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

WP6 :Intermediate Evaluation Report: EU Curriculum, Tools and Guides targeting VET designers

Deliverable Number:	**Task 6.2: Overall CGE EU Curriculum Evaluation**
WP related to the Deliverable:	**6.2.1- Intermediate Evaluation Report: EU Curriculum, Tools and Guides targeting VET designers**
Actual Date of Delivery to the CEC:	**29th June 2022**
PARTNER responsible for the Deliverable:	**UALG**
WP starting month	**M16**
WP ending month	**M20**

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

1 ABSTRACT:

This document is an Intermediate Report where we described the results from the Evaluation of the EU Curriculum, Tools and Guides targeting VET designers, to accomplish task 6.2 of WP6, which has the objective to evaluate tasks 3.1 and 3.2 of WP3.

The evaluation process consisted in a set of online questionnaires previously described in the EMP (task 6.1 from WP6).

After a particular delay in the first release of the CGE EU Curriculum and the Designers' Kit from WP3 and a general delay in the project management, the gathering of questionnaire´s responses were also delayed, occurring only in June 2022 and in an incomplete form, since the pilot site from Belgium did not answer the questionnaires.

As a result, this intermediate report includes the feedback from 4 pilot sites about the flexibility of the CGE EU Curriculum; the usability, feasibility and flexibility of the Designer's Kit, guides and tools included in the Designer's Kit and also a Maturity Assessment of the pilots.

The Maturity Assessment was created to access pilot´s feedback of the CGE EU Curriculum adaptation and implementation in each pilot course in their pilot site/country. We asked all pilot sites to do a SWOT analysis identifying the strengths, weakness, opportunities and threats that each pilot could predict, at this time point, about the implementation and delivering the CGE EU pilot course.

Results show that regarding the flexibility of the CGE EU Curriculum related to the adaptation of kitchen terminology, Portugal and Austrian Pilot sites consider it easy to adapt, Campania considered it difficult and Liguria has a neutral opinion (neither difficult nor easy). Considering the adaptation to the cook's background training, Portugal considered the curriculum easy to adapt, both Italian pilot sites have a neutral opinion and the Austrian pilot site considered it difficult to adapt. Regarding the adaptation to culinary traditions /recipes Portugal and Austrian pilots have a neutral opinion, the Italian pilot sites have opposite opinions once Campania considered this difficult and Liguria considers this easy. Considering the flexibility regarding the cooking techniques, both the Austrian and Ligurian pilots consider the CGE EU Curriculum very easy and easy respectively, the Portuguese and Campanian pilots considered it difficult. The adaptation to the food supply chain of the CGE Curriculum was considered difficult by Portugal an Austria pilot sites and both Italian Pilots have a neutral opinion on this topic. The adaptation of the CGE Curriculum to staff/client communication was considered easy and very easy by Portugal and Austria pilots respectively, Liguria considered it difficult and Campania has a neutral opinion.

Overall, the pilot sites gave positive feedback on all the guides of the Designers' Kit guides and tools.

2 CONTENTS

3 KEYWORDS AND DEFINITIONS:

EMP:

Evaluation and Monitoring plan

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 the CGE EU Curriculum to cultural and national guidelines, 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 Designers' Kit:

The Designers' Kit is a set of guides and tools aimed at supporting VET designers in localising the EU general CGE Curriculum in their own context. In other words, it helps designers create a localised Curriculum tailored to each pilot site on the basis of the CGE.

The Designers' Kit includes the following 11 guides and tools:

- DK1 – EU CGE Curriculum
- DK2 – Identification of the proper EQF level and credits
- DK3 – Curriculum adaptation to EQF4
- DK4 – Definition of course modules
- DK5 – Flexibility Table
- DK6 – ECVET Points Tables
- DK7 – Flexibility Tool
- DK8 – Localizing the curriculum with the Flexibility Tool – User Manual
- DK9 – Assessment Table
- DK10 – Validation and recognition of Prior Learning – Guidelines
- DK11 – Work Based Learning – Guidelines

Vet Designers:

Person responsible in each pilot site to adapt the CGE curriculum to each country, with the use of the 11 guides and tools of the Designers' Kit.

Chefs:

Professional Cook, with more than one year of working experience, cooking for hospitals, nursing homes or other institutions with people with special needs regarding diet and food preparation.

Teacher:

Person that will teach in a pilot site one or more modules of the localized CGE EU Curriculum.

4 INTERNAL REVIEWERS

REVIEWER NAME	EXTERNAL REVIEWER	ORGANISATION	DATE OF APPROVAL
Seema Akbar	No	WIAB	28.06.2022

5 VERSION HISTORY AND AUTHORS

Version	Name / Organization	Status *	Date	Provided Content/Comment/ Summary of Changes
1	Sandra Pais, UALG	A	24.06.22	Draft Version 1
2	Inês Gago-Rodrigues	A	26.06.22	Draft Version 2
3	Sandra Pais	A	27.06.22	Final version for internal feedback
3	Seema Akbar	IF	28.06.2022	Review of the third version of this report. Add comments and correct spelling mistakes.

*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
WP	Work Package
CGE	Chef Gastro-Engineering
EQAVET	European Quality Assurance in Vocational Education and Training
EQF	European Qualification Framework
EU	European Union
NECTAR	aN Eu Curriculum for chef gasTro-engineering in primAry food caRe

7 INTRODUCTION

According to the proposal of the aN Eu Curriculum for chef gasTro-engineering in primary food care (NECTAR), Work Package 6 - "Evaluation" has already contemplated the Evaluation and Monitoring Plan (EMP) delivered in task 6.1.

As predicted in the EMP, in task 6.2 an overall evaluation of CGE EU Curriculum and the tools and guides targeting Vet Designers, was conducted after their first release by the leaders of WP3. (Figure 2)
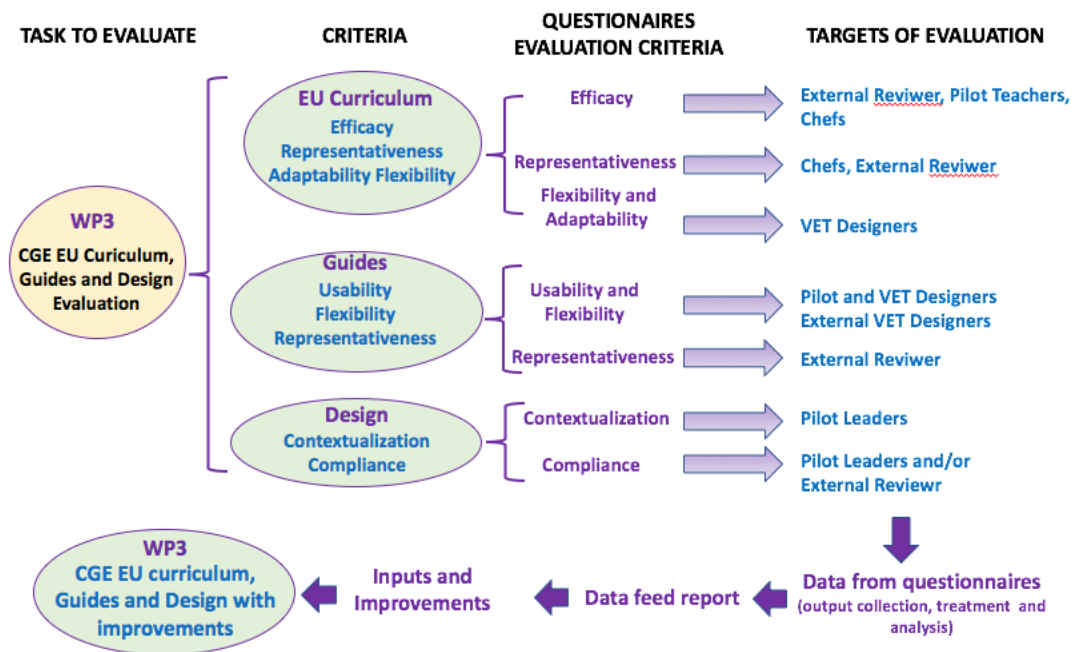

Figure 2. Representation of WP6 – task 6.2 (UAlg): CGE EU Curriculum evaluation.

This evaluation was accomplished using online questionnaires as described in the EMP (see annex 2,3,4 & 5) and predicted in the NECTAR proposal. The results obtained by these questionnaires is reported in this document and should be used to improve the results of WP3, respectively the CGE EU Curriculum and tools and guides for designers before the initiation of the pilot's courses in each site.

As planned in the EMP, 4 different questionnaires were developed to collect feedback from 5 pilot sites:

- The VET / Pilot designers Evaluation Questionnaire (annex 2)
- Chefs Evaluation Questionnaire (annex 3)
- Pilot Teacher Evaluation Questionnaire (annex 4)
- External reviewer Evaluation Questionnaire (annex 5)

Additionally, to the questionnaires, to gain better knowledge about the concerns of the pilot designers and their level of preparation to begin the pilots, a maturity assessment was added

to the questionnaire, in order to evaluate and predict the strengths, weakness, opportunities and threats at each pilot site (SWOT analysis).

In this intermediate report includes the responses from 4 out of the 5 pilot sites. Until the time of the construction of this report we did not get any response from the leaders of the Belgium pilot site.
This intermediate report will also include the feedback from the external reviewer, regarding both the Curriculum and the Designers' Kit.

Regarding the Chefs Evaluation Questionnaire (annex 3) and the Pilot Teacher Evaluation Questionnaire (annex 4), although two chefs have answered (from Portugal) and two teachers (from Italy), the gathering of feedback from chefs and Teachers is ongoing until month 30, at that time we will analyse their answers. These results will be included in the results of the questionnaires in the 6.2.2 Evaluation Report: EU Curriculum, tools and Guides targeting VET designers' M34.

7.1 Methods

The 4 questionnaires (1) VET / Pilot designers Evaluation Questionnaire (annex 2), (2) Chefs Evaluation Questionnaire (annex 3), (3) Pilot Teacher Evaluation Questionnaire (annex 4) and (4) External reviewer Evaluation Questionnaire (annex 5), were developed to accomplish task 6.2 of WP6, in a word file according the targets and criteria described in the EMP and summarized in table 1:

Table 1 - Targets, Criteria and expected responses to questionnaires 1) VET / Pilot designers Evaluation; 2) Chefs Evaluation; 3) Pilot Teacher Evaluation; 4) External reviewer Evaluation

Target	Criteria	Task to evaluate	N.º Responses
VET/Pilot Designer	Flexibility, Adaptability	3.1	at least 1 per pilot site
	Usability, Feasibility and Flexibility	3.2	
Chefs	Efficacy	3.1	at least 10 per pilot site
	Representativeness	3.1	
Pilot Teachers	Efficacy, Usability	3.1	at least 1 per pilot site
External Reviewer	Efficacy	3.1	1
	Representativeness and compliance EU Standard	3.1	
	Representativeness	3.2	

After the construction of the 4 questionnaires, feedback for improvement of the questionnaires was asked from the NECTAR consortium partners in November 2021. After a consortium meeting, a maturity assessment was included to the VET/Pilot Designers questionnaire in order to obtain the feedback from strengths, weakness, opportunities and threats that each pilot site (SWOT analysis).

Improvements were made according to the received feedback from partners to the 4 questionnaires.

The 4 questionnaires were launched online using Google forms in February 2022, after the 4th consortium meeting.

The instruction to fill in the questionnaires were presented and explained in detail by WP6 leaders on the 4th consortium meeting. A word version of all questionnaires was included in the folder of WP6 on Microsoft Teams, so that if needed each partner leader could translate them to their native language, namely in the case that chefs and teachers may not be fluent in English, so that the filling in of the online version could be facilitated.

Several emails were done asking pilot sites to reply to the online questionnaires. Communication was not easy and delayed the finishing of this deliverable two months. Finding a new Project Coordinator (PC) by the leading partner ODISEE, was essential. With the help of the new PC, we were able to collect feedback for the majority of the pilot sites (4 in 5), the external reviewer, two chefs from Portugal and 3 teachers from Italy.

After the completing of the questionnaires, a draft of this report was presented in the Consortium meeting on the 8th and 9th of June 2022, and the final download from google forms in excel format for simple statistics analysis was done in order to deliver this

intermediate report **(deliverable 6.2.1- Intermediate Evaluation Report: EU Curriculum, Tools and Guides targeting VET designers).**

This report will include the responses to the vet designers questionnaire, form Portugal, Liguria- Italy, Campania-Italy and Austria and the External reviewer response.

8 Outcomes of the intermediate evaluation of the CGE EU Curriculum and of the Designers' Kit

8.1 Flexibility of the CGE EU Curriculum

Results by pilot site are presented. Because the Belgium pilot site did not answer, 4 answers are considered: Portugal; Austria, Liguria-Italy and Campania-Italy. In the Liguria partner 3 Vet designers answered the Vet questionnaires, because we are aiming at feedback from each pilot site, the mean of the 3 answers was considered for this report, as the opinion of this pilot site.

Regarding the opinion of the Vet Designers of the 4 Pilot sites that answered to the flexibility and adaptability of the CGE EU Curriculum to each pilot site/country, Vet Designers were asked: "**Despite similar contents, how complex will it be to adapt the curriculum to you pilot site/countries' own specificity?"**
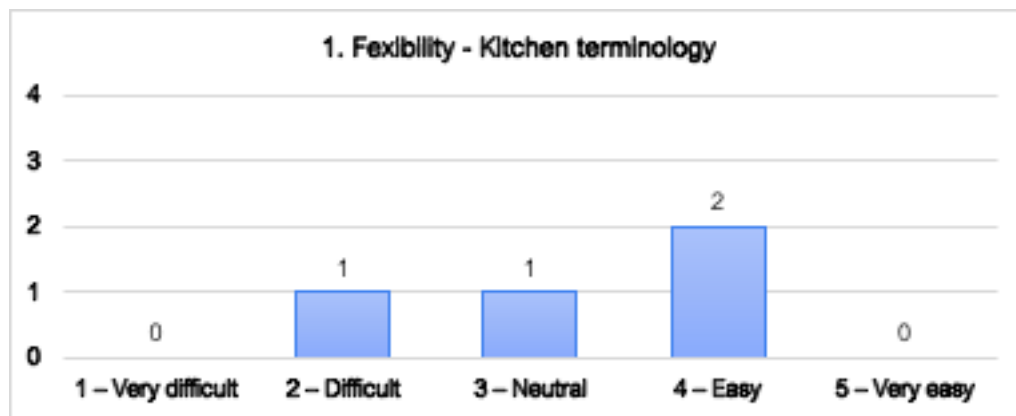
Figure 1: Responses to the 1) VET / Pilot designers Evaluation Questionnaire (n=4), to the question: *"Despite similar contents, how complex will it be to adapt the curriculum to you pilot site/countries' own specificity?"* Regarding the flexibility about the kitchen terminology.

Portugal and Austrian Pilot sites consider it easy to adapt the Kitchen Terminology of the Curriculum to their pilot site. The 2 pilots of Italy do not share the same opinion, Campania considered this difficult, Liguria has a neutral opinion (neither difficult nor easy).

No additional comment was done regarding this question, so we cannot determine, why Campania considers it difficult.
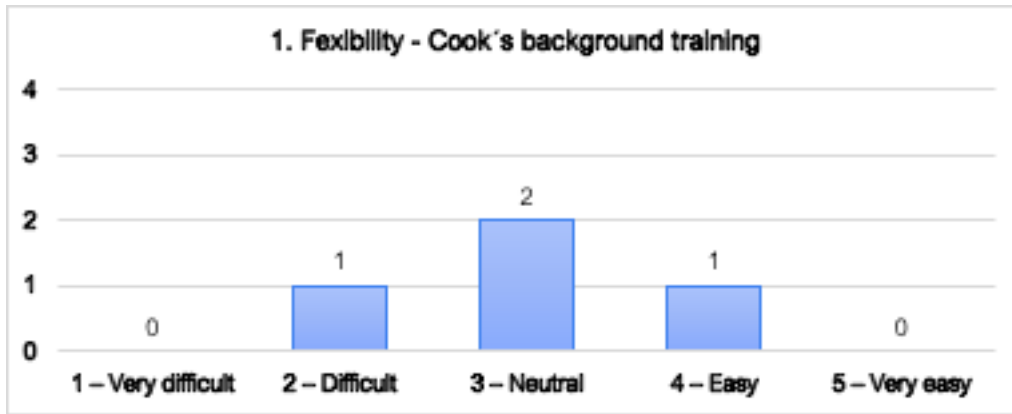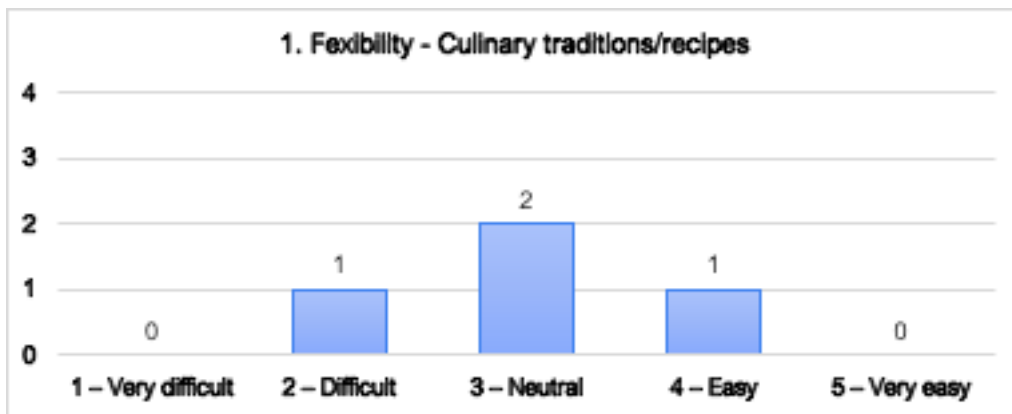
Figure 2: Responses to the 1) VET / Pilot designers Evaluation Questionnaire (n=4), to the question: *"Despite similar contents, how complex will it be to adapt the curriculum to you pilot site/countries' own specificity?"* Regarding the flexibility about the cook´s background training.

Portugal considered the Curriculum easy to adapt to the cook's background training. Both Italian pilot sites have a neutral opinion regarding this topic. The Austrian Pilot considered it difficult to adapt the Curriculum to different cook's backgrounds.

No additional comment was done regarding this question by the Austrian pilot site so we cannot determine, why they considered it difficult.

Figure 3: Responses to the 1) VET / Pilot designers Evaluation Questionnaire (n=4), to the question: *"Despite similar contents, how complex will it be to adapt the curriculum to you pilot site/countries' own specificity?"* Regarding the flexibility about the culinary traditions/recipes.

Portugal and Austrian Pilot have a neutral opinion (neither difficult nor easy), regarding the flexibility of the Curriculum to adapt culinary traditions /recipes. The Italian pilot sites have opposite opinions once Campania considered this difficult and Liguria considered this easy.

No additional comment was done regarding this question, so we cannot determine, why Campania considers it difficult.
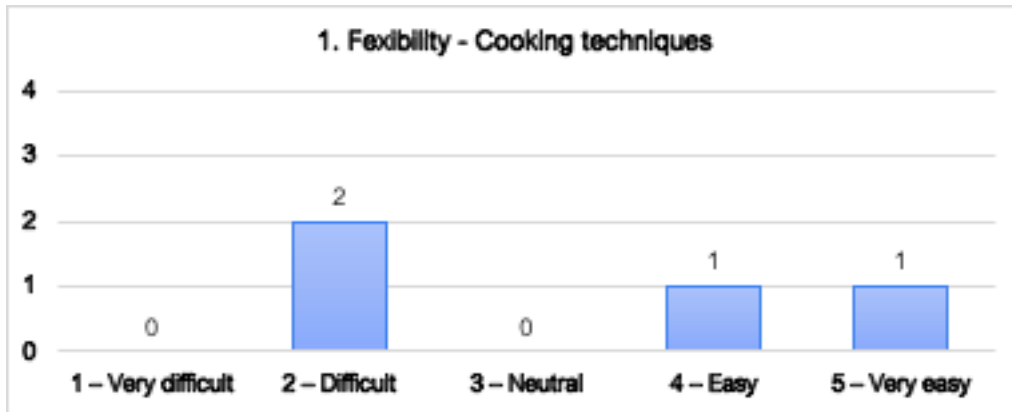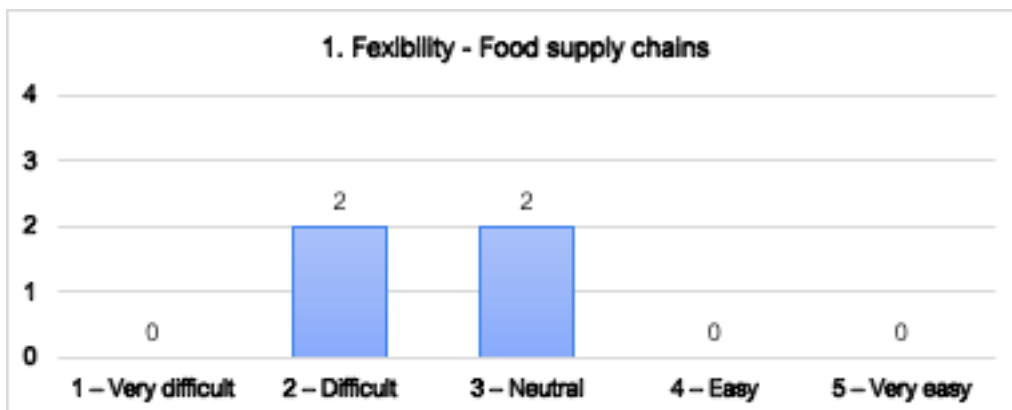
Figure 4: Responses to the 1) VET / Pilot designers Evaluation Questionnaire (n=4), to the question: *"Despite similar contents, how complex will it be to adapt the curriculum to you pilot site/countries' own specificity?"* Regarding the flexibility about cooking techniques.

Both the Austrian and Ligurian pilots consider the CGE EU Curriculum very easy and easy to be flexible regarding the cooking technique. Portugal and Campania pilots consider it difficult.

No additional comment was done regarding this question, so we cannot determine, why Portugal or Campania considers it difficult.

Figure 5: Responses to the 1) VET / Pilot designers Evaluation Questionnaire (n=4), to the question: *"Despite similar contents, how complex will it be to adapt the curriculum to you pilot site/countries' own specificity?"* Regarding the flexibility about food supply chains

Regarding this question Portugal an Austria pilot sites consider that the CGE EU Curriculum is difficult to adapt to the food supply chain in their country. Both Italian Pilots have a neutral opinion on this topic (neither difficult nor easy).
No additional comments were done regarding this question, so we cannot determine, why Portugal or Austria considers it difficult.
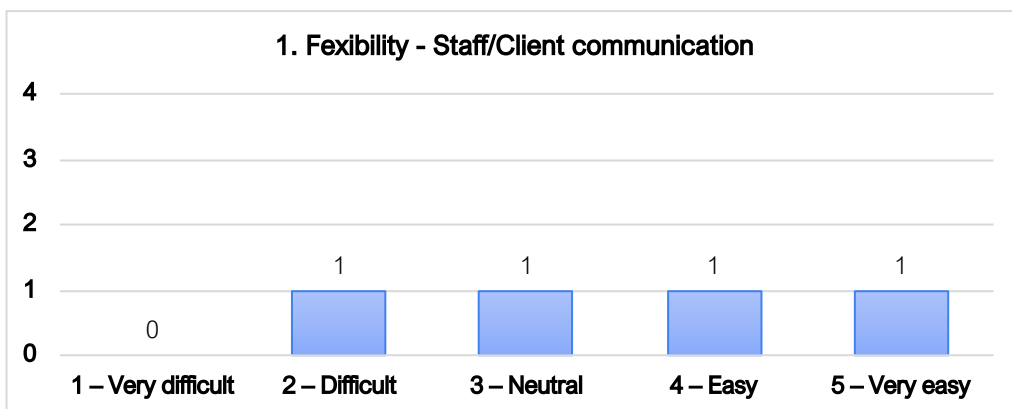
1. Fexibility - Staff/Client communication

0	1	1	1	1
1 – Very difficult	2 – Difficult	3 – Neutral	4 – Easy	5 – Very easy

Figure 6: Responses to the 1) VET / Pilot designers Evaluation Questionnaire (n=4), to the question: *"Despite similar contents, how complex will it be to adapt the curriculum to you pilot site/countries' own specificity?"* Regarding the flexibility about staff/client communication.

Regarding this question Portugal an Austria pilot sites consider that the CGE EU Curriculum was easy and very easy to adapt to the CGE Curriculum regarding the module "staff/client communication" to their country/localized curriculum.
The 2 pilots of Italy do not share the same opinion, Liguria considered this difficult, Campania has a neutral opinion (neither difficult nor easy).
No additional comments were done regarding this question, so we cannot determine, why Liguria considers it difficult.

8.2 Usability, feasibility and flexibility of the Designer's Kit

Regarding the opinion of the Vet Designers of the 4 Pilot sites that answered to the usability, feasibility, and flexibility of the Desigers' Kit.
The Designers' Kit includes the following 11 guides and tools:

- DK1 – EU CGE Curriculum
- DK2 – Identification of the proper EQF level and credits
- DK3 – Curriculum adaptation to EQF4
- DK4 – Definition of course modules
- DK5 – Flexibility Table
- DK6 – ECVET Points Tables
- DK7 – Flexibility Tool
- DK8 – Localizing the curriculum with the Flexibility Tool – User Manual
- DK9 – Assessment Table
- DK10 – Validation and recognition of Prior Learning – Guidelines
- DK11 – Work Based Learning – Guidelines

Regarding the Designers' Kit as a whole, pilots Vet Designers were asked: to what extent was it easy/difficult to use and to adapt the Curriculum based on the following statements, related to DK1 – EU CGE Curriculum – Guide:
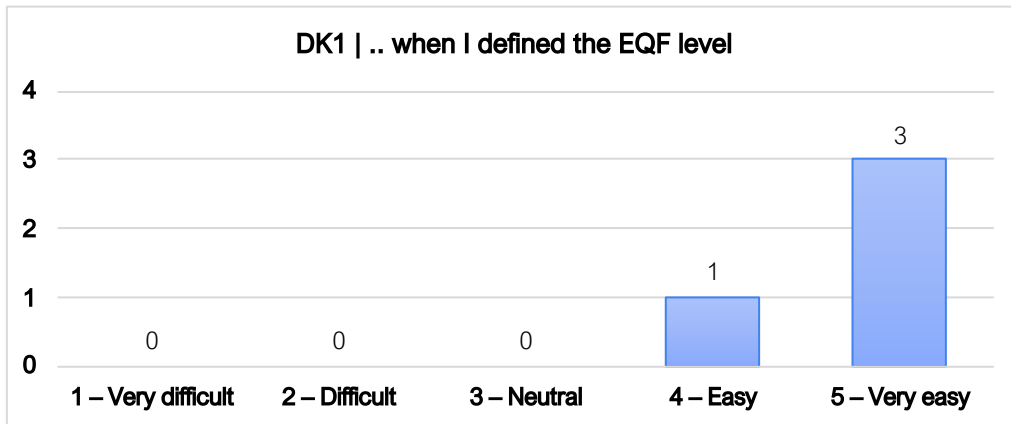
Figure 7: Responses to 1) VET / Pilot designers Evaluation Questionnaire (n=4), usability, feasibility, and flexibility of the designers' kit, to the question: "*What extent was easy/difficult to use to adapt the curriculum based on the following statements, related to DK1*" Regarding the statement: The Designers' Kit helped me designing the course when I defined the EQF level

All four pilot sites agree that the Designers' Kit helped, and was easy or very easy to use when defining the EQF level.
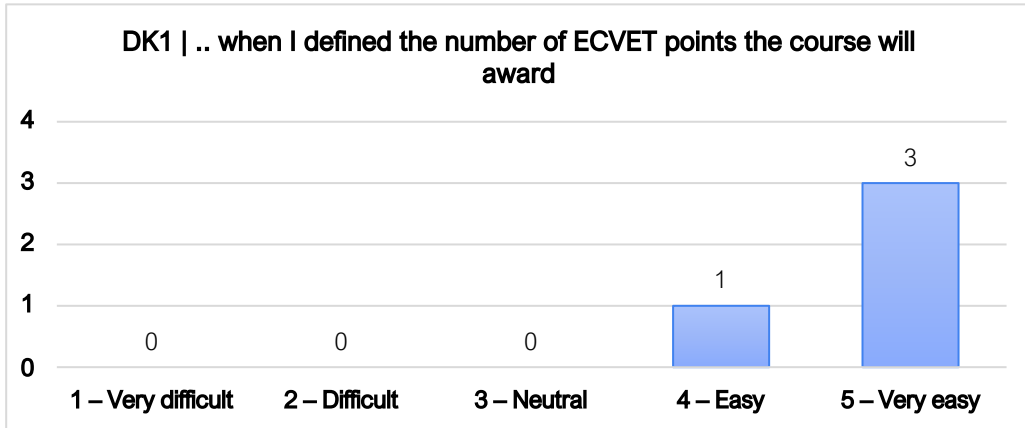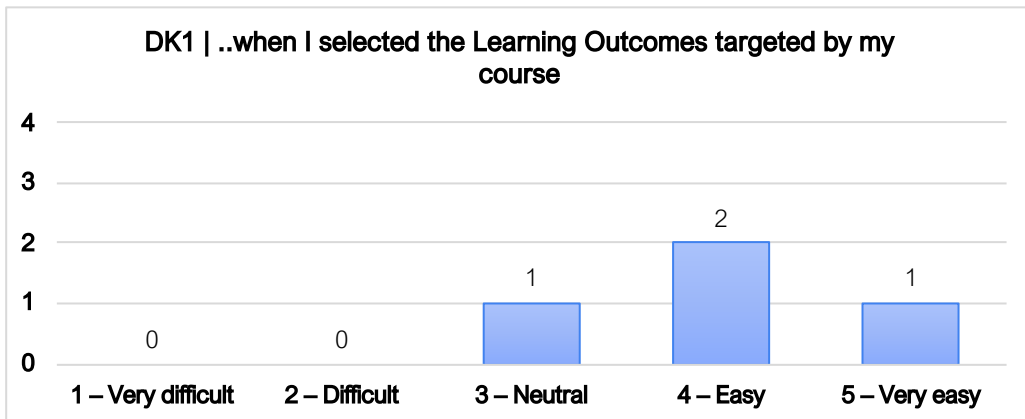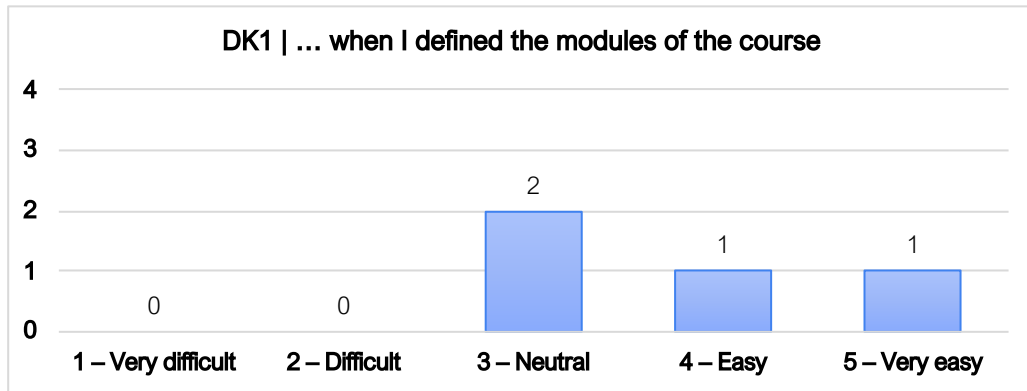
Figure 8: Responses to 1) VET / Pilot designers Evaluation Questionnaire (n=4), usability, feasibility, and flexibility of the designers' kit, to the question: "*What extent was easy/difficult to use to adapt the curriculum based on the following statements, related to DK1*" Regarding the statement: The Designers' Kit helped me designing the course when I defined the number of ECVET points the course will award

All four pilot sites agree that Designers' Kit helped, and was easy or very easy to use when defining the ECVET points of the pilot course in there site.
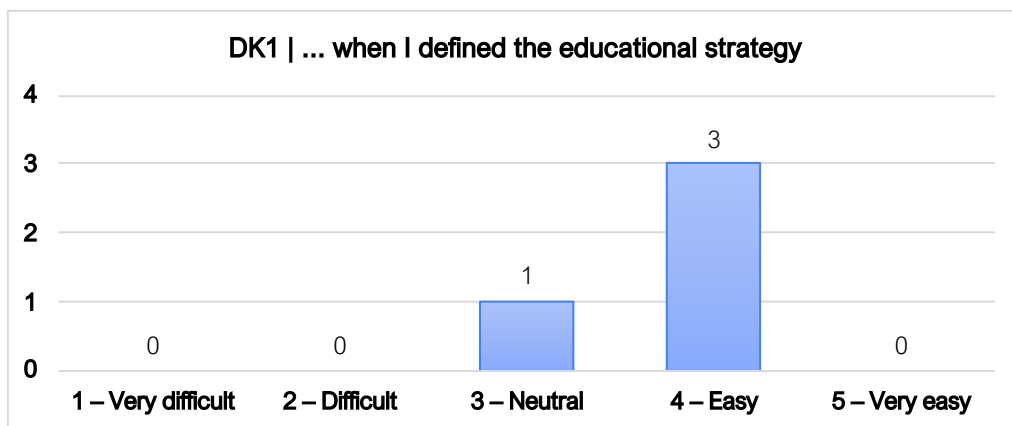

Figure 9: Responses to 1) VET / Pilot designers Evaluation Questionnaire (n=4), usability, feasibility, and flexibility of the designers' kit, to the question: "*What extent was easy/difficult to use to adapt the curriculum based on the following statements, related to DK1*" Regarding the statement: The Designers' Kit helped me designing the course when I selected the Learning Outcomes targeted by my course

Three of the pilot Vet Designers, agree that the Designers' Kit helped, and was easy or very easy to select the learning outcomes targeted for the pilot course. Liguria has a neutral opinion (neither easy nor difficult).
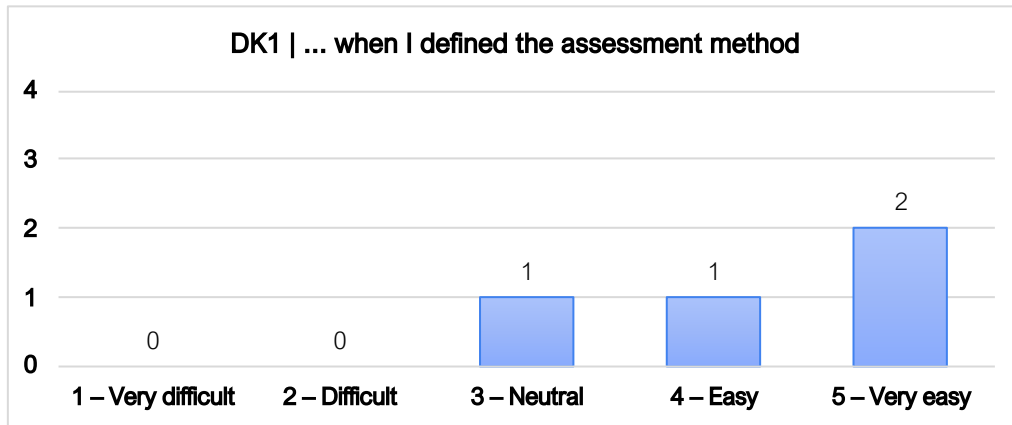
Figure 10: Responses to 1) VET / Pilot designers Evaluation Questionnaire (n=4), usability, feasibility, and flexibility of the designers' kit, to the question: "*What extent was easy/difficult to use to adapt the curriculum based on the following statements, related to DK1*" Regarding the statement: The Designers' Kit helped me designing the course when I defined the modules of the course

The Ligurian pilot and the Austrian pilot have a neutral position (neither easy or difficult), while the Portuguese and Campania pilots state that it is easy and very easy to define the course modules for the pilot courses with the Designers' Kit.

Figure 11: Responses to 1) VET / Pilot designers Evaluation Questionnaire (n=4), usability, feasibility, and flexibility of the designers' kit, to the question: "*What extent was easy/difficult to use to adapt the curriculum based on the following statements, related to DK1*" Regarding the statement: The Designers' Kit helped me designing the course when I defined the educational strategy

Three of the pilot sites say it is easy to use the Designers' Kit to define educational strategies, while the Ligurian pilot has a neutral position.
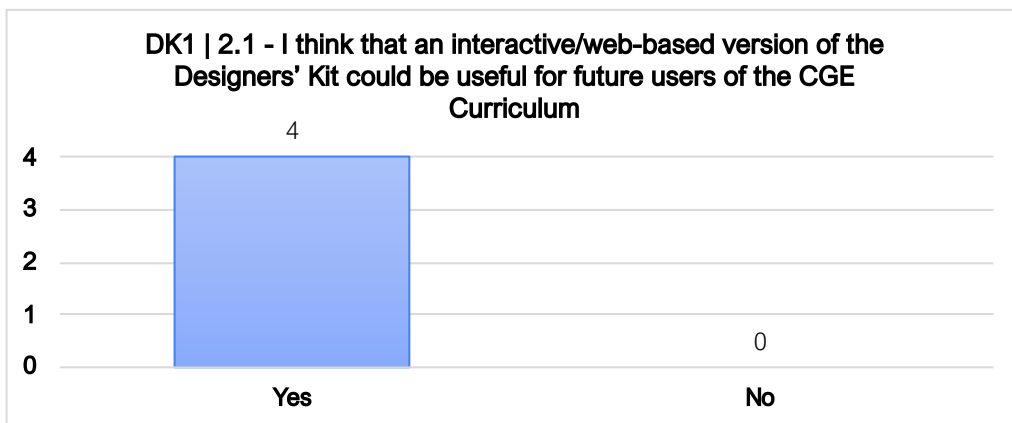
DK1 | ... when I defined the assessment method

A bar chart showing responses with categories on the x-axis and values 0-4 on the y-axis:
- 1 – Very difficult: 0
- 2 – Difficult: 0
- 3 – Neutral: 1
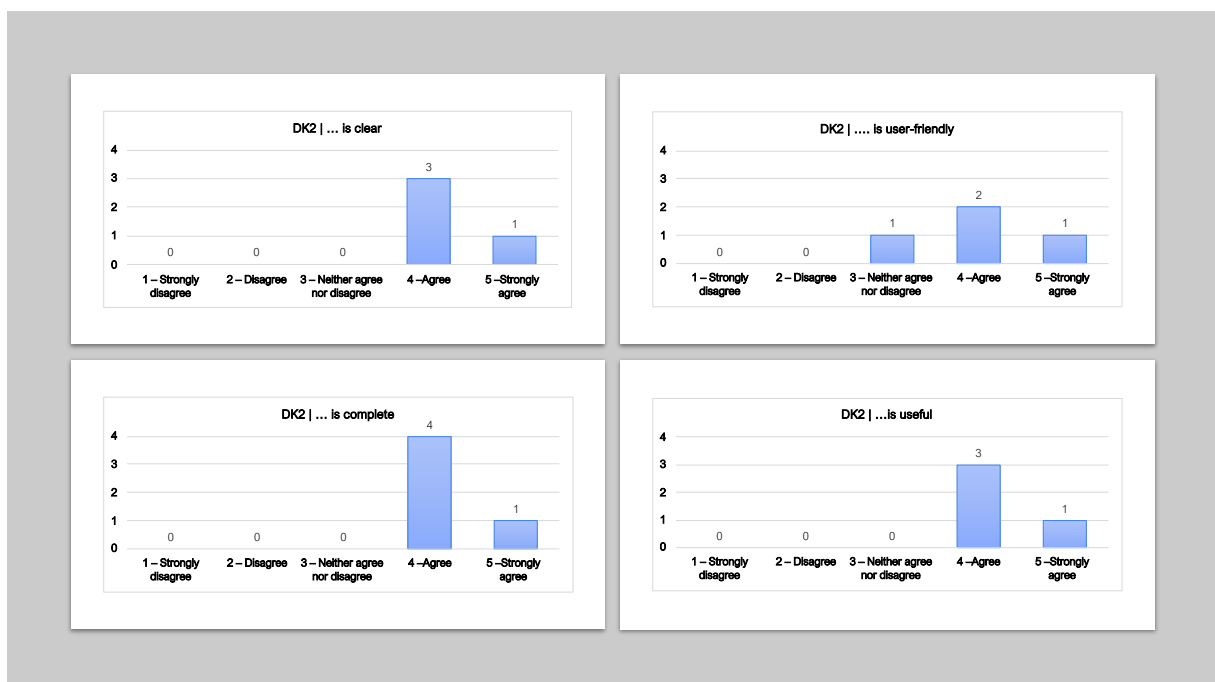- 4 – Easy: 1
- 5 – Very easy: 2

Figure 12: Responses to 1) VET / Pilot designers Evaluation Questionnaire (n=4), usability, feasibility, and flexibility of the designers' kit, to the question: "*What extent was easy/difficult to use to adapt the curriculum based on the following statements, related to DK1"* Regarding the statement: The Designers' Kit helped me designing the course when I defined the assessment method

Three of the pilot sites say it is easy to use the Designers' Kit to define educational strategies, while the Ligurian pilot has a neutral position.

DK1 | 2.1 - I think that an interactive/web-based version of the Designers' Kit could be useful for future users of the CGE Curriculum

A bar chart showing responses with categories on the x-axis and values 0-4 on the y-axis:
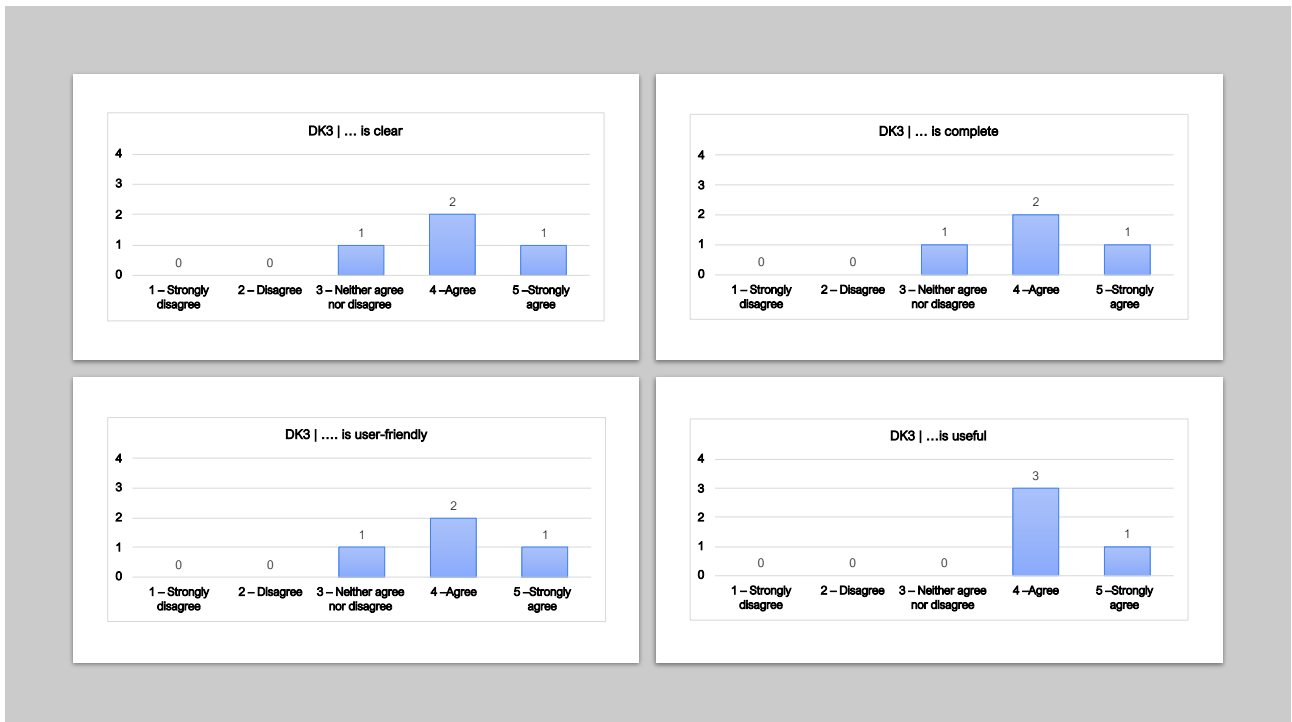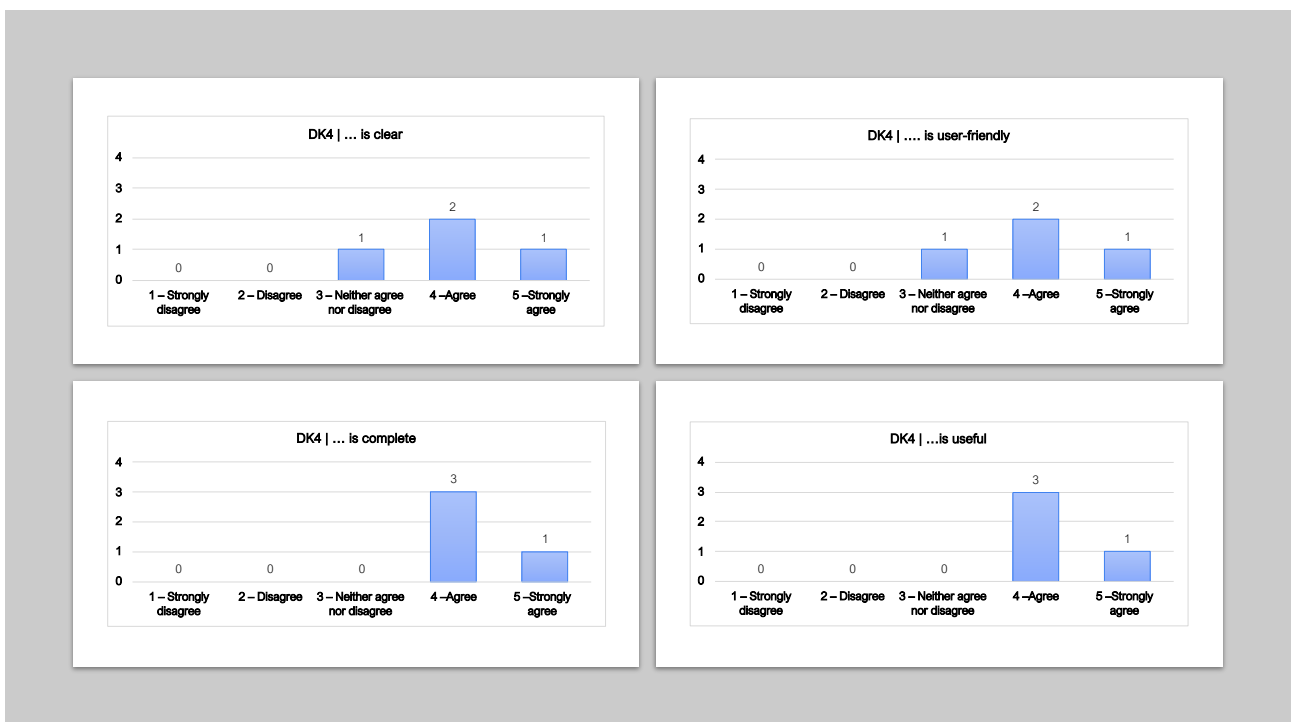- Yes: 4
- No: 0

Figure 13: Responses to 1) VET / Pilot designers Evaluation Questionnaire (n=4), usability, feasibility, and flexibility of the designers' kit, to the question: "*What extent was easy/difficult to use to adapt the curriculum based on the following statements, related to DK1"* Regarding the statement: I think that an interactive/web-based version of the Designers' Kit could be useful for future users of the CGE Curriculum

All four pilot sites state that the Designers' Kit will be an useful interactive/web-based tool for future users of the CGE EU Curriculum.

No additional comments were done by any of the Vet Designers regarding these questions.

8.3 Guides and tools included in the Designer's Kit

Regarding guides and tools included in the Designers' Kit, 10 additional Guides (DK2 to DK11) were developed to help VET Designers to prepare their pilot courses adapted to each county and pilot site.

VET Designers were asked to give their opinion about the guides DK2 to DK11 regarding the clearness, user friendly, complete/incomplete and usability.
The following results were obtained:

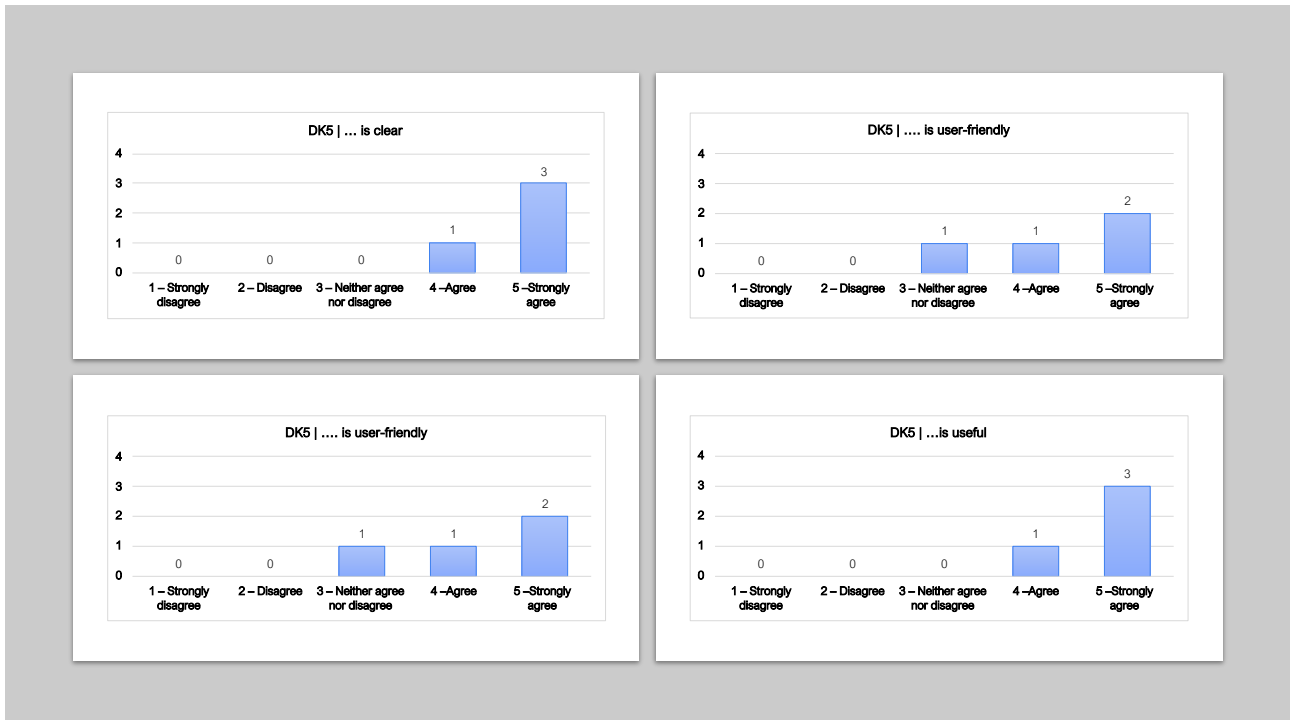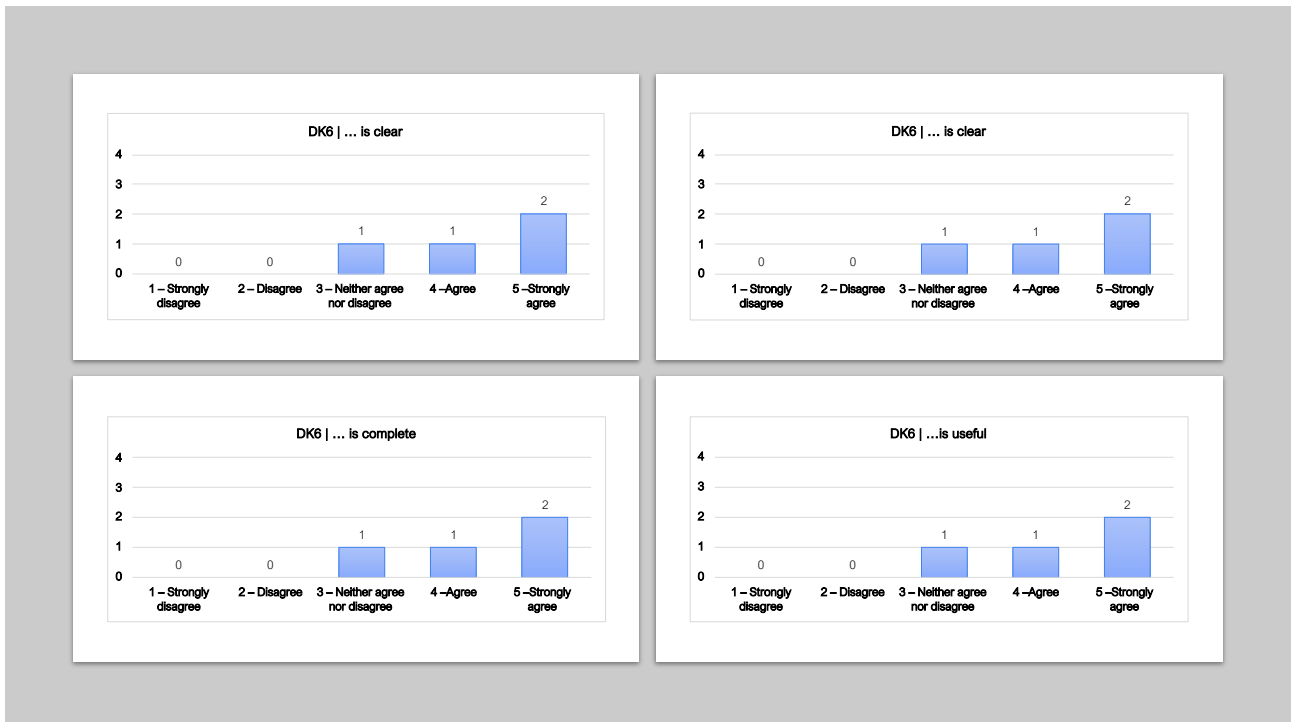### 8.3.1 DK2 - Identification of the proper EQF level and credits

Figure 14: Responses to 1) VET / Pilot designers Evaluation Questionnaire (n=4), usability, feasibility, and flexibility of the designers' kit, to the question: *"to what extent was easy/difficult to use each one?"* based on DK2 (identification of the proper EQF level and credits): *clearness, user-friendly, complete and useful*

All four pilot sites gave positive feedback regarding the guide DK2- Identification of the proper EQF level and credits.

8.3.2 DK3 - Curriculum adaptation to EQF4

Figure 15: Responses to 1) VET / Pilot designers Evaluation Questionnaire (n=4), usability, feasibility, and flexibility of the designers' kit, to the statement: *"I think that the Guide DK3* (Curriculum adaptation to EQF4*) is: clearness, user-friendly, complete and useful"*

All four pilot sites gave positive feedback regarding the Guide DK3 - Curriculum adaptation to EQF4.

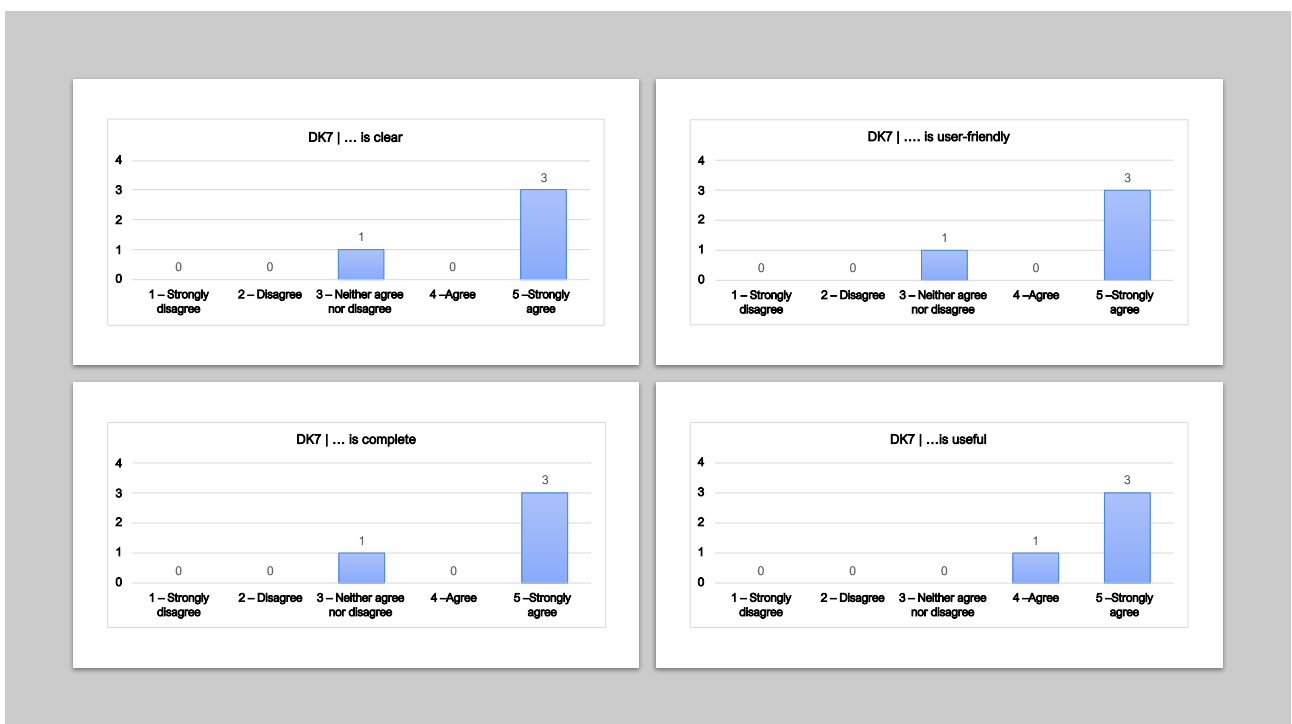### 8.3.3 DK4 - Definition of course modules

Figure 16: Responses to 1) VET / Pilot designers Evaluation Questionnaire (n=4), usability, feasibility, and flexibility of the designers' kit, to the statement: *"I think that the Guide DK4 (Defenition of course modules) is: clearness, user-friendly, complete and useful"*

All four pilot sites gave positive feedback regarding the Guide DK4 – Definition of course modules.

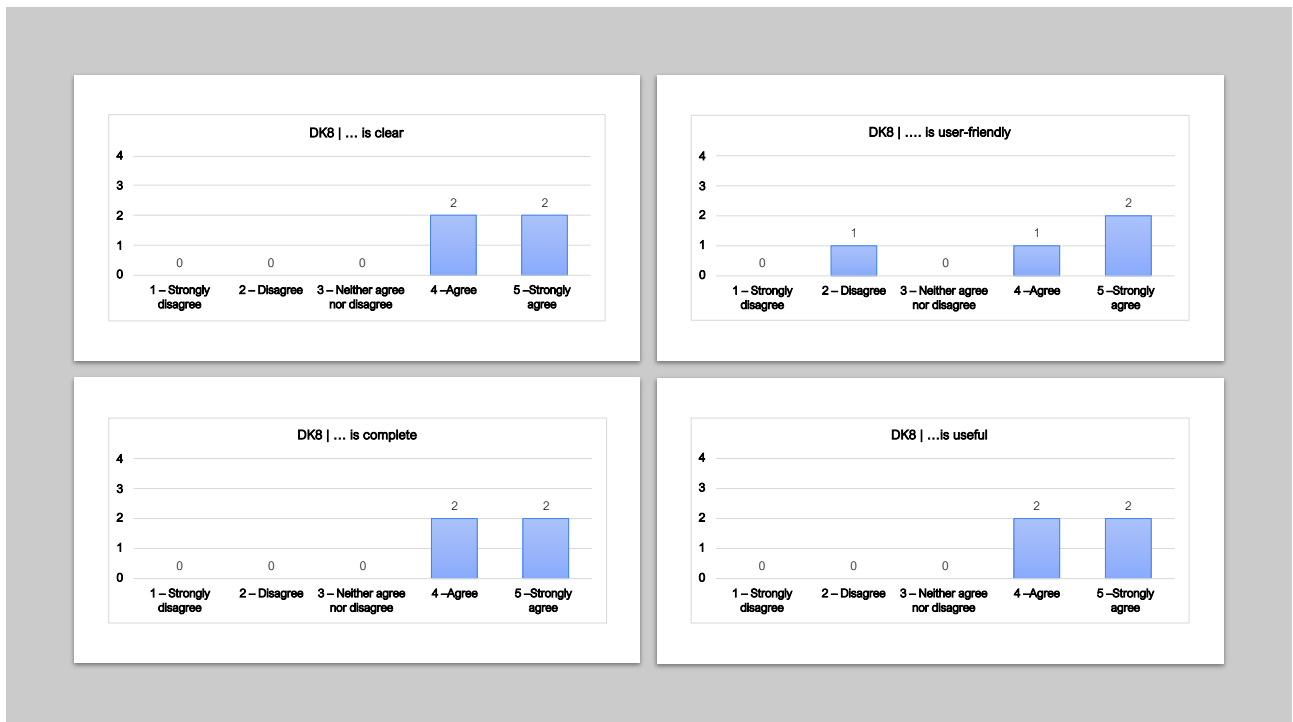### 8.3.4 DK5 - Flexibility Table

Figure 17: Responses to 1) VET / Pilot designers Evaluation Questionnaire (n=4), usability, feasibility, and flexibility of the designers' kit, to the statement: *"I think that the Guide DK5 (flexibility table) is: clearness, user-friendly, complete and useful"*

All four pilot sites gave positive feedback regarding the Guide DK5 – Flexibility Table.
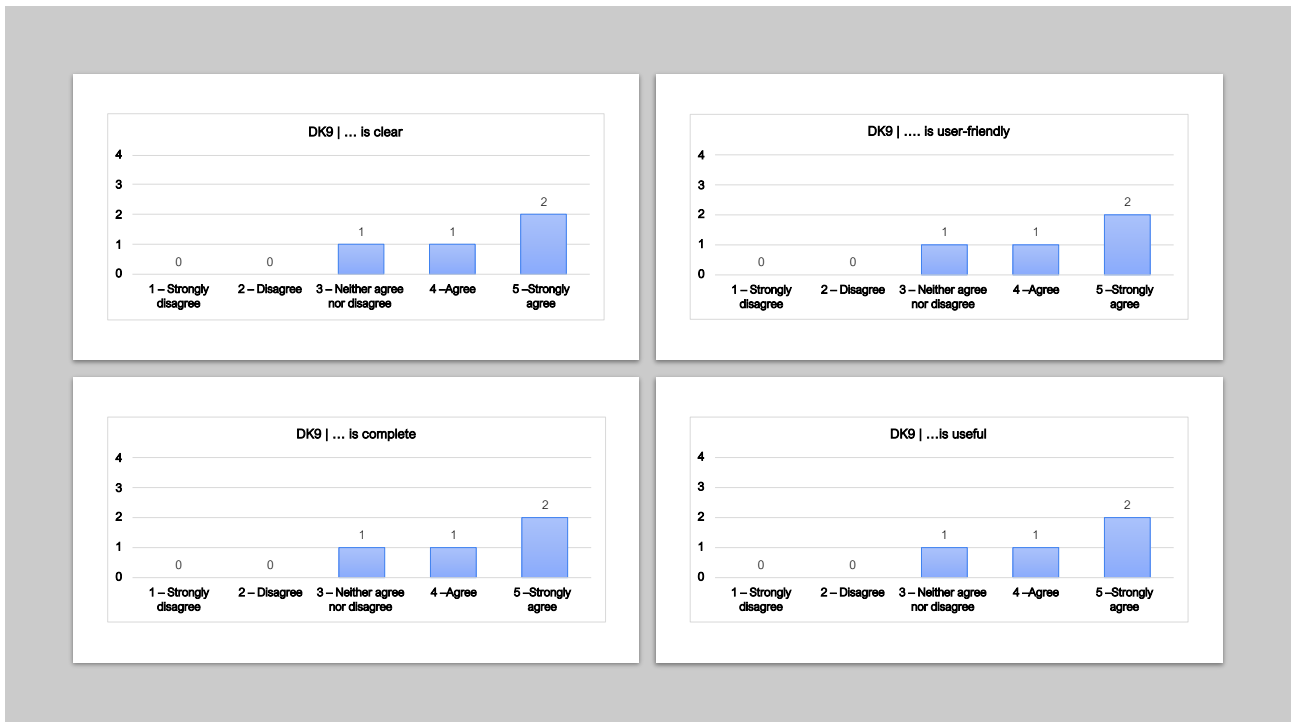
8.3.5 DK6 - ECVET Points Tables

Figure 17: Responses to 1) VET / Pilot designers Evaluation Questionnaire (n=4), usability, feasibility, and flexibility of the designers' kit, to the statement: *"I think that the Guide DK6* (ECVET Points tables*) is: clearness, user-friendly, complete and useful"*

All four pilot sites gave positive feedback regarding the Guide DK6 – ECVET Points Tables.
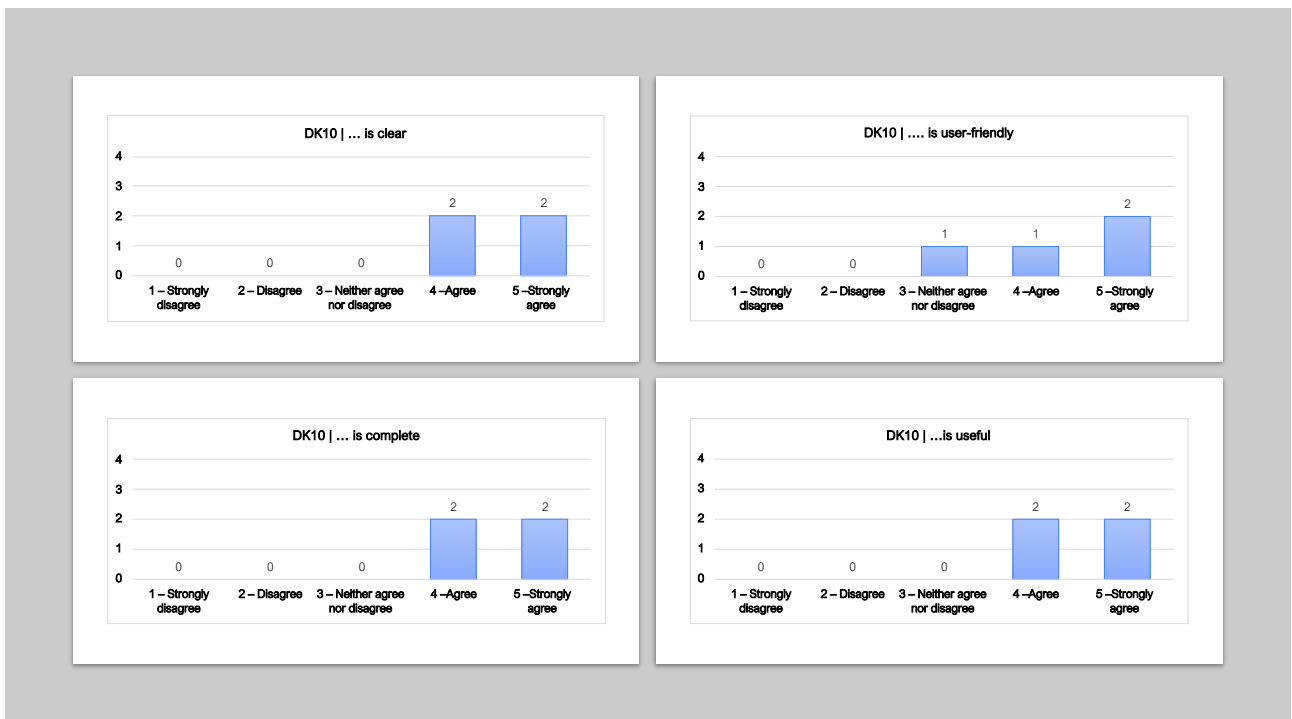
8.3.6 DK7 - Flexibility Tool

Figure 18: Responses to 1) VET / Pilot designers Evaluation Questionnaire (n=4), usability, feasibility, and flexibility of the designers' kit, to the statement: *"I think that the Guide DK7* (Flexibility Tool*) is: clearness, user-friendly, complete and useful"*

All four pilot sites gave positive feedback regarding the Guide DK7 – Flexibility Tool.

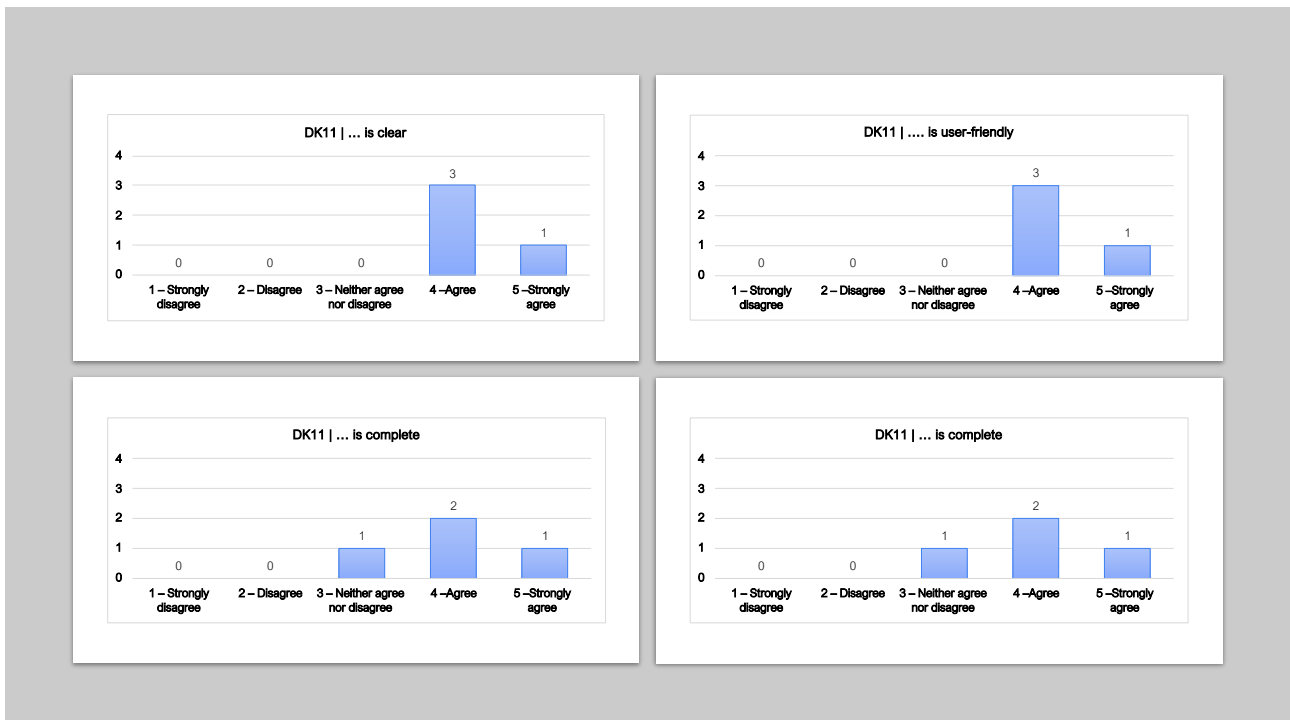### 8.3.7 DK8 - Localizing the curriculum with the Flexibility Tool – User Manual

Figure 19: Responses to 1) VET / Pilot designers Evaluation Questionnaire (n=4), usability, feasibility, and flexibility of the designers' kit, to the statement: *"I think that the Guide DK8* (Localizing the curriculum with the flexibility tool – user manual*) is: clearness, user-friendly, complete and useful"*

All four pilot sites gave positive feedback regarding the Guide DK8 – Localizing the curriculum with the Flexibility Tool – User Manual.

8.3.8　DK9 - Assessment Table

Figure 20: Responses to 1) VET / Pilot designers Evaluation Questionnaire (n=4), usability, feasibility, and flexibility of the designers' kit, to the statement: *"I think that the Guide DK9 (Assessment table) is: clearness, user-friendly, complete and useful"*

All four pilot sites gave positive feedback regarding the Guide DK9 – Assessment Table.

8.3.9　DK10 - Validation and Recognition of Prior Learning – Guidelines

Figure 21: Responses to 1) VET / Pilot designers Evaluation Questionnaire (n=4), usability, feasibility, and flexibility of the designers' kit, to the statement: *"I think that the Guide DK10 (Validation and recognition of prior learning - guidelines) is: clearness, user-friendly, complete and useful"*

All four pilot sites gave positive feedback regarding the Guide DK10 – Validation and Recognition of Prior Learning – Guidelines.

8.3.10 DK11 - Work Based Learning – Guidelines

Figure 22: Responses to 1) VET / Pilot designers Evaluation Questionnaire (n=4), usability, feasibility, and flexibility of the designers' kit, to the statement: *"I think that the Guide DK11 (work based learning - guidelines) is: clearness, user-friendly, complete and useful"*

All four pilot sites gave positive feedback regarding the Guide DK11 – Work Based Learning – Guidelines.

Overall, the pilot sites gave a positive feedback on all the guides of the Designers' Kit guides and tools.

9 Results of the Maturity Assessment of the Pilots

At the time of this intermediate report Designer's and Pilot leaders have a clear idea of the CGE EU Curriculum and the adaptation of the Curriculum to be implemented as pilot course in their pilot site/country.

We asked all pilot sites to do a SWOT analysis identifying the **strength, weakness, opportunities and threats** that each could predict at this time in the implementation and delivering the CGE EU pilot course in their site/country:

As main <u>**strengths**</u> foreseen in the implementation of the pilot course the pilot sites we highlight:

"*Reaching more people, who normally consult our site*" **[Portugal]**
"*Strong network for wbl*" **[Italy - Campania]**
"*Strong internationally agreed curriculum allows migration*" **[Austria]**
"*Increase of NQF level (chefs)*" **[Austria]**
"*Opens new job opportunity independent from tourism*" **[Austria]**
"*Collaboration between university & VET provider (attractive)*" **[Austria]**
"*Allows expansion of already existing training offers & is implementable in pre-existing frameworks*" **[Austria]**
"*The vision of a European professional figure*" **[Italy - Liguria]**
"*Creation of new profile*" **[Italy - Liguria]**
"*Creation of a brand new occupational profile similar in different European countries*" **[Italy - Liguria]**

As main <u>**weakness**</u> foreseen in the implementation of the pilot course the pilot sites we highlight:

"*Not reaching enough kitchen chefs*" **[Portugal]**
"*Convive professors to use external learning materials*" **[Italy - Campania]**
"*Labor market extremely stressed currently - number of potential applicants is not foreseeable*" **[Austria]**
"*Transfer of content: many objectives already covered in basic training & specialization especially towards health care is not easy*" **[Austria]**
"*Benefits for attendees on the job market may be not estimated presently*" **[Austria]**
"*Difficulty in making people understand where the new professional figure is placed. For example, between dietitian and cook.*" **[Italy - Liguria]**
"*Understanding the identity of a CGE, which is between a regular chef and a dietician*" **[Italy - Liguria]**

As main <u>**opportunities**</u> foreseen in the implementation of the pilot course the pilot sites highlight:

"*Develop new professional profile with high rate of employability*" **[Italy - Campania]**
"*VET provider already had plans to renew pre-existing programs*" **[Austria]**
"*VET provider has an interest to sustainably implement CGE training*" **[Austria]**
"*In Austria we have a political commitment for food and nutrition politics*" **[Austria]**

"Strong partners in the project" **[Austria]**
"The opportunity to work with stakeholders who require this type of job profile in their company" **[Italy - Liguria]**
"New business contacts" **[Italy - Liguria]**
"New job opportunities for young chefs" **[Italy - Liguria]**

As main **threats** foreseen in the implementation of the pilot course for the pilot sites we highlight:

"The age profile could be less attractive than a normal chef" **[Italy - Campania]**
"Not prolonged after the pilot (reasons may be the missing assets coming along with CGE training, high costs for training, bad evaluation of attendees, Styrian pilot is not taken seriously by other regions in Austria and stays local)" **[Austria]**
"Marketing is not able to position the VET product adequately" **[Austria]**
"Few students enrolling in the course and/or students dropping out halfway" **[Italy - Liguria]**
"Lack of students" **[Italy - Liguria]**

Pilot sites were additionally asked to think on the threats and weaknesses and to identify **how they plan to minimize both weaknesses and threats?**
The responses to this question were the following:

"We don't have enough materials to provide an answer yet" **[Portugal]**
"Working on networking and communication" **[Italy - Campania]**
"Transfer of content - Minimize by continuous collaboration & communication. We are already supporting the Styrian VET provider to prepare application for NQF 5 level of the new training - once approval other WIFI regional offices will be interested to take over the program. Marketing together with professionals of the WKO. Talks at ministry of health to take up this qualification for chefs in quality standards for food and nutrition delivery in social & health care institutions for older citizens - ongoing." **[Austria]**
"Thorough a dissemination campaign" **[Italy - Liguria]**
"Advertising on dedicated channels" **[Italy - Liguria]**

Pilot sites were additionally asked to think on the opportunities and weaknesses they identified and **how they plan to minimize the weaknesses and maximise the opportunities**?
The responses to this question were the following:

"We don't have enough materials to provide an answer yet" **[Portugal]**
"Working on networking and communication" **[Italy - Campania]**
"Already answered" **[Austria]**
"See above" **[Italy - Liguria]**
"Advertising on dedicated channels" **[Italy - Liguria]**
"Thorough a dissemination campaign, advertising the course through dedicated channels." **[Italy - Liguria]**

Pilot sites were additionally asked to think on the threats and strengths they identified above and **how they plan to minimize the threats and maximise the strengths?**
The responses to this question were the following:

"*We don't have enough materials to provide an answer yet*" **[Portugal]**
"*Working on networking and communication*" **[Italy - Campania]**
"*Already answered*" **[Austria]**
"*See above*" **[Italy - Liguria]**
"*Advertising on dedicated channels*" **[Italy - Liguria]**
"*Thorough a dissemination campaign, advertising the course through dedicated channels.*" **[Italy - Liguria]**

Pilot sites were additionally asked to think on the opportunities and strengths they identified and **how they plan to maximize both the opportunities and the strengths?**
The responses to this question were the following:

"*We don't have enough materials to provide an answer yet*" **[Portugal]**
"*Working on networking and communication*" **[Italy - Campania]**
"*Experienced VET provider on board - Continue to strengthen network/relationship*". **[Austria]**
"*Ongoing support of local NQF5 application (sustainability)*". **[Austria]**
"*Continue to promote low-threshold and continuous collaboration and communication across multiple channels.*" **[Austria]**
"*Precise and careful planning of the implementation in existing structures/programs*". **[Austria]**
"*Advertising on dedicated channels*" **[Italy - Liguria]**
"*Thorough a dissemination campaign*" **[Italy - Liguria]**

10 Results from the External reviewer Questionnaire

The External reviewer was asked to evaluate the efficacy if the CGE EU Curriculum, regarding its adequacy and concordance to the CGE EU Occupational Profile.

The External reviewer gave a positive evaluation, agreeing that the CGE EU Curriculum is adequate and in concordance with the CGE EU Occupational Profile to all 7 key activiteis considered in the questionnaire (Manage suppliers and buy in sustainable ingredients, Screen, assess and monitor on client level, Create recipes for a general population and for people with specific needs, complying with recommendations of health professionals, Manage the kitchen and coordinate personnel , Ensure quality of food and follow safety regulations , Use and adapt cooking techniques to the specific care setting and client and Communicate, interact and collaborate with clients and interprofessional team).

Furthermore, the External reviewer was asked to give his opinion on the compliance of the CGE EU Curriculum with EU standards. Although positive feedback was given to 7 of the 10 learning outcomes included in this question and 2 neutral (Neither agree nor disagree), to the External reviewer's opinion one topic should be improved: "Discussing food preparation issues with managers, dieticians and kitchen and waiting staff".

In the External reviewer's opinion "Instructing cooks and other workers in the kitchen could be presented more prominently as this will be a key in the development of this project"

Regarding the Designers' Kit (tools and manuals), the External reviewer gives a positive evaluation, both regarding there adaptability to each pilot site and compliance with EU standards, he does however highlight the importance to improve Kitchen terminology by giving a neutral response to this aspect in the questionnaire, and by mentioning that: "Kitchen terminology will have to be explained in the toolkit". A neutral response was additional given to the topic "staff/client communication" and on the topic of the kit/ tools being user-friendly, he did however not give any additional comment on these last two topics, nor pointed out that these should be improved in the future. Therefore, and based on the feedback of Vet Designers who evaluated the tools and the Designers' Kit as user friendly, no additional improvements are necessary, in our opinion, since they are the actual users of this kit.

11 Conclusion

The overall feedback registered in questionnaire 1) VET/Pilot designers Evaluation Questionnaire (n=4) shows that Vet Designers give a global positive opinion on the CGE EU Curriculum, tools and guides flexibility, adaptation and usability.

The feedbacks showed that the CGE EU Curriculum is very flexible and able to be adapted to different pilot sites and countries.

Future improvements may be made regarding to its flexibility to adapt to culinary traditions and recipes, cooking techniques, and food supply chains, based only on VET Designers feedback. However, in the continuation of the evaluation process collecting feedback from 50 Chefs with at least 1 year of experiences and teachers from pilot sites, our present option is to oversee the necessity of eventual improvements after having collected feedback at least by 5 chefs from each pilot site, to cross with the VET Designers current opinion.

Regarding the Designers' Kit and guides, the opinion of the VET Designer's of the pilot site is very positive and generally the VET Designers agree or strongly agree that all the guides are: "clear", "user friendly", "complete" and "useful" in order to use the Kit tool to adapt the CGE EU Curriculum to different pilot sites an countries.

The four pilots that did the maturity assessment, are aware of the work accompany the pilots initiation in there sites.

As Strengths pilot sites see the NECTAR project as an opportunity to brand a new Occupational Profile, based on an international agreed Curriculum, that will attract new students, allow migration and increase the NQF level of chefs.

As weakness they are worried with a possible stressed labour market, having difficulty in attracting potential students, and being able to communicate where the new professional figure is placed. These also lead to what they consider potential threats that this Curriculum may not be as attractive as the normal chef Curriculum, and that they won't be able to continue their formative program to a next level of health care cooking providers.

The External reviewer gives a global positive evaluation on both the CGE EU Curriculum, its accordance with the Occupational Profile delivered in WP2 and on the Designers' Kit. He does consider that the discussion of food preparation issues with managers, dieticians and kitchen and waiting staff should be improved in the Curriculum. Additionally the External reviewer believes it is important to improve the explanation of the "Kitchen terminology" within the Designers' Kit.

12 ANNEXES

12.1 ANNEX 1 – Quality Control Checklist

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: Seema Akbar Date: 28.06.2022	

12.2 ANNEX 2 – The VET / Pilot designers Evaluation Questionnaire

VET / Pilot designers Evaluation Questionnaire

Date: ☐☐/☐☐/☐☐☐☐ **ID:** ☐☐☐☐☐☐☐☐

Section A:

This questionnaire gives you the chance to express your opinion on the **flexibility and adaptability of the CGE EU Curriulum to you pilot site/country.**

Using a rating scale between <u>Not at all</u> (1) and <u>Completely</u> (5), please mark the response for each statement that best represents your view or opinion on the topic. If the statement is not applicable to your participation or if you have no opinion on that particular topic, please mark <u>Not applicable/ No opinion</u> (0).

3. FLEXIBILITY
   1. Please Rate the complexity of adapting to you pilot site/course the CGE EU Curriculum.

Despite similar contents, how complex will it be to adapt the curriculum to you pilot site/countries's own specificity?	Very difficult (1)	Dificult (2)	Neither dificult neither easy (3)	easy(4)	Very easy (5)
Kitchen terminology	☐	☐	☐	☐	☐
Cook's background training	☐	☐	☐	☐	☐
Culinary traditions/recipes	☐	☐	☐	☐	☐
Cooking techniques	☐	☐	☐	☐	☐
Food supply chains	☐	☐	☐	☐	☐
Staff/client communication	☐	☐	☐	☐	☐

Please write any additional comments below:

___

Section B:

Questionnaire introduction

The Designers' Kit is a set of guides and tools aimed at supporting VET designers in localising the EU general CGE Curriculum in their own context. In other words, it helps designers create a localised curriculum tailored to each pilot site on the basis of the CGE.

The Designers' Kit includes the following 11 guides and tools:

- DK1 – EU CGE Curriculum
- DK2 – Identification of the proper EQF level and credits
- DK3 – Curriculum adaptation to EQF4
- DK4 – Definition of course modules
- DK5 – Flexibility Table
- DK6 – ECVET Points Tables
- DK7 – Flexibility Tool
- DK8 – Localizing the curriculum with the Flexibility Tool – User Manual
- DK9 – Assessment Table
- DK10 – Validation and recognition of Prior Learning – Guidelines
- DK11 – Work Based Learning – Guidelines

The questionnaire below includes a set of questions to assess the usability, user-friendliness and flexibility of the Designers' Kit.

This questionnaire is divided in two parts: the first one contains some general questions about the Designers' Kit as a whole, and the second one contains more specific questions about each DK document.

Questions
Part A – Designers' Kit as a whole

1.1 Please indicate to what extent you agree/disagree with the following statements:

The **Designers' Kit** helped me designing the course…	Strongly agree (1)	Agree (2)	Neither agree nor disagree (3)	Disagree (4)	Strongly disagree (5)
.. when I defined the EQF level	☐	☐	☐	☐	☐
.. when I defined the number of ECVET points the course will award	☐	☐	☐	☐	☐
… when I selected the Learning Outcomes targeted by my course	☐	☐	☐	☐	☐
… when I defined the modules of the course	☐	☐	☐	☐	☐
... when I defined the educational strategy	☐	☐	☐	☐	☐
... when I defined the assessment method	☐	☐	☐	☐	☐

1.2 Please write any additional comments below:

2.1 I think that an interactive/web-based version of the Designers' Kit could be useful for future users of the CGE Curriculum.
   o YES
   o NO

2.2 Please justify/comment on your answer:

Part B – Guides and Tools included in the Designers' Kit
DK2 - Identification of the proper EQF level and credits

3.1 Please indicate to what extent you agree/disagree with the following statements:

I think that the Guide DK2 - Identification of the proper EQF level and credits …	Strongly agree (1)	Agree (2)	Neither agree nor disagree (3)	Disagree (4)	Strongly disagree (5)
… is clear	☐	☐	☐	☐	☐
…. is user-friendly	☐	☐	☐	☐	☐
… is complete	☐	☐	☐	☐	☐
…is useful	☐	☐	☐	☐	☐

3.2 Please justify/comment on your answer, also by suggesting possible improvements:

DK3 - Curriculum adaptation to EQF4

4.1 Please indicate to what extent you agree/disagree with the following statements:

I think that the Guide DK3 - Curriculum adaptation to EQF4…	Strongly agree (1)	Agree (2)	Neither agree nor disagree (3)	Disagree (4)	Strongly disagree (5)
… is clear	☐	☐	☐	☐	☐
…. is user-friendly	☐	☐	☐	☐	☐
… is complete	☐	☐	☐	☐	☐
…is useful	☐	☐	☐	☐	☐

4.2 Please justify/comment on your answer, also by suggesting possible improvements:

DK4 – Definition of course modules

5.1 Please indicate to what extent you agree/disagree with the following statements:

I think that the Guide DK4 – Definition of course modules…	Strongly agree (1)	Agree (2)	Neither agree nor disagree (3)	Disagree (4)	Strongly disagree (5)
… is clear	☐	☐	☐	☐	☐
…. is user-friendly	☐	☐	☐	☐	☐
… is complete	☐	☐	☐	☐	☐
…is useful	☐	☐	☐	☐	☐

5.2 Please justify/comment on your answer, also by suggesting possible improvements:

DK5 – Flexibility Table

6.1 Please indicate to what extent you agree/disagree with the following statements:

I think that the Guide DK5 – Flexibility Table…	Strongly agree (1)	Agree (2)	Neither agree nor disagree (3)	Disagree (4)	Strongly disagree (5)
… is clear	☐	☐	☐	☐	☐
…. is user-friendly	☐	☐	☐	☐	☐
… is complete	☐	☐	☐	☐	☐
…is useful	☐	☐	☐	☐	☐

6.2 Please justify/comment on your answer, also by suggesting possible improvements:

DK6 – ECVET Points Tables

7.1 Please indicate to what extent you agree/disagree with the following statements:

I think that the Guide DK6 – ECVET Points Tables…	Strongly agree (1)	Agree (2)	Neither agree nor disagree (3)	Disagree (4)	Strongly disagree (5)
… is clear	☐	☐	☐	☐	☐
…. is user-friendly	☐	☐	☐	☐	☐
… is complete	☐	☐	☐	☐	☐
…is useful	☐	☐	☐	☐	☐

7.2 Please justify/comment on your answer, also by suggesting possible improvements:

DK7 – Flexibility Tool

8.1 Please indicate to what extent you agree/disagree with the following statements:

I think that the Guide DK7 – Flexibility Tool…	Strongly agree (1)	Agree (2)	Neither agree nor disagree (3)	Disagree (4)	Strongly disagree (5)
… is clear	☐	☐	☐	☐	☐
…. is user-friendly	☐	☐	☐	☐	☐
… is complete	☐	☐	☐	☐	☐
…is useful	☐	☐	☐	☐	☐

8.2 Please justify/comment on your answer, also by suggesting possible improvements:

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

9.1 Please indicate to what extent you agree/disagree with the following statements:

I think that the Guide DK8 – Localizing the curriculum with the Flexibility Tool – User Manual…	Strongly agree (1)	Agree (2)	Neither agree nor disagree (3)	Disagree (4)	Strongly disagree (5)
… is clear	☐	☐	☐	☐	☐
…. is user-friendly	☐	☐	☐	☐	☐
… is complete	☐	☐	☐	☐	☐
…is useful	☐	☐	☐	☐	☐

9.2 Please justify/comment on your answer, also by suggesting possible improvements:

DK9 – Assessment Table

10.1   Please indicate to what extent you agree/disagree with the following statements:

I think that the Guide DK9 – Assessment Table…	Strongly agree (1)	Agree (2)	Neither agree nor disagree (3)	Disagree (4)	Strongly disagree (5)
… is clear	☐	☐	☐	☐	☐
…. is user-friendly	☐	☐	☐	☐	☐
… is complete	☐	☐	☐	☐	☐
…is useful	☐	☐	☐	☐	☐

10.2 Please justify/comment on your answer, also by suggesting possible improvements:

DK10 – Validation and Recognition of Prior Learning – Guidelines

11.1   Please indicate to what extent you agree/disagree with the following statements:

I think that the Guide DK10 – Validation and Recognition of Prior Learning – Guidelines…	Strongly agree (1)	Agree (2)	Neither agree nor disagree (3)	Disagree (4)	Strongly disagree (5)
… is clear	☐	☐	☐	☐	☐

	Strongly agree (1)	Agree (2)	Neither agree nor disagree (3)	Disagree (4)	Strongly disagree (5)
…. is user-friendly	☐	☐	☐	☐	☐
… is complete	☐	☐	☐	☐	☐
…is useful	☐	☐	☐	☐	☐

11.2   Please justify/comment on your answer, also by suggesting possible improvements:

DK11 – Work Based Learning – Guidelines

12.1   Please indicate to what extent you agree/disagree with the following statements:

I think that the Guide DK11 – Work Based Learning – Guidelines …	Strongly agree (1)	Agree (2)	Neither agree nor disagree (3)	Disagree (4)	Strongly disagree (5)
… is clear	☐	☐	☐	☐	☐
…. is user-friendly	☐	☐	☐	☐	☐
… is complete	☐	☐	☐	☐	☐
…is useful	☐	☐	☐	☐	☐

12.2   Please justify/comment on your answer, also by suggesting possible improvements:

Section C: Maturity Assessment of the Pilot Sites

At this point you as VET designer and Pilot site have a clear idea of the ECG EU Curriculium and the adaptation of the curriculum to be implemented as pilot course in your pilot site/country.

We now ask you to do a SWOT analysis identifying the **strength, weakness, opportunities and threats** you can predict at this time inimplementing and delivering the ECG EU pilot cousre in our site/country:

This SWOT analysis can be used to build an organizational strategy for the implementation of your pilot course and be shared and discussed within the Nectar Partners and pilot sites. This in order to help each other and achieve a effetive implementation in every NECTAR pilot site.

1- Please write below what are the **strengths** you forsee in the implementation of the pilot course in your site:

    300 racteres com espaços

2- Please write below what are the **weaknesses** you forsee in the implementation of the pilot course in your site:

    300 racteres com espaços

3- Please write below what are the **opportunities** you forsee in the implementation of the pilot course in your site:

    300 racteres com espaços

4- Please write below what are the **threats** you forsee in the implementation of the pilot course in your site:

300 caracteres com espaços

Regarding the **strength, weakness, opportunities and threats you have identifed:**

5- Think on the threats and weaknesses you identified above and how to you plan to minimize both weaknesses and threats?

    500 cracteres com espaços

6- Think on the opportunities and weaknesses you identified above and how to you plan to minimize the weaknesses and maximixe the opportunities?

500 caracteres com espaços

7- Think on the theats and strengths you identified above and how to you plan to minimize the threats and maximixe the strengths?

    500 cracteres com espaços

8- Think on the opportunities and strengths you identified above and how to you plan to maximize both the opportunities and the strengths?

    500 cracteres com espaços

12.3 ANNEX 3 – CHEFS Evaluation Questionnaire

CHEFS Evaluation Questionnaire

Date: ☐☐/☐☐/☐☐☐☐ **ID:** ☐☐☐☐☐☐☐☐

This questionnaire gives you the chance of commenting about the **CGE curriculum and its adequacy and concordance with the normal work and responsabilities of a Chef in your country.** Using a rating scale between <u>Not at all</u> (1) and <u>Completely</u> (5), please mark the response for each statement that best represents your view or opinion on the topic. If the statement is not applicable to your participation or if you have no opinion on that particular topic, please mark <u>Not applicable/ No opinion</u> (0).

1-EFFICACY

Adequacy and concordance of the CGE EU Curriculum to the CGE EU occupational profile.

Do the following contents of the CGE EU curriculum cover the main work and responsability of a chef in your country?:	Strongly Disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
Manage suppliers and buy in sustainable ingredients	☐	☐	☐	☐	☐
Screen, assess and monitor on client level	☐	☐	☐	☐	☐
Create recipes for a general population and for people with specific needs, complying with recommendations of health professionals	☐	☐	☐	☐	☐
Manage the kitchen and coordinate personnel	☐	☐	☐	☐	☐
Ensure quality of food and follow safety regulations	☐	☐	☐	☐	☐
Use and adapt cooking techniques to the specific care setting and client	☐	☐	☐	☐	☐
Communicate, interact and collaborate with clients and interprofessional team	☐	☐	☐	☐	☐

Please write any additional comments below:

2-REPRESENTATIVENESS

Give your opinon regarding the compliance with EU standards of the CGE EU Curriculum in your country:

Do you agree that the GCE EU Curriculum includes the following tasks :	Strongly Disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
Planning and developing recipes and menus, estimating food and labour costs, and ordering food supplies	☐	☐	☐	☐	☐
You Monitoring quality of dishes at all stages of preparation and presentation	☐	☐	☐	☐	☐
Discussing food preparation issues with managers, dieticians and kitchen and waiting staff	☐	☐	☐	☐	☐
Supervising and coordinating the activities of cooks and other workers engaged in food preparation	☐	☐	☐	☐	☐
Inspecting supplies, equipment and work areas to ensure conformity with established standard	☐	☐	☐	☐	☐
Determining how food should be presented, and creating decorative food displays	☐	☐	☐	☐	☐
Instructing cooks and other workers in the preparation, cooking, garnishing and presentation of food	☐	☐	☐	☐	☐
Participating in the recruitment of kitchen staff and monitoring their performance					
Preparing, seasoning and cooking speciality foods and complex dishes	☐	☐	☐	☐	☐
Explaining and enforcing hygiene and food safety regulations					

Please write any additional comments below:

12.4 ANNEX 4 – Pilot Teacher Evaluation Questionnaire

Pilot Teacher Evaluation Questionnaire

Date: ☐☐/☐☐/☐☐☐☐ **ID:** ☐☐☐☐☐☐☐☐

This questionnaire gives you the chance to express your opinion about the **CGE curriculum and its adequacy to be implemented in the pilot course in the site were you will be teaching**. Using a rating scale between Not at all (1) and Completely (5), please mark the response for each statement that represents best your view or opinion on the topic. If the statement is not applicable to your participation or if you have no opinion on that particular topic, please mark Not applicable/ No opinion (0).

1-EFFICACY

Adequacy and concordance of the CGE EU Curriculum to your pilot site.

Are the following contents of the CGE EU curriculum possible to implement in the pilot course in the site were you will be teaching:	Very difficult (1)	Dificult (2)	Neither dificult neither easy (3)	easy(4)	Very easy (5)
Manage suppliers and buy in sustainable ingredients	☐	☐	☐	☐	☐
Screen, assess and monitor on client level	☐	☐	☐	☐	☐
Create recipes for a general population and for people with specific needs, complying with recommendations of health professionals	☐	☐	☐	☐	☐
Manage the kitchen and coordinate personnel	☐	☐	☐	☐	☐
Ensure quality of food and follow safety regulations	☐	☐	☐	☐	☐
Use and adapt cooking techniques to the specific care setting and client	☐	☐	☐	☐	☐
Communicate, interact and collaborate with clients and interprofessional team	☐	☐	☐	☐	☐

Please write any additional comments below:

12.5 ANNEX 5 External reviewer Evaluation Questionnaire

Exernal reviewer Evaluation Questionnaire

Date: ☐☐/☐☐/☐☐☐☐ **ID:** ☐☐☐☐☐☐☐☐

This questionnaire gives you the chance to express your opion about the **CGE curriculum and its adequacy and concordance with the CGE EU Occupational profile** a**nd addicionaly the compliance of the CGE Curriculum with EU Standards**. Using a rating scale between <u>Not at all</u> (1) and <u>Completely</u> (5), please mark the response for each statement that best represents your view or opinion on the topic. If the statement is not applicable to your participation or if you have no opinion on that particular topic, please mark <u>Not applicable/ No opinion</u> (0).

1. EFFICACY

    Adequacy and concordance of the CGE EU Curriculum to the CGE EU occupational profile.

Are the following contents of the CGE EU curriculum in concordance with the CGE defined occupational profile:	Strongly Disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
Manage suppliers and buy in sustainable ingredients	☐	☐	☐	☐	☐
Screen, assess and monitor on client level	☐	☐	☐	☐	☐
Create recipes for a general population and for people with specific needs, complying with recommendations of health professionals	☐	☐	☐	☐	☐
Manage the kitchen and coordinate personnel	☐	☐	☐	☐	☐
Ensure quality of food and follow safety regulations	☐	☐	☐	☐	☐
Use and adapt cooking techniques to the specific care setting and client	☐	☐	☐	☐	☐
Communicate, interact and collaborate with clients and interprofessional team	☐	☐	☐	☐	☐

Please write any additional comments below:

2. REPRESENTATIVENESS

Give your opinon regarding the compliance with EU standards of the CGE EU Curriculum

According to the Occupational Profile of Chefs within ESCO and ISCO the Chefs design menus, create dishes and oversee the planning, organisation, preparation and cooking of meals in hotels, restaurant and other eating places, on board ships, on passenger trains and in private households. Does the GCE EU Curriculum include the following tasks :	Strongly Disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
Planning and developing recipes and menus, estimating food and labour costs, and ordering food supplies	☐	☐	☐	☐	☐
Monitoring quality of dishes at all stages of preparation and presentation	☐	☐	☐	☐	☐
Discussing food preparation issues with managers, dieticians and kitchen and waiting staff	☐	☐	☐	☐	☐
Supervising and coordinating the activities of cooks and other workers engaged in food preparation	☐	☐	☐	☐	☐
Inspecting supplies, equipment and work areas to ensure conformity with established standard	☐	☐	☐	☐	☐
Determining how food should be presented, and creating decorative food displays	☐	☐	☐	☐	☐
Instructing cooks and other workers in the preparation, cooking, garnishing and presentation of food	☐	☐	☐	☐	☐
Participating in the recruitment of kitchen staff and monitoring their performance					
Preparing, seasoning and cooking speciality foods and complex dishes	☐	☐	☐	☐	☐
Explaining and enforcing hygiene and food safety regulations					

Please write any additional comments below:

3. Guides and Interactive TOOL

Please Rate if in your opinion if the interactive tool and guides are flexible enough to creat an adapted curriculum to each pilot site/country in compliance with the EU standards .

Regarding the following sentences:	Strongly Disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
In General I believe the guides and tool are easy to use and userfrendly	☐	☐	☐	☐	☐
In general the guides and tool are flexible enough to create the desired learning modules	☐	☐	☐	☐	☐
In general the tool and guides are flexible enough to link difernt ECVET credits according to the need and relevance of the learning outcomes in all pilot sites.	☐	☐	☐	☐	☐
In General the Tool and guides allow the adaptation of the type and number of contact hours in each learning outcom and/or module according to the needs for EQF Certification in all pilot sites/country.	☐	☐	☐	☐	☐
After using the tooland guides it is possible to reach an adapted version of the ECG EU course to be implemented in each pilot site/country.	☐	☐	☐	☐	☐

4-REPRESENTATIVENESS REGARDING CGE EU Guides for design

Representativeness of EU countries

Do you agree that the CGE EU Guides are coherent with different country's own specificity, in terms of:	Strongly Disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
Kitchen terminology	☐	☐	☐	☐	☐
Cook's background training	☐	☐	☐	☐	☐
Culinary traditions/recipes	☐	☐	☐	☐	☐
Cooking techniques	☐	☐	☐	☐	☐
Food supply chains	☐	☐	☐	☐	☐
Staff/client communication	☐	☐	☐	☐	☐

Please write any additional comments below: