



innovating food for seniors



Trainer – Educator's Guide

www.innovatingfoodforseniors.eu



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This programme has been funded with support from the European Commission. The author is solely responsible for this publication (communication) and the Commission accepts no responsibility for any use that may be made of the information contained therein 2020-1-DE02-KA202-007612



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

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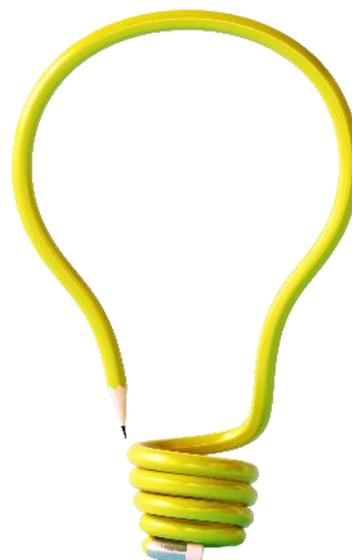
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01: Foreword

Food 2030 (EU food innovation policy) highlights boosting innovation and empowering communities as a key priority. It wants value-added products to meet the needs, values, and expectations of society in a responsible and ethical way.

Pioneering Innovative Food for Seniors (PIFS) seeks to empower food SMEs with the innovation knowledge and skills to introduce nutrient-suitable food products and services, that are affordable and readily available to our growing senior market, thus boosting the SME's competitiveness and contribution to a healthier and more autonomous society. To ensure our approach seeks maximum reach and impact, we will provide enterprise support centres – the main source of training and support for small businesses – with the resources they need to radically improve the innovation training they provide to food SMEs.

Pioneering Innovative Food for Seniors (PIFS) aims to provide VET bodies and food businesses with up-to-date innovation, marketing and commercialisation skills necessary to capitalise on these favourable circumstances.

The impact at a local level by providing access to highly innovative yet accessible training resources is that we position these businesses with the skills from which to creatively innovate new and more relevant food offerings to the senior market. In doing this we create a healthier senior society and ultimately will ease the pressure and need on our respective states to provide health and care services for this senior cohort.



02: About the Project Curriculum and OERS

a) What is PIFS all about? Spotlight on the Open Education Resources (OERs) that make up this course

PIFS is an Erasmus+ Strategic Partnership project which focuses on the development of Food innovation in the Food Sector in Europe, and it promotes an understanding of the close relationship between innovation and competitiveness. It consists of a set of open educational resources created for teachers and trainers, published online, and free to download and use.

The PIFS OERs constitute our new training model, designed to equip VET organisations and food SMEs to develop market segment-specific innovative food products and enhanced up-to-date business processes to ensure the Food Sector in Europe dynamically responds to the needs, challenges, changes and lifestyles of the senior market. A market, full of growth potential and opportunities.

PIFS will contribute to your professional development as VET Trainers, by increasing your pedagogic skills in relation to innovating suitable food products and services for older adults. Through this accompanying Teacher Guide, it will also achieve a step-change impact on the digital teaching of these topics.

The resources are presented in different formats depending on their use:

- The OERs, a set of multimedia resources (PowerPoint, documents, worksheets, videos, interactive quizzes etc.) organized into 6 modules as they relate to the learning objectives of the curriculum, which can be used directly by trainers.
- This Trainers Guide for VET organisations (this PDF) that explains the structure and suggested uses of the OERs

b) Our ambition for the PIFS project & OERS

- Provide 500 SMEs, VET Trainers, and policymakers with rigorously researched, up-to-date knowledge on the business opportunities arising from innovative food products for the silver economy. PIFS will make this substantial contribution to supporting educators to stay abreast of market opportunities in the silver economy and their implications for innovation and growth via IO1: The Good Practice Guide for VET bodies.
- Provide 300 Food Sector Trainers with new resources that support the uptake of innovative approaches and digital technologies for teaching and PIFS provides trainers with open-source digitised training content to teach applied food innovation in new ways. It originates a digitised Innovation Self Assessment (IO2), the first of its kind digital tool & set of templates, to enable companies to measure how innovation ready they are to develop food for seniors with a recommended learning pathway.
- The PIFS OERs realises a classroom course that makes maximum use of multimedia resources and our trainer's resource will introduce educators to the Education 4.0 agenda of forward-looking technology for adaptive learning. Our OERs are designed to work in complete synergy with the Online Course which enables food 1000 SME managers and employees to continue learning in a flexible, mobile environment. All resources are developed in line with Dig Comp Org / Dig Comp Edu / Selfie frameworks



innovating food for seniors

Meet the Team

c) Who the course was created by:

1

Momentum

momentum
[educate + innovate]

Momentum is an award-winning Irish educator focused on developing progressive learning programmes (course curriculum and content development) and platforms for education, with a special focus on food entrepreneurship, start-up/scale-up business planning, innovation, and marketing. They train and mentor hundreds of food SMEs per annum.

2

The University of Nottingham Food Innovation Centre



The University of Nottingham Food Innovation Centre was set up in 2016 to help food and drink manufacturing SMEs develop their business productivity and commercial performance. . The Centre contributes to the PIFS project by providing scientific knowledge on elderly nutritional health needs and innovative solutions advice to SME businesses.

3

FH Münster University of Applied Sciences (MUAS)



MUAS has been promoting university-industry cooperation and knowledge exchange since 1971. By bringing in multidisciplinary expertise in science marketing, innovation and technology transfer, and food chemistry and nutrition, MUAS supports practitioners in the food sector with innovative product research and development, marketing, and commercialisation.



Project Partners continued...

4

Fundación Ageing Lab



Ageing Social is a non-profit Spanish foundation created with the aim of becoming a knowledge platform on ageing. We are part of a wide research and dissemination network thanks to our [Living Lab](#), accredited within the [European Network of Living Labs \(Enoll\)](#) that allows us to participate in several national and international projects (Erasmus plus and H2020).

5

Lithuanian Innovation Centre (LIC)



LIC is a public institution providing support and consultations for SMEs for more than 25 years. All activities of the institution are directed forwards fostering the capabilities of companies to develop and implement innovations. As of 2016 LIC is actively working in the field of the silver economy at a national and international level

6

European E-learning Institute



European E-learning Institute (EUEI) specialises in the creation of powerful online platforms, immersive educational environments and provision of resources and tools to create truly valuable learning experiences. They have a particular expertise and experience in Food-related online courses.

02: About the Project Curriculum (continued):

d) The Overall learning objectives of the course

The food sector is one of the most dynamic in Europe with changes in technology, demographics, and lifestyles rapidly altering consumer preferences and affecting profit margins. PIFS will contribute to the professional development of VET Trainers like you by increasing skills in relation to innovating suitable new food products for our growing senior cohort and the digital teaching of the same.

PIFS will also make a substantial contribution to supporting you as educators, in staying abreast of the market developments and their implications for innovation and growth opportunities. The PIFS course will empower you as trainers, by supplying you with the specialist knowledge of the senior food market and specifically the potential of innovation as a driver therein.

For this reason, PIFS begins with a unique training resource (IO1) that pools the diverse knowledge of our specialist partners to provide you as enterprise trainers (and SMEs) with a Compendium of Best Practice, a showcase of 20 SMEs that are embracing the drivers and opportunities for innovation in meeting the needs of the Senior market across Europe. As the added-value food sector continues to grow across Europe, this Good Practice Guide provides you with excellent case studies that can be used by your learners to advance their professional development and be inspired by best practice to improve their own results and open doors to future business development, diversification or career opportunities.

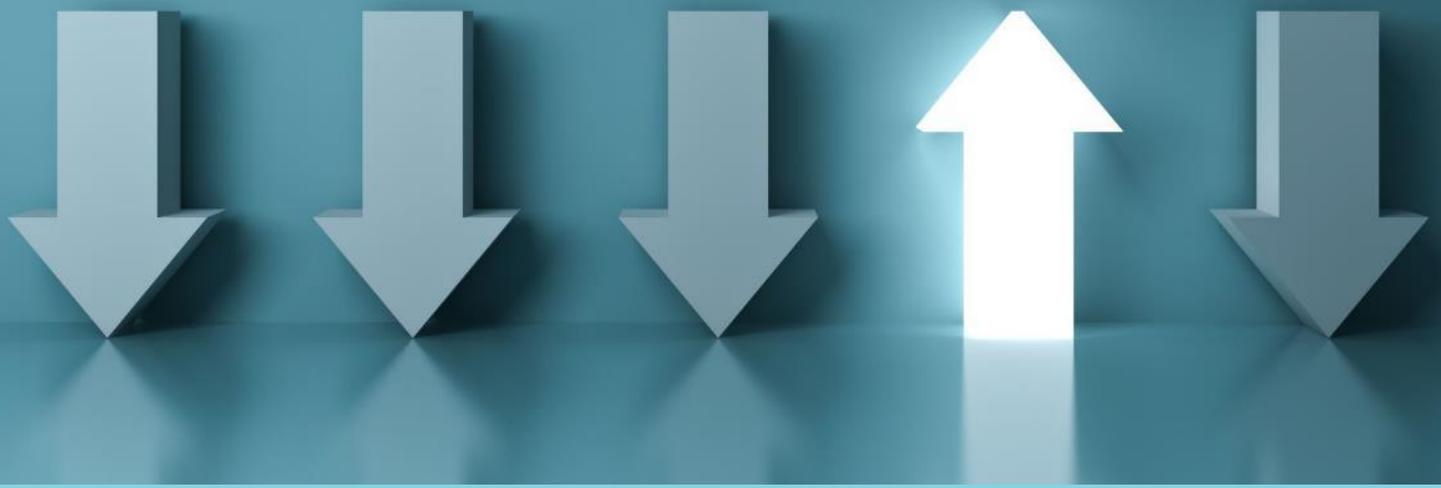


e) Who can deliver the PIFS course and for whom this course is aimed at:

The course is designed to be delivered by VET teachers and trainers. Teachers/trainers can easily adapt our set of training materials and resources to design and deliver training sessions using high-quality content which has been developed, tested and reviewed in Germany, the UK, Lithuania, Spain, Ireland, and Denmark.

Of note

- The PIFS Open Education Resources are intended to enable educators and teachers to deliver classroom and small group training to Food Science/Technology, Food business, and Marketing students and existing food SME employees on the topic of Innovation & commercialization of new food products in the food sector but with an immense focus on the senior market.
- We provide all the necessary resources and materials to successfully deliver the course in several settings and formats, see Section 04 for course delivery options



General Instructions for Trainers & Educators

03

1. Methodological Approach

The Open Education Resources consists of a 6 Module Curriculum to introduce learners to the scope and potential of PIFS in a way that is both rigorous and congruent with academic research and focused on the real-world use of innovation, New Product Development (NPD), Segment specific marketing and commercialisation of new products to the senior market in the food sector.

The Curriculum is based on the understanding that there are opportunities present, but that SMEs need to stay abreast of developments within the sector to remain competitive and contribute to societal changes. In addition, it shows how competency can be consolidated through new learnings and provides practical insights into learning a new skill set in a future-proofing way.

2. General Instructions

Please read this guide thoroughly before conducting the training. For classroom, flipped or blended delivery please:

- Download, review & revise course resources for the training as necessary. Allow adequate training time for sessions. The link you need is: <https://www.innovatingfoodforseniors.eu/resources/>
- Localise training content with case studies and information on local supports for your students
- Ensure that each participant completes exercises embedded in each Module– these provide valuable learning.
- Allow time for review of exercises and provide a feedback loop

03: General Instructions for Trainers & Educators (continued)

“ *Education is for improving the lives of others and for leaving your community and world better than you found it.* ”

-Marian Wright Edelman

3. Instructional Approach

The Open Education Resources have been designed to accommodate a range of teaching styles and cultures. As a common thread, each module is presented with the following design:

- The topic is introduced briefly before delving into the subject matter.
- Information and current best practices on the topic are presented, moving from general definitions to more detailed applications, enabling the scope of the topic to be understood.
- Knowledge is reinforced, and skills are developed as students/learners participate in practical exercises or study questions



04: Course Delivery Options



a) Traditional Classroom Training & Tools required

Classroom training remains one of the most popular training techniques for building skills capacity. Typically, it is instructor-centered face-to-face training that takes place in a fixed time and place. The Pioneering Innovative Food for Seniors (PIFS) project tools, suggested use and additional resources required can be outlined as ...

Classroom Tool	Suggested Use in the Classroom	Additional Resources Required
PowerPoint © presentation	Training materials are developed in PowerPoint. We suggest that these will be displayed on a large screen for classroom delivery	Laptop/ Computer Projector Large screen / wall
Videos	Videos are used to explain certain sections of the training content and to present case studies for discussion.	Audio / sound system
Whiteboard or Flip Chart	Invite learners to write on the board or ask them for feedback that you write on the board	Pens / markers

04: Course Delivery Options (continued)...

Suggested delivery mechanisms:

- Small group discussions: Break the participants down into small groups and give them case studies or work situations to discuss or solve. This allows for knowledge transfer between learners.
- Q & A sessions: Informal question-and-answer sessions are most effective with small groups and for updating skills rather than teaching new skills. These should be used frequently across course delivery.
- Multimedia: Multimedia training materials tends to be more provocative and challenging and therefore, more stimulating to the adult mind. Trainers should ensure that all imbedded tools are used to their full potential.
- Interactive tools: The engagement of students can be easily achieved by using interactive tools. An example of a free tool is Kahoot! which is a game-based learning and trivia platform used in classrooms, offices, and social settings. You can compile a quiz, which can be answered by the students on their phones/tablets/computers. It is possible to get immediate feedback and results.

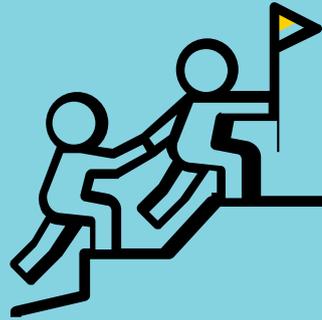


b) Online Learning:

This delivery method uses Internet technologies embedded in the PIFS learning platform to deliver a broad array of solutions to enable learning. The PIFS course is provided as an online learning programme, for direct access by all stakeholders including **trainers, students, Food SMEs & employees**, on the topic of Food Innovation specific for the Senior market, in the Food Sector.

The project platform will be a multilingual, interactive site combining informative resources with the aforementioned, Company Innovation Readiness Self-assessment, digitalised exercises and innovation skills development activities. Additional suggested reading and multimedia links. The online learning facility incorporates best practice in online learning so that while the learning objective remains the same (or similar) the user interface and experience can be radically different as befits the medium.

04: Course Delivery Options (continued)...



c) Other teaching methodologies:

Flipped Classroom

In a Flipped Classroom learners study module content prior to the class with a focus on exercises and assignments in class. The classroom transfer of knowledge makes way for online instruction outside the classroom. This creates more room for practicing in class, for extra explanation when needed, and offers the possibility to dive deeper into the materials during class time.

Blended Learning

Blended Learning combines online digital media with traditional classroom methods. It requires the physical presence of both teacher and student, with some element of student control over time, place, path, or pace. Learners still attend a classroom setting with a teacher/trainer present, face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery. Blended learning is most used in professional development and training settings.

Collaborative/Peer-to-Peer Learning

Collaborative learning is an educational approach to teaching and learning that involves groups of learners working together. Examples for boosting collaborative and peer-to-peer learning are:

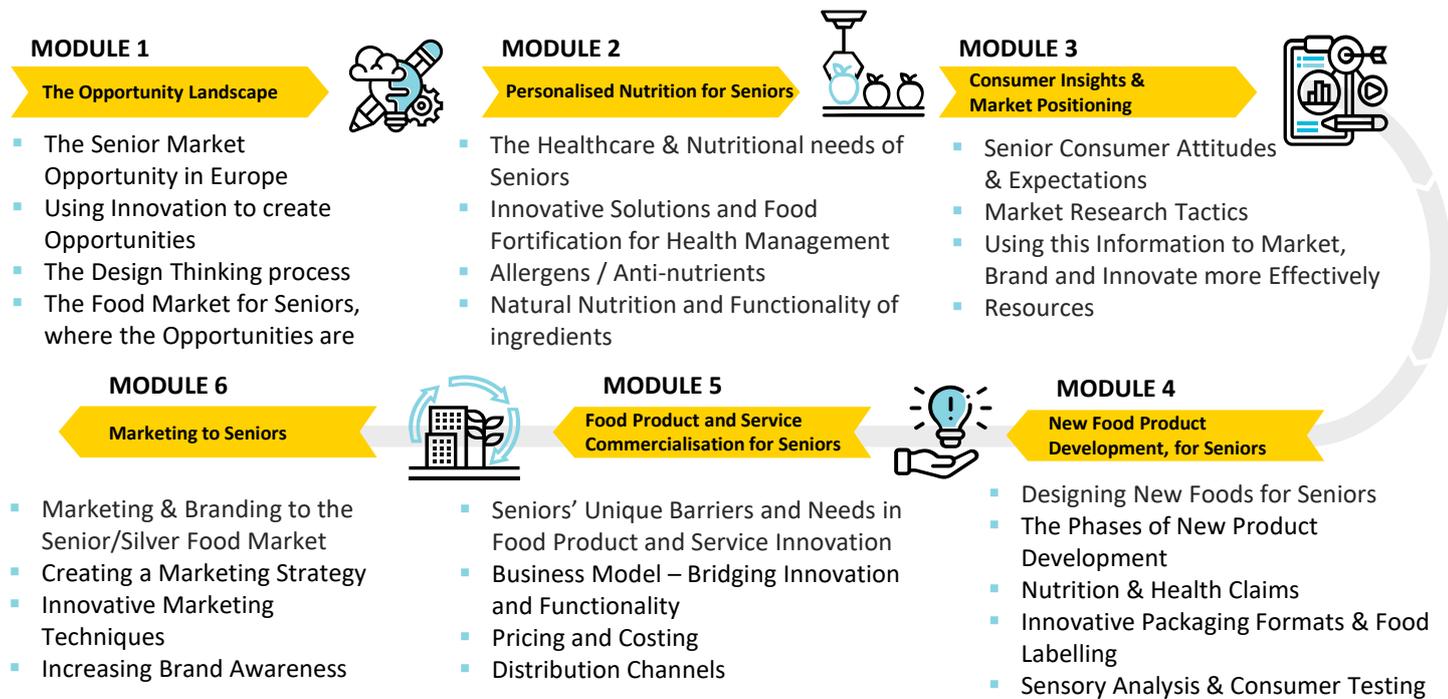
- **Peer review:** Peers in the classroom are brought together to jointly evaluate the work by one or more people of similar competence to the producers of the work. Peers not only assess the performance of each other but also share their experience and know-how.
- **Google Docs:** This online collaboration tool facilitates the creation of meaningful documents. All group members can work at the same time (real-time) on the same document, from any location on various devices. Changes are automatically saved in documents as being typed upon. It is possible to monitor the revision history of a document where you also can see who made a specific change. The value of Google Docs as a learning resource is that group members can also share documents, chat, and comment on the same.

05

Course Content Overview

a) Modules

The Curriculum comprises six modules structured as a journey...



- Module 1: The Opportunity Landscape
- Module 2: Personalised Nutrition for Seniors
- Module 3: Consumer Insights and Market Positioning
- Module 4: New Food Product Development for Seniors
- Module 5: Food Product and Service Commercialisation for Seniors
- Module 6: Marketing to Seniors

05: Course Content Overview (continued)...

b) Course content detailed overview

MODULE 1	The Opportunity Landscape
Overview	In this module we focus on the opportunities that lie within the Senior market for food SMEs. We study this cohort and gain insight into their attitudes and behaviours. We introduce our learners to the Design Thinking process and discuss how by using innovation they can meet this market segment's needs.
Learning Objectives	To equip Food SMEs with a greater understanding of the senior consumer and how having insight can lead to opportunity and readiness. To give them the confidence to use innovation to create solutions to senior consumers' needs.
Topics Covered	<ul style="list-style-type: none"> ▪ The Senior Market Opportunity in Europe ▪ Using Innovation to create Opportunities ▪ The Design Thinking process ▪ The Food Market for Seniors, where the Opportunities are
Case Studies	<ul style="list-style-type: none"> ▪ Ventro Bio-gel - example of innovative products ▪ Northern Lincolnshire and Goole NHS Foundation Trust Nursing – example of a helpful service ▪ Meals4Health – example of a product & service combined
Suggested Assessments	Slide 57 – Problem Exploration (The Design Thinking process) Slide 58 – Self directed Learner/Food Company questions Slide 61 – Creating an Empathy Map for the Target Group Slide 87 – Turning challenges into opportunities
Further Reading	<ul style="list-style-type: none"> • Healthy ageing: Innovate to meet the needs of elderly consumers (foodnavigator.com) • https://www.fooddesignthinking.org/ • http://centmapress.ilb.uni-bonn.de/ojs/index.php/proceedings/article/viewFile/385/382



05: Course Content Overview (continued)...



MODULE 2	Personalised Nutrition for Seniors
Overview	In this module, we cover a comprehensive range of topics and will focus in particular on those affecting or having an impact on the needs, life, and well-being of Seniors. This becomes the foundation to initiate the development of new and innovative foods for this cohort.
Learning Objectives	To equip Food SMEs with a greater understanding of personalised nutrition and an understanding of older adults' challenges and needs. and consequently, initiate the development of new and innovative foods for seniors.
Topics Covered	<ul style="list-style-type: none"> ▪ The Healthcare & Nutritional needs of Seniors ▪ Innovative Solutions and Food Fortification for Health Management ▪ Allergens / Anti-nutrients ▪ Natural Nutrition and Functionality of ingredients
Case Studies	<ul style="list-style-type: none"> ▪ Jelly Drops / Ooho Water balls – an innovative way to keep seniors hydrated ▪ <u>Foodlink Complete</u> - an example of a food product designed to meet the nutritional needs of seniors ▪ PureJoy – an example of personalized nutrition ▪ BioZoon – shows how to provide solutions and restore dignity ▪ Northern Lincolnshire and Goole NHS Foundation Trust Nursing – created a simple solution via fingerfood for seniors
Suggested Assessments	Slide 83 – Company / Learner exercise Readiness Checklist: Create awareness by allowing them to question their status in terms of the Health & Well-being of Seniors
Further Reading	<ul style="list-style-type: none"> • The European Food Nutrition Action Plan • Age-related changes in oral and nasal physiology and their significance in aroma release and perception • PROMISS AGE Platform (age-platform.eu) • The link between Diet and Age-related diseases/conditions • Dietary approaches that delay age-related diseases - PubMed (nih.gov) • Frontiers Memorable Food: Fighting Age-Related Neurodegeneration by Precision Nutrition Nutrition (frontiersin.org) • Nutrients Free Full-Text Slowing Down Ageing: The Role of Nutrients and Microbiota in Modulation of the Epigenome HTML (mdpi.com) • Challenges of ageing Boundless Sociology (lumenlearning.com)

05: Course Content Overview (continued)...

MODULE 3	Consumer Insights & Market Positioning
Overview	In this module, we uncover the attitudes, behaviours, expectations, and purchasing habits of senior consumers and align some research tactics to yield robust consumer insights, on which food companies can base new product development offerings. We also begin our discussion of Marketing, Branding & Positioning, and their importance.
Learning Objectives	From Module 3, the learner will come away with a greater insight into Seniors' food consumption attitudes & behaviours, and they will learn how to gain this information and apply this learning in their own business so that they can market, brand and innovate more effectively
Topics Covered	<ul style="list-style-type: none"> ▪ Senior Consumer Attitudes & Expectations ▪ Market Research Tactics ▪ Using this Information to Market, Brand & Innovate more Effectively
Case Studies	<ul style="list-style-type: none"> ▪ Nourish – an example of a company considering consumer vulnerability ▪ Nua Naturals – showing to achieve Quality, Choice & Good packaging ▪ BioZoon – an example of a good positioning statement ▪ AuGa – great branding and a consistent voice & message ▪ Cadbury’s – example of connecting with their audience
Suggested Assessments	Slide 51 – Creating a Positioning Statement Slide 64 – Building your brand – A company exercise Further discussion topics to embed learning: As an SME how well do you know this target group and are there behavioural patterns?
Further Resources	<ul style="list-style-type: none"> • Understanding heterogeneity among elderly consumers: an evaluation of segmentation approaches in the functional food market Nutrition Research Reviews Cambridge Core • Consumer Vulnerability EU Commission Factsheet • The InCluSilver Project • Food Innovation on the basis of age study • Podcast https://snacknation.com/blog/unite-food-clara-pay/ • Podcast https://snacknation.com/blog/162-how-to-build-an-ethical-brand-with-zero-marketing-budget-with-the-perfect-granola-founder-michele-liddle/



05: Course Content Overview (continued)...

MODULE 4	New Food Product Development for Seniors
Overview	In this module, we will discuss New Product Development (NPD) specifically relating to food and food-related products/services geared at the senior market. We consider Nutrition & Health claims and make SMEs aware of the regulations surrounding them and Food Labelling. We also take a look at the importance of innovative packaging and consumer testing for this market segment.
Learning Objectives	On completion of this module the learner/ SMEs will be equipped with greater insight as to why we need to provide products for this market segment, and they will understand the phases of NPD. They will also learn how important product testing, claims and labelling and innovative packaging are for this cohort and the regulations that surround these aspects of NPD.
Topics Covered	<ul style="list-style-type: none"> ▪ Designing New Foods for Seniors ▪ The Phases of New Product Development ▪ Nutrition & Health Claims ▪ Innovative Packaging Formats & Food Labelling ▪ Sensory Analysis & Consumer Testing
Case Studies	<ul style="list-style-type: none"> ▪ Campofrio – how to adapt products to seniors’ needs ▪ AuGa – example of appropriate use of packaging for end-users
Suggested Assessments	<p>Slide 19 – Learner / Company exercise – self-assessment of meeting seniors needs</p> <p>Slide 27 – A discussion starter / Quick question</p> <p>Discussion Topic: Regulations are good or bad for your business??</p>
Further Resources	<ul style="list-style-type: none"> ▪ EU Horizon 2020 project FOX ▪ Functional-Foods-For-Healthy-Aging-TOOLKIT-January.aspx (cfd.ca) ▪ Considerations for developing functional foods for older population ▪ The development of fruit-based functional foods targeting the health and wellness market: a review - Sun-Waterhouse - 2011 - International Journal of Food Science & Technology - Wiley Online Library ▪ The Principles of HACCP. ▪ The Food Safety Authority of Ireland ▪ ROADMAP (europa.eu) Health claims ▪ Nutrition applications: regulations and guidance EFSA (europa.eu) ▪ EU Register of nutrition and health claims made on foods (v.3.6) (europa.eu) ▪ Nutrition claims (europa.eu) ▪ Food information to consumers - legislation (europa.eu) ▪ The Food Packaging Forum ▪ The Ultimate Blockchain Cheat Sheet - 15+ ▪ White-Paper-How-Our-Senses-Interact.pdf (leatherheadfood.com)

05: Course Content Overview (continued)...

MODULE 5	Food Product & Service Commercialisation for Seniors
Overview	In Module 5, we begin by introducing the learners to the unique barriers and needs of seniors in food innovation. We then discuss business models and costing & pricing and the factors that need to be considered for meeting the needs of this cohort. Finally, we mention distribution channels and the options that are available to companies for this market segment.
Learning Objectives	To equip learners with a better understanding of the characteristics of senior customers and the business models that can help bridge the needs for innovation and functionality. They will also be more informed about pricing and costing strategies and how to find suitable distribution channels for new products/services.
Topics Covered	<ul style="list-style-type: none"> ▪ Seniors' Unique Barriers and Needs in Food Product and Service Innovation ▪ Business Model – Bridging Innovation and Functionality ▪ Pricing and Costing ▪ Distribution Channels
Case Studies	<ul style="list-style-type: none"> ▪ G- Nutrition Brioche – a product meeting the needs of seniors ▪ Perennial –product designed to boost senior health ▪ Wiltshire Farm Foods –a company delivering senior suitable meals ▪ Thermomix – an example of creating an overall experience for this target group through recipes and an online platform ▪ Gusto Vitas – example of creating convenience for end-users ▪ Jelly Drops – an innovative solution for senior dehydration ▪ Meals4Health – example of correct product & service
Suggested Assessments	Slide 15 – to embed an understanding of senior needs and trends Slide 32 – learner exercise – considering the target group Slide 42 – learner reflection to embed learning Slide 49 – learner reflection – experience selling Slide 59 – learner exercise on the Business model Canvas Slide 68 – An exercise for determining cost & pricing Slide 74 – Exercise – ‘Considering the place’
Further Resources	<ul style="list-style-type: none"> • Strategyzer –tools to assist in creating a business model • Europe Customer Loyalty Report 2022 • Content market & creating an experience • Ways to make restaurants senior friendly



05: Course Content Overview (continued)...



MODULE 6	Marketing to Seniors
Overview	In our final module, we add to the learning of module 3 and compound all the information so far to help learners understand how important it is to be aware of the consumer's needs and current trends, to market and brand to the senior market. We also discuss how to create a marketing strategy using innovative marketing techniques.
Learning Objectives	Following this module, learners will understand the key points of marketing and branding to the seniors/silver food market ; and be equipped with innovative marketing strategies and techniques to improve seniors' awareness of your brand
Topics Covered	<ul style="list-style-type: none"> ▪ Marketing & Branding to the Senior/Silver Food Market ▪ Creating a Marketing Strategy ▪ Innovative Marketing Techniques ▪ Increasing Brand Awareness
Case Studies	<ul style="list-style-type: none"> ▪ Cadbury Chocolate – example of a company showing empathy ▪ Irnbru – example of using humour to build relationships and avoid labelling ▪ Jacobs – example of using life stages to create a connection ▪ Senes – supporting healthcare professionals ▪ Juspy – example of showcasing experience ▪ Innocent – human engagement with their audience/building trust
Suggested Assessments	Slide 45 – reflection exercise regarding Marketing Strategies
Further Reading	<ul style="list-style-type: none"> • Know how to talk to seniors – a marketing study 2018 • Foodnavigator study – Food for Seniors • Eurostat - A look at the lives of the elderly in the EU today (europa.eu) • https://www.foodpr.ie/food-nostalgia/ • Four Types of Competitive Strategies • Innovative Marketing Techniques • How to use Instagram polls for your business The Social Journal • 14 tips on how to use social media for food marketing in 2022

06: Useful Links:

Project Website	https://www.innovatingfoodforseniors.eu
Good Practice Guide for VET	https://www.innovatingfoodforseniors.eu/good-practice-guide-for-vet-trainers-2/
Good Practice Guide for SMEs	https://www.innovatingfoodforseniors.eu/good-practice-guide-for-smes/
Company Innovation Self-assessment	https://thevisionworks.brilliantassessments.com/Home/Index/?responseCode=q2VXLUMt4wnYRFLnsUxcA%3d%3d
Learning Resources	https://www.innovatingfoodforseniors.eu/learning-resources
Project Facebook Page	https://www.facebook.com/pifsproject
Project Twitter account	https://twitter.com/pifsproject
Project LinkedIn Page	https://www.linkedin.com/company/innovative-food-for-seniors/?viewAsMember=true



07: Sample 6-day PIFS course Timetable

- It is recommended to keep the days maximum the length indicated in the table below.
- Since the learning materials are quite intense and new to the teachers and learners, it is recommended to spread the information across multiple days.
- For the best processing, you can choose to spread the days across weeks, so for example one day per week.

DAY	TRAINING CONTENT
1	09.00 – 13.00 Module 1 14.00 – 15.30 Module 2
2	09.00 – 13.00 Module 2 14.00 – 15.30 Module 3
3	09.00 – 13.00 Module 3 14.00 – 15.30 Module 4
4	09.00 – 13.00 Module 4 14.00 – 15.30 Module 5
5	09.00 – 13.00 Module 5 14.00 – 15.30 Module 6
6	09.00 – 13.00 Module 6 14.00 – 15.30 Review & Recap

"Never doubt that a small group of
Thoughtful, Committed Citizens
can change the world...indeed it is
the only thing that ever has!"

-Margaret Mead



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