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Fostering Socially Distanced and Inclusive on Campus Education in Armenian HEIs

milestone 21: **QUALITY ASSURANCE PLAN (QAP)**

Milestone Number: MS21

Work Package: 7. Project Management & Quality control

Prepared by: Quality Control & Monitoring Committee (QC&MC)

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1. Introduction

This Quality Assurance Plan (QAP) outlines the objectives, procedures, criteria and responsibilities to ensure the quality implementation of the Erasmus+ eCAMPUS project. The plan establishes a framework to systematically monitor, evaluate, and improve the project's activities, milestone and deliverables. It ensures compliance with project Grant Agreement (GA) and its Annexes.

2. Quality Objectives

The quality objectives of the eCAMPUS project are to:

1. Ensure that all milestones and deliverables meet the highest quality standards.
2. Monitor the timely execution of project activities and adherence to the agreed timelines.
3. Evaluate the relevance and impact of the project milestones and deliverables as stated in the GA.

3. Roles and Responsibilities

3.1 Project Coordinator

Organization: YSU

- Leads and coordinates the overall project QA.
- Organizes consortium meetings and ensures compliance with Erasmus+ regulations and the GA provisions.
- Reviews the progress at regular intervals.
- Acts as the primary contact for external audits and reporting.

3.2 Work Package Leaders

- Oversee the implementation and quality of their assigned work packages, including tasks, milestones and deliverables.
- Conduct internal evaluations and ensure compliance with quality criteria by using the Criteria Check List (CCL).
- Reporting progress and challenges to the Project Steering Committee (PSQ).

3.3 Quality Control and Monitoring Committee (QC&MC)

Organizations: UAM, ULISBOA, UNIGE, KTH, YSU, NU

- Develops and enforces the project's Quality Assurance Plan.
- Develops evaluation tools and make them available to consortium members.
- Collects and analyzes the data, and provides the results of evaluations.
- Assists consortium members to conduct tasks/activities, milestones and deliverables based on highest quality standards.
- Indicates deviations from the set goals and quality standards, and provides suggestions.

3.4 External Auditors

- Conduct an independent assessment of project deliverables and project as a

whole.

- Ensures compliance with the GA and provides recommendations for improvement.

4. Quality Management

Appropriate methods and instruments are adopted on this QA plan to check the extent to which tasks/activities, milestones and deliverables meet the project objectives. In the event of deviations, correcting measures are carried out.

4.1 Milestones and Deliverables

Milestones and deliverables are submitted to the QC&MC 2 weeks prior to the set submission date for continuous reporting on the SYGMA of the Funding and Tender Portal.

4.2 Evaluation Methods and Instruments

Various formal and informal methods and instruments are used to evaluate tasks/activities, milestones, and deliverables. Each item is assessed using at least two methods and instruments (see Table 1).

Table 1: Evaluation Methods and Instruments

N	Task, Milestone, Deliverable	Evaluation Methods & Instruments	Evaluator
1	Project in general	<ul style="list-style-type: none"> • Meetings (M) • Project Evaluation Form (PEF) • External Evaluation (EE) 	<ul style="list-style-type: none"> • Participants • All partners • External audit
2	Document, Paper, Report	<ul style="list-style-type: none"> • Meetings (M) • Criteria Check List (CCL) • Peer Review (PR) • Focus Groups (FG) 	<ul style="list-style-type: none"> • Participants • WP Leads • QC&MC • WP Leads
3	Meeting, Event, Study Visit, Conference	<ul style="list-style-type: none"> • Attendance List (AL) • Meeting Evaluation Form (MEF) 	<ul style="list-style-type: none"> • PMT • Participants
4	Training, Seminar, Workshop	<ul style="list-style-type: none"> • Attendance List (AL) • Training Survey (TS) 	<ul style="list-style-type: none"> • PMT • Trainees
5	Curricula, Syllabi, Trainees	<ul style="list-style-type: none"> • Peer Review (PR) • Training Portfolio Assessment (TPA) • Focus Groups (FG) 	<ul style="list-style-type: none"> • QC&MC • Trainees • WP Leads
6	Equipment, Smart Classrooms	<ul style="list-style-type: none"> • Technical Specification Check (TSC) • Functionality Check (FC) 	<ul style="list-style-type: none"> • Coordinator • AM HEIs
7	Websites, Presence in Media	<ul style="list-style-type: none"> • Peer Review (PR) • Criteria Check List (CCL) • Website-Monitoring Tool (WMT) 	<ul style="list-style-type: none"> • QC&MC • PMT • WP Lead
8	Marketing/Info Materials	<ul style="list-style-type: none"> • Criteria Check List (CCL) • Peer Review (PR) 	<ul style="list-style-type: none"> • WP Lead • QC&MC
9	Decrees, Decisions	<ul style="list-style-type: none"> • Meetings (M) • Criteria Check List (CCL) 	<ul style="list-style-type: none"> • Participants • WP Leads

4.2.1 Criteria Check-List (CCL)

The CCL is used to systematically evaluate and monitor project milestones and deliverables, such as documents, reports, and policy papers (see Annex 2). The CCL questionnaire covers a) compliance with Erasmus+ CBHE rules and

regulations, and b) adherence to the project GA provisions. The assessment options are: *fulfilled*, *partly fulfilled*, and *not fulfilled*. It also includes recommendations for improvement. The CCL is an online questionnaire to be completed by the WP Leads and primarily serves as a self-assessment tool.

4.2.2 Attendance Lists (AL)

The AL is used to document the number of participants/attendees in all project activities, including meetings, study visits, workshops, seminars, conferences, and training sessions. These activities may be conducted face-to-face or through remote/online formats (e.g., video meetings or conferences). All consortium members organizing or conducting the aforementioned activities are required to maintain and submit ALs according to project protocols. These records serve as essential documentation for project monitoring, reporting, and evaluation purposes.

4.2.3 Project Evaluation Form (PEF)

The PEF is used to systematically evaluate the project in general (see Annex 3). The online questionnaire aims to collect comprehensive feedback from all consortium members to assess the progress, effectiveness, and overall quality of the eCAMPUS project, including its WPs, milestones and deliverables. The results will be used for continuous improvement and to ensure alignment with the project objectives. The PEF items address a) project progress and effectiveness, b) communication and collaboration, c) work packages (WPs), d) milestones and deliverables, and e) impact and sustainability. The questionnaire includes statements rated on a five-point scale (*strongly agree*, *agree*, *neither agree nor disagree*, *disagree*, *strongly disagree*) and three open-ended questions. The PEF is administered every six months and answered by all consortium members.

4.2.4 Meeting Evaluation Form (MEF)

The MEF is used to systematically evaluate the effectiveness and outcomes of all meetings (e.g., consortium meetings, work package team meetings, ad-hoc meetings, etc.) and study visits (see Annex 1). It includes (1) the agenda and minutes of the meeting and (2) a questionnaire that defines the type of meeting and evaluates the meeting or study visit as a whole, as well as its different aspects. The evaluation items cover a) meeting content and organization, b) communication and engagement, and c) results and feedback. The online questionnaire consists of statements with degrees of agreement (*strongly agree*, *agree*, *neither agree nor disagree*, *disagree*, *strongly disagree*) and several open questions. It is completed by the participants of the meeting or study visit. The organizers and moderators provide access to the Google online survey form by sharing the URL with participants.

4.2.5 Training Survey (TS)

The TS is used to systematically evaluate the training and implementation of the

National Certificate Programme (NCP) (see Annex 4). The online questionnaire focuses on a) satisfaction, b) organization of the training, c) atmosphere, d) meaningfulness of discussions, e) clarity of instructions, f) digitalization, and g) importance of the training. Other variables are included depending on the training focus (e.g., acquired knowledge, empathy, importance of digital skills, discourse ethics). The TS includes five-scale ratings and open questions. It is in Armenian, used in an online form, and answered by the trainees of the NCP.

4.2.6 Training Portfolio Assessment (TPA)

The TPA is used by trainees (trained teachers) to evaluate the curricula and syllabi of the NCP. This portfolio contains a collection of training topics, materials, and activities from the NCP. Teachers follow a standardized structure for this assessment, which includes:

Systematic analysis: Trainees examine each component of the curricula and syllabi to ensure they align with educational objectives.

Feedback and reflection: Trainees provide insights on the effectiveness of the training materials and suggest improvements.

This structured approach helps ensure that the NCP is comprehensive, relevant, and effective in developing digital skills.

4.2.7 Peer Review (PR)

The PR ensures the academic and technical rigor of all developed materials. It is used to evaluate official documents, reports, papers, plans, curricula, and syllabi, as well as to assess the project website design. The review is based on the following criteria:

- a) Accuracy of content
- b) Completeness of content
- c) Alignment with project objectives
- d) Alignment with EU guidelines and rules (see CCL)
- e) Appropriate language and style
- f) Clarity

These criteria are provided to reviewers in a standardized checklist. Each produced material undergoes an iterative development process with multiple review stages (see Fig. 1).

Documents follow three informal review phases:

1. Initial review by the WG members and WP leaders
2. Secondary review by the QC&MC
3. Tertiary review by the Project Management Team (PMT)

The PMT or WP leaders distribute initial document for review via email or through the project's digital platform. After the QC&MC review, two weeks prior to the EU deadline, the WP leader submits the document to the PMT for final review. If further improvements are necessary, the PMT returns the document to the WP leader for

revision. This creates multiple feedback loops throughout the review process, which are tracked by the version number displayed on each document's cover page.

4.2.8 Meetings (M)

Regular national and international meetings (e.g., consortium meetings, steering committee meetings, WP meetings, ad-hoc meetings) provide a platform to monitor and review project progress and its WPs in an informal and primarily formative manner. Through discussion-based evaluation, challenges are addressed, and team members offer qualitative feedback in a trust-based environment on tasks/activities, milestones, and deliverables. Collaborative consensus-building also occurs. The outcomes of these evaluations, such as decisions made during consortium or WP meetings, are recorded in the meeting minutes.

4.2.9 Website-Monitoring Tool (WMT)

The WMT is implemented to track and analyze visitor traffic to the eCAMPUS website. This tool systematically collects data on the number of unique visitors, page views, user engagement metrics, geographical distribution of users, and other relevant analytics. These insights help evaluate the website's reach and effectiveness, inform content optimization strategies, and provide quantifiable evidence of the platform's impact. Regular WMT reports enable the consortium to make data-driven decisions regarding website enhancement and to document outreach achievements for project reporting purposes.

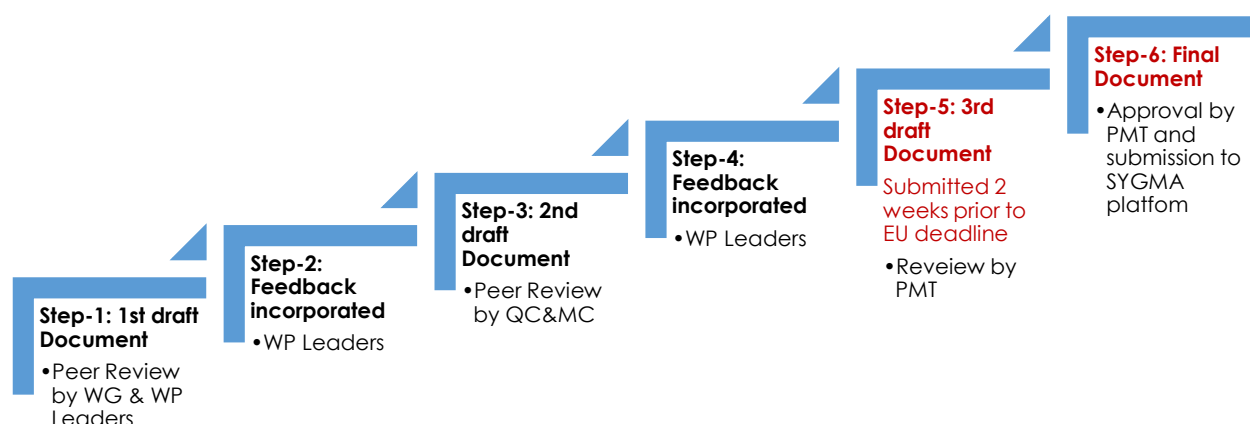
4.2.10 Focus Groups (FG)

FGs are qualitative sessions designed to gather comprehensive, in-depth feedback on specific project tasks/activities (e.g. development of DCF, NCP, or QA criteria & tools for digital education). FGs bring together key stakeholders, end-users, and/or expert participants to explore perceptions, preferences, and experiences related to particular project components.

4.2.11 External Evaluation (EE)

The EE is a comprehensive and independent assessment conducted by an external expert to review the progress, quality, outcomes, and compliance of the eCAMPUS project with its objectives. This assessment ensures transparency, objectivity, and accountability by offering an unbiased evaluation of the project's implementation and the results.

Figure 1: Document Peer Review Loop



4.3 Evaluation of Milestones and Deliverables

All milestones and deliverables are evaluated using at least two evaluation instruments or methods, as presented in Table 2.

Table 2: Evaluation Methods for Milestones and Deliverables

WP	Nº	Milestone or Deliverable Name	Description	Evaluation Tools	Responsible	Due Date
WP.1 DIGIcom	MS1	Study visit to ULISBOA and UAM	Event, 30 participants	AL, MEF	ULISBOA UAM	Apr 2025
	D1.1	DCF best practice report & policy paper for AM HE sector	Report, 20-30 pp, Eng. Sen.,	M, CCL, PR	YSMU UAM	Jun 2025
	MS2	Online seminar on DCF development by YSMU	Event, 30-40 attendees	AL, TS	YSMU UAM	Aug 2025
	D1.2	Digital Competence Framework (DCF) of TLA for AM HE sector	Document, 10-15 pp, Eng.& Arm., Pub.	FG, CCL, PR	YSMU UAM	Nov 2025
	MS3	Ministry's decree on ratification of the DCF	Document, Pub.	M, CCL	MESCS YSU	Jan 2026
	MS4	Decisions of consortium AM HEIs' ACs or Rectors' orders on adoption of the DCF	Document, Pub.	M, CCL	All AM HEIs	Mar 2026
WP.2 DIGIcert	MS5	Online seminar on NCP development by ASPU	Event, 30-40 attendees	AL, TS	ASPU ULISBOA	May 2026
	D2.1	NCP curricula and syllabi of study modules (NCP specification)	Document, 25-30 pp., Eng.& Arm., Pub.	FG, PR, TPA	ASPU ULISBOA	Sep 2026
	MS6	Ministry's decree on ratification of the NCP	Document, Pub.	M, CCL	MESCS YSU	Nov 2026
	D2.2	16 trained trainers for NCP	Event, 16 trainees	PR, TPA	ASPU ULISBOA	Dec 2026
	MS7	Workshop in ASPU on NCP introduction	Event, 20-30 participants	AL, TS	ASPU ULISBOA	Jan 2027
	MS8	Decisions of consortium AM HEIs' ACs or Rectors' orders on adoption of the NCP	Document, Public	M, CCL	All AM YSU	Feb 2027
	D2.3	96 NCP trained & certified teaching staff of AM HEIs	Event, 96 trainees	TPA, PR	ASPU ULISBOA	Apr 2027
WP.3 IQAsys	MS9	Study visit to KTH	Event, 24 participants	AL, MEF	KTH ANQA	Nov 2025
	D3.1	Best practice report and policy paper on IQA of online/digital TLA	Report, 20-30 pp, Eng. Sen.,	M, CCL, PR	ANQA UNIGE	Jan 2026
	MS10	Online seminar on internal QA criteria and procedures	Event, 30-40 attendees	AL, TS	ANQA UNIGE	Mar 2026

	D3.2	IQA regulation & criteria for digital TLA	Document, 10-15 pp, Eng.& Arm., Pub.	FG, CCL, PR	ANQA UNIGE	Jul 2026
	MS11	Workshop in ANQA to discuss implementation of the updated IQA, and development of self-assessment tools	Event, 20-30 participants	AL, TS	ANQA UNIGE	Jul 2026
	D3.3	Self-assessment tools/guidelines for evaluation of digital TLA	Document, 10-15 pp, Eng.& Arm., Pub.	FG, CCL, PR	ANQA UNIGE	Oct 2026
	D3.4	4 Self-assessment reports (SARs) of consortium AM HEIs	Report, 20-30 pp, Arm. Sen.,	CCL, PR	AM HEIs ANQA	Apr 2027
WP.4 SMARTclass	MS12	Study visit to UNIGE	Event, 24 participants	AL, MEF	UNIGE IIAP NAS	Jun 2026
	D4.1	Best practice report and policy paper on technology enhanced (TE) TLA	Report, 20-30 pp, Eng. Sen.,	M, CCL, PR	IIAP NAS UNIGE	Aug 2026
	MS13	Online seminar on e-learning platforms	Event, 30-40 attendees	AL, TS	IIAP NAS UNIGE	Oct 2026
	D4.2	Framework benchmark standards for e-learning platforms	Document, 10-15 pp, Eng.& Arm., Pub.	FG, CCL, PR	IIAP NAS UNIGE	Jan 2027
	D4.3	Benchmark statements on model smart classrooms	Document, 10-15 pp, Eng.& Arm., Pub.	FG, CCL, PR	IIAP NAS UNIGE	Jun 2027
	D4.4	8 Functioning smart classrooms (SC) at consortium AM HEIs	3 SCs at YSU; per 2 SCs at ASPU and YSMU; 1 SC at NU	TSC, FC	YSU AM HEIs	Nov 2027
WP.5 COURSEg	MS14	Seminar in KTH on development of regulatory provisions for part-time studies in AM	Event, 24 participants	AL, TS	KTH YSU	Jul 2027
	MS16	Online workshop on course registration and student progression e-platform	Event, 30-40 attendees	AL, TS	YSU IIAP NAS	Oct 2027
	D5.1	Regulation on part-time studies in AM HE sector	Document, 8-10 pp, Eng.& Arm., Pub.	FG, CCL, PR	YSU IIAP NAS	Oct 2027
	MS15	Ministry's decree on the part-time study regulation	Document, Pub.	M, CCL	MESCS YSU	Dec 2027
	D5.2	Technical specification (ToR) for course registration & student progression e-platform	Document, 8-10 pp, Eng.& Arm., Pub.	FG, CCL, PR	YSU IIAP NAS	Feb 2028
	MS17	Seminar in AM on introduction of part-time studies	Event, 20-30 participants	AL, TS	YSU IIAP NAS	Apr 2028
WP.6 DIEXSUS	MS18-1	Project's presence in the Web and social media	FB, Y/Tb, L/In; P/Website, Partners URLs	PR, CCL, WMT	NU, YSU All	Jan 2025 Apr 2025
	MS18-2	Project dissemination plan	Document, 8-10 pp, Eng., Sen.	CCL, PR	NU YSU	Jun 2025
	MS19-1	Project's printed dissemination info materials	P/Leaflet, Handbook, 50-60 pp, Eng.& Arm., Pub.	CCL, PR	NU YSU	Feb 2025 Sep 2028
	MS19-2	Project's electronic dissemination info materials	8 e-newsletters; 2 video clips; dissemination report	CCL, PR	NU YSU	May 2025- Oct 2028
	MS20-1	Internal dissemination events-1	4 internal events per AM HEI	AL, MEF	NU AM HEIs	Nov 2025 Nov 2026 Nov 2027 Oct 2028
	MS20-2	Internal dissemination events-2	Press conferences & interviews	CCL, WMT	NU, AM partners	Feb 2025- Nov 2028
	D6.1-1	Dissemination event-1 for wider academic community/Online forum	Event, 30-40 attendees, combined with MS2	AL, TS	YSMU UAM	Aug 2025
	D6.1-2	Dissemination event-2 for wider academic community/Seminar in ANQA	Event, 20-30 participants, combined with MS11	AL, TS	ANQA UNIGE	Jul 2026
	D6.1-3	Dissemination event-3 for wider academic community/Conference in UAM	Event, 30-40 participants	AL, MEF	UAM NU	Dec 2027

	D6.1-4	Dissemination event-4 for wider academic community/Conference in YSU	Event, 80-90 participants, combined with closing conference	AL, MEF	YSU UAM	Nov 2028
	D6.2	Project sustainability measures and tools	Document, 3-4 pp, Eng., Sen.	CCL, PR	NU YSU	Oct 2028
WP.7 PM&QC	MS21	Project QA plan	Document, 8-10 pp, Eng., Sen.	CCL, PR	YSU NU	Mar 2025
	MS22	The kick-off meeting & final conference in YSU	Events, 40-50 & 80-100 participants	AL, MEF	YSU NU	Feb 2025 Nov 2028
	MS23	Annual quality monitoring reports	5 Reports, 8-10 pp each, Eng., Sen.	CCL, PR	EU partners NU YSU	Mar 2026 Jun 2027 Jan 2028 Sep 2028
	MS24	PQMC quality meeting in ULISBOA	Event, 8 participants	AL, MEF	ULISBOA YSU	Jun 2028
	D7.1	Two quality evaluation/audit reports produced by external experts	2 Reports, 15-20 pp	CCL, PR	YSU NU	Jan 2027 Nov 2028

4.4 Processing and Provision of the Results

The WP-Leaders prepare data (e.g., documents, reports, curricula, syllabi, etc.) for assessment by the QC&MC. Quantitative online data (e.g., PEF, MEF, TS, WMT, etc.) are analyzed descriptively and presented using appropriate diagrams. Qualitative online data (e.g., open-ended questions in PEF, MEF, TS, etc.) are analyzed descriptively (e.g., compiling and categorizing responses).

Results are disseminated to consortium members and relevant stakeholders in a timely manner through email communications, the project's digital platform (e.g., Google Drive), the Project Coordinator, or in cases when the public should be informed, via the project's Website (such as the successful ratification of DCF and NCP by the MESCS, etc.).

Meetings (M) outcomes are documented in minutes and made available to all consortium members via the project's digital platform by either the Project Coordinator or the relevant WP-Leader. CCL results directly indicate to WP-Leaders which criteria require improvement or immediate attention, with no further data preparation needed. PR results are forwarded by the QC&MC either directly to the WP-Leader who produced the milestone/deliverable or via the Project Coordinator.

4.5 Evaluation Levels

Both internal and external QA mechanisms are operational.

Internal monitoring:

- Conducted periodically by the QC&MC
- Periodic online meetings, interim reports, and site visits
- Comprehensive reviews during consortium meetings

External audit:

Independent evaluations at key project milestones to ensure compliance. At the 30th and 45th months of the project, external experts, selected through a competitive tendering process, will conduct quality audits to evaluate the deliverables of WPs 1, 2, 3, and WPs 4, 5, and 6, respectively. These experts will

produce two audit reports identifying areas for improvement and potential inclusions in future activities. The QC&MC will present and discuss these reports at the project's coordination meetings.

5. Assessment of Key Performance Indicators (KPIs)

The following table shows how the project outputs/outcomes are measured quantitatively and qualitatively via the Key Performance Indicators (KPIs) in the Logical Framework Matrix (LFM).

Table 3. KPIs in the Logical Framework Matrix (LFM)

OUTPUTS/OUTCOMES (MILESTONS & DELIVERABLES)	KEY PERFORMANCE INDICATORS	MEANS OF VERIFICATION
WP.1: DIGIcom <ul style="list-style-type: none"> Study tour to EU HEIs; DCF best practice report and Policy paper for AM HE sector Online seminar on DCF development Ministry ratified and adopted Digital Competence Framework of TLA for Armenian HE sector 	<ul style="list-style-type: none"> Informed staff of AM HEIs on EU DCF by M5; DCF best practice report and Policy paper circulated among AM HEIs by M7 Staff from AM HEIs acquainted with DCF development practices by M9 DCF is in line with the EU's "Digital Education Action Plan 2021-2027" and approved by the Ministry, piloted and adopted in consortium AM HEIs by M16 	<ul style="list-style-type: none"> Agenda, signed list of participants, Feedback evaluation report (FER), Best practice report and Policy paper available on project and partners' websites Info on the project website; Lists of attendees Decree of the Ministry on National DCF published in its official website; Decisions of ACs or Rector's orders of consortium AM HEIs in PW
WP.2: DIGIcert <ul style="list-style-type: none"> Online seminar on NCP development; NCP curricula & syllabi of study modules Validated National Certificate Programme in digital TLA Trained teaching staff of the NCP in AM HEIs Trained teachers on digital TLA for AM HEIs 	<ul style="list-style-type: none"> Staff from AM HEIs trained to develop NCF by M18; NCP programme specification, course descriptors and syllabi of modules developed by M22 NCP is ratified by the Ministry by M24 4 training courses in EU HEIs; 16 trained NCP trainers by M25 Workshop in AM on piloting of NCP by M26; 96 trained teachers in digital TLA by M29; Decisions of AM HEIs Academic Councils 	<ul style="list-style-type: none"> Agenda, signed participants list, FER; Catalog of NCP on digital TLA for AM HEIs published in project and partners websites Decree of the Ministry published on its official website Agenda, signed attendance lists, training material packages, FERs, detailed info in project and EU partners websites Agenda, signed participant lists, workshop and training materials, FERs, detailed Info in project and AM partners website
WP.3: IQAsys <ul style="list-style-type: none"> Study tour to EU HEI; Best practice report and Policy paper on IQA of online TLA Online seminar on IQA; IQA criteria & procedures for digital TLA Workshop in AM on self-assessment; Self-assessment guidelines/tools for evaluation of digital TLA Self-assessment reports (SARs) of consortium AM HEIs on digital TLA 	<ul style="list-style-type: none"> Informed staff of AM HEIs on IQA of online TLA by M12; IQA best practice report and policy paper circulated among AM HEIs by M14 Trained staff of AM HEIs on online IQA development by M16; IQA criteria & procedures recommended by the national QA body (ANQA) by M20 Trained staff of AM HEIs on self-assessment by M20; Self-assessment guidelines & tools for digital TLA recommended by ANQA by M23 4 SARs of AM partners HEIs on digital TLA reviewed by ANQA by M29 	<ul style="list-style-type: none"> Agenda, signed list of participants, FER; Best practice report and policy paper available on project and partners' websites Agenda, attendees list, FER; IQA Criteria & procedures on digital TLA published on project's and ANQA's websites Agenda, signed participant lists, workshop materials, FER; Self-assessment guidelines & tools for digital TLA posted on project and ANQA's websites Published SARs on project and AM partners websites
WP.4: SMARTclass <ul style="list-style-type: none"> Study tour to EU HEI; Best practice report and Policy paper on technology-enhanced (TE) TLA Online seminar on benchmark development; Benchmark standards for e-learning platforms Recommendations for AM HEIs on model smart classes Smart classes at AM HEIs 	<ul style="list-style-type: none"> Informed staff of AM HEIs on EU practices of TE TLA by M19; Best practice report and policy paper on TE TLA circulated among AM HEIs by M21 Trained staff of AM HEIs on benchmark development by M23; Benchmark standards on e-learning platforms recommended by the consortium by M26 Exemplary Smart classroom model circulated among AM HEIs by M31 8 Functioning Smart classrooms at AM consortium HEIs by M36 	<ul style="list-style-type: none"> Agenda, signed list of participants, FER; Best practice report and Policy paper available on project and partners' websites Agenda, Attendees list, FER; Benchmark standards published on PW Exemplary model lists of smart classrooms available on the project and partners' websites Procurement documents; Inventory recordings of the consortium AM HEIs; Info in PW
WP.5: COURSreg		

<ul style="list-style-type: none"> • Seminar in EU HEI; Regulation on part-time studies for Armenian HE sector • Online workshop on course registration platforms; Specification for course registration & student progression e-platform for Armenian HEIs • Seminar in AM to support AM HEIs in transition from the correspondence to part-time study mode <p>WP.6: DIEXSUS</p> <ul style="list-style-type: none"> • Project website (PW); Links in partners' websites; Project dissemination plan • Project leaflet and handbook; e-newsletters; video clips; report on dissemination activities • Internal dissemination events in AM HEIs • 2 information seminars; 2 dissemination conferences • Project sustainability plan <p>WP.7: PM&QC</p> <ul style="list-style-type: none"> • Project steering committee (PSC) and management team (PMT); Project quality monitoring committee (PQMC); Project QA plan • Kick-off and 7 coordination meetings; Updated project work-plan • Annual quality monitoring reports; updated QA plan • External QA reports 	<ul style="list-style-type: none"> • Trained staff on part-time study organization by M32; Regulation on organization of part-time studies by M35 and approved by the Ministry by M37 • Trained staff on online course registration platforms by M35; Technical assignment/specification for online course registration platform by M39 • Informed administrative staff of AM HEIs on organization of part-time studies by M41 • Project website and partners' webpages are operational by M5 and regularly updated; Project's presence in social media by M7; Project dissemination plan approved by PSC and made operational by M6 • Project leaflet and handbook are published by M3 and M47, 8 e-newsletters and 2 video clips are posted on PW - one per 6 months, and all materials are disseminated amongst AM HE community; published report by M46 • 4 dissemination events per AM HEI - one per year; press conferences & interviews in mass media • HE community participated in 4 project dissemination events – in M9/online, M20/AM, M37/EU, M48/AM • Action plan with indicators & budget by M38; report on LFM KPIs and 2 memorandums of understanding by M46 • Functioning management and quality control bodies by M2; Project QA plan approved by PSC and made operational by M4 • 2 Coordination meetings per year, 4-in AM, 3 in EU, 1 online and all combined with other project events; updated project work-plan by M3 • 5 Quality monitoring reports of WPs disseminated among partners for follow up by M13/M25/M37/M48; PQMC meeting in EU in M43 • 2 published QA reports on project deliverables by external experts by M25 and M48 	<ul style="list-style-type: none"> • Agenda, signed list of participants, FER, training materials; Decree of the Ministry Published in its official website • Agenda, list of attendees, FER, workshop materials; Specification for e-platform available in PW • Agenda, signed list of participants, FER, seminar materials • URLs of the project and partners' website/pages; published dissemination plan in project and partners' websites • The project website and all partners' websites • Info on project and consortium AM partners' websites • Signed participants list for 4 events • Agendas, 4 signed list of participants, seminars/ conferences' materials and news-info posted on project and partners websites, 4 FERs • Supporting documents on the project's website • Membership lists of the 3 bodies along with appropriate minutes of meetings posted on PW; published QA plan in PW • Updated work-plan and minutes of the 8 meetings posted on PW • Reports are posted on the project and partners' websites; minutes of the meeting and published updated QA plan • Reports are posted on PW
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6. Risk Management

Table below shows the risk management with regard to the quality management of the project.

Table 4: Risk Management

Risk	Impact	Mitigation Strategy
Delays in Deliverable Completion	High	Conduct comprehensive monthly progress reviews with PMT and WP Leaders to systematically track milestones & deliverables
Partner Non-Compliance	Medium	Provide detailed instruction and clear guidance
Insufficient Participation in Activities	Medium	Incentivize participation and actively engage stakeholders. Possibly adaptation of the process to comply with the specific issue (in agreement with the EU project officer)

7. Communication and Reporting

Internal Communication:

- E-mail is used for daily communication with partners.
- A shared platform (Google Drive) is used for document sharing and updates.
- Video conferences (Zoom Meetings) are conducted continuously to review progress and address challenges.

External Reporting:

- Continuous reporting is implemented by uploading and submitting the following results to the Grant Management SYGMA Portal: Project Summary; Milestones & Deliverables; Dissemination & Communication Activities; Events & Trainings; and Mitigation of Current Critical Risks.

Transparency:


- Key findings and public deliverables are published on the project's website to engage stakeholders and the wider public.

8. Conclusion


This Quality Assurance Plan provides a comprehensive framework to ensure the successful implementation of the Erasmus+ eCAMPUS project. By adhering to these guidelines and criteria, the consortium will deliver high-quality outputs/outcomes, meet project objectives, and create sustainable impacts on the HE system of Armenia.

Annex 1: Meeting Evaluation Form (MEF)

Exemplary MEF for Kick-Off Meeting: This example applies to the project Kick-Off Meeting. The MEF for other meetings follows the same principle, but the assessment questions, statements, and open questions are adapted to align with each meeting's objectives.



Co-funded by
the European Union



eCAMPUS Kick off Meeting Evaluation Form

Dear participants of the eCAMPUS project kick-off meeting!

Please complete the questionnaire to evaluate this meeting. The questionnaire is completely anonymous. Your answers will be used to improve the quality of the eCAMPUS project meetings. Please evaluate the project meeting by ticking the appropriate answers and providing your opinion in open questions.

Project Quality Assurance team

abudaghyan@ysu.am [Switch account](#)

Not shared

* Indicates required question

Please rate the different aspects of the meeting. *

	Strongly agree	Agree	Neither agree nor disagree	Strongly disagree	Disagree
The meeting reached its objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the discussions and the decision-making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The agenda included all the issues I would have liked to discuss.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The participation of all partners was active.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The communication was based on mutual respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The presentations of the work package leaders made the tasks clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please assess your understanding of the project after the kick-off meeting. *

	Strongly agree	Agree	Neither agree nor disagree	Strongly disagree	Disagree
The workplan for next months is clear and realistic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand my role for the next period.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate means and resources to complete my tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel more confident about my role in the eCAMPUS project after this meeting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The meeting overall met my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

At this stage of the project, what do you think are the main strengths of the project? *

Your answer

At this stage of the project, what do you think are the main weakness of the project? *

Your answer

Are there any problems that should be addressed as soon as possible? What do you think could threat the successful completion of your activities? *

Your answer

In your institution, what are the opportunities for successful implementation of the project? *

Your answer

What do you expect from the deliverables we are going to develop during the project? *

Your answer

Do you have any wishes or suggestions to optimize the work procedures?

Your answer

Anything else you would like to share:

Your answer

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Google Forms

Annex 2: Criteria Check List (CCL)

Instruction

1. Please provide a list of the milestones and deliverables relevant to this reporting period and write them into the table below.

Number	Milestone or Deliverable Name	Status*

*Insert: *On Track, Delayed or Completed*

- 1.1 Use the Check List (2) and evaluate all milestones/deliverables listed under (1) according to the criteria below. For each criterion, evaluate the performance using the following rating scale:

- *Fulfilled*: Criterion is fully met without any significant issues
- *Partly Fulfilled*: Criterion is partially met but has room for improvement or minor issues
- *Not Fulfilled*: Criterion is not met and requires immediate attention

- 1.2 Use the Check List (2) and provide comments and evidence for each rating to support the evaluation, if necessary, with reference to the milestone or deliverable as listed under (1).

2. Check List.

2.1. Compliance with Erasmus+ CBHE rules and regulations

	Criteria	Rating	Comments/Evidence
1	Milestone/deliverable adhere to Erasmus+ guidelines and EU rules	<input type="checkbox"/> Fulfilled <input type="checkbox"/> Partly Fulfilled <input type="checkbox"/> Not Fulfilled	[Insert comments, e.g.: the action is properly implemented according to the project proposal; situations of conflict of interests are prevented; adhering to highest ethical standards; acknowledging the EU support (European flag/emblem) in any communication activities; indicating the disclaimer about responsibility in any communication and dissemination activities, etc.]
2	Data collection and handling comply with	<input type="checkbox"/> Fulfilled <input type="checkbox"/> Partly Fulfilled <input type="checkbox"/> Not Fulfilled	[Insert comments, e.g.: ensuring personal data protection; data are collected and stored securely; participant data is anonymized in reports; sensitive

	GDPR ¹		information is kept confidential, etc.]
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2.2 Adherence to the project GA provisions

	Criteria	Rating	Comments/Evidence
3	Milestone/deliverable is completed as described in the GA	<input type="checkbox"/> Fulfilled <input type="checkbox"/> Partly Fulfilled <input type="checkbox"/> Not Fulfilled	[Insert comments, e.g.: adherence to milestone/deliverable description; quality of outputs; milestones and deliverables meet specified quality standards, and are completed within the planned timeframe; etc.]
4	Systematic feedback mechanisms are in place and utilized	<input type="checkbox"/> Fulfilled <input type="checkbox"/> Partly Fulfilled <input type="checkbox"/> Not Fulfilled	[Insert comments, e.g.: feedback loops ensure quality improvement; stakeholder feedback incorporated into deliverables; focus groups validate outcomes; feedback integrated into revisions, etc.]
5	Milestones/deliverables contribute to achieving the project goals	<input type="checkbox"/> Fulfilled <input type="checkbox"/> Partly Fulfilled <input type="checkbox"/> Not Fulfilled	[Insert comments, e.g.: relevance of milestones/deliverables to the project objectives; deliverables address the expected impact areas; stakeholder feedback confirms relevance; adjustments made based on evaluation findings; deliverables meet the outlined goals]

2.3 Summary

Overall Compliance Rating:

- ☐ Fully Compliant
☐ Partially Compliant
☐ Not Compliant

3. Recommendations for improvement

[Insert recommendations based on the evaluation, e.g., "Improve internal communication processes by implementing regular progress check-ins"]

WP Lead's signature:

Name: [Insert name]

Date: [Insert date]

This checklist ensures that WP leaders can systematically monitor and evaluate compliance with the project's monitoring and evaluation criteria.

Annex 3: Project Evaluation Form (PEF)

Dear participant of the project, please complete the questionnaire to evaluate the project in general. The questionnaire is anonymous. Your answers will be used to improve the quality of the eCAMPUS project.

Rate the following statements:	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
1. The overall progress of the project is on track	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Tasks, milestones and deliverables in the project are being completed as scheduled	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Project activities during this period effectively contribute to the overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¹ General Data Protection Regulation: <https://gdpr-info.eu/>

objectives					
4. Sufficient resources are available to ensure the completion of tasks/activities within my WP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The level of support by the project coordination team is adequate for achieving WP goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I am satisfied with the quality of management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I am satisfied with the progress of the project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Communication among project partners is clear and effective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I am adequately informed about project activities and progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Collaboration within my WP is efficient and supportive of achieving deliverable quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The communication structure across WPs is effective and fosters cooperation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The feedback mechanisms within the project are sufficient to address any concerns or issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The deliverables in my WP meet their intended objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The deliverables in my WP are clear and comprehensive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. The deliverables in my WP adhere to the agreed timeline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. The deliverables in my WP address the needs of the target groups effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. The deliverables in my WP are prepared in a professional format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. The project is creating a positive impact on the target audience (HEIs, teaching staff, students, policy makers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. The outcomes of the project are to be sustainable beyond the funding period	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. There are clear strategies in place to maintain and expand the project's impact after its completion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Ethical considerations are effectively integrated into the project activities and deliverables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please, provide examples of strengths observed in the project's progress, tasks/activities, milestones/deliverables, or collaboration:

Please, provide suggestions for improving any aspect of the project, (e.g., milestones/ deliverables, communication, sustainability):

Do you have any additional comments or feedback?

Thank you!

Annex 4: Training Survey (TS)

Dear training participant, please complete the questionnaire to evaluate the training. The questionnaire is anonymous. Your answers will be used to improve the quality of future trainings.

Overall satisfaction

Rate the following statements:	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
I am satisfied with the training overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Organization of the training

The training was well organized (e.g., scheduling, structure, materials provided)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training duration was appropriate for the content covered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Atmosphere

The atmosphere of the training was engaging and conducive to learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interactions between participants and trainers were respectful and supportive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Meaningfulness of discussions

The discussions during the training were meaningful and added value to the learning experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Participants were given enough opportunities to share their perspectives during discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Clarity of instructions

The instructions for activities and assignments were clear and easy to follow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning objectives of the training were clearly explained	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Digitalization

The training emphasized the importance of digital skills in education and professional practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital instructional technologies were integrated effectively into the training content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of the training

The training content was relevant to my professional and pedagogical needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The knowledge and skills gained from the training will be useful for my pedagogical practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What aspects of the training did you find most valuable?

What improvements would you suggest for future trainings?

Any additional comments or suggestions?

Thank you!