

ERASMUS+ project “Transformative Digital Pedagogies for Higher Education”
contract Nr. 2022-1-LV01-KA220-HED-000085277
TDP4HEQuality AssuranceManagement Plan

Prepared by María Victoria Soulé and Elis Kakoulli Constantinou, Cyprus University of Technology

Contents

1. Introduction	1
2. Steering Committee	2
3. Leading organisation of WPs and Activities	3
4. Quality Management	5
4.1. Criteria for Quality Assessment	5
4.2. Project Timeline and Milestones.....	7
4.3. Mitigation of Risks.....	8
5. Communication.....	9
8.1. Internal communication.....	9
8.2. External communication	10

1. Introduction

The TDP4HE Quality Assurance and Risk Management Plan is based on a clear definition of tasks, partners duties and activities’ deadline, with constant monitoring and assessment of activities, to fine-tune and negotiate if required. Each partner's role is based on their experience. Furthermore, the Quality Assurance and Risk Management Plan contemplates that each partner is fully informed, not only of their own responsibilities but also of other consortium members. The TDP4HE project's outline and roles were agreed at the two initial phases of the project, this is, during the planning and preparation phases.

In the following sections, the formation of the steering committee, partners’ role, WPs and activities’ leaders, quality management, and communication strategy is presented. These actions are designed in order to achieve the project objectives and to monitor and evaluate the project progress.

2. Steering Committee

The Steering Committee, under the leadership of the main Project Manager (MP), makes sure that the project is progressing according to the project plan and schedule of work. It provides support, guidance and oversight of progress. It is composed as follows:

1. **Project Manager (PM):** Velta Lubkina (RTU) deals with the high-level management of the project, including the administrative and financial management of the project.
2. **Scientific Manager (SM):** Velta Lubkina is responsible for the thematic part of the TDP4HE theoretical and empirical framework (WP2) as well as for overseeing the scientific progress of the project.
3. **Quality and Risk Manager (QM):** The project progress and the quality of the achievements is monitored by María Victoria Soulé (CUT), using a list of defined milestones and the project timeline (see section 4.2.). QM is in constant contact with the PM and inform the PM on the risk of or actual delays in reaching the milestones.
4. **Technology Manager (TM):** Juan Ángel Pastor Franco (UPCT) overviews the technical quality of the project.
6. **Sustainability Manager (SM):** _____ takes appropriate actions and coordinates with the TM (Juan Ángel Pastor) the applicability of the TDP4HE Open Community of Practice (WP4) to ensure the sustainability of the project's results after the end of the project.
7. **Training Programme Manager (TPM):** Elis Kakoulli Constantinou (CUT) is responsible for the training method for the TDP4HE training programme (WP3) and its implementation.
8. **Dissemination and Social Media Manager (DSM):** _____ is responsible for the project's promotion and dissemination via the project website (WP5), the project community platform (WP5), and presence on social media, mailing lists, and external communication.
9. **Ethics Manager (EM):** Patrick Flynn (TUDublin) is responsible for the ethical treatment of users and material, social responsibility, equal opportunities, equity, inclusion, personal data protection, identity, privacy, confidentiality and security.

Each manager monitors the activities he/she is responsible for on a monthly basis. Furthermore, they are in constant contact with the WPs leaders who are responsible for the organisation and coordination of the work done for each WP.

3. Leading organisation of WPs and Activities

In this section the leader of each WP as well as the activities' leaders are presented. The WPs leaders plan and organise the tasks that need to be implemented in order to successfully complete the WPs' objectives, and they are responsible for the coordination, with the other participating organisations (see Tables 1, 2, 3 and 4 below), of online meetings as well as for monitoring the progress of the WPs' activities on a monthly basis upon initiation of each WP.

Table 1: Leadership and participation in WP2

		Leading organisation	Participating organisations
WP2	Theoretical and empirical framework of transformative digital pedagogical competences	RTU	
A2.1	Overview of assessment frameworks	RTU	CUT, TUDublin
A2.2	Creating data collection instruments for the co-creation of the self-assessment framework and its evaluation.	RTU	CUT
A2.3	Creating a focus group for the co-construction of the new self-assessment framework on transformative digital pedagogies	RTU	CUT, TUDublin
A2.4	Developing the TDP4HE self-assessment framework	RTU	CUT, TUDublin
A2.5	Producing the TDP4HE self-assessment theoretical framework e-tool	UTT	
A2.6	Testing the TDP4HE self-assessment framework e-tool with a pilot group.	UTT	
A2.7	Presenting TDP4HE self-assessment framework: Hybrid event (E1) (Riga)	RTU	
A2.8	Analysing and reporting participants' feedback and recommendations to the TDP4HE self-assessment framework	RTU	
A2.9	Presenting TDP4HE self-assessment framework: Hybrid event (E2) (Dublin)	TUDublin	RTU

Table 2: Leadership and participation in WP3

		Leading organisation	Participating organisations
--	--	----------------------	-----------------------------

WP3	Training Programme on Transformative Digital Pedagogies	CUT	
A3.1	Defining the content and methodology of the programme	CUT	RTU, UTT, TUDublin
A3.2	Creating instruments to evaluate the training programme	CUT	TUDublin
A3.3	Testing the implementation of the programme with a pilot group (T1)	CUT	RTU, UTT, TUDublin, UPCT
A3.4	Analysing and reporting participants' feedback and recommendations to the training programme (T1)	CUT	RTU, TUDublin
A3.5	Improvement of the training programme according to the feedback from the pilot group	CUT	RTU, UTT, TUDublin
A3.6	Open implementation of the training for all the EU academic community (T2)	CUT	RTU, UTT, TUDublin, UPCT
A3.7	Analysing and reporting participants' feedback and recommendations to the training programme (T2)	CUT	RTU, TUDublin
A3.8	Improvement of the training programme and production of a trainer's guide	CUT	RTU, UTT, TUDublin

Table 3: Leadership and participation in WP4

		Leading organisation	Participating organisations
WP4	e-Toolkit with OER and OEP for transformative digital pedagogies	TUDublin	
A4.1	Structuring the e-Toolkit and developing guidelines to produce OER and OEP.	TUDublin	
A4.2	Producing OER and OEP	TUDublin	RTU, CUT
A4.3	Developing a virtual space of OER and OEP users.	UTT	
A4.4	Testing the Virtual space of OER and OEP with a pilot group.	UTT	
A4.5	Presenting the Virtual space of OER and OEP: Hybrid event (E2). (Dublin)	TUDublin	
A4.6	Analysing and reporting participants' feedback and recommendations to the OER/OEP virtual space	TUDublin	
A4.7	Presenting the Virtual space of OER and OEP: Hybrid event (E3). (Cyprus)	CUT	

Table 4: Leadership and participation in WP5

		Leading organisation	Participating organisations
WP5	Technical infrastructure for publishing the project results and management of the TDP4HE Open Community of Practice	UTT/UPCT	
A5.1	Developing the project's website	UTT	UPCT
A5.2	Setting up the virtual platform for the training programme	UPCT	CUT
A5.3	User support workshops for the training programme facilitators	UPCT	
A5.4	Setting up software management tools to support TDP4HE open community of practice platform	UTT	UPCT
A5.5	Maintaining and updating the technical infrastructure	UTT	UPCT

4. Quality Management

Quality Management within the context of the TDP4HE project is an important internal process aiming to ensure the quality of the project activities/deliverables. Towards this purpose, Key Performance Indicators (KPI) are defined with the aim of monitoring the project progress and validate the project activities/deliverables versus these indicators.

4.1. Criteria for Quality Assessment

The quality assurance activities will be based on qualitative data (a qualitative method for assessing the quality of results will be the focus groups which will be organised for the co-construction of the new self-assessment framework on transformative digital pedagogies (WP2) as well as during and after the two series of the Training Programme (WP3); and on quantitative data (i.e., answers to questionnaires, Act.3.2 and Act 3.3).

Data will be gathered from all project partners, as well as from direct and indirect beneficiaries. At least the following general criteria will be considered in the project output quality review:

- **Adherence to the deadlines** for task implementation adopted in the proposal.
- **The quality of the text** including readability, consistency, text formatting, compliance with the agreed editing standards for deliverables and other documents.
- **Consistency with the specification of the deliverables** as substantiated in the project proposal. Any deviations and gaps between the scope of the deliverable described in the original proposal and the submitted outcome should be duly justified and accepted by the Steering Committee

(see section 2). The planned changes have to be introduced ex ante (at the deliverable planning stage) first to the WP leader and the Project Manager, who will present the changes to the Steering Committee. The deliverable should meet pre-defined requirement concerning:

- **Tangible outcomes** (e.g., Training material, Hybrid Events, Trainer's guide, OERs)
- **Engagement of target groups** (e.g., Academic Teaching staff)
- **Dissemination activities and target groups** linked to the project outcomes and necessary to reach the project objectives.
- **Application of appropriate KPIs** to measure project impact and effectiveness of the implementation. An extended list of indicative KPIs related to the objectives of TDP4HE is included in Table 5. KPIs will be used by evaluators in order to verify quality and completeness of each WP Activity/Result.
- **Sustainability of the project results** including long-term maintenance of the new resources and materials.

Table 5: TDP4HE objectives, KPIs and WPs

Project's objectives	Key Performance Indicators (KPI)	KPI Description	WP
General objectives: For the process-related quality control measures	KPI1	Measures compliance with the proposed and approved timeline and budget. Max delay on achieving milestones is 1 month (see section 4.2); budget is spent as planned in each of the reporting periods	All
Obj. 1: To create a scientific basis for the identification and assessment of the general pedagogical competences of the academic teaching staff, and of their specific transformative digital pedagogical competences at each stage of their career).	KPI2	The number of academic staff who self-assess their competence in transformative digital pedagogies using the TDP4HE framework is 50 from E1/E2, 50 is an estimated number of stakeholders who reached the e-Tool via other channels: project's website, Community platform, etc.).	WP2
	KPI3	User satisfaction with the TDP4HE framework e-tool is high, above 70%	WP2

Obj. 2: To guide academic teaching staff in the selection and implementation of transformative digital pedagogies according to their areas of expertise	KPI4	The number of participants (teaching academic staff) in the two series of the Training Programme on Transformative Digital Pedagogies is 80.	WP3
	KPI5	Participant satisfaction with the Training Programme on Transformative Digital Pedagogies is high, above 70% (Obj. 2).	WP3
	KPI6	Feedback received at the Training Programme (WP3) is positive, above 60% are willing to implement transformative digital pedagogies in their teaching practices.	WP3
Obj. 3: To advise academic teaching staff on the critical use of transformative digital pedagogies, and in the design of their own innovative teaching practices with the use of technology).	KPI7	The number of newly developed TDP4HE OER and OEP produced by the consortium is 10.	WP4
	KPI8	User satisfaction with the TDP4HE e-Toolkit is high, 65 to 70% are willing to use or adapt the OER and OEP	WP4
Obj. 4: To exchange and spread good and innovative teaching practices in HE across Europe	KPI9	High level of engagement and interactivity of academic community with the Virtual space for OER and OEP	WP4
	KPI10	The number of active contributors at the TDP4HE Community of Practice platform is 40.	WP5
	KPI11	Feedback received in terms of the functionality of the TDP4HE Community of Practice platform is positive.	WP5

4.2. Project Timeline and Milestones

In order to ensure the quality of the project activities and deliverables, the project needs to run smoothly within budget and scheduled timeline. The Steering Committee will oversee the project progress according to the milestones (MS) and project's months (M) proposed in Table 6:

Table 6: TDP4HE milestones and proposed months for completion

Milestone	Description	Month	WPs
MS1	The coordination and communication plan are prepared	M1	WP1
MS2	Instruments for the co-creation of the self-assessment framework and its evaluation in the two events are ready	M5	WP2
MS3	The methodology to disseminate the first event E1 is planned the same methodology will be applied for the other two hybrid events of the project (E2 and E3).	M15	WP2
MS4	The consortium has the pertinent theory, methods, and tools, prepared for the implementation of the training programme	M19	WP2, WP3, WP5
MS5	The Virtual space for OER and OEP users is ready	M21	WP4
MS6	Evaluation results from the participants and lessons learnt summary from the partners collected during the first round of the training programme (T1) are available to start working on the improvement of the programme	M24	WP3
MS7	Feedback from users of Virtual space for OER and OEP, as well as for the Community of Practice platform, was collected and available to improve both project's results (M25).	M25	WP4, WP5
MS8	Training methodologies, training materials, and organisation of live sessions are updated based on the feedback from T1 (M30)	M30	WP3
MS9	Virtual space for OER and OEP, and Open Community of Practice platform are updated based on users' feedback from E3.	M34	WP4, WP5

4.3. Mitigation of Risks

The design of the project contemplates 2 types of risks:

1. **Internal risks** arise from factors potentially under project control, such as poor performance by partners, poor design, or poor project management.
2. **External risks** arise from factors in the wider policy and institutional environment, such as poor community engagement.

Table 7 displays the factors that may affect the achievement of the project's objectives, and prevention and mitigation actions to be implemented:

Table 7: Project's risks and mitigation actions

Risks	Mitigation actions
-------	--------------------

Internal Risks	
Delays in Task completion	Identification of potential risks for the upcoming period is the responsibility of each WP leader with the support of the PM. The potential risks will be constantly monitored through monthly meetings
Management	A significant factor that will minimise any possible conflicts is previous collaboration between all partners within ELARA/EUt+. In addition, the early identification through the monthly consortium meetings will lead to the clarification of alternatives and strategies to overcome any risk.
Technical level	Technical risks will be managed by adjusting the available resources provided by the two leading organisations for the technical infrastructure (UTT and UPCT)
Financial	An Administrative and Financial Advisor from the RTU International Project Office will assist the project coordinator in the administrative and financial management of the project ensuring that the financials comply with the Erasmus+ programme requirements.
External Risks	
Low number of users of the framework e-tool	To avoid low number of users of the framework e-tool an easy-use tool design will be adopted. The tool will be promoted at the project's events, in the training programme and on social media.
Low number of participants enrolled for the academic staff training programme	The consortium will promote the training programme to the right target audiences. The seminars and workshops will take place online with the contribution of all partners and if at one organisation the enrolment is low, it can be compensated by the other organisations.
Low number of users of the Community of Practice	A simple platform with key functions easily integrated in the current practices will be used. The platform will be promoted at the events, on social media, highlighting the key benefits.

5. Communication

The TDP4HE project will use a coordination and communication plan with the aim of gathering all the critical information of the project and to adjust the work plan with a detailed strategy on how to proceed with the project implementation. The coordination and communication plan contemplates internal communication (section 8.1) and external communication (section 8.2).

8.1. Internal communication

Internal communication takes place among partners through different channels: (1) e-mail, (2) video conferencing tools, and (3) project repository:

- (1) E-mail:** All partners provide to the Project Manager their institutional email address as well as Gmail address that will serve for the successful use of the project repository. The PM will be

responsible for the management of communication within the partnership. Most of the day-to-day information (both administrative and technical) will be transferred electronically by e-mail and by the mailing lists to the project partnership.

(2) Video conferencing tools: ZOOM will be used for monthly general consortium meetings organised by the Project Manager, and for ad-hoc teleconference WPs meetings, organised by the leader of each WP, including subtasks and activities for each WP. Other videoconferencing tools (i.e. EUT+ platform Whaller or Skype) will be used in case of impossibility of using ZOOM.

(3) Project repository: A cloud project repository will be utilized. The repository will be implemented with Google Drive, and it will include shared folders and files (e.g., Google Drive, Google Docs, and Google sheets). The repository will facilitate the upload and circulation of administrative documents (including meeting minutes) as well as most of the content created within each WP. The project repository is created and maintained by RTU.

8.2. External communication

External communication takes place between the Project Manager (RTU) and their Erasmus+ National Agency. E-mail, telephone conversations and face-to-face discussions are used for this purpose.

Only the author's views are reflected, and the Commission is not responsible for any possible use of the information contained therein.