



8.1.3 CONCEPT FOR COLLECTING AND REPORTING ADVISORY BOARD FEEDBACK

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1 ABSTRACT:

This paper describes in detail the role of and the collaboration with the Advisory Board in the quality assurance process of the NECTAR project. It will give 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 in order to contribute to continuous quality improvement.

2 KEYWORDS:

Quality assurance, expert feedback, Advisory Board, assessment, external stakeholders, EQAVET

3 INTERNAL REVIEWERS

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4 VERSION HISTORY AND AUTHORS

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*Status indicates if:

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

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6 INTRODUCTION

This paper complements the NECTAR Quality Plan (QP, Deliverable 8.1.1) describing in detail the internal and external quality assurance processes, instruments and methods applied in the NECTAR project to ensure that the project implementation is effective, and the envisaged results are achieved in the appropriate quality. The QP gives an overview of the NECTAR quality management approach which is based on the quality assurance cycle of EQAVET (European Quality Assurance Reference Framework for Vocational and Education and Training): Planning, Implementing, Evaluating, Reviewing (NECTAR QP 2021, 9f.). For each phase of the EQAVET quality assurance cycle so-called Building Blocks define activities (at system and provider level) that need to be implemented to create an EQAVET compliant quality assurance system. Using data and feedback to improve VET and to meet employers' and learners' needs is crucial for the successful implementation of an EQAVET compliant quality management system. The same applies for ensuring a strong involvement of external experts and stakeholders at an early stage of the project development and in every phase of the quality assurance cycle.¹

WIAB as the leader for WP8 (Quality Assurance) will, in close cooperation with the project coordination and the project consortium, develop a workflow for collecting and reporting feedback from external experts and in concrete the Advisory Board (AB) members. For this purpose, WIAB will also develop guidance and documentation material.

The given paper will inform on the acquisition approach and the required expertise of Advisory Board members and will define the processes, methods and tools applied to collect and report the feedback on key deliverables from the NECTAR Advisory Board members.

¹ See: <https://www.eqavet.eu/EU-Quality-Assurance/For-VET-Providers/Building-blocks/How-does-it-work> and <https://www.eqavet.eu/EU-Quality-Assurance/For-VET-System/Building-blocks> (both 19-03-2021).

7 NECTAR QUALITY ASSURANCE

7.1 Collaboration with Project Coordination and Boards

The following figure shows the envisaged close cooperation between Quality Assurance (WP8) and Project Coordination (WP1) within the NECTAR project and the Boards and Panels that will be involved in Quality Assurance and Project Management:

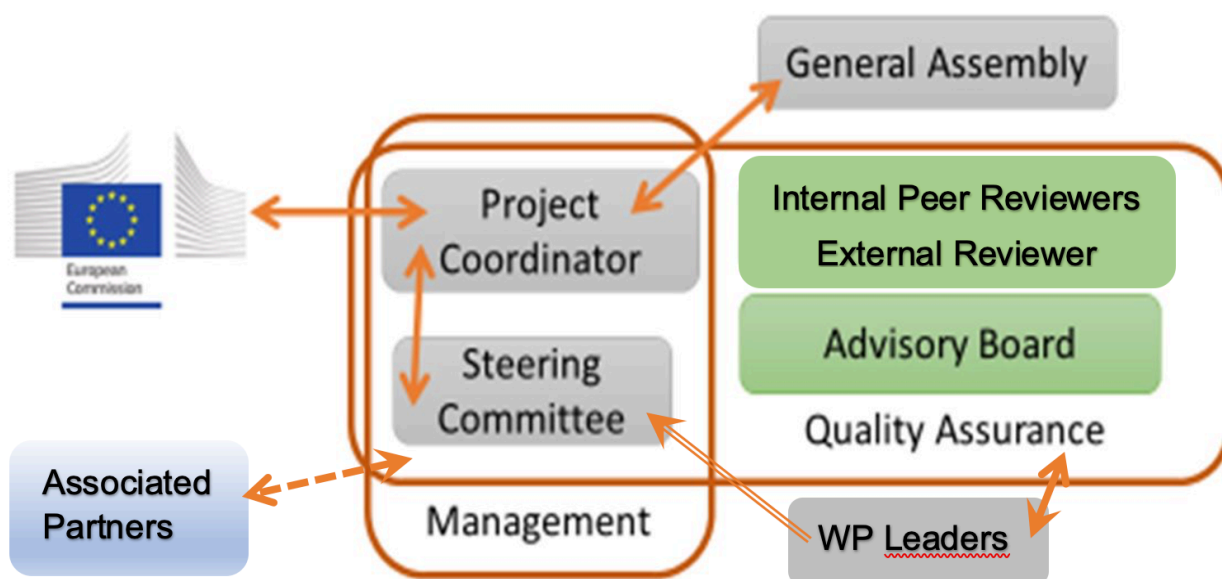


Figure 1: Quality Assurance and Project Management and related Boards.

Here is a short summary of the responsibilities of each board (for more details see the D 8.1.1 Quality Plan):

The project coordinator (PC) and the **Steering Committee** (SC, composed by members of the Work Package Leaders) are responsible for the project management of NECTAR.

The **General Assembly** (GA, composed by one member of each project partner) provides input on strategic and organisational issues, defines the project standards and agrees on formally and explicitly stated project policies.

Several **Associated Partners** have been involved in the project from the very beginning. They will contribute to the project in different ways, either by contributing to scientific publications, pilot organisation or support in formal recognition.

The following boards will be involved in the NECTAR Quality Assurance Strategy:

WP Leaders are responsible for the quality of their workpackage and its results, but – in the context of Quality Assurance – they are also responsible for internal peer reviews that were jointly agreed at the beginning of the project and are documented in the Quality Control Plan (QCP) of the NECTAR Quality Register (QR).

The **External Reviewer** will on the one hand accompany the project and review the processes and project progress (e.g. participation in consortium meetings), on the other hand the External Reviewer

will contribute to reviewing core deliverables of the project and also project results that will be publicly available. Regarding the professional expertise the External Reviewer will have know-how in the field of Primary Food Care and must also have the necessary scientific experience to review documents produced in the NECTAR project.

The **Advisory Board** (AB) will be composed by four external experts from piloting countries and one external expert from a potential roll-out country and will provide formative feedback and support that will help to improve the quality of the project results (for more details see below).

7.2 Role and Expertise of the Advisory Board

As stated above, different quality assurance bodies will be involved in the quality assurance of NECTAR project results and core deliverables. With regard to the collection of external expert feedback, two central bodies will provide input: the External Reviewer and the NECTAR Advisory Board. The AB is composed of four external experts from piloting countries and two external experts from a potential roll-out country who have been nominated by project partners.

The AB experts will accompany the consortium throughout the overall project duration and will provide formative feedback and suggestions on the quality of the project results with a specific focus on VET quality and labour market relevance.

For the following core deliverables of the NECTAR project feedback from the Advisory Board will be collected:

- EU Chef Gastro-Engineering Occupational Profile (D2.2)
- Chef Gastro Engineering EU Curriculum – second release (D3.1.2)
- Materials for Teaching and Learning (D4.2.1 Guidelines)
- Pilots Delivery (EQF 5: Belgium, Campania; EQF 4: Portugal, Austria, Liguria; D5.1-D5.5)

To ensure that all relevant quality aspects of the listed core deliverables are evaluated by competent experts, Advisory Board members must cover a broad scope of expertise, ranging from gastro engineering know-how to VET knowledge (ideally in the field of cooking), health and nutrition experience to labour market and economic expertise. Familiarity with European standards such as ECVET, EQF, EQAVET and ESCO is required and of course, Advisory Board members must be experienced in reviewing and providing professional feedback in English as they will have to perform their assessment tasks autonomously and to document the results in English.

The envisaged minimum number of AB experts is five. It has been foreseen to involve one external expert from each piloting country and one from a potential European rollout country. However, as the recruiting process turned out to be very difficult (Associated Partners took over other tasks in the project and therefore were not able to participate in the AB, some piloting countries could not name an expert in the foreseen time schedule), WIAB proposed to include another expert from Germany (recommended by MUG) to be able to start the CGE OP review process and avoid further delay, but also to involve one more person in case the envisaged number of AB members would fall short and one partner would not be able to nominate an external expert for these feedback loops.

7.3 Method of Feedback Collection

The AB feedback will be collected mainly via e-mail and the use of a template for external review (see ANNEX), but there might also be online meetings (e.g. in autumn 2021 for additional briefing of the experts based on the experience of collecting expert feedback on OP CGE and preparation of the next feedback collection process) organized in case of open questions or if the deliverable requires explanation and/or further discussion. WIAB will decide together with the partners responsible for a deliverable respectively the WP Leaders and the Project Coordinator, if besides or instead of the template-based feedback collection online meetings must be organized. Furthermore, online meetings will be organized on demand, if for example contradictory feedback has been received (meeting of all AB members) or some feedback was unclear or must be further clarified (bilateral meetings).

The template for external review has been drafted by WIAB and allows for the adaptation to different feedback requirements. It is possible, to integrate different deliverable-specific questions. For example, for the CGE OP questions on the correctness and completeness of the listed core activities and skills could be used, while for the EU Curriculum questions regarding the transferability to national/local context might be used.

Template for External Review

Meta information

Deliverable reviewed:

Reference to the reviewed document:

Name of Reviewer:

Date of Review:

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

Figure 2: Template for external review, page 1.



8.1.3 – Concept for Collecting Advisory Board Feedback



TEMPLATE FOR EXTERNAL REVIEW

Formatierung von einer Stelle kopieren und auf eine andere anwenden

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:

Figure 3: Template for external review, deliverable specific questions part (example CGE OP)

A first draft version of the external review template has been checked by and jointly agreed with the Project Coordinator. This template is stored at the Teams platform in the template folder and can be used by the partners responsible for the deliverables to add specific questions before sending it to the ER, the Project Coordinator, WIAB or the AB. If no specific question needs to be added, the template can be sent by using only the first page without the section for additional questions. The template for external review will ensure that all feedback received by the ER and the AB will be documented separately from the reviewed document and will provide a short overall summary.

In general, the questions used in the template for external review should be jointly agreed between, WIAB, the partner responsible for the deliverable respectively the WP Leader and/or the Project Coordinator. The responsible partner for a deliverable should send the template together with the ready-for-review-version of the deliverable to the External Reviewer or the Project Coordinator in case ER feedback is collected or to WIAB if an AB feedback is required. The Project Coordinator or WIAB will forward both, the pre-final version, and the review template with the agreed questions to the ER/AB. The Project Coordinator will forward the received ER feedback and send it to the partner responsible for the deliverable. WIAB will summarize the received AB feedback in a short report and deliver this report to the partner responsible for the deliverable who will update the deliverable in line with the report and take the received feedback as far as possible into account. If required and depending on the reviewed core deliverable, WIAB might also incorporate the questions of the external review template in a more comprehensive questionnaire or interview guideline or might organize an online meeting to discuss open questions. In case of disagreement or open questions about the received improvement proposals, the partner responsible for the deliverable will contact WIAB and/or the Project Coordinator who will help in clarifying and taking a decision. If decision making is not possible, the Steering Committee will be consulted.

8 FEEDBACK LOOPS FOR CORE DELIVERABLES

8.1 NECTAR Feedback Loops

The collection of feedback from internal and external stakeholders will play an important role in the quality assurance approach of the NECTAR project. Therefore, several feedback collection processes are envisaged within the project:

- Internal Feedback:
 - 4-eyes-principle
 - Internal Peer Review
- External Feedback:
 - External Reviewer
 - Advisory Board feedback
- Evaluation (WP6):
 - Feedback from VET end users (chefs and cooks)
 - Feedback from teachers and trainers
 - Feedback from VET providers and VET designers
 (For more details see Quality Plan)

Core deliverables that are related to VET will be based on formative and summative evaluation procedures and feedback loops within WP6 that will address the different user groups and stakeholders such as learners (chefs and cooks), teachers, VET designers and so on. Other core deliverables such as for example internal reports or published documents will be quality assured based on internal and external review processes and feedback loops:

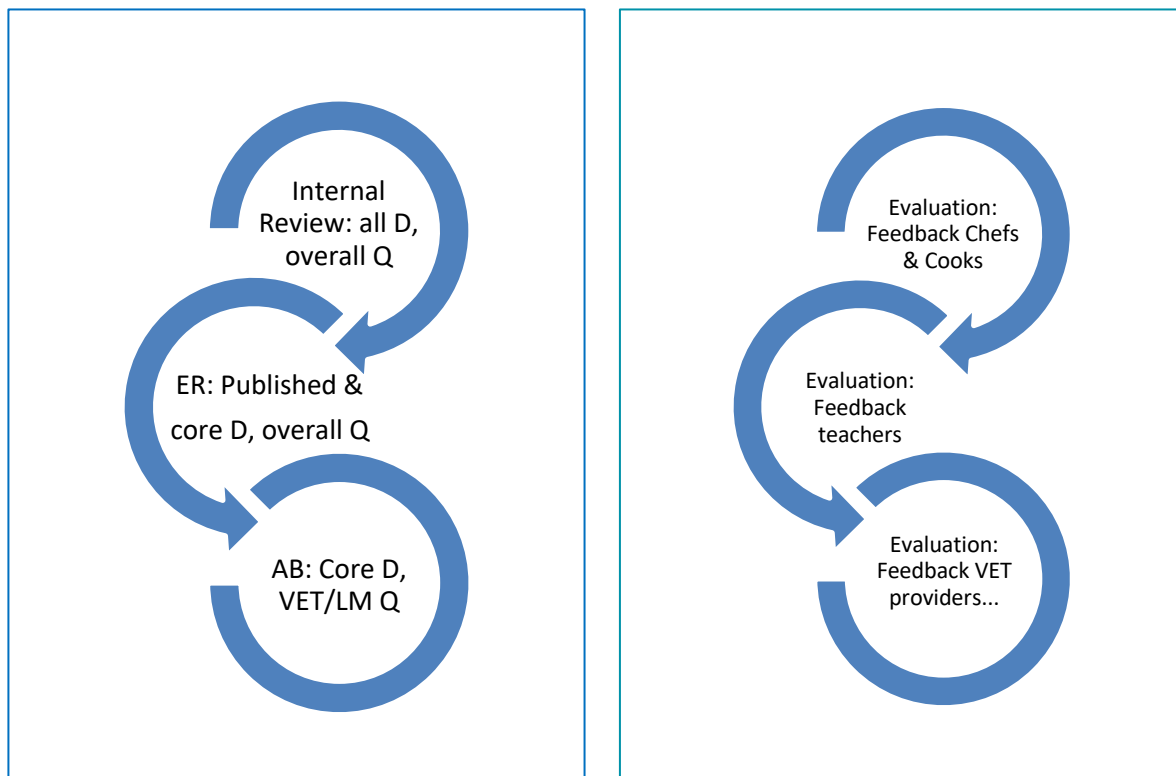


Figure 2: Quality Assurance feedback loops within NECTAR.

Feedback from the External Reviewer (ER) and/or from the Advisory Board (AB) will be collected for core deliverables. These are:

- The NECTAR key reports and documents that will be published officially (ER)
- The CGE Occupational Profile (AB, ER)
- The EU Curriculum and localized curricula (AB, ER)
- Materials for teaching and learning (AB)
- Delivery of the Pilots in Belgium, Portugal, Austria, Liguria and Campania (AB, ER)

Core Deliverables	Advisory Board	External Reviewer	Additional external/internal experts
NECTAR OP D2.1.1b Report on cooks' skills needs in PFC	no	yes	
D2.2b EU CGE OP	yes	yes	
D3.1.1b Chef Gastro Engineering EU Curriculum (2nd version)	yes	yes	Piloting project partners involved in WP6 Evaluation
D3.2.2a Step-by-step guide for CGE EU Curriculum localization	no	yes	Piloting project partners involved in WP6 Evaluation
D3.3b Instructional Design documents of 5 localized curricula & pilot courses (2nd v.)	no	yes	Piloting project partners involved in WP6 Evaluation
D4.2.1 NECTAR Guidelines for teachers for curriculum implementation Training Toolkit	yes	no	Teachers/trainers and programme managers involved in WP6 Evaluation
D5.1-D5.5 Pilot courses	yes	yes	Students, Teachers, VET providers, piloting partners involved in WP6 Evaluation
D7.3.2b NECTAR Memorandum of Understanding - template	no	yes	

Table 1: Overview of quality assured core deliverables and reviewing bodies

The project partner responsible for a deliverable will be responsible for collecting and reporting feedback from the Internal Peer Reviewer(s). If an additional external review process is foreseen, the partner responsible for a deliverable will also send the already internally reviewed deliverable

either directly to the External Reviewer or to the Project Coordinator who will initiate the external review process by sending the deliverable and the template for external review to the ER. If an additional feedback loop by the Advisory Board is foreseen, the partner will send the deliverable to WIAB who will initiate the feedback of the Advisory Board. If desired, it is also possible to send the deliverable and the template for external review directly to the AB members, but WIAB will be ready to support the partners responsible for the deliverables in the process of collecting external feedback from the AB. This process can take place in parallel with the ER review or afterwards. In some cases, it will make sense to do an overall quality assurance of the deliverable, e.g. focussing on specific open questions or a formal check of documents foreseen for publishing (check list in the Annex of a document) first and to initiate a more specific AB review that focusses on VET and/or LM issues afterwards. In other cases and given the often very tight schedule for reviewing and updating the deliverable, it is also an option, to do the external feedback loops in parallel and to foresee only one update process afterwards that takes into account both, the ER and the AB feedback.

The Quality Control Plan (QCP) of the Quality Register includes an overview of all foreseen internal and external review processes and the envisaged time schedule (for more details see NECTAR Quality Plan). In case of delays of the deliverable, the project partner responsible for a deliverable will inform the Project Coordinator and WIAB in advance that the external review processes must start later. The Project Coordinator and WIAB will inform the partner in advance if external feedback will take longer as foreseen. In any case, the Project Coordinator and WIAB will be responsible for ensuring a high quality of the feedback and a delivery in time.

If required, an online meeting will be organized by WIAB with the support of the Project Coordinator at the beginning of the feedback collection process to introduce the AB members in their review task and answer open questions.

8.2 Document Reviews

Publicly available documents of the project will be reviewed by the External Reviewer based on a prefinal version of the document provided by the partner responsible for the deliverable. The External Reviewer will add comments directly in the document and will use the external review template to provide a short summary of the review results. The project partner responsible for the deliverable can ask for specific or more detailed feedback on certain aspects by adding in the review template a few specific questions (maximum three questions per document/report) that should be considered by the External Reviewer.

As stated above, the project partner responsible for a deliverable will also be responsible for sending the almost final version of a document to the Internal Peer Reviewer who will do a general quality assurance of the deliverable/document. The partner will then update the deliverable based on the received feedback. For core deliverables and publicly available documents and reports there will also be collected external feedback. In this case, the partner responsible for the deliverable will send the deliverable together with the external review template either directly to the External Reviewer or to the Project Coordinator who will forward both to the ER. If specific questions should be taken in account by the ER, the partner will add these questions in the external review template. The time schedules foreseen for Internal and External Feedback loops can be found in the QCP of the Quality Register. As soon as the partner responsible for the deliverable receives the ER feedback (delivered as comments in the document and summarized in the external review template), he/she will update the deliverable accordingly. In case of disagreement or open questions about the received improvement proposals, the partner will contact WIAB and/or the Project Coordinator who will help

in clarifying and taking a decision. If decision making is not possible, the Steering Committee will be consulted.

There is no AB feedback foreseen for reports/documents.

8.3 Feedback Collection for the CGE Occupational Profile

The CGE Occupational Profile (OP) will be developed on the basis of analysing comparable occupational profiles and pre-existing training initiatives and curricula at European level (D 2.1.1) and collecting good practice examples in Belgium/the Netherlands, Italy, Austria and Portugal (D 2.1.2). The CGE OP will be a document that is compatible with ESCO occupational profiles and will therefore be structured in a similar way, e.g., differentiating key activities, essential and optional skills and competences. In NECTAR, optional skills are however regarded as “contextual” skills that depend on the national context (for example in Italy, more focus will be on health tourism and mediterranean diet).

Once the CGE OP is available in a prefinal version, feedback will be gathered from the Advisory Board first and afterwards from the External Reviewer.

The CGE Occupational Profile in English and the external reviewer template with specific questions defined and agreed by WIAB and the WP Leader (ODISEE) will be sent to the members of the AB by e-mail. The AB will be asked to review and comment the OP and to fill in the enclosed external review template.

The questions in the external review template (see draft version in ANNEX 3) will focus on:

- Evaluating whether the CGE OP is formally well structured, easy to understand and to follow
- Clarifying if the key activities and skills and competences of the CGE OP cover the most important and relevant activities and skills/competences required for such a profession in the (European) labour market
- Collecting improvement proposals for the CGE OP (e.g. proposal for deleting unnecessary or adding additionally required skills and competences)

WIAB will provide a first draft of the questions for the external review template and will collect proposals for improvement from the WP Leader (ODISEE). It will be at the disposal of the Advisory Board members in case of any open questions. After the feedback period WIAB will shortly summarize the received feedback for the partner responsible for the deliverable and for reporting purposes at a later stage of the project (Interim Report). The partner responsible for the deliverable will update the deliverable based on the received input and will consider the feedback as much as possible. However, as the feedback of the AB experts might sometimes be contradictory or not be in line with the understanding of the partner responsible for the deliverable, some proposals of the AB might for good reasons not result in an update of the deliverable. The partner responsible for the deliverable must make sure that as much AB input as possible is taken into account in the final version of the deliverable. In case of open questions about the use of received improvement proposals, the partner will contact WIAB who will help in clarifying and taking a decision. If decision making regarding the provided AB improvement proposals is not possible, the Steering Committee will be consulted.

If further discussions on certain topics are necessary, WIAB may ask the AB to participate in an online meeting to clarify open questions.

Detailed quality criteria for the CGE OP were defined and jointly agreed in the Quality Expectations and Indicator Plan (QEIP) of the NECTAR Quality Register (D 8.1.2; for more details see NECTAR Quality Plan). However, as the feedback on the CGE OP will support the identification of (additional) skill needs and will help to ensure that the CGE curriculum and training is based on the needs of the sector and the labour market, this feedback loop is linked to the EQAVET quality indicator 9 “Mechanisms to identify training needs in the labour market” and the EQAVET indicator 6 “Utilisation of acquired skills at the workplace”.² For detailed information on how this and other EQAVET quality indicators are taken into account in the NECTAR project, see the NECTAR Quality Plan (D 8.1.1).

8.4 Feedback Collection for the EU Curriculum

The CGE EU Curriculum will play a reference role for CGE VET offers at European level and will be compliant with European standards and tools for VET. It should be general, adaptable and flexible to different national contexts in Europe. The CGE EU Curriculum will only provide the basis for the development of national curricula and will rather serve as a reference than a curriculum that is designed for application in one specific training context. It is however foreseen to support the delivery of five national and local curricula that will be developed based on this reference Curriculum. For this development process guidelines will be provided to support the developers of the national and local curricula in their work.

The evaluation of curricula for a specific training is usually linked to the collection of information from students, teachers and other stakeholders, such as e.g. VET providers who give feedback on the design, implementation, impact and outcome of the training. In NECTAR, this approach can only partly be applied as the CGE EU Curriculum will serve as a reference curriculum that will not be transformed into a concrete training.

Since the CGE EU Curriculum will be a very important core deliverable it will pass several feedback loops:

1. Internal Peer Review
2. External Reviewer feedback regarding the overall quality of the Curriculum
3. Advisory Board feedback regarding the readiness for LM and VET rollout
4. Evaluation in the context of WP6 (see D 6.1.1 Evaluation and Monitoring Plan)

It has to be taken into account that the CGE EU Curriculum as well as the tools and guides developed to support the design of localized curricula defined in WP3 will also be tested for possible refinement in the context of evaluation (T6.2). Therefore, the activities undertaken in the context of collecting feedback on the quality of the CGE EU Curriculum and the activities aiming at further improvement of the developed Curriculum must be closely coordinated in terms of the addressed stakeholders, feedback tasks, collected data and envisaged time schedules. However, in general the Evaluation will focus more on collecting feedback from end users such as VET designers, trainees and national/local curricula developers (for more details see D 6.1.1 Evaluation and Monitoring Plan), while the AB will – in line with the expertise of AB members – provide feedback from a more rollout-oriented labour market, VET, health, and nutrition etc. point of view.

² See EQAVET online platform: <https://www.eqavet.eu/EU-Quality-Assurance/For-VET-System/Monitoring-your-System/Evaluation/Indicators/Indicator-9>; And the Recommendation of the European Parliament and Council on the establishment of a European Quality Assurance Reference Framework for VET, Annex II: <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0001:0010:EN:PDF..>

Considering the overall purpose of CGE EU Curriculum, the following quality aspects will have to be covered by the AB feedback questionnaire:

- Does the CGE EU Curriculum represent the CGE OP adequately?
- Is the CGE EU Curriculum in line with formal and practical requirements of relevant European standards such as ECVET, EQF, ESCO?
- Is the CGE EU Curriculum offering a good basis for the development of national/local curricula (e.g. is it on the one hand comprehensive and on the other hand flexible enough to be adapted to national/local context)?
- Does the CGE EU Curriculum support mobility within Europe?
- Does the CGE EU Curriculum meet the perceived training needs for European chefs and cooks specialized in gastro engineering (from the point of view of stakeholders in the health and nutrition sector, VET providers for cooks, labour market experts etc.)?
- Are there any concrete improvement proposals?

More detailed questions (e.g. questions that aim at delivering a SWOT analysis of the EU Curriculum, the support of assessment, adequacy for work-based and/or online learning etc.) might be defined together with the responsible WP Leader (SI4Life).

WIAB will in close cooperation with UALG (responsible for the Evaluation of the CGE Curriculum) and the partner responsible for the deliverable (SI4Life), draft the questions that will be used in the template for external review. As it is foreseen in the Evaluation and Monitoring Plan, that the AB members also participate the evaluation questionnaire developed for collecting feedback on the CGE EU Curriculum, it might be considered to implement the evaluation questionnaire into the template for external review. The partner responsible for the deliverable will send the pre-final version of the CGE EU Curriculum to WIAB. WIAB will afterwards initiate the AB feedback process by sending the Curriculum and the template for external review (including the jointly agreed questions) to the AB members. WIAB will be available for support and additional information, if required. After the feedback period WIAB will summarize the received inputs in a short report. The summary report will be sent to the partner responsible for the deliverable who will update the CGE EU Curriculum accordingly. In case of disagreement with the AB improvement proposals or in case of any open questions, the partner responsible for the deliverable will contact WIAB and possibly the Project Coordinator to get to a decision. If decision making regarding necessary changes is not possible, the Steering Committee will be involved. If further discussions on certain topics are needed, WIAB will ask the required number of AB members to participate in an online meeting for clarifying open questions.

Several quality criteria and key performance indicators of the CGE EU Curriculum have already been defined in the project proposal and are listed in the QEIP of the NECTAR Quality Register (D 8.1.2). These indicators must be considered when finalizing the deliverable and collecting the AB feedback. In the Evaluation and Monitoring Plan (D 6.1.1) there might also be references to these indicators and possibly further indicators. For more detailed information, see the NECTAR Quality Plan (D 8.1.1) and the Quality Register (D 8.1.2) and the Evaluation and Monitoring Plan (D 6.1.1).

As the feedback on the CGE EU Curriculum will ensure that the local and national CGE curricula and pilots are based on the needs of the sector and the labour market, it is linked to the EQAVET quality indicator 9 “Mechanisms to identify training needs in the labour market”.³ For detailed

³ See EQAVET online platform: <https://www.eqavet.eu/EU-Quality-Assurance/For-VET-System/Monitoring-your-System/Evaluation/Indicators/Indicator-9>; And the Recommendation of the European Parliament and

information on how this and other EQAVET quality indicators are taken into account within the NECTAR project, see the NECTAR Quality Plan (D 8.1.1).

8.5 Feedback – Materials for Advanced Teaching and Learning

The materials for enabling advanced teaching and learning (T4.2) will be a collection of documents that aim to support the curriculum implementation. This task will focus on:

- Conceptual design and development of materials for the educational toolkit platform.
- Design of storyboards and texts for the learning modules/videos
- Development and preparation of supporting information material (learning material and lesson plans) for the online courses
- Development of additional material: guidelines for teachers implementing the curriculum (teaching toolkit)

The deliverables of T4.2 will be the Guidelines for teachers for curriculum implementation (D 4.2.1) and Module storyboards and texts (D 4.2.2). This material will be developed in English and translated afterwards into four languages (Dutch, Italian, Portuguese, and German).

The deliverables of T4.2 will be reviewed by the Advisory Board experts to ensure their usability and adequateness for VET and the labour market.

It must be considered that the deliverables developed in WP4 will also be tested for possible refinement in the context of evaluation (T6.3). Therefore, the activities undertaken in the context of T4.2 must be closely coordinated in terms of the addressed stakeholders, feedback tasks, collected data and envisaged time schedules with the Evaluation activities of WP6. Evaluation will however focus more on collecting feedback from end users such as teachers and VET providers (for more details see D 6.1.1 Evaluation and Monitoring Plan), while the AB will – in line with the expertise of AB members – provide feedback from a more general and rollout-oriented point of view.

The feedback collected on the Guidelines for teachers for curriculum implementation (D 4.2.1) and Module storyboards and texts (D 4.2.2) will aim to provide information on the following questions:

- Do the documents have a good usability, are they sufficiently clear and comprehensible?
- Are the documents developed adaptable to different context, teaching methods and pedagogical approaches?
- Is the developed content (module storyboard and text) sufficiently appealing (also for VET providers who did not participate in the project so far)?
- Are there any concrete improvement proposals?

More detailed questions might be defined together with the responsible WP Leader (MUG).

For this feedback loop, the Guidelines for teachers and the module storyboards will be sent to the Advisory Board members together with the template for external review which will include a number of jointly agreed questions (e.g. similar to the above listed). The partner(s) responsible for both deliverables will provide WIAB with the ready-for-review version of the deliverables and WIAB will initiate the feedback collection process with the AB by forwarding this version together with the

Council on the establishment of a European Quality Assurance Reference Framework for VET, Annex II: <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0001:0010:EN:PDF> (both accessed 26th March 2021).

feedback template to the AB members. WIAB will be available for support and additional information, if required. After the feedback collection process, WIAB will summarize the received inputs in a short summary report. The summary report will be sent to the partner(s) responsible for the deliverables and to the WP Leader and will provide the basis for a final update of the deliverables. In case of disagreement or open questions, WIAB and the Project Coordinator will be contacted. If no decision can be taken in this way, the Steering Committee will be involved. If further discussions on certain topics are necessary, WIAB will ask the relevant AB members to participate in an online meeting to clarify the open questions.

The defined quality criteria for this deliverable will be listed in the QEIP of the NECTAR Quality Register (D 8.1.2) and in the Evaluation and Monitoring Plan (D 6.1.1). For more detailed information, see the NECTAR Quality Plan (D 8.1.1), the Quality Register (D 8.1.2) and the Evaluation and Monitoring Plan (D 6.1.1).

As the feedback loop for the NECTAR Materials for Advanced Teaching and Learning focuses on the requirements of VET providers and VET teachers/trainers, it is in line with the EQAVET quality indicator 2 “Investment in training of teachers and trainers”.⁴ For detailed information on how this and other EQAVET quality indicators are considered in the NECTAR project, see the NECTAR Quality Plan (D 8.1.1).

8.6 Feedback Collection for the Training Pilots

According to the project proposal, five pilots will be implemented in the NECTAR project, two will target EQF 5 and three will provide a specialization in EQF 4. Every pilot envisages an entry-level at EQF 4 and will award a certification for the CGE qualification.

According to the Evaluation and Monitoring Plan (D 6.1) the validation process will be based on a double process of:

- FORMATIVE EVALUATION, which will use information to assess the effectiveness of the pilots along their implementation so as to allow their improvement or adjustment
- SUMMATIVE EVALUATION, which will use information to define a final comprehensive judgment on the efficacy of the interventions at their conclusion with respect to their initial objectives
- The evaluation of the pilots RESPONSIVENESS to the needs of the job market, i.e. the capacity to adapt to job market requirements now, and possibly to anticipate them for the future
- Validation tests involving representatives of VET in the healthcare sector coming from countries not included in the pilots.

The formative process evaluation will be carried out to assess the acceptance and effectiveness of the pilots along their implementation to allow their improvement or adjustment. For this purpose, continuous feedback from learners, teachers and providers will be collected, analysed, implemented, and be followed up in WP6, Evaluation. In parallel, feedback will be collected from the Advisory

⁴ See EQAVET online platform: <https://www.eqavet.eu/EU-Quality-Assurance/For-VET-System/Monitoring-your-System/Evaluation/Indicators/Indicator-2>; And the Recommendation of the European Parliament and Council on the establishment of a European Quality Assurance Reference Framework for VET, Annex II: <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0001:0010:EN:PDF> (both accessed 26th March 2021)

Board regarding the implementation of the pilot courses in the different countries (Austria, Belgium, Italy and Portugal). The feedback will be collected during an early phase of the pilots (second version) and will support their further improvement. The AB feedback collection process will have to be closely coordinated with WP6 activities. The Evaluation and Monitoring Plan (D 6.1.1) will define the instruments and time schedule foreseen for evaluation and for collecting feedback.

In parallel, the AB members will get access to the second version of the pilot courses and will be asked to summarize their impressions and answer concrete questions on the specific language version they reviewed by filling in the external feedback template. Special attention will be paid to the following aspects:

- Is the pilot course of high quality in terms of content, learning design etc. and does it fulfil EQAVET quality criteria?
- Are the pilots attractive for the target group of chefs and cooks in the piloting countries?
- Is the training offered in line with the sector/labour market needs?
- Which VET providers in the piloting countries could be interested in such a training offer?
- How could other VET providers be motivated to implement the training in their offer?
- Are there any proposals for improvement?

The partners responsible for the national/local pilot implementation will provide WIAB with the information and a link to pilot courses when the courses are ready for review. WIAB will initiate the feedback collection process with the AB by forwarding the link together with the feedback template and general information on this feedback loop to the AB members. WIAB will be available for support, additional information and to answer open questions. After the feedback collection process, WIAB will summarize the received inputs in a short summary report that will be sent to the partners responsible for the deliverables and to the WP Leader. The received feedback will provide the basis for adaptation and further development of the pilot courses. In case of disagreement with the received improvement proposals, WIAB and the Project Coordinator will be contacted to get to a decision. If no decision can be taken in this way, the Steering Committee will be involved. If further discussions on certain topics are necessary, WIAB will invite the relevant AB members to participate in an online meeting to clarify open questions.

Furthermore, a meeting will be organized to ensure that all the evaluation instruments in the different pilot countries are in line with the current instrument and no double work will be done in the context of evaluation.

The expert review and the evaluation will be carried out in accordance with D 8.2 VET Quality Assurance and EQAVET principles, indicators and descriptors defined for this task. For further details see the NECTAR Quality Plan (D 8.1.1) and the Evaluation and Monitoring Plan (D 6.1.1).

As the feedback on the pilot courses will help to ensure that the training is in line with EQAVET standards and work-based learning requirements and meets the needs of the sector and the labour market, this feedback loop is linked to the EQAVET quality indicator 9 “Mechanisms to identify training needs in the labour market” and the EQAVET indicator 6 “Utilisation of acquired skills at the workplace”.⁵ For detailed information on how this and other EQAVET quality indicators are taken into account in the NECTAR project, see the NECTAR Quality Plan (D 8.1.1).

⁵ See EQAVET online platform: <https://www.eqavet.eu/EU-Quality-Assurance/For-VET-System/Monitoring-your-System/Evaluation/Indicators/Indicator-9>; And the Recommendation of the European Parliament and Council on the establishment of a European Quality Assurance Reference Framework for VET, Annex II: <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0001:0010:EN:PDF..>

9 EXECUTIVE SUMMARY

Different quality assurance bodies will be involved in the quality assurance of NECTAR key project results. A central body (beside the External Reviewer) will be the NECTAR Advisory Board that is composed by external experts from piloting countries and from a potential roll-out countries who have been nominated by the project partners. The Advisory Board will provide detailed feedback on the following key deliverables of the NECTAR project:

- The CGE Occupational Profile
- The CGE EU Curriculum
- Training material for the Pilots (Guidelines for Teachers)
- The delivery of the Pilots (EQF 5: Belgium, Campania; EQF 4: Portugal, Austria, Liguria)

To ensure that all relevant quality aspects of the listed key deliverables will be evaluated by experienced experts in the field, Advisory Board members will cover a broad scope of expertise, ranging from HE/VET knowledge and health and nutrition expertise to labour market and sector know-how. All AB members have sound knowledge in English and know relevant European standards such as ECVET, EQF, EQAVET and ESCO.

The main instrument for collecting feedback from the external experts will be the template for external feedback collection (see ANNEX) which may include a deliverable-specific questionnaire if required. Documents reviewed can also be commented by the experts by using the comment function.

For each of the NECTAR core deliverables quality indicators have been defined and agreed within the partnership. Relevant EQAVET quality indicators have been sketched out by WIAB in the NECTAR Quality Plan and will be considered in the Quality Expectations and Indicator Plan of the Quality Management Register (WP8) and/or in the Evaluation and Monitoring Plan (WP6).

A close cooperation between the evaluation and quality assurance processes within the NECTAR project in relation to the collection of expert feedback for core deliverables is essential to improve and assure their quality.



10 REFERENCES

European Commission (2009): Recommendation of the European Parliament and Council on the establishment of a European Quality Assurance Reference Framework for VET. Online: <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0001:0010:EN:PDF> (accessed 2021-03-26)

EQAVET platform (2021): <https://www.eqavet.eu/> (accessed 2021-03-24)

Müller-Riedlhuber, Heidemarie; Akbar, Seema; Ziegler, Petra (2021): NECTAR - aN Eu Curriculum for chef gasTro-engineering in primAry food care D 8.1.1 Quality Plan.

Oertel, Lars; Diab, Madeleine (2019): ENhANCE - EuropeaN curriculum for fAmily aNd Community nursE VET Quality Interim Report. Online: <https://www.enhance-fcn.eu/project-outcomes-and-deliverables/> (accessed 2021-03-24)



ANNEX 1 – QUALITY CONTROL CHECK LIST

Quality Control Check	
Generic Minimum Quality Standards	
Document Summary provided (with adequate synopsis of contents)	Yes
Compliant with NECTAR format standards (including all relevant Logos and EU-disclaimer)	Yes
Language, grammar and spelling acceptable	Yes
Objectives of the application form covered	Yes
Work deliverable relates to adequately covered	Yes
Quality of text is acceptable (organisation and structure, diagrams, readability)	Yes
Comprehensiveness is acceptable (no missing sections, missing references, unexplained arguments)	Yes
Usability is acceptable (deliverable provides clear information in a form that is useful to the reader)	Yes
Deliverable specific quality criteria	
Deliverable meets the 'acceptance Criteria' set out in the Quality Register:	Yes
Checklist completed and deliverable approved by	
Name: Marjolein Winters Date: 24-06-2021	



ANNEX 2 – Document Review Template

Meta information

Deliverable reviewed:

Reference to the reviewed document:

Name of Reviewer:

Date of Review:

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

Optional: Specific Questions for the Reviewer

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

	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:

/Further questions in accordance to the deliverable/



ANNEX 3 – CGE OP Feedback Collection Template with Questionnaire

Meta information

Deliverable reviewed: Occupational Profile

Reference to the reviewed document:

Name of Reviewer:

Date of Review:

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

Optional: Specific Questions for the Reviewer

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:



8.1.3 – Concept for Collecting Advisory Board Feedback

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: