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Management Quality Manual MQM

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Abstract	The manual outlines the main definitions related to quality management. It then defines processes for planning and executing project activities in order to ensure the highest possible quality. The manual sets the minimum principles, requirements and processes needed to implement an effective quality assurance and control. It also provides templates to be used.
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ABBREVIATIONS

EACEA:	Education, Audio-visual and Culture Executive Agency	EU:	European Union		
GA:	Grant Agreement				
HEI:	Higher Education Institution				
DUGEOR:	Strengthening capacities for the implementation of dual education in Georgian higher education				
LFM:	Logical Framework Matrix				
NEO:	National Erasmus Office	PA:	Partnership Agreement	PST:	Project Support Team
QCT:	Quality Committee Team				
SC:	Steering Committee				
WP:	Work package				
WPL:	Work package Leader				

Objectives

The “Management Quality Manual” is a deliverable within WP 6 entitled “Quality Assurance and Monitoring” of project.

The Manual will define the minimum quality requirements and provide the mechanisms for collecting, monitoring and analysing the management of the project, its implementation and deliverables. It also provides some templates for the events and deliverables in the project.

1. Introduction

The deliverable itself is produced based on clear responsibilities: the WPL (FHJ) drafts the manual, involves the Quality Committee Team (QCT) of the project and obtains feedback from all project managers.

The task leader then finalizes the manual which will be approved by the Steering Committee. The electronic version of the manual will be made available on the website of the DUGEOR project.

Starting with the general strategy for quality control and monitoring, the manual will define the specific procedures, levels of control and the responsibilities of activity and WP leaders, the QC project team, the Project Coordinator and the Steering Committee.

The MQ Manual will explicitly detail contractual and financial management procedures, to ensure efficient and effective project management. This will include the relevant templates and supporting documents. Templates will include: PPT presentations, reports, attendance forms, minutes, participants' feedback, risk monitoring forms, reviewers' forms.

This manual defines procedures for:

- Internal monitoring,
- quality and risk management,
- external monitoring and
- partners' technical and financial reporting.

The structure of the deliverable is as follow:

- Chapter 2 defines the quality expectations of the consortium regarding the project as a whole, its deliverables, i.e. the documents, workshops, meetings and other activities and the project management as well as the general guidelines to be followed.
- Chapter 3 defines the internal monitoring strategy and outlines the responsibilities of the project partners as well as the core principles of the risk management strategy.
- Chapter 4 describes the external monitoring strategy.
- Chapter 5 focuses on the financial and technical reporting duties of the partners

The Annexes to the document provide templates (which are also available separately) to be used by the project partners.

*The Quality Committee Project Team (QCT) will be led by FHJ

2. Quality Expectations

The Management Quality Manual formalizes the approach that will be followed by the partners of the DUGEOR project to ensure the highest possible quality of the project activities, outputs, outcomes and project management.

2.1. Quality of the project implementation

Specific objectives of DUGEOR are:

1. Implementation of dual education into HE systems in Georgia

Indicators for measuring achievement:

- 5 HEIs from Georgia implement dual education by the end of the project
- At least 5 companies sign agreements with HEIs to participate in pilot dual education

Unit of measurement:

- Reports of companies and HEIs on signed agreements regarding participation in dual education
- Reports of HEIs offering dual study programmes

2. Enabling students to learn more relevant knowledge and skills through dual education

Indicators for measuring achievement:

- Companies offer at least 5 internships to dual students enrolled to each dual study programme offered by HEIs by the end of the project.
- Lower drop-out of dual students when compared to traditional students

Unit of measurement:

- Reports of HEIs and companies on the number of internships taken by dual students
- Reports on HEIs implementing dual education on the number of dropouts of DHE and traditional students

3. Improvement of legal and strategic framework In Georgia in order to adapt to dual education

Indicators for measuring achievement:

- Proposal for new law on dual education got support from academic community and from companies interested in implementation of dual education, and it is submitted to the Government of Georgia and its parliament.

- Adjusted accreditation standards for dual study program in HE.

Unit of measurement:

- Reports on amendments to legal framework and proposal of new law on dual education
- Reports on amendments to accreditation standards for dual study program in HE

4. Development of generic model of dual education (DUGEOR model) to support different needs and interests of students, companies, higher education institutions (HEIs) in Georgia and to provide recommendations to HEIs for implementation of dual education in Georgia.

Indicators for measuring achievement:

- Generic DUGEOR model for Georgia is published on project website and distributed in hard copy to 30 HEIs in Georgia.
- Recommendations to HEIs in Georgia on how to implement dual education are published on project website and in hard copy.

Unit of measurement:

- Reports on generic model of dual education (DUGEOR model)
- Reports on the results of pilot testing from each HEI from Georgia involved in the project.

5. Improved cooperation between HEIs and employers (companies) through dual education

Indicators for measuring achievement:

- Increased satisfaction of companies with employed graduates
- At least 5 companies sign agreements with HEIs to participate in pilot dual education

Unit of measurement:

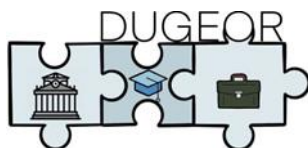
- Reports from survey on companies about satisfaction with dual students and dual education
- Reports of companies and HEIs on signed agreements regarding participation in dual education
- Concluded agreement between HEIs and companies to participate in

2.2. Quality of project deliverables

The project deliverables are classified into tangible such as reports, publications, manuals, printed and electronically available promotional material as well as intangibles deliverables in form of organized events (conferences, trainings, study visits, info days etc...)

A common quality expectation for all deliverables is their relevance to reach the overall objective and the specific objectives, with a further focus on their development in an efficient and effective manner. Timely delivery following the project work-plan as identified in the Application Form as well as the Partner Agreement is expected.

Developed Logo of the project:



2.4.1. Quality of internal project communication and documentation

A consistent and common format for all document based deliverables (word document, power point presentations) is to be followed by all partners using templates provided within this Manual. Those templates must be used in order to ensure a common visual identity as well as to ensure a good quality of information in documents produced by the project. All templates can be found on:

[Visual identity, templates - Google Drive](#)

- Annex A – Agenda template
- Annex B – Report template
- Annex C – Attendance list
- Annex D – SC meeting agenda
- Annex E – Travel list
- Annex E – Participant feedback form
- Annex F – Study visit questionnaire
- Annex G – Presentation template
- Annex H – Letter with memo

2.4.2. Project Publications and Results

Project publications and results must display Erasmus+ Logo followed by the sentence "Co-funded by the Erasmus+ Programme of the European Union" To be placed on the cover or the first page and they must include the following disclaimer on the inner pages:

Disclaimer:

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

See following website:

[European Commission visual identity \(europa.eu\)](http://europa.eu)

2.4.3. Quality of DUGEOR Events

All events within the project should be organized professionally. The organizers should provide in due time to the participants the draft agenda and a note on the logistics (informing about travel arrangements, venue, suggested hotels, etc.).

The meeting organizers ensure smooth registration processes (including list of attendees – Annex C (attendance list)) and the implementation of the meetings respecting appropriate time for event sessions and breaks as well as the availability of all necessary materials (e.g. training and promotional material). The organizers will also ensure the recording of minutes of the meetings. Where appropriate (e.g. for trainings, seminars) also feedback forms will be distributed among participants (Annex E) and event reports related to feedback forms will be prepared by organizers. Power point presentation should be prepared using appropriate template (Annex G).

Each event should be documented when appropriate by presentations (upon the approval of the presenter) or video materials (upon approval of authors). Posters, roll-up and other promotional materials shall be displayed during the event.

All communication activities related to the funded action must acknowledge EU support and display the European flag emblem and funding statement below.

Communication activities include all websites, media relations, conferences, seminars, information material such as brochures, leaflets, posters, presentations, etc., in electronic form, via traditional or social media, etc.

NOTE: EU support and the European flag emblem and funding statement should be displayed in all dissemination activities and on all **equipment** funded by the grant received from EACEA.

2.4.4. Quality of Promotional Materials

Communication and dissemination activities of the project will adhere to the Dissemination and Exploitation Plan (WP4, T4.1) of the project. All promotional materials such as brochures, leaflets, posters, presentations will reflect the visual identity of the project and the European flag emblem.

2.4.5. Quality of websites and other electronic tools

The project envisages setting up its web-site and a google platform as intranet tool for project management:

[ERASMUS DUGEOR 2023 - Google Drive](#)

All partners are asked to promote DUGEOR project on their websites and other electronic tools (SUCH AS Facebook; Twitter, LinkedIn, newsletter etc....) by providing short description of the project, logo and link to the DUGEOR website etc.

The project coordinator is responsible for setting up and maintaining the DUGEOR web-site with all information and materials received from project partners. The DUGEOR platform can be accessed by all partners depending on their assigned tasks and roles. It will be the single point of reference for the project documentation and communication among partners. The project coordinator will set up and maintain the project platform. Set up and maintenance of the website is responsibility of BSMA (Batumi State Maritime Academy).

Website: work in progress

2.3. Quality of Project Management

The project management structure was established at the project's Kick-off meeting to ensure effectiveness, decisiveness, flexibility and quality of work. It involves the Coordinator, a Steering Committee (SC), a Project Team* of each partner. The Steering Committee will review the activities and decide on any necessary contingency measures in reorganization tasks and resources. The project management will be transparent and flexible but also strict enough to ensure the implementation of the project activities in order to achieve the project's objectives.

Each partner is equally and independently responsible for assigned activities, money use and reporting. Contact persons have the responsibility for the local management.

2.4. General Project Guidelines

Apart from the Quality Control and Monitoring Manual, the reference documents include:

- EACEA – DUGEOR Grant Agreement*
- DUGEOR project Consortium Agreement
- DUGEOR detailed project description*
- DUGEOR detailed project budget*
- DUGEOR project Dissemination and Exploitation Plan (WP7 lead – BSMA)*

*These documents are available on the project-platform and/or the homepage.

2.5. Amendments to the Manual

The procedures in this Manual can be amended by agreement of all partners or by a decision taken by the project's Steering Committee (SC). Any new version is communicated to all the partners and takes effect 15 calendar days after this communication.

3. Internal monitoring

Internal monitoring will be carried out by all partners, including self-evaluation by using the Logical Framework Matrix, Work Package description, budget, SC meetings, local meetings, questionnaires / satisfaction surveys of target groups (e.g. participants of dissemination and events). The DUGEOR platform and homepage will also be used for monitoring of project activities.

3.1. Project Quality Assurance Strategy

The quality assurance includes four levels of quality control (1) Deliverable authors (Task-, and WP-leaders), (2) Deliverable reviewers, (3) Coordinator level, and (4) Steering Committee level and final approval:

3.1.1. Deliverable authors, Task and WP leaders:

The 1st level corresponds to the activity level. The presentation of deliverables and activities of the project are a joint responsibility of the associated Task Leader and his/her team, partners involved in the activity and corresponding WP leader. It shall guarantee the quality and timeliness of the deliverable as identified in detailed Project Description

and action (may be modified and agreed by the SC). They present a “final draft deliverable” to the deliverable reviewers (QCT).

3.4.2. Deliverable reviewers (QCT):

The 2nd level of control is elaborated by at least two reviewers who are not authors of the deliverable. The reviewers have 5 working days to respond by sending comments using the template Project deliverables checklist (Annex G). The deliverable authors have 5 more working days to conform to the reviewer comments or send their written objections. In this case the reviewers will have another 5 days to send back their final comments. In case profound disagreements between reviewers and Task leaders arise, the 3rd level control of the deliverables will allow the project coordinator to have a final say – with the possibility to involve the rest of the consortium if deemed necessary.

3.4.3. Coordinator level:

The 3rd level control is carried out by the Project Coordinator. If a draft deliverable has not passed the 2nd level; the Coordinator will take the necessary corrective actions in order to come up with acceptable deliverables. If necessary, the Coordinator may involve the rest of the consortium. A draft deliverable that has passed the 2nd level of control will still be checked by the Coordinator for final comments and when accepted it will be forwarded to the Steering Committee for formal approval (if required).

3.4.4. Steering Committee level and final approval:

The 4th level control is done at the Steering Committee level. The Steering Committee is the highest decision making body of the partnership that takes the final decision for the approval of major deliverables.

3.2. Quality responsibilities

This project recognizes different bodies with different roles and responsibilities when it comes to the project activities and the project quality assurance procedure.

Each DUGEOR activity has its leader; each deliverable has its author or co-authors. Each activity is part of a work package and each work package has its own leader.

3.4.1. Task Leader (main author of the deliverable) is responsible for:

- coordinating the development of the deliverable(s) according to the deliverable template,
- assigning parts of the work to other partners involved in the activity,
- coordinating the work of other partners involved in the activity,
- aligning the contributions of the other partners involved in the activity, in order to produce the deliverable,
- the submission of the deliverable to the WP leader (1st level control), the QCT (2nd level control) and the coordinator (3rd level control),.
- implementing the suggestions of the QCT team,
- sending the amended draft deliverable,
- reporting to the WP Leader, especially when problems occur during the implementation of the activity,
- cooperating with the WP Leader and other partners in the same WP in order to ensure the activity's progress in line with the time table as foreseen by the WP description (respecting any changes approved by the Steering Committee as recorded in the respective minutes).

3.4.2. Other partners involved in the activity, co-authors are responsible for:

- the production of their part in the deliverable according to the Task Leader's instructions.
- providing contributions in compliance with the appropriated templates so that to ensure that the Task Leader will be able to put all contributions together in the desirable format.
- providing to the Task Leader all the complementary information regarding their work (i.e. references, bibliography, methodologies used, contact details of people interviewed etc.)
- implementing amendments to their contribution as a result of the amendments requested by the QAPT team.

3.4.3. WP Leader is responsible for:

- delivery of up-to-date information on the WP progress, making sure that all activities are in the time frame defined in the Action Plan,
- coordinating the Work Package and ensuring that all the activities are contributing to the WP's objectives,

- ensuring that all of the contributing partners are smoothly cooperating in order to accomplish the WP's objectives,
- sending alerts on time to remind about submission deadlines and the procedures to be followed and provides input and suggestions to the Task Leaders of the WP,
- providing to the Task Leaders comments and suggestions on the draft deliverables,
- verifying the satisfactory implementation of the recommendations.

3.4.4. Quality Committee Team (QCT):

- is appointed by the coordinator.
- is responsible for the Quality Assurance exercise of deliverables,
- receives the draft deliverable from the Task Leader and provides feedback using the Checklist for review of deliverable (Annex A),
- sends the Checklist for review of deliverable to the Task Leader and the Coordinator,
- verifies the satisfactory implementation of the recommendations included in the Checklist for review of deliverable, in co-operation with the WP Leader,
- cooperates with the Project Coordinator on general issues related to the level of quality of the project's deliverables.

3.2.5. Project Coordinator

- cooperates with the QAPT and the Task Leaders on all matters arising relevant to ensuring the quality of the project's deliverables,
- accepts the deliverable or provides final comments to the Task Leaders and WP Leaders (3rd level control),
- cooperates with the WP Leaders in order to ensure that all WPs are progressing in conformity informs the QCT, the WP Leaders and the Task Leaders of any changes in the Partnership Agreement and the related Work Plan or any implicit changes in the implementation of the project that may affect the timing or the content of the relevant deliverables,
- officially submits all approved deliverables after their approval at 4th level control.

3.2.6. Steering Committee (SC)

Officially approves and finally accepts the deliverables.

3.3. Quality feedback by the target groups

The satisfaction of stakeholders, beneficiaries and end users will also be investigated. It will take into account a variety of information from different sources using visits, interviews, questionnaires to target groups and consultation with the project beneficiaries. A study visit questionnaire was also prepared (Annex F).

A template for feedback for different meetings / events was developed (Annex E). It needs to be adapted to the specific needs but the main items shall not be deleted.

To reach out to the specific target groups within the strategic triangle as well as the main target groups of development of the new study programs and/or curricula, specific feedback forms have been developed to gather feedback and information on the process of implementation of the new curricula and dual components within study programs by students, academic mentors and industry mentors. (See suggested metrics for DUGEOR – 6.1.1)

3.4. Project Risk Management

As part of the internal quality management, a regular risk assessment will be carried out and reviewed during the Steering Committee meetings which shall lead to corrective actions and potential adaptations of the Work Plan.

The risk management strategy addresses issues that could potentially endanger the achievement of the overall goal of the project and its objectives considering potential financial risks (overspending and underspending), timing (postponing of activities / deliverables), performance risks (project management) and sustainability of the project results. The main aim will be to provide a sound assessment, to anticipate challenges in a systematic way and to minimize the potentially negative overall impact.

The identification and assessment of new risks is a joint responsibility of all project partners who have to communicate them to the Project Coordinator and the Steering Committee, eventually suggesting also possible interventions and solutions, as soon as they get aware of those risks. In particular, partners may think of preventive actions (avoiding that the risk occurs) and corrective actions (decreasing the severity and impact), specifying also the resources that would be needed.

Also, the external reviewers (representatives of NEO and EACEA) will be involved in the risk management. During their monitoring visits they will assess if there is a risk that the project will fail to meet its key indicators and if there is a risk that project partners will not be able to spend all the money according to the planned project budget.

All the partners should take care of the proper allocation of resources. There are several possible risks connected: the delay of the project implementation as defined in the project work plan; the rushed implementation of the work plan with low quality; an underspending during the project implementation (also causing a shift in the headings' ratio), meaning that the project timetable is followed with reference to technical deliverables, yet the relevant expenditures are not timely invoiced or validated etc.

The project partners all have to ensure that they allocate the needed resources to the project, both human and financial.

At the point of project application following risks have been detected and certain mitigation measures proposed: see next page.

No	Description	Work package No	Proposed risk-mitigation measures
1	The change of management and members of the project team. The inability of all members of the Steering Committee to be present on project meetings (MEDIUM)	1	Unpredictable administrative delays must be anticipated early in the project. Good coordination and high commitment of the project partners is necessary. Good coordination and high commitment in the Steering Committee (SC) and Local Committee (LC).
2	Representatives of some companies are not interested in participating in interviews (MEDIUM)	2	Intensive and permanent contact and communication with companies. Well planned dissemination focused on the motivation issues of all interested parties.
3	Key stakeholders and policy makers are not interested to participate in discussion forum on the proposed DUGEOR model (MEDIUM)	3	Intensive and permanent contact and communication with key stakeholders. Well planned dissemination focused on the motivation issues of all interested parties.
4	The Georgian authorities are not willing to accept the proposed legal and strategic framework for implantation of DHE (MEDIUM)	4	Open discussion with universities, companies and ministry participating in development of legal and strategic framework.
5	Low interest of companies to sign agreements with HEIs to implement dual education (MEDIUM)	5	Intensive and permanent contact with companies. Well planned dissemination focused on the motivation issues of teachers, students, companies and policy makers.
6	Low interest of companies to offer paid internship or temporary paid jobs to students (MEDIUM)	5	Intensive and permanent contact with companies. Well planned dissemination focused on the motivation issues of teachers, students, companies and policy makers.
7	Lack of quality standards (LOW)	6	The coordinating institution and other partners have great experience in quality assurance and monitoring, and therefore, it is expected that SC and LC follow quality standards proposed in Quality plan. Good project management. Continuous communication among consortium.

3.4.1. Practical approach to risk identification

The risks should furthermore be identified as early as possible in order to deal with them properly and to think about corrective and/or preventive actions. Project partners should inform the project coordinator in time on the detected risk in realizing project activities, communicate further uncertainties in due time.

4. External Monitoring

External evaluation will be conducted by two experts from the outside of consortium. They will be engaged in order to evaluate the quality of the developed undergraduate program and LLL seminar. Two partners will publish the public call for two experts in the field of IAR. Two experts will have two months to evaluate the program and to write the report on external evaluation. The report will be publically available on website of the project. On the basis of the report, consortium will correct the study program if necessary.

Additional monitoring of the project will also be performed by National Erasmus Office (NEO) or National Agency (NA) and EACEA.

NA performs three types of monitoring, based on deliverable achievement:

Preventive (in the first project year)

Advisory (after the first project year)

Control (after the end of project – sustainability check).

The monitoring by NA includes the assessment of various aspects of project implementation, such as relevance (is project still relevant in terms of its goals and achievements), efficiency (are the activities in work-packages done on time), effectiveness (how well are project specific objectives met), impact (at the level of departments, faculty, university, etc.) and sustainability (what would stay after the project is finished).

Based on the progress of these aspects, the NA sends the report on their findings to EACEA.

5. Partners' technical and financial reporting

A guideline for the technical and financial reporting which will be distributed to all partners. All necessary and valuable information is communicated by the project coordinator and can be found at: [00 REPORTING - Google Drive](#)

PST team and Coordinator will check the supporting documents for financial reporting sent to the Project Coordinator as hard copies twice a year. During their review, they will take into consideration following assessment criteria:

- conformity of the expenditures with the budget of the project;
- eligibility of the expenditures;
- correctness and completeness of all supporting documents and certified copies of invoices;
- correctness of the calculations and applied exchange rates;
- that any changes which occurred between budget categories are eligible and justified;
- financial biannual reports must be signed in original by the appointed contact person of partner institution;
- expenditures must be in conformity, including full eligibility, with the allocated budget

In case that information in Biannual Report is not complete or justified, the PST team will help and make recommendations on how this situation can be rectified prior to the final approval of the Biannual report by the Coordinator. The Report approved in this way is the basis for the transfer of next instalment to the partner institution.

6. Metrics for DUGEOR

Abstract	Defining metrics for DUGEOR according to the practices and experiences of the successful study programs. As a result, set of metrics will be established some of which are: operation of the study program, number of contacts with companies, number of engaged students, employability of students, etc. Special set of metrics will be defined through system of learning analytics for measurement of students' performance at study program and courses individually.
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Title of document:	Management Quality Manual – Metrics for DUGEOR
Work package:	WP 6: Quality Assurance and Monitoring
Activity:	6.1 Defining plan for project quality control
Last version date:	03/04/2023
Dissemination level:	SENSITIVE

VERSIONING AND CONTRIBUTION HISTORY

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v.01	March, 2023	Creation of document	FH JOANNEUM
v.02	April, 2023	Second draft	UNS

Objectives

The “Metrics for DUGEOR” is an add-on deliverable within WP 6 entitled “Quality Assurance and Monitoring” of the project.

As a result, to the practices and experiences of the successful study programs, set of metrics will be established to give information amongst other about:

- operation of the study program,
- number of contacts with companies,
- number of engaged students,
- employability of students, etc.

Special set of metrics will be defined through system of learning analytics for measurement of students' performance at study program and courses individually.

7. Introduction

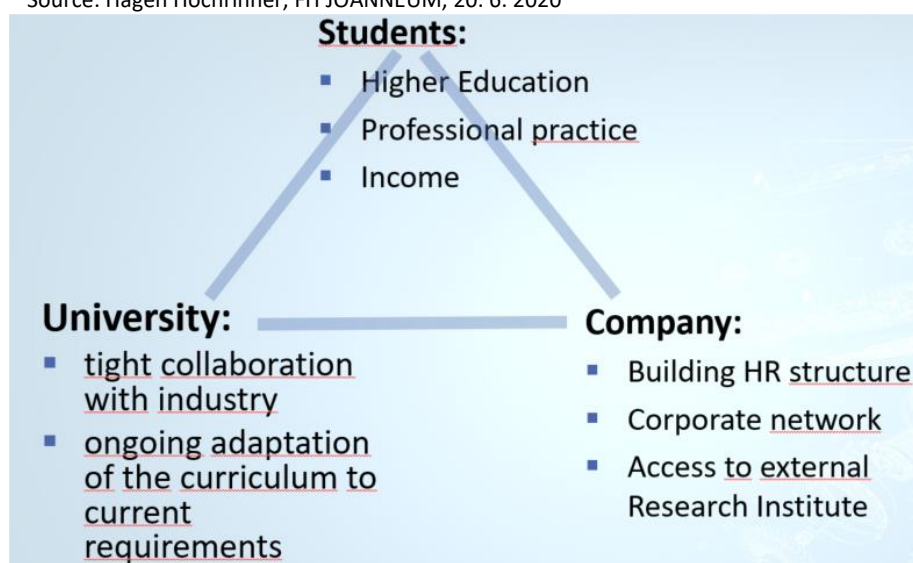
The deliverable itself is produced based on clear metrics established on the requirements of the Dual Study Programs for the Dual Study Programs. Responsibilities: the WPL (FHJ) prepares the metrics for the study programs, involves the Quality Committee Team (QCT) of the project and obtains feedback from all project partners. The task leader then finalizes the metrics which will be approved by the Steering Committee and the electronic version will be made available on the website of the DUGEOR project.

As a result, set of metrics will be established for: operation of the study program, number of contacts with companies, number of engaged students, employability of students, etc. Special set of metrics will be defined through system of learning analytics for measurement of students' performance at study program and courses individually.

8. Quality Expectations

The Metrics itself formalizes the approach that should be followed by the partner universities when preparing, accrediting and performing a Dual Study Program. Goal of the DUGEOR project is to ensure the highest possible quality of the developed new dual curricula and realization of the dual study programs and cooperation among the strategic triangle.

Source: Hagen Hochrinner, FH JOANNEUM, 20. 6. 2020



Quality of the project implementation

The overall aims of the project are:

- Improvement of the competencies of higher education graduates in Georgia, according to the needs of employers,
- Increase motivation to study as well as to improve the employability of graduate students,
- Enable students from lower income families to access higher education, and
- Improvement of legal and strategic framework to adapt to dual education.

The working methodology to be employed in this project revolves around its main task, which is the improvement of the competencies of higher education graduates and their employability in Georgia. This goal could be achieved through systematic activities included in the working packages. This means that a series of activities is envisioned which needs to be implemented for realization of project outcomes. The scope of the project and all the tasks and activities set by it demand the project lifetime of four years. Coherence: the overall project design ensures consistency between project objectives, methodology, activities and the budget proposed. The DUGEOR presents a coherent and comprehensive set of appropriate activities to meet the identified needs and the expected results. Methodology in this project is set up on good way. Planned outputs and outcomes are coherent and feasible, and key assumptions and risks have been clearly identified. The structure and content of the Logical Framework Matrix (LFM) is adequate, i.e., the choice of objectively verifiable indicators, data availability, baseline data, target values, etc. Quality and effectiveness of the work plan, including the extent to which the resources assigned to work packages are in line with their objectives.

On the beginning of the project, plan for project quality control will be created and clear dissemination and exploitation plan. Internal project control and monitoring will be done regularly during project lifetime. During whole project we will try to raise awareness about DHE. In the end of the project, we plan to organize external evaluation. The management of the grant-holder, the University of Novi Sad, dedicated to reforms and with significant experience in project coordination, will try its best to motivate all partners towards successful meeting of project goals and towards establishing lasting cooperation links in Georgia.

8.1. Basic prerequisites for Dual Study Program

In Europe and the rest of the world there are various work integrated forms of study programs. To differentiate the dual study program short definitions of other forms are listed below:

- Curriculum-integrated learning:

Is a model of learning that describes the development of integrated lessons helping students make connections across subjects and disciplines.

- Work-related learning:

Planned activity that uses the context of work to develop knowledge, skills and behaviours useful in the workplace, including learning through the experience of work, learning about work and working practices, and learning the skills for work.

- Work-based learning:

Is an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop their employability skills.

- Work-integrated learning:

Are forms of experiential learning where the site of learning either occurs in the workplace or where the learning is strongly associated with a workplace.

- Work enabling (more or less same as part time) program:

A part-time course is usually a study program in which the student is employed or has an independent professional activity besides his/her study efforts. The study program is not necessarily in the context of his/her job. The lessons/courses take place mostly at evening or Friday/Saturday. The courses in the program may be offered in presence and/or distance/online teaching.

- Cooperative education:

A term that is commonly used in North America to refer to programs in which learners spend time in several different workplaces (companies) and receive academic credit for the work experience, but in which there may be little connection between what the student does in the workplace and the curriculum of the university (school or college).

- Dual education:

In Europe mostly the term “Dual Education” is used and branded. It is related to the system of apprenticeship in Germany, Austria and Switzerland. This system requires two learning venues (university and company). There is a coordination of the curricular content and the internship of the student in the company. There is a continuous training partnership with appropriate remuneration for practical term as part of an employment relationship, ideally this employment relationship lasts consistently for at least two thirds of the study period.

The dual higher education model is based on the recognition of the company being a special learning space where new knowledge is generated. Therefore, all concepts originate from the same root, the need to bring academia and business together and to integrate these two worlds. According to Geay (1998), it is the interaction of a priori two contradictory types of logic: the logic of transmission of knowledge from the university and the logic of production of the company. The integration of these two logics cannot be done by simple juxtaposition of periods of dominance. In this respect, dual education is not a simple model; it requires the construction of a systematic suitable relationship between the higher education institution and the company. It is not merely alternating between theory and practice; it involves building a system in which the relationships are bidirectional.

Dual education is an original model for professionalization. "The relationship between knowledge and competence is not a simple cause and effect relation, it depends on the commitment of the persons in action. It is through a confrontation with the world as it is that the individual builds its skills, mobilizing its personality, its knowledge in use and the capabilities of formalization. Therefore, activity and competition are inseparable and articulation of various educational spaces of the school and the world of work is necessary" (Malglaive, 1993: 44).

Given the pedagogical and educational dimension, in dual education a series of relationships between the actors involved in the training are established. In these relationships between actors double tutelage arises. Indeed, the student is accompanied throughout his/her training path by both the company and higher education institution, in particular by company mentors and academic mentors. Double mentoring appears to ensure and regulate the student's progress. In this regard, the company mentor plays a key role in the workplace for its ability to organize the learning and define the objectives; the academic mentor is in charge of relations with the mentor of the company to adjust the training process of the student. Success lies in being able to integrate and combine the different learning venues from the higher education institution and company.

Since there are at least two realities involved nobody except the student has a complete overview. Thus, the student becomes a process owner, responsible for the "integration" part of the learning process. Part of the success of the process depends on the autonomy and the role of the student. The trio consists of the student, the company (company mentor) and the higher education institution (academic mentor). To ensure the efficiency of this training, the three actors in this process, student, company mentor and university mentor, shall thus have to:

- Define the practical phase of the student with both industrial and pedagogical results. It has to be adapted to build a progressive process with respect to the level of capacity of the student throughout the training (formative work experience);
- Provide the knowledge, know-how and soft skills needs to carry out the practical phase in the company;
- Develop active pedagogy to help a better understanding of problems upon which example the theory is conceptualized (Problem Based Learning);
- Develop critical thinking by the students in order to capitalize on the acquired skill in the company field.

Due to the performance of the students in two realities, there is a win-win situation for companies and higher education institutions. From the one hand, the dual education provides the labour market with skilled and adaptable workers who answer to the needs of companies. From the other hand, higher education institutions also gain the knowledge provided by students and companies, as the latter obtained know-how improves their skills. Finally, it is important to highlight the impact of incorporating qualified young people in SMEs based on traditional models, since they can bring important changes both at the organizational and operational levels, facilitating the transition of companies to activities and sectors with greater added value.

Since there is no “one size fits all” model, a potential transfer of dual study programs to interested countries needs to be adapted to the particular national and local context. It can be noted there are three key pillars for the promotion and consolidation of dual in higher education:

- Educational and labour legislation and financial regulation to support their development;
- Training structure with an appropriate pedagogical model and adapted resources;
- Companies network to accept and to support the training of students.

The aim of this metrics is to evaluate the incorporation in the ongoing studies curricula of regular practical phases in entities (the conversion of a traditional higher education model into dual higher education model) considering the national and institutional legislation and existing curricula.¹

¹ Source: I. Egurbide and E. Iturbe, IMH, Spain; DYNAMIC project: External evaluation report, February 2021

8.2. Definition of „Dual Study Program“ (in Austria)

According to the Agency for Quality Assurance and Accreditation Austria based on the University Quality Assurance Act and the Federal Ministry of Education, Science and Research (BMBWF) a study program has to fulfil the following criteria to be accredited as a “Dual Study program”:

- Repeated succession of theoretical and practical phases and continuous reflection.
- The practical phases go beyond the usual scope of a professional internship both in terms of time and in terms of specification of the content.
- The acquisition of curricular defined competences takes place at two learning locations and is characterized by the combination of science and implementation orientation.
- The company commits to a training obligation and is able to convey the intended course content.
- The organization of the theoretical and practical phases provides the framework for a tolerable total workload (h) for students.
- The admission procedures for university and company are in the responsibility of the respective partners and are coordinated with each other.
- The relationship between the three partners (student, university and company) is subject to the binding regulations for quality assurance.
- There is a continuous training partnership with appropriate remuneration for internships as part of an employment relationship, which is ideally continued consistently for at least two thirds of the study period.²

² Source: Witzani, A. (2016): Duales Studium in Österreich. In: Hauser (ed), Hochschulrecht. Jahrbuch 16, p 62 - 77, Wien.

8.3. Calculation of the workload for the students

The calculation is based on an academic year embodied by 1,500 [h] with 60 [min/h].

The curriculum grants 30 ECTS per Semester according to 750 [h] workload including 125 [h] (5 ECTS for the practical training in the company).

In the study program of PTO there is an additional requirement of 299 [h] of practical training in the company. So the calculated weekly workload is in average about 40 [h].

The balance of the weekly workload in the theoretical and the practical term is calculated by the scheme given below:

	Theorie lessons	self-learning	Practice	Sum	
Duration	15		11	26	[weeks]
ECTS	25		5	30	[ects]
	625		125	750	[h]
	42				[h/week]
actual			38,5		[h/week]
			424	424	[h]
	375				units [#]
	281	344		625	[h]

1 academ. year	1 500 [h]
1 semester	750 [h]
1 semester	30 [ECTS]
1 [ECTS]	25 [h]

1 [h]	60 [min.]
1 Unit	45 [min.]
Unit (=lesson, sem., lab, ...)	

Self-learning units	13,76 [ects]	344 [h]
Teaching units	11,24 [ects]	281 [h]
Practice	5 [ects]	125 [h]
Sum ects granted	30 [ects]	750 [h]
Add. required internship		299 [h]
Sum workload		1 049 [h/sem.]
workload (15 + 11 =)	26 [weeks]	40 [h/week]

Scheme of weekly workload calculation

8.4. Metrics for DUGEOR as qualitative and quantitative indicators

The three main results of the project are:

1. Generic Dual Higher Education Model, developed aiming maximal effectiveness of collaboration between HE students, HEIs and companies in Georgia, resulting in improvement of competencies of HE graduates and their employability
2. The legal and strategic framework, needed for establishment of Dual Higher Education Model in Georgia
3. Pilot implementations, needed to test proposed Dual Higher Education Model with its variants.

The results will be measured on three levels short term, medium term and long term impacts.

Short term impact:

1. Generic Dual Higher Education model in higher education in Georgia is operational.
 - Target groups/potential beneficiaries: Students, HEIs, companies.
 - Quantitative indicators: The number of HEIs implementing pilot DHE (5 HEIs)
 - Qualitative indicators: High compatibility of defined Dual Higher Education model with existing coop models in different program countries

2. The legal and strategic framework for Dual Higher Education is operational.
 - Target groups/potential beneficiaries: Policy makers, students, HEIs, companies
 - Quantitative indicators: Defined amendments to the laws on higher education, the labour law and the accreditation standards as well as a draft law on dual education and development of recommendations for universities on the implementation of DHE.
 - Qualitative indicators: Quality of adopted amendments and recommendations is high as there are initiatives for modifications.

3. Increased capacity of HEIs and companies involved in Dual Higher Education

- Target groups/potential beneficiaries: Higher Education institutions, companies, policy makers
- Quantitative indicators: The number of established pilot Dual Higher Education programs. (At least 5 DHE pilot programs). Number of students included in DHE pilot programs (At least 50 students involved in program).
- Qualitative indicators: Easier adoption of new Dual Higher Education programs

4. Enhancing awareness of Dual Higher Education

- Target groups/potential beneficiaries: General and academic public
- Quantitative indicators: 20 dissemination events during the project lifetime. Stakeholders with raised awareness in Georgia.
- Qualitative indicators: Increased general support for generic Dual Higher Education Model in higher education

5. Development of teaching, learning and operating methodologies for Dual Higher Education

- Target groups/potential beneficiaries: Teaching staff, company employees, students
- Quantitative indicators: 20 teachers and 10 tutors from 5 HEIs using methodology.
- Qualitative indicators: Increased efficiency, quality and sustainability of Dual Higher Education in Georgia

Medium impact:

1. Motivation of students for studies is rising
 - Target groups/potential beneficiaries: Students, HEIs, parents of students
 - Quantitative indicators: Drop-out of students lower by 5% in comparison with traditional study programs after three years of DHE implementation
 - Qualitative indicators: Students are more motivated to study as they see the use of knowledge they acquire during their studies.

2. Better communication and collaboration between HEIs and companies in Georgia
 - Target groups/potential beneficiaries: HEIs and companies
 - Quantitative indicators: 6 established Dual Higher Education programmes. Number of joint projects. Increasing number of jobs offers to DHE graduates.
 - Qualitative indicators: Companies are satisfied with competences of graduate students, especially with graduates of DHE programmes.

Long term impact:

1. Modernization of HE system in Georgia
 - Target groups/potential beneficiaries: Georgia
 - Quantitative indicators: Legal and strategic framework for dual higher education after 5 years.
 - Qualitative indicators: High compatibility of established Dual Higher Education programmes in Georgia with EHEA programmes

2. Better compatibility of HE system with labour market
 - Target groups/potential beneficiaries: Students, HEIs, labour market
 - Quantitative indicators: 50 graduates every year through dual education. Lower unemployment rate of graduates with dual education in comparison with other students.
 - Qualitative indicators: Better employability. Increased awareness and preparation of graduate students for labour market needs. Lower recruitment cost for companies.

3. Increased effectiveness of HE in Georgia

- Target groups/potential beneficiaries: Students, potential students, HEIs, labour market
- Quantitative indicators: Increased number of highly qualified graduates (50 every year) Lower drop-out rate of students with dual education in comparison with traditional students by 5%.
- Qualitative indicators: Increased satisfaction and confidence to Higher Education system in Georgia of all target groups.

4. Improved access to and quality of higher education, in particular for people with fewer opportunities

- Target groups/potential beneficiaries: people with fewer opportunities
- Quantitative indicators: Higher number of students from low-income families at dual studies by 10% in comparison with classical studies. Increased number of employed graduates from disadvantaged socio-economic groups.
- Qualitative indicators: Reduced social tensions due to higher employability of graduates from low-income families. Reduction of poverty risk in society because of better qualifications of graduate students.

8.4.1. DUGEOR Qualitative indicators

**Evaluation instruments for:
Qualitative indicators – curriculum**

Compliance with the dual study program curriculum objectives following a five-point scale, (5 – in full compliance, 1 – no compliance).

No.	Qualitative indicators	5	4	3	2	1
	The aims of dual education are evident.					
	The dual curriculum meets project objectives.					
	The dual curriculum meets the objectives of the academic study program.					
	The dual curriculum is appropriate for the target group of students (content, workload, schedule).					
	The dual curriculum is feasible both at university and in enterprises.					
	The dual curriculum is well structured.					
	The dual curriculum ensures a good balance between academic studies and internships.					
	The sequence of subjects is consistent and provides an opportunity for developing knowledge and skills.					
	The dual curriculum ensures the knowledge and skills matching the current qualification profile in IAR.					
	The dual curriculum ensures the acquisition of professional skills and key skills for working in a business environment.					
	The schedule of the dual curriculum enables students to master the courses in terms of their quantity and quality.					
	The dual curriculum allows students to master the workload both in the university and enterprise.					
	The dual curriculum provides students with an opportunity to shape their studies according to their interests.					
	The dual curriculum enables students to actively participate in the learning process.					
	The dual curriculum allows students to work on multidisciplinary projects in a real-life business setting.					
	The dual curriculum meets the current skills demands of industry.					
	The dual curriculum corresponds to current trends in higher engineering education.					
	The dual curriculum is in conformity with National and European higher education regulations.					
	The dual curriculum provides an opportunity for faster realization on the labour market and against youth unemployment.					

Qualitative indicators – organisation of dual study program

Compliance with the Dual Study Program definition following a five-point scale, (5 – in full compliance, 1 – no compliance).

No.	Qualitative indicators	5	4	3	2	1
	Repeated succession of theoretical and practical phases and continuous reflection.					
	The practical phases go beyond the usual scope of a professional internship both in terms of time and in terms of specification of the content.					
	The acquisition of curricular defined competences takes place at two learning locations and is characterized by the combination of science and implementation orientation.					
	The company commits to a training obligation and is able to convey the intended course content.					
	The organization of the theoretical and practical phases provides the framework for a tolerable total workload (h) for students.					
	The admission procedures for university and company are in the responsibility of the respective partners and are coordinated with each other.					
	The relationship between the three partners (student, university and company) is subject to binding regulations for quality assurance.					
	There is a continuous training partnership with appropriate remuneration for internships as part of an employment relationship, which is ideally continued consistently for at least two thirds of the study period.					

8.4.2. Quantitative indicators

	Planned	Realized
N° of contacts with companies		
N° of HEIs implementing pilot DHE	5	
N° of established pilot Dual HE	5	
N° of involved companies		
Amendments to the Laws on HE		
N° of enrolled students	50	
N° of graduated students		
N° of employed students		
N° of company mentors		
N° of tutors from HEIs	10	
N° of teachers using Dual methodologies	20	
N° of dissemination events	20	
N° of questionnaires for students on Dual Study program		
N° of questionnaires for companies		
N° of questionnaires for company mentors		
N° of questionnaires for academic mentors		

8.4.3. Instruments for feedback

For the feedback following methods should be used:

The methodology World Café - consists of common parts serving the comparability between the stakeholder groups and of specialized elements designed for each of the stakeholder groups separately.

The common method used with each of the stakeholder groups is the question round with each of the groups. During the question session, 5 questions are presented and explained. The participants have 5 minutes per question to write a feedback using moderation cards. Each of the group is asked exactly the same 5 questions. The purpose is to find out to what extent the expectations of the separate stakeholder groups towards the dual study model match.

The following questions are asked:

Question 1

Do you see the connection between the theoretically taught contents of the university and the given practical training at all?

Question 2

What do you see as the biggest benefit for the company and the students?

Question 3

How can you understand whether the company's activities really complement the curriculum?

Question 4

Are the quantity and quality of care provided by the mentors sufficient?

Question 5

Which kind of assessment and feedback tools (written or oral) did you use to reflect the practical training? To whom these were submitted?

The methodology of questionnaires for the three involved parties in the strategic triangle: students, academic mentors and company mentors.

INTERNSHIP IN THE COMPANY

Feedback questionnaire – UNIVERSITY mentors

Dear academic mentor,

At the end of the internship at the company, you are kindly invited to answer the following questions. Questionnaires will be analysed for the needs of optimizing the organisation and the internship process. Your opinions and suggestions are of great importance to us!

Collected data will be processed anonymously.

University: _____

Choose the appropriate level of agreement: 1 – I fully agree to 6 – I fully disagree.
x – I don't know / not relevant

The academic mentor got all the necessary information of his tasks prior the beginning of the internship.	1	2	3	4	5	6	x
The academic mentor knew about the student`s tasks in company.	1	2	3	4	5	6	x
The academic mentor knew in advance what work tasks the student will have to fulfil.	1	2	3	4	5	6	X
The academic mentor knew which skills and competences the student should acquire with each task.	1	2	3	4	5	6	X
The academic mentor was introduced to the company structure.	1	2	3	4	5	6	x
The academic mentor was told about his duties and role in this dual education.	1	2	3	4	5	6	x
The academic mentor was given enough time to fulfil his tasks.	1	2	3	4	5	6	x
The academic mentor has communicated openly with the student and gave feedback to his work performance.	1	2	3	4	5	6	x
The academic mentor took chance to get in touch with industrial surrounding.	1	2	3	4	5	6	x
The academic mentor was supportive to student`s questions during their internship.	1	2	3	4	5	6	x
Work tasks were mostly relevant/suitable to the study programme.	1	2	3	4	5	6	x
Clearly structured internship was priorly accorded with company.	1	2	3	4	5	6	x
The academic mentor saw that student took responsibility for his professional career.	1	2	3	4	5	6	x
The academic mentor has got no feedback what the student was doing during the internship.	1	2	3	4	5	6	x

University mentor of internship was available if required during internship.	1	2	3	4	5	6	x
Overall satisfaction with the feedback from internship.	1	2	3	4	5	6	x
I would recommend students for internship to a befriended academics.	1	2	3	4	5	6	x
During internship I was least pleased with:							
My suggestions for improvement of the quality of internship:							

1 – I fully agree ... 6 – I fully disagree. X – I don't know / not relevant

Please, describe your experience regarding internship in comparison to the internship in the first year.

How do you assess the planning of an next internship?

In what way did it influence your cooperation with the university (R&D support work, orientation, expectations, acquisition of competences/skills/knowledge)?

Thank you!

INTERNSHIP IN THE COMPANY

Feedback questionnaire – COMPANY MENTORS

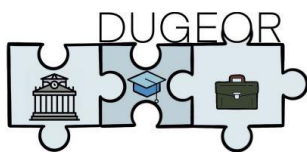
Dear company mentor,

At the end of the internship in your company, you are kindly invited to answer the following questions. Questionnaires will be analysed for the needs of optimizing the organisation and the internship process. Your opinions and suggestions are of great importance to us! Collected data will be processed anonymously.

Company: _____

Choose the appropriate level of agreement: 1 – I fully agree to 6 – I fully disagree.
x – I don't know / not relevant

The university provided all the necessary information prior the beginning of the internship.	1	2	3	4	5	6	x
The student was well accepted by employees in the enterprise.	1	2	3	4	5	6	x
I knew in advance what work tasks the student will have to fulfil.	1	2	3	4	5	6	x
I knew which skills and competences the student should acquire with each task.	1	2	3	4	5	6	x
Mentor was introduced to the student`s program.	1	2	3	4	5	6	x
Mentor was told about his duties and role in this dual education.	1	2	3	4	5	6	x
Mentor was given enough time to fulfil his tasks.	1	2	3	4	5	6	x
Mentor has communicated openly with the student and gave feedback to his work performance.	1	2	3	4	5	6	x
The student was given space to express initiative/interest and took chance.	1	2	3	4	5	6	x
Employees have responded openly and supportive to student`s questions.	1	2	3	4	5	6	x
Work tasks were mostly relevant/suitable to the study programme.	1	2	3	4	5	6	x
* Clearly structured internship was accorded with university.	1	2	3	4	5	6	x
* Responsibility was given to the student for professional career.	1	2	3	4	5	6	x
Sometimes we didn't really know what to do with the student.	1	2	3	4	5	6	x
University mentor of internship was available if required during internship.	1	2	3	4	5	6	x



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Overall satisfaction with the internship.	1	2	3	4	5	6	x
I would recommend students for internship to a befriended company.	1	2	3	4	5	6	x
During the internship I was least pleased with:							
My suggestions for improvement of the quality of internship:							

1 – I fully agree ... 6 – I fully disagree. X – I don't know / not relevant

Please, describe your experience regarding internship in comparison to the internship in the first year.

How do you assess the planning of the next internship?

In what way did it influence your cooperation with the university (R&D support work, orientation, expectations, acquisition of competences/skills/knowledge)?

Thank you!

INTERNSHIP IN THE COMPANY Feedback questionnaire - STUDENTS

Dear student,

At the end of the internship in the company, you are kindly invited to answer the following questions. Questionnaires will be analysed for the needs of optimizing the organisation and the internship process. Your opinions and suggestions are of great importance to us! Collected data will be processed anonymously.

Study programme :
Study year :
Company :

Choose the appropriate level of agreement: 1 – I fully agree to 6 – I fully disagree.
x – I don't know / not relevant

The university provided all the necessary information prior the beginning of the internship.	1	2	3	4	5	6	x
I was well accepted by employees.	1	2	3	4	5	6	x
I knew in advance what work tasks I will be doing.	1	2	3	4	5	6	x
I knew which skills and competences I will acquire with each task.	1	2	3	4	5	6	x
Mentor introduced me to the work environment.	1	2	3	4	5	6	x
Mentor has acquainted me with the company.	1	2	3	4	5	6	x
Mentor told me which work tasks to do and what should I learn by doing them.	1	2	3	4	5	6	x
Mentor was available for my questions.	1	2	3	4	5	6	x
Mentor has communicated openly with me and gave me feedback for my work.	1	2	3	4	5	6	x
I was able to express initiative / interest, if I wanted to do so.	1	2	3	4	5	6	x
Employees have responded to my questions.	1	2	3	4	5	6	x
Work tasks were relevant/suitable to my study programme.	1	2	3	4	5	6	x
Work plan comprised of tasks was helpful for my internship.	1	2	3	4	5	6	x
*Please, add a comment – in what way it influenced acquisition of competences/skills, your expectations for WBL etc.:							

* Clearly structured internship has increased my motivation for work tasks.	1	2	3	4	5	6	x
* Clearly structured internship has increased my responsibility for my professional career.	1	2	3	4	5	6	x
Sometimes I didn't really know what to do in the company.	1	2	3	4	5	6	x
Organiser of internship was available if required during my internship.	1	2	3	4	5	6	x
I got accustomed to the culture of the work environment and the rules of behaviour in the company.	1	2	3	4	5	6	x
I got accustomed to the working discipline and responsibility for performance of tasks.	1	2	3	4	5	6	x
Overall satisfaction with internship.	1	2	3	4	5	6	x
I would recommend this company for internship to a friend.	1	2	3	4	5	6	x
During internship I was most pleased with:							
During internship I was least pleased with:							
My suggestions for improvement of the quality of internship:							

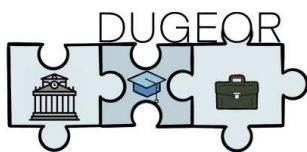
1 – I fully agree ... 6 – I fully disagree. X – I don't know / not relevant

Please, describe your experience regarding internship in comparison to the internship in the first year. How do you assess the planning of the internship? In what way did it influence your internship (work, orientation, expectations, acquisition of competences/skills/knowledge)?

Thank you!

ANNEXES

**Different supporting documents have been elaborated
for the overall enhancement of the project quality
assurance plan.**



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Annex A

Agenda template

TITLE OF THE MEETING AGENDA

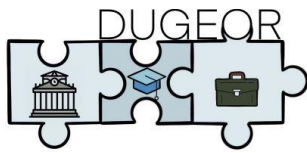
Location:
Time:

Contacts:

DAY I

Time, location	
10 ³⁰ – 11 ⁰⁰ h	Registration of participants
Part I Opening and welcome speeches	
11 ⁰⁰ – 11 ³⁰ h	
11 ³⁰ – 12 ⁰⁰ h	
12 ⁰⁰ – 12 ³⁰ h	<i>Break</i>
Part II Title	
12 ³⁰ – 12 ⁴⁰ h	
12 ⁴⁰ – 12 ⁴⁵ h	
12 ⁴⁵ – 12 ⁵⁰ h	
12 ⁵⁵ – 13 ⁰⁰ h	
13 ⁰⁰ – 13 ⁰⁵ h	
13 ⁰⁵ – 13 ¹⁰ h	
13 ¹⁰ – 13 ¹⁵ h	
13 ¹⁵ – 13 ²⁰ h	
13 ²⁰ – 13 ²⁵ h	
13 ²⁵ – 15 ³⁰ h	<i>Lunch break</i>
Part III Title	
15 ³⁰ – 15 ⁵⁰ h	
15 ⁵⁰ – 16 ¹⁰ h	
16 ¹⁰ – 16 ³⁰ h	
16 ³⁰ – 16 ⁵⁰ h	
16 ⁵⁰ – 17 ²⁰ h	Coffee break

Project number: 101081771



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Annex B

Report template

TITLE

SUBTITLE



Contacts: Prof. Dr. Mirko Savić, University of Novi Sad, mirkosavic69@gmail.com

Project acronym:	DUGEOR
Project full title:	Strengthening capacities for the implementation of dual education in Georgia higher education
Project No:	101081771
Funding scheme:	ERASMUS+
Project start date:	January 1, 2023
Project duration:	48 months

Abstract	This document is the template for all project reports.
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Title of document:	Report template
Work package:	
Activity:	
Last version date:	
File name:	
Number of pages:	
Dissemination level:	

VERSIONING AND CONTRIBUTION HISTORY

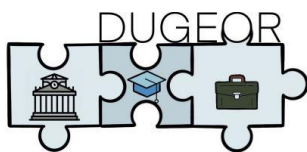
Version	Date	Revision description	Partner responsible

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Annex C

Attendance List



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Annex D

Event evaluation

Event Evaluation

Thank you for attending this event. In our effort to improve the organization and the impact of these events we invite you to complete the following questionnaire. In most of the questions you will be asked to rate your satisfaction on a scale by ticking the appropriate answer. In some of the questions you will be asked to describe your personal opinion in a few words and to give suggestions for future improvements of the content and overall organization of the event.

We thank you in advance!

Event Title	
--------------------	--

Participant from DUGEOR consortium	YES <input type="checkbox"/> NO <input type="checkbox"/>
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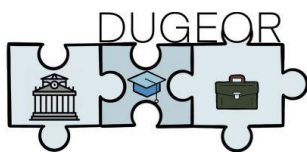
Event Date	
Event Venue	

RANKING	1	2	3	4	5	n/a
	Not at all satisfied	Rather dissatisfied	Moderately satisfied	Satisfied	Most satisfied	
The programme (contents)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The agenda (schedules)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The venue and facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The event dinner and subsistence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevance of the information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperation and interaction with the other participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1	2	3	4	5	n/a
	Not at all satisfied	Rather dissatisfied	Moderately satisfied	Satisfied	Most satisfied	
The materials distributed are useful and informative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The methods of working were suitable for the topics and for the participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The overall organization was professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Suggestions:

Any Further comments:



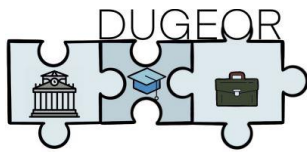
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Annex E

Travel list

Meeting:	
Date:	
Location:	
Organized by:	

	Name	Institution	Function Job	Email
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				

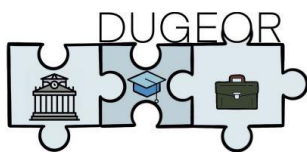


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Annex F

Study visit questionnaire

Questionnaire for quality management



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Name:
Organization:

1. Did the overall organization (e.g. venue, hotel, meals, time management) of the visit meet your expectations?

Clearly Yes Clearly No Somewhat

Comments

2. Did the company visits meet your expectations?

Clearly Yes Clearly No Somewhat

Comments

3. Did the know-how transfer at /institution/ meet your expectations?

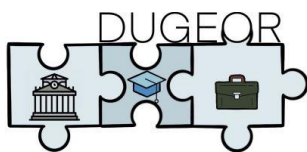
Clearly Yes Clearly No Somewhat

Comments

4. Did you make any decisions regarding your own project participation because of your experiences in /location, city/?

Clearly Yes Clearly No Somewhat

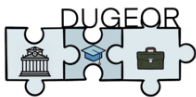
Comments



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Annex G

Presentation template



Titel hinzufügen

Text hinzufügen

Text hinzufügen