



D.8.1.4 Quality Management Report – Final Report

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1 ABSTRACT

This report summarizes the activities and results carried out for Quality Assurance between M1 and M36 within Task 8.1. (Project Quality Assurance). In accordance with the Quality Plan (D8.1.1), it describes in detail which deliverables have been developed within Task 8.1 and which activities have been performed to assure high quality of the project results in the past year.

At first, the report outlines the various roles and responsibilities of the different partners and boards of the NECTAR project regarding Quality Assurance. Then, a short overview on WP8 related deliverables developed by WIAB is provided. Subsequently, the main activities within internal and external Quality Assurance are outlined as well as the main results. Finally, in the conclusion all activities are summarized and reflected in terms of what has been working well and what lessons have been learned.

2 KEYWORDS

Quality Assurance; Quality Monitoring; Quality Control; Internal Peer-Review; Advisory Board; External Reviewer; ECVET, EQF, EQAVET; ESCO

3 REVIEWERS

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

Version	Name / Organization	Status*	Date	Provided Content/Comment/ Summary of Changes
1	Seema Akbar & Jana Senoner, WIAB	A	16.10.2023	Develop a first Draft Version of the Final Report
1	Heidemarie Müller-Riedlhuber, WIAB	C	23.10.2023	Quality Assurance of the Draft Version Report, providing additional Input on Quality Assurance activities and results; Adding Lessons Learned

*Status indicates if:

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

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6 LIST OF ABBREVIATIONS

AB	Advisory Board
CGE	Chef Gastro Engineering
D	Deliverable
ECVET	European Credit System for Vocational Education and Training
EMP	Evaluation and Monitoring Plan
EQAVET	European Quality Assurance in Vocational Education and Training
EQF	European Qualification Framework
ESCO	European Skills/ Competences, Qualifications and Occupations
EU	European Union
ER	External Reviewer
GA	General Assembly
IR	Internal Peer Reviewer
KPI	Key Performance Indicators
LM	Labour Market
NECTAR	aN Eu Curriculum for chef gasTro-engineering in primAry food caRe
OP	Occupational Profile
QA	Quality Assurance
QM	Quality Management
QP	Quality Plan
QR	Quality Register
QCP	Quality Control Plan
QEIP	Quality Expectations and Indicators Plan
PC	Project Coordinator
PDCA	Plan-Do-Control-Act
SC	Steering Committee
T	Task
VET	Vocational Education and Training
WP	Work Package

7 INTRODUCTION

The Quality Plan (D8.1.1) developed in M8, outlines the internal and external quality assurance processes, instruments and methods applied to ensure an effective project implementation and high quality of project results. T.8.1 is under responsibility of WIAB in close collaboration with the Project Management (WP1) as well as the whole NECTAR Consortium. WIAB is responsible for ensuring the implementation of the Quality Plan. Following the planned procedures for Quality Assurance as well as the Quality Management Interim Report, this final report summarizes and reflects on the activities performed as well as on the results within Quality Assurance (T.8.1) between M1 and M36.

First the roles and responsibilities within Quality Assurance as well as an overview of the project structure are described shortly. Chapter 9 outlines the activities carried out by WP8-leader WIAB within T8.1 regarding the development of different tools and guides for Quality Assurance implementation. Then, the activities and results within Quality Assurance performed by the whole NECTAR consortium as well as external reviewers are described. In the conclusion, the activities and results are summarized and assessed in terms of their success as well as possible improvements to plan the next steps within Quality Assurance for the upcoming years and to ensure high quality of future project outcomes. All tools, templates and reports developed between M1-M36 can also be found in the Annex.

8 QUALITY ASSURANCE – ROLES AND RESPONSIBILITIES

The quality of the NECTAR project was assured by a close collaboration and exchange between the leader of WP1 (Management), WP6 (Evaluation) and WP8 (Quality Assurance) as well as with the ongoing support by the whole NECTAR consortium. The following figure illustrates the project management structure and the role of Quality Assurance as one of the main elements:

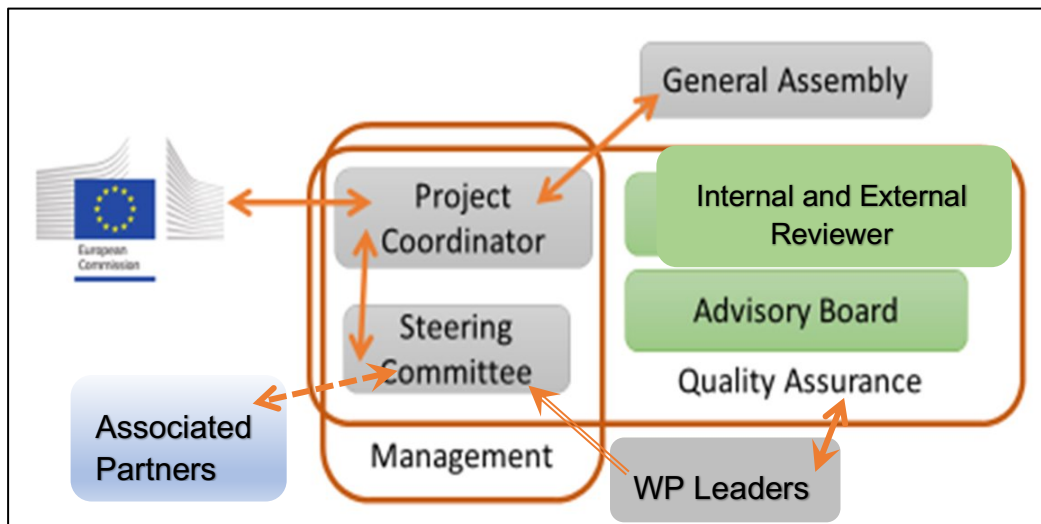


Figure 1: NECTAR Boards and Panels.

Quality Assurance included several actors and boards, namely the project coordinator, the Steering Committee, internal and external reviewers, and the Advisory Board. Furthermore, it contained a close collaboration and intense participation by the WP-Leaders. In the following section, the roles, and responsibilities of each of these actors in regard to the overall Quality Assurance Management are briefly explained.

The **Project Coordinator** (PC), led by ODISEE, guaranteed that the project is carried out according to the settled time schedule and the project objectives are efficiently achieved. The PC above all

- was the single point of contact of the Agency for all communications on the project;
- Coordinated the work of the consortium in line with the workplan;
- Monitored that all actions were implemented in accordance with the EU grant agreement.

The PC was also responsible for Risk Management issues, project progress monitoring and assuring a high quality of the project internal communication. In regard to quality assurance, ODISEE offered guidance, supported the communication between the different actors involved and constantly promoted and underlined the importance of Quality Assurance for the project.

After one year, there has been a change of the PC and the new PC naturally needed some time to get into the project. During this time, WIAB and the Steering Committee provided their support and addressed difficulties collectively. WIAB provided for example information on the project activities done so far in a call with the new PC. At that time, WIAB also was in close contact with other partners and the Steering Committee to support a smooth and transparent communication between all partners. Due of this close collaboration as well as the

attentiveness of the Steering Committee to address possible struggles and to inform the PC beforehand, the impact of the change of PC on the project development has been limited. WIAB also encouraged the PC to gather internal feedback by the whole NECTAR consortium about their satisfaction of the overall project development. In this regard, WIAB provided a template for the PC to develop a short questionnaire. Furthermore, the PC developed an Alliance Agreement, which all full partners of the NECTAR project should agree on, and which should therefore improve the cooperation of the consortium.

Unfortunately, the new PC went on sick leave already a few months after entering the project so that for 5 months the project had to get along with a provisional replacement of this PC by other members of Odisee. In this period, again WIAB and the Steering Committee provided additional support and addressed difficulties collectively. In May 2022, another new PC entered the project and received again support and information on the past project activities from WIAB (several online meetings, providence of material etc.).

A second important management board was the **Steering Committee** composed by one member of each Work Package Leader who have been nominated in the beginning of the project. The Project Coordinator together with the 6 members of the Steering Committee were responsible for the project management of NECTAR. The SC initiated and supervised all activities through constant communication within the partnership and guaranteed a high level of scientific, operative, and professional coordination among partners. In the case of professional disagreements, the SC was responsible to resolve the problem. The SC was also included in the decision-making of issues related to Quality Assurance e.g., by offering advice, finding solutions and taking decisions on how to cope with delays of deliverables and project outcomes. Between M1 and M36, the Steering Committee held several Online-Meetings. When WIAB was contacted by project partners who expressed doubts, hints for possible risks, open questions or dissatisfaction, WIAB informed the PC by mail and asked for organizing an extra-ordinary meeting on these topics. This was for example the case, when there was a long absence of a responsible person as project coordinator in spring 2022.

The **General Assembly** (GA), composed by one member of each project partner, provided input on strategic and organisational issues, defined the project standards and agreed on formally and explicitly stated project policies. The GA was responsible for e.g.:

- Reviewing project progress and control the activities
- Resolving any professional, administrative or contractual issues
- Being the “overall quality manager” of the project by monitoring its successful development

Decision making followed the project management structure of SC, PC and GA. In addition, decision making considered also that WP Leaders inform the PC of any significant unforeseen event (e.g., delay in the completion of deliverables) that may concern the WP. In these cases, the PC supported by the SC decided on the proper actions. The final approval of major interventions was in charge of the GA.

Several **Associated Partners** (AP) were involved in the project from the very beginning. They contributed to the project in different ways, either by contributing to scientific publications, pilot organisation or support in formal recognition. Associated Partners were – according to their expertise – also addressed for providing feedback on specific core deliverables of the project, if needed.

Core deliverables of the project were:

- The CGE Occupational Profile (OP)

- The CGE EU Curriculum
- The localized Curricula
- The Teaching Toolkit and Open Content
- The Pilots (EQF 5: Belgium, Campania; EQF 4: Portugal, Austria, Liguria)

Work Package Leaders were responsible for quality planning, control, and assurance of their Work Packages (WP). They assured that all WP actions and deliverables met adopted quality criteria and success indicators and were in full compliance with the project's time schedule and financial resources. WP Leaders were responsible for collecting feedback from Internal and External Reviewers (see below).

Internal Peer Reviewers and External Reviewers played a crucial role to assure the quality of the project deliverables and outputs. Internal Peer Reviewers consisted of all full partners of the NECTAR project and provided feedback on all project deliverables except EU reporting and were responsible for the overall quality assurance of the reviewed deliverable.

The **External Reviewer** (ER) was part of the Quality Assurance Strategy. On one hand, he accompanied the project and reviewed the processes and project progress, on the other hand the External Reviewer reviewed core deliverables of the project. The External Reviewer had professional expertise in the field of Healthcare and Primary Food Care as well as the necessary scientific experience to review documents produced in the NECTAR project.

The **Advisory Board** (AB) was composed by four external experts from piloting countries and one expert from potential roll-out country (NL), who participated in the Quality Assurance of core project deliverables and provided feedback on

- The CGE Occupational Profile (OP)
- The CGE EU Curriculum
- The NECTAR Guidelines for teachers for curriculum implementation
- The delivery of the Pilots (EQF 5: Belgium, Campania; EQF 4: Portugal, Austria, Liguria)

To ensure that all relevant quality aspects of the listed core deliverables were evaluated by competent experts, the Advisory Board members covered a broad scope of expertise, ranging from gastro engineering know-how to VET knowledge, health and nutrition expertise to labour market, economy and sector knowledge. Most of the members were also familiar with European standards such as ECVET, EQF, EQAVET and ESCO. The activities undertaken by the Advisory Board within the project lifetime are described below in detail in chapter 9.3.

WIAB as leader of **Quality Assurance (WP8)** was responsible of planning, controlling and monitoring all processes and mechanisms related to assure high quality of all project outcomes. In this regard, WIAB collaborated closely with UALG, leader of the **Evaluation (WP6)** as well as ODISEE, leader of the **Project Management (WP1)**. Evaluation aimed to assure the validation of the core VET related deliverables: the CGE EU Curriculum, the localized curricula, the materials, and tools supporting trainers in the implementation of the curricula and the pilots. Other core deliverables of the project such as the Occupational Profile were monitored and evaluated by the External Reviewer and the Advisory Board. WP1 was responsible of the overall internal project assurance by monitoring and assessing the internal collaboration of the project consortium e.g., regarding communication, management and meeting evaluation, as well as planning and monitoring the risk management of the NECTAR project.

9 TASK 8.1 PROJECT QUALITY ASSURANCE

Within Task 8.1 “Quality Assurance”, WIAB was responsible to plan, coordinate, control and monitor the quality assurance of the overall project results, which was mainly based on internal quality assurance within the NECTAR consortium provided by internal reviewers and external quality assurance provided by independent external reviewers. The tools applied to assure the quality of the overall project were above all the:

- Quality Plan
- Quality Register (including QCP and QEIP)
- Concept for Collecting and Reporting the Advisory Board Feedback

The main results of the activities in T8.1. will be explained in detail in the following section.

9.1 Overview of activities in T8.1

9.1.1 Quality Plan (D8.1.1)

The Quality Plan (QP) was developed by WIAB in the beginning of the project and the final version has been delivered by M7. It described the internal and external quality assurance processes, instruments and methods applied to ensure that the project implementation was effective, and the foreseen results were achieved in the appropriate quality. In this regard, the responsibilities, methods, and quality criteria for both internal and external quality assessment were defined in detail. The QP provided the basis for the continuous improvement of the project and its deliverables (D). It represented the agreed reference document for quality assurance within the NECTAR project.

At first the QP provided a short description and overview of the background, structure and responsibilities of the NECTAR project and which role quality assurance of WP8 had within it. Then the quality assurance approach was presented, which was based on the PDCA cycle and in line with the EQAVET cycle. All Quality Management tools, responsibilities and time schedules were described in detail. Furthermore, the Quality Plan included different tools for VET Quality Assurance based on EQAVET, which actions were mainly undertaken in Task 8.2. Besides the EQAVET quality cycle, it described tools like the building blocks, EQAVET indicators and indicative descriptors and offered a plan on how to integrate these quality management tools within the NECTAR project. The results of these EQAVET related VET Quality Management activities are reported in the VET Quality Management Final Report (D8.2) in M36. The Quality Plan was presented online to all NECTAR partners within the second Consortium Meeting in M6.

9.1.2 Quality Register (D8.1.2)

The main tool for implementing the Quality Management approach was the Quality Register (QR). It contained the Quality Control Plan (QCP) and the Quality Expectations and Indicators Plan (QEIP). The first version of the Quality Register was delivered by M8, the final version will be delivered at M36 including the documentation of all quality management activities and results.

The **Quality Control Plan** (see Annex 2.1) provided an overview of the monitoring responsibilities of project partners and external experts and the foreseen time schedules for

the review and ensured that all core deliverables were quality assured. It was developed by WIAB in the first months of the project and agreed on with all NECTAR partners. The QCP was the main tool for planning and monitoring the internal and external reviews of deliverables in all Work Packages. Figure 2 shows an excerpt of the QCP:

NECTAR - Quality Control Plan		WIAB										
		Columns in this color should be filled in by the Reviewer										
		Columns in this color should be filled in by the WP-Leader/Responsible of the Deliverable										
Work Package	Deliverable	Quality Method	Coordinating Partner	Contributing Partners	Peer-reviewer	Start of the Review Process	Link of the document for reviewer	Date of Review	Result	Date of Approval	Link of the final version	Due Date
Explanations:	Includes all deliverables of the different tasks listed in the NECTAR-Proposal.				Please fill in the name of your organisation or expert who is responsible for the review.	Within this date, the reviewer should receive the document by the Coordinating Partner (author of the document).	Please provide here the link of the written document, when it's ready for the reviewer.	Should be filled in by the reviewer, when finishing the review. The review should be done within 2 week. (day.month.year)	Here, the reviewer should fill in the result of the review, e.g. "Document needs to be adapted/ revised" or "Report meets all Quality Criteria".	Please state here when the written document is finalized after revision/ adaptation of the feedback and the Quality Control Check List is signed by the Reviewer. In terms of the external review, state here when it has been approved by the external expert. (day.month.year)	Please provide here the Link of the final version of the document.	Of the deliverable to be submitted the Project Coordinator (ODISEE).
WP1: Management (ODISEE)	1.3.1a Risk Management Plan	Internal Peer-Review	ODISEE		ALL PARTNERS	M2 = 10. January 2021 (actually December)		11.01.2021	Some risks needed to be adapted and some sentences explained/rewritten. Now, all main risks are included.	-----	https://hub.khalo.sharespoint.com/_w/z/sites/NECTAR/Gedee/de%20documenten/General/Workpackages/WP1%20Management/71.3%20Risk%20Management%20and%20Conflict%20Resolution/D1.3.1%20Risk%20Management%20Plan_FINAL.docx?d=ny261d94c8d1e34ee7918bcb99c4cb9a18c&f=8uebc218c3yua3y	M2 = 29. January 2021 (actually December)
	1.3.2 Progress Conflict and Risk Report	Internal Peer-Review	ODISEE		UALG	M18 = 15. April 2022						M18 = 30. April 2022
	1.3.3 Final Conflict and Risk Report	Internal Peer-Review	ODISEE		UALG	M36 = 17. October 2023						M36 = 31. Oktober 2023
WP2: Definition of Chef Gastro Engineering Occupational Profile (ODISEE)	2.1.1a Report on cooks' skills needs in the PFC and pre-existing training initiatives and curricula (first version)	Internal Peer-Review	MUG	RC, RL, UALG, WIAB, STYCC, RSCN	ITSBACT	M3 = 22. February 2021 (actually January)	(Report send to ITSBACT on 22nd of February via mail by MUG)	02.03.2021	I have found your job very well done I just added a couple of comments in red color.	05.03.2021	-----	(8. March 2021)
	2.1.1b Report on cooks' skills needs in the PFC and pre-existing training initiatives and curricula	External Review (by Stakeholders/ Advisory)	MUG	RC, RL, UALG, WIAB, STYCC, RSCN	External Reviewer	M4 = 8. March 2021 (actually March)	(Report send to external reviewers on 5th of March via mail by MUG)	23.03.2021	See document "External Review_D2.1.1" within the folder "Feedback by External Reviewers"	23.03.2021	https://hub.khalo.sharespoint.com/_w/z/sites/NECTAR/Gedee/de%20documenten/General/Workpackages/WP2%20Definition%20of%20Chef%20Gastro%20Engineering%20Occupational%20Profile	M4 = 31. March 2021 => the earlier the better

Figure 2: Excerpt of the Quality Control Plan

In the QCP all Work Packages and connected deliverables were listed, as well as the partners responsible for deliverables and the due date according to the NECTAR Proposal. WIAB distributed in total about 54 deliverables to all NECTAR full partners, so that each partner was responsible to review 1-3 deliverables within the project time span. In addition, the external reviews of main deliverables, provided by the Advisory Board and the External Reviewer, have been planned and documented within the QCP as well. The partners were responsible to fill in the date and result of the review as well as the date of approval and a link to the final version of the deliverable. Therefore, the QCP was a living document, which was constantly evolving by each completed review. It provided an instant overview of the current and upcoming actions and deliverables and provided therefore guidance for the next steps for the whole NECTAR Consortium. All review actions, internal as well as external, are described in detail below within chapter 9.2 and 9.3. The completed version of the QCP can be found in Annex 2.1.

The **Quality Expectations and Indicators Plan** has been developed by WIAB in close cooperation with the Work Package Leaders in the beginning of the project. This tool was mainly used to ensure, that the predefined quality criteria described as "short-term results" in the NECTAR proposal, were achieved. WIAB listed all core deliverables and related short-term results within one document and extracted quality expectations and indicators as well as defined more concrete Key Performance Indicators (KPI), which needed to be monitored. These quality criteria have been discussed with the Work Package Leaders several times e.g., regarding their realistic assessment and feasibility of reaching these goals. As a result, the QEIP defined jointly agreed quality expectations, one or more generally formulated quality indicator(s) and concrete Key Performance Indicators for core results of the project. Additionally, it contained all information on who was responsible to monitor these quality criteria and by when this must be completed, in order to submit a deliverable in time and of high quality. The QEIP also offered a baseline for the Project Management (WP1), as the Project Coordinator was responsible of explaining and monitoring the achievement of the predefined short-term results to the EU Commission. Figure 3 illustrates an excerpt of the QEIP:

ECTAR - Quality expectations and indicators Plan		WIAB		bold = indicators covered in the proposal (short-term results p.55ff. and WP/Task Descriptions)									
Deliverable (WP-Leader)	Description of Deliverable	OUTPUT (short-term result)	Quality expectations (common understanding of quality requirements applied)	Quality indicators (must have criteria)	KPI (Key Performance Indicators, measurable)	Methods to evaluate the achievement of quality indicators	By when	Reviewer	Quality indicator achieved (yes/no)	Date of Approval (dd/mm/yyyy)	Comments and explanations (Please explain here, if an indicator has not been reached and refer to necessary improvement)		
2.2 EU Chef Gastro engineer Occupational Profile (DISEE)	The Occupational Profile for CGE will be developed by identifying and describing key activities, defined as an integrated group of professional competences, which are in their entirety necessary to perform a task relevant to the job profile. They will cover all the activities for the performance of the profession, regardless of its application context. Then contextual elements which could affect the definition of the OP will be identified.	1 digital document (EU Occupational Profile for CGE)	Compliant with EU standards and instruments such as ESCO, ECVEET, EQF, the EU Skills Panorama	OP is taking into account EQF descriptors and is compliant with ECVEET	OP covers EQF descriptors and EQF levels; ECVEET principles are used to define a proper glossary and to provide the proper framework to the OP	External Review (External Reviewer)	M7 (May 2021)	Herman	yes	29/06/2021	Marjolein: In the proposal, it was stated that we need to analyse the EU database. After performing this analysis, it became evident that no occupations in the database could be found that are related to cook or chef. This is also explained in the Chapter EU Skills Panorama in D2.2. OP CGE.		
7 (May 2021)				OP is formally in line with ESCO occupational profiles	OP covers key activities for the performance of the profession (regardless of its application context); Differentiates mandatory skills from other skills	External Review (External Reviewer)	M7 (May 2021)	Herman	yes	29/06/2021	HERMAN: 2 Well documented		
				OP is based on the analysis of current ESCO occupational profile(s) and other existing profiles for cooks	At least 2 ESCO occupational profiles and 1 other profile for cooks have been analyzed	External Review (External Reviewer)	M7 (May 2021)	Herman	yes	29/06/2021	HERMAN: 3 Well documented		
				OP is based on information included in EU Skills Panorama	OP takes an analysis of the EU Skills Panorama into account, containing informations on cooks and chefs	External Review (External Reviewer)	M7 (May 2021)	Herman	yes	29/06/2021	HERMAN: 4 Well documented		
			Meets the needs/requirements of the target groups	Positive feedback from the main target groups such as VET-Providers (education) experts in health; Decision Makers at local, regional and national level; Service-Providers and umbrella organizations	Min 15 stakeholders consulted during preparatory analysis	Personal consultation/Interview of stakeholders in the context of D2.2	M7 (May 2021)	WIAB	yes	29/06/2021	MARJOLEIN: WE HAVE CONSULTED THE FOLLOWING STAKEHOLDERS: 5 chefs (3 Belgium, 2 Austria) and 3 dieticians, 1 Head of Education Belgium (head of training Belgium), 1 practice lecturer Belgium, 1 President of the National (Italian) Register of Dieticians, VET Providers of the consortium were also consulted: SCMA (2), UAlig (3), MP (2), ITS-BACT (1) and MUG (1). 5 members of the AB were also reached, just		

Figure 3: Excerpt of the Quality Expectations and Indicators Plan (QEIP)

The Quality Register was explained to the NECTAR Consortium several times during the project lifetime e.g., within the second and third Consortium Meetings, to make sure all partners were aware of the existence and importance of these tools as well as how to use them and fill in the right information. Within the project lifetime, WIAB continuously reminded all partners in using the QEIP, which was also supported by the PC. Furthermore, WIAB took the defined quality indicators into account, when asking for external feedback by the AB members and the ER. After receiving their feedback, WIAB extracted the feedback received and entered the results within the QEIP. Furthermore, WIAB collected all necessary data and information on quality indicators, which were surveyed within the evaluation. The final version of the QEIP can be found in the Annex (see Annex 2.2)

A “**Step-by-step Guide for using the Quality Register**” was developed (see Annex 3) and provided on the SharePoint Microsoft Teams, to best support the partners in using the Quality Register correctly.

9.1.3 Concept of Advisory Board Feedback (D8.1.3)

The Concept of Advisory Board Feedback was developed by WIAB and delivered in M9. It describes in detail the role of and the collaboration with the Advisory Board (AB) within the Quality Assurance process of the NECTAR project. It gives insight in the nomination of Advisory Board members, in the envisaged communication channels and in the methods and procedures applied for collecting and reporting feedback from the Advisory Board to contribute to continuous quality improvement. To this end, WIAB asked all NECTAR partners for proposing external experts, who have e.g., expertise in the field of nutrition, healthcare, EU-standards such as EQAVET, ESCO or EQF, VET training and labour market. As a result, the AB was composed of four external experts from piloting countries (AT, IT, BE) and one external expert from a potential roll-out country (NL) who were nominated by project partners. More detailed information can be found in the report “Concept for Collecting and Reporting Advisory Board Feedback” (D8.1.3) as well as in the chapter 9.3 “External Quality Assurance” below.

9.2 Internal Quality Assurance

As stated above, the internal quality assurance was mainly performed by partners of the NECTAR consortium and targeted the review of most of the deliverables (e.g., except EU reporting). The quality of a deliverable was assured by several quality assurance steps and based on the principle of the PDCA cycle: It was first controlled internally by colleagues of the partner organisation responsible for a deliverable. After this “4-eyes-principle” quality control, the deliverable was sent to the assigned peer-reviewer. The internal peer-reviewer controlled the quality of the deliverable, using several Quality Assurance Tools offered by WIAB and predefined criteria and indicators. Besides the Quality Register described above, the main Quality Assurance Tools (see Annex 4) for performing the internal peer-review and to assure high quality and transparency for documents were:

- The table “Reviewers”, where all internal and external reviewers were listed, and the date of approval was documented. (see Annex 4.1)
- The table “Version history and authors”, in which all contributors to the developed deliverable were listed. (see Annex 4.2)
- The table “Quality Control Checklist”, which contained a list of several formal and general content-related quality criteria, which needed to be monitored by the internal peer-reviewer. (see Annex 4.3)

All these tools were developed by WIAB and integrated in the template for deliverable documents provided by WP7 and were therefore inherent in all deliverables of NECTAR. As described above, all internal peer-review actions were monitored and documented in the Quality Control Plan.

In the first period between **M1 and M14**, in sum 13 deliverables were internally peer-reviewed by different partners. WIAB supported the peer-review process by writing monthly mails to inform all relevant partners about the upcoming peer-reviews, explaining who is responsible for which deliverable and the scheduled time. WIAB also sent out several reminder mails to make sure deliverables were submitted in time and checked that all necessary quality assurance actions and tools have been fulfilled. Besides the group mails, WIAB also supported several partners individually to complete the review and to communicate with each other e.g., by providing contact information and so on. The following table shows, if the deliverables met the predefined deadlines as indicated by the due dates within the Quality Control Plan:

Date of delivery of deliverable:	Number of deliverables between M1-M14 (total 13)
In time	4
1-3 week late	1
1 month late	2
2 months late	3
3 months late	1
over 3 months late	2

Table 1: Time and number of Deliverables between M1-M14.

Most of the deliverables were submitted in time or maximum one month after the due date. In most of these delayed cases, the responsible of a deliverable or the assigned internal peer-reviewer asked WIAB and the PC for more time to complete a report/review. Most of the delays were caused due to the COVID-19 situation or because of sick leaves. WIAB together with the PC ensured, that a delay didn't affect following deliverables, especially milestones. In the case of the 2 deliverables, which have been over 3 months late, the PC and the SC were informed and activities to address problems were successfully implemented. Therefore, the listed delayed deliverables in table 1 didn't have an impact on the overall project development.

Between **M15 and M35** overall 28 deliverables have been internally reviewed. Again, WIAB supported the whole NECTAR consortium in using the quality assurance tools and reaching the predefined quality criteria. The following table gives an overview on the delivery dates of the deliverables between M15 and M35¹:

Date of delivery of deliverable:	Number of deliverables between M15-M35(total 28)
In time	13
1-3 week late	7
1 month late	1
2 months late	3
3 or more months late	7

Table 2: Time and number of Deliverables between M15-M35.

Most deliverables were submitted in time.

In terms of the delayed deliverables, WIAB with the support of the Steering Committee assured that the impact on other (related) deliverables was limited. As described above, there was a change of the PC after one year and again after one and a half year, which caused some delays regarding the project reporting (e.g. for D1.3.2 "Progress Conflict and Risk Report), which did not have any impact on other deliverables. In other delayed cases, WIAB had to make efforts to reach the estimated dates of reviews, by writing numerous reminder mails and by involving the PC. In a few cases, the delays needed to be discussed within the Steering Committee, which always resulted in manageable solutions and with minor impact on other project actions. In the second period (M15-M36) significantly more deliverables were achieved on time. This may be due to the fact that the project partners understood the tools better and were able to apply them. For most of the deliverables that were delayed 1-3 weeks either the responsible partner or the reviewer asked for more time to fulfil the task and the postponing of the deadline was agreed. Deliverables that concerned the pilot reports of the piloting countries and reviews of these reports had to be postponed for one month or more since the originally planned deadline was set before the pilot courses ended. This might also reflect the fact that the pilot courses started later as planned in most of the piloting countries. However, most of the reports could be delivered in a reasonable period. Consequently, the review of these reports had to be postponed for more than 3 months. The Final Evaluation Report was also delayed for 3 months due to the fact that the collection of students' feedback for Q4 Students started 1,5-2 months after the end of the pilot courses in September 2023 and the data analysis

¹ M36 is not covered, because the given report was drafted at the beginning of M36.

and the reporting could not be finished before. For WP7 Dissemination several delays for more than 3 months took place due to the fact that the required information (e.g., for D7.1.3c Stakeholder Map) could not be collected from the partners in time. By the end of the project additional effort was however made to collect all dissemination and feedback loop activities from the partners and to cover them in the related reports.

Regular reminder mails were sent to the partners to remind them

- to fulfill their quality assurance tasks (internal peer reviews and providing material for external peer review)
- to use the QEIP for filling in the Quality Control Plan
- to have upcoming todos for Quality Assurance in mind
- to catch up with delayed deliverables and review processes

In addition, WIAB provided an overview of pending, delayed and upcoming review tasks and todos in every Consortium Meeting:

UPDATE WP8 – QUALITY MANAGEMENT						
NECTAR - Quality Control Plan			WIAB			
			Columns in this color should be filled in			
Work Package	Deliverable	Quality Method	Coordinating Partner	Contributing Partners	Peer-reviewer	Start of the Review Process
	7.1.3a Stakeholder Map	Internal Peer-Review	RSCN	SI4LIFE, MP, RL, SCMA, UALG, WIAB, MUG, STYCC, RC, ITS-BACT	Liguria Region	M4 = 3. March 2021
	7.1.3c Stakeholder Map	Internal Peer-Review	RSCN	SI4LIFE, MP, RL, SCMA, UALG, WIAB, MUG, STYCC, RC, ITS-BACT	ODISEE	M28 = 14. February 2023
Work Package	Deliverable	Quality Method	Coordinating Partner	Contributing Partners	Peer-reviewer	Start of the Review Process
	7.4.2 Scaling-up and Sustainability Report	Internal Peer-Review	RSCN	ODISEE, MP, ITS-BACT, UALG, MUG, STYCC, RL, RC	SCMA	M24 = 17. October 2022

Table 3: Example of information on review delays presented during Consortium Meeting 7

Besides the internal peer-reviews, the quality and validation of core deliverables were also checked externally, which will be described in the following section. More details on the results of the internal peer-reviews can also be found in the Quality Control Plan (see Annex 2.1).

9.3 External Quality Assurance

The external reviews within Quality Assurance were performed by experts external to the NECTAR project consortium. On one hand, the external reviews were conducted by the External Reviewer Herman Vandevijvere, who was then a researcher and lecturer at the Karel de Grote Highschool and had expertise in the field of nutrition, healthcare, and Primary Food Care, as well as in EU standards relevant for VET context. On the other hand, external quality assurance was carried out by the Advisory Board (AB), which was composed of 5 members from different EU countries and different expertise and professional backgrounds. Until November 2022, the following AB members provided feedback:

- Consuelo Borgarelli (IT) *Nutritionist*
- Martijn van Gemst (NL) *Chef Gastro Engineer*
- Karin Hackensöllner-Ali (AT) *Labour market expert*
- Karin Schindler (AT) *Policy maker*
- Lobke Van den Wijngaert (BE) *Chef Gastro Engineer*

In November 2022, Lobke Van den Wijngaert and Martijn van Gemst left the Advisory Board. In this context, WIAB had to inform the PC and to ensure that new Advisory Board members were found and nominated by the PC. This process resulted in a delay of the review process for D4.3 Teaching Toolkit and Multilingual Open Content. Unfortunately, one of the newly nominated AB members left the AB before even providing any feedback. Therefore, D4.3 was only reviewed by 4 AB members. Afterwards, another new AB member was nominated by the PC in spring 2023, and therefore, the following two people took over the feedback providence for the remaining deliverables instead von Lobke and Martijn:

- Nina Turcin (SVN) *Program Manager at the DOBA Business School*
- Maddalena Illario (IT) *Professor at the Dipartimento di Sanità Pubblica University Federico II*

The AB members covered a broad range of experts, e.g., from VET, economy, labour market services, recognition or accreditation institutions, gastronomy, health, and nutrition. This broad range of expertise offered the possibility to assess project results under different aspects and the opportunity to ask specific questions, if needed. The External Reviewer and the AB, therefore, supported the validation of core deliverables of the project. Core deliverables were defined as the main outcomes of the project, such as the CGE Occupational Profile, the CGE EU Curriculum, the NECTAR Guidelines for teachers for curriculum implementation, or the delivery of the Pilots. These core deliverables are publicly accessible on the NECTAR Website.

Besides the external quality assurance processes, main project results were also externally reviewed within evaluation activities in WP6, in which the results of WP3 such as the CGE EU Curriculum (T.6.2), the overall teachers' tools and guides in WP4 (T.6.3), and the implementation of the Pilots in WP5 (T6.4 and T6.5) were evaluated. Within the evaluation, several external experts and stakeholders were asked for feedback, such as teachers, students, VET providers, and labour market representatives. More details on the activities undertaken within the evaluation and the results of the evaluation processes can be found in the Evaluation Report (D6.4).

The multi-sided external quality assurance and evaluation approach of the project ensured a high quality of the main project outcomes and contributed to the relevance, scaling-up, and exploitation of the aims of the project.

The external reviews performed within Quality Assurance during the project lifetime will be explained in detail in the following sections.

Overall, the following 4 core deliverables were reviewed by the Advisory Board:

Advisory Board Feedback
2.2 EU Chef Gastro Engineer Occupational Profile
3.1.1 Chef Gastro Engineering EU Curriculum
4.3 Teaching Toolkit and Multilingual Open Contents
5.1-5.5 Pilot course implementation

Table 4: Deliverables reviewed by AB members

The following deliverables were reviewed by the External Reviewer. The feedbacks were forwarded to partners, the project coordinator or quality management and appropriate adjustments were made.

External Reviewer Feedback
2.1.1 Report on cooks' skills needs in the PFC and pre-existing training initiatives and curricula
2.2 EU Chef Gastro Engineer Occupational Profile
3.1.1 Chef Gastro Engineering EU Curriculum
3.2.2 Web based step-by-step guide supporting the CGE EU Curriculum localization
3.3 Instructional Design documents of five localized curricula and five pilot courses
5.1-5.5 Pilot course implementation
7.3.2 NECTAR Memorandum of Understanding

Table 5: Deliverables reviewed by External Reviewer

9.3.1 Feedback on D2.1.1 Report on cooks' skills needs in PFC, pre-existing training initiatives & curricula

At M5 the **External Reviewer** (Herman Vandevijvere) reviewed the "Report on cooks' skills needs in the PFC and pre-existing training initiatives and curricula" (D2.1.1) provided by MUG and commented it. The External Reviewer only adapted a few comments with explanations and propositions on how to approve the report e.g., in regard of comprehensiveness or methodology. MUG as responsible of the deliverable adapted the report accordingly. The comments as well as the implementation of the proposed adaptations have been documented in one table (see Annex 5.1), available on the SharePoint of the project "Microsoft Teams". WIAB supported the communication process of this review.

As this report was a preliminary activity to provide input to the CGE Occupational Profile, for which a review by the Advisory Board members was foreseen, there was no additional external feedback needed by the AB members.

For more details on ER feedback received for the Report on cooks' skills needs in the PFC and pre-existing training initiatives and curricula see Annex 5.1.

9.3.2 Feedback on D2.2 EU Chef Gastro Engineer Occupational Profile

At M8, the first milestone of the project, the “EU Chef Gastro Engineer Occupational Profile” (D2.2) provided by ODISEE was reviewed by the External Reviewer as well as by all AB members. For this deliverable there were several quality criteria and related KPIs listed within the QEIP for which different stakeholders were assigned to monitor and check, if these KPIs have been achieved. First, the KPI “Min. 15 stakeholders consulted during preparatory analysis” was monitored by gathering feedback from several external stakeholders such as chefs, dieticians, and VET providers. The feedback was collected by personal consultations and interviews carried out by the responsible of this deliverable, ODISEE, in collaboration with WIAB. Additionally, feedback was gathered by VET providers of the NECTAR consortium, mainly by the Piloting Partners. The feedback from external chefs was conducted by a short questionnaire and has been documented in a short summary on Microsoft Teams. In total, the feedback by 26 stakeholders was gathered, therefore the KPI was achieved, and the feedback was documented within the QEIP (see Annex 2.2).

9.3.2.1 Feedback from the External Reviewer

Furthermore, 4 different KPIs regarding the compliance of the CGE OP to EU standards were monitored by the **External Reviewer**. In this regard, WIAB developed a document with specific questions for the External Reviewer (see Annex 5.2.1) asking to check, if these KPIs have been met. As review result, the External Reviewer agreed that all 4 KPIs have been reached and his feedback and explanations have been documented within the QEIP as well. In addition, the External Reviewer commented that he found the methodology comprehensive, the presentation of the results easy to follow and understand and the summary of the key activities as a valuable addition. He also felt that the OP was in line with European quality indicators such as EQF and ESCO (see Annex 5.2.1).

9.3.2.2 Advisory Board Feedback

Finally, WIAB developed a review template (see Annex 5.2.2) for collecting feedback on the CGE OP by the AB members. ODISEE as responsible of the deliverable was also asked, if any additional input on the CGE OP is needed by the external reviewers. WIAB coordinated the communication and collection of the feedback and summarized the gathered feedback by the AB in a short report in order to send all review results to ODISEE (see Annex 5.2.3).

Overall, all AB members were content with the CGE Occupational Profile. They see the use and importance of introducing this new profession and find the listed skills, competences and key activities well selected and defined. Propositions were made for example in regard to the proper differentiation of primary and secondary food care.

Overall, the feedback on the OP was very positive and only small adaptations were suggested. ODISEE integrated the received feedback for developing a final version of the CGE EU OP.

For more details on ER and AB feedback received for the EU Chef Gastro Engineer Occupational Profile see Annex 5.2.

9.3.3 Feedback on D3.1.1 Chef Gastro Engineering EU Curriculum

9.3.3.1 Feedback from the External Reviewer

In the beginning of M13, Herman Vandevijvere reviewed the first version of the “Chef Gastro Engineering EU Curriculum” (D3.1.1) developed by Si4Life in close collaboration with the

Piloting Partners of the project. Again, WIAB developed a template for the feedback collection (see Annex 5.3.1) by asking several questions such as on the compliance to EU standards for Curricula, about the relevance of the CGE skills on the labour market as well as on the flexibility and adaptability to transfer the Curriculum to different EU countries. The feedback by the External Reviewer was very positive. He found the learning outcomes well-structured and the OP easy to understand. In addition, he felt that the ECVET and EQF standards have been met and that the CGE EU curriculum corresponds to the CGE EU Occupational Profile (OP) (see Annex 5.3.3). No adaptations were needed by the responsible of the deliverable (Si4Life).

9.3.2.2 Advisory Board Feedback

In addition, WIAB developed a separate review template for the collection of feedback from the AB members (see Annex 5.3.2). Since the CGE EU Curriculum was over 100 pages long, WIAB decided to simplify the review and to reduce the amount of time and work for each AB member by splitting up the review of each Unit of Learning Outcome (UoL). As a result, each AB member was asked to review 1-2 UoLs. Despite this reduction of the amount of work, this time only 3 out of 5 AB members filled out the review template. One AB member didn't conduct the external review, because he was already asked for feedback by Si4Life during the development of the CGE EU Curriculum and didn't have any further proposition for adaptations. Another member couldn't perform the review because of time constraints.

The result of the gathered feedback by the other 3 AB members shows that they are content with the CGE EU curriculum in terms of format and structure as well as in meeting several ECVET- and EQF-standards. In regard to the content of the different Learning Outcomes we received various feedback by each AB member. Propositions were made for example in regard to adaptations of the indicated EQF-level of each Learning Outcome (see Annex 5.3.4).

WIAB sent the results of the review to the responsible partner for the deliverables (Si4Life), who has adapted the Curriculum at this stage and at a later stage within the project.

For more details on ER and AB feedback received for the Chef Gastro Engineering EU Curriculum see Annex 5.3.

9.3.4 Feedback on D4.3 Teaching Toolkit and Multilingual Open Contents

In M24, WIAB started the process of Feedback collection of the AB members by sending a notice that soon we would need feedback on the Teaching Toolkit and Multilingual Open Contents (D4.3) provided by MUG. To fulfill the tasks, AB members were provided with a short user manual for the iMooX platform with information on how to register on the iMooX platform and how to access the online course. AB members were asked to register on iMoox and view the learning material available there. The feedback template for the Advisory Board members included questions about the structure of the content, the visual design, the scope and level of difficulty of the NECTAR MOOC for the target group and technical problems in accessing the NECTAR online course (MOOC). AB members were also asked to provide a few sentences on their overall impression of the material and the platform.

Overall, all AB members were content with the Teaching Toolkit and Multilingual Open Contents. Propositions were made for example in regard to simplifying the instructions for

accessing the platform (see Annex 6.3) and some feedback was provided regarding technical problems that two AB members faced when accessing the MOOC.

For more details on AB feedback received for the Teaching Toolkit and Multilingual Open Contents see Annex 5.4.

9.3.5 Feedback on D5.1-D5.5 Pilot implementation

In M35, the External Reviewer and all AB members were contacted from WIAB to provide feedback for the last core deliverable of the NECTAR project, the pilot implementation based on the pilot reports the piloting partners had delivered before (D5.1-D5.5).

9.3.5.1 External Reviewer Feedback

The External Reviewer was asked to provide feedback on all pilot implementation reports to ensure also a comparison between the different reports. He reviewed each pilot implementation report of the 5 pilot partners and gave for all 5 pilots very positive feedback, with only a few comments and proposals for improvement for some of the piloting countries. WIAB collected the feedback of the ER and has sent it to the respective partners, asking them to include possible suggestions for improvement in the final version of their pilot reports.

The ER feedback received for **Campania** was overall very positive stating for example that the report offers a comprehensive view of the course's development, implementation, and outcomes. The Italian Pilot Course - Campania section is considered the highlight of the document, describing the course structure, its alignment with regional and European standards, and the role of the Chef di cucina salutistica (Chef of Healthy Cuisine) as well as the main disciplinary areas and the selection process for students.

The ER underlines that the report provides valuable information about teachers' qualification and their recruitment as well as about the students, including their profiles, motivations, and their recruitment process. However, he also mentions that more data on the participants' outcomes and experiences during the course and additional insights into teaching methods, interactions between teachers and students, and the impact on the learning experience could be beneficial. The localization of the EU Curriculum and the description of the course modules is from the ERs' point of view clear and concise, offering a good understanding of their content and significance. With regard to Work-Based Learning the ER states that specific examples or testimonials from students who benefited from this experience and real-world scenarios would make this section more compelling. The positive outcomes of the Campania pilot course could in the ERs' point of view benefit from specific statistics or testimonials to reinforce these. He also referred to possible improvements in language clarity, the use of visual aids, and the inclusion of impact assessments and future plans.

Also, the ER feedback received for the **Belgium** pilot report and pilot implementation was overall very positive and no proposal for further improvement was made:

“Overall, this document provides a well-structured and informative overview of the Belgian pilot course, addressing key aspects such as curriculum, participants, and quality assurance. It effectively conveys the importance of specialized training for chefs

in healthcare settings and highlights the collaborative efforts involved in the NECTAR project.”

The ER provided also very positive feedback for the **Austrian** pilot report and pilot implementation with no specific proposals for improvement and several hints to concrete positive aspects, for example:

“The Validation of Prior Learning section sheds light on the legal framework and the National Qualifications Framework in Austria, highlighting how the CGE pilot course aligns with the existing qualifications and how prior learning is recognized. It demonstrates the thoroughness of the program's design.”

The ER underlines above all, that the document is highly informative and well-structured and successfully conveys the rigorous planning and execution of the CGE pilot course in Austria:

“In summary, this document serves as a comprehensive reference for those interested in the development and implementation of pilot courses in Austria, particularly in the field of culinary education and continuous professional development for chefs. It demonstrates the commitment to quality and innovation in vocational training in Austria and highlights the potential for positive impacts on the culinary profession and healthcare sectors.”

And also, the pilot report and implementation in **Liguria** is positively evaluated by the ER:

“A wealth of detailed information is provided about the pilot course, leaving no significant aspect untouched. It covers everything from the course's objectives to the recruitment process for students and teachers, curriculum development, teaching methods, work-based learning, and quality assurance. It effectively demonstrates how the pilot course aligns with the goals of the NECTAR project. It also emphasizes the development of specialized skills and the bridging of gaps in the local labor market.”

The ER only refers to two possible improvements such as providing more insight into how stakeholders contributed to the success of the course and offering more specific examples of how technology was integrated into the curriculum.

For **Portugal**, the ER gave as well very positive feedback on the pilot report and the pilot implementation. He mentioned however also a few possibilities for improvement:

“Overall, the document provides valuable insights into the development and implementation of the pilot course in Portugal. To improve it further, consider breaking down lengthy paragraphs, including more specific outcomes or results, and incorporating real-life examples and trainee feedback where relevant.”

9.3.5.2 Advisory Board Feedback

Each AB members was asked to read one of the 5 pilot implementation reports and to answer a template with questions. The pilot reports were sent together with the template to each AB Member to collect their feedback as follows:

AB Member	Deliverable
Nina Turcin	D5.1 Belgium
Karin Schindler	D5.2 Portugal
Karin Hackensöllner-Ali	D5.3 Austria
Maddalena Illario	D5.4 Liguria

Table 6: Pilot Report Reviews done by Advisory Board Members

The template included, for example, questions on the view of AB members concerning the applied approaches for the recruitment of participants and teachers, the development of the local curriculum, the modules of the local NECTAR training and the learning activities and teaching methods as well as the certification process applied for the training.

Overall, all **AB members** were very content with the Pilot implementation in Liguria, Campania, Belgium, Austria and Portugal. Only few minor propositions were made.

For example, for **Austria** it was proposed to explain tasks and learning outcomes of work-based learning in more detail and to adapt a few expressions in English. For **Portugal**, it was requested to provide more information on the localization of the EU Curriculum and on the concrete experience and lessons learned with regard to the pilot implementation. For the **Ligurian** pilot very positive feedback was received from the responsible AB member:

“The pilot design is coherent with the project overall goal and specific objectives. The approach to its implementation is linear and follows a logical, convincing and effective architecture, ensuring comprehensive teaching methods capable of engaging students in the different learning opportunities. The pilot took advantage of the excellent NECTAR iMOOC platform to allow interactive learning at different paces.”

Just a few minor improvements to facilitate appreciation by readers were proposed that concerned mainly language issues, a few typos and proposals for additional visualization. It was also proposed to include the feedback gathered in the evaluation questionnaires as supplementary material.

No proposals for improvement were received for **Belgium** and for **Campania**.

For more details on ER and AB feedback received for the pilot reports and implementation see Annex 5.5.

9.3.6 Feedback on D7.3.2 NECTAR Memorandum of Understanding (MoU)

At the beginning of September 2023, the NECTAR Memorandum of Understanding was sent together with 5 Annexes (The CGE Curriculum, DK6 - ECVET points table, the Template for NECTAR Bilateral Memorandum of Understanding, DK7 - Flexibility Tool and the Template for NECTAR Learning Agreement) to the External Reviewer who was asked to provide feedback.

The External Reviewer gave very detailed feedback on the MoU and all related Annexes. Overall, he found the D7.3.2 NECTAR Memorandum of Understanding Template to be a well-

structured and comprehensive and well designed to serve as a template for creating Memoranda of Understanding within the NECTAR Network for Cooperation and Mobility. The document is regarded as comprehensive, covering essential aspects of a MoU and allowing customization for partner organizations. It is ready to use and includes a quality control checklist. The ER refers also to possible improvements such as the including of practical examples or case studies with regard to bilateral agreements, the inclusion of guidance and tips for organizations using the template and the recommendation for consulting legal experts to ensure the correctness of the addressed legal considerations. Also, the ER proposes the definition of used acronyms at the beginning of the document and some minor formatting improvements. In addition, the ER provided very positive feedback for all Annexes of D7.3.2.

For more details on ER reedback received for the the NECTAR Memorandum of Understanding see Annex 5.6.

10 CONCLUSION

In the first year of the NECTAR project (M1-M14), 13 deliverables have been developed and two milestones have been achieved. Within quality assurance, three deliverables regarding the planning and implementation of tools for Quality Assurance have been provided by WIAB, notably the Quality Plan (D8.1), the Concept for collecting and reporting of Advisory Board Feedback (D8.1.3) and the Quality Register (D8.1.2). All in all, the quality activities undertaken in the last year have been working well and in accordance with the Quality Plan.

All 13 internal peer-reviews of deliverables have been conducted properly and in line with the foreseen procedure. WIAB informed the partners premature about upcoming activities and responsibilities, supported the communication between the partners and sent out mails as reminders, in case of a delay. Furthermore, WIAB collaborated closely and successfully with the PC and the partners responsible for evaluation in WP6 (UALG). Due of this successful support strategy and a transparent communication, most of the deliverables were submitted in time and delayed deliverables were known by the PC and the SC. All in all, the delays that occurred didn't have impact on the overall project development.

WIAB together with the PC and NECTAR partners were able to recruit one suitable External Reviewer and the planned number of 5 AB members with a broad range of expertise. For the external quality assurance of the two core deliverables described above, WIAB prepared review templates, which were filled out accordingly. In the first round of external feedback on the CGE OP, WIAB received feedback by all 5 AB members and the External Reviewer in time. In the second round of external feedback on the CGE EU Curriculum, WIAB received feedback by the External Reviewer, but only by 3 out of 5 AB members. As already described above this resulted out of time constraints and on the involvement of one AB member in a previous review procedure foreseen by the responsible of the deliverable. To address this inconsistency for future review processes, WIAB will inform the AB members one month before the time frame for feedback and will ask for their availability as well as extent the given time span for feedback to at least 2 weeks. Furthermore, WIAB has stressed the importance that WIAB should be the sole point of contact for the AB members in the last Consortium Meeting to limit the confusion on the side of the AB members. With these two measures, the risk of delays or absence of external feedback will be minimized.

After one year, the PC of the whole NECTAR project changed, where WIAB provided constant support and worked together closely with the Steering Committee to reduce the impact on the overall project development. Furthermore, WIAB encouraged the PC to improve the communication between the NECTAR partners as well as between the PC and the partners e.g., by providing regular updates on the project activities. WIAB also provided a template for the PC to develop a questionnaire to gather internal Feedback by the NECTAR consortium e.g., regarding their satisfaction level of the overall project development.

For approximately 5 months the project had only a provisional project management due to a sick leave of the new PC. During this time, WIAB provided additional support to the provisional PC and engaged in the providence of information and communication with WP leaders to ensure the smooth ongoing and implementation of project deliverables. Also, WIAB closely cooperated with the Steering Committee and the provisional PC to ensure a quick nomination of a new project coordinator. From May 2022 on, WIAB supported the new PC by providing information and material on the project activities, tools and instruments applied in the first half of the project.

In addition to collecting external feedback for core deliverables from the Advisory Board and also the External Reviewer and monitoring the internal peer review process,

Regular reminder mails were sent to the project to remind them to

- fulfill their quality assurance tasks (internal peer reviews and providing material for external peer review),
- use the QEIP for filling in the Quality Control Plan,
- have upcoming todos for Quality Assurance in mind,
- catch up with delayed deliverables and review processes.

Furthermore, WIAB offered overviews on passed, pending, delayed and upcoming deliverable and review deadlines in almost each Consortium Meeting.

When partners contacted WIAB with concerns, open questions, hints to possible risks for the project, WIAB informed the PC about these issues, asked for SC meetings and supported the partnership in finding adequate agreements and solutions to ensure the duly implementation and finalization of the deliverables and the whole project.

As already described above, the activities planned to assure VET quality based on EQAVET in Task 8.2 are described within the Quality Plan and the final results will be elaborated in the Final VET Quality Management Report. All Quality Assurance activities and the compliance with EQAVET indicators as well as the monitoring of the predefined short-term results in the NECTAR proposal has been thought together and collaborated on closely with the leaders of Evaluation in WP6 (UALG). Therefore, WIAB also closely cooperated with the lead partner of this work package. Furthermore, the internal project quality assurance and monitoring has to be carried out also by the Project Management in WP1, which includes an evaluation of the project management and overall activities regarding structure and management of the project or communication and collaboration among partners. As mentioned above, WIAB closely cooperated with the PC and supported the monitoring and collaboration process wherever necessary.

A few lessons learned:

- Despite providing a Step-by-Step Guide and explaining the internal peer review procedure many times during the project, partners often forgot about their review tasks, the foreseen procedure and/or the necessity to review the Quality Expectance Indicators defined for each deliverable. Therefore, it can be recommended for future projects to further simplify the internal review process, e.g., by directly connecting the indicators to each deliverable in the Quality Control Plan.
- Advisory Board members should be contracted and paid to ensure their availability and engagement over the whole project period. Furthermore, a more regular contact to Advisory Board members throughout the project can be recommended (e.g., also between the feedback collection for core deliverables).
- It also became clear that online meetings of the Advisory Board were difficult to arrange due to the limited time resources of the experts. Therefore, written feedback collection was prioritized by the experts.
- Changes in the PC lead to a lot of uncertainty in the partnership and have to be compensated by a transparent and regular communication on the envisaged challenges and plans to overcome them.
- The Quality Control Plan was a very helpful tool to track the progress the project and monitor delayed and pending deliverables and to present them to the partners.
- The Steering Committee and the General Assembly were very important bodies that helped to ensure the stability and the overall success of the project despite several challenges the project faced.

ANNEX 1 – QUALITY CONTROL CHECK LIST (for Internal Reviewer)

Quality Control Check	
Generic Minimum Quality Standards	
Document Summary provided (with adequate synopsis of contents)	X
Compliant with NECTAR format standards (including all relevant Logos and EU-disclaimer)	X
Language, grammar and spelling acceptable	X
Objectives of the application form covered	X
Work deliverable relates to adequately covered	X
Quality of text is acceptable (organisation and structure, diagrams, readability)	X
Comprehensiveness is acceptable (no missing sections, missing references, unexplained arguments)	X
Usability is acceptable (deliverable provides clear information in a form that is useful to the reader)	X
Deliverable specific quality criteria	
Deliverable meets the 'acceptance Criteria' set out in the Quality Register:	X
Checklist completed and deliverable approved by Name: John Farrell Date: 26 th October 2023	

ANNEX 2 – QUALITY REGISTER

A2.1 Quality Control Plan (QCP)

Link to Excel File on Microsoft Teams:

https://hubkaho.sharepoint.com/:x:/r/sites/NECTAR/Gedeelde%20documenten/General/Quality%20Register/NECTAR_WP8_QR_Quality%20Control%20Plan.xlsx?d=wb7a4876e46ea4461a1c905e7b2e34933&csf=1&web=1&e=y2TRdH

A2.2 Quality Expectations and Indicators Plan (QEIP)

Link to Excel File on Microsoft Teams:

https://hubkaho.sharepoint.com/:x:/r/sites/NECTAR/Gedeelde%20documenten/General/Quality%20Register/NECTAR_WP8_QR_Quality%20Expectation%20and%20Indicators%20Plan.xlsx?d=w27c084fe2f944bd8be48dec949215aa&csf=1&web=1&e=ZdqTUy

ANNEX 3 – Step-by-Step-Guide for using the Quality Register

Quality Assurance (WP8): Step-by-Step Guide for using the Quality Register (Internal Peer-Review-Process)

(A) Procedure 4-eyes-principle:

- 1) Person A of the NECTAR-Partner organization X develops a first version of the document (=author)
- 2) Another member (person B) of the organization X reviews the document, proposes changes, etc. (= 4-eyes-principle)
- 3) Person A adapts the document according to propositions of his/her colleague (person B)
- 4) Both, person A and B, fill in their names and summarize their contributions to the **document** in the table “**Version History and Authors**”, which is included in the beginning of the template provided by SI4LIFE (“Template for Deliverables”) on Microsoft Teams.

Graphic 1: Version and History of Authors

Version	Name / Organization	Status*	Date	Provided Content/Comment/Summary of Changes
1	Seema Akbar, Heidemarie Müller-Riedlhuber, WIAB	A, C	25/11/2020	Develop Draft Version 1
1	Petra Ziegler, WIAB	IF	30/11/2020	Give general Feedback
2	Seema Akbar, WIAB	A	06/12/2020	Revise the report and develop Draft Version 2
2	Marjolein Winters, Odisee	IF	16/12/2020	Internal Peer-Review of Draft Version 2

*Status indicates if:

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

(B) Procedure internal review:

5) This process should be completed until the date of the “Start of the Review Process” as stated within the **Quality Control Plan (QCP)**, which can be found on Microsoft Teams: General/Quality Register/ NECTAR_WP8_Quality Register_QCP. Within the Quality Control Plan, one reviewer (= NECTAR-Partner Organization) is assigned for each deliverable. The partner responsible for the deliverable (organization X) needs to inform the partner responsible for the review (organization Y) via mail until the date stated in the Quality Control Plan in column G. They therefore provide the link to this document within column H (see red circle, graphic 2).

Graphic 2: Quality Control Plan (a)

A	B	C	D	E	F	G	H	I	J	K
NECTAR - Quality Control Plan			WIAB		Columns in this color should be filled in by the Reviewer					
					Columns in this color should be filled in by the WP-Leader/Responsible of the Deliverable					
Work Package	Deliverable	Quality Method	Coordinating Partner	Contributing Partners	Peer-reviewer	Start of the Review Process	Link of the document for reviewer	Date of Review	Result	Date of Approval
Explanations:	Includes all deliverables of the different tasks listed in the NECTAR-Proposal.				Please fill in the name of your organisation or expert who is responsible for the review.	Within this date, the reviewer should receive the document by the Coordinating Partner (author of the document).	Please provide here the link of the written document, when it's ready for the reviewer.	Should be filled in by the reviewer, when finishing the review. The review should be done within 1 week. (day.month.year)	Here, the reviewer should fill in the result of the review, e.g. "Document needs to be adapted/ revised" or "Report meets all Quality Criteria".	Please state here when the written document is finalized after revision/ adaptation of the feedback and the Quality Control Check List is signed by the Reviewer. In terms of the external review, state here when it has been approved by the external expert. (day.month.year)
WP1: Management (ODISEE)	1.3.1a Risk Management Plan	Internal Peer-Review	ODISEE		ALL PARTNERS	M2 = 10. January 2021 (actually December)		11.01.2021	Some risks needed to be adapted and some sentences explained/rewritten. Now, all main risks are included.	----
	1.3.2 Progress Conflict and Risk Report	Internal Peer-Review	ODISEE		UALG	M18 = 15. April 2022				
	1.3.3 Final Conflict and Risk Report	Internal Peer-Review	ODISEE		UALG	M36 = 17. Oktober 2023				

The Quality Control Plan must always indicate the link to the latest version of the document and give insight to the review status.

6) Now, the reviewer has one week to review the document. The reviewer provides feedback using comments and the “track function”. He/she also needs to check, if all quality criteria, listed within the **Quality Control Checklist** (see red circle, graphic 3) are being met. These might also include quality indicators defined within the Quality Expectations and Indicators Plan (QEIP) (see point 7).

The Quality Control Checklist is also provided in the Annex within the “template for deliverables” provided by SI4LIFE. When the review is finished and all quality criteria have been met, the reviewer fills in an “x” (see red circle, graphic 3), as well as his/her name and the date of approval in the Quality Control Checklist (see green circle, graphic 3). If there are no quality expectations defined for the D within the QEIP, please indicate here “-” (see yellow circle, graphic 3).


Graphic 3: Quality Control Checklist

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

7) In addition, the reviewer needs to check, if the quality expectations and acceptance criteria defined within the **Quality Expectations and Indicators Plan (QEIP)**, have been met. In this

plan there are quality criteria and Key Performances Indicators (KPI) defined for several core deliverables. The reviewer needs therefore to check, if for his/her deliverable KPIs are defined and if he/she is assigned to assess them. This is indicated within the column “Reviewers” (see red circle, graphic 4). The QEIP can be found on Microsoft Teams, folder General/Quality Register/NECTAR_WP8_Quality Register_QEIP. If all acceptance criteria are fulfilled it needs to be indicated (“yes”) within Column J “Quality Indicator achieved”. If the KPIs have not been met, the reviewer needs to comment, why and how this can be improved within the column for comments.

Graphic 4: Quality Expectations and Indicators Plan

NECTAR - Quality Expectations and Indicators Plan			bold = indicators covered in the proposal (short-term results p.55ff. and WP/Task Descriptions)						
Deliverable (WP-Leader)	Description of Deliverable	OUTPUT (short-term result)	Quality expectations (common understanding of quality requirements applied)	Quality indicators (must have criteria)	KPI (Key Performance Indicators, measurable)	Methods to evaluate the achievement of quality indicators	By when	Reviewer	Quality indicator achieved
D3.1 Design of the CGE EU Curriculum (Si4Life)	Learning-outcome based Curriculum for Chef Gastro Engineering (CGE) which could play a reference role at EU level for VET targeting this qualification.	1 digital document (Reference EU Curriculum for CGE)	Compliant with EU standards and instruments such as ESCO, EQF and ECVET	Curriculum takes into account ESCO and EQF descriptors: Knowledge, Skills, Autonomy/Responsibility	Curriculum refers to Knowledge, Skills and Autonomy/Responsibility.	Internal Peer-review of D3.1.2 (final version of CGE EU Curriculum)	M35 (September 2023)	Marco Polo	
M12 (October 2021)/ M35 (September 2023)				Curriculum takes into account ECVET requirements: Learning Outcome orientation and ECVET points	Curriculum includes Learning Outcomes (covering job specific skills, key competences for lifelong learning, soft skills), units of learning outcomes and supports ECVET points	Internal Peer-Review of D3.1.2 (final version of CGE EU Curriculum)	M35 (September 2023)	Marco Polo	
			Is flexible, adaptable and transferrable to different EU countries	Positive evaluation from VET designers about flexibility and adaptability to different EU countries		Evaluation (T6.2)			
				Positive feedbacks from the main target groups	Min 50 chefs consulted on the Curriculum in at least 3 EU countries	Evaluation (T6.2)			

8) When the reviewer has finished the review, he/she writes the date of the review in the **Quality Control Plan** and describes in short, the result of the review (see red circle, graphic 5). The document can then be uploaded within the folder “Feedback by Internal Reviewer” on Microsoft Teams (folder Quality Register) and a mail referring to this document should be send to the responsible of the deliverable (organization X) for adaptations and finalizing the document. Then the document is sent back again to the reviewer (organization Y), if needed. If now all adaptations are in line with the quality criteria, the reviewer fills in the “Date of Approval” and the responsible for a deliverable (organization X) provides the link to the final version within Column L (see green circle, graphic 5).

Graphic 5: Quality Control Plan (b)

E	F	G	H	I	J	K	L	M
	Columns in this color should be filled in by the Reviewer							
	Columns in this color should be filled in by the WP-Leader/Responsible of the Deliverable							
Contributing Partners	Peer-reviewer	Start of the Review Process	Link of the document for reviewer	Date of Review	Result	Date of Approval	Link of the final version	Due Date
	Please fill in the name of your organisation or expert who is responsible for the review.	Within this date, the reviewer should receive the document by the Coordinating Partner (author of the document).	Please provide here the link of the written document, when it's ready for the reviewer.	Should be filled in by the reviewer, when finishing the review. The review should be done within 1 week. (day.month.year)	Here, the reviewer should fill in the result of the review, e.g. "Document needs to be adapted/ revised" or "Report meets all Quality Criteria".	Please state here when the written document is finalized after revision/ adaptation of the feedback and the Quality Control Check List is signed by the Reviewer. In terms of the external review, state here when it has been approved by the external expert. (day.month.year)	Please provide here the Link of the final version of the document.	Of the deliverable to be submitted to the Project Coordinator (ODISEE).
	ALL PARTNERS	M2 = 10. January 2021 (actually December)		11.01.2021	Some risks needed to be adapted and some sentences explained/rewritten. Now, all main risks are included.		https://hubkaho.sharepoint.com/_w:/r/sites/NECTAR/Gedeelde%20documenten/General/Workpackages/WP1%20Management/T1.3%20Risk%20Management%20and%20Conflict%20Resolution/D1.3.1%20Risk%20Management%20Plan-Final.docx?d=w261d94c8d1d34ee7918bceb99c4b0a1&csf=1&web=1&e=yuha3y	(29. January 2021)
	UALG	M18 = 15. April 2022						M18 = 30. April 2022
	UALG	M36 = 17. Oktober 2023						M36 = 31. Oktober 2023

Finally, the reviewer needs to fill in the same date of approval, as well as his/her name and organization within the table “**Reviewers**”, which is also provided by SI4LIFE in the beginning of the “template for deliverables”:

Graphic 6: Reviewers

REVIEWER NAME	EXTERNAL REVIEWER	ORGANIZATION	DATE OF APPROVAL
Reviewer 1	Yes/No	xxxxxx	DD/MM/YYYY
Reviewer 2	Yes/No	yyyyyy	DD/MM/YYYY

ANNEX 4 – QUALITY CONTROL TOOLS

A4.1 Table “Reviewers”

REVIEWER NAME	EXTERNAL REVIEWER	ORGANIZATION	DATE OF APPROVAL
Reviewer 1	Yes/No	Xxxxxx	DD/MM/YYYY
Reviewer 2	Yes/No	Yyyyyy	DD/MM/YYYY

A4.2 Table “Version History and Authors”

Version	Name / Organization	Status*	Date	Provided Content/Comment/ Summary of Changes

A4.3 Table “Quality Control Checklist”

Quality Control Check	
Generic Minimum Quality Standards	
Document Summary provided (with adequate synopsis of contents)	
Compliant with NECTAR format standards (including all relevant Logos and EU-disclaimer)	
Language, grammar and spelling acceptable	
Objectives of the application form covered	

Work deliverable relates to adequately covered	
Quality of text is acceptable (organisation and structure, diagrams, readability)	
Comprehensiveness is acceptable (no missing sections, missing references, unexplained arguments)	
Usability is acceptable (deliverable provides clear information in a form that is useful to the reader)	
Deliverable specific quality criteria	
Deliverable meets the 'acceptance Criteria' set out in the Quality Register:	
Checklist completed and deliverable approved by	
Name:	Date:

ANNEX 5 – EXTERNAL FEEDBACK COLLECTION

A5.1 Feedback by External Reviewer on D2.1.1

Documentation of changes in D2.1.1 considering the commentary of external reviewer Herman Vandevijvere.

<i>Commentary of external review (received on 23.3.2021)</i>	<i>Changes in D2.1.1 (implemented on 25.3.2021)</i>
<p>Methodology:</p> <p>Why was this methodology favoured? (two-step approach p.9)</p> <p>Has it been proven to be the best approach? Is it best practice in itself?</p> <p>What were the alternatives?</p> <p>Links with other similar research?</p>	<p>On page 9 a detailed explanation and reasoning for the methodology chosen in D.2.1.1. and examples from similar research were added.</p>
<p>The results of the Good Practice Search and Survey are comprehensive. The in-depth analysis will provide a solid base for the researchers working on the definition of the occupational profile chef gastro engineering.</p> <p>The Core Competences will provide a closer look at the varied requirements build into the various programmes. A better understanding of the motivation behind these requirements will optimize further steps taken by the researchers.</p>	<p>No further action needed in deliverable</p>
<p>This may be out of the scope of this study; it would be helpful however to understand why certain competences were included in the different programmes. Is this solely due to</p>	<p>On page 23 a detailed explanation was added to answer the reviewer's comment</p>

differences in preparatory education (already covered), is this a budgetary limitation or personal preference of managing and/or founding members?	
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This information would enhance the understanding of and reasoning behind the different programmes. It could rationalize and justify the differences between the curricula.	
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A5.2 External Feedback on CGE Occupational Profile (D2.2)

A5.2.1 Specific Questions to the External Reviewer about D2.2

Meta information

- Deliverable reviewed: NECTAR Deliverable 2.2
- Name of Reviewer: Herman Vandevijvere
- Date of Review: June 28, 2021

Short Summary of the Review Results

We have reviewed the NECTAR deliverable 2.2 on June 28, 2021.

Focus of this review was the general intelligibility and set up of the document as well as the intelligibility and presentation of the findings.

The methodology is comprehensive with a detailed presentation of the procedures that were followed to arrive at a consistent, detailed and comprehensive conclusion.

The presentation of the findings is such that the train of thought is well construed and easily understandable. The short explanation of key terms used enhances intelligibility and adds significance to the deliverable.

In the results the first paragraph describes the skills of the CGE whereas the bullet points address the goals that are set for the CGE. *9.1 The Proposal* might therefore benefit from a better distinction between them.

The *Additional Information* section in 9.4 and the following section *Best Practices* help to understand the mammoth task of the Nectar project as well as the urgency for such an undertaking. It is very well presented in a clear and meticulous way.

The *Definition* segment is transparent and coherent. It shows a clear and well thought through presentation of the findings.

The *Summary of Key Activities* is a valuable addition to the document because it gives a better understanding of the activities by adding the core competences as well as a link to everyday practice.

Specific Questions for the Reviewer of the Deliverable

Have these criteria been met?

Quality indicators (must have criteria)	KPI (Key Performance Indicators, measureable)
1. OP is taking into account EQF descriptors and is compliant with ECVET	1. OP covers EQF descriptors and EQF levels; ECVET principles are used to define a proper glossary and to provide the proper framework to the OP
2. OP is formally in line with ESCO occupational profiles	2. OP covers key activities for the performance of the profession (regardless of its application context); Differentiates mandatory skills from other skills
3. OP is based on the analysis of current ESCO occupational profile(s) and other existing profiles for cooks	3. At least 2 ESCO occupational profiles and 1 other profile for cooks have been analyzed
4. OP is based on information included in EU Skills Panorama	4. OP takes an analysis of the EU Skill Panorama into account containing information on cooks and chefs
1. Unverifiable in the report if ECVET principles are used. Clear indication however EQF was studied and taken as a baseline of the OP	
2. Well documented	
3. Well documented	
4. Well documented	

A5.2.2 Template for AB Feedback on D2.2

Meta information

Deliverable reviewed:

Reference to the reviewed document:

Name of Reviewer:

Date of Review:

Short Summary of the Review Results (3-5 sentences)

Specific Questions

In your opinion, is the representation of the OP ...

	YES	NO
Well-structured	<input type="checkbox"/>	<input type="checkbox"/>
Comprehensive	<input type="checkbox"/>	<input type="checkbox"/>
Easy to understand	<input type="checkbox"/>	<input type="checkbox"/>

If you answered “No” for one or more characteristics, please, let us know why:

Do the key activities and defined core skills comply with the Occupational Profile of a Chef Gastro Engineer?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

If you answered “No”, please, let us know why:

Are there any important skills and competences that do not fit or are missing?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

If you answered “Yes”, please, let us know which skills you would delete respectively add:

A5.2.3 Report of AB Feedback on D2.2

Meta information

Reviewed document: EU Chef Gastro Engineering Occupational Profile (D.2.2)

Responsible of the D.: Odisee

Name of Reviewers: Borgarelli, Consuelo; Schindler, Karin; Hackensöllner-Ali, Karin; Van den Wijngaert, Lobke; van Gemst, Martijn.

Review Period: 7th of June 2021-17th of June 2021

Review Results

Consuelo Borgarelli: The figure of Chef Gastro-Engineering is very useful in the health sector. It is important that there is a single reference figure for the whole of Europe. The collaboration between the Chef Gastro-Engineering and health professionals is essential.

Lobke Van den Wijngaert: Overall, the profile is exactly what I was expecting from the occupational profile. The only note I would like to add is not to forget and highly take into account the invisible line between the primary and secondary food care levels that is so easily crossed. Each professional profile is responsible in there, his, her field of work. These as equal professions not in a submissive role of each other. On that note, I recommend letting us take this into account in the descriptions and generalize the secondary food care professionals. To not focus on one professional profile (as often happens with dietitians, for example) when it comes to working together. But again, I'm satisfied with this profile. We have come a long way to sculpt it to what the work field urgently needs. With the upcoming alarming increase of the aging population but also to provide a better quality of life, prevention, and produce local, sustainable fair meal solutions for those who need it, is this "new" profession a huge step in the right direction.

Karin Schindler: The proposed profile is urgently needed and will facilitate quality improvement in the respective settings. It seems important to address sustainability aspects in the curriculum.

Karin Hackensöllner-Ali: "Chef Gastro-Engineering (CGE) primarily produces tasty, healthy and safe meals that are appropriate for the end-users in a particular context."

Job Title: Gastro-Engineering sounds to me like as if we are talking about a specialism of Chef, it does not tell me, that the main responsibility lies in making tasty food for the elderly who often have special dietary needs.

Definition: again, I have the same concern, it is a chef that produces food – all food has to be tasty, healthy and safe to eat or would you like the opposite when you go out for a meal? To provide, to serve special dietary needs is missing from the definition that dietary needs should be in conjunction with tasty and healthy food.

EQR/NQR: you mention, you would like to suggest level 5. Please note, that in Austria, we have a rather appropriate qualification on level 6: WIFI Diplom-Küchenmeister/in (since end of 2020).

Martijn van Gemst: The profile for Chef Gastro-engineering is well written. Many details have been taken and discussed. The disadvantage is the level difference within Europe to get a clear profile in education levels and responsibility. The emphasis on being a healthcare chief pur sang is important. The dieticians will have to be partly eliminated because the purpose and usefulness of a meal must be chosen per person specifically to suit the client, practitioner and doctor. And no longer as 1 diet for 1 target group. The emphasis on personal work should have a higher emphasis, I think. That fits better with the future.

Summary of the answers to the specific questions:

All 5 AB members found the CGE OP well-structured, comprehensive and easy to understand. Only *Martijn van Gemst* would find the Occupational Profile easier to read with a clear and short summary, especially for lay people. In addition, all AB members were the opinion, that the key activities and defined core skills, written in the deliverable, comply with the Occupational Profile of a Chef Gastro Engineer and that there are no important skills or competences missing.

Lobke Van den Wijngaert stresses, that the focus of one profession on a secondary level in order of collaboration is recommended to be generalized. Also, she mentions that the way of describing should not be a rehashed copy of existent profiles because then we would be jeopardizing the relations with these profiles and put at risk the rolling out of this de CGE profile,

but it should also not be a subordinate role with respect to the profession. She believes, like that it will attract potential students and chefs, because they are able to see it as an upgrade.

Some AB members added additional comments. *Karin Schindler* points out, that sustainability aspects need to be considered a bit more in depth, because this will become a hot topic in the near future. *Martijn van Gemst* is the opinion, that the emphasis on personal work should have a higher emphasis, because that fits better with the future.

Karin Hackensöllner-Ali suggests a different order of the (very well thought out) key activities and added therefore the following table:

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

She also further explains the reasons for this proposed adaptation: first, the chef needs to look at the clients/requirements, then create the recipes, then order what is needed, manage kitchen + staff, ensure quality, use appropriate techniques and communicate, check and evaluate the product.

Summary of the AB Feedback:

All AB Members are content with the CGE Occupational Profile. They see the use and importance of introducing this new profession and find the listed skills, competences and key activities well selected and defined. Some members noted a few minor propositions regarding:

- the proper differentiation of primary and secondary food care;
- to make sure that the profession is on a same level as other health and nutrition related professions;
- to address more sustainability aspects in the curriculum
- that personal and patient-centred work should have a higher emphasis;
- that the order of the key activities of the OP could be refined;
- that CGE serve special dietary needs is missing within the definition.

In regard of this feedback, Odisee, as responsible of this deliverable, adapted some minor changes within the key activities e.g., changing “dieticians” to “healthcare professionals”. Odisee did not change the order of the entire sequence of the key activities, as one AB member suggested, because the consortium partners already agreed on this sequence. Sustainability was regarded as sufficiently covered in the OP by the WP Leader. It might be considered by the WP Leader to implement an additional reference to the more individualized design of dietary food within the CGE OP.

Regarding the definition, the connection of the CGE OP to the healthcare context is not clear enough to two AB members. One is emphasizing that the definition does not cover, that a CGE cooks/provides food for special dietary needs and also proposes to rename the profession,

another member misses the emphasis, that a CGE is a healthcare chief/chef. This input should be discussed within the whole partnership.

A5.3 External Feedback on CGE EU Curriculum (D3.1.1)

A5.3.1 Template for External Reviewer for Feedback on D3.1.1

Meta information

Deliverable reviewed:

Reference to the reviewed document:

Name of Reviewer:

Date of Review:

Short Summary of the Review Results (3-5 sentences)

Specific Questions

1) In your opinion, are the Learning Outcomes described within the CGE Curriculum ...

	YES	NO
well-structured?	<input type="checkbox"/>	<input type="checkbox"/>
comprehensive?	<input type="checkbox"/>	<input type="checkbox"/>
easy to understand?	<input type="checkbox"/>	<input type="checkbox"/>

If you answered "No" for one or more characteristics, please, let us know why:

2) Does the CGE EU Curriculum comply to the CGE EU Occupational Profile (OP) or are there any Learning Outcomes that do not fit or are missing?

Yes, Curriculum corresponds adequately to the OP	<input type="checkbox"/>
No, adaptations are needed	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

If you answered “No”, please, let us know which Learning Outcome(s) you would delete respectively add or adapt:

3) Is the NECTAR Curriculum in line with ECVET standards in terms of...

	YES	NO
following a Learning Outcome Approach?	<input type="checkbox"/>	<input type="checkbox"/>
structuring Learning Outcome Units?	<input type="checkbox"/>	<input type="checkbox"/>
supporting the recognition and validation of Learning Outcomes?	<input type="checkbox"/>	<input type="checkbox"/>

If you answered “No” for one or more characteristics, please, let us know why:

4) Is the NECTAR Curriculum in line with the EQF standards in terms of...

	YES	NO
covering knowledge, skills, and responsibility/autonomy?	<input type="checkbox"/>	<input type="checkbox"/>
targeting a concrete EQF level?	<input type="checkbox"/>	<input type="checkbox"/>
differentiating mandatory and optional Learning Outcomes?	<input type="checkbox"/>	<input type="checkbox"/>

If you answered “No” for one or more characteristics, please, let us know why:

5) Do you think that the described knowledges, skills and (personal/transversal) competences are relevant for chefs and cooks in the field of health and care?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

If you answered “No”, please, let us know why:

6) Does the outlined Curriculum form a good basis for developing the pilot trainings in WP4?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

If you answered “No”, please, let us know why:

7) Is the Curriculum designed flexible enough to support the adaptation and transfer to other EU countries?

Yes ☐

No ☐

Don't know ☐

If you answered “No”, please, let us know why:

A5.3.2 Template for AB Feedback on D3.1.1 (Example)

Meta information

Deliverable reviewed:

Reference to the reviewed document:

Name of Reviewer: Consuelo Borgarelli

Date of Review:

Review Guidance:

To simplify the review of the CGE EU Curriculum and to reduce the amount of time and work for each Advisory Board member, we propose to split up the review of each Unit of Learning Outcome (UoL) by distributing 1-2 UoLs to each member. Therefore, we kindly ask you to read the first 18 pages including “10.1 Main characteristics” (ending on p.18) and in your case the following: **UoL3 (p.45-55)** and **UoL5 (p.73-78)** as well as the associated **Assessment Methods on p.117+p.119**. If you have any comments or suggestions for improvement, please indicate these under question 5 in this document. If you have any comments regarding other specific UoLs or LOs, please indicate these under question 6. Thank you!

Short Summary of the Review Results (3-5 sentences):

Specific Questions

1) In your opinion, are the Learning Outcomes described within the CGE Curriculum...

YES NO

well-structured?	<input type="checkbox"/>	<input type="checkbox"/>
comprehensive?	<input type="checkbox"/>	<input type="checkbox"/>
easy to understand?	<input type="checkbox"/>	<input type="checkbox"/>

If you answered “No” for one or more characteristics, please, let us know why:

2) Is the NECTAR Curriculum in line with ECVET² standards in terms of...

	YES	NO
following a Learning Outcome Approach?	<input type="checkbox"/>	<input type="checkbox"/>
structuring Learning Outcome Units?	<input type="checkbox"/>	<input type="checkbox"/>
supporting the recognition and validation of Learning Outcomes?	<input type="checkbox"/>	<input type="checkbox"/>

If you answered “No” for one or more characteristics, please, let us know why:

3) Is the NECTAR Curriculum in line with the EQF standards in terms of...

	YES	NO
covering knowledge, skills, and aspects of responsibility/autonomy?	<input type="checkbox"/>	<input type="checkbox"/>
targeting a concrete EQF level?	<input type="checkbox"/>	<input type="checkbox"/>

If you answered “No” for one or more characteristics, please, let us know why:

4) Do you think that the described knowledges, skills and personal/transversal competences provide a good basis for the development of specialized labour market-oriented training offers for chefs in the field of health and care in your country of expertise?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

If you answered “No”, please, let us know why:

² Explanation: ECVET points will be added at a later point of the project.

5) Please indicate in these tables, if you have any comments or suggestions for improvement for the Unit of Learning Outcomes, following the questions below:

Unit of Learning Outcome 3: Create recipes for a general population and for people with specific needs, complying with recommendations of health professionals (p.45-55 of the CGE EU Curriculum)				
Learning Outcomes (LO)	Do you approve the defined LOs and linked knowledges, skills and personal/transversal competences? (yes/no/don't know)	Do you think the indicated EQF-Level is adequate? (yes/no/don't know)	Are the indicated suggested Assessment Methods (see p.117) suitable for this LO? (yes/no/don't know)	Comments If you answered one of these questions with "no", please elaborate here why and/or propose possible improvements.
LO3-A-1				
LO3-A-2				
LO3-B-1				
LO3-B-2				
LO3-B-3				
LO3-D-1				
LO3-D-2				
LO3-D-3				

Unit of Learning Outcome 5: Ensure quality of food and follow safety regulations (p.73-78 of the CGE EU Curriculum)				
Learning Outcomes (LO)	Do you approve the defined LOs and linked knowledges, skills and personal/transversal competences? (yes/no/don't know)	Do you think the indicated EQF-Level is adequate? (yes/no/don't know)	Are the indicated suggested Assessment Methods (see p.119) suitable for this LO? (yes/no/don't know)	Comments If you answered one of these questions with "no", please elaborate here why and/or propose possible improvements.
LO5-A-B-1				
LO5-A-B-2				
LO5-A-B-3				
LO5-A-B-4				
LO5-C-1				

6) Do you have any further comments regarding other parts of the EU CGE Curriculum?

THANK YOU FOR YOUR VALUABLE FEEDBACK!

A5.3.3 Feedback by ER on D3.1.1

Meta information

Deliverable reviewed: D3.1.1

Reference to the reviewed document: WP3

Name of Reviewer: Herman Vandevijvere

Date of Review: November 2nd, 2021

Short Summary of the Review Results (3-5 sentences)

Specific Questions

1) In your opinion, are the Learning Outcomes described within the CGE Curriculum ...

	YES	NO
well-structured?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
comprehensive?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
easy to understand?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If you answered "No" for one or more characteristics, please, let us know why:

2) Does the CGE EU Curriculum comply to the CGE EU Occupational Profile (OP) or are there any Learning Outcomes that do not fit or are missing?

Yes, Curriculum corresponds adequately to the OP	<input checked="" type="checkbox"/>
No, adaptations are needed	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

If you answered "No", please, let us know which Learning Outcome(s) you would delete respectively add or adapt:

3) Is the NECTAR Curriculum in line with ECVET³ standards in terms of...

YES NO

³ Explanation: ECVET points will be added at a later point of the project.

- | | | |
|---|-------------------------------------|--------------------------|
| following a Learning Outcome Approach? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| structuring Learning Outcome Units? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| supporting the recognition and validation of Learning Outcomes? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

If you answered “No” for one or more characteristics, please, let us know why:

4) Is the NECTAR Curriculum in line with the EQF standards in terms of...

- | | YES | NO |
|---|-------------------------------------|--------------------------|
| covering knowledge, skills, and aspects of responsibility/autonomy? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| targeting a concrete EQF level? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| differentiating mandatory and optional Learning Outcomes? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

If you answered “No” for one or more characteristics, please, let us know why:

5) Do you think that the described knowledges, skills and (personal/transversal) competences are relevant for chefs and cooks in the field of health and care?

- | | |
|------------|-------------------------------------|
| Yes | <input checked="" type="checkbox"/> |
| No | <input type="checkbox"/> |
| Don't know | <input checked="" type="checkbox"/> |

If you answered “No”, please, let us know why:

6) Does the outlined Curriculum form a good basis for developing the pilot trainings in WP4?

- | | |
|------------|-------------------------------------|
| Yes | <input checked="" type="checkbox"/> |
| No | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> |

If you answered “No”, please, let us know why:

7) Is the Curriculum designed flexible enough to support the adaptation and transfer to other EU countries?

- | | |
|------------|-------------------------------------|
| Yes | <input checked="" type="checkbox"/> |
| No | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> |

If you answered “No”, please, let us know why:

A5.3.4 Report of AB Feedback on D3.1.1

Meta information

Reviewed document: Chef Gastro Engineering European Curriculum – first release (D3.1.1)

Responsible of the D.: Si4Life

Name of Reviewers: Borgarelli, Consuelo; Hackensöllner-Ali, Karin; Van den Wijngaert, Lobke.⁴

Review Period: 25th of October 2021-15th of November 2021

Review Results

Karin Hackensöllner-Ali: “EQF level 5 seems only applicable when the skill is “Supervising others”, but you should also consider a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems. The thought of innovation and creating new combinations of ingredients is generally missing and that would be more level 5. If you like to achieve level 5 than that should be reflected in the LOs. There is far too little innovation and improvements, reflection and continuous strive to do better. I was searching the document for the word improvement, and it is only used in connection with other people (suppliers, service staff) but not in connection with the actual task of preparing a meal.”

Lobke Van den Wijngaert: “This project came about thanks to a practical workshop in Rome in 2019. In this workshop we clearly showed what a CGE does in practice. I have the privilege of calling myself a CGE since 2018. So, I have used my expertise, experience like as a CGE and also represent my colleagues CGE in the review. Unfortunately, there are still too many comments to give a positive review. I miss the importance of taste as driver in primary food care. I miss the historic accent and the history of taste and the importance of taste and food through history in the West. I miss the innovative spirit, the drive for perfection, and the patient centered view. There is too much accent on sustainability and waste control instead of the quality of life given by the taste and other aspects of food. I also miss all the innovations of gastrology who are not incorporated in the curriculum.”

Summary of the answers to the specific questions:

All 3 AB members, who provided written feedback, found the CGE EU Curriculum well-structured, comprehensive and easy to understand. In terms of ECVET standards, these AB members agreed, that the Curriculum follows a Learning Outcome Approach, with well structured Learning Outcome Units as well as supporting elements for the recognition and validation of Learning Outcomes. In addition, the 3 AB members found the Curriculum is in line with EQF standards as it covers knowledge, skills and aspects of responsibility/autonomy as well as it targets a concrete EQF level for each Learning Outcome.

2 of the AB members were the opinion, that the described knowledges, skills and personal/transversal competences provide a good basis for the development of specialized labour market-oriented training offers for chefs in the field of health and care in the country of their expertise. Only *Lobke Van den Wijngaert* didn't agree and pointed out, that she as a CGE herself and doesn't feel her knowledges, skills and personal/transversal competences

⁴ Due to time constraints 2 out of 5 AB members didn't give feedback on the CGE EU Curriculum. Therefore, we only received feedback by 3 AB members in total.

adequately represented in this setup. She missed too many insights that are in the current training package of a CGE. Also, she stressed that several issues, which have been raised by the founding group are not incorporated.

As a second step, the AB members were asked to give feedback on specific Units of Learning Outcomes and if (1) they approve the defined Learning Outcomes and linked knowledge, skills and personal/transversal competences; (2) the indicated EQF-Level is adequate and if (3) the suggested Assessment Methods are suitable for each of the Learning Outcomes. Additionally, there was provided the option to comment on specific Learning Outcomes. The received feedback on the different Units of Learning Outcomes was different in terms of the given approval as well as the amount of feedback to each LO. *Consuelo Borgarelli* approved all aspects of the two Units of LOs she was asked to review and added no comments. *Karin Hackensöllner-Ali* mostly commented her reviewed Unit of Learning Outcome regarding the indicated EQF-level and gave feedback for adapting and matching the required EQF-level more adequately. *Lobke Van den Wijngaert* didn't agree to most aspects of the Learning Outcomes she was asked to review and gave very detailed comments on how to improve each Learning Outcomes in terms of the content as well as the related indicated EQF-Level.

Summary of the AB Feedback:

In terms of the format and structure as well as in meeting several ECVET- and EQF-standards, the AB members are content with the CGE EU Curriculum. In regard to the content of the different Learning Outcomes we received various feedback by each AB member. The main propositions noted were:

- that the aspect of innovation and improvement is missing in the current version of Curriculum,
- adaptations of the indicated EQF-level of each Learning Outcome and
- detailed content-related recommendations by one of the AB members

In regard to this feedback, it is recommended to adapt the Curriculum in a way that innovation and improvement as well as EQF-level-specific aspects are taken into account. With respect to the very detailed content-related recommendations received by Lobke Van den Wijngaert it is recommended that Si4Life, as responsible of this deliverable, checks the feedback in detail and to evaluate which of the proposals are reasonable and feasible regarding

- overall content-related considerations of the Curriculum
- the basic requirements determined by the CGE Occupational Profile (D2.2)
- the given time constraints
- the fact that this version of the CGE EU Curriculum is a first version that will be tested during the Pilot implementation in five EU regions in the upcoming year and that there will be a second and last version of the CGE EU Curriculum at the end of the NECTAR project.

A5.4 External Feedback on Teaching Toolkit and Multilingual Open Contents (D4.3)

A5.4.2.1 Users' Manual for the iMOOX Platform

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



iMooX Platform Users' Manual for Advisory Board Feedback on D4.3 Teaching Toolkit and Multilingual Open Contents

Authors:

Si4Life
Medical University Graz
WIAB



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

Introduction to the platform

Within the NECTAR project, the online training will take place on the Austrian education platform **iMooX**¹. This educational platform is based on the open-source software **MOODLE**², one of the leading and well-known learning management systems in educational institutions worldwide (e.g. universities).

iMooX is aimed at supporting **the NECTAR project pilot courses “Chefs in future integrated health care”**.

The platform is multilingual (materials and video subtitles have been translated into English, Dutch, Italian, Portuguese and German). iMooX can be easily accessed from all major operating systems (e.g. Android, Windows) of different devices, like tablets, PCs and smartphones.

All online courses on iMooX are free of charge and accessible to everyone. With the appropriate licenses, online users (e.g. teachers) can reuse the content of a course in lessons, courses and learning scenarios.

The platform was created to support teaching tools known as **MOOCs**.

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MOOCs are “**Massive Open Online Courses**”.

The table below (Table 1) provides an overview of the characteristics of MOOCs on educational platforms.

M assive	Courses for the mass (for a huge amount of people). Any person can get registered to start learning and receive an online courses certificate upon successful completion
O pen	Often available freely, in the best case the content is openly licensed
O ne	The courses are available online and can be accessed “anywhere and anytime” without any geographical boundaries or limitations
C ourse	There are many courses available across all disciplines that can be conducted by users with any educational background

Table 1: Characteristics of MOOCs training courses³

The iMooX platform and its wide range of courses may support different training formats within the particular learning environments in the NECTAR project. Training courses on iMooX are divided into units. Each unit is typically released in a weekly structure and contains various materials and functionalities.

The figure below (Figure 1) shows an example of the structure of a MOOC on the iMooX platform.

¹ University of Technology, n.d.

² Moodle, n.d.

³ Ayyanar, Clarence, & N, 2019; Ebner, 2021a, 2021b

My course: My courses

Chefs in future integrated health care
Medical University of Graz

Content

- Course description and trailer
- Forum
- Announcements
- Unit 1** »
Unit 1: Impact, basics and related conditions of nutrition
- Unit 2
Unit 2
- Unit 3
Unit 3
- Unit 4
Unit 4
- Unit 5
Unit 5
- Unit 6
Unit 6
- Unit 7
Unit 7
- Additional resources
Files
- Certificate

Unit 1

Unit 1: Impact, basics and related conditions of nutrition

Restricted Available from 19 October 2022
Brief description/ summary of the content in unit 1.

- ☒ **Chapter 1:**
LO2-A-B-1 Understand the impact of nutrition on development of diseases and human metabolism in a life-course approach and vice versa
- ☒ Video 1: Understand the impact of nutrition on development of diseases and human metabolism in a life-course approach and vice versa
- ☒ Description of the human metabolism
- ☒ **Chapter 2:**
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
- ☒ Lecture Video: 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
- ☒ Lecture Video ppt: physiology of taste/smell
- ☒ **Chapter 3:**
LO2-A-B-3 Be aware of the main swallowing problems which raise the need for adapted food and be able to tackle these problems and conditions in daily work in collaboration with health professionals
- ☒ Lecture Video: 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
- ☒ Lecture Video ppt: Swallowing problems
- ☒ Swallowing problems - "dysphagia" (NHS)
- ☒ Self-Assessment Quiz Unit 1
- ☒ Self-Assessment Quiz unit 1

Figure 1: Example Structure Unit 1 (Video/ Lecture Video – Additional material – Links – Self-Assessment Quiz)

In the Chefs in future integrated health care course you will find, for example:

- Downloadable materials (PDF, PowerPoint presentations...)
- Videos
- Forums to support interaction between participants or for carrying out the activities
- Links to other websites
- Self-assessment quizzes

How to register on the iMooX platform

1. Go to the website <https://imoox.at/mooc/login/index.php> and follow the instructions to register on the iMooX platform.

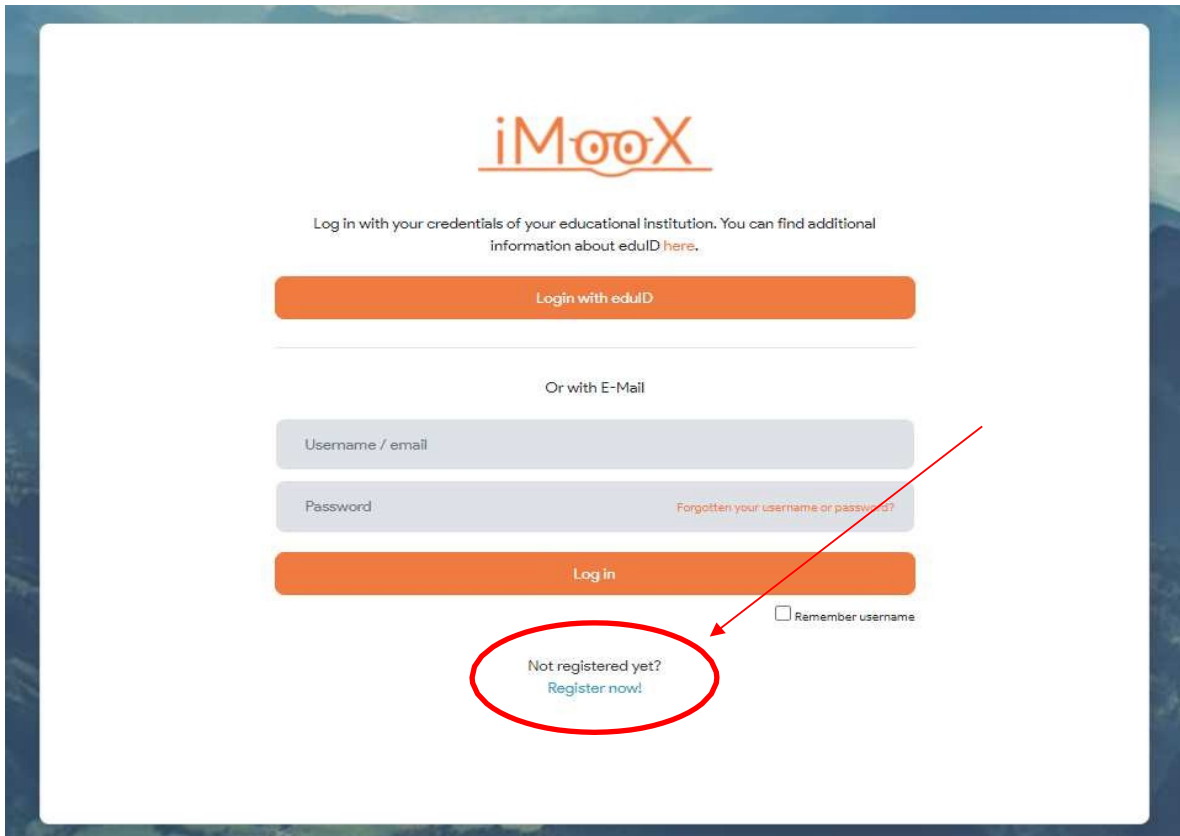
The screenshot shows the iMooX login page. At the top is the iMooX logo. Below it, text says "Log in with your credentials of your educational institution. You can find additional information about eduID [here](#)." There is an orange button labeled "Login with eduID". Below this is a horizontal line and the text "Or with E-Mail". There are two input fields: "Username / email" and "Password". To the right of the password field is a link "Forgotten your username or password?". Below the input fields is an orange "Log in" button. To the right of the "Log in" button is a checkbox labeled "Remember username". Below the "Log in" button, the text "Not registered yet?" is circled in red, with a red arrow pointing to it from the right. Below "Not registered yet?" is a blue link "Register now!".

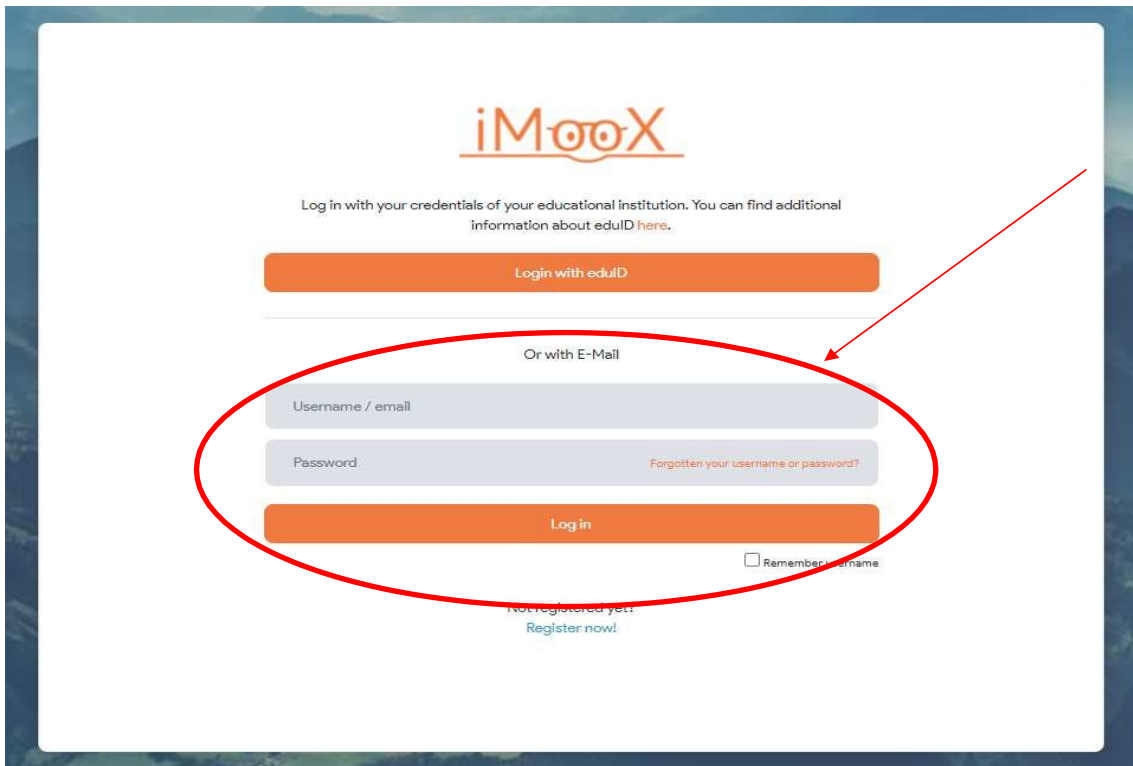
Figure 2: First step of the registration on the iMooX platform

2. When the "Policies and Agreements" page opens, read the Conditions of Use and click on the orange button "I agree to the Benutzerrichtlinien".



Figure 3: Orange button to agree to the Conditions of Use of the iMooX platform

3. After completing the registration, log in on the iMooX platform:
<https://imoox.at/mooc/login/index.php>



The image shows the iMooX login page. At the top is the iMooX logo. Below it is a text prompt: "Log in with your credentials of your educational institution. You can find additional information about eduID [here](#)." There are two main login options: "Login with eduID" (an orange button) and "Or with E-Mail" (a section highlighted by a red oval). The "Or with E-Mail" section contains a "Username / email" input field, a "Password" input field, and a "Log in" orange button. A red arrow points to the "Or with E-Mail" section. Below the "Log in" button is a checkbox labeled "Remember username" and a link "Not registered yet? Register now!".

iMooX

Log in with your credentials of your educational institution. You can find additional information about eduID [here](#).

Login with eduID

Or with E-Mail

Username / email

Password [Forgotten your username or password?](#)

Log in

☐ Remember username

[Not registered yet? Register now!](#)

Figure 4: iMooX Login

How to access the MOOC “Chefs in future integrated health care”

1. When you are on the iMooX homepage or courses page (<https://imoox.at/courses>), enter the course name “Chefs in future integrated health care” on the search bar and click on the dedicated course item (see below).



Figure 5: Chefs in future integrated health care course cover

2. This will open the course description page with a video trailer and all the general information about the course, its content and the instructor.

The image displays the course description page for 'Chefs in future integrated health care'. The header features the 'nectar' logo and the course title. Below the title, it identifies the 'Medical University of Graz' and the instructor 'Univ.-Prof.in Dr.in Regina Roller-Wirnsberger, MME on behalf of the consortium of the Erasmus+ funded NECTAR project (aN Eu Curriculum for Chef gasTro-engineering in primAry food caRe)'. A star rating of four out of five is shown. Navigation tabs for 'About', 'Content', and 'Rating' are present. A grid of course details follows: Duration (2 units), Unit (3 hours/unit), Licence (CC BY-NC-SA 4.0), Participants (48), Availability (Unlimited), Start Date (10 October 2022), and Costs (€ 0.00). At the bottom, a video player is titled 'Trailer for Chefs in future integrated health care' and shows a woman smiling in a kitchen setting.

Figure 6: Course description page with general information and introduction trailer

3. From the course description page (<https://imoox.at/course/futurechefs>), click on the orange button "Show course" (see below) to open the course page.

The screenshot shows the iMooX course description page for 'futurechefs'. The sidebar on the left contains links: My courses, Homepage, Newest courses, Upcoming courses, All courses, All partners, and About iMooX. The main content area has tabs for 'About' and 'Content'. Under the 'Content' tab, there is a 'Course Content' section with a list of topics, a 'Previous Knowledge' section, and a 'Course Procedure' section. An orange 'Show course' button is highlighted with a red circle and a red arrow pointing to it from the right. The button also displays 'Currently: 48 Participants' and 'Free for all € 0.00'.

Figure 7: Course description page and "Show course" button

The MOOC “Chefs in future integrated health care”

1. In the main frame of the course page (<https://imoox.at/mooc/course/view.php?id=282>) you will find the **content section** of the NECTAR course divided by units, chapters and Learning Outcomes (see below):

The screenshot displays the course page for "Chefs in future integrated health care" at the Medical University of Graz. The left sidebar shows the course progress (17% completed) and a list of units. The main content area shows the details for Unit 1, "Impact, basics and related conditions of nutrition". Red circles and arrows highlight the "Unit 1" label, the "Chapter 1:" label, and a specific Learning Outcome (LO2-A-B-1) within the content area.

My course: My courses

Chefs in future integrated health care
Medical University of Graz
Univ.-Prof.in Dr.in Regina Roller-Wirsberger, MME on behalf of the consortium of the Erasmus+ funded NECTAR project (an Eu Curriculum for Chef gasTro-engineering in primary food care)

17% completed

Course description and trailer
Forum
Announcements

Unit 1
Impact, basics and related conditions of nutrition

Unit 2
Screen, assess and monitor on client-level and create adapted recipes

Additional resources
Files

Certificate

Rate this course
☆☆☆☆☆
0 (0 ratings)

Impact, basics and related conditions of nutrition
Medical University of Graz
Univ.-Prof.in Dr.in Regina Roller-Wirsberger, MME on behalf of the consortium of the Erasmus+ funded NECTAR project (an Eu Curriculum for Chef gasTro-engineering in primary food care)

Unit 1
Impact, basics and related conditions of nutrition

Dear participant!

Thank you for your interest and for joining this MOOC produced by partners of the EU-funded project Nectar.

It is the aim of this project to deliver insights into an integrated nutritional care approach especially for older subjects and delivering a new professional profile for chefs for this purpose. Partners of the project developed a new and comprehensive curriculum for chefs allowing them to become an essential part of the care team around older people, irrespective of the care setting and together with people, their relatives and care givers as well as other professionals responsible for the care of older citizens.

This MOOC, however, allows a more "general view" on the role of food and nutrition in the human body and related processes. In unit 1 of this MOOC we deliver knowledge on the role of nutrients and food in a life-course approach. The Nectar partners will also focus on the physiology of taste and smell and how these sensory capacities influence food uptake. Unit 1 will further give insight into the process of eating per se and also deliver basic knowledge on swallowing disorders. Unit 1 of this MOOC is shaped as "basic knowledge" for attendance in Unit 2. We strongly recommend that you first study the materials provided in Unit 1, to be able to follow the more specific content included in Unit 2 of this MOOC.

We are happy to have you with us - enjoy listening and do not forget to go through the short self-assessment at the end of each unit to receive the certificate of attendance at the end of this MOOC!

Chapter 1:

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

Figure 8: Course page with contents divided by unit, chapters and Learning Outcomes (LO)

The MOOC includes two units:

1. Impact, basics and related conditions of nutrition
2. Screen, assess and monitor on client-level and create adapted recipes

Each unit covers 3 Chapters and 3 Learning Outcomes of the NECTAR Curriculum.

2. For each Learning Outcome covered within the online part of the NECTAR course, different learning material is offered, for example videos, pdfs, external links and quizzes. These materials have to be worked through and can each be marked as “done” (see below):

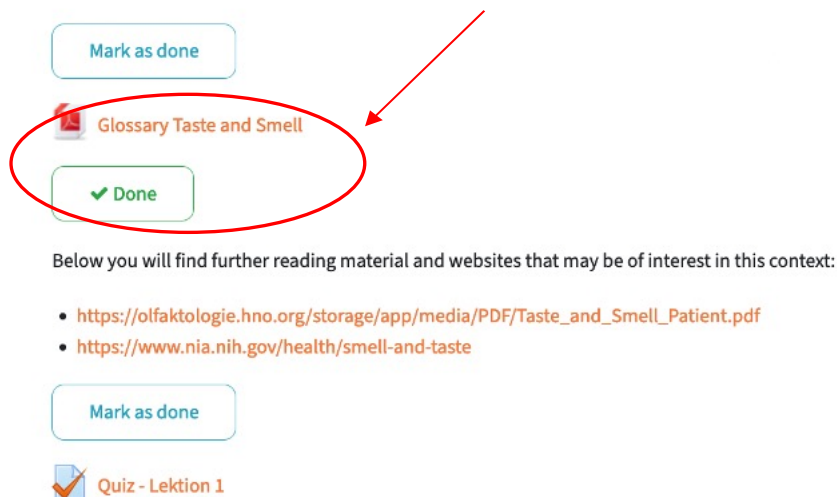
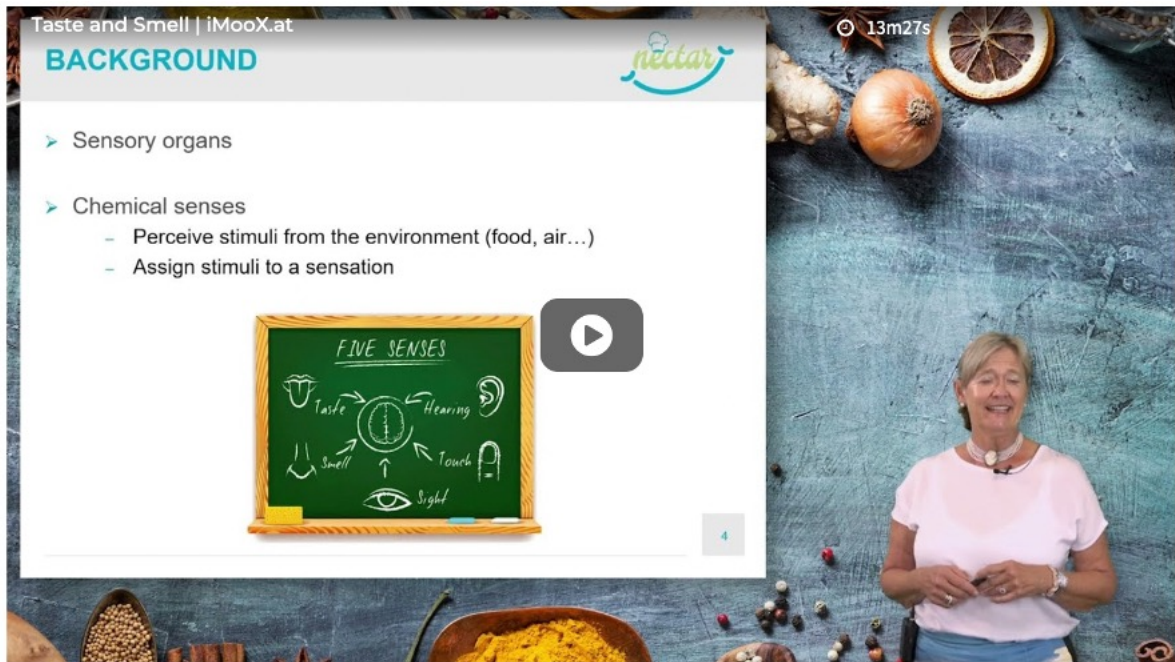


Figure 9: Course page with different learning material with “Mark as done/Done”-Button

3. In the “**More**” section on the bottom of the course page additional functions and content can be found, namely:

- **Forum**, where participants can ask questions and interact with each other or with the instructor
- **News**, where the instructor posts any possible announcements
- **Course description and trailer**, i.e., the course start page (<https://imoox.at/course/futurechefs>)
- **Files**, where the instructor can upload any elements or resources for download
- **Certificate**, where participants can download their final certificate of completion
- **Rate this course**, where participants can give 1 to 5 stars to the course.

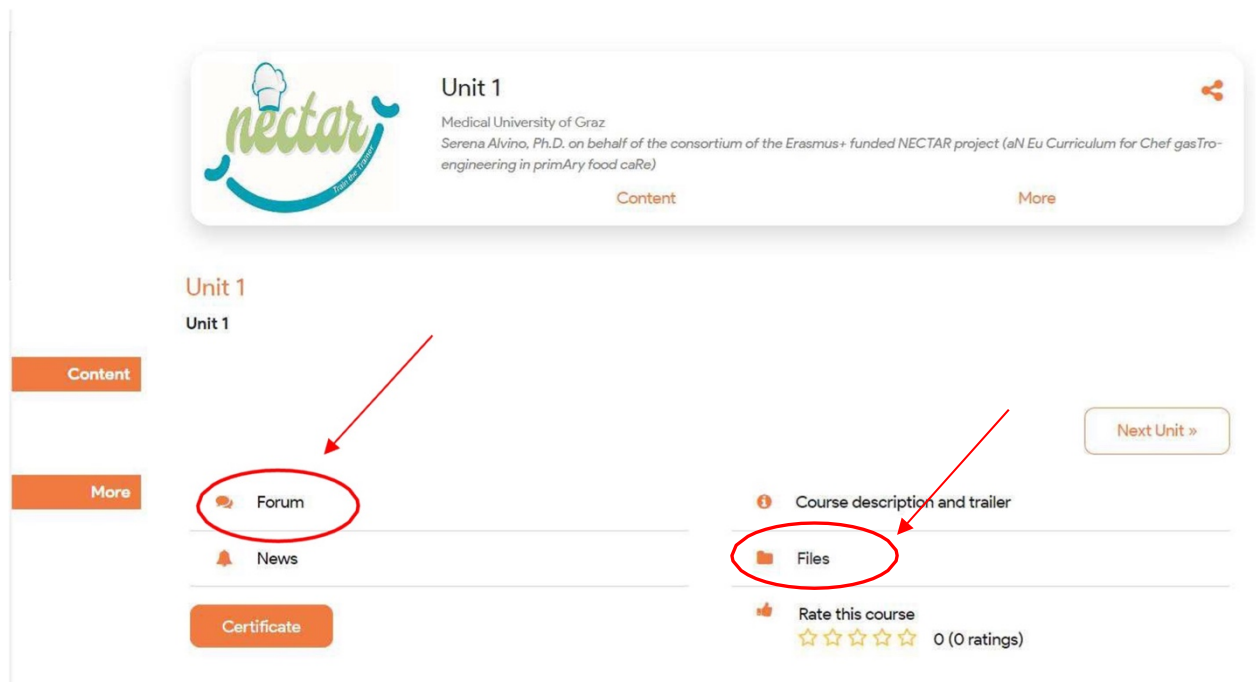


Figure 10: “More” section of the course page with additional functions, e.g., access to the Forum, download files ...

4. These functions are also available in the menu bar on the left side of the course page together with a progress bar for each unit and for the overall course:

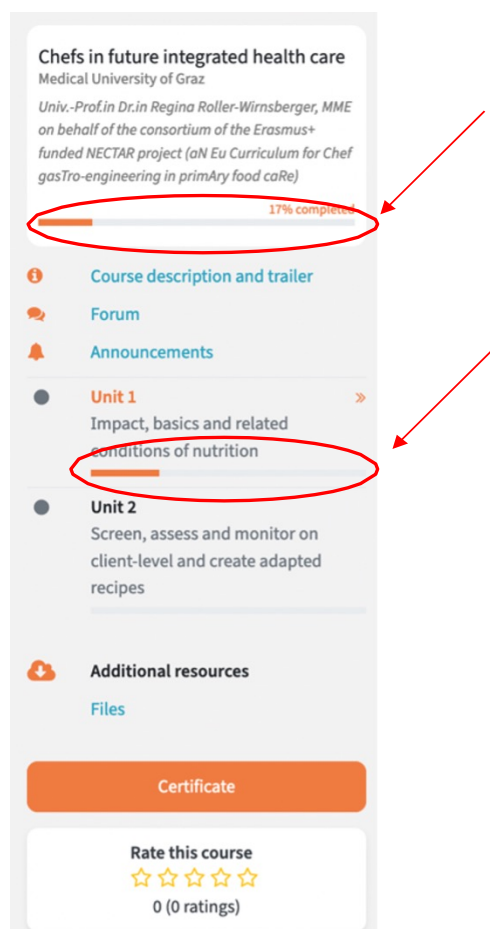


Figure 11: Menu section with progress bar

A5.4.2.2 Template for AB Feedback on D4.3

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



Review Template for Feedback on D4.3 Teaching Toolkit and Multilingual Open Contents by the Advisory Board



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

Template for Advisory Board Feedback

Meta information

Deliverable reviewed: D4.3 Teaching Toolkit and Multilingual Open Contents

Reference to the reviewed document:

IMOOX Platform Users' Manual (sent via e-mail)

<https://imoox.at/course/futurechefs> (accessible after registration at:

<https://imoox.at/mooc/login/index.php>)

Name of Reviewer: /your name/

Date of Review: /date of the review/

Review Guidance Information:

NOTE:

The online course (MOOC⁵) provided on the iMooX Platform represents only a part of the overall NECTAR pilot courses and thus covers only some Learning Outcomes of the NECTAR Curriculum. The content and learning material of the MOOC can be integrated in the local pilot courses by the VET providers as they wish (e.g. as self-study elements or in the context of a face-to-face lecture).

To simplify your review task, we propose to proceed as follows:

1. Read the *iMooX Platform Users' Manual*: it offers information how to register and to access the online course and provides a first overview on the course content and structure
2. Register on the iMooX Platform under <https://imoox.at/mooc/login/index.php>
3. Visit the NECTAR course start page: <https://imoox.at/course/futurechefs> and have a look at the trailer video and the general course information
4. Follow the link "Show course" and have a closer look at the content of Unit 1 and Unit 2 (if required you can change the language in the header of the page)
5. Answer the questions of the Review Template (see below) and send your Feedback back to us **until 8th November 2022** the latest.

If you need any support, please contact Jana Senoner: senoner@wiab.at

Thank you very much for your valuable support!

⁵ iMooX is the Platform where the NECTAR MOOC is made accessible for a big audience. MOOC stands for Massive Open Online Courses that are available online for a huge amount of people and often for free or under open license.



Short Summary of the Feedback (3-5 sentences):

Specific Questions

1) Did you face any technical problems in accessing the NECTAR Online course (MOOC)?

Yes ☐

No ☐

If you answered yes, please let us know which problems you faced?

2) Was it easy to access and work through some of the MOOC content on the iMooX Platform?

Yes ☐

No ☐

If you answered no, please let us know which challenges you faced?

3) Do you like the visual design of the MOOC?

Yes ☐

No ☐

Don't know ☐

If you answered no, please let us know what you propose to improve?

4) Is the content of the MOOC well-structured and easy to understand?

Yes ☐

No ☐



Don't know ☐

If you answered no, please let us know what you propose to improve?

5) Is the scope and the degree of difficulty of the NECTAR MOOC appropriate for the target group of chefs and cooks?

Yes ☐

No ☐

Don't know ☐

If you answered no, please let us know why?

6) Are the different learning formats (videos, pdf, quiz...) appropriate for the target group?

Yes ☐

No ☐

Don't know ☐

If you answered no, please let us know why?

7) Do you think that the NECTAR MOOC will also be attractive and useful for other European VET providers?

Yes ☐

No ☐

Don't know ☐

If you answered no, please let us know why?

8) Is it helpful that the course content is available in different languages?

Yes

☐

No

☐

I couldn't find the other language versions

☐**9) Do you have any additional feedback concerning the NECTAR MOOC? If so, please share it with us:****THANK YOU VERY MUCH FOR YOUR VALUABLE FEEDBACK!****A5.4.2.3 Report of AB Feedback on D4.3****Meta information**

Reviewed document: Teaching Toolkit and Multilingual Open Contents (D4.3)

Responsible for the D.: MUG

Review Period: 25th of November 2022-3rd of February 2023

Name of Reviewers: Borgarelli, Consuelo; Schindler, Karin; Hackensöllner-Ali, Karin; Illario, Maddalena

Please note:

Jolanda Luth and Maddalena Illario were nominated as new AB members from members of the Steering Committee after the drop out of Lobke van Wijngaert and Mark van Gemst. Unfortunately, Jolanda Luth declared after her nomination and several weeks of missing feedback that she will not be able to fulfil the role of a NECTAR Advisory Board Member. Therefore, this report is based on the input of four AB members only.

Review Results*Consuelo Borgarelli:*

The NECTAR MOOC content is clear and appropriate for the target audience. It's a good choice to use different learning formats. The iMooX platform is easy to use and it is easy to access MOOC content.

Karin Hackensöllner-Ali:

Mentions positive that Regina did a very good job.

Maddalena Illario:

The *iMooX Platform Users' Manual* is well structured and carefully written, complete and simple to understand. The platform is intuitive, easy to access and to use.

The trailer video brilliantly provides comprehensive, updated and interesting information allowing the participant to:

- Contextualise the training course in the current health scenario
- Identify the content and purpose of the training
- Have a perspective of the professional opportunities opened by the new knowledge and skills

The general information on the course is easily accessible on the platform.

The content of Units 1 and 2 is conveniently organised in subunits to facilitate learning. The content of the videos is carefully selected to address the foreseen training needs and achieve the training objectives. Likewise, the pdf materials, that are also integrated with figures and practical advices, target specific patient needs. All materials are designed to be user-friendly for students, their content is coherently chosen and organised, providing updated and valuable information. The tests are adequate to the training content.

Karin Schindler:

Likes the visual design of MOOC very much. She described it as smart and easy.

Summary of the answers to the specific questions:

Three out of four feedbacks were quite positive, while the feedback from *Karin Hackensöllner- Ali* being is also positive but offers at the same time concrete hints for improvement.

All 4 AB members found the content of the NECTAR MOOC well-structured and easy to understand. *Karin Schindler* and *Karin Hackensöllner-Ali* had technical problems in accessing the online course. Especially *Karin Hackensöllner-Ali* had trouble with accessing and understanding the instructions. She noted that it is not clear how to get access to the administrators if there are any problems with registration. She also mentioned that the gender spelling is not consistent.

In addition *Karin Hackensöllner-Ali* notes the lecture is very good and distinct, very suitable as a speaker. But the English of the lady who asks the question is not very good and her interest in the subject seems very low. Moreover, she has the concern that the scope and the degree of difficulty of the NECTAR MOOC is too basic and should be more challenging. In comparison *Karin Schindler* noticed that the NECTAR MOOC is very informative and would also benefit basic nursing courses or for medical students.



All AB members think that the NECTAR MOOC will be attractive and useful for other European VET providers and agree that the different learning formats are appropriate for the target group. All of them like the visual design of the MOOC.

The following additional comments were provided:

Karin Schindler:

Please, consult chefs. They should not come from big hospitals with a broader scope, but from medium size hospitals. At least in Austria a German version for this would be needed.

Karin Hackensöllner-Ali:

She thinks that music and speech in the “1.1 Trailer on Chefs in future integrated health care” should not be done at the same time and that the speaker sounds very artificial. She noted also that it's difficult to answer questions in German when the lecture/presentation is in English.

Summary of the AB Feedback:

Overall, all AB members are content with the Teaching Toolkit and Multilingual Open Contents. Some members noted a few minor propositions regarding:

- Gender spelling should be more consistent
- The instructions for accessing the platform should be simplified
- In the trailer for the chefs, music and language should not be active at the same time
- Chefs of medium-sized hospitals should be consulted to learn more about their opinion - Clarify how to get support if there are any problems with registration

A5.5 External Feedback on Pilot Implementation (D5.1-D5.5)

A5.5.1 Feedback of the External Reviewer

External Review – D.5.1 - België

This document provides an overview of the development and implementation of the pilot courses Chef Gastro-engineering in Belgium.

In the abstract and executive summary the document's content is concisely introduced, outlining the key aspects of the Belgian pilot course. It effectively sets the stage for the reader, providing an overview of what to expect in the subsequent sections.

The document elaborates on the importance of addressing malnutrition in the elderly population, emphasizing the significance of specialized training for chefs in healthcare institutions. It highlights the challenges faced in the European context and how the Chef Gastro-engineering program aims to bridge the gap in skills and knowledge.

The section on participants provides valuable information about the individuals involved in the Belgian pilot, including their backgrounds and qualifications. It's clear that participants were carefully selected based on specific criteria, ensuring their suitability for the program.

A selection process for teachers is outlined, emphasizing the importance of a diverse and qualified teaching team. It's reassuring to see that the teachers involved have both theoretical knowledge and practical experience in the field.

The development of a local curriculum provides insight into the curriculum development process, explaining the alignment between the local and European curricula. It's essential to note the curriculum's recognition by the Flemish government, which enhances its credibility and eligibility for funding.

The modules within the Belgian pilot course are presented in detail, highlighting their relevance and alignment with the NECTAR project's goals. The thorough breakdown of each module and its associated ECVET points helps readers understand the course structure.

The section on activities and teaching methods provides insight into the practical aspects of the pilot course, including site visits and online learning. The inclusion of an educational video initiative by participants adds a dynamic element to the program. The integration of work-

based learning is a strong point of the Belgian pilot, considering that all participants have previously completed internships. The document highlights how this approach was well-received by participants, promoting practical application of knowledge.

The key stakeholders involved in the pilot project are identified in detail, emphasizing collaboration among various organizations. This collaboration enhances the program's credibility and effectiveness.

The discussion section offers valuable insights into the history and significance of the NECTAR project, emphasizing the evolving role of Chef Gastro-engineering in healthcare. The formation of a professional body and collaboration with European stakeholders demonstrate forward-thinking initiatives.

In conclusion, the document effectively summarizes the achievements and potential of the Belgian pilot course in the context of the NECTAR project. It sets a clear path for the future integration of this program and its accreditation as an EQF level 5 training.

Overall, this document provides a well-structured and informative overview of the Belgian pilot course, addressing key aspects such as curriculum, participants, and quality assurance. It effectively conveys the importance of specialized training for chefs in healthcare settings and highlights the collaborative efforts involved in the NECTAR project.

External Review – D.5.2 - Portugal

"Development of Pilot Courses in Portugal" provides a comprehensive overview of the pilot course developed in Portugal as part of the NECTAR project. The document covers various aspects of the pilot course, including its objectives, participants, curriculum, teaching methods, quality assurance, and future plans.

The document is well-structured and organized with clear headings and subheadings. However, some paragraphs are quite lengthy, which could make it challenging for readers to absorb the information efficiently. Breaking down these sections into smaller, more digestible chunks would enhance readability.

The abstract provides a brief overview of the document's content. However, it could be more concise and specific. The keywords are relevant and appropriately chosen. The executive summary effectively summarizes the key points of the document, including the objectives, participants, curriculum, and teaching methods of the pilot course. It gives readers a good initial understanding

of the project.

The section on the Portuguese pilot course provides valuable information about the context, objectives, and planning of the course. It effectively conveys the importance of addressing malnutrition in the elderly population and the need for specialized training in Portugal.

The description of the participants provides insight into the profile and recruitment process of trainees. It is informative and offers a clear understanding of the trainee demographics and motivations. Including some quotes or anecdotes might add a personal touch to this section. The chapter on teachers outlines their qualifications and the recruitment process. It effectively highlights the diversity of the teaching team, which is crucial for addressing the varied needs of trainees. Including examples of how these diverse backgrounds benefit the course could enhance this section.

The discussion of the local curriculum and its relation to the European curriculum is well-explained. It effectively emphasizes the need for specialized training in adapted cooking for healthcare contexts.

Detailing the course modules is informative and well-structured. Each module's objectives and content are clearly presented. To further enhance this section, you could include examples of practical exercises or activities from the modules. Activities and teaching methods are well-detailed, providing insight into the training methodologies used. The description of the learning platform and its benefits is clear and relevant.

The discussion of work-based learning effectively highlights the practical application of the course content. The quality assurance method is informative and emphasizes the importance of transparent assessment. This section offers a good reflection on the pilot project's outcomes and future plans. However, providing concrete details on the proposed adjustments and changes to the course would enhance this section's completeness.

Overall, the document provides valuable insights into the development and implementation of the pilot course in Portugal. To improve it further, consider breaking down lengthy paragraphs, including more specific outcomes or results, and incorporating real-life examples and trainee feedback where relevant.

External Review – D.5.3 - Austria

The document offers a highly informative account of the Austrian NECTAR project pilot course,

fulfilling its objective of providing essential information about the course's development and implementation. It is rich in detail and covers various aspects of the pilot courses, including participants, recruitment, curriculum development, teaching methods, and quality assurance.

The document opens with a concise abstract and executive summary, which effectively set the stage for the reader, outlining the key points of interest. These sections provide a clear understanding of the document's scope and purpose.

The introduction to the Austrian pilot course gives a comprehensive background about the course, its relevance in the context of continuous professional development for chefs, and its alignment with national qualifications frameworks. It provides a strong foundation for understanding the subsequent details of the program.

The authors go into great detail about the participants, their profiles, and the recruitment process. This section offers a valuable insight into the qualifications and backgrounds of individuals who undertook the CGE pilot course. It also outlines the recruitment strategies, including webpages, newsletters, email marketing and referral marketing.

The Validation of Prior Learning section sheds light on the legal framework and the National Qualifications Framework in Austria, highlighting how the CGE pilot course aligns with the existing qualifications and how prior learning is recognized. It demonstrates the thoroughness of the program's design.

Additional information is provided about the teachers involved in the Austrian pilot, their qualifications, and the recruitment process. This section offers transparency regarding the expertise of instructors, ensuring confidence in the quality of education delivered.

The development of a local curriculum dedicated to curriculum advance is particularly noteworthy. It explains in detail how the NECTAR project's European curriculum was adapted to the Austrian context through a systematic approach involving desktop research, focus group discussions, and mapping of learning outcomes. The manual delves into the structure of the course modules, explaining how they are divided into introductory and core modules. It also highlights activities and teaching methods, including work-based learning and the use of the iMooX platform.

The quality assurance emphasizes adherence to ISO standards and internal feedback mechanisms. The inclusion of participant evaluations provides an external perspective on the

program's effectiveness.

In the discussion valuable insights are offered into the future potential of CGEs in Austria, including possible expansion into primary care and interprofessional collaboration. It also mentions plans for program continuation and accreditation.

The conclusion summarizes the achievements of the NECTAR project in Austria, emphasizing the positive impact on the culinary profession and the potential to enhance the quality of life for older and sick individuals.

Overall, the document is highly informative and well-structured. It successfully conveys the rigorous planning and execution of the CGE pilot course in Austria.

In summary, this document serves as a comprehensive reference for those interested in the development and implementation of pilot courses in Austria, particularly in the field of culinary education and continuous professional development for chefs. It demonstrates the commitment to quality and innovation in vocational training in Austria and highlights the potential for positive impacts on the culinary profession and healthcare sectors.

External Review – D.5.4 - Liguria

This document provides a comprehensive overview of the development and implementation of the pilot course in Liguria, Italy, as part of the NECTAR project. The document covers various aspects of the course, including participants, teachers, curriculum, teaching methods, work-based learning, quality assurance methods, and future plans.

The document is well-structured, with clear headings and subheadings which makes it easy to follow the flow of information. The use of numbered sections and subsections helps maintain a logical structure throughout.

A wealth of detailed information is provided about the pilot course, leaving no significant aspect untouched. It covers everything from the course's objectives to the recruitment process for students and teachers, curriculum development, teaching methods, work-based learning, and quality assurance.

It effectively demonstrates how the pilot course aligns with the goals of the NECTAR project. It also emphasizes the development of specialized skills and the bridging of gaps in the local labor market.

This document acknowledges the involvement of various stakeholders, including students, teachers, industry professionals, and social care residences. However, it could provide more insight into how these stakeholders contribute to the success of the course.

The text highlights the importance of information and communication technologies in the course, which is relevant in today's digital age. However, it could be valuable to provide more specific examples of how technology was integrated into the curriculum.

The authors go into detail about the methods employed to ensure the quality and fairness of the assessment and certification process. It emphasizes transparency and objectivity, which are essential in any educational program.

The discussion of future plans for the NECTAR project is insightful, particularly the consideration of transforming it into a Higher Technical Institute pathway. However, it could benefit from more specific details about the proposed changes and their expected impact.

This document serves as an excellent resource for anyone interested in the development and implementation of vocational training programs. It provides a comprehensive view of the pilot course in Liguria and how it fits into the broader context of the NECTAR project.

In conclusion, this document effectively conveys the details and significance of the pilot course while highlighting its alignment with the NECTAR project's goals. It serves as a valuable reference for educators, policymakers, and anyone involved in vocational training and curriculum development in the field of nutrition and health.

External Review – D.5.5 - Campania

The document under review provides an in-depth and informative report on the development and implementation of the NECTAR project's pilot course in Campania, Italy.

The abstract provides a succinct overview of the document's content, summarizing its key points effectively. The inclusion of relevant keywords facilitates easy search and categorization. However, it could benefit from a bit more detail to provide a clearer understanding of what to expect in the report.

In the executive summary a clear introduction to the document's purpose is proposed, focusing on the NECTAR project's pilot courses in multiple countries. It provides a good context for the subsequent sections, though a more concise summary of the main findings would enhance its effectiveness.

The Italian Pilot Course - Campania section is the highlight of the document, offering comprehensive insights into the Italian pilot course in Campania. It describes the course structure, its alignment with regional and European standards, and the role of the Chef di cucina salustica (Chef of Healthy Cuisine). The section also details the main disciplinary areas and the selection process for students. It is well-structured and provides a deep understanding of the course.

The section on participants provides valuable information about the students, including their profiles, motivations, and the recruitment process. However, more data on the participants' outcomes and experiences during the course could enhance this section.

The outlines of the teachers' qualifications and their recruitment process for teachers is informative. Additional insights into teaching methods, interactions with students, and the impact on the learning experience could be beneficial.

The development of the local curriculum effectively explains the alignment of the local curriculum with the European curriculum and provides details about the qualification. The inclusion of real-world examples or case studies from the curriculum would add depth. The description of the course modules, however, is clear and concise, offering a good understanding of their content and significance.

The information provided on teaching methods is informative, but it could benefit from more specific examples of proposed activities during the course, particularly in the laboratory and work-based learning sections. The use of the Imoox platform is explained adequately. To enhance this section, including outcomes of using the platform for teaching would provide a more complete picture of its effectiveness.

Work-Based Learning provides an overview of this learning component, but it lacks specific examples or testimonials from students who benefited from this experience. Real-world scenarios would make this section more compelling.

This document effectively outlines the quality assurance methods, emphasizing objectivity and transparency.

The discussion section briefly touches upon the success of the Campania pilot and hints at future plans. Providing more concrete details about lessons learned and the expansion of the training proposal would be valuable.

The conclusion effectively summarizes the key points discussed in the document. It reiterates the positive outcomes of the Campania pilot course but could benefit from specific statistics or testimonials to reinforce these claims.

The document under review is a well-structured and informative report on the Italian pilot course in Campania, demonstrating its alignment with the NECTAR project's goals and its potential to bridge the gap between education and employment. It offers a comprehensive view of the course's development, implementation, and outcomes.



Deliverable 8.1.4 – Quality Management Report, Final Report

While the document is rich in content, some improvements in language clarity, the use of visual aids, and the inclusion of impact assessments and future plans could further enhance its value. Overall, it offers valuable insights into vocational education and training initiatives.

A5.5.2 Report on AB Feedback on D5.1-D5.5

Meta information

Reviewed documents:
Pilot Implementation (D5.1-D5.5)

Responsible for the D.:

D5.1 Belgium Pilot Report - ODISEE

D5.2 Portuguese Pilot Report - Santa Casa da Misericórdia de Albufeira

D5.3 Austrian Pilot Report - Medical University of Graz

D5.4 Ligurian Pilot Report - Marco Polo

D5.5 Campanian Pilot Report - ITS-BACT

Review
8th September – 3rd October 2023

Period:

Name of Reviewers:

- Borgarelli, Consuelo
- Schindler, Karin
- Hackensöllner-Ali, Karin
- Illario, Maddalena
- Turčin, Nina

Please

note:

Nina Turčin was nominated as new AB member after the drop out of Jolanda Luth in March 2023.

The review of the pilot implementation reports was distributed among the AB members as follows:

AB Member	Deliverable
Nina Turcin	D5.1 Belgium
Karin Schindler	D5.2 Portugal
Karin Hackensöllner-Ali	D5.3 Austria
Maddalena Illario	D5.4 Liguria
Borgarelli Consuelo	D5.5 Campania

Review Results – Overall freetext feedback from AB Members

Consuelo Borgarelli for Campania:

The methodology used for the choice of teachers is adequate.

Good organization of the teaching modules from the point of view of the topics covered and timing.

Adequate distribution of teaching methods between lectures, practical activities and work-based learning.

Student learning assessments were adequate (at the end of each module on the Moodle platform)

Karin Hackensöllner-Ali for Austria:

At first, I would like to congratulate the team to the success of the new course. The strategy, to have one of the leading VET-institution, the WIFI on board adds a further point to the quality of the course. I hope, the WIFI will continue the course and is able to disseminate it all over Austria.

In the report, it is mentioned that a couple of different evaluations took place after the course but the results of those are missing in this report.

That CGE shall acquire NQR 5 level will certainly be beneficiary to the reputation and the uptake of further courses.

It would have been interesting if the report would state how many chefs started the course, how many finished it, and how many passed the final examination.

Maddalena Illario for Liguria:

The pilot design is coherent with the project overall goal and specific objectives. The approach to its implementation is linear and follows a logical, convincing and effective architecture, ensuring comprehensive teaching methods capable of engaging students in the different learning opportunities. The pilot took advantage of the excellent NECTAR iMOOC platform to allow interactive learning at different paces.

Especially relevant, among others, the effort to integrate in the modules:

- the focus on short supply chains and use of leftovers
- the focus on taste steering
- the understanding of different sociocultural background and preferences
- the overall effort towards improved sustainability
- the opportunity to acquire HACCP certification through a special course
- the platform for sharing information with health care professionals to facilitate communication and collaboration between the future CGE and dietitians and physicians.
- the group work and hands-on experiences
- the internships at social care residences, family homes and hotel facilities



Just some minor improvements to facilitate appreciation by readers of the excellent work carried out by Liguria Region:

The ex summary might benefit of a different format to facilitate the visualization of the overall content (ex. Revise the long paragraph referred to the content taken into account, for example as a a list).

Revise a few typos.

Replace “elderly” with “older adults”

Wherever there is a reference to “nutrition” please also include “food”

Par. 8.3: please include how many total applicants (“eight of the xyz total applicant”)

The analysis of the information and feedback gathered through the evaluation questionnaires should be valorised and included in supplementary material (ex. Tables, figures etc).

The conclusions might highlight the capacity acquired by students during the course to customize food intake according to health needs and preferences in a way that is safe, sustainable, effective and tasty.

Karin Schindler for Portugal:

The pilot implementation is an important piece for planning further implementations in the Portugal and also in other countries. The team of Santa Casa da Misericordia took a lot of efforts to implement the Nectar curriculum in Portugal. Congratulations. Their learnings, challenges, especially from the perspective of curriculum implementation in smaller institutions without a comprehensive research background, is extremely valuable. The efforts cannot be valued high enough.

The results of the evaluations could generate important insights which are important for successful roll-out in Portugal and other countries. Furthermore, the positive learnings and challenges, as well as the result of trainers’ and trainees’ feedback should be described in more detail.

Especially comparable smaller institutions are possible target institutions for implementation in the future. Consequently, a more comprehensive description of curriculum adaptations, in comparison to the EU curriculum, should be provided. Maybe this can be done together, with the other implementation sites.

Nina Turčin for Belgium:

The NECTAR pilot implementation in Belgium was executed with commendable precision. The recruitment process demonstrated objectivity and meticulous planning. The educators responsible for implementing the training possessed noteworthy experience and their teaching methods were highly suitable. As articulated in the report, the NECTAR project stands as a significant milestone, and I eagerly anticipate its further progression through integration into existing training programs.

Summary of the answers to the specific questions:

Four out of fifth answers were very positive, while the feedback from *Karin Schindler* being also positive but offers at the same time concrete hints for improvement for the Portuguese pilot implantation.

4 out of 5 AB members found that the report on the pilot implementation contained enough information to get a clear picture of the pilot implementation in the country concerned. In addition, they found the recruitment of participants clear, comprehensible and appropriate for the target group (chefs and cooks). Only *Karin Schindler* noted that it would be necessary for the Portuguese pilot to describe the adjustments of the EU programme and the group of trainees in more detail, including age range and gender, as NECTAR aims to train chefs and cooks.

All AB members felt that the pilot teachers were competent and adequately qualified to teach in the NECTAR pilot training. In addition, all AB members, except one, felt that the teachers were recruited through an appropriate recruitment process. *Karin Schindler* commented that in Portugal the process may have been adequate, but it is not clear how potential teachers were reached/recruited.

4 out of 5 AB members stated that the development of the local curriculum in relation to the EU curriculum was carried out and explained in an appropriate way, taking into account the ECVET points. Again, only *Karin Schindler* commented that as far as she understood, the training in Portugal is limited to participants with a certain experience. In her opinion, it might be advisable to adapt the training linguistically.

4 out of 5 AB members felt that the modules of the local NECTAR training are described in detail and are in line with the overall course design and objective. Only *Karin Hackensöllner-Ali* noted that it would have been interesting to have more information on the content and learning outcomes in the Austrian report. Additionally, AB members found that the activities and teaching methods used during the training are appropriate for the target group and suitable for the topic. Furthermore, all AB members agree that the MOOC-based learning and the use of the iMOOX platform is explained in an understandable way.

3 out of 5 AB members agreed that work-based learning is explained in a comprehensible way. *Karin Schindler* explained that it is important in the Portuguese pilot to get a better understanding of the professional background while *Karin Hackensöllner-Ali* felt that the tasks and learning outcomes of work-based learning were not sufficiently explained in the Austrian report.

All AB members think that the quality assurance methods used include appropriate methods to ensure objectivity, fairness and transparency, and include an appropriate assessment process for the pilot course.

The following additional comments were provided:

Karin Schindler:

It would be interesting to get more information about the trainees and trainers feedback, what worked well, what were challenges

Does the organization team think, the program is transferable to other institutions in Portugal? It would be good to present possible differences between the institutions the trainees are working. Did this impact the training process?

Karin Hackensöllner-Ali:

I personally do not regard the general cooking efforts and outcomes in Austrian cuisine as very high and not adventures at all, so every effort to include herbs and vegetables to improve the taste and food nutrition is very important to raise the well-being and health of the general public, especially the elderly in this case.

Summary of the AB Feedback:

Overall, all AB members are satisfied with the Pilot implementation in Liguria, Campania, Belgium, Austria and Portugal. Some members noted a few propositions regarding:

- Positive findings and challenges as well as the results of the feedback from trainers and trainees should be described in more detail in the Portuguese report
- The group of trainees and the recruitment of potential teachers should be described in more detail in the Portuguese report
- A more comprehensive description of the curriculum adjustments compared to the EU curriculum should be provided in the Portuguese report
- The tasks and learning outcomes of work-based learning should be more adequately explained in the Austrian report

In addition, *Maddalena Illario* noted some proposals for improvements of terms and typology for the Ligurian pilot report:

- Replace “elderly” with “older adults”
- Wherever there is a reference to “nutrition” please also include “food”
- Par. 8.3: please include how many total applicants (“eight of the xyz total applicant”)
- The analysis of the information and feedback gathered through the evaluation questionnaires should be valorised and included in supplementary material (ex. Tables, figures etc).

3 out of 5 AB members referred in the free text summary to the fact that the analysis of the information and feedback gathered through the evaluation questionnaires should be included in the reports. – It has to be mentioned in this respect that the evaluation report could not be finished at the same time when the pilot implementation reports were finished, because the final feedback loop with students took place in September 2023 and had to be evaluated until beginning of October. Nevertheless, we



Deliverable 8.1.4 – Quality Management Report, Final Report

recommend to include a reference to the final evaluation report (short summary version) in the final versions of the pilot implementation reports and to include some of the data information on applicants (e.g. graphics, tables from the evaluation reports) in the Annexes of the reports.

A5.6 External Feedback on the NECTAR Memorandum of Understanding (D7.3.2)

- Deliverable reviewed: NECTAR Deliverable 7.3.2 – Memorandum of Understanding + its 5 annexes
- Name of Reviewer: Herman Vandevijvere
- Date of Review: September 13, 2023

Short Summary of the Review Results

We have finalized the review of the NECTAR deliverable 7.3.2 on September 13, 2023.

The "D7.3.2 NECTAR Memorandum of Understanding TEMPLATE" is a well-structured and comprehensive document designed to serve as a template for creating Memoranda of Understanding (MoUs) within the NECTAR Network for Cooperation and Mobility. Its clarity and structure are commendable, with clearly delineated sections and a helpful table of contents. The use of bullet points and numbering enhances readability.

The content is robust, beginning with a concise abstract and providing a clear rationale and objectives for the NECTAR project. The section on roles and responsibilities aids in understanding signatory obligations, and the inclusion of detailed annexes for future bilateral agreements adds value. Practical examples or case studies could enhance comprehension.

The document's language and grammar are clear. The acronyms used should be defined upon first use for better understanding. The template is comprehensive, covering essential aspects of a MoU and allowing customization for partner organizations.

The document is ready to use and includes a quality control checklist. It would be helpful to incorporate guidance or tips for organizations using the template. Legal considerations are adequately addressed, but consulting legal experts for clarity is advisable.

In conclusion, the "D7.3.2 NECTAR Memorandum of Understanding TEMPLATE" effectively serves its purpose as a foundation for MoUs in the NECTAR project. With minor formatting improvements, it will be a user-friendly and invaluable resource for participating organizations.

EXTERNAL REVIEW D7.3.2 NECTAR Memorandum of Understanding – TEMPLATE

- The document is well-structured with clear sections and subsections. It begins with essential information about the deliverable, its authors, and reviewers.
- The table of contents is included, which aids in navigation.
- The use of bullet points and numbering enhances readability.
- Content The document starts with an abstract that provides a concise overview of its purpose.
- The rationale and objectives of the NECTAR project are clearly outlined, providing context for the MoU.
- The inclusion of a section on roles and responsibilities helps clarify the obligations of the signatories.
- Detailed annexes are provided to support future bilateral agreements, which is a valuable addition.
- (The document could benefit from real-life examples or case studies to illustrate the practical application of the MoU.)
- Language and Grammar The document is well-written, with clear and concise language.
- There are a few instances where sentence structure could be improved for clarity.
- The use of acronyms like "ECTVET" should be defined upon first use to ensure understanding.
- Completeness The document is quite comprehensive, covering all necessary aspects of a MoU.
- It includes specific sections for partner organizations to provide their information, making it practical for customization.
- The document mentions a web-based Designers' Kit but does not provide a link or details on where to access it.
- Visuals and Formatting The document uses clear and descriptive section headings, making it easy for readers to navigate and locate specific information within the document. This enhances the document's overall readability.

The document includes a list of annexes with brief descriptions. This helps readers quickly identify additional resources or documents related to the Memorandum of Understanding.

The document is usable as a template for creating an MoU for the NECTAR Network for Cooperation and Mobility.

The inclusion of a checklist for quality control is helpful for ensuring that the document meets the required standards.

It would be beneficial to provide guidance or tips within the document for organizations using the template.

The document includes important legal components, such as signatures and dates, which are crucial for the validity of the MoU.

It may be advisable to consult with legal experts to ensure that the language and terms used in the MoU are legally sound and compliant with relevant regulations. If this had already been done, it would be beneficial to include that information in this document.

The document serves its purpose as an MoU template effectively.

It is an invaluable tool for organizations participating in the NECTAR Network for Cooperation and Mobility.

- Usability
- Legal Considerations
- Overall Impression

In summary, the "D7.3.2 NECTAR Memorandum of Understanding TEMPLATE" is a well-structured and comprehensive template for creating an MoU. It will be a user-friendly resource for organizations involved in the NECTAR project.

Review of "ANNEX 1" DK1 - The CGE CURRICULUM – Final Release

1. **Title and Clarity:** The title of the document is clear and informative, indicating that it contains the final release of the CGE Curriculum. This clarity helps users understand the document's purpose right away.
2. **Structure and Organization:** The document's structure and organization are well-defined. It is appropriately segmented, which makes it easy to navigate and locate specific information within the curriculum.
3. **Alignment with Learning Objectives:** The curriculum clearly outlines the learning objectives and goals for the course. It specifies what students are expected to learn, achieve, and develop during their educational journey. This is essential for understanding the purpose of the curriculum.
4. **Assessment and Evaluation:** This effective curriculum includes details on how students' progress will be assessed and evaluated. It is indeed crucial to have assessment methods and criteria defined to ensure a fair and consistent evaluation process.
5. **Inclusivity and Diversity:** In today's educational landscape, it is important to consider inclusivity and diversity. The curriculum reflects a commitment to diverse perspectives, backgrounds, and cultures, ensuring that it addresses the needs of a broad range of students.

In summary, "ANNEX 1: DK1 - The CGE CURRICULUM – _Final Release" is a significant document in the context of the CGE program. This annex serves its intended purpose of presenting the curriculum for this educational program CGE.

Review of DK6 – ECVET Points tables for the NECTAR Project: ANNEX 2

The document "DK6 – _ECVET Points tables" provides an overview of the ECVET points distribution among various Learning Outcomes (LOs) within the NECTAR Project.

1. **Structure and Clarity:** The document is structured in a clear and organized manner, making it easy to understand. The use of tables and headings effectively separates different sections and LOs.
2. **Identification and Reference:** The document provides a unique identification code and project details (NECTAR Project). This information helps in tracking and referencing the document within the project.
3. **LO Relevance and ECVET Points:** Each LO is listed with its code, name, whether it is mandatory/optional, and its relevance (essential, important, basic). Furthermore, the ECVET points are clearly defined for each LO across three EQF levels (EQF5, EQF4/5, EQF4).
4. **UoL Points Distribution:** The document also provides a breakdown of how ECVET points are distributed among Units of Learning (UoLs), which helps in understanding the points allocation within different components of the project.
5. **Examples and Ranges:** The inclusion of examples and ranges for ECVET points (e.g., Min 7 – _Max 10.5) for each LO and UoL adds clarity to the points distribution and allows for flexibility in assessment.
6. **Detailed LO Descriptions:** The LOs are described in detail, outlining specific tasks and competencies required. This level of detail helps stakeholders clearly understand the learning objectives.
7. **Alignment with EQF Levels:** The document aligns ECVET points with EQF levels effectively, which provides a standardized way of measuring learning outcomes across different European countries and institutions.
8. **Interprofessional Collaboration:** It's commendable that some LOs emphasize collaboration with health professionals and other team members, highlighting the importance of a multidisciplinary approach in culinary education.
9. **Use of Technical Language:** While the document is detailed and comprehensive, it does include technical language related to culinary arts, which might require additional explanations for non-experts.
10. **Overall Clarity and Accessibility:** The document effectively conveys the allocation of ECVET points and learning outcomes within the NECTAR Project.

In conclusion, the "DK6 – _ECVET Points tables" document is well-structured and informative, providing a clear understanding of how ECVET points are distributed among various learning outcomes in the NECTAR Project. It serves its purpose effectively within the context of culinary education.

External Review of Bilateral Memorandum of Understanding (MoU): ANNEX 3

The "Bilateral Memorandum of Understanding" is a detailed document outlining an agreement between two organizations in the context of the European Credit system for Vocational Education and Training (ECVET). This MoU aims to establish conditions for international VET placements, credit transfers, and cooperation between competent institutions from different countries.

1. **Clear Structure:** The document is well-structured with a table of contents, making it easy for readers to navigate and find specific sections.
2. **Comprehensive Content:** It provides a comprehensive framework for cooperation, including the objectives of the MoU, information about qualifications, competent institutions, learning agreements, and assessment procedures. It covers all necessary aspects of the agreement.
3. **Use of Templates:** The document effectively utilizes templates for learning agreements and flexibility tools, which can facilitate the implementation of the agreement.
4. **Language Clarity:** The language used in the document is clear and professional, ensuring that the terms and conditions are easily understood.
5. **Responsibility Clarity:** The document delineates specific responsibilities of each organization concerning assessment, documentation, validation, and recognition. This clarity helps in avoiding misunderstandings.
6. **Acronyms and Terminology:** The document frequently uses acronyms like ECVET, EQF, NQF, and others. While this is common in such agreements, providing a glossary or brief explanations of these acronyms may help readers who are less familiar with them.
7. **Annexes Clarification:** Annexes 1 and 2 are referred to as "Flexibility Tools," but the document does not explain their purpose or content. A brief description or reference to their content would be helpful for clarity.
8. **Signature Process:** The document mentions that the MoU can be amended by the parties but does not provide details on the process for making amendments. Including a section on the process for amendments would be beneficial.

Overall Assessment: The "Bilateral Memorandum of Understanding" is a comprehensive and well-structured document outlining the agreement between two organizations for cooperation in the context of ECVET. It provides clarity on roles and responsibilities. However, it could benefit from some revisions to clarify certain aspects, such as acronyms and the purpose of annexes.

External Review of the "Flexibility Tool Nectar CGE" Document: ANNEX 4

The "Flexibility Tool Nectar CGE" document is a crucial resource within the context of the Nectar project, providing information and guidance regarding the flexibility tool associated with the CGE training.

1. **Document Purpose and Context:** The document starts by clearly stating its purpose and context. It is essential to provide this information upfront, as it helps readers understand the document's relevance.
2. **Identification and Reference:** The document includes the project code (621707-EPP-1-2020-1-BE-EPPKA2-SSA NECTAR Project) and a reference to the CGE training, which allows for easy tracking and understanding of its role within the project.
3. **Structure and Clarity:** The document is well-structured and divided into sections, which makes it easy to navigate. The use of headings and subheadings helps in organizing information logically.
4. **Flexibility Tool Overview:** The document provides a comprehensive overview of the flexibility tool associated with CGE training. It explains its purpose, design, and how it aligns with the ECVET framework. This clarity is essential for stakeholders who need to understand the tool's function.
5. **Steps and Processes:** The document outlines the steps and processes involved in using the flexibility tool. This step-by-step approach is helpful for users who need practical guidance on how to utilize the tool effectively.
6. **Roles and Responsibilities:** It's commendable that the document clarifies the roles and responsibilities of the different stakeholders involved in using the flexibility tool. This ensures accountability and smooth implementation.
7. **Examples and Templates:** The inclusion of examples and templates adds value to the document. These resources can serve as practical aids for users, helping them apply the tool correctly.
8. **Alignment with Project Goals:** The document effectively aligns the flexibility tool with the goals of the Nectar project, emphasizing the importance of adaptability and customization in CGE training.
9. **Language and Terminology:** While the document is clear and well-written, it is essential to ensure that it uses language and terminology that are accessible to a broad audience. Complex or technical language should be explained where necessary.

In conclusion, the "Flexibility Tool Nectar CGE" document is a valuable resource within the Nectar project, providing detailed information about the flexibility tool associated with CGE training. It effectively outlines its purpose, processes, and alignment with project goals. To enhance its accessibility, visual elements and user-friendly formats could be considered. Overall, it serves as a valuable guide for stakeholders involved in CGE training within the Nectar project.

External Review of the Learning Agreement: ANNEX 5

The "Learning Agreement" document is a crucial component of this educational program. It outlines various aspects of the agreement between the home organization, host organization, and the learner.

1. **Information About the Participants:** The document starts by collecting essential information about the participants, including contact details and gender. This section provides clarity on who is involved and how they can be reached.
2. **Duration of the Learning Period Abroad:** It is important to specify the start and end dates of the training abroad, along with the length of time abroad. This information ensures that everyone is on the same page regarding the duration of the mobility.
3. **Qualification Being Taken by the Learner:** This section outlines the qualification being pursued by the learner and includes relevant levels (EQF and NQF) if applicable. It also mentions the learner's progress, which could be further detailed in annexes.
4. **Description of Learning Outcomes:** This part details the specific learning outcomes the learner is expected to achieve during their mobility. It should ideally be clear and specific to avoid any ambiguity. The inclusion of ECVET points adds a level of transparency to the learning process.
5. **Assessment and Documentation:** This section specifies who is responsible for assessing the learner's performance, the method of assessment, and how and when the assessment will be recorded. Including detailed information about the assessment procedure is crucial for transparency.
6. **Validation and Recognition:** This part outlines the process of validating and recognizing the learning outcomes achieved during the mobility. It's important to specify the responsible parties and the methods for validation and recognition.
7. **Signatures:** Signatures from the home organization, host organization, and the learner are necessary to formalize the agreement. Additionally, signatures from an intermediary organization or parents/legal guardians, if applicable, should also be included.
8. **Layout and Formatting:** The document's layout and formatting are straightforward, which is suitable for an official agreement.
9. **Clarity and Conciseness:** The document is comprehensive. Clear and concise agreements are more likely to be understood and followed.

In conclusion, the "Learning Agreement" document serves as a vital instrument in ensuring transparency and clarity regarding international mobility for learners. It covers key aspects of the agreement, but minor improvements in layout and formatting can enhance its user-friendliness. Overall, it fulfils its purpose of documenting the terms and conditions of the learning experience abroad.