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Curriculum Development for Sustainable Seafood and Nutrition Security

Project Acronym

SSNS

Deliverable 5.3:

Periodic Quality and Evaluation Reports

7th 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 seventh semester summarizes the results of the evaluation process that was implemented between 15/10/2020 and 15/04/2021 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, except for IPB, RIA1, UGM and KKU which did not participate in the survey for the 7th semester.

During the 7th semester of SSNS project all partners continued to implement their activities online, in line with the Covid-19 restrictions. It seems that the flow of information and collaboration were enhanced through frequent meetings and regular communication among the partners. In general, all partners seemed satisfied with the current project development and progression.

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



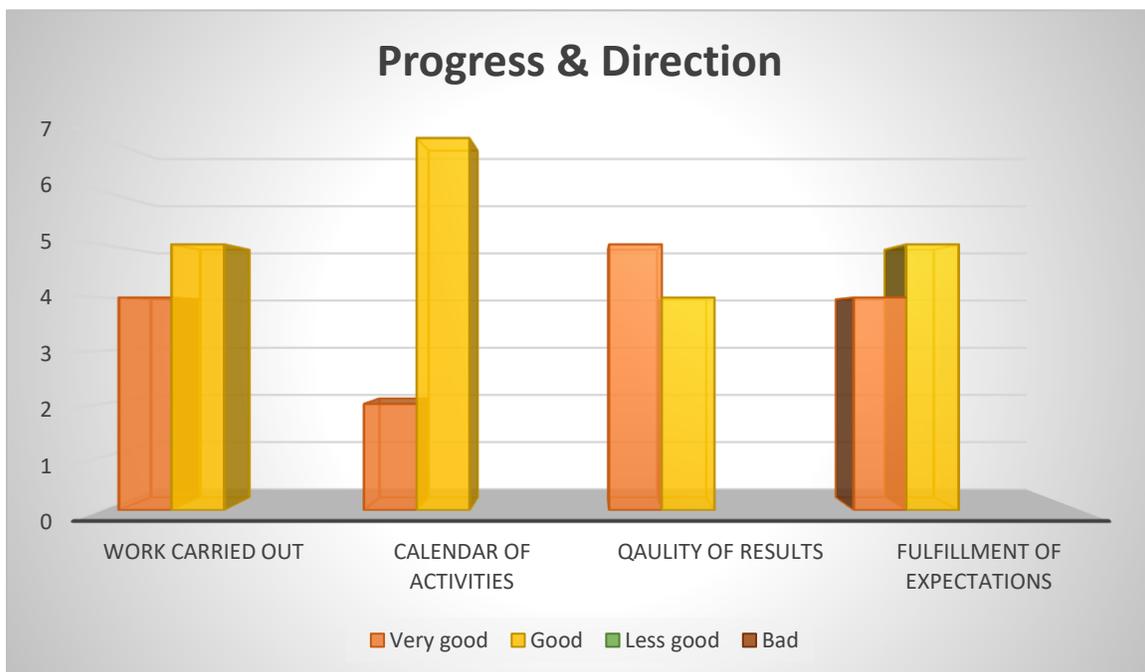


- Opportunities and Risks
- Difficulties and Challenges

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 partners seem to be content with the quality and organisation of work carried out throughout the 7th semester. No negative answers were reported while all partners evaluated



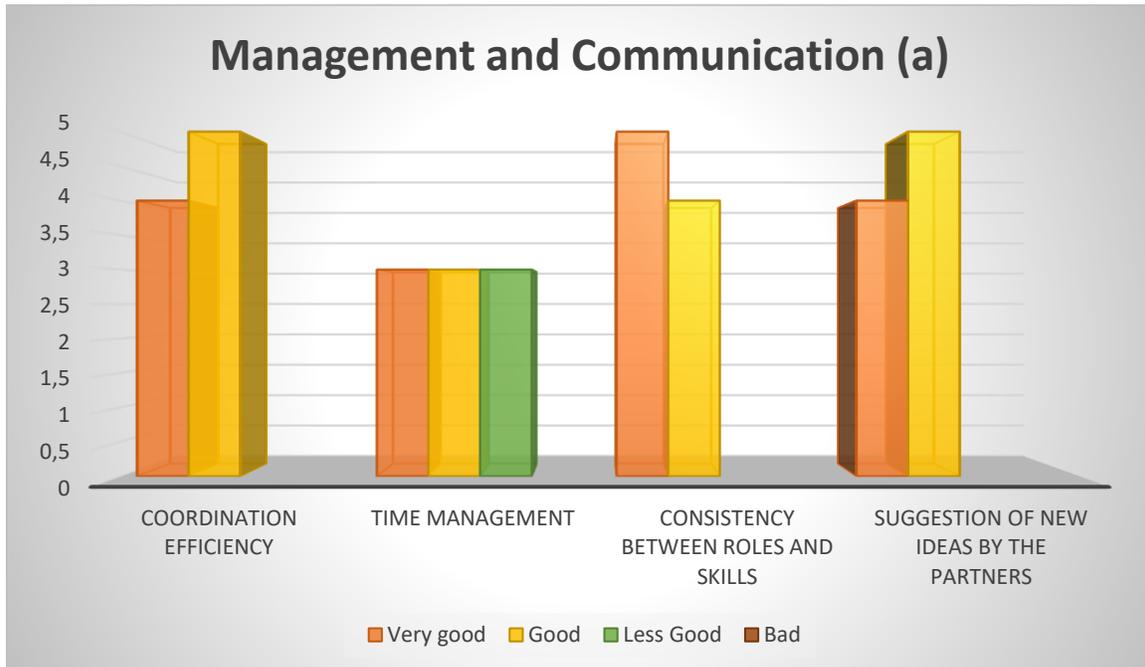


the work carried out and the quality of results either as very good or good. As far as the calendar of activities is concerned, eight out of nine partners who responded to the evaluation questionnaire, evaluated the proposed calendar as good. Moreover, in terms of fulfillment of expectations, the partners rated this aspect either as very good or good. The fact that no negative comments were reported is indicative of the fact that the project run smoothly in terms of overall progress and direction.

2.2 Management and Communication

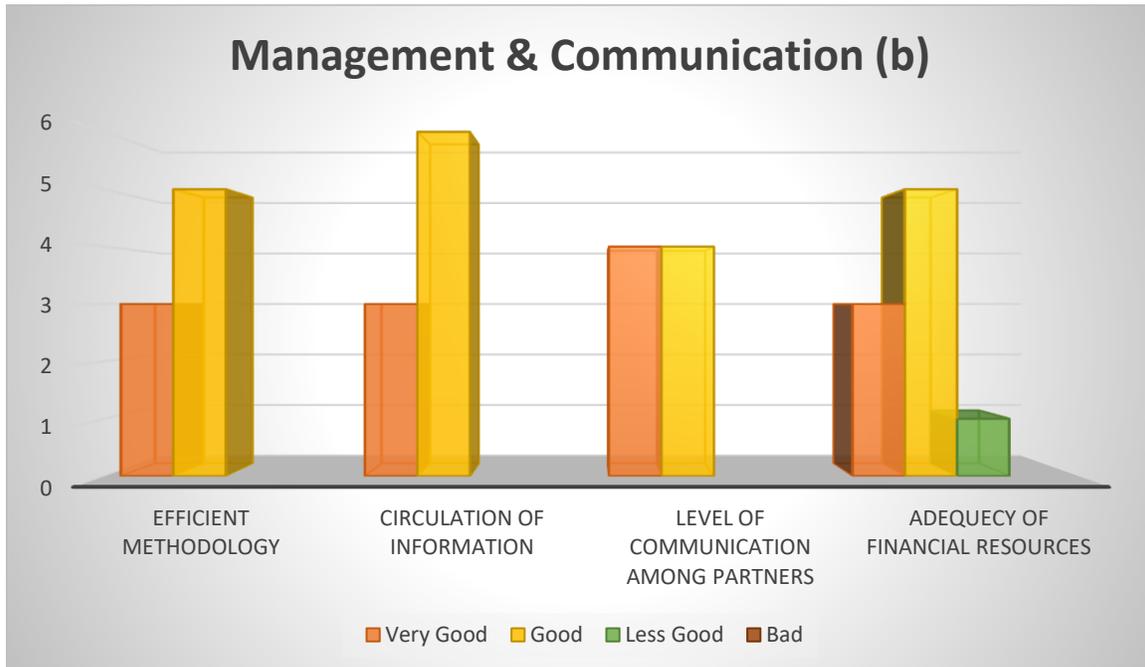
This section of the evaluation process presents the partners' evaluation and feedback on the efficiency applied in the coordination of the project activities, as well as the time management, the consistency between roles and skills, and the discussion of new ideas. Although coordination seems to have been effective throughout the 7th semester and partners felt they could contribute equally and there was consistency between roles and skills, there were also some concerns expressed regarding the respect of deadlines and the overall time-management of the project.





More specifically, as can be seen in the graph, there were three out of nine partners who filled in the evaluation forms who evaluated time-management of the project and respect of deadlines as less good. The rest of the partners evaluated this aspect either as good as very good. One plausible reason for this evaluation mentioned by the partners was the impact of the Covid-19 outbreak on the project's activities which caused some delays in the execution of tasks. Moreover, the delayed response of certain partners to requests in the framework of the development of deliverables was also a reason that there were minor delays. Although in the previous semester not all partners felt that they were able to suggest new ideas, in this semester no doubts and negative evaluations were expressed with regard to suggestions of new ideas by the partners which is very encouraging for the progress and quality of collaboration within the partnership.





It seems that the partners were content with the circulation of information and the communication levels during the 7th semester. No negative viewpoints were reported as all partners rated those aspects either as very good or good. As far as the adequacy of financial resources is concerned, although generally the partners' responses were positive, there was also one partner who evaluated this aspect as less good. This may be indicative of the fact that one partner may require additional support in terms of management of financial resources.

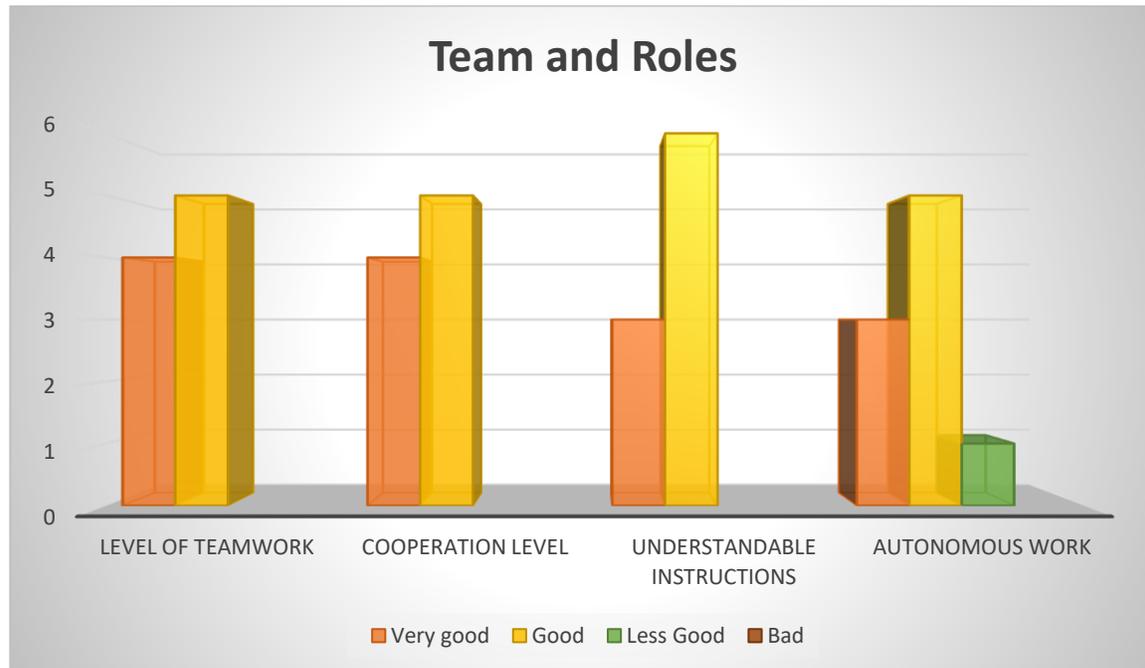
2.3 Team and Roles

The evaluation was also structured upon the quality of the teamwork and the cooperation achieved among the partners. In this context, the graph below presents 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).



Overall, the figures are very encouraging, since the cooperation and teamwork in the project were evaluated positively. At the same time, the partners seemed content with the clarity of instructions which were rated either as very good or good. As far as the autonomous work among the partnership is concerned, only one partner evaluated it as less good while the rest of the evaluations were positive. It seems though that there still is room for improvement.

The partners who filled in the evaluation forms were also asked to mention what worked and what didn't work well in the partnership in the seventh semester. These were the answers collected:





What worked well	What didn't work well
<i>Team work, respect, diligence, coordination and perseverance.</i>	<i>It is always too busy so it is difficult to meet deadlines</i>
<i>Short training programs; curriculum revision, collaboration</i>	<i>Sometimes meetings are incomplete during COVID.</i>
<i>Working together through online formats</i>	<i>Certain delays by some partners</i>
<i>Activities</i>	
<i>Sharing experiences, resources including facilities</i>	
<i>The move online has been very effective and allowed good engagement which might have been more difficult if everyone was travelling- fewer people would have been able to take part</i>	
<i>Exchanging ideas, high flexibility in order to match the different needs, effective discussion etc.</i>	
<i>The collaboration with the coordinator</i>	
<i>There was good communication between NTNU, UStir, UTH and AIT. When some partners did not meet deadlines, AIT pushed the progress</i>	





2.4 Lessons Learned

It seems that it is a common belief among the partnership that they have learned important lessons in the framework of the SSNS project:



Moreover, partners were asked to comment on what they have learned at organisational level, as well as make suggestions for improvement of the transnationality of the project:

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?
<i>The essence of team work, hard work, coordination, persistence and respect.</i>	<i>More communication and demonstrations</i>
<i>How to promote effectively Industry- University collaboration in education, research and development</i>	<i>Better way of communication by developing many more discussion and sharing</i>
<i>Get used to online coordination and sharing</i>	<i>Teaching, research and cultural exchange of each nation</i>
<i>International collaboration international research studies</i>	<i>More online meetings from the beginning would have actually been helpful- a</i>





	<i>combination of online and in person would be good going forward for this type of project – although I don't think that was clear until we were forced into it because of covid.</i>
<i>Our University learnt how to efficiently collaborate with industry in developing curriculum</i>	<i>The participation of academics in teaching activities in universities other than their home institutions definitely would improve trans-nationality</i>
<i>New way of cooperation and implementation of academic tasks with people from different regions</i>	<i>The participation of academics in teaching activities in universities other than their home institutions definitely would improve trans-nationality</i>
<i>Handling cultural differences</i>	

2.5 Opportunities and Risks

During the seventh 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>I have gained the skills to develop course modules that are relevant, applicable, participatory and problem-solving in nature</i>	<i>COVID-19 affected many activities</i>
<i>Learning many experiences from different partners</i>	<i>Online learning and online communication</i>



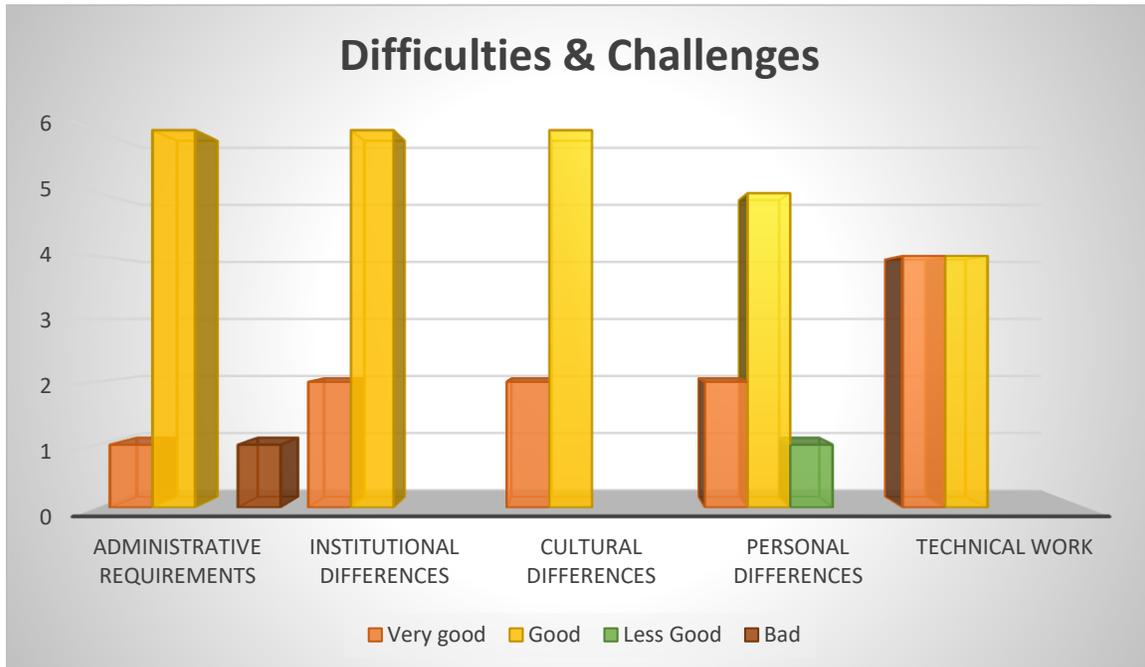


having a classroom international research and research equipment	<i>classroom, research and international courses together</i>
<i>We strongly expanded our connection with industry for mutual benefits</i>	<i>Further contribution from connected companies to our curriculum improvement and training efficiency</i>
<i>Good networking opportunities although that was not unexpected</i>	<i>Managerial aspects for project progress</i>
<i>Broad my scientific knowledge and my management skills</i>	<i>Collecting input from all partners on time</i>
<i>Improving scientific network</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 technical work involved.





As seen in the graph above, administrative requirements were generally well-handled within the partnership. However, as one partner evaluated this aspect as bad, this can be seen as an indicator that there is room for improvement and additional support from the coordinator to the partners on administrative issues. Technical work did not seem to pose a particular challenge for the organisations involved as it was evaluated either as very good or good. In spite of the differences among the organisations involved, institutional and cultural differences were not spotted among the organisations involved as all partners who answered this questionnaire evaluated these aspects either as very good or good. However, personal differences seem to have had an impact on the partners and posed certain difficulties. More specifically, one partner evaluated this aspect as less good while it was mentioned that there were certain strong personalities involved in the project. Through frequent communication, open discussions and online team meetings, any minor issues can be easily overcome.





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 7th 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		
2.4 Description of methodology and tools		100		
2.5 SSNS Course outlines	Outlines all compiled.	100		
2.6 Teacher's guide	Completion of guide.	100		
2.7 VET courses		100		

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	- innovative teaching and	100	52 MSc modules and 39 VET courses has been developed/	- Definition of objectives and





	<p>learning methods</p> <ul style="list-style-type: none"> - student assessment methods - research methods -effective class management 		<p>updated/improved their course outlines</p>	<p>work procedures</p> <ul style="list-style-type: none"> - Allocation of roles with partners
<p>3.2 Study visits to Asia for academic staff training</p>	<p>3 training study visits (TH, VN and ID)</p> <p>Number of academic professors and staff who were trained</p>	100	<p>3 training study visits have completed</p> <p>More than 80 academic professors and staff have been trained</p>	<p>1st training study visit was implemented from 16/09/2019 to 20/09/2019 in Thailand.</p> <p>2nd training study visit was implemented from 25-30 November 2019 in Vietnam.</p> <p>3rd training study visit was implemented from 22-26 June 2020 in Indonesia (online).</p>
<p>3.3 Online training of academic</p>	<p>- online training course on VLE</p>	100	<p>More than 80 academic professors and staff have been trained</p>	<ul style="list-style-type: none"> - VLE platform set up - VLE guidelines for users





personnel in SSNS VLE	- on site (Thailand) training on VLE - on site (Vietnam) training on VLE			
3.4 Common framework report for the establishment of "Sustainable Seafood Centres"	- Set up on Sustainable Seafood Centres - Delivery of the report	100	- 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)	50	In total, 3 Info days will be held in 3 different Asian countries: - July 28 – Thailand - July 29 – Vietnam - July 30 - Indonesia	Info days will be organized in the next period
3.6 Report on internship programme	- define the process that internship will function - document companies that will participate	80	In total 25 internship programmes have been organized and offered by Asian HEI	The report is under progress





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	80%	6	The courses developed in this project have received the code from their institution meaning their courses have been accredited
4.2 Toolkit for the evaluation of the SSNS programme	Nine master programs are evaluated	10%	1	No progress on toolkit evaluation
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	60%	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
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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	90%	N/A	
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		100%		
6.2 SSNS website	No. of visitors	100%		Basic information is





				available, need some outcomes to upload
6.3 Stakeholder analysis		100%		
6.4 Portfolio of dissemination material		100% (1 st batch) 95% (2 nd batch)		As project has been postponed, it will be known /added later
6.5 SSNS Final Conference	Number of participants and quality of papers to be presented	30%		preparation was done earlier need to revise it
6.6 SSNS Exploitation and Sustainability plan	Number of beneficiaries and accreditation	95%	36 MSc students out of 90 targets 23 courses already accredited / offered	More numbers to be added by some partners

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%		
7.2 Administrative Coordination		65%		
7.3 Contingency Planning		100%		
7.4 Communication and Conflict Resolution		75%		
7.5 Consortium Agreement	No. of MoAs	100%	12	Agreement between the Lead Applicant with each partner institution
7.6 Coordination and Communication Platform	Participation of partners and its use	100%		All partners are using Google drive

Conclusions

The 7th semester of the project was evaluated positively by most partners. The overall management and coordination received positive feedback while all partners seem to be well adapted to the new conditions imposed by Covid-19. Time-management and respect of deadlines seems to be one source of concern for the partners. These delays were all attributed to the unpredictable situation due to Covid-19 that had an impact on project activities.





However, in spite of minor delays it seems that the partners progressed with the development and implementation of project activities. This is also an indicator of the strong procedures as well as team work among the partnership. As happened in the previous semesters, the partners seem to embrace cultural and institutional differences which have had no significant impact on the project's activities.

