

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



WP6 - Evaluation

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1 ABSTRACT:

This Document will describe the evaluation and monitoring plan (EMP) settled for the NECTAR project, in work package 6, point 6.1., addressing the Overall CGE EU Curriculum Evaluation which includes: (1) the evaluation of the CGE EU curriculum, developed in work package 3; (2) the guides supporting the CGE EU curriculum implementation in each pilot country (design of a localized curriculum), developed in work package 3; (3) Evaluation of the improvement of CGE EU curriculum, tools and guides, developed in work package 3; (4) the tools, guides and materials for teaching, developed in work package 4; (5) the formative and summative evaluation of the pilots and (6) the identification of feedback loops. The criteria, the instruments of evaluation, the targets and the quantitative and qualitative indicators of the process are identified over the document.

The design documents for the curriculum, tools and curriculum adaptation to each country are still under preparation, so the instruments for these topics' evaluation (Questionnaires; checklist, orientations for interviews...) will be further developed

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3 KEYWORDS and DEFINITIONS:

Timing:

The time for the conclusion of the proposed activities. The time is counted in months.

CGE EU Curriculum:

Inventory of activities implemented to design, organize and plan all training action of the Chef Gastro Engineering (CGE) course, including definition of learning objectives, content, methods and materials.

Guide supporting the CGE EU Curriculum localization:

In each country conducting pilots' courses there will be a VET Designer (person responsible for this adaptation), responsible for adapting to cultural and national guidelines the CGE EU Curriculum, so that the pilot course can be implemented in each pilot site. Information on this adaptation will become available as a guide, explaining the adaptations of the curriculum to each country, so that it may become available for other countries in the future (After the NECTAR project)

CGE EU Tools:

Teacher guidelines and teaching/training materials will be developed and adapted to each official language of the localization of the pilot course.

CGE EU Pilots:

The implementation of the pilot will be evaluated, regarding the opinion of both teachers and trainees, of the acquired skills their relevancy as cooks, and opinion on the teaching materials.

4 INTERNAL REVIEWERS

REVIEWER NAME	ORGANIZATION	DATE OF APPROVAL
Serena Alvino	Si4Life	09.11.2021

5 VERSION HISTORY AND AUTHORS

Version	Name / Organization	Status *	Date	Provided Content/Comment/ Summary of Changes
1	Sandra Pais, UALG	A	31.03.21	Draft Version 1
1	Inês Gago-Rodrigues, UALG	A	31.03.21	Draft Version 1
2	Sandra Pais, UALG	A	24.04.21	Draft Version 2
2	Inês Gago-Rodrigues, UALG	A	24.04.21	Draft Version 2
2	Heidemarie Muller-Riedlhuber, WIAB	C	07.05.21	Draft Version 2
2	Seema Akbar, WIAB	C	07.05.21	Draft Version 2
3	Sandra Pais, UALG	A	21.05.21	Draft Version 3
3	Inês Gago-Rodrigues, UALG	A	21.05.21	Draft Version 3
4	Serena Alvino, Si4Life	IF	28.05.21	Draft Version 4
4	Marjolein Winters, Odisee	IF	28.05.21	Draft Version 4
4	Heidemarie Muller-Riedlhuber, WIAB	C	28.05.21	Draft Version 4
4	Seema Akbar, WIAB	C	28.05.21	Draft Version 4
5	Sandra Pais, UALG	A	02.06.21	Draft Version 5
5	Inês Gago-Rodrigues, UALG	A	02.06.21	Draft Version 5
6	Sandra Pais, UALG	A	15.06.21	Draft Version 6
6	Inês Gago-Rodrigues, UALG	A	15.06.21	Draft Version 6
6	John Farrel	IF	15.06.21	Draft Version 6
6	Marjolein Winters, Odisee	IF	15.06.21	Draft Version 6
6	Heidemarie Muller-Riedlhube, WIABr	IF	15.06.21	Draft Version 6
6	Seema Akbar, WIAB	IF	15.06.21	Draft Version 6
6	Serena Alvino, Si4Life	IF	15.06.21	Draft Version 6
7	Sandra Pais, UALG	A	27.06.21	Final version for review (Version 7)
7	Inês Gago-Rodrigues, UALG	A	27.06.21	Final Version for review (Version 7)
8	Sandra Pais, UALG	A	01.10.21	Final Corrected version for review (Version 8)

8	Inês Gago-Rodrigues, UALG	A	01.10.21	Final Correct3d Version for review (Version 8)
8	Seema Akbar, Heidemarie Müller-Riedlhuber, WIAB	A	20.10.2021	Writing the description of T6.4 and T6.5
9	Sandra Pais and Inês Gago Rodrigues, UALG	A	28.10.2021	Incorporating suggestion from first internal review, and the final text from T6.4 and T6.5
9	Serena Alvino, Si4Life	IF	05.11.2021	Second internal review of the EMP, providing comments.
10	Sandra Pais and Inês Gago Rodrigues, UALG	A	23.11.2021	Final Evaluation Plan (incorporating suggestions from the second Internal review

*Status indicates if:

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

6 LIST OF ABBREVIATIONS

EMP	Evaluation and Monitoring Plan
BFI	Austrian Vocational Promotion Institute
CHAFEA	Consumers, Health, Agriculture and Food Executive Agency
CGE	Chef Gastro-Engineering
CINAHL	Cumulative Index to Nursing & Allied Health Literature
CORDIS	Community Research and Development Information Service
DG	Directorate-General for Health and Food Safety
DGE	German Society of Nutrition
EIPonAHA	European Innovation Partnership on Active and Healthy Ageing
EQAVET	European Quality Assurance in Vocational Education and Training
EQF	European Qualification Framework
ESCO	European Skills/Competences, qualifications and Occupations
EU	European Union
IHK	German Chamber of Industry and Commerce
ISCO	International Standard Classification of Occupations
ISCED	International Standard Classification of Education
MUG	Medical University of Graz
NECTAR	aN Eu Curriculum for chef gasTro-engineering in primAry food caRe
OP	Occupational Profile
PFC	Primary Food Care
RRW	Univ.-Prof. Dr.med.univ. Regina Roller-Wirnsberger
RSCN	Reference Site Collaborative Network
VW	Valentina Wagner MA
WHO	World Health Organization
WIAB	Wiener Institut für Arbeitsmarkt- und Bildungsforschung (Viennese Institute for Labour Market and Education Research)
WIFI	Austrian Institute for Economic Promotion of the Austrian Economic Chambers

7 INTRODUCTION

According to the World Health Organization (WHO) malnutrition has a high prevalence with increasing numbers in older populations. Consequences such as medical and social impact for people affected as well as tremendous economic costs, lead health care systems under pressure to tackle malnutrition especially in older and multimorbid populations. One major strategy aims at improving food supply and food safety for citizens and deliver personalised food care (1).

This personalized care approach is based upon the collaboration between different professionals gathered around older people in an interdisciplinary team. Teamwork for optimal nutritional care is based on shared knowledge and attitudes of team members, such as doctors, nurses, dieticians and chefs, according to their individual professional profiles and an open communication among team members and, equally important, their clients (2-5).

Previous work of partners in the A3 Action Group of the European Innovation Partnership on Active and Healthy Ageing (EIPonAHA) delivered an integrated culinary/food and nutrition approach (6) including the elements described for interdisciplinary food supply as such. Within this EIPonAHA model food supply for older people is based upon interprofessional needs assessments and adapted according to primary, secondary and tertiary food care levels. Primary and secondary food care includes intrinsic involvement of specialized chefs in interdisciplinary health and social care teams (6). This model, however, is not implemented uniformly across Europe due to still existing skills gaps, especially for chefs. One reason for this current situation is the fact, that many cooks do not have access to tailored educational programmes covering knowledge skills and attitudes mandatory to work in an interprofessional team in health care. Secondly, while there are existing curricula which address these professional profiles for chefs, they don't relate to a formalized European Union (EU) occupational profile based on WHO and EU politics recommendations (7). Third, too little guidance funding and time is invested in the integrated culinary/clinical approach from policy makers, institutional stakeholders and representatives (8).

Therefore, the EU-funded project “an EU Curriculum for Chef Gastro-Engineering in Primary Food Care¹ (NECTAR)” aims to address all three domains, skills gaps of cooks who work in health and social care, are addressed.

According to ESCO (9), an occupation is a grouping of jobs involving similar tasks which require a similar skill set. Occupations should not be confused with jobs or job titles. While a job is bound to a specific work context and executed by one person, occupations group jobs by common characteristics.

A fundamental and transversal step of the NECTAR project is the Evaluation and Monitoring plan (EMP), developed in Work Package 6 (WP6), which will be capable to provide a guide for the evaluation and monitoring (EM) activities carried out in the other Tasks of the project. These EMP will define the specific criteria, indicators, methods and conditions to ensure consistency in the definition of datasets and the collection, monitoring and assessment of information and data on the project. Specifically, the EMP will include the evaluation of the guidelines for the EM of the EU Curriculum, tools and guides produced in WP3, tools defined in WP4 and summative and formative

¹ Primary food care (PFC) is all the care that is spent on the balanced composition, appropriate preparation and daily providing of regular meals. Optimal PFC is the result of integrated care in which many stakeholders are involved, including the persons themselves and their family caregivers. PFC was first described by EIP/AHA as an indispensable part of the food-and-nutritional approach to nutritional frailty in elderly.

evaluation of the pilot courses (WP5) and will be in line with Quality Plan, developed in (WP8) of NECTAR project.

This report covers the methodology, criteria, instruments, indicators and terms to apply in the EMP. The NECTAR EMP has been developed in order to gather feedback from the different countries involved in the NECTAR project, regarding the adequacy of the Curriculum for Chef Gastro-Engineering to different national EQAVET within the EQF and ESCO.

Additional feedback will be obtained by 50 professional cooks across all pilot sites, in order to validate the CGEc, as covering the needs skills and contents, for which it was designed.

Adequacy of the toolkit to support both teachers and trainees, is also covered in this EMP.

Lately the evaluation of the pilot's courses will be evaluated, to have feedback on the executability of te CGEc in different countries and cultures, enabling the same course with the same output and skills.

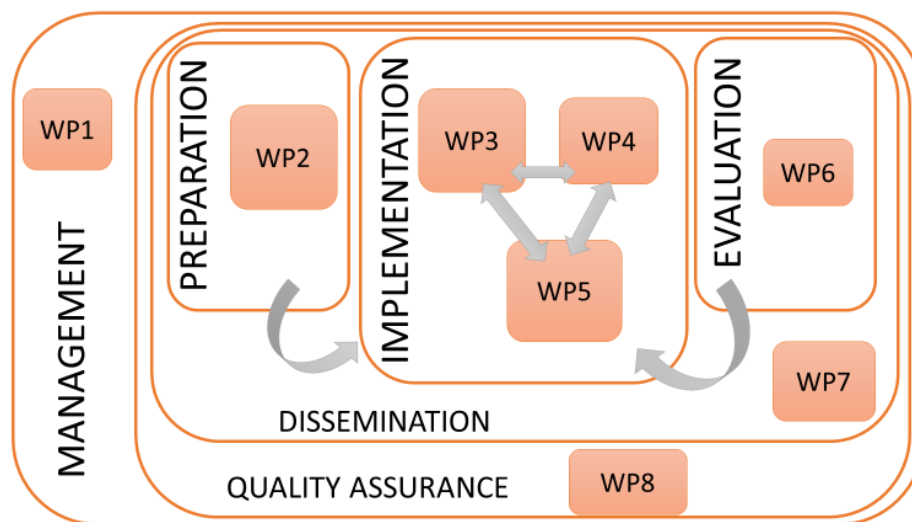


Figure 1: Integration of EMP in NECTAR Project structure.

Because pilots will be implemented in 4 different countries and languages, and neither the curriculum, adaptation to different national requirements, nor the development of materials and tools, are concluded (these materials are still under preparation), the idea of the EMP is to provide the global overview of the methodology and instruments, that will be applied over the NECTAR Project to evaluate and monitor the main outcomes and results. Thus, the EMP might suffer modifications, during its application, to cover more efficiently the real needs of evaluation and monitoring in each country, over the development of NECTAR project.

8 EVALUATION CONTEXT AND METHODOLOGY

The NECTAR Project aims to address a mismatch identified between the skills currently offered by cooks and chefs that work in hospitals and in residential care and homecare and the current skills demanded for these professionals to achieve a “culinary /clinical integrated approach” to the needs of the people who are institutionalized in these facilities.

For this process the NECTAR Consortium evolving 12 different partners, will develop together an EU Occupational Profile for Chef Gastro Engineering and an EU Curriculum for the certification of this profile, developing teaching tools and materials, and test these courses in 5 pilot courses across 4 different EU countries.

The Evaluation and monitoring Plan (EMP) is divided in two separated phases. The first aiming to evaluate the CGE EU Curriculum, its adaptation to 4 different countries and its compliance with ESCO and ECVET norms in each country. The second phase is focused on evaluating the tools and materials developed to support teachers and trainees in the pilot courses and the outcome of the 5 planned pilot courses.

Due to the complexity of any evaluation, particularly one that has to be implemented in 4 different languages, countries and cultures, we have determined a common methodology in order to collect the same data independently of the pilot site. Thus, the evaluation of 5 different closed questionnaires will be developed, with dichotomic answers such as *yes /no*, and categorical answers with more than two answerers (Likert-scale type answers), in order to facilitate comparison between answers and perform a statistical analysis of the results, by country, using the same statistical approach for the topics, independently of the country.

This methodology will also allow the application of interviews in each country pilot site, to respond directly to the defined topics, or through a guided interview to the same topics, regarding for instance the suitability of the curriculum to national ESCO ECVET norms, suitability of the curriculum, quality and utility of the materials and tools.

The resultant data, from questionnaires and interviews, will be integrated into a general data base and statistical analyses will be conducted for the construction of evaluation feedback on WP3 and WP4. This feedback will be essential for the improvement or refinement of both the CGE EU curriculum, CGE EU curriculum design, and CGE EU curriculum tools and materials.

In summary, the WP6 “EVALUATION”, was planned to evaluate the overall proposed Chef Gastro Engineering curriculum, in different time points of the project, and to generate feedback loops to contribute for the improvement and refinement of WP3, WP4 and WP5. The EMP was constructed in a close interaction between WP6 and WP8, including criteria and indicators, which are defined based on the European Qualifications Framework (EQF Level 4 and 5), EQAVET indicators (WP8, T8.2) and the current research evidence regarding curriculum development and home care. This interconnection has been planned to facilitate the data collection during the evaluation process (WP6), adequate information over the different countries through the questions and checklist of the questionnaires (to be developed for the interviews), in order to obtain relevant information to ensure the quality plan (EP8).

The EMP will evaluate the EU Curriculum, tools and guides defined in WP3, as well as it will test for possible refinement; will also evaluate all of the tools of WP4 over the course of the project for refinement; will develop a summative and formative evaluation of the pilot courses and continuous and final statements on the efficacy, acceptance etc. of the course(s), as well as, the compliance with EQAVET principles will be given. Finally, the EMP will also contemplate the design and testing of feedback loops.

The EMP includes the following tasks:

- (1) Evaluation of the CGE EU curriculum and guides, developed in work package 3 (Figure 2);
 - (1.1) Evaluation of Curriculum, developed in work package 3, task 3.1;
 - (1.2) Evaluation of the CGE EU Guides, developed in work package, task 3.2;
 - (1.3) Evaluation of Instruction design document, developed in work package, task 3.3

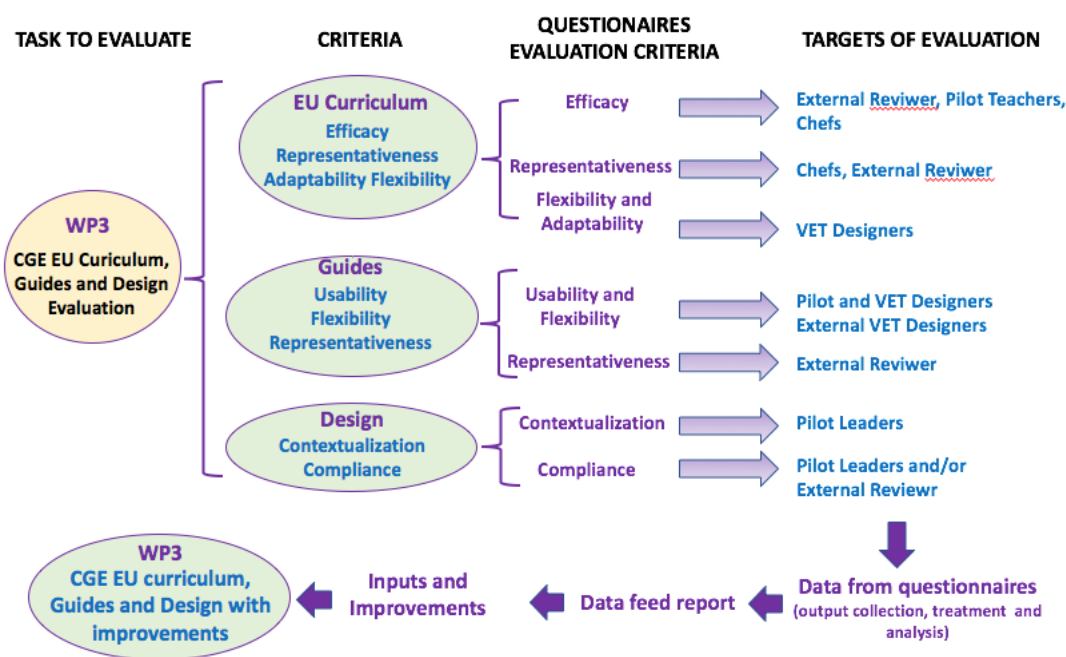


Figure 2. Representation of WP6 – task 6.2 (UAlg): CGE EU Curriculum evaluation.

- (2) Evaluation overall Teachers' Tools in work package 4 (Figure 3);
 - (2.1) Evaluation of CGE EU Guidelines for teachers, developed in work package 4, task 4.2.1;
 - (2.2) Evaluation of tool kit platform, developed in work package 4, task 4.2.2;
 - (2.3) Evaluation of multilingual open toolkit, developed in work package 4, task 4.3;
 - (2.4) Report on pilot teachers training and creation participation, developed in work package 4, task 4.4

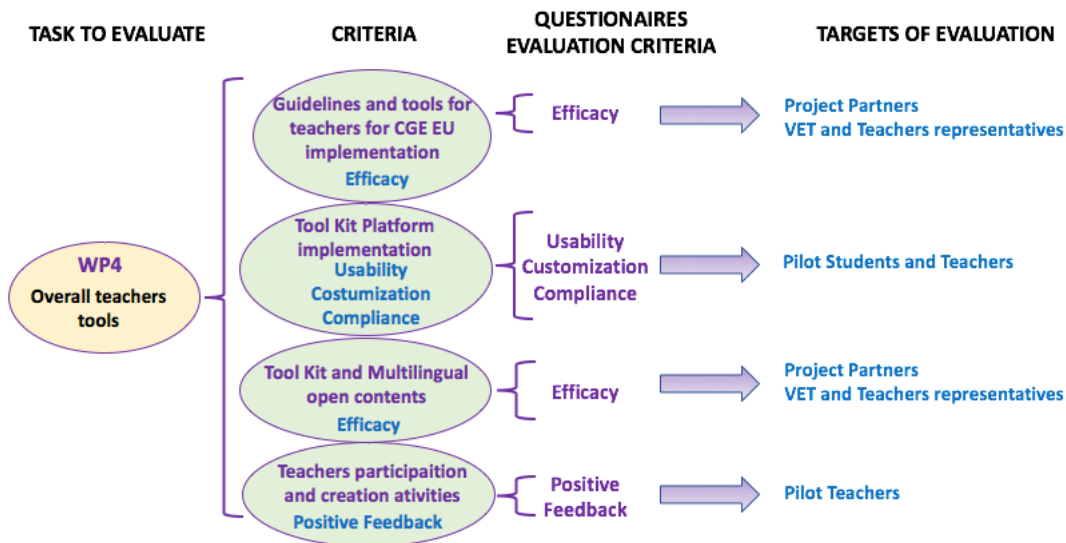


Figure 3. Representation of WP6 – task 6.3 (UAlg):Overall teachers tools.

(3) Evaluation of the quality of local pilot courses, developed in work package 5, task 5.5; (Figure 4).

(4) Evaluation of measures for tracking students and collecting feedback for feedback loops (Figure 4).

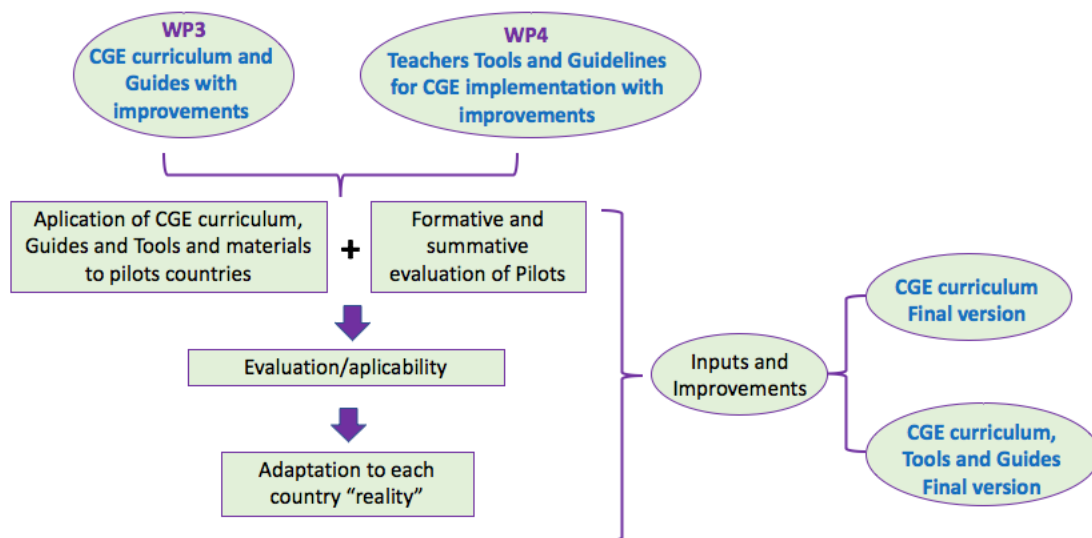


Figure 4. Representation of WP6 – task 6.4 and 6.5 (WIAB): Formative and summative evaluation of CGE EU Curriculum pilots and feedback loops.

8.1 CGE EU Curriculum overall Evaluation (UAlg) – M8-M34

8.1.1 Evaluation of CGE EU Curriculum (UAlg)

The objective of these evaluation topic is to assess the CGE EU Curriculum, developed in task 3.1, of WP3, to support the construction of the Curriculum. The criteria for these evaluations will be the representativeness, efficacy, flexibility and adaptability, and compliance of the CGE EU curriculum to with EU standards.

The Instruments for evaluation, will be multiple questions, focusing on efficiency of the curriculum to be applied to pilot teachers, chefs, external reviewer and VET designers.

The Quantitative and Qualitative indicators were defined in agreement with the Quality Control plan register, developed in WP8. As Quantitative and Qualitative indicators (defined in agreement with WP8).

The outcome of this evaluation process will be needed for the overall improvement of CGE EU Curriculum in WP3 and the delivery of the final release at the end of the project.

8.1.2 Evaluation of Guides and Tools for Designers (UAlg)

The main objective of this evaluation topic is accessing the usability, feasibility, and flexibility of CGE EU Guides, developed in task 3.2 of WP3, to improve and support the implementation and design of CGE EU localized Curriculum, in each pilot site and country.

Additionally, representativeness and compliance with EU standards in each country will be assessed.

Pilot and VET designers will be asked to answer questions about usability, flexibility, and feasibility of the CGE EU Guides that support CGE EU Curriculum. Questions regarding the representativeness of EU countries, and compliance with EU standards will be answered by the external reviewer.

The responsibility of the translation and application of this Questions (Questionnaires) is assumed by each partner. After the application of the evaluation instruments, each participating countries, should all anonymized data to English on a common digital data base (to be developed), for the WP6 leader UAlg, apply the statistical approach to the outcomes of these evaluation, and deliver a report to NECTAR project leader, containing all the results.

The collected data must be suitable for what is intended, whenever needed, each pilot country partner must format /adapt or interpret, the obtained information in a general working format and common writing language (English) for the data treatment and assessment.

The Quantitative and Qualitative indicators were defined in agreement with the Quality Control plan register, developed in WP8. The information about usability and efficacy of the curriculum design in specific sites must be analyzed according to each pilot.

The outcome of this evaluation process will be needed for the overall improvement of Guides and Tools for Designers in WP3 and the delivery of the final release at the end of the project

8.2 CGE EU overall evaluation of teacher's tools (UAlg) – M17-M34

The main objective of this evaluation topic is accessing the overall evaluation of teacher's tools, developed in work package 4.

Both pilot students and teachers will be asked to evaluate the tool kit platform developed in task 4.1; A questioner with Likert-scale type answers, will collect both students and teachers' opinion on the adequation of the platform to their own needs, based on Usability, customization, and compliance criteria.

Project partners, VET and teachers' representative, will evaluate the efficacy of the learning materials to support the curriculum implementation developed in task 4.2, namely their clearness, attractiveness, easy to use and to understand. A questioner with Likert-scale type answers will be developed for this purpose.

The Effectiveness of the multilingual open contents, developed in task 4.3, namely attractiveness, easy to use and understand by other European VET providers, will be evaluated by Project Partners, Vet and teachers representatives, with a questionnaires focus on the clearness of this information in each language.

In task 4.4 of work package 4 pilot teachers will be involved in the co-create the content and activities. A report of their participation in this co-creation will be expected. Pilot teachers are therefore expected to give feedback on a likert-scale to several aspects of the co-creation process as well as the application of these in the teaching process (pilot courses).

Pilot teachers (minimum 1 *per* pilot country) will answer a questionnaire regarding the adequation and clearness for curriculum tools that will be included in a questionnaire at the same time of the evaluation of the pilot course.

The responsibility of the translation and application of the questions is assumed by each partner. After the application of the evaluation instruments, each participating countries, should all anonymized data to English on a common digital data base (to be developed), for the WP6 leader UAlg, apply the statistical approach to the outcomes of these evaluation, and deliver a report to NECTAR project leader, containing all the results.

Success indicator will be that the majority of the teachers consider as at least satisfying the tools, accessed in different aspects that will be considered according to the final tools delivered by WP4 and accessed using a Likert-scale. In agreement with the Quality Control plan register, developed in WP8, this evaluation should include positive feedback about the efficacy of the tools in each country.

8.3 Formative and Summative evaluation of Pilots (WIAB) – M24-M33

The implementation of the pilots (WP5) is one of the main Work packages of the NECTAR project. Within the pilots, the main outcomes of this project will be tested e.g., the tools and guides for the training conception, the training methods and modules as well as the learning platform. The aim of the pilots is to train and certify chefs and cooks to "Chef Gastro Engineers", to meet a skill gap in the field of nutrition in the healthcare context.

The pilots will take place in 4 different countries and 5 different regions, namely Belgium, Austria, Portugal, Liguria (Italy) and Campania (Italy). According to the Proposal, the workplan of the pilots begins with the recruitment of pilot teachers and students in April 2022 (M18) as well as the validation of prior learning until October 2022 (M24). The duration of the pilot implementation will be 8 months and is planned for November 2022 (M25) until June 2023 (M32).

The evaluation of the Curriculum and the Tools and Guides for the teachers will take place within Task 6.2 and Task 6.3., therefore the aim of Task 6.4 is to evaluate the pilots with the focus on the pilots' process and outcome. To this end, both a formative and summative evaluation approach will be applied, focusing on the quality of the pilot process and the results of the training. The aim of the formative evaluation is to give ongoing feedback to the involved partners of the pilots e.g., VET providers, and to contribute to improving the main project outcomes e.g., the trainings. This evaluation approach is therefore focusing on questions like:

- How is the satisfaction level of the students about the offered learning methods, the content of the training as well as the teaching methods and performance during the pilot?
- Do the pilot activities meet the pilot participants needs and expectations?
- Are the pilot features user-friendly and effective?
- What kinds of challenges do occur during the pilot implementation?
- ...

The summative evaluation approach constitutes the conclusion of the formative evaluation, providing evidence on the effectiveness of the training and the added value of the project by summarizing the results and comparing the pilot implementations in the different countries. It is aiming on answering questions like:

- Was it possible to impart the intended skills and competences to the students?
- Were the used learning methods efficient and suitable to teach these skills and competences?
- Were the methods used to test the learning outcome achievements appropriate?
- How is the satisfaction level of the target group (students and teachers) at the end of the pilot?
- Which training parts caused the biggest challenges for students?
- Who were the participants (educational and working background) of training and what was their motivation to participate?
- ...

The results of the summative evaluation will provide a final judgement of the pilots and information on lessons learned e.g., by giving statements about interventions and outcomes of the formative evaluation measures.

According to the project workplan, the evaluation and monitoring of the pilots (T6.4) will be carried out throughout the pilot implementation (M25-M32). The formative evaluation will be carried out to assess the acceptance and effectiveness of the pilots along their implementation to allow their improvement or adjustment. For this purpose, continuous feedback from students, teachers and VET providers will be collected, analysed, implemented, and be followed up during the pilot phase. This process is also in line with the Quality Assurance Cycle described in the EQAVET Framework, which supports continual improvement of VET offers. It follows a four-step approach of Plan (Planning), Do (Implementation), Control (Evaluation) and Act (Review).² Within this evaluation task this approach is applied as followed:

² See: <https://ec.europa.eu/social/main.jsp?catId=1546&langId=en> (18.10.2021)

- Plan: The evaluation criteria are planned in this Evaluation and Monitoring Plan including a list of success criteria for evaluation (see table of evaluation criteria, p)
- Do: Development of methods and tools to assess these criteria e.g., design of questionnaires
- Control: Assessment, collection, and analysis of the data
- Act: Distribution of the evaluation results to the relevant partners e.g., VET providers.

The main data collection tools will be questionnaires and statistical data analysis. The questionnaires will be designed in line with the evaluation criteria listed in the evaluation table (Table 1. Evaluation and monitoring Plan (EMP)). The evaluation criteria are defined in accordance with the predefined short-term results of the NECTAR-Project as written in the Proposal as well as EQAVET indicators such as EQAVET indicator 3 “Participation rate in VET programmes” or EQAVET indicator 4 “Completion rate in VET programmes”.

Additionally, the evaluation of the pilots and the development of the questionnaires will be designed following the evaluation approach by Guskey (2002). Guskey suggests evaluating professional development by “the collection and analysis of the five critical levels of information” (see Guskey 2002). Each level is described with a different set of questions, aiming to measure different aspects of a professional development. The model also presents suggestions on how information could be gathered e.g., by using questionnaires. Each level is the basis for the next level, leading to more and more complex information about a VET offer. Within Level 1 “Participants’ Reaction”, the evaluation is focused on the experience of the participants during the training by assessing the satisfaction level of the participants. This level addresses questions like: Did the participants like the training? Was the material comprehensive and useful? Was the teacher knowledgeable and helpful? It constitutes a general evaluation of the contentment of the participants and gives insights to possible improvements of a programme design and delivery. Level 2 “Participants’ Learning” is aiming to evaluate the acquired knowledge and skills of the participants, to give feedback on the content, format, and organization of a training. It focuses on questions about the students’ achievement level of the intended knowledge and skills. Level 3 “Organization, Support and Change” provides information on the organizational level of a VET offer. It gives feedback on the context and organizational policies of a training by asking questions like: Was the implementation of a VET training advocated, facilitated, and supported? Were problems addressed quickly and efficiently? Were sufficient resources made available? At Level 4 “Participants’ Use of New Knowledge and Skills” the aim is to give feedback on the content as well as on the degree and quality of the implementation of a VET programme by asking, if participants have effectively applied the new knowledge and skills. This evaluation level should take place after the completion of a training: “Enough time must pass to allow participants to adapt the new ideas and practices to their settings.” (Guskey 2002). Finally, Level 5 “Student Learning Outcomes” lays the focus on evaluating the student learning outcomes on a cognitive (Performance & Achievement), affective (Attitudes & Dispositions) and psychological level (Skills & Behaviours). This evaluation level should provide information on the overall impact of a training and give feedback on whether the intended goals of the training have been achieved or not. It addresses questions like: What was the impact on students? Did it affect student performance or achievement? Are dropouts decreasing? (cf. Guskey 2002)

Within NECTAR, this evaluation approach provides a good basis on structuring systematically the evaluation of the pilots in terms of planning the content, applied methods, timing, and the target group for the different aims of each level. The five evaluation levels will mainly be used for creating the questionnaires for T6.4 as well as for T6.5, since e.g., level 4 is aiming at evaluating the students’ usage of the acquired skills and competences after some time, which is the aim of the feedback loops. WIAB will match the evaluation criteria to the different levels of Guskeys evaluation approach,

design adequate questions and define who will be asked at which time. The main target group within the pilot evaluation are the students, teachers, and VET providers, who will be asked for feedback three times throughout the pilot phase: in the beginning, in the middle and at the end of each pilot. WIAB will design one questionnaire for each target group, which will be adapted for each pilot phase. In total there will be 9 online-questionnaires collecting feedback from students, teachers, and VET providers in 5 pilot sites. With this approach, the collected data can on one hand be compared between students, teachers, and VET providers in 5 different pilot sites, providing insights on contextual and process-related factors resulting of the slight differences between the pilots e.g., the length of the pilot (ranging between 750 to 1200 hours), the used teaching and learning methods (amount of WBL, E-Learning, etc.) as well as the expected qualification level (EQF level 4 and 5). On the other hand, the collected data can be compared between the different target groups, giving insights on the satisfaction level of all pilot participants and on their opinion regarding the effectiveness of the training. In addition, statistical data provided by the learning platform and pilot designers/teachers will be analysed to gain insights on quantitative factors of the pilots such as the number of training participants, students' performance, attendance in online and face-to-face classes or drop-out rate. For this purpose, WIAB will provide an assessment form, in which all relevant statistical data can be listed and collected by the pilot teachers.

The questionnaires will be translated into the national language and will be distributed online using an Online-Survey-Tool such as LimeSurvey. The data collection process will be guided by WIAB and be supported by all 5 pilot leaders (MUG, Odisee, Marco Polo, ITS-Bact, SCMA).

Additional data collection tools, such as qualitative observations by pilot teachers during Work-based Learning sessions or focus groups with different stakeholders, first need to be discussed with the pilot leaders in regard of timing and resources. For this purpose and to further plan and design the evaluation of the pilots, WIAB will set up a Workshop by the end of 2021 with all pilot leaders in order to discuss open questions regarding their pilot implementation plans and the implementation of the evaluation. After this clarification, the questionnaires and tools will be designed in collaboration with UALG e.g., to merge all questions for the different evaluation tasks into the questionnaires for the different target groups and will be finalized by M24. The data collection will take place during the pilot implementation between M25 and M32. The instruments, methods, and process of the pilot evaluation as well as the results will be elaborated in the final Evaluation Report of the Pilot courses at M33 (D6.4).

8.4 Tracking Feedback loops (WIAB) – M25-M36

While in T6.4, the pilot participants will be asked for feedback, T6.5 is dedicated to gather feedback from the labour market perspective. The aim of this evaluation task is to contribute to the sustainability of the project results and continuous improvement of the CGE EU Curriculum as well as the pilots. For this purpose, specific feedback loops will be implemented and tested targeting the perspective of stakeholders such as beneficiaries, employers, labour market representatives and professional associations.

What are feedback loops?

In a Cedefop study with the focus on analysing collaboration mechanisms between stakeholders in the labour market and VET providers in 15 European countries, feedback loops are called slightly different, namely “feedback mechanisms” or “formal feedback mechanism” and are defined as followed:

“Mechanisms are purposefully implemented institutional procedures, defining how stakeholders in various areas and at different levels can influence the review of VET provision. Formal feedback mechanisms typically have a legal foundation, are established on a permanent basis, and comprise two or more actors (e.g. the state, employer and employee organisations).” (Cedefop 2013, p.7)

In that sense, feedback loops are seen as an essential element of evaluation and quality assurance processes within a VET system. Feedback loops should provide a regular input on the impact of VET provision by predefined stakeholder of the labour market. They are institutionalized with the function to constant improvement of VET systems: “Feedback mechanisms are purposefully implemented institutional procedures that allow VET (sub-) systems continuously to renew themselves and adapt to emerging labour market needs.” (Cedefop 2013, p.24) The following model (see figure 5) shows a basic model of feedback mechanisms between VET providers and labour market representatives as an ongoing cycle of: (1) planning and executing a VET programme, which leads to (2) the assessment of the skills, knowledge, and competences as well as the certification of the graduates. At the same time, (3) skill gaps and needs are identified in the labour market, which lead to (4) a formulation of required skills, knowledge, and competences. The outcome of the feedback by labour market representatives should then lead to the adaptation of VET programmes: “According to this basic model (...), new or updated qualifications, VET programmes and curricula are the outcome of the interaction between the labour market (companies, chambers of commerce, employer and employee organisations, etc.) and the education system (VET providers, school boards, education ministries).” (Cedefop 2013, p.25) Feedback Loops should ideally provide a constant option of adaptation and change as integrated component of the VET system, giving room for constant renewal of VET offers.

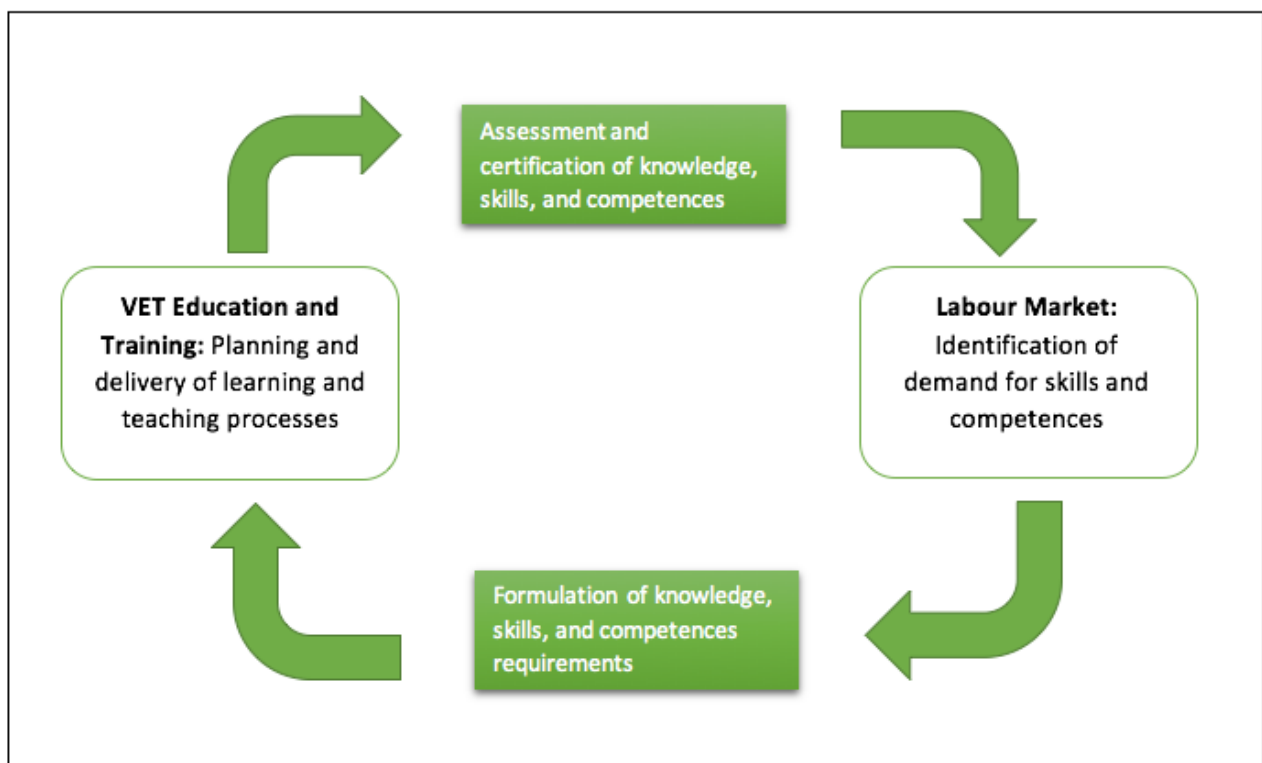


Figure 5: Basic model of feedback mechanisms between VET and labour market, source: based on Cedefop 2013, p.8: https://www.cedefop.europa.eu/files/5537_en.pdf (06.10.2021)

The study by Cedefop analysed what kind of feedback mechanisms exist in 15 EU-countries and how they are working. It concluded that the existing feedback mechanisms differ partly to a great extent between the countries under research and that different actors are involved, namely the government or administration, the VET providers, the labour market, and the social partners (cf. Cedefop 2013, p.43). The influence and amount of involvement of these actors clearly depend on the social, economic, and political context in a country. The study identified four different types of models, which differ in the number of actors involved in the feedback process as well as in the type of cooperation and communication between the different actors.

Feedback loops within NECTAR:

According to the NECTAR Proposal, feedback loops should be implemented to ensure the sustainability of the project results and the continuous improvement of the pilots. The feedback loops will include the perspective of stakeholders such as beneficiaries, employers, labour market representatives and professional associations. In addition, the feedback loops should be based on principles of EQAVET. Within the “Council recommendation of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience”, it is pointed out that VET should be “underpinned by a culture of quality assurance” with the recommendation of using the EQAVET Framework. (European Commission 2020, p.7) To this end, the paper lists several EQAVET indicative descriptors with the aim to support VET providers in implementing the EQAVET Framework. This list is in line with the EQAVET quality cycle containing the four phases: Planning, Implementation, Evaluation and Review. (cf. European Commission 2020, p.12ff.) Since this evaluation task is targeting the phase of Review, it will take the following EQAVET indicative descriptors of this phase into account:

- “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”
- “Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place” (cf. European Commission 2020, p.14)

Following these indicators, the aim of this evaluation task is to develop feasible mechanisms and procedures to gather feedback from all relevant stakeholders and to distribute the outcomes of this feedback to the VET providers, in order for them to take adaptations of their VET provision. Furthermore, these indicative descriptors are closely related to the following EQAVET indicators:

- EQAVET indicator 5 “Placement rate in VET programmes”,
- EQAVET indicator 6 “Utilisation of acquired skills at the workplace” or
- EQAVET indicator 9 “Mechanisms to identify training needs in the labour market”.

This leads to the second and content-related aim of this evaluation task as the results of the feedbacks should enable VET providers to ensure their VET offer meets labour market needs in the sense, that (1) the training increases the likelihood of students to find a job (EQAVET indicator 5), (2) the acquired skills are useful at the workplace (EQAVET indicator 6) and (3) the training meets skills gaps or skill mismatches in the current labour market (EQAVET indicator 9). In addition, this task is aiming on assessing the qualitative indicator “Positive feedbacks about the impact of the pilot in the working life from feedback loops” of the long-term result “Skill mismatch identified in the target of the Italian/Portuguese/Belgian/Austrian pilot reduced” stated in the NECTAR Proposal.

The feedback loops will be designed to receive feedback on the Pilot training by labour market representatives after the end of the pilots to gain insights on the impact and effectiveness of the training. On one hand, adequate measures to track the students after successfully completing the training will be developed. On the other hand, mechanisms to gather feedback on the relevance of the training by labour market representatives such as employers and other stakeholders will be

identified. The designed feedback loops will be tested in parallel to the pilots and will be refined at the end of the NECTAR project. Furthermore, the lessons learned in this context will be described in a recommendation manual for further reference for VET providers.

The study by Cedefop points out, that the organization of feedback loops is highly dependent on the social, political, and economic situation of a country as well as on the type and organization of the VET system. Within NECTAR, the pilots are taking place in 4 different countries and 5 different regions, namely Austria, Belgium, Portugal, Liguria (Italy) and Campania (Italy). In addition, the training will be implemented at different kinds of VET providers, these are:

- Universities of Applied Science: Marco Polo (Italy) and Odisee (Belgium)
- Medical University: MUG (Austria)
- Private Institution of Social Solidarity and Non-Profit Association: SCMA (Portugal)
- Higher Education Institute: ITS-BACT (Italy)

Due to this complexity, there's a necessity to first gather information on currently existing feedback mechanisms and involvements of the labour market by the pilot leaders. This will also bring clarity on the methods applied and actors addressed in the context of the feedback loops. To implement feedback loops, the pilot leaders will also be asked on their experiences in regard to actors' involvement, scope of consultation, decision-making power and resources available at each VET provider system. Therefore, WIAB will as a first step hold a workshop with the pilot leaders to clarify these points and plan feedback loops taking into consideration the actual possibilities, resources and networks of the participating VET providers to ensure a successful implement of feedback loops. Despite these open questions, the feedback loops will be planned as following:

(1) Feedback by pilot students: WIAB will gather feedback by tracking the participating students of the pilots, asking questions about the relevance of the training for their daily work, the usability of the acquired skills and competences as well as career improvements resulting from the training. The students will first be asked once before the pilots (M24) to ask them about their motivation to participate at the training and their expectations regarding possible career improvement. They will then be asked again at the end of the pilot (M32) as well as two to three months after the end of the pilots (M35/36) to check, if their expectations have been met and to gather information on their working situation at that time e.g., regarding the usefulness of the acquired skills at their daily work or their employment status. The students will be asked using online questionnaires and/or mails.

(2) Feedback by the employers and relevant stakeholders: In dependence of the possibility to contact employers in the piloting countries, feedback will be gathered by the current or potential employers/labour market representatives of the students before and after the pilots regarding their expectations as well as development and possible improvement of skills resulting from the training. The feedback would be gathered either by online-questionnaires or interviews or by holding focus group discussions.

WIAB will collect and analyse the feedback and will then summarize the results to provide a short report. Besides information from piloting partners on feedback routines they already use to assess labour market needs, WIAB will consider tools and guides developed within the EU project "Quality standards for evidence-based vocational education" (QSE-VET)³.

The overall results of this evaluation task will be elaborated within the "Report on feedback loops: methods and results" (D6.4) in M36. The report will draw up a concept for continuous feedback loops to evaluate the EU Curriculum as well as the pilots. It will analyse the results of a first feedback loop carried out during the pilot courses and will consider these for the refinement of the final concept of feedback loops before its final provision to VET providers. Finally, the report will provide recommendations for VET providers on how to use and implement feedback loops to gather

³ See: <https://www.qse-vet.eu/en/> (19.10.2021)

information by labour market representatives to further improve VET offers according to labour market needs.

9 Global overview of the Evaluation plan

In the table below, divided in 9 different evaluation tasks, is illustrated the overall development and application of the EMP.

Table 1 – Evaluation and Monitoring Plan (EMP).

WP6 TASK	OBJECTIVE OF THE EVALUATION	CRITERIA	SUB-CRITERIA	TOOLS /source of information	TARGET
TASK-6.2 Overall CGE EU Curriculum and Guides Evaluation	CGE EU Curriculum (first release) M12 -T3.1	EFFICACY	Adequacy and concordance of the CGE EU Curriculum to the CGE EU occupational profile.	questionnaire that will be incorporated in WP8	External reviewer
			Effective implementation of curriculum in the pilots	questions to pilot teachers o about the effectiveness of curriculum (included in the questionnaire sent for pilot evaluation)	pilot teachers
			End users expectations are fulfilled	questions to chefs	Minimum 50 chefs consulted on the Curriculum in at least 3 EU countries
		REPRESENTATIVENESS	Representativeness of EU countries	questions to chefs about representativeness in their working contexts	Minimum 50 chefs consulted on the Curriculum in at least 3 EU countries
			Compliance with EU standards		External reviewer
		FLEXIBILITY AND ADAPTABILITY	Flexibility and adaptability of the pilots to different EU countries	questions to designers about the complexity of the adptability process of each pilot	VET designers
	Tools and Guides for Designers (first release) M13 – T3.2	USABILITY, FEASIBILITY AND FLEXIBILITY	usability of each provided guides	questionnaire targeting pilot and VET designers	pilot and VET designers
			feasibility of each provided guides in each country		External VET designers
			overall flexibility of the guides		
		REPRESENTATIVENESS	Representativeness of EU countries	questionnaire to external reviewer VET	External reviewer
	compliance with EU standards				

WP6 TASK	OBJECTIVE OF THE EVALUATION	CRITERIA	SUB-CRITERIA	TOOLS /source of information	TARGET
TASK 6.3 - Overall Teachers Tools Evaluation	CGE EU Curriculum Guidelines for teachers M20 - T4.2.1	EFFICACY	Adequation and clearness of the CGE EU Guides for teachers of localized curriculum in each country	questions about the attractiveness, easy to use and to understand the guidelines for the curriculum implementation	Project Partners
					VET and teachers representatives
	Tool kit platform implementation M20 T4.1.2	USABILITY	Adquation of the platform for students and teachers needs	Questions to access feedback from teachers and students regarding the adequation of the tool kit platform	pilot students and teachers
		CUSTOMIZATION			
		COMPLIANCE			
	Toolkit and Multilingual Open Contents M24 T4.3	EFFICACY	Effectiveness of the Toolkit and Open Content: Attractive, easy to use and to understand for other European VET providers	questions about the clearness of the tool kit in each language	Project Partners
VET and teachers representatives					

WP6 TASK	OBJECTIVE OF THE EVALUATION	CRITERIA	SUB-CRITERIA	TOOLS /source of information	TARGET
TASK-6.4: Formative and Summative evaluation of Pilots implemented in n AT, BE, PT, IT/Liguria and IT/Campania	Quality of local pilot courses M32 T5.1 - 5.5	ATTRACTIVENESS	Number of participants per pilot (EQAVET indicator 3: participation rate in VET programmes)	Pilot designers' documentation of recruiting interviews; Pilot designers' statistical data	At least 20 chefs are trained per pilot course;
			Number of participants per pilot, who completed the course (EQAVET indicator 4: Completion rate in VET programmes)	Pilot designers' documentation of recruiting interviews; Pilot designers' statistical data	Less than 20% drop-out rate
			Share of pilot designers applying internal quality assurance and/or are accredited VET providers (EQAVET indicator 1: Relevance of quality assurance systems for VET providers)	Questionnaire targeting pilot designers	pilot designers
			Active participation and performance of learners during the pilot courses	Educational Toolkit Platform statistics; Teachers' documentation of observations	pilot teachers
		EFFECTIVENESS	Competences of pilot teachers	Recruiting interviews with pilot teachers by pilot designers	pilot designers
			Number of participants successfully completing the pilot courses (EQAVET indicator 4: Completion rate in VET programmes)	Questionnaire targeting pilot designers (statistical data)	At least 16 chefs are certified; pilot designers
			High satisfaction levels of pilot participants (e.g. with regard to acquired skills and competences; EQAVET indicator 6: utilisation of acquired skills at the workplace)	Questionnaire targeting pilot participants (students)	pilot participants (students)
			Effectiveness of the teachers	Questionnaire targeting pilot participants; Questionnaire targeting pilot teachers	pilot participants; pilot teachers
		REPRESENTATIVENESS	Validation of prior learning (Adequacy of pilot with regard to the foreseen entry level)	Personal interviews with pilot participants by pilot designers	pilot participants
			Achievement Level of Learning outcomes are defined according to ECVET and EQF standards		Advisory board/External Reviewer
			Criteria for Certification and Certification process of successful participants are defined in advance	Questionnaire targeting pilot designers	pilot designers
			Implementation of different teaching and training methodologies in the pilot courses, e.g. work-based learning	Questionnaire targeting end users/pilot participants; Questionnaire targeting pilot teachers	pilot participants; pilot teachers
		USABILITY	User-friendly and target-group oriented course design for face-to-face-, e- and work-based learning	Questionnaire targeting end users/pilot participant	pilot participants
			User-friendly and target-group oriented, effective training material	Questionnaire targeting end users/pilot participants; Questionnaire targeting pilot teachers	pilot participants; pilot teachers

WP6 TASK	OBJECTIVE OF THE EVALUATION	CRITERIA	SUB-CRITERIA	TOOLS /source of information	TARGET
TASK-6.5 Tracking and feedback loops	Evaluation of measures for tracking learners and collecting feedback after completion of the pilot courses	CRITERIA	Tracking and feedback loops offer added value for the target group, beneficiaries, employers, labour market representatives and professional associations (e.g. networking space, placement of CGE, online register of certified CGE)	interviews with pilot participants; Advisory Board workshop; Questionnaire targeting pilot designers; Questionnaire targeting Supporting partners	Pilot participants; Advisory Board; pilot designers; Supporting partners
		ATTRACTIVENESS	Tracking and feedback loops are easy to apply and do require only a few minutes time	Questionnaire targeting participants; Questionnaire targeting pilot designers; Questionnaire targeting Supporting partners	pilot participants; pilot designers; Advisory Board; Supporting partners
		USABILITY	Degree of participants who find the training important for their current/future daily work	Questionnaire targeting pilot participants	Pilot participants
		EFFECTIVENESS	Degree of scaling up activities within the project partnership	Questionnaire targeting pilot designers; Questionnaire targeting Supporting partners	pilot designers; Supporting partners
			High satisfaction rates of employers of pilot participants with regard to the acquired skills and competences (EQAVET indicator 6: utilisation of acquired skills at the workplace)	Employer interviews before and after the pilot courses	employers of pilot participants
			Share of participants reporting employment and career improvement after the completion of the pilot courses (EQAVET indicators 5: Placement rate in VET programmes)	Questionnaire targeting pilot participants	pilot participants (students)

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