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

D 7.2.1- Project Website
Final version M36

Deliverable Number:	**D 7.2.1 - final version**
WP related to the Deliverable:	**WP7**
Actual Date of Delivery to the CEC:	**06/11/2023**
PARTNER responsible for the Deliverable:	**SI4Life**
WP starting month	**M1**
WP ending month	**M36**

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

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AGREEMENT NUMBER – 621707-EPP-1-2020-1-BE-EPPKA2-SSA

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1 ABSTRACT:

The NECTAR website has been the primary digital hub for project information, offering a public online display that includes an overview of the project and continually updated details on results and key activities.

The present document outlines the website's final structure and content.

2 KEYWORDS:

Website, website structure

3 INTERNAL REVIEWERS

REVIEWER NAME	ORGANIZATION	DATE OF APPROVAL
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4 VERSION HISTORY AND AUTHORS

Version	Name / Organization	Status*	Date	Provided Content/Comment/ Summary of Changes
1	Elena M. Vercelli	A	19/10/2023	Draft Version 1
2	Barbara Mazzarino Elena M. Vercelli	A	31/10/2023	Draft Version 2
3	Barbara Mazzarino Elena M. Vercelli	A	06/11/2023	Draft Version 3
3				
4				

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

5   INTRODUCTION

This document describes the final version of the project website, which is one of the activities carried out within Work Package 7 (WP7) titled 'Dissemination, Exploitation, Scaling-up, and Sustainability of Project Results' as part of the NECTAR project.

The primary objective of the website is to disseminate information regarding the project, its activities, and the achieved results. It serves as the foremost communication channel for raising awareness about the project's objectives and serves as a showcase for project outcomes, including the occupational profile for Chef Gastro-Engineering (CGE) professionals and its associated curriculum.

The development of the website, as well as the project's visual identity, has been undertaken by SI4LIFE. This choice was made because of SI4Life's extensive experience in this domain, both in terms of designing and developing online platforms, such as the ASAP-Training integrated platform[1] and the SilverStar platform[2], and through collaborations with specialized Information-Communication-Technology (ICT) companies within the SI4Life consortium, such as GGallery group[3], renowned for its expertise in the communication sector.

6   WEBSITE

6.1 Technical aspects

6.1.1   Domain & access

The website domain decided within the Alliance is www.nectar-project.eu. The information will be accessible to anyone for free. Selected partners from WP7 will have the access to the backend to publish content for dissemination purposes. SI4Life provided the login details and technical support and also template to collect contribution to be published.

6.1.2   Hosting and maintenance

The site was created by SI4Life and was hosted on Microsoft Azure platform until the end of 2022. The Content Management System (CMS) used to develop the platform is WordPress, on the Azure platform in the premises of SI4Life. Given the policy of Azure to not sustain WordPress, it was necessary to migrate the website on a Linux server. SI4Life, in charge of the website technical maintenance, performed the website migration and the adaptation of the graphical template to the new version of the CMS.

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[1] The ASAP-Training platform is an integrating online platform for formal and informal learning and it is based on a Social Networking Software (SNS) and a Learning Management System (LMS). It has been developed in the DG-JUST ASAP-Training project framework (Building effective drug prevention results across Europe, b**A**sed on prevention **S**ystems **A**nalysis and widespread **P**rofessional **TRAINING**) - http://asap-training.eu/.

[2] The SilverStar platform is a platform supporting the Virtual Community of Innovation in the context of elderly care. It has been designed and implemented in the Interreg Central Europe project I-CARE-SMART. https://www.interreg-central.eu/Content.Node/I-CARE-SMART.html.

[3] https://www.gallerygroup.it/comunicazione/

6.2 STRUCTURE

6.2.1 Banner

The project banner is a responsive graphical element repeated in all the pages with the exclusion of the homepage. It is composed by a graphical element and the project name, and it reproduces some of the graphical components of the project visual identity. In Figure 1 is reported its first version.

Figure 1 The image is the website banner.

6.2.2 Menu Bar

The Menu Bar (see Figure 2) with the project logo and Menu voices is visible in the upper part of each page.
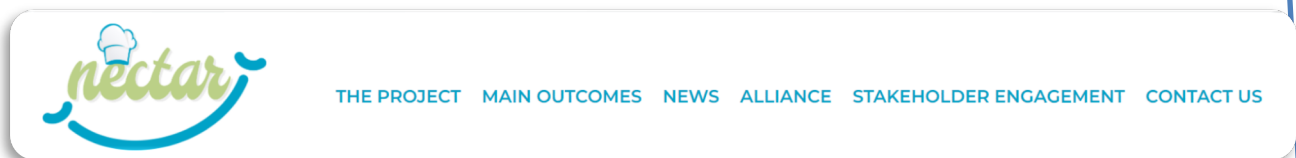
Figure 2: Screenshot of the NECTAR website's Menu Bar

The structure of the menu was decided by WP7 partners in the first months of the project (see Deliverable 7.2.1- Project Website – Initial version), but it was progressively refined during the project and therefore the final version bears some differences to the one originally conceived. The final structure of the Menu Bar is shown in Figure 3.
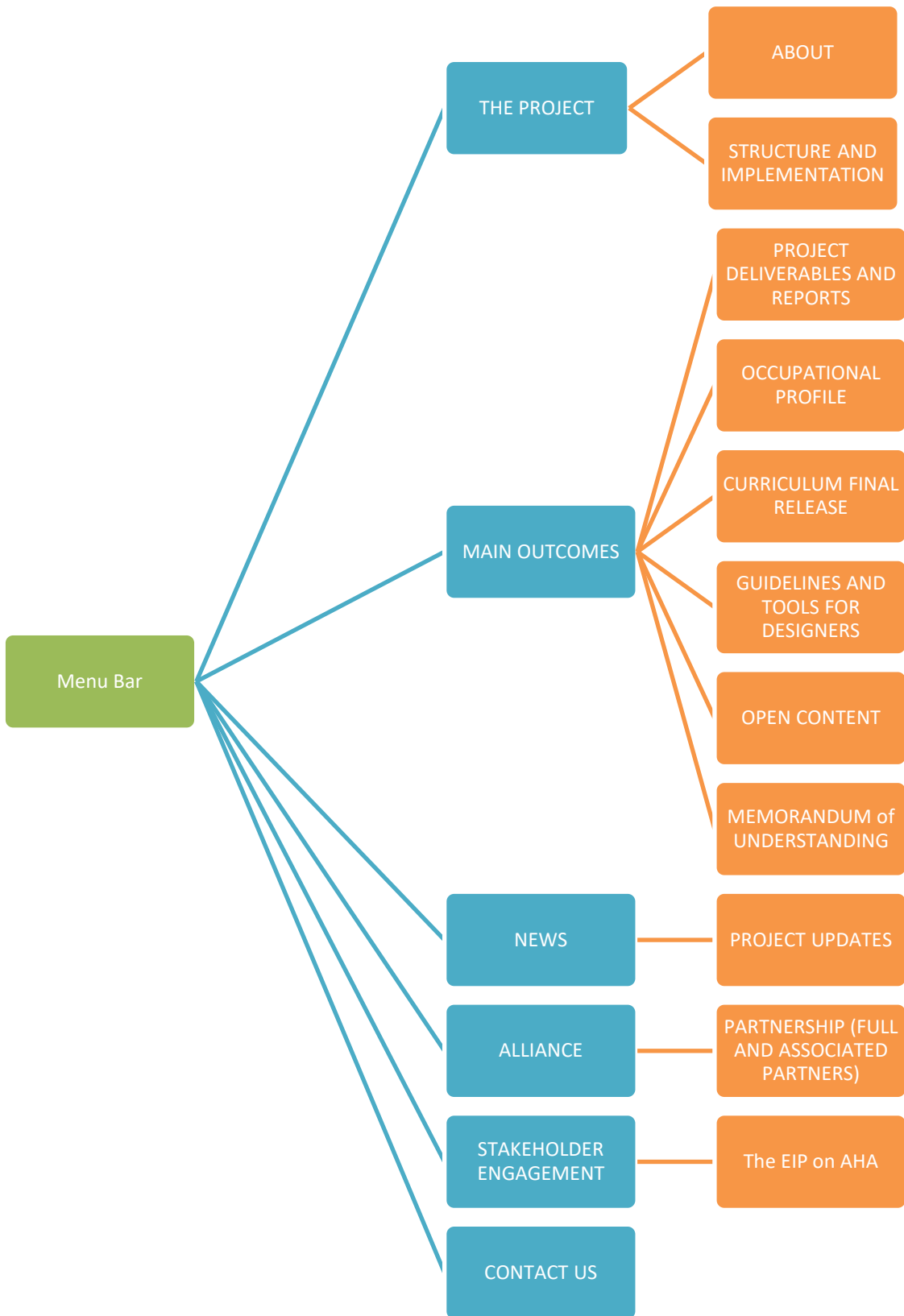
Figure 3: Final Structure of the NECTAR website's Menu voices.

These Menu voices are associated to the related pages and their content was concerted with the WP7 Leader. The following sections better detail this content and where changes have been made from the initial version of this deliverable, these are reported.

6.2.3 Homepage

As anticipated in the initial version of D7.2.1, the homepage represents the most dynamic section of the website, and over the course of the project, as outlined in D7.1.1 (dissemination and communication plan), it has featured various components related to the dissemination products. The homepage division in two main sections was maintained in the final release too.

The first section comprises the homepage banner, a dynamic element of the website. This banner consists of a sequence of images (that alternate randomly but are related to the project's purpose and context), with the project's logo and title overlaid on them. The set of images was sourced from a public archive. A visual representation of this banner is provided in Figure 4."

Figure 4: Screenshot of the NECTAR website's homepage banner

The second section showcases the latest news, offering a summary of the most recent updates and a link to the full news page. Some examples of news are provided in Figure 5.
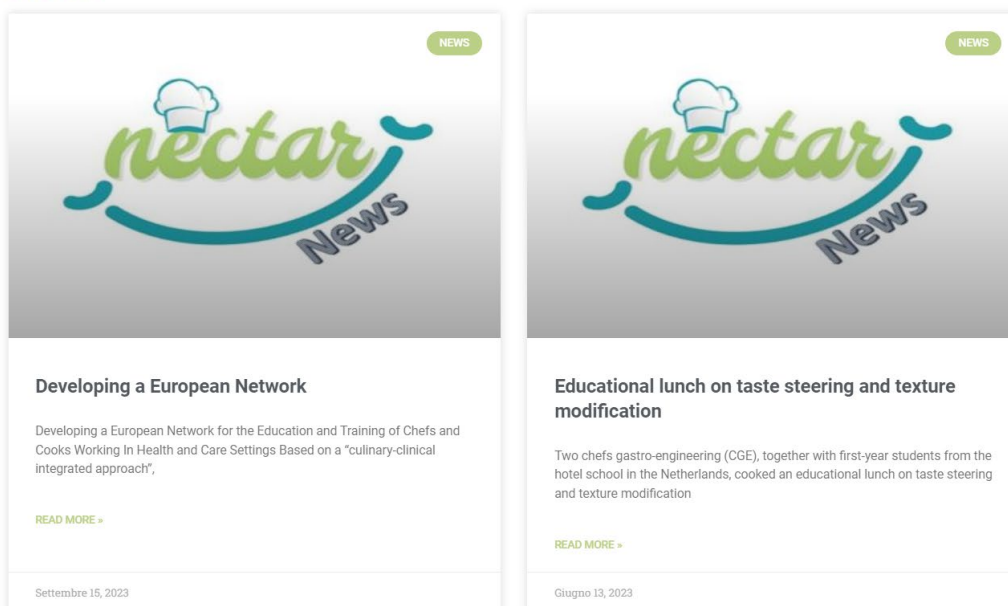

Figure 5: Screenshot of two news on the NECTAR website's homepage

6.2.4 Footer

The Footer on the website displays the Erasmus plus logo, the project logo and the EU Disclaimer.

The footer also contains the icons linking to the project social networks, i.e. Twitter (now X) and LinkedIn (see Figure 6).

Figure 6 The image reports the website footer.

6.3 CONTENT

The content of the website's first version was designed to provide the information about NECTAR's objectives, workplan, partnership and expected results. Therefore, the first version of D7.2.1 contained the screenshots and textual information of the following sections:

1. About
2. Structure and Implementation
3. Alliance
4. Stakeholder engagement – The EIP on AHA
5. Project Deliverables and Reports

As the first four sections were thoroughly illustrated in the first version of D7.2.1 and have not undergone significant changes in the meantime, their description will not be repeated in the present document.

On the other hand, the *Project Deliverables and Reports* section has been updated and implemented and, for this reason, this document includes information about it.

Furthermore, this final version of the document details all the sections that have been added to the site since the beginning, namely:

- Occupational Profile
- Curriculum Final Release
- Guidelines and tools for designers
- Memorandum of Understanding
- News – Project Updates
- Contact us

In the following paragraphs, screenshots of the pages corresponding to the new site sections are presented.

6.3.1 Project Deliverables and Reports

This section was improved according to the indications received following the approval of the Interim Report. A private area of the website was added, and it was made explicit that there are three main types of documents, namely:

- **Public** documents, accessible to anyone and downloadable from the site page[4].
- **Confidential** documents, which can be accessed only by EACEA, Commission services and project reviewers and can be found in the website's private area.
- **Restricted**, which can be accessed only by EACEA and other Erasmus+ Programme participants and can be found in the website's private area.

PROJECT DELIVERABLES AND REPORTS

NECTAR project lasts 36-months, from November 2020 till October 2023. During this period, 48 deliverables will be produced with different dissemination rules:

- 13 Confidential documents, i.e. accessible only to EACEA, Commission services and project reviewers from the private area of this website.
- 17 Restricted documents, i.e. accessible to the EACEA and to other Erasmus + Programme participants from the private area of this website.
- 18 Public documents, accessible to anyone from this page.

The list of documents is reported here below.

Work package title	Deliverable/ Result title	Type	Dissemination level	Language version	Provisional date
WP1 : Management	5 restricted deliverables: D1.1.1 Progress Activity Report D1.1.2 Final Activity Report D1.3.1 Risk Management Plan D1.3.2 Progress Conflict and Risk Report D1.3.3 Final Conflict and Risk Report	Reports	Restricted	EN	
	2 confidential deliverables: D1.2.1 Progress Costs Report D1.2.1 Final Cost Report	Reports	Confidential	EN	
WP2 Definition of a chef gastro engineering occupational profile	D2.1.1 Report on cooks' skills needs in the PFC and pre-existing training initiatives and curricula	Report	Public	EN	March 2021
	D2.1.2: Collection of good practices	Report	Public	EN	April 2021
	D2.2. EU Chef Gastro-Engineering Occupational Profile	Report	Public	EN	May 2021
WP3 Design and localization of the CGA EU curriculum	2 restricted deliverables: D3.2.1 Tools and guides for designers D3.3 Instructional Design documents of five localized curricula and five pilot courses	Report	Restricted		

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[4] https://www.nectar-project.eu/main-outcomes/project-deliverables-and-reports/

6.3.2 Occupational Profile

OCCUPATIONAL PROFILE for CHEF-GASTRO ENGINEERING

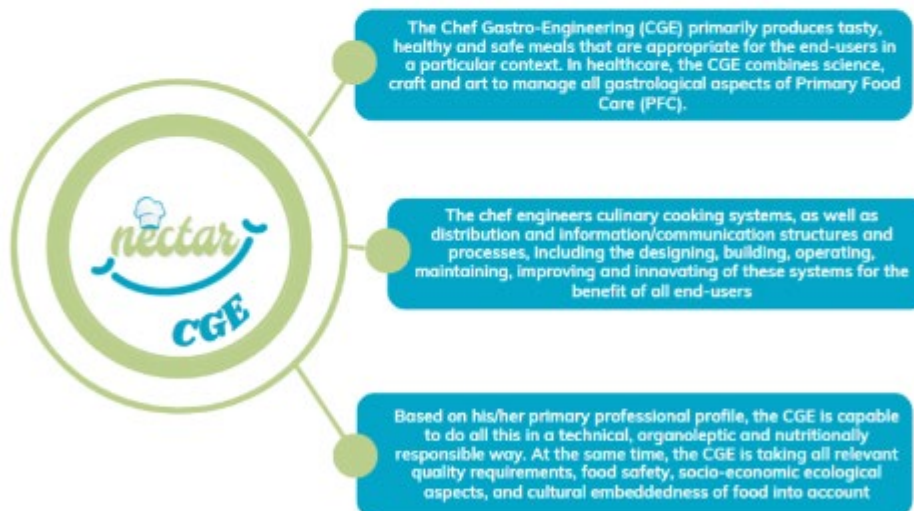One of the main results of the NECTAR project is the **Occupational Profile for Chef-Gastro Engineering (CGE)**. According to **ESCO** (European Skills, Competences, Qualifications and Occupations), occupation is a grouping of jobs involving similar tasks which require a similar set of skills. So, occupations should not be confused with jobs or job titles.

In order to define an Occupational Profile for CGE that could play a reference role at EU level and provide the baseline for the EU Curriculum and for the definition of the CGE qualification, the NECTAR consortium worked together in a three-step approach:

1. An **analysis of the different profiles for cooks and chefs** currently included in ESCO, which were summarised, analysed and compared. After this analysis, the ESCO profile for "chefs" was identified as the starting point for the development of a specialization in Chef-Gastro Engineering.
2. **Workshops** with the project partners and other stakeholders.
3. **Collection of good practices** implemented throughout Europe.

The whole set of activities performed in order to reach this important result is described in **D2.2**.

The NECTAR partners then established a shared definition of Chef Gastro-Engineering, which is as follows:

The Chef Gastro-Engineering (CGE) primarily produces tasty, healthy and safe meals that are appropriate for the end-users in a particular context. In healthcare, the CGE combines science, craft and art to manage all gastrological aspects of Primary Food Care (PFC).

The chef engineers culinary cooking systems, as well as distribution and information/communication structures and processes, including the designing, building, operating, maintaining, improving and innovating of these systems for the benefit of all end-users

Based on his/her primary professional profile, the CGE is capable to do all this in a technical, organoleptic and nutritionally responsible way. At the same time, the CGE is taking all relevant quality requirements, food safety, socio-economic ecological aspects, and cultural embeddedness of food into account

The **Occupational Profile** for CGE released by the NECTAR project is based on 7 Key Activities, each of which has been identified by specific Core Competences.
A **Key Activity** is conventionally defined by NECTAR as

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

Here below you can find the **Occupational Profile** for CGE.

Key Activity	Related Core Competence
1. Manage suppliers and buy in sustainable food ingredients	• Identify costs of required supplies • Identify most sustainable and high-quality suppliers and plan and manage the supply process related to the context • Avoid and manage waste while planning meals to promote full use of ingredients and promoting re-use according to HACCP and local law • Use local and seasonal ingredients and detect them in the territory to guarantee an efficient supply for the kitchen
2. Screen, assess and monitor on client-level	• Adapt screening, assessment and monitoring activity on the base of the proper level of care and use ICT tools to support this • Critically select and use the proper screening and monitoring tools to assess individual food preferences and needs • Assess clients' needs with respect taste deterioration • Collaborate with health professionals to understand how to alternate food texture regarding swallowing problems or other relevant adapted food medical conditions (e.g. Dementia, diabetes, kidney diseases) • Detecting clients' satisfaction and impressions after food consumption experience with interdisciplinary team
3. Create recipes for a general population and for people with specific needs, complying with recommendations of health professionals	• Create or compile recipes targeted to the general population considering cultural choices or religious ones and put them in a balanced and tasteful menu • Create and compile adapted and person-centred recipes complying with recommendations of health professionals as far as physiological (age-related) and pathological conditions • Handle food related client data in ICT systems • Supply menus and balanced menu cycles
4. Manage the kitchen and coordinate personnel	• Manage the kitchen budget (e. g. make budget plans and assure they are followed) with respect to food and utilities • Recruit personnel for the kitchen with HR recruiting team and define, create, implement and control training plans and schedules • Schedule personnel shifts and manage staff • Ensure regular maintenance of kitchen equipment
5. Ensure quality of food and follow safety regulations	• Assure that the work of the kitchen staff is compliant with food safety and hygienic standard and maintain a secure working environment • Acquire and ensure high food quality and safety in the kitchen starting from raw and semi-finished food products materials, storage of raw materials, processing, cooking and storage of food (components) and regenerating it • Plan and execute food tasting for healthcare professionals to test and review menus and new dishes
6. Use and adapt cooking techniques to the specific care setting and client	• Use the proper cooking techniques according to the healthcare context • Use the proper food preparation techniques for the right context • Use specific techniques of food preparation considering personal healthy diets and cultural and religious choices • Adapt food consistency, fortification and taste according to the needs of the client
7. Communicate, interact and collaborate with clients and interprofessional team	• Effectively interact and communicate with different clients and the interprofessional team with verbal (also written) and non-verbal communication • Collaborate with healthcare professionals to educate and promote healthy behaviours among clients • Work in a person-centred interdisciplinary team and collaborate with other professionals or stakeholders

6.3.3 Curriculum Final Release

THE EU CURRICULUM FOR "CHEF-GASTRO ENGINEERING"

The main result of the NECTAR project is the release of a **European Curriculum for Chef Gastro-Engineering (CGE) professionals**.

A first version of the Curriculum was released at the end of the first year of the project. Then, its efficacy and flexibility were tested through the implementation of 5 pilots in Italy, Portugal, Belgium and Austria. A comprehensive evaluation process involving different stakeholders has been implemented throughout the project duration and it took to the refinement of the Curriculum and the delivery of the final release.

The final release of the CGE EU Curriculum includes the description of **67 Learning Outcomes (LOs)** grouped into **7 Units of Learning Outcomes (UoLs).**

Learning Outcomes are described in terms of **Knowledge, Skills and Personal and Transversal Competences.**

The CGE EU Curriculum:

- Is based on a CGE Occupational Profile made of 29 Core Competences characterizing the CGE at EU level;
- Is **learning-outcome oriented** and compliant with **the main EU standards and tools for VET** such as ECVET, EQAVET, ESCO, EQF, etc.;
- Is **general and across the board**, since it is supposed to play a reference role for any VET designer targeting the CGE profile in any EU country;
- Is **modular and flexible**, since it is supposed to be adaptable to different contexts and rules in different EU countries;
- Enhances **Work-Based Learning.**

These features will enable transparency and comparability of the localized curricula and will support the recognition of this qualification by regulatory bodies.

The European Reference Curriculum for CGE developed by the NECTAR Project **targets chefs (ESCO profile – EQF4)** and aims at **awarding an EQF5 level**. Due to its flexible and modular design, it can be adapted to target and award **a specialization in EQF4**. Thus, taken as a whole, the Curriculum can be used to design CGE specialization courses **awarding from 30** (minimum for EQF4) **to 90 ECVET Points** (maximum for EQF5).

Specific guides included in this Kit support the adaptation of the EQF level and the related number of ECVET points.

6.3.4 Guidelines and tools for designers

DESIGNERS' KIT: Web-based step by step guide supporting the CGE Curriculum localization

Introduction to the Designers' Kit

Welcome!

This kit has been developed in the context of the **NECTAR project**, funded by the Erasmus+ Programme, and aims **to support VET providers in the design and management of Chef Gastro Engineering (CGE) training courses.**

In particular, the project has produced a **EU Curriculum for CGE**, which is the main outcome of the project, along with a number of **design tools and guidelines** to support the proper instantiation of the curriculum in actual courses.

These **tools and guidelines** have been collected in this **online Designer's Kit**, which will thus support any **VET designer** in the proper use of the CGE Curriculum.

The **Kit** is organized in **4 main sections**:

1. The CGE EU Curriculum:	2. Tools for Curriculum instantiation:	3. Tools and guide for students' assessment:	4. Supplementary readings for an effective Curriculum instantiation:
this section introduces the main outcome of the project, i.e. the Curriculum, by linking to the digital version of its final release.	this section includes guides and tools for the proper localization of the general Curriculum in any designer's own context.	this section supports designers in implementing an effective students' assessment in their courses, in compliance with ECVET recommendations.	this section presents some additional guides about Work-Based Learning (WBL) and Recognition of Prior Learning (RPL).

We invite you to navigate the following sections and download the provided tools.

1. The EU CGE Curriculum

The final release of the CGE EU Curriculum includes the description 67 Learning Outcomes (LOs) grouped into 7 Units of Learning Outcomes (UoLs).

Learning Outcomes are described in terms of **Knowledge, Skills and Personal and Transversal Competences.**

The CGE EU Curriculum:

- **Is based on a** CGE Occupational Profile made of 29 Core Competences, characterizing the CGE at EU level;
- **Is learning-outcome oriented** and compliant with **the main EU standards and tools for VET** such as ECVET, EQAVET, ESCO, EQF, etc.;
- **Is general and across the board**, since it is supposed to play a reference role for any VET designer targeting CGE profile in any EU country;
- **Is modular and flexible**, since it is supposed to be adaptable to different contexts and rules in different EU countries;
- Enhances **Work-Based Learning.**

These features will enable transparency and comparability of the localized curricula and will support the recognition of this qualification by regulatory bodies.

The European Reference Curriculum for CGE developed by the NECTAR project **targets chefs (ESCO profile – EQF4)** and aims at **awarding an EQF5 level**. Due to its flexible and modular design, it can be adapted to target and award **a specialization in EQF4**. Thus, taken as a whole, the Curriculum can be used to design CGE specialization courses **awarding from 30** (minimum for EQF4) **to 90 ECVET Points** (maximum for EQF5). Specific guides included in this KIT support the adaptation of the EQF level and the related number of ECVET points.

Where to start? Here are some **suggested steps** to use the Kit as effectively as possible:

1. **Download** the <u>CGE general Curriculum</u>.	2. **Browse** Section 2 "Tools for Curriculum instantiation" in order to understand which tools can support you in the adaptation of the Curriculum to your context and **download** the identified tools.	3. **Refine** your design and **plan** an effective implementation of your course consulting Section 3 containing the guides about students' assessment, WBL and RPL.

2. TOOLS FOR CURRICULUM INSTANTIATION

The CGE EU Curriculum is supposed to be **general** and **across the board** in order to be adaptable to different contexts. The **guides and tools** provided in this section have the aim to **support the proper instantiation of the CGE Curriculum** with respect to the EQF level, the number of ECTS allocated for the achievement of each LO, the creation of modules and the identification of the proper teaching/learning strategies.

Here are some **suggested steps** to localize the curriculum by using related **tools** developed to support the activity:

1. <u>Identify the proper EQF Level</u> of your localized Curriculum. In case you want to adapt the curriculum to EQF4, <u>this guide</u> will support you in the process.	2. Understand how to contextualize the EU Curriculum in your own scenario by using <u>Nectar Flexibility Table</u>.	3. Understand how to <u>define the modules</u> of your future courses.	4. Check the <u>number of ECVET Points</u> you can award with your course.

Then you can fill in this <u>Flexibility Tool</u>, which is an Excel file that allows you to formalize the design of your course with user-friendly automatic menus. To use this tool you can rely on this simple <u>guide</u>. Before completing the *Assessment scaffolding* sheet, we suggest you consult the tools to support students' assessment developed by NECTAR Project and presented in the next section.

Finally, for the **description of your course**, we suggest you to download the <u>Course Syllabus Template</u>, which was also delivered by NECTAR project.

3. TOOLS and GUIDE for STUDENTS' ASSESSMENT

Students' Assessment is a crucial element for the effective implementation of NECTAR's CGE Curriculum. Thus, it has been addressed at various levels and with different tools, targeting both designers and teachers.

Firstly, we suggest you download the Assessment Table defining the main assessment methods suggested for each Learning Outcome (LO).

Secondly, you're invited to describe and formalize how you will perform students' assessment both through the Flexibility Tool and through the Course syllabus, both described in the previous section.

To help you in this process we suggest you download a specific Guide for the design of students' assessment.
This guide also includes hints to use the Assessment Matrix, i.e. another practical tool which consist of an Excel file supporting the monitoring of students' assessment with a focus on Learning Outcomes.

4. SUPPLEMENTARY READINGS FOR AN EFFECTIVE CURRICULUM INSTANTIATION

This section of the Designers' Kit provides some supplementary readings to help you in the contextualization of the CGE Curriculum, taking into account other important design elements.

The CGE EU Curriculum includes a strong **Work Based Learning (WBL)** component. Here you can download a guide which supports you in setting up an effective WBL for CGE.

The Curriculum also supports the **Recognition of Prior Learning (RPL)**, which is a process through which an individual's prior learning, acquired in a formal, informal or non-formal way, is validated against a set of criteria and given a credit value. Here you can download a guide which identifies the main steps for RPL and provides a couple of practical experiences as concrete examples in the context of CGE.

6.3.5 Open Content

This section includes links and resources that compose the Educational Toolkit created for the NECTAR Massive Open Online Courses (MOOCs) on the iMooX platform.

EDUCATIONAL TOOLKIT

In order to support the implementation of NECTAR pilot courses, an **Educational Toolkit** has been set up on **iMoox**. This educational platform is based on the open-source software MOODLE2, one of the leading and well-known learning management systems in educational institutions worldwide (e.g. universities). iMooX can be easily accessed from all major operating systems (e.g. Android, Windows) of different devices, like tablets, PCs and smartphones.

After a user-friendly registration process on the platform (click here to download a simple guide) two courses (MOOCs – Massive Open Online Courses) are available free of charge and accessible to everyone:

1. CHEFS IN FUTURE INTEGRATED HEALTH CARE

This MOOC has been created to integrate the lessons implemented in presence in NECTAR pilots. Since it addresses pilot students, educational resources are available both in English and in pilot languages (DE, IT, NL and PT).

The course, structured into 2 Units, allows a more "general view" on the role of food and nutrition in the human body and related processes.

In **Unit 1** of this MOOC we address, among other topics:
– the role of nutrients and food in a life-course approach;
– the physiology of taste and smell and how these sensatory capacities influence food uptake;
– the process of eating per se;
– basic knowledge on swallowing disorders.
Unit 1 of this MOOC is shaped as "basic knowledge" for attendance in Unit 2.

Unit 2 of this MOOC guides students through more detailed content on cooking and how to make tasty dishes for older people, based upon knowledge collected in Unit 1. It also focuses on how to best monitor your clients' or customers' satisfaction with the food you deliver. Materials shared through the **NOTT** course are also available for download here below. With the appropriate licenses, online users (e.g. teachers) can reuse them in their own courses.
In particular, you can find:

2. NECTAR ONLINE TRAINING OF TRAINERS (NOTT)

This MOOC has been developed in order to train the future trainers of courses based on NECTAR Curriculum.

It is structured into 4 main Units in English language.

Unit 1 introduces the iMooX platform in general and the specific areas of the NOTT.

Unit 2 provides an introduction to the NECTAR project and to the main design tools that teachers should refer to when implementing pilot courses.

Unit 3 focuses on the lesson plans developed in the framework of the NECTAR project, providing support to teachers so that they can use them effectively.

Unit 4 focuses on the Training Patterns developed in the framework of the NECTAR project, providing support to teachers so that they can use them effectively.

Materials shared through the NOTT course are also available for download here below. With the appropriate licenses, online users (e.g. teachers) can reuse them in their own courses.

EN
Self-study

NECTAR Online Training of Trainers
Medical University of Graz

21% complete
★★★★☆

€ Free of charge
Start Date: 20.09.2022
👤 92
Enddate: -

In particular, you can find:

1. DESIGN PATTERNS:

NECTAR's design patterns support teachers to implement some best practices for the implementation of **innovative educational strategies**; they can be applied transversally to the LESSON PLANS and generally to most Learning Outcomes; they support both face-to-face and distance learning and provide hints about which technologies could be adopted to support both approaches, as well as about the organization of groups of students; they also provide specific indications about which types of Learning Outcomes could be targeted through the implementation of each training pattern.

Training Pattern – Jigsaw
Training Pattern – Critical Incident
Training Pattern – Webquest
Training Pattern – Pyramid
Training Pattern – Brainstorming

2. LESSON PLANS:

NECTAR's lesson plans are "templates for lessons" focusing on specific Learning Outcomes and identifying how to address the needed knowledge and skills through specific educational materials and activities; when possible, they also identify some "crucial professional steps/activities characterizing the CGE" which should be targeted by the training in order to ensure that they will be transferred/reproduced by the student in his/her daily practice.

Lesson Plan LO1-C-1
Lesson Plan LO2-AB-1
Lesson Plan LO2-AB-2
Lesson Plan LO2-AB-3
Lesson Plan LO3-D-1
Lesson Plan LO4-C-1
Lesson Plan LO6-AB-3
Lesson Plan LO6-D-1
Lesson Plan LO6-D-2
Lesson Plan LO7-A-1
Lesson Plan LO7-C-1
Lesson Plan LO7-C-4

6.3.6 Memorandum of Understanding

MEMORANDUM of UNDERSTANDING

NECTAR project's main results demonstrated to be general, across the board and thus suitable to play a reference role for any VET designer targeting the CGE profile in any EU country. Their exploitation and sustainability need to rely on a solid group of entities who are interested in collaborating to promote and implement actions based on NECTAR's results even after the end of the project.

Based these premises, NECTAR's Partners agreed to establish a **NECTAR Network for Cooperation and Mobility (NNCM)**, extending this commitment to collaboration from the project partnership to **any external actor interested in the CGE Curriculum implementation** and providing education, training, placements and/or assessment, validation and recognition in the culinary field in Europe. Future collaboration may focus on networking or dissemination or developing concrete initiatives supporting students' mobility and mutual recognition of qualifications across countries.

A **Memorandum of Understanding (MoU)** has been identified by NECTAR's partners as the most suitable instrument to formalize such a network. The NECTAR's Curriculum is characterized by some traits supporting its flexibility and adaptability, such as the possibility to adapt it to address both EQF5 and EQF4, or to tailor the number of ECVET points assigned to each Learning Outcome (LO), or to compose courses modules assembling the 67 learning outcomes in many different ways. Due to these characteristics, it is difficult to formalize specific agreements supporting the mutual recognition of qualifications across countries in a unique MoU. Such detailed agreements, fundamental to support students' mobility, should be detailed in **specific bilateral agreements**. In these bilateral agreements, the two signatories should define effective mechanisms to map the actual instantiations of the Curriculum implemented by specific VET providers in different countries for mutual recognition.

Thus, the "NECTAR NETWORK for COOPERATION and MOBILITY Memorandum of Understanding" establishes a **Network** between partners of NECTAR Project and other external actors, addressing two main objectives:

1. setting out a **general framework for cooperation and networking** between the signatories, establishing a context for possible future collaboration on new projects, exchange and mutual trust;

2. setting the ground for possible **future bilateral agreements between signatories**.

The above objectives correspond to two main levels of engagement of the member of the network:

1. at a first general level, signing the "NECTAR NETWORK for COOPERATION and MOBILITY MoU", an entity only commits to **recognize the CGE Curriculum** as a reference document at EU level and **to promote the further development of the network**;

2. as an **optional second level of engagement**, the members of the network may decide to sign additional bilateral agreements, defining effective mechanisms for mutual recognition of the CGE Curriculum and Qualification and for students' mobility.
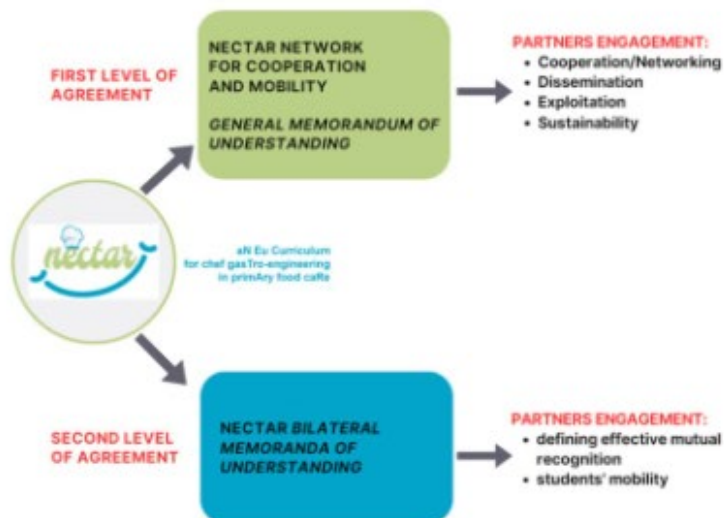
6.3.7 News – Project Updates

NEWS

NEWS
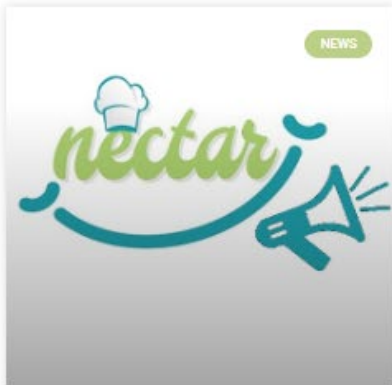
NECTAR PROJECT Final Conference in Ghent (October 19th, 2023)

NECTAR project is rapidly coming to its conclusion. Partners will present the results from the project and discuss the opportunities for expanding the network

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Settembre 27, 2023

NEWS

Developing a European Network

Developing a European Network for the Education and Training of Chefs and Cooks Working In Health and Care Settings Based on a "culinary-clinical integrated approach",

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Settembre 15, 2023

NEWS

Educational lunch on taste steering and texture modification

Two chefs gastro-engineering (CGE), together with first-year students from the hotel school in the Netherlands, cooked an educational lunch on taste steering and texture modification

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Giugno 13, 2023

NEWS

Spoonable bread for Care home residents with swallowing problems.

A mealtime is often the most important – and most enjoyable – moment of the day, because food triggers taste buds, and creates a small
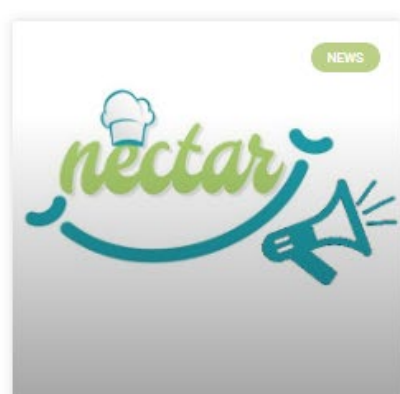
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NEWS

NECTAR PROJECT AND VISION SHARED @ THE EVENT "AGEING WITH TASTE"

On May 29, 2023 Marco Polo, which was in charge of the ligurian pilot, took the opportunity to organize an event focused on the nutritional

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NEWS

...and also the last NECTAR project meeting was successfully concluded!

On May 4 and 5, at the University of Graz, Partners took the opportunity to evaluate the progress of the project, share different experiences and

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6.3.8 Contact us

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7 CONCLUSION

This document presents the structure of the final version of the NECTAR website.

The website design has evolved throughout the project, adding sections mainly linked to project updates and to the achievement of project results, such as the Chef Gastro-Engineering (CGE) occupational profile, the CGE curriculum, the guidelines and tools for designers, the open content section (educational toolkit) and the Memorandum of Understanding (MoU) together with the access to public deliverables.

ANNEX 1 – QUALITY CONTROL CHECK LIST

Quality Control Check	
Generic Minimum Quality Standards	
Document Summary provided (with adequate synopsis of contents)	xx
Compliant with NECTAR format standards (including all relevant Logos and EU-disclaimer)	xx
Language, grammar and spelling acceptable	xx
Objectives of the application form covered	xx
Work deliverable relates to adequately covered	xx
Quality of text is acceptable (organisation and structure, diagrams, readability)	xx
Comprehensiveness is acceptable (no missing sections, missing references, unexplained arguments)	xx
Usability is acceptable (deliverable provides clear information in a form that is useful to the reader)	xx
Deliverable specific quality criteria	
Deliverable meets the 'acceptance Criteria' set out in the Quality Register:	xx
Checklist completed and deliverable approved by	
Name: Silvia Bossio De Stefano Date: 6/11/2023	