

D4.1 Quality Performance Framework

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LIST OF ABBREVIATIONS

SC	Steering Committee
QAC	Quality Assurance Committee
EACEA	Education, Audio-visual and Culture Executive Agency
GA	Grant Agreement
PA	Partnership Agreement
WP	Work package
P1, UNSA	University of Sarajevo
P2, UNMO	University “Džemal Bijedić” of Mostar
P3, UDG	University Donja Gorica
P4, UP	University of Prishtina
P5, UXZ	University “Haxhi Zeka” of Peja
P6, UNIBO	University of Bologna
P7, SWUAS	South Westphalia University of Applied Sciences
P8, UL	University of Ljubljana

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1. INTRODUCTION

BUGI- WesternBalkans Urban Agriculture Initiatives – (586304-EPP-1-2017-1-BA-EPPKA2-CBHE-JP) is an ERASMUS+ Capacity Building project in the field of Higher Education, funded by the European Commission in 2017 and running until the end of 2020. The project aims to develop new Urban Agriculture master study curriculum and LLL program in 5 Western Balkans Higher Education institutions: University of Sarajevo (coordinator), University of Mostar (Bosnia and Herzegovina), University of Donja Gorica (Montenegro), University of Prishtina and Haxhi Zeka (Kosovo), in cooperation with University of Bologna (Italy), University of South Westphalia (Germany) and University of Ljubljana (Slovenia).

The new curriculum will be competence-based and interdisciplinary and will be built taking into consideration national strategies, as well as farmers and entrepreneurial sector needs analysis; it will foster HEIs internationalization, provide learning flexibility and mobility and promote transfer of knowledge, skills and technologies among partner universities. Project outcomes will enhance **urban sustainability and green economy development** in WB countries with inclusion of entrepreneurial sector.

1.1 Specific Aims and Objectives

BUGI will develop:

- a new UA master study curriculum and LLL program, based on national strategies, farmers and entrepreneurial sector needs analysis;
- new city-adjusted farm strategies, providing modern teaching tools and foster the transfer of knowledge, skills and technologies to 5 WB HEIs.
- new, competence-based curriculum that will be interdisciplinary so as to foster HEIs internationalization process and provide learning flexibility and mobility.

Specific objectives:

- Define knowledge, skills and competences needed to meet national and entrepreneurial sector needs.
- Develop sustainable business models based on analyse of defined needs.
- Developed master study curriculum and LLL programs utilising competence based learning methodology and foster collaboration with entrepreneurial sector.
- Develop context-related competences descriptions systems to evaluate student competences and connection them to ECTS and diploma supplement.
- Foster internationalisation and collaboration between partner HEIs and provide learning flexibility and inter disciplinary.
- Facilitate transfer of knowledge, technology and good practice, and augment teaching staff expertise in the field teaching process, distance learning, competence-based learning.
- Develop new teaching material and infrastructure needed to deliver hand-on experience.

- Conduct campaigns to inform on UA, sustainable development and green economy.
- Exploit outcomes for development of new urban policies.

1.2 The BUGI consortium

The consortium of BUGI is formed by 8 project partners (HEIs) including **WB Region 1 countries: Bosnia and Herzegovina, Kosovo and Montenegro**

Bosnia Herzegovina BA	<ul style="list-style-type: none"> •University of Sarajevo (UNSA) - Coordinator •University Dzemal Bijedic of Mostar (UNMO) Partner 2
Montenegro ME	<ul style="list-style-type: none"> •University of Donja Gorica (UDG) Partner 3
Kosovo XK	<ul style="list-style-type: none"> •University of Prishtina (UP) Partner 4 •University Haxhi Zeka (UHZ) Partner 5
Italy	<ul style="list-style-type: none"> •University of Bologna Partner 6
Germany	<ul style="list-style-type: none"> •University of South Westafalia Partner 7
Slovenia	<ul style="list-style-type: none"> •University of Ljubljana Partner 8

Table 1: BUGI Consortium

1.3 The BUGI activities

The activities of the project are structured in six work packages. WP leader and vice leader (from program and partner countries) together with WP working groups will be responsible for the timely and quality activities implementation.

<p>WP1:</p> <p>Needs analysis including desktop research on documents (reports, action plans and strategies) and on-line information, surveys, farm strategies and internal assessment report. All information is needed for the design of a new curriculum and LLL program modules. Three expert working groups will be constituted for competence need analysis. (1) Business and networking; (2) Agriculture and food processing; (3) Urban planning, ecology, energy efficiency</p>	<p>P7 Leader P4 vice leader</p>
<p>WP2:</p> <p>Curriculum draft, competence-based learning methodology and tools of implementation, curriculum and LLL program elaborate, student placement, diploma supplement and multilateral inter institutional agreement.</p>	<p>P6 Leader P5 vice leader</p>
<p>WP3:</p> <p>Study visits, trainings and workshops, purchase and installation of equipment and teaching tools, and work on accreditation and implementation of curriculum and LLL program pilot phase (at UNSA). During the pilot phase, up to 50 students and 200 trainees will be enrolled.</p>	<p>P8 Leader P3 vice leader</p>
<p>WP4:</p> <p>Quality performance framework, reports, evaluations, peer reviews, surveys especially evaluation of curriculum and teaching tools, as well as other QA related work.</p>	<p>P6 Leader P1 vice leader</p>
<p>WP5:</p> <p>Implementation of all dissemination and exploitation tools, maintain project products, organize events, and help promote project outcomes to relevant stakeholders.</p>	<p>P8 Leader P2 vice leader</p>
<p>WP6:</p> <p>Project Management and coordination.</p>	<p>P1</p>

1.4 The BUGI project management approach

The BUGI project management approach emphasises participation and interaction between the different stakeholders and at the same time provides lines for decision-making and accountability. Sufficient flexibility will be assured thanks to the linkage between project management, evaluation and dissemination Activities. This will make it possible to endorse necessary changes in the work plan as the project develops.

The project organisational structure is going to be articulated as follows:

1. **The Steering Committee (SC)**, elected at the first (kick-off) meeting. Each partner will be represented by one SC member according to their internal rules. At the top level, SC will provide for strategic project management and ensure that the project is progressing according to the work plan. The SC will decide on project action plans for implementation, dissemination and QA for each year, and adopt all internal strategies, QA reports and plans for corrective measures. With the respect to proposed plans, project activities and financial realization will be implemented and adequate documentation will be provided. The work of SC is supported by all partner HEIs coordinator and administrator (project officers). The Lead partner will provide main project office that will execute all SC plans and ensure day-to-day work. SC will meet every 6 months (6 times) face-to-face and every 3 months online between regular meetings (6 times) to ensure successful project implementation. Meetings will be used to present and evaluate project progress, to analyse possible deviations from the prescribed activities and expected results, and to agree on potential risk management mechanisms.

2. **A Quality Assurance Committee (QAC)** will be elected at the first (kick-off) meeting. QAC will have 4 members (2 from partner and 2 from program HEIs) with previous experience in quality assurance and will not be engaged in any other project activities. QAC will meet face-to-face twice a year and minimum once between face-to-face meetings. At all meetings an interim assessment of 6-month activities/results will be carried out. Interim reports will be written and disseminated internally to the project partners.

Appointed members of the QAC are:

Partner Organisation	Country	Member name	Email
1. SWUAS	Germany	Wolf Lorleberg	lorleberg.wolf@fh-swf.de
2. UL	Slovenia	Andrej Udovč	andrej.udovc@bf.uni-lj.si
3. UNSA	Bosnia and Herzegovina	Adnan Kafedžić	adnan.k@unsa.ba
4. UP	Kosovo	Hysen Bytyqi	hysen.bytyqi@unu-pr.edu

QAC will evaluate:

A - Quality of deliverables (timely realization of the activities, developed teaching tools and training materials, number of trainings, study visits and participants, reports, guides, etc.).

B - Quality of processes (staff and students satisfaction surveys, coordination within and among working groups and effectiveness of the whole process, trainings participants evaluations and recommendations, etc.).

C - Quality of curriculum (content and objectives, adopted methodological and pedagogical models, accreditation, etc.)

D - Quality of dissemination and exploitation of project results and budget realization (dissemination and exploitation strategy, project visual identity products, financial statements, equipment inventory, etc.).

QAC will deliver the current Quality and Evaluation Framework used to describe internal and external evaluation methodology and activities: reporting forms and procedures and other QA tools. QAC will establish internal peer reviewer's pool. The QAC will prepare operational plan with milestones to be followed by all project partners.

3. Project administrative office will be at Lead partner coordinator (UNSA). Each HEI will appoint project administrator. Each HEI team leader and administrator will be in direct contact with main administrator office at UNSA. Together they will manage day-to-day work.

The Project Applicant and Co-ordinator in BUGI lies in the same institution: UNIVERZITET U SARAJEVU (Bosnia Herzegovina). The Project Co-ordinator has the ultimate responsibility for the overall management of the project, with particular reference to liaison with EACEA, and with responsibility for production and delivery of project outputs. The Project Co-ordinator has the decisive responsibility for strategic management of the project and has a broker role between project actors and project activities. In the event of a disagreement within the consortium regarding the work-plan, Consortium Agreement or any other relevant issue, such disagreements will in the first instance be resolved by a decision of a simple majority of the full Steering Committee. In the event of an inability on the part of the Steering Committee (SC) to come to a decision, the final decision will be made by the Project Co-ordinator if necessary upon consultation with EACEA.

2. QUALITY ASSURANCE & EVALUATION AIMS AND PURPOSE

The present document is the first deliverable of Work Package 4 - Quality Assurance and Monitoring – aimed at ensuring high quality project implementation and results, through regular internal and external quality assurance, control and monitoring mechanisms. D4.1 Quality Performance Framework in fact describes purposes, actors to be involved, procedures, methods, instruments and tools of internal and external evaluation and quality assurance activities, as to build a common framework for regular monitoring and evaluation of the project performance, progress and outcomes. It is designed to promote and encourage critical overview and self-reflection by all partners involved, in order to enhance project implementation, anticipate and detect risks and problems and suggest changes in planned activities, if necessary.

2.1 Purpose of quality assurance and evaluation

Quality assurance and evaluation activities are designed to support a smooth and fruitful project development and high quality results and outcomes. Through WP4 on “Quality assurance and monitoring” in fact a set of mechanics, procedures and tools will be established to provide internal and external evaluation, quality control and monitoring, in close link with the project coordination and overall management. Project performance related to the quality of: i) deliverables, ii) process, iii) curricula and iv) dissemination & exploitation activities, as well as v) the soundness and efficiency of financial management, will be monitored and assessed through periodical activities and reports, as to support the project overall coordination and management.

The methodologies, solutions and tools set up by the present document globally refer to a threefold set of purposes: a) operational, b) summative, and c) learning purposes.

- a) **Operational purposes:** refers to how the project is being developed, implying a clear reference to the project management style, to the quality of partners’ participation, to the quality and efficiency of the communication and information management system, to the respect of deadlines, etc. The evaluation activities assure that the project management and the other partners continuously monitor the quality of the complex process being enacted. This dimension is primarily of interest for internal actors (i.e. the project partners);
- b) **Summative purposes:** refer to the traditional approach to evaluation i.e. to judging and assessing the match between the expected results, the invested resources, and the goals achieved. This dimension of evaluation is of interest for both, internal actors and external stakeholders. The attention mainly of the latter focuses on the quality and usability of the outcomes;
- c) **Learning purposes:** refer to the overall assessment of the ‘lesson(s)’ that can be drawn from the project. The important element is that a ‘lesson’, or a multiplicity of lessons, can be sketched and can serve for future initiatives. This dimension of evaluation is relevant to a variety of actors:
 - o Internal actors, for whom it is a conclusive step

- External stakeholders, for whom it represents an overview of the quality, sustainability and potential of dissemination of the project results.

According to these set of purposes, thus we can distinguish different dimensions of evaluation and quality assurance mechanisms and activities:

- a) **Internal:** the evaluation is done in form of self-evaluation and self-reflection by project partners involved in the activities, through questionnaires and / or informal meetings and discussions. Within this dimension, partners are asked to reflect and assess their own results and work processes, to share opinions and doubts, to anticipate problems and solutions. This dimension is mainly focussed on project management performance and communication flow. (See for examples Annexes I, II, III, IV).
- b) **External:** the evaluation in this case is done by: i) external experts who are invited to analyse and assess the project results and outcomes, from their own perspective as to highlight areas of improvement, weak and strong aspects, and the relevance for the field of interest; ii) target groups and project beneficiaries (students, trainers, teachers, researchers) who will be enabled to express their opinion on the project outcomes and products, in terms of satisfaction, utility, usability, etc.. The soundness of the project methodology and the quality of project outcomes, as well as all aspects related to sustainability and impact pertain to this dimension of the evaluation. (See for examples Annexes V and VI).

Within the BUGI project also a third – intermediate - dimension applies, which partly is internal and partly external and is realised through the Quality Assurance Committee (QAC). The QAC in fact involves representatives from the partner organisations who are not directly engaged in the project activities. QAC members are required to assess the quality and the relevance of project outcomes and results in terms of usability, sustainability and impact for the partner organisations. In the present framework, the QAC activities will be considered as a part of the **internal dimension** of the evaluation process.

2.2 Evaluation objects and criteria

The development of an evaluation system that can accommodate the scope and complexity of the overall project activities is crucial for the success of the project. Within this context, the evaluation system will focus on the following objectives:

- Contributing to the continuous and regular monitoring of the BUGI project progress, with linkages and interactions with the project and quality management procedures;
- Promoting reflexive learning in the project in order to allow partners to progressively improve self-efficacy, quality of collaboration and all transversal competences that affect the quality of results.

The objects considered for evaluation will focus on:

- **Project management:** the evaluation approach proposed places great emphasis on linkages between evaluation itself and activities that are traditionally associated with project management. In addition, synergies will be developed between the Evaluation and Management activities, in order to ensure continuous monitoring of processes and outputs. The following aspects of the project management will be evaluated:

- **Plenary project meetings:** all project meetings will be evaluated by project partners in terms of organisational aspects and in terms of contents and results, as well (Annex I).
- **Internal management processes:** e.g. coordination and decision making processes; collaboration and communication among partners; active participation and level of contribution in project activities; respects of deadlines and internal monitoring (Annex II, III).
- **Quality of the outcomes:** the quality of outcomes will undergo a process of both internal and external evaluation. The actors involved in the internal monitoring of quality will be the QAC members. External evaluation will be performed either by a) external experts appointed by the project coordinator, and b) by users of products and services developed by the project (students, trainers, teachers, etc.) who will be involved in the external evaluation processes (through interviews, focus groups, as well as through other online and offline feedback mechanisms).
- **Dissemination and exploitation:** dissemination plays a key role within the development of the project. Dissemination is both an ongoing feature of project development and implementation, and a concerted task at the end of the project. In addition, the work plan provides for the development of dissemination activities, which will allow for a co-ordinated dissemination strategy involving all partners (including a promotional strategy for the project). The evaluation will focus on:
 - Project web site as main communication tool of the project, which will be linked to the main social networks (Annex V).
 - Dissemination events organized during the project life span in the partner countries to promote the project results and activities (Annex VI).

For each object above mentioned a set of criteria has been identified which will be further analysed and turned into indicators by the QAC and the WP leaders.

At the **project management level**, the evaluation will refer to the following criteria:

- Feasibility of project plan
- Handling of administrative and financial matters
- Project governance (e.g. decision-making, consultation, problem-solving)
- Accord and shared visions of partners regarding activities and outputs
- Communication flows among partners

In addition, each partner organisation will be requested to self-evaluate the

- Progress of the project in terms of WPs development and results achieved by the partnership at the given project stage

Monitoring and evaluation will feed back into project management providing it with instruments for project self-review (i.e. periodic self-assessment by individual partners through the ‘Internal Evaluation Questionnaire’).

Moreover, and as mentioned already, the foreseen transnational partners meetings will include specific sessions aimed at reviewing project activities and products and at highlighting strengths and weaknesses of the consortium work.

Financial economic efficiency will be checked in the framework through a regular monitoring process carried out by the coordinator P1 UNSA according to the specific management project rules and also by external experts appointed on this purpose.

At **outcomes level**, the evaluation will refer to the following criteria (provisional)

- Quality of the educational materials in terms of usefulness, comprehensiveness, clarity
- Effectiveness of the teachers training and study visits organization
- Usefulness, clarity, comprehensiveness of the content of the study curriculum and LLL programme: including educational material, efficacy of the online environment, competence of teachers, etc.
- Teaching methodologies, ratio of practical information & theory
- Level of satisfaction of participants
- Level of participation and active involvement of participants
- Knowledge acquired by participants

At **dissemination level**, the evaluation will refer to the following criteria

- Effectiveness and attractiveness of the web site design
- Clearness and usefulness of the web site contents
- Soundness of the texts and languages
- Links to the main social networks
- Accessibility of the materials/resources
- Completeness, usefulness and accurateness of the information provided
- Multimedia aspects; interactivity
- Number of people reached through dissemination events
- Satisfaction of participants.

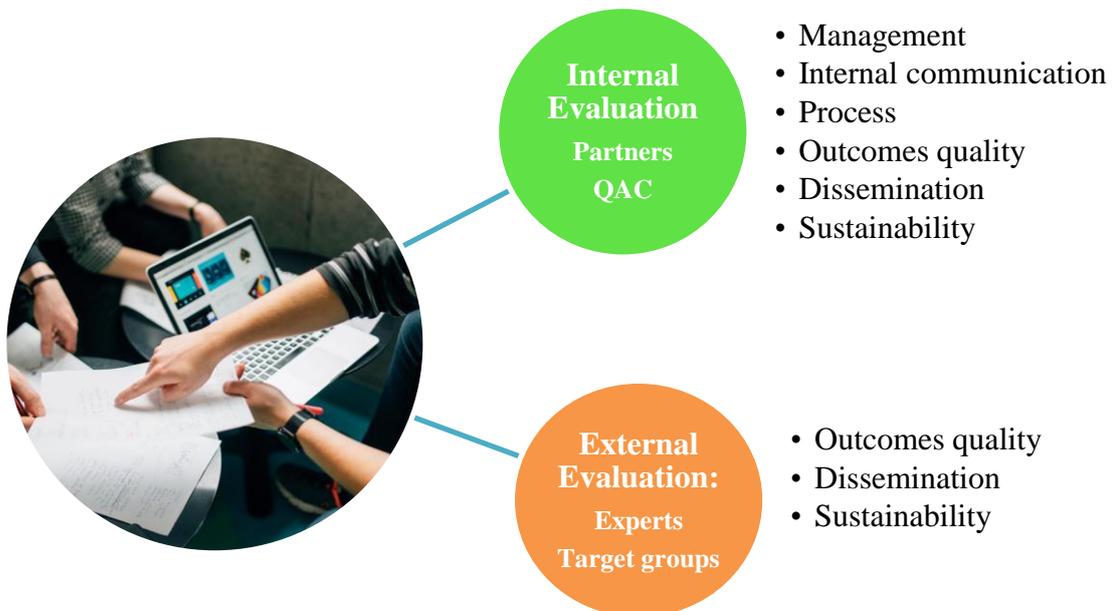


Figure1: Objects and dimensions of the evaluation Photo by Štefan Štefančík on Unsplash

2.3 BUGI performance and impact indicators

Quantitative Performance indicators, as well as impact indicators, are an integrative part of the application form and are provided by the project applicant.

Evaluation has to make sure that the following indicators are monitored and reached with the project life span.

The KEY PERFORMANCE INDICATORS (Point C.7 CBHE indicators Application form)

Expected number of new/updated courses to be DEVELOPED/ ACCREDITED/IMPLEMENTED / DELIVERED :	10
Volume (in ECTS) of new/updated courses:	120
Number of planned (/expected) learners / trainees enrolled (per intake / course delivery:	10
% of the new curriculum planned to be taught in foreign language of the total of new curriculum developed by the project	25%
Expected number of partner country "HEIs' students" to be trained	50
Expected number of partner country "HEIs' academic staff" to be trained	200
Expected number of partner country "non-HEI individuals" to be trained (priv. sector, NGOs, civil servants, etc.)	200

IMPACT INDICATORS QUANTITATIVE (Point C.7.2 Impact and sustainability indicators Application form)

Impact on individual level	PCs	Total 5 countries
Number of direct beneficiaries in the Partner country(ies) per year: academic staff from HEIs	5	25
Number of direct beneficiaries in the PCs (/year): administrative staff from HEIs	3	15
Number of direct beneficiaries in the PCs (/year): HE students	50	250
Number of direct beneficiaries in the PCs (/year): non HE individuals	200	1000

2.4 The actors involved in internal and external evaluation

Quality assurance and evaluation activities within the BUGI project will be carried out by different actors, according to the purposes and the dimension of the different activities: partners (coordinators, WP leaders, all partners, members of the QAC); external experts and final users / project beneficiaries (students, entrepreneurs, professors, researchers).

Here below the main tasks and activities for each typology of actors involved in each dimension of the quality assurance and evaluation are described.

Actors involved in the internal evaluation

BUGI PARTNERS

Representatives of all BUGI partners organisations are involved in the quality assurance and internal evaluation activities, with different tasks according to their role in the project.

The project **Coordinator UNSA** will be required:

- To contribute, as co-leader of WP4 QA, to the definition of quality assurance and evaluation procedures, tools and mechanisms;
- To self-evaluate its own performance as coordinator (WP6 leader) by highlighting strength and weak points, difficulties and problems it might encounter and identify possible solutions;
- To evaluate the progress of the project against the envisaged indicators and milestone and to anticipate / solve problems and delay in cooperation with WP leaders;
- To read, approve and put into practice the recommendations highlighted in the interim evaluation reports by QAC members and WP4 co-leader UNIBO.

WP leaders will be required to:

- To contribute to the definition procedures and tools for quality assurance and evaluation of outcomes and results of their respective WP;
- To self-evaluate their own performance as WP leaders by highlighting strength and weak points, difficulties and problems, they might encounter and identify possible solutions and lessons learnt;
- To evaluate the progress of the project against the envisaged indicators and milestone and to anticipate / solve problems and delay in cooperation with the coordinator;
- To read, approve and put into practice the recommendations highlighted for the results of their own WPs in the interim evaluation reports by QAC members and WP4 leader P6 UNIBO and P1 UNSA.

All partners will be required to:

- Self-evaluate their own contribution to the progress of the project, active participation in transnational meetings and activities, the work carried out and the results achieved at national level, at the given stage
- Evaluate the coordination and management of project and the WPs, the communication and the decision-making mechanisms as well as the relevance and sustainability of the project results for their own organisations.

Quality Assurance Committee members:

QAC members (2 from partner and 2 from program HEIs) will be requested to:

- Establish specific guidelines and performance indicators for evaluation of the progress and results of project activities;
- Collect and analyse interim Quality Assurance and Evaluation reports and the results of the internal and external evaluation activities and to provide recommendations for further improvement and possible solutions to identified problems;
- Analyse and evaluate the project deliverables from all WPs and provide short reports and recommendations for improvement of quality and usability.

Actors of the external evaluation

External Experts will be appointed by the project coordinator in order:

- To evaluate the adequacy and appropriateness of the core educational deliverables and curricula/ programs and teaching tools;
- To assess the suitability of project's activities, deliverables and costs outlined in project application;
- To check whether the project activities have been realized according to project plan in due course with no delays with a negative impact on the project results and to the established quality indicators;
- To deliver reports providing feedbacks on the outputs and recommendations on potential improvements.

Target groups / final beneficiaries (students, trainers, teachers, ...) will be invited:

- To assess the quality, the usefulness, the relevance and the usability of the project outcomes, activities and results, and especially the teaching materials, curriculum, courses offered.
- To evaluate efficacy of the communication activities and channels used by the project (web site navigation, events organisation, etc.).

3. OPERATIONAL PLAN

Methods and sources of information

In order to ensure a coherent and consistent **internal evaluation** activity, specific evaluation sessions will be embedded in all the project meetings (Annex I). During transnational partners meetings, a self-evaluation online questionnaire about the project progress will circulate to be filled in by partners and to report on issues and problems that might arise. The questionnaire will be updated according to the different project phases and activities (see Annex II). Short interim evaluation reports will be issued by P6 UNIBO (IT), highlighting results of the survey, and delivered to the QAC for discussion and approval.

Yearly evaluation reports will be produced summarizing the results of both internal and external evaluation and will be discussed, integrated and approved by QAC.

Sources of information for the **external evaluation** will be mainly: reports from external experts evaluation; feedbacks from students and teachers on teaching materials, courses and programmes; questionnaires collected from participants to dissemination events (see example at Annex V) as well as from users of the web site (see Annexes).

Workplan WP4

Deliverable	Planned Date	Delivery date
D4.1 Quality performance framework	31-12-2017	March 2018
D4.2 WPs quality evaluations and QAC functioning	14-10-2020	
Meeting FF1	Apr 2018	May 2018
Meeting FF2	Oct. 2018	November 2018
Meeting FF3	Apr. 2019	June 2019
Meeting FF4	Oct.2019	
Meeting FF5	Apr. 2020	
Meeting FF6	Oct. 2020	
D4.3 Evaluation questionnaires	01-07-2020	
D4.4. Evaluation reports	14-10-2020	
D4.4.1 Evaluation report n.1	Oct. 2018	November 2018
D4.4.2 Evaluation report n.2	Oct.2019	
D4.4.3 Evaluation report n.3	Oct. 2020	
D4.5.1 External evaluations and costs verification	01-08-2019	
D4.5.2 External evaluations and costs verification	01-10-2020	
D4.6 Evaluation of curriculum and teaching tools	01-05-2020	

ANNEXES

Annex I: internal evaluation questionnaire PARTNERS MEETINGS

This questionnaire will be distributed immediately after or during each transnational partners meeting to allow evaluation of the meetings in terms of organisation, content, usefulness.

MEETING n X- Venue and date

Partner's name:

Organisation:

Please mark with an X the following items about the meeting (number meetings)

1. ORGANISATIONAL ISSUES	Very useful	Useful	Not useful	Do not know
Booking & pre-event organisation				
Organisation on the day (Agenda)				
Venue facilities				

Comments regarding organisational issues: Is there anything you would propose to organise in a different way?

2. CONTENT OF THE EVENT	Very useful	Useful	Not useful	Do not know
Relevance of topics covered				
Usefulness of presentations				
Communication skills of presenters				
Presentation of innovative ideas				
Adapt to meeting contents				

Comments regarding contents: Are there specific issues you would like to deal in the next meeting?

3. WERE ALL YOUR QUESTIONS AND QUERIES ABOUT THE PROJECT SOLVED?

YES

NO

If the answer is no, please specify:

4. PLEASE RATE THE FOLLOWING TOPICS:

TOPIC	RATING
Feasibility of project planning	①-②-③-④-⑤ unsatisfactory - excellent
Handling of administrative and financial matters	①-②-③-④-⑤ unsatisfactory - excellent
Project governance (e.g. decision-making, consultation, problem-solving)	①-②-③-④-⑤ unsatisfactory - excellent
Accord and shared visions of partners regarding ACTIVITYs	①-②-③-④-⑤ unsatisfactory - excellent
Communication flows among partners	①-②-③-④-⑤ unsatisfactory - excellent
Added value of the project compared to similar initiatives which you know of/you participate in	①-②-③-④-⑤ unsatisfactory - excellent

5. Please explain what are, in your opinion, the strengths and the weaknesses of BUGI, in terms of internal processes (e.g. collaboration processes, contribution to project development, harmonisation of ideas, involvement of target group, relevance and expertise of involved partners, etc.):

STRENGTHS:

WEAKNESSES:

THANKS A LOT!

Annex II: internal evaluation questionnaire: PROGRESS OF THE PROJECT

This questionnaire will be distributed to partners about every 6 months, in order to allow self-reflection and evaluation. The questionnaires will be treated confidentially by UNIBO as WP4 leader and the results merged in the Evaluation report in an anonymous way.

Instruction for completing the questionnaire: the questionnaire wants to collect feedback from the whole team of the partner organisation working in the project and to give occasion to meet and discuss about the project implementation. Therefore, we suggest that all persons of the partner organisation working in the BUGI project meet and fill in the questionnaire all together. Suggested procedure: One person reads aloud the questions and the team members discuss on what answer to give to each ones, as to best represent the different opinion of the individuals. In case of non-homogeneous opinions team members share the different points of view until they agree on the score to be given. Relevant discrepancy in individual opinions within the team should be described in the free comment section of the questionnaire.

PARTNER ORGANISATION (1 questionnaire per partner organisation)

Date:

HOW MUCH DO YOU AGREE WITH THE FOLLOWING STATEMENTS?	I don't agree at all	I don't agree	I neither agree nor disagree	I agree	I fully agree
I (we) have a clear understanding of the overall project aims and objectives, as well as of the expected results					
The work plan is feasible					
The tasks are well distributed among partners					
I (we) know and understand the task and the role assigned to my organisation in the different WPs and I'm (we're) working accordingly					
Project governance (e.g. decision-making, consultation, problem-solving) is smooth and transparent					
The administrative and financial matters are handled efficiently by the coordinator					
I (we) have been given clear instructions and guidelines on financial and administrative management procedures and rules					
There is accord and shared visions among partners regarding activities and outputs					

The internal communication flow is fluent and regular and I (we) actively contribute to it					
I (we) regularly receive updates from WP leaders about deadlines and instruction on activities to carry out					
I (we) can rely on the support of the coordinator and WP leader in case of problems					
I (we) feel that my work is appreciated by partners and by the coordinators					
I'm (we're) satisfied with the quality of the outcomes and results achieved so far by the project					
I (we) think my (our) organisation is actively contributing to the progress of the project					

- Did you encounter any problem in the last period? Please describe with clear reference to the WP and the tasks concerned. Please also explain how did you solve them or how do you plan to solve them
- Is there anything you would like to change / improve / be different? Please explain with clear reference to the WP concerned.
- Other comments (please highlight here if there are discrepancy in the team about any answer above).

***Annex III: internal evaluation questionnaire: WP LEADERS AND COORDINATOR
SELF -EVALUATION***

This questionnaire will be distributed to WP leaders about every 6 months, in order to allow self-reflection and evaluation. The questionnaires will be treated confidentially by UNIBO as WP4 leader and the results merged in the Evaluation report in an anonymous way.

Suggestion for the completion of the questionnaire: the questionnaire is meant to be completed by the officially appointed WP leader, if necessary with support by the persons who cooperate to the WP development and implementation of the work.

Only one questionnaire should be filled in per each WP and the answers given should represent the opinion agreed by the team members.

WP:

LEADING PARTNER ORGANISATION:

Date:

	Don't agree at all	Don't agree	Neither agree nor disagree	Agree	Fully agree
I have a clear idea of what are the expected activities and results from this WP					
The work plan agreed for this WP is feasible					
The results and outcomes expected by this WP are feasible					
The tasks are well distributed among partners					
All partners actively contribute to this WP					
All partners have a clear idea of what are the expected activities and results of this WP					
All partners know what are their respective tasks and roles in this WP					
All partners regularly communicate with me and among each other's on this WP					
All partners usually consult me in case of problems and delay					
I gave (I'm going to give) partners with clear instructions and guidelines on activities, roles, tasks and expected results of this WP					

I regularly send to partners emails and communications about approaching deadlines and activities, as to help them in planning the work					
I regularly ask partners to inform me on the state of advancement of the activities they are carrying out within this WP					
I feel that my work is appreciated by partners and by the coordinator					
I'm satisfied with the quality of outcomes and the results achieved so far within this WP					

- Did you encounter any problem in the last period? Please describe with clear reference to the WP and the tasks concerned. Please also explain how did you solve them or how do you plan to solve them
- Is there anything you would like to change / improve / make different? Please explain with clear reference to the WP concerned.
- Other comments (please highlight here if there are discrepancy in the team about any answer above).

Annex IV: evaluation questionnaire: *QUALITY OF THE STUDY VISIT*

The present questionnaire aims at collecting the points of view of participants' attending the events/study visits organised by the project, on three key evaluation domains:

- how useful was the study visit/training for acquiring new skills
- how effective were the training materials and methods
- how was the event organised, also providing suggestions for improvement

The information will be treated confidentially. The key outcomes of this evaluation exercise will be used as prompts for discussion and reflection in the evaluation session to be held during project meetings, and will be summarised and included in the final evaluation report.

Participant's name : _____ Organisation: _____

Using the following five-point scale please rate the quality of selected key aspects.
1 = insufficient; 2 = hardly sufficient; 3 = reasonable; 4 = good; 5 = excellent;

1. USEFULNESS OF TRAINING FOR ACQUIRING NEW SKILLS				
Dimensions	A) Overall Rating	B) Problems Encountered	C) Positive Aspects	D) Additional Comments
Correspondence of study visit and training with my current / future job	①-②-③-④-⑤ insufficient - excellent			
Correspondence of study visit and training with my interests	①-②-③-④-⑤ insufficient - excellent			
Training has met my expectations	①-②-③-④-⑤ insufficient - excellent			

Please, use this space if you wish to add further remarks (free text):

2. EFFECTIVENESS OF TRAINING MATERIALS AND METHODS				
Dimensions	A) Overall Rating	B) Problems Encountered	C) Positive Aspects	D) Additional Comments
Quality of the training methodology	①-②-③-④-⑤ insufficient - excellent			
Quality of presenter/lecturer/trainer/facilitator(s) was/were knowledgeable.	①-②-③-④-⑤ insufficient - excellent			

Quality of the materials received	①-②-③-④-⑤ insufficient - excellent			
Adequacy of the duration of training/presentations	①-②-③-④-⑤ insufficient - excellent			

Please, use this space if you wish to add further remarks (free text):

3. ORGANISATION OF THE EVENT, SUGGESTIONS FOR IMPROVEMENT				
Dimensions	A) Overall Rating	B) Problems Encountered	C) Positive Aspects	D) Additional Comments
The locations were adequate for the purpose	①-②-③-④-⑤ insufficient - excellent			
Equipment / devices used were adequate for the purpose	①-②-③-④-⑤ insufficient - excellent			
What can we organise better next time?				

Please, use this space if you wish to add further remarks (free text):

Thank you for your feedback.

Annex V: external evaluation questionnaire: DISSEMINATION EVENTS

This represents an example of questionnaire to adapted to the project and translated in partners languages for collecting feedbacks from participants indissemiation events organised by the BUGI project. Each partner, organising a dissemination event in the frame of the project, should translate and print on paper the questionnaire to be distributed to participants. The results should be thencollected and summarised by project partners using an ad hoc created Excel file or online questionnaire to be provided by P6 UNIBO (IT).

TITLE OF THE EVENT

DATE & PLACE

HOW DO YOU RATE THE FOLLOWING ASPECTS OF THE EVENT

	Very Poor	Poor	Neither poor nor good	Good	Very good
Organisation					
Location / place					
Pace of delivery					
Content					
Methodology					

TO WHAT EXTENT DO YOU AGREE WITH THE FOLLONWING STATEMENTS

	Don't agree at all	Don't agree	Neither agree nor disagree	Agree	Fully agree
Attending this event worth my time					
The content of the presentations is relevant to me					
Presentations were interesting and easy to follow					
The speakers are experts in their fields					
Active involvement of participants has been encouraged					
I would like to learn more about Urban Agriculture					
I would like to learn more about innovative enterprises, business ideas and initiatives in Urban Agriculture					
I think that Urban Agriculture can make my town more liveable and improve quality of life of citizens					
I would like to be kept informed about the BUGI project activities and results					

- Would you like to receive BUGI updates and the quarterly newsletter? If yes, please give us your email address
- Do you have further feedbacks, comments, suggestions?

Annex VI: external evaluation questionnaire: PROJECT WEB SITE

This is an example of questionnaire for collecting feedbacks from web site visitors and users. The questionnaire, duly adapted to the project needs and web site characteristics, will be available on line in EN and in all project languages and accessible from the BUGI web site, as well as through link to be diffused via email.

Website	Don't agree at all	Don't agree	Neither agree nor disagree	Agree	Fully agree
The language used is easy to understand and clear*					
The website navigation is easy and smooth*					
The overall design is attractive*					
The information are useful and recently updated*					
The language used is easy to understand and clear*					
Thanks for your feedbacks					

Annex VII: external evaluation questionnaire: QUALITY OF DELIVERABLES WP 1

1. Quality of the methodological framework and instruments for WP 1 specified in the **survey guide (D.1.1)** used by WP1 ?

①- ②- ③- ④- ⑤ where 1 is and 5 is excellent

Comments:

2. Does the **report (D.1.2)** represent a clear and exhaustive description of relevant action plans and strategies related to UA?

①- ②- ③- ④- ⑤ where 1 is and 5 is excellent

Comments:

3. How do you evaluate the completeness and pertinence of the knowledge, skills, and competence required by employees and farmers identified in the **report of working group 1 “Farm models” (D.1.3)**

①- ②- ③- ④- ⑤ where 1 is and 5 is excellent

Comments:

4. How do you evaluate the completeness and pertinence of the knowledge, skills, and competence required by employees and farmers identified in the **report of working group 2 “Food supply chains”(D.1. 4)?**

①- ②- ③- ④- ⑤ where 1 is and 5 is excellent

Comments:

5. How do you evaluate the completeness and pertinence of the knowledge, skills, and competence required by employees and farmers identified in the **report of working group 3 “Consumer preferences” (D.1.5)?**

①- ②- ③- ④- ⑤ where 1 is and 5 is excellent

Comments:

6. How do you evaluate the quality and pertinence of the City-adjusted farm strategies and business models presented in **deliverable D.1.6)?**

①- ②- ③- ④- ⑤ where 1 is and 5 is excellent

Comments:

7. How do you evaluate the quality, accuracy, and completeness of the information regarding the state of the art of teachers’ knowledge regarding specific topics in UA in **deliverable D.1.7)?**

①- ②- ③- ④- ⑤ where 1 is and 5 is excellent

Comments:

Annex VIII: external evaluation questionnaire: QUALITY OF DELIVERABLES WP 2

- Is the common curricula draft (**D.2.1**) well-structured and does it reflect the objectives and priorities of each partner countries' needs?

①-②-③-④-⑤ where 1 is strongly disagree, 2 disagree, 3 is neither agree or disagree, 4 is agree and 5 is strongly agree

Comments:

- Does the **Learning projects design guide for teachers (D.2.2)** deliver a reliable framework for introducing Problem Based Learning and Experiential Learning in the context of specific learning projects?

①-②-③-④-⑤ where 1 is strongly disagree, 2 disagree, 3 is neither agree or disagree, 4 is agree and 5 is strongly agree

Comments:

- How do you evaluate the quality and usability of the **evaluation framework guide for students' skills and competence evaluations. (D.2.3)**

①-②-③-④-⑤ where 1 is poor, 2 is fair, 3 is good, 4 is very good and 5 is excellent

Comments:

- How do you evaluate the quality and reliability (=consistency, completeness and accuracy) of the **New curriculums and LLL programs (D.2.4)**? Do they enable interdisciplinary competence based learning using PBL and EL? How is the mix of distance and blended learning?

①-②-③-④-⑤ where 1 is poor, 2 is fair, 3 is good, 4 is very good and 5 is excellent

Comments:

- How do you evaluate the completeness and usability of the "**Module Placement Guide (D.2.5)** to assess student's current readiness to access the advanced mode and guarantee a transparent registration procedure/administrative work?

①-②-③-④-⑤ where 1 is poor, 2 is fair, 3 is good, 4 is very good and 5 is excellent

Comments:

- Does the **Diploma supplement (D.2.6)** provide a standardized description of the nature, level, context, content and status of the studies and an accurate description of acquired competencies according to the EUROPASS cluster?

①-②-③-④-⑤ where 1 is strongly disagree, 2 disagree, 3 is neither agree or disagree, 4 is agree and 5 is strongly agree

Comments:

- Does the **inter-institutional agreement (D2.6)** prepared by university partners work on common ECTS credits design and transfer system that allows credit mobility?

①-②-③-④-⑤ where 1 is strongly disagree, 2 disagree, 3 is neither agree or disagree, 4 is agree and 5 is strongly agree

Comments:

***Annex IX: evaluation questionnaire: STAFF AND STUDENT SATISFACTION
CURRICULUM IMPLEMENTATION***

The present questionnaire aims at collecting the points of view of students and teachers who participated to the pilot of the BUGI curriculum.

The key evaluation domains are:

1. Curriculum description and entrance requirements
2. Curriculum Content
3. Resources
4. Evaluation methods
5. Other

Your feedback will be treated confidentially. The key outcomes of this evaluation exercise will be used for improving the curriculum.

Your in-depth feedback is critical to the continued success of BUGI.

Participant's name: _____ Organisation: _____

Using the following five-point scale please rate the quality of selected key aspects.

1 = insufficient; 2 = hardly sufficient; 3 = reasonable; 4 = good; 5 = excellent;

1. Curriculum Description and Entrance Requirements		
Dimensions	A) Overall Rating	B) Comments
Clarity and completeness of the programme/curriculum description	①-②-③-④-⑤ insufficient - excellent	
Clarity and completeness of the program entrance/admission requirements in terms of basic knowledge, skills and/or abilities required to be successful in the program	①-②-③-④-⑤ insufficient - excellent	
Are there any entrance/admission requirements which you would recommend as necessary?	B) Comments	

Please, use this space if you wish to add further remarks (free text):

2. Curriculum Content and Structure				
Dimensions	A) Overall Rating	B) Problems Encountered	C) Positive Aspects	D) Additional Comments
Accuracy and completeness of the learning objectives and pertinence of the related competences	①-②-③-④-⑤ insufficient - excellent			
Adequacy of the timeline and duration of the program	①-②-③-④-⑤ insufficient - excellent			
Relevance of learning outcomes (learning activities are consistent with UA practices?)	①-②-③-④-⑤ insufficient - excellent			
Quality of the training methodology	①-②-③-④-⑤ insufficient - excellent			
Balance between theory and practice	①-②-③-④-⑤ insufficient - excellent			
Compliance with policy requirements in curriculum development	①-②-③-④-⑤ insufficient - excellent			
Compliance with the legal requirements of the course in subject (if existing)	①-②-③-④-⑤ insufficient - excellent			

Please, use this space if you wish to add further remarks (free text):

3. Resources				
Dimensions	A) Overall Rating	B) Problems Encountered	C) Positive Aspects	D) Additional Comments
Adequacy of learning resources (e.g. print media, audio - visual materials etc..) provided for program delivery and active student engagement	①-②-③-④-⑤ insufficient - excellent			

4. Evaluation methods				
Dimensions	A) Overall Rating	B) Problems Encountered	C) Positive Aspects	D) Additional Comments
Adequacy of methods of evaluation and monitoring	①-②-③-④-⑤ insufficient - excellent			
Requirements for successful completion	①-②-③-④-⑤ insufficient - excellent			

5. Other				
Dimensions	A) Overall Rating	B) Problems Encountered	C) Positive Aspects	D) Additional Comments
How did your experience of undertaking the BUGI course align with your expectations?	①-②-③-④-⑤ not at all – a little bit – quite a bit – a lot			
What impact has this course had on your UA knowledge, skills or practice?	①-②-③-④-⑤ no chance – not much – a little bit – a lot			