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TOTAL QUALITY ASSURANCE PLAN ERASMUS + DARE PROJECT

Authors:

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Quality Assurance Lead Force:

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1. Introduction

One of the main goals of WP 3 (Quality Assurance) is the development of assessment tools in all areas of the project (preparation, development, QA, dissemination and management) to evaluate processes and outcomes. A Key Performance Indicator frame will be developed to assess the effectiveness and efficiency of the services reinforced by the project and available at partner HEIs. In addition, all participants will be included in the evaluation process in an appropriate manner. Internal evaluations are needed to address questions of long-term impact of the project: its benefits for partner institutions, students, staff, stakeholders and public.

Internal and external indicators will be part of a Total Quality Assurance Plan (TQAP) will be revised and approved by DSC (DARE Steering Committee) no later than the 2nd CM in Achva College, June 2016. Once established, this mechanism will be used throughout the project at all levels in order to assess its progress and outcomes. Two important aspects of the Internal QAP will be to assess the performance of the student support services, staff training and distance learning available in the institutions.

A leading force (Quality Assurance Lead Force --QALF) composed by representatives from University of Murcia (Spain), Kaunas Technology University (Lithuania), Gordon Academic College of Education (Israel) and Sokhumi State University (Georgia) has been set to prepare a methodological tool with Key Performance Indicator (KPI) to assess the efficiency and effectiveness of the student support services offered by GEO & IL partners. This internal QAP will be developed as part of general management structure relating to WP5, thus the project manager



(Dr. Galit Caduri, University of Haifa) will review the work carried out by the QALF and provide her input/suggestions regarding QAP. In addition, project manager will be regularly updated on the status of activities by the **QALF**. Project coordinators, staff involved in services and end-users will send the **QALF** a report about activities carried out at their Universities. A field monitoring will be carried out by QALF by the midst of the third year at each GEO & IL HEI to learn in-depth on the programs to support students from TGs and provide feedback on its success and impact.

Indicator for progress will be:

- Feedback from EU and GE, IL partners
- Feedback from organization and execution of trainings and seminars
- Feedback from stakeholders on project impact
- Feedback on the organization and execution of developed modules

All project's progress will be assessed using **Quantitative indicators** (Q1) or **Qualitative indicators** (Q2). **The QALF will have regular meetings for quality assurance every 3 months.** The **QALF** will discuss regularly issues concerning the implementation of the quality plan of the project at distance (e-mail, Skype, videoconference) and in project management meetings and annual events.

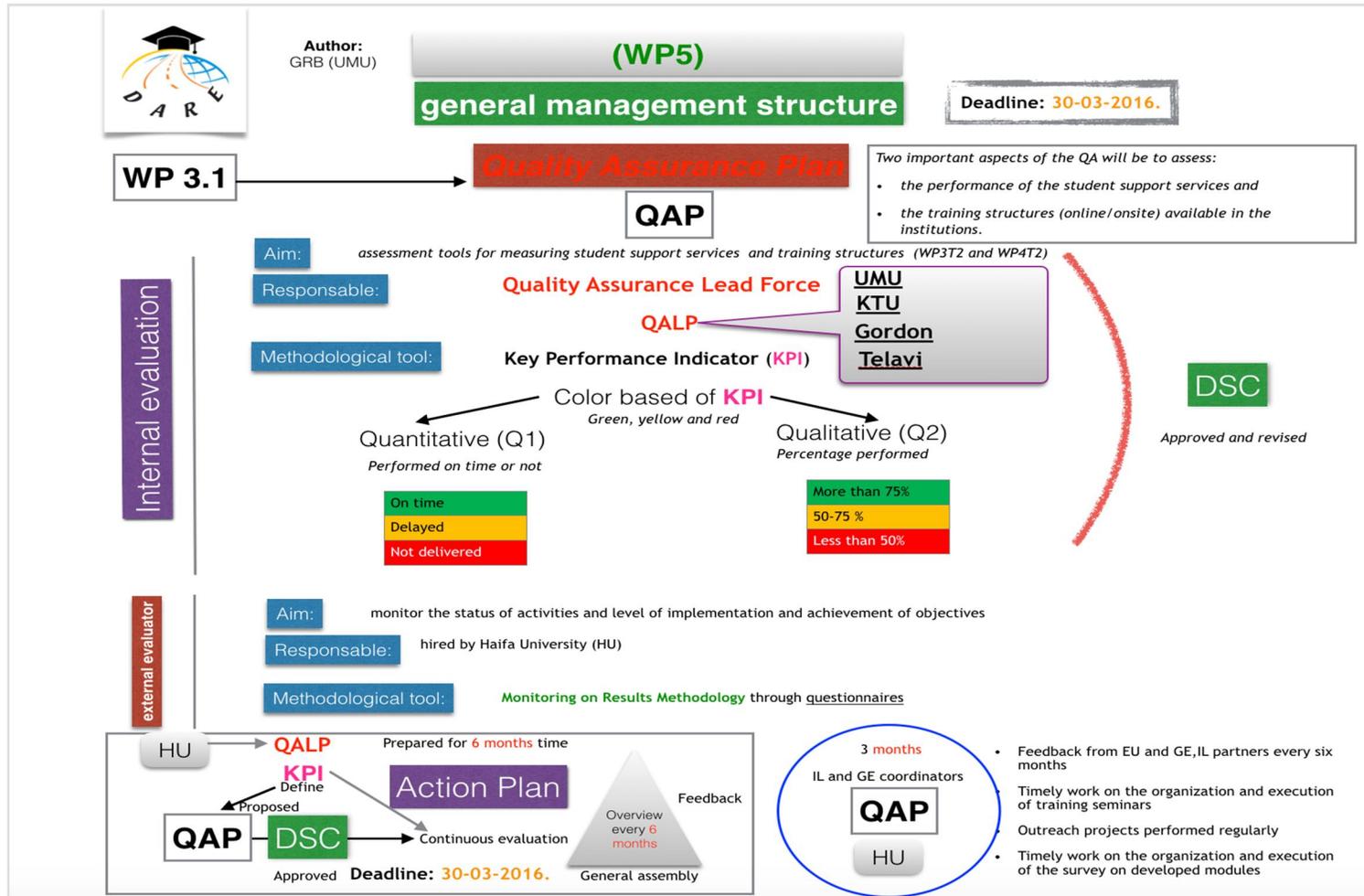


Figure 1.- Schematic diagram of the general management structure of DARE.



II. Evaluating the content of Framework Plans

The objective of this process is to review the main aspects of the FWP of DARE HEI (IL and GE) based on the defined scope of the project. The main idea is to collect all the information and overview the individual HEIs and as an aggregation for the achievement of DARE aims.

The following aspects were analyzed:

Whether FWP covers all aspects required to fulfill an appropriated FWP with the main elements (clearly identified the target group, the in charged people, a lists of reachable and coherent activities, an achievable frame time, a measurement method for the outcomes, and the expected impact). In all cases it will be based on an review form.

Review form:

The review form is based on 10 key item related to a key aspect combining close-ended (answered by “yes” or “no”) as well as open-ended questions. All items will have an open-ended question for comments (the evaluator’s impression about the item, for example, adequate, limited, with potential, important , strong, weak,...and the additional ideas that support the comments) and suggestions (where can be given ideas for improvement or modifications, as well as any other additional ideas). If it is marked NO in the open-ended question it should be linked comment to explain the reason why, and suggestions to move into a yes.

Higher Education Institution: _____

Item #1

Are target groups clearly identified? yes no

Please, list of targeted groups:

Comments (if any):

Suggestions (if any):



Item #2

Are people in charged clearly identified? yes no

Comments (if any):

Suggestions (if any):

Item #3

Are challenges and barriers clearly identified? yes no

Comments (if any):

Suggestions (if any):

Item # 4

Are there any regulations to support the proposed FWP?

National regulations? yes no

University policy? yes no



Comments (if any):

Suggestions (if any):

Item #5

Are these support services new or an improvement of an already existing ones?

New one yes no

How many and list

Improvement of an already existing one yes no

How many and list

National regulations? yes no

University policy? yes no

Comments (if any):

Suggestions (if any):

Item #6

Is there a strategic approach? yes no

Comments (if any):

Suggestions (if any):



Item #7

Is there a list of reachable and coherent activities? yes no

Comments (if any):

Suggestions (if any):

Item #8

Is there an achievable frame of time? yes no

Comments (if any):

Suggestions (if any):

Item #9

Is there a measurement method for the outcomes? yes no

Comments (if any):

Suggestions (if any):



Item # 10

Is there a expected impact estimation? yes no

Comments (if any):

Suggestions (if any):

These reviews were carried out and a consensus report was produced and summarized as follows:

Date: July 2016

Author: Professor Gaspar Ros Berruezo, University of Murcia (Leader of QA team)

The first stage of DARE project (Institutional Building) is aimed at developing outreach programs for enabling people with disabilities, women and ethnic minorities to access HEI in Georgia and Israel. WP1 & WP 2.1 focus on the process of analyzing the needs of these target groups (Comparative Framework), and the development of support services for them (Portfolio/Framework Plan). Each Israeli and Georgian partners sent their FWPs Quality Assurance team for review. The QA team, which is comprised of European, Israeli and Georgian partners, reviewed the different FWPs using Key Performance Indicators (KPI). This task is part of the internal Quality Assurance Plan (QAP) which was developed from March to May, 2016 and then presented at the 2nd consortium meeting in Achva Academic College in June 2016 (20-24). The current document summarizes the main findings of the evaluation process and makes comments and suggestions on the individual FWP presenting as a consensus report.

The evaluation process included forming the criteria to evaluate the different FWPs. After the QA team agreed over these standards, the FWPs were distributed to all QA members for review. All feedbacks were collected by Prof. Ros in order to analyze them and provide the herein evaluation report for DARE's project manager.

Abbreviations of the higher education institutions (HEI)

| | | | |
|--------------------------------------|----|--|-----|
| Israelis | | Georgina | |
| University of Haifa | UH | Iakob Gogebashvili Telavi State University | TSU |
| Gordon Academic College of Education | GC | Sokhumi State University | SSU |
| Achva Academic College | AC | Ilia State University | ISU |



| | | | |
|------------------------|----|--|-----|
| Sapir Academic College | SC | Shota Meskhia State Teaching University of Zugdidi | ZSU |
|------------------------|----|--|-----|

Findings

- Table 1 summarizes the criteria used to evaluate the different FWPs
- Table 2 Table 2 the mapping of the reviews performed by the QAPLF (abbreviations are as footnote).
- Table 3 gives an overview of planed programs/activities as described by the HEIs for item 7 (colored area means that are accomplished by the HEI at the top of the column).

Table 1. *List of criteria to evaluate FWPs*

| | |
|-----------------|--|
| Item #1 | Are target groups clearly identified? List of targeted groups |
| Item #2 | Are people in charge clearly identified? |
| Item #3 | Are challenges and barriers clearly identified? |
| Item #4 | Are there any regulations to support the proposed FWP? National, University,... |
| Item #5 | Are these support services new or an improvement of an already existing ones? How many and list. |
| Item #6 | Is there an strategic approach? |
| Item #7 | Is there a lists of reachable and coherent activities? |
| Item #8 | Is there an achievable frame of time? |
| Item #9 | Is there a measurement method for the outcomes? |
| Item #10 | Is there a expected impact estimation? |



Table 2.- Mapping the reviewed FWP

| | Target groups | Responsible people | Challenges | Policy | Activities, new or improvement | Strategy | Activities | Time frame | Outcomes evaluation | Impact estimation |
|----------------|----------------|--------------------|------------|---------------|--------------------------------|------------|------------|------------|---------------------|-------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| ISRAEL | | | | | | | | | | |
| HU | MDW | Y | Y | N U | N | | | Y | | |
| SC | D | Y | Y | N U | I | | | Y | | |
| AC | D | N | (Y) N | ? | I | | | N (Y) | | |
| GC | M W | N | Y | N U | N I | | | Y | | |
| GEORGIA | | | | | | | | | | |
| SSU | MD | N | (Y) N | N U (P) | N (5) I (2) | Y (?) | | N | | |
| TSU | MD | N | Y | N U (P) | N (5) I (4) | Y (?) N | | N | | |
| ISU | M W | N | Y | N U (P) | N | Y | | N | | |
| ZSU | MDW | Y | Y | N | N | Y | | Y | | |
| | | | | | | | | | | |
| | M=Minorities | Y= Yes | Y= Yes | N= National | N= New | Y= Yes | | | | |
| | D=Disabilities | N= None | N= None | U= University | I= Improvement | N= None | | | | |
| | W= Women | | | | | | | | | |



Table 3. Summary of planned activities

| Activities | ISRAEL | | | | GEORGIA | | | | Further description is needed |
|---|--------|----|----|----|---------|-----|-----|-----|-------------------------------|
| | HU | SC | AC | GC | SSU | TSU | ISU | ZSU | |
| 1.- Reducing “drop out” rates program (OMETZ) | | | | | | | | | |
| 2.- Druze man | | | | | | | | | |
| 3.- Day care | | | | | | | | | |
| 4.- Students Support Services (SSS) | | | | | | | | | |
| 5.- Adapted courses and assessments for: | | | | | | | | | |
| Preparatory courses (ex.- reading comprehension, maths, english,...) | | | | | | | | | |
| Additional courses | | | | | | | | | |
| 30+ programme | | | | | | | | | |
| 6.- “Simulation Center” (learning in class & on-line, record lectures) | | | | | | | | | |
| 7.- Regular courses | | | | | | | | | |
| 8.- Training “clinic” (occupational center) | | | | | | | | | |
| 9.- Preparatory courses for “National Exam” (for high school students) | | | | | | | | | |
| 10.- “Ambassador students program”: marketing the University to ethnic minorities | | | | | | | | | |



| | | | |
|----------------------|--|--|--|
| | Title | Portfolio of Student Support Services to be reinforced by partner HEIs in IL and GE | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input type="checkbox"/> Report <input checked="" type="checkbox"/> Service/Product |
| | Description | Each HEI will define the support services that need to be reinforced defining the specific conditions for service provision, for example the center to help students writing and submitting academic papers. Therefore, the main task herein will be the preparation of initial plans for the implementation and establishment of Student Support Services at institutional level. The portfolio will serve as an operational manual for institutional building. | |
| | Due date | 30-04-2016 | |
| | Languages | Georgian and Hebrew | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups.</i> | | |



| | |
|----------------------------|---|
| | <i>(Max. 250 characters) Specialists within administration of HEIs to assist DARE vulnerable groups.</i> |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution <input type="checkbox"/> Local <input type="checkbox"/> Regional <input type="checkbox"/> National <input type="checkbox"/> International |

According to the original proposal, the deadline for developing the FWPs is April 30, 2016. In the Israeli case, the FWPs need some more work to be done to include more than one target group, which can quite easily be performed. In the Georgian case, the need to develop programs for people with disabilities is crucial and needs to be addressed ASAP. I recommend approaching ALL Georgian partners (Skype or video conference would be better) to understand why this is the case (maybe there is a cultural/social factor here that needs to be taken into account). Then to explain the situation and jointly think of a strategy that would enable them to develop activities for people with disabilities according to their resources and capacities. One last point, the running of support services (according to the proposal) would be on the third year of the project, which means that we still have the time for working on the FWPs and considering carefully the apt support services for target group.

Professor Gaspar Ros Berruezo
University of Murcia
Spain

III. In Year 3 once the programs are running each institution were asked to self-report on their programs in a Field Monitoring Protocol (FMPs) that was then sent to the QA team leader. The team leader circulated the FMPs to the QA team so that they could prepare for the upcoming visits. The FMPs were reviewed with the partners at the CM in Tbilisi and the QA visits were scheduled for March (Georgia) and April (Israel) of 2018. In each institution, the QA team met with policy makers, student beneficiaries, and those executing the project. They saw the equipment that had been installed and used in the programs and observed that identi-



ying stickers had been placed on equipment to indicated the funding source. The QA team spent one day in each institution and had an opportunity to ask questions and suggest fine-tuning and feedback. The partners had the opportunity to ask the QA team for suggestions for further improvements on what had been implemented and how to ensure sustainability. Below is the template used for the self-report FMP. The QA team is writing a report that summarizes the work that they have executed with the partners and as always will be continuing to work with the team through the end of the project.

Monitoring Visit Protocol

1. VISIT DETAILS

| | |
|-------------------------|------------------|
| 1.1 Completed by | <Insert details> |
| 1.2 Location | <Insert details> |
| 1.2 Name of Institution | <Insert details> |
| 1.4 Dates | <Insert details> |

2. PROGRAM DETAILS

| | |
|--|------------------|
| 2.1 Name of program | <Insert details> |
| 2.2 Target groups | <Insert details> |
| 2.3 Name of staff responsible for the program and department | <Insert details> |



| | |
|--|------------------|
| 2.4. Special equipment used within the framework of DARE | <Insert details> |
|--|------------------|

3. PROGRAM DESCRIPTION

| | |
|--|--|
| 3.1. What issue or problem does this program address? | Briefly explain the issue or the problem that the program is aiming to contribute or solve and how it correlates with the aim of DARE project |
| 3.2 What is the goal of the program? | Briefly explain the goal of the project. It should be borne in mind that this goal is most probably a solution to the issues or problems mentioned in the section 3.1 or closely to them. Do not describe the project activities here. Do describe the main changes that the project activities are expected to bring about. |
| 3.3 Program description | Please provide a short description of the program |
| 3.4 How is progress towards the achievement of the program's goal tracked? Please specify which indicators are being utilised to measure progress. | What are the qualitative and quantitative indicators showing whether and to what extent the program's specific goals are achieved? (What data is used? Who collects the data? How often is it collected? Where is it obtained from? How, and to whom, is this data then disseminated?) |

4. PROBLEMS

List the specific issues / problems that were identified during the visit (financial, contractual, administrative, legal and practical problems). Then identify the actions that need to be taken to solve the problem

| |
|--|
| |
|--|



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5. DELIVERABLES

List the specific outcomes (intangible) and outputs (tangible) of the program.



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6. SUCCESS

What has gone particular well in the program? Indicate significant progress towards achieving specific goals, unexpected positive impacts and developments, other improvements and developments in the program, the positive events, solved bottlenecks etc. If you have future recommendations please add it here.



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7. IMPACT

What has changed in the way that the institution and target groups operate because of these activities?

8. SUSTAINIABILITY

What measures are taken to sustain the program beyond the project lifetime?



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9. GENERAL OBSERVATION

Insert your general observations from the monitoring visit here. Include photos, case studies and quotes to illustrate your points.



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Date: _____

Full Name: _____

Signature: _____