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

Designers' KIT

Definition of course modules

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The localized curriculum has to be organized in **MODULES.**

There are four basic elements involved in the process of designing a module:

1. defining the learning outcomes;
2. choosing the learning and teaching methods that can lead to the achievement of outcomes;
3. defining how to assess students' learning outcomes;
4. distributing ECVET points coherently among modules.

In the definition of the first two elements (1 and 2) you are supported by the <u>FLEXIBILITY TABLE</u>.

As to the third one (3), the <u>ASSESSMENT TABLE</u> provides you with a general framework for the assessment of each learning outcome in terms of methods.

As to the last one (4), the <u>ECVET POINT TABLES</u> outlines the range of ECVET points (minimum and maximum points) which could be assigned to each UoL of the Curriculum. In addition the <u>FLEXIBILITY TOOL</u> will support you to assign a specific number of points to each LO and verify how many ECVET points correspond to each MODULE (see "*Flexibility Tool Manual*")

Since the design of the EU Curriculum is based on ECVET, the Learning Outcomes have been grouped into 7 **Units of Learning Outcomes (UoLs)**:

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

These UoLs can be compared with modules, but **they cannot be considered the same thing**: as a matter of fact, while MODULES are **based on teaching requirements, UoLs are shaped on competence areas" and "CGE key activities".**

As stated by EU standards and tools in the field of VET, the Units of Learning Outcomes (UoLs):

- should be designed in such a way as to provide as cohesive and structured a learning process as possible, with agreed coherent learning outcomes and clear criteria for assessment;
- can be determined on the basis of complete work assignments, working processes, areas of work, fields of action or fields of competence which are typical of the particular profession.
- should be designed in such a way that they can be completed as independently as possible of other units;
- should include all necessary learning outcomes (specialist, social and personal);
- should be structured and dimensioned in such a way that the relevant learning outcomes can actually be achieved in the given time.
- should be assessable.

Although both MODULES and UoLs actually result from the grouping of LOs, MODULES **mirror a "teacher perspective", while UoLs mirror the "learner perspective";** so, **the criterion adopted to group the LOs <u>may</u> be different**.

Based on these premises, NECTAR experts envisage 3 POSSIBLE CRITERIA to set up the Modules of a localized CGE curriculum, outlined in the sections below.

1. MODULES CONCIDE WITH THE PROPOSED 7 UNITS OF LEARNING OUTCOMES

In this case the implemented course will be based on 7 Modules, which correspond to the 7 UoLs. The names of the modules can vary from the UoLs' ones, but LOs will keep the same grouping as the UoLs.

In this case, a particular attention should be given to the MODULE based on UoL 7, which includes many "transversal" competences, fundamental to other Modules; this module should be scheduled carefully, taking in to account "*which LOs it is preliminary to*".

This solution will simplify the coherent distribution of ECVET points among modules, since such distribution will mirror the one defined for UoLs.

2. MODULES REFER TO THE GROUPS OF CORE COMPETENCES/KEY ACTIVITIES IDENTIFIED BY THE PROJECT, BUT LOs ARE GROUPED IN A DIFFERENT WAY WITH RESPECT TO UoLs

UoLs have been defined on the base of the KEY ACTIVITIES identified in the CGE Occupational profile, defined as:

> "*an integrated group of professional competences, which are in their entirety necessary to perform a task relevant to the job profile; the key activities of one profession must together cover all activities for the performance of a profession, regardless of its application context.*"

Units of Learning Outcomes can be derived from KEY ACTIVITIES, thus they may be identical to the key activities of a profession, but can also be adapted according to the needs of a VET Provider or its target groups.

So, for example, the 7 KEY ACTIVITIES can be grouped into 5 modules as follows:

1. Manage suppliers and buy in sustainable food ingredients
2. Screen, assess and monitor on client-level
3. Create recipes for a general population and for people with specific needs, complying with recommendations of health professionals
4. Manage the kitchen, coordinate personnel, ensure quality of food and follow safety regulations
5. Use and adapt cooking techniques to the specific care setting and client

In this example, UoL4 has been merged with UoL5 and the LOs of the "transversal" UoL7 have been distributed among the 5 modules, taking into account their coherence with the KEY ACTIVITY.

3. MODULES ARE ORGANIZED BY GROUPING THE 69 LEARNING OUTCOMES INDEPENDENTLY FROM THE UoLs AND THE KEY ACTIVITIES

In this case, designers decide freely how to group LOs independently from the UoLs and the related KEY ACTIVITIES.

The FLEXIBILITY TOOL is fundamental to check how many ECVET points are assigned to each MODULE and to balance points distribution among them.

This solution is suggested when VALIDATION of PRIOR LEARNING for students applying to the course is planned. As a matter of fact, LOs which can be associated to a preliminary certification/qualification which can be recognized through a validation process can be grouped into MODULES which can be considered as "introductory" to the "core" ones.

In such a way, for instance, a course can be structured into 9 modules where 3 of them are considered "introductory"; LOs targeted by these 3 modules can be recognized as "already achieved" by a process of validation of prior learning for some students; in this way, these students can easily attend only modules from 4 to 9.

References

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