RELEVANT ASSESSMENT AND PEDAGOGIES FOR INCLUSIVE DIGITAL EDUCATION

RAPIDE

QUALITY MANAGEMENT PLAN

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Title	RAPIDE Quality Management plan
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Abstract:	This document introduces the RAPIDE Quality Management Plan. It describes the objectives (qualitative and quantitative measurement of the achievement of the indicators), the evaluation criteria, the methodology and results of the evaluation, the review process and reporting. It measures the achievement and success of the indicators in order to regularly review the performance of the project. To make the analysis more comprehensive, the QM Plan goes through each intellectual output and identifies what needs to be reviewed and measured and how. The meeting minutes template and the internal review template are part of this document.
Key words	quality management, evaluation, indicators

EXECUTIVE SUMMARY

Quality Management Plan defines how to create a project environment that qualitatively and quantitatively verifies that the intellectual outputs of the project will be completed and that the project objectives will be met with high quality and in accordance with the planned cost, available time, and overall scope. It will include a brief description of the Methodology, Delivering teams, Monitoring, Performance indicators, Data collection, Review process and Reporting. The plan is structured to describe the processes, means and responsibilities of quality assurance at various levels: Project as a Whole, Intellectual Outcomes, and Project Events. The quality assurance process will follow the European Foundation for Quality Management (EFQM) Excellence Model adapted to take into account the objective of creating self-sustaining results at the end of the project.

CONTENTS

INTRODUCTION

Project objective:

To co-create, implement, and share innovative pedagogy and aligned assessment for relevant and inclusive digital education to deal with the COVID -19 induced and similar crises and support meaningful digital transformation of HEIs.

Specific objectives:

SO1: Implement and evaluate innovative and inclusive pedagogies that support student engagement, practical skills development, and deep access to learning in an online environment through digitally and pedagogically competent and confident teachers.

SO2: Support teachers in the use of relevant and inclusive assessment methods in the context of innovative pedagogies

SO3: Support students and teachers in the meaningful implementation of innovative pedagogies in an online environment through the ethical use of learning analytics, with particular attention to at-risk students

SO4: Build capacity of HEIs to monitor and evaluate the implementation of innovative pedagogies in online, blended, and distance education and conduct impact assessments of innovative pedagogies on their digital transformation goals

Project products (intellectual outputs, IO):

IO1: Open educational resources and e-course for Flipped Classroom (FC) and Work-Based Learning (WBL) for use in an online environment with the main aim of providing teachers and students with an original resource designed in the form of research-based practical guidelines for FC and WBL approaches in an online environment and as an open e-course. Following the guidelines will enable HE teachers to successfully implement innovative approaches in online teaching. Models for implementing WBL in online environments for critical professions, such as healthcare, are also presented.

IO2: Toolkit for student assessment in FC and WBL with the main objective of providing HE teachers with a unique and very practical toolkit (e-course chapter) containing assessment scenarios for the implementation of innovative approaches, mainly peer assessment and project assessment (both related to WBL and FC) in different learning environments and within different HEIs. In addition, an innovative tool (for an open source LMS) will be developed to provide support for peer assessment and project assessment (as described in the toolkit). This chapter will be added to the e-course developed as part of IO1.

IO3: Dashboard Model supporting inclusive FC and WBL will be designed and developed with the aim of providing HE teachers and practitioners with the dashboard model for teachers and students supporting FC and WBL. This deliverable will also include original and valuable tips and tricks for teachers on how

to interpret the data provided on the dashboard, how to promote inclusion and help students at risk of failure, and input on how to ethically use student data. This chapter will be added to the e-course.

IO4: Code of practice on impact analysis of innovative pedagogies with the main objective of using this unique opportunity to design, describe and test the methodology for impact analysis of innovative approaches in online education. This outcome is defined as a framework of impact analysis on the digital transformation plan and other strategic goals of HEI. This chapter will be added to the e-course.

Purpose of Quality Management Plan

The purpose of preparing the QA plan is to establish the quality requirements and standards that will apply to the project and project products and to determine how the requirements and standards will be met based on the project objectives. QA is focused on providing confidence that the quality requirements will be met. QA prepares the quality assurance tools, procedures, objectives, and metrics.

Project partners:
1. University of Zagreb
    Faculty of Organization and Informatics (UNIZG FOI) COORDINATOR
    School of Medicine (UNIZG SoM)
2. The Open University (OU)
3. Delft University of Technology (TU Delft)
4. Goethe University (GU)
5. University of Rijeka (UNIRI)

QUALITY MANAGEMENT STRATEGY - METHODOLOGY

The quality assurance process will follow the European Foundation for Quality Management (EFQM) Excellence Model adapted to take into account the objective of creating a self-sustaining output by the end of the project.
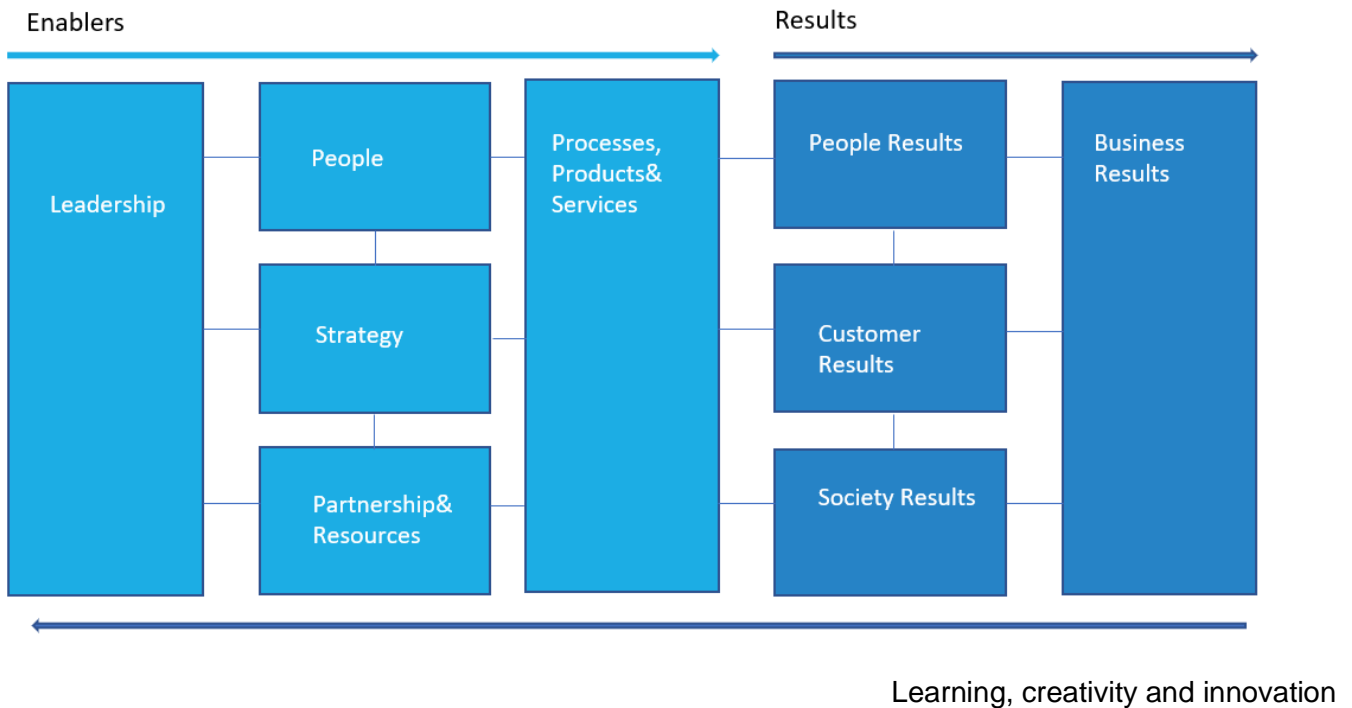

Learning, creativity and innovation

Figure 1 - EFQM Business Excellence Model (from European Foundation for Quality Management)

Table: Description of the EFQM model adapted to the RAPIDE project.

QM Criteria Overview according to EFQM model		
	Who/What	Context
Leadership	Project Steering Committee (PSC)	Responsibility for quality assurance, approval of reports and deliverables and monitoring of project progress to successfully achieve project objectives. The PSC is also responsible for approving Quality Assurance Plan.
People	Project Coordinator (PC) Project Manager (PM) Quality Assurance Manager (QAM) IO leader (IOL)	PC - Responsible for the overall supervision of project activities, is also responsible for the revision of the quality assurance plan, monitors progress and status of planned deliverables. PM - the main responsibility of Project Manager is to ensure that the project produces the desired products within the specified tolerances in terms of time, cost, quality, scope, risk and benefits. Project Manager supports Project Coordinator. QAM - responsible for acting in accordance with the QA plan. IOL - responsible for producing specific intellectual deliverables.
Strategy	Influencing education leaders and policymakers, including project stakeholders	The project gathers stakeholders' needs as input for the development and review of the strategy and supporting measures, anticipates the impact of changes at individual (teachers, administrators and students) and institutional level at national and international level (teacher training, introduction of good practises, international cooperation of education systems, promotion of Bologna principles).
Partnership & Resources	Project partners Project stakeholders	Manages the network of project partners to generate and use the support and resources needed to manage information, knowledge and technology to support effective delivery of results and decision-making. Works with partners to achieve mutual benefit and increase value for respective stakeholders by supporting each other with expertise, resources and knowledge, developing an approach to engage relevant stakeholders and use their collective knowledge in generating ideas, providing and monitoring access to relevant information and knowledge for stakeholders while ensuring security and protection of intellectual property, building and managing learning and collaboration networks, involving relevant stakeholders in the development and deployment of new technologies to maximise benefits.
Processes, Products & Services	Designing (learning) resources	Processes are systematically designed, managed, reviewed and improved to increase value for project members and other stakeholders. The aim is to anticipate the diverse needs of project stakeholders

	Training Dissemination	and ensure that teachers have the necessary resources and skills to maximise the student experience, continuously monitor and review the experiences and perceptions of project users, and ensure that processes are aligned to respond appropriately to any feedback.
People Results	Internal perception of the project Performance Indicators	Match teachers to the project, new technologies and key processes, and choose creative and innovative approaches. Use surveys and other forms of staff feedback to improve project outcomes for future organisational strategies, policies and plans. Measure perceptions of teacher satisfaction and engagement, motivation and competence. Measure performance indicators for teacher activities, leadership performance and internal communication, and developed skills of teachers, administrators and decision-makers.
Customer Results	External perception of project Performance Indicators	People benefiting from the project activities and services perceive the project, using a set of perception measures and performance indicators to determine successful deployment of strategy, set clear targets for project users based on their needs and expectations in line with the project strategy. Measure perceptions of program reputation, value, and support and student engagement. Measure performance indicators of program delivery, support, and capacities for e-learning, opportunity to start joint study programs.
Society Results	Teachers and students prom project partner	Indicate the impact of the project on society, especially in the world of education, using the indicators to determine the success of the implementation based on stakeholders' needs and expectations, segment the results to understand stakeholders' experiences, needs and expectations, and demonstrate sustainability in terms of results for society. Measure perceptions of the programme's reputation and impact on jobs. At national level, improve teacher training. At international level, share good practise, cooperation between EU and non-EU education systems and promote the Bologna principles.
Business Results	Key performance outcomes Key performance indicators	Set clear objectives for key project outcomes based on stakeholder needs and expectations, and continue development beyond the project lifetime. Measure stakeholder perceptions, performance against budget, volume programme delivered and key project outcomes. Measure project cost performance indicators, key project performance indicators (as stated in the project), partner performance, technology, information and knowledge.

QUALITY OF DELIVERING TEAMS

Each partner institution shall establish the project team. Project team members will be selected based on required expertise in the project with clearly defined roles and responsibilities.
Each project team will form a Delivery Team.
Each Delivery Team will be responsible for:
- The successful delivery of its element of the workstream in terms of time, quality, and budget
- Requiring the partner project team to provide feedback to Project Coordinator for six months, which will be included in the interim report
- Identifying all risks to Project Coordinator as part of the project's risk management strategy
- Identify opportunities that can be exploited as part of the project's risk management strategy

MONITORING

The monitoring phase is conducted in conjunction with project implementation to provide useful information about the project, and it helps Project Coordinator track project performance and progress against key performance indicators (KPIs) established during project planning.
The project coordinator understands that the most important part of this phase is to determine when a change is needed, what the change will entail, and how it can be implemented with the least impact on the project, in the following four categories:
1. Timelines:
- On-Time Completion: whether or not a job or task will be completed by a certain deadline accepted by the partners in the RAPIDE project schedule.
- Planned hours vs. Time Spent: how much time a project is estimated to take vs. actual hours.
- Resource Capacity: how to properly allocate resources (and identify any hiring needs) and set an accurate timeline for project completion.
2. Budget:
- Budget Variance: How much the actual budget differs from the planned budget.
- Planned Value: the planned cost of what has been done and what still needs to be done.
- Cost Performance Index: to compare the planned cost of the work project done so far with the actual amount spent.
3. Quality:
- User Satisfaction: Whether users of RAPIDE are satisfied with the project results and will use the project again. This is effectively measured by a survey conducted within Quality Control after the project.
- Number of Errors: How often things need to be redone during the project, measured by feedback from the Delivering Teams.
4. Effectiveness:
- Number of project milestones completed on time: There are 3 milestones in the RAPIDE project. Are they completed on time?
- Number of change requests: the number and frequency of changes requested by users to project deliverables. Too many changes can negatively impact budgets, resources, schedules, and overall quality.

Monitoring the project includes:
- Adherence to deadlines and milestones
- Quality of activities and deliverables
- Indicators of success of the project, impact

PERFORMANCE INDICATORS

The Key Performance Indicators (KPIs) will be monitored through the following activities/documents:

- Grant Agreement and Partnership Agreements will be signed in order to ensure clear obligations and costs of each partner
- Project Management Plan – defined clear rules and roles for effective project management and internal report template for project partners
- Dissemination and Communication plan – defined activities for disseminating project activities and results, preparation of publications, responsibilities for activities; defined channels and visibility package – prepared logo and templates
- Risk management plan – defined risks, severity, impact, level, mitigation action and responsibility to prevent or mitigate potential threats, especially those resulting from COVID-19 crisis
- Gantt Chart – for monitoring project activities duration, the chart will be updated according to the real accomplishment within the project
- Project Impact Framework - defined rubric for monitoring project impact according to defined levels and domains
- Work plan for each IO – defined tasks for each IO, its duration, milestones and responsible persons
- Quality Assurance Plan - nominated Quality Assurance Manager will be responsible to propose a Quality management plan for monitoring the advancement and quality of project activities.

The **key performance indicators** specified by types of project results and ways of the monitoring are stated in the table below.

	Project results			Indicators (qualitative and quantitative)	Monitoring of indicators achieved	Deadline
1	IO's successfully completed	Quality check form (review template) for IO1		Open document including results on design, content, transferability, and technical implementation of IO1	Reviewed and approved Quality check form (review template) for IO1	31.12.2021.
		Quality check form (review template) for IO2		Open document including results on design, content, transferability, and technical implementation of IO2	Reviewed and approved Quality check form (review template) for IO2	31.5.2022.
		Quality check form (review template) for IO3		Open document including results on design, content, transferability, and technical implementation of IO3	Reviewed and approved Quality check form (review template) for IO3	30.9.2022.
		Quality check form (review template) for IO4		Open document	Reviewed and approved Quality check form (review template) for IO4	
2	Feedback on IOs	Questionnaires from teachers for IO1		Positive teachers feedback on design, content, transferability and technical implementation of IO1	Analysis of questionnaires from teachers for IO1	31.12.2021.
		Questionnaires from teachers for IO2		Positive teachers feedback on design, content, transferability and technical implementation of IO2	Analysis of questionnaires from teachers for IO2	31.5.2022.
		Questionnaires from teachers for IO3		Positive teachers feedback on design, content, transferability and technical implementation of IO3	Analysis of questionnaires from teachers for IO3	30.9.2022.
		Feedback from focus groups for IO4		5 feedback forms are review as part of IO4 from 2 partners (form for review fulfilled and exists)	Feedback analysis	31.01.2023.
3	LTT successfully completed	Questionnaires from teachers on LTT1		24 teachers (participants per LTT1) with positive feedback and upgraded level of knowledge and skills (level: apply)	Analysis of questionnaires from teachers on LTT1	31.12.2021.
		Questionnaires from teachers on LTT2		24 teachers (participants per LTT2) with positive feedback and upgraded level of knowledge and skills (level: apply)	Analysis of questionnaires from teachers on LTT2	31.5.2022.
		Questionnaires from teachers on LTT3		24 teachers (participants per LTT3) with positive feedback and upgraded level of knowledge and skills (level: apply)	Analysis of questionnaires from teachers on LTT3	30.9.2022.
4	Consortium meetings completed	12 participants per meeting in Varaždin with positive feedback		Results of questionnaires from meeting in Varaždin	Analysis of questionnaires from meeting in Varaždin	30.10.2021.
		12 participants per meeting in Delft with positive feedback		Results of questionnaires from meeting in Delft	Analysis of questionnaires from meeting in Delft	31.1.2022.
		12 participants per meeting in Frankfurt with positive feedback		Results of questionnaires from meeting in Frankfurt	Analysis of questionnaires from meeting in Frankfurt	31.7.2022.
5	Participants' feedback on	40 participants per Multiplier Event (at least 15 policy		Results of questionnaires from all Multiplier Events	Analysis of questionnaires from all Multiplier Events	31.1.2023.

	performed multiplier events	makers/educational leaders) with positive feedback	participants exist in the project document repository	participants exist in the project document repository	
6	Evaluation of piloted courses	At least 10 courses with piloted topics with proposed FC and WBL models and supported by students' assessment	positive feedback from students and teachers that participated in piloting, results available as 1 open document	Signature list and certificates of attendance from participants on all piloted courses exist in the project document repository; results of questionnaire from teachers and students analysed and exist in the project document repository	31.1.2023.
7	Workshops activities organized and delivered	3 workshops per partner related to LTT1 activity, 15 participants per workshop	Analysis of questionnaire from teachers and students from each workshop related to LTT1 activity	Signature list and certificates of attendance from participants on workshops exist in the project document repository for each LTT activity; results of questionnaire from teachers and students analysed and exist in the project document repository	31.1.2023.
		3 workshops per partner related to LTT2 activity, 15 participants per workshop	Analysis of questionnaire from teachers and students from each workshop related to LTT2 activity		
		3 workshops per partner related to LTT3 activity, 15 participants per workshop	Analysis of questionnaire from teachers and students from each workshop related to LTT3 activity		
8	Project results promoted and disseminated	At least 100 user access monthly to the project website, 2 papers accepted for publishing and 2 submitted, 1 booklet on innovative teaching methods, at least 4 published newsletters during the project)		Dissemination evidences table with links, dates and statistics exists in the project document repository	31.1.2023.

DATA COLLECTION

The collection of data required for the monitoring is performed using online questionnaires, interviews, testimonials and internal project reviews. The analysis of data will be performed using appropriate statistical data analysis software.

REVIEW PROCESS

There will be two types of reviews, formative and summative:

Formative review: it is the informal monitoring of activities developed during and in between partner meetings that provide a basis for continuous improvement. It is mainly achieved through ongoing interaction with project partners, stakeholders and users — either online, synchronously or asynchronously, and face-to-face. A short oral formative report will be provided to all project partners during online and face-to-face meetings.

Summative review: it is the formal review conducted for the interim and final reports that provide a basis for assessing the value created by the project.

Internal Processes Review

The review of internal processes is based on:

- Regular review of performance indicators and deadlines against collected data
- Review of meeting minutes
- Online questionnaires sent to project partners after project meetings
- Interview (one to one) with a sample of partners during/after project meetings

Based on the data collected, IO leader will inform the project co-ordinator and the other partners of any need to revise the processes where a discrepancy has been identified.

Other types of the peer reviews will be:

OI peer review

Each IO is assigned to a partner who is primarily responsible for the review of the IO, on a defined template (Appendix 2) and according to the process described below:

For every IO, two (2) partners are nominated as peer reviewers. The table with peer-reviewers and deliverables is uploaded to the projects' repository and is part of this document.

Peer review process will be performed in a following way:

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of the European Union

Result status	Deadline	Responsible
First version of deliverable *IO leader prepares the deliverable according to template and sends it to assigned reviewers (project coordinator, QA and Risk manager in Cc)*	3 weeks prior the deadline	Deliverable leader
External evaluation (if foreseen) and peer review *Peer reviewers need to review the deliverable within 7 days upon they receive the deliverable using peer-review evaluation form* *Peer reviewers send the form to the IO leader who modify the deliverable if requested.* *In case that the deliverable is not accepted by the reviewer in the first iteration (major modifications were required), the deliverable leader sends the modified version to that peer reviewer again.*	Within 1 week prior the deadline	External experts, internal peer reviewers
Final version *When results of all peer-reviews are positive (deliverable accepted), deliverable leader prepares the final version* *IO leader uploads the final version and informs the Project Coordinator and QA partner*	Within 1 week prior the deadline	IO Leader

The peer review of the deliverables is based on:

- Analysis of performance indicators — if there is a discrepancy, what is the responsibility of the deliverable and how should it be corrected, or exploited if a strength has been identified.
- The review workflow internal to Google Drive (all working documents and final document is uploaded to Google Drive) and in the proposed form (template)
- The informal feedback collected during interaction with partners and members transmitted to the relevant IO leaders.
- For every IO, two (2) partners are nominated as peer reviewers. The table with peer-reviewers and deliverables is uploaded to the projects' repository and is part of this document:

IO No.	Responsible Partner	Review Partner 1	Review Partner 2
IO1	Open University	Goethe University	University of Zagreb
IO2	TU Delft	Open University	Goethe University
IO3	University of	Open University	TU Delft

	Zagreb (FOI-SoM)		
IO4	Goethe University	University of Zagreb	TU Delft

The internal review by partners shall be performed by the listed partners according to the form that is part of this document (Appendix 2.).

QUALITY ASSURANCE PLAN FOR IOS

In this section, a description of results of each Intellectual Output which responsible partners should develop, and **Review Partners from the table above check if they exist in the final IOx document and are of quality**:

IO1: Open educational resources and e-course for flipped classroom and work-based learning for use in online environment

	Result	Indicator(s)	Responsible partner for the deliverable	QA Tool	Deadline
R 1.1.	Open educational resources for FC and WBL for use in an online environment	• 2 educational resources on FC and WBL • 4 showcases on implementation of FC and WBL in different subject areas available • 1 open document passed internal QCC	Open University	Text file (document) exists in project documents repository and on Erasmus+ Project Results platform Open educational resources are reviewed as part of IO1 from 2 partners (form for review fulfilled and exists)	31. 12. 2021.
R 1.2.	E-course "Let's get flipped"	• 1 open e-course on innovative teaching methods • Educational resources including 4 e-chapters (1. FC and WBL, 2. Students' assessment, 3. LA, 4. Impact)	University of Zagreb, FOI	E-Course exists on some platform/repository; e-Chapters and text file (document) exists in project documents repository and on Erasmus+ Project Results platform E-course is reviewed as part of IO1 from 2 partners (form for review fulfilled and exists)	

IO2: Toolkit for assessment of students in flipped classroom and work based learning

	Result	Indicator(s)	Responsible partner for the deliverable	QA Tool	Deadline
R 2.1.	Toolkit for assessment of	• 1 toolkit on students' assessment	TU Delft	Toolkit exists on some platform/repository and on	31.5.2022.

	students in FC and WBL	● 4 showcases on implementation of students' assessment available as 1 document passed internal QCC		Erasmus+ Project Results platform in document form; Showcases text file (document) exists in project documents repository and on Erasmus+ Project Results platform Toolkit is reviewed as part of IO2 from 2 partners (form for review fulfilled and exists)	
R 2.2.	Tool for students' assessment	● 1 developed tool for open source LMS according to functional specifications, implemented and available on FOI infrastructure, passed internal QC		Tool exists on some platform and as text file (document) in project documents repository and on Erasmus+ Project Results platform Tool is reviewed as part of IO2 from 2 partners (form for review fulfilled and exists)	

IO3: Learning analytics for flipped classroom and work based learning

	Result	Indicator(s)	Responsible partner for the deliverable	QA Tool	Deadline
R 3.1.	Dashboard model Analysis on LA	● 1 analysis on performed research on student and teacher perspective on LA use and 1 analysis on data obtained in LMS during piloting		Dashboard models analysis exist in some tool and as text file (document) in project document repository and on Erasmus+ Project Results platform Dashboard is reviewed as part of IO3 from 2 partners (form for review fulfilled and exists)	
R 3.2.	LA models	● 2 LA models (1 for students and 1 for teachers) including data sets and methods for reporting and prediction available as 1 open document passed internal QCC	UNIZG FOI	LA models exist in some tool and as text file (document) in project document repository and on Erasmus+ Project Results platform LA models are reviewed as part of IO3 from 2 partners (form for review fulfilled and exists)	30.9.2022.
R 3.3.	Dashboards for students and teachers	● 2 dashboards (1 students' and 1 teachers') for open source LMS, according to functional specifications, implemented and available open on		Dashboards for students and teachers exist in some tool and as text file (document) in project document repository and on Erasmus+ Project Results platform Dashboards are reviewed as part of IO3 from 2 partners	

		FOI infrastructure passed internal QCC		(form for review fulfilled and exists)	
R 3.4.	Tips and tricks for teachers of dashboard data interpretation	● 1 tips and tricks for teachers on dashboard data interpretation available as 1 open document passed internal QCC		Tips and tricks exist as text file (document) in project document repository and on Erasmus+ Project Results platform Tips and tricks document is reviewed as part of IO3 from 2 partners (form for review fulfilled and exists)	
R 3.5.	Guidelines on ethical use of data	● 1 guideline on ethical use of data available as 1 open document passed internal QCC		Guidelines exist as text file (document) in project document repository and on Erasmus+ Project Results platform Guidelines are reviewed as part of IO3 from 2 partners (form for review fulfilled and exists)	

IO4: Code of practice for HEIs on impact analysis of innovative pedagogies

	Result	Indicator(s)	Responsible partner for the deliverable	QA Tool	Deadline
R 4.1.	Code of practice Interview designs	● 1 semi-structured interview design available as 1 open document including results on performed semi-structured interviews with decision makers		Interview design templates/documents exist as text file (document) in project document repository and on Erasmus+ Project Results platform Code of practice is reviewed as part of IO4 from 2 partners (form for review fulfilled and exists)	
R 4.2.	Semi-structured interviews	● at least 8 participants in semi-structured interviews	GOETHE UNI	At least 8 semi-structure fulfilled interview forms exist in project document repository Interviews forms are reviewed as part of IO4 from 2 partners (form for review fulfilled and exists)	31.1.2023.
R 4.3.	Code of Practice	● 1 code of practice available as 1 open document on methodology for measuring impact of implementation of FC and WBL in an online environment on strategic goals ● 1 showcase based on the performed impact analysis on two partner institutions passed internal QCC		Code of practices exist as text file (document) in project document repository and on Erasmus+ Project Results platform Code of practice is reviewed as part of IO4 from 2 partners (form for review fulfilled and exists)	

| R 4.4. | Focus group on impact analysis | • 1 focus group design for impact analysis
• results on performed focus group available as 1 open document | | Results from focus group exist as text file (document) in project document repository and on Erasmus+ Project Results platform

Focus group results document is reviewed as part of IO4 from 2 partners
(form for review fulfilled and exists) | |
| R 4.5. | Focus group participants' feedback | • at least 5 participants with positive feedback on impact of innovative pedagogies on HEIs strategic goals | | At least 5 positive feedback forms exist in project document repository and on Erasmus+ Project results platform

5 feedback forms are review as part of IO4 from 2 partners (form for review fulfilled and exists) | |

REPORTING

There will be summative reports and several short formative reports.
The **short formative reports** will be based on the analysis of the relevant performance indicators and current progress of the project activities.
The **summative reports** are the interim and final reports submitted to the European Commission. The Evaluation Reports will be authored by the Quality Assurance IO leader with the support of the project coordinator, together with input from all project partners.

The Quality Assurance Report outline is:

Executive Summary

Introduction

Scope and Methodology of the Review

> Evaluation Activities (if questionnaires, will contain results)
> Formative evaluation (measuring indicator in number and type, on time delivery, content, templates) and implemented improvements
> Summative evaluation (interim/final report)

Intelectual Output Review

> IO1 Open educational resources and e-course for flipped classroom and work-based learning for use in online environment
>
> IO2 Toolkit for assessment of students in flipped classroom and work based learning
>
> IO3 Learning analytics for flipped classroom and work based learning
>
> IO4 Code of practice for HEIs on impact analysis of innovative pedagogies

Conclusions and Recommendations

Appendix(s)

APPENDIX- TEMPLATES

https://drive.google.com/drive/u/0/folders/1SzyKoFQr4_o_QmKOhUjGqZ8CtUV0Pbli

APPENDIX 1 – TEMPLATE RAPIDE MEETING MINUTES

RELEVANT ASSESSMENT AND PEDAGOGIES FOR INCLUSIVE DIGITAL EDUCATION

MEETING MINUTES

Time, date

MEETING MINUTES

Purpose of Meeting:	Date:	Chair:
Agenda	Arial Body 11	
Venue		
Participants		

MEETING CONCLUSIONS

Arial Body 11

Graph

■ 1st Qtr ■ 2nd Qtr ■ 3rd Qtr ■ 4th Qtr
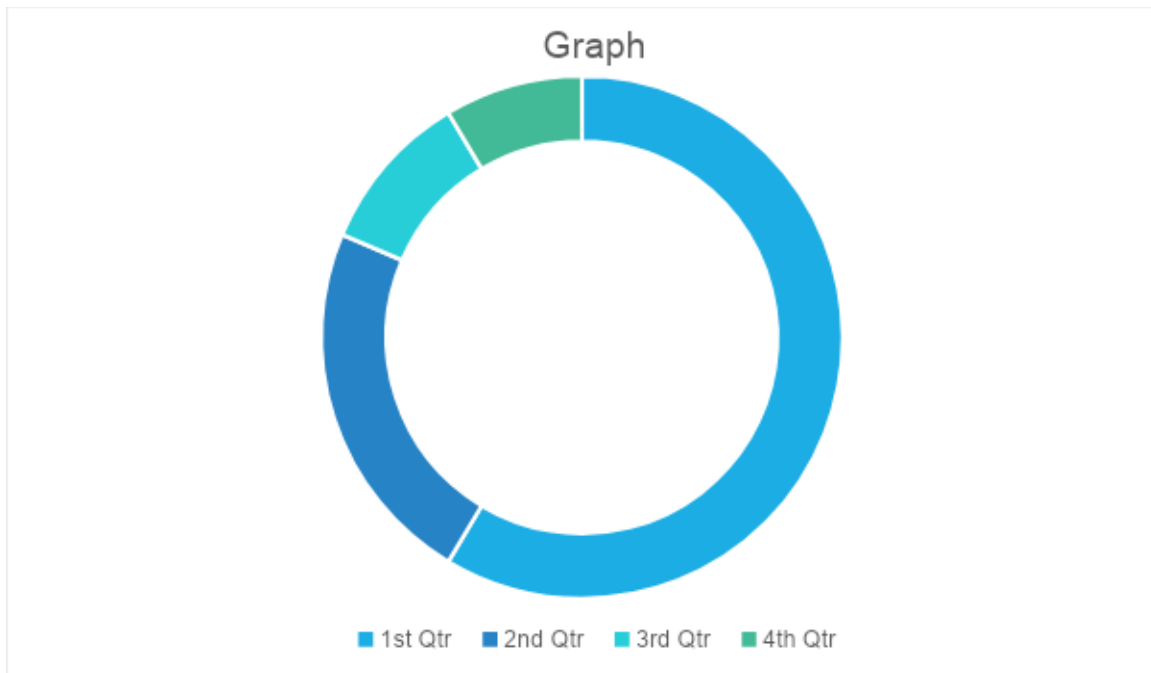
Appendix 2 – RAPIDE Peer Review Template

RAPIDE Peer Review Template

RAPIDE PEER REVIEW CHECKLIST

[IO NO] – [NAME OF THE IO]

PEER REVIEWED BY: [PP SHORT NAME] / [EXTERNAL EXPERT NAME & ORG.]

Criteria	Verified (Y/N)
1) Delivery of the output	
On time delivery	
Use of RAPIDE document template	
Cover page information completed (Number, title, authors, organizations, dates, version number, abstract)	
Table of contents updated	
Executive summary completed	
Output file title properly structured - for an output: IO.X.X_(shortened) title_PPX	
Template fonts and styles followed	
Page Number Completed	
Comments	
2) Language review (typing mistakes, grammar, etc.)	
Revised document with language corrections sent to IO leader?	

Comments	
3) Coherence with document / task objectives as declared in the Project form	
Indicators (numbers and description) are achieved	
Comments	
4) Reliability of data	
Information and sources well identified	
Bibliography section properly structured (if applicable)	
Comments	
5) Validity of content In your opinion,	
is content of quality?	Y/N
are there any sections missing?	Y/N
does the document cover the topic successfully?	Y/N
is information presented in a structured and clear way?	Y/N
are conclusions presented sufficiently?	Y/N
6) If IO1/IO2/IO3 review In your opinion,	
Is design of quality?	Y/N
Is content of quality?	Y/N

Is transferability satisfied?	Y/N
Is technical implementation of quality?	Y/N

Comments / Suggestions for revision / what would you like to emphasize regarding DESIGN, CONTENT, TRANSFERABILITY, TECHNICAL IMPLEMENTATION	

6) Intellectual output accepted? (provided that suggested changes are implemented)	Y/N

If no, please state reasons:	

The following section should be filled in by the Output Leader	

Explanation for eventual rejections	
7) Strengths and Weaknesses Identified (internal)	
8) Threats and Opportunities Identified (external)	
9) Corrective actions suggested (based on weaknesses and threats)	
10) Exploitation actions suggested (based on strengths and opportunities)	

- Please send the filled checklist to the IO Leader, Project coordinator and Quality Assurance Manager.

APPENDIX 3 – RAPIDE QUALTIY MANAGEMENT PLAN TEMPLATE
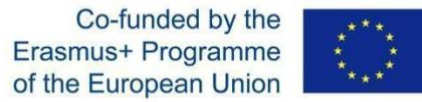
Co-funded by the
Erasmus+ Programme
of the European Union

RELEVANT ASSESSMENT AND PEDAGOGIES FOR INCLUSIVE DIGITAL EDUCATION

RAPIDE

QUALITY MANAGEMENT PLAN

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KEY WORDS	

EXECUTIVE SUMMARY

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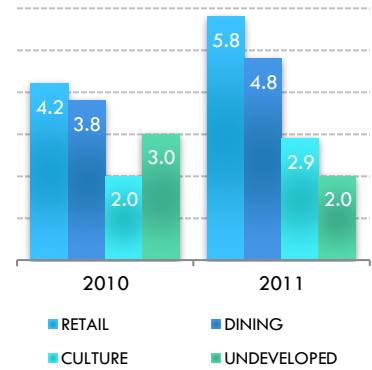
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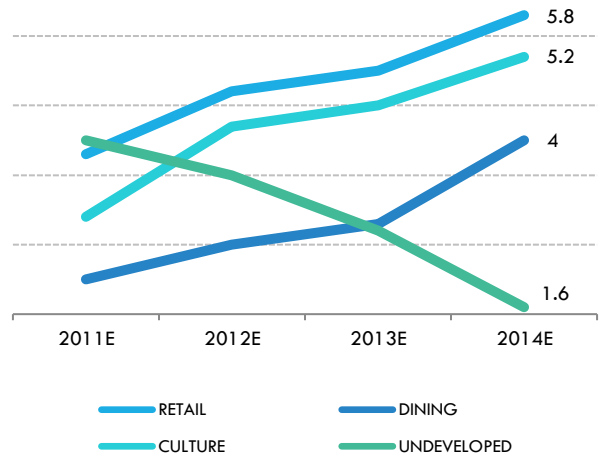
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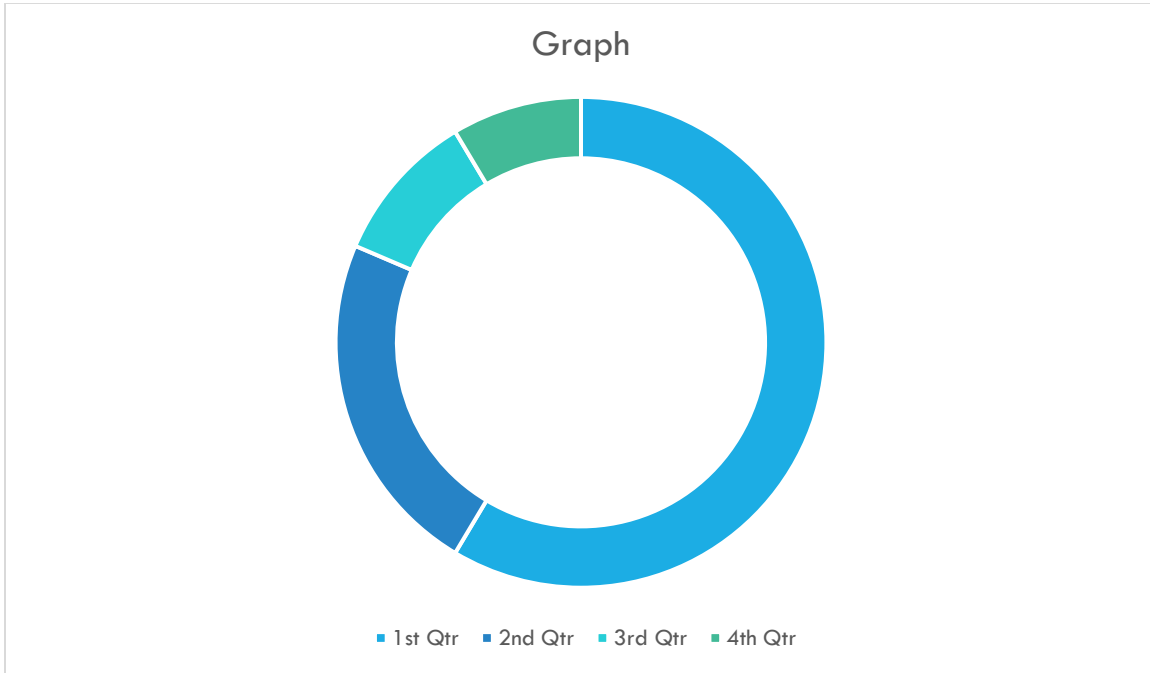
APPENDIX 4 – RAPIDE POWER POINT PRESENTATION TEMPLATE

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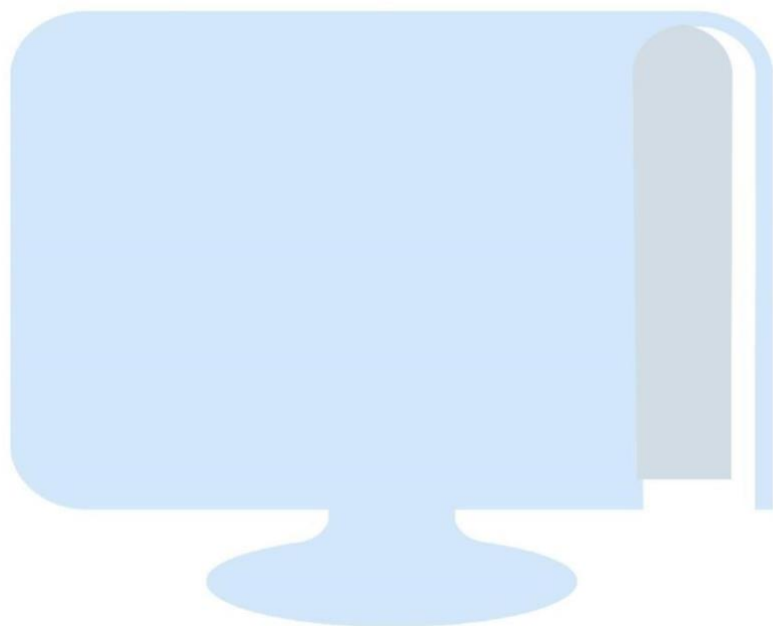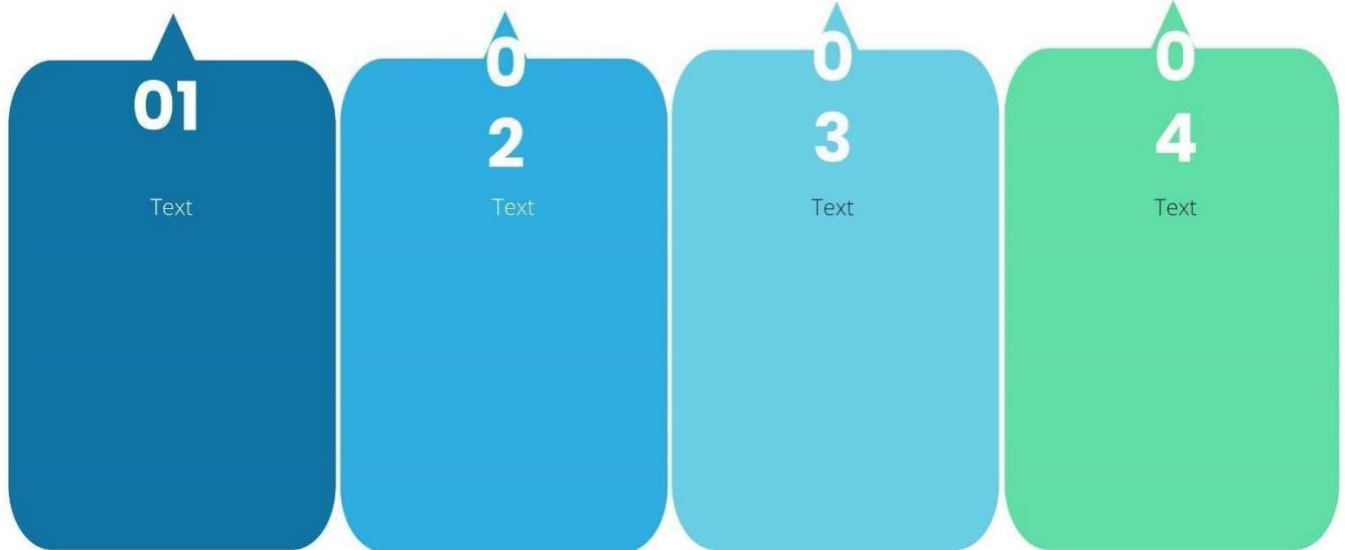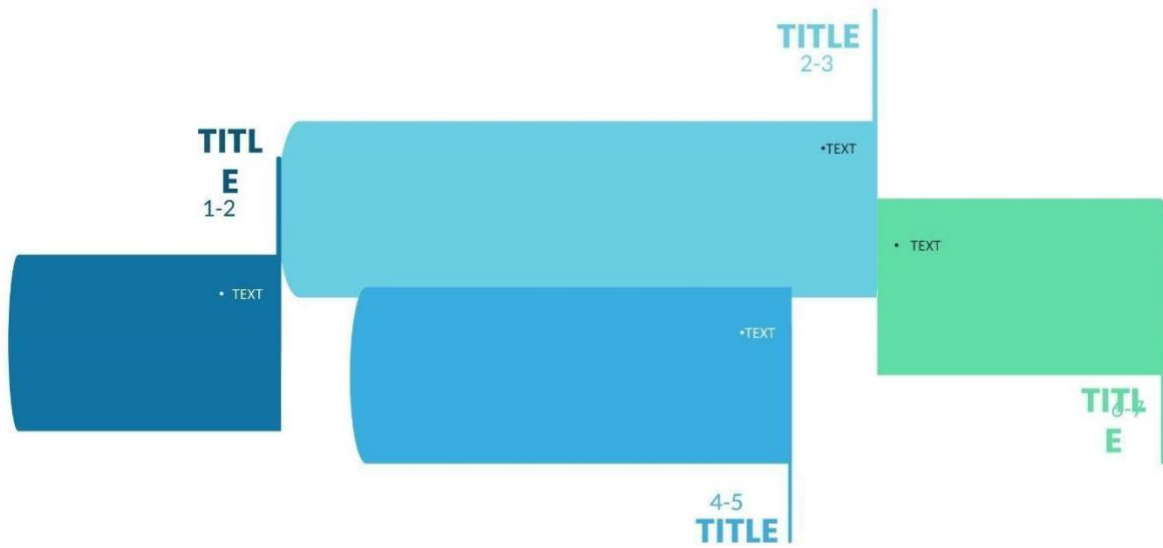
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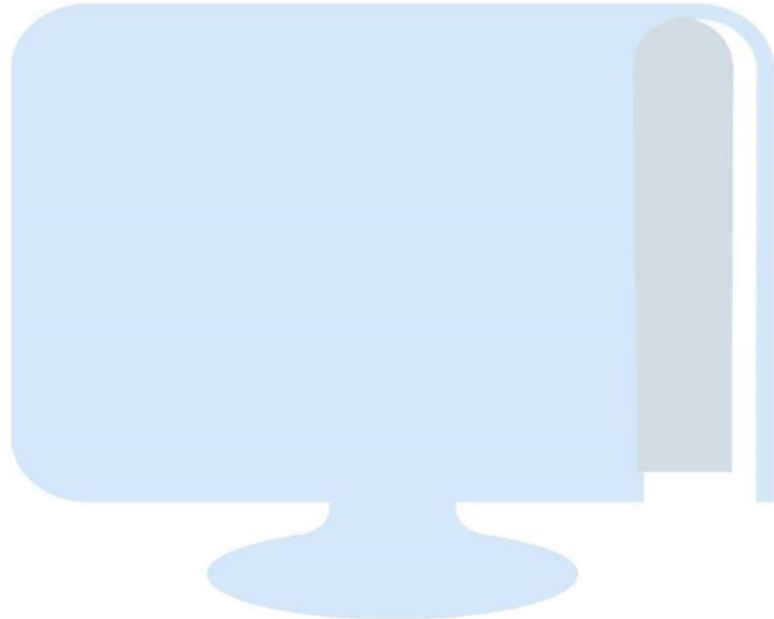
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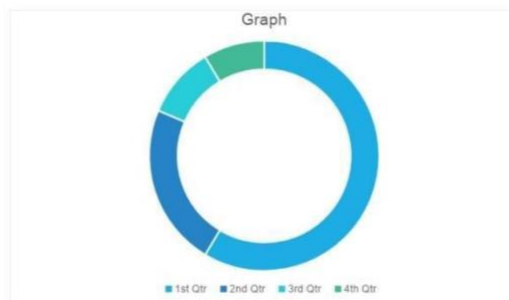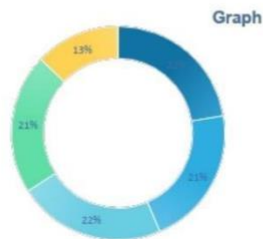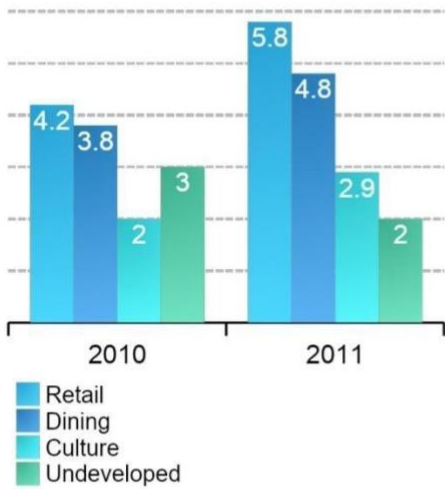1. Text

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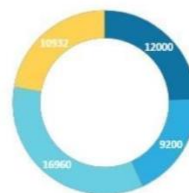
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- TRANSNATIONAL PROJECT MEETINGS
- INTELLECTUAL OUTPUTS
- MULTIPLIER EVENTS
- LEARNING, TEACHING, TRAINING ACTIVITIES

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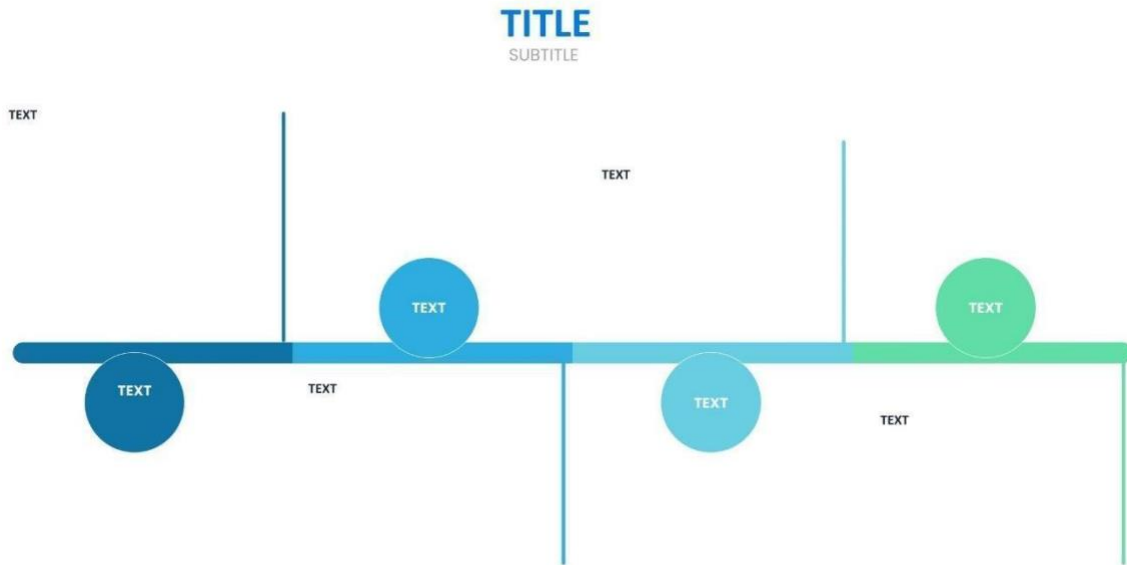
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APPENDIX 5 - RAPIDE FORM TEMPLATES

RAPIDE MEETINGS   FEEDBACK FORM

FEEDBACK FORM

Dear participants,

please use the following statements and mark the level of your agreement /disagreement to provide your feedback on the performed meeting.

1= completely disagree

5= completely agree

Thank you,

RAPIDE Management

INSTITUTION:

POSITION WITHIN INSTITUTION:

CONTACT (email) - optional

STATEMENTS:

1. I am satisfied with the organization of the meeting.

2. The organizer met the meeting's main objective.

3. I am satisfied with the duration of this meeting.

4. I am satisfied with the quality of presentations.

5. After this meeting, it is clear what our upcoming tasks and obligations are (until the next meeting).

6. In general, I am satisfied with the meeting.

7. Your final remarks and suggestions.

Example: https://docs.google.com/forms/d/1DWaxjS9opxzlTCHaNrkcyD6BjipXShtBZa4g_LNsvsQ/edit

RAPIDE TRAINING FEEDBACK FORM

Dear participants,

please use the following statements and mark the level of your agreement /disagreement to provide your feedback on the performed training.

1= completely disagree

5= completely agree

Thank you,

RAPIDE Management

INSTITUTION:

POSITION WITHIN INSTITUTION:

CONTACT (email) - optional

Statements:

1. I am generally satisfied with the training.
2. I am satisfied with the content of the training.
3. I am satisfied with the duration of the training.
4. I am satisfied with the training lecturer./methods
5. The skills and knowledge gained within this training I can use in my work.
6. This training completely met my expectations.

7. Please state here all your additional remarks, compliments, comments, and recommendations that could be used to improve the trainings within RAPIDE project.