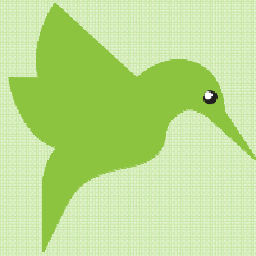


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TALENT IN BIODIVERSITY



Innovative education and new skills to increase engagement in Science

Quality Assurance & Validation
Activity Pole 4

Dr Voreadou Catherina
Natural History Museum of Crete-University of Crete



General aim:

- **To ensure a systematic monitoring and control of the project quality including the e-learning platform and the training courses**
- **To monitor the achievement of the project's methods, progress and outputs**

O9: Quality Assurance Plan



Erasmus+



epos



Natural
History
Museum
of Crete
UNIVERSITY OF CRETE

ACTIVITY POLE 4

O9: QUALITY ASSURANCE PLAN & REPORT

2016-2019

(A23): Quality Evaluation Project Methods

(A24): Monitor realization of Quality Assurance plan and reporting

February 2017

BIOTALENT ACTIVITY POLE 4—QUALITY ASSURANCE AND VALIDATION 2016 - 2019

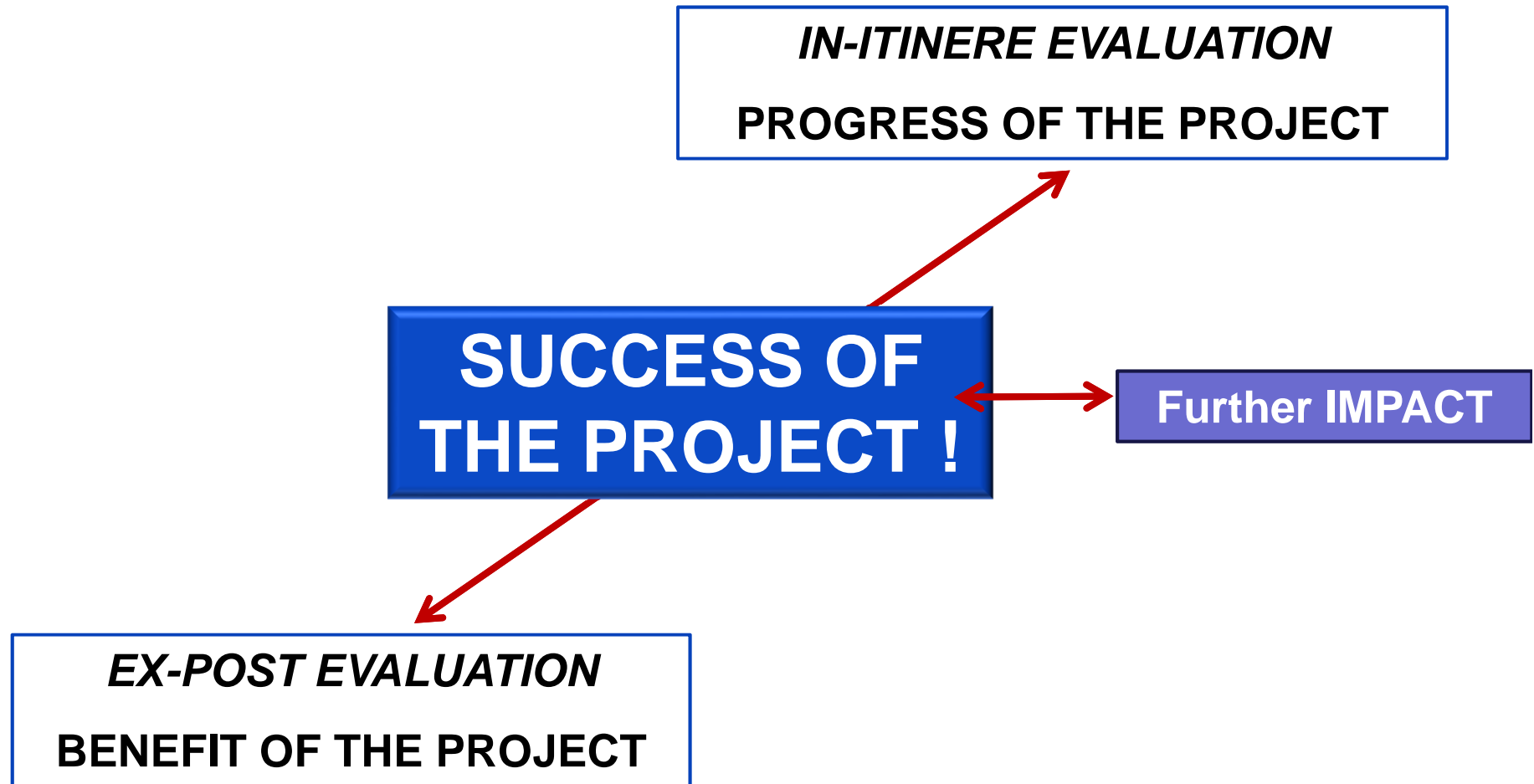
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1. Introduction
2. Objectives
3. Evaluation Methodology
4. Evaluation Indicators
5. Monitor realization of Quality Assurance plan and reporting

5. Monitoring and Reporting of Quality Assurance Plan (A24)

Monitoring and reporting of the Transnational Meetings and the Activity Poles will be implemented in accordance with the general work plan of the project. According to the BIOTALENT Gantt chart this Monitoring and reporting process will be implemented in the following months:

- February 2017 (M6)
- August 2017 (M12)
- August 2018 (M24)
- August 2019 (M36)



In-Itinere evaluation indicators

Activity Pole 1: Project management and administration

- **Evaluation of the official meetings**
- **Extent:**
 - **of the information on project outputs and on experiences in assessing input / output or cost / benefit relationships**
 - **to which tasks and outputs have been completed satisfactorily**

In-Itinere evaluation indicators

Activity Pole 2: Architecture and Programme development

Activity Pole 3: Open Educational Resources

- **Number of learners involved and successfully achieved the training programme (online and attended training)**
- **Number of training certificates delivered by the training programme**

- **Expectations of the learners related to the:**
 - a) **platform operation, flexibility, attribution, and access,**
 - b) **quality of the training programme measuring awareness and satisfaction rate of the Community of Practice**

In-Itinere evaluation indicators

Activity Pole 5: Project Dissemination and Valorisation

- **Number of public visitors to the project website and the e-learning platform (incl. length of stay, number of pages etc.);**
- **Extent of the valorisation of the image of project (number of participants to events, meetings).**

Ex-post evaluation indicators

- **Level of introduction of new approaches, such as evolution of number of new training opportunities developed/organised by CETAF or developed/organised on Science, Technology, Engineering and Mathematics (STEM) vital fields;**

Ex-post evaluation indicators

Other direct and indirect impacts produced by the project, such as

- **number of learners**
 - **attending the BIOTALENT training after project lifetime**
 - **obtaining a job or promotion due to attending BIOTALENT training**
- **number of stakeholders that will contribute to the creation of new courses for the e-learning platform beyond project lifetime**

O.9 (A24): Monitor realization of Quality Assurance plan and reporting

M24

Report in September 2018 with all in-itinere evaluation indicators for all Activity Poles

O.7 (A25) Development learners assessment tools M18-M20

IBL structure with:

- **Quizzes**
- **Consolidation activities**
- **Follow up activities**

O.9 (A21) Quality: tools for usability platform and training assessment

M15-M18

Evaluation Questions at the end of each module

E-learning participants at the end of each module will fill out a post-module evaluation questionnaire. Questions are the same for each module, in order to allow comparisons between different modules.

1. Were the themes of the module and their content arranged in a clear and logical way?
Not at all Very little Moderately Very Extremely
2. How would you rate the quality of the reading material used in this module?
Very poor Poor Fair Good Excellent
3. Did the module meet its learning objectives?
Not at all Very little Moderately Very Extremely
4. Were the consolidation activities in STEP 4: Create, easy for you to understand and to implement?
Not at all Very little Moderately Very Extremely
5. Was the e-learning platform easy to use and to work with?
Not at all Very little Moderately Very Extremely
6. Do you intend to implement any follow-up activities?
Not at all Probably not Probably Very probably Definitely
7. Did the module in general meet your original expectations?
Not at all Very little Moderately Very Extremely

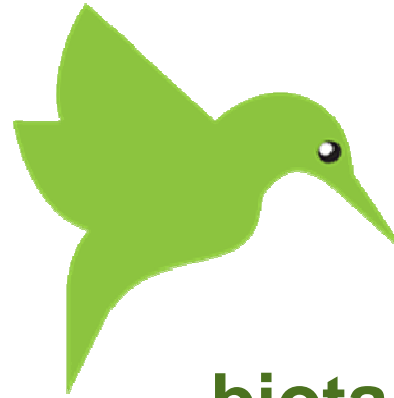
O.8 (A27) Validation and Course Certificates M8-M20

- **Communication with CEDEFOP, the European Centre for the Development of the Vocational Training, <http://www.cedefop.europa.eu/en>**
- **They confirmed to me that ECVET has not been implemented yet in Europe, due to problems araised by the different Educational systems of the member states.**

- **Sent to CEDEFOP a letter with our training course and asked which is their suggestion.**
- **We can use the 2009 Recommendation where it is written that "to enable a common approach for the use of ECVET points, a convention is used according to which 60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET" (30 weeks/year with 20 hours/week, which means 600 hours/year).**

- **Our course of 80 learning hours can achieve 8 points.**
- **What we can write in our certificates is that our course gives 8 points relevant to ECVET (under the convention for the common approach for the use of ECVET points-Directive 2009/C, 155/02).**

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Thank you for your attention