



**DESIGNERS'  
KIT**

**NECTAR  
FLEXIBILITY TOOL**

**USER MANUAL**



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## FLEXIBILITY TOOL DESCRIPTION

The Flexibility Tool will support you in the process of building the curriculum. The tool is an Excel folder composed of 6 sheets (4 + 2 for reference) and the “credits” one.

1. The first sheet is a reference sheet (*LOs names*) providing the list of LOs, grouped into Units; another reference sheet (*Reference*) is hidden and is aimed to support automatic calculation.
2. The second sheet reproduces the *Flexibility Table* (FT), with additional columns: one for assigning Learning Outcomes to Modules, a column for assigning ECVET points and one check column (see Figure 1).
3. The third sheet (*Ecvet Overview*) reports to which Module the LOs have been assigned and the number of ECVET points recognized for each UoL/Module (see Figure 2).
4. The fourth sheet (*Plan Overview*) shows which LOs are composing the different modules.
5. The last sheet (*Assessment Scaffolding*) supports the design of Students Assessment.

### FLEXIBILITY TABLE sheet

	MANDATORY/ OPTIONAL	MAIN REFERENCE MODULE	OTHER MODULES ADDRESSING THE LO	EDUCATIONAL STRATEGY					ECVET			
				Lecture (f2f or online)	Individual study	Group work (f2f or online) (e.g.: problem based learning, case study)	Lab (f2f) (e.g.: role-play, simulation, etc.)	Work based learning (f2f) (e.g.: apprenticeship, stage, internship...)	Possible range of ECVET to be assigned to the LO eg.[]			ECVET check cell
									Min ECVET points	Max ECVET points	Assigned	
UoL 1	MANAGE SUPPLIERS AND BUY IN SUSTAINABLE FOOD INGREDIENTS											
LO1-A-1	Mandatory	M2							0,5	2,5		1
LO1-A-2	Mandatory	M2							0,5	2,5		1
LO1-B-1	Mandatory	M3							0,8	3		1,5
LO1-B-2	Mandatory	M4							0,5	2,5		1
LO1-C-1	Optional	M5							0	1,5		0,5
LO1-D-1	Mandatory	M6							0,5	2		1
LO1-D-2	Optional	M7							0	1,5		0,5
LO1-D-3	Optional	M8							0	1,5		0,5
UoL 2	SCREEN, ASSESS AND MONITOR ON CUENT LEVEL											
LO2-A-B-1	Optional	M1							0,5	2,5		1,5
LO2-A-B-2	Mandatory	M2							0,8	3		2
LO2-A-B-3	Mandatory	M3							1	3		1,5
LO2-C-D-0	Mandatory	M4							0,5	3		0,5
LO2-C-D-1	Mandatory	M5							1	3		2,5
LO2-C-D-2	Mandatory	M6							0,5	3		0,5
LO2-C-D-3	Mandatory	M7							1	3		1,5

Figure 1 - Flexibility Table template

The sheet includes the following columns (N.B.: coloured cells cannot be modified!):

1. **Mandatory/optional (column B):** this column is already filled with respect to the Mandatory and Optional LOs; it is just a reminder, but you don't have to modify it.
2. **Main reference module (column C):** you can select from the drop-down menu the Module to which the LO is attributed<sup>1</sup>; when you assign a module to a LO, the LO will be automatically reported in *Plan Overview* sheet under the selected module.
3. **Other modules addressing the LO (column D):** you can select from the drop-down menu another Module (if any) addressing the same LO; this is just to take

<sup>1</sup> The current version of the FT envisages a maximum number of 10 Modules, that you can list in *Plan Overview* sheet;

note about the additional module, but this action doesn't affect the *Plan Overview* and the ECVET points distribution among modules (*ECVET Overview*).

4. **Educational strategy (columns from E to I):** you can put a "X" under the selected strategy/ies following the instructions included in the Flexibility Table provided by the project (see DK 5).
5. **Possible range of ECVET points (columns J and K):** Columns J and K show the minimum and maximum number of ECVET points that can be allocated to each LO.
6. **Assigned ECVET points (column L):** here you have to assign the number of ECVET points, according to the range provided in columns J and K.
7. **ECVET Check cell (column M):** the cell will be automatically colored in red if the number of ECVET points assigned is out of the range of reference.

### ECVET OVERVIEW: Modules and ECVET summary

In this second sheet, LOs are listed in rows and Modules in columns. In each colored cell, corresponding to a LO associated to a module, the number of ECVET points is provided. For each LO, the tool automatically retrieves the data about the Module and the number of ECVET from Sheet 1.

ASSIGNED ECVET POINTS	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	TOTAL
	6,8	8,4	7,1	4,4	8,3	6,3	5,5	5,7	4,2	3,3	60
UoL 1											POINTS per UOL
LO1-A-1	0	1	0	0	0	0	0	0	0	0	7
LO1-A-2	0	1	0	0	0	0	0	0	0	0	
LO1-B-1	0	0	1,5	0	0	0	0	0	0	0	
LO1-B-2	0	0	0	1	0	0	0	0	0	0	
LO1-C-1	0	0	0	0	0,5	0	0	0	0	0	
LO1-D-1	0	0	0	0	0	1	0	0	0	0	
LO1-D-2	0	0	0	0	0	0	0,5	0	0	0	
LO1-D-3	0	0	0	0	0	0	0	0,5	0	0	
UoL 2											POINTS per UOL
LO2-A-B-1	1,5	0	0	0	0	0	0	0	0	0	12
LO2-A-B-2	0	2	0	0	0	0	0	0	0	0	
LO2-A-B-3	0	0	1,5	0	0	0	0	0	0	0	
LO2-C-D-0	0	0	0	0,5	0	0	0	0	0	0	
LO2-C-D-1	0	0	0	0	2,5	0	0	0	0	0	

Figure 2 – ECVET OVERVIEW, Modules and ECVET summary

For example, as you can see in Figure 2, LO1-A-1 was attributed to M2 and 1 ECVET point was assigned to it. In this way, you have the summary of the composition of the Modules and the total ECVET points per Module (Assigned ECVET points row).

This table allows you to:

- properly distribute ECVET points among UoLs, taking into account the range specified in *ECVET Point Tables* (see DK 6);
- check the overall amount of ECVET points of the course, taking into account the EQF level.

### PLAN OVERVIEW: LOs distribution ‘per module’

In this third sheet, it is displayed which LOs compose the different modules, reporting the name of the Module and of the LOs included in each one.

M2		MODULE 2 TITLE		M3		MODULE 3 TITLE	
LO1-A-1	Identify the costs of required raw and semi-finished food products, kitchen equipment and consumable items, at the light of quality and sustainability and make and progressively update an inventory of all potential, local, food products, estimating their periodical cost data resources and taking into account high quality and parameters of sustainability, and take these brands into account managing suppliers	LO1-B-1	Define quality criteria of suppliers (including agri-fish-food chain) in order to identify, compare, monitor and evaluate regularly the best high-quality food suppliers	LO2-A-B-3	able to tackle these problems and conditions in daily work in collaboration with health professionals	LO3-B-1	Collaborate to create standardized menu plans, grounded on disease adapted meals, starting from clients' needs assessment and in collaboration with health professionals
LO1-A-2	Know basics in physiology of taste/smell, be aware of how different conditions affect taste/smell and of possible clients' food intake needs with respect to taste/smell deterioration, and detect these needs in collaboration with health professionals	LO2-A-B-3	Collaborate to create standardized menu plans, grounded on disease adapted meals, starting from clients' needs assessment and in collaboration with health professionals	LO4-A-3	Make budget plans, negotiate them with superiors and assure they are followed by the kitchen personnel	LO6-A-B-3	Prepare cold and hot dishes (or supervise their preparation) according to clients' requirements and the meal plan approved by healthcare professionals, taking into account food intolerances and allergies
LO2-A-B-2	Follow food trends, try out new mwals/recipes and evaluate the trial phase in terms of its feasibility in the business/service, also in collaboration with actors external to the kitchen/institution	LO7-B-1	Understand the impact of food and nutrition on social determinants of health and vice versa and leverage attractive taste to promote healthy recipes and healthier nutritional habits, also providing advice and guidance to other professionals on culinary matters to				
LO3-A-2							
LO4-A-2	Calculate and manage the kitchen budget of food, utilities and personnel						
LO6-A-B-2	Use or supervise the use of established, innovative and complex preparation methods, also combining and applying various cooking methods simultaneously and developing creative solutions						
LO7-A-2	Using appropriate communication methods, styles according to the customers' and colleagues' attitude, culture and the purpose of communication						

Figure 3, the sheet reports the Modules (sections of the sheet) and the LOs that refer to the specific Module. For each Module, the tool automatically retrieves which LOs (number and name) have been assigned to it.

M2		MODULE 2 TITLE		M3		MODULE 3 TITLE	
LO1-A-1	Identify the costs of required raw and semi-finished food products, kitchen equipment and consumable items, at the light of quality and sustainability and make and progressively update an inventory of all potential, local, food products, estimating their periodical cost data resources and taking into account high quality and parameters of sustainability, and take these brands into account managing suppliers	LO1-B-1	Define quality criteria of suppliers (including agri-fish-food chain) in order to identify, compare, monitor and evaluate regularly the best high-quality food suppliers	LO2-A-B-3	able to tackle these problems and conditions in daily work in collaboration with health professionals	LO3-B-1	Collaborate to create standardized menu plans, grounded on disease adapted meals, starting from clients' needs assessment and in collaboration with health professionals
LO1-A-2	Know basics in physiology of taste/smell, be aware of how different conditions affect taste/smell and of possible clients' food intake needs with respect to taste/smell deterioration, and detect these needs in collaboration with health professionals	LO4-A-3	Make budget plans, negotiate them with superiors and assure they are followed by the kitchen personnel	LO6-A-B-3	Prepare cold and hot dishes (or supervise their preparation) according to clients' requirements and the meal plan approved by healthcare professionals, taking into account food intolerances and allergies	LO7-B-1	Understand the impact of food and nutrition on social determinants of health and vice versa and leverage attractive taste to promote healthy recipes and healthier nutritional habits, also providing advice and guidance to other professionals on culinary matters to
LO2-A-B-2	Follow food trends, try out new mwals/recipes and evaluate the trial phase in terms of its feasibility in the business/service, also in collaboration with actors external to the kitchen/institution						
LO3-A-2							
LO4-A-2	Calculate and manage the kitchen budget of food, utilities and personnel						
LO6-A-B-2	Use or supervise the use of established, innovative and complex preparation methods, also combining and applying various cooking methods simultaneously and developing creative solutions						
LO7-A-2	Using appropriate communication methods, styles according to the customers' and colleagues' attitude, culture and the purpose of communication						

Figure 3 – PLAN OVERVIEW (Modules and LOs overview)

## HOW TO USE THE FLEXIBILITY TOOL: SUGGESTED STEPS

### Step 1: Define the Modules

- ✓ Based on the instructions provided in to DK4 “*Identification of Modules*” identify from 2 to 10 modules composing your course.
- ✓ Then write the titles of the modules in the white cells available in *Plan Overview* sheet (see Figure 3)

### Step 2: Assign LOs to Modules

- ✓ Go to *Flexibility Table* sheet and work on the “Main reference Module” column; you have to select from the drop-down menu the Module you would like to associate to the LO
- ✓ As to optional LOs, in the event that you don’t want to target them, you don’t have to associate them to any module
- ✓ In the event that the same LO is targeted by more than one Module, you have to identify the main one and select it in “Main reference Module” column; than a possible second one could be specified (optionally) in “Other Module addressing the LO” column.  
The selection of modules in the “Main reference Module” column will be automatically mirrored in the *Plan Overview* sheet, where LOs will be listed under the related module.
- ✓ Check in this sheet if your planned modules correspond to the generated list.

### Step 3: Define educational strategies

- ✓ In *Flexibility Table* sheet, work on the “*Educational Strategy*” columns.
- ✓ Take at your fingertips the *DK 5 – Flexibility Table* and, based on the admitted values, select your choice from the drop-down menu, mirroring what you will implement in your specific course.

		MANDATORY/ OPTIONAL	MAIN REFERENCE MODULE	OTHER MODULE ADDRESSING THE LO (optional)	EDUCATIONAL STRATEGY				
					Lecture (f2f or online)	Individual study	Group work (f2f or online) (e.g.: problem based learning, case study)	Lab (f2f) (e.g.: role-play, simulation, etc.)	Work based learning (f2f) (e.g.: apprenticeship, stage, internship...)
6	UoL 1	MANAGE SUPPLIERS AND BUY IN SUSTAINABLE FOOD INGREDIENTS							
7	LO1-A-1	Mandatory	M1	M2					
8	LO1-A-2	Mandatory							
9	LO1-B-1	Mandatory							
10	LO1-B-2	Mandatory							
11	LO1-C-1	Optional							
12	LO1-D-1	Mandatory							
13	LO1-D-2	Optional							
14	LO1-D-3	Optional							
15									
16	UoL 2	SCREEN, ASSESS AND MONITOR ON CLIENT LEVEL							
17	LO2-A-B-1	Optional							
18	LO2-A-B-2	Mandatory							
19	LO2-A-B-3	Mandatory							
20	LO2-C-D-0	Mandatory							
21	LO2-C-D-1	Mandatory							
22	LO2-C-D-2	Mandatory							
23	LO2-C-D-3	Mandatory							
24	LO2-C-D-4	Mandatory							
25	LO-E-1	Optional							

Figure 4 – Educational strategy

In the event that you're not implementing the strategy, leave the cell empty.

#### Step 4: Assign ECVET points to each selected LO

- ✓ In Flexibility Table sheet, work on the “*Assigned ECVET Points*” column
- ✓ Take at your fingertips the DK 6 – ECVET Points Tables and refer to the possible range of ECVET points identified in the Flexibility Table sheet
- ✓ Fill the assigned ECVET points one by one: if the provided value will be outside of the suggested range, the Check column will turn red.

**We suggest you to make a first attempt of points distribution and then:**

- ✓ Go to *ECVET overview* sheet and check:
  - 1) If the number of ECVET points assigned to each UoL is compliant with the range established by DK 6 – ECVET Points Tables (limits are summarized aside the table as shown in Figure 5)
  - 2) If the overall number of ECVET points of the course (TOTAL green cell in Figure 5) is compliant with the defined EQF level.

ASSIGNED ECVET POINTS	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	TOTAL				
	1	0	0	0	0	0	0	0	0	0	1				
JoL 1												ECVET POINTS per UoL	EQF5	EQF4/5	EQF4
O1-A-1	1	0	0	0	0	0	0	0	0	0	0	1	60-90 ECVET	40-60 ECVET	30-40 ECVET
O1-A-2	0	0	0	0	0	0	0	0	0	0	0		Min 7	Min 4,7	Min 3,5
O1-B-1	0	0	0	0	0	0	0	0	0	0	0		Max 10,5	Max 7	Max 4,7
O1-B-2	0	0	0	0	0	0	0	0	0	0	0				
O1-C-1	0	0	0	0	0	0	0	0	0	0	0				
O1-D-1	0	0	0	0	0	0	0	0	0	0	0				
O1-D-2	0	0	0	0	0	0	0	0	0	0	0				
O1-D-3	0	0	0	0	0	0	0	0	0	0	0				

Figure 5 – ECVET overview

Then you can modify in the “*Assigned ECVET Points*” column and adjust them till the totals in ECVET overview will fit the stated ranges.

#### Step 5: Complete Assessment Scaffolding

- ✓ Go to *Assessment Scaffolding* sheet and take at your fingertips the DK 9 – Assessment Table
- ✓ The sheet includes a table for each possible module: these tables will be filled in automatically with data retrieved from *Plan Overview* (modules’ titles) and *Flexibility Table* (LOs association to modules) sheets: check their coherence
- ✓ Then specify with an “X” when you plan to implement in your course the specific assessment method, taking into account the suggestions included in the Assessment Table



## References

*This document has been adapted from “Flexibility Tool User Manual” included in ENhANCE Project Designers’ Kit <https://oot.enhance-fcn.eu/course/view.php?id=26>*