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CompIIT Quality Plan/Manual

Within the Erasmus+ KA2 Capacity Building Project (CBHE) COMPIIT

Competences for International Innovation Projects

Project 101082806

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Summary

The goal of the CompIIT Quality Manual is to monitor that all activities necessary for the achievement of the goals of the project are realised at high quality level, taking in consideration the operational, administrative and accounting aspects. Accordingly, the document is structured in such a way to cover and analyse all relevant aspects of the quality control process.

It consists of five sections, as following:

1. Introduction – gives an overview of the CompIIT project with its main and specific objectives and steps towards their achievement. It explains the main idea behind this document and objectives it should meet
2. Project management – defines the project's organisational structures and their roles and responsibilities, decision-making procedures and communication tools and resources to be used for promoting the collaboration among Project Partner
3. Quality standards – defines the policy that is to be followed by Project Partners in order to ensure the quality of achieved outputs and results, as well as standards to apply to deliverables and project management
4. Project document management – gives an overview of the set of document templates to be used for project reporting and monitoring, such as meeting minutes, staff timesheets; documents for financial reporting, organisation of events, travel reports et
5. Quality Assurance – introduces the measures and steps that provide that project quality is met and quality expectations are achieved. It also sets the procedure to be applied in case of unsatisfactory project performance.

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1 Introduction

For the participants, the official application document of the CompIIT-project can be found in the owncloud:

https://owncloud.idial.institute/apps/files/?dir=/daad_project/Erasmus/2022_CompIIT/Project/2022_CBHE_Armenia_call/00_FinalProjectDocs_DoNotChange&fileid=4020718

1.1 Purpose of the Project Quality Manual

1.1.1 Purpose

As an integral part of management planning, the Project Quality Manual should provide the solid ground for successful, timely and quality implementation of the project activities. It is the common standard to be applied and followed throughout the entire project life.

For that purpose, it defines the set of procedures to be followed in order to secure that:

- The Partnership and Grant Agreement requirements and conditions have been fully applied and followed by all partners,
- Rules and procedures of the Erasmus+ regulations are taken into account in operational, administrative and financial management;
- All rights and obligations defined in the Partnership Agreements are fulfilled;
- All project activities are realized in accordance with the work manual outlined in the Project Application Form (AF).

1.1.2 Procedure description

Ensuring compliance with all relevant rules and provisions is very complex and comprehensive task. It requires identification of all quality requirements as well as detailed and concise definition of adequate measures necessary to meet these requirements. Having this in mind, the Project Quality Manual will:

- Define the quality expectations and goals;
- Assign roles and responsibilities to management structures and define their participation in the quality control process;
- Define project policy and standards, and define compliance criteria;

- Identify a set of procedures and metrics to be used to determine performance quality level;
- Once approved by the projects Consortium, all Project Partners, responsible for preparing and producing deliverables, will use the Quality Assurance Manual in daily and overall project management and quality control.

1.2 Quality expectations for this project

One of the main tasks of this Manual is to clearly define the quality expectations that are to be met within the scope of the project. These expectations are defined **at all levels** and in such a way to serve as orientation points that will channel the activities towards the successful realization of planned outcomes and results.

1.2.1 Quality of project implementation

The beginning of the implementation of project activities is considered to be the starting date as defined in the approved Application Form (AF) (November 2022).

The responsibilities of partners for the realisation of these activities, is divided among them in accordance with their roles in the project.

All activities are clearly planned and organised, so that management structure can be effective from the early beginning. As soon as the project starts, a project's decision- making body (DMB = daily management board) is established. The DMB is responsible for monitoring the implementation of the project overseeing the strategic planning, coordination, monitoring, evaluation and achievement of outputs/results.

1.2.1.1 Partnership responsibilities and decision-making structure

The **Coordinator** (P01 – EUA, contact G. Avetisyan) has the following responsibilities:

- Defining its relations with the Project Partners in an agreement (Partnership Agreement) which includes, (not limited) , provisions guaranteeing the sound financial management of the funds allocated to the project, arrangements for recovering amounts unduly paid;
- Ensuring that the project activities and entire project is implemented according to the programme documents and the EU regulations;
- Ensuring that the expenditure presented by the Beneficiaries participating in the project has been paid for the purpose of implementing the project and corresponds to the activities agreed between the Beneficiaries participating in the project;

In particular, in order to ensure the implementation of the entire project, the Coordinator also has responsibility to:

- Set up an efficient and reliable system for the project administrative and financial management and co-ordination
- Continuously monitor project progress;
- Produce an Interim Report on the entire project and a Final Report at the end of the project;
- Inform the EACEA in right time if any change occurs and submit all necessary requests for modifications;

Table 1. Actions done for project quality this respect by coordinator

Partnership Agreement	Signed by all partners Archived on: owncloud.idial.institute/apps/files/?dir=/daad_project/Erasmus/2020_COMPIIT
Set up an efficient and reliable system for the project administrative and financial management and co-ordination	Administration is done in P02 (FH Dortmund) Contacts: - Ekaterina Hermann Documents per partner on: owncloud.idial.institute/apps/files/?dir=/daad_project/Erasmus/2020_COMPIIT
monitor project progress	DMB and IEB meetings
Interim report	To be filed on XXXX
Communication with EACEA	On different occasions contact with PO

On the other hand, every **Project Partner (Beneficiary**), including the **Coordinator (Lead Beneficiary)** as well, has to:

- Collaborate with all Project Partners which will guarantee the successful implementation of the project and its activities;
- Carry out its own share of the work as described and defined in the Application Form, to monitor the progress of the part of the project which it is directly

responsible for and to make sure that the local project implementation is carried out in accordance with the programme documents and the pertinent EU regulations;

- Agree on and to apply the requirements and obligations as defined in the
- Partnership Agreement;
- Maintain either a separate accounting system or an adequate accounting code for all transactions relating to the project according to national legislation;
- Participate in Internal Project Evaluations
- Keep available all its documents related to the project for at least a period of 5 years
- (see Grant Agreement).

1.2.1.2 Project Goal

The main goal of the CompIIT project is to support capacity building in Armenia and knowledge transfer, through 5 major outcomes:

- A Virtual Project Campus as a digital infrastructure with IT tools for project management and collaboration, including eLearning courses on project management, tutorials, case studies.
- 3 project formats for inclusion into the curricula: innovation project, cross-border project, start-up project. These projects are conducted in interdisciplinary teams with companies.
- The ProCom Language and Communication School as a virtual entity for delivering the competence in English language project communication.
- A Train-the-Trainer programme for teachers who want to use the outcomes.
- The annual Summer School on International Project Management.

This will be achieved by implementing the following specific objectives:

- develop the project competence and project management competence of Armenian graduates in IT, technology and business for working in agile and interdisciplinary cross-border innovation projects, including the required digital literacy for using such virtual project environments;

- develop the IT resources of the Armenian universities to support the project-based education.

- increase industry-university cooperation and foster entrepreneurship by doing joint, interdisciplinary projects for innovation

This manual is presented in the **Application Form (AF)** and is one of the main tools to monitor and evaluate the project activities' progress.

The project is structured in different workpackages, each with their tasks and outcomes/deliverables.

- **WP1** Management
- **WP2** Preparation and Specification
- **WP3** Virtual Project Campus
- **WP4** Language and Communication School
- **WP5** Pilot teaching and **Quality** Plan
- **WP6** Dissemination & Exploitation

Both the work packages and tasks within each of them - have to be completed as planned and before the deadline provided in this manual.

1.2.2 Quality of project deliverables

The goals set by COMPIIT project leads to a variety of the project deliverables. They can be generally categorised as documents and reports (Quality Manual, Evaluations, Communication Manual etc.), events (coordination/management meetings, local/national/international events, trainings, workshops, final conference, visibility actions), produced trainings materials, developed curricula and established OpenCops.

Table 2. Project deliverable (from the AF)

Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	done
D1.1	CompIIT Methods handbook	1	EUA	R — Document, report	PU — Public	24	
D2.1	IT infrastructure for project execution	2	FHDo	OTHER (IT tools)	SEN — Sensitive	6	
D2.2	Project web site	2	YeTRI	DEC — Websites	PU — Public	6	
D2.3	Didactic Concepts	2	KUL	R — Document, report	PU — Public	12	

D2.4	Specification of Virtual Project	2	GSU	R — Document,	PU — Public	12	
D2.5	Specification of ProCom Language & Communication School	2	EUA	R — Document, report	PU — Public	12	
D3.1	IT Infrastructure for Virtual Project Campus	3	FHDo	OTHER (IT tools)	PU — Public	18	
D3.2	eLearning Module“Scrum & Kanban” (5 ECTS)	3	GSU	DEC — Websites, patent filings, videos, etc	PU — Public	24	
D3.3	eLearning Module “Agile Management in Virtual Project Environments” (5ECTS)	3	EUA	DEC — Websites, patent filings, videos, etc	PU — Public	24	
D3.4	eLearning Module “Project Management Tool Box”	3	FHDo	DEC — Websites, patent filings, videos, etc	PU — Public	24	
D4.1	eLearning Module “Communication for international project management” (10ECTS)	4	KUL, GSU	DEC — Websites, patent filings, videos, etc	PU — Public	24	
D4.2	Handbook for curricula integration	4	EUA	R — Document, report	PU — Public	24	
D4.3	Train-the-Trainer (4 x times, 5 ECTS)	4	EUA, FHDo	DEC — Websites, patent filings, videos, etc	PU — Public	18	
D4.4	Professional Education Package (LLL)	4	EUA, International Business School	R — Document, report	PU — Public	24	
D5.1	CompIIT QM manual	5	EUA	R — Document, report	PU — Public	36	

D5.2	Evaluation Database	5	YeTRI	DATA — data sets, microdata, etc	PU — Public	15	
D5.3	Improvement Management Ticket System	5	FHDo	OTHER – IT tool	PU — Public	15	
D6.1	Web Portal for "Cross-border projects in higher education"	6	YeTRI	DEC — Websites	PU — Public	24	
D6.2	Digital Marketing and Communication Plan	6	EUA	R — Document, report	PU — Public	18	
D6.3	Conference Session on Project-based education	6	FHDo	OTHER - Event	PU — Public	27	

1.2.2.1 Quality of documents and reports

All documents and reports produced within the CompIIT project are expected to satisfy the following quality criteria:

- To respond qualitatively to objectives set in the Application Form;
- To be delivered within the time frame set in the Work Manual;
- To be approved by the relevant management structure as defined in this Project Quality Manual
- To satisfy the visual identity requirements, e. to be presented in corresponding templates provided in this Project Quality Manual.

1.2.2.2 Quality of meetings, conferences and other events

All events planned within the project need to be professionally organized.

The organizer/host institution will be responsible for providing the smooth realization of the event, which includes:

- all necessary arrangements and coordination,
- preparation of invitation packages (invitation letters, agendas, etc),

- details on venue, available accommodation and travel arrangements, etc.

The deadline for completing necessary preparation activities depends on the event itself, but it must provide enough time for participants' registration and travel preparations.

Additionally, the Coordinator – in collaboration with the host /hosting institution – will be responsible for provision of all materials required for the event (supporting documents, agendas etc.), as well as for the elaboration of reports/minutes and media (photos, videos, press releases) on the held event upon its completion.

Every event planned within the COMPIIT project must also meet the requirements regarding the structure and the number of target audience.

1.2.2.3 Quality of promotion and dissemination tools

As a promotion tool, the project set up a website (CompIIT.eu) in order to attract large number of target groups and the broad general public. The website is also the project platform and will provide regularly updated information about the project, its progress, contact information, project achievements and results.

Apart from the website, a series of events – such as trainings, workshops, and field visits, will be realized throughout the project lifetime.

1.2.2.4 Quality of developed curricula and course materials

Envisaged curricula/syllabi, training materials should be adequately developed and designed to respond to the target end-users in accordance with the set action manual. They need to follow clearly defined methodology, address the foreseen target groups, and meet verifiable indicators within the planned time frame.

For the development of blended course materials the methodology of the KU Leuven learning lab is used.

The methodology contains 5 main steps:

1. Analysis - at the start of a design process, it is important to have a grasp of your **initial situation** and determine your course's main goals and content accordingly.

2. Design - in this stage, we will sketch the course in broad outlines (information units, learning and assessment activities, feedback ...). That is how we reach a well-considered basic design, which wecan fine-tune in a later stage.
3. Development - in this stage, we link teaching methods and assessments to learning activities, develop the learning material, choose the right tools and draw up a concrete step-by-step plan for further development.
4. Implementation - in this step, we make the course content available, schedule information sessions and start working with students.
5. Evaluation - keep optimising the course by evaluating it on a regular basis and drawing up action points accordingly.

More information on the methodology can be found at the link:

www.kuleuven.be/english/education/leuvenlearninglab/support/support-portal.

1.2.2.5 Quality of Project Management

The project management structure was planned during the preparation of the project proposal and was adopted at the kick-off meeting. The project management structures are expected to be well organized, professionally coordinated and fully committed to the efficient realization of assigned activities, financial management and reporting.

2 Project Management and related quality procedures

The CompIIT Quality Manual (QP) documents the necessary information required to effectively manage project quality from project start to finish. It describes the quality strategy and processes for both quality assurance and quality control. Moreover, it defines a project's quality philosophy, strategy, relevant methodologies and standards to be applied to the management of the project processes, monitoring and reporting procedures, quality policies, procedures, criteria for and areas of application, and roles, responsibilities and authorities.

The QP is created during the Preparation Phase of the project. Its intended audience is the project management organizational structure, including the Coordinator, Project management team, Project local teams, Internal evaluation board, staff at partners involved in the project and leaders of the OpenCops.

This Manual in in line with the following main **quality objectives**:

- To meet the quality standards of the funding agency - the EACEA;
- To establish the operative project schedule and the Work Manual that will assure effective collaboration among the partners, in accordance with the quality standards;
- To implement effective and efficient monitoring and evaluation system;
- To achieve smooth management and organization transition to long-term final beneficiaries;
- To deliver the project in line with the agreed budget;
- To deliver the project in line with scheduled commitments;
- To identify issues and defects as early as possible in the project lifecycle and to apply appropriate, efficient and cost-effective remediation measures;
- To assure information flow and harmonized implementation of project tasks among
- Project Partners.

2.1 Project management organization, roles and responsibilities

Taking into consideration the project's international character, the project management process will be carried out by four organizational structures:

2.1.1 The DMB (Daily Management Board)

The **DMB** (Daily Management Board): led by the coordinator P01 – EUA and supported by the work package leaders (P02, P03).

Members:

- P01: G. Avetisyan
- P02: C. Wolff, A. Badasian
- P03: P. Arras, J. Van Maele, P. Jansen

The DMB's main tasks are:

  - controlling of timely work plan follow-up

- monitoring of the work packages status compared to the planned milestones
- monitoring of project budget
- risk management and final and binding conflict resolution
- identification of potential organizational problems,
- implementation of contingency measurements, progress reports to IEB/PMT.

2.1.2 The PMT (Project Management Team)

The **PMT** is formed as a strategic decision-making body comprising one representative from each partner, who will operate as local coordinator in their HEI. PMT decides on requests by DMB and is responsible for conflict resolution, too.

- Approval of acts and key project documents, such as the Work Plan, Quality Manual, Communication and Dissemination Strategy;
- Monitoring the overall progress of the project
- Final and binding conflict resolution
- Contribution to ensure motivation and team spirit in the project;
- Compliance to formal procedures;
- Ensuring efficiency in relation to the internal communication and decision making process;
- Ensuring uniformity of external messages and communication;
- Ensuring efficacy of the dissemination and mainstreaming actions;
- Ensuring coherence of the planned actions in the Project Work Plan.

- The PMT will have at least 4 coordinating consortium meetings, one kick off, meetings after year 1 and 2 and a final symposium after year 3. In these meetings the reports are reviewed and the progression to the next phase is decided. Additional e-conferences are organized. Communication uses the Altassian Confluence collaboration platform with workflows and a ticket system (Jira) , e-mail and Skype. Owncloud will be used for calendars and document storage.
- PMT decisions will be taken by majority and can only be vetoed by motivated arguments by the DMB. On decisions concerning the budget, P01 has the final call. PMT is also the board where conflicts between partners will be settled.

2.1.3 The LPT (Local Project Team)

The **LPT** (Local Project Team) in every partner (P01-P05) is responsible for:

- work out and follow-up the Work Plan of each HEI
- organizes the pilot teaching in the Armenian institutions
- organizes and local and regional meetings

The members of the LPT's are listed in the table below:

Partner Nr	Partner	First Name	Family Name	Email	Category/responsibility
B001	EUA	Gohar	Avetisyan	g.avetisyan@eua.am	Coordinator
B001	EUA	Karine	Sargsyan	karine@eua.am	Contact Person
B001	EUA	Elen	Mnatsakanyan	icg@eua.am	Administrative
B001	EUA	Vahe	Torosyan	vaxinak91@mail.ru	Admin/Lawyer
B001	EUA	Roman	Melikyan	melikyan.roman2911@gmail.com	Admin/Dissemination specialist
B001	EUA	Sona	Hakobyan	s.hakobyan@eua.am	Researcher/ Applied Linguistics Chairholder
B001	EUA	Alina	Petrosyan	a.petrosyan@eua.am	Researcher/ Applied Linguistics Co-Chairholder
B001	EUA	Arman	Grigorayn	a.grigoryan@eua.am	Researcher/ Management Chairholder
B001	EUA	Narine	Kirakosyan	n.kirakosyan@eua.am	Researcher/ IT and Appled Mathematics Chairholder
B001	EUA	Marianna	Aghamyan	m.aghamyan@eua.am	Admin/Methodologist
B002	FHDo	Anna	Badasian	anna.badasian@fh-dortmund.de	manager
B002	FHDo	Ekaterina	Hermann	ekaterina.hermann@fh-dortmund.de	manager
B002	FHDo	Carsten	Wolff	carsten.wolff@fh-dortmund.de	coordinator at FHDo
B003	KU Leuven	Peter	Arras	peter.arras@kuleuven.be	coordinator at KUL
B003	KU Leuven	Jan	Ivens	jan.ivens@kuleuven.be	manager
B003	KU Leuven	Jan	Van Maele	jan.vanmaele@kuleuven.be	Researcher/ Language
B003	KU Leuven	Polina	Jansen	polina.repka@kuleuven.be	research associate
B003	KU Leuven	Katrien	Van Hove	katrien.vanhove@kuleuven.be	accountancy
B004	YeTRI	Mher	Markosyan	mark@yetri.am	Local Coordinator

Partner Nr	Partner	First Name	Family Name	Email	Category/responsibility
B004	YeTRI	Ruzanna	Sargsyan	ruzanna.sargsyan2@gmail.com	Contact Person
B004	YeTRI	Azat	Smbatyan	azatsmbatyan@gmail.com	Senior Researcher
B005	GorSU	Naira	Safaryan	nairasaf66@gmail.com	Local Coordinator
B005	GorSU	Arpine	Dinunts	dinuntsas@gmail.com	Researcher

The evaluation results on these actions are sent to the DMB and EIB.

LPT is the owner of the project at the local HEI.

2.1.4 The IEB (Internal Evaluation Board)

The **IEB** (Internal Evaluation Board) is owner of the quality management process and will monitor the process quality and the quality of the deliverables. Tracking the implementation of the different work packages, solving problems at intermediate level and reporting conflicts to the DMB. IEB will work in close cooperation with the external expert.

IEB-members:

- P01: G. Avetysian
- P02: C. Wolff
- P03: P. Arras
- P04: M. Markosyan
- P05: N. Safaryan

2.2 Quality management and decision making

Firstly, the entire project management unit understands that decision making and problem solving are continuous processes of evaluating situations or problems, considering alternatives, making choices, and following them up with the necessary actions.

Throughout the project the goals and interests of all partners need to be respected and therefore a consensus in decision making between all parties is desirable. Normal decisions are taken at following levels:

- Operational decisions are dealt with by **WP Leaders/owners**
- Everyday management in the project is done by the **DMB**, at the partners it is handled by **LPT**- **Project Staff/Task Assignees**, who report to the relevant WP Leader

- Administrative issues are taken care by the **Project Coordinator**

In case decisions transcend single tasks or single work packages, and in case unanimous decisions cannot be made at a task or work package level, decision procedures move towards a higher level and the PMT becomes responsible for organizing the decision-making process. Then, decisions will be made by voting, where each member of the PMT can cast one vote. A decision will apply when 75% majority is found in favor of it. In case one partner cannot agree with the decisions made by voting in a normal PMT voting procedure, a conflict resolution procedure will be started.

2.3 Quality management and conflict resolution

Conflict resolution will be addressed hierarchically. Initially, **LPTs** will try to solve internal conflicts in their WPs, meeting with the partners involved.

If the conflict cannot be solved, the **LPT** will raise the issue to the **DMB**, which will act as a forum for conflict resolution.

If the conflict persists, the **DMB**, which will celebrate an extraordinary meeting to analyze the conflict, take a decision and enforce it.

In case of conflict between partners, the Project Coordinator can raise a conflict action flag.

In this case, the **DMB** will evaluate the dispute and will a decision by 75% majority. In case a strong division exists in the consortium and 75% majority cannot be reached, the majority after three voting's is set to 50% with 1 vote per member in the SC. Each voting will be separated by a maximum of 5 business days.

If necessary, the **DMB** will propose remedial actions to the EACEA. The EACEA will be enabled to monitor the project management through regular reports. The **coordinator** may seek independent advice as to the content or quality of a deliverable, if he/she considers such action necessary or desirable for the purpose of resolving any disputes among the Project Partners.

2.4 Quality management and communication between the project partners

Having in mind the complexity of the organizational structure, and the necessity to keep communication between partners efficient and productive, which in turn will contribute to the quality of the deliverables, managing partners have worked out a periodic internal meeting and reporting procedure. Also, internal communication is organized in a way to optimize information flow between Project Partners. That will ensure that all project activities are handled in an efficient and time-effective manner. An e-mailing list for internal communication has been established for communication purposes during the project lifetime.

Hence, as highlighted in the Project's Work Plan, the following communication methods and instruments will be used in order to ensure information flow and in accordance adequate and efficient decision making:

- Communications and information flow shall be exercised through regular management meetings and mailing lists;
- Every 6 months project monitoring through Project Progress Evaluations shall be performed by each Beneficiary, so the entire management could have an insight into the process of project implementation;
- Continuous financial monitoring shall be implemented in order to keep track of and control the declared expenditures and relevant related document

2.4.1 Internal communication

As stated in the AF, the management has put up a mailing list solely accessible to Project Partners for efficient communication between the geographically dispersed team members. Most of communication will happen through electronic means (e-mail, Skype-Teams-ZOOM meetings and on-line collaborative tools (owncloud), and will thereby be recorded and accessible to all Project Partners. The file storage provides all the templates that support standardization of communication and data to be reported. In this section, Project Partners can find all the mandatory templates required in specific case and also the suggested templates that can be used.

Besides the on-line collaborative tools, a project platform will established that serves as a multi-user system, and is developed specially for the needs of the project. It is a web-based tool allowing its users to access to it from wherever they are, with an Internet connection and a browser.

The first meeting of all beneficiaries on the project has been known as **kick-off meeting**. The kick-off meeting was organized 9-11 April 2023 in Armenia to ensure that all the partners share the same project vision and was ready to start the implementation of the project without delay.

In addition to the kick-off meeting, the management partners meet, within the DMB, at least once in every two months to discuss the progress of the project and work out any difficulties that may arise in the course of the project. These regular meetings are mostly held online.

The meeting reports are available to all partners in the owncloud-platform.

2.4.2 Reporting

In order to successfully implement a project and to allow for correct reporting:

- A separate archive filled in by each Project Partner with all original documents related to project's (financial and administrative) implementation, organized according the budget-categories;
- All partners shall keep the documents linked to the project until 5 years after the project ended; (see Partnership and Grant Agreement)
- Project specific cost-accounting analytical code/s in order to clearly trace project costs, activity and payment date/reporting period in the Beneficiary's accounting system;
- Copy of relevant documents sent to the Coordinator/Lead Beneficiary

The file archive consists of following sub-directories (see table 3). In each subdirectory the official documents should be put: timesheet, declaration, invoices, reporting documents...

The file archive can be found at the owncloud under daad_project>Erasmus>2022_CompIIT>Partners>Pxx>

Table 3. CompIIT file archive per partner

Name of archive	
accountancy	
equipment	
staff	

subcontracting	
travel	

An Interim Project report will be prepared by the Coordinator 18 months after project start, preferably to be discussed at the management meetings. Otherwise, reports may be submitted and discussed via mailing lists by writing procedure. For the interim report a separate entry is foreseen in the Confluence for every partner to fill:

Project completion will be summed up by the final project report, which will serve as the official document against which project results will be assessed in comparison to the project objectives and expected deliverables.

The reporting periods is mentioned in table 4.

Table 4. Reporting periods for documents.

Reporting period	**Start date**	**End date**	**Deadline submission report to coordinator**
Additional prefinancing report 1 to EACEA	01/01/2023	30/06/2024	14/07/2024
Additional prefinancing report 2 to EACEA	01/07/2024	28/02/2025	14/03/2025
Periodic Report to EACEA	01/03/2025	31/12/2025	14/01/2026

2.4.3 Validation of project deliverables

The validation of leaning/teaching materials is part of the internal quality loop for improvement of course materials. The internal loop is run in an agile methodology with a ticketing system which will be implemented in Confluence.

In the COMPIIT project, different types of deliverables can be distinguished:

- Documents for the project management
- Course/learning/teaching materials
- Digital media/Technological output
- Services and products (e.g. train-the-training sessions, pilot teaching, training sessions…)

Document deliverable refers to any type of original textual report that is produced in the context of the COMPIIT project and that related to deliverables defined in the project description. The deliverables can be found in the application form and in (Table 1 Project deliverable (from the AF)).

Technological output refers to virtual platform/services developed and provided to target beneficiaries in the context of the COMPIIT project. For example, all integral virtual resources of the COMPIIT collaborative platform.

Since they are quite different in nature, a different validation procedure will be implemented for each of these deliverable types.

Each **document deliverable produced** by the **project staff** will be submitted to the **person responsible for supervising the work package (WPO = Work Package Owner)**; the **WPO** will **self-validate** the document

deliverable **based on the quality indicator as defined in the LFM and AF; the WPO will then** advice the validation results to the module OpenCop. After acceptation the **EIB** and DMB will be informed.

Product/service as well as technological/digital media/course deliverables will be reviewed based on the check-list
document drafted to describe the features of the technological output. Based on that document, acceptance criteria will be defined and will serve as a point of reference for evaluating the technological output deliverables. Technology developer will be the first to assess whether the deliverable meets the acceptance criteria. Consequently, the OpenCop will get access to the technology checking it against the acceptance criteria again. After the testing phase and remediation of all issues, the WPO will notify that the digital media is ready to be used.

For the validation of course materials 2 checklists have been developed (see Annex 1, Annex 2).

These checklist are available for the reviewers in the OpenCops to evaluate and check developed materials.

In the methodology of the project for each module a number of courses is developed. Each course will consist of several digital media (knowledge clips, video's, eLearning parts, info-graphs, slideshows….) which in total make out the learning/teaching materials for a course. The checklist are made to be used in the quality loop.

- A first checklist in on the individual media to check/review if they are up to standard, complete and representative for the learning outcomes which should be delivered. (Annex 1: "Digital Media Checklist_form": a review form for individual digital media.).
- A second checklist is on a complete course – and as such in essence the compilation of all individual media reviews. It many checks if all learning outcomes are covered in the media. (Annex 2: "Course_materials_checklist_form").
- In the context of the COMPIIT project, quality management is fairly dependent on the efficient methods and tools of internal communication, allowing feedbacks among

  geographically dispersed Project Partners, timely effective and quality decision making,

  internal process of checks and balances, as well as quality validation of p roject deliverables. Consequently, minimal corrective measures will be necessary, implementation will follow the initial working program, and most importantly, project general and specific objectives will be realized.

3 Quality standards

3.1 Quality standards

They define the policy that is to be followed by Project Partners in order to ensure the quality of achieved outputs and results, as well as standards to apply to deliverables and processes.

The quality standards are described in the quality manual of the project.

Policy for quality assurance of project's outputs and results

The assurance of quality is fundamental for all work undertaken by COMPIIT project and should be implemented by all partners in their work. To that effect, COMPIIT shall:

- Maintain consistency in work method throughout in accordance with set policies, procedures, regulations and codes of practice and without significant deviation.
- Ensure that all policies, procedures, relevant regulations and codes of practice are implemented and systematically reviewed to reflect COMPIIT's quality output.
- Regularly monitor and measure the quality of its work methods, outputs and outcomes with a view to ensuring high quality standards, best value and continuous improvement.

3.2 Quality assurance

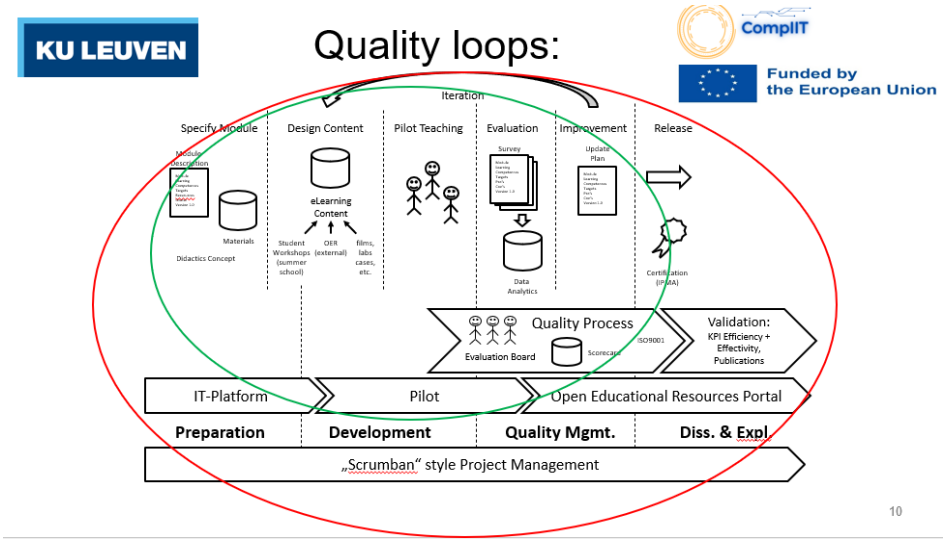
The focus of quality assurance is on the processes used in the project. Quality assurance ensures that project processes are used effectively to produce quality project outputs and results. It involves following and meeting standards, continuously improving project work, and correcting project defects.

Some of the issues to be in consideration are as follows:

- The project processes subject to quality assurance;
- The quality standards and stakeholder expectations for the project;
- The quality assurance activity – e.g., quality audit or reviews – that will be executed to monitor that project processes are properly follow;
- How often or when the quality assurance activity will be perform.

There is established 2 quality loops:

- **Loop no 1**: overall quality of the project. Monitored by the IEB (Internal Evaluation Board) and the DMB (Daily Management Board). This loop aims in general on a smooth project running.
- **Red loop no 2**: quality loop for the development and use of course materials. This loop is organized in an agile methodology, where the OpenCop of the module has the task to define, review and improve the deliverables.



3.2.1 Expected results and outputs

In line with the description provided in the project background and with the general and specific objectives, the following main results and outputs of the COMPIIT project have been elaborated.

Detailed results and outputs are indicated for each WP, the following are the most significant ones at project level.

Results:

- Development of a collaborative platform characterised by virtual learning and teaching materials, encouraging the knowledge transfer between programme countries and partner country The platform used is the Atlassian Confluence tool.
- Improvement of existing study programmes and the development of new curricula in the field of project management and organization of safe work in the partner countries
- Capacity building and enhancement of the cooperation culture of partners and Main outputs (see also AF):
- COMPIIT study programme analysis: requirements set in the OpenCOps
- COMPIIT syllabi for module description
- COMPIIT teaching/learning/training material
- COMPIIT platform: online platform to support the relationships between the consortium partners
- COMPIIT trainings and workshops: field visits to support knowledge transfer in the area of safe work in digital era in HE

The **expected results** are direct and immediate advantages resulting from the COMPIIT's activities and from the production of the outputs, they are the effects to which the outputs lead to and tell us about the benefit of funding the outputs. Compared to outputs, results imply a qualitative value, even if they should also be measured in concrete units (see Indicators).

The COMPIIT defines also outputs, which, practically, tell us what has actually been produced with the money given to the project. The project **outputs** are tangible deliverables and visible products of the project directly resulting from the tasks carried out in the project (curriculum development, training material development, workshops etc.). They are typically measured in concrete units.

The realisation of the defined indicators will be taken into consideration to monitor the project performance.

INDICATORS

The indicator targets set by COMPIIT in the Application Form under the Logical Framework Matrix (LFM) define its level of ambition, help to monitor progress throughout implementation and allow evaluation whether the objectives have been achieved.

All indicators under COMPIIT will be expressed in quantity (such as 'the number of') in order to be able to measure results and outputs objectively, but they need to be completed by qualitative aspects.

The definition of the COMPIIT project indicator system is very important and will be cleared and estimated by the partners, which shall agree in what exactly needs to be achieved by the project since the beginning.

3.2.2 Standards that apply to deliverables and processes

During the COMPIIT project execution, there are a number of project activities and tasks to be delivered. All these deliverables should adhere to certain quality standards as well as specific client requirements.

Therefore, each of these deliverables should be validated and verified before implemented. For that, there should be a quality assurance function which runs from start to the end of the project. As a principle, if the processes and activities that produce the deliverables do not adhere to their own quality standards (process quality standards), then there is a high probability that deliverables not meeting the delivery quality standards.

To address all the quality requirements, standards, and quality assurance mechanisms in our project, this QM-document is developed by the project team. This manual acts as the quality reference framework for the project and all the stakeholders of the project should adhere to the project quality manual.

3.3 Approach

As the procedures are put in place and implemented, improvements will be identified and introduced under the control of the EIB and PMT.

The standards and procedures are based on the following principles.

1. Standards and procedures will be agreed-upon in advance for all project activities
2. The team will be involved in their development or adoption to make sure that the standards are owned by the team.
3. Every effort will be made to ensure that the quality of the standards and procedures is evident and to not impose unnecessary standards or overly elaborate procedure
4. Once adopted, the standards will be formally documented, easily accessible and easily understandable
5. We will be flexible in evolving the standard if someone has an improvement

Based on the objectives, challenges and goals set by COMPIIT project leads to many project deliverables. They can be summarised as:

- ***Documents and reports*** (including Work Plan, quality manual, modules and syllabi, national reports, study programme reports, curricula)
- ***Events*** (kick off meeting, local/national/international events, workshops, trainings etc.)
- ***Product/Service*** (COMPIIT collaborative working space)
- ***Teaching/Training/Learning Material*** (supporting documents for study programmes/courses).

All of the deliverables will be developed based on the standards and procedures defined in the beginning of the Project.

All documents and reports produced within the COMPIIT project are expected to fulfil standards and quality criteria as follow:

- To be produced based on visual identity requirements, (to be presented in corresponding templates provided in this Project Quality Manual).
- To respond qualitatively to objectives set in the Application Form;
- To be delivered within the time frame set in the Reports
- To be approved by the relevant management structure as defined in this Project Quality Manual

The work package and deliverable evaluation forms should have a uniformed appearance, structure and referencing scheme. It is therefore necessary to use document referencing and template provided in the Annex of this Project Quality Manual.

All events planned within the project need to be organized on the in compliance with their standards and procedures including all necessary arrangements and coordination, preparation of invitation packages (invitation letters, agendas, etc.), details on location, available accommodation and travel arrangements, etc.

Products and services (COMPIIT collaborative platform) should be adequately developed and designed to respond to the target end-users in accordance with the set action manual. They need to follow clearly defined methodology, address the foreseen target groups, and meet verifiable indicators within the planned time frame.

In additional, the COMPIIT Project has a website CompIIT.eu in order to attract large number of target groups and the broad general public. This quality and standard tool, will serve to inform and promote COMPIIT project deliverables and at the same time the beneficiaries will be able to find regularly updated information about the project, its progress, contact information, project achievements and results.

4 Project Document Management

Project document management – offers the set of document templates to be used for project reporting and monitoring, such as working meetings proceedings and registration forms, personnel timesheet; check lists for financial reporting, organisation of public events, etc.

All documents and reports produced within the COMPIIT project are expected to satisfy the visual identity requirements, i.e. to be presented in corresponding templates provided in this Project Quality Manual.

4.1 Document templates

Deliverable documents to the EACEA, as well as all other reports, minutes, or presentations will be based on the document templates applicable for all documents to be created within the scope of this Project. The templates for format are mandatory. Several different types of documents are in use with the following respective purposes (e.g. time sheet, travel report).

COMPIIT Project Partners (including the Coordinator) will use all the mandatory templates (provided by the EACEA) required in specific case and the suggested templates that can be used.

For the reporting process at project level, COMPIIT Project Partners will use the templates provided by the Coordinator, where compulsory templates are provided by the EACEA.

COMPIIT Project Partners will use different templates for reporting, monitoring as well as for organising and respecting the procedures for events (conferences, workshops, trainings, etc.) which will be at their disposal in the project common repository.

The following evaluation forms will be made available:

- Project Progress Evaluation Form
- Training Evaluation Form
- Communication Tools Evaluation Form

The templates of the Project Progress Evaluation form relates to the work performed and results achieved by the Project Partners in the considered period of reporting, highlighting the state of project implementation, the description of activities carried out, and the outputs and results achieved according to the project Work Manual.

Project Partners will also use the Meeting and Training Evaluation Forms as well as Communication Tools Evaluation Forms for internal evaluation purposes, as well as

students taking the particular CompIIT courses will be asked to use the Student Evaluation Forms.

4.2 Storage of project documents and accounting records

All accounting and supporting documents (e.g. Project Application Form, public procurement documentation, important communication between the Project Partners and with the Programme bodies as well as documents required to ensure an adequate audit trail, documents related to expenditures as e.g. original invoices and controls and audits) must be available and accessible until 5 years after the Programme closure, unless stricter national rules/state aid regulation do not state a later date.

A common platform is available for storage of a back-up: the owncloud.

Official documents related directly to the communication with the EACEA shall be archived by the Coordinator, whilst the reporting and supporting documents related to the Beneficiaries must be kept at the Beneficiaries' premises for an equal period of time. The documents can be kept either in the form of original copies or in a version in conformity with the original, as commonly accepted data carriers.

The procedure for the certification of the conformity of these documents held on data carriers with the original documents must be in line with the provisions set by the national authorities and shall ensure that the versions held comply with the national legal requirements and can be relied on for audit and control purposes. In case of retaining the documents electronically, internationally accepted security standards must be met.

5 Quality assurance

The quality assurance improvement manual identifies the specific measures to be carried out in order to ensure that the project and its deliverables conform to the project quality requirements. Those responsible for quality of realized activities are identified and their role has been described in the corresponding sections of this document. The quality assurance manual presented here includes explanation showing how quality requirements for activities are to be met.

The improvement manual will implement a scrumban-methodology with a ticketing system.

5.1 Internal project evaluation

The **Coordinator (CO)** is responsible to ensure the successful implementation of the project and
its activities by monitoring and reporting on the project's progress. In order to ensure efficient administrative and financial management, the CO will establish a procedure for monitoring the achievements of milestones and outputs as well as the project spending (see evaluation forms for internal evaluation process in confluence as well as forms and checklists provided in the Erasmus Beneficiaries' Space).

The **Coordinator** and Lead Beneficiary are supported by the **DMB** (daily management board) and **PMT** (Project Management Team).It is responsible for monitoring the project in order to achieve the targets/objectives set in the project application. If necessary, the PMT handles with the changes of the project implementation (see Grant Agreement / The ERASMUS+ Programme Guide and the Guidelines for the Use of the Grant).

The PMT is composed of representatives of all Project Partners.

The main instruments for the project monitoring are the Project Progress Evaluations. Based on these evaluations the Coordinator and the PMT monitor the project implementation in order to help the project to achieve the best possible output. At the same time, they are a tool for the Coordinator to follow the activities occurred among the Project Partners.

The project monitoring also includes the tracking of the project's expenditures.

5.1.1 Review procedure and self-assessment

The quality of the work will be reviewed at the Project regular **monthly** meetings. All deliverables will be discussed during the project meetings and will be screened by the **OpenCops Leader** (OL) and **Project Coordinator** (CO) prior to their releases to the EACEA to ensure they meet the objectives of the project as a whole. The quality of the deliverables will be internally assessed by the following internal approval procedure after revision within the consortium.

Quality review of deliverables within the COMPIIT project will therefore be realised at different levels:

Deliverable author level: The first level of quality control for the development of deliverable will be responsibility of its author. (The **Local Partner Management Teams** will ensure that the relevant deliverable is produced in accordance with the set goals and defined in the AF).

Work Package Leader/OpenCop level: The deliverable draft is to be distributed to the Work Package

After revision of the deliverable during self-assessment or during the project meeting, the **DMB/PMT** and **CO** can call for improvements or changes in case of the work, reported in the deliverables, does not achieve the technical objectives stated for a given task in the Work Manual. In this case, the **OL** and the author (task assignee) will discuss the technical work in order to identify the unsatisfactory parts and to take corrective action. The author (task assignee) will propose the corrective action to the **PMT** if a significant Work Manual modification is required. The changes will be approved by the **PMT** and then implemented by the original author (task assignee).

The final rating of the deliverable draft can be marked as:

- **Fully accepted** - In case the deliverable is fully accepted by all reviewers, it can be considered the final version, and/or sent to the respective level of revision (if necessary).
- **Revisions required** - The deliverable author includes or disregard those comments and finalises the deliverables.
- **Rejected** –In case the quality of the deliverable is not satisfactory and / or it fails to conform to the quality criteria the reviewer reports to the **PMT**.

In case profound disagreements between reviewer and author, the deliverable will have to go through the COMPIIT level of control.

The **PMT level** is the third level of deliverables quality control. The **PMT** is responsible for approval of products, services and key documents of the project, such as Project Reports, Monitoring and Evaluations, Communication and Dissemination strategy,etc. Besides, it will be responsible to resolve any disagreement that may appear at the lower control levels. The approval of all deliverables must respect the time schedule defined in the Project Work Manual (see AF).

5.2 External project evaluation

- **External Expert (EPE).** The EPE will be appointed after the DMB has been established and its task will be to certify that the internal quality process is correctly implemented. The EPE will participate in two coordination meetings, and will produce one interim report and one final report, regarding the overall process and the internal self-evaluation that may include recommending changes in the quality plan.

As external project evaluator was chosen after a tender.

Dr Karsten Henke of Spezialmeßtechnik Ilmenau is appointed as external expert and subcontracted as foreseen by P03.

5.2.1 Tasks of the external expert as described in the contract:

a. Mid-term and end report result-based evaluation of the project's accomplishment. The study concerns with the analysis of the major project deliverables, including curricula documentation, to define the major quality parameters such as innovative character, compliance with Bologna principles, new educational technologies application, and the like. Compliance with and deviation of the original project proposal. The evaluation will be conducted on the basis of the project's documentation, website data, online interviews with main stakeholders

b. Design and implementation of online surveys with project participants and other relevant stakeholders in order to identify the levels of satisfaction and innovation acceptance (using the Technology Acceptance Model approach), major problems and barriers for project implementation, major achievements and highlights. Processing and presenting the collected survey data.

c. Drafting the reports for the project coordination team integrating the findings of the studies.

Based on these tasks the EPE will make use of the **criteria** underneath to evaluate the projects' results:

5.2.1.1 Quality of Deliverables:

5.2.1.1.1 **Innovative Character:** The extent to which the project deliverables, particularly the curricula, demonstrate innovation in content, teaching methods, or assessment strategies.

5.2.1.1.2 **Application of New Educational Technologies:** The integration and effective use of modern educational technologies in the project's deliverables and activities.

5.2.1.1.3 **Relevance and Applicability:** The practical relevance of the deliverables to the target audience and their potential for real-world application.

5.2.1.1.4 **Quality of Content and Instructional Design:** The accuracy, clarity, structure, and didactic quality of the educational content, including its alignment with relevant standards, curricula, or professional requirements.

5.2.1.2 **Project Management and Implementation:**

5.2.1.2.1 **Compliance with Project Proposal:** The extent to which the project has adhered to the original proposal in terms of objectives, activities, timeline, and budget.

5.2.1.2.2 **Stakeholder Engagement:** The level of involvement and satisfaction of key stakeholders, including project participants, partner institutions, and other relevant parties.

5.2.1.2.3 **Effectiveness of Project Coordination:** The efficiency and effectiveness of project coordination, communication, decision-making processes, and collaboration among partners.

5.2.1.2.4 **Quality Assurance:** Implementation of quality assurance and monitoring mechanisms throughout the project lifecycle.

5.2.1.3 **Impact and Outcomes:**

5.2.1.3.1 **Levels of Satisfaction:** The satisfaction levels of project participants and other stakeholders with the project's deliverables, activities, and overall outcomes.

5.2.1.3.2 **Innovation Acceptance:** The extent to which the project's innovations have been accepted and adopted by the target audience, using the Technology Acceptance Model approach.

5.2.1.3.3 **Major Achievements and Highlights:** The key accomplishments of the project and the most significant positive aspects as perceived by stakeholders.

5.2.1.3.4 **Sustainability and Transferability:** The potential for the project's results and deliverables to be sustained beyond the project duration and transferred or adapted to other contexts, institutions, or target groups.

5.2.1.3.5 **Expected Long-Term Impact:**
The anticipated long-term effects of the project on learners, educators, institutions, or the broader educational ecosystem.

For the gathering of the necessary information for the reporting, the EPE will device several surveys and checklists.

Surveys for participants to trainings, pilot teachings etc.:

- An example of the online survey organized for the participants of the Train-the-Trainer event can be found in the Annex 4. Checklists for the assessment of deliverables:
- An example of the checklist with the detailed criteria used for the evaluation of the deliverables can be found in Annex 3.

The EPE also participated in the reviews of specifications for the IEB, to understand the working of the IEB it as a managing tool. He reviewed specification files.

5.3 Project changes

The project should correspond as much as it is possible to the Application Form (AF). However, the planned project activities are based on assumptions made at the time of the AF submission and conditions may be change during the time. During implementation, sometimes it is allowed to make some project changes in order to adapt to real situation that the Project Partners have to deal with. Those changes can be:

- **Changes**, which DO NOT have a relevant impact on the main results, outputs and objectives of the project; they require a detailed written request to the Project Coordinator justifying the changes, and the CO may approve it or not.
- **Substantial changes**, which HAVE a relevant impact on the main results, outputs and objectives of the project; they require a detailed written request produced by the Project Coordinator, sent to the EACEA - justifying the changes as well.

Specific obligations about project changes are established in the Grant Agreement and shall be respected as well.

For the submission of any project change, the **CO**, after having collected the requirements of changes by each Project Partner, files a written request ("amendment") signed by the legal representative to the EACEA.

5.4 Project evaluation

The project evaluation indicates what items should be taken care of for the quality indicators.

Element	**Quality indicators**	**Evaluation level**	**Items to be evaluated**
Comparative analysis of relevant curricula in programme and partner country	Identification of existing (current) Project management/engineering curricula on digital transformation Interpretation of the current and future needs	Internal	Number of national reports produced by European partners Comparative reports compiled for AR

Modules/Labs/Curriculum development	Prepared modules and syllabi according to EU partner expertise Organisation of teacher trainings at EU partner institutions Organisation of local teacher training Developed multidisciplinary courses Prepared teaching material	Internal	Published teaching/learning/training material Training Evaluation Form Minutes of coordination meetings Student Evaluation Form Pilot teaching survey report
Quality control	Quality monitoring and assessment Satisfaction survey (=evaluations) Developed and approved quality manual Evaluation by Quality Assurance Group External project evaluation (performed by independent expert)	Internal/External	Evaluation forms Quality manual Quality control and management reports Internal evaluation/quality assurance reports External evaluation/quality assurance reports and recommendations (see 5.2.1)
Dissemination and exploitation	Development & dissemination of project materials Development of Project Website Dissemination events organized, including the final conference	Internal / External	Project Progress Form Project Communication Tools Project marketing package published Number of publications in the press and social media Number of visitors to the project events Number of visitors on the project website
Project management	Project management manual developed Work Manual with clear division of tasks and responsibilities produced Approved decision- making procedures Approved methods and tools of communication between partners Financial management Project events Project management reports	Internal / External	Project Progress Evaluation Form Meeting Evaluation Form Information collected from Project Partners Updated Work Manual

6 Annex 1: “Digital Media Checklist_form“: a review form for individual digital media.



Digital Media Checklist

V1 from 12.06.2025 P. Arras

Remarks:

- ***Author of the resource needs to fill in the header table so the reviewer knows what she/he needs to review.***
- ***Reviewer fill the other fields in the form.***

Header table

To be filled by author of the resource	
Name of the resource	
Type of the resource	☐ Poster/info graphic ☐ Video ☐ Course book ☐ E_learning ☐ Presentation ☐ Other
License type	☐ Not Applicable ☐ No: open source ☐ Yes: (see license box)
Addressed learning outcomes (in case of course materials) in this resource. What should students learn/acquire through the use of this resource? Fill in accordance with the syllabus of the course.	
Foreseen study time (in case of course materials) for this item	hours
Methodology of use (in case of course materials)	
Link to the resource:	



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To be filled by the reviewer:

Evaluator:	
Date:	

Review.

Meta information: in case of course materials

	yes	*no*	*n/a*
Is the learning outcomes described?	☐	☐	☐
Is the methodology of use explained?	☐	☐	☐

Accuracy

	yes	*no*	*n/a*
Is the information accurate/correct?	☐	☐	☐
Are there major content errors or omissions?	☐	☐	☐
Are there spelling errors or typos?	☐	☐	☐

Relevance

	yes	*no*	*n/a*
Information directly address one or more of the learning outcomes of the course	☐	☐	☐
Is content up-to-date?	☐	☐	☐

Product quality

	yes	*no*	*n/a*
Is the information clear and understandable?	☐	☐	☐
Is the layout and interface easy to navigate?	☐	☐	☐
Do the design features enhance learning?	☐	☐	☐
For audio or video resources, is the sound quality high?	☐	☐	☐
Is content consistent in terms of terminology and framework?	☐	☐	☐



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Accessibility

	yes	*no*	*n/a*
Is the resource available in alternative formats? (e.g. text document, downloadable version)	☐	☐	☐
For audio or video resources, is there a transcript or subtitles?	☐	☐	☐

Interactivity

	yes	*no*	*n/a*
Does the resource include interaction to get practical skills?	☐	☐	☐
Are there opportunities for students to test their understanding of the material? E.g. quizzes, questions to answer to proceed to the next level..)	☐	☐	☐

Licensing

	yes	*no*	*n/a*
Does the license allow for educational reuse of the materials?	☐	☐	☐
Does the license allow modifications or adaptations of the materials?	☐	☐	☐

Compliance with visual identity rules

	yes	*no*	*n/a*
Does material contain visual identity of the program (logo of EU-program)?	☐	☐	☐
Does material contain visual identity of the project (logo of the project)?	☐	☐	☐

Conclusion and recommendations:

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7 Annex 2: “Course_materials_checklist_form”



Course material Checklist

V1.0 from 12.06.2025 P. Arras

Remarks:

- ***Author of the course material needs to fill in the header table so the reviewer knows what she/he needs to review.***
- ***Reviewer fills the other fields in the form.***
- ***All reviews of the separate resources need to be added for the course review.***

Header table

To be filled by author of the resource	
Module number and name Name of the course	
Type of the course material	☐ Course book ☐ E_learning course ☐ (Powerpoint) Presentation ☐ Assignment ☐ Reading materials ☐ Other
Addressed learning outcomes (in case of course materials) in this resource. What should students learn/acquire through the use of this course? Fill in accordance with the syllabus of the course.	Knowledge: Skills: General competences:
Foreseen study time (in case of course materials) for this item	hours
Methodology of use (in case of course materials)	
Link to the course materials on the Moodle:	

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Additional compulsory reading materials	

To be filled by the reviewer:

Evaluator:	
Date:	



Review.

Meta information: in case of course materials

	yes	*no*	*n/a*
Is the learning outcomes described in the course materials?	☐	☐	☐
Is the methodology of use explained (e.g. project assignment, use of e_learning…)?	☐	☐	☐
Are all learning outcomes covered in the course materials	☐	☐	☐
Are all learning outcomes covered in the evaluation	☐	☐	☐
Is the methodology of the learning activities in accordance to the syllabus	☐	☐	☐

Accuracy

	yes	*no*	*n/a*
Is the information accurate/correct?	☐	☐	☐
Are there major content errors or omissions?	☐	☐	☐
Are there spelling errors or typos?	☐	☐	☐

Relevance

	yes	*no*	*n/a*
Is content up-to-date?	☐	☐	☐
Is the content supportive for the subject	☐	☐	☐

Product quality

	yes	*no*	*n/a*
Is the information clear and understandable?	☐	☐	☐
Is the layout and interface easy to navigate?	☐	☐	☐
Do the design features enhance learning?	☐	☐	☐
For audio or video resources, is the sound quality high?	☐	☐	☐
Is content consistent in terms of terminology and framework?	☐	☐	☐



Interactivity

	yes	*no*	*n/a*
Does the course include interaction to get practical skills?	☐	☐	☐
Are there opportunities for students to test their understanding of the material? E.g. quizzes, questions to answer to proceed to the next level..)	☐	☐	☐

Compliance with visual identity rules

	yes	*no*	*n/a*
Does material contain visual identity of the program (logo of EU-program)?	☐	☐	☐
Does material contain visual identity of the project (logo of the project)?	☐	☐	☐

Conclusion and recommendations:

8 Annex 3: Example of the review provided by the external expert (Prof K. Henke)

Review Checklist for Specifications https://forms.office.com/Pages/DesignPageV2.aspx?origin=NeoPortal...

View results

Respondent
16 Anonymous

09:39
Time to complete

Personal Information

1. What is your name? *

Dr.-Ing. Prof. h. c. Karsten Henke

2. What is your organization? *

Spezialmesstechnik Ilmenau

3. What is the title of the document you are reviewing? *

Virtual Project Campus

4. Which project does the review belong to? *

CompIIT

Visual representation of the document

5. Does the document fit the template requirements? *

- (●) Yes
- ( ) No

Review Checklist for Specifications https://forms.office.com/Pages/DesignPageV2.aspx?origin=NeoPortal...

6. Are there all the necessary elements mentioned? *

	Yes	No
Title	◉	○
Logo of the project	◉	○
Logo of the funding organization	◉	○
Project number	◉	○
Version of the specification	◉	○
Authors	◉	○
Page numbering	◉	○
Table of Content	◉	○

7. Does the pages numeration fit to the table of content? *

- ◉ Yes
- ○ No

8. Are there spelling mistakes or typos? *

- ○ Yes
- ◉ No

Content-specific review

9. Please evaluate the following statements *

	Strongly disagree	Disagree	Agree	Strongly agree
The content of the document fits the title	○	○	○	◉
The content is accurate	○	○	○	◉
The content is relevant	○	○	○	◉
The content is up to date	○	○	○	◉
The content is clear and understandable	○	○	○	◉
The content structured in a logical sequence	○	○	○	◉

10. Are all the parts well developed? *

- (●) Yes
- ( ) No

11. Would you like to comment on anything else?

Additional content-specific comments

Quality of the material

12. Which type of specification do you review? *

- (●) Educational package
- ( ) Standard

13. The summary of the educational package explicit *

- (●) Strongly agree
- ( ) Agree
- ( ) Disagree
- ( ) Strongly disagree

14. The learning outcomes fit the educational package/goal *

- (●) Strongly agree
- ( ) Agree
- ( ) Disagree
- ( ) Strongly disagree

15. The learning outcomes are sufficiently described *

- (●) Strongly agree
- ( ) Agree
- ( ) Disagree
- ( ) Strongly disagree

16. The concept of the package is complete *

- (●) Strongly agree
- ( ) Agree
- ( ) Disagree
- ( ) Strongly disagree

17. The educational elements fit the package goal *

- (●) Strongly agree
- ( ) Agree
- ( ) Disagree
- ( ) Strongly disagree

18. The learning plan is well developed/described *

- (●) Strongly agree
- ( ) Agree
- ( ) Disagree
- ( ) Strongly disagree

19. The assessment methods plan is well developed/described *

- (●) Strongly agree
- ( ) Agree
- ( ) Disagree
- ( ) Strongly disagree

20. The references are relevant *

- (●) Strongly agree
- ( ) Agree
- ( ) Disagree
- ( ) Strongly disagree

21. Would you like to comment on anything else?

Additional quality-relevant comments

That is it! Thank you for your effort!

9 Annex 3: Example of the online survey organized for the participants of the Train-the-Trainer event provided by the external expert (Prof K. Henke)

QUESTIONNAIRE ON PARTICIPANTS SATISFACTION

Training title: **Train-the-trainer event**
from: **26.08.2024** to: **30.08.2024** in: Dortmund country: Germany
Trainer 1: Trainer 2:
Trainer 3:

Dear participant,

our objective is to create value for our customers. Nobody is perfect but we have to improve again and again. Help us doing so by completely filling in this questionnaire.

Many thanks!

DATA ON THE PARTICIPANT **NAME (opt.) and University**

1) OVERALL IMPRESSION OF THE EVENT

	very good	just about right	not so good
1.1. The event met all my personal requirements	☐	☐	☐
1.2. I can recommend the events to others	☐	☐	☐
1.3. The ratio between the contents and duration is balanced	☐	☐	☐
	☐	☐	☐

2) TRAINERS

	Trainer 1	Trainer 2	Trainer 3
2.1. Methodology	**1 2 3 4 5**	**1 2 3 4 5**	**1 2 3 4 5**
The way of presentation and the well-aimed use of technical resources illustrated the subject matter quite well	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐
Theory and practice were balanced	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐
The right time management helped to adequately achieve the objectives and targets	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐
2.2. Technical and social competence			
The trainers:			
- seemed to be very certain in the topic	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐
- imparted the contents understandably	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐
- adequat. responded to the particpcants` wishes and needs	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐
- created a positive atmosphere in the group	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐
- illustrated the subject matter by giving practical examples	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐
My overall impression	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐

1 = very good, 2 = good, 3 = rather good, 4 = rather bad, 5 = bad

3) DOCUMENTATION FOR THE PARTICIPANTS

Documentation for the participants is:	1 2 3 4 5
- understandable	☐ ☐ ☐ ☐ ☐
- easy to grasp	☐ ☐ ☐ ☐ ☐
- readable	☐ ☐ ☐ ☐ ☐
- illustrate the contents to be learned	☐ ☐ ☐ ☐ ☐
My overall impression	☐ ☐ ☐ ☐ ☐

1 = very good, 2 = good, 3 = rather good, 4 = rather bad, 5 = bad

5) REMARKS

What I liked best (what should be preserved):

What I would change (what should be improved):