

WP6 – QUALITY PLAN

6.1 Quality Assurance Handbook

**INNOVAT - INNOVATIVE TEACHING ACROSS CONTINENTS -
UNIVERSITIES FROM EUROPE, CHILE AND PERU ON AN EXPEDITION**

Deliverable N.	6.1.2
1st Document version:	13/4/2019
Last Update:	15/4/2019
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Project Number:	598758-EPP-1-2018-1-AT-EPPKA2-CBHE-JP
Project duration:	15/1/2019 – 14/1/2022

CAPACITY BUILDING IN HIGHER EDUCATION – KA2 – ERASMUS+



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1. INTRODUCTION TO THE PROJECT AND THE SCOPE OF THE WP6

1.1. INTRODUCTION TO THE INNOVAT PROJECT:

The aim of InnovaT is to modernize higher education and enhance innovation in teaching and learning experiences by promoting the integration of new technologies in LA HEIs and equipping teachers and students with relevant skills for the digital transformation of HE and society worldwide. The developed framework will be translated to a concrete assessment module that can be used in different educational environments. The aim is to design an independent, real-life case based, creative problem-solving assignment module that can be flexibly applied in different learning environments.

InnovaT will apply an integrated approach: work packages and all activities are logically interlinked towards the implementation of the work plan and development of expected results. Implementation will be based on a give and take basis meaning all partners will contribute to the success of the project.

The objectives of InnovaT are:

1. To strengthen teaching staff capacities in innovative teaching and learning pedagogies and digital skills by offering trainings in a blended model, combining face to face teacher trainings with MOOCs and e-learning.
2. To introduce new technologies and ways of producing learning content by modernizing technical infrastructure of LA HEIs – creating, equipping and putting into operation the InnovaT offices.
3. To enhance the cooperation HE-Enterprise and students learning experience by developing pilot classes with real projects with entrepreneurs, to apply the innovative methods learned and prepare the students for innovative thinking and acting in “real life” contexts.
4. To promote greater access to high quality educational materials in the topic of teaching and learning methods and technology enhancement, providing open educational resources and MOOC to regional and international community.
5. To extend networks in teaching and learning innovation in national and international HE contexts by organizing the InnovaT International E-Conference.



The InnovaT consortium consists of three EU HEIs, and six LA HEIs. The EU HEIs have technical expertise to achieve project results and wide experience in cooperating with similar projects:

Partner	Country	Partner Organisation
P1 Coordinator	AT	FH Joanneum
P2	ES	Universidad Carlos III de Madrid
P3	NL	Breda University of Applied Sciences
P4	PE	Universidad de Piura
P5	PE	Universidad Católica San Pablo
P6	PE	Universidad de Lima
P7	CL	Universidad de Santiago de Chile
P8	CL	Universidad Viña del Mar
P9	CL	Universidad Austral de Chile

1.2. INTRODUCTION TO THE QUALITY ASSURANCE AND MONITORING (WP6)

The main purpose of Quality Assurance and Monitoring Plan is to ensure that the project is running within the scope and on time, that the desired quality standards of the project tasks and outcomes are met and the expected impact of main products is achieved.

Specific aims are to:

Implement a series of control mechanisms such as internal and external evaluation and minimize cultural barriers to ensure a high-quality implementation of the project and the relevance of main products.

Objectives:

- Implement quality assurance and evaluation instruments
- Setup a Quality control committee that will evaluate the products created every year according to the standards promised in the LFM.
- Internal and external monitoring to ensure that quality standards of project activities and results are met with a reasonable impact.

2. ELABORATING AN EVALUATION STRATEGY AND PLAN

2.1. EVALUATION DEFINITIONS AND STRATEGY

Evaluation can be defined as the systematic appraisal of the success of a project. Success refers both to the quality of the project (whether the outcomes meet the needs of the target groups) and its results (whether the project objectives have been achieved).



Depending on the purpose of the evaluation, a distinction is made between process (or formative) and effect (or summative) evaluation.

WP6 process evaluation is done throughout the project, and aims to ensure that the quality of the project tasks and outcomes are met and that the main products achieve the expected impact.

WP6 effect evaluation will be done in the defined milestones and towards the end of the project, and aims to verify if and to what extent the project objectives have been achieved and how the future improvements can be facilitated.

To measure both the quality and results of the project predefined actions, tools, activities, monitoring and indicators are combined in a common framework structure. Each of the project partners will use the evaluation instruments to assess the feedback and quality of the activities, events, meetings and main outputs. An external evaluator is going to assess the project progress and main outputs three times during the project lifetime.

2.2. PLANNING THE EVALUATION

Although the effects of a project are mostly achieved at the end, the effective evaluation must be planned from the outset and conducted throughout the project lifetime.

An evaluation plan specifies which evaluation aspects will be focused upon at which time.

At the start of the project, the focus is on following the control mechanisms established such as internal and external evaluation.

During the project, process and performance indicators will be measured at various moments, specified as milestones in the implementation process. Towards the end of the project, effect indicators measures will be assessed to evaluate the project outputs and outcomes.

The WP6 also explains how the quality of the project implementation and the achievement of the project outputs and outcomes will be assessed. The evaluation plan will serve as a basis for the project manager(s) and project team to monitor the project's progress and evaluate the effects.

2.3. KEY ELEMENTS OF AN EVALUATION PLAN

2.3.1. Evaluation questions

Evaluation planning starts with the formulation of specific evaluation questions that will be used by all partners in collecting information on a specific topic.



These questions may relate to both the quality of the implementation (process evaluation questions) and the success of the project (effect evaluation questions).

2.3.2. Process Evaluation

For process evaluation, the questions should be linked to the planning and organization of the project activities, focusing on whether the activities are implemented according to plan, how obstacles and difficulties will be identified during the implementation and dealt with, and how the quality of the project implementation will be assured.

2.3.3. Effect Evaluation

For effect evaluation, the evaluation questions should be linked to the specific objectives, and verify if the stated objectives have been achieved.

2.3.4. Evaluation indicators:

The evaluation indicators, as presented in the plan are agreed. Quantified variables that we will use to measure and monitor the progress of the project and assess the extent to which the objectives are attained:

- Indicators measuring the progress of the project are process indicators. They verify the accuracy and timeliness of the steps foreseen for the project implementation.
- Indicators measuring the project outputs are performance indicators. They relate to the level of participation on the project, user satisfaction, efficiency, take-up, etc.
- Indicators measuring the project outcomes are effect indicators, and relate to the achievement of the objectives. If the objectives have been formulated SMART (specific, measurable, achievable, realistic, timed), it should be possible to specify one or more variable measuring the level of achievement of each objective.

2.3.5. Evaluation targets

Indicators may also specify target values (e.g., numbers expected, level of quality aimed for) to serve as a standard to compare the process or results of the project with. Some quantitative outputs have been defined in the project proposal. Additional targets may be considered during the project course.

2.3.6. Evaluation methods

Quantitative methods include:

1. Questionnaires and evaluation forms – Closed or open-ended questionnaires can be used to ask opinions of participants or target groups, preferably using a systematic, commonly agreed questionnaire to facilitate the comparison of the responses and the ensure that all the most relevant questions are covered. Questionnaires can be mailed out, sent by email, posted on the web, or shared with the target group in the workshops or roundtable meetings.



2. Follow the guidance provided and the use of correct evaluation forms for each specific need (activities, meetings, events, outputs, etc.).
3. Check project progress against LFM, indicators, satisfaction and work plan every year as part of a consequent quality assurance.

Qualitative methods may include:

1. Interviews – Structured, semi-structured, or unstructured interviews in person or by phone are useful to explore opinions and issues in depth on a one-to-one basis.
2. Focus groups – Group sessions with small groups of people allow to explore different views on an issue, or clarify issues to complement other data collection methods.
3. Observation – Observing specific components of the project can be a powerful way to learn about the participants’ responses and uptake of the project.
4. Expert opinions – The opinion of experts on specific components of the project can yield objective information on whether the project meets quality criteria.

3. WP6 RESPONSIBILITIES AND TASKS

3.1. WP6 RESPONSIBILITIES

UDEP has the overall responsibility on this WP and will be responsible for setting up the Quality Assurance Handbook in cooperation with the project coordinator (FHJ), define the rules for the quality committee establishment; make sure all partners are represented in the committee as well as the external evaluator; assure the implementation of the quality plan and correct use of the evaluation and monitoring instruments and control the quality of the produced outcomes.

BUAS will be co-responsible and-additionally to the EU partners tasks- will give close support to the WP leader considering its great experience in quality assurance of projects. Will support the development of the quality plan and handbook and monitoring templates to be used; help on the monitoring and quality control of the project progress and deliverables.

EU partners are going to participate in the quality control committee and perform the expected tasks; follow the QA guidelines evaluation mechanisms development; provide and complete the monitoring reports and evaluations within the time frame expected.

LA partners will appoint 1 person to participate in the quality control committee and perform the expected tasks; and give feedback during the QA handbook and evaluation mechanisms development;



follow the QA guidelines; provide and complete the required monitoring reports and evaluations within the time frame expected.

Supporting associated partners could act as “external eyes” and give feedback from a non-biased perspective. In case it is to happen, the supporting partner should be formally integrated into the Quality Control Committee.

3.2. EXPECTED RESULTS/OUTCOMES

Each meeting conducted in the course of the project will be evaluated. This will help the consortium understand the strengths and weaknesses of activities and what changes or adaptations need to be made. Recommendations given in the reports shall be followed to improve the efficiency and quality as well as maximize the impact of the subsequent meetings.

3.2.1. QUALITY CONTROL COMMITTEE SETUP

Each partner nominates one person that will participate in the quality control committee (QCC) and there will also be one external evaluator.

The profile of the person appointed for the QCC is the following:

- Experience in project management, project evaluation and/or quality control.
- Must be employed by the partner institution.
- English knowledge (if the case is that the most appropriate person for the task cannot communicate in English, the person in the steering committee of the same university should be available for support and translation).

The board is going to evaluate the products created every year according to the standards promised in the LFM. The main activities implemented by the committee are to support the development of quality evaluation mechanism/process, monitoring the progress of the project at least once a year according to a template for evaluation to ensure comparability.

QCC main tasks:

- To ensure high quality of all products produced by revising main project outcomes.
- Support the development of quality evaluation mechanism/process, by giving feedback to WP6 leader in the methodology guidelines, evaluation instruments and templates.
- Monitoring the progress of the project main deliverables at least once a year according to the guidelines.
- Make sure that the outputs are implemented in due time, by supporting the internal progress monitoring of the tasks of his/her institution to minimize risks.
- Readiness to participate in online or physical project meetings in relation to quality assurance.



3.2.2. INTERNAL AND EXTERNAL MONITORING

Evaluation and monitoring reports will serve as control mechanism tools to supervise the level of quality and to ensure that all important aspects are considered.

Every four months partners should provide internal monitoring reports of their activities and WPs outputs (M4, M8, M12, M16, M20, M24, M28, and M34).

A subcontracted evaluator is going to assess the project progress and main outputs three times during the project lifetime (1 x year), also referring to the quality control committee input reports.

Internal evaluations will be carried out by partners of the consortium. External evaluations will be also included before the interim and final report to guarantee unbiased perspective on the accomplishment goals.

4. RISK MANAGEMENT, CORRECTIVE ACTIONS

The difference in management culture between EU and LA HEIs might cause misunderstandings or biased opinions. The corrective actions are to assure effective cross-cultural management and providing information accurately and promptly, and setting up a quality control committee. The difference in management culture could cause a lack of commitment and support from partners, to avoid this risk, emphasizing team building, creating an environment that respects diversity and equality and developing win-win strategies during project implementation are important corrective actions to take.

5. PROJECT MILESTONES:

The following milestones and the respective outputs are defined in the project plan:

Milestone 1 – Methodology and Research Instruments Development (M1-M2):

Expected results:

TANGIBLE:

- 5 Data gathering and Research Instruments designed and applied (country, institutional, teachers, students, good practices)
- 6 raise awareness seminars (1 x 6 LA HEI)
- 36 Needs, Motivations & Gaps surveys tested (18 teachers + 18 students)
- 180 participants reached in RA seminars (30 x 6 LA HEIs)
- 1 results compilation document

INTANGIBLE:

- Enhanced awareness of the project activities and relevance of innovative T&L approaches.



- Increase motivation and participation from the target groups.
- Development of a solid path for the knowledge enhancement and transfer inside the LA partner HEIs.

Milestone 2 - Quality Assurance & Evaluation Instruments (M1-M4)

Expected results:

TANGIBLE:

- 1 Quality Assurance Handbook (process description for quality measurement)
- 1 set of evaluation forms & templates

INTANGIBLE:

- Awareness of evaluation mechanism and continuous quality assurance within the project.

Milestone 3 - Quality Control Committee set up (M1-M3)

Expected results:

TANGIBLE:

- 1 Quality Control Committee (9 consortium members+ 1 external evaluator) set
- 3 QCC reports with recommendations (1 per year)

INTANGIBLE:

- High standards assured and minimization of cultural differences.

Milestone 4 - Dissemination & Sustainability Strategy (M1-M3 Plan; until M36 continuous dissemination)

Expected results:

TANGIBLE:

- 1 Comprehensive Dissemination & Sustainability plan for guidance of all project related activities & outcomes
- Social media channels defined and project profile created
- 1 Dissemination report template

INTANGIBLE:

- Create awareness of the project among the target groups.
- External experts and the society at large.

Milestone 5 - Project & Financial Management (M1-M36)

Expected results:

TANGIBLE:

- 1 Project Management & Financial Handbook and reporting templates distributed
- 1 online management tool defined and in use;

INTANGIBLE:

- Accurate project management resources allocation.
- No resources wasted due to careful and adequate planning.

Milestone 6 - Reporting to the Funding Agency (From M1 on; with deliveries by M18 & 36)

Expected results:

TANGIBLE:

- 1 Interim Report to EACEA



- 1 final report to EACEA.

INTANGIBLE:

- Awareness of importance of on-time and in-budget project execution.

Milestone 7 - Project identity & Dissemination tools (M2-M5)

Expected results:

TANGIBLE:

- Project identity and recognizable brand (including logotype)
- project website
- Project documents templates for Word, PowerPoint, Excel, etc.
- Flyers, Roll-up banner
- promotional video
- social media profile (among others) - all in English and Spanish versions

INTANGIBLE:

- Project recognition and identity created allowing enhanced visibility regionally, nationally and internationally.

Milestone 8 - E-Learning Preparation course – Getting in touch with the digital learning & MOOCs (M2-M5)

Expected results:

TANGIBLE:

- E-learning environment set and running for 4 weeks
- 180 learners completed the course (90 teachers + 90 students)
- 100 responses to the online surveys (needs & quality) (55% of participants)
- 1 Results compilation document
- 6 learning groups defined (60 teachers - 10 per LA partner HEI)

INTANGIBLE:

- Enhancement of digital skills in participating teachers & students.
- Increased motivation to further learn and improve the knowledge in the topic.

Milestone 9 - Comparative Study–Status quo, Needs and Gap Analysis from HEIs in EU, Chile & Peru (M2-M6)

Expected results:

TANGIBLE:

- 1 Comparative Study and recommendations.

INTANGIBLE:

- Increased awareness of the current scenarios of EU & LA universities as well as of the needs in terms of innovation in teaching and learning methods.
- Enhanced research skills among consortium partners.

Milestone 10 - Internal & External Monitoring (M2-M36)

Expected results:

TANGIBLE:



- 8 internal monitoring reports
- 3 external evaluation reports

INTANGIBLE:

- Consciousness of project progress and alert for potential risks.
- Potential counter-strategies applied.

Milestone 11 - Coordination & Status Meetings (M2-M36)

Expected results:

TANGIBLE:

- 6 coordination meetings (CM)
- 6 online status meetings (OM)

INTANGIBLE:

- Constant partner communication ensured.
- Awareness of project progress and enhancement of the commitment.

Milestone 12 - Creative common rights disclaimer for OER (M4-M36 to apply continuously)

Expected results:

TANGIBLE:

- 1 “creative common rights” disclaimer
- integration in all OER produced and uploaded in the project website

INTANGIBLE:

- Create awareness of the value of the educational resources created and increased team efforts visibility.

Milestone 13 - Training plans and materials development (M7-M13)

Expected results:

TANGIBLE:

- 1 Training plan & guidelines for trainers
- 1 set of training materials developed according to the topics/modules defined
- Translation of training materials before the training take place

INTANGIBLE:

- Systematic and detailed training preparation, strengthen the involvement with the topics.

Milestone 14 - Design of MOOC framework & Evaluation System (M8-M11)

Expected Results:

TANGIBLE:

- 1 MOOC framework
- 1 Evaluation System
- 6 experts/trainers nominated (2 UC3M / 2 FHJ / 2 BUAS)
- 3 facilitators nominated (1 UC3M / 1 FHJ / 1 BUAS)
- 2 conveners nominated (1 FHJ/ 1 UC3M)

INTANGIBLE:

- Increased understand of online learning frameworks.
- Engagement for online support & facilitation of the digital learning process.



Milestone 15 - Training Content adaptation for MOOC (M12-M15)

Expected results:

TANGIBLE:

- 1 Set of materials updated / adapted to the MOOC purpose (the amount is to be evaluated and decided in the course of the project)

INTANGIBLE:

- New ways of providing training materials incorporated.

Milestone 16 - Technical & Operational Needs identification (M13-M14)

Expected results:

TANGIBLE:

- 6 detailed lists of equipment to be purchased
- 6 official letters with InnovaT office physical place pointed under the universities' structure as well as the sustainability statement.

INTANGIBLE:

- Understand of technical needs for increasing the efficiency in managing InnovaT offices.
- Increase awareness on the internationalization process of the university with the new equipment.

Milestone 17 - Conference Participation & Joint Publication (M13-M36)

Expected results:

TANGIBLE:

- Dissemination of the project through 24 participations in regional & international conferences.
- 1 joint publication of project main results (at least).

INTANGIBLE:

- Enhanced project and team visibility.
- Awareness of HE good practices in innovative teaching & learning in HE.
- Show academic publishing quality and develop a pioneering.

Milestone 18 - Platform definition & Integration (M14-M16)

Expected Results:

TANGIBLE:

- 1 Document with relevant MOOC technological infrastructures & platforms recommended (Pros/Cons);
- 1 selected platform;
- MOOC course integrated in the chosen platform and available for piloting.

INTANGIBLE:

- enhanced knowledge on technological infrastructures for online courses
- increased level of commitment and decision making among partners

Milestone 19 - Face-to-face Teachers' Trainings – TTs (M14-M21)



Expected results:

TANGIBLE:

- 2 TTs - 3 days' sessions - in Chile (1 in Viña del Mar - M16; 1 in Valdivia – M21).
- 2 TTs - 3 days' sessions - in Peru (1 in Piura – M16; 1 in Arequipa – M21).
- 60 teaching staff trained (30 in CL; 30 in PE).
- 60 innovative syllabuses produced.
- Trainings delivered by EU partners (2X3 in 2 TTs).
- Training materials delivered
- Justification documents delivered: Trainings agenda, attendance list, feedback & reflection reports.

INTANGIBLE:

- Skilled staff and enhanced human and organization capacity.
- Increased cooperation among teachers from different universities.
- Enhanced dialogue and knowledge exchange, innovative thinking fostered.

Milestone 20 - MOOC Pilot (M16-M20)

Expected results:

TANGIBLE:

- 1 Pilot MOOC of 6 weeks (1,5 ECTS)
- 60 teachers completed the MOOC (10 UDEP, 10 UCSP, 10 ULIMA, 10 USACH, 10 UVM, 10 UACH)
- 6 experts/trainers, 3 facilitators and 2 conveners available "online" in the MOOC piloting period
- compiled results of MOOC evaluation survey and 60 course certificates issued (minimum target number)

INTANGIBLE:

- Enhanced digital skills.
- Innovative mind-set stimulated.
- New learning possibilities.
- Increased collaboration among stakeholders.

Milestone 21 - Purchase & installation (Equipment & Software) (M15-M17)

Expected results:

TANGIBLE:

- Equipment, i.e. software/ hardware purchased in the 6 LA HEIs.

INTANGIBLE:

- Increased reputation identified as innovative higher education institution due to upgraded technical equipment.
- Upgraded offer of services.

Milestone 22 - Operation plan & official integration (M16-M19)

Expected results:



TANGIBLE:

- 6 Operation plans
- 3 liaisons set among EU and LA partners

INTANGIBLE:

- Increased commitment by the partner country universities´.
- Creating awareness for the operations of the InnovaT offices during and after the end of the project.

Milestone 23 - Roll out tests (M18)

Expected results:

TANGIBLE:

- 6 InnovaT offices installed.
- Equipment well-functioning
- 1 Document with Roll out results and participants involved

INTANGIBLE:

- Increased technical capacities and in a long-term increased quality and innovation of teaching and the knowledge level of students.

Milestone 24 - InnovaT offices in operation (M20-M36)

Expected results:

TANGIBLE:

- 6 InnovaT offices running
- minimum of 60 counseling sessions undertaken (10X6)
- 6 Reports of InnovaT operations (1 per LA HEI)

INTANGIBLE:

- Dissemination of the project and increase the knowledge on innovative learning & teaching as well as digital skills enhancement among the target groups in the LA institutions.

Milestone 25 - Innovative T&L Toolbox - compilation of Open Educational Resources (OER) (M20-M23)

Expected results:

TANGIBLE:

- 1 set of OERs produced, translated and available online in the project's website;

INTANGIBLE:

- Increased reach and access of the produced materials.
- Enhanced knowledge transfer in a national & international basis.

Milestone 26 - Results & lessons learned report (M21-M22)

Expected Results:

TANGIBLE:

- 1 Results & lessons learned report



INTANGIBLE:

- Learning effect multiplied.

Milestone 27 - Selection of Innovative Syllabus for Pilot Classes (M22-M23)

Expected results:

TANGIBLE:

- 1 selection criteria & evaluation form
- 30 short listed innovative syllabuses
- 18 selected syllabuses to be tested (3X6 LA HEIs)
- 1 Evaluation pool of experts (9 experts)

INTANGIBLE:

- Systematic evaluation criteria.
- Innovation boost in teaching mindset.
- Increase of cooperation among consortium partner experts.
- Expanded network among institutions.

Milestone 28 - Selection of cases/projects (M23-M25)

Expected results:

TANGIBLE:

- Call for entrepreneurs' cases/projects published
- 1 guideline & selection criteria
- List of selected cases/projects

INTANGIBLE:

- Enhanced awareness of the project in the region and among businesses.
- Increased awareness of the innovation in teaching & learning fostered in the universities.

Milestone 29 - InnovaT E-Conference (M25-M34)

Expected results:

TANGIBLE:

- 1 InnovaT E-Conference organized and undertaken (2 days' conference; min. 100 participants)
- List of participants, Videos of the presentations, print screen of forum moderations, registration list.

INTANGIBLE:

- Enhanced project and team visibility.
- Increase awareness of HE good practices in innovative teaching & learning in HE.
- Enhanced digital skills and digital communication skills.

Milestone 30 - Selection of Students (M26-M27)

Expected results:

TANGIBLE:

- Call for students published
- 1 guideline & selection criteria
- List of selected students

INTANGIBLE:



- Enhanced awareness of the project among students.
- Increased awareness of the innovation in teaching & learning fostered in the universities.

Milestone 31 - Pilot Innovative Classes (M28-M31)

Expected results:

TANGIBLE:

- 18 Pilot Classes undertaken and concluded (9 Chile/ 9 Peru)
- 72 students participated; 18 collaborations Entrepreneurs-HEIs.

INTANGIBLE:

- Enhanced skills of teaching staff & students.
- Increased cooperation university-business.
- Raised awareness among students of real cases scenarios and the capacity to think out of the box.
- Increased regional network.

Milestone 32 - Results Presentations & Report (M32-M33)

Expected results:

TANGIBLE:

- 6 Pilot Results presentation events (3 in Chile/3 in Peru)
- 1 Results & lessons learned report published.

INTANGIBLE:

- Strengthen of international networking.
- Increased awareness of the project and its results.
- Enhanced reputation of universities.

6. QA AUDIT CHECKLIST: MILESTONES AND MAIN EVALUATION INDICATORS

Short term impact	Target groups/potential beneficiaries	Quantitative indicators	Qualitative indicators
Increased awareness on Innovative Teaching & Learning (T&L) practices in Higher Education and sense of project ownership	<ul style="list-style-type: none"> - Teaching staff of LA partner HEIs - Students of LA partner HEIs - Decision-makers of the LA partner HEIs - Wider academic community and main stakeholders in LA 	<ul style="list-style-type: none"> - 6 Raise awareness seminars in LA HEIs (6X30=180 participants) - 6 Status quo visits in LA HEIs - 1 Status quo visits results compilation report - Number of project leaflet & dissemination materials distributed (offline & online). In line with the 	<ul style="list-style-type: none"> - Enhanced interest from stakeholders and target groups - Deeper knowledge of the institutional status quo on innovative T&L practices and technology available - Increased engagement in the project and activities and sense of ownership



		Dissemination plan (WP 7).	- Feedback in-situ from stakeholders and target groups
Enhanced Skills and competences in innovative T&L (blended approach)	- Teaching staff of LA partner HEIs - Students of LA partner HEIs	- 1 E-learning preparatory course (90 teacher+90 students) - 4 face-to-face Teachers Trainings (60 teachers) - 1 Pilot MOOC (at least 60 teachers from partner universities) - Number of different training materials on innovative T&L methods	- Enhanced quality of T&L practices - Innovative & stimulating learning environment - Increased use of new technologies in T&L practices - Enhanced digital skills - Increased motivation to further learn and improve the knowledge in the topic
Applied knowledge of Innovative T&L methods & new technologies	- Teaching staff of LA partner HEIs - Students of LA partner HEIs	- 60 Innovative Syllabuses - 18 Innovative Pilot classes (72 students + 18 teachers)	- Enhanced innovative mind-set and problem solving skills - More innovative practices in the classroom - Enhanced communication & team-work skills - Improved feedback evaluations from students
Enhanced cooperation between entrepreneurs and HEIs	- Teaching staff of LA partner HEIs - Students of LA partner HEIs - LA Partner HEIs - Local/regional Entrepreneurs LA	- 18 real cases/project with local/regional entrepreneurs	- New experiences gained through HEI-Business cooperation - Enhanced awareness of local/regional cooperation with business



			- Enhanced interest of entrepreneurs in future collaborations
Functioning project website promoting use of OERs and innovative T&L enhanced learning	<ul style="list-style-type: none"> - Higher Education Teaching staff - Higher Education students - Wider academic community and main stakeholders in EU & LA 	- Number of up to date Open Educational resources to access & download	<ul style="list-style-type: none"> - Enhanced project visibility - Increased reach of quality educational resources in T&L - Enhanced knowledge transfer in a national & international basis
Extended networks & knowledge exchange national & internationally	<ul style="list-style-type: none"> - Higher Education Teaching staff - Wider academic community and main stakeholders in EU & LA 	<ul style="list-style-type: none"> - 4 face to face trainings in LA partner HEIs - 6 Partner meeting in EU and LA - Knowledge exchange with 12 trainers from EU 	<ul style="list-style-type: none"> - Increased cooperation among teachers from different universities - Enhanced dialogue and knowledge exchange - Enhanced national & international cooperation
Modernized institutional technology offer for T&L via InnovaT Offices implementation	<ul style="list-style-type: none"> - Teaching staff of LA HEIs - Students of LA HEIs - Decision-makers of the LA HEIs - Wider academic community and main stakeholders in LA 	<ul style="list-style-type: none"> - 6 Operational Plans - 6 Lists of Equipment approved & purchased - 6 Institutional commitment agreements signed - 6 InnovaT Offices Implemented 	<ul style="list-style-type: none"> - Assessment of specific technical needs for InnovaT offices implementation - Clear understanding of InnovaT offices operation & services - Improved technical capacities in HEIs - Pioneering role among local HEIs (Innovation in T&L recognized outside)
Upgraded research skills	- Academic staff of LA & EU HEIs	- 1 Comparative Study – Status quo, Needs and Gap Analysis from EU, Chile & Peru	- Active contribution to research and publications in the field



		- 1 Joint publication on main project results	
Increased visibility of InnovaT project brand & concept	<ul style="list-style-type: none"> - Teaching staff of LA HEIs - Students of LA HEIs - Decision-makers of the LA HEIs - Wider academic community and main stakeholders in LA 	<ul style="list-style-type: none"> - 1 dissemination plan - 1 project identity / brand - Social media profile - Project website - 1 InnovaT E-Conference 	<ul style="list-style-type: none"> - Increased understanding of project's concept - Enhanced visibility of project consortium HEIs and associated partners - Wider reach of project communication materials outside local HEIs area
Long term impact	Target groups/potential beneficiaries	Quantitative indicators	Qualitative indicators
Effective functioning InnovaT Offices in LA partner HEIs	<ul style="list-style-type: none"> - Academic staff of LA HEIs - Students of LA HEIs - Decision-makers of the LA HEIs - Wider academic community and main stakeholders in LA 	<ul style="list-style-type: none"> - At least 60 counselling sessions undertaken - A work team of 1 teaching staff, 1 technical staff and 1 student operating - Number of new content for Innovative T&L produce - Number of teachers reached - 1 Operation report 	<ul style="list-style-type: none"> - Enhanced quality of T&L - Innovative & stimulating learning environment - Increased use of technology for producing learning content - Increased number of blended courses - Improved feedback evaluations from students
Replication effect of InnovaT concept and Education resources	<ul style="list-style-type: none"> - Academic staff of LA HEIs - Students of LA HEIs 	<ul style="list-style-type: none"> - Number of OER downloads in English & Spanish 	<ul style="list-style-type: none"> - Facilitated and multiplied access to free & high quality



	<ul style="list-style-type: none"> - Decision-makers of the LA HEIs - Wider academic community and main stakeholders in LA 	<ul style="list-style-type: none"> - Number of E-Learning registrations and completions in the self-paced mode and after project ends - Number of MOOC registrations and completions in the self-paced mode and after project ends 	<p>educational resources achieved</p> <ul style="list-style-type: none"> - Multiplication potential of InnovaT concept stimulated
Enhanced student learning experience in LA HEIs	<ul style="list-style-type: none"> - Students and teachers of LA HEIs - Employers in LA 	<ul style="list-style-type: none"> - Improved quantitative results of student satisfaction surveys - Improved quantitative results of employer satisfaction surveys 	<ul style="list-style-type: none"> - Increase of overall student success rates - Improved professional opportunities for graduates
Enhanced international integration & network	<ul style="list-style-type: none"> - Academic staff - Students - HEIs Decision-makers - Wider academic community and main stakeholders 	<ul style="list-style-type: none"> - 1 InnovaT E-Conference organized - 24 participations in conferences - 6 Project Meeting in 6 different partner HEIs - Number of Associated partners increased - Number of project proposals submitted by or including consortium members 	<ul style="list-style-type: none"> - Reinforced international network, contact with other HEIs and external stakeholders - Enhanced intercultural awareness and communication skills
Greater awareness on InnovaT project and Innovative T&L practices / technologies	<ul style="list-style-type: none"> - Academic staff - Students - HEIs Decision-makers 	<ul style="list-style-type: none"> - Number of appearance in online / offline media 	<ul style="list-style-type: none"> - Increase reputation of InnovaT project and project partner HEIs



	- Wider academic community and main stakeholders	- Number of InnovaT publications - Number of citation of InnovaT publications / educational resources	
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In addition to the output evaluation, the following process topics will be reviewed:

Team :

- ✓ Participation of all of the partners in the tasks.
- ✓ Participation of all of the partners in the communications/responsiveness.
- ✓ Timeliness of the deliverables.
- ✓ Timeliness of administrative and financial deliverables.
- ✓ Resource allocation.

Coordination:

- ✓ Timeliness and efficiency of communication.
- ✓ Timeliness of administrative and financial process.
- ✓ General project management.
- ✓ Risk and conflict management.

Impact:

- ✓ Dissemination activities.
- ✓ Stakeholder responsiveness and feedback.

7. ANNEXES:




7.1. EVALUATION FORMS AND OTHER TEMPLATES

All forms shall be digitalized accordingly so that analysis and reports can be produced in the most effective and efficient way, facilitating amongst others the participants, target groups as well as the project consortium.



Annex 1: MEETING EVALUATION FORM – EXAMPLE 1

Scale provided 1 = strongly disagree and 5 = strongly agree.

	SD	D	N	A	SA
					
Communication and planning process was efficient and timely (timely invitation, clear communication)	1	2	3	4	5
The meeting purpose and objectives were clearly stated.	1	2	3	4	5
We used our meeting time effectively	1	2	3	4	5
Timekeeping / facilitator was efficient	1	2	3	4	5
We shared decision-making at this meeting.	1	2	3	4	5
All meeting participants were actively involved.	1	2	3	4	5
The meeting objectives were met.	1	2	3	4	5
I am satisfied with the progress in the meeting	1	2	3	4	5
I enjoyed this meeting.	1	2	3	4	5
Facilities and venue were adequate	1	2	3	4	5
Presentations were of good quality	1	2	3	4	5

What aspects could be improved?

What aspects of the meeting you found particularly good?

Any further comments or suggestions?



Annex 2: SUGGESTIONS EVALUATION WORKSHOP – TWO EVALUATION METHODS TO BE AGREED AND USE BY EVERY PARTNER IN A COORDINATED MANNER:

Conference/ Workshop Evaluation Plan

1 Overview

This document aims to set out a sequential plan for the evaluation of the workshop/conference

2 What is the evaluator looking for?

Planning

- Communication and planning process (timely invitation, clear communication)
- Clarity of the programme (content vs expectations)

Content and structure of the conference:

- Clarity of objectives of the workshop/conference
- Achievement of the main aims of the conference
- Presentations

Quality of the domestic arrangements and accommodation:

- Meeting places
- Resources and equipment (catering, visuals, audio, chairs)

3 How will these be evaluated?

Before the workshop/ conference - collaboration between partners (self-evaluation)

1. Attendance of planning meetings
2. Selection of methods and the design of appropriate tools
3. Quality of shared information
4. Timelines of the shared information

During the workshop / conference - participation (self-evaluation)

1. Attendance (quantitative- attendance list)
2. Attendance (qualitative – observed participation level)
3. Implementation of specific evaluation activities as follows:

During the workshop / conference – quality (attendee evaluation)

The QA evaluation of the workshop/ conference can take place through the application of several different evaluation methods (some suggestions set out below, to be agreed case by case).



Noticeboard (Bullseye or shopping chart or other comparable method can be used- to be agreed in due time) in an “evaluation zone” - this needs to be identified to the participants and a supply of suitable cards / post-its made available. The participants need to know that they may be anonymous in this and other evaluation activities.

Time for small group or whole group reflection at the end of sessions – record if possible.

Summative evaluation (with variations for different stakeholders).

This will be a form provided to the participants by the organizing HEI and will be collected before the end of the conference.

An agreed, standardized evaluation template is to be used by all HEIs.

A summative form can be used to collect a range of information relating to the delivery and impact of the conference.

After the conference

- i) Submission of a written report

This will be produced within 3 weeks of the conference and will follow a format, which will be shared and agreed with the organizers.

TIPS:

- ✓ Schedule time the day after the workshop to start the process of reflection and production of outputs.
- ✓ Management and participants may appreciate and benefit from a high-level “executive summary” of the main findings of the workshop. This would increase stakeholder involvement and encourage feedback.



EXAMPLE WORKSHOP EVALUATION QUESTIONNAIRE (basic framework- needs to be completed with relevant questions):

Workshop Name: _____

Training Location: _____

Date: _____

Participant Name (optional): _____

Job Title: _____

Years in present position? _____

Planning and communication

- Planning processes (timelines of the invitation /information on venue, route, contacts etc.)

Content and structure of the workshop (roundtable/seminar/conference):

- Clarity of the programme
- Achievement of the main aims of the conference

Effectiveness and impact of the individual sessions:

- Presentations
- Working groups initiated through Open Space Technology – for example via online collaboration platforms such as WebEx (<https://www.webex.com>), Trello (<https://trello.com/en>), etc.
- Other sessions

Quality of the domestic arrangements and accommodation:

- Overall organization
- Meeting places
- Resources and equipment
- Accommodation and food

Adequacy of the social programme (if relevant):

- Appropriateness for all participants
- Positioning in the programme



Annex 3: WORKSHOP-POTENTIAL EVALUATION METHODS:

POTENTIAL EVALUATION METHOD 1. SHOPPING TROLLEY- FLIP CHART

On the shelf: ideas to be revisited and considered again at a later date.



In the trolley: ideas to take away and use later.

On the shopper's heart: ideas you really loved.



In the bin: ideas you want to immediately discard.



The shopping trolley is a great tool for getting participants to think about all the content, ideas and techniques they have been exposed to from a variety of perspectives. Without an evaluation technique such as this it is possible that participants may be tempted to react negatively to an idea not because it is a 'bad' idea, but simply because it is not considered a priority for them at this time.

The exercise involves a sheet of flip chart paper. The idea is that each person then writes the ideas/content being evaluated (perhaps taken from an earlier activity) and sticks them on one of the following areas of the picture, each of which denotes a different quality or perspective from which to consider the resource:

- ❖ In the trolley - ideas to take away and use later
- ❖ On the shopper's heart - ideas they really loved
- ❖ On the shelf - ideas to be revisited and considered again at a later date
- ❖ In the bin - ideas they want to immediately discard.

It is important to remember to make each section of the trolley picture big enough, so that it is still possible to distinguish each section even when covered in Post-It notes.

POTENTIAL EVALUATION METHOD 2: BULL EYE- FLIP CHART

All participants are asked to give an opinion about the content, the programme, the organization and the climate.

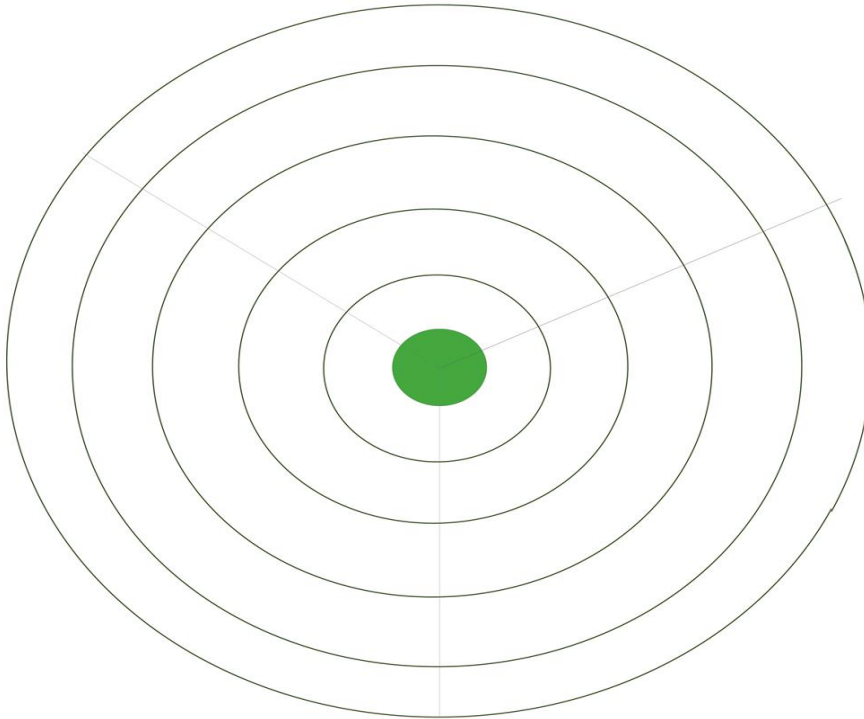
Up to four questions are possible on one bullseye, but it is possible to use only one, two, or three. The opinion is given with a sticker placed on a bullseye.

Remarks can be written down on a piece of paper hanging besides the bullseye. The results of the evaluation are visible immediately. A group discussion can follow.

How? Create a bullseye and allocate it at a central place in the room. Put an empty piece of paper beside it. Make sure that every participant has as many stickers as you have questions. Give a brief explanation of the items to be scored. Invite people to put the stickers on the bullseye and to write down any remarks.



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Afterwards, analyze.



Annex 4: EVALUATION DURING THE EVENT

An active session lends itself to the use of a variety of evaluation tools. It is recommended that the main methods to be used will be selected and agreed within the consortium before sessions are implemented. Below some of the possibilities are listed with their advantages and disadvantages:

Method	Advantages	Disadvantages	Applicable to target groups?
Observation: the progress of a small number of people are followed in an activity or over a period of time	Provides an in-depth insight for a small group, useful as a way of gaining an insight into the total experience	Time consuming, labor intensive, participants may find it intrusive	It may be difficult to follow a meaningful number of people from each target group
Small group discussion at the end of each day – a review meeting	This can be a very secure environment provided the discussion is structured. It may avoid some of the linguistic problems of a written questionnaire	The group may not be typical, as only the confident and linguistically competent will take part.	The participants should represent all the target groups
Whole group discussion at the end of the event	Can become an opportunity to share and celebrate as well as to comment: e.g. 'three things you'll take away from this event – discuss them with your neighbor first	As above - and - participants comments may not reflect the true experience before they have had time for reflection	As above
Comment boxes	Easy to organize and comments can be anonymous. Can use a standard format on a postcard	Comments may be very wide ranging so it is difficult to draw conclusions	Useful way to differentiate target groups
Noticeboard/Shopping trolley/Bulls' eye	Informal	Not easy to collect structured information	Does not really differentiate target groups
Individual interview: the evaluator is available at a specific time	Allows in-depth discussion and can be conducted in private	Time consuming, the interviewer needs not to draw out responses, subjective	Useful for all target groups
Written diary: a learning log	Provided there is a clear structure this is a good way to evidence change	It relies on literacy skills and participants may be unwilling to share contents	As above
Questionnaire	Usually provides clear comparable data and can use tick box and agree/disagree style	Responses tend to be quite superficial and not reveal a great deal	Easy to differentiate