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

WP6 - Evaluation

Deliverable Number:	**Task 6.2: Overall CGE EU Curriculum Evaluation**
WP related to the Deliverable:	**Task 6.2 – Evaluation of EU curriculum, Tool and Guides Targeting VET designers**
Actual Date of Delivery to the CEC:	**12th September 2023**
PARTNER responsible for the Deliverable:	**UALG**
WP starting month	**M16**
WP ending month	**M37**

1 ABSTRACT:

This document is a Final Evaluation Report where is presented the updates of the results from the Evaluation of the EU Curriculum, Tools and Guides targeting the External reviewer of Nectar project, VET/Pilot designers, Pilot teachers and Chefs, consulted in the scope of the project. These evaluation inputs were collected and analysed 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).

This report includes the feedback from the 5 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 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.

The results show that, in general, the flexibility of CGE Curriculum was achieved ensuring its adaption to the different pilot sites. Only the food supply chains are considered difficult to adapt by the VET's designers (n=6).
In general, the usability, feasibility, and flexibility of the designers' kit was achieved ensuring its adaption to the different pilot sites (n=6).
All four pilot sites, agree that Designers' Kit helped, and was easy/very easy to use when defining the EQF level, defining the ECVET points of the pilot course in their site and will be useful interactive/web-based tool for future users of the CGE EU Curriculum.
The majority agree that Designers' Kit helped was easy/very easy to select the learning outcomes targeted for the pilot course, to define the course modules with the Kit and to define educational strategies.
All four pilot sites gave positive feedback regarding the Guides and tools of the KIT (DK1 – DK11)
The CGE Curriculum was considered efficient by more than half of the teachers (n=17) and Chefs (n=66) from the 5 pilot sites who answered the questionnaires.
More than half of the consulted Chefs form the 5 pilot sites considered that the CGE Curriculum is representative among the pilot sites.
The external reviewer gave a positive evaluation in terms of adequacy and concordance to the CGE EU occupational profile; the designer's kit (tools and manuals), both regarding there adaptability to each pilot site and compliance with EU standards.

1   CONTENTS

2 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 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 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 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 CGE EU curriculum,

3 INTERNAL REVIEWERS

REVIEWER NAME	ORGANIZATION	DATE OF APPROVAL
Petra Ziegler	WIAB	31.7.23

4 VERSION HISTORY AND AUTHORS

Version	Name / Organization	Status*	Date	Provided Content/Comment/Summary of Changes
1	Inês Gago-Rodrigues	A	26.06.23	Evaluation Report DraftVersion 1
2	Inês Gago-Rodrigues	A	20.07.23	Evaluation Report DraftVersion 2
3	Sandra Pais	A	22.07.23	Evaluation Report DraftVersion 3
4	Serena Alvino	A	21.07.23	Methods for DK Evaluation
5	Roberta Ferrara	A	21.07.23	Methods for DK Evaluation
6	Inês Gago Rodrigues	A	26.07.23	Evaluation report – final Version for review
7	Inês Gago Rodrigues	A	12.09.23	Final Version

*Status indicates if:
• A - Author (including author of revised deliverable)
• C - Contributor
• IF – Internal Feedback (within the partner organization)

5 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
DK	Designer's Kit

6 INTRODUCTION

According to the proposal of the aN Eu Curriculum for chef gasTro-engineering in primary food care (NECTAR), Work Package 6 - "Evaluation" as 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 1)
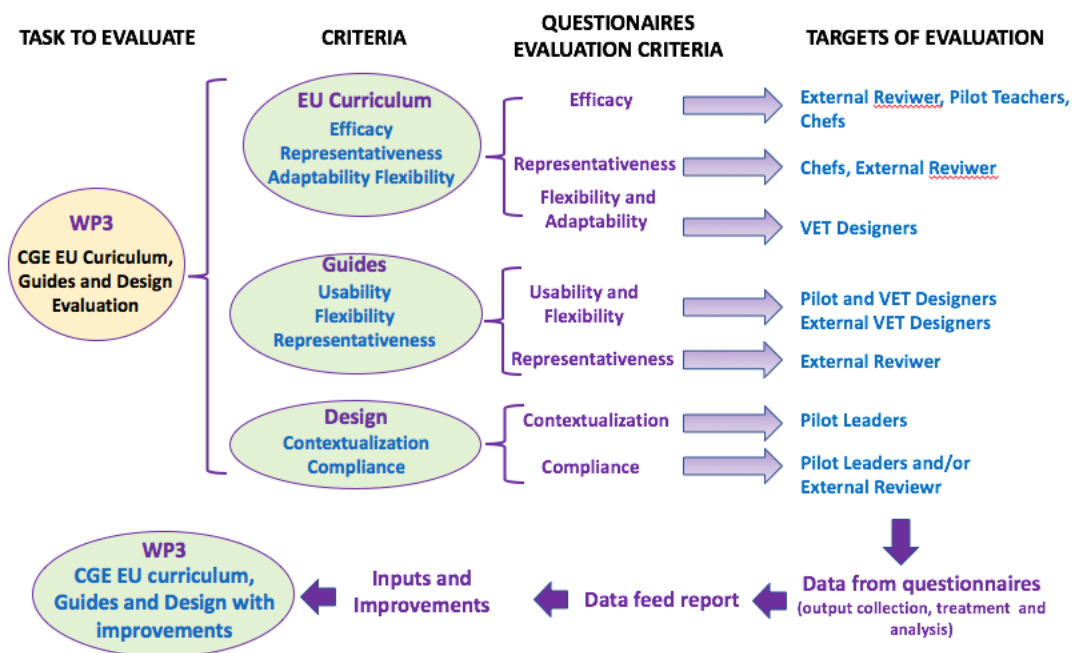

Figure 1. Representation of WP6 – task 6.2 (UAlg): CGE EU Curriculum evaluation.

This evaluation was accomplished using on-line questionnaires as described in the EMP (annexes 2,3,4 &5) and predicted in the NECTAR proposal. The information obtained by these questionnaires is reported in this document and should be used to improve WP3 curriculum and tools before the initiation of the pilot's courses in each site.

As predicted 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 pilots' designers, their level of preparation to begin the pilots a maturity assessment was added to

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

Additionally, to the VET / Pilot designers Evaluation Questionnaire, as agreed during the General Assembly, which took place in Sorrento in 2022, SI4LIFE has taken in charge part of the process for the review of the first release of the CGE Curriculum and the related Designers' Kit by setting up structured interviews with each pilot leader (annex 6).

In this report we present the responses from the 5 pilot sites to the above-mentioned questionnaires. This report will also include the feedback from the external reviewer, regarding both the curriculum and the Designers kit.

7 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 from WP6, in a word file according to the targets and criteria described in the EMP and summarized in table 1

Table1 - 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
	Representiveness and compliance EU Standard	3.1	
	Representiveness	3.2	

After the construction of the 4 questionnaires, feedback for improvement of the questionnaires was asked to all partners of the Nectar Project.
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 WP6 on Teams, so that if needed each partner leader could translate to their native language, namely in the cases of the chefs and teacher which may not be fluent in English, so that the filing in of the on-line version could be facilitated.
The 4 questionnaires were launched on-line using Google forms in February of 2022. We got all the answers from pilot the sites in May 2023.

The VET / Pilot designers Evaluation Questionnaire (n=6) includes 1 answer from Portugal Pilot site, 1 answer from Austria Pilot site, 1 answer from Italy - Campania Pilot site and 3 answer from Ligurian Pilot site. Additionally, to these data we also include in this report the data from the structured interviews performed by Si4Life to each pilot leader (annex 6);
The Chefs Evaluation Questionnaire (n=66) includes 9 answers from Portugal Pilot site, 10 answers from Austria Pilot site, 10 answer from Italy - Campania Pilot site, 30 answers from Ligurian Pilot site and 7 answers from Belgium Pilot site.
The Pilot Teacher Evaluation Questionnaire (n=17) includes 3 answers from Portugal Pilot site, 3 answers from Austria Pilot site, 3 answer from Italy - Campania Pilot site, 5 answers from Ligurian Pilot site and 3 answers from Belgium Pilot site.
The External reviewer Evaluation Questionnaire (n=1) includes only the answer from the external reviewer of Nectar Project.

Regarding the evaluation of the DK, as agreed during the General Assembly in Sorrento, SI4LIFE took in charge part of the process for the review of the first release of the CGE Curriculum and the related Designers' Kit by setting up structured interviews with each pilot leader. The methodology for this evaluation is presented below; the results from this evaluation will be presented in D3.2.2 by Si4Life partner.

SI4LIFE sent out personalized e-mails to all pilot designers to plan the interviews for the review of the CGE Curriculum and Designers' Kit, proposing the adoption of one of the following methodologies:

A. TWO-STEP PROCESS:
1. Pilot Partners would receive in advance a list of possible issues to be dealt with in the interviews and some related documents to be reviewed to prepare their answers in advance.
2. Then, one or two representatives for each pilot would participate in a personalized (one-to-one) online interview based on a structured set of the same questions for all the pilot leaders.

B. THREE-STEP PROCESS:
1. Partners would receive in advance a list of possible questions to be dealt with in the interviews and some related documents to be reviewed to prepare their answers in advance.
2. Before the interview, partners could share with SI4LIFE a commented version of the first release of the curriculum or other contributions, proposing reviews to the Curriculum and/or the Designers' kit.
3. Then, one or two representatives for each pilot would participate in a personalized (one-to-one) online interview based on two parts:
   - Part I: attendants would be interviewed based on a structured set of the same questions for all the pilot leaders.
   - Part II: attendants would be asked to explain and comment on the document shared in step 2.

SI4LIFE therefore asked the pilot partners to express their preference on the proposed processes to plan such activity and fix the date of each interview. All Pilot Partners agreed on adopting the two-step process, except for Odisee that preferred the three-step process. The interviews were structured into two sections which identified four criteria of evaluation and specific indicators:

1. Section 1 – CGE CURRICULUM EVALUATION – PILOT COORDINATORS
2. Section 2 – DESIGNERS' KIT – PILOT COORDINATORS.

7.1   Section 1 – CGE CURRICULUM EVALUATION – PILOT COORDINATORS

CRITERIA	INDICATORS
CLARITY	CLARITY OF THE STRUCTURE
	CLARITY OF THE LANGUAGE
EXHAUSTIVENESS	EXHAUSTIVENESS OF THE SET OF LEARNING OUTCOMES

CRITERIA	INDICATORS
EFFICACY	EFFICACY OF THE CURRICULUM DESCRIPTION
OVERALL EVALUATION	OTHER

7.2 Section 2 – DESIGNERS' KIT – PILOT COORDINATORS

CRITERIA	INDICATORS
USEFULNESS	USEFULNESS FOR THE PILOT DESIGNERS
	USEFULNESS FOR THE INTENDED TARGET USERS
EFFICACY	EFFICACY of the KIT
	EFFICACY OF THE DK2 ABOUT EQF LEVEL
	EFFICACY OF DK6 – THE ECVET POINTS TABLE
	EFFICACY OF DK7 – FLEXIBILITY TOOL
	USABILITY OF DK7 – FLEXIBILITY TOOL
	EFFICACY OF DK11 – WBL GUIDE
	EFFICACY OF THE OTHER TOOLS
USABILITY	USABILITY OF THE KIT
OVERALL EVALUATION	OTHER

To assess the effectiveness and usefulness of the Designers' Kit, SI4LIFE created the "NECTAR Sentiment Thermometer", in which partners could place each document of the Designers' Kit in an evaluation grid, depending on their perception of its relevance within the project.

To be as effective as possible, once the two documents were ready, SI4LIFE sent an email to Pilot Partners confirming their individual online meeting, attaching the Structure of the Interview and the Sentiment Thermometer files, and suggesting examining carefully all the necessary documents of the CGE Curriculum.

For each set of questions, Pilot partners had the possibility to write comments and propose possible improvements of the Curriculum.

After the interviews, SI4LIFE began drafting a document merging all the changes proposed by partners. This document keeps explicit track of the suggested changes in order to enable all the pilot leaders to analyse and approve or reject each one of them.

In the meanwhile, SI4LIFE shared a Doodle poll to identify in advance a date for the Voting meeting: since the changes would be adopted only if the qualified majority approved it, the meeting had to be mandatory for pilot leaders.

It was decided to meet on 18th April 2023 and, as already anticipated in a previous communication, one week before the online meeting, SI4LIFE managed to send some important documents, asking the partners to read them with due attention to facilitate the voting process. The documents were:

- "CGE CURRICULUM INTEGRATED REVIEW – SUPPORTING DOCUMENT FOR VOTING" – a document including and tracking all the changes proposed by partners during the CGE Curriculum review and, where possible, a SI4Life's proposal of

integration. Different colours were used to help the reading of the document and comments aside justified the choices.

- "CHECK-LIST TABLE", containing only the final proposal of the Los affected by the proposed changes.

Since many changes were going to be voted in the online meeting, SI4LIFE asked the Pilot leaders for a preliminary opinion (AGREE/DISAGREE/TO BE DISCUSSED) to get a first "idea" of which topics would be easier and quicker to deal with and which ones would require time for more in-depth discussion.

In any case, all the issues/changes would be addressed, and each Pilot partner could have the opportunity to actually vote, confirming or changing its preliminary opinion.

While preparing these documents, SI4LIFE identified some "crucial issues" that were transversal to some Los and needed to be discussed in order to approve or reject some meaningful changes. These issues were highlighted in the document "CHECK-LIST TABLE" and concerned:

- the use of "gastrological terms" throughout the whole Curriculum;
- the role of "food chemistry" in the CGE profile and thus in the Curriculum;
- the role of "clinical nutrition" in the CGE profile and thus in the Curriculum.

These topics were discussed at the very beginning of the voting meeting, therefore the decisions taken on specific Los considered the general approach defined by the group.

The results of the negotiation will be presented in Deliverable 3.1.2 and the results of the interviews on the Designers' Kit will be presented in deliverable 3.2.2.

8 Evaluation of the CGE EU Curriculum: VET/ Pilot Designer's

8.1 Flexibility of the CGE EU Curriculum

All answers were counted by pilot site. Results by pilot site are presented. Because the Belgium pilot site did not answer, 6 answers are considered: 1 answer from Portugal Pilot site, 1 answer from Austria Pilot site, 1 answer from Italy – Campania Pilot site and 3 answer from Ligurian 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?" how they regard the flexibility of the kitchen terminology:**

Kitchen terminology
6 responses

- 1 – Very difficult
- 2 – Difficult
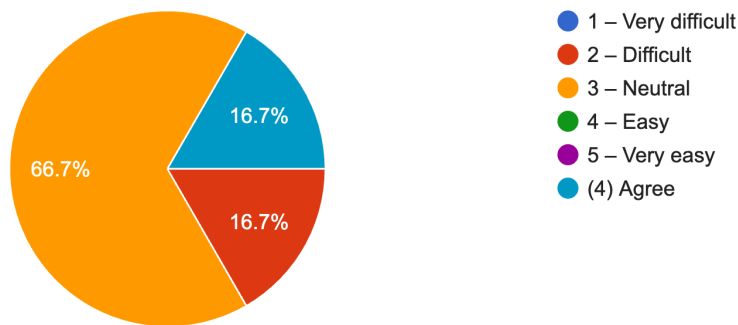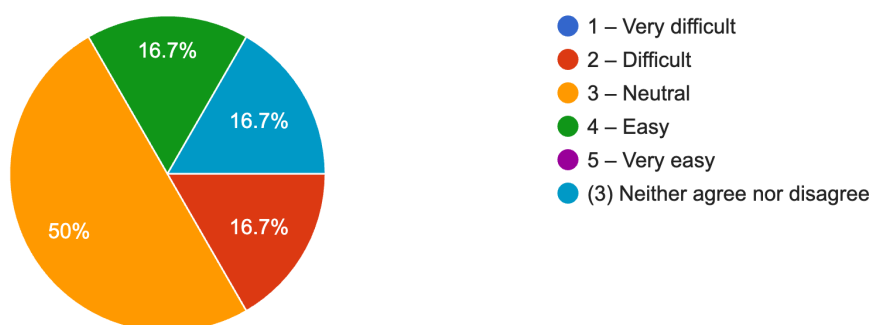- 3 – Neutral
- 4 – Easy
- 5 – Very easy
- (4) Agree
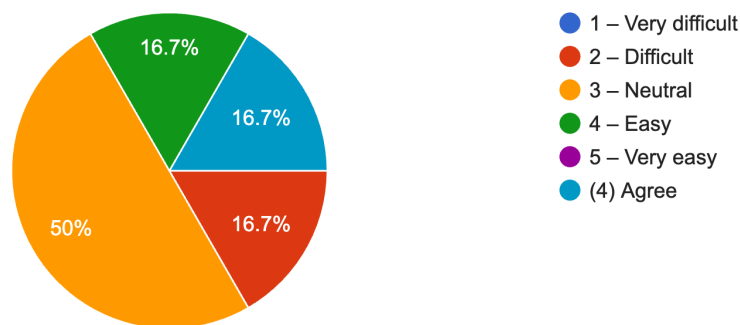
Figure 1: Responses to the 1) VET / Pilot designers Evaluation Questionnaire (n=6), to the question: *"Despite similar contents, how complex will it be to adapt the curriculum to you pilot site/countries' own specificity?"* Regarding the flexibility about the kitchen terminology.

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 added regarding this question, so we cannot determine, why Campania considers it difficult.

Cook's background training

6 responses

Legend:
- 1 – Very difficult
- 2 – Difficult
- 3 – Neutral
- 4 – Easy
- 5 – Very easy
- (4) Agree

Figure 2: Responses to the 1) VET / Pilot designers Evaluation Questionnaire (n=6), 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 (agree) to adapt to the cook's background training. Both Italian pilot sites have a neutral opinion regarding this topic. The Austrian Pilot considered 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 consider it difficult.

Culinary traditions/recipes

6 responses

Legend:
- 1 – Very difficult
- 2 – Difficult
- 3 – Neutral
- 4 – Easy
- 5 – Very easy
- (3) Neither agree nor disagree

Figure 3: Responses to the 1) VET / Pilot designers Evaluation Questionnaire (n=6), 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 neural opinion (neither difficult nor easy), regarding the flexibility of the curriculum to adapt culinary traditions /recipes. The Italian pilot sites have opposite opinions, 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.
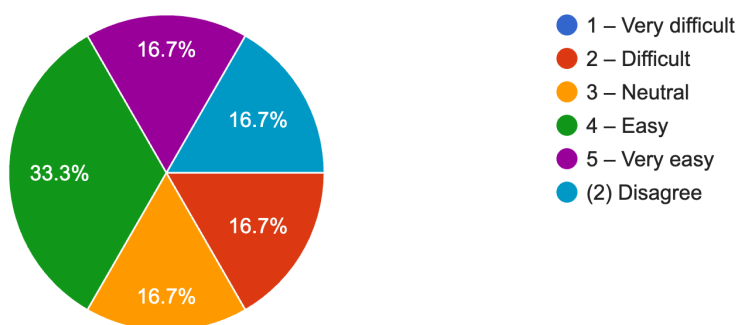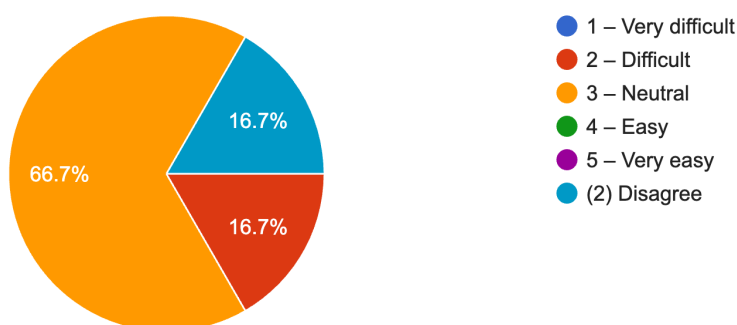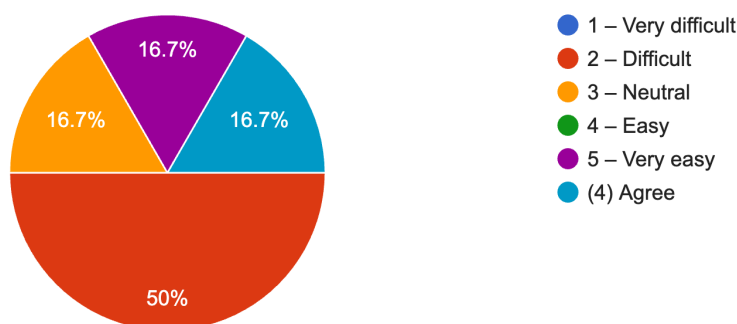
Cooking techniques
6 responses

Figure 4: Responses to the 1) VET / Pilot designers Evaluation Questionnaire (n=6), 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 Liguria pilots consider the CGE EU curriculum very easy, easy, and neutral 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 consider it difficult.

Food supply chains
6 responses

Figure 5: Responses to the 1) VET / Pilot designers Evaluation Questionnaire (n=6), 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 Curriculum difficult to adapt to the food supply chain. Both Italian Pilots have a neural 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.

Staff/client communication
6 responses

- 1 – Very difficult
- 2 – Difficult
- 3 – Neutral
- 4 – Easy
- 5 – Very easy
- (4) Agree

Figure 6: Responses to the 1) VET / Pilot designers Evaluation Questionnaire (n=6), 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 Curriculum Easy and Very Easy, to adapt to the CGE curriculum to staff/client Communication.
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 designers' 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

DK1 – EU CGE Curriculum

Regarding the Designers' kit, pilots VET designers were asked: to what extent was easy/difficult to use to adapt the curriculum based on the following statements, related to DK1 – EU CGE Curriculum – Guide (n=6):

All four pilot sites, agree that Designers' Kit helped, and was easy or very easy to use when defining the EQF level.

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 their site.

Most of the pilot VÉT designers, agree that 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 or difficult).

The Italian Liguria 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 do define the course modules with the Kit.

Most of the pilot sites say it is easy to use the designers kit to define educational strategies, while the Liguria pilots has a neutral position.

Most of the pilot sites say it is easy to use the designers kit to define educational strategies, while the Liguria pilots has a neutral position.

All four pilot sites sate that the Designers' kit will be a 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 about DK1.

8.3 Guides and tools included in the Designer's Kit

Regarding guides and tools included in the designer´s 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 friendliness, completeness/incompleteness and usability.
The following results were obtained (n=6):

All four pilot sites gave positive feedback regarding the guides DK2- Identification of the proper EQF level and credits, DK3 - Curriculum adaptation to EQF, 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 and Guide DK11 – Work Based Learning – Guidelines.

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

9 Evaluation of the CGE EU Curriculum: Pilot Teachers

The Pilot Teacher Evaluation Questionnaire (n=17) includes 3 answers from the Portuguese Pilot site, 3 answers from the Austrian Pilot site, 3 answer from Italy - Campania Pilot site, 5 answers from Ligurian Pilot site and 3 answers from the Belgium Pilot site.

Regarding the opinion of the Pilot Teachers of the 5 Pilot sites that answered to the efficacy of the CGE EU Curriculum to each pilot site/country, pilot teachers were asked to **"*Are the following contents of the CGE EU curriculum possible to implement in the pilot course in the site where you will be teaching: regarding the management of suppliers and buy in sustainable ingredients"*.**

Manage suppliers and buy in sustainable ingredients
17 responses

- (1) Strongly disagree
- (2) Disagree
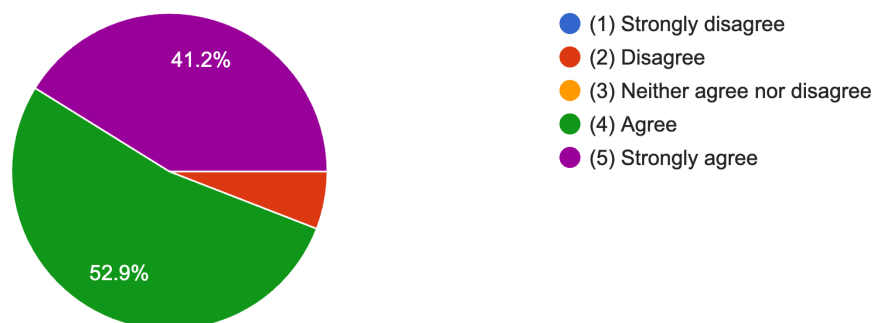- (3) Neither agree nor disagree
- (4) Agree
- (5) Strongly agree
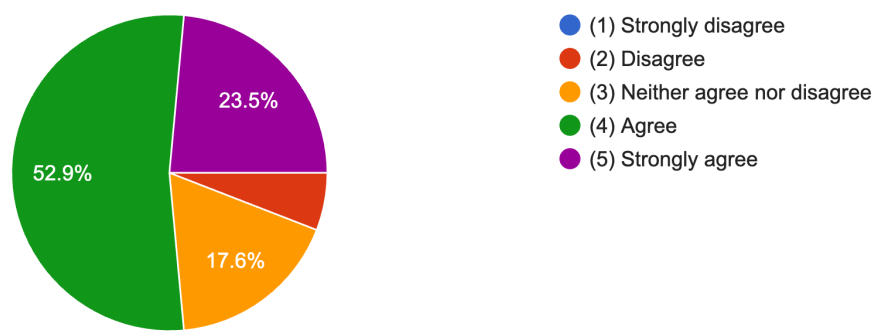
Figure 7: Responses to the Pilot Teacher Evaluation Questionnaire (n=17), to the question: *"Are the following contents of the CGE EU curriculum possible to implement in the pilot course in the site where you will be teaching: regarding the management of suppliers and buy in sustainable ingredients":*

In general pilot sites show a positive answer, most of the answers agree, strongly agree or neither agree nor disagree. Only 1 answer from Portugal disagrees.

Regarding the opinion of the Pilot Teachers of the 5 Pilot sites that answered to the efficacy of the CGE EU Curriculum to each pilot site/country, pilot teachers were asked **"*Are the following contents of the CGE EU curriculum possible to implement in the pilot course in the site where you will be teaching: regarding screening, assess and monitor on client level"*.**

Screen, assess and monitor on client level

17 responses

- ● (1) Strongly disagree
- ● (2) Disagree
- ● (3) Neither agree nor disagree
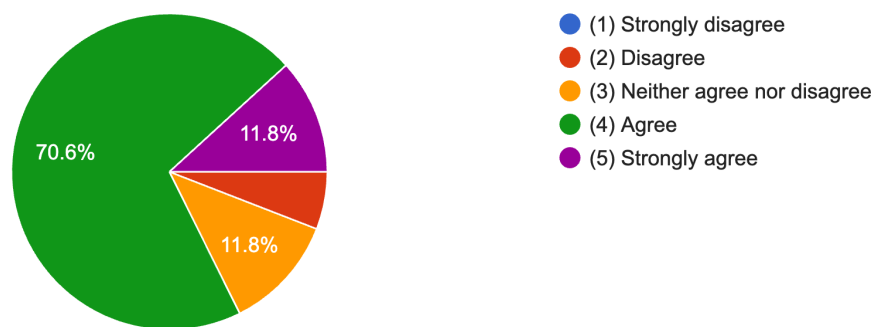- ● (4) Agree
- ● (5) Strongly agree
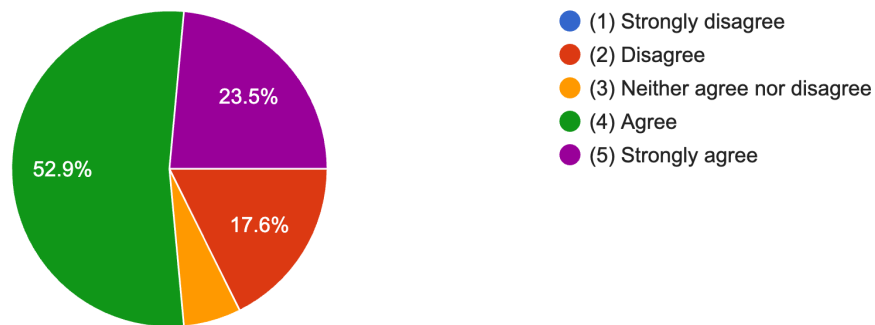
Figure 8: Responses to the Pilot Teacher Evaluation Questionnaire (n=17), to the question: *"Are the following contents of the CGE EU curriculum possible to implement in the pilot course in the site where you will be teaching: **regarding screening, assess and monitor on client level".***

Two teachers from Italy Ligurian and on Portugal teacher disagree; one Italy-Ligurian teacher neither agrees nor disagrees. All the rest agree or strongly agree.

Regarding the opinion of the Pilot Teachers of the 5 Pilot sites that answered to the efficacy of the CGE EU Curriculum to each pilot site/country, pilot teachers were asked **"Are the following contents of the CGE EU curriculum possible to implement in the pilot course in the site where you will be teaching: Create recipes for a general population and for people with specific needs, complying with recommendations of health professionals."**

Create recipes for a general population and for people with specific needs, complying with recommendations of health professionals

17 responses

- ● (1) Strongly disagree
- ● (2) Disagree
- ● (3) Neither agree nor disagree
- ● (4) Agree
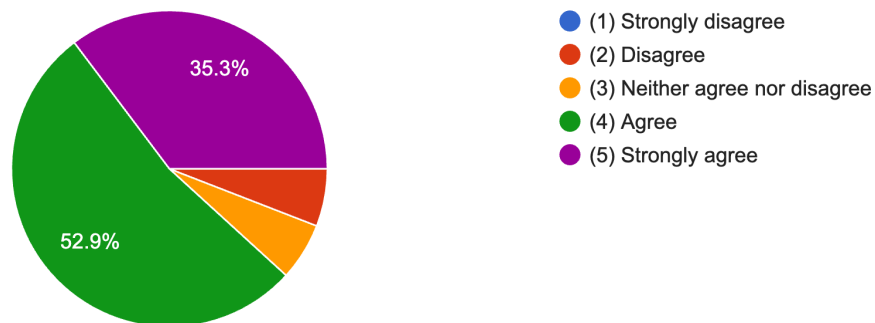- ● (5) Strongly agree

Figure 9: Responses to the Pilot Teacher Evaluation Questionnaire (n=17), to the question: *"Are the following contents of the CGE EU curriculum possible to implement in the pilot course in the site where you will be teaching: **regarding Create recipes for a general***

population and for people with specific needs, complying with recommendations of health professionals."

Only one teacher from Portugal disagrees with this question, all other teachers from the 5 pilot site agree or strongly agree.

Regarding the opinion of the Pilot Teachers of the 5 Pilot sites that answered to the efficacy of the CGE EU Curriculum to each pilot site/country, pilot teachers were asked **"*Are the following contents of the CGE EU curriculum possible to implement in the pilot course in the site where you will be teaching: regarding*** Manage the kitchen and coordinate personnel*".*

Manage the kitchen and coordinate personnel
17 responses

Legend:
- (1) Strongly disagree
- (2) Disagree
- (3) Neither agree nor disagree
- (4) Agree
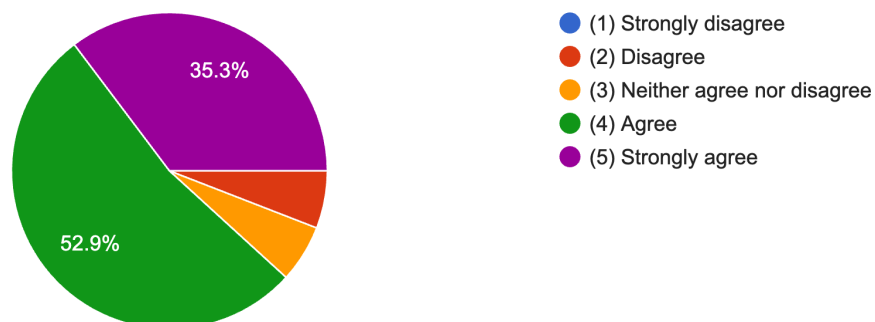- (5) Strongly agree

Pie chart values: 70.6%, 11.8%, 11.8%

Figure 10: Responses to the Pilot Teacher Evaluation Questionnaire (n=17), to the question: *"Are the following contents of the CGE EU curriculum possible to implement in the pilot course in the site where you will be teaching:* **regarding** Manage the kitchen and coordinate personnel

Only one teacher from Portugal disagrees with this question, all other teachers from the 5 pilot site agree, strongly agree or neither agree nor disagree.

Regarding the opinion of the Pilot Teachers of the 5 Pilot sites that answered to the efficacy of the CGE EU Curriculum to each pilot site/country, pilot teachers were asked **"*Are the following contents of the CGE EU curriculum possible to implement in the pilot course in the site where you will be teaching: regarding*** Ensure quality of food and follow safety regulations*".*

Ensure quality of food and follow safety regulations

17 responses

Legend:
- (1) Strongly disagree
- (2) Disagree
- (3) Neither agree nor disagree
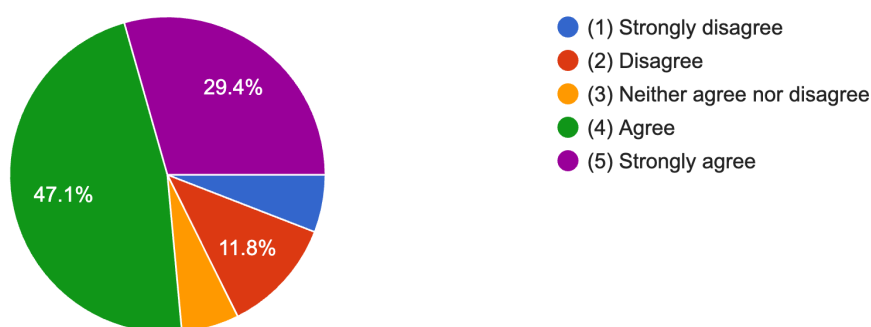- (4) Agree
- (5) Strongly agree

35.3%
52.9%

Figure 11: Responses to the Pilot Teacher Evaluation Questionnaire (n=17), to the question: *"Are the following contents of the CGE EU curriculum possible to implement in the pilot course in the site where you will be teaching: **regarding ensure quality of food and follow safety regulations***

Only one teacher from Portugal disagrees with this question, all other teachers from the 5 pilot site agree, strongly agree or neither agree nor disagree.

Regarding the opinion of the Pilot Teachers of the 5 Pilot sites that answered to the efficacy of the CGE EU Curriculum to each pilot site/country, pilot teachers were asked **"Are the following contents of the CGE EU curriculum possible to implement in the pilot course in the site where you will be teaching: regarding** Use and adapt cooking techniques to the specific care setting and client.

Use and adapt cooking techniques to the specific care setting and client

17 responses

Legend:
- (1) Strongly disagree
- (2) Disagree
- (3) Neither agree nor disagree
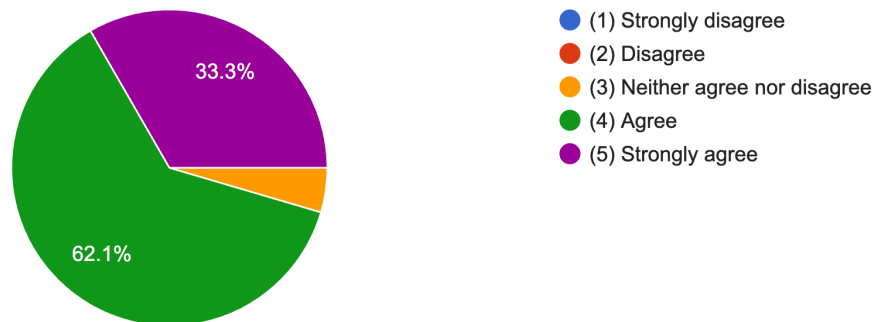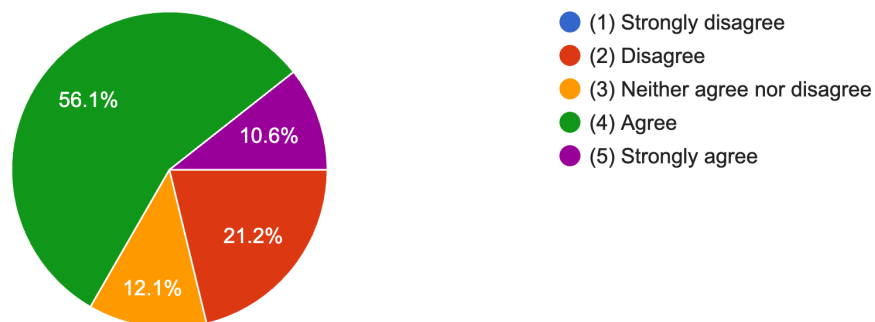- (4) Agree
- (5) Strongly agree

35.3%
52.9%

Figure 12: Responses to the Pilot Teacher Evaluation Questionnaire (n=17), to the question: *"Are the following contents of the CGE EU curriculum possible to implement in the pilot course in the site where you will be teaching:* Use and adapt cooking techniques to the specific care setting and client.

Only one teacher from Portugal disagrees with this question, all other teachers from the 5 pilot site agree, strongly agree or neither agree nor disagree.

Regarding the opinion of the Pilot Teachers of the 5 Pilot sites that answered to the efficacy of the CGE EU Curriculum to each pilot site/country, pilot teachers were asked **"*Are the following contents of the CGE EU curriculum possible to implement in the pilot course in the site where you will be teaching: regarding*** communicate, interact, and collaborate with clients and interprofessional team.

Communicate, interact and collaborate with clients and interprofessional team
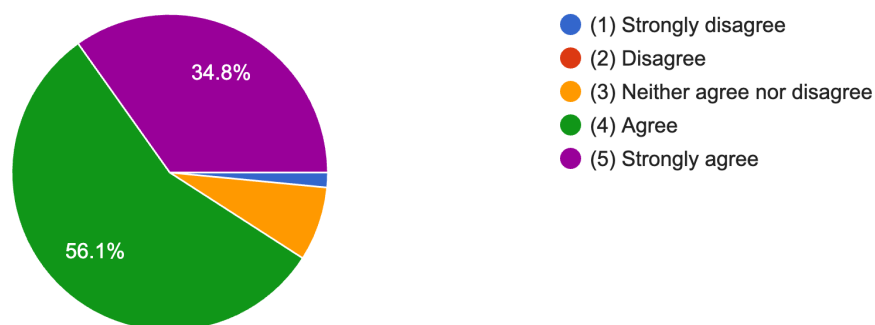17 responses

Figure 13: Responses to the Pilot Teacher Evaluation Questionnaire (n=17), to the question: *"Are the following contents of the CGE EU curriculum possible to implement in the pilot course in the site where you will be teaching:* Communicate, interact, and collaborate with clients and interprofessional team

Two teachers, one from Portugal and other from Italy-Ligurian disagree with this question, all other teachers from the 5 pilot site agree, strongly agree or neither agree nor disagree.

No comments were added to this questionnaire from any of the pilot sites.

10 Evaluation of the CGE EU Curriculum: Chefs

The Chefs Evaluation Questionnaire (n=66) includes 9 answers from the Portuguese Pilot site, 10 answers from the Austrian Pilot site, 10 answer from Italy - Campania Pilot site, 30 answers from Ligurian Pilot site and 7 answers from Belgium Pilot site.

Regarding the opinion of the Chefs of the 5 Pilot sites that answered to the efficacy of the CGE EU Curriculum in each pilot site/country, Chef's were asked:

The contents of the CGE EU curriculum cover the main work and responsibility of a chef in your country:

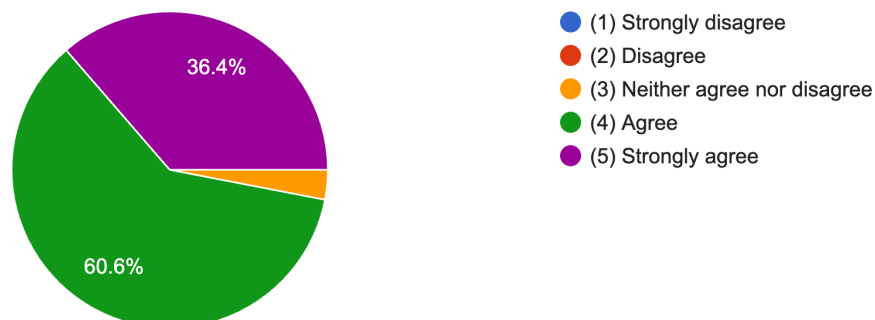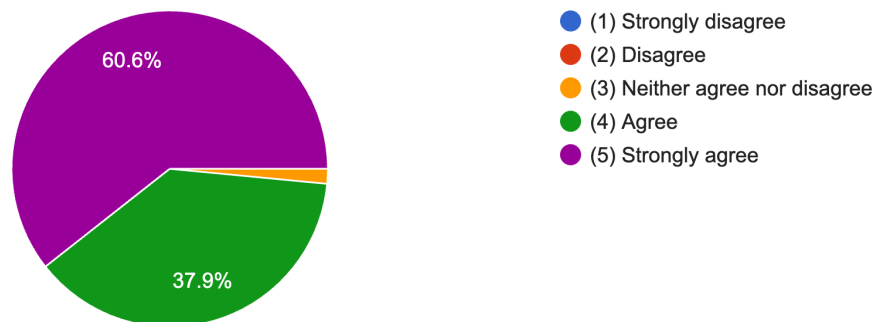Manage suppliers and buy in sustainable ingredients
66 responses

Figure 14 Responses to the Chefs Evaluation Questionnaire (n=66), to the question: *"Are the following contents of the CGE EU curriculum possible to implement in the pilot course of your country:* Manage suppliers and buy in sustainable ingredients

Most of the consulted Chefs agree that the CGE EU curriculum covers the management of suppliers and the acquisition of sustainable ingredients.

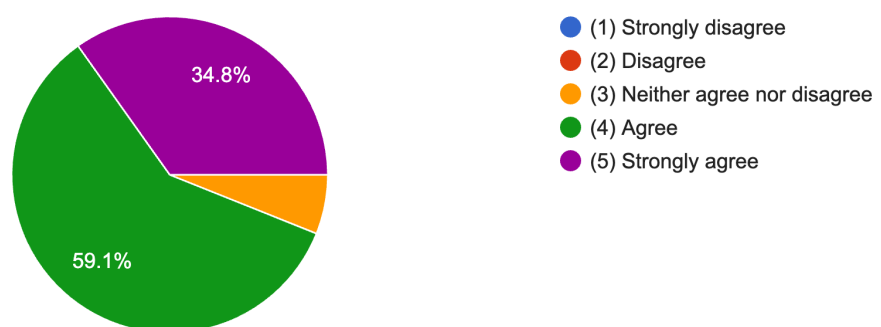Screen, assess and monitor on client level
66 responses

Figure 15: Responses to the Chefs Evaluation Questionnaire (n=66), to the question: *"Are the following contents of the CGE EU curriculum possible to implement in the pilot course of your country:* screen, assess and monitor on client level

Most of the consulted Chefs agree that the CGE EU curriculum covers the screening, assessment, and monitoring on client level. At least one Chef per pilot site disagrees with this question.

Create recipes for a general population and for people with specific needs, complying with recommendations of health professionals
66 responses

- 🔵 (1) Strongly disagree
- 🔴 (2) Disagree
- 🟠 (3) Neither agree nor disagree
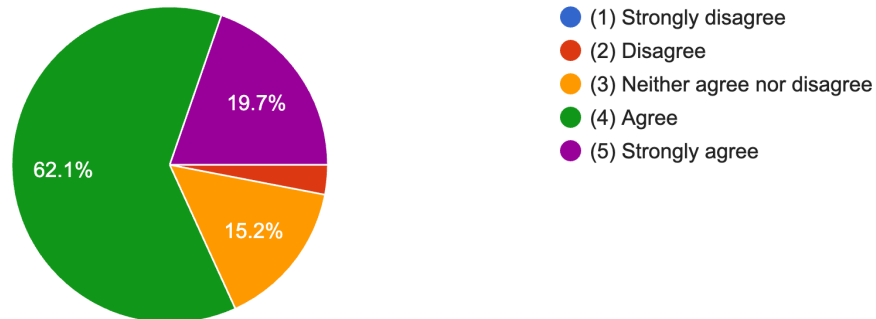- 🟢 (4) Agree
- 🟣 (5) Strongly agree

Figure 16: Responses to the Chefs Evaluation Questionnaire (n=66), to the question: *"Are the following contents of the CGE EU curriculum possible to implement in the pilot course of your country:* Create recipes for a general population and for people with specific needs, complying with recommendations of health professionals

Most of the consulted Chefs agree that the CGE EU curriculum create recipes for a general population and for people with specific needs, complying with recommendations of health professionals. One Chef from Ligurian Pilot site strongly disagrees with this question.

Manage the kitchen and coordinate personnel
66 responses

- 🔵 (1) Strongly disagree
- 🔴 (2) Disagree
- 🟠 (3) Neither agree nor disagree
- 🟢 (4) Agree
- 🟣 (5) Strongly agree

Figure 17: Responses to the Chefs Evaluation Questionnaire (n=66), to the question: *"Are the following contents of the CGE EU curriculum possible to implement in the pilot course of your country:* Manage the kitchen and coordinate personnel.

Most of the consulted Chefs strongly agree or agree that the CGE EU curriculum is efficient in the management of kitchen and coordination of personnel.

Ensure quality of food and follow safety regulations
66 responses

- (1) Strongly disagree
- (2) Disagree
- (3) Neither agree nor disagree
- (4) Agree
- (5) Strongly agree

60.6%
37.9%

Figure 18: Responses to the Chefs Evaluation Questionnaire (n=66), to the question: *"Are the following contents of the CGE EU curriculum possible to implement in the pilot course of your country:* Ensure quality of food and follow safety regulations.

Most of the consulted Chefs agree or strongly agree that the CGE EU curriculum is efficient to ensure quality of food and follow safety regulations.

Use and adapt cooking techniques to the specific care setting and client
66 responses

- (1) Strongly disagree
- (2) Disagree
- (3) Neither agree nor disagree
- (4) Agree
- (5) Strongly agree

34.8%
59.1%

Figure 19: Responses to the Chefs Evaluation Questionnaire (n=66), to the question: *"Are the following contents of the CGE EU curriculum possible to implement in the pilot course of your country:* Use and adapt cooking techniques to the specific care setting and client.

Most of the consulted Chefs agree or strongly agree that the CGE EU curriculum uses and adapts cooking techniques to the specific care setting and client.

Communicate, interact and collaborate with clients and interprofessional team

66 responses

- ● (1) Strongly disagree
- ● (2) Disagree
- ● (3) Neither agree nor disagree
- ● (4) Agree
- ● (5) Strongly agree

19.7%

62.1%

15.2%

Figure 20: Responses to the Chefs Evaluation Questionnaire (n=66), to the question: *"Are the following contents of the CGE EU curriculum possible to implement in the pilot course of your country:* Communicate, interact, and collaborate with clients and interprofessional team.

Most of the consulted Chefs agree or strongly agree that the CGE EU curriculum is efficient in communicate, interact, and collaborate with clients and interprofessional team.

Regarding the efficiency of CGE EU curriculum, in general, the consulted chefs have the opinion that CGE EU curriculum is a good opportunity to improve cooker profession and adapt it to health care system; is very interesting and creative curriculum, will help professional to cook for people with special needs.

In terms of representativeness, the consulted Chefs were asked:
   "do you agree that the GCE EU Curriculum includes the following tasks:"

Planning and developing recipes and menus, estimating food and labour costs, and ordering food supplies

66 responses

- ● (1) Strongly disagree
- ● (2) Disagree
- ● (3) Neither agree nor disagree
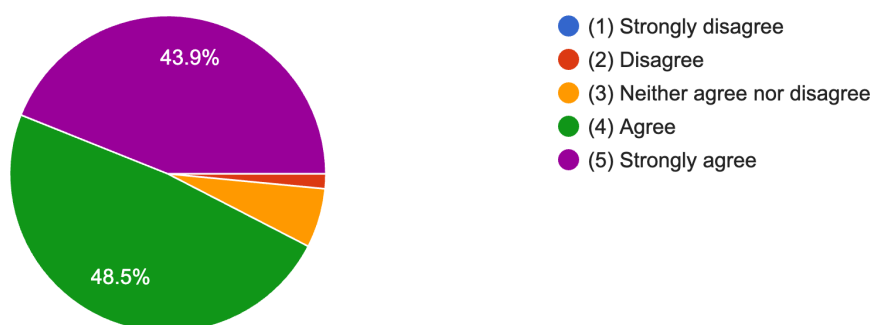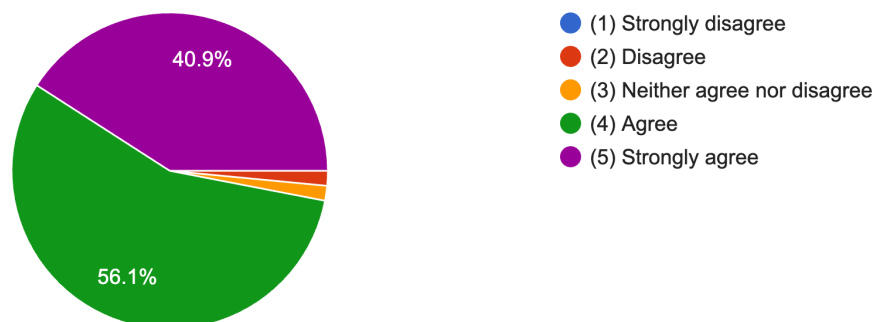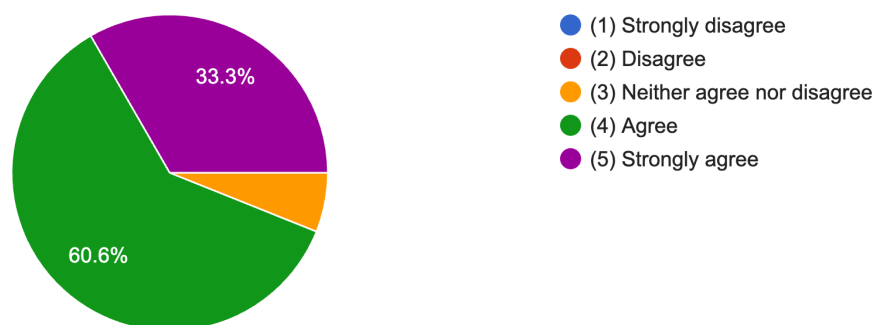- ● (4) Agree
- ● (5) Strongly agree

33.3%

59.1%
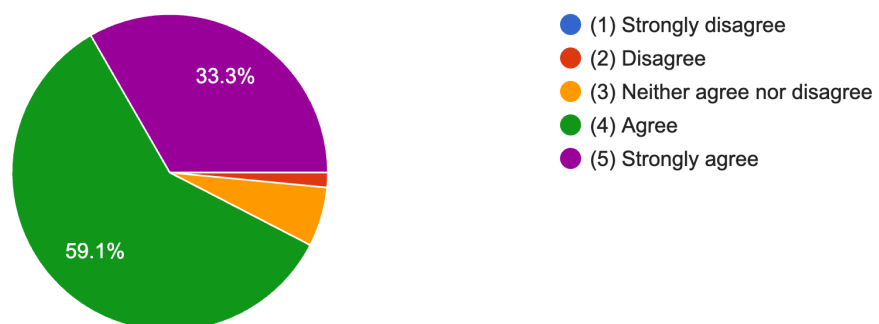
Figure 21. Responses to the Chefs Evaluation Questionnaire (n=66), to the question: *"Do you agree that the GCE EU Curriculum includes the following tasks: Planning and*

developing recipes and menus, estimating food and labour costs, and ordering food supplies."

Most of the consulted Chefs agree that the CGE EU curriculum has representativeness regarding the *Planning and developing recipes and menus, estimating food and labour costs, and ordering food supplies*. Only one chef from Austria Pilot site disagrees.

You Monitoring quality of dishes at all stages of preparation and presentation
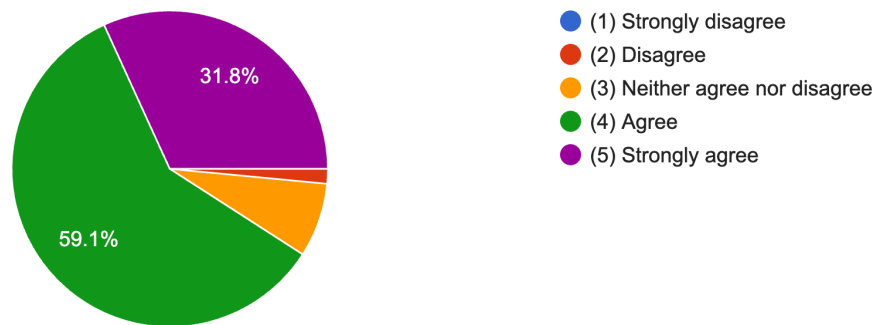66 responses
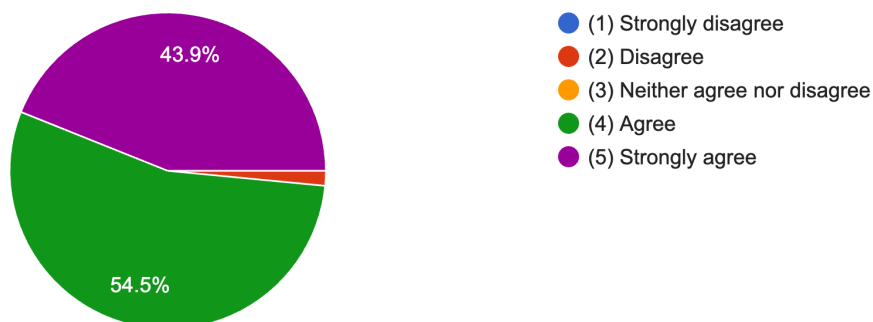
Figure 22: Responses to the Chefs Evaluation Questionnaire (n=66), to the question: *"Do you agree that the GCE EU Curriculum includes the following tasks:* Monitoring quality of dishes at all stages of preparation and presentation*."*

Most of the consulted Chefs agree that the CGE EU curriculum has representativeness regarding the monitorization of the quality of dishes at all stages of preparation and presentation. Only one chef from Italy-Ligurian Pilot site disagrees.

Discussing food preparation issues with managers, dieticians and kitchen and waiting staff
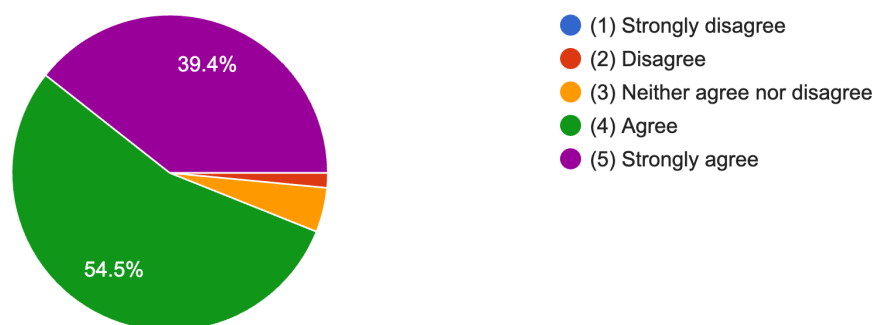66 responses

Figure 23: Responses to the Chefs Evaluation Questionnaire (n=66), to the question: *"Do you agree that the GCE EU Curriculum includes the following tasks:* Discussing food preparation issues with managers, dieticians and kitchen and waiting staff*."*

Most of the consulted Chefs agree that the CGE EU curriculum has representativeness regarding the discussion of the food preparation issues with managers, dieticians and kitchen and waiting staff. Only one chef from Italy-Ligurian Pilot site disagrees.

Supervising and coordinating the activities of cooks and other workers engaged in food preparation
66 responses

- (1) Strongly disagree
- (2) Disagree
- (3) Neither agree nor disagree
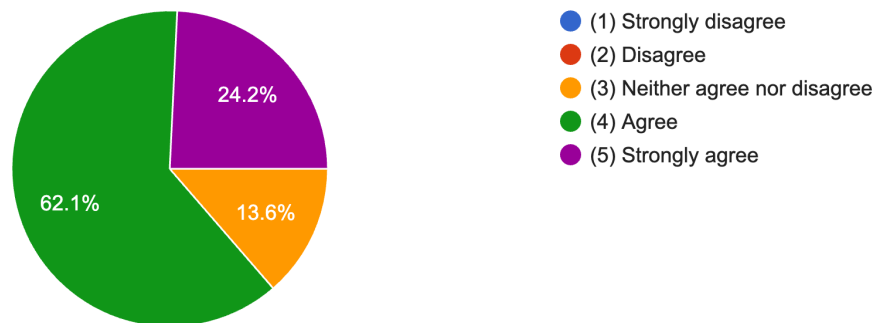- (4) Agree
- (5) Strongly agree

Figure 24: Responses to the Chefs Evaluation Questionnaire (n=66), to the question: *"Do you agree that the GCE EU Curriculum includes the following tasks:* Supervising and coordinating the activities of cooks and other workers engaged in food preparation.*"*

Most of the consulted Chefs agree that the CGE EU curriculum has representativeness regarding the supervising and coordination of the activities of cooks and other workers engaged in food preparation. Only one chef from Italy-Ligurian Pilot site disagrees.

Inspecting supplies, equipment and work areas to ensure conformity with established standard
66 responses

- (1) Strongly disagree
- (2) Disagree
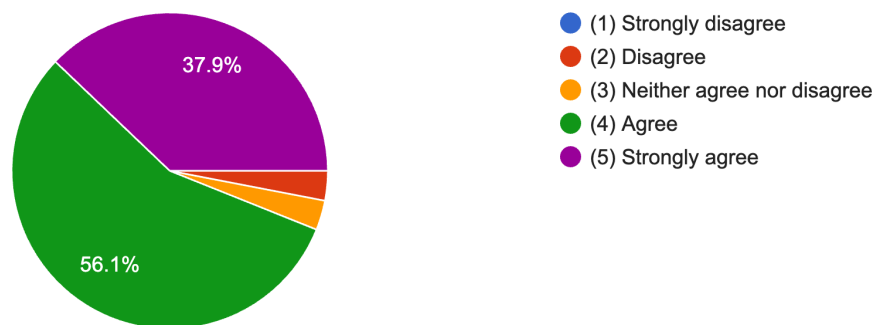- (3) Neither agree nor disagree
- (4) Agree
- (5) Strongly agree

Figure 25: Responses to the Chefs Evaluation Questionnaire (n=66), to the question: *"Do you agree that the GCE EU Curriculum includes the following tasks:* Inspecting supplies, equipment and work areas to ensure conformity with established standard.*"*

Most of the consulted Chefs agree that the CGE EU curriculum has representativeness regarding the inspection of supplies, equipment, and work areas to ensure conformity with established standard.

Determining how food should be presented, and creating decorative food displays
66 responses

Legend:
- (1) Strongly disagree
- (2) Disagree
- (3) Neither agree nor disagree
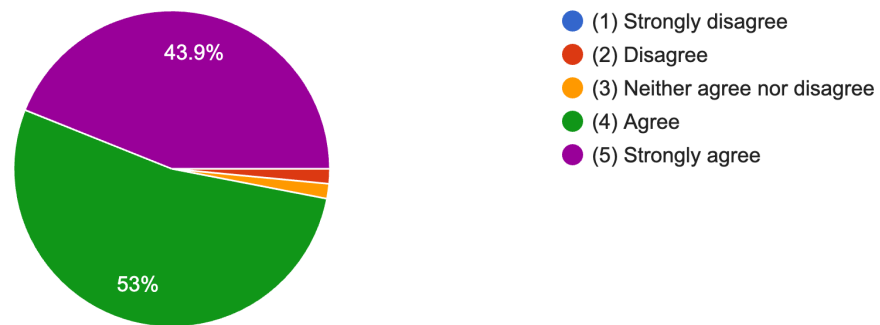- (4) Agree
- (5) Strongly agree

31.8%
59.1%

Figure 26: Responses to the Chefs Evaluation Questionnaire (n=66), to the question: *"Do you agree that the GCE EU Curriculum includes the following tasks:* Determining how food should be presented and creating decorative food displays*."*

Most of the consulted Chefs agree that the CGE EU curriculum has representativeness regarding the determination of food presentation and creating of decorative food display. Only one chef from Austria Pilot site disagrees.

Instructing cooks and other workers in the preparation, cooking, garnishing and presentation of food
66 responses

Legend:
- (1) Strongly disagree
- (2) Disagree
- (3) Neither agree nor disagree
- (4) Agree
- (5) Strongly agree

39.4%
54.5%

Figure 27 Responses to the Chefs Evaluation Questionnaire (n=66), to the question: *"Do you agree that the GCE EU Curriculum includes the following tasks:* Instructing cooks and other workers in the preparation, cooking, garnishing and presentation of food*."*

Most of the consulted Chefs agree that the CGE EU curriculum has representativeness regarding the instructing of cooks and other workers in the preparation, cooking, garnishing and presentation of food. Only one chef from Austria Pilot site disagrees.

Participating in the recruitment of kitchen staff and monitoring their performance

66 responses

Figure 28: Responses to the Chefs Evaluation Questionnaire (n=66), to the question: *"Do you agree that the GCE EU Curriculum includes the following tasks:* Participating in the recruitment of kitchen staff and monitoring their performance*."*

Most of the consulted Chefs agree that the CGE EU curriculum has representativeness regarding the participation in the recruitment of kitchen staff and monitoring their performance.

Preparing, seasoning and cooking speciality foods and complex dishes

66 responses

Figure 29: Responses to the Chefs Evaluation Questionnaire (n=66), to the question: *"Do you agree that the GCE EU Curriculum includes the following tasks:* Preparing, seasoning and cooking specialty foods and complex dishes*."*

Most of the consulted Chefs agree that the CGE EU curriculum has representativeness regarding the preparation, seasoning and cooking specialty foods and complex dishes. Only one chef from Austria Pilot site disagrees.

Explaining and enforcing hygiene and food safety regulations

66 responses

- (1) Strongly disagree
- (2) Disagree
- (3) Neither agree nor disagree
- (4) Agree
- (5) Strongly agree

43.9%

53%

Figure 30: Responses to the Chefs Evaluation Questionnaire (n=66), to the question: *"Do you agree that the GCE EU Curriculum includes the following tasks:* Explaining and enforcing hygiene and food safety regulations*."*

Most of the consulted Chefs agree that the CGE EU curriculum has representativeness in explaining and enforcing hygiene and food safety regulations. Only one chef from Italy-Ligurian Pilot site disagrees.

Chefs demonstrate their interest in this project and have the opinion that they have an indispensable role to play in Primary food care today and tomorrow.

11 Results of the Maturity Assessment of the Pilots

At the time of this intermediate report VET designer and Pilot have a clear idea of the ECG 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 **strengths, weaknesses, opportunities, and threats** that each could predict at this time in the implementation and delivering the ECG EU pilot course in their site/country:

As main **strengths** 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 preexisting 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 **weakness** 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]**
"*Labour 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]**
"*Difficulty in making people understand where the new professional figure is placed.*" **[Italy - Liguria]**
"*Understanding the identity of a CGE, which is between a regular chef and a dietician*" **[Italy - Liguria]**

As main **opportunities** foreseen in the implementation of the pilot course the pilot sites we 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 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 aut halfway" **[Italy - Liguria]**
"Lack of students" **[Italy - Liguria]**
"Few students enrolling in the course and/or students dropping out halfway" **[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]**
"Thorough a dissemination campaign, advertising the course through 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, advertising the course through dedicated channels.*" **[Italy - Liguria]**

12 Results from the External reviewer Questionnaire

The External reviewer was asked to evaluate the Efficacy if the CGE EU Curriculum, regarding it adequacy and concordance to the CGE EU occupational profile.

The external reviewer gave a positive evaluation, agreeing with the adequacy and concordance to the CGE EU occupational profile to all 7 topics considered in the questionnaire (Manage suppliers and buying 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).

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 topics included in this question and 2 neutral (Neither agree nor disagree), 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, haven given a neural response to this aspect in the questionnaire, and mentioning that:
"Kitchen terminology will have to be explained in the toolkit". A neutral response was additionally 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 that they should be improved in the future. Therefore, and based on the VET designers who evaluate the tools (designers kit as user friendly), no additional improvements are necessary, in our opinion, once they are the actual users of this kit.

13 Conclusion

In general, the flexibility of CGE Curriculum was achieved ensuring its adaption to the different pilot sites. Only the food supply chains are considered difficult to adapt by the VET's designers (n=6).

- Half of the pilot sites consider the Kitchen Terminology easy to adapt. One pilot considered it easy and the other has a neutral opinion.
- Half of the pilot sites have a neutral opinion about the cook's background training adaptation to the curriculum. One pilot considered easy and the other considered difficult.
- Half of the pilot sites have a neutral opinion about the flexibility of the curriculum to adapt culinary traditions /recipes. One pilot considered easy and the other considered difficult.
- Half of the pilot sites consider the cooking techniques easy to adapt of the curriculum. The other half consider it difficult.
- Half of the pilot sites consider the adaptation of the food supply chain difficult to adapt. The other half have a neutral opinion.
- Half of the pilot sites consider the staff client communication easy. One pilot considered difficult and the other has a neutral opinion.

In general, the usability, feasibility, and flexibility of the designers' kit was achieved ensuring its adaption to the different pilot sites (n=6).

All four pilot sites, agree that Designers' Kit helped, and was easy/very easy to use when defining the EQF level, defining the ECVET points of the pilot course in their site and will be useful interactive/web-based tool for future users of the CGE EU Curriculum.

The majority agree that Designers' Kit helped and was easy/very easy to select the learning outcomes targeted for the pilot course, to define the course modules with the Kit and to define educational strategies.

All four pilot sites gave positive feedback regarding the Guides and tools of the KIT (DK1 – DK11)

The CGE Curriculum was considered efficient by more than half of the teachers (n=17) and Chefs (n=66) from the 5 pilot sites who answered the questionnaires.
More than half of the consulted Chefs form the 5 pilot sites considered that the CGE Curriculum is representative among the pilot sites.

The external reviewer gave a positive evaluation in terms of adequacy and concordance to the CGE EU occupational profile.

Regarding the compliance of the CGE EU curriculum with EU standard: "*one topic should be improved: Discussing food preparation issues with managers, dieticians and kitchen and waiting staff*".
Regarding the designer's kit (tools and manuals), the external reviewer gave a positive evaluation, both regarding their adaptability to each pilot site and compliance with EU standards.

14 ANNEXES

14.1 ANNEX 1 – Quality Control Checklist

Quality Control Check	
Generic Minimum Quality Standards	
Document Summary provided (with adequate synopsis of contents)	YES
Compliant with NECTAR format standards (including all relevant Logos and EU-disclaimer)	YES
Language, grammar and spelling acceptable	YES
Objectives of the application form covered	YES
Work deliverable relates to adequately covered	YES
Quality of text is acceptable (organisation and structure, diagrams, readability)	NO
Comprehensiveness is acceptable (no missing sections, missing references, unexplained arguments)	YES/NO
Usability is acceptable (deliverable provides clear information in a form that is useful to the reader)	YES
Deliverable specific quality criteria	
Deliverable meets the 'acceptance Criteria' set out in the Quality Register:	YES
Checklist completed and deliverable approved by Nam: Petra Ziegler Date:	

14.2 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 Curriculum to you pilot site/country.**
Using a rating scale between Not at all (1) and Completely (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 Not applicable/ No opinion (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 dificult (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	☐	☐	☐	☐	☐
…. 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 Curriculum 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 implementing and delivering the ECG EU pilot course 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 effective implementation in every NECTAR pilot site.

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

> 300 racteres com espaços

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

> 300 racteres com espaços

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

> 300 racteres com espaços

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

> 300 caracteres com espaços

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

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 maximise 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

14.3 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 responsibilities 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 responsibility 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 opinion 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:

14.4 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 <u>Not at all</u> (1) and <u>Completely</u> (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 <u>Not applicable/ No opinion</u> (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 where 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:

14.5 ANNEX 5 External reviewer Evaluation Questionnaire

External reviewer Evaluation Questionnaire

Date: ☐☐/☐☐/☐☐☐☐ **ID:** ☐☐☐☐☐☐☐☐

This questionnaire gives you the chance to express your opinion about the **CGE curriculum and its adequacy and concordance with the CGE EU Occupational profile** a**nd addictionaly 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:

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2. REPRESENTATIVENESS

Give your opinion 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 create 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 user-friendly	☐	☐	☐	☐	☐
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 different 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 outcome and/or module according to the needs for EQF Certification in all pilot sites/country.	☐	☐	☐	☐	☐
After using the tool and 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:

14.6 ANNEX 6 – VET's Designers Interviews by SI4Life

As agreed during the General Assembly which took place in Sorrento, SI4LIFE has taken in charge part of the process for the **review of the first release of the CGE Curriculum and the related Designers' Kit** by setting up **structured interviews with each pilot leader**.

Before starting the interview process, in order to identify the best way to proceed, SI4LIFE sent out personalized e-mails to all pilot designers in order to plan the interviews for the review of the CGE Curriculum and Designers' Kit, proposing the adoption of two possible methodologies:

A. TWO-STEPs PROCESS:
1. Pilot Partners would have received in advance a list of possible issues the interview would have dealt with and related documents to be reviewed: in such a way they could have prepared their interviews;
2. Then, 1 or 2 representatives for each pilot would have been involved in a personalized (one-to-one) online interview, based on a structured track of questions that would have been the same for all the pilot leaders;

B. THREE-STEPs PROCESS:
1. Partners would have received in advance a list of possible issues the interview would have dealt with and related documents to be reviewed: in such a way they could have prepared their interviews;
2. Before the interview, a commented version of the first release of the curriculum or other kind of contributions could have been shared by partners with SI4LIFE proposing reviews to the Curriculum and/or the Designer's kit;
3. Then, 1 or 2 representatives for each pilot would have been involved in a personalized (one-to-one) online interview; this interview would have been based on two parts:
   - Part I: attendants would have been interviewed on the base of a structured track of questions that will be the same for all the pilot leaders;
   - Part II: attendants would have been asked to explain and comment the document shared in step 2

SI4LIFE therefore asked the pilot partners to express their preference in regards to the 2 proposed process in order to plan in advance such activity and fix the date of each interview. All Pilot Partners agreed on adopting the **two steps process, except for Odisee that preferred the three steps one.** Therefore SI4LIFE proceeded accordingly.

The interviews were structured into two sections, identifying four criteria of evaluation and specific indicators:

Section 1 - CGE CURRICULUM EVALUATION – PILOT COORDINATORS

CRITERIA	INDICATORS
CLARITY	CLARITY OF THE STRUCTURE
	CLARITY OF THE LANGUAGE
EXHAUSTIVENESS	EXHAUSTIVENESS OF THE SET OF LEARNING OUTCOMES
EFFICACY	EFFICACY OF THE CURRICULUM DESCRIPTION
OVERALL EVALUATION	OTHER

Section 2 - DESIGNERS' KIT – PILOT COORDINATORS

CRITERIA	INDICATORS
USEFULNESS	USEFULNESS FOR THE PILOT DESIGNERS
	USEFULNESS FOR THE INTENDED TARGET USERS
EFFICACY	EFFICACY of the KIT
	EFFICACY OF THE DK2 ABOUT EQF LEVEL
	EFFICACY OF DK6 -THE ECVET POINTS TABLE
	EFFICACY OF DK7 - FLEXIBILITY TOOL
	USABILITY OF DK7 - FLEXIBILITY TOOL
	EFFICACY OF DK11 - WBL GUIDE
	EFFICACY OF THE OTHER TOOLS
USABILITY	USABILITY OF THE KIT
OVERALL EVALUATION	OTHER

To assess the effectiveness and usefulness of the Designers' Kit, SI4LIFE created the "NECTAR Sentiment Thermometer", in which partners ideally placed each document of the Designers' Kit in a grid, depending on their perception of its relevance within the project.

In order to be as effective as possible, once the two documents were ready, SI4LIFE sent an email confirmation to Pilot Partners confirming the individual online meeting, attaching the Structure of the Interview and the Sentiment Thermometer files, and suggesting to examine carefully all the necessary documents of the CGE Curriculum.

For each set of questions, Pilot partners had the possibility to write comments and propose possible improvements of the Curriculum.

After the interview were carried out, SI4LIFE began the drafting of a document merging all the changes proposed by partners. This document would have explicitly kept track of the suggested changes in order to enable all the pilot leaders to analyse them and approve/reject each one of them.

In the meanwhile, SI4LIFE shared a Doodle poll to identify in advance a date for the Voting meeting: having already decided that all the changes would have been adopted only if the qualified majority approved it, the meeting would have been mandatory for pilot leaders.
Having identified as a suitable date for all pilots April 18th, 2023, as already anticipated in previous communication, SI4LIFE managed to send one week before the online meeting some important documents, asking the partners to read them with due attention to facilitate the voting process.

The documents sent were:

- "**CGE CURRICULUM INTEGRATED REVIEW – SUPPORTING DOCUMENT FOR VOTING**" – a document including and tracking all the changes proposed by partners during the CGE Curriculum review and, where possible, a SI4Life's proposal of integration. Different colors were used to help the reading of the document and comments aside justified the choices;
- "**CHECK-LIST TABLE**", containing **only** the final proposal of the LOs affected by the proposed changes.

Since many changes were going to be voted in the online meeting, SI4LIFE asked the Pilot leaders for a preliminary opinion (AGREE/DISAGREE/TO BE DISCUSSED) to get a first "idea" of which topics would be easier and quicker to deal with and which ones would have required time for more in-depth discussion.

In any case, all the issues/changes would have been addressed, and each Pilot partner could have had the opportunity to actually vote, confirming or changing its preliminary opinion.

While preparing these documents, SI4LIFE identified some "crucial issues" that were transversal to some LOs and needed to be discussed in order to approve or reject some meaningful changes. These issues were pointed out in the document "CHECK-LIST TABLE" and concerned:

- the use of "gastrological terms" throughout the whole Curriculum;
- the role of "food chemistry" in the CGE profile and thus in the Curriculum;
- the role of "clinical nutrition" in the CGE profile and thus in the Curriculum;

During the voting meeting, these topics were discussed at the very beginning, therefore the decisions taken on specific LOs considered the general approach defined by the group.

Results of the negotiation will be presented in Deliverable 3.1.2 and results of the interviews on Section 2 Designers' Kit will be presented on deliverable 3.2.2