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Associazione  
per lo sviluppo organizzativo  
e delle risorse umane

## Output 1

# Quality Assurance Strategy and Instruments

## Draft 1

**Effebe Association**

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## 1. Introduction

The Evaluation of the Project processes, activities and outcomes should be realized by the systematic application of empirical methods which aim is to assess and improve the project outputs results.

The Evaluation and Quality Assurance should be seen as an important and productive process:

- To support the project development and provide constant feedback on the extent the objectives are accomplished;
- To allow the project results to be improved by comparing the set objectives and the established processes;
- To support the decision making by evaluating the results accordingly;
- To follow the involvement of all the project partners and different stakeholders;
- To reveal possible problems and obstacles to reach the sustainable project progress.

The ambition of this Output is to offer suggestions for choosing evaluation approaches and tools appropriate to the project.

This document presents the main directions for evaluation of the Project processes, activities and outcomes, describes the types of evaluation that will be fulfilled and figures out the main stages the evaluation process will pass through.

This document contains templates for the main evaluation tools that need be agreed and approved by the partners.

Output 1  
O1 – A1  
O1 – A2

Lead Partner: Effebi Association

## 2. Project summary

Blindness and deafness need specific design, compliance to standards and technological capabilities to be overcome. Rehabilitation systems are still fragile in terms of functional dependency prevention, qualification promotion and employment integration. Education is a must in fighting possible poverty traps and in changing the situation of people with disabilities. When the question of access is overcome (which is not easy), there's a need to fight withdrawal. Main causes of education withdrawal are lack of specialized support, low economic resources and lack of teacher skills directed to learning needs of these individuals. Especially in higher education, students are protected against discrimination but there is no process aimed at achieving success.

The project brings some important innovations translated into the main outputs foreseen:

1. A concrete Handbook showing the methods and procedures to be used for developing and delivering ICT based learning offers valid also for these target group (not specially done for them, but designed in such a way that correspond also to their specific needs).
2. The ISOLearn Quality Label will establish quality standards and assessment procedures and instruments to be used for evaluating whether HEI education and training programmes correspond to the ISOLearn standards regarding the accessibility of these groups to their learning offer.
3. The test of both the Handbook and the Quality Label on a specific qualification which will become a benchmark for the HEI ICT based learning programmes and must show how the concrete experience will demonstrate the benefits for all the stakeholders (e.g. HEI and disadvantaged groups) of promoting social learning approach in HEI.

The main expected impacts for this project are the following:

- To facilitate, at a national level, the adequate development of HE courses in order to better serve visual and hearing-impaired persons;
- To promote the exchange of good practices among different HEI of each country, for the development of HE courses;

- To increase awareness of ICT companies, HEI, and Associations dedicated to visual and hearing-impaired persons for the overall issues of the project.
- To promote the exchange of good practices and the level of quality, among different European countries on the pedagogical methodologies to use on HE courses offered to visual and hearing-impaired persons;
- To promote virtual and/or physical mobility of visual and hearing-impaired persons within the European higher education system;
- To improve the coordination and guidance of European and National policies in terms of improved access to HE from the target population for this project.

### **3. ISOLearn Consortium**

The project brings together 8 partners from 4 European countries, Italy, Portugal, Slovenia and Sweden, with long experience on previous European projects aiming at enhancing education, lifelong learning and social inclusion policies and practices in the HE systems.

The partnership was formed to include complementary skills, expertise & competences that will be able to face the project's organisational, professional and desired impact challenges. The main themes where Partners are experienced are: education, working with disadvantaged groups, definition of qualifications, validation of prior learning, validation of non-formal and informal learning, certification, and quality assurance.

All the Partners will be involved in the Project activities according to the Output planned responsibilities and activities and are expected to participate actively in the Project evaluation process, meetings and communication activities.

The 8 ISOLearn Project Partners are the following ones:

Partners	Name	Country
P1	Universidade Aberta	Portugal
P2	Finance & Banking - Associazione per lo sviluppo organizzativo	Italy
P3	ACAPO	Portugal
P4	Associação Portuguesa De Surdos	Portugal
P5	Universita Telematica Internazionale-Uninettuno	Italy
P6	Folkuniversitetet, Stiftelsen kursverksamheten vid Uppsala Universitet	Sweden
P7	Univerza V Ljubljani	Slovenia
P8	Fundacao Calouste Gulbenkian	Portugal

#### **4. Types of evaluation**

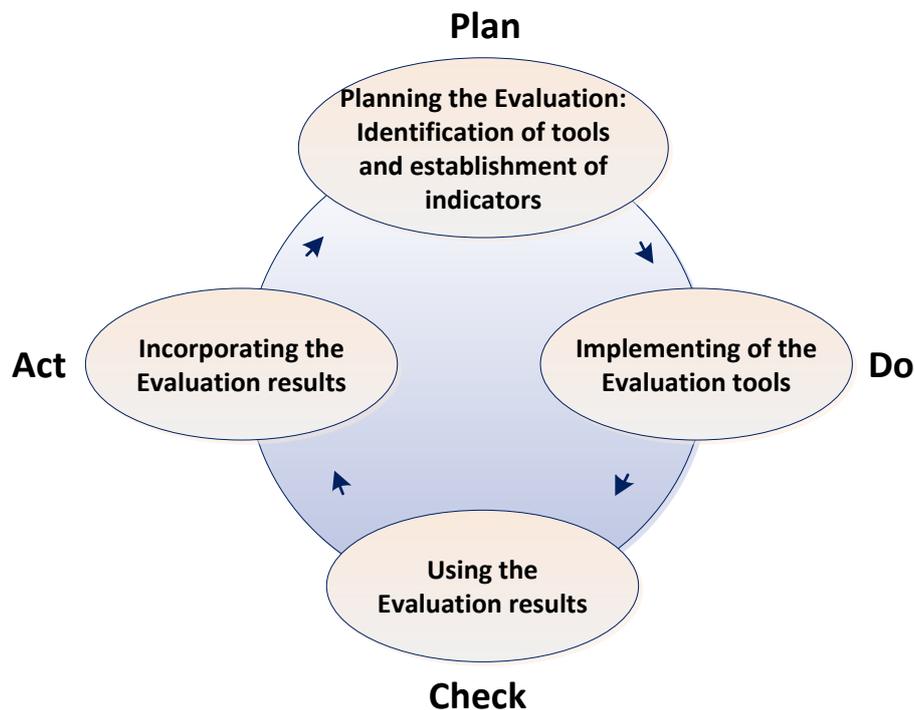
Along the Project lifecycle, to be able to cope with the different aspects that evaluation requires, namely to capture both qualitative and quantitative data, the evaluation will be both Formative and Summative.

*Formative evaluation* is the fundamental tool for improving the good practices and the performance of the project. It should be implemented during the whole life of the project and has the purpose of gaining feedback to ensure that the project is progressing as planned. Formative evaluation is a developmental process which monitors the activities and outcomes produced by the project team and keeps a dialogue with the main participating stakeholders.

*Summative evaluation* takes place at the end of the project and summarizes the main project achievements compared to the main project objectives.

## 5. The Lifecycle of the Evaluation process

The Evaluation process passes through several stages, each of them to be adjusted to the project. The main stages in the Evaluation Process of an International Project that has settled already the main project results, the project partners' roles and the time period for each project output and activity should contain the main phases presented in Figure 1.



**Figure 1.** Main stages for the Project Evaluation

### 5.1. Planning the Evaluation (Plan)

The Evaluation is usually built according to the project objectives and upon agreement of all the project partners. The planning stage for evaluation should give a clear picture of how the measurement of success will look like. A systematic

evaluation plan usually focuses on the main project elements, include the quality indicators for each element and suggest appropriate evaluation tools.

The evaluation plan for this project will use one level concerning the feedback collected: internal level.

The **internal evaluation** is mainly formative, being applied on an on-going basis amongst the partners during the course of the project. The main techniques used are: peer reviews, questionnaires and discussions. The main aspects that are subject to the evaluation are the level of correspondence between project's objectives, the project's results, the project's approach and the project's impact to the target stakeholders. A summative evaluation will be made at the end of the project.

### Key planning directions to the evaluation process

1. It is necessary to assure that all members of the partnership have the same understanding of what is most important in the project. Is the evaluation approaching these issues?
2. It is important to define priorities for evaluation, as it is impossible to evaluate everything.

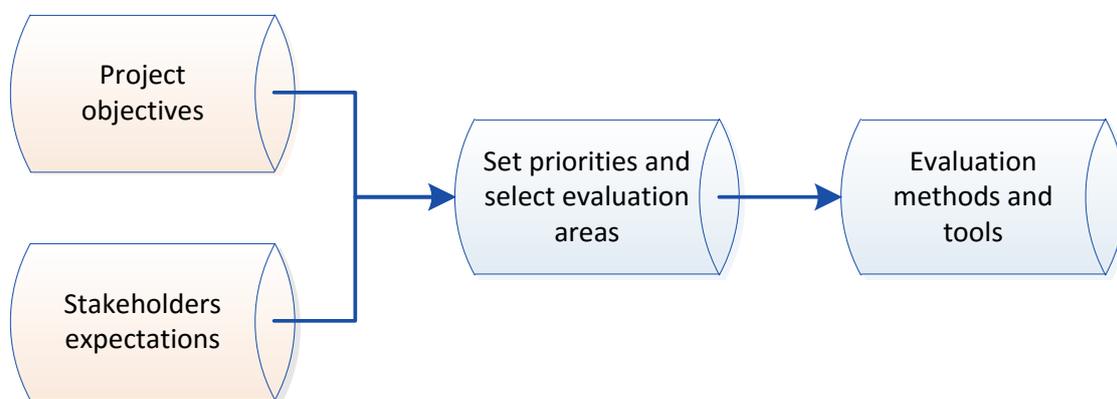


Figure 2: Direction of the Evaluation Process

Figure 2 illustrates the process of identifying the project components that the evaluation should focus, as a priority in order to satisfy the project expected results and impact.

The main categories are:

- The project plans especially the plans for dissemination, exploitation and sustainability;
- The processes of the project (activities, meetings, communications);

- The outputs and products (outputs: Needs & Gaps Analysis, ISOLearn Handbook, ISOLearn Quality Label, Report on piloting activities, final publication);
- Project work processes;
- Impact of the project on institutions or organizations (exporting and receiving Countries or others);
- Impact on regional, national systems and at European level.

All the components for evaluation should be SMART: Specific, Measurable, Achievable, Realistic and Time-related.

3. What are the appropriate indicators? Indicators give clear descriptions of outputs and products that the project team should fulfill in order to obtain the wanted success. The Evaluation planning requires all the indicators to be identified, clearly described and agreed by all the partners. Measuring the degree of the indicators is part of the evaluation implementation phase.
4. Who will be the evaluator? Within the Project Consortium there is a partner whose main role is to be responsible for the Evaluation Process — Effebe Association. This partner will be supported by all the other partners in selecting the main critical project outcomes and products to be evaluated, in identifying and agreeing on the indicators and their description, in participation in peer review, in preparing questionnaire and collecting feedback from stakeholders involved.

## **Identification of Tools**

The organization and implementation of the Evaluation process could involve several instruments and apply them according to the specific component objectives and indicators characteristics.

- *Questionnaire*  
The questionnaire is a commonly used instrument. Questionnaires may follow conferences, seminars, meetings, virtual meetings, workshops or other project products and processes.
- *Interview*  
Interviews may be face-to-face, by telephone or virtual. Interviews may generate a considerable amount of material and require detailed analysis.
- *Peer Reviewing*  
It is used to review the main outcomes of the Project; consists in reviewing the documents produced and provide feedback to improve them.

- *Steering Committee (SC) meetings*

These meetings may be used to monitor the progress of the project but also to examine the findings from the formative evaluation work. The SC meetings may be scheduled according to the timeframe of important project milestones — reporting and outputs deadlines. They can be organized in face-to-face or virtually.

Their goals could be:

- Focus on specific aspects of the project;
- Analysing and interpreting collected information, outcomes;
- Reflect on critical tasks or milestones in the project lifecycle;
- Analysing the project achievements and reflect on reached outcomes.

## 5.2. Implementation of the Evaluation Tools (Do)

The aim of this phase is to help the project team to choose appropriate evaluation instruments which can be used to collect evidences for the project progress from the project partners and outcomes.

The Table 1 could be used as a direction for connecting project objectives (for Outputs), project outcomes and products, evaluation indicators and evaluation tools.

*Table 1: Selecting the evaluation tools*

Performance Indicators	Evaluation Main Components	Evaluation Methods/ /Tools

### Different kinds of data

Evaluation tools implementation will generate different types of data. Therefore, before evaluation starts it is important to predict the nature of that data and how useful it will be, according to the work of the project. If there is both qualitative and quantitative data, a subsequent decision making can be seen to be based on a mix of information.

**Qualitative** data tends to be descriptive text and includes interviews, the minutes of meetings or focus groups, case studies and observations, as the **Quantitative** data is measurable and includes the numbers of attendees in an event and other numerical data the project could generate.

### **Conceiving a questionnaire**

The questionnaires or surveys could incorporate many questions that will create a large amount. It is advisable to use a selection of a few questions with clear wording to focus on the main objectives that the project would like to reach through the respected event or product.

### **5.3. Using the Evaluation Results (Check)**

With the feedback collected in the Evaluation process it would be possible to review the project results and help the management to take the appropriate corresponding actions. The Evaluation results should support the decisions on issues of the project quality and potentially reorganizing some of the project activities in order to ensure the project objectives to be fulfilled.

#### **Qualitative evidence**

Most questionnaires or surveys should include a small number of comments that focus on evidence showing real change, progress and development.

#### **Quantitative evidence**

Quantitative evidence should be compared to the stated quantified project objectives.

### **5.4. Incorporating the Evaluation Results (Act)**

It is now generally accepted that to be effective, evaluation activities should run over the whole funding period of a European project.

The Project team is approaching its efforts to reach the project results — products, outcomes, experiences and European networking and to disseminate them. There is

also an obligation that the project team strives to achieve high quality results and that this should involve an ongoing process of evaluation.

The interim and final Evaluation reports will contain a section on the effectiveness of the evaluation process, if important modifications have been made to the work plan or to the specific activities of the project.

## 6. Summary

In a summarized way, the **aim** of the Project Quality Assurance Strategy is mainly devoted to:

- Support the project development by measuring the level of achievement of the settled objectives;
- Identify the main achievements and monitor their expected impact;
- Accordingly identify the main areas for improvement;
- Support the decision making process.

Also, it is a fact that the Project evaluation process is composed by **several stages**, related to the main objectives, products and outcomes of the project, such as:

- Discussing, prioritizing and defining the project objectives and their respected evaluation indicators;
- Selection of evaluation instruments and collection of data following the objectives of the project and the results that are subject of evaluation;
- Analysis and interpretation of the data that proves the main achievements and progress, and discussing with the Project Partners.

## APPENDIXES

### 7.1 - Appendix 1

#### Evaluation Components and Quality Indicators

Performance Indicators	Evaluation Main Components	Methodology/ /Tools
5000 visits on the project website during the 24 months of project implementation  &  300 downloads of the key project results	Key Project Outputs are produced in line with the project proposal and are available for stakeholders  Website is disseminated to a large set of adequate target groups	Statistics analysis of the website traffic
60 relevant stakeholders involved in the needs and gaps analysis	Customized survey methodology and instruments are produced  Relevant and significant sample of stakeholders are involved in the survey phase	Questionnaires templates Structured interviews National and European Reports
The ISOLearn Handbook in line with the needs and challenges that total and partial visual and hearing impaired individuals are facing in accessing HEI education programmes.	The contents of the Handbook reflect the feedback received from the stakeholders  The Handbook is comprehensive and flexible enough to facilitate its implementation	Evaluation Questionnaires  Peer review
The ISOLearn Quality Label for assessing the compliance of the HEI education programmes with the ISOLearn requirements.	The Quality Label represents a common vision on the quality standards HEIs are expected to implement for facilitating accessibility of hearing and visually impaired individuals  The label is designed taking into consideration also the feedback provided by stakeholders	Evaluation Questionnaires  Peer review
30 hearing and visual impaired individuals directly involved in the piloting	Piloting activities are being implemented according to the project proposal	National and European Piloting Reports

activities implemented in the 3 Partner countries (PT, IT, SE)	The individuals involved will be supported by specific Organizations and/or Project Partners	
50% of the individuals involved in the piloting activities declare that the project results are relevant for their professional development and employability	Relevance of the project outcomes for the visually and hearing impaired individuals	National and European Reports  Evaluation Questionnaires
10 HEI declare their interest to apply the ISOLearn Handbook recommendations in their education programmes	Constant feedback from stakeholders through specific monitoring and reporting procedures and templates	Evaluation Questionnaires  Interviews
The ISOLearn Final Publication will be made available also on the project website to all stakeholders in the Partner countries and Europe wide interested in the project results.	Final Publication is disseminated effectively to adequate target groups	Questionnaires  Website statistics  Peer review
40 participants at the final dissemination conference and 70% express a positive opinion on the project results (contents, relevance and positive impact)	Relevance of ISOLearn outcomes to other stakeholders  Interaction between project partners and with the target group (visually and hearing impaired individuals/associations representing them, HEIs, policy makers)	Evaluation Questionnaires

## 7.2 - Appendix 2

### Evaluation of the impact of the project

<b>What were your expectations of this project?</b>
<b>To what extent have these expectations been achieved?</b>
<b>What impact has the project had on your own professional development?</b>
<b>What impact has the project had in your own institution (and beyond)?</b>
<b>Have you encountered any problems in developing and exploiting the ISOLearn Handbook and Quality Label?</b>
<b>To what extent have you been able to contribute to the project developments?</b>
<b>Do you have any additional comments?</b>

### 7.3 – Appendix 3

## PROJECT MEETING EVALUATION FORM

### Project Meeting

Place, date

#### MAIN PURPOSE:

Evaluate the preparation of meeting, the partners' collaboration and the progress achieved during the meeting.

#### INDICATORS:

- Appropriate information was timely sent before the meeting and communication was efficient;
- Partners prepared their introductions according to the project objectives and deadlines of the respected outcomes;
- The agenda has been respected;
- All Partners have contributed to the meeting;
- The Partners demonstrated progress in their project activities;
- The Project Meeting has met the established goals;
- The working environment was appropriate;
- All the Planned activities were fulfilled;
- The partners have agreed on the next steps;
- The accommodation, food and social element were adequate.

## QUESTIONS

Classify your opinion on the following statements as follows: 1 – Weak; 2 – Fair; 3 – Good, 4 – Very Good.  
 The boxes could be automatically selected by twice click.

Meeting preparation	1	2	3	4	Comments
All the important information was supplied before the meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communication and the work load prior to the meeting were acceptable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
You achieved the tasks you were supposed to deliver, according to the Project plan, before the meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The meeting	1	2	3	4	Comments
The meeting gave logical sequence and appropriate time for all the partners' introductions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I'm satisfied with my contributions to the discussions and decisions taken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The meeting met all the issues from the agenda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The meeting objectives were achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Partners proved their achievements by demonstrating appropriate results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
All partners participating and responding to the collaborative project activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Project tasks reported have been completed within the requested time frame	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Important issues have been clarified and solved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
New ideas were discussed and suggested for the project implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Organisation factors	1	2	3	4	Comments
The working environment was appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Project team achieved common appreciation about the project approach, objectives and management?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Project partners reached the required performance and effective collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Next steps	1	2	3	4	Comments
There is a clear and reasonable action plan agreed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I understand my personal and institutional next obligations in the project work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

- 1. What do you consider to be the main strength of the meeting?**
  
- 2. What are the weak points that can be improved?**
  
- 3. What are your recommendations for the future project meetings organisation?**
  
- 4. What are your recommendations to the Project Management?**
  
- 5. Do you have some other suggestions about the Project?**

## 7.4 – Appendix 4

### **PROJECT EVENT EVALUATION FORM**

#### **European Seminar/Conference/Workshop**

##### **Place, date**

##### **MAIN PURPOSE:**

Evaluation of the participants' awareness about the ISOLearn Project objectives and relevance and its National/Regional/European impact.

##### **INDICATORS:**

- Appropriate information was clearly presented;
- Presentations were prepared according to clear common objectives of the event;
- The agenda has been respected;
- Participants contributed to the meeting with valuable comments;
- The Event has met the established goals;
- Cooperation and networking was established;
- The European dimensions of the Project became clear and well accepted;
- Participants are satisfied with the Event results.

## QUESTIONS

Classify the statements below as follows: 1 – Weak; 2 – Fair; 3 – Good; 4 – Very Good

<b>THE EVENT</b>				
My expectations were achieved	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
The organization of the event was good	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
The quality of the program reached my expectations	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
The information provided in this event is relevant for my work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
The prior information issued to participants was appropriate	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>THE PRESENTATIONS</b>				
The presentations were of good quality	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
I received the information I expected	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
I was encouraged to actively participate during discussions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
The individual questions/problems discussed were appropriate	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
The presentations were well placed	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>THE CONTENT</b>				
The content was appropriate, clearly related to the aims and objectives of the event	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
The comments from the participants were relevant and support future project activities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
The event was organized through a European wide approach?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>GENERAL</b>				
I would recommend cooperation with ISOLearn Project	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
The duration of the event was appropriate	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
I'm satisfied by the level of networking and the synergies with other participants	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Recommendations to the ISOLEARN Projects future activities/events:

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*Thank you very much!*