Quality and Evaluation Plan

Developed by the University of Aveiro

Contents

Project Overview

The FAB proposal aims to develop a framework for learning and understanding the nature, importance, and uniqueness of family business in the target countries. It will propose a methodology for the design of the MSc curriculum that promotes a shift from degree-focused qualification to competence-based qualification. In this context, the consortium will transfer significant know-how from the European Educational System that will be used by the partner country Institutions to design an advanced, practical-based MSc curriculum for Family Business Management. The absence of such a degree makes the need for its design and introduction pressing and the consortium envisages that this effort will spearhead similar endeavors in other Asian countries.

The project's specific objectives are to:
- Develop new specialized curricula and an innovative Master's program in Family Business Management thus helping build the capacity of the partner countries'(PC) HEIs, improve the level of competencies and skills offered, and address the existing absence of a similar program. The consortium will also research and formalize the design of multi-stage, mixed model MOOCs for Family Business professional courses, including non-formal and informal learning.
- Establish viable synergies and links with the regional family business sector to address their needs in terms of required professional skills in the field of entrepreneurship and family business management, training needs, and enhance the employability of graduates.
- Reinforce the capacity of the PC HEIs by training their academic staff in the new courses and appropriate delivery methods. This will be achieved by organizing study visits to EU HEI and capacity-building training workshops in each PC as well as developing a training Virtual Learning Environment (VLE) to support the PC HEIs' academic staff during and after the project.
- Reinforce the infrastructure of the PC HEIs by establishing 'Family Business Centers of Excellence' that will act as foci for research and innovation in the area thus ensuring that family business education will remain high in the regional priorities' agenda for a long time after the project has been completed. The 'Family Business Center of Excellence' will promote entrepreneurial behavior (including innovation) in Capacity Building in the field of higher education – EAC/A02/2019 – Joint Projects program in Family Business Management / FAB existing family firms. It will act as a 'family business contact point' at a national level and will promote better dialogue between the family business sector and the government and help convey the concerns faced by the sector into policy consultation processes.

The target groups of the project who will benefit from the project products are as follows:
The project outputs, namely the Master's degree in Family Business Management, the FAB professional MOOCs, and the "Family Business Centers of Excellence" will directly benefit,

not only the PC HEIs but shall also have a wider and further impact on students, academic and administrative staff, policy-makers and HE organizations in the target countries.

The advanced, apprenticeship-focused curricula will bring together the academic world and the professional world to share knowledge, practices and to test processes to find innovative ways to tackle the problem of the distance between the two worlds.

The project will help not only to produce and share resources and ideas but also form policies by involving policy-makers and relevant stakeholders together with academics and practitioners. The gap between business and education will be reduced by promoting and actively supporting co-operation and exchange of good practices between academics, students, and practitioners at a national and regional level.

Project partners

The project is being conducted by a consortium of 22 partners from 6 Asian countries and 3 European Countries (Table 1). All partners have the technical expertise to achieve the project objectives and a wide experience of participation and management of national and European projects. The project work plan was made carefully and in detail to ensure effective implementation and monitoring of the project activities, together with the smooth cooperation and collaboration among partners to reduce the chance of miscommunication and conflicts.

Table 1 – List of partners

PARTNER COUNTRY		ORGANISATION'S ACRONYM	FULL NAME
CO	Cambodia	NUM	NATIONAL UNIVERSITY OF MANAGEMENT
P2	Cambodia	UHST	UNIVERSITY OF HENG SAMRIN THBONGKHMUM
P3	Cambodia	CSUK	CHEA SIM UNIVERSITY OF KAMCHAYMEAR
P4	Cambodia	BBU	BUILD BRIGHT UNIVERSITY
P5	Cambodia	CUS	CAMBODIA UNIVERSITY FOR SPECIALTIES
P6	Cambodia	RUPP	ROYAL UNIVERSITY OF PHNOM PENH
P7	Cambodia	MoEYS	MINISTRY OF EDUCATION, YOUTH AND SPORT
P8	Malaysia	UTM	UNIVERSITI TEKNOLOGI MALAYSIA
P9	Malaysia	UiTM	UNIVERSITI TEKNOLOGI MARA
P10	Philippines	ADMU	ATENEO DE MANILA UNIVERSITY (PH)

P11	Philippines	WVSU	WEST VISAYAS STATE UNIVERSITY
P12	Bangladesh	SUST	THE SHAHJALAL UNIVERSITY OF SCIENCE AND TECHNOLOGY
P13	Bangladesh	BAU	BANGLADESH AGRICULTURAL UNIVERSITY
P14	Bhutan	RUB	ROYAL UNIVERSITY OF BHUTAN
P15	Nepal	KUSOM	KATHMANDU UNIVERSITY SCHOOL OF MANAGEMENT
P16	Nepal	PU	POKHARA UNIVERSITY
P17	Greece	UAEGEAN	UNIVERSITY OF AEGEAN
P18	Portugal	UA	UNIVERSITY OF AVEIRO
P19	Cyprus	UNIC	UNIVERSITY OF NICOSIA
P20	Greece	READLAB	RESEARCH INNOVATION AND DEVELOPMENT LAB PRIVATE COMPANY
P21	Cyprus	CSI	CSI CENTER FOR SOCIAL INNOVATION LTD
P22	Greece	AMC	METROPOLITAN COLLEGE SA

Project outputs

During the project's implementation, the following four main intellectual outputs (IOs) will be developed:

O1. Preparation: Curricula design, design, and customization

1.1 Report on similar curricula in Asia
Description: A report on similar curricula in Asia will be compiled to identify similar programs in the subject area from all Partner Countries and the wider region to identify the gaps and better assess the exact academic needs that have to be catered for by FAB.
Leader: UiTM
Duration: 9 weeks

1.2 Report on similar curricula in Europe

Description: A report on similar curricula and best practices in Europe will be compiled to identify similar academic programs in the subject area from Europe. This will be done so that the various formats and curricula offered on the subject area as well as relevant best practices can be considered when developing the EFAB Master's program. Therefore, this report will provide an overview of the state of the art in the field in the EU.
Leader: UA
Duration: 9 weeks

1.3 Needs analysis report on relevant professional/VET courses and internship demand
Description: A report will be compiled to record existing professional/VET courses (where available) in the Asian HEIs as well as their regions' needs in terms of required professional skills in the field of Entrepreneurship and Family Business Management. Family-owned businesses will be directly involved by providing input for their internship and training needs.
Leader: AMC
Duration: 6 weeks.

1.4 Final report with recommendations
Description: A final deliverable will be compiled, that will embed the feedback acquired from all the WP activities in a comprehensive report that will offer specific recommendations on how all the input may be incorporated in WPs 3, 4, and 5.
Leader: UA
Duration: 5 weeks.

O2 – Design of the FAB MSc Curriculum & Development of the FAB VLE

2.1 Specifications of FAB VLE
Description: This report will define the contextual and technical specifications for the FAB Virtual Learning Environment. Contextual specifications concern the structure and type of information that will be available on the platform, including resources management, users' communication and evaluation, and documentation. Technical specifications concern the specifications of the e-learning environment, including interoperability, flexibility, extensibility, adaptation, personalization, and the management of the platform. Also, the most appropriate Learning Management System (LMS) will be selected to better fit the VLE specifications.
Leader: ReadLab

2.2 Handbook on curricula development & ECTS/ESG
Description: This handbook will gather modern curricula concepts and methodologies guidelines, as well as ECTS/ESG application guidelines. It will provide a balance between the theory and practice in the development of higher education curriculum with an emphasis on:
- Learning outcomes approach;
- ECTS/ESG application;
- Principles of curriculum design and design models in MOOC environment.

The handbook will serve as training material for the study visits in Europe. Thus, it will be delivered on M7, which is one month before the organization of 1st study visit.
Leader: UNIC
Duration: 3 Months

2.3 Study Visits to Europe for Curriculum Design
Description: One report will be prepared after each study visit, if possible, to document the results.

2.4 FAB VLE
Description: FAB VLE will be developed based on the specifications of D2.1. It will be an OER online platform compatible with the Web Content Accessibility Guidelines (WCAG), Version 2.0, Level AA.
The FAB VLE will consist of the following 3 different sections:

> 1. FAB Academic Space: designed for the academic staff of Asian HEIs. It will offer an open online course, based on the content of D2.2 Handbook on curricula development & ECTS/ESG and D2.7
> Teacher's guide, for the training of the academic staff of Asian
> HEIs by their European counterparts (task 2.1 and task 3.2).
> 2. FAB Master's program Virtual Library: designed for the students of the EFAB MBA program. It will be an OER space, freely accessible with material relevant to the FAB course's scientific foci. It will act as a cooperation and support portal during the delivery of the EFAB MBA program (task 4.2).
> 3. EFAB professionals/VET courses (MOOCs): designed for family members, owners, staff, and policymakers, as well as anyone, wishing to learn how to navigate and manage the family firm context. Six (6) MOOCs will be created, tailor-made to the training needs of the family businesses and the special characteristics of each consortium country: one for Cambodia, one for Malaysia, one for the Philippines, one for Bangladesh, one for Bhutan, and one for Nepal.

Leader: ReadLab
Duration: 3 Months

2.5 Description of methodology and tools
Description: This report will present the pedagogical tools and methodologies that the FAB project will employ for the effective delivery of the MBA program. The tools and methodology will be carefully chosen to take under consideration the outcomes of the two Study Visits (D2.3) as well the outputs of WP1.
Leader: UNIC
Duration: 4 Months

2.6 FAB MSc Course Catalogue-Profile
Description: The FAB MSc Course Catalogue-Profile will provide all relevant details of the new curriculum.
Leader: AMC
Duration: 5 Months

O3 – Development of educational material, labs infrastructure & Capacity building

3.1 FAB learning material
Description: This deliverable is a key deliverable for the project, as it contains:

- the educational material for the FAB Master's program;
- the training material for the FAB professional/VET courses.

Also, it contains any learning & assessment material that does not fall into the categories of published books, journals, etc, and is to be created by the instructors (e.g. PPTs, exercises, etc).

The learning material will be converted in appropriate electronic format and will be hosted to the FAB VLE.

Leader: UTM

Duration: 5 Months

3.2 Capacity building Training Workshops to Asian HEI

Description: One National, intensive training workshop in each of the Asian partner country for a) teaching staff intended to deliver the academic program, b) scientific and technical staff intended to produce and "run" the MOOC and c) administrative staff intended to administer the delivery of the Master's Programme.

RUPP in Cambodia, UTM in Malaysia, ADMU in the Philippines, BAU in Bangladesh, GCBS in Bhutan, and KUSOM in Nepal will host and organize the training workshops for their respective countries. The workshops will last 5 days.

Leader: Many

Duration: ??

3.3 Online training of Asian HEI personnel

Description: The above face-to-face training activities will be supplemented with online training through the FAB VLE.

Additionally, PC HEIs and beyond, who have not participated in the face-to-face training workshops, will have the opportunity to attend the training courses online. The aim is to reach extra 320 academic professionals (20 from each Asian HEI and beyond), 160 technicians (10 from each Asian HEI and beyond), and 160 administrative staff (10 from each Asian HEI and beyond), thus maximizing the impact of the FAB project.

Leader: ReadLab

Duration: ??

3.4 Common framework report for the establishment of "Family Business Centers of Excellence" in Partner Countries

Description: This report will contain the technical specifications of the FAB Centers with the updated list of equipment to be purchased for each Asian partner. The technical specifications and equipment report will be drafted by each Asian partner, with the contribution of the EU HEIs and non-academic partners, so that the Centers are tailored to local contexts and facilities. Asian Universities will then follow their procurement procedure foreseen to purchase the equipment, following project budget and EACEA procurement rules.

Leader: ADMU

Duration: 4 Months ???

3.5 FAB Info days in partner countries

Description: One Info day will be organized by each Asian HEI in which family-owned companies from the regional industry (and in particular from the Manufacturing, Agriculture/Aquaculture, and Health sectors) will be invited as well as prospective students and policymakers. Its primary purpose will be to register companies for the internship program, attract prospective students and promote professional training courses (MOOCs) to the companies.

Leader: Asian Countries

Duration: ??

3.6 Report on internship programme
Description: This report will define the process through which the internship program will function, although there will be flexibility to allow each HEI to adapt it with their own national and institutional protocol and regulations. It will also document the companies that will participate in the internship program and how many internship placements each one will offer.
Leader: CUS
Duration: ???

O4 – Development

4.1 Accreditation of the EFAB MBA Programme
Description:
The FAB Master Programme accreditation will ensure that it meets nationally endorsed standards. Each partner HEI will be responsible for taking the necessary steps to accredit the Master Programme in Family Business Management.
Leader: MoEYS
Duration: 16 Months

4.2 Delivery of the FAB Master's Programme
Description
This activity involves the actual delivery of the Master's programs to students of relevant faculties at the Asian partner countries.
Leader: NUM
Duration: 15 months

4.3 Evaluation and improvement of the FAB Master's Programme
Description:
The quality of the Master's program will be assured through a well-structured evaluation procedure that will measure impact and course effectiveness.
Leader: All PC HEIs (Coord: UNIC)
Duration: 30 months

The purpose of the Quality and Evaluation Plan

The main purpose of the Quality and Evaluation Plan is the monitoring of the proper project implementation and its continuous improvement as well as the evaluation of the achieved high-quality project results. It contains all guidelines and procedures which aim to verify that the quality of the project activities and deliverables is acceptable and meets the expected assumptions and standards according to the set criteria as well as to check the relevance and impact of the deliverables on the target groups. This ongoing process will take place throughout the project duration and will be led by the responsible partner, the University of Aveiro.

The Quality and Evaluation Plan considers the difficulty of managing and supervising activities at a distance and in different institutional settings and includes a mechanism for continuous measurement of the degree to which the objectives of the project are fulfilled in the stipulated time.

Structure of the Quality and Evaluation Plan

All project activities will be monitored and evaluated with particular emphasis on the intellectual outputs (at the middle and at the end of the timeframe assigned), training events, multiplier events, and transnational project meetings. The purpose of the monitoring activities is to provide information about progress toward the achievements of project objectives, flag up any issues of concern, especially under-performance, and most importantly, serve as a warning system to trigger any corrective action that may be required. The frequency of the monitoring activities will be, thus, as high and continuous as possible and they will take place once for every single project activity.

Therefore, the Quality and Evaluation Plan embodies the following:
- Aim and objectives of the quality assurance;
- Quality assurance methodology;
- Achievement of quantitative and qualitative indicators, as described in the proposal (pp. 25 – 34);
- Procedures and tools;
- Partner responsibilities;
- Monitoring mechanisms for the project progress and deliverables;
- Quality and evaluation templates.

These activities will be implemented according to four main rules: at the level of partnership, and each partner organization; at the level of activities, and products with the involvement of all the project partners and end-users; on-going basis with regular feedback.

Quality Management Objectives

The quality objectives that reflect the overall intentions to be applied in regards to quality and evaluation of the project products are the following:

- usefulness;
- impact;
- keeping the standards;
- relevance;
- accuracy;
- timeliness and punctuality;
- accessibility and clarity;
- coherence and adaptability;
- sustainability.

The project evaluation will include the following:

- An assessment of the extent to which the project aims have been met;
- Project success factors and lessons learned;
- Identify areas of concern or under-achievement and suggestions for improvement;
- Examination of processes and project outputs including the satisfaction of the target groups with them;
- Examination of partner communication and cooperation and engagement as well as their satisfaction concerning these points.

The quality Assurance model of the FAB project will consist of the following four stages: planning, implementation, evaluation, and review. After the planning of quality assurance and evaluation activities in the Quality Assurance and Evaluation Plan, during the lifetime of the project, the other three steps will be repeated concerning the development of the project results to check the progress regularly and improve the overall project management and the results. The results of the quality assurance and evaluation will be summarized in a mid-term and a final report. At each transnational meeting and during online meetings, the progress of the project will be evaluated, and the outputs planned in the application will be checked against the real development. The project will adopt the existing four-stage quality assurance cycle that forms the basis of the Recommendation of the European Parliament and of the Council on the establishment of a European Quality Assurance Reference Framework (EQAVET).

Allocation of partners' responsibilities under Quality and Evaluation

The project partners will undertake the following tasks to monitor and evaluate the project's activities and results:

The University of Aveiro as the responsible partner for the coordination of the quality and evaluation activities will prepare a quality assurance and evaluation plan with activities and timeframe, templates for progress and process evaluation as well as the evaluation of the project results. The results of evaluation activities will regularly be shared with the partnership to be able to react timely to possible problems. In the end, a final evaluation report will be prepared. All partners will contribute to the evaluation of the project and be responsible for the evaluation in their country. UA therefore will develop the quality evaluation plan, which will lay out evaluation procedures and methods, and tools for the continuous monitoring of the project. This will include evaluation questionnaires at all important stages of the project.

ACTIVITIES:
- Drafting the Quality and Evaluation Plan;
- Developing the Quality Assurance Evaluation Tools;
- Establishing the Quality Committee;
- Managing and coordinating the Quality, Monitoring, and Evaluation activities at the partnership level;
- Steering the Quality Committee towards the implementation of the highest quality project throughout its lifetime;
- Producing half-year and interim summative reports as well as the Final Summative Report based on the Quality Board's reports and feedback, which are based on the evaluation and feedback of the partners, stakeholders, and end-users.

All partners will establish a Quality Committee that will evaluate the project activities considering the planned outputs, planned time limits, budget, and communication between the project partners. Within the Quality and Evaluation Plan, all evaluation indicators, tools, and criteria used in the project evaluation will be included. More specifically, all partners will:
- Provide feedback on the Quality and Evaluation Plan and the project's quality evaluation tools;
- Prepare half-year, interim and final quality reports to be delivered to the quality leader;
- Fill in all requested quality evaluation tools (reports, questionnaires, etc.)
- Participate in the mid-term and final evaluation of each intellectual output
- Participate in the Quality Committee as well as engage in all quality-related activities of those two bodies.

Besides, based on the quality standards of the project, all project partners will contribute to the development and achievement of all project expected results as well as quantitative and qualitative indicators, as they are presented in the following pages of the Plan.

Stakeholders and end-users will evaluate each output in various phases of the project, such as external reviewing, piloting, and fine-tuning phase. This will be done through questionnaires, interviews, and/or reports. Each responsible intellectual output leader, with the support of the University of Aveiro, will develop the evaluation layout for each output.

Monitoring of Project- Evaluation Indicators

In the project duration, partners are expected to deliver the following outcomes in terms of Intellectual Outputs and working processes (Table 2). The progress of these indicators will be demonstrated in the summative quality evaluation reports through a color-code method: Black: not yet completed/ not urgent, Blue: pending/ on schedule, Red: pending/ behind schedule, Green: completed.

Table 2 – Key Performance Indicators

IO/Activity	LEADERS	KPI
IO1	**University of Aveiro (UA)**	**1.1** All Asian partners will identify similar curricula in Asia. **1.2** All European countries will identify similar curricula in Asia. **1.3** The partners will identify existing professional/Vet Courses in the subject area and demand for internships in the Partner Countries **1.4** UA will compile all the information in a final report.
IO2	**Readlab**	**2.1** The 2 study visits will be prepared by UNIC with the collaboration of the partners hosting each visit. **2.2** Readlab will draft a report on defining the contextual and technical specifications for the FAB Virtual Learning Environment. All European partners will contribute to the final report. **2.3** UAegean UNIC will coordinate all works for the design of the curriculum. **2.4** ReadLab will develop the FAB VLE with the contribution of all partners. **2.5** UNIC will prepare a report of the description of methodology and tools. All PC partners will translate the report. **2.6** Each Asian partner will create its Catalogue-Profile under the guidance of UAegean. **2.7** UNIC will develop the Teacher´s Guide. All partners will contribute. **2.8** Asian partners HEIs will develop professional/VET courses under the guidance of AMC
IO3	**UTM**	**3.1** UTM is responsible for the activity where EU HEIs and Asian HEIs will co-develop the syllabi and learning material for the FAB Master's program & the FAB professional/VET course.

		UHST (Cambodia), UiTM (Malaysia), WVSU (Philippines), SUST (Bangladesh), GCBS (Bhutan), PU (Nepal) will be responsible for translating the material; Readloab will upload VLE. All partners will contribute.
		3.2 Each Asian partner will host one intensive training workshop
		3.3 Readlab will be responsible for the online training through the FAB VLE
		3.4 ADMU will be responsible for the Common framework report for the establishment of "Family Business Centers of Excellence".
		3.5 Each Asian HEI will organize an Info Day.
		3.6 All Asian partners will contribute to the Report on the internship program, compiled by CUS, under the guidance of AMC
IO4	**MoEYS, NUM**	**4.1** MoEYS will be responsible for the Accreditation Report.
		4.2 UNIC will prepare a Toolkit for the evaluation of the FAB MSc Program with inputs from the Quality Board.
		4.3 All Asian partners will be involved in the delivery of the FAB MSc Programme in partner countries, under the coordination of NUM for the HEI component and ADMU for the professional training component.
		4.4 UNIC will deliver the Interim FAB MSc Program evaluation report with data regularly collected from all PC HEIs.
Quality and Evaluation	**UA**	**5.1** UA prepares the Quality and Evaluation Plan
		5.2 UA prepares evaluation tools for the project meetings
		5.3 UA prepares evaluation report templates for the project annual assessment
		5.4 All partners submit all their quality reports according to the schedule
		5.5 UA prepares the Summative Interim Evaluation report, delivered on time
		5.6 UA prepares the Summative Final evaluation report, delivered on time
Dissemination and Exploitation	**UTM**	6.1 UTM prepares the Dissemination Plan
		6.2 UTM prepares reporting tools for the dissemination activities

		6.3 All partners submit all their dissemination reports according to the schedule
		6.4 UTM prepares the Summative Interim Dissemination report, delivered on time
		6.5 UTM prepares the Summative Final Dissemination report, delivered on time
		6.6 NUM will organize a FAB Final conference in Cambodia.
		6.7 UAMB will be responsible for the FAB Exploitation and sustainability plan.
Project management	**NUM**	**3.1** All partners attend all transnational project meetings
		3.2 Meeting agenda sent to all partners at least 3 weeks before the meeting
		3.3 Meeting minutes sent to all partners within 2 weeks after the meeting
		3.4 NUM prepares the Management and Financial Plan and the relevant reporting templates
		3.5 Financial reports sent by partners to the coordinator according to the schedule

Quantitative and Qualitative Evaluation Indicators

Also, the project will be monitored using the **Evaluation Indicators. Indicators are presented below (quantitative and qualitative) and their purpose is twofold**: a) to monitor the progress in the achievement of the project's objectives and results as well as b) to monitor the impact on the project's target groups.

Summary of Quantitative performance indicators

Quantitative performance indicators will be used to assess the extent to which project results and objectives have been achieved:

- Evaluation of Transnational Meetings - directly after each meeting, 4 times during the lifetime of the project;
- Evaluation of Project Management - 4 times during the lifetime of the project, after 6, 12, 18, and 24 months;
- Evaluation of the Partnership - 4 times during the lifetime of the project, after 6, 12, 18, and 24 months;
- Number of project managers that have benefited from the project activities & results >80 in total;
- Number of project managers that will indirectly benefit from the project activities & results >160 in total;
- Number of policy-makers, researchers/experts, educators involved in the activities >40 in total;
- Number of stakeholders willing to implement and use the developed outputs >40 organizations/stakeholders in total;
- Number of users that have accessed the website >1000 in total;
- The number of participants in Multiplier Events >120 in total.

Summary of Qualitative performance indicators

The qualitative indicators will be applied to all stages of the project implementation to guarantee successful project execution as well as efficient and useful project outputs.

The applied qualitative indicators will include:

1. Evaluation of Transnational Meetings
   - The relevance of agenda and themes addressed;
   - Adequacy and appropriateness of dates and duration;
   - Achievement of meeting objectives;
   - The extent of contribution from partners;
   - Clarity of roles and tasks.
2. Evaluation of Project Management
   - Level of partner satisfaction with management and coordination arrangements;
   - Appropriateness of management methods;
   - Concreteness and clarity of tasks;

- Suitability of deadlines and potential for achievement;
- Depth of consideration of partner ideas, inputs, and recommendations.
- Sustainability of the project network and collaboration potential beyond the project lifetime

3. Evaluation of the Partnership
   - The efficiency of partners in meeting set deadlines;
   - Quality of partner input and achievements;
   - Depth of partner collaboration and communication within the project.

4. INDICADORES QUALITATIVOS PARA OS OUTPUTS
   - Quality of training material;
   - Quality of new courses;
   - Quality of teaching material;
   - Quality of feedback provided;
   - Quality of new professional training courses;
   - Evaluation of effectiveness (using questionnaires) of study visits by participants;
   - Feedback and satisfaction of students and University staff;
   - Successful completion by students;
   - Level of satisfaction of students and businesses with internship program;
   - Level of satisfaction by professional training courses participants;
   - Use of center's for the delivery of the MSc program;

5. Evaluation of multiplier events
   - Appropriateness of delivery methodology;
   - Level of participants' satisfaction with the event;
   - Depth of understanding of information /topic;
   - Appropriateness and usefulness of presented contents.

Quality Committee

During the project's implementation, an external dimension of quality control will be introduced through the involvement of stakeholders to align the project outcomes to the stakeholders' needs. This will be achieved through forming a Quality Committee which will be responsible for the process evaluation across the following 6 core project activities.

Each partner has the responsibility to monitor their staff and will be expected to raise any issues with the coordinator, who will intervene if necessary.

❑ Aims of the Quality Committee
- To control quality within the project in the fields of management, procedures, timely execution of project tasks and products;
- To keep a systematic check on levels of social responsibility, ecological sustainability, economic viability, and communication.

❑ The Quality Committee members requirements:
- Experience in implementation of projects;
- Familiarity with the main project issues to be able to assess if the project objectives are met and tasks are implemented with high quality;
- Experience and knowledge in the field of evaluation and quality control.

The Quality Committee will ensure a neutral view and a consistent assessment of the project outputs versus target groups' needs and expectations:
- It is expected to give its advice and opinion on the main results of the project and provide recommendations;
- It will identify and anticipate project risks and ability to deploy mitigation measures
- It will meet on-line 2-3 times per year to review and discuss the main project results, give its opinion and provide suggestions;
- The feedback from the QC will be collected through meeting minutes and e-mails.

Project Quality Control – the process

Quality control ensures that the project processes are used effectively to produce quality project deliverables and outputs.

The following table identifies (Table 3):
- The project processes subject to quality control;
- The quality standards and stakeholder expectations for that process;
- The quality control activity to monitor whether project processes are properly followed;

Through the different monitoring tools, the partnership will ensure adequate quality standards.

Table 3 – Project processes and quality

Project Process	Process Quality Standards	Quality Control Activity	Frequency/ Interval	Action
Project management	>80% compliance with project plan/ satisfaction rate by PMs/QC members	Monitor the following project activities: ✓ Quality ✓ Communication ✓ Project progress ✓ Dissemination	Two 6-months reports/year	In case any project management process is evaluated less than 80%, this will be stated in the summative 6-month report and will be discussed with the partnership to suggest solutions and action to be taken.
Output development/ Activities	>80% satisfaction rate by QC members >80% satisfaction by participants >80% satisfaction by experts	Monitor the following project activities: ✓ IO development ✓ Piloting activities ✓ Training activities	Same as above Tailor-made Questionnaires Project Performance Indicators checklist	In case any activity is evaluated less than 80%, this will be stated in the summative 6-month report and will be discussed with the partnership to suggest solutions and action to be taken.

Timeline on Project's Quality Activities

Table 4 – Timeline

Task	Partner	Deadline for UA	Deadline for partners to send to UA
Feedback on the Quality Plan	All project partners	28Feb21	5mar21
Establishing the Quality Committee & Peer Review Group	All project partners	10mar21	5mar21
The final version of the Quality Plan	UA	15Mar21	
Project meeting evaluation questionnaires	All project partners	3 weeks after each meeting	
Reporting	All project partners	M6 (14.05.2021), M12 (14.11.2021), M18 (14.05.2022), M24 (14.11.2022), M30 (14.05.2023)	
Final report	All project partners	14nov23	14set23

ANNEXES

ANNEX 1 - Quality Committee Experts

ORGANIZATION	REPRESENTATIVE	E-MAIL	SKYPE NAME
P1			
P2			
P3			
P4			
P5			
P6			
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P16		23	
P17			
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P21			
P22			

ANNEX 2- EVALUATION QUESTIONNAIRES/ REPORTING TEMPLATES

I. Transnational and Online Project Meeting Evaluation Questionnaire Template

An example of the online Transnational Project Meeting Evaluation Questionnaire (used also for the kick-off) and also, in case the meetings are carried out online an example may be found in the following link.

II. Half Year Reporting Evaluation Questionnaire Template

An example of the online version of the Half-Year Quality Questionnaire can be found in the following link.

III. Final Quality Report Questionnaire Template

An example of the Final Quality Questionnaire can be found in the following link.