



D3.2.1 TOOLS AND GUIDES FOR DESIGNERS

Deliverable Number:	D.3.2.1
WP related to the Deliverable:	3
Actual Date of Delivery to the CEC:	11/03/2022
PARTNER responsible for the Deliverable:	SI4LIFE
WP starting month	M6
WP ending month	M35



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

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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

1 ABSTRACT:

This document reports about the activities carried on in T3.2 and then introduces as Annexes the main results of these activities, composing the Designers' Kit.

The Designers' Kit is a set of guides and tools aimed to support any VET designer to localize the EU general CGE Curriculum into his/her own context. The "*localized curriculum*" is an intermediate design step where the general curriculum is localized in terms of modules, a selection of LOs, learning strategies, assessment strategies, credits, etc. Then "*localized curricula*" have to be furtherly detailed in the "courses design", where more detailed design elements concerning the courses (such as, teachings and related teachers, lessons, contents and materials, timing, etc.) will be defined. The delivered guides and tools use a simple, user-friendly language which "targets the intended audience", i.e. VET Designers, with practical examples and cases.

2 KEYWORDS:

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

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1	Serena Alvino - SI4LIFE	A	28/10/2021	NECTAR's approach to ECVET Points
2	Serena Alvino - SI4LIFE	A	15/11/2021	Template for RPL Guide and WBL Guide
3	Marjolein Winters – Odisee Ellen De Cuyper – Odisee Valentina Compiani – ITS-BACT	A	15/12/2021	First version of the WBL Guide
4	Olga Pedemonte - MARCO POLO Matilde Borriello – MARCO POLO Elisabetta Garbarino – ALFA LIGURIA Ana Isabel Silva- SCMA Maria Lopes da Silva - SCMA Nídia Braz – UAIG	A	20/12/2021	First version of the RPL Guide
5	Serena Alvino - SI4LIFE	A	15/12/2021	Flexibility Table template
6	Regina Roller-Wirnsberger – MUG Serena Alvino - SI4LIFE	C	10/01/2022	Review of the WBL Guide
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10	Serena Alvino - SI4LIFE	A	22/01/2022	NECTAR's approach to ECVET Points – updated version
11	Serena Alvino - SI4LIFE Elena Margherita Vercelli – SI4LIFE		01/02/2022	First draft of: DK2 – Definition of EQF level DK3 – Curriculum adaptation to EQF4 DK4 – Definition of course modules
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18	Gerardo De Paola – Campania Region Elena Margherita Vercelli – SI4LIFE	C	28/02/2022	Integration of RPL Guide with Italian Law Framework
18	Serena Alvino - SI4LIFE Elena Margherita Vercelli – SI4LIFE	A	28/02/2022	Final integration of the Deliverable

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6 LIST OF ABBREVIATIONS

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

7 EXECUTIVE SUMMARY

This document reports about the activities carried on in T3.2 and then introduces as Annexes the main results of these activities, composing the Designers' Kit. In particular:

An **Introduction** (Section 8) outlines the main connections of T3.2 activities with the other tasks of WP3 and the other WPs of the project.

Then the **Methodology** section (Section 9) describes the types and aims of the guides and tools developed in T3.2 and how the work has been organized and shared among partners. Then the NECTAR's approach to ECVET Points allocation is described, as a reference point for the development of the tools and the following design of pilots.

Finally the **Description of Designers' Kit** is presented in Section 10. It outlines the whole list of guides and tools included in the Designers' Kit.

Annexes from 2 to 9 include the main guides and tools composing the kit.

8 INTRODUCTION

WP3 is aimed at

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

Guides and tools developed in T3.2 (b) plays a fundamental role in the instantiation of the CGE Curriculum into the 5 pilot courses (c).

As a matter of fact, the CGE EU Curriculum is supposed to be GENERAL and "ACROSS THE BOARD" in order to be adaptable to different contexts. The Guides and Tools delivered as a result of T3.2 (and in Annex to this report) have the aim to support the proper instantiation of the Curriculum with respect to the EQF level, the number of ECVET Points awarded for the achievement of each LO, the creation of modules and the identification of the proper teaching/learning strategies.

The effectiveness of the first release of the EU Curriculum and the tools and guides will be tested by localizing the Curriculum into 4 different countries (Italy, Portugal, Belgium and Austria) and designing 5 different pilot courses.

Tools and guides provided in T3.2 will assure an effective instantiation of the “general Curriculum” in a “localized curriculum”, which will be an “intermediate result” in the progressive design of a course, where the general curriculum is localized in terms of modules, a selection of LOs, learning strategies, assessment strategies, credits, etc.

Then “localized curricula” will be furtherly detailed in the “pilot courses design”; at this stage, specific design elements concerning the courses (which will be implemented in WP5) will be defined.

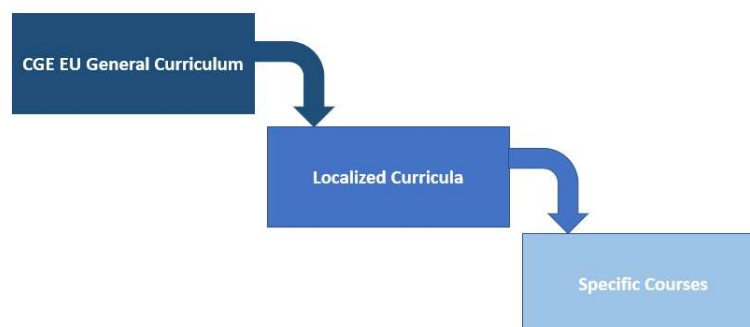


Figure 1: a representation of the “Curriculum instantiation process”

This initial release of the Guides and Tools will be evaluated in the framework of T6.2, which is supposed to evaluate some results of WP3. In particular, their efficacy will be tested in detail during T3.3, when national curricula and specific pilot courses will be designed. Pilot leaders will be asked to use the delivered Guides and Tools in order to instantiate the CGE Curriculum in to their courses. During the implementation of task 3.3 some questionnaires and/or interviews will be submitted to the designers of local curricula and a feedback will be gathered in order to identify possible improvements. Also during pilot implementation (WP5) a specific feedback will be collected in order to provide further information for the improvement of the guides and tools for their final release in M33.

9 METHODOLOGY

9.1 Definition of the types and aims of the guides and tools

T3.2 is aimed to produce a set of Guides and Tools which could play a reference role for any VET provider who would like to contextualize the CGE EU Curriculum into his/her own institution.

T3.1 and T3.2 are strictly connected and interdependent. On the one hand, T3.1 is supposed to define and describe the general characteristics of the EU Curriculum, which should be as much “across-the-board” as possible in order to be adaptable to each EU country. On the other hand, T3.2 is supposed to investigate, clarify and clearly outline the main potentialities of the curriculum flexibility, providing tools and guide to VET designers in order to support the instantiation of the general curriculum into specific localized curricula.

Based on these premises, the first important activity carried out in T3.2 was the identification of the “*type of support*” needed by a possible VET designer to instantiate the Curriculum, so that the proper supporting tools could be planned and delivered.

The first release of the CGE EU Curriculum reported in D3.1.1 includes 69 Learning Outcomes grouped into 7 Units of Learning Outcomes (UoLs). These UoLs can be compared with modules, but they cannot be considered the same thing: as a matter of fact, while MODULES are based on teaching requirements, UoLs are shaped on competence areas” and “CGE key activities”. Although both MODULES and UoLs actually result from the grouping of LOs, MODULES mirror a “teacher perspective”, while UoLs mirror the “learner perspective”; so, the criterion adopted to group the LOs may be different and the modules of the courses can correspond or not to the Units. Based on these premises, VET Designers implementing the curriculum would need **a support to structure modules and to assign to them the selected¹ LOs**.

The Curriculum for CGE targets chefs (ESCO profile – EQF4) and is aimed at awarding EQF5 level, although it can be adapted to target and award a specialization in EQF4. So, a preliminary step for the localization of the curriculum (for which a VET designer could need a support) should be the **definition of the EQF level of the localized curriculum** and the **definition of related workload and number of awarded credits**. In the event of **an adaptation to EQF4**, designers should be also supported to perform this activity.

Once defined the EQF level, the workload, the credits and the modules, an important support could be provided in the definition of the **proper educational strategies for each LO** and the related **assessment methods**.

The above-mentioned design choices characterizing the “first intermediate design step” taking to a “*localized curriculum*”² should be supported by specific guides and formalized through specific tool.

As depicted in Table 1, a guide has been produced to support each outlined “design choice” for the localized curriculum and a specific tool (the *flexibility tool*) has been developed in order to allow designers to describe, formalize and share these choices.

MAIN DESIGN ELEMENTS DETAILED IN A LOCALIZED CURRICULUM	GUIDE SUPPORTING THE SPECIFIC DESIGN CHOICE	TOOL SUPPORTING THE DESCRIPTION OF THE SPECIFIC DESIGN CHOICE
EQF LEVEL	DK2 – Definition of the EQF level	DK7 - Flexibility Tool

¹ All mandatory LOs have to be included in the actual courses, but the designer can choose to include or not the optional ones

² See the definition of “localized curriculum” in the Introduction

POSSIBLE ADAPTATION TO EQF4	DK3 – Curriculum adaptation to EQF4	New description of the Curriculum (same template of EQF5)
WORKLOAD	DK2 – Identification of the proper EQF level and credits	DK7 - Flexibility Tool
NUMBER OF CREDITS (ECVET POINTS)	DK6 - ECVET Points Tables DK8 - Localizing the curriculum with the Flexibility Tool – User Manual	DK7 - Flexibility Tool
MODULES OF THE COURSE AND ASSIGNED LOs	DK4 – Definition of course modules DK8 - Localizing the curriculum with the Flexibility Tool – User Manual	DK7 - Flexibility Tool
EDUCATIONAL STRATEGY/IES SELECTED FOR EACH LO	DK5 - Flexibility Table DK8 - Localizing the curriculum with the Flexibility Tool – User Manual	DK7 - Flexibility Tool
ASSESSMENT METHOD/S SELECTED FOR EACH LO	DK9 – Assessment Table DK8 - Localizing the curriculum with the Flexibility Tool – User Manual	DK7 - Flexibility Tool

Table 1: The relation among design elements detailed in a localized curriculum and the tools and guides developed in T3.2

Once defined the localized curriculum, the course should be designed more in detail.

Modules and lessons have to be described in their contents and teachers should be assigned to each of them. In order to assure a coherent description of the course, a specific template, the *Course Syllabus*, will be produced in T3.3; it will also support the comparability of pilots which will be described based on the same elements.

Two additional Guides have been produced in T3.2 in order to support specific characteristics of the CGE Curriculum:

- a guide supporting the **recognition and validation of prior learning**; as a matter of fact a process of validation of formal, nonformal and informal learning can be implemented enabling to acquire the qualification or shortening the duration of the programme that leads to the award of the qualification.
- **a guide supporting the effective implementation of Work Based Learning**, which is a fundamental element of the Curriculum, also in terms of workload.

9.2 Work organization and distribution

Starting from the preliminary analysis described in Section 9.1, SI4LIFE, as task and WP leader, organized the work in order to share part of the work with partners.

A first important step was the definition of the **NECTAR project approach to ECVET Points allocation**. This approach was drafted by SI4LIFE in November 2021, refined in progressive versions and discussed with partners:

- both asynchronously, by sharing internal documents and collecting feedback;
- and synchronously, through dedicated partners meeting in the framework of WP3 activities.

The final agreed approach, approved in January 2022, is described in detail in Section 9.3.

The definition of such shared approach will allow to finalize some guides of the Designers Kit, such as the DK6 - ECVET Points Tables (see Annex 6) and the Flexibility Tool (DK7).

Another important reference document was the **Flexibility Table** (see Annex 5).

This table was filled in collaboratively by partners after the first version of the CGE Curriculum was released in November 2021. It allowed to specify **for each LO**:

- **the RELEVANCE OF THE LO** for the CGE profile in a qualitative scale (*relevant/important/basic*); this information was fundamental for the allocation of ECVET points to each LO (see Section 9.3.3);
- **the SUGGESTED EDUCATIONAL STRATEGY**: partners have been invited to specify if a specific educational strategy was suggested or not (YES/NO) for the LO; partners could suggest more than one strategy for the same LO, they could also specify if face to face and/or Online Learning (inline) were suggested as suitable³ for it.

As occurred to the definition of the approach to ECVET Points allocation, the Flexibility Table was progressively refined thanks to partners' feedback, collected by e-mail and during online meetings.

The final agreed version of the table is published as Annex 5 of this Deliverable.

Once the above-described documents have been agreed by partners, SI4LIFE was able to produce and share with partners for feedback the other guides needed to support the Curriculum Localization, i.e.⁴:

- DK2 – Definition of EQF level
- DK3 – Curriculum adaptation to EQF4
- DK4 – Definition of course modules

Some of the guides delivered in T3.2 and included in the released first version of the Designers' Kit draw inspiration and sometimes quote parts of the **"Guidelines supporting the design of local curricula" delivered by ENhANCE Project⁵** in 2021. This project was a Sector Skills Alliance aimed at modelling an EU Curriculum for Family and Community Nurses which produced important results for guiding designers in the localization of curricula. SI4LIFE, who was partner in that project and responsible for the delivery of Curriculum and Guidelines, has relied on the experience carried out in ENhANCE, although that it was focused on academic training, and draw inspiration from the main results by taking them as a baseline for new steps forward in their adaptation to EQF4/5 and by suggesting them to partners as "reference materials" for new guides.

In particular, based on the experience carried out in ENhANCE project, the **Flexibility Tool** was produced by SI4LIFE as well as the User Manual for its effective use (DK8 - Localizing the curriculum with the Flexibility Tool – User Manual – see Annex 7). This tool is an Excel file, made by a number of sheets, allowing to formalize and share the main design elements of a localized curriculum. The tool delivered in ENhANCE project has been adapted to the CGE Curriculum and to the specific needs of the project, i.e. a different description of Educational Strategies and the possible localization into the 3 main cases of EQF4/5 depicted in DK2.

The above described set of guides and tools supporting the localization of the Curriculum (from DK1 to DK9 - see Table 1) has been shared with partners and approved in an online meeting at the

³ Partners assigned conventionally different meanings to "Online Learning" according to the specific strategy:

- *Online Learning/Lectures*: the LO is suitable for being addressed through synchronous lessons, such as webinars or video-conferences;
- *Online Learning/Individual study*: the LO is suitable for the creation of educational materials, such as pdf, SCORM-compliant interactive materials, video pills, video lessons, etc. which can be analysed/studied autonomously by the students
- *Online Learning/Group Work*: the LO is suitable for being addressed through collaborative learning activities based on discussions, file sharing, co-writing, etc.
- *Online Learning/Online labs*: the LO is suitable for being addressed through virtual labs or simulations, accessible through a web platform/website

⁴ see Designers' Kit description – Section 10 – for further details

⁵ ENhANCE project - *European curriculum for family and community nurses* <https://www.enhance-fcn.eu/> - Sector Skills Alliance - 591946-EPP-1-2017-1-IT-EPPKA2-SSA

beginning of February 2022 and this allowed the actual kick-off of T3.3 aimed at the design of local curricula and pilot courses.

Two additional guides have been produced in the framework of T3.2 under the coordination of other partners, allowing for the effective design of future courses. Similar guides delivered by ENhANCE project have been provided by SI4LIFE to the partners responsible for these activities as a starting point for their work.

The first one is “**DK10 – Validation and recognition of Prior Learning – Guidelines**” (Annex 8). This guide has been developed by MARCO POLO and SCMA under the coordination of SI4LIFE and based on the work carried out in ENhANCE project. This guide includes an overall introduction to the main EU guides and recommendations about validation and recognition of prior learning. Then, based on the main steps identified in the above guidelines, describes the approach which will be applied in two pilots: the Ligurian one, implemented in Genoa (Italy) by MARCO POLO and the Portuguese one, implemented by SCMA. These approaches will be taken by partners as reference for other possible implementations and could be enriched in the final release of the “Guides and tools for designers” thanks to the experience collected in pilots

The second one is “**DK11 – Work Based Learning – Guidelines**” (Annex 9).

This guide has been developed by ODISSEE and ITS-BACT, with contributions from WIAB and Associated Partners (see Authors and Contributors Table). It provides a practical step-by step- guide for the planning and the implementation of WBL for CGE. This is a starting point which will be integrated in the final release of the “Guides and tools for designers” thanks to the experience collected in pilots.

9.3 Definition of NECTAR’s approach to ECVET Points allocation

9.3.1 Overall introduction

As described in the ECVET Toolbox⁶, ECVET points are a numerical representation of the overall weight of Learning Outcomes (LOs) and of the relative weight of Units (UoLs) in relation to the qualification.

ECVET points provide complementary information about qualifications and units in numerical form. They have no value independent of the acquired learning outcomes for the particular qualification to which they refer and they reflect the achievement and accumulation of units. The total amount of ECVET points allocated to a professional profile depends on the length of the training required to have a formal qualification; thus:

- ECVET points cannot be considered as a representation of the absolute value of a competence
- ECVET points do not represent the objective value or complexity of a profession;
- ECVET points cannot be compared between different professional profiles.

To enable a common approach for the use of ECVET points, according to the European Union⁷, ECVET points are allocated to a qualification basing on the following conversion: **60**

⁶ <http://www.ecvet-projects.eu/toolbox/>

⁷ THE EUROPEAN PARLIAMENT AND THE COUNCIL OF THE EUROPEAN UNION (2009). Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET), ANNEX II. ECVET — Official Journal of the European Union <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0011:0018:EN:PDF>

points are allocated to the learning outcomes expected to be achieved in a year of formal training.

In ECVET the allocation of points usually has two phases:

- 1) ECVET points are allocated first to a qualification as a whole
- 2) and then to its units.

For a given qualification, one formal learning context is taken as a reference and, on the basis of the convention (60 points for one year) the total number of points is assigned for that qualification.

The amount of points allocated to a Unit of Learning Outcomes depends on two criteria:

- A. the **TIME required** to acquire the competences included in the Unit;
- B. the **RELEVANCE of the competences** included in the Unit: the relevance is usually defined according to the following qualitative scale: *essential* (the most relevant to the curriculum), *important* and *basic*.

Both criteria are crucial and it is really important to take into account not only the first but also the second one. In fact, it can happen that a Unit of Learning Outcomes is composed by many single LOs, then a long time is required to reach it even if the competences acquired are not essential for the profession. On the contrary, a different unit may be formed by few LOs, but these competences are the fundamental basis of the profile. Then the two units will have the same ECVET points assigned even though they require a different time to be achieved.

ECVET projects developed up to now generally allocated points to professions and units, but actually not all the projects used the same framework for the matrices⁸. Every project has a different structure in relation to the specific features of the profiles considered.

9.3.2 NECTAR's approach

Since the CGE Curriculum is set at EQF5 level (although it can be adapted to EQF4) and the training at this level is often offered by academic VET providers, it is very important for the sustainability of project results to keep a mapping of ECVET points against possible ECTS.

According to the European Credit Transfer and Accumulation System, one academic year corresponds to 60 ECTS, credits that are normally equivalent to 1500–1800 hours of total workload, irrespective of standard or qualification type. As we pointed out in the previous section, to enable a common approach for the use of ECVET points, 60 ECVET points are usually allocated to the learning outcomes expected to be achieved in a year of formal training. Assuming that a year of formal training at EQF5 level can be compared to an academic year, we can infer that an average amount of 1500 hours can correspond to the year of formal VET.

⁸ See for instance:

DTRAIN Curriculum - Design Thinking for Entrepreneurship in Agri-food Sector

<http://www.dtrain.eu/>

ICARE project – Assignment of ECVET Points to relevant qualifications [http://www.ecvet-projects.eu/Documents/5%20-%20Assignment%20of%20ECVET%20Points%20\[EN\].pdf](http://www.ecvet-projects.eu/Documents/5%20-%20Assignment%20of%20ECVET%20Points%20[EN].pdf)

One year of formal VET = 60 ECVET points = about 1500 hours of workload

Then the CGE Curriculum is supposed to be FLEXIBLE in such a way that:

- it can be adapted to EQF4;
- it is based on 7 Units of Learning (which have different relevance and weight with respect to the related Occupational Profile) which MAY correspond to Modules or NOT; as a matter of fact, in NECTAR's approach the composition of modules is flexible and its definition is up to the designer who is "localizing" the Curriculum into his/her own context;
- the final number of Learning Outcomes can vary from one course to another since optional learning outcomes can be included or not.

Based on these premises we cannot assign a fixed number of ECVET points to the Curriculum, but we can identify a possible range of points depending on the EQF level and on the estimated TIME required to acquire the selected LOs (workload).

In order to be able to assure the proper flexibility to the curriculum, as well as the compliance to ECVET, following the experience of ICARE project⁹, NECTAR project will assign a **ECVET points also at Learning Outcome level**. This will allow to:

- assure the flexibility of the Curriculum with respect to the creation of Modules
- guarantee an accurate assessment of workers/learners.

Also at this level ECVET points will be assigned in terms of **a range of ECVET points** which could be assigned to the Learning Outcomes depending on the adopted educational strategy, which would affect the TIME required to acquire the competences. This range will be compliant with the range of ECVET points assigned to the respective UoL and the overall amount of ECVET points assigned to the qualification.

9.3.3 Practical approach to ECVET point definition

STEP1: overall amount of ECVET points per EQF level

In the project proposal NECTAR pilots are presented as follows:

- BELGIUM: EQF5: it takes at least 18 months, but participants will be recruited among students who already attended the CGE course of the Center of Gastrology in order to validate previous learning and to be able to reach EQF5 in one year course.
- ITALY/CAMPANIA: EQF5: in order to be recognized by the Region the course should last at least 1000 hours (40% wbl)
- ITALY/LIGURIA: EQF4: at least 1000 hours
- PORTUGAL: EQF4: about 1200 hours
- AUSTRIA: EQF4: about 750 hours (corresponding to 30 ECTS)

⁹ ICARE project – Assignment of ECVET Points to relevant qualifications [http://www.ecvet-projects.eu/Documents/5%20-%20Assignment%20of%20ECVET%20Points%20\[EN\].pdf](http://www.ecvet-projects.eu/Documents/5%20-%20Assignment%20of%20ECVET%20Points%20[EN].pdf)

Based on the premises outlined in Section 9.3.2, in the table below are depicted the proposed ECVET points ranges.

EQF LEVEL	ESTIMATED WORKLOAD	ECVET POINTS RANGE
5	From 1 year to 1,5 years of formal training From 1500 to 2250 hours of workload	60 to 90
4/5	Less than 1 year to 1 year of formal training From 1000 to 1500 hours of workload	40 to 60
4	Half year to 9 months of formal training From 750 to 1000 hours of workload	30 to 40

STEP2: allocation of ECVET points to UoLs

Then, based on the EU recommendations, we have to allocated ECVET points to UNITS, by taking into account:

- TIME required to address the competences;
- the RELEVANCE of the targeted competences to the profile (*essential / important / basic*).

We also have taken into account the NUMBER of LOs included in the UoL.

Thus, ECVET points have been distributed as follows:

- 60% to ESSENTIAL UoLs;
- 15% to IMPORTANT UoLs with an high number of LOs;
- 20% to IMPORTANT UoLs with a low number of LOs and BASIC UoLs with an high number of LOs;
- 5% to BASIC UoLs with a low number of LOs.

UoL	Relevance	Number of LOs	ECVET POINTS range		
			EQF5 From 60 to 90 ECVET points	EQF4/5 From 40 to 60 ECVET points	EQF4 From 30 to 40 ECVET points
1- Manage suppliers and buy in sustainable food ingredients	important	8	Min 7 Max 10,5	Min 4,7 Max 7	Min 3,5 Max 4,7
2 - Screen, assess and monitor on client-level	essential	9	Min 12 Max 18	Min 8 Max12	Min 6 Max 8
3 - Create recipes for a general population and for people with specific needs, complying with	essential	8	Min 12 Max 18	Min 8 Max12	Min 6 Max 8

recommendations of health professionals					
4- Manage the kitchen and coordinate personnel	basic	12	Min 5 Max 7,5	Min 3,3 Max 5	Min 2,5 Max 3,3
5 - Ensure quality of food and follow safety regulations	basic	5	Min 3 Max 4,5	Min 2 Max 3	Min 1,5 Max 2
6 - Use and adapt cooking techniques to the specific care setting and client	essential	11	Min 12 Max 18	Min 8 Max12	Min 6 Max 8
7- Communicate, interact and collaborate with clients and interprofessional team	important	16	Min 9 Max 13,5	Min 6 Max 9	Min 4,5 Max 6

STEP3: allocation of ECVET points to UoLs

Once agreed on the allocation of ECVET points to UoLs, STEP3 consisted on the distribution of ECVET points among the LOs of each UNITS. As explained in Section 9.3.2, ECVET points are specified **in terms of a RANGE**. ECVET points are allocated to LOs based on their RELEVANCE (*essential / important / basic*), which has been defined by partners in the *Flexibility Table* (see Annex 5). **The distribution of ECVET points has been detailed into DK6 – ECVET Point Tables** (see Annex 6).

STEP4: Correction of possible imbalances

Such correction is performed on the base of partners feedback at two main times:

- T1: before the delivery of the first release of D3.2.1
- T2: after pilots implementation (which will allow to test these points distribution) in order to publish the final release in D3.2.2.

The distribution of ECVET points detailed into DK6 – ECVET Point Tables (see Annex 6) already takes into account the feedback collected at T1.

10 DESIGNERS' KIT description

The Designers' Kit is a set of guides and tools aimed to support any VET designer to localize the EU general CGE Curriculum into his/her own context. The “*localized curriculum*” as described in the Introduction to this report, is an intermediate design step where the general curriculum is localized in terms of modules, a selection of LOs, learning strategies, assessment strategies, credits, etc. Then “*localized curricula*” have to be furtherly detailed in the “*courses design*”, where more detailed design elements concerning the courses (such as, teachings and related teachers, lessons, contents and materials, timing, etc.) will be defined.

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

The Designers' Kit includes **11 guides and tools**, listed below:

DK1 – EU CGE Curriculum

DK1 is a document, extracted from D3.2.1 and including the CGE EU Curriculum. It lists 69 Learning Outcomes grouped into 7 Units of Learning (UoLs). LOs are described in detail in terms of Knowledge, Skills and Personal and Transversal Competencies.

DK2 – Identification of the proper EQF level and credits (Annex 2)

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

DK3 – Curriculum adaptation to EQF4 (Annex 3)

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

DK4 – Definition of course modules (Annex 4)

The 69 Learning Outcomes of the Curriculum need to be grouped into modules. They can correspond to the 7 Units of Learning Outcomes (UoLs) or not. Although both MODULES and UoLs actually result from the grouping of LOs, MODULES mirror a “teacher perspective”, while UoLs mirror the “learner perspective”; so, the criterion adopted to group the LOs may be different. This guide supports VET Designers to structure modules and to assign to them the selected LOs, by outlining 3 main possible criteria to set up the Modules of a localized CGE curriculum.

DK5 – Flexibility Table (Annex 5)

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

- Code, name and the compulsoriness (mandatory/optional) of the LO; these elements are already stated in the Curriculum, but here they are reported in order to facilitate the reding of the other columns;
- the relevance of the LO for the CGE profile in a qualitative scale (relevant/important/basic);

- the suggested educational strategy (more than one strategy for the same LO is allowed), as well the suitability of face to face and/or online learning.

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

DK6 – ECVET Points Tables (Annex 6)

Based on the “NECTAR’s approach to ECVET Points allocation”, described in Section 9.3, this tables outlines the suggested ECVET point ranges for each UoL and each specific LO. They also provide concrete examples of ECVET points distribution for courses awarding 40 and 60 ECVET points.

DK7 – Flexibility Tool

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

The tool is an Excel folder composed of 6 sheets (4 + 2 for reference) and the “credits” one; they:

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

DK8 – Localizing the curriculum with the Flexibility Tool – User Manual (Annex 7)

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

DK9 – Assessment Table

DK9 is a document, extracted from D3.2.1 and including the Assessment Table. It has been provided aside to the Curriculum in order to support the selection and adoption of the proper assessment methods for each Learning Outcome. Assessment methods have been grouped into 5 categories:

- Written exam/assignments [WE]
- Oral exam [OE]
- Assessment of WBL [A-WBL]
- Simulation/skill demonstration [SSK]
- Assessment based on other data [OTH].

For each Learning Outcome some assessment methods are suggested; only one or the whole set of them can be implemented in the courses, depending on the educational strategies adopted in the design phase. This table is mirrored in a specific sheet of the Flexibility Tools and guides VET designers when filling it in.

DK10 – Validation and recognition of Prior Learning – Guidelines (Annex 8)

This guide is aimed to support the proper implementation of validation of formal, nonformal and informal learning, enabling to acquire the qualification or shortening the duration of the programme that leads to the award of the qualification. This guide includes an overall introduction to the main EU guides and recommendations about validation and recognition of prior learning. Then, based on the main steps identified in the above guidelines, describes the approach which will be applied in two pilots: the Ligurian one, implemented in Genoa (Italy) by MARCO POLO and the Portuguese one, implemented by SCMA.

DK11 – Work Based Learning – Guidelines (Annex 9)

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

11 REFERENCES

CEDEFOP, 2014. Qualifications at level 5: progressing in a career or to higher education https://www.cedefop.europa.eu/files/6123_en.pdf

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CEDEFOP (2017). Defining, writing and applying learning outcomes. A European handbook. Retrieved from <http://www.cedefop.europa.eu/en/publications-and-resources/publications/4156>

DTRAIN Curriculum - Design Thinking for Entrepreneurship in Agri-food Sector
<http://www.dtrain.eu/>

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ENhANCE project - European curriculum for family and community nurse <https://www.enhance-fcn.eu/> - Sector Skills Alliance - 591946-EPP-1-2017-1-IT-EPPKA2-SSA

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EURASHE, 2011. Short Cycle Higher Education in Europe Level 5: the Missing Link – Full Report. https://www.eurashe.eu/library/modernising-phe/L5_report_SCHE_in_Europe_full_report_Jan2011.pdf

EUROPASS - Description of the eight EQF levels <https://europa.eu/europass/it/description-eight-eqf-levels>

ICARE project – Assignment of ECVET Points to relevant qualifications [http://www.ecvet-projects.eu/Documents/5%20-%20Assignment%20of%20ECVET%20Points%20\[EN\].pdf](http://www.ecvet-projects.eu/Documents/5%20-%20Assignment%20of%20ECVET%20Points%20[EN].pdf)

THE EUROPEAN PARLIAMENT AND THE COUNCIL OF THE EUROPEAN UNION (2009). Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET), ANNEX II. ECVET — Official Journal of the European Union <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0011:0018:EN:PDF>

The European Technology Transfer Manager (ETM) - DEVELOPMENT OF QUALITY STANDARDS - Guidelines for the Application of ECVET to TTM Qualification http://www.asevinnova.it/wp-content/uploads/2015/07/D-8-1_Guidelines-for-application-of-ECVET-to-TTM-qualification_.pdf

ANNEX 1 – QUALITY CONTROL CHECK LIST

Quality Control Check	
Generic Minimum Quality Standards	
Document Summary provided (with adequate synopsis of contents)	X
Compliant with NECTAR format standards (including all relevant Logos and EU-disclaimer)	X
Language, grammar and spelling acceptable	X
Objectives of the application form covered	X
Work deliverable relates to adequately covered	X
Quality of text is acceptable (organisation and structure, diagrams, readability)	X
Comprehensiveness is acceptable (no missing sections, missing references, unexplained arguments)	X
Usability is acceptable (deliverable provides clear information in a form that is useful to the reader)	Yes, a part DK11
Deliverable specific quality criteria	
Deliverable meets the 'acceptance Criteria' set out in the Quality Register:	X
Checklist completed and deliverable approved by Name: Marco Polo Date: 08/03/2022	

ANNEX 2 – DK2 – Identification of the proper EQF level and credits

Introduction

The European Reference Curriculum for CGE developed by the NECTAR Project **targets chefs (ESCO profile – EQF4) and is aimed at awarding EQF5 level**, although it can be **adapted to target and award a specialization in EQF4**.

A preliminary step for the localization of the curriculum is the **DEFINITION OF THE EQF/NQF LEVEL OF THE LOCALIZED CURRICULUM** and the relative **NUMBER OF AWARDED CREDITS**.

This step should be performed considering:

- national and local regulations;
- labour market requirements;
- the estimated workload of the course, which is related to the number of credits (ECVET points) you'll be able to award with the final certification.

In addition you have to consider that the CGE qualification, where possible:

- should always lead to a certificate;
- should be a stand-alone qualification;
- could be awarded to students who got a recognition of prior learning through a formal validation process.

EQF level

Level 5 qualifications provide advanced VET skills and competences, potentially responding quickly to new labour market demands. Many EQF level 5 qualifications are designed to upskill people already in employment and provide them with advanced technical and/or management skills.

As demonstrated by a study carried out by CEDEFOP¹⁰ on qualifications at level 5, EQF level 5 operates across VET, higher and general education, with a heterogeneous range of qualifications awarded by a wide range of VET and higher education institutions.

When the qualification is part of, or closely related to, a bachelor degree programme, progression (including credit transfer) is generally guaranteed. So, level 5 qualifications **can help progress to higher education**. By acting as a bridge between education and training institutions and subsystems they can promote interaction (vertically and horizontally) between VET and higher education. Many EQF level 5 qualifications are awarded through **SCHE (Short Cycle Higher Education)** programmes, which in the Bologna process were dedicated to providing an intermediate step towards bachelor degrees.

SCHE are an intermediate level of the first level of higher education or at level 5 of the EQF. SCHE enables students to climb the ladder of higher education step by step. In the majority of countries surveyed students can use most of the credits earned in SCHE to progress to degree courses. In some countries students can even use all the credits earned to progress to a bachelor's award [EURASHE, 2011].

Not all EU countries that have developed higher vocational programmes at level 5 of the EQF consider these to be equivalent to SCHE [EURASHE, 2011].

According to CEDEFOP¹¹, Post-Secondary VET programmes leading to EQF level 4 are usually set up for young employed and unemployed people and adults with an upper secondary education diploma, but they are open also to holders of a professional technician certificate or people who do not have an upper secondary education qualification, but had their educational, training and

¹⁰ CEDEFOP, 2014. Qualifications at level 5: progressing in a career or to higher education https://www.cedefop.europa.eu/files/6123_en.pdf

¹¹ <https://www.cedefop.europa.eu/>

vocational experiences validated through a recognition of prior formal, nonformal and informal learning. These courses are usually set up by VET Providers, Schools or Enterprises.

Both EQF level 5 and 4 qualifications can be also obtained through validation of work experience. Validation of nonformal and informal learning generally plays an important role at this level in many countries. It enables people to acquire a qualification or it shortens the duration of a programme that leads to the award of a qualification [CEDEFOP, 2014]

Duration and Credits

As countries have been working to link comprehensive NQFs to the EQF5, qualifications at level 5 are very diverse and developing dynamically [CEDEFOP, 2014].

When EQF5 qualifications are linked to Higher Education they usually detail the duration of a programme in terms of ECTS. **The number of ECTS credits varies from 60 to 180 and the average is 120¹².**

According to the European Credit Transfer and Accumulation System (ECTS), one academic year corresponds to 60 ECTS, credits that are normally equivalent to 1500–1800 hours of total workload, irrespective of standard or qualification type.

To enable a common approach for the use of ECVET points, a Recommendation of the European Parliament and of the Council ¹³ stated that ECVET points are allocated to a qualification basing on the following conversion: **60 points are allocated to the learning outcomes expected to be achieved in a year of formal training.**

Assuming that a year of formal training at EQF5 level can be compared to an academic year, we can infer that an average amount of 1500 hours can correspond to a year of formal VET.

One year of formal VET = 60 ECVET points = about 1500 hours of workload

ECVET points cannot be considered as a representation of the absolute value of a competence, but the total amount of ECVET points allocated to a qualification depends on the length of the training required to have such formal qualification.

Taking into account these premises, in order to support the instantiation of the CGE Curriculum we have identified 3 main CASES.

¹² CEDEFOP, 2014. Qualifications at level 5: progressing in a career or to higher education https://www.cedefop.europa.eu/files/6123_en.pdf

¹³ Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET), ANNEX II. ECVET — Principles and technical specifications <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0011:0018:EN:PDF>

Cases of localized CGE Curricula

CASE A – EQF5

Instantiate CGE Curriculum at EQF5 assigning a range from 60 to 90 ECVET points, corresponding to a workload from 1500 to 2250 hours.

EQF LEVEL	ESTIMATED WORKLOAD	ECVET POINTS RANGE
5	From 1 year to 1,5 years of formal training From 1500 to 2250 hours of workload	60 to 90

CASE A can correspond to curricula linked to Higher Education, where 60 to 90 ECTS are awarded to students. An example of this case are courses set up in Italy by ITS, which are Higher Technical Education Institutes, defined by law, and organized by the central (national) government in collaboration with the territorial government of the regions. Courses organized by ITS usually last 4 semesters for a total of 1800/2000 hours¹⁴.

Validation of formal, nonformal and informal learning can be implemented enabling to acquire the qualification or shortening the duration of the programme that leads to the award of the qualification.

CASE B – EQF5/EQF4

Instantiate CGE Curriculum in a course that envisages from 1000 to 1500 hours of workload (from 9 months to 1 year of formal training).

This course can be set at:

- **EQF5 level:** in this case the course is framed in a more comprehensive (and longer) learning path awarding an EQF5 qualification; anyway, where possible, CGE qualification should be a stand-alone qualification always leading to a certificate;
- **EQF4 level:** in this case the course will be a **Post-Secondary VET specialization course within EQF4 level** (targeting EQF4 students and awarding EQF4 certification)

Depending on the duration a **range from 40 to 60 ECVET points** could be assigned.

EQF LEVEL	ESTIMATED WORKLOAD	ECVET POINTS RANGE
4/5	9 months to 1 year of formal training From 1000 to 1500 hours of workload	40 to 60

CASE B at EQF5 level can be implemented for instance in courses which can be recognized as part of SCHE (Short Cycle Higher Education) programmes, although they award a stand-alone qualification and a certificate.

CASE at EQF4 level can be implemented, for instance, in Portugal in a VET course awarding certifications for pastry chef, veterinary technician, digital marketer and also some accountant courses.

Validation of formal, nonformal and informal learning can be implemented enabling to acquire the qualification or shortening the duration of the programme that leads to the award of the qualification.

¹⁴ EURASHE, 2011. Short Cycle Higher Education in Europe Level 5: the Missing Link – Full Report. https://www.eurashe.eu/library/modernising-phe/L5_report_SCHE_in_Europe_full_report_Jan2011.pdf

CASE C – EQF4

Instantiate CGE Curriculum at EQF4 assigning a range from 30 to 40 ECVET points, corresponding to a workload from 750 to 1000 hours (6 to 9 months).

EQF LEVEL	ESTIMATED WORKLOAD	ECVET POINTS RANGE
4	Half year to 9 months of formal training From 750 to 1000 hours of workload	30 to 40

Instantiated courses will be **Post-Secondary VET specialization courses within EQF4 level** (targeting EQF4 students and awarding EQF4 certification) lasting from 6 to 9 months.

CASE C at EQF4 level can be implemented, for instance, in an Italian IFTS course (Higher Technical Education and Training); these courses are destined to young people and adults who, after having obtained a secondary education diploma, want to obtain a specialization corresponding to high level qualifications and specific professional skills. IFTS courses usually last two semesters for a total of 800/1000 hours.

Validation of formal, nonformal and informal learning can be implemented enabling to acquire the qualification or shortening the duration of the programme that leads to the award of the qualification.

References

CEDEFOP, 2014. Qualifications at level 5: progressing in a career or to higher education
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ANNEX 3 – DK3 – Curriculum adaptation to EQF4

Adapting the CGE Curriculum to EQF4 (CASE B and C) affects substantially the Curriculum itself, since the formulation of Learning Outcomes requires a modification, too. Since the description of Learning Outcomes should take into account the specific level of knowledge, skills and responsibility/autonomy identified by the European Qualification Framework (<https://europa.eu/europass/it/description-eight-efq-levels>), the curriculum should be thoroughly revised not just in terms of number of LOs and ECVET points but also the way in which LOs are stated and phrased.

In order to adapt the CGE EU Curriculum to EQF4 you should revise:

- the number of optional LOs you've selected;
- the educational strategy;
- the assigned number of ECVET points.

*N.B.: For the adaptation of the Curriculum to EQF4 it is necessary to **KEEP ALL MANDATORY LEARNING OUTCOMES** in order to equip CGE with the Core Competences necessary for their occupation but to **REDUCE the COMPLEXITY of the LEARNING OUTCOMES**.*

To this end, you should **revise also THE WAY in which LOs ARE STATED AND PHRASED following these suggested STEPS:**

STEP 1

Check all Learning Outcomes of the Curriculum and identify the ones that are clearly set on EQF5: these are the ones you have to focus on for the Curriculum adaptation.

As to LOs set at EQF4 you are free to revise them or not.

STEP 2

Adjust knowledge, skills, personal and transversal competences to make them suitable for EQF4, for example by reducing one or all of the following:

- A. knowledge (concepts, procedures, etc.)
- B. skills (e.g. with regards to role model/leader/mentoring and tutoring activities)
- C. complexity of situations (e.g. with regards to networks and contexts to act in)
- D. responsibility and autonomy (affecting mainly leadership, mentoring and management tasks).

During this step, you can use other study programs from your institution or similar programs from other institutions to compare the Learning Outcomes.

STEP 3

Rephrase the Learning Outcomes descriptions taking into account:

- EQF levels available at <https://europa.eu/europass/it/description-eight-efq-levels> (see “How to use EQF levels descriptions”)
- guidelines about the description of Learning Outcomes according to ECVET:
 - CEDEFOP (2017). Defining, writing and applying learning outcomes. A European handbook. Retrieved from <http://www.cedefop.europa.eu/en/publications-and-resources/publications/4156>
 - ECVET User's group (2011). Get to know ECVET better - Questions and Answers” available at [http://www.cedefop.europa.eu/files/ECVET_QUESTION_ANSWERS_Feb_2011_en\(download_ID_17648\).pdf](http://www.cedefop.europa.eu/files/ECVET_QUESTION_ANSWERS_Feb_2011_en(download_ID_17648).pdf)
 - ECVET toolkit website: <http://www.ecvet-projects.eu/toolbox/>

- NECTAR's Project guidelines (see "*How to identify effective Learning Outcomes - Guidelines from CARESS Project*")

How to use the EQF levels description

The use of the EQF and its eight levels (<https://europa.eu/europass/it/description-eight-efq-levels>) as a "translation tool" between national qualification systems enables educational designers to describe learning outcomes units in such a way that they are comprehensible across countries and systems. At each level, the knowledge, skills and competence required to achieve the level are described.

The EQF thus also provides a taxonomic orientation for the description of learning outcomes that are assigned to each level. However, the EQF does not describe specific qualifications or an individual's competences but levels of qualifications. Learning outcomes in EQF are therefore defined a little differently than in ECVET, including the dimension responsibility and autonomy (in addition to knowledge and skills).

N.B: The description of Learning Outcomes for the curriculum should take this into account and describe the level of responsibility/autonomy under "PERSONAL AND TRANSVERSAL COMPETENCES" as to facilitate the reference to the EQF.

Hence, to adapt the EU Curriculum from EQF5 to EQF4, all three dimensions – knowledge, skills and responsibility/autonomy – should be considered and line up with the official descriptors and requirements for EQF level 4.

	Knowledge¹⁵	Skills¹⁶	Responsibility and autonomy¹⁷
EQF5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
EQF4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

¹⁵ In the context of EQF, knowledge is described as theoretical and/or factual.

¹⁶ In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).

¹⁷ In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility

Main reference

This document has been adapted from “How to manage the adaption from EQF7 to EQF6” Guide included in ENhANCE Project Designers’ Kit <https://oot.enhance-fcn.eu/course/view.php?id=26>

Other references

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European	Commission	Website	-	EQF	Definition
https://ec.europa.eu/ploteus/search/site?f%5B0%5D=im_field_entity_type%3A97					

ANNEX 4 – DK4 – Definition of course modules

The localized curriculum has to be organized in **MODULES**.

There are four basic elements involved in the process of designing a module:

1. defining the learning outcomes;
2. choosing the learning and teaching methods that can lead to the achievement of outcomes;
3. defining how to assess students' learning outcomes;
4. distributing ECVET points coherently among modules.

In the definition of the first two elements (1 and 2) you are supported by the FLEXIBILITY TABLE.

As to the third one (3), the ASSESSMENT TABLE provides you with a general framework for the assessment of each learning outcome in terms of methods.

As to the last one (4), the ECVET POINT TABLES outlines the range of ECVET points (minimum and maximum points) which could be assigned to each UoL of the Curriculum. In addition the FLEXIBILITY TOOL will support you to assign a specific number of points to each LO and verify how many ECVET points correspond to each MODULE (see “*Flexibility Tool Manual*”)

Since the design of the EU Curriculum is based on ECVET, the Learning Outcomes have been grouped into 7 **Units of Learning Outcomes (UoLs)**:

1. Manage suppliers and buy in sustainable food ingredients
2. Screen, assess and monitor on client-level
3. Create recipes for a general population and for people with specific needs, complying with recommendations of health professionals
4. Manage the kitchen and coordinate personnel
5. Ensure quality of food and follow safety regulations
6. Use and adapt cooking techniques to the specific care setting and client
7. Communicate, interact and collaborate with clients and interprofessional team

These UoLs can be compared with modules, but **they cannot be considered the same thing**: as a matter of fact, while MODULES are **based on teaching requirements**, **UoLs are shaped on competence areas” and “CGE key activities”**.

As stated by EU standards and tools in the field of VET, the Units of Learning Outcomes (UoLs):

- should be designed in such a way as to provide as cohesive and structured a learning process as possible, with agreed coherent learning outcomes and clear criteria for assessment;
- can be determined on the basis of complete work assignments, working processes, areas of work, fields of action or fields of competence which are typical of the particular profession.
- should be designed in such a way that they can be completed as independently as possible of other units;
- should include all necessary learning outcomes (specialist, social and personal);
- should be structured and dimensioned in such a way that the relevant learning outcomes can actually be achieved in the given time.
- should be assessable.

Although both MODULES and UoLs actually result from the grouping of LOs, MODULES **mirror a “teacher perspective”, while UoLs mirror the “learner perspective”**; so, **the criterion adopted to group the LOs may be different**.

Based on these premises, NECTAR experts envisage 3 POSSIBLE CRITERIA to set up the Modules of a localized CGE curriculum, outlined in the sections below.

1. MODULES CONCIDE WITH THE PROPOSED 7 UNITS OF LEARNING OUTCOMES

In this case the implemented course will be based on 7 Modules, which correspond to the 7 UoLs. The names of the modules can vary from the UoLs’ ones, but LOs will keep the same grouping as the UoLs.

In this case, a particular attention should be given to the MODULE based on UoL 7, which includes many “transversal” competences, fundamental to other Modules; this module should be scheduled carefully, taking in to account *“which LOs it is preliminary to”*.

This solution will simplify the coherent distribution of ECVET points among modules, since such distribution will mirror the one defined for UoLs.

2. MODULES REFER TO THE GROUPS OF CORE COMPETENCES/KEY ACTIVITIES IDENTIFIED BY THE PROJECT, BUT LOs ARE GROUPED IN A DIFFERENT WAY WITH RESPECT TO UoLs

UoLs have been defined on the base of the KEY ACTIVITIES identified in the CGE Occupational profile, defined as:

“an integrated group of professional competences, which are in their entirety necessary to perform a task relevant to the job profile; the key activities of one profession must together cover all activities for the performance of a profession, regardless of its application context.”

Units of Learning Outcomes can be derived from KEY ACTIVITIES, thus they may be identical to the key activities of a profession, but can also be adapted according to the needs of a VET Provider or its target groups.

So, for example, the 7 KEY ACTIVITIES can be grouped into 5 modules as follows:

1. Manage suppliers and buy in sustainable food ingredients
2. Screen, assess and monitor on client-level
3. Create recipes for a general population and for people with specific needs, complying with recommendations of health professionals
4. Manage the kitchen, coordinate personnel, ensure quality of food and follow safety regulations
5. Use and adapt cooking techniques to the specific care setting and client

In this example, UoL4 has been merged with UoL5 and the LOs of the “transversal” UoL7 have been distributed among the 5 modules, taking into account their coherence with the KEY ACTIVITY.

3. MODULES ARE ORGANIZED BY GROUPING THE 69 LEARNING OUTCOMES

INDEPENDENTLY FROM THE UoLs AND THE KEY ACTIVITIES

In this case, designers decide freely how to group LOs independently from the UoLs and the related KEY ACTIVITIES.

The FLEXIBILITY TOOL is fundamental to check how many ECVET points are assigned to each MODULE and to balance points distribution among them.

This solution is suggested when VALIDATION of PRIOR LEARNING for students applying to the course is planned. As a matter of fact, LOs which can be associated to a preliminary certification/qualification which can be recognized through a validation process can be grouped into MODULES which can be considered as “introductory” to the “core” ones.

In such a way, for instance, a course can be structured into 9 modules where 3 of them are considered “introductory”; LOs targeted by these 3 modules can be recognized as “already achieved” by a process of validation of prior learning for some students; in this way, these students can easily attend only modules from 4 to 9.

References

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ECVET toolkit website: <http://www.ecvet-projects.eu/toolbox/>

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ECVET Glossary - <http://www.ecvet-toolkit.eu/tools-examples-more/glossary/>

ENhANCE Project - Guidelines supporting the design of local curricula - Designers' Kit available at <https://oot.enhance-fcn.eu/course/view.php?id=26>

ANNEX 5 – DK5 – Flexibility Table

This sheet includes the following columns:

1. **LO Code**
2. **LO Name**
3. ***Mandatory/Optional (M/O):** Specify if the LO is mandatory (M) or optional (O) for the CGE Curriculum implementation
4. ****Educational strategy:** Specify if the specific educational strategy is suggested or not (YES/NO); you can state “YES” for more than one; if “YES”, specify if face to face (f2f) and/or Online Learning (online) are suitable for it.
Please note that in this table Online Learning has conventionally different meanings with respect to the strategy:
 - *Online Learning/Lectures:* the LO is suitable for being addressed through synchronous lessons, such as webinars or video-conferences;
 - *Online Learning/Individual study:* the LO is suitable for the creation of educational materials, such as pdf, SCORM-compliant interactive materials, video pills, video lessons, etc. which can be analysed/studied autonomously by the students
 - *Online Learning/Group Work:* the LO is suitable for being addressed through collaborative learning activities based on discussions, file sharing, co-writing, etc.
 - *Online Learning/Online labs:* the LO is suitable for being addressed through virtual labs or simulations, accessible through a web platform/website
5. *****RELEVANCE OF THE LO:** Specify if the LO is **relevant /important/basic** for the CGE profile (this choice will impact on the distribution of ECVET points).

UoL 1 - MANAGE SUPPLIERS AND BUY IN SUSTAINABLE FOOD INGREDIENTS								
LO Code	LO Name	MANDATORY/ OPTIONAL (M/O)*	EDUCATIONAL STRATEGY					RELEVANCE OF THE LO*** (essential / important / basic)
			Lecture (f2f or online)	Individual Study (f2f or online)	Group work (f2f or online)	Lab (f2f or online) or	Work based learning (only f2f)	
LO1-A-1	Identify the costs of required raw and semi-finished food products, kitchen equipment and consumable items, at the light of quality and sustainability and make and progressively update an inventory of all potential, local, food products, estimating their periodical cost	M	YES f2f and online	YES f2f and online	NO	NO	YES f2f	important
LO1-A-2	Identify international and national quality brands, also exploiting ICTs and dedicated e-data resources and taking into account high quality and parameters of	M	YES f2f or online	YES f2f or online	YES f2f or online	NO	YES f2f	Important



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	sustainability, and take these brands into account managing suppliers							
LO1-B-1	Define quality criteria of suppliers (including agri-fish-food chain) in order to identify, compare, monitor and evaluate regularly the best high-quality food suppliers	M	YES f2f or online	YES f2f or online	NO	NO	YES f2f	Essential
LO1-B-2	Plan and manage the supply process related to the specific health or social context	M	YES f2f or online	NO	YES f2f or online	NO	YES f2f	Important
LO1-C-1	Identify and use local and seasonal ingredients in an appropriate way, identify local food suppliers and establish a network with them in order to guarantee constant food supply, also exploiting ICTs and dedicated e-data resources, being aware of the regional food supply chain and of how seasonal products are delivered	O	YES f2f or online	NO	YES f2f or online	NO	YES f2f	Basic
LO1-D-1	Promote full use of ingredients, raw materials and leftovers according to Hazard Analysis Critical Control Point-Concept (HACCP) and local law	M	YES f2f or online	YES f2f or online	YES f2f or online	YES f2f	NO	Important
LO1-D-2	Introduce measures for the prevention, separation and proper disposal of waste in the kitchen and ensure compliance with these measures by all members of the kitchen team	O	YES f2f or online	YES f2f or online	YES f2f or online	YES f2f	YES f2f	Basic
LO1-D-3	Create a food waste assessment plan, use it regularly, and share the results with all the staff	O	NO	YES f2f or online	YES f2f or online	YES f2f	YES f2f	Basic

UoL 2 - SCREEN, ASSESS AND MONITOR ON CLIENT-LEVEL								
LO Code	LO Name	MANDATORY/ OPTIONAL (M/O)*	EDUCATIONAL STRATEGY					RELEVANCE OF THE LO*** (essential / important / basic)
			Lecture (f2f or online)	Individual Study (f2f or online)	Group work (f2f or online)	Lab (f2f or online) or	Work based learning (only f2f)	
LO2-A-B-1	Understand the impact of nutrition on development of diseases and human metabolism in a life-course approach and vice versa	M	YES f2f or online	YES f2f or online	NO	NO	NO	Important
LO2-A-B-2	Know basics in physiology of taste/smell, be aware of how different conditions affect taste/smell and of possible clients' food intake needs with respect to taste/smell deterioration, and detect these needs in collaboration with health professionals	M	YES f2f or online	YES f2f or online	NO	YES f2f	NO	Essential
LO2-A-B-3	Be aware of the main swallowing problems which raise the need for adapted food and be able to tackle these problems and conditions in daily work in collaboration with health professionals	M	YES f2f or online	YES f2f or online	NO	YES f2f	YES f2f	Essential
LO2-C-D-0	Know and understand the concepts of 'Primary Food Care', 'Gastrology' and 'Gastro-engineering' to prevent malnutrition in healthcare and to promote active and healthy ageing, is aware of the main characteristics of the CGE professional profile, of what a "gastrological intervention" implies and of the main "gastrological tools" a CGE can rely on	M	YES f2f or online	YES online	NO	YES f2f	NO	Important
LO2-C-D-1	Identify and select test protocols on taste disturbances and use them to detect and classify taste deterioration and to monitor it	M	YES f2f or online	YES f2f or online	NO	YES f2f or online	YES f2f	Essential

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LO2-C-D-2	Create solutions for the results of assessment from a CGE perspective and within the context of a comprehensive and holistic food care approach	M	YES f2f or online	YES online	YES f2f or online	YES f2f or online	YES f2f	Important
LO2-C-D-3	Know the main ICT tools for screening and assessing clients' individual food preferences and individual food intake needs and wishes, be able to select the proper ones and be able to use them, complying with data privacy and confidentiality guidelines and in collaboration with health professionals	M	YES f2f or online	YES online	NO	YES f2f or online	YES f2f	Essential
LO2-C-D-4	Know the main ICT tools for recording and monitoring assessment results, as well as interventions, be able to select the proper ones and be able to use them, complying with legal ICT structure, addressing all data privacy and applicable confidentiality guidelines	M	YES f2f or online	YES online	NO	YES f2f or online	YES f2f	Important
LO2-E-1	Know the main techniques and tools to detect clients' meal satisfaction and be able to apply this feedback in daily practice, in collaboration with health professionals	O	YES f2f	YES f2f or online	YES f2f or online	NO	YES f2f	Basic



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UoL 3 - CREATE RECIPES FOR A GENERAL POPULATION AND FOR PEOPLE WITH SPECIFIC NEEDS, COMPLYING WITH RECOMMENDATIONS OF HEALTH PROFESSIONALS								
LO Code	LO Name	MANDATORY/ OPTIONAL (M/O)*	EDUCATIONAL STRATEGY					RELEVANCE OF THE LO*** (essential important / basic)
			Lecture (f2f or online)	Individual Study (f2f or online)	Group work (f2f or online)	Lab (f2f or online) or	Work based learning (only f2f)	
LO3-A-1	Understand cultural, religious or other trending food choices, recognize their impact on meals and cooking and adapt dishes considering them	M	YES f2f or online	YES f2f or online	NO	NO	NO	Essential
LO3-A-2	Follow food trends, try out new meals/recipes and evaluate the trial phase in terms of its feasibility in the business/service, also in collaboration with actors external to the kitchen/institution	M	YES f2f	YES f2f or online	YES f2f or online	YES f2f	NO	Important
LO3-B-1	Collaborate to create standardized menu plans, grounded on disease adapted meals, starting from clients' needs assessment and in collaboration with health professionals	M	YES f2f	NO	YES f2f or online	NO	YES f2f	Essential
LO3-B-2	Adjust baseline menus to satisfy individual preference and needs	M	YES f2f or online	NO	YES f2f or online	NO	NO	Important
LO3-B-3	Know the effects of cooking on ingredients/raw materials and select the proper methods, maximizing the freshness and quality of the ingredients/raw materials	M	YES f2f	NO	NO	YES f2f	YES f2f	Essential
LO3-D-1	Know the basics of chemistry of food and combine food items in order to both respect food quality and obtain appetizing menus adapted to care settings	M	YES f2f or online	YES f2f or online	NO	NO	NO	Important



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LO3-D-2	Schedule meals supply according to clients' needs and living environment, also taking into account the main accessibility issues for older adults and disabled people which could occur in the different care settings	O	YES f2f	YES online	YES f2f or online	NO	NO	Basic
LO3-D-3	Create menus including beverage recommendations for the planned menu sequences	O	YES f2f	YES online	NO	NO	YES f2f	Basic



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UoL 4 - MANAGE THE KITCHEN AND COORDINATE PERSONNEL								
LO Code	LO Name	MANDATORY/ OPTIONAL (M/O)*	EDUCATIONAL STRATEGY					RELEVANCE OF THE LO*** (essential important / basic)
			Lecture (f2f or online)	Individual Study (f2f or online)	Group work (f2f or online)	Lab (f2f or online) or	Work based learning (only f2f)	
LO4-A-1	Create budgets for each meal, according to food seasonal price, non-food supplies, and expected equipment durability and lifetime	M	YES f2f or online	YES f2f or online	NO	NO	NO	Essential
LO4-A-2	Calculate and manage the kitchen budget of food, utilities and personnel	M	YES f2f or online	YES f2f or online	NO	NO	NO	Important
LO4-A-3	Make budget plans, negotiate them with superiors and assure they are followed by the kitchen personnel	M	YES f2f	YES online	YES f2f or online	NO	NO	Basic
LO4-B-1	Identify control parameters, evaluate the quality of the kitchen team's performance, conduct employee appraisals and provide feedback to superiors	M	YES f2f	YES online	NO	NO	YES f2f	Important
LO4-B-2	Describe jobs according to planned activities and participate in the recruitment of personnel collaborating with HR	O	YES f2f	NO	YES f2f or online	NO	NO	Basic
LO4-B-3	Support new employees by informing, training and instructing them in their integration into the existing team, also identifying tutors and setting up training plans and employees personal career talks	O	YES f2f	NO	YES f2f or online	NO	NO	Basic
LO4-C-1	Plan daily work optimizing workflow, draw up the work schedule and shifts for the kitchen team (balancing team capability) and ensure through constant monitoring that it is followed by the staff	M	YES f2f	YES f2f or online	YES f2f or online	NO	YES f2f	Important



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LO4-C-2	Analyse and optimize the processes in the kitchen organization, ensuring the smooth flow of food from preparation to service through communication between the kitchen and the service department	O	YES f2f	NO	YES f2f or online	NO	YES f2f	Important
LO4-C-3	Know and apply the proper leadership strategies, being able to plan work, organize tasks, and delegate to others and to develop decision-making strategies	O	YES f2f	NO	YES f2f or online	NO	YES f2f	Basic
LO4-D-1	Define equipment maintenance schedules and monitor, assess, and record the adherence to it	M	YES f2f	YES f2f or online	YES f2f or online	NO	NO	Important
LO4-D-2	Ensure the adequate and efficient use and the proper cleaning of kitchen machines, equipment and utensils performing quality controls in compliance with quality national standards	O	YES f2f or online	YES f2f or online	NO	NO	NO	Basic
LO4-D-3	Align workstations in the kitchen with the requirements of the individual kitchen stations	O	YES f2f or online	YES online	NO	NO	YES f2f	Basic



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UoL 5 - ENSURE QUALITY OF FOOD AND FOLLOW SAFETY REGULATIONS								
LO Code	LO Name	MANDATORY/ OPTIONAL (M/O)*	EDUCATIONAL STRATEGY					RELEVANCE OF THE LO*** (essential / important / basic)
			Lecture (f2f or online)	Individual Study (f2f or online)	Group work (f2f or online)	Lab (f2f or online) or	Work based learning (only f2f)	
LO5-A-B-1	Comply and monitor compliance with HACCP and with national and local hygiene quality standards in the preparation, storing, delivering and discarding food and beverages	M	YES f2f or online	YES f2f or online	NO	NO	NO	Essential
LO5-A-B-2	Understand the risk of common foodborne diseases and the main causes of food deterioration; apply this knowledge to food safety	M	YES f2f or online	YES f2f or online	NO	NO	NO	Essential
LO5-A-B-3	Create instructions for staff about the measures to implement in order to comply with safety, hygiene and quality standards and laws and properly document implemented measures	O	YES f2f or online	NO	YES f2f or online	NO	NO	Basic
LO5-A-B-4	Promote health and safety within the working environment performing workplace evaluations for all stations in the kitchen and recording their results	O	YES f2f or online	YES f2f or online	YES f2f or online	NO	YES f2f	Important
LO5-C-1	Plan and execute food tasting for healthcare professionals to test and review menus and new dishes	M	YES f2f	NO	YES f2f or online	NO	YES f2f	Basic



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UoL 6 - USE AND ADAPT COOKING TECHNIQUES TO THE SPECIFIC CARE SETTING AND CLIENT								
LO Code	LO Name	MANDATORY/ OPTIONAL (M/O)*	EDUCATIONAL STRATEGY					RELEVANCE OF THE LO*** (essential / important / basic)
			Lecture (f2f or online)	Individual Study (f2f or online)	Group work (f2f or online)	Lab (f2f or online) or	Work based learning (only f2f)	
LO6-A-B-1	Know the main cooking techniques and select the appropriate ones for the different healthcare contexts in order to maintain the nutritional properties and maximize the nutritional value of the ingredients	M	YES f2f	YES online	NO	YES f2f	YES f2f	Essential
LO6-A-B-2	Use or supervise the use of established, innovative and complex preparation methods, also combining and applying various cooking methods simultaneously and developing creative solutions	M	YES f2f	YES online	NO	YES f2f	YES f2f	Essential
LO6-A-B-3	Prepare cold and hot dishes (or supervise their preparation) according to clients' requirements and the meal plan approved by healthcare professionals, taking into account food intolerances and allergies	M	YES f2f	YES online	NO	YES f2f	YES f2f	Important
LO6-A-B-4	Prepare beverage recommendations for all dishes and communicate them to the service team	O	YES f2f	YES online	NO	YES f2f	NO	Basic
LO6-A-B-5	Prepare the decoration and serving plan in collaboration with the service team	O	YES f2f	YES online	YES f2f	YES f2f	YES f2f	Basic

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LO6-C-1	Design menus and a la carte dishes and apply proper food preparation and cooking techniques, also developing innovative solutions, for different food forms and diets and respect cultures and religions (e.g. vegetarians, vegans, gluten-free, allergy sufferers, people with food intolerances, diabetes, hypertension, etc.)	M	YES f2f	YES online	NO	YES f2f	NO	Essential
LO6-C-2	Recognize the model diets (vegan, vegetarian, zone diet, Mediterranean diet...) and be able to prepare dishes according to them, also developing innovative solutions and creating new combinations of ingredients	M	YES f2f	YES f2f or online	NO	YES f2f	YES f2f	Essential
LO6-C-3	Recognize the food prescriptions and restraints of the main religions and be able to prepare dishes according to them, also developing innovative solutions and creating new combinations of ingredients	M	YES f2f	YES online	NO	YES f2f	YES f2f	Essential
LO6-D-1	Define consistency and texture of food in a creative, balanced and flavourful way	M	YES f2f	YES online	NO	YES f2f	YES f2f	Essential
LO6-D-2	Know the chemical composition of fortified food and correctly perform fortification in meals	M	YES f2f or online	YES f2f or online	NO	YES f2f or online	YES f2f	Important
LO6-D-3	Apply creative and innovative kitchen techniques to adapt recipes for people with taste changes or consistency adjustments (including hot, cold, crisp, soft, moist, dry)	M	YES f2f	YES online	NO	YES f2f	YES f2f	Important

UoL 7 - COMMUNICATE, INTERACT AND COLLABORATE WITH CLIENTS AND INTERPROFESSIONAL TEAM								
LO Code	LO Name	MANDATORY/ OPTIONAL (M/O)*	EDUCATIONAL STRATEGY					RELEVANCE OF THE LO*** (essential important / basic)
			Lecture (f2f or online)	Individual Study (f2f or online)	Group work (f2f or online)	Lab (f2f or online) or	Work based learning (only f2f)	
LO7-A-1	Define a customer satisfaction protocol and place customer service at the hearth of decision-making and activities	M	YES f2f	YES f2f or online	YES f2f or online	NO	NO	Important
LO7-A-2	Using appropriate communication methods, styles according to the customers' and colleagues' attitude, culture and the purpose of communication	O	YES f2f	NO	YES f2f or online	YES f2f	NO	Important
LO7-B-1	Understand the impact of food and nutrition on social determinants of health and vice versa and leverage attractive taste to promote healthy recipes and healthier nutritional habits, also providing advice and guidance to other professionals on culinary matters to educate clients	O	YES f2f or online	YES f2f or online	NO	NO	NO	Important
LO7-B-2	Prepare and apply client counselling, in collaboration with healthcare professionals, to promote healthy choices and behaviours	O	YES f2f	YES f2f or online	YES f2f or online	YES f2f	NO	Basic

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LO7-C-1	Be aware of the main roles and responsibilities of health/social care professionals in food care and work coherently, acting as a member of an interprofessional team, maximizing the added value of each professional, and identifying possibilities for interdisciplinary development and cooperation	M	YES f2f or online	YES f2f or online	YES f2f or online	NO	YES f2f	Important
LO7-C-2	Know the characteristics of successful teams and the main strategies for overcoming barriers to effective teamwork and contextualize them in daily work	O	YES f2f	YES online	YES f2f or online	NO	YES f2f	Basic
LO7-C-3	Know, select and apply the proper communication and mutual support techniques for inter-professional teams and change and observe behaviours	O	YES f2f	YES online	YES f2f or online	NO	YES f2f	Important
LO7-C-4	Apply creative thinking techniques developing creative solutions to abstract problems, propose solutions and discuss with goal-orientated attitude, reaching shared decisions, applying the main problem-solving techniques	M	YES f2f	NO	YES f2f or online	YES f2f	YES f2f	basic
LO7-C-5	Exercise management and supervision in contexts of work, reviewing and developing performance of self and others	M	YES f2f	NO	YES f2f or online	NO	NO	basic
LO7-D-1	Identifies opportunities to create value, develop creative and purposeful ideas, develop a vision to turn ideas into action, identify suitable ways for valuing ideas and assess consequences of them	O	YES f2f	NO	YES f2f	YES f2f	NO	Basic

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LO7-D-2	Identify individual and group strengths and weaknesses, mobilizes resources needed to turn ideas into action, be aware of the idea cost and financial implications and engage relevant stakeholders for the action	O	YES f2f	NO	YES f2f	YES f2f	NO	Important
LO7-D-3	Prioritize organize and follow up goals implementation, team up with others to pursue ideas and learn from experience	O	YES f2f	NO	YES f2f	YES f2f	NO	Important
LO7-E-1	Browse, search, filter and manage data, information and digital content, evaluating them according to the specific context of application	M	YES f2f or online	YES f2f or online	NO	NO	NO	Important
LO7-E-2	Interact, share and collaborate through variety of digital technologies and select appropriate digital communication means for a given context	O	YES f2f or online	YES f2f or online	NO	NO	NO	Basic
LO7-E-3	Know the main privacy issues and protect his/her own end users' personal data and privacy in digital environments	M	YES f2f	YES f2f or online	NO	NO	NO	basic
LO7-E-4	Know the main current digital tools dedicated to food (composition, ingredients, combination, properties, treatments, regional resources...)	M	YES f2f or online	YES online	NO	NO	NO	important

ANNEX 6 – DK6 – ECVET Points Tables

ECVET points distribution among UoLs

UoL	Relevance	Number of LOs	ECVET POINTS range		
			EQF5 From 60 to 90 ECVET points	EQF4/5 From 40 to 60 ECVET points	EQF4 From 30 to 40 ECVET points
1- Manage suppliers and buy in sustainable food ingredients	important	8	Min 7 Max 10,5	Min 4,7 Max 7	Min 3,5 Max 4,7
2 - Screen, assess and monitor on client-level	essential	9	Min 12 Max 18	Min 8 Max12	Min 6 Max 8
3 - Create recipes for a general population and for people with specific needs, complying with recommendations of health professionals	essential	8	Min 12 Max 18	Min 8 Max12	Min 6 Max 8
4- Manage the kitchen and coordinate personnel	basic	12	Min 5 Max 7,5	Min 3,3 Max 5	Min 2,5 Max 3,3
5 - Ensure quality of food and follow safety regulations	basic	5	Min 3 Max 4,5	Min 2 Max 3	Min 1,5 Max 2
6 - Use and adapt cooking techniques to the specific care setting and client	essential	11	Min 12 Max 18	Min 8 Max12	Min 6 Max 8
7- Communicate, interact and collaborate with clients and interprofessional team	important	16	Min 9 Max 13,5	Min 6 Max 9	Min 4,5 Max 6

ECVET Points distribution among Learning Outcomes

UoL 1 - MANAGE SUPPLIERS AND BUY IN SUSTAINABLE FOOD INGREDIENTS							
LO Code	LO Name	MANDATORY/ OPTIONAL (M/O)*	RELEVANCE OF THE LO*** (essential / important / basic)	ECVET POINTS			
				EQF5 (60 to 90)	EQF4/5 (40 to 60)	EQF 4 (30 to 40)	EXAMPLE 60 points
				UoL range Min 7 – Max 10,5	UoL range Min 4,7 – Max 7	UoL range Min 3,5 – Max 4,7	UoL points: 7
				MIN	MAX		UoL points: 4,7
LO1-A-1	Identify the costs of required raw and semi-finished food products, kitchen equipment and consumable items, at the light of quality and sustainability and make and progressively update an inventory of all potential, local, food products, estimating their periodical cost	M	important	0,5	2,5		1
LO1-A-2	Identify international and national quality brands, also exploiting ICTs and dedicated e-data resources and taking into account high quality and parameters of sustainability, and take these brands into account managing suppliers	M	Important	0,5	2,5		1
LO1-B-1	Define quality criteria of suppliers (including agri-fish-food chain) in order to identify, compare, monitor and evaluate regularly the best high-quality food suppliers	M	Essential	0,8	3,0		1,5
LO1-B-2	Plan and manage the supply process related to the specific health or social context	M	Important	0,5	2,5		1
LO1-C-1	Identify and use local and seasonal ingredients in an appropriate way, identify local food suppliers and establish a network with them in order to guarantee constant food supply, also exploiting ICTs and dedicated e-data resources, being aware of the regional food supply chain and of how seasonal products are delivered	O	Basic	0	1,5		0,5



D3.2.1 – Tools and guides for designers

LO1-D-1	Promote full use of ingredients, raw materials and leftovers according to Hazard Analysis Critical Control Point-Concept (HACCP) and local law	M	Important	0,5	2,0	1	0,9
LO1-D-2	Introduce measures for the prevention, separation and proper disposal of waste in the kitchen and ensure compliance with these measures by all members of the kitchen team	O	Basic	0	1,5	0,5	0
LO1-D-3	Create a food waste assessment plan, use it regularly, and share the results with all the staff	O	Basic	0	1,5	0,5	0

UoL 2 - SCREEN, ASSESS AND MONITOR ON CLIENT-LEVEL							
LO Code	LO Name	MANDATORY/ OPTIONAL (M/O)*	RELEVANCE OF THE LO*** (essential / important / basic)	ECVET POINTS			
				EQF5 (60 to 90)	EQF4/5 (40 to 60)	EQF 4 (30 to 40)	EXAMPLE 60 points
				UoL range Min 12 – Max 18	UoL range Min 8 – Max 12	UoL range Min 6 – Max 8	EXAMPLE 40 points
				MIN	MAX	UoL points: 12	UoL points: 8
LO2-A-B-1	Understand the impact of nutrition on development of diseases and human metabolism in a life-course approach and vice versa	M	Important	0,5	2,5	1,5	1
LO2-A-B-2	Know basics in physiology of taste/smell, be aware of how different conditions affect taste/smell and of possible clients' food intake needs with respect to taste/smell deterioration, and detect these needs in collaboration with health professionals	M	Essential	0,8	3,0	2	1,2
LO2-A-B-3	Be aware of the main swallowing problems which raise the need for adapted food and be able to tackle these problems and conditions in daily work in collaboration with health professionals	M	Essential	1,0	3,0	1,5	1,2
LO2-C-D-0	Know and understand the concepts of 'Primary Food Care', 'Gastrology' and 'Gastro-engineering' to prevent malnutrition in healthcare and to promote active and healthy ageing, is aware of the main characteristics of the CGE professional profile, of what a "gastrological intervention" implies and of the main "gastrological tools" a CGE can rely on	M	Important	0,5	3	0,5	0,5
LO2-C-D-1	Identify and select test protocols on taste disturbances and use them to detect and classify taste deterioration and to monitor it	M	Essential	1,0	3,0	2,5	1,6
LO2-C-D-2	Create solutions for the results of assessment from a CGE perspective and within the context of a comprehensive and holistic food care approach	M	Important	0,5	3,0	0,5	0,5



D3.2.1 – Tools and guides for designers

LO2-C-D-3	Know the main ICT tools for screening and assessing clients' individual food preferences and individual food intake needs and wishes, be able to select the proper ones and be able to use them, complying with data privacy and confidentiality guidelines and in collaboration with health professionals	M	Essential	1,0	3,0	1,5	1
LO2-C-D-4	Know the main ICT tools for recording and monitoring assessment results, as well as interventions, be able to select the proper ones and be able to use them, complying with legal ICT structure, addressing all data privacy and applicable confidentiality guidelines	M	Important	0,5	2,5	1,5	1
LO2-E-1	Know the main techniques and tools to detect clients' meal satisfaction and be able to apply this feedback in daily practice, in collaboration with health professionals	O	Basic	0	1	0,5	0



D3.2.1 – Tools and guides for designers

UoL 3 - CREATE RECIPES FOR A GENERAL POPULATION AND FOR PEOPLE WITH SPECIFIC NEEDS, COMPLYING WITH RECOMMENDATIONS OF HEALTH PROFESSIONALS							
LO Code	LO Name	MANDATORY/ OPTIONAL (M/O)*	RELEVANCE OF THE LO*** (essential / important / basic)	ECVET POINTS			
				EQF5 (60 to 90)	EQF4/5 (40 to 60)	EQF 4 (30 to 40)	EXAMPLE 60 points
				UoL range Min 12 – Max 18	UoL range Min 8 – Max 12	UoL range Min 6 – Max 8	EXAMPLE 40 points
				MIN	MAX	UoL points: 12	UoL points: 8
LO3-A-1	Understand cultural, religious or other trending food choices, recognize their impact on meals and cooking and adapt dishes considering them	M	Essential	0,8	3,0	1,5	1
LO3-A-2	Follow food trends, try out new meals/recipes and evaluate the trial phase in terms of its feasibility in the business/service, also in collaboration with actors external to the kitchen/institution	M	Important	0,5	2,5	1,5	1
LO3-B-1	Collaborate to create standardized menu plans, grounded on disease adapted meals, starting from clients' needs assessment and in collaboration with health professionals	M	Essential	1	3,5	2,5	1,6
LO3-B-2	Adjust baseline menus to satisfy individual preference and needs	M	Important	0,8	3,0	1,5	1
LO3-B-3	Know the effects of cooking on ingredients/raw materials and select the proper methods, maximizing the freshness and quality of the ingredients/raw materials	M	Essential	1	3,5	2,5	1,6
LO3-D-1	Know the basics of chemistry of food and combine food items in order to both respect food quality and obtain appetizing menus adapted to care settings	M	Important	0,8	2,5	1,5	1



D3.2.1 – Tools and guides for designers

LO3-D-2	Schedule meals supply according to clients' needs and living environment, also taking into account the main accessibility issues for older adults and disabled people which could occur in the different care settings	O	Basic	0	2	0,5	0,4
LO3-D-3	Create menus including beverage recommendations for the planned menu sequences	O	Basic	0	2	0,5	0,4



D3.2.1 – Tools and guides for designers

UoL 4 - MANAGE THE KITCHEN AND COORDINATE PERSONNEL							
LO Code	LO Name	MANDATORY/ OPTIONAL (M/O)*	RELEVANCE OF THE LO*** (essential / important / basic)	ECVET POINTS			
				EQF5 (60 to 90)	EQF4/5 (40 to 60)	EQF 4 (30 to 40)	EXAMPLE 60 points
				UoL range Min 5 - Max 7,5	UoL range Min 3,3 - Max 5	UoL range Min 2,5 - Max 3,3	EXAMPLE 40 points
				MIN	MAX	UoL points: 5	UoL points: 3,3
LO4-A-1	Create budgets for each meal, according to food seasonal price, non-food supplies, and expected equipment durability and lifetime	M	Essential	0,5	2	1	0,7
LO4-A-2	Calculate and manage the kitchen budget of food, utilities and personnel	M	Important	0,2	1,5	0,4	0,3
LO4-A-3	Make budget plans, negotiate them with superiors and assure they are followed by the kitchen personnel	M	Basic	0,2	0,5	0,3	0,2
LO4-B-1	Identify control parameters, evaluate the quality of the kitchen team's performance, conduct employee appraisals and provide feedback to superiors	M	Important	0,2	1,5	0,4	0,3
LO4-B-2	Describe jobs according to planned activities and participate in the recruitment of personnel collaborating with HR	O	Basic	0	0,8	0,3	0
LO4-B-3	Support new employees by informing, training and instructing them in their integration into the existing team, also identifying tutors and setting up training plans and employees personal career talks	O	Basic	0	0,8	0,3	0
LO4-C-1	Plan daily work optimizing workflow, draw up the work schedule and shifts for the kitchen team (balancing team capability) and ensure through constant monitoring that it is followed by the staff	M	Important	0,2	1,5	0,5	0,4



D3.2.1 – Tools and guides for designers

LO4-C-2	Analyse and optimize the processes in the kitchen organization, ensuring the smooth flow of food from preparation to service through communication between the kitchen and the service department	O	Important	0	1	0,5	0,5
LO4-C-3	Know and apply the proper leadership strategies, being able to plan work, organize tasks, and delegate to others and to develop decision-making strategies	O	Basic	0	0,8	0,3	0,5
LO4-D-1	Define equipment maintenance schedules and monitor, assess, and record the adherence to it	M	Important	0,2	1,5	0,4	0,2
LO4-D-2	Ensure the adequate and efficient use and the proper cleaning of kitchen machines, equipment and utensils performing quality controls in compliance with quality national standards	O	Basic	0	0,8	0,3	0
LO4-D-3	Align workstations in the kitchen with the requirements of the individual kitchen stations	O	Basic	0	0,8	0,3	0,2



D3.2.1 – Tools and guides for designers

UoL 5 - ENSURE QUALITY OF FOOD AND FOLLOW SAFETY REGULATIONS							
LO Code	LO Name	MANDATORY/ OPTIONAL (M/O)*	RELEVANCE OF THE LO*** (essential / important / basic)	ECVET POINTS			
				EQF5 (60 to 90)	EQF4/5 (40 to 60)	EQF 4 (30 to 40)	EXAMPLE 60 points
				UoL range Min 3 - Max 4,5	UoL range Min 2 - Max 3	UoL range Min 1,5 - Max 2	EXAMPLE 40 points
				MIN	MAX	UoL points: 3	UoL points: 2
LO5-A-B-1	Comply and monitor compliance with HACCP and with national and local hygiene quality standards in the preparation, storing, delivering and discarding food and beverages	M	Essential	0,5	2	1	0,6
LO5-A-B-2	Understand the risk of common foodborne diseases and the main causes of food deterioration; apply this knowledge to food safety	M	Essential	0,5	2	0,8	0,6
LO5-A-B-3	Create instructions for staff about the measures to implement in order to comply with safety, hygiene and quality standards and laws and properly document implemented measures	O	Basic	0	0,8	0,2	0
LO5-A-B-4	Promote health and safety within the working environment performing workplace evaluations for all stations in the kitchen and recording their results	O	Important	0	1	0,5	0,5
LO5-C-1	Plan and execute food tasting for healthcare professionals to test and review menus and new dishes	M	Basic	0,2	0,8	0,5	0,3



D3.2.1 – Tools and guides for designers

UoL 6 - USE AND ADAPT COOKING TECHNIQUES TO THE SPECIFIC CARE SETTING AND CLIENT							
LO Code	LO Name	MANDATORY/ OPTIONAL (M/O)*	RELEVANCE OF THE LO*** (essential / important / basic)	ECVET POINTS			
				EQF5 (60 to 90)	EQF4/5 (40 to 60)	EQF 4 (30 to 40)	EXAMPLE 60 points
				UoL range Min 12 - Max 18	UoL range Min 8 - Max12	UoL range Min 6 - Max 8	EXAMPLE 40 points
				MIN	MAX	UoL points: 12	UoL points: 8
LO6-A-B-1	Know the main cooking techniques and select the appropriate ones for the different healthcare contexts in order to maintain the nutritional properties and maximize the nutritional value of the ingredients	M	Essential	1,0	3,5	2	1,3
LO6-A-B-2	Use or supervise the use of established, innovative and complex preparation methods, also combining and applying various cooking methods simultaneously and developing creative solutions	M	Essential	1,0	3,0	2	1,3
LO6-A-B-3	Prepare cold and hot dishes (or supervise their preparation) according to clients' requirements and the meal plan approved by healthcare professionals, taking into account food intolerances and allergies	M	Important	0,5	2,5	0,8	0,6
LO6-A-B-4	Prepare beverage recommendations for all dishes and communicate them to the service team	O	Basic	0	1	0,5	0,3
LO6-A-B-5	Prepare the decoration and serving plan in collaboration with the service team	O	Basic	0	1	0,5	0
LO6-C-1	Design menus and a la carte dishes and apply proper food preparation and cooking techniques, also developing innovative solutions, for different food forms and diets and respect cultures and religions (e.g. vegetarians, vegans, gluten-free, allergy sufferers, people with food intolerances, diabetes, hypertension, etc.)	M	Essential	1,0	3,5	1,5	1

D3.2.1 – Tools and guides for designers

LO6-C-2	Recognize the model diets (vegan, vegetarian, zone diet, Mediterranean diet...) and be able to prepare dishes according to them, also developing innovative solutions and creating new combinations of ingredients	M	Essential	0,5	2	1	0,7
LO6-C-3	Recognize the food prescriptions and restraints of the main religions and be able to prepare dishes according to them, also developing innovative solutions and creating new combinations of ingredients	M	Essential	0,5	2	1	0,7
LO6-D-1	Define consistency and texture of food in a creative, balanced and flavourful way	M	Essential	0,5	2,5	1,2	1
LO6-D-2	Know the chemical composition of fortified food and correctly perform fortification in meals	M	Important	0,5	2	0,8	0,5
LO6-D-3	Apply creative and innovative kitchen techniques to adapt recipes for people with taste changes or consistency adjustments (including hot, cold, crisp, soft, moist, dry)	M	Important	0,5	2	0,7	0,6



D3.2.1 – Tools and guides for designers

UoL 7 - COMMUNICATE, INTERACT AND COLLABORATE WITH CLIENTS AND INTERPROFESSIONAL TEAM							
LO Code	LO Name	MANDATORY/ OPTIONAL (M/O)*	RELEVANCE OF THE LO*** (essential / important / basic)	ECVET POINTS			
				EQF5 (60 to 90)	EQF4/5 (40 to 60)	EQF 4 (30 to 40)	EXAMPLE 60 points
				UoL range Min 9 - Max 13,5	UoL range Min 6 - Max 9	UoL range Min 4,5 - Max 6	UoL points: 9
				MIN	MAX		6
LO7-A-1	Define a customer satisfaction protocol and place customer service at the hearth of decision-making and activities	M	Important	0,5	1,5		0,8
LO7-A-2	Using appropriate communication methods, styles according to the customers' and colleagues' attitude, culture and the purpose of communication	O	Important	0	1		0,5
LO7-B-1	Understand the impact of food and nutrition on social determinants of health and vice versa and leverage attractive taste to promote healthy recipes and healthier nutritional habits, also providing advice and guidance to other professionals on culinary matters to educate clients	O	Important	0	1		0,5
LO7-B-2	Prepare and apply client counselling, in collaboration with healthcare professionals, to promote healthy choices and behaviours	O	Basic	0	0,5		0,5
LO7-C-1	Be aware of the main roles and responsibilities of health/social care professionals in food care and work coherently, acting as a member of an interprofessional team, maximizing the added value of each professional, and identifying possibilities for interdisciplinary development and cooperation	M	Important	0,5	1,5		1
LO7-C-2	Know the characteristics of successful teams and the main strategies for overcoming barriers to effective teamwork and contextualize them in daily work	O	Basic	0	0,5		0,5

D3.2.1 – Tools and guides for designers

LO7-C-3	Know, select and apply the proper communication and mutual support techniques for inter-professional teams and change and observe behaviours	O	Important	0	1	0,5	0,4
LO7-C-4	Apply creative thinking techniques developing creative solutions to abstract problems, propose solutions and discuss with goal-orientated attitude, reaching shared decisions, applying the main problem-solving techniques	M	Basic	0,3	1	0,7	0,5
LO7-C-5	Exercise management and supervision in contexts of work, reviewing and developing performance of self and others	M	Basic	0,3	1	0,5	0,4
LO7-D-1	Identifies opportunities to create value, develop creative and purposeful ideas, develop a vision to turn ideas into action, identify suitable ways for valuing ideas and assess consequences of them	O	Basic	0	0,5	0,2	0
LO7-D-2	Identify individual and group strengths and weaknesses, mobilizes resources needed to turn ideas into action, be aware of the idea cost and financial implications and engage relevant stakeholders for the action	O	Important	0	1	0,3	0
LO7-D-3	Prioritize organize and follow up goals implementation, team up with others to pursue ideas and learn from experience	O	Important	0	1	0,2	0
LO7-E-1	Browse, search, filter and manage data, information and digital content, evaluating them according to the specific context of application	M	Important	0,5	1,5	0,8	0,6
LO7-E-2	Interact, share and collaborate through variety of digital technologies and select appropriate digital communication means for a given context	O	Basic	0	0,5	0,5	0
LO7-E-3	Know the main privacy issues and protect his/her own end users' personal data and privacy in digital environments	M	Basic	0,3	1	0,5	0,4
LO7-E-4	Know the main current digital tools dedicated to food (composition, ingredients, combination, properties, treatments, regional resources...)	M	Important	0,5	1,5	1	1

ANNEX 7 – DK8 – Localizing the curriculum with the Flexibility Tool – User Manual

FLEXIBILITY TOOL DESCRIPTION

The Flexibility Tool will support you in the process of building the curriculum.

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

1. The first sheet is a reference sheet (*LOs names*) providing the list of LOs, grouped into Units; another reference sheet (*Reference*) is hidden and is aimed to support automatic calculation.
2. The second sheet reproduces the *Flexibility Table* (FT), with additional columns: one for assigning Learning Outcomes to Modules, a column for assigning ECVET points and one check column (see Figure 2).
3. The third sheet (*Ecvet Overview*) reports to which Module the LOs have been assigned and the number of ECVET points recognized for each UoL/Module (see Figure 2).
4. The fourth sheet (*Plan Overview*) shows which LOs are composing the different modules.
5. The last sheet (*Assessment Scaffolding*) supports the design of Students Assessment.

FLEXIBILITY TABLE sheet

	MANDATORY/ OPTIONAL	MAIN REFERENCE MODULE	OTHER MODULES ADDRESSING THE LO	EDUCATIONAL STRATEGY					ECVET			
				Lecture (f2f or online)	Individual study	Group work (f2f or online) (e.g.: problem based learning, case study	Lab (f2f) (e.g.: role-play, simulation, etc.)	Work based learning (f2f) (e.g.: apprenticeship, stage, internship...)	Possible range of ECVET to be assigned to the LO eg.[1]			
									Min ECVET points	Max ECVET points	Assigned	ECVET check cell
UoL 1	MANAGE SUPPLIERS AND BUY IN SUSTAINABLE FOOD INGREDIENTS											
LO1-A-1	Mandatory	M2							0,5	2,5	1	
LO1-A-2	Mandatory	M2							0,5	2,5	1	
LO1-B-1	Mandatory	M3							0,8	3	1,5	
LO1-B-2	Mandatory	M4							0,5	2,5	1	
LO1-C-1	Optional	M5							0	1,5	0,5	
LO1-D-1	Mandatory	M6							0,5	2	1	
LO1-D-2	Optional	M7							0	1,5	0,5	
LO1-D-3	Optional	M8							0	1,5	0,5	
UoL 2	SCREEN, ASSESS AND MONITOR ON CLIENT LEVEL											
LO2-A-B-1	Optional	M1							0,5	2,5	1,5	
LO2-A-B-2	Mandatory	M2							0,8	3	2	
LO2-A-B-3	Mandatory	M3							1	3	1,5	
LO2-C-D-0	Mandatory	M4							0,5	3	0,5	
LO2-C-D-1	Mandatory	M5							1	3	2,5	
LO2-C-D-2	Mandatory	M6							0,5	3	0,5	

Figure 2 - Flexibility Table template

The sheet includes the following columns (N.B.: coloured cells cannot be modified!):

1. **Mandatory/optional (column B):** this column is already filled with respect to the Mandatory and Optional LOs; it is just a reminder, but you don't have to modify it.
2. **Main reference module (column C):** you can select from the drop-down menu the Module to which the LO is attributed¹⁸; when you assign a module to a LO, the LO will be automatically reported in *Plan Overview* sheet under the selected module.
3. **Other modules addressing the LO (column D):** you can select from the drop-down menu another Module (if any) addressing the same LO; this is just to take note about the additional module, but this action doesn't affect the *Plan Overview* and the ECVET points distribution among modules (*Ecvet Overview*)

¹⁸ The current version of the FT envisages a maximum number of 10 Modules, that you can list in *Plan Overview* sheet;

4. **Educational strategy (columns from E to I):** you can put a “X” under the selected strategy/ies following the instructions included in the Flexibility Table provided by the project (see DK 5).
5. **Possible range of ECVET points (columns J and K):** Columns J and K show the minimum and maximum number of ECVET points that can be allocated to each LO.
6. **Assigned ECVET points (column L):** here you have to assign the number of ECVET points, according to the range provided in columns J and K.
7. **ECVET Check cell (column M):** the cell will be automatically colored in red if the number of ECVET points assigned is out of the range of reference.

ECVET OVERVIEW: Modules and ECVET summary

In this second sheet LOs are listed in rows and Modules in columns. In each colored cell, corresponding to a LO associated to a module, the number of ECVET points is provided. For each LO, the tool automatically retrieves the data about the Module and the number of ECVET from Sheet 1.

ASSIGNED ECVET POINTS	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	TOTAL
	6,8	8,4	7,1	4,4	8,3	6,3	5,5	5,7	4,2	3,3	60
UoL 1											POINTS per UoL
LO1-A-1	0	1	0	0	0	0	0	0	0	0	7
LO1-A-2	0	1	0	0	0	0	0	0	0	0	
LO1-B-1	0	0	1,5	0	0	0	0	0	0	0	
LO1-B-2	0	0	0	1	0	0	0	0	0	0	
LO1-C-1	0	0	0	0	0,5	0	0	0	0	0	
LO1-D-1	0	0	0	0	0	1	0	0	0	0	
LO1-D-2	0	0	0	0	0	0	0,5	0	0	0	
LO1-D-3	0	0	0	0	0	0	0	0,5	0	0	
UoL 2											POINTS per UoL
LO2-A-B-1	1,5	0	0	0	0	0	0	0	0	0	12
LO2-A-B-2	0	2	0	0	0	0	0	0	0	0	
LO2-A-B-3	0	0	1,5	0	0	0	0	0	0	0	
LO2-C-D-0	0	0	0	0,5	0	0	0	0	0	0	
LO2-C-D-1	0	0	0	0	2,5	0	0	0	0	0	

Figure 3 – ECVET OVERVIEW, Modules and ECVET summary

For example, as you can see in Figure 3, LO1-A-1 was attributed to M2 and 1 ECVET point was assigned to it. In this way, you have the summary of the composition of the Modules and the total ECVET points per Module (Assigned ECVET points row).

This table allows you to:

- properly distribute ECVET points among UoLs, taking into account the range specified in *ECVET Point Tables* (see DK 6);
- check the overall amount of ECVET points of the course, taking into account the EQF level.

PLAN OVERVIEW: LOs distribution ‘per module’

In this third sheet it is displayed which LOs compose the different modules, reporting the name of the Module and of the LOs included in each one.

M2	MODULE 2 TITLE	M3	MODULE 3 TITLE
LO1-A-1	Identify the costs of required raw and semi-finished food products, kitchen equipment and consumable items, at the light of quality and sustainability and make and progressively update an inventory of all potential, local, food products, estimating their periodical cost	LO1-B-1	Define quality criteria of suppliers (including agri-fish-food chain) in order to identify, compare, monitor and evaluate regularly the best high-quality food suppliers
LO1-A-2	data resources and taking into account high quality and parameters of sustainability, and take these brands into account managing suppliers	LO2-A-B-3	able to tackle these problems and conditions in daily work in collaboration with health professionals
LO2-A-B-2	Know basics in physiology of taste/smell, be aware of how different conditions affect taste/smell and of possible clients' food intake needs with respect to taste/smell deterioration, and detect these needs in collaboration with health professionals	LO3-B-1	Collaborate to create standardized menu plans, grounded on disease adapted meals, starting from clients' needs assessment and in collaboration with health professionals
LO3-A-2	Follow food trends, try out new mwals/recipes and evaluate the trial phase in terms of its feasibility in the business/service, also in collaboration with actors external to the kitchen/institution	LO4-A-3	Make budget plans, negotiate them with superiors and assure they are followed by the kitchen personnel
LO4-A-2	Calculate and manage the kitchen budget of food, utilities and personnel	LO6-A-B-3	Prepare cold and hot dishes (or supervise their preparation) according to clients' requirements and the meal plan approved by healthcare professionals, taking into account food intolerances and allergies
LO6-A-B-2	Use or supervise the use of established, innovative and complex preparation methods, also combining and applying various cooking methods simultaneously and developing creative solutions	LO7-B-1	Understand the impact of food and nutrition on social determinants of health and vice versa and leverage attractive taste to promote healthy recipes and healthier nutritional habits, also providing advice and guidance to other professionals on culinary matters to
LO7-A-2	Using appropriate communication methods, styles according to the customers' and colleagues' attitude, culture and the purpose of communication		

Figure 4, the sheet reports the Modules (sections of the sheet) and the LOs that refer to the specific Module. For each Module, the tool automatically retrieves which LOs (number and name) have been assigned to it.

M2	MODULE 2 TITLE	M3	MODULE 3 TITLE
LO1-A-1	Identify the costs of required raw and semi-finished food products, kitchen equipment and consumable items, at the light of quality and sustainability and make and progressively update an inventory of all potential, local, food products, estimating their periodical cost	LO1-B-1	Define quality criteria of suppliers (including agri-fish-food chain) in order to identify, compare, monitor and evaluate regularly the best high-quality food suppliers
LO1-A-2	data resources and taking into account high quality and parameters of sustainability, and take these brands into account managing suppliers	LO2-A-B-3	able to tackle these problems and conditions in daily work in collaboration with health professionals
LO2-A-B-2	Know basics in physiology of taste/smell, be aware of how different conditions affect taste/smell and of possible clients' food intake needs with respect to taste/smell deterioration, and detect these needs in collaboration with health professionals	LO3-B-1	Collaborate to create standardized menu plans, grounded on disease adapted meals, starting from clients' needs assessment and in collaboration with health professionals
LO3-A-2	Follow food trends, try out new mwals/recipes and evaluate the trial phase in terms of its feasibility in the business/service, also in collaboration with actors external to the kitchen/institution	LO4-A-3	Make budget plans, negotiate them with superiors and assure they are followed by the kitchen personnel
LO4-A-2	Calculate and manage the kitchen budget of food, utilities and personnel	LO6-A-B-3	Prepare cold and hot dishes (or supervise their preparation) according to clients' requirements and the meal plan approved by healthcare professionals, taking into account food intolerances and allergies
LO6-A-B-2	Use or supervise the use of established, innovative and complex preparation methods, also combining and applying various cooking methods simultaneously and developing creative solutions	LO7-B-1	Understand the impact of food and nutrition on social determinants of health and vice versa and leverage attractive taste to promote healthy recipes and healthier nutritional habits, also providing advice and guidance to other professionals on culinary matters to
LO7-A-2	Using appropriate communication methods, styles according to the customers' and colleagues' attitude, culture and the purpose of communication		

Figure 4 – PLAN OVERVIEW (Modules and LOs overview)

HOW TO USE THE FLEXIBILITY TOOL: SUGGESTED STEPS

Step 1: Define the modules

- ✓ Based on the instructions provided in to DK4 “*Definition of course modules*” identify from 2 to 10 modules composing your course.
- ✓ Then write the titles of the modules in the white cells available in *Plan Overview* sheet (see Figure 4)

Step 2: Assign LOs to Modules

- ✓ Go to *Flexibility Table* sheet and work on the “Main reference Module” column; you have to select from the drop-down menu the Module you would like to associate to the LO
- ✓ As to optional LOs, in the event that you don’t want to target them, you don’t have to associate them to any module
- ✓ In the event that the same LO is targeted by more than one Module, you have to identify the main one and select it in “Main reference Module” column; than a possible second one could be specified (optionally) in “Other Module addressing the LO” column.

The selection of modules in the “Main reference Module” column will be automatically mirrored in *Plan Overview* sheet, where LOs will be listed under the related module.

- ✓ Check in this sheet if your planned modules correspond to the generated list

Step 3: Define educational strategies

- ✓ In Flexibility Table sheet, work on the “*Educational Strategy*” columns.
- ✓ Take at your fingertips the *DK 5 – Flexibility Table* and, based on the admitted values, select your choice from the drop-down menu, mirroring what you will implement in your specific course.

				EDUCATIONAL STRATEGY				
				Lecture (f2f or online)	Individual study	Group work (f2f or online) (e.g.: problem based learning, case study)	Lab (f2f) (e.g.: role-play, simulation, etc.)	Work based learning (f2f) (e.g.: apprenticeship, stage, internship...)
2								
3		MANDATORY/ OPTIONAL	MAIN REFERENCE MODULE	OTHER MODULE ADDRESSING THE LO (optional)				
4								
5								
6	UoL 1	MANAGE SUPPLIERS AND BUY IN SUSTAINABLE FOOD INGREDIENTS						
7	LO1-A-1	Mandatory	M1	M2				
8	LO1-A-2	Mandatory						
9	LO1-B-1	Mandatory						
10	LO1-B-2	Mandatory						
11	LO1-C-1	Optional						
12	LO1-D-1	Mandatory						
13	LO1-D-2	Optional						
14	LO1-D-3	Optional						
15								
16	UoL 2	SCREEN, ASSESS AND MONITOR ON CLIENT LEVEL						
17	LO2-A-B-1	Optional						
18	LO2-A-B-2	Mandatory						
19	LO2-A-B-3	Mandatory						
20	LO2-C-D-0	Mandatory						
21	LO2-C-D-1	Mandatory						
22	LO2-C-D-2	Mandatory						
23	LO2-C-D-3	Mandatory						
24	LO2-C-D-4	Mandatory						
25	LO-E-1	Optional						
26								

Figure 5 – Educational strategy

In the event that you’re not implementing the strategy, leave the cell empty.

Step 4: Assign ECVET points to each selected LO

- ✓ In Flexibility Table sheet, work on the *Assigned ECVET Points* column
- ✓ Take at your fingertips the *DK 6 – ECVET Points Tables* and refer to the possible range of ECVET points identified in the Flexibility Table sheet
- ✓ Fill the assigned ECVET points one by one: if the provided value will be outside of the suggested range, the Check column will turn red.

We suggest you to make a first attempt of points distribution and then:

- ✓ Go to *ECVET overview* sheet and check:
 - 1) If the number of ECVET points assigned to each UoL is compliant with the range established by *DK 6 – ECVET Points Tables* (limits are summarized aside the table as shown in Figure 6)
 - 2) If the overall number of ECVET points of the course (TOTAL green cell in Figure 6) is compliant with the defined EQF level.

ASSIGNED ECVET POINTS	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	TOTAL			
	1	0	0	0	0	0	0	0	0	0	1			
JoL 1											ECVET POINTS per UOL	EQF5	EQF4/5	EQF4
O1-A-1	1	0	0	0	0	0	0	0	0	0	1	60-90 ECVET	40-60 ECVET	30-40 ECVET
O1-A-2	0	0	0	0	0	0	0	0	0	0		Min 7	Min 4,7	Min 3,5
O1-B-1	0	0	0	0	0	0	0	0	0	0		Max 10,5	Max 7	Max 4,7
O1-B-2	0	0	0	0	0	0	0	0	0	0				
O1-C-1	0	0	0	0	0	0	0	0	0	0				
O1-D-1	0	0	0	0	0	0	0	0	0	0				
O1-D-2	0	0	0	0	0	0	0	0	0	0				
O1-D-3	0	0	0	0	0	0	0	0	0	0				

Figure 6 – ECVET overview

Then you can modify in the *Assigned ECVET Points* column and adjust them till the totals in ECVET overview will fit the stated ranges.

Step 5: Complete Assessment Scaffolding

- ✓ Go to *Assessment Scaffolding* sheet and take at your fingertips the DK 9 – Assessment Table
- ✓ The sheet includes a table for each possible module: these tables will be filled in automatically with data retrieved from *Plan Overview* (modules' titles) and *Flexibility Table* (LOs association to modules) sheets: check their coherence
- ✓ Then specify with an "X" when you plan to implement in your course the specific assessment method, taking into account the suggestions included in the Assessment Table

References

This document has been adapted from "Flexibility Tool User Manual" included in ENhANCE Project Designers' Kit <https://oot.enhance-fcn.eu/course/view.php?id=26>

ANNEX 8 – DK10 – Validation and recognition of Prior Learning – Guidelines

INTRODUCTION

The aim of this document is to provide a general overview about the main guidelines on “Validation and Recognition of Prior Learning” at European level and to provide a detailed overview of how they have been adopted in the Ligurian and Portuguese pilots.

The document is divided into two main sections: the first one is aimed to provide an overall introduction to the main European guidelines on the topic, while the second one enters into the details of how these guidelines will be implemented in the pilots that will be run in Liguria Region and Portugal. The examples about Italy and Portugal will guide the implementation of the process of validation and recognition of prior learning in the other pilots; then experiences developed in the other pilots will be collected and integrated in the final release of the Guidelines.

The first part of the document, in particular, has been drawn from “*How to personalize the learning path?*” Guide included in “**Guidelines supporting the design of local curricula**” delivered by **ENhANCE Project**¹⁹ in 2021. Then, the document is based on:

- Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualification
- Directive 2013/55/EU of the European Parliament and of the Council of 20 November 2013 amending Directive 2005/36/EC
- CEDEFOP’s “European guidelines for validating non-formal and informal learning” released in 2015 and published at <https://www.cedefop.europa.eu/en/publications/3073>

¹⁹ ENhANCE project - *European curriculum for family and community nurses* <https://www.enhance-fcn.eu/> - Sector Skills Alliance - 591946-EPP-1-2017-1-IT-EPPKA2-SSA

PART 1 - EUROPEAN GUIDELINES FOR RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) proceeded and systems vary widely across different countries, sectors and institutions. In particular, RPL for regulated professions are highly dependent on the processes and regulatory frameworks defined by national authorities and entities. While the CGE EU Curriculum fulfils all requirements to support RPL, it cannot prescribe one particular RPL process that must be applied. Therefore, this document aims to outline common features of many RPL systems, provide guidance on identifying relevant RPL processes in your country, and illustrate what RPL can look like through a series of practical examples.

WHAT IS RPL?

RPL, often also referred to as Validation of Prior Learning – is a process by which the prior learning of an individual, gained in formal, informal or non-formal settings is validated against a set of criteria and is assigned a credit value.

Such credit, obtained through RPL, may

- grant access/entry to specific programmes of study and/or;
- be used to claim achievement of parts of a qualification.

The RPL process can be a lengthy process, which requires complete dedication and commitment by:

- the applicant – in order to submit the information required and to answer any clarifications requested by the organisation, and;
- the organisation – in order to verify the authenticity of the elements within the applicant's claim and to provide the necessary guidance to the applicant throughout the process

As a result of the RPL process, learners together with the institution may create personal/individual learning paths because the common elements of a different study programme they previously attended can be easily transferred to the one they are applying for. Similarly, other forms of learning obtained through different life experiences, working environments, work based learning, and training courses etc. may equip the individual with a set of knowledge, skills and competences, which are relevant to the said qualification. Recognition of Prior Learning is therefore a tool for validating the skills that an individual possesses and transforming them in tangible credit, which they can apply to facilitate the progression of their studies.

WHY IS RPL USEFUL?

RPL supports Lifelong Learning through:

- *Permeability*: RPL may provide an opportunity to individuals to follow programmes, which otherwise they would not have had access to.
- *Accessibility*: Opportunity to reduce the time needed to complete a programme by marking specific Unit/Modules as obtained through RPL. This is mostly relevant to individuals in employment, whose time is therefore limited and cannot follow full-time education.
- *Mobility*: RPL facilitates the mobility of workers in Europe, as they will be able to have their prior learning count towards an additional education or employment in another country.

THE FOUNDATION FOR APPLYING RPL IN THE CGE CURRICULUM

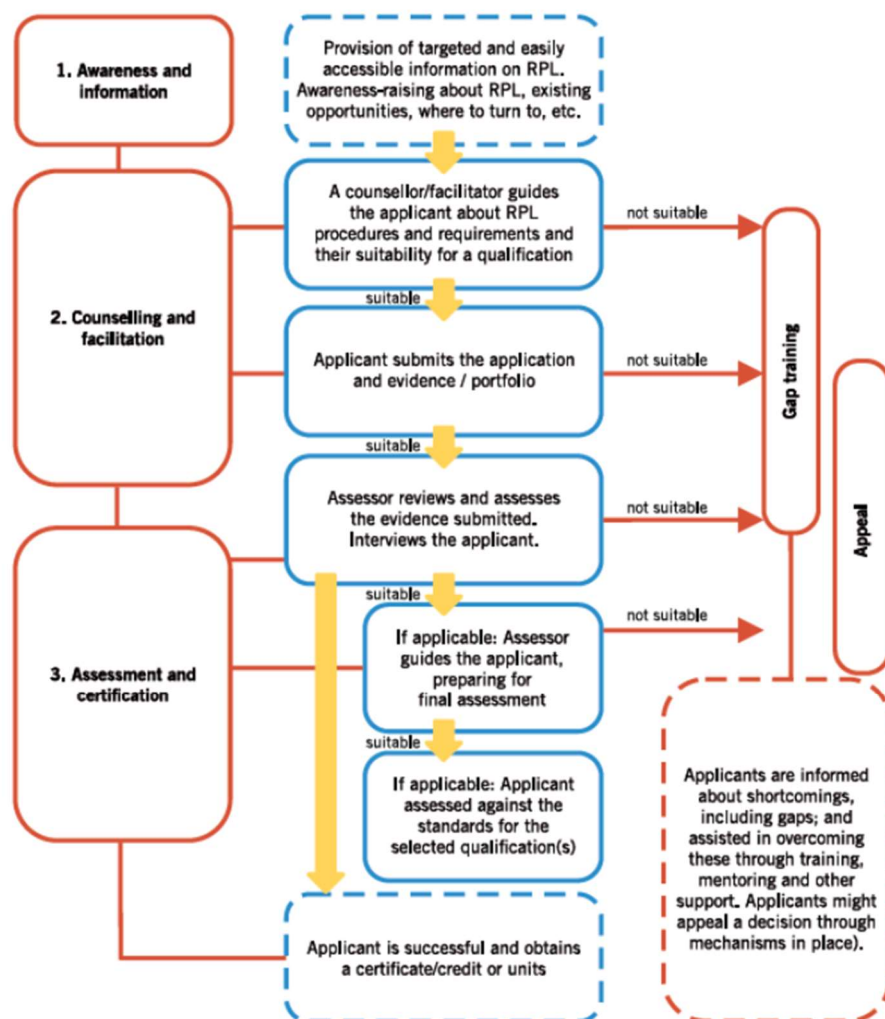
The CGE EU Curriculum fulfils the requirements to support RPL because:

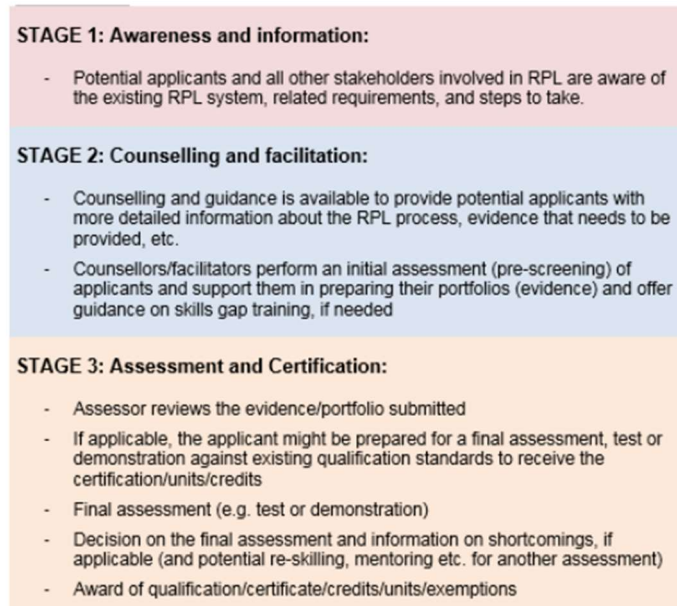
- It matches the occupation standards and is based on learning outcomes – meaning, it is competence-based and provides transparent descriptions of what a learner knows and is able to do upon completion of the learning process.

- It informs about the assessment of these learning outcomes (criteria, indicators, assessment procedures): this will help you to compare the prior learning of an applicant to which competences CGEs will have after completion of your curriculum and what to look for when examining the documentation of prior learning provided by applicants.

THE MAIN ELEMENTS OF THE RPL PROCESS

In this section we identify **3 MAIN STAGES** that will support you in identifying the RPL system established in your country (and/or your institution).





Beside the identified 3 stages, the very first step (STAGE 0) should be the IDENTIFICATION of possible RPL processes in place in your country, since the various stages and steps explained here should be part of them.

A STEP-BY-STEP DESCRIPTION OF THE 3 RPL STAGES

RPL systems vary vastly. However there are some common features. The following sections detail the main steps characterizing the three stages.

STAGE 1 – Step 1: Initial Enquiry/Call for Application

The RPL process starts with an initial enquiry by:

1. Either from a prospective RPL candidate to your institution
2. Or in the form of a Call for applications by the specific organization.

At this point, the first contact between RPL applicants and your organization is established. As you can see in the flowchart, a support and information system regarding RPL should be in place to guide prospective applicants in the application for RPL consideration.

STAGE 2 – Step 2: Confirmation of Eligibility

After the application, the applicants needs to be informed by your organization whether they

1. Are eligible for RPL on multiple qualifications including the one s/he applied for;
2. Are eligible for RPL on qualifications other than the one s/he applied for;
3. Are not be eligible for RPL.

Once again, the role of your guidance is vital in this section in order to help the applicant make an informed choice regarding their future educational pathway in your institution.

STAGE 3 – Step 3: Portfolio/Repository of Qualifications/Certifications

As stated above, RPL claims are built upon the Prior Learning of an individual. This learning can be obtained either formally, informally or non-formally.

These types of learning are defined as follows:

- **Formal Learning:** Formal learning is organized learning, achieved in formal education. It is built upon a structured curriculum, delivered by qualified teachers and leads to a formal certificate which is, most of the time, recognized by multiple organizations both locally and

internationally. It is usually valued in terms of credits, which can be transferred between qualifications, institutions and countries.

- **Non-Formal Learning:** Is the type of learning which occurs outside of compulsory education, for example continuing professional education. It can be either organized or not, is intentional and it is usually flexible, hands-on, learner-centered and led by a teacher or a leader. This form of learning does usually not result in a formal degree or certificate.
- **Informal Learning:** Is the learning obtained in everyday life, often from persons with more experience in a certain area without the role of a qualified teacher (parents, friends, etc.). There is no set curriculum and no credits. This form of learning is gradual, passive and accumulated through time.

In order to prove the RPL claim, the applicant will have to provide evidence of his/her qualifications and prior learning experiences. A portfolio of competences – a more detailed extension to the CV – is usually ideal for this.

STAGE 3 – Step 4: Submission of evidence

In this phase, you will take a look at the evidence provided by the applicant and select the evidence relevant for the RPL claim. Not all Prior Learning will be relevant to every RPL claim. You will need to select and determine which experiences are best suited as evidence for the RPL being claimed. Most institutions will offer guidance to applicants in the process of building and presenting their evidence (Stage 2).

Evidence for an RPL claim needs to be:

- **Valid** – all evidence submitted by an applicant must be related to the content of the Unit or qualification being claimed by RPL
- **Authentic:** All evidence submitted by an applicant should clearly relate to his/her own effort and achievements. They should ideally also bear clear information on the level and/or the breakdown of the course followed.
- **Current:** the date in which the presented evidence was obtained is important to determine its relevance towards the RPL claim. In the case of formal certification, the date in which it was obtained is the most relevant detail for demonstrating currency. For non-formal and/or informal evidence, the applicant would need to find other ways to demonstrate the currency (e.g. the number of years in which the activity was performed and when it was performed last).
- **Sufficient** – it is important that any evidence submitted covers most if not all of the aspects related to the RPL claim. Therefore, if an applicant is making a claim to achieve a specific unit by RPL, any evidence submitted needs to cover all or a majority of the criteria related to the said unit.

NB: Evidence for RPL can take different forms. It can consist of a combination of documents, multimedia files (photos and videos) and tangible artefacts (although these are least popular). Once again, organizations will guide applicants on what is acceptable as evidence and what is not. The most common form of evidence is documents, and there are various types, which can be presented.

Some examples of evidence are:

- Resume/CV (paper and/or online);
- Covering letter/s;
- Formal Education Certificates;
- On the job training Certificates; CPD Certificates;
- Reference Letters from current and past: employers, peers, supervisors, clients etc.;
- Performance Appraisals, Evaluation forms, letters or appreciation; letters of recommendation;
- Performance Awards;
- Samples of Work Performed: Memos; Reports; Plans; Procedures and Forms; Hand-outs; Marketing plans etc.;

- Photographs and/or videos showing work produced by the applicant and/or the applicant at work;
- Minutes of meeting featuring work/tasks;
- Email communications etc.

Evidence in the Portfolio should be accompanied by the applicants own self-reflection, and thoughts in order to prove his/her strengths and map/explain the relevance of the evidence being presented towards the RPL claim. Such explanation will facilitate the work of the assessor/evaluator when evaluating the documents submitted and will ensure that the evidence is interpreted as intended.

STAGE 3 – Step 5: Verification and assessment of Evidence and RPL Claim

All evidence submitted by applicants will be reviewed by you (= the representative of your institution dealing with RPL), and assessed against the criteria of the Unit of Learning Outcomes of the CGE Curriculum the claim is made for. You will also review the application and the individual descriptions submitted by the applicant claiming Prior Learning on specific tasks, and will decide whether in your professional opinion, the applicants' claim can be considered as valid or not.

In order to provide a fairer evaluation to the applicant, some organizations might appoint multiple evaluators and/or a board of Evaluators in order to review the same RPL application. The evaluation board may contact the applicant for clarifications. In some cases, they may also decide to put the applicant to the test, asking him/her to perform specific tasks in order to assess his/her skills and competencies.

STAGE 3 – Step 6: Award of Certification/Credit (leading to Personalization of Learning Paths)

The final Step of the RPL process is the award of a qualification (fully or partially) / certificate / credits / units / exemptions to the applicant by the legitimate institution. This may lead to individual learning paths as successful RPL applicants will only have to carry out the parts of the CGE qualification they did not acquire through prior learning.

The Personalization could include the following options in CGE training:

- taking elective or optional courses / units / modules aside the core, basic ones at the learner's own choice;
- varying the course order where possible;
- skipping courses;
- choosing the area of the internship according to learner's personal interests and attitudes;
- choosing the area of the thesis project, according to learner's personal interests and attitudes;
- choosing part-time or full-time programmes or being allowed to extend the overall programme duration;
- being allowed to take online or blended courses /programmes.

NB: Please keep in mind that these options for personalization can only be offered and implemented if there is a suitable system in place in your institution that allows for this kind of flexibility.

PART 2 - RECOGNITION OF PRIOR LEARNING IN LIGURIA

INTRODUCTION

ITALY'S NORMATIVE REFERENCES

The normative references in Italy are the following:

- Law 28 June 2012, no. 92, and subsequent amendments and supplements, which envisage the Reform of the Labour Market in a perspective of growth, in particular art. 4, from paragraph 51 to paragraph 68, dictates the principles on which to start the Reform of Vocational Training;
- Legislative Decree No. 13 of 16 January 2013, which defines "The general rules and essential levels of performance for the identification and validation of non-formal and informal learning and the minimum service standards of the national system for the certification of competences, pursuant to Article 4, paragraphs 58 to 68, of Law 92/2012";
- Decree of the Minister of Labour and Social Policies 30 June 2015 - issued in agreement with the Minister of Education, Universities and Research - establishes the "Operational reference framework for the recognition at national level of regional qualifications and related competences", within the National Directory of Educational and Training Qualifications and Vocational Qualifications referred to in Article 8 of Legislative Decree 13/2013;
- Decree of the Minister of Labour and Social Policies 8 January 2018 - issued in agreement with the Minister of Education, Universities and Research - establishes the "National Framework of Qualifications issued within the National Skills Certification System" referred to in Legislative Decree 13/2013;
- Decree of the Minister of Labour and Social Policies of 5 January 2021 - issued in agreement with the Minister of University and Research, the Minister for Public Administration and the Minister for the Economy and Finance, having consulted the Minister for Economic Development - sets out the "Provisions for the adoption of the guidelines for the interoperability of the public bodies in charge of the National Skills Certification System".

Ministerial Decree 2015/06/30

In particular, the Ministerial Decree 2015/06/30 constitutes the normative reference for the recognition and validation of competences.

This Ministerial Decree defines an operational framework for the recognition at national level of regional qualifications and their competences (hereinafter referred to as the national framework), within the framework of the National Directory of Educational and Training Qualifications and Vocational Qualifications (hereinafter referred to as the National Directory).

The national framework is the part of the National Directory relating to regional qualifications and represents the unitary reference for the correlation of regional qualifications and their progressive standardisation, as well as for the identification, validation and certification of qualifications and competences, also in terms of credits (e.g. ECTS, ECVET points).

Furthermore, the national framework is organised on the basis of the classification of economic and occupational sectors and is the reference for the regional qualifications registers, approved and published by each region and autonomous province of Trento and Bolzano and meeting the minimum standards.

Article 5 establishes that people who demonstrate or self-declare that they have acquired learning experiences in any formal, non-formal and informal context, provided that they are adequate and relevant to one or more qualifications included in the reference repertories, may have access to the identification and validation service provided by the regions and autonomous provinces of Trento and Bolzano.

Regarding the identification and validation process, the minimum elements that characterize the phases of the service delivery process are:

- a) for the identification phase: reconstruction of the person's experience, transparency of the skills acquired and elaboration of a "Document supporting the transparency of the skills acquired" (hereinafter referred to as "Transparency Document");
- b) for the evaluation phase: technical examination of the "Transparency Document" and possible direct evaluation, intended as an evaluation test in the presence of the candidate through hearing, technical interview or performance test;
- c) for the attestation phase: drafting and issue of the "Validation Document".

Moreover, article 6 states that during the identification and validation service, the "Transparency Document" is drawn up, with the attestation value of the first part containing the following minimum information:

- a) personal data;
- b) the skills identified as potential objects of validation;
- c) work and formal, non-formal and informal, learning experiences, referring to the skills identified as potential objects of validation.

LIGURIA

According to ALFA, which is the body of Liguria Region government in charge of RPL certification, the process is voluntary and is initiated at the request of the applicant who wants to acquire the certification of a qualification or of some competences within a qualification curriculum.

The service can be accessed by people meeting the following requirements:

1. They are of age, resident or domiciled in Liguria;
2. They have acquired – in the last 10 years – significant formal, non-formal or informal experience, for at least 1600 hours, provided that such experience is adequate and relevant to one or more competences or to a professional profile included in the Regional Directory. This experience must be inferred from the CV or from other appropriate documentation;
3. They meet the formal prerequisites and conditions set out for the chosen qualification.

The candidate must submit an application to the entitled organization. The choice of organisation depends on the SEP – Economic and Professional Sector – to which the qualification belongs.

The organizations are entitled for some SEP, according to their experiences; a list of entitled organizations is published in <https://www.regione.liguria.it/homepage/scuola-e-formazione/formazione/sistema-regionale-certification-skills.html>

The qualification must be included in the Ligurian Directory of Occupational Profile: <http://professioniweb.regione.liguria.it/>

STAGE 1 – STEP 1 Initial Enquiry/Call for Application

The RPL process starts with an initial enquiry:

1. Either from a prospective RPL candidate to the entitled organization (e.g. a VET Institute for Food and Wine Services) belonging to the organizations listed in <https://www.regione.liguria.it/homepage/scuola-e-formazione/formazione/sistema-regionale-certification-skills.html>
2. Or in the form of a Call for applications by the entitled organization

At this point, the first contact between RPL applicants and the entitled organization is established. A support and information system should be in place to guide prospective applicants in the application for RPL.

STAGE 2 – STEP 2 Confirmation of Eligibility

After the application, the applicants need to be informed by the entitled organization whether they

1. Are eligible for RPL on multiple qualifications including the one s/he applied for;
2. Are eligible for RPL on qualifications other than the one s/he applied for;
3. Are not eligible for RPL.

Once again, the role of guidance of the entitled organization is vital in this section in order to help the applicant make an informed choice regarding their future educational pathway.

STAGE 3 – STEP 3 Portfolio (Dossier)/Repository of Qualifications/Certifications

As stated above, RPL claims are built upon the Prior Learning of an individual. This learning can be obtained either formally, informally or non-formally.

These types of learning are defined as follows:

- **Formal Learning:** Formal learning is organized learning, achieved in formal education. It is built upon a structured curriculum, delivered by qualified teachers and leads to a formal certificate which is, most of the time, recognized by multiple organizations both locally and internationally. It is usually valued in terms of credits, which can be transferred between qualifications, institutions and countries.
- **Non-Formal Learning:** Is the type of learning which occurs outside of compulsory education, for example continuing professional education. It can be either organized or not, is intentional and it is usually flexible, hands-on, learner-centered and led by a teacher or a leader. This form of learning does usually not result in a formal degree or certificate.
- **Informal Learning:** Is the learning obtained in everyday life, often from persons with more experience in a certain area without the role of a qualified teacher (parents, friends, etc.). there is no set curriculum and no credits. This form of learning is gradual, passive and accumulated through time.

In order to prove the RPL claim, the applicant will have to provide evidence of his/her qualifications and prior learning experiences. A portfolio (or dossier) of competences – a more detailed extension to the CV – is usually ideal for this.

STAGE 3 – STEP 4 Submission of evidence

In this phase, the entitled organization will take a look at the evidence provided by the applicant and select the evidence relevant for the RPL claim. Not all Prior Learning will be **relevant to every RPL claim**. One will need to select and determine which experiences are best suited as evidence for the RPL being claimed. Most institutions will offer guidance to applicants in the process of building and presenting their evidence (Stage 2).

Evidence for an RPL claim needs to be:

- **Valid** – All evidence submitted by an applicant must be **related to the content of the Unit or qualification being claimed by RPL**.
- **Authentic:** All evidence submitted by an applicant should **clearly relate to his/her own effort and achievements**. They should ideally also bear clear information on the level and/or the breakdown of the course followed.
- **Current:** the **date in which the presented evidence was obtained** is important to determine its relevance towards the RPL claim. In the case of formal certification the date in which it was obtained is the most relevant detail for demonstrating currency. For non-formal and/or informal evidence, the applicant would need to find other ways to demonstrate the currency (e.g. the number of years in which the activity was performed and when it was performed last.).
- **Sufficient** – it is important that any evidence submitted **covers most if not all of the aspects** related to the RPL claim. Therefore, if an applicant is making a claim to achieve a specific unit by RPL, any evidence submitted needs to cover all or a majority of the criteria related to the said unit.

NB: Evidence for RPL can take different forms. It can consist of a combination of documents, multimedia files (photos and videos) and tangible artefacts (although these are the least popular). Once again, organizations will guide applicants on what is acceptable as evidence and what is not. The most common form of evidence is documents, and there are various types, which can be presented. Some examples of evidence are:

- Resume/CV (paper and/or online);
- Covering letter/s;
- Formal Education Certificates;
- On the job training Certificates; CPD Certificates;
- Reference Letters from current and past: employers, peers, supervisors, clients, etc.;
- Performance Awards;
- Samples of Work Performed: Memos; Reports; Plans; Procedures and Forms; Hand-outs; Marketing plans, etc.;
- Photographs and/or videos showing work produced by the applicant and/or the applicant at work;
- Minutes of meeting featuring work/tasks;
- Email communications etc.

Evidence in the Portfolio should be accompanied by the applicants' own self-reflection, and thoughts in order to prove his/her strengths and map/explain the relevance of the evidence being presented towards the RPL claim. Such explanation will facilitate the work of the assessor/evaluator when evaluating the documents submitted and will ensure that the evidence is interpreted as intended.

STAGE 3 – STEP 5 Verification and assessment of Evidence and RPL Claim

All evidence submitted by applicants will be reviewed by the representative of the entitled organization dealing with RPL, and assessed against the criteria of the Unit of Learning Outcomes of the CGE Curriculum the claim is made for. You will also review the application and the individual descriptions submitted by the applicant claiming Prior Learning on specific tasks, and will decide whether in your professional opinion, the applicants' claim can be considered as valid or not.

In order to provide a fairer evaluation to the applicant, the entitled organizations might appoint multiple evaluators and/or a board of Evaluators in order to review the same RPL application. The evaluation board may contact the applicant for clarifications. In some cases, they may also decide to put the applicant to the test, asking him/her to perform specific tasks in order to assess his/her skills and competencies.

STAGE 3 – STEP 6 Award of Certification/Credit (leading to Personalization of Learning Paths)

The final Step of the RPL process is the acknowledgement by ALFA (the titular body, authorized agency of Regione Liguria) of:

- Certification of a full EQF4 qualification in the food and wine sector, although informally or non-formally acquired;
- Certification of a full EQF4 qualification in the food and wine sector, although informally or non-formally acquired, and also some competences/units of learning belonging to the CGE Curriculum;

This acknowledgment by ALFA will allow the candidate to enter the CGE course and may also lead to individual learning paths, as successful RPL applicants will only have to carry out the parts of the CGE they did not acquire through prior learning.

The Personalization could include the following options in CGE training:

- Skipping one or more units of learning;
- Taking elective or optional courses/units/modules aside the core, basic ones;
- Varying the course order where possible;
- Choosing the area of the internship according to learner's personal interests and attitudes;
- Choosing the area of possible individual presentations and/or written papers, according to learner's personal interests and attitudes.



D3.2.1 – Tools and guides for designers

NB: Please keep in mind that these options for personalization can only be offered and implemented if there is a suitable system in place in the entitled institution that allows for this kind of flexibility.

PART 2 - RECOGNITION OF PRIOR LEARNING IN PORTUGAL

INTRODUCTION

Here are summarized the main elements characterizing the process of Recognition of Prior Learning applied in Portuguese pilot.

The process will be carried out by SCMA while the regulating authority will be ANQEP (Agencia Nacional para a Qualificacao e o Ensino Profissional).

The Process for the Recognition of Prior Learning in Portugal includes:

- A Counselling Session
- An Assessment of the professional competences of the Individual
- Accreditation and recording of the professional competence.

The procedure will be the following:

- a) Registration through the registration service through specific recognition templates filled by the users
- b) Presentation/proof of credits or modules which want to be recognized by the Board Recognition
- c) Preparation of the assessment and recognition Dossier, using SCMA model
- d) Appointment of the Recognition Board responsible for conducting the tests (resolution of cases, exams, interviews...) necessary for training evaluation. As a guideline for the interview, the Recognition Board prepares a list of questions
- e) The Board reviews the results in the assessment and recognition dossier. Once the assessment is finalized, it calculates the percentage of recognition of training units and/or modules
- f) The applicant is informed of the results, which are transferred to the training evaluation system

STAGE 1 – STEP 1 Initial Enquiry/Call for Application

The RPL process starts with an initial enquiry by a RPL candidate or a Call for applications by SCMA. This is the first contact between RPL applicants and SCMA.

STAGE 2 – STEP 2 Confirmation of Eligibility

After the application, each applicant needs to be informed by SCMA whether s/he is:

- a) Eligible for RPL on multiple qualifications including the one s/he applied for;
- b) Eligible for RPL on qualifications other than the one s/he applied for;
- c) Not eligible for RPL.

STAGE 3 – STEP 3 Portfolio/Repository of Qualifications/Certifications

At this point in the application the student must show their portfolio/repository, this should include all the work experience that the student had, also the training which the student already has.

We also ask for history of professional experience, acquisitions, documentation and proof of experience, such as photographic record, videos, letters of recommendation and employment contracts.

After this, according to our curriculum we will, according to the portfolio presented, position people by levels.

STAGE 3 – STEP 4 Submission of evidence

At this stage, the evidence provided by the applicant is examined and evidence associated with the RPL claim is selected.

Not all prior knowledge is relevant to all RPL claims. SCMA needs to select and determine the experience that is most useful as evidence of the alleged RPL. Most institutions provide guidance to applicants on how to create and present evidence.

Evidence for an RPL claim needs to be:

- Valid – all evidence submitted by an applicant must be related to the content of the Unit or qualification being claimed by RPL
- Authentic: all evidence submitted by an applicant should clearly relate to his/her own effort and achievements. They should ideally also bear clear information on the level and/or the breakdown of the course followed.
- Current: the date in which the presented evidence was obtained is important to determine its relevance towards the RPL claim. In the case of formal certification, the date in which it was obtained is the most relevant detail for demonstrating currency. For non-formal and/or informal evidence, the applicant would need to find other ways to demonstrate the currency (e.g. the number of years in which the activity was performed and when it was performed last).
- Sufficient – it is important that any evidence submitted covers most (if not all) of the aspects related to the RPL claim. Therefore, if an applicant is making a claim to achieve a specific unit by RPL, any evidence submitted needs to cover all or (a majority of) the criteria related to the said unit.

SCMA will guide applicants on what is acceptable as evidence and what is not. The most common form of evidence is documents, and there are various types, which can be presented (a combination of documents, multimedia files with photos and videos).

- Resume/CV (paper and/or online)
- Covering letter/s
- Formal Education Certificates
- On the job training Certificates, CPD Certificates
- Reference Letters from current and past: employers, peers, supervisors, clients, etc.
- Performance Appraisals, Evaluation forms, letters or appreciation, letters of recommendation
- Performance Awards
- Samples of Work Performed: Memos, Reports, Plan, Procedures and Forms, Handouts, Marketing plans, etc.
- Photographs and/or videos showing work produced by the applicant and/or the applicant at work
- Minutes of meetings featuring work/tasks

STAGE 3 – STEP 5 Verification and assessment of Evidence and RPL Claim

All evidence submitted by applicants will be reviewed by the SCMA representative (or board of evaluators) dealing with RPL, and assessed against the criteria of the Unit of Learning Outcomes of the CGE Curriculum the claim is made for. S/He will also review the application and the individual descriptions submitted by the applicant claiming Prior Learning on specific tasks and will decide whether in her/his professional opinion, the applicants' claim can be considered as valid or not.

The evaluation board may contact the applicant for clarifications. In some cases, they may also decide to put the applicant to the test, asking him/her to perform specific tasks in order to assess his/her skills and competencies.

STAGE 3 – STEP 6 Award of Certification/Credit (leading to Personalization of Learning Paths)

The final step in the RPL process is to award the degree (in whole or in part) / certificate / credit / unit / waiver to the candidate.

This can lead to individualized learning paths, as successful candidates in the RPL will only have to complete portions of the CGE certification that they have not obtained through prior study. The Personalization could include the following options:

- a) Taking elective or optional courses / units / modules aside the core, basic ones at the learner's own choice
- b) Varying the course order where possible
- c) Choosing the area of the internship according to learner's personal interests and attitudes
- d) Choosing part-time or full-time programmes or being allowed to extend the overall programme duration
- e) Being allowed to take online or blended courses / programmes

REFERENCES

Main reference

This document has been adapted from “How to personalize the learning path?” Guide included in ENhANCE Project Designers’ Kit. <https://oot.enhance-fcn.eu/mod/page/view.php?id=1911>

Other references

CEDEFOP's “European guidelines for validating non-formal and informal learning” released in 2015 and published at <https://www.cedefop.europa.eu/en/publications/3073>

Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualification - <http://data.europa.eu/eli/dir/2005/36/2021-12-10>

Directive 2013/55/EU of the European Parliament and of the Council of 20 November 2013 amending Directive 2005/36/EC on the recognition of professional qualifications and Regulation (EU) No 1024/2012 on administrative cooperation through the Internal Market Information System (‘the IMI Regulation’) - <http://data.europa.eu/eli/dir/2013/55/oj>

Ligurian Directory of Occupational Profiles - <http://professioniweb.regione.liguria.it/>

ANNEX 9 – DK11 – How to set up effective Work Based Learning for NECTAR CGE Curriculum

INTRODUCTION

Work-based learning refers to learning that occurs when people do real work. This work can be paid (if it is an extracurricular training) or unpaid (in case of curricular training), but it must be real work that leads to the production of real goods and services. Work-Based Learning allows the Chef Gastro-Engineering (CGE) students to apply what they have learned in the classroom in an actual workplace setting. Students' work supported and monitored by a trainer for an employer who works in the industry (hospitals; residences for elderly; tourism; school or enterprise canteens and in general the collective catering) directly related to their field of study, which is very applicable for training to be a chef.

Arguably one of the most important aspects of work-based learning is the one tied to the design and development of courses, programmes and curricula for delivery across different learning environments. In developing a programme of work-based learning, the starting point for many is the definition of Learning Outcomes (LOs) – statements confirming “what a learner knows, understands and is able to do on completion of a learning process”; in the context of NECTAR's Curriculum, which comprises a set of 69 LOs, this means defining which LOs will be targeted “through WBL”. There is also a need to consider learning delivery, monitoring and assessment, aligning the latter with existing (national, European) frameworks and tools for learning recognition²⁰

In terms of involved actors, programme development equally requires input from the targeted sector or industry and from those involved in the development and delivery of education and training.

The guide on “*How to set up effective Work Based Learning for NECTAR CGE Curriculum*” will provide support for the design of effective Work Based Learning, based also on EU recommendations such as the Council Recommendation on a European Framework for Quality and Effective Apprenticeship [2018].

This guide concentrates on work-based learning that is part of VET. This type of learning is hardly ever stand-alone, but is usually combined with classroom-based learning. Some schools and colleges use virtual firms, practice firms, simulations and the like. These are not a substitute for the real thing, as they cannot create all of the features of a real workplace, but they can be useful when the alternative is difficult to access²¹.

METHODOLOGY

This guide is based on the ENhANCE OOT Platform – Guidelines supporting the design of local curricula – Designers' kit²², the Work Based-Learning TOOLKIT²³ and the policy questions of the OECD on Work-based learning in school-based VET²⁴.

²⁰ Work Based Learning Toolkit - <https://www.wbl-toolkit.eu/>

²¹ European Training Foundation (2014). Work-based learning - A handbook for policy makers and social partners in ETF partner countries. https://www.etf.europa.eu/sites/default/files/2018-09/Work-based%20learning_Handbook.pdf

²² ENhANCE Project - “How to design and set an effective Work Based Learning?” ENhANCE Project Designers' Kit. <https://oot.enhance-fcn.eu/mod/page/view.php?id=1906>

²³ Work Based Learning Toolkit - <https://www.wbl-toolkit.eu/>

²⁴ OECD. Work-based learning in school-based vocational education and training (VET) – <https://www.oecd.org/education/skills-beyond-school/work-based-learning-in-school-based-vocational-education-and-training-vet.htm>

The contents of the above mentioned reference documents have been organized taking into account the 6 BUILDING BLOCKS defined by the EQAVET Framework²⁵ and aimed to provide guidance and to set out activities that help VET providers to develop and support a quality assurance approach for WBL.

The building blocks are designed to be useful and appropriate for the three main models of WBL:

- Apprenticeship schemes which combine training in companies and VET schools or other education/training institutions;
- On-the-job training in companies which typically cover internships, work placements or traineeships which are a compulsory or optional element of VET programmes leading to formal qualifications;
- Integration into a school-based programme through on-site laboratories, workshops, kitchens, restaurants, junior or practice firms, simulations or real business/industry projects and assignments.

Each building block includes:

- a 'call to action' and sets out activities that help to develop a quality assurance approach for WBL
- identification of the 'key issues' that; should be considered and the factors for success
- reference to 'main messages' drawn from an analysis of current practice based on recent experiences, suggesting new ways forward.

This guide includes six main sections:

1. Design for work-based learning
2. Improve the quality
3. Respond to learners' needs
4. Communicate
5. Train the staff
6. Assess the learners.

Design for work-based learning

According to the EQAVET Framework, the first important step for assuring quality in WBL is the DESIGN step.

²⁵ EQAVET - Quality assuring work-based learning - <http://www.euroapprenticeship.eu/UserFiles/File/quality-process/eqavet-quality-assuring-work-based-learning.pdf>

01 Design work-based learning			
What does the Building Block mean?	'Call to action' – have you decided?	Key Issues about factors for success	Main messages Suggesting new ways forward
Work with partner organisations to ensure the relevance of learners' training during periods of work-based learning	Which organisations should we work with in order to provide high-quality training? Which courses/ qualifications should learners follow?	<ul style="list-style-type: none"> – The quality of WBL can be enhanced if quality assurance is considered during the planning phase. In some situations this can be part of a formal arrangement between partner organisations. – It is important to ensure that each partner organisation links the content of their training to the learner's qualification. – Quality assurance is strengthened if each partner organisation has an opportunity to evaluate and review their working relationship. 	<p>Quality assurance is strengthened if it is planned from the start, and if responsibilities for each stage of work-based learning are clarified.</p> <p>Many VET teachers who spend time in companies find it easier to establish close connections between work-based and school-based provision.</p> <p>Small and medium-sized enterprises can be encouraged and supported to become more involved in work-based learning if attention is paid to their specific training needs and context.</p> <p>On-line systems enhances the ability of employers and VET schools to work collaboratively; this supports quality assurance and strengthens the opportunity to review work-based learning.</p> <p>Decisions on selecting companies to be involved in work-based learning can be difficult. However when VET schools are allowed to select, many report significant improvements in the quality of provision</p>

Figure 7: Building block 1: Design work-based learning EQAVET - Quality assuring work-based learning - <http://www.euroapprenticeship.eu/UserFiles/File/quality-process/eqavet-quality-assuring-work-based-learning.pdf>

The “call to action” outlines the need to identify clearly “*which organisations should we work with in order to provide high quality training*”, while the “Key Issues” point out the need to ensure that each partner organisation links the content of their training to the learner’s qualification.

A broad range of activities are included in the Work Based Learning of the CGE. Students who are enrolled in the CGE training already have experience in the culinary world, as this is a compulsory entry requirement. Nevertheless, to establish a stronger connection with potential employees, it is necessary for the CGE to carry out internships in sectors that are not only related to hospitality, but also to health and care. Practical training should also depend on the national rules and training contexts of each organization and can therefore be different throughout countries and organisations.

The practical training for the CGE lasts for a certain number of hours depending on the EQF level and the local rules, including a practical training assignment / project and the writing and defending of an internship report.

The practical training is carried out in one company and in a consecutive period and must be carried out in a be approved on the basis of a pre-submitted and approved project with a plan of action.

Speaking of Work based Learning (WBL), there is a broad range of activities in its spectrum. They might include various forms, depending on national rules and training contexts of each organization, they can vary according to the students' level of autonomy and also to the kind of supervision provided (faculty staff vs. staff external to the faculty, etc.).

The Council of European Union provided a set of Recommendations for Quality and Effective Apprenticeship. They include a practical guide which should be observed in order to set up an effective WBL (Council of the European Union, 2018).

Regardless of local differences and rules, it is strongly advised to choose the WBL settings carefully to enable effective WBL. Therefore, the following instructions must be taken into account:

- make sure that a learning culture is established in the work place setting;
- make sure that the work place setting is equipped with skilled facilitations to support the staff for giving critical reflections and enforcing positive changes in the students learning experience;
- make sure that the learning environment is supportive with a supportive atmosphere;
- make sure that the WBL provides opportunities for informal interprofessional learning afforded by the workplace.

Some questions that can guide us in designing activities are::

- What are different work placement provisions? What are the advantages and risks associated with different types of work placement?
- At what age and stage of the program should work placements be offered?
- What should their duration be?
- What are the costs of work placement provision?
- How do outcomes from school-based VET with work placements compare with outcomes from other comparable programs (apprenticeships, school-based VET without work placements)?
- How can it be ensured that all students are guaranteed placements which are relevant to their studies?²⁶

Other questions to keep in mind about connecting work and learning are the following:

- How can good collaboration between schools and employers providing work placements be promoted?
- How can schools review and credit student experiences in workplaces?
- Who should coordinate the school-employer relationship? How?
- How can it be ensured that work placements provide students with valuable working experience and lead to the development of a range of skills relevant to the labor market (e.g. soft skills, occupation specific skills)?

In the specific context of NECTAR's Curriculum, the selection of the LOs which will be targeted through WBL is a fundamental step for quality assurance.

Specific tools are provided by the project in order to support this step:

- the *Flexibility Matrix* outlines for each LO educational strategies suggested by the experts, including WBL;
- the *Flexibility Tool* allows to formalize the selected educational strategies (including WBL) for each LO addressed by the specific course.

Improve the quality

A second step for assuring quality in WBL is focusing on how to “Improve the quality”

²⁶ OECD. Work-based learning in school-based vocational education and training (VET) – <https://www.oecd.org/education/skills-beyond-school/work-based-learning-in-school-based-vocational-education-and-training-vet.htm>

02 Improve the quality			
What does the Building Block mean?	'Call to action' – have you decided?	Key Issues about factors for success	Main messages Suggesting new ways forward
Agree with partner organisations when the quality of training will be monitored and how improvements will be made	How should an organisation take responsibility for monitoring quality? When and how will improvements be made?	<ul style="list-style-type: none"> – The quality of training is improved when it is monitored and reviewed on an on-going basis (not only when the learners have finished their course or qualification). – Identifying staff with responsibility for quality assurance can be a core part of an improvement plan 	<p>Increasingly, data from work-based learning is being used to make comparisons with regional or national data. This helps employers, other stakeholders and VET providers to identify areas where further information can be collected and used to review and improve quality.</p> <p>Increasingly, also, employers, VET providers and other stakeholders are designing agreements for work-based learning which set clear expectations for training and clarify how and when improvements will be made.</p> <p>In many situations the amount of time learners devote to work-based training is increasing.</p>

Figure 8: Building block 2: Improve the quality - EQAVET - Quality assuring work-based learning - <http://www.euroapprenticeship.eu/UserFiles/File/quality-process/eqavet-quality-assuring-work-based-learning.pdf>

The “call to action” outlines the need to identify “when and how the improvements will be made”. Monitoring is fundamental to this end, as well as an on-going review, not concentrated at the end of the learning path. Monitoring and assessment of the students and training should be based on formative and summative assessment, which should include a specific focus on WBL.

Respond to learners' needs

A second step for assuring quality in WBL is focusing on how to “Respond to learners' needs”

03 Respond to learners' needs			
What does the Building Block mean?	'Call to action' – have you decided?	Key Issues about factors for success	Main messages Suggesting new ways forward
Continue to be aware of the specific needs of learners throughout their work-based learning	How will we respond to learners' ongoing or emerging training needs? How will problems experienced by a learner be resolved?	<ul style="list-style-type: none"> – Learners are more confident and feel more secure when there is a named member of staff to support them during work-based learning. – Quality is enhanced when VET schools keep in touch with learners during periods of work-based learning (and employers keep in touch with learners while they attend a VET school). – Quality is strengthened when learners are given the time and opportunity to provide feedback on their experiences, training and learning. 	<p>Matching individual needs of learners to the needs of employers brings benefits for everyone. Assigning a member of staff to support learners during work-based training strengthens the quality of provision and enhances the quality assurance process.</p> <p>Work-based learning enables VET providers and employers to design more individualised approaches to learning.</p> <p>Learner and employer feedback is part of a systematic approach to quality assurance during work-based learning. This feedback is used during training and at the end of the courses to improve quality.</p> <p>VET providers, employers and stakeholders need to work closely together during periods of work-based learning. In some situations this closeness is characterised by staff from VET schools visiting students and organising regular meetings with employers.</p>

Figure 9: Building block 3: Respond to learners' needs - EQAVET - Quality assuring work-based learning - <http://www.euroapprenticeship.eu/UserFiles/File/quality-process/eqavet-quality-assuring-work-based-learning.pdf>

The “call to action” outlines the need to identify “*how will we respond to learners’ ongoing or emerging training needs*” and “*how will problems experienced by a learner be resolved*”.

Learner and employer feedback are fundamental to quality assurance during work-based learning and VET providers, employers and stakeholders need to work closely together during periods of work-based learning. Their feedback should be used during training and at the end of the courses to improve quality.

Some of the need have been already identified within the NEACTAR project. Enrolled chefs must practice in **public or private institutions and companies that cook not only for those with care needs but more in general related to the** collective catering (hospitals; residences for elderly; tourism; school or enterprise canteens) in order to:

- Manage suppliers and buy in sustainable food ingredients
- Screen, assess and monitor on client-level
- Create recipes for a general population and for people with specific needs, complying with recommendations of health professionals
- Manage the kitchen and coordinate personnel
- Ensure quality of food and follow safety regulations
- Use and adapt cooking techniques to the specific care setting and client
- Communicate, interact and collaborate with clients and interprofessional team

The Chef Gastro-engineer (CGE) primarily produces tasty, healthy and safe meals that are appropriate for the end-users in a particular context. In healthcare, the CGE combines science, craft and art to manage all gastrological aspects of Primary Food Care (PFC). The chef engineers culinary cooking systems, as well as distribution and information/communication structures and processes, including the designing, building, operating, maintaining, improving and innovating of these systems for the benefit of all end-users. Based on his/her primary professional profile, the CGE is capable of doing all this in a technical, organoleptic and nutritionally responsible way. At the same time, the CGE is taking all relevant quality requirements, food safety, socio-economic ecological aspects, and cultural embeddedness of food into account.

Aside to this preliminary needs analysis, specific and individual needs should be detected and fulfilled.

Communicate

According to the EQAVET Framework, *communication* is another crucial element for quality assurance in WBL.

04 Communicate			
What does the Building Block mean?	'Call to action' – have you decided?	Key Issues about factors for success	Main messages Suggesting new ways forward
Ensure learners and partner organisations are kept well informed and receive frequent updates on all aspects of training	<p>How will organisations involved in training communicate with each other?</p> <p>How will partner organisations involved in training keep in touch with each other and with learners?</p>	<p>– Communication between partner organisations is one of the most important aspects of work-based learning.</p> <p>– The quality of training is enhanced when partner organisations work on the basis of 'no surprises'.</p> <p>– Learners should be as well informed as the organisations that are managing their learning.</p>	<p>IT systems are important to ensure learners, employers and VET schools remain in contact during work-based learning. There is an increase in the use of real-time systems to improve quality, monitor progress and ensure communication is effective.</p> <p>Formal agreements between VET schools, employers and other stakeholders are being used to strengthen communication during work-based learning.</p> <p>Learners are being seen as key stakeholders who have a stake in their own learning – this is particularly noticeable during periods of work-based learning.</p>

Figure 10: Building block 4: Communicate - EQAVET - Quality assuring work-based learning - <http://www.euroapprenticeship.eu/UserFiles/File/quality-process/eqavet-quality-assuring-work-based-learning.pdf>

The “call to action” points out the need of different levels of communication (among partner organizations, between a partner organization and learners)

IT systems are important to ensure learners, employers and VET schools remain in contact during work-based learning. There is an increase in the use of real-time systems to improve quality, monitor progress and ensure communication is effective in WBL: this approach, which allows to integrate traditional learning with practice learning and optimize the results, is usually named **Technology-Enhanced WBL**. Implementing a Technology-Enhanced WBL within your CGE courses, you should rely on a virtual environment which can support features such as:

- e-portfolio: this feature allows the teacher to have an online collection of electronic evidence (students' works) which let him/her evaluate student portfolios via Internet. E-portfolios, like traditional portfolios, can facilitate students' reflection on their own learning, leading to more awareness of learning strategies and needs;
- functionalities that support resource sharing (database);
- wikis or forums to allow asynchronous tutoring and peer-tutoring practices;
- instant messaging apps for synchronous tutoring.

You can dedicate an e-portfolio to reflect on and analyse the learning process. Students need to reflect on and analyse their own experiences or even the events that they have witnessed during their WBL and use the critical incident analysis method. Moreover, students need to be asked to conduct a literature review for evidence-based practice.

An e-learning platform can also support the WBL educational strategy. Innovative tutoring practices between teacher/trainer and students can be achieved by several means such as a mobile app used by both students and teachers/trainers.

Train the staff

Training the staff is a critical issue for every training path. Training the staff involved in WBL is sometimes neglected and this would affect the quality of the whole initiative.

05 Train the staff			
What does the Building Block mean?	'Call to action' – have you decided?	Key Issues about factors for success	Main messages Suggesting new ways forward
Ensure staff are well prepared for their training role, which includes quality assurance	How will all staff be made aware of how quality is assured? Which staff will need training in relation to quality assurance?	<ul style="list-style-type: none"> – Quality is improved when all members of staff know that training is evaluated and reviewed regularly – Identifying those with responsibility for quality assurance helps – but it is not enough. Quality assurance should be seen as a shared responsibility. – Staff training should include guidance on how to manage a quality assurance process. 	<p>Training in both pedagogy and quality assurance is becoming more important for company-based staff.</p> <p>Training which supports company-based staff and other stakeholders to become more involved in assessment is important in many situations.</p>

Figure 11: Building block 5: Train the staff - EQAVET - Quality assuring work-based learning - <http://www.euroapprenticeship.eu/UserFiles/File/quality-process/eqavet-quality-assuring-work-based-learning.pdf>

The EQAVET “call to action” outlines the importance of trainers awareness about “*how the quality is assured*”. Training in both pedagogy and quality assurance is becoming more important for company-based staff, especially since employers’ feedback is fundamental to quality assurance.

The CGE will be guided by different trainers or coordinators:

1. **WBL coordinator:** the WBL coordinator is responsible for coordinating the WBL activities; he/she is usually an administrative staff person of the VET provider. Students can contact the WBL coordinator for all questions concerning their practical training, their project and the WBL report. WBL mentors can contact the WBL coordinator for all questions about the students they are mentoring.
2. **WBL trainer:** as soon as a WBL trainer is assigned, he/she becomes the contact person of the WBL, for both students and WBL mentors; he/she is usually a trainer working for the VET provider. A WBL trainer stays in touch with the WBL mentor and the student.

The main task of the WBL trainer is to supervise the process. This includes:

- a. the WBL implementation according to the Curriculum and the selected LOs;
- b. the monitoring of the systematic approach to WBL assignments;
- c. laying the foundations for the WBL report together with the student;
- d. mediating, steering and intervening in the event of problems.

In concrete terms, the **WBL trainer** is responsible for the following tasks:

- a. he/she organizes training visits;
 - b. he/she holds an interim discussion and evaluation of the WBL;
 - c. he/she reads and assesses the practical training report;
 - d. he/she conducts a thorough evaluation interview about the WBL with the trainee, including the WBL report;
 - e. he/she participates in possible WBL committee meetings.
3. **WBL mentor:** is an on-the-job teacher and advisor, working for the partner organization; mentoring links an experienced person (mentor) with a less experienced trainee; the mentor demonstrates how to do a job and this relationship fosters the trainee’s abilities, career development, and professional growth; he/she is mainly responsible for the substantive

supervision of the WBL on-the-job. He must be involved in the student assessment and in in possible WBL committee meetings.

In order to offer an high quality WBL in CGE courses, **candidate WBL trainers** who are staff of the VET providers should be trained or at least sensitised about:

- What competences/learning outcomes can be meaningfully addressed by WBL?
- Which kinds of WBL experiences exist? Which of them better fit the addressed competences/learning outcomes?
- How can the chosen WBL experience be effectively designed? What are the components (WBL form, duration, student's independent study, assessment, feedback) that have to be considered?
- How can the student be effectively supported during the WBL and how should the learning environment be orchestrated?
- How should the learning process be monitored and evaluated and how should students be assessed during and at the end of the WBL?

Although the WBL setting is crucial and has the power to make WBL an effective experience, WBL cannot reach its full potential if students are not provided with an appropriate WBL mentor. To this end, it is important to make sure that the WBL mentor:

- allows students to take control of their own learning;
- empowers students to make changes in their practice learning experience;
- is sufficiently qualified;
- encourages students for informal interprofessional learning at their WBL experience.

It is generally advisable to accurately identify contexts and tutors for the WBL. WBL mentors should preferably be chefs with experience gained in the primary care field.

Well-designed work-based learning activities have clearly identified learning outcomes and a method for assessing whether learning has been achieved, through formal or informal assessment. These outcomes are based on employers' expectations for future workers.

Assess the learners

Assess the learners is one of the most important steps for assuring quality in WBL.

06 Assess the learners			
What does the Building Block mean?	'Call to action' – have you decided?	Key Issues about factors for success	Main messages Suggesting new ways forward
Work with partner organisations to review the work-based training programme and to assess and certify individual learner achievements, where appropriate	<p>What type of assessment will be completed by the learner?</p> <p>Who will assess each learner – and has the learner been informed?</p> <p>What does a learner have to demonstrate to 'pass' or complete the training?</p>	<p>– Views on an individual learner's achievement can vary: quality is improved when there is an agreed process for resolving any differences before they occur.</p> <p>– The quality of the learner's experiences and the accuracy and validity of their assessment is strengthened when there is a clear statement of which learning outcomes, standards or competences need to be demonstrated.</p>	<p>VET schools expect employers to be involved in assessment. For many VET schools, employer involvement is an essential part of work-based learning.</p> <p>Assessing learners while at work is one aspect of the assessment of practical skills and professional competences which are essential for VET qualifications.</p> <p>Assessment during work-based learning should be based on a pre-determined set of competences and skills. Agreement on the focus of assessment improves the quality of training and work-based learning.</p>

Figure 12: Building block 6: Assess the learners - EQAVET - Quality assuring work-based learning - <http://www.euroapprenticeship.eu/UserFiles/File/quality-process/eqavet-quality-assuring-work-based-learning.pdf>

The “call to action” focuses on “the type of assessment” and “the actors of such process”.

A range of different methods can be used to assess achievement as a result of work-based learning; the choice will link to the specific learning outcomes and whether the focus is on the content of learning, the process of learning or both.

In NECTAR project some tools have been delivered in order to support the identification of the LOs which will be targeted “through WBL” and thus will be assessed adopting a “WBL assessment method”; in particular:

- the *Assessment Table* points out for each LO the suggested assessment methods, including the “WBL assessment method”;
- the Flexibility Tool allows designers to specify the selected assessment method for each LO.

Here below are some suggestions for possible approaches and tools²⁷:

- **Self assessment:** often formative rather than summative and should promote reflection on the learning undertaken.
- **Assignments and projects:** any task must be directly linked to the learner's work content and context and, as with all assessment, include clear criteria.
- **WBL Reports:** these can relate to distinct aspects of the work-based learning and can be designed to develop the skills of writing as well as measure the veracity of the content
- **Portfolios:** portfolio assessment comprises a focussed collection of work and can be used to achieve two distinct purposes: a developmental portfolio if organised to show student learning or a showcase portfolio if based on samples of a student's best work. Ideally the student will be involved both in selecting the work and deciding the criteria that are used to judge the work. In addition, the portfolio should include evidence of student self-reflection on the content and process. They can be used:
 - specify or negotiate intended learning outcomes clearly
 - propose a general format for the portfolio
 - specify or negotiate the nature of the evidence which students should collect.

²⁷ https://warwick.ac.uk/fac/cross_fac/academic-development/assessmentdesign/methods/workbased/

- **Student diary/learning journal:** is a useful tool both for teachers and students. Compiling a diary/journal related to their experience, students are pushed to reflect on their experience. Reflection is a metacognitive process in which professionals and students actively and purposefully consider their feelings, reactions, thoughts, beliefs, knowledge, responses, and experiences. The reflection process enables learners to revisit and analyse their experiences and develop new knowledge, approaches, skills, ways of thinking, and attitudes. Research in the field of social work, highlights that writing a diary encourages students in higher education, to critically analyse course content. It also encourages students to take greater responsibility for learning, as well as helping to stimulate self-awareness and cultural sensitivity. Students' diaries may represent a tool for teachers' formative assessment
- **Dissertations and theses:** these are traditional academic methods to assess understanding and capability of learners, in addition to their ability to conduct research, analyse and present findings.
- **Oral presentations:** the use of oral presentations allows the learner to demonstrate communication skills as well as presenting their findings and their understanding of a project.

A useful tool is also the **learning contract**: the contract is drafted by WBL coordinator, the WBL tutor, the WBL trainer and the learner and provides an ideal opportunity for differentiating learning as the contract is specific to the individual whilst focused on the intended learning outcomes.

CONCLUSION

The CGE course is a VET program, which means that work-based learning represents a crucial part of the education path and refers to the students' learning during a real work experience. In European countries, there are multiple types of practical trainings which can be paid or unpaid, embedded in a permanent employment contract (such as the apprenticeship), or which are part of a study program (stage/internship).

During the practical training, students experience real work situations in their field of study with the purpose of acquiring and developing specific competences thanks to the opportunities given by the informal interprofessional learning environment.

Even though students that are enrolled in the CGE training already have experience in the culinary world, it is necessary for the CGE to carry out internships in fields that do not only focus on catering and hospitality, but also on health and care. This can also help establish a stronger connection to potential employees.

Therefore, work-based learning activities have learning outcomes and a method to assess whether the learning has been achieved, either through formal or informal assessment. These outcomes are based on employers' expectations for future workers.

REFERENCES

Main references

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