



QUALITY ASSURANCE PLAN

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INTRODUCTION

The objective of a Quality Assurance process is to support the management entities in the production of concrete and high-quality results in line with the project objectives and work plan. In this context, the main purpose of the Quality Assurance Plan is to organize this process by establishing a coherent set of guidelines by which all aspects of the project are measured and assessed. The use of these guidelines will ensure better collaboration among the consortium members and will also ensure that the entire consortium is responsible for and engaged in the project activities. As such, the plan defines:

- The roles and responsibilities of the consortium members;
- The roles and responsibilities of the external evaluator;
- The guidelines for adequate implementation and assessment of the tasks;
- The content, format, review and approval process of the project results;
- The different quality criteria, indicators and tools to be applied throughout the project duration;
- In general, the overall quality requirements that must be respected throughout the project lifecycle, that the deliverables, actions and results must conform to.

PROJECT SUMMARY

Active learning is a process whereby students engage in activities that promote higher order learning skills like analysis, synthesis, and evaluation. Project and Problem-based learning (both under the PBL acronym) are active and learner-centred methodologies in which students develop their ability to go through a problem solving process, usually based on real-life situations.

Several studies identified the benefits of PBL for engineering students: considerable improvements in critical, lateral and creative thinking, problem solving strategies, intrinsic motivation, group collaboration, communication skills, entrepreneurship and collaboration with society and regional development.

From an engineering perspective, the PBL approach should play an important role since most innovation and real-life problem solving is based on cross disciplinary, interdisciplinary and collaborative knowledge.

OBJECTIVES

The aim of the ALIEN (Active Learning in Engineering) project is to improve the quality of higher education by providing more motivating, stimulating and effective learning contexts that prepare students for their professional life by allowing them to actively develop the required competences.

ALIEN will design, implement and validate an Active Learning context based on PBL (Project/Problem) methodologies addressing real-life issues related to science, technology, engineering and math (STEM) concepts. The methodology will be supported by a VLE integrating a set of digital tools that will allow students to experiment, collaborate and communicate in an extended and multinational learning community that will also include other stakeholders like teachers and researchers.

TARGET GROUPS

The project mainly targets teachers and students from Higher Education in Engineering and Technical careers but also the organizations themselves, as there is the goal of changing the pedagogical methodologies as an institutional strategy.

1. Teachers from Higher Education in Engineering/Sciences/Technical faculties that will be able to apply the Active Learning methodology and the tools to be developed in the project
2. The students will benefit from a more motivating pedagogical context and will be more attracted to these subject areas
3. HEIs will benefit from adopting a more active pedagogical approach and will be able to attract more students, will establish closer links with the society and the labour market

CONSORTIUM

ALIEN consortium gathers higher education institutions with a focus on engineering and technological subjects. This way it is possible to identify needs and requirements related to teachers and students of these domain areas. This also means that the end-users are already in the consortium and can contribute to the activities and results throughout the project.

ALIEN consortium also includes researchers, experts and practitioners with complementary skills in Active Learning methodologies, Learning Technologies, Engineering Education, Serious Games and Simulations;

WORK PLAN

The duration of the project is 36 months (01/09/2017 – 31/08/2020) and is comprised of 7 Work Packages (3 technical WPs, 3 Management and Quality Assurance WPs and 1 WP for Dissemination and Exploitation).

Each WP contains a list of tasks as detailed next:

- **WP1 – Preparation**
 - T1.1 Review evaluation comments and create detailed work plan
 - T1.2 Formalization of the contract with the Agency and the agreement with the partners
 - T1.3 Set up the internal communication platform
 - T1.4 Specify conditions for the Financial Audit and External Evaluation and setup the formal process for subcontracting those services
 - T1.5 Define project image and logo
 - T1.6 Logistics and arrangements for the kick-off meeting
- **WP2 - Specification, Design and Development**
 - T2.1. State of the art analysis
 - T2.2. Draft institutional strategy for AL and PBL adoption and definition of the PBL Lab requirements
 - T2.3. Specification of the pedagogical methodology, models of use of the platform and design of the validation methodology
 - T2.4. Design the PBL environment, exemplary problem cases and set of supporting ICT tools
 - T2.5. Setup PBL labs
 - T2.6. Development of PBL platform, problems and tools. Development of support tools (manual, guides) for teachers and students
 - T2.7. Alpha-test the technical components and translation of contents
- **WP3 - Implementation and Piloting**
 - T3.1. Teacher training sessions
 - T3.2. Identification of groups, definition of implementation plan with local students. Setup of the LAB and platform for these groups
 - T3.3. Creation of conditions for the autonomous use of the platform, by students and teachers
 - T3.4. Setting up and implementing transnational collaborative activities
 - T3.5. Defining new challenges

- T3.6. Evaluation of the implementation phase
 - T3.7. Corrective measures concerning the environment and activities
- WP4 - Virtual Community on AL and PBL
 - T4.1. Informal training sessions and webcasts
 - T4.2. Identification of SIGs – Special Interest groups
 - T4.3. Setup of the platform for SIGs
 - T4.4. Implementation of the activities
- WP5 - Dissemination and exploitation
 - T5.1. Design of the dissemination plan
 - T5.2. Creation and maintenance of the web site and social media
 - T5.3. Creation and diffusion of printed publicity elements
 - T5.4. Creation and periodic delivery of a newsletter
 - T5.5. Participation in conferences and seminars on active learning, engineering education, etc.
 - T5.6. Communication with the press
 - T5.7. Organization, promotion and hosting of the final conference
 - T5.8. Direct contact with Education and Engineering Entities
 - T5.10. Definition of a sustainability model
- WP6 – Project Management
 - T6.1. Steering committee fact-to-face meetings
 - T6.2. Online meetings
 - T6.3. Reporting, including the formal reports
- WP7 – Quality Assurance
 - T7.1. Design of a detailed plan for monitoring and evaluation
 - T7.2. Monitoring
 - T7.3. Internal evaluation
 - T7.4. External evaluation

The list of deliverables resulting from these tasks is as follows:

- **WP1 – Preparation**
 - 1.1. Project plan
 - 1.2. Contracts and agreements
 - 1.3. Internal communication platform
- **WP2 - Specification, Design and Development**
 - 2.1. Institutional Strategy
 - 2.2. Specification and design of the technical components
 - 2.3. PBL Platform and PBL support ICT Tools
 - 2.4. PBL Lab
- **WP3 - Implementation and Piloting**
 - 3.1. Report with the evaluation of the implementation phase
 - 3.2. Final version of all the deliverables and outcomes defined in WP2
- **WP4 - Virtual Community on AL and PBL**
 - 4.1. Community documents
 - 4.2. Community events
- **WP5 - Dissemination and exploitation**
 - 5.1. Dissemination plan
 - 5.2. Project Web Site, Social Networking presence
 - 5.3. Newsletter
 - 5.4. Flyers and brochures
 - 5.5. Articles in Media, Conferences and Seminars
 - 5.6. Final conference
 - 5.7. Sustainability plan
- **WP6 – Project Management**
 - 6.1. Meeting minutes
 - 6.2. Reports
- **WP7 – Quality Assurance**
 - 7.1. External evaluation interim report
 - 7.2. External evaluation final report

The schedule of activities per year is as follows:

Activities		Duration (weeks)	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
Task	Title													
T1.1=	Detailed road map for project development	4	D1.1											
T1.2=x	Administrative arrangements	4	D1.2											
T1.3=x	Internal communication platform	8		D1.3										
T1.4=	Financial Audit and External Evaluation	8												
T1.5=	Define project image and logo	4												
T1.6=	Logistics and arrangements for the kick-off meeting	1												
T2.1.=x	State of the art analysis	8												
T2.2. =x	Draft institutional strategy for AL/PBL	8				D2.1.								
T2.3. =x	Define the pedagogical methodology	8				D2.1.								
T2.4. =x	Create the technological setup	12				D2.2.				D2.3.				D2.3.
T2.5.x	Setup labs	40												D2.4.
T2.6. =x	Design exemplary problems	40												
T3.1.x	Teacher training sessions	8												
T5.1.x	Design of the dissemination plan	2			D5.1									
T5.2.=	Development of the public website of the project	4			D5.2									
T5.3. =x	Production and diffusion of publicity materials	4												D5.3
T6.1. =x	Project meetings (months 3, 10)	2			D6.1							D6.1		
T6.2.=x	Online meetings bimonthly	1		D6.1		D6.1		D6.1			D6.1		D6.1	
T7.1.	Design of a detailed plan for monitoring and evaluation	2												
T7.2.	Monitoring	40												
T7.3.	Internal evaluation	40												
T7.4.	External evaluation	40												

Activities		Duration (weeks)	M13	M12	M15	M16	M17	M18	M19	M20	M21	M22	M23	M24
Task	Title													
T3.1.x	Teacher training sessions	24												
T3.2.X	Identification of groups	10												
T3.3.X	Creation of conditions for the autonomous use	8												
T3.4.X	Setting up and implementing transnational activities	8												
T3.5.X	Creating new problems	8												
T3.6.X=	Evaluation of the implementation phase	16												
T4.1.X	Informal training sessions and webcasts	4												
T4.2.X=	Identification of SIGs – Special Interest groups	4												
T4.3.X=	Setup of the platform for these groups.	4												
T4.4.X=	Implementation of the activities	80						D4.1.			D4.2			D4.1
T5.3.x=	Production and diffusion of publicity materials	48												D5.3
T5.4.x=	Creation and periodic delivery of a newsletter	1						D5.4.						
T5.5.x=	Participation in events	12			D5.5			D5.5			D5.5			D5.5
T6.1. =x	Project meetings (months 16, 23)	2				D6.1							D6.1	
T6.2.=x	Online meetings bimonthly	1	D6.1		D6.1		D6.1		D6.1		D6.1			D6.1
T7.2.	Monitoring	40						D6.2						
T7.3.	Internal evaluation	40												
T7.4.	External evaluation	40						D7.1						

Activities		Total duration (number of weeks)	M25	M26	M27	M28	M29	M30	M31	M32	M33	M34	M35	M36
Task	Title													
T3.1.x	Teacher training sessions	24												
T3.4.X	Setting up and implementing transnational activities	16												
T3.5.X	Creating new problems	8												D3.2
T3.6.X=	Evaluation of the implementation phase	16						D3.1						
T4.1.X	Informal training sessions and webcasts	4												
T4.4.X=	Implementation of the activities	80		D4.2				D4.1.			D4.2			D4.1
T5.3.x=	Production and diffusion of publicity materials	48												D5.3
T5.4.x=	Creation and periodic delivery of a newsletter	1						D5.4.						
T5.5.x=	Participation in events	12			D5.5			D5.5			D5.5		D5.6	
T5.6.x	Promoting contact with educational organizations	12												
T5.7x=	Definition of an IPR agreement	4											D5.7	D5.8
T6.1.=x	Project meetings (months 30, 35)	2						D6.1					D6.1	
T6.2.=x	Online meetings bimonthly	1		D6.1		D6.1			D6.1		D6.1			
T7.2.=x	Monitoring	40												
T7.3.=x	Internal evaluation	40												D6.2
T7.4.=	External evaluation	40												D7.2

The following major milestones are connected with the development WPs:

- Milestone 1 – Complete specification and design (month 12)
- Milestone 2 – Validation of the strategy (month 30)
- Milestone 3 – Complete and functional community (month 36)

The Steering Committee will meet physically in 6 different moments

- M2 – PRESTON
- M10 – KUALA LUMPUR
- M16 - HANÓI
- M23 – BATTAMBAMB
- M30 – ISLAMABAD
- M36 – ATHENS

Besides those meetings, the SC will meet online every two-months.

QUALITY ASSURANCE METHODOLOGY

The quality assurance methodology ensures a proper implementation of the activities and results of the project. It also ensures that all partners are fully involved in the different monitoring and evaluation mechanisms along the various project phases and report, on a periodic basis, about the activities they are leading and participating in.

In general, the methodology focuses on the objectives, outcomes, milestones, effectiveness of the approach and used tools, resource usage, control procedures, partner's roles and responsibilities, etc. Detailed quantitative and qualitative indicators are established:

- (a) indicators of realization, based on the actual realization of deliverables and number of target users reached vs. expected for the different activities (piloting, dissemination, exploitation). These indicators are measured through the monitoring activities in correspondence with project milestones and delivery dates. Success corresponds to the delivery of all the expected outcomes with at least the number of users indicated in the quality assurance plan;
- (b) indicators of result, that will be mainly based on a qualitative assessment of project tangible and intangible outcomes as evaluated internally, by the end-users and by external experts. The indicators concern the quality, relevance, effectiveness and efficiency of the outcomes, as far as perceived by the end-users and peer-reviewers. Success corresponds to positive feedbacks from the users (an average rate of 4 out of 5 on a Likert scale);
- (c) impact indicators, measuring the capacity of the project to make any external positive change towards the main project goal. The indicators concern mainly the impact and sustainability of project results.

STRUCTURE, ROLES AND RESPONSIBILITIES

The Quality Assurance structure is directly connected to the management structure and reflects the consortium's determination to maintain focused goals and balanced activities among its members. The structure and responsibilities for the different participants in the QA process are:

The **Project Coordinator (PC)** is the responsible for the overall operation of the project and its smooth running, timeliness and accomplishment. He oversees financial and administrative management including the preparation of reports. The PC is the final responsible to ensure that all partners' contributions meet the expectations. The coordinator's main responsibilities are the following:

- To manage the project's decision-making process;
- To ensure the implementation of the agreed action plan to the agreed standards and deadlines;
- To work with the WP leaders in the coordination of the corresponding activities;
- To assure the quality of the project's deliverables and of the required processes;
- To ensure the effective flow of information between partners;
- To report on project progress to the EACEA;
- To serve as the representative of the Consortium to the EACEA;
- To act as the Financial Officer within the Consortium and manage the preparation of financial statements for the EACEA.

The **Steering Committee (SC)** supervises the implementation of the whole project. It is chaired by the PC and it is composed by one member of each partner. The SC is the arbitration body which implements the provisions of the Grant Agreement and decides on the following matters:

- Define the strategic orientation of the project;
- Take all decisions required for the successful progress of the project;

- Take consequential decisions on dissemination and exploitation activities;
- Implement the scientific decisions and orientations, taken by the coordinator, by redefining the work plan and schedule and/or re-defining partner roles, contributions and budgets;
- Approve progress reports on the state of advancement of each work package; monitor any significant difference between planned and actual advancement of participants' work, particularly with respect of project results and deliverables;
- In case of default by a partner, to review participants' roles and budget as well as any new entity to replace the defaulting contractor.

During the bi-annual consortium meetings the SC members review interim results and set interim (6-month) implementation goals. Evaluation results will be made public at the end of the project implementation period in a corresponding report.

The **Quality Manager (QM)**, is responsible for the achievement of the quality objectives of the project. The duty of the QM is to monitor and evaluate the progress of the project and to ensure that all its activities are carried out properly according to European Standards and Guidelines for Quality Assurance and ensuring proper execution of the project to achieve its objective. The QM designs a monitoring and evaluation process and is responsible for selecting criteria, indicators and data collection tools.

The **External Evaluator (EE)**, monitors and evaluates the progress of the project with an external perspective. Before each meeting of the SC, he produces a report on the status of progress of the project. He is also responsible for producing the deliverables 7.1 and 7.2.

The **Work Package Leader (WPL)** - Each WPL will be responsible for the detailed coordination and reporting of the specific Output. If needed, meetings of the partners involved in the Output will be organized and chaired by the WPL. For each deliverable, within the WP, the WPL will assign direct responsibility either to himself or to an associate individual. The WPL is the person that will be contacted by the PC as part of the monitoring of progress towards completion of the deliverables.

ORGANIZATION, FOCUS AND TOOLS

The project quality is assured through the monitoring and evaluation of the quality of two main aspects: the project processes and the project deliverables.

Quality of the project processes (indicators of realization and impact indicators)

The quality of the key project processes will be monitored and assessed through periodic internal self-evaluation of the consortium by the project partners. The evaluation will be done by each partner through a questionnaire (Annex 1) with an assessment of the performance of the consortium and of the current state of the project activities. This internal evaluation will be performed twice during the lifecycle of the project, in months 18 and 36. The QM will collect all the answers from the partners and integrate them into a report which will reflect the views of the consortium on its progress. The project evaluation is considered positive if the percentage of agreement is more than 70% of weighted answers with score ≥ 3 . Lower scores will require corrective actions by the SC, led by the Project Coordinator. At the same time the external evaluator will conduct a qualitative evaluation of the project progress using his/her own tools combined with a reanalysis of the results of the internal evaluation.

Each project meeting (including online meetings) will include a specific session dedicated to Quality Assurance to analyse the Internal and External Evaluation evidences and other monitoring data. Furthermore, after each meeting, a section of the meeting evaluation questionnaire will be dedicated to the assessment of the current state of the partnership and the project progress.

The Detailed Work Plan is a detailed list of activities for the next period with definition of deadlines and responsible partner(s) produced by the coordinator after each meeting.

The Risk Management Plan establishes the project strategy to anticipate and manage Risks.

The Quality Assurance Plan is a referential for monitoring and evaluation, including mechanisms and quality indicators.

The Dissemination Plan provides a detailed list of planned dissemination activities and expected impact. The accompanying Dissemination Activities table provides a list of activities already organized and the achieved impact.

Quality of project deliverables (indicators of result)

The deliverables of the project are classified into tangible ones, such as printed and/or electronic publications, software, manuals, reports, guidelines, plans, minutes, handbooks, promotional material, etc.

Intangible deliverables can be in the form of meetings (partnership, stakeholders' or other), organized events (such as multiplier events, trainings, conferences, etc.), established social media presence, electronic platforms for training, communication, dissemination, file-sharing, competitions, challenges, etc.

A common quality expectation for all deliverables is their relevance to the project objectives, their timely delivery according to the time-schedule agreed in the project work plan and their general adequacy to the quality criteria.

Tangible deliverables undergo a peer review process of evaluation by the QM, who can assign that task to a different partner. In any case, the reviewer(s) is/are person(s) not directly associated with the work carried out for the relevant task of the tangible deliverable in question. The review process is the following:

- When a deliverable is finished, the author sends the “draft version” of the relevant document to the WPL for an initial evaluation.
- The WPL examines the deliverable for its compliance with the Document Template and the general objectives of the project.
- After the document is approved by the WPL, it is sent to the reviewer(s) who check(s) it for its completeness, clarity and comprehensiveness, using the Deliverable Evaluation document. The reviewer(s) must verify whether the

deliverable satisfies the requirements, description, or objective, identify problems and/or deviations from requirements and suggest improvements to author. Peer review evaluations should include the following information:

- General comments:
 - Thoroughness of contents
 - Correspondence to project objectives
- Specific comments:
 - Relevance
 - Format (layout, spelling, etc.)
- Suggested actions:
 - Changes that should be implemented
 - Missing information
 - Further improvements

The reviewer(s) then send(s) back the evaluation to the WPL and the author who is then responsible for amending the document according to the review results, if needed. The time for this amendment is set according to the time schedule already agreed upon by the partners.

- Once the document is amended (if needed) its revised version is sent by the WPL to all members of the consortium. The document that is finally approved takes the status of “final version/version 1” and is included by the PC in the formal work plan and/or progress report of the project.

Event evaluation will be done by all participants. At the end of each event (SC meeting or other) organized by and/or for the partnership, a relevant questionnaire will be completed by the participants. Standard questionnaires will be used, one for partner meetings (Meeting Evaluation Questionnaire – Annex II) and one for events (Event Evaluation Questionnaire – Annex III). The event is considered approved if the percentage of satisfaction is more than 70% of weighted answers with score ≥ 3 .

The questionnaires will normally be delivered using an online digital survey tool that allows respondents to remain anonymous in order to collect quantitative and

qualitative data. The event evaluations will be done on the spot using hardcopies of the standard document.

The meeting/event is considered positive if the percentage of agreement is more than 70% of weighted answers with score ≥ 3 . Scores less than this will require a analysis by the partnership, led by the Project Coordinator.

Other project deliverables, such as the website, or the internal communication platform, will be evaluated according to the criteria with a focus on the overall quality of the deliverable and the usability and the added value to the final users.

The external evaluator will also conduct a qualitative assessment process of all the deliverables produced.

CRITERIA AND INDICATORS

	Criteria	Indicators	Quantified objectives (min.)
WP2	Depth of the research performed	2.1 Number of sources used in desk research 2.2 Number of best-practice cases identified	2.1: 150 2.2: 30
	Relevance of the Pedagogical Model	2.3 Number of identified needs converging to the project goals 2.4 Identified problems in alpha testing 2.5 Identified opportunities for the learning model proposed	2.3: 5 2.4: 2 (max) 2.5: 3
WP3	Assessment of the PBL learning platform	3.1 Number of usability/design issues incorporated considering the users 3.2 Number of functionalities/tools proposed	3.1: 2 3.2: 5
	Coherence between the learning model and the platform	3.3. Ratio of functionalities in the platform in relation to the specifications of the pedagogical model 3.4. Number of adaptations implemented concerning the transnational dimension of the project, i.e. different realities in each country	3.3: 80% 3.4: max. 5
	Evidences of the pilot testing	3.5. Number of training actions 3.6 Number of participants 3.7 Number of transnational activities 3.8 Number of problems/challenges created 3.9 Number of corrective measures resulting from the pilot testing	3.5: 20 3.6: 150 3.7: 8 3.8: 100 3.9: 6 (max)
WP4	Dimension of the community	4.1. Number of students involved 4.2. Length of the implementation period 4.3 Number of teachers involved 4.4: Number of active SIGs	4.1: 650 4.2: 1.5 months 4.3: 125 4.4: 16
	Assessment of the activities	4.5 Number of evaluation questionnaires completed by the participants 4.6 Level of overall satisfaction with the community 4.7 Number of corrective measures suggested	4.5: 250 4.6: 70% 4.7: 10 (max)
	Follow-up on the evaluation report	4.8 Ratio of improvements suggested/actually integrated in the community platform 4.9: 20	4.8: 80% 4.9: 20

		4.9 Number of other stakeholders involved	
WP5	Dissemination tools produced and released	5.1 Number of unique visitors to the project website 5.2 Number of likes/followers in social media 5.3 Number of publicity materials printed (flyers, etc.) 5.4 Number of organizations/stakeholders receiving the e-newsletters	5.1: 10 000 5.2: 2.000 5.3: 2500 (1st edition) + 2500 (2nd edition) 5.4 500
	Exposure in external events, publications or in the media	5.5 Number of Posters and Scientific Papers published 5.6 Number of Articles published in scientific journals 5.7 Number of articles in the media/press referring to the project	5.5: 12 5.6: 6 5.7: 6
	Extent of the project dissemination efforts	5.8 Number of dissemination activities carried out 5.9 Number of individuals reached 5.10 Number of participants in the final conference	5.8: 150 5.9: 50.000 5.10: 150
	Range of external organizations reached	5.11 Number of external organizations contacted 5.12 Number of external organizations engaged (or that expressed interest) in project activities	5.11: 150 5.12: 25
	Range of related public/private authorities and associations reached	5.13 Number of related authorities and associations contacted 5.14 Number of related authorities and associations engaged (or that expressed interest) in project activities	5.13: 15 5.14: 8
WP1 / WP6	Compliance in the implementation of the planned tasks and in the releasing of project deliverables	1.1 % of tasks completed on time 1.2 % of deliverables released on time	6.1: 75% 6.2: 80%
	Value of the communication and workflow process among partners	1.3 Number of partners not attending meetings (maximum) 1.4 Number of e-mail messages between partners 1.5 Number of resources produced by partners	6.3: 1 (max) 6.4: 150 6.5: 35
	Degree of effective use of resources	1.6 % of financial execution in the first year 1.7 % of operational actual costs overrun (staff, travel and subsistence, subcontracts, other) compared to project budgeted values	6.6: 40% 6.7: 10%
WP7	Quality of the Monitoring and Evaluation Plan	7.1 Ratio of instruments proposed/applied for indicators of realization 7.2 Ratio of instruments proposed/applied for indicators of result 7.3 Number of quantified quality indicators proposed	7.1: 90% 7.2: 90% 7.3: 40

	Evidences of the Monitoring and Evaluation process	7.4 Number of quality indicators below threshold	7.4: 4 (max)
		7.5 Number of end-users involved in evaluation activities	7.5: 200
		7.6 Number of corrective measures implemented	7.6: 4 (max)
	Quality of the Risk Management Plan	7.7 Number of potential risks anticipated and managed	7.7: 20
		7.8 Number of effective risks that took place (max)	7.8: 4 (max)

ADMINISTRATIVE SUPPORT

Reports

At the end of each year, the QM is responsible for producing a Quality Report, based on the results of the scheduled evaluations. The Quality Report will be the basis for any corrective or adaptive measures, should there be a need. The Quality Report will be submitted to the Steering Committee for approval.

Document Control

All documents will be stored in the internal communication platform for visibility and use for all partners when needed.

All documents essential to the progress of the project must be named using the project title, version number, status (draft or final) and the relevant code of the deliverable.

Example: ALIEN WP7. Quality Assurance Plan v1 final.docx

Example: ALIEN WP5. Newsletter R1 v0.5 draft.docx

In communication, the documents can simply be referred to with their title and their sequential reference number (if any), for example “Quality Plan” or “Newsletter R1”.

All documents will be saved in MS Word, MS Excel or MS PowerPoint compatible file types. A template (including font, built-in header, footer, page numbers, etc.) to be used for the creation of Word documents will be available to all partners, posted as a separate document in the Quality Management folder. Templates of the documents to be used for the peer evaluation of deliverables, meeting evaluations, event evaluations shall also be placed in the Quality Management folder.

Final versions of documents should be marked as final and uploaded in read-only format.

Documents or other material addressed to the external public (informative material, brochures, leaflets, posters, presentations, DVDs, etc) must bear appropriate logos and disclaimers, according to EACEA projects visual identity requirements. All produced documents will be assigned a distribution/access level: Partnership (Confidential), Public, or restricted to certain recipients.

Communication

Communication between the members of the consortium, between the PC and the EACEA is very crucial for the successful implementation of project. Day by day communication will be conducted through the internal communication platform forums, by e-mail, telephone conversations and skype meetings. For the avoidance of any confusion, special attention is paid to the clear drafting of the subject of the e-mail.

In general, all information relevant to the project is sent to the PC, who then forwards it to the partners involved in the specific action(s). Direct partner/partner communications flows will be set up in those cases where an increase in efficiency can be achieved.

External communication with the National Agency for ERASMUS+ and with the European Commission is the responsibility of the PC. This communication takes place mainly by e-mail, telephone conversations and face-to-face discussions when it is needed.

ANNEXES

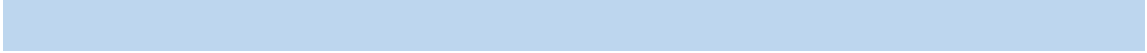
ANNEX I: INTERNAL EVALUATION QUESTIONNAIRE

The Internal Evaluation Questionnaire will have a set of 16 Likert-scale questions. Each question will be assigned a grade, on a scale of 1 to 5, with 5 being the highest (fully agree) and 1 the lowest (fully disagree). Respondents will also be asked for open comments and suggestions. They will help for the synthesis of the results and for the project management.

How do you evaluate....

1. The professional competence and commitment displayed by the Project Coordinator.
2. The effectiveness of the project management process.
3. The effectiveness and clarity of the communication between the partners and the PC.
4. The commitment and proportionate involvement of all partners.
5. The quality of the relationship among the partners.
6. The sharing of resources/expertise amongst partners.
7. The extent to which the consortium commits time and resources as required by the work plan.
8. The arrangements for the implementation of the work packages and the administration of budget.
9. The adherence to the work plan by all partners.
10. The link between project workplan and cost-effective use of resources.
11. The quality of the project monitoring and evaluation processes.
12. The quality of materials/guides/reports/products already produced.
13. The quality of the project information/results dissemination arrangements.
14. The quality of the project in terms of its short, medium and long term impact at local/regional/national/European level.

15. The support from within your partner organization, in terms of managerial support, specialized support or peer support.
16. The sufficiency, range and suitability of project resources, including, where appropriate, technology resources.



ANNEX II: MEETING EVALUATION

The Meeting Evaluation Questionnaire will have a set of 20 Likert-scale questions. Each question will be assigned a grade, on a scale of 1 to 5, with 5 being the highest (fully agree) and 1 the lowest (fully disagree). Respondents will also be asked for open comments and suggestions. They will help for the synthesis of the results and for the project management.

A. Meeting

1. The meeting was well planned and organised.
2. The participants received all information about the meeting on time.
3. The agenda of the meeting was balanced, focusing on all key aspects of the project.
4. The presentations by the partners were clear and understandable.
5. The timetable was respected.
6. The conference room and its facilities facilitated the work during the meeting.
7. Access to the venue of the meeting was easy.
8. Catering and meals were satisfactory.

B. Partnership

1. Partners had the chance and the possibility to meet and interact with the other project partners.
2. The communication amongst the partners was effective and clear.
3. The meeting helped with the development of trust and positive attitudes among partners.
4. I feel the project is built on a strong partnership with an efficient administrative and financial coordination.

B. Project

After the meeting...

1. I have a clear view of the project aims and objectives.
2. I understand clearly the administrative structure of the project.
3. The information given as to the administrative /financial management facilitated my understanding of those issues.
4. The information given helped me to better understand the tasks and activities of the project.
5. I understand clearly the role of my institution/organization in this project and what is expected from me for the project.
6. I understand clearly the framework and deadlines to be respected by all partners.
7. The timescales proposed are realistic and feasible.
8. The meeting contributed positively to the progress of the project and the scheduling of the next steps.

D. Personal Remarks

Project partners are asked to provide their opinions and concerns on the following project aspects. (Open questions)

- The meeting enabled me to clear up questions I previously had on:
- The following aspects are still a major concern to me:
- The major obstacle/barrier in this project for the near future will be:
- What will be the most important outcomes of the project for your organization?
- Other suggestions and aspects to be improved
- Any additional comments you would like to make regarding the project?

ANNEX III: EVENT EVALUATION

The Meeting Evaluation Questionnaire will have a set of 20 Likert-scale questions. Each question will be assigned a grade, on a scale of 1 to 5, with 5 being the highest (fully agree) and 1 the lowest (fully disagree). Respondents will also be asked for open comments and suggestions. They will help for the synthesis of the results and for the project management.

- What is your opinion of the general organization and facilities of the event?
- To which extent did the event live up to your expectations?
- What is your opinion of the presenters/facilitators?
- What is your opinion of the material that was distributed before or during the event?
- How do you evaluate the agenda of the event?
- How do you evaluate the technical resources used?
- How effective do you think was the methodologies used?
- How useful was the event?
- How valuable was the event for your professional growth?
- How satisfied are you from the level of participation to the event proceedings?
- Do you feel that the targets of the event have been fulfilled?



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