



**aN Eu Curriculum
for chef gasTro-engineering
in primARy food caR**



QUALITY PLAN

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1 ABSTRACT

This document describes in-depth the procedures adopted by the consortium for quality management and assurance.

2 KEYWORDS

Quality Management, Quality Assurance, VET Quality Assurance, Quality Control, Quality Monitoring, Quality Indicators, Evaluation, EQAVET, ECVET, EQF, ESCO

3 REVIEWERS

REVIEWER NAME	EXTERNAL REVIEWER	ORGANIZATION	DATE OF APPROVAL
Marjolein Winters	No	ODISEE	27-05-2021



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 LIST OF ABBREVIATIONS

AB	Advisory Board
AHA	Active and Healthy Ageing
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
PFC	Primary Food Care
PIR	Primary Internal Reviewer
SIR	Secondary Internal Reviewer
SC	Steering Committee
T	Task
VET	Vocational Education and Training
WP	Work Package

7 INTRODUCTION

The Quality Plan represents the Deliverable 8.1.1 and has been prepared within Task 8.1 “Project quality assurance” of the NECTAR project. This document describes the internal and external quality assurance processes, instruments and methods applied to ensure that the project implementation is effective, and the foreseen results are achieved in the appropriate quality. The Quality Plan (QP) will provide the basis for the continuous improvement of the project and its deliverables (D). It represents the agreed reference document for the quality assurance within the NECTAR project.

Task 8.1 will be carried out by WIAB with the support of the NECTAR project coordinator and with the contribution of all project partners. WIAB will be responsible for providing guidance and support documents for quality planning, assessment and review as well as the documentation of the quality assurance measures and results undertaken to overcome difficulties in reaching the defined quality. The Quality Management Interim and Final Report (D8.1.4) will provide an overview of the quality management methods and tools applied, the results of the quality assurance processes and measures and will summarize “lessons learned” and recommendations for the future.

Quality management will be a continuous activity alongside the project. The activities related to quality management will be based on the EQAVET quality cycle and will encompass the following four phases:

- Quality planning
- Quality implementation
- Quality evaluation
- Quality review

The main tool for the implementation of these elements will be the Quality Register. It will be used

- to plan the quality management activities
- to define quality acceptance criteria and indicators for the implementation
- to monitor and assess the achievement of the quality acceptance criteria and indicators
- to document the achievement of the outcomes, criteria and indicators and the adaptations of objectives and measures that have been undertaken to improve the quality of the deliverables

The quality of the project deliverables will be evaluated based on internal (within the NECTAR consortium) and external quality assessment procedures (impact and rollout perspective of the project and its results).

The Quality Plan (QP) covers three main sections dealing with the following key issues:

- NECTAR Project – background and project structure
- WP8 Description including Quality Assurance 8.1 and VET Quality Assurance 8.2
- ANNEXES including tools and guides for Quality Assurance processes

8 EXECUTIVE SUMMARY

The Quality Plan represents the Deliverable No. 8.1.1 and has been prepared within Task 8.1 “Project quality assurance” of the NECTAR project. It describes the quality assurance processes, instruments and methods to ensure high quality of the NECTAR project deliverables and outputs. It defines responsibilities, methods, and quality criteria for both internal and external quality assessment. At first, the background, structure and responsibilities of the NECTAR project is described shortly and which role the quality assurance of WP8 has within it. Then the quality assurance approach is presented.

In regard of methodology, the NECTAR quality management approach will be based on the PDCA cycle, which is in line with the EQAVET cycle. It contains the following four different phases for quality assurance and assessment: Planning (Plan), Implementation (Do), Evaluation (Check) and Review (Adjust). The main tool for implementing the PDCA approach will be the Quality Register (QR), which consists of the Quality Control Plan (QCP) and the Quality Expectations and Indicators Plan (QEIP). The QCP provides an overview of the internal and external monitoring responsibilities as well as the foreseen time schedules for the review and ensures that all core deliverables will be quality assured. It is a tool for managing the internal and external review process of deliverables. The QEIP contains a list of the most important qualitative and quantitative quality criteria defined within the project proposal for core deliverables. It provides Key Performance Indicators (KPI), which should be taken into account by the partner responsible of the deliverable and should then be monitored by internal and/or external reviewers. As a whole, the Quality Register will be used to plan, monitor and document internal and external feedback loops and their results as well as the achievement of the predefined quality expectations and indicators for the NECTAR project.

The internal peer review will mainly be covered by full partners of the project, for which WIAB provides several tools to assure the quality of the project outputs and to guide partners through the internal quality assurance process. The external quality assurance will on one hand be provided by one External Reviewer, who gives feedback to core deliverables and published reports. On the other hand, there will be an Advisory Board, composed by four external experts from different countries and with special expertise e.g., in the field of labour market and nutrition, who will review the Occupational Profile (WP2), the EU Curriculum (WP3), Training Material (WP4) and Pilots (WP5). WIAB will provide tools and guidance to manage the external quality assurance process.

Furthermore, the Quality Plan includes different tools for VET Quality Assurance based on EQAVET. Besides the EQAVET quality cycle, it describes tools like the building blocks, EQAVET indicators and indicative descriptors and offers a plan on how to integrate these quality management tools within the NECTAR project. It also raises questions on how to best collect data for quality assurance. Finally, this Quality Plan contains information and advice on how to make sure that the project outputs, such as the CGE Occupational Profile and the related EU Curriculum are in compliance with EU standards such as ECVET, EQF and ESCO, in order to support scaling-up actions within Europe. The Annex provides all quality management tools, which have been developed so far.



9 THE NECTAR PROJECT

9.1 Background, Aims, Partnership

The NECTAR project is based on the growing importance of Active and Healthy Ageing (AHA) and the need for skilled public health workforce, that is capable to deliver high-quality nutrition services in health care settings and to cooperate in inter-professional teams. In this context, NECTAR addresses a mismatch which has been identified between the skills currently offered by cooks and chefs working in hospitals, residential care and homecare and those actually demanded by healthcare institutions, private service providers and targeted end consumers in order to play a pivotal role in Primary Food Care (PFC).

Taking into account the culinary as well as the clinical approach to nutrition services in health care, NECTAR aims to define a European Occupational Profile for Chef Gastro Engineering and a European Curriculum for the training and certification of this profile. The Curriculum will be tested through five pilot courses delivered in Belgium, Portugal, Austria and Italy (in two different regions). Furthermore, guidance and training materials for teachers will be developed and quality assured based on EQAVET principles.

The project is co-funded by the European Commission via the Erasmus+ Programme (Key Action 2: Cooperation for innovation and the exchange of good practices – Sector Skills Alliances). It started in November 2020 and will have a duration of three years.

The NECTAR Consortium includes 12 partners from four countries covering education and training providers such as universities, research institutes, regulatory bodies and umbrella organizations as well as private enterprises:

- ODISEE (BE)
- SI4LIFE (IT)
- MP (IT)
- RL (IT)
- SCMA (PT)
- UALG (PT)
- WIAB (AT)
- MUG (AT)
- STYCC (AT)
- RC (IT)
- ITS-BACT (IT)
- RSCN (BE)

Most of the partners have already been collaborating for eight years in the European Innovation Partnership on Active and Healthy Ageing.

Furthermore, nine Associated Partners from four countries have been addressed who are interested in the results of the project and will support the partnership with their expertise in the field of research, education and training, accreditation and certification as well as Public Health Sector know-how:

- VITALIS GROUP (NL)
- ILVO (BE)
- TANTELOUISE (NL)
- ZORGWAARD(NL)
- Van Rhay cvba Center for Gastrology (BE)

- Primary VZW (BE)
- The Copenhagen Professionshøjskol (DK)
- Azienda Ligure Sanitaria (IT)
- Azionda regionale per il Lavoro, la Formazione e l'Accreditamento (IT)

9.2 Project Structure

The NECTAR project covers the following eight Work Packages (WP):

- WP1: Management
- WP2: Definition of a CGE Occupational Profile
- WP3: Design and localization of the CGE EU Curriculum
- WP4: Materials and tools supporting trainers in the Curriculum implementation
- WP5: Pilots Delivery
- WP6: Evaluation
- WP7: Dissemination, Exploitation, Scaling-Up and Sustainability of the Project Results
- WP8: Quality Assurance

The following figure shows an overview of the NECTAR Work Package structure and the relationship between the work packages:

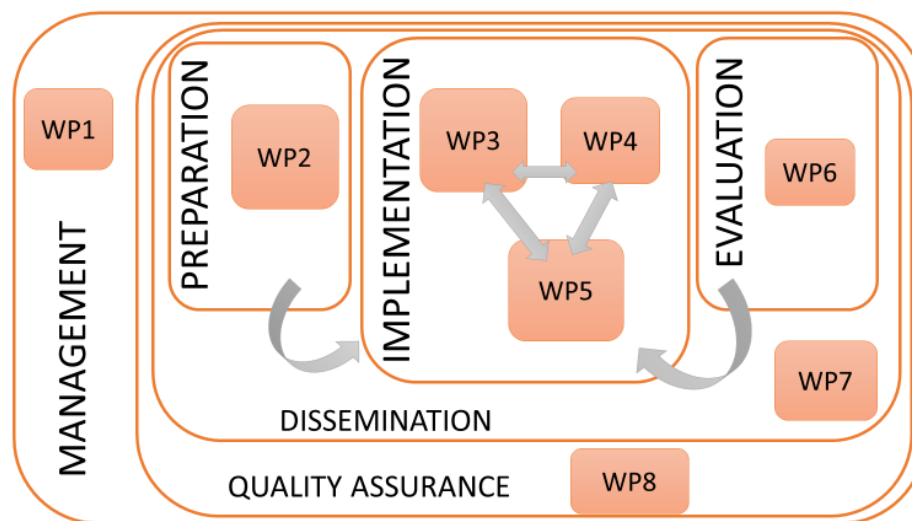


Figure 1: Project structure.

As indicated in the project proposal, the quality of the project will be assured by an intensive collaboration and exchange between the leaders of WP1 (Management), WP6 (Evaluation) and WP8 (Quality Assurance).

9.3 NECTAR Boards, Roles and Responsibilities

The project management structure of NECTAR consists of the following main elements:

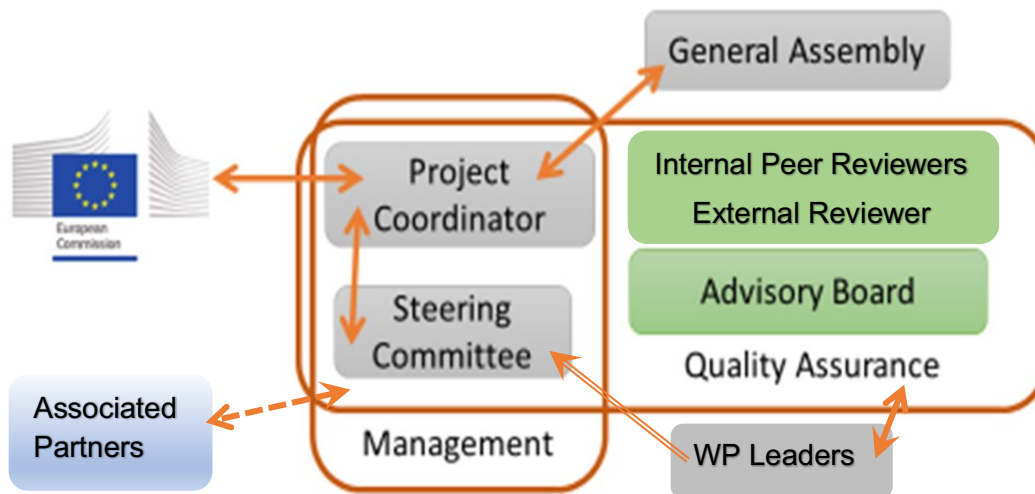


Figure 2: NECTAR Boards and Panels.

The **Project Coordinator** (PC) has to guarantee that the project is carried out according to the settled time schedule and the project objectives are efficiently achieved. The PC will above all

- Be the single point of contact of the Agency for all communications on the project;
- Coordinate the work of the consortium in line with the workplan;
- Monitor that the action is implemented in accordance with the EU grant agreement.

The PC will also be responsible for Risk Management issues, project progress monitoring and assuring a high quality of the project internal communication.

The Project Coordinator is together with the **Steering Committee** (SC, composed by members of the Work Package Leaders) responsible for the project management of NECTAR. The SC initiates and supervises all activities through constant communication within the partnership and guarantees a high level of scientific, operative and professional coordination among partners. In the case of professional disagreements, the SC is responsible to resolve the problem.

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. The GA is responsible for:

- Reviewing project progress and control the activities
- Ensuring that the project maintains its relevance
- Being aware of relevant activities in other projects
- Resolving any professional, administrative or contractual issues, which have not been resolved by other means within the project
- Being the “overall quality manager” of the project by monitoring its successful development

Decision making will follow the project management structure of SC, PC and GA. In addition, decision making will take into account that WP Leaders will be expected to inform the PC of any significant unforeseen event (e.g., delay in the completion of deliverables) that may concern the WP. PC supported by the SC will decide the proper actions. The final approval of major interventions is in charge to the GA.



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Several **Associated Partners** (AP) are 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. Associated Partners might – according to their expertise – also be addressed for providing feedback on specific core deliverables of the project.

Core deliverables of the project are:

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

Internal Peer Reviewers and External Reviewers will play a crucial role to assure the quality of the project deliverables and outputs. Internal Peer Reviewers will provide feedback on all project deliverables except EU reporting and be responsible for the overall quality assurance of the reviewed deliverable. If an external review or evaluation is also foreseen, internal peer review will take place before the external review or evaluation.

The **External Reviewer** (ER) is part of the Quality Assurance Strategy. He/she will on the one hand accompany the project and review the processes and project progress, on the other hand the External Reviewer will review core deliverables of the project. With regard to 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, composed by four external experts from piloting countries and one from a potential roll-out country) will also participate in the Quality Assurance of core project deliverables and will provide feedback for

- 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 are evaluated by competent experts, Advisory Board members must cover 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. They should also be familiar with European standards such as ECVET, EQF, EQAVET and ESCO (for more details see below and the *Concept for Collecting the Advisory Board Feedback*).

10 WP8: QUALITY ASSURANCE

10.1 Definitions

The NECTAR project applies the following definitions of quality terms (see also the overall Glossary of the NECTAR project):

Quality: “the total amount of features or characteristics of a product, such that it meets the expectations or satisfies stated needs”¹.

According to Eurostat **Quality Assurance** (QA) guarantees that a product or service offered by an organisation meets accepted quality standards. It requires identifying what "quality" means in the concrete context, specifying methods to ensure quality and ways to measure if conformance has been reached².

EQAVET refers to a definition of **Quality Assurance mechanisms** as processes used to measure the achievement of educational program standards established by institutions, professional organizations, government, and/or standard-setting bodies³.

Quality Planning is focused on defining the products and their respective quality criteria, designating quality methods and quality responsibilities⁴.

Quality Control focuses on the techniques and activities to test products, including the identification of “ways to constantly improve Quality and remove less-satisfactory performance”⁵.

10.2 WP8 Tasks

WP8 quality assurance aims to guarantee the quality of NECTAR project results and processes and the compliance of the project outcomes with relevant EU standards and instruments such as e.g. EQF, ECVET, ESCO and EQAVET.

Quality Assurance will be an ongoing process that is based on

- a well-defined description of the quality management strategy and tools applied (Quality Plan)
- considering established international standards (e.g. EQAVET, ECVET, EQF, ESCO)
- applying a set of proven methods and tools to ensure the high quality of the project, its deliverables, processes and outputs (e.g. Quality Register, Concept for Collecting and Reporting Advisory Board Feedback, Document Quality Checklists ...)

Within NECTAR, Quality Assurance covers two distinct main tasks:

T8.1:

The quality assurance of the overall project results based on

¹ See PRINCE2 Wiki: <https://prince2.wiki/theme/quality/> (2021-04-29).

² Source: EQAVET definitions of Quality Assurance (see: <https://www.eqavet.eu/eu-quality-assurance/glossary/quality-assurance>; 2021-04-29).

³ Source: EQAVET definitions of Quality Assurance (see: <https://www.eqavet.eu/eu-quality-assurance/glossary/quality-assurance>; 2021-04-29).

⁴ See PRINCE2 Wiki: <https://prince2.wiki/theme/quality/> (2021-04-29).

⁵ See PRINCE2 Wiki: <https://prince2.wiki/theme/quality/> (2021-04-29).



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- internal quality assurance provided within the partnership and
- external quality assurance provided by independent external experts (expert review processes as an integral part of the project).

The tools applied to assure the quality of the overall project will above all be the

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

T8.2:

The quality assurance of the training materials and the pilots according to EQAVET framework.

The tools applied to assure the quality of VET will be

- The Evaluation and Monitoring Plan (defined in WP6) including EQAVET indicators for summative and formative evaluation (specified in WP8, see below)
- Evaluation procedures and feedback loops with user groups and stakeholders
- Interim and Final VET Quality Management Report

Quality Assurance Feedback Loops

The quality monitoring and evaluation activities within WP8 will be supported by

- the WP leaders and Internal Peer Reviewers (see e.g. QCP)
- the Advisory Board members (see e.g. QEIP)
- the External Reviewer (see QCP and QEIP)

Figure 3 below shows the quality assurance review and feedback loops that will be implemented in NECTAR:

- The overall quality of all deliverables except the EU reporting, such as the Activity Reports, will be reviewed by peers (NECTAR project partners)
- The overall quality of the project implementation, publicly available documents and the core deliverables will be reviewed by an independent External Reviewer
- Core deliverables will also be reviewed by the Advisory Board consisting of five external experts with different national background and know-how. The AB will provide formative feedback based on their specific expertise (see also Concept for Collecting and Reporting Advisory Board feedback, D8.1.3)
- The core deliverables that are related to VET will also be evaluated through formative and summative evaluation procedures and a number of feedback loops that will address the different user groups and stakeholders such as learners, teachers, VET designers, etc., within WP6.

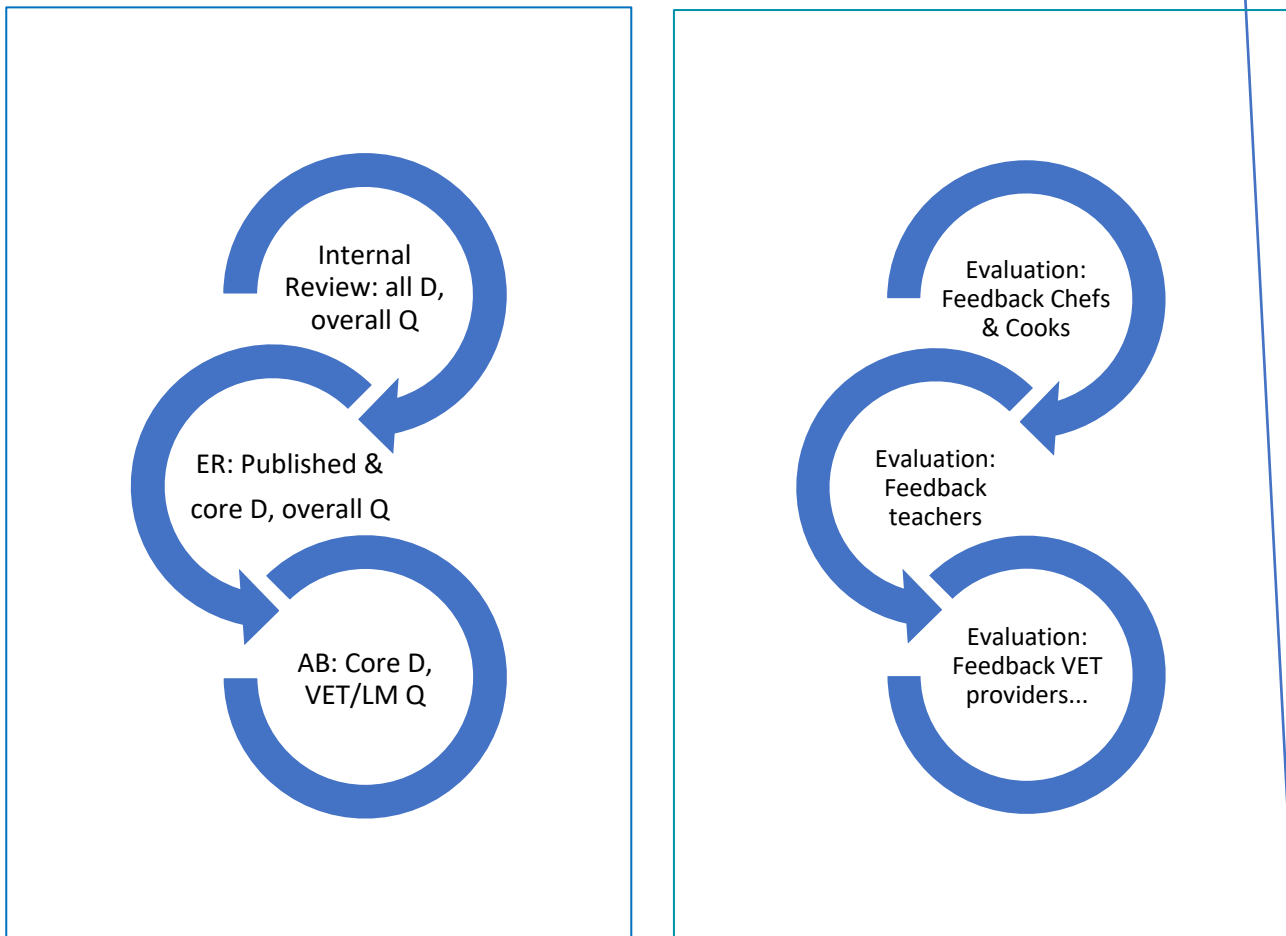


Figure 3: Quality Assurance feedback loops within NECTAR.

The Quality Register will be the main tool for planning, monitoring, evaluating and documenting quality activities and in particular quality expectations and indicators (see below).

10.3 Collaboration with other WPs

As mentioned, the quality assurance of the overall project will be done in collaboration with the PC (WP1), the WP Leader of Evaluation (WP6) and with the SC respectively the remaining WP Leaders for WP3 (SI4LIFE), WP4 (MUG) and WP7 (RSCN).

The overall quality of the NECTAR project will be assured in close collaboration and exchange of WIAB (WP8 leader) with UALG (WP6 leader together with WIAB) and ODISEE, the Project Coordinator (WP1 leader).

In WP8, WIAB will monitor the project activities in cooperation with ODISEE, focusing on the quality of project processes and products and the compliance with European reference standards.

WIAB will support the Project Coordinator in the overall management of the project (WP1) by providing the QR which sets all deadlines and responsibilities for the reviewing process (QCP) and ensures the achievement of the predefined quality indicators of the NECTAR proposal (QEIP). WIAB will provide also a Concept for Collecting and Reporting Advisory Board feedback (D8.1.3) and will develop templates for collecting and documenting the feedback of external experts.

The evaluation procedures foreseen in WP6 will be managed by UALG (T1-T3) and WIAB (T4-T5). Evaluation aims 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 will be monitored and evaluated by the External Reviewer and the Advisory Board.

According to the project proposal an EMP will be delivered as a main tool of evaluation. It will mirror the close interaction between WP6 and WP8 and includes criteria and indicators which are defined based on the European Qualifications Framework (EQF Level 4 and 5), EQAVET indicators (T8.2; see below) and the current research evidence regarding curriculum development and home care.

WP6 will focus on the validation based on

- Formative evaluation in order to assess the effectiveness of the pilots along their implementation and to allow adjustment and improvement e.g., of the pilots.
- Summative evaluation in order to provide a final assessment of the effectiveness, acceptance and attractiveness e.g., of the pilot courses.
- The evaluation of the responsiveness of the pilots to the needs of the job market i.e., the capacity to adapt to labour market requirements.
- Validation tests involving representatives of VET in the healthcare sector coming from countries not included in the pilots.
- Feedback loops to take into account the perspective of beneficiaries and other stakeholders (enabling adjustments and improvement of the pilots).

10.4 Methodology

10.4.1 Plan-Do-Control-Act cycle

The NECTAR quality management approach will be based on an iterative four-step PDCA (Plan-Do-Control-Act) cycle:

Plan: Set up clear, appropriate and measurable goals and objectives in terms of policies, procedures, tasks and human resources.

Main tools and instruments applied for Planning Quality Assurance within NECTAR:

- Quality Plan (QP): gives an overview of the goals and objectives as well as the procedures, tools and processes applied for quality assurance
- Quality Register (QR): consists of a Quality Control Plan (QCP) defining peer review responsibilities and deadlines as well as a Quality Expectations and Indicators Plan (QEIP) specifying quality expectations and measurable key performance indicators for project outputs
- Planning data collection and reporting for evaluation and quality assurance (WP6 and WP8)

Monitoring / Do: Establish procedures to ensure the achievement of goals and objectives.

Main tools and instruments applied for Monitoring in the context of Quality Assurance within NECTAR:

- Establishing an Advisory Board of external experts
- Nominating an External Reviewer
- Providing a Concept for Collecting and Reporting Advisory Board Feedback
- Defining internal review procedure for the deliverables of the project
- Quality Register: Providing a Step-by-Step Guide for QCP usage and collecting feedback and agreement on quality indicators defined in the QEIP
- Providing a Review Feedback template for external review and feedback procedures
- Quality checklists for the review of written documents and reports

- Ensure the implementation of the foreseen data collection and reporting processes

Evaluation / Control: Design mechanisms for the evaluation of achievements and outcomes by collecting and processing data in order to make informed assessments.

Main tools and instruments applied for Controlling Quality Assurance within NECTAR:

- Analysing and reporting the defined collected data and identifying improvement requirements
- Quality Register – QEIP: Monitoring the achievement of the defined quality indicators
- Quality Register – QCP: monitoring deadlines and review tasks of internal and external experts
- Ensuring that the delivered feedback is taken into account when creating updated versions

Revision / Act: Develop procedures in order to achieve the targeted outcomes and/or new objectives.

Main tools and instruments applied for Revision in the context of Quality Assurance within NECTAR:

- Data-based decision making on improvement requirements
- Quality Register – QEIP: Documenting failure in achieving the envisaged quality indicators and activities to improve
- External Reviewer feedback implementation
- Advisory Board feedback reporting
- Interim and Final Quality Report with lessons learned section
- Interim and Final VET Quality Report with lessons learned section

10.4.2 The Quality Register

The main tool for implementing the above described PDCA approach will be the **Quality Register** (QR). It contains the Quality Control Plan and the Quality Expectations and Indicators Plan:

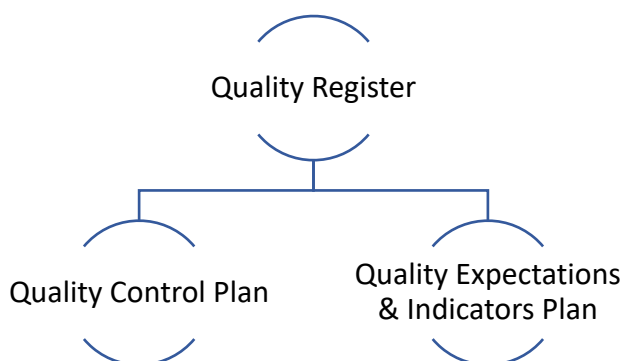


Figure 4: NECTAR Quality Register.

The **Quality Control Plan** (QCP) provides an overview of the monitoring responsibilities of project partners and external experts and the foreseen time schedules for the review and ensures that all core deliverables will be quality assured.

The **Quality Expectations and Indicators Plan** (QEIP) defines jointly agreed quality expectations, one or more generally formulated quality indicator(s) and concrete key performance indicators for core results of the project. Also, EQAVET indicators will be referenced within the QEIP (and also in the Evaluation and Monitoring Plan of WP6). The QEIP is also used to summarize the different output

related quality expectations of target groups, end users and stakeholders. During the monitoring phase of the project, the planned QEIP indicators will be used as measurable benchmarks to assess the acceptability of a deliverable by the target groups and stakeholders. The specification of stakeholder expectations needs to be done for each Work Package (WP) and, if possible, for each deliverable (D). A list of most important quantitative and qualitative indicators (short-term results) has already been defined within the project proposal. Based on these quantitative and qualitative indicators WIAB created a first draft version of the QEIP which was shared and discussed in detail with the project partners responsible for the deliverables. Furthermore, the partner responsible for the WP are in charge for ensuring that for his/her WP the most relevant stakeholder and end user expectations, related quality indicators (more general) and key performance indicators (concrete and measurable) have been defined in the QEIP. All project partners – even if they are not responsible for the production of the deliverable – may refer to missing quality expectations and indicators they consider essential or not feasible. The first version of the QEIP will cover the jointly agreed quality expectations and indicators of the planning phase and will provide a basis for the later monitoring of their achievement. The reviewed and agreed version of the document will be available in month 6, the final version with documentation of all quality management activities and results will be available by the end of the project, in month 36.

The QR respectively the QCP and QEIP will be used to plan, monitor and document internal and external feedback loops and their results (e.g. required improvement activities) as well as the achievement of the predefined quality expectations and indicators for the NECTAR project results:



Figure 5: Quality Register (QCP & QEIP) for implementing the PDCA.

The QCP and the QEIP will as main tools of the QR help to implement the PDCA respectively the EQAVET cycle of the project. The QEIP will be also linked to the Evaluation and Monitoring Plan (EMP) developed in WP6 that is dedicated to evaluating the user acceptance of the NECTAR materials and outputs.

The specification of stakeholder and end user expectations might be refined throughout the project. This implies that parts of the QEIP (and/or the EMP) might be updated based on evolving new insights about target group and stakeholder expectations.

WIAB will support WP leaders, internal and external reviewers throughout the project in setting up and using the QR plans to ensure an overall high quality of NECTAR products and outputs.

The links to the QR plans can be found in the Annex of this document. The final version of the QR will be available at the end of the project (October 2023) and will contain the documentation of all quality management activities and results of feedback and review loops.

10.5 Task 8.1 – Project Quality Assurance

10.5.1 Internal Quality Assurance – Four-Eyes-Principle and Peer Review

Internal quality assurance will be guaranteed by each project partner in charge of either the development or review of a deliverable. A **“four-eyes-principle”** will be applied for each deliverable before it is sent out by the responsible partner to the peer reviewer. This applies to every WP or D.

Furthermore, internal quality assurance will be implemented through a peer-review system: each deliverable will be reviewed by at least one **Internal Peer Reviewer (IR)** who is responsible for the quality check of a D. For some D two peer reviewers might be involved, a Primary Internal Reviewer (PIR) and a Secondary Internal Reviewer (SIR). However, the PIR will always be the main responsible reviewer for a D.

In addition to this, the PC (ODISEE) will in a kind of back-up role be the final quality assurance authority within the NECTAR project and be responsible for decision-making in case the reviewer(s) and the WP Leader or other responsible partner for a deliverable do not agree on quality related adaptations of a WP or D.

Therefore, the internal quality assurance mechanism of the NECTAR project covers the following steps:

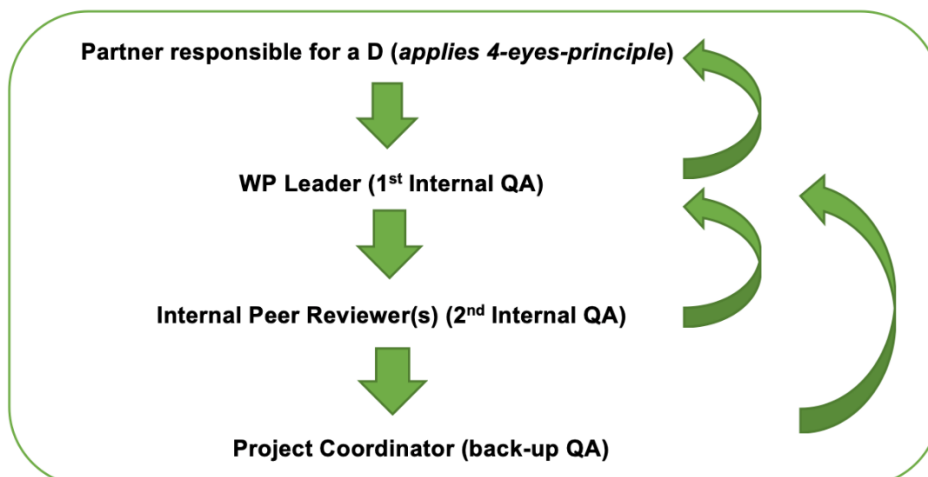


Figure 6: Internal Quality Assurance Mechanism in NECTAR

The responsible partner for the D develops a first version, which should be reviewed by another member of the organisation (= 4-eyes-principle) before it is handed over to the WP Leader. The WP Leader has then the opportunity to give feedback and to control the quality of the D. For each D, one member of the NECTAR partnership will be assigned as a reviewer and listed within the Quality Control Plan (part of the Quality Register).

The Quality Control Plan contains a list of all D, the partner responsible for the D and the partner(s) responsible for internal peer reviewing. For each D, a quality review method (external or internal) is defined. “Internal Peer Review” indicates that the peer review process is done by project partner,

“External Review” refers to a review by either the Advisory Board or the External Reviewer or both. The QCP also indicates when the review process should begin, the date and result of the review, the date of approval and the due date of a D as prescribed within the NECTAR proposal. Furthermore, the QCP includes a link to the pre-final version of a deliverable or document that should be reviewed and a link to the final updated version once it is available. This will help to document the status of the quality assurance of the deliverables and to have an overview of the final already approved versions.

The QCP is on one hand a tool to plan and document the whole review process and on the other hand it helps to make sure, that all reports and tasks will be delivered in time and the final version can be found easily by all project partners.

In order to support the project partners in applying the QCP, WIAB has developed a Step-by-Step Guide that explains in detail how the Quality Register should be used (see Annex 6).

Work Package	Deliverable	Quality Method	Coordinating Partner	Contributing Partners	Peer-Reviewer	Start of the Review Process	Link of the document for the reviewer	Date of Review	Result	Date of Approval	Link of the final version	Due Date
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	(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 (second version) - public	External Review (by Stakeholders/ Advisory Board)	MUG	RC, RL, UALG, WIAB, STYCC, RSCN	External Reviewer	M4 = 8. March 2021	(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 Reviewer"	23.03.2021		M4 = 31. March 2021
	2.1.2 Collection of good practices (public)	Internal Peer-Review	MUG	RC, RL, UALG, WIAB, STYCC, RSCN	MP	M7 = 19. May 2021						M7 = 31. May 2021

Table 1: Excerpt of the NECTAR Quality Control Plan (Draft).

10.5.2 Internal Quality Assurance – Peer Review of Reports and Documents

Many deliverables of the NECTAR project will be reports or other written documents. They will be prepared based on templates defined by the responsible project partner for the development of dissemination and communication tools (SI4LIFE) within Task 7.2 and agreed by all partners. More concretely, these documents will include a cover page with the Erasmus+ programme logo, the NECTAR-project logo, name of and details about the deliverable and the agreement number.

At the beginning of each document besides an Abstract, Keywords and a Version History and Authors information, the Table of Reviewers will give an overview of the reviewing processes done for this document. Furthermore, a Quality Control Checklist will be provided within the Annex of each document. This Quality Control Checklist must be filled out by the Internal Peer Reviewer. It covers a set of predefined quality criteria for reports and documents that include for example: the implementation of an abstract and a document summary, compliance with the NECTAR format standards (based on the template approved jointly by partners), acceptable English language, spelling and grammar, acceptable document structure, readability and usability, comprehensiveness of content, etc. Besides these formal criteria, three items in the Checklist refer to more content-related quality criteria: the objectives of the application form and related deliverable must be adequately covered, and the deliverable must meet the criteria and indicators set out in the Quality Expectations and Indicators Table of the Quality Register (see below).



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The Quality Control Checklist in the Annex of each document includes tick boxes that have to be filled in by the reviewer in order to document that the defined formal and content-related quality criteria have been met:

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:

Table 2: NECTAR quality control checklist for reports and documents.

In addition, and after the final approval of the reviewer, that the deliverable meets all required quality criteria and indicators, the reviewer needs to register within the table of Reviewers, filling in his/her name, the name of his/her organisation and the date of approval. The date of approval should match with the date of approval stated in the QCP:

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

Table 3: Reviewers Table of reports and documents.

The reviewer(s) will independently review the deliverable using the Quality Control Checklist for reports and documents. This checklist needs to be completed and a reference to the reviewing partner has to be provided by the internal peer reviewer. If the checklist is not fully completed, the deliverable is sent back to the partner responsible for the deliverable. This partner is then in charge for implementing necessary changes recommended by the peer reviewer(s). Reviewer recommendations and comments should always be precise with regard to the required changes. They can be added as editorial comments within the text of the document by using “track changes” and “comments function”.

As regards the general timeframes for peer-reviews, partners agree to a timeframe of about 2-3 weeks before the due deadline, which means one week for each reviewer (internal/external)) and about one week for the responsible of a deliverable to integrate comments and remarks from the

reviewer(s). In the end, the partner in charge should take the reviewer comments and recommendations into account as far as possible and produce a final version of the deliverable. Within this period a second exchange with regard to quality review could take place, if necessary. In case of disagreement between a reviewer and the responsible partner for a deliverable, the project coordinator will take a final decision or consult the Steering Committee to take a final decision. Only when a deliverable is successfully reviewed and the Quality Control Checklist is completed and signed off by the reviewer, it can be formally considered as an “approved final deliverable”.

10.5.3 Internal Quality Assurance – Peer Review of Other Project Results

Deliverables that do not have the form of a report or document such as for example the NECTAR website, dissemination materials, the training platform etc. will require other quality criteria focusing for example on technical functionality, quality of design, usability, and adequacy for the target group etc. For these project results quality expectations and indicators will be defined in the QEIP of the QR. WIAB will draft a first version of the QEIP including all short- and long-term qualitative and quantitative indicators listed in the project proposal. Where necessary, these indicators have been further specified and measurable indicators have been added. After collecting feedback from the responsible project partners, a SC meeting was initiated to discuss open questions and agree on a final version.

The QEIP includes quality indicators that relate to Quality Assurance and also to Evaluation processes. Therefore, QEIP will include references to the EMP as well as to the QCP, depending to which process the indicator is referring to. The EMP may however include further and/or more detailed indicators.

NECTAR - 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
D2.2 EU Chef Gastro Engineer Occupational Profile (ODISEE)	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, ECVET, EQF, the EU Skills Panorama	OP is taking into account EQF descriptors and is compliant with ECVET	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	External Review (External Reviewer)	M7 (May 2021)	Herman	
M7 (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	
				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	
				OP is based on information included in EU Skills Panorama	OP takes an analysis of the EU Skill Panorama into account, containing informations on cooks and chefs	External Review (External Reviewer)	M7 (May 2021)	Herman	

Table 4: Excerpt of NECTAR Quality Expectations and Indicators Plan (Draft).

The QEIP will be one of the main tools to implement the EQAVET quality cycle: In the planning phase, the project partner responsible for the deliverable will check the defined indicators with regard to comprehensiveness, meaningfulness and feasibility, etc. In the implementation phase, the partners will take into account and aim to fulfil the defined and agreed key performance indicators (KPI). In the evaluation phase, the assigned peer reviewer and/or the External Reviewer will check if the KPIs have been met as defined. In the revision phase, the reviewer either formally approves that the quality of the deliverable and the KPIs have been met as defined in the QEIP by including the date of approval in QCP, or - if KPIs could not be reached - he/she informs the partner responsible for the deliverable, WIAB and the PC about insufficiencies. WP leaders, the PC and

WIAB will consider what can be done to still meet the KPIs. In such a case the PC might also consult the SC in order to take decisions on further actions. If it is not possible to reach the defined KPIs and the quality expectations and indicators have to be lowered, the activities undertaken for improvement and the reason for lowering the expectations have to be explained in the QEIP comment section. If core KPIs stated in the project proposal cannot be fulfilled the PC must consult the SC to decide on further actions (such as for example reporting to the European Commission).

For specific and/or crucial project results such as for example, logo, and dissemination material design, software testing etc., all project partners can at any time during the project be asked for support and feedback.

10.5.4 External Quality Assurance – Overview

Within the NECTAR project external evaluation and quality control will be provided by

- The External Reviewer for core deliverables and in advance specified Work Packages (e.g. WP3, WP4, WP5, published reports)
- The Advisory Board for core deliverables of the project (Task 8.1.3), in concrete the Occupational Profile (WP2), the EU Curriculum (WP3), Training Material (WP4) and Pilots (WP5)
- Participants of the focus groups within Evaluation (Task 6.2)
- Participants of the teachers' tools evaluation (Task 6.3)
- Participants of the training sessions within the formative and summative evaluation of pilots (Task 6.4)
- Stakeholders (beneficiaries, employers, labour market representatives and professional associations) within feedback loops for the pilots (Task 6.5)
- Experts participating in the final NECTAR conference

Feedback on the quality of (interim) results will be collected via

- Informal talks and e-mail exchange
- Questionnaires (online and/or paper pencil)
- Interviews and/or focus group discussions (online or face-to-face)
- Feedback templates for external reviewers
- Other tools as defined in the Evaluation and Monitoring Plan (WP6)

10.5.5 External Quality Assurance – External Reviewer

The External Reviewer (Herman Vandevijvere) will review

- Documents that will be published and will be publicly accessible
- Defined core deliverables such as the Occupational Profile (WP2), the EU Curriculum (WP3), Training materials (WP4) and the delivery of the pilots (WP5)

Documents that will be publicly accessible will be reviewed by the External Reviewer based on a prefinal version of the document provided by the partner responsible for the D. The External Reviewer will add comments directly in the document and will use the feedback template for external reviewers (see ANNEX 5) to provide a short summary of the review results. The review template will be provided by WIAB, so that project partners who are responsible for collecting the feedback from the External Reviewer can use it. The template includes a short summary section for review results and offers the possibility that author(s) of a document or the partner responsible for the deliverable can ask for specific or more detailed feedback on certain topics by adding within the external review template one or more concrete questions that should be taken into account by the External Reviewer.



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The external review template will ensure that all feedback given by the External Reviewer to key documents is documented.

The project partner who is responsible for the deliverable will send a link to the prefinal version of the document or deliverable and the external review template to the External Reviewer and will afterwards collect and analyse the received feedback. The feedback should be taken into account as far as possible when creating the final version of the document/deliverable. In case of disagreement between the External Reviewer and the partner responsible for the deliverable, the Project Coordinator will take a final decision or will, if necessary, consult the Steering Committee to take a final decision. When the deliverable has been successfully reviewed and the review results have been considered for the final version, the partner responsible for the deliverable will provide the link to the final version and indicate the date of approval in the QCP.

WIAB will support the project partners in updating the QCP with the required information and will regularly check the QCP and send reminders if necessary.

10.5.6 External Quality Assurance – Advisory Board

At least five external experts (one from each partner country and one from a potential roll-out country) will as members of the Advisory Board (AB) accompany the consortium and contribute to the high quality of the NECTAR project results by providing formative feedback and suggestions for improvement. Their involvement will guarantee an independent evaluation of the project quality and a high-quality standard of the NECTAR outcomes.

The external experts for the Advisory Board will be selected at an early stage of the project in order to involve them in the quality assurance as soon as possible. Originally, it was also considered to include Associated Partners in the Advisory Board. As they are however involved in other project tasks it was decided to only focus on external experts that have been recruited separately and based on a specification of the required expertise provided by WIAB: The Advisory Board should cover a broad scope of expertise ranging from labour market, education/VET, health care and nutrition to policy and decision-making competences. Experts should be recruited from the NECTAR partner countries and a potential roll-out country with national and English language proficiency. They should know European transparency instruments such as ESCO, EQF, ECVET and/or EQAVET and have experience in the evaluation of either Occupational Profiles or Curricula and training programmes.

WIAB will inform the Advisory Board once it has been consolidated in an online kick-off meeting on their tasks and the foreseen methodological approach. In addition, WIAB will offer appropriate tools to assist the Advisory Board members in assessing the project outcomes and the core deliverables of the project:

- CGE Occupational Profile (WP2),
- CGE EU Curriculum (WP3)
- Training materials (WP4)
- Delivery of the Pilots (WP5)

It will also deliver a detailed strategy on how external feedback by Advisory Board members will be collected and used to improve the quality of deliverables and final outcomes (see: Concept for Collecting and Reporting Advisory Board Feedback, D8.1.3).

WIAB will be the main responsible partner for collecting and reporting feedback from the Advisory Board members, but it will closely cooperate with other WP leaders, especially UALG (WP6) and the Project Coordinator to define feedback requirements and questions for interviews, questionnaires and other tools applied. WIAB will brief and guide the Advisory Board members concerning their



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feedback task by providing e.g. guiding materials, quality indicator information or answering open questions. It will monitor the quality of AB feedback and the foreseen deadlines and give feedback in case the quality is not as expected. In case of delays or insufficient performance, WIAB will send reminder mails and get into personal contact with the Advisory Board member(s). If no improvement can be reached WIAB will involve the Project Coordinator and the Steering Committee to decide on further actions.

The results of the QM procedure, "lessons learned" and recommendations for further improvement (during and beyond the project) will be summarized in the Interim and Final Quality Management Report provided by WIAB in the middle and at the end of the project.

For more details on the recruiting, role and function of the NECTAR Advisory Board in Quality Assurance, see: *Concept for Collecting and Reporting Advisory Board Feedback*.

10.5.7 Final NECTAR conference

The final NECTAR conference will offer a last opportunity for collecting external feedback on the quality of the project outputs of the NECTAR project. Feedback on the quality of the presented project results will be collected by distributing a short paper & pencil and/or online questionnaire to conference participants. Questions will among others address the overall attractiveness of the project results, potential rollout perspectives and interest in cooperation. The questionnaire results will be summarized by the project partner responsible for the final conference, RSCN, and will be communicated to the Consortium and taken into account in Task 7.1 Dissemination.

10.6 Task 8.2 – VET Quality Assurance based on EQAVET

While WP6 (Evaluation) is dedicated to the user acceptance of the materials and outputs developed during the NECTAR project, WP8 (Quality Assurance) aims to ensure the overall performance of the project and the quality of project outputs that can be not related to VET (e.g. project website, internal reports...; T8.1) or related to VET (T8.2). In the latter context the **European Quality Assurance Reference Framework for Vocational Education and Training** (EQAVET) offers a framework and reference tool that aims to promote the continuous quality improvement in VET based on a common set of agreed reference criteria.

The EQAVET Framework consists of three main parts:

- The EQAVET quality assurance and improvement cycle
- Monitoring procedures
- A set of 10 EQAVET quality indicators and a number of indicative descriptors

EQAVET+ has been developed to complement the existing EQAVET Recommendations with an approach that takes into consideration recent developments such as the increasing importance of work-based learning (WBL) or the individualization of learning. As the NECTAR project will also offer WBL, EQAVET+ indicators will be also of importance for the project.

10.6.1 EQAVET Quality Assurance Cycle

Within the NECTAR project also the EQAVET quality cycle will be taken in account that covers the four iterative stages Planning, Implementation, Evaluation and Review:



Figure 7: EQAVET quality cycle.⁶

The **EQAVET quality assurance and improvement cycle** follows a four step Plan-Do-Control-Act logic of quality improvement applied in the project (see above). For each step common core quality requirements in terms of indicative descriptors for VET have been specified and agreed at European level. Thus, the indicative descriptors represent quality assurance requirements for any VET system (e.g. at national level) or VET institution (e.g. VET providers) that support a VET-specific quality assurance. The indicative descriptors define a small number of relevant core criteria that should be considered when designing, implementing, evaluating and reviewing respectively improving VET offers in order to deliver high quality. The EQAVET indicative descriptors do however not specify benchmarks, but rather raise awareness for certain VET related quality aspects⁷.

The application of the quality cycle is most important for the EQAVET approach. At each stage VET providers should take into account certain aspects:

At the Planning Stage they should:

- Consider the indicators at the start of the planning process (see Table 6)
- Check whether the 6 EQAVET Building Blocks for VET providers can be used (see Table 5)
- Use the indicative descriptors (see Table 7 below)

At the Implementation Stage they should:

- Design an effective communications strategy early in the process
- Consider the financial implications of implementing a new approach to quality assurance
- Consider how best to take into account the perspective of all the stakeholders including staff

⁶ Source: [https://www.eqavet.eu/Aligning-with-EQAVET/Aligning-a-QA-approach/Bruges-communicue-\(1\)\(21/04/2021\)](https://www.eqavet.eu/Aligning-with-EQAVET/Aligning-a-QA-approach/Bruges-communicue-(1)(21/04/2021)).

⁷ Source: <https://epale.ec.europa.eu/en/blog/az-eqavet-keretrendszer> (2021-05-10).

At the Evaluation Stage they should:

- Take into account evaluation needs to be considered at an early stage
- Consider how to collect data in a systematic way
- Consider how to use indicative descriptors to check the effectiveness and identify improvement requirements of their current practice

At the Review Stage they should consider:

- How changes following the review can be introduced in the best way (ideally considered during the planning stage of the quality assurance design)
- How to use indicative descriptors to check the effectiveness and identify improvement requirements of their current practice
- Which information on performance might be published to increase the attractiveness of and the confidence in the quality of the VET offer⁸

Closing the quality assurance cycle (review and revision) is of particular importance as it ensures that improvement actions are planned and implemented based on the monitoring results and that the effectiveness of the improvements is also checked.

VET providers might use one or more of six Building Blocks of quality assurance to either develop a new quality assurance system or to check improvement possibilities of their existing system:







Building Blocks for VET providers					
 <p>01 Management Culture</p>	 <p>02 Approaches reflect the provider's circumstances</p>	 <p>03 A culture of self-assessment</p>	 <p>04 Support staff training</p>	 <p>05 Use data and feedback to improve VET</p>	 <p>06 Involvement of stakeholders</p>
Ensure there is a management culture which is committed to quality assurance	Develop approaches which reflect the provider's circumstances	Develop a culture of self-assessment	Support staff training in relation to quality assurance	Use data and feedback to improve VET	Ensure VET is based on the involvement of external and internal stakeholders
Relevant for the following stages of the quality assurance cycle					
<i>Planning</i>	<i>Planning</i>		<i>Planning</i>		<i>Planning</i>
<i>Implementing</i>	<i>Implementing</i>		<i>Implementing</i>		<i>Implementing</i>
<i>Evaluating & Assessing</i>		<i>Evaluating & Assessing</i>		<i>Evaluating & Assessing</i>	<i>Evaluating & Assessing</i>
<i>Reviewing & Revising</i>		<i>Reviewing & Revising</i>	<i>Reviewing & Revising</i>	<i>Reviewing & Revising</i>	

Table 5: EQAVET Building Blocks for VET providers and their link to the EQAVET cycle.⁹

Within NECTAR, all building blocks will be used. Building block 2 will be covered only to some extent as several providers participate in the project and they have their own quality assurance systems in place. Some elements of the existing quality assurance approaches of the different VET providers may however be used also for the NECTAR project.

⁸ Source: <https://www.eqavet.eu/EU-Quality-Assurance/For-VET-Providers/Building-your-System> (2021-05-12).

⁹ Source: <https://www.eqavet.eu/EU-Quality-Assurance/For-VET-Providers/Building-blocks> (2021-05-15).

The commitment of the Project Management to quality assurance is ensured by the close cooperation between WP1 and WP8 leaders and the cooperation with the Steering Committee. A culture of self-assessment will be established by implementing an internal peer review procedure that is documented in the QCP of the Quality Register. Staff training in relation to quality assurance will be supported by the Teachers' Tool Kit developed within the project. The data and feedback used to improve the VET offer is defined in detail in the overview table of the QEIP and in the EMP. External and internal stakeholders will be involved in the development of the VET offer by collecting feedback from the Advisory Board and an External Reviewer, from target groups such as learners, teachers, VET providers, employers and social partners and by involving Associated Partners.

The Quality Register (QCP and QEIP) will be used to plan, monitor and document the quality of the deliverables based on predefined qualitative and quantitative indicators. The tables will also be used for planning improvement actions and reviewing their effectiveness if the originally defined indicators could not be achieved. All quality indicators that have been achieved and all improvement measures undertaken will be documented in the Quality Register at the end of the project.

10.6.2 Monitoring

Monitoring refers to established internal and external evaluation procedures aiming to deliver feedback on the progress of achieving the defined goals. Regular and systematic self-evaluation that aims to identify the strengths and weaknesses and necessary improvements (e.g. of processes, preliminary outputs etc.) are most important for the overall continuous improvement of the quality of VET. In parallel to the self-evaluation procedures regular external evaluation done by an independent external body has to be installed.¹⁰

Within NECTAR, continuous self-evaluation procedures are foreseen by internal peer review mechanisms that will be implemented. In addition to the internal peer review there will be installed an Advisory Board as independent external body that covers different national/regional and sectoral competences. The Advisory Board will be asked for feedback on core deliverables with regard to the overall quality of the deliverables but also regarding the perspective of a sectoral, regional and national rollout of the project outputs. In addition, an External Reviewer will accompany the project and review besides the core deliverables all published outputs and the overall progress of the project.

10.6.3 Quality Indicators and Descriptive Indicators

A comprehensive set of 10 quality indicators can be used to support the evaluation and confirmation of quality, effectiveness and efficiency of VET. The indicators cover qualitative and quantitative VET indicators. They focus e.g. on the results of VET, lifelong learning and labour market aspects, in- and output requirements and so on. As pointed out by EPAL most of the indicators are applicable both, at system level and at VET provider level.¹¹

The following table lists the indicators as defined in the Recommendation of the European Parliament and Council, the type of indicator and the purpose of the policy covered by the indicator:

¹⁰ Source: <https://epale.ec.europa.eu/en/blog/az-egavet-keretrendszer> (2021-05-10).

¹¹ Source: <https://epale.ec.europa.eu/en/blog/az-egavet-keretrendszer> and <https://www.egavet.eu/Egavet2017/media/Policy-Documents/Recommendation-on-the-establishment-of-European-Quality-Assurance-Reference-Framework-for-VET.pdf?ext=.pdf> (both 2021-05-10).

Indicator	Type of Indicator	Purpose of the Policy
<p><i>1 Relevance of quality assurance systems for VET providers:</i></p> <p>(a) share of VET providers applying internal quality assurance systems defined by law/at own initiative</p> <p>(b) share of accredited VET providers</p>	Context/Input indicator	<ul style="list-style-type: none"> Promote a quality improvement culture at VET-provider level Increase the transparency of quality of training Improve mutual trust on training provision
<p><i>2 Investment in training of teachers and trainers:</i></p> <p>(a) share of teachers and trainers participating in further training</p> <p>(b) amount of funds invested</p>	Input/Process indicator	<ul style="list-style-type: none"> Promote ownership of teachers and trainers in the process of quality development in VET Improve the responsiveness of VET to changing demands of labour market Increase individual learning capacity building Improve learners' achievement
<p><i>3 Participation rate in VET programmes:</i></p> <p>Number of participants in VET programmes, according to the type of programme and the individual criteria</p>	Input/Process/Output indicator	<ul style="list-style-type: none"> Obtain basic information at VET-system and VET-provider levels on the attractiveness of VET Target support to increase access to VET, including for disadvantaged groups
<p><i>4 Completion rate in VET programmes:</i></p> <p>Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria</p>	Process/Output/Outcome indicator	<ul style="list-style-type: none"> Obtain basic information on educational achievements and the quality of training processes Calculate drop-out rates compared to participation rate Support successful completion as one of the main objectives for quality in VET Support adapted training provision, including for disadvantaged groups
<p><i>5 Placement rate in VET programmes:</i></p> <p>(a) destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria</p> <p>(b) share of employed learners at a designated point in time after completion of training, according to the type of programme and the individual criteria</p>	Outcome indicator	<ul style="list-style-type: none"> Support employability Improve responsiveness of VET to the changing demands in the labour market Support adapted training provision, including for disadvantaged groups
<p><i>6 Utilisation of acquired skills at the workplace:</i></p> <p>(a) information on occupation obtained by individuals after completion of training, according to type of training and individual criteria</p> <p>(b) satisfaction rate of individuals and employers with acquired skills/competences</p>	Outcome indicator (mix of qualitative and quantitative data)	<ul style="list-style-type: none"> Increase employability Improve responsiveness of VET to changing demands in the labour market Support adapted training provision, including for disadvantaged groups

7 <i>Unemployment rate according to individual criteria</i>	Context indicator	<ul style="list-style-type: none"> Background information for policy decision-making at VET-system level
8 <i>Prevalence of vulnerable groups:</i> (a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender (b) success rate of disadvantaged groups according to age and gender	Context indicator	<ul style="list-style-type: none"> Background information for policy decision-making at VET-system level Support access to VET for disadvantaged groups Support adapted training provision for disadvantaged groups
9 <i>Mechanisms to identify training needs in the labour market:</i> (a) information on mechanisms set up to identify changing demands at different levels (b) evidence of their effectiveness	Context/Input indicator (qualitative information)	<ul style="list-style-type: none"> Improve responsiveness of VET to changing demands in the labour market Support employability
10 <i>Schemes used to promote better access to VET:</i> (a) information on existing schemes at different levels (b) evidence of their effectiveness	Process indicator (qualitative information)	<ul style="list-style-type: none"> Promote access to VET, including for disadvantaged groups Support adapted training provision

Table 6: List of EQAVET Quality Indicators.¹²

Some EQAVET indicators are more input oriented (e.g. indicator 1: relevance of quality assurance systems for VET providers), others refer rather to the context or process of VET (e.g. indicator 10: schemes used to promote better access to VET) and a third type is rather related to the outcome of VET (e.g. indicator 6: Utilisation of required skills at the workplace).

While EQAVET indicators are rather general references aiming at performance measurement, indicative descriptors are explicit quality requirement statements referring to effective practice. EQAVET indicative descriptors are structured in line with the EQAVET cycle phases, but they can also be linked to one or more specific EQAVET indicator.¹³

10.6.4 EQAVET+

From 2015 until 2017 the EQAVET Network developed EQAVET+ to complement the existing EQAVET Recommendations with an approach that takes into consideration the increasing importance of work-based learning, learning outcome orientation, individualization of learning, the recognition of non-formal and informal learning and the like.

In addition to the existing EQAVET indicative descriptors, EQAVET+ indicative descriptors have been defined at VET provider level for the different phases of the EQAVET cycle. The EQAVET web platform describes the EQAVET+ indicative descriptors in detail and links them to the existing EQAVET indicators.¹⁴

¹² Source: Recommendation of the European Parliament and the Council 2009/C155/01, own representation.

¹³ Source: EQAVET Secretariat, Oviedo 2017, 9ff.

¹⁴ See: <https://www.eqavet.eu/EU-Quality-Assurance/For-VET-Providers/Building-your-System/Planning/EQAVETplus-Indicative-Descriptors>, <https://www.eqavet.eu/EU-Quality-Assurance/For-VET-Providers/Building-your-System/Implementation/EQAVETplus-Indicative-Descriptors>, <https://www.eqavet.eu/EU-Quality-Assurance/For-VET-Providers/Building-your-System/Evaluation/EQAVETplus-Indicative-Descriptors> and <https://www.eqavet.eu/EU-Quality-Assurance/For-VET-Providers/Building-your-System/Review/EQAVETplus-Indicative-Descriptors> (all 2021-05-15).

The following table shows all relevant EQAVET and EQAVET+ indicative descriptors, the EQAVET indicators that have been linked to the EQAVET+ indicative descriptors at the EQAVET web portal (bold) and links to indicators based on own considerations (not bold). Furthermore, the third column of the table shows how the indicative descriptors (and related EQAVET indicators) are taken into account **within NECTAR**:

VET providers who focus on this EQAVET indicative descriptor are more likely to make progress on the EQAVET indicator/s	Within NECTAR the indicative descriptor is considered by...
Planning Phase		
European, national and regional VET policy goals/objectives are reflected in the local targets set by the VET providers	1, 3, 5, 10 (based on own consideration)	Quality indicators referring to EQF, ECVET, ESCO and EQAVET compliance (within QEIP)
Explicit goals/objectives and targets are set and monitored and programmes are designed to meet them	1, 2, 3, 4 (based on EQAVET+ definition)	Quality indicators and KPIs are set and monitored in the QEIP of the Quality Register
Ongoing consultation with social partners and all other relevant stakeholders takes place to identify specific local/ individual needs	1, 2, 4, 5, 6, 9 (based on EQAVET+ definition)	Evaluation and quality assurance feedback collected from internal and external experts (Advisory Board, target groups such as cooks, teachers...)
Responsibilities in quality management and development have been explicitly allocated	1, 9 (based on own consideration)	In the QCP and QEI of the Quality Register
There is an early involvement of staff in planning, including with regard to quality development	1, 3, 9 (based on own consideration)	Evaluation and feedback loops foreseen for VET designers for the piloting
Providers plan cooperative initiatives with other VET providers and all other relevant stakeholders	1, 4 (based on EQAVET+ definition)	Involvement of Associated Partners; Dissemination activities such as Final Conference
The relevant stakeholders participate in the process of analysing local needs	3, 6, 9 (based on own consideration)	Several evaluation and feedback loops targeting e.g. cooks
VET providers have an explicit and transparent quality assurance system in place	1, 6, 9 (based on own consideration)	Quality Plan and Quality Register
Implementation Phase		
Resources are appropriately internally aligned/assigned with a view to achieving the targets set in the implementation plans	1, 2, 3 (based on own consideration)	Overall project plan and pilot implementation planning by national partners
Relevant and inclusive partnerships, including those between teachers and trainers, are explicitly supported to implement the actions planned	2, 4, 10 (based on EQAVET+ definition)	Involvement of Associated Partners, project partner networks
The strategic plan for staff competence development specifies the need for training for teachers and trainers	1, 2 (based on own consideration)	Teachers Training Tool Kit
Staff undertake regular training and develop cooperation with relevant external stakeholders to support capacity building and quality improvement, and to enhance performance	1, 2, 3 (based on own consideration)	Teachers Training Tool Kit, feedback loops with external experts (Advisory Board) & the main target group during the development of training content
VET providers' programmes enable learners to meet the expected learning outcomes and become involved in the learning process	1, 3, 4, 9 (based on EQAVET+ definition)	Interviews with learners and information on learning outcomes of the training before the training

		starts; Formative evaluation during the training phase
VET providers respond to the learning needs of individuals by using approaches to pedagogy and assessment which enable learners to achieve the expected learning outcomes	1, 2, 3, 4, 9 (based on EQAVET+ definition)	Formative and summative evaluation; Monitoring of the learning progress of the learners during the training phase and of interim assessment results; Evaluation of the Teaching Toolkit and Multilingual Open Content
VET providers use valid, accurate and reliable methods to assess individuals' learning outcomes (LO)	1, 2, 4, 6, 9 (based on EQAVET+ definition)	Accreditation and recognition of prior learning will be based on LO and common assessment criteria
Evaluation Phase		
Self-assessment/self-evaluation is periodically carried out under national and regional regulations/frameworks or at the initiative of VET providers	1, 3, 4, 5 (based on own consideration)	Monitoring includes internal peer review
Evaluation and review cover processes and results/outcomes of education including the assessment of learner satisfaction as well as staff performance and satisfaction	2, 3, 4, 5 (based on own consideration)	Formative and summative Evaluation of the pilots
Evaluation and review the collection and use of data, and adequate and effective mechanisms to involve internal and external stakeholders	1, 2, 3, 4, 5, 6, 9 (based on EQAVET+ definition)	There will be an internal peer review; With regard to Evaluation external stakeholders will be addressed (e.g. Advisory Board and External Reviewer) and feedback will be collected from the main target groups on a regular basis
Early warning systems are implemented	1, 9 (based on own consideration)	Risk Management Plan, Concept for Collecting and Reporting Advisory Board Feedback; Formative evaluation of pilots; Quality Register for monitoring the achievement of KPIs
Review Phase		
Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with teachers', trainers' and all other stakeholders' feedback this is used to inform further actions	1, 3, 4, 6, 9 (based on EQAVET+ definition)	Evaluation includes formative and summative feedback from learners and the collection of teachers' feedback
Information on the outcomes of the review is widely and publicly available	10 (based on own consideration)	The review results are documented in publicly available Reports (e.g. Interim and Final Quality Management Reports, Evaluation Reports) and in the QR
Procedures on feedback and review are part of a strategic learning process in the organisation, support the development of high quality provision, and improve opportunities for learners	5, 6 (based on EQAVET+ definition)	The results of formative evaluation of the pilots and the feedback loops will be summarized in the Quality Interim Report together with "lessons learned" and improvement recommendations and will

		contribute to the improvement of the project results
Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place	8, 9, 10 (based on own consideration)	Quality & VET Quality Interim and Final Reports; Dissemination activities; Final Conference

Table 7: EQAVET indicative descriptors for the EQAVET cycle, indicators and coverage in NECTAR.¹⁵

In addition to the indicative descriptors, specific building blocks for EQAVET+ have been defined to help VET providers develop and support a quality assurance approach for work-based learning (WBL) that is in line with the EQAVET Framework. The building blocks can be applied for the following three WBL types:

- Apprenticeship combining training in companies and VET schools or other training institutions
- On-the-job training in companies (covering e.g. internships or work placements as compulsory or optional elements of VET offers that lead to a formal qualification)
- On-site laboratories, workshops, kitchens, practice firms, simulations and the like that represent an integrational part of a school-based programme¹⁶

Each building block includes a set of activities, key issues and success factors that support the development of a quality assurance approach for WBL. In order to ensure the high quality of their WBL offers, VET providers should take into account these requirements and key issues when designing, operating, evaluating and improving their quality assurance system. The questions raised in the context of the EQAVET+ building blocks have been summarized by WIAB to support the piloting partners in the preparation of work-based learning sessions during the pilots.

WIAB will besides the written information on EQAVET and EQAVET+ provided in the Quality Plan organize a workshop with the project partners to ensure that the EQAVET cycle approach and the set of indicators and indicative descriptors applied is well understood by all.

¹⁵ Source: <https://www.eqavet.eu/EU-Quality-Assurance/For-VET-Providers/Building-your-System/Planning> (2021-05-10).

¹⁶ See <https://www.eqavet.eu/Eqavet2017/media/publications/EQAVET-Quality-assuring-work-based-learning.pdf>, p. 3 (2021-05-15).

10.7 Data Collection for Quality Assurance within NECTAR

The EQAVET Framework can be regarded as a toolbox from which the most relevant indicators for a specific context can be chosen. In order to decide which concrete EQAVET indicators will be most relevant for the NECTAR project, it has also to be considered which data collection options exist or can be set up to measure if a certain indicator has been achieved.

WIAB worked out a first mapping of the indicative descriptors and related indicators in Table 7 above that shows that all descriptors and indicators listed are to some extent covered by the project design and foreseen tasks. WIAB will also provide references to EQAVET indicators (which may overlap with already defined qualitative and quantitative indicators of the proposal) within the QEIP. Furthermore, WIAB will organize a workshop to discuss in more detail how feasible the use of specific EQAVET indicators is and how the indicative descriptors listed in Table 7 will be addressed in practice. For example, it has to be agreed on how the indicative descriptor “VET providers use valid, accurate and reliable methods to assess individuals' learning outcomes” will be set into practice in the project. The partners' input received will be taken into account in the QEIP and in the EMP.

In order to measure if the defined indicators have been met, it is important to set up a data collection system that allows to take informed decisions on the quality of the provided training and that can be used as well for reporting. The collected data should be of high quality to ensure a reliable data-driven decision making e.g. with regard to improvement.

In order to ensure a high quality of data collection with regard to quality assurance, the following questions will for example be discussed and answered in workshops with piloting project partners:

- Where will the data be collected from?
- How will the data be collected?
- Since when will the data be collected?
- How often will the data be collected?
- Who will collect the data?
- How and by whom will the data be stored?
- Who will have access to the data?
- Which data privacy issues have to be taken into account?
- What type of data analysis will be used?
- Who will analyze the collected data?
- How will data be compared with relevant indicators?
- Who will report the information based on the data?
- Who will receive the information based on the data?¹⁷

Data collection will also have to follow specific quality criteria such as e.g. security of storage and confidentiality regarding personal data. It must be ensured that the data is correct and complete and that the data provide answers to the questions that have been asked.

The definition of the concrete EQAVET indicators used in the NECTAR project will go hand in hand with the clarification of data collection methods and sources that are available for measuring those indicators. WIAB will together with the project partners define the data and data collection procedures required for quality assurance and for the implementation of the envisaged EQAVET indicators.

¹⁷ Source: Galvão 2017, 21.

10.8 Compliance with European Standards: ECVET, EQF, ESCO

Besides the EQAVET principles and indicators, the quality of a VET offer that aims to be rolled out and applied at European level, depends also on the compliance with other European standards such as ECVET, EQF and ESCO.

Within the NECTAR proposal, compliance with **ECVET** is mentioned several times and is regarded – together with the assurance of compliance with other European standards – as a central element of quality assurance. When it comes to vocational education, the compliance with ECVET is an important qualitative indicator that will for example play an important role with regard to the CGE Occupational Profile and the developed NECTAR curricula. In WP8, this quality requirement will be specified in more detail to enable internal and external reviewers to decide whether this indicator has been met or not. In this context, the Recommendations of the European Commission should be taken into account.

In the Recommendation of the European Parliament and of the Council from 2009, the European Commission recommended the establishment of a European Credit System for Vocational Education and Training (ECVET) in order to improve the recognition, accumulation and transfer of learning outcomes, to support mobility and lifelong learning and to establish a European credit system for VET.¹⁸

However, in 2020 the Proposal for a Council Recommendation on VET for sustainable competitiveness, social fairness and resilience pointed out that ECVET has contributed to the development of a better-quality mobility experience through the use and documentation of units of learning outcomes, but also referred to the fact that ECVET points did not result in the development of a European credit system for VET:

*“The credit points introduced by the 2009 Recommendation will be discontinued, due to the very low take-up and no evidence of added value. In practice, ECTS (European Credit Transfer and Accumulation System) applied widely in higher education is used also for post secondary and tertiary VET”.*¹⁹

Therefore, the Proposal recommends that the Council Recommendation should include and recommend further development of the ECVET key principles related to flexibility such as for example the use of units of learning outcomes and ECVET tools supporting the mobility of vocational learners, for example the Memorandum of Understanding. The usage of ECVET points is however not recommended anymore.

Compliance with ECVET principles is in NECTAR foreseen for the following project results:

- CGE Occupational Profile
- CGE EU Curriculum
- Web based step-by-step guide supporting the CGE EU Curriculum localization
- Design documents of five localized curricula in Belgium, Portugal, Austria, Liguria and Campania
- Pilot course implementation in Belgium, Portugal, Austria, Liguria and Campania
- NECTAR Memorandum of Understanding

¹⁸ Source: European Commission 2009, p2.

¹⁹ Source: European Commission 2020, p10.



Deliverable 8.1.1 – Quality Plan

According to the NECTAR proposal, it is foreseen that the CGE EU Curriculum associates ECVET and ECTS points to each learning outcome and thus provides a model for credit transparency and that the Memorandum of Understanding includes ECVET points as well. Given the mentioned Council Recommendation, it will have to be discussed within the NECTAR consortium, if ECVET points should still be taken into account or if compliance with ECVET principles will mainly focus on using learning outcomes, units of learning outcomes, reference levels, ECVET related assessment and validation of learning outcomes, a Memorandum of Understanding and the like.

Cedefop collected contemporary research on learning outcomes²⁰ and published a handbook²¹ on how to describe, assess and validate learning outcomes which offers a good basis for ensuring the development of curricula that are in line with ECVET. It is also foreseen that SI4Life provides an introduction to learning outcome descriptions in the context of WP3.

The European Qualifications Framework for Lifelong Learning, **EQF**, is an initiative of the European Union, which aims to increase the comparability of different qualifications in Europe. It was adopted by the European Parliament and Council in 2008 and revised in 2017. By defining a matrix of eight different qualification levels and three descriptors (knowledge, skills and degree of responsibility and autonomy), the EQF offers a reference framework for the comparison of the different qualification systems of the EU Member States. When all national frameworks (NQF) are referenced to the EQF, all newly issued qualifications (e.g. certificates, diplomas...) should have a clear reference to the appropriate EQF and NQF level.²²

In the context of EQF, knowledge is described as theoretical and/or factual, skills are understood as cognitive and practical and responsibility and autonomy is described as the ability of a learner to apply knowledge and skills autonomously and with responsibility.

According to the NECTAR proposal, EQF principles will be applied to describe the CGE Occupational Profile in terms of EQF descriptors and appropriate EQF levels. Furthermore, it is foreseen that the NECTAR Curriculum will be modelled in a flexible and modular way in order to support the contextualization in different EU countries both at EQF4 and at EQF5 level.

In the EQF, these levels are described as follows:

²⁰ See: <https://www.cedefop.europa.eu/en/events-and-projects/projects/learning-outcomes> (2021-05-15).

²¹ See References: CEDEFOP 2017.

²² Source: <https://europa.eu/europass/en/european-qualifications-framework-efq> (2021-05-15).

— Level 4 - learning outcomes		
Knowledge	Skills	Responsibility and autonomy
Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
— Level 5 - learning outcomes		
Knowledge	Skills	Responsibility and autonomy
Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others

Figure 8: EQF level 4 and EQF level 5 descriptors.²³

Quality assurance will have to ensure that the Curriculum and pilots are coherent with the envisaged EQF level. This has to be done in close cooperation with the piloting partners who will also have to take into account the national educational system and NQF of their country.

Given the different entry and exit levels of the training in the five piloting countries and also the differences in the envisaged training hours (ranging from 750 to 1,200), the developed localized curricula will differ considerably. For the overall European CGE Curriculum this means that it must cover a broad range of requirements and must be broad and flexible enough to ensure transferability in all piloting countries. The quality assurance and review process will have to pay special attention to these requirements for the EU Curriculum.

ESCO, the European Skills, Competences, Qualifications and Occupations taxonomy is a multilingual classification of Skills, Competences and Occupations developed and maintained by the Directorate General Employment, Social Affairs and Inclusion (DG EMPL). ESCO includes 2,942 occupational descriptions and 13,485 skills linked to these occupations. Translations are available for 27 languages.

²³ Source: <https://europa.eu/europass/en/description-eight-eqf-levels> (2021-05-16).

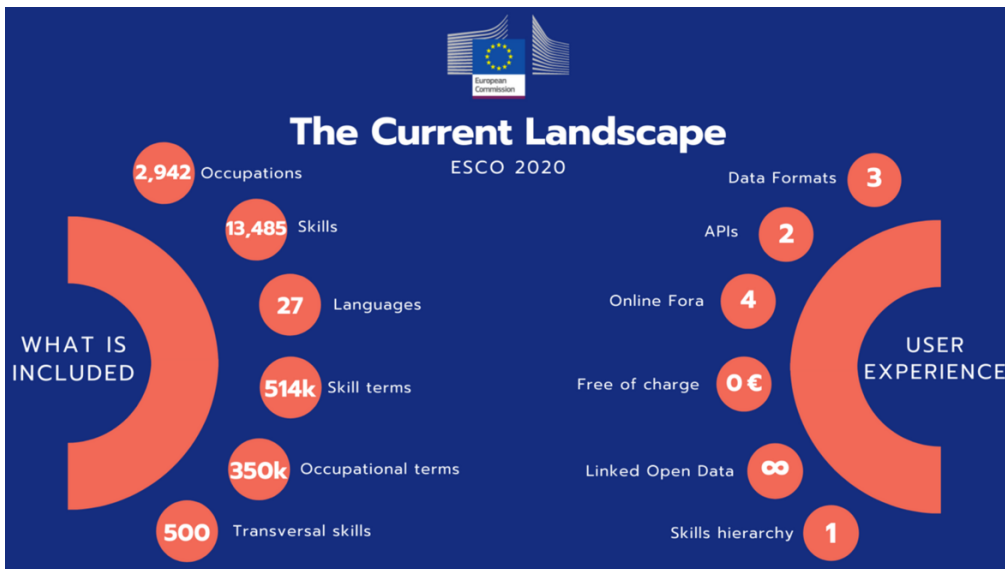


Figure 8: ESCO content and access information.²⁴

ESCO aims to support job mobility across Europe by describing and classifying occupations and skills that are relevant for the European labour market. As ESCO offers a “common language” for describing occupational profiles and skills, it can be used by different stakeholders and in different contexts (e.g. employment, education and training, labour market matching). It can also be implemented in different software and online platforms. For example, EURES, the European placement and matching platform.

ESCO contributes on one hand to a better understanding of the labour market needs by VET providers and on the other hand it helps employers to better understand what students have learned and are able to do. It offers a European dictionary and standard for describing occupations as well as related skills and qualifications. Therefore, ESCO should also be taken into account in the NECTAR project to ensure transferability of the CGE Occupational Profile and qualification at European level. In concrete, the development of the CGE OP will be based on existing occupational descriptions and will also take into account the essential and optional skills of a chef cook in ESCO (Occupation Group 3434.1). Furthermore, the terminology and description logic of ESCO occupations will be considered when defining the CGE OP and the European Curriculum. This can also contribute to a better collaboration between VET providers and accreditation bodies.

WP8 will assure compliance of the CGE Occupational Profile and the EU Curriculum with ESCO and its terminology and will contribute together with WP7 (Dissemination) to raise awareness for the CGE at European level.

There are several publications offered by the European Commission regarding ESCO²⁵ that will be helpful in linking the CGE OP and/or Curricula to ESCO.

²⁴ Source: <https://ec.europa.eu/esco/portal/howtouse/21da6a9a-02d1-4533-8057-dea0a824a17a> (2021-05-16).

²⁵ See: <https://ec.europa.eu/esco/portal/documents> and References.

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12 ANNEXES

ANNEX 1 – QUALITY CONTROL CHECK LIST (Template)

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: Marjolein Winters	Date: 27-05-2021



ANNEX 2 – INTERNAL REVIEWER TABLE (Template)

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

ANNEX 3 – VERSION HISTORY AND AUTHORS TABLE (Template)

Version	Name / Organization	Status*	Date	Provided Content/Comment/ Summary of Changes
1			day/month /year	

*Status indicates if:

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



ANNEX 4 – QUALITY REGISTER

QUALITY CONTROL PLAN (Draft)

Link to Microsoft Teams:

https://hubkaho.sharepoint.com/:x:/r/sites/NECTAR/Gedeelde%20documenten/General/Workpackages/WP8%20Quality%20Assurance/T8.1%20Project%20quality%20assurance/NECTAR_WP8_Quality%20Control%20Plan.xlsx?d=wb7a4876e46ea4461a1c905e7b2e34933&csf=1&web=1&e=DQq7ih

QUALITY EXPECTATIONS AND INDICATORS PLAN (Draft)

Link to Microsoft Teams:

https://hubkaho.sharepoint.com/:x:/r/sites/NECTAR/Gedeelde%20documenten/General/Workpackages/WP8%20Quality%20Assurance/T8.1%20Project%20quality%20assurance/NECTAR_WP8_Quality_Register_Indicators_03052021.xlsx?d=w7f3a841130c84312bc444d6eb27ac4a6&csf=1&web=1&e=fA23UC



ANNEX 5 – FEEDBACK TEMPLATE FOR EXTERNAL REVIEWERS

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:



Deliverable 8.1.1 – Quality Plan

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

- Yes
- No
- Don't know

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

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

- Yes
- No
- Don't know

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

ANNEX 6 – STEP BY STEP GUIDE FOR USING THE QUALITY REGISTER

(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: WP8 Quality Assurance/ T8.1 Project quality assurance/ 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 as 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)

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
<p>Columns in this color should be filled in by the Reviewer</p> <p>Columns in this color should be filled in by the WP-Leader/Responsible of the Deliverable</p>										
<i>Explanations:</i>	<i>Includes all deliverables of the different tasks listed in the NECTAR-Proposal.</i>				<i>Please fill in the name of your organisation or expert who is responsible for the review.</i>	<i>Within this date, the reviewer should receive the document by the Coordinating Partner (author of the document).</i>	<i>Please provide here the link of the written document, when it's ready for the reviewer.</i>	<i>Should be filled in by the reviewer, when finishing the review. The review should be done within 1 week. (day.month.year)</i>	<i>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".</i>	<i>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)</i>
WP1: Management (ODISEE)	1.3.1a Risk Management Plan	Internal Peer-Review	ODISEE		ALL PARTNERS	M2 = 10. January 2021 (actually December)		1.01.2021	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 Register, respectively the Quality Expectations and Indicators Plan (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 his/her name and the date of approval in the Quality Control Checklist (see green 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 WP8 Quality Assurance/T8.1

Project quality assurance/NECTAR_WP8_Quality Register_QEIP. If all acceptance criteria are fulfilled it needs to be indicated (“yes”) within Column J “Quality Indicator achieved”.

Graphic 4: Quality Expectations and Indicators Plan

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 ECET	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 ESCO and EQF descriptors: Learning Outcome orientation and ECET points	Curriculum includes Learning Outcomes (covering job specific skills, key competences for lifelong learning, soft skills), units of learning outcomes and supports ECET 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 (T6.1)			
				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 will then be sent back 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=w261d94c8d1d34ee7948bcb99c4cb9a1&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”:



Deliverable 8.1.1 – Quality Plan

Graphic 6: Reviewers

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

ANNEX 7 – EQAVET+ BUILDING BLOCKS

EQAVET+ Building Blocks	1 Design for work-based learning	2 Improve the quality	3 Correspond to learners' needs	4 Communicate	5 Train the staff	6 Assess the learner
Meaning	Work with partner organisations to ensure the relevance of learners' training during periods of work-based learning	Agree with partner organisations when the quality of training will be monitored and how improvements will be made	Continue to be aware of the specific needs of learners throughout their work-based learning	Ensure learners and partner organisations are kept well informed and receive frequent updates on all aspects of training	Ensure staff are well prepared for their training role, which includes quality assurance	Work with partner organisations to review work-based training programme and to assess and certify individual learner achievements, where appropriate
Call for activity	Which organisations should we work with in order to provide high quality training? Which courses/ qualifications should learners follow?	How should an organisation take responsibility for monitoring quality? When and how will improvements be made?	How will we respond to learners' ongoing or emerging training needs? How will problems experienced by a learner be resolved?	How will organisations involved in training communicate with each other? How will partner organisations involved in training keep in touch with each other and with learners?	How will all staff be made aware of how quality is assured? Which staff will need training in relation to quality assurance?	What type of assessment will be completed by the learner? Who will assess each learner and has the learner been informed? What does a learner have to demonstrate to 'pass' and complete the training?
Key issues about success factors	<ul style="list-style-type: none"> – The quality of WBL can be enhanced if quality assurance is considered during planning. In some situations, this can be part of a formal arrangement between partner organisations. – It is important to ensure that each partner 	<ul style="list-style-type: none"> – The quality of training is improved when it is monitored and reviewed on an on-going basis (not only when the learners have finished their course or qualification). 	<ul style="list-style-type: none"> – Learners are more confident and feel more secure when there is a named member of staff to support them during work-based learning. – Quality is enhanced when VET schools keep in touch with learners during periods of work- 	<ul style="list-style-type: none"> – Communication between partner organisations is one of the most important aspects of work-based learning. – The quality of training is enhanced when partner organisations work 	<ul style="list-style-type: none"> – Quality is improved when all members of staff know that training is evaluated and reviewed regularly – Identifying those with responsibility for quality assurance helps – but it is not enough. Quality assurance should be 	<ul style="list-style-type: none"> – Views on an individual learner's achievement may vary: quality is improved when there is an agreed procedure for resolving any differences before they occur. – The quality of the learning experiences and the accuracy and validity of their assessment



Deliverable 8.1.1 – Quality Plan

	<p>organisation links the content of their training to the learner's qualification.</p> <ul style="list-style-type: none"> – Quality assurance is strengthened if each partner organisation has an opportunity to evaluate and review their working relationship. 	<ul style="list-style-type: none"> – Identifying staff with responsibility for quality assurance can be a core part of an improvement plan 	<p>based learning (and employers keep in touch with learners while they attend a VET school).</p> <ul style="list-style-type: none"> – Quality is strengthened when learners are given the time and opportunity to provide feedback on their experiences, training and learning. 	<p>on the basis of 'no surprises'.</p> <ul style="list-style-type: none"> – Learners should be as well informed as the organisations that are managing their learning. 	<p>seen as a shared responsibility.</p> <ul style="list-style-type: none"> – Staff training should include guidance on how to manage a quality assurance process. 	<p>is strengthened when a clear statement of learning outcomes, standards or competences need demonstrated.</p>
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Source: <https://www.eqavet.eu/Equavet2017/media/publications/EQAVET-Quality-assuring-work-based-learning.pdf>, p. 4ff (2021-05-12).