



Co-funded by the
Erasmus+ Programme
of the European Union

Pro-VET

QUALITY & EVALUATION PLAN

Project acronym	Pro-VET
Project full title	Professional Development of Vocation Education Teachers with European Practices
Project number	598698-EPP-1-2018-1-FI-EPPKA2-CBHE-JP
Funding scheme	ERASMUS+, CBHE
Project start date	November 15, 2018
Project duration	36 months (15.11.2018 – 14.11.2021)

Title of document:	QUALITY ASSURANCE PLAN
Work package	3
Deliverable	3.2
Lead Partner	MIIGAIK (P7)
Co-leaders	ITB Uni HB (P4) & NSSB (P11)
Contributors	TSU (P8)
Due date	M4
File name	PRO-VET Quality Plan MIIGAIK
Number of pages	42
Dissemination level	

Abstract	
----------	--

VERSIONING AND CONTRIBUTION HISTORY

Version	Date	Revision description	Partner responsible

DISCLAIMER

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Content

List of Acronyms	4
PRO-VET project	5
Introductory Remarks	6
Project Management.....	7
References.....	37

List of Acronyms

ECTS	European Credit Transfer System
EQF	European Qualifications Framework
EHEA	the European Higher Education Area
PRO-VET	Professional Development of Vocation Education Teachers with European Practices
QAEP	Quality assurance and evaluation plan
VET	Vocational education and training
EE	External Expert
WP	Work package
VET-ETN	Educator's Training Network
ELLTT	E-learning labs for teacher training
CP	Contact Person
OER	Open Educational Resources
PAC	Partner Country
PC	Project Coordinator
PCC	Partner Country Coordinator
QC	Quality Coordinator
SC	Steering Committee
TT	Teacher Training
TC	Technical Committee
MoUs	Memoranda of Understanding

PRO-VET project

Pro-VET will introduce a systematic approach to continuous professional development on European VET policy and practice for VET teachers (in-service trainers, instructors, mentors etc.) and HE teachers engaged in VET teacher training in both school and work-based settings for Serbia and Russia by e-learning tools. Pro-VET will provide opportunities for HE/VET teachers for pedagogical skills development and increased work-life relevance and collaboration with proven European approaches and methodologies in VET. VET Educator's Training Network (VET-ETN) is formed around the eight partner institutes of Pro-VET in Russia and Serbia.

The specific objectives of Pro-VET are:

1. To train the HE teachers of the two partner countries on using European VET initiatives, best methods and pedagogical approaches and to capacitate them in creating development-oriented in-service training courses for VET teacher training.
2. To set up and equip national e-labs on the base of the 8 partner countries' institutes for producing and disseminating content and courses on European VET policy, practice and methods in Russian, Serbian and English languages as vocational open online courses (VOOCs). The special content is to be introduced also in the existing Bachelor's and Master's Curricula of VET teachers study programmes of the partner institutes.
3. To set up VET Educator's Training Network (VET-ETN) on the base of an open access e-learning platform, which serves also as an aggregator of partners' websites and social networks around established national laboratories providing forums, training and communication on European VET policy, theory and practice for professional development of VET teachers and trainers in national languages.
4. To ensure aftereffect sustainability of the VET-ETN and to consolidate their role in VET development nationally and build their networks with VET providers, industry, work-life and policy makers.
5. To co-design roadmaps for VET development in line with European policy and practice in Russia and Serbia.

Eligibility Period: 15 November 2018 - 14 November 2021

PRO-VET PROJECT COORDINATOR: Graham BURNS, JAMK University, Finland

PRO-VET PROJECT PARTNERS:

P1	JAMK	JAMK University of Applied Sciences
P2	AHW	Aeres University of Applied Sciences Wageningen
P3	WCI	Warnborough College Ireland
P4	ITB	Universität Bremen, Institut Technik und Bildung
P5	RSVPU	Russian State Vocational Pedagogical University
P6	IPPSP	Institute of Pedagogy, Psychology and Social problems

P7	MIIGAIAK	Moscow State University of Geodesy and Cartography
P8	TSU	Tver State University
P9	UNS	University of Novi Sad (Univerzitet u Novom Sadu)
P10	UB	University of Belgrade
P11	NSSB	Novi Sad School of Business
P12	VISER	The School of Electrical and Computer Engineering of Applied Studies

Introductory Remarks

Project Activities will be managed using international quality system:

- ❖ Improvements in processes are based on many small changes rather than radical policy shifts
- ❖ Ideas for improvement come from the staff actually working on the activities, not from management or consultants
- ❖ All staff should continually be seeking ways to improve their own performance
- ❖ All staff take ownership over and responsibility for their work

Formal project management structures as well as quality management shall thus play a subsidiary role to allow project partners for pro-active activities and support them if necessary.

As the PRO-VET project aims at the capacity building of Russian and Serbian institutions, it is their duty to ensure that they will draw maximum benefits from the project at all levels:

- International level – transferability of the European approach strengthening the position of Partner Countries and Partner Institutions within the European Higher Education Area
- National level – development of e-pedagogy of a coherent e-learning strategy with collaborative and reflexive learning instruments
- Institutional level – openness and adaptability of the receiving educational system and effectiveness of the proposed or implemented measures on the labour market
- Personal level – new competences and e-learning skills of VET teachers and staff of partner institutions, new personal contacts

It is also a primary duty of Russian and Serbian institutions to produce high-quality with the assistance of EU partners. The role of EU partners is not to **motivate** RU and SE partners to perform efficient and high-quality work, but to **help** them in methodological issues, alignment of training provisions with European standards and quality monitoring and evaluation.

Project Management

The work packages of the named project are as follows:

- a) Realized by all consortium as a whole:
 - WP1 – State-of-Affairs Analysis and Developmental Framework
 - WP2 – Train-the-trainers
 - WP2.2 - Open E-learning Platform
 - WP3 - Quality Assurance
 - WP4 - Dissemination and Exploitation
 - WP5 - Project Management
- b) Realized at PC institutional level
 - WP 4 focuses on the general outreach of the Pro-VET and generating multiplying effects among the partnership and the partner countries VET and HE communities.

Steering committee

SC is an **executive body** responsible for management and coordination of project activities. **It is not a “Project Parliament”** (in the project there are 12 partners from 6 countries). Its decisions shall be validated by Project Consortium Meetings.

The decisions of SC have to be taken **unanimously** – it guarantees that interests of Partner Countries are ensured (in the SC they are represented by Partner Countries Coordinators who can oppose any decision which can be against their interests).

The project management mechanism consists of four organs, 1) Project Coordinator (PC); 2) Steering Committee (SC); 3) Technical Committee (TC); and 4) Work Package Leaders (WPLs). THE PROJECT COORDINATOR (JAMK) will be responsible for coordinating all project activities while providing administrative, legal, financial and technical support to the consortium partners. JAMK dedicated a project manager and administrative officer to handle the activities with institutional support. A STEERING COMMITTEE (SC) consists of WP leaders and is the highest decision-making organ responsible for overseeing and assessing the project progress and the quality of results. SC will also make the final calls in conflict resolution. The SC will meet 9 times during the project in conjunction with the Transnational Project Meetings as well as 3 times via Skype. TECHNICAL COMMITTEE (TC) with one top representative from each partner is responsible for the technical completion of all activities and deliverables according to the detailed work plan as well as the quality assurance. The members of the TC will have the overall responsibility of ensuring the effective execution of all activities in their own organization. THE WORK PACKAGE LEADERS (WPLs) are responsible for coordinating, monitoring and reporting the outcomes of their WP. The WPLs have co-leaders from Program and Partner countries to ensure efficient information sharing to all partners in Partner Countries as well as effective coordination, monitoring and reporting. WP leaders and co-leaders will communicate and co-work on the online platforms of the project in close

cooperation with PC. with co-leaders take a responsibility of coordination, monitoring and reporting of the outcomes of their WP.

Pro-VET Project management diagrams



Figure 1: Organizational structure for decision making and overall project management and supervision

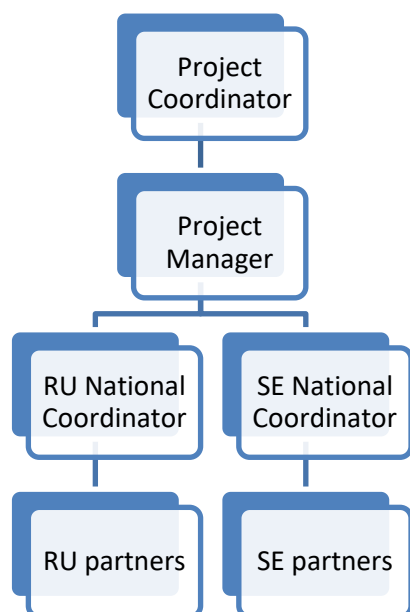


Figure 2: Day to day management, administrative and financial issues, communication within consortium



Figure 3: Coordination of work on training modules

Table 1. Management structure

WP/ SAG	Name	Project level	Country level	Institution level	Remarks
WP1	PREPARATION: State-of-Affairs				
WP2	DEVELOPMENT: 2.1 & 2.2				
WP3	QUALITY PLAN: Quality Assurance				
WP4	DISSEMINATION & EXPLOITATION				
WP5	PROJECT MANAGEMENT				

Quality Control and Monitoring

A detailed description of project various quality measures on processes of work performance etc. can be consulted in WP 3; here is the focus on the most important aspect of quality:

Quality assurance of project results and objectives will be 2-fold,

- 1.) On the content-level (quality/applicability of products, reader-friendliness of reports)
- 2.) On the piloting-level (quality of training courses, applicability of curriculum) and based on 3 mechanisms, consortium evaluation (internal, A), independent external evaluation (external, B) resp. stakeholder feedback (third parties, C). The combination of internal, external, and 3rd party evaluation will make sure project results address challenges identified.

Quality assurance of the products (1) will be based on all 3 mechanisms, firstly internal: As all partners are involved (and responsible) in the development of the products, they are asked to recommend or improve in case of non-satisfaction. If 2 (or more) partners disagree with quality of a product, product will not be declared as finalized and responsible partner has to rework it. All partners share responsibility.

Indicator: Number of products that had to be reworked.

External: All products will be submitted to external evaluator, together with a short grid (as known from papers for journals or conferences); main recommendation will be: Sufficient for publication? (Yes/Yes after improvements/No). In case that "Yes after improvements" or "No" is chosen, reasons or hints for improvements should be given. Responsible: Independent external evaluator.

Indicator: Number of grids, where "Yes after improvements" or "No" was chosen.

3rd parties: Products will be presented during trainings and on conferences and will be published via newsletters, publications, etc. Wherever applicable (for instance during physical meetings) participants are asked to fill in a grid, focusing on their satisfaction with the event, their estimation on quality of product, etc. Responsible: P4 (ITB Uni HB).

Indicators: Statistics (histograms) from stakeholders.

2.1.4 (test runs of training) will be additionally monitored by a detailed quality assurance guideline developed in WP3, focusing on the learning outcomes (both: technical and key competencies) of the learners and the feedback of all involved parties (teachers, trainers, mentors, tutors), both formative and summative. Regular meetings with the parties mentioned on national level will not only lead to short minutes, we will ask them also to fill in an evaluation questionnaire to understand their opinion on the results and what could and should be improved. Responsible: P4 (general), P5 (Russia), P9 (Serbia).

Indicators: Quantitative and qualitative analyses of feedback.

All indicators will be part of confidential interim resp. final reports.

Additional performance indicators that have been chosen to monitor quality of project results:

- * number of stakeholders reached by dissemination activities
- * number of stakeholders endorsing MoU

* number of stakeholders/policy makers reached with position paper.

The QAEP strategy of Pro-VET project will ensure assessing quality of both the deliverables and activities.

The three main purposes of the evaluation framework in the Pro-VET project are:

- **operational/formative purposes:** how the project is being developed, project management, the quality of partners' participation, respect of deadlines, the modalities according to which work is being carried out, and the respect of quality criteria, potential corrective measures etc.;
- **summative purposes:** the match between expected results and achieved results, also considering the resources used (efficiency) and the impact (effectiveness) of the intervention on the target groups;
- **learning purposes:** identifying the critical factors at the origin of the success/failure of the project activities, the overall assessment of the 'trainings' that can be drawn from the project.

In response to operational purposes, evaluation will monitor:

- project progress, with particular attention on the respect of deadlines;
- effectiveness of project management/coordination;
- modalities of communication among partners;
- role and partner tasks/performance;
- timing, sequences and quality of outputs;
- satisfaction on the on-going developed results.

The Quality Control and Monitoring work package follows the project life-cycle and is related to all project activities and outputs.

Principles

The main evaluation principles are:

- ❖ **integrating formative as well as summative approach to the evaluation:**
 - the formative approach means to accompany the development of the project and suggest changes whenever a problem can be identified during the work by means of evaluation or whenever an opportunity of improvement is identified through evaluation;
 - the summative approach is focused on measuring if the expected objectives have been achieved and an impact has been produced;
- ❖ **taking into account consortium partners perspective:** product outputs be designed and validated through a participative process involving consortium partners;

- ❖ **flexibility and feasibility:** the approach to evaluation should be flexible to accommodate for partners with different level of engagements, minimise the formalities while receiving open and relevant feedback;
- ❖ **accompanying with guidelines and instructions:** hence the evaluation of outputs will be distributed among partners, the tools will be accompanied by guidelines to allow any evaluator to understand the aims and the way the tools have to be used.

The process of quality control and monitoring is divided into two sections:

- the project management level
- project activities level.

The set of supporting tools serves to evaluate

- 1) Quality of processes
 - a. Overall project management
 - b. Project meetings
- 2) Quality of outputs/outcomes
 - a. Training modules (contents, learning outcomes)
 - b. Training provisions

The monitoring of deliverables will be evaluated by at least two assigned reviewers of the QAT, who are not authors of the deliverable. The reviewers have 10 working days to respond by sending comments to the authors of the deliverable. The deliverable authors have 10 more working days to conform to the reviewer comments or send their written objections. In this case the reviewers will have 5 days to send back their final comments.

In case profound disagreements between reviewers and Work Packages leaders arise, the Steering Committee will allow to have a joint discussion with project consortium members.

QUALITY INDICATORS OF ALL WORK PACKAGES

The quality indicators of all deliverables presented in the following table:

WPs	Indicator	Responsilbe	Status
WP 1: 1.1 Kick-off meeting, consolidation of the research methodology and data collection plan	a) Participation of all 8 project partners in kick-off meeting in Novi Sad b) Detailed minutes of the kick-off meeting in Novi Sad (description of all activities related with all WPs implementation)	P2 (AHW) together with P1 (JAMK); Co-leaders P5 (RSVPU) and P9 (UNS)	Done

1.2 Partner Country Reports for Russia and Serbia	a) Developed report on State-of-affairs of Vocational Education and Training (VET) in Serbia and Russia b) Strategic Framework for the development of the VET Educators' Training Network (VET-ETN) and in-service training courses	P2 (AHW) together with P1 (JAMK); Co-leaders P5 (RSVPU) and P9 (UNS)	Done
1.3 Description of selected European policies, pedagogical approaches and practices in VET	a) Developed analysis of current national experiences in the EU VET context including VET policy framework, National Quality Framework (NQF), professional qualifications, qualification recognition, work-life co-operation, pedagogical approaches, legal frame	P1 (JAMK): Responsible for 1.1; Role in 1.3; 1.4; 1.5 P2 (AHW): Responsible for 1.3; 1.4, 1.6; Role in 1.1; 1.2; 1.5 P3 (WCI): Role in 1.1; 1.3; 1.4; 1.5 and 1.6 P4 (ITB Uni HB): Role in 1.1; 1.3; 1.4; 1.5; 1.6	Done
1.4 Co-creation and Policy dialogue workshops in Russia and Serbia and framework for development	a) Selection of EC best practices in VET for formulation of parameters framework to develop the trainings, blended learning and VOOC-products in partner countries b) Trainings in Serbia and Russia for HE/VET providers, VET practitioners as well as national and regional VET/HE Policy Makers, educational and government representatives –quantity? c) Developed training manual	P1 (JAMK): Responsible for 1.1; Role in 1.3; 1.4; 1.5 P2 (AHW): Responsible for 1.3; 1.4, 1.6; Role in 1.1; 1.2; 1.5 P3 (WCI): Role in 1.1; 1.3; 1.4; 1.5 and 1.6 P4 (ITB Uni HB): Role in 1.1; 1.3; 1.4; 1.5; 1.6	Done partly In process

		P5 (RSVPU): Role in 1.2; 1.4; 1.5	
1.5 Institutional training and dialogue workshops	a) Facilitation and provision of the institutional trainings and dialogue workshops by each Russian and Serbian Partner Institution (P5-P12)	P1 (JAMK): Responsible for 1.1; Role in 1.3; 1.4; 1.5 P2 (AHW): Responsible for 1.3; 1.4, 1.6; Role in 1.1; 1.2; 1.5 P3 (WCI): Role in 1.1; 1.3; 1.4; 1.5 and 1.6 P4 (ITB Uni HB): Role in 1.1; 1.3; 1.4; 1.5; 1.6 P5 (RSVPU): Role in 1.2; 1.4; 1.5	In process
1.6 European VET Policy Benchmarking Report	a) Developed benchmarking report for analysis of gaps and differences between European policy in VET b) gathered short videoclips and v-blog statements from the intensive training weeks and published on the project website	P1 (JAMK): Responsible for 1.1; Role in 1.3; 1.4; 1.5 P2 (AHW): Responsible for 1.3; 1.4, 1.6; Role in 1.1; 1.2; 1.5 P3 (WCI): Role in 1.1; 1.3; 1.4; 1.5 and 1.6 P4 (ITB Uni HB): Role in 1.1; 1.3; 1.4; 1.5; 1.6	In process

WP 2 DEVELOPMENT: WP 2.1 Train-the-trainers: 2.1.1 Train-the-trainers programme for upskilling teachers	a) Provision of training for 24 teacher trainers on e-learning and e-pedagogy to create effective practices b) 2 teacher trainers and key staff members trained from each partner institute. c) designed, implemented, developed and tested 6 in-service training courses (3 in Russia; 3 in Serbia) (training courses involve 72 hours of work from a learner (approximately 24 VET teacher)	P1-P12	In process
2.1.2 Intensive training weeks with Change Labs	Teacher trainers identified and recruited for intensive week-long e-pedagogy training sessions in Ireland and Netherland hosted by WCI (P3) and AHW (P2) accordingly: Training sessions in partner countries: 1) Jyväskylä, Finland (M8): Training sessions and site visits on European pedagogical practices in VET (2 days) and a Change Lab –workshop (1 day) 2) Tver, Russia (M12) Training sessions and site visit of European partners to Russia (3 days) 3) Wageningen, Netherlands (M14) – Training sessions and site visits on European pedagogical practices in VET (3 days) and a Change Lab –workshop (1 day) 4) Bremen, Germany (M17): Change Lab – workshop (2 days) 5) Dublin, Ireland (M20): Change Lab – workshop (2 days) - Application of obtained train the trainers methods of e-learning by teachers - Courses are available on multiple devices such as laptops, PCs, tablets or smartphones	P1-P12	In process
2.1.3 In-service training courses design	Trained 225 in Serbia and 225 in Russia	P1-P12	In process
2.1.4 Test-runs of in-service training courses	1) Content of the trainings are elaborated 2) Provision of training in project partner's institutions, using e-platfom to work out	P1-P12	In process

	usability, reliability and content provision of the teaching and learning materials. Used collaborative learning. 3) Assured design and development of the similar and perspective courses		
2.1.5 Diaries, videoblogs and testimonials	Learning diaries prepared after each training sessions and posted in social networks, project website	P1-P12	In process
WP 2.2 Open E-learning Platform: 2.2.1 Digitalisation plan for VET Educators' Training Network	1) E-learning platform and e-labs equipment procured and established in Russian and Serbian institutions 2) Access to training materials through VET Educators' Training Network (VET-ETN) 3) Feedback of the learners is a quality indicator 4) Digitalization plan for VET Educators' Training Network (VET-ETN)	P3 (WCI); Co-leaders P5 (RSVPU) and P12 (VISER) P1-P12	In process
2.2.2. E-pedagogy guide for VET-ETN	1) Practical guide for implementation of Change Lab concept prepared and available via the open e-learning platform 2) Test-runs of the in-service training programme are quality indicators	P1-P12	In process
2.2.3 Operational open access e-learning platform	Functioning of E-learning platform for the VET Educators' Training Network (VET-ETN)	P1-P12	In process
2.2.4 E-learning labs for teacher training	Functioning of E-learning laboratory for teacher training	P1-P12	In process
2.2.5 Exploitation, populating and disseminating E-learning labs	E-learning labs will be exploited, populated and disseminated by all partners	P1-P12	In process
WP 3: 3.1 Quality Assurance & Evaluation Plan	Quality Assurance & Evaluation Plan developed Questionnaires developed	WP Leader: MIIGAiK (P7); Co-leaders P4	In process

		(ITB Uni HB): & NSSB (P11)	
3.2 Semantic learning analytics	Semantic learning analytics of the professional development of teacher trainers provided	WP Leader: MIIGAiK (P7); Co-leaders P4 (ITB Uni HB): & NSSB (P11)	In process
3.3 Quality Assurance Manual for in-service training courses	Quality Assurance Manual developed Questionnaires developed	WP Leader: MIIGAiK (P7); Co-leaders P4 (ITB Uni HB): & NSSB (P11)	In process
3.4 Quality and 3.5 External Evaluation Reports	Internal and external report are prepared	WP Leader: MIIGAiK (P7); Co-leaders P4 (ITB Uni HB): & NSSB (P11)	In process
3.6 Assessment by stakeholders	Questionnaires developed Feedback analysed	WP Leader: MIIGAiK (P7); Co-leaders P4 (ITB Uni HB): & NSSB (P11)	In process
3.7 Quality Review Mechanism (SC meetings)	- Peer review/supervision, assessment by stakeholder 3.6, reporting 3.4, prior to reporting at SC meetings, to evaluate 3.1; - Audit and feedback as described in 3.4-3.5; - Checklists, minutes, protocols, and registries for recording achievements, tasks, responsibility and authority; - Communication via social media, blogs, pages and project website 4.3; - Manual 3.3; - Quality reviewing at each SC meeting (M8, M12, M14, M17, M20, M24, M32, M36).	WP Leader: MIIGAiK (P7); Co-leaders P4 (ITB Uni HB): & NSSB (P11)	In process

WP 4: 4.1 Dissemination & Exploitation Plan	Dissemination & Exploitation Plan developed	P5 (RSVPU): Responsible for leading activities 4.1-9 in Russia	In process
4.2 Project Branding Guide	Visual appearance, presentation and communication templates designed	P1-P12	In process
4.3 Website	Website of the project developed	P9 (UNS): Responsible for leading activities 4.1-9 in Serbia	In process
4.4 Networking events and policy dialogue workshops	8 networking events (one for each institute) for relevant national VET institutes, research organisations and policy makers organized (FORMAT)?	P1-P12	In process
4.5 VET-ETN and promotional campaign	VET Educators' Training Network (VET-ETN) created and maintained Dissemination of information about this network through social media, blogs, pages and project website	P1-P12	In process
4.6 Pro-VET position paper and articles	The following topics of articles are published in relevant journals: • State-of-affairs analysis (M12) – Led by P1 • Implementation of Change Lab process (M22) – Led by P2 • Opportunities of Open Learning in VET (Russia and Serbia experience) (M32) – Led by P3 • Development of National Roadmaps and policy learning (M32) – Led by P4	AHW (P2)	In process
4.7 MoUs, 4.8 Road-maps and 4.9 Conferences	- At least 60 stakeholders familiarised with MoUs - National road-maps of Russia and Serbia developed - Pro-VET position papers developed - Two final dissemination conferences on Pro-VET outcomes and the presentation of	P1-P12	In process

	national VET development roadmaps and Pro-VET Position paper conducted		
WP 5: 5.1 Internal Communication Platform	All project partners are duly informed about the project activities and WPs implementation. All tasks are introduced and explained. Technical and Steering Committees members nominated	JAMK (P1); Co-leaders P5 (RSVPU) and P9 (UNS)	In process
5.2 Project Management System	All project partners are duly informed about the project activities and WPs implementation. All tasks are introduced and explained.	JAMK (P1); Co-leaders P5 (RSVPU) and P9 (UNS)	In process
5.3 Partner agreements	Partners agreements signed by all project partners	P1-P12	In process
5.4 Progress reports per WP	Progress reports prepared and reported by WP leaders	P1-P12	In process
5.5 Transnational Meetings and Trainings	• Novi Sad (Serbia) – kick-off meeting- conducted • Jyväskylä (Finland) – train-the-trainers - conducted • Tver (Russia) – train-the-trainers + Quality Assurance – in process • Wageningen (Netherland) – train-the-trainers - in process • Bremen (Germany) – train-the-trainers - in process • Dublin (Ireland) – e-pedagogy - in process • Kazan (Russia) – e-pedagogy deployment and Quality Review - in process • Belgrade (Serbia) – Conference - in process • Moscow (Russia) – Conference - in process	P1-P12	In process
5.6 Deliverable presentations	Internal presentations of all deliverables reported through Adobe Connect Pro software	P1-P12	In process
5.7 Tutoring webinars	Internal tutoring webinars conducted through Adobe Connect Pro software	P1-P12	In process
5.8 Interim and Final Reports	Interim & Final Reports prepared and reported	P1-P12	In process

Quality Evaluation Time Schedule

Evaluation type	Mid-term evaluation		Intermediate content evaluation	Final evaluation		
	External Project management	Internal Project management	External evaluation	External evaluation	External Project management	Internal Project management
Due date						
Evaluator						

External Evaluation Guidelines

An external review based on objective criteria will be carried out at the end of the project to compare the project's goals with results achieved.

- It will be conducted by an independent quality expert,
- It will provide a summative evaluation of project products, processes and procedures.
- It will assess the project's success against the aims outlined in the application, taking into account the consortium's performance in dealing with unforeseen situations (either taking advantage of opportunities or mitigating risks).
- It will assess the proposed dissemination, exploitation and sustainability strategy
- It will position the project's outputs on using European VET initiatives, best methods and pedagogical approaches and to capacitate them in creating development-oriented in-service training courses for VET teacher training.
- It will set up and equip national e-labs on the base of the 8 partner countries' institutes for producing and disseminating content and courses on European VET policy, practice and methods in Russian, Serbian and English languages as vocational open online courses (VOOCs). The special content is to be introduced also in the existing Bachelor's and Master's Curricula of VET teachers study programmes of the partner institutes.
- It will set up VET Educator's Training Network (VET-ETN) on the base of an open access e-learning platform, which serves also as an aggregator of partners' websites and social networks around established national laboratories providing forums, training and communication on European VET policy, theory and practice for professional development of VET teachers and trainers in national languages.
- It will ensure aftereffect sustainability of the VET-ETN and to consolidate their role in VET development nationally and build their networks with VET providers, industry, work-life and policy makers.
- It will co-design roadmaps for VET development in line with European policy and practice in Russia and Serbia in a policy dialogue with National Ministries of Education.

External evaluator profile:

- Experience in European cooperation/projects
- Familiarity VET approaches and systems
- Familiarity with quality assurance in European higher education

External evaluator tasks:

- Provide an external evaluation report of the project
- Analyze the outcomes of the project vs. the initial plan
- Consider the cooperation within the partnership and its impact on the outcomes
- Assess the validity of the project results and plans for the future

The external evaluator will have access to the entire project documentation, including the application and all deliverables. The interim evaluations will be provided by the Quality Coordinator and an overall self-assessment (on outcomes vs. plan, cooperation, results validity) will be provided by the Project Coordinator.

APPENDIX

Pro-VET PARTNER INFORMATION SHEET

Partner N°		Acronym		PIC		
Name (orig.)						
Name (EN)						
Responsibilities in the project						
Pro-VET Staff	Surname	First name	Title	Function	E-mail/SKYPE	Mobile phone
Legal representative						
Contact person						
Project administrator						
European and national Higher Education policy, quality assurance etc.						
Pedagogy/Methodology						
Collection of materials, contribution to Open Educational Resources						
Dissemination activities						

Pro-VET Meeting Minutes Template

Meeting N°		Meeting Type	
Meeting Date			
Meeting Place			
Host Institution/ Organizer			
Participants			
Meeting Objective			
Reference to Project Activities and Outcomes			
Meeting Agenda			
Meeting Results			
Decisions taken			
Meeting Evidence			

Template for Pro-VET courses description

Course provider (institution)	
Title	
Target group	
Type (compulsory/optional)	
Cycle (short/first/second/third)	
Year of study when the component is delivered, semester/trimester when the component is delivered (if applicable)	
Number of ECTS credits allocated (if applicable)	
Name of lecturer(s)	
Mode of delivery (face-to-face/ distance learning etc.); number of contact hours	
Language of instruction	
Learning outcomes	
Prerequisites and co-requisites (if applicable)	
Course content	
Recommended or required reading and other learning resources/tools	
Planned learning activities and teaching methods	
Assessment methods and criteria	

In red: fields valid for all Pro-VET training courses

In blue: fields which may be relevant for student's courses

E-learning - descriptive part

Remark: For courses delivered in Russian and/or Serbian there should be descriptions in English and in the language of instruction

Pro-VET Course Evaluation Template

Item	Score (0-5)	Comments and suggestions of reviewer(s)
1. Course aims		
2. Course content		
3. Target groups and prerequisites		
4. Learning outcomes		
5. Workload and the number of ECTS credits		
6. Teaching and learning methods		
7. Assessment methods and criteria		

Evaluation Follow-Up Template

Item	Improvement Plan: Proposals of course provider	Comment of course evaluator
1. Course aims		
2. Course content		
3. Target groups and prerequisites		
4. Learning outcomes		
5. Workload and the number of ECTS credits		
6. Teaching and learning methods		

7. Assessment methods and criteria

E-learning labs for teacher training - Republic of Serbia

Partner	Short information on E-learning labs for teacher training	Legal basis	Sustainability
P9: UNS			
P10: UB			
P11: NSSB			
P12: VISER			

E-learning labs for teacher training - Russian Federation

Partner	Short information on E-learning labs for teacher training	Legal basis	Sustainability
P5: RSVPU			
P6: IPPSP			
P7: MIIGAİK			
P8: TSU			

Explanation:

Short information on ELLTT	Please write what has been done so far. For example: ELLTT was established in ... (date). Its main functions are ... It is planned that in 2018 the following equipment (...) will be purchased... etc.
Legal basis	For example: decision of Rector from (date), decision of Dean of the Faculty of... etc.
Sustainability	For example: After end of ERASMUS finding the ELLTT will be maintained by own resources of University/Faculty. It was explicitly stated in the document



Quality of overall management mechanisms: Cross-evaluation

Questionnaire for P1:

Information management			
Partner	Satisfaction from cooperation (0-5)	Problems encountered	Comments
P2			
P3			
P5			
P6			
P7			
P8			
P9			
P10			
P11			
P12			



Financial management			
Partner	Satisfaction from cooperation (0-5)	Problems encountered	Comments
P2			
P3			
P5			
P6			
P7			
P8			
P9			
P10			
P11			
P12			



Questionnaire for Partners (P2-P12) (to be filled by Contact Persons)

Partner N°		
Information management		
Satisfaction from cooperation with P1	Problems encountered	Comments
Financial management		
Satisfaction from cooperation with P1	Problems encountered	Comments

Quality of task management

Self-evaluation by WP leaders

WP N° ...	Assessment
Time awarded	
Finances awarded	
WP outcomes (achievements, problems encountered)	
Dependence on the outcomes of other WPs	



Co-funded by the
Erasmus+ Programme
of the European Union

Pro-VET – Professional Development of
Vocational Education Teachers with
European Practices



--	--



Self-evaluation by ELLTT leaders

ELLTT	Assessment
Time awarded	
Finances awarded	
WP outcomes (achievements, problems encountered)	
Dependence on the outcomes of other WPs	

Relevance for Stakeholders (to be filled by RU & SE partners)

Partner N°	
Nowc (to extent it is interesting for stakeholders)	Future opportunities (new proposals in program development)

General partners' view on project's idea and development

Partner N°		
Issue	Evaluation/Satisfaction	Comments
Innovativeness and added value of the project		
Outcomes of the project		
Addressing your organisation's needs by the project		
Addressing country needs by the project		
Addressing European HE agenda by the project		
Learning from your participation in the project		
Three key strengths/positives of the project		
1.		
2.		
3.		
Three key risks/areas for improvement for the project's "life after life"		
1.		
2.		



Partner N°



References

1. The Constitution of the Russian Federation of December 12, 1993 (Article 43). Retrieved from URL: <http://www.constitution.ru/en/10003000-03.htm> (12.03.2019)
2. The Federal Law "On Education in the Russian Federation" of 29.12.2012 No.273-FZ. Retrieved from URL: <http://cis-legislation.com/document.fwx?rgn=57340> (02.03.2019).