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Curriculum Development for Sustainable Seafood and Nutrition Security

Project Acronym

SSNS

Deliverable 5.3:

Periodic Quality and Evaluation Reports

5th Semester

Prepared by: EUROTraining



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1. Introduction – Purpose of this Document

Monitoring and Quality Control is an integrated process to the implementation of every successful project, as it is necessary in order to ensure and improve the quality of its respective activities and results. In SSNS, the quality assurance is continuous, thus implemented throughout the project's lifetime.

In this framework, the Quality Assurance Report for the fifth semester summarizes the results of the evaluation process that was implemented between 15/10/2019 and 14/04/2020 of the project, based on the established Quality Assurance Plan. It includes evaluation results on the progress of project implementation as reported by all partners.

What should be underlined for the 5th semester of SSNS project, is the fact that the whole partnership has been directly affected by COVID-19. Given the world health crisis, the implementation of the project had to address several obstacles and to overcome various impediments. However, it is important to note that the implementation of the project continued via the organization of online meetings and virtual working spaces. Some delays in both the finalization of the deliverables, and the organization of Info Days, have been observed, but this phenomenon did not leave room for further postponements in the project's timetable.

2. Monitoring Results of General Aspects of Project Implementation

In this section of the Quality and Monitoring Rubric, all partners were asked to evaluate many different aspects of the implementation process. The type of questions that were created aimed to cover each one of the following categories:

- Progress and Direction
- Management and Communication



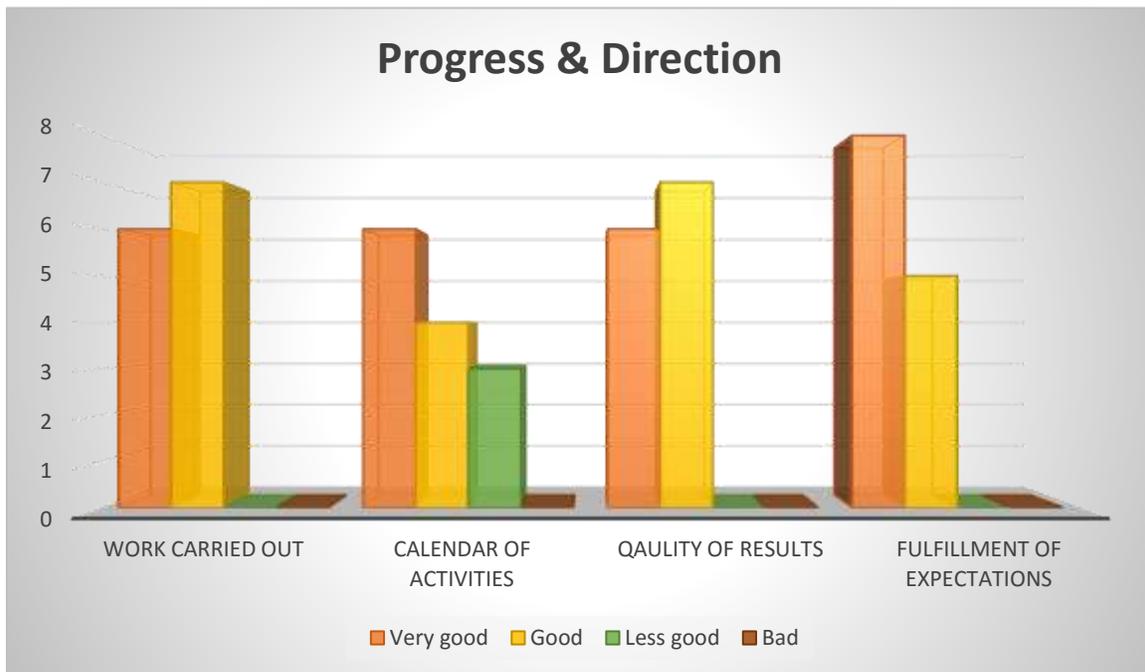


- Team and Roles
- Lessons Learned
- Opportunities and Risks
- Difficulties and Challenges

The results of the evaluation of those aspects are going to be analyzed in the next sub-chapters.

2.1 Progress and Direction

This part of the evaluation focused on the quality of the work carried out by the project's partners (defining objectives, choice of activities, definition of work procedures, division of roles, etc.). The quality of results was also reported in this section, together with the fulfillment of partners' expectations and the suitability of the deliverables' calendar for carrying out the activities.





The graph indicates that the majority of partners were satisfied with the above-mentioned aspects of the project’s progress and direction. In particular, most of the respondents found the progress and direction at ‘good’ levels, without having declared any major challenge or problematic procedure.

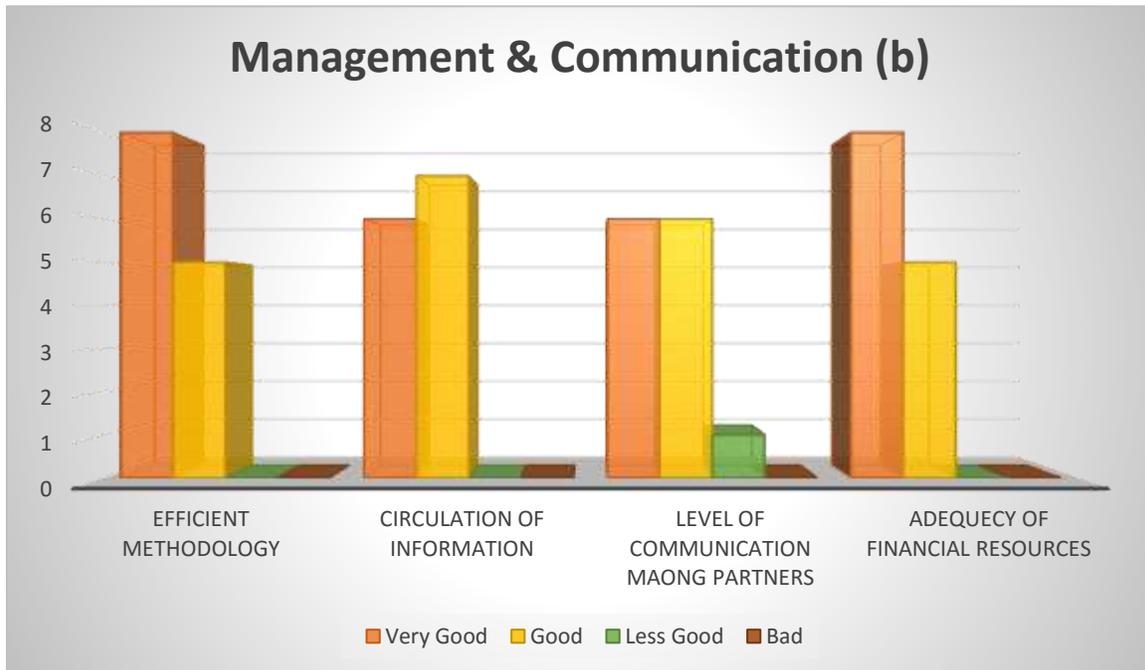
2.2 Management and Communication

This section of the evaluation process covered the efficiency applied in the coordination of the project activities, as well as the time management, the consistency between roles and skills, and the discussion of new ideas. Key points of Management and Communication revealed in the graph below that the largest amount of respondents appreciated the processes followed by each partner.





The level of indecisive partners, who were neither satisfied nor skeptical with the issues developed in the above graph, remained very low. More specifically, the sector that concentrated more 'neutral' answers were related to the Time Management, but without presenting a worrying situation for the functioning of the partnership.



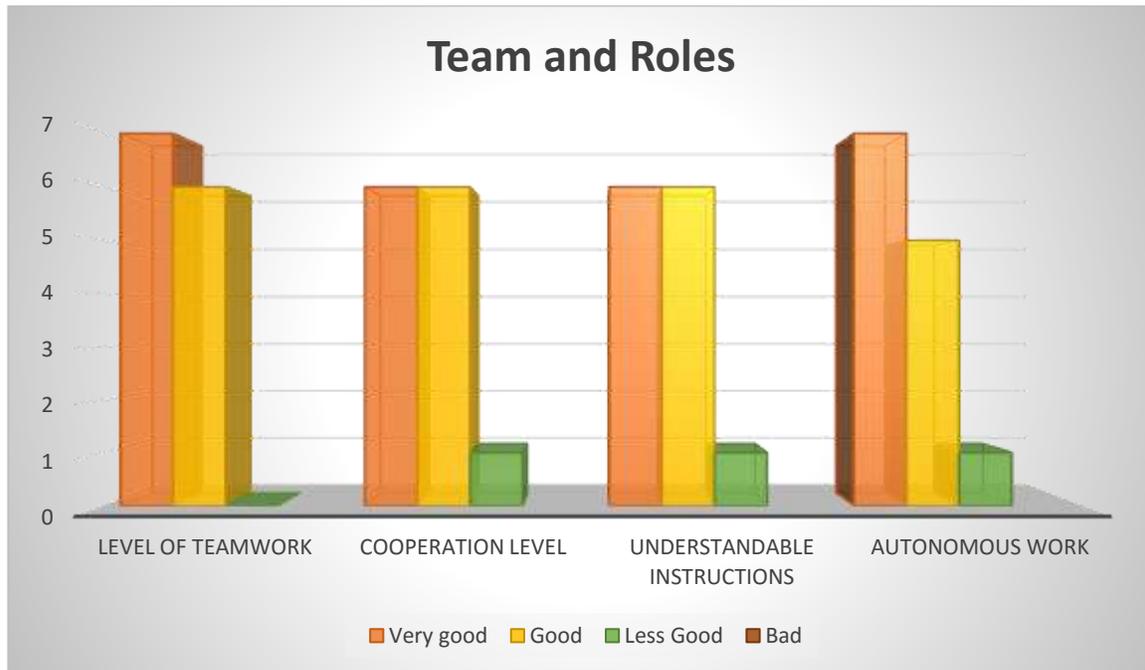
Moreover, partners expressed their opinion on the efficiency of methodology used, the information that was circulated, the communication levels among the partners, and the adequacy of financial resources. Here, the positive answers rose slightly in comparison to the previous question of Management and Communication sectors. It is, therefore, clear that the majority of the partners were again much confident about the overall methods adopted by SSNS project.

2.3 Team and Roles

The efficient implementation of the project’s tasks and activities also depended greatly on the quality of the teamwork and the cooperation achieved among the partners. As a



consequence, this section will have to present the partners' satisfaction with regards to not only the cooperation levels, but also the autonomous character of partners' work (in terms of clearly defined roles and understandable instructions).



The image presented via this graph shows some signs of increased positive answers, which reveal the stability of partners' satisfaction at high levels. However, it has been noted through all sections that partners are more inclined to choose 'good' as an answer, rather than 'very good'. This fact implies that there should be some room for improvement in the project's Team and Roles section.

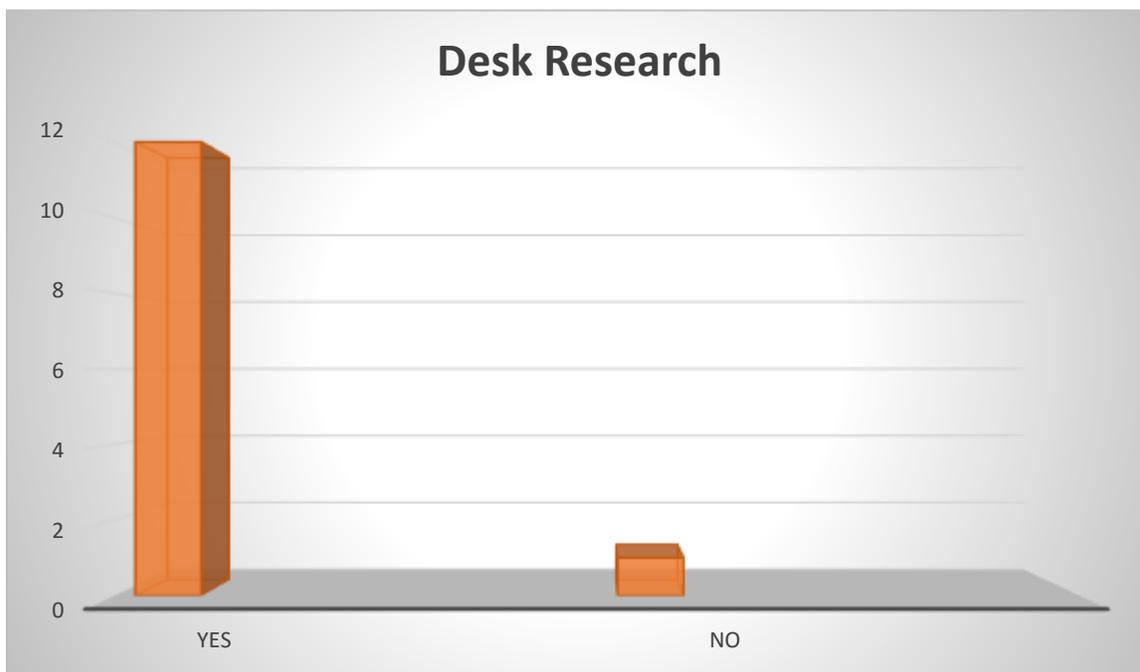
Partners were, also, asked to mention what worked and what didn't work well in the partnership up until now. These are the answers of those who opted to respond:



What worked well	What didn't work well
<i>Executing the internal program of every partner</i>	<i>Exchange progress report from every partner</i>
<i>Exchanging ideas, high flexibility in order to match the different needs, effective discussion etc.</i>	<i>Not so much interaction from all teachers involved in the study visits</i>
<i>It was a good communication between NTNU, UStir, UTH and AIT. When some partners did not meet deadlines AIT pushed the progress</i>	<i>It is always too busy so it is difficult to meet deadlines...</i>

2.4 Lessons Learned

The largest number of partners reported that they have learned significant lessons because of their participation to SSNS project:





More specifically, partners proposed some concrete measures to improve the communication with the adaption of EU procedures to Asian Universities, with the exchange of students/lecturers, and with the increase of responsibilities that are attributed to the partners based on their expertise:

What did your organization learn thanks to this project? Please give details	What actions could be taken to improve the trans-nationality of the project?
<ul style="list-style-type: none"> <i>The essence of team work to achieve success in a project.</i> 	<ul style="list-style-type: none"> <i>The SSNS project is being implemented by Asian and European partners. Therefore, lessons and experiences of each of the partners in the different countries would be useful for impacting knowledge to students.</i>
<ul style="list-style-type: none"> <i>The collaboration between different Organizations which are specialized in Education.</i> 	<ul style="list-style-type: none"> <i>The project should be disseminated more perhaps outside the consortium.</i>
<ul style="list-style-type: none"> <i>New way of cooperation and implementation of academic tasks with people from different regions</i> 	<ul style="list-style-type: none"> <i>The participation of academics in teaching activities in Universities other than their home institutions definitely would improve trans-nationality</i>
<ul style="list-style-type: none"> <i>It is an opportunity for staff members of the our university (especially young ones) to approach advanced educational methodology of EU universities and to collaborate with other Universities</i> 	<ul style="list-style-type: none"> <i>Increasing the interaction among the project partners</i>





2.5 Opportunities and Risks

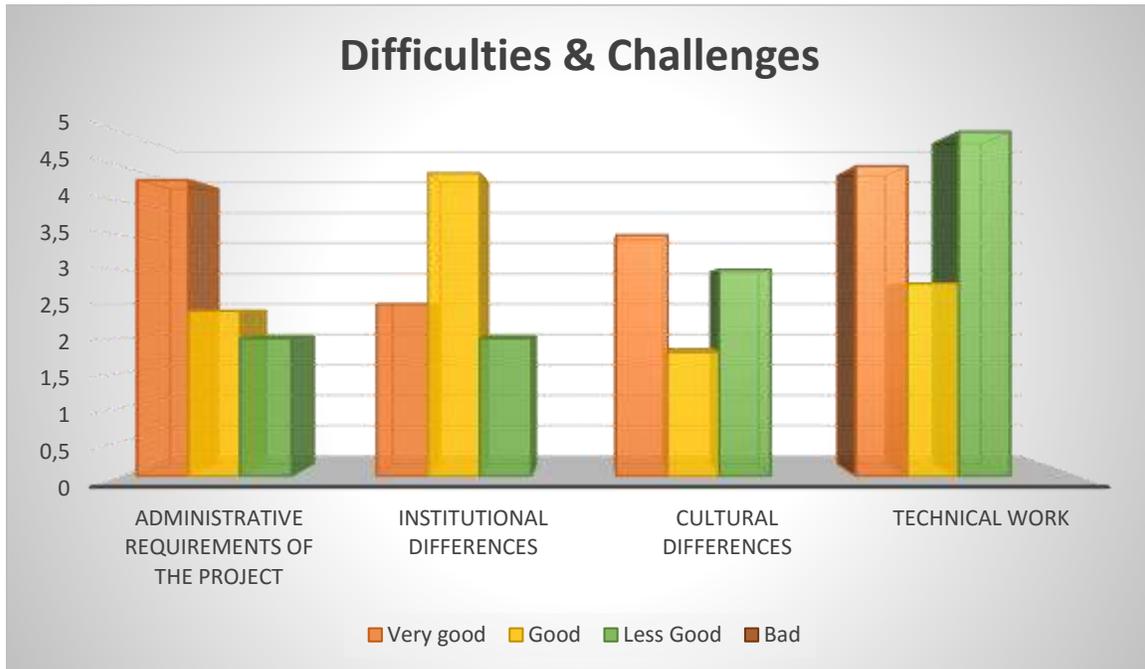
During the third semester of the project, partners were able to clarify the most important challenges which had so far arisen, but also the kind of SSNS opportunities that they could take advantage of. Below are some characteristic answers that were reported:

Opportunities	Risks
<i>Opportunities for enhancing the training quality of our university and application of online teaching for postgraduate</i>	<i>The development of proposed courses/VET</i>
<i>Broad my scientific knowledge and my management skills</i>	<i>Managerial aspects for project progress</i>
<i>Improvement in pedagogy and knowledge sharing.</i>	<i>Organizing training part, Info days and final conference due to COVID-19</i>
<i>To realize how an EU project is implemented in other continents</i>	<i>Not sufficient collaboration to understand what the nature of Quality Assurance was during all these semesters</i>
<i>There is slot of upgrading the laboratory equipment</i>	<i>Finding the student candidate.</i>

2.6 Difficulties and Challenges

Every partner who had to fill in the evaluation rubrics, also declared in detail the difficulties that emerged in respect to the administrative requirements of the project, the institutional and cultural differences existing, as well as the technicalities involved.





It is clear that partners were by far optimistic with the resolutions found throughout SSNS project against the challenges that arose. In particular, only a small minority found that dealing with the challenges was 'less good', leaving the minimum possible room for answers that were indicated as 'bad' reactions.





3. Monitoring Results of Progress and WP Completion

According to the established quality assurance procedure, leaders of the Work Packages (WP) had to offer some updated information regarding the level of progress achieved in the 3rd semester. The allocation of WPs created the following list of leaders:

Leaders of allocated WPs	
WP1 Identification of similar curricula in the subject area	NTNU
WP2 Capacity-building and Curricula development	UStir
WP3 Academic staff training and preparation for delivery	UTH RIA1 activities 3.2, 3.3, 3.4 JFU is responsible for activity 3.6
WP4 Accreditation and delivery of the courses	IPB
WP5 Quality Assurance & Monitoring	EUROTraining
WP6 Dissemination and Exploitation	AIT
WP7 Management & Coordination	AIT





3.1 Progress of WP1

WP1 – Identification of similar curricula and needs assessment in the subject area				
WP Deliverables	Performance Indicators	% Achieved	Number reached so far	COMMENTS
1.1 Report on similar curricula in Asia	N/A	100	3	
1.2 Report on similar curricula in Europe	N/A	100	1	
1.3 Needs analysis report on relevant VET courses and internship demand	N/A	100	1	
1.4 Final report with recommendations	N/A	100	1	The final report is the summary D1.1-1.3. This report includes specific recommendations and how those can be incorporated in WPs 3, 4 and 5.





3.2 Progress of WP2

WP 2 – Capacity Building and Curricula development				
WP Deliverables	Performance Indicators	% Achieved	Number reached so far	COMMENTS
2.1 Specifications of SSNS VLE	Report	100%		
2.2 Study visits to Europe for Curricula Development	Completion of both visits and preparation of reports	100%		
2.3 SSNS VLE		100%		VLE system has been established fully, now it's up to the teachers to use it.
2.4 Description of methodology and tools		100%		Methodology has been developed
2.5 SSNS Course outlines	Outlines all compiled.	100%		Our partners have developed 53 courses, which is 265% more than the planned 20 courses.
2.6 Teacher's guide	Completion of guide.	90%		<p>Almost 90% of the teachers' guidelines were completed by mid-term reporting time. As it will be updating/revising during the teachers training from experience, we still keep space to improve it.</p> <p>This is still being finalized 11/5/2020</p>





2.7 VET courses		100%		Partners developed 39 courses by mid-semester reporting deadline which is 144% more than the planned 27 courses
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3.3 Progress of WP3

WP 3 – Academic staff training and preparation for delivery				
WP Deliverables	Performance Indicators	% Achieved	Number reached so far	COMMENTS
3.1 Training material	<ul style="list-style-type: none"> - innovative teaching and learning methods - student assessment methods - research methods -effective class management 	100%	52 MSc modules and 39 VET courses has been developed/ updated/improved their course outlines	<ul style="list-style-type: none"> - Definition of objectives and work procedures - Allocation of roles with partners
3.2 Study visits to Asia for academic staff training	3 training study visits (TH, ID and VN) Number of academic professors and	67%	2 training study visits have completed In total 60 academic professors and staff have been trained	1 st training study visit was implemented from 16/09/2019 to 20/09/2019 in Thailand. 2 nd training study visit was





	staff who will be trained			implemented from 25-30 November 2019 in Vietnam.
3.3 Online training of academic personnel in SSNS VLE	<ul style="list-style-type: none"> - online training course on VLE - on site (Thailand) training on VLE - on site (Vietnam) training on VLE 	100%	In total 60 academic professors and staff have been trained	<ul style="list-style-type: none"> - VLE platform set up - VLE guidelines for users
3.4 Common framework report for the establishment of "Sustainable Seafood Centres"	<ul style="list-style-type: none"> - Set up on Sustainable Seafood Centres - Delivery of the report 	100%	<ul style="list-style-type: none"> - In total 9 Centres have been established/modified aligning and incorporating the objectives/goals/activities of SSNS project - the report has been delivered 	- Definition of objectives and work procedures
3.5 SSNS Info days in partner countries (to attract sector SMEs and prospective students)	3 info days (TH, ID and VN)	0%	0	Info days will be organized in the next period
3.6 Report on internship programme	- define the process that	0%	0	The report is under progress





	internship will function - document companies that will participate			
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3.4 Progress of WP4

WP 4 – Accreditation and delivery of the courses				
WP Deliverables	Performance Indicators	% Achieved	Number reached so far	COMMENTS
4.1 Accreditation report of developed curricula in partner countries	Nine partners' curricula are accredited	60%	4	JFU, IPB, UGM, AIT. Waiting for reconfirmation from other partners.
4.2 Toolkit for the evaluation of the SSNS programme	Nine master programs are evaluated	10%	1	IPB
4.3 Delivery of the SSNS programme in partner countries	1) Nine master program are delivered; 2) Number of students enrolled in every partner 10-15 3) VET courses attract 10 professionals	33%	The VET courses attracted 74 professionals	1. IPB (Master of Aquatic Product Technology), JFU (Master of Applied Fisheries), UGM (Master of Fisheries Science) 2. JFU VET Course attracted 30 professionals, AIT 44





4.4 Interim SSNS programme delivery evaluation report	Nine evaluation toolkits are analysed	0	0	NA
4.5 Final SSNS programme delivery evaluation report	Nine evaluation toolkits are analysed	0	0	NA

3.5 Progress of WP5

WP 5- Quality Assurance & Monitoring				
WP Deliverables	Performance Indicators	% Achieved	Number reached so far	COMMENTS
5.1 Quality Board	N/A	100%	N/A	
5.2 Quality Assurance Plan	N/A	100%	N/A	
5.3 Periodic Quality and Evaluation Reports	N/A	100%	N/A	All reports have been completed and the 5 th one is finalized within these days.
5.4 Final Impact and Evaluation Report	N/A	0%	N/A	





3.6 Progress of WP6

WP 6- Dissemination and Exploitation				
WP Deliverables	Performance Indicators	% Achieved	Number reached so far	COMMENTS
6.1 Dissemination plan	Quality of report	100%	1	
6.2 SSNS website	Outlook and contents	100%	1	Website and social media are up and running,
6.3 Stakeholder analysis	Quality of report	100%	1	
6.4 Portfolio of dissemination material	Quality of materials	100% (1 st batch) 95% (2 nd batch)	3	Brochure, logo and template for slide Presentation have been made available
6.5 SSNS Final Conference	Number of participants and quality of papers to be presented	30%	1	Discussed during the meeting in Vietnam and program is being drafted.
6.6 SSNS Exploitation and Sustainability plan	Number of beneficiaries and accreditation	95%	1	Nearly 50% courses are accredited/offered, and beneficiaries are being counted.





3.7 Progress of WP7

WP 7- Management & Coordination				
WP Deliverables	Performance Indicators	% Achieved	Number reached so far	COMMENTS
7.1 Technical Coordination	Participation and feedback of the participants	100%	1	Inception workshop
7.2 Administrative Coordination	Financial administration	50%	3	1 st , 2 nd and 3 rd instalments of funds were disbursed
7.3 Contingency Planning	Quality of report	100%	-	
7.4 Communication and Conflict Resolution	Project meetings and emails,	75%	4 Meetings Over hundreds of emails	Project meetings arranged during trips, email communication is the main
7.5 Consortium Agreement	No. of MoAs	100%	12	Bilateral MoAs signed by all the partners with AIT
7.6 Coordination and Communication Platform	Participation of partners and its use	100%	4	Email – communication Dropbox – documents sharing – limited space now changed to Google drive. Skype – for group consultation WhatsApp – quick communication





Conclusions

The overall partners' feedback on the implementation of the project's tasks and its activities during the 5th semester can be considered as positive, even though 100% of the partnership had to work from home-based offices due to the quarantine status impeded worldwide. The partners' fulfillment of roles and responsibilities indicates that the progress of SSNS project is developing on a stable basis of cooperation and efficient communication. Even though the negative answers remained on very low levels throughout the whole evaluation questionnaire, there is always room for improvement for the upcoming months and the next deliverables of SSNS project.

As a result, the continuous evaluation of each semester until the end of the project will contribute to the identification of possible obstacles or challenges that could hinder the successful outcome of the project. Although partners should face a new reality of delivering study curricula online or of organizing teleconferences via virtual rooms, the enthusiasm should remain at high levels not only on the organizational, but also on the individual level.

