

## Erasmus+ KA2 Capacity Building in Higher Education

### Annex V - Technical Implementation Report (Progress report on implementation of the action)

561868-EPP-1-  
2015-1-EE-  
EPPKA2-CBHE-SP

(Project No. / Agreement No.)

Reports and Pre-financing	Deadlines
<ul style="list-style-type: none"> <li>Progress report on implementation of the action (Annex V)</li> <li>Statement of the costs incurred and Request for payment (Annex VI)</li> </ul>	<p>When 70% of the 1<sup>st</sup> pre-financing has been spent but not later than</p> <p><b>15 October 2016</b> for 2 year projects <b>15 April 2017</b> for 3 year projects</p>

#### Structure of the Report

Annex V	Declaration
	Narrative sections
	Statistics and Indicators
	Example showing how to fill in the tables of achieved/planned outcomes
	Table of achieved/planned results
	Check-list

## DECLARATION

This declaration should be completed and signed by the following people:

1. the contact person at the Coordinator (institution);
2. the person who is legally authorised to represent the Coordinator (institution).

*We, the undersigned, certify that we have submitted all the required documentation, including the documents mentioned in the checklist.*

*We certify that the information given in the "Progress report on implementation of the action" and the "Statement of the costs incurred and Request for payment" is correct to the best of our knowledge and complies with the requirements of the provisions of Article I.4 and II.23 (Annex II) of the Grant Agreement.*

*Furthermore, we confirm that the information provided has been compiled in close cooperation with all the Beneficiaries who have received a copy of all the documents submitted hereby.*

*We are aware that amendments to these documents will not be accepted after the date of submission.*

Name of the Coordinator (institution): Tallinn University .....

Name of the contact person of the Coordinator      Name of the legal representative of the Coordinator

Vladimir Tomberg

Katrin Niglas

Position: Associate professor

Position:

Vice Rector

Place: ..... Place: .....

Date: ..... Date: .....

Signature: ..... Signature: .....

Stamp of the Coordinator (institution):

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## NARRATIVE SECTIONS

This document comprises the following narrative sections:

- Section 1**      **Quality of the project implementation**
- Section 2**      **Impact and sustainability**
- Section 3**      **Quality of the cooperation**
- Section 4**      **Relevance**
- Section 5**      **Horizontal issues**

It is mandatory to complete all sections in full and to address all the questions applicable to the project.

Guidance notes on completion of the sections are found within the sections themselves.

## SECTION 1: QUALITY OF THE PROJECT IMPLEMENTATION

### 1) Activities implemented

Summarise the activities implemented so far addressing in particular the following issues:

- Extent to which these activities are in line with (or diverge from) the work programme, timetable and partners' share of responsibilities presented in the application;
- The applicability, added value and impact for the partner countries involved of the activities implemented so far
- Describe any obstacle/difficulty encountered and the measures taken to address them.

*The important activity realized in the first part of the project is Wp 1.1. Analysis of policies and legal frameworks of PT&SCS in EU where all Partner Country institutions visited Programme Countries in order to collect best practice and to implement project activities in best possible way. Furthermore, the WP2 is concentrated on the legal framework, policies and accreditation criteria for PT&SCHE, consequently it is highly important because legislative did not include PT&SCHE by now. This was really extensive part of the realization that required a lot of carefully designed documents with the active participation of all partners. The Local Committee held a few meetings in order to discuss this specific matter. This activity is connected to the next WP 3 and WP4. After implementation of previous WPs, an implementation of WP5 will start considering that development of eLearning materials, curricula and syllabi can be prepared once the legislation is set. Purchase of equipment is the activity that is in the process. At first, BMU was preparing tendering documentation, but according to the national law tender preferably need to be announced by the public institution, because of that request it has been decided that more correctly was that some state HEI announce it and for that task is VISER in charge now.*

*WP7 website and visual identity were prepared by BMU.*

*WP9 Besides Steering committee that is gathering on the regular basis, the Local Committee was formed with a BMU as a local coordinator. The purpose of this body is to solve problems locally more efficient and it gathers all Serbian partners when there is a need.*

### 2) Quality Assurance measures

Please describe the quality assurance (QA) measures applied to the activities implemented so far as well as the measures foreseen for upcoming activities.

You should address in particular the following elements:

- Provide the electronic link to the project quality assurance plan, if available;
- Describe the functioning of the internal QA (i.e. composition of the team(s), roles and actors involved; type and frequency of measures envisaged; feedback mechanisms in place; etc.), the measures already implemented and the remedial actions taken if any;
- Describe the functioning of the external QA (i.e. identity of the external evaluator(s) and criteria used for their selection; type and frequency of measures envisaged; feedback mechanisms in place; etc.), the measures already implemented and the remedial actions taken if any;

#### *Internal QA*

*Internal monitoring is being carried out by all partners, including self-evaluation by using the LFM, Workplan, budget and cash flow tables, SC meetings, monitoring visits of the QAPT and Questionnaires/satisfaction surveys of target groups (e.g. participants of dissemination and training events). The PT&SCHE platform is also being used for monitoring of project activities.*

*The quality assurance in PT&SCHE includes four levels of quality control (1) Deliverable authors, Tasks-, and WP-leaders, (2) Deliverable reviewers, (3) Coordinator level, and (4) Steering Committee level and final approval.*

*Different roles are identified in the Quality Assurance Plan with reference to the development of the project activities and in particular the project quality assurance procedures. Different responsibilities are associated with the different roles.*

*As part of the internal quality management, a regular risk assessment is carried and reviewed out during the Steering Committee meetings (Risk brainstorming) which may lead to corrective actions and potential adaptations of the Workplan based on a sound process.*

*As per plan internal QA monitoring and control is taking place once in a quarter of a year.*

*For monitoring the pilot implementations of PT & SCHE study programs metrics have been defined as a "Guidelines to Quality and Assessment" if a form of a handbook. It comprises five key concepts: The approval process, Monitoring of internal provider systems, Independent assessment review (External Examination), Annual programme monitoring report, Annual student survey. Handbook further defines roles and responsibilities of pilot organisation's administration, examination offices, quality nominees, the programme and assessment team, programme leader, lead internal verifier, internal verifier, assessor as well as the role of external examiners. It also provides guidance to avoid potential conflicts of interests. This guideline will start to be in use October 2017, once first pilot PT&SCHE programs start with the delivery.*

#### *External QA*

*External monitoring of the project will be performed by National Erasmus Office (NEO) and EACEA. NEO 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). Based on the progress of these aspects, the NEO sends the report on their findings to EACEA. Apart from the monitoring from NEO and EACEA, the Tallinn University will additionally subcontract the external audit agency for the purpose of preparation of External Audit Report on the project's financial statements in accordance with the recommendations and templates of EACEA.*

*As part of the on-going monitoring of Erasmus+ activities in Serbia, a monitoring visit of the project took place on 11 July 2016 at the Metropolitan University in Belgrade. Recommendations both from EACEA and NEO were received on November 26th. The EACEA view is that delayed implementation together with an unclear vision of how part-time and short-cycle studies should be structured and implemented may be putting the project main objectives at risk. As per QA plan, those risks were re-identified at the steering committee meeting in January 2017 when risk assessment and progress status were reported. Recommendations were taken into account with a view that PT&SCHE project is now in time, with some deliverables even ahead of schedule. As per risk the of implementation due to the limitations of the legal framework, the Local Committee as well as individuals representing the government have assured this risk to be eliminated prior to pilot programs accreditation and execution.*

### **3) Project Visibility**

- Please indicate the address of the **project website** and describe briefly its structure (including the purpose and content of sections restricted to the beneficiaries), the maintenance and updating plan in place, as well as the actions implemented for ensuring its visibility to all interested stakeholders.
- Describe and, if applicable, provide the electronic link to any information and support material produced by the project for visibility and promotion purposes.
- Explain how the consortium ensures that the visibility, exploitation and publicity obligations described in the grant agreement (art. I.10.8, I.10.9) are respected.

*At the beginning of the project the project logo, the website, and the templates were created.*

*Logo:*

*It was originally designed in 6 versions and the project participants had the opportunity to vote for the one they liked the best. The project logo appears on all project documents, websites, articles to ensure project visibility and identification.*

*Website:*

*The address of the project website is: [pt-sche.metropolitan.ac.rs/](http://pt-sche.metropolitan.ac.rs/)*

*The structure of the website is as follows:*

*In order to raise the interest of all potential visitors (general public as well as external stakeholders), we have developed an informal Welcome page with basic project data and the description of our main*

objectives. The aim of this page is to create a general interest in the project and motivate visitors to browse on. Further, the website gives information on Project participants (with links to the institutions' own websites), project activities and project outputs and outcomes. The nine Work packages are also detailed, together with the list of deliverables. The Logical Framework Matrix of the project is also available on the website in an easy, downloadable format.

The most flexible part of the website is the News section, which is regularly updated. It aims to give information on project-related events (meetings, study trips etc.) in an attractive way in a chronological order. The brief description of project events is complemented with photos.

Project partners made it sure that project information appears on their own websites in their national languages in order to reach a wider public.

Partners' website addresses with information in other languages are as follows:

[http://www.jgypk.hu/?p=14272;](http://www.jgypk.hu/?p=14272) [http://kg.ac.rs/medjunarodni\\_projekti.php;](http://kg.ac.rs/medjunarodni_projekti.php)

[http://kg.ac.rs/vest.php?vest\\_je=1174;](http://kg.ac.rs/vest.php?vest_je=1174) [http://www.metropolitan.ac.rs/o-univerzitetu/projekti/;](http://www.metropolitan.ac.rs/o-univerzitetu/projekti/)

[http://www.komberg.org.rs/Komora/centri/CentarZaRazvojAkcioanarstva.aspx?veza=3731;](http://www.komberg.org.rs/Komora/centri/CentarZaRazvojAkcioanarstva.aspx?veza=3731)

[www.irvas.rs;](http://www.irvas.rs) <http://www.uns.ac.rs/index.php/c-nauka/projekti-c/po-programima-c/erasmusplus-c>

These websites are public.

For internal communication, Google drive is used with its file storage, synchronization, and file sharing services. The main sections include Documents, Meetings, Partners' emails, Photos, and Reports. Work package information and related documents are also shared. The project coordinator has given access to this site to members of local project teams and members of task-based working groups.

Support material:

The study trips and study trip documents – agendas, ppt-s, photos- were very important for dissemination purposes because external stakeholders, representatives of university management, local governments, chambers of commerce, companies were involved.

Printed publication on the project:

-<http://www.u-szeged.hu/sztechirek/2016-szeptember/szakmaiforum>

- Two other informative articles: 1) on the study trip to Szeged 2) consortium meeting in Novi Sad

Both published in March 2017 in the Kari Közlöny (Faculty Bulletin) at USZ

Templates:

They have been designed for internal and external visibility. They include the following templates: PowerPoint presentations, Attendance sheet, Participant feedback form, Event report, Risks monitoring, List of deliverables and News template.

The relevant image and text 'with the support of the Erasmus+ Programme of the European Union' is featured on all project documents and Dissemination items. In compliance with the relevant Dissemination and Exploitation of Results Sections of the Grant Agreement, the coordinator of this work package, the University of Szeged continually pays attention to dissemination events and outputs of all partners as well as the visibility of the project.

#### 4) Equipment

- Describe the equipment(s) already acquired by the project and, if applicable, present the timetable and type(s) of equipment still to be acquired (by and for whom).
- Justify how equipment items have been used in the project activities (for teaching, learning, research, the provision of new services, etc.) for the different target groups (specifying the nature of these target groups and the estimated number of final beneficiaries of the equipment on a yearly basis) and describe the actions implemented (/foreseen) for maximising their usage;
- Indicate where it has been installed.
- As compared to the proposal, what changes have occurred (/do you foresee) for the purchase and/or usage of equipment?

The estimated value of the contract to be awarded exceeds EUR 134.000 thus the national legislation was applied and the public procurement needed to be conducted. The national public procurement

law defines the time frame for the tendering procedure so that the bids are submitted within 30 days of publication of invitation and the contract may be concluded at the earliest 10 days after the bid opening and consequent contract award declaration. The invitation and the tendering documentation were announced in March 2017. The bids opening is set in April 2017 and the contract is expected to be concluded by the end of April. The deadline for the equipment delivery is 60 days of the conclusion of the contract. The subject of procurement is divided by type of goods into 7 lots, namely:

- personal computers, peripherals, and accessories,
- audio & video equipment,
- computer servers and server parts,
- printing equipment,
- software,
- networking equipment and
- automotive diagnostics equipment.

The equipment is purchased by VISER acting on behalf of all other HEI members of consortium instead of BMU since there are some impediments to conducting public procurement by privately funded HEIs. The breakdown into lots was done in such a manner that similar goods are purchased in one lot for all the HEIs together.

Personal computers, peripherals and accessories, audio & video equipment, software, and automotive diagnostic equipment are necessary for the implementation of PT&SCHE programs. This part of the equipment is to be used by teachers and students for both face-to-face and online courses. In particular, personal computers and software will be used in the classrooms for programming courses, the audio & video equipment will be used for the preparation of multimedia learning materials and automotive diagnostic equipment is intended for use in the short-cycle training center. Computer servers and server parts and networking equipment are needed in order to build-up IT capacities for implementation of online courses and the printing equipment will be used for dissemination. The pilot programs are planned for 120 students to enroll and it is expected that as high number of students will enroll in future generations. The potential number of simultaneous users of online learning platform is even greater and measures in hundreds of students at the same time.

The equipment is to be installed in the HEIs facilities. These are the classrooms, computing centers and a training center that is currently being built for this purpose by VISER.

In compare to the proposal, changes have been made mainly in terms of technical characteristics of equipment though some equipment was completely excluded because it was already purchased from own sources or through other projects. The technical characteristics changes have been made in order to achieve better integration with the existing equipment, because of possibilities for future improvement and expansion and also some manufacturers ceased to produce particular equipment that was planned to be acquired. The new list, through the coordinator, has been sent to and approved from the Erasmus+ project officer.

### ***For Curriculum Development projects***

#### **5) Bologna principles**

- Explain to what extent the new curriculum takes into account the principles set out in the Bologna process (e.g. integration in the 3 cycles, definition of learning outcomes in accordance with a national or European Qualification Framework EQF, application of student-centred approaches, compatibility with European Credit Transfer System ECTS and with the European Standards and Guidelines ESGs for QA, etc.)

*The first part of the project relates to the preparation of the proposal of the policy for the introduction of PT and SC in HE of the Republic of Serbia.*

*The plan to introduce of PT and SC is present in document Strategy for the Development of Education in Serbia until 2020. In accordance with the action plan for the implementation of the strategy, the project aims to examine the realization of PT and SC in institutions of EU partners and to propose the way of implementation in Serbia.*

*For PT study is proposed that students who choose this mode of study should be to annually select items in the smallest volume of 30 ECTS. PT students should graduate in two times longer period than the duration of the study program. Higher education institutions (HEIS) need to adapt the teaching process to the specific category of students. It is recommended that teaching is conducted through the*

*traditional way (F2F), online or as blended process. This is an organized session is designed for the people who are unable to study regularly because they are employed or they have family responsibilities or some other financial or personal reasons.*

*SC training programs have to be designed to perform skills for the specific job. They will be made to the extent of 30-90 ESBP and to last from 3 to 18 months. HEIS prepare SC on the basis of agreements with employers. SC can only be carried out by accredited higher education institutions that implement at least one accredited degree program in the field in which they prepare a short program. SC should not be a subject of the accreditation process. It is anticipated that at the state level has to be established a national registry with data about SC delivered by higher institutions.*

*SC includes a set of courses, each of which allows the integration of theoretical, practical knowledge and skills for problem-solving. In addition to the teachers, in the implementation of the short program, professionals with significant work experience in the area of the program should be included. Upon completion, students are awarded a national certificate with a detailed description of the job for which it qualifies.*

*SC are pre-bachelor programs; in the draft of the National Qualifications Framework, it is located as a first step of the first level of higher education. In specific cases, SC can represent training under master-level classes; this proposal is a novelty compared to solutions seen in other countries and it is the result of specific needs and solutions at the level of Serbia.*

*If a person who graduated SC later enroll in the first-level classes, bachelor, subjects which passed within SC can be recognized as part of courses within the bachelor program; HEIS has to prepare the procedure for this kind of recognition.*

*An integral part of policy documents is also a proposal for amendment of the existing legislation (Law on HE and by-laws of HEIS). Further, in policy document proposal of a new national guideline of SC and HEIS acts (guidelines relating to the implementation of SC) are present.*

*As a second part of the project activities, some pilot implementation of PT and SC are planned. That means that some existing study programs have to be adapted for the realization as PT trough F2F or online study process ( an adaptation of syllabus, the methodology of teaching and learning process, and technology classes).*

*Further, it is planned to develop three SC and to be realized as F2F and online classes. Partner BMU has to develop the e-learning platform for online lessons which will be used for support personalization of e-learning (set of learning object will be developed for the students with different needs as well as for the different current knowledge). The realization of these tasks started and should be finalized in the next 6 months.*

## 6) New/updated courses

**For each of the courses** intended to be developed (/updated) for the benefit of the partner country Higher Education Institutions (HEIs), specify

- The title of the course, its volume (when applicable, in ECTS),
- The HEIs (or other type of training organisation) that will include the course in their curricular/training offer, and the degree/diploma it will be part of
- The level of development reached as compared to the final product
- Describe for each of the partner countries involved, the recognition and accreditation procedures to be followed and the activities already implemented in this respect. In case the Partner Countries involved are Bologna signatory countries, explain to what extent the accreditation process will be done in accordance with the EQAR (European Quality Assurance Register) Guidelines.

**Globally** (i.e. for the totality of the courses intended to be developed/updated) and as compared to the proposal, express in percentage the level of achievement so far concerning

- The **development**/update tasks
- The **recognition/accreditation** tasks
- The percentage of courses already **implemented/delivered** to the target group(s)

As a practical implementation of the new types of studies in Serbia: short-cycle studies and part-time studies, pilot programs are planned by the project application. For VISER, these pilot programs, in



accordance to the application are: F2F short cycle program in the area of Vehicle Control, online short cycle program in the area of Programming and F2F part-time program in the field of Informatics.

VISER prepares the courses for these programs having in mind their regular studies as well as by following all the existing data about these new type of studies in Serbia.

The title of F2F short cycle program, which will be implemented by VISER is Vehicle Control Systems Diagnosis. The volume of the program is planned to be 60 ECTS. According to currently proposed accreditation procedures for part time and short cycle studies in Serbia, a certificate will be provided for candidates after successful fulfillment of program obligations. Considering that according to curriculum of basic studies each subject amounts 6 ECTS, program structure provides 7 mandatory subjects (42 ECTS), related to vehicle control systems diagnosis and 3 elective subjects (18 ECTS). Elective subjects will be chosen from the blocks of subjects which refer to certain disciplines necessary for solving complex engineering and managerial tasks in car workshops. The number of prepared elective subjects is 17, which total amounts of 24 prepared subjects (24x6 ECTS=144 ECTS), as it is stated in Project Proposal.

The tasks related for development of teaching materials are completed around 40 %. The recognition/accreditation tasks are generally medium completed. The percentage of courses already implemented on bachelor program in VISER, on which the short cycle program is based on amounts 90 %.

VISER Short cycle Programming includes two programs: Web Application Developer (WAD) and Computer Programmer/Analyst (CP/A). Each program plans to include 12 optional subjects (6 ESPB each) where student chooses 6 subjects, i.e. 36 ESPB per program.

The WAD outcomes: use skills to maintain web server services, apply various programming languages, create and manipulate web media objects, use concepts of layout and organization to design websites by using visual elements, combine multiple web technologies to create advanced web components, design websites using appropriate security principles and best practices in navigation. The WAD subjects: Applicative software, Database programming, Web design, Internet programming, Internet protocols and technologies, Internet services, Web application programming, Mobile devices programming, Object-oriented programming 1, Computer network security, Standard user interfaces and Visual programming techniques.

The CP/A outcomes: programming by using integrated environment, apply OOP paradigm, analyse a problem, identify and define the computing requirements appropriate to its solution, use a variety of languages, technologies, tools and products to design, develop and test databases access for business applications, develop SOA, cloud computing solutions and apply testing techniques. The CP/A subjects: Algorithms and data structures, Relational database, Soft computing, Introduction programming, Object-oriented design, Programming languages, Object-oriented programming 2, Software engineering, Software testing, Microprocessors software, Introduction cloud computing and Software technologies integration.

In VISER it is planned to create Information systems part-time bachelor vocational study program which has 180 ECTS. The accreditation process is still going on. It is plan to in October 2017 students be enrolled on this program for the first time both regular and part-time students.

Information systems program has 37 courses. Obligatory courses are: Engineering Mathematics, Electrical Engineering, Internship, Foreign language (English or German language) and Final Work, all other courses are elective from which: 6 courses (German Language, Introduction to Cloud Computing, Business Software, Internet of Things, Programming of Mobile Devices, Data Analysis) are new courses in our institution (VISER) and the materials for this courses are not developed yet. Seven courses were in the previous accredited programs in our school, but their syllabus has been changed more than 40% and adjusted to Information systems program and innovations in technology which occurred in previous 5 years, so the materials for this courses exists but it is not complete.

### *Teaching / Training Activities*

#### **7) Mobility for Teaching, Training and/or project research activities<sup>1</sup>**

Describe the type and objectives of the teaching / training / research carried out and the mobility flows linked to them.

Explain the methodologies adopted by the partnership for informing, identifying and selecting the participants who have been or will be involved in these activities.

*Within the project, 4 study visits already took place. The study visits take place at the premises of partners with experience in Part Time or Short Cycled studies. During these visits, local experts are invited to contribute lessons learned and best practices with Serbian PT&SCHE participants.*

*Slovenia (13-14/03/2016)*

- *Slovenian Legal Framework for PT & SCHE programs*
- *Accreditation Framework & Criteria for PT & SCHE programs*
- *Employer-Engagement and Work-Based Learning within SCHE programs*
- *Curricula Development for SCHE programs*
- *Quality Assurance for PT & SCHE programs*
- *Work-Based Learning Environments within SCHE Colleges*

*Aberdeen (06-07/06/2016)*

*Aberdeen colleagues have hosted a group of Serbian partners, and Zan from Slovenia, in Aberdeen 6-7 June, 2016. This was to provide input into WPI report to ensure that WPI was producing what was needed by partners, and to also offer them insights into the Scottish and UK perspectives on part-time and short-cycle programmes in higher education.*

*The topics for the training were:*

- *Virtual learning environments*
- *Part-time blended degree programme*

*Estonia – Tallin (22-23/08/2016)*

*The study visit in Tallin featured several important topics for organizing PT&SCH education.*

- *Hans Põldoja presented several authoring tools for learning. Rather than reinventing the wheel several existing open source or free to use solutions were presented.*
- *Mart Laanpere focused in his talk on instructional design for blended learning. In this lecture, partners were made familiar with different kinds of instructional design. In a second phase of the lecture, the visitors were assigned a hands assignment. Using the ASSURE model, participants had to work out an online course and had to develop two tasks. Other courses during this visit focussed on*
- *e-Learning support for teachers (V. Rogalevich),*
- *Technology Enhanced Learning (S. Ternier) and*
- *Quality Assurance (V. Rogalevich).*

*The Netherlands - Heerlen 28-29/11/2016*

*The PT&SCHE meeting in Heerlen focussed at exchanging best practices at the Open University of the Netherlands. At the OUNL IMS Learning design and its predecessor EML (educational modeling language) were developed.*

- *In the first presentation, Hubert Vogten presented how yOULearn (the new learning environment of the OUNL) was developed taking lessons learned from IMS LD into account.*
- *The new educational model at the OU was later presented by Kathleen Schlusmans. In this model, students are restricted in study time. Kathleen presented the initial results of this model.*
- *Hubert explained how this implicates the yOULearn software. An important aspect of this model is more guidance by tutors and follow-up of student's progress.*
- *The learning analytics session, presented by Hendrik Drachsler, presented important lessons learned in tracking learners.*
- *Finally, Kathleen Schlusmans presented the Quality assurance approach at the OUNL.*

## SECTION 2: IMPACT AND SUSTAINABILITY

**1) Awareness raising, dissemination, sustainability and exploitation of the project results**

Explain briefly the actions already taken (as well as those envisaged until the end of the project) for raising awareness and contributing to the dissemination, exploitation and sustainability of the results achieved (/products delivered) by the project. In particular:

- Provide an electronic version of the project **Dissemination and sustainability/exploitation** if available;
- Explain the role (and commitment) taken by the partner country beneficiaries in this respect and the concrete measures taken for:
  - ensuring the visibility of the project at **all levels** (i.e. department and faculty, institution, local and regional, national, international);
  - guaranteeing the **sustainability** of the project outcomes beyond the project lifetime (specify the funding sources if known) ...)
- Please add a list of realised deliverables/project products

Explain and justify any change as compared to the dissemination and sustainability measures envisaged in the application.

*Actions already were taken:*

*Dissemination and Exploitation Plan: written at the very beginning of the project.*

*Dissemination Working group created in order to make dissemination work more emphatic and systematic. Participating institutions are represented in it. The WP coordinating institution (USZ) regularly contacts members via email and gathers relevant information.*

*Dissemination questionnaire compiled by USZ in order to make dissemination outcomes transparent and comparable within the entire project and throughout the project life.*

*Ppt presentations: at each Consortium meeting the coordinator of Dissemination had a ppt presentation on actions already taken and those to be taken in the area of Dissemination.*

*Dissemination at internal (institutional) level: All partners are committed to dissemination and sustainability. Partners from HEI-s regularly inform their colleagues and members of the management at various meetings. (Staff meetings, management, and senate meetings, meetings with members of other faculties.) Since the project is an interdisciplinary one by nature (IT, methodology, educational specialists, accreditation specialists, curriculum developers etc.) it requires cooperation at various levels. The study trips also gave an excellent opportunity to ensure the visibility of the project within and outside each organization. The surveys conducted within the project reached staff and management from all over the institutions. Some consortium members are from the business sector. They also made project information available at cluster meetings (e.g. NiCAT Cluster of Advanced Technologies, different associations working with the Chamber of Commerce and Industry).*

*Dissemination at national level meant an outreach toward external stakeholders: universities reached out toward the business sector and businesses reached out toward the educational sector. Intersectoral roundtable discussions were organized. 1 in Szeged and 2 in Belgrade.*

*Dissemination at international level:*

*Project communication is conducted in English, an international language. So, external stakeholders from universities and companies from abroad can have an access to project information through the website and occasional online and printed publications. The universities participating in the project are all very active internationally and they have many partner institutions in different countries, which are informed about the project and its outcomes. The final conference in the second phase will give new opportunities to disseminate project outcomes at national and international levels.*

*Sustainability: The teaching materials, course syllabi, curricula, teachers' manuals and methodology guides produced in the next phase of the project will contribute to the sustainability of the project both nationally and internationally beyond project lifetime. The most recent educational policies in each participating country favor lifelong-learning, part-time and short-cycle programs, because they are flexible, cheaper and more tailor-made to individual learning needs. The support of decision makers and employers ensure the sustainability of project outcomes in the future.*

*Participants from universities are also researchers: they publish and have presentations on PT&SCHE in the future, too.*

*List of realized deliverables in the area of dissemination:*

- PT&SCHE logo
- Project Website+ appearance on institutional websites in national languages
- Project documentation on Google drive
- Templates
- Dissemination working group and mailing lists
- Study trip agendas, reports, photo galleries
- Dissemination questionnaire
- Ppts (presentations)
- 3 online articles
- Reports (on Legal Framework, Analysis of needs and requirements for online PT&SCHE)
- 3 intersectoral round table discussions

## SECTION 3: QUALITY OF COOPERATION

### *Organisation of the project teams*

#### **1) Project management**

Describe **the project management procedures** and in particular

- The process for finalising the Partnership Agreement and, if applicable, the difficulties encountered (and solutions found) in this process
- The management tools used (e.g. dashboards/roadmaps, data/information collection and sharing systems, etc.)
- The performance indicators established
- The internal communication mechanisms adopted (i.e. language, meetings, on-line...) and the decision making processes chosen.
- Explain any modification or adaptation of the project management approach as compared to the application

*The process of subscribing of the partnership agreement was organized by the project coordinator. Each partner has received a draft for PA, where all responsibilities of the partner according to the Project Description were added. The partners had an opportunity to communicate these responsibilities before signing PA.*

*The process for finalizing the Partnership Agreement was conducted in time with all the partners. The exception was the Ministry of Education of Serbia, which has no own bank account and therefore cannot sign the PA Annex. We have found an approach by making a subcontracting agreement between Ministry of Education and the Belgrade Metropolitan University, where BMU is agreed to serve expenses of the Ministry on their own bank account. Currently, all Partnership Agreements are signed without significant modifications.*

*For collecting information a shared folder with predefined structure in Google Drive was organized by the project coordinator. The folder structure consists of project documents, financial reports, project documents, project meetings, photos, and partners' emails subfolders. Each partner has full access to each folder.*

*For the internal project communication, a mailing list and Skype are widely used by all partners. For the initial organizational meetings, a dedicated Flashmeeting online conference platform was used. The consortium meetings are conducted in English. English also is used for the mailing lists announcements. The Local committee uses the Serbian language, as no external partners are presented.*

*The Local committee is a body established for more efficient local and overall project management. All partners are able to propose a gathering if consider that there is a need for one. By now there were 6 Local committees held and main discussions were about legislative and implementation of WP2 and WP3. The management is significantly eased when partners are able to discuss in person different topics.*

#### **2) Involvement of partners and stakeholders**

- Describe the share of **responsibilities between partners** and in particular the role given to Partner country partners.
- Explain how **less experienced partners** are involved and, if applicable, why some partners are less (/not) involved.
- Explain how the **partner country needs** (for HEIs, the target groups or the society at large) are taken into account by the management teams
- Explain how and to what extent the Public Authorities (at national, regional or local level) from the partner countries have been involved in the project implementation. Specify their role and the nature of their contribution.
- Explain how and to what extent **students and other external stakeholders** are involved in the project management and/or implementation. Specify the type of stakeholders, their number, their role and the nature of their contribution

If applicable, explain to what extent the project contributes to increased cooperation between universities and non-academic sectors of the society?

*Responsibilities between partners are equally distributed. For nine working packages, nine different partners are lead organisations: WP1: The University Court of the University of Aberdeen (UNIABDN), WP2: University of Belgrade (UB), WP3: University of Kragujevac (UNIKG), WP4: University of Novi Sad (UNS), WP5: Belgrade Metropolitan University (BMU), WP6: School of Electrical Engineering and Computer Science of app. Stud (VISER), WP7: University of Szeged (USZ), WP8: Academia d.o.o., OE Višja strokovna šola (ACADEMIA), WP9: Tallinn University (TLU). Partner country partners from Serbia are especially engaged in the development working packages since the development of the legal framework and implementation of the short cycle and part-time studies should be conducted in Serbia. All partners from Serbia are participating in consortium meetings, meetings of local coordination team (LCT), and study visits where they are networking, learning and raising their capacities.*

*Less experienced partners, like The Belgrade Chamber of Commerce (BCC) and IRVAS International d.o.o. (IRVAS) are contributing to the fulfillment of project goals through tasks where their expertise is very useful. BCC is supporting the cooperation of project consortium with companies in Serbia and contributing to the better dissemination of project results. IRVAS is a software company and it will especially contribute to Set-up the educational portal with an adopted platform for online PT & SCHE (WP5.3) and Pilot implementation of online PT & SCHE programs for the first group of students (WP5.4). These partners are also involved in other working packages, like Dissemination and Exploitation, Quality Plan, and Management.*

*Partner country needs regarding development of part-time and short cycle studies are taken into account through participation of representatives of different target groups: companies, universities, teaching staff, students, and policymakers (The Ministry of Education, Science and Technological Development of the Republic of Serbia, The National Council for Higher Education of Serbia, Conference of Universities of Serbia, Commission for Accreditation and Quality Assurance). Several surveys were conducted in order to explore the opinion of different stakeholders about part time and short cycle studies. We have conducted surveys on companies and universities. Also, representatives of different stakeholders are actively participating in the project meetings where they are exchanging their ideas with members of project team.*

*Public authorities at the national level in the field of higher education (The Ministry of Education, Science and Technological Development of the Republic of Serbia, The National Council for Higher Education of Serbia, and Conference of Universities of Serbia) are the partners in the project and they are actively contributing to the fulfilment of project goals. Their specific role is engagement into a debate about optimal solutions regarding part time and short cycle studies in Serbia and to enable implementation of these solutions through modification and improvement of the legal framework, especially through Law on Higher Education and accreditation standards.*

*Students and other external stakeholders (companies) are not involved in project management, but they are significantly involved in the development phase and will be especially involved in the implementation phase. Representatives of companies will contribute to the development of three PT & SCHE programs, while around 120 students will attend pilot courses in part-time and short cycle studies.*

*The project contributes significantly to increased cooperation between universities and non-academic sectors of society because one of the main principles which future legal framework for short-cycle studies is based on is obligatory cooperation between universities and companies.*

## *Financial management*

### **3) Management of the grant**

- Describe the **grant management procedures** in place and explain how the partners have been familiarized with the rules for managing the grant.
- If applicable, describe how the specific **concerns, needs or constraints of the partners** (particularly from Partner countries) have been taken into account
- How is the project coordnato informing the consortium members on the use of the grant? Please specify the internal methodology used to communicate the financial reports on the use of the grant.
- Explain any difficulty encountered (or that could be encountered) for what concerns the management of the grant (transfer of funds to partners, reimbursement of costs, tender procedure...).

*Financial Management - information about the financial rules was given to partners at the Kick-Off meeting - discussion and presentation from the local Serbian National Agency. For the documents was created Google Drive folder with sub-folders - all the contractual documents can be found there as well as the guidelines, forms etc. Financial Reporting and collecting the financial supporting documents have been also through the Google Drive system. Every partner has their own sub-folder for the financial documentation.*

## **SECTION 4: RELEVANCE**

### **1) Relevance in relation to project objectives**

In comparison to the original proposal, describe **any change that may have affected the project relevance** and added value for the partner countries involved.

Explain or justify in particular:

- how the consortium dealt with internal and/or external constraints (e.g. legislative changes, labour market needs, lack of motivation/commitment of partners, lack of availability of staff, cultural differences, visa issues, exchange rate fluctuations etc.);
- to what extent the project is **still relevant to their national context** (how does it address the national strategies and policy development)
- how the activities implemented are contributing to reaching the project objectives as specified in the proposal in accordance with the following topics:
  - Improving quality of education and teaching (priority b)
  - Improving management and operation of HEIS (priority c)
  - Developing HE sector within society at large (priority d)

*The project is being implemented in line with the project proposal, as well as with the recommendations given by the Project Officer after the preventive monitoring visit. Project consortium, according to the project work plan, and especially in developmental work packages WP2, WP3, and WP4 have conducted thorough an analysis of the relevant stakeholders, so as to avoid any unpredicted constraints in the further implementation.*

*In order to take into account labour market needs, the project team, within WP2, has organized several roundtable discussions with representatives of employers, organized by the Chamber of Commerce that also realized a survey, together with the University of Novi Sad, in order to find out employers' needs and views regarding PT studies and SC programs.*

*In order to evaluate the opinions and suggestions about the project themes among the staff of the partner institutions (as those who will realize the new forms of studies in practice) and the students (who will be the primary beneficiaries of the results), the extensive survey of the teaching staff and students was conducted at all Higher Education Institutions in the consortium through WP3 and WP4. The teachers' survey received 537 responses and the students' survey received 838 responses. Further outputs of the project are planned to take into account this significant feedback.*

*As recommended by the Project Officer, from the system-level perspective, the proposal of the legal framework of PT and SC elaborated in the project tackled the implementation of the activities predicted by the Strategy for Education Development in Serbia 2020, specifically: HE-CE07*

*Reducing dropout rate in higher education; HE-CE23 Improvements in the implementation of new methods of learning, information technologies and e-learning; and HE-CE24 Promotion of cooperation with employers and businesses, by establishing a clear link between the project activities and those envisaged by the Strategy.*

*Importantly, all the discussions also include the representatives of the Ministry of Education, Science and Technological Development and, in particular, a working group of the Ministry that is preparing the draft of new Law for Higher Education and Assistant Minister for Higher Education. It is definite that, in accordance with the Strategy for Education Development in Serbia 2020, both PT and SCHE will be included in new Law of Higher Education planned to be adopted during 2017.*

*Having all this in mind, the majority of the project partners proposed that the reaccreditation of the introduced study programmes is not necessary, nor an increase in the workload of teachers during the working week based solely on the part-time study. In practice, there are various options for organizing classes for the respective groups of students. It is an obligation of HEIs existing in the Law on Higher Education. There is the possibility of additional payments to teachers due to increased workload (20%, which could be used for these purposes).*

*The project has been developed in line with the national Strategy on Education Development till 2020 in the Republic of Serbia, which identified the need for part-time and short-cycle (SCHE) studies and two relevant action plans were adopted, as current HE system defines neither PT nor SCHE studies. The implementation of the Strategy and its Action plans depends on the new legal solutions which will be incorporated into the new Law on Higher Education, the draft version of which is not yet published for the public hearing.*

## 2) EU Education, Cooperation & Development policies

Explain:

- To what extent is the project aligned with the **EU Higher Education objectives** (cf Education & Training 2020, Bologna Process);
- How the project contributes to disseminating these policies and the tools attached to them (e.g. ECTS, Diploma supplement, EQF, QA, etc.) in the partner countries;
- if applicable, provide concrete examples on the project contribution to visibility and attractiveness of the **European Higher Education Area** ;
- To what extent does the project contribute to the **EU Cooperation & Development policies**;

**The synergies** created between this project and other on-going or planned cooperation activities between the EU and the Partner Country partners.

*The project is being implemented in line with the project proposal, as well as with the recommendations given by the Project Officer after the preventive monitoring visit.*

*Project consortium, according to the project work plan, and especially in developmental work packages WP2, WP3, and WP4 have conducted thorough an analysis of the relevant stakeholders, so as to avoid any unpredicted constraints in the further implementation.*

*In order to take into account labour market needs, the project team, within WP2, has organized several roundtable discussions with representatives of employers, organized by the Chamber of Commerce that also realized a survey, together with the University of Novi Sad, in order to find out employers' needs and views regarding PT studies and SC programs.*

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## **SECTION 5: HORIZONTAL ISSUES**

**1)** If applicable, explain how the recommendations given by the Agency (in the expert's assessment of the application, in the feedback from monitoring visits, in monitoring exchanges with the Agency, etc.) have been followed up

*We have received comments that are mainly based on the finding of the monitoring visit that took place on 11 July 2016. Answers for the selected recommendations are provided below.*

*Recommendation No. 1:*

*“The Bologna dimension should be taken more into account.”*

*The social dimension regarding equal access for all, based on the inclusion of underrepresented groups will be included in the project outputs. The project team is currently preparing a proposal for the funding model regarding PT studies and SCHE.*

*Recommendation No. 2:*

*“From the system-level perspective, the PT&SCHE project partners should contribute to the implementation of the activities envisaged by the Strategy for Education Development in Serbia 2020”*

*The project team has in mind the Strategy and its three cited actions and is trying to find out how PT studies and SCHE can contribute to the goals of these actions. The project team had been involved in roundtable discussions with representatives of employers, organized by the Chamber of Commerce that also realized a survey, together with the University of Novi Sad, trying to find out employers' needs and views regarding PT studies and SC programs. Most of these activities were realized till June 2016.*

*Recommendation No. 3:*

*“A wider range of stakeholders should be consulted in the process of defining legal and institutional frameworks for part time (PT) and short cycle (SC) studies (Ministry of Education, Science and Technological Development; national and regional chambers of commerce; students; HEIs the*



*consortium; faculty management structures; etc.), with a view to increasing the impact of the project and securing sustainability.”*

*The project team is finalizing now two documents regarding the concept and the legal framework for PT studies, and, separately, for SC programs. The discussion also includes the representatives of the Ministry of Education, Science and Technological Development.*

*These two documents, once released, will be sent to different stakeholders for getting their feedbacks. The project team is trying to exchange ideas and its proposals with a working group of the Ministry that is preparing the draft of new Law for Higher Education.*

*Recommendation No. 4:*

*“The implementation of SC and PT studies calls for the consideration of the labour market perspective. The project consortium should develop recommendations for the Labour Law changes which would include flexible employment patterns that will not have a negative effect on the labour force.”*

*Changes of the Labour Law have not been planned in our project proposal, as flexible employment patterns are not directly related to PT studies or SC programs. But, if implemented, they may have a positive impact on PT studies, where most of the students are employed. If they have flexible working hours, they may have better conditions for their PT studies. The project team will have in mind this useful recommendation and will try to prepare some recommendations for changes in the Labour Law.*

*Recommendation No. 5:*

*“The consortium should only develop PT and SC courses once the legal framework and accreditation standards within work package 2 have been developed.”*

*The consortium will plan its activities according to this recommendation.*

*Recommendation No. 6:*

*“The project partners need to devise a clear business plan that will include a SWOT analysis of the labour market and higher education needs, a funding model, and an analysis of target groups envisaged as potential students.”*

*A SWOT analysis of the labour market and higher education needs, a funding model and an analysis of target groups envisaged as potential students will be done in weeks to come, and we expect to be completed by the end of January.*

2) If applicable, describe how and to what extent the project addresses transversal (/cross-cutting) issues relevant for the EU and its partner countries (e.g. gender balance, sustainable development, migration, unemployment, social cohesion, etc.).

*The project does not address transversal (/cross-cutting) issues relevant for the EU and its partner countries.*