diätköch*innen teil. Damit absolvieren Sie alle erforderlichen Module der Gesamtausbildung. Diese findet Anerkennung in allen Mitgliedsstaaten, die am Projekt beteiligt sind, wobei die Ausbildung langfristig in allen europäischen Mitgliedsstaaten anerkannt werden soll.

Um die Qualität des Ausbildungskurses zu überprüfen und verbessern zu können, wird dieser durch wiederholte Umfragen begleitet. Die Beurteilungsfragebögen, die Sie zu spezifischen Zeitpunkten erhalten (gesamt 4 Fragebögen: Beginn, Mitte, Ende der Kurse, Nach den Kursen), leisten zu diesem Zwecke einen überaus wichtigen Beitrag für die langfristige Verankerung dieses neuen Ausbildungsprofils, angepasst an die Bedürfnisse der Gemeinschaftsverpflegung im Gesundheitsbereich.

**Bitte beantworten Sie die Fragen daher kritisch. Ihr Know-How ist wichtig und wesentlich!**

Wir möchten in diesem Zuge noch darauf hinweisen, dass die Fragebögen völlig anonym sind und die Antworten sich damit nicht auf Ihre Person zurückverfolgen lassen. Es wird insbesondere darauf abgezielt, Erwartungen der Teilnehmer*innen des aktuellen Kurses zu sammeln, um damit das vorliegende Training zu verbessern.

**Bitte unterstützen Sie durch die Beantwortung der Fragebögen die Qualität dieser Ausbildung!**

## Kontakt

Für Fragen zum Projekt und dem Pilotkurs etc. stehen wir gerne mit folgenden Kontaktmöglichkeiten zur Verfügung:

- Martina Sonnleitner: martina.sonnleitner@stmk.wifi.at , 0316/ 602 264
- Carolin Herzog: carolin.herzog@medunigraz.at , 0316/ 385 78047

# ANNEX 4 – SAMPLE OF THE CERTIFICATION GIVEN AFTER COMPLETION

# ANNEX 5 – QUALITY CONTROL CHECK LIST

| Quality Control Check | |
|---|---|
| **Generic Minimum Quality Standards** | |
| Document Summary provided (with adequate synopsis of contents) | ✓ |
| Compliant with NECTAR format standards (including all relevant Logos and EU-disclaimer) | ✓ |
| Language, grammar and spelling acceptable | ✓ |
| Objectives of the application form covered | ✓ |
| Work deliverable relates to adequately covered | ✓ |
| Quality of text is acceptable (organisation and structure, diagrams, readability) | ✓ |
| Comprehensiveness is acceptable (no missing sections, missing references, unexplained arguments) | ✓ |
| Usability is acceptable (deliverable provides clear information in a form that is useful to the reader) | ✓ |
| **Deliverable specific quality criteria** | |
| Deliverable meets the 'acceptance Criteria' set out in the Quality Register: | |
| **Checklist completed and deliverable approved by** | |
| Name: John Farrell                    Date: 24 July 2023 | |