

# DELIVERABLE No. 1.3

## Quality Assurance Plan

Version as of 06/02/2024

<b>Acronym</b>	EDUC
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<b>Abstract</b>	The purpose of the EDUC Quality Assurance Plan (QAP) is to provide a single point of reference on the overall strategic approach to quality assurance and management that will be implemented during the full rollout phase of EDUC. The QAP defines the principles, procedures, roles and responsibilities related to quality control and quality assurance to guarantee the quality of both our activities/processes and their results/deliverables. It describes how the alliance will execute its day-to-day activities from a quality perspective, and ensures that standards, processes, and procedures are defined and their execution is continuously monitored, corrected when necessary and improved.
<b>Keywords</b>	Quality; management; communication; governance; processes; deliverables; milestones.

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## Executive Summary

The purpose of the EDUC Quality Assurance Plan is to provide a single point of reference on the overall strategic approach to quality assurance and management that will be implemented during the full rollout phase of EDUC. The deliverable at hand defines the principles, procedures, roles and responsibilities related to quality control and quality assurance to guarantee the quality of both our activities/processes and their results/deliverables. It describes how the alliance will execute its day-to-day activities from a quality perspective, and ensures that standards, processes, and procedures are defined and their execution is continuously monitored, corrected when necessary and improved.

The Quality Assurance Plan of the European University Alliance EDUC reflects a commitment to excellence, adaptability, and the continuous enhancement of the overall educational experience. Through this comprehensive approach, EDUC aims to contribute significantly to the advancement of higher education in Europe and beyond.

The use of the present plan is supposed to ensure better cooperation among the alliance partners, individuals and groups. The Quality Assurance Plan is a deliverable in task 1.1 to be implemented by all partners.

## Abbreviations

AB	Advisory Board
BR	Board of Rectors
EACEA	European Education and Culture Executive Agency
EC	European Commission
EDUC	European Digital UniverCity
GA	Grant Agreement
HEI	Higher Education Institution
LO	Liaison Officer
PM	Project Manager/s
SB	Student Board
SC	Steering Committee
TT	Task Team
QA	Quality Assurance
QAP	Quality Assurance Plan

## I. Fundamentals of EDUC Quality Assurance

### 1. The European Digital UniverCity

The European Digital UniverCity brings together 8 research intensive public universities: Potsdam, Paris Nanterre, Jaume I, Pécs, South-Eastern Norway, Cagliari, Masaryk University and Rennes. EDUC aspires to use digitalization as a vantage point to foster education, research, innovation and societal responsibility and thus to strengthen present and future citizens in their capacities to tackle 21st century challenges.

EDUC belongs to the first generation of European University alliances. The alliance started its pilot phase from 1 October 2019 until 31 December 2022 with 6 partners. After the successful application to the ERASMUS-EDU-2022-EUR-UNIV call, EDUC has grown by 2 additional partners.

Our values, governance, mutual rights and obligations as well as activities are laid down in the mission statement and the EDUC Charter of Common Values and Good Cooperation, the work plan for the period of 1 January 2023 until 31 December 2026 as well as in the Grant Agreement. These documents constitute the basis on which EDUC establishes the following quality assurance management.

### 2. Scope and objective of this Quality Assurance Plan

The purpose of the EDUC Quality Assurance Plan is to outline the internal principles, processes, roles and responsibilities of quality enhancement and accountability for the implementation of both the EDUC deliverables and activities, during its full rollout phase under the ERASMUS-EDU-2022-EUR-UNIV call from 2023 until 2026 (with a possible extension of 2 years). The document considers the current developmental stage of EDUC based on the learnings of its pilot phase between 2019 and 2022. It reflects latest developments in creating quality standards for European University Alliances on the European level.<sup>1</sup> Moreover, it also considers the introduction of the lump sum-based funding scheme for alliances.

The overall objective of this document is to develop a reliable and effective internal QA system that tunes in with further evaluation tools on European, national and institutional levels. Ideally, this document establishes the basis of an EDUC quality culture embracing all levels and stakeholders. The QAP as presented here defines the general approach of the alliance to quality control, to external and internal evaluation as well as the procedures to be followed by partners for effective management, communication, production and implementation as well as documentation of deliverables and outcomes. The more concrete objectives of the QAP are to:

- determine the basis for referencing documents;

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<sup>1</sup> This includes the 2015 Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) as well as EuniQ's QA Development Roadmap: Implementing the European Framework for the Comprehensive Quality Assurance of European Universities (both downloaded on 31 July 2023).

- clarify actors in the process of quality management;
- establish review procedures to monitor the progress of the alliance work plan and the achievement of its overall strategic and transformational goals;
- put in place risk management mechanisms;
- create clear procedures for the delivery of high quality results/deliverables;
- provide the alliance with templates for outputs;
- establish procedures on how to deal with alterations to the work plan – processes and outcomes – due to unexpected hurdles or events.

It is crucial to mention that the successful implementation of the European Universities Initiative in general and EDUC in particular depends on future, yet unknown, long-term expectations and policy initiatives of the European Commission, the Council and the Bologna Process. The principles documented here can be subject to change in this respect.

This is the latest approved version of the QAP, adopted by the Steering Committee at the date mentioned on p. 3, 'History of Versions of the document'. It can be revised and adapted at any time by the same board.

### 3. Reference documents

The QAP of this funding period is part of the following set of reference documents:

- **Mission Statement:** The mission statement, signed by all rectors and presidents on 14 March 2022, describing the joint strategy outlining EDUC's long-term vision to drive systemic, structural and sustainable impact at all levels of our institutions and across different areas of activity going beyond the alliance EU funding period.
- **Consortium Agreement:** The Consortium Agreement defining the legal terms that govern the relations between the partners by establishing their rights and obligations. It also regulates the financial management of EDUC.
- **EDUC Charter of Common Values and Good Cooperation:** The charter describing the basic values and principles of EDUC, the composition and functional description of boards and roles of individuals, the decision-making procedures, the communication flow and data storage, the meeting management as well as the procedures of charter revision and conflict management. It engages all relevant stakeholders (students, staff, scholars, experts, top management) in different roles (strategic, operational, and advisory) in the co-creation of the alliance, thus reinforcing a sense of ownership, belonging and trust.
- **Work Plan:** Annex I of the Grant Agreement providing a detailed description of the activities planned during the funding phase. It includes both deliverables, milestones and performance indicators.

#### 4. Objectives and principles of EDUC quality assurance

In its mission statement, the EDUC partners have formulated the following key goals of alliance quality and impact:

- fostering a new degree of institutional cooperation as a firm pro-European statement that will translate into direct encounters between colleagues, citizens and peers, creating a sense of belonging and shared identity.
- addressing the manifold challenges by combining the expertise, creativity and solidarity of our universities, local communities and regions.
- educating and training the future generations of open-minded, innovative and responsible (young) professionals serving in all sectors of society and across all countries.
- strengthening our academic communities as knowledge-inducing networks connecting research and innovation with our local ecosystems.
- equipping our students, scholars, staff and lifelong learners with those transversal skills they need as professionals in their workplaces, as enlightened citizens of their democratic communities and as responsible leaders in executive positions.
- nourishing an open and inclusive European identity by fostering multilingualism, gender equality, cultural diversity, and seamless mobility as well as by supporting disadvantaged individuals to gain equal access and support.
- creating systemic, structural and sustainable impacts on all levels of our institutions and across all activities.

Based on these goals, EDUC partners have formulated the following principles. Quality assurance in EDUC:

- focuses on students, scholars, staff, partners and stakeholders as primary beneficiaries of any EDUC activity in all four aspects of the knowledge square, namely, education, research, innovation and service to society.
- integrates stakeholders from across all levels and sections of the participating universities.
- deals with the quality of the activities/processes as well as with the quality of the results/deliverables.
- is based on the principles of transparency, cooperation, compliance and mutual trust among all EDUC partners, institutional levels and sections involved to contribute to the implementation of the respective action plan in high quality and good faith.
- presumes accountability of EDUC partners for the quality of results – produced as outlined in the EDUC work plan manifested in the roles of task lead/co-lead/contributor – and EDUC activities as well as for the proof of due diligence in work plan implementation (also in case of deviations and changes).



- constitutes a continuous process that includes constant quality improvement.
- is based on the plan-do-check-act cycle of internal quality assurance guaranteeing evidence-based decision-making within the alliance, based on clearly defined quality standards and consistent application.
- relies inherently on the quality management procedures and approaches in all member universities. All partners have quality management systems in accordance with the European Standards and Guidelines. These systems are the foundation of quality assurance also within EDUC. Beyond this foundation, the EDUC partners share a vision of the high quality they aim for as a European University to be.
- benefits from external evaluation and expertise as foreseen in task 1.1. of the work plan.

## II. Process of EDUC Quality Assurance

### 1. EDUC activity areas

The work plan of the present funding phase encompasses 27 tasks distributed in 6 work packages:

- WP 1: Governance, Management and Coordination
- WP 2: Education Agenda
- WP 3: R&I meet education
- WP 4: Societal Outreach Agenda
- WP 5: Staff Development Agenda
- WP 6: Impact, Dissemination and Best-Practice Sharing

### 2. Actors and responsibilities of quality assurance in EDUC

EDUC quality management has devised a cascading process that engages every tier and department within the alliance and its member institutions. Students, scholars, staff, the EDUC Student Board, and diverse communities of practice play pivotal roles in not only designing, creating, or implementing but also in reflecting upon and evaluating EDUC activities. The task of ensuring the proper execution of the quality management process rests solely on the shoulders of EDUC boards and designated roles. These roles are comprehensively outlined in the EDUC Charter of Common Values and Good Cooperation.

The following boards and roles actively participate in the EDUC quality management:

Actors	Activity	Responsibility
Lead and Co-Lead/Task Teams	Implementation and day-to-day monitoring	- <b>Detailing of work plan</b> including a breakdown into manageable components, effort & cost estimates, work schedule in relation to on time production of high-quality

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		<p>deliverables, milestones and KPIs as outlined in annex 1 to the GA</p> <ul style="list-style-type: none"> <li>- <b>Preparing regular meetings</b> (agenda, minutes, to-dos) for co-creation of activities characterized by open and constructive communication</li> <li>- <b>Surveying the timely implementation</b> of activities within the foreseen budget</li> <li>- Documenting incidents, corrective actions and decisions for <b>general reporting</b></li> <li>- In case of <b>delays</b> of more than 21 days of deliverables without qualitative or quantitative alterations of the same, information of local PM, WP lead and coordinator including a justification and new date of completion</li> <li>- <b>Identifying problems/changes</b> to the work plan, immediate communication within the TT, to the local PM and WP lead, developing and implementing alternatives/solutions together with the task team reducing any risks for the work plan as such and other tasks</li> </ul>
Task Co-Lead	Deliverable monitoring	<ul style="list-style-type: none"> <li>- The co-lead <b>reviews the quality</b> of task deliverables using the template in the annex to this document.</li> </ul>
Work Package Lead	Progress monitoring	<ul style="list-style-type: none"> <li>- First contact point together with local PM of respective task lead to be <b>informed about delays, changes or risks for the work plan</b> of (a) task(s)</li> <li>- <b>Reporting of any delays and deviations</b> of the work plan to the PM team in coordination with task lead and local PM</li> <li>- Hold <b>mandatory status meetings</b> to evaluate the percentage of completion of their WP (recommendation to Coordinator) and prepare formal status reports due at the end of each reporting period, including the evaluation of the role of each beneficiary in the respective WP (esp. task lead or co-lead)</li> <li>- In case of restructured tasks decided by SC, <b>WP lead shall advise the PMs</b> on ways to rearrange tasks and budgets of parties concerned. Such rearrangement shall take into consideration the legitimate commitments taken prior to the decisions which cannot be cancelled.</li> </ul>
Project Managers Meetings	Progress monitoring/Synopsis	<ul style="list-style-type: none"> <li>- Monthly meetings to <b>discuss task progress</b>, to identify possible delays, changes or risks that might affect performance of other tasks or work packages and to react immediately and directly on work level</li> <li>- Direct <b>communication with SC and BR</b> in case of any disturbances of the work plan through direct action and annual reporting on progress and budget spending</li> <li>- <b>Supervising re-planning and re-scheduling</b> the work plan of the respective task(s) keeping consequences for other tasks, work packages and the overall project as limited as possible after changes decided by SC and possibly BR</li> </ul>

Steering Committee	Decision making	<ul style="list-style-type: none"> <li>- Regular meetings including reporting by PM of any deviations thus assuring constant <b>supervision of the overall work plan</b></li> <li>- SC monitors the overall schedule and budget and decides <b>possible adaptations</b></li> <li>- <b>Reporting to BR</b></li> </ul>
Board of Rectors	Strategy	<ul style="list-style-type: none"> <li>- <b>BR decides on the (dis)continuation or revision</b> of activities in accordance with the overarching strategy of EDUC</li> </ul>
Advisory Boards	Counselling	<ul style="list-style-type: none"> <li>- Experts on education, research, digitalization, diversity, inclusion &amp; equal opportunities are involved by PM, SC or BR to <b>provide continuous advice</b> on task implementation (esp. at local institutions), monitoring, evaluation and recommendations on evaluation results</li> </ul>
Coordinator	Connecting / Mediation / WP Completion Evaluation / Payments	<ul style="list-style-type: none"> <li>- <b>Maintaining transparent, effective and trustful internal communication</b>, mapping the various directions of information flow, reliable documentation and reporting tools</li> <li>- <b>Evaluation of status reports</b> of WPs including, but not limited to the percentage of completion of tasks and taking corrective measures, if non-achievement or delay of deliverables is foreseeable</li> <li>- <b>Organisation of PM, SC and BR meetings</b> to review processes and results, plan actions ahead and follow up on open (quality assurance) topics</li> <li>- <b>Conflict mediation</b>, if needed</li> <li>- Entitled to <b>withhold funds</b> for a party in breach of its obligations</li> </ul>

### 3. Internal Evaluation as tool of quality assurance

In the context of quality assurance for EDUC, internal evaluation and surveys are indispensable tools that contribute significantly to the enhancement and maintenance of educational standards. Internal evaluation on the level of task outputs allows EDUC to conduct a comprehensive self-assessment, systematically reviewing its academic programs, research initiatives, and administrative processes. This introspective approach aids in identifying strengths, weaknesses, and areas for improvement within the alliance. Concurrently, surveys provide a crucial external perspective by gathering feedback from students, faculty, staff and other stakeholders. This multifaceted input helps EDUC gauge the effectiveness of its educational methods, assess the satisfaction levels of its academic community, and ensure alignment with the diverse needs and expectations of stakeholders. The combination of internal evaluation and surveys together with the Plan-Do-Check-Act cycle as described below establishes a robust quality assurance framework, fostering a culture of continuous improvement and accountability within EDUC.

#### 4. The Plan-Do-Check-Act (PDCA) cycle in EDUC

The Plan-Do-Check-Act (PDCA) cycle is a systematic and iterative approach to perform continuous improvement and ensure the effectiveness of alliance processes and outputs. It serves as a dynamic and adaptable framework that empowers EDUC partners to continually refine and optimize the alliance work plan. The cycle constitutes a reliable and transparent standard procedure both to create high-quality outcomes and to manage adjustments and modifications in case of alterations in the work plan due to unexpected hurdles or events.

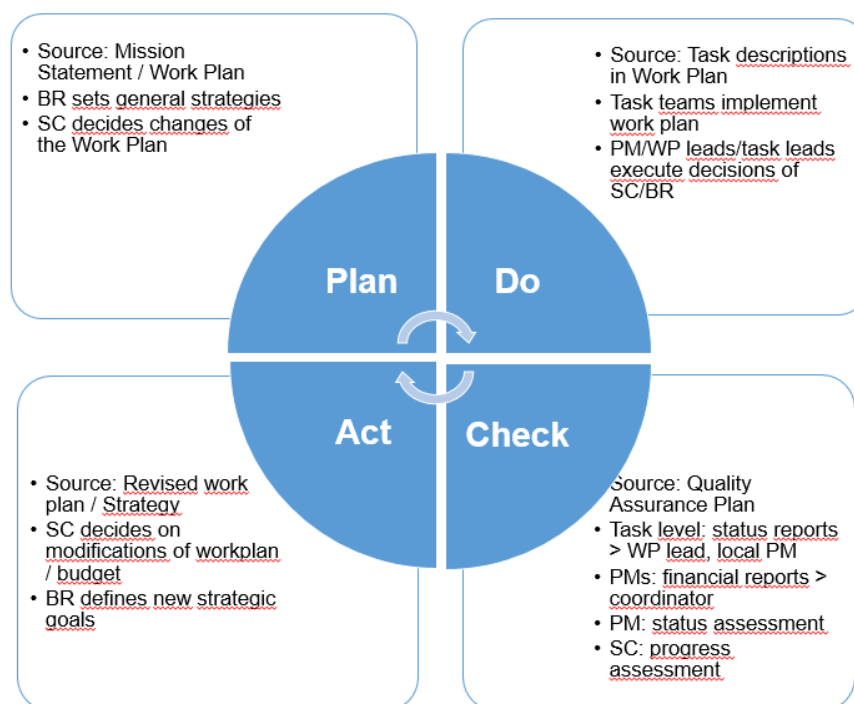


Figure 1: The Plan-Do-Check-Act cycle in EDUC

#### 5. Reporting

Various combined reporting tools are creating a network to monitor the performance, quality and impact of EDUC activities.

##### 1. Responsibilities

All partners are obliged to provide reporting documents on time as foreseen by the funding authority (EACEA) and the Coordinator. The documents are to have the appropriate level of detail, using the templates provided for that purpose and devoting particular attention to the provision of substantiated content, to secure their usability for the alliance as such, to prove the actual implementation in the context of the lump sum

funding scheme and for best practice sharing. This includes internal financial reporting, status updates of tasks and work packages as well as the mid-term and final reporting.

## **2. Reporting procedure**

The financial administration officer of the Coordinator will draft annual internal financial reports that will be submitted to the Coordinator. They will be reported to the PM and the SC in order to keep the members updated on the level of expenditure at alliance and partner level. This will allow identifying potential risks of relevant underspending or overspending well in advance and therefore to timely think about the necessary counteract measures. Task leads and co-leads will draft internal annual activity reports based on templates provided by the Coordinator after collecting the information within their task. The respective WP leads will collect the activity and progress reports and submit them to the PMs who will monitor the level of achievement of indicators and communicate them to the SC.

## **3. Specialties for lump sum funding**

The payment of instalments by the funding authority will depend on the proper implementation of the action and compliance with other non-financial obligations of the grant such as visibility of EU-funding by dissemination and communication activities. Shares depend on the completion of work packages. There will be no financial audits by EACEA. All partners are obliged to guarantee the high quality of deliverables, milestones and periodic reporting. For more details on reporting and payment, please refer to the EC document “EU Grants: How to manage your lump sum grants. Lump sum proposal submission, evaluation and grant management in EU programmes”.<sup>2</sup> For more details on payment consequences, see the Consortium Agreement.

## **4. Continuous reporting in the Participant Portal**

All partners are obliged to keep information stored in the European Commission Participant Portal up to date. This includes the notification of milestones, dissemination and communication activities as well as trainings. The partner organising the respective activity or event is obliged to also report it in the Participant Portal. If more than one partner is participating to joint events (e.g. conferences), the individual partners will arrange the obligation of reporting among each other.

## **5. Additional queries or monitoring**

Beyond the need to fulfil the above-mentioned obligations, it is also possible that partners are requested to contribute to other types of reporting throughout the funding phase and after its completion. Examples of additional types of obligations include responding to questionnaires on various aspects of the alliance, evaluation and

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<sup>2</sup> Information drawn from the document “EU Grants: How to manage your lump sum grants. Lump sum proposal submission, evaluation and grant management in EU programmes”, Version 1.0, 15 October 2022, downloaded on 18 August 2023: <https://www.kowi.de/Portaldata/2/Resources/heu/HEU-how-to-manage-your-lump-sum-grants.pdf>

monitoring exercises, contribution to standardisation or specific requests from the EC or other projects.

## 6. Data management

Both the creation and maintenance of the EDUC alliance involve handling a substantial volume of multi-layered and relevant data. In terms of data management, EDUC adheres to the FAIR principles to the extent that is both feasible and legally permissible. According to these principles, data should be findable, accessible, interoperable, and reusable. However, the collaboration of 8 different HEIs in this highly multidimensional and innovative endeavour introduces new challenges related to data identification and definition, as well as methods of collection, storage, and interpretation. In this context, the QAP is considered a dynamic document, with information becoming available at a more granular level through updates as the alliance implementation progresses or significant changes occur.

The goals of EDUC's data management include:

- Establishing transparency regarding alliance activities based on public funding from the EU and its member states.
- Sharing best practices and experiences with other alliances, HEIs, and potential alliances.
- Creating controlled conditions for self-analysis and reflection.
- Developing a reliable data resource for reporting to the Education, Audiovisual and Culture Executive Agency (EACEA) and the European Commission. Additionally, participating in further data collection and survey schemes during funding phases at the European or member state level or initiated by research institutions and individuals (e.g., PhD students).
- Contributing to the measurement of the impact of the alliance and the initiative itself.
- Ensuring the sustainability of the data itself.

### Findability

Public data generated by the alliance will be made available. All the outcomes (deliverables, reports, resources and demonstrators) produced during the pilot phase and the current full rollout phase that are considered public are and will be published on the EDUC website as well as on the Erasmus+ project results platform to ensure transparency and to allow an effective and comprehensive dissemination of results of our alliance. Consistent naming conventions will be followed to aid the discoverability of data packages and related documentation (see EDUC Charter of Common Values and Good Cooperation).

**Accessibility**

All non-sensitive data generated by the alliance creation and maintenance will be publicly available at the project web site, the partners' websites and the Erasmus+ project results platform.

**Interoperability and reusability**

The interoperability of data will be assured by using agreed understandings, definitions and schemas as well as joint standards to exchange and process EDUC outputs. The reusability of data will be secured by clearly describing the results of alliance activity and supplying documentation on methods used in the collection and preparation of EDUC deliverables. The task leads and co-leads are responsible for ensuring adequate and precise documentation of task work plans, meetings, decisions taken, actions implemented, results produced, and improvements/changes implemented after evaluation. All documentation will be stored and made available to the extent that this does not breach data regulations as outlined in the EDUC Data Protection Agreement (task 1.5).

**Further questions of data management**

EDUC partners intend to develop a more detailed system of data management. This entails the further evaluation of questions such as:

- What is the purpose of data collection/generation and its relation to the objectives of the alliance work plan and its general long-term strategic vision?
- To whom will the data be useful?
- What data will be collected, processed, and/or generated?
- What is the origin of the data?
- Which methodology and standards will be applied?
- How will data be exploited and/or shared/made accessible for verification and reuse?
- Why can certain data not be made available?
- What types and formats of data will the project generate/collect?
- Will any existing data be reused, and how?
- How will the data be curated and preserved?

**7. External Evaluation**

According to the recommendations of "EuniQ's QA Development Roadmap: Implementing the European Framework for the Comprehensive Quality Assurance of European Universities," EDUC may consider selecting an agency listed in the European Quality Assurance Register for Higher Education to conduct the external evaluation based on the European Framework for the Comprehensive Quality Assurance of European Universities. The final decision will depend on the availability of funding and the complexity of administrative processes involved



in hiring external service companies for public services. The purpose of this framework is to establish a unified set of suitable quality assurance procedures for European University alliances, rather than relying on multiple (national) evaluation systems that may be conflicting, burdensome, or less suitable. EDUC aims to prevent redundancy and duplication of procedures and contribute to an overall framework for assessing the impact of the alliance initiative. As part of task 1.1., the Coordinator will initiate a call for tender prior to the mid-term and end-term reports.

### III. Results and outputs of EDUC

#### 1. Deliverables

- A total of 47 deliverables will be submitted to the European Commission during the full rollout of EDUC (see annex to this document). To ensure smooth and timely submission of deliverables as well as homogeneous presentation, some guidelines for the preparation are laid down here. The alliance deliverables are either reports (R) or demonstrators (DEM), respectively considered either as public or sensitive.
- The template to be used for all deliverables is added in the annex and available on the EDUC Teams, housed by Potsdam, in the EDUC Management template subfolder. The use of the deliverable template is mandatory for all partners and deliverables.
- Each deliverable must be referenced by a unique document identifier. The structure of the document name should be the following: EDUC2, deliverable number, title of deliverable (for example: EDUC2\_D1.3\_Quality Assurance Plan\_Dateofadoption).
- If deliverables are reports, they are to provide a qualitatively rich account of implementation. If the topic itself does not command a different version (e.g. descriptions of IT architecture), they are to cover the following standard information:
  - purpose of the document
  - description of task activity
  - general framework, process and method
  - participation of partners, indicating the contributions from beneficiaries, affiliated entities, associated partners, and/or subcontractors
  - results
  - applicable indicators
  - challenges & learnings
  - evaluation
- Deliverable review process: The Coordinator informs the PM and SC of the upcoming deliverables that are due within 3 months from communication. The task lead is responsible for the preparation, editing and quality of a deliverable. The task co-lead is in charge of reviewing the deliverable, well before adoption, both qualitatively and formally to guarantee



that the result is up to EDUC standards, making sure that the following quality criteria are respected:

- content and objectives are consistent with the description in the work plan
  - content is clear and correct and the appropriate level of detail is provided
  - English grammar rules are correctly applied and the text is easy to read and understood
  - the deliverable follows the formatting rules and templates of the alliance
- When the review process has been successfully closed, the deliverable is sent to the SC members by the task lead at least one week ahead of a physical/virtual meeting for adoption. The review follows the template document added to the annex of this QAP.
  - The process of adoption of deliverables by the SC is regulated in the EDUC Charter of Common Values and Good Cooperation.
  - The Coordinator is responsible to upload all deliverables to the Participant Portal.

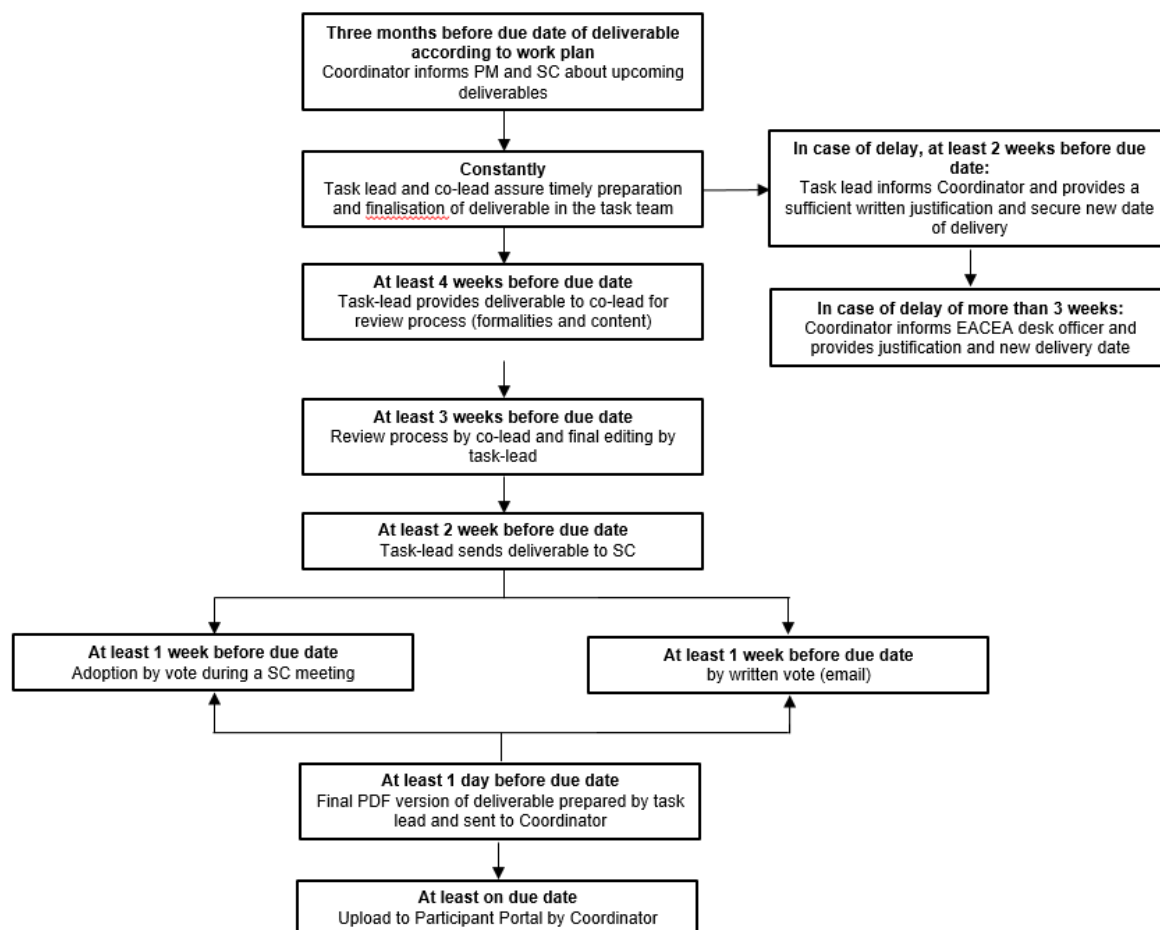


Figure 2: Process of deliverable production

## 2. Milestones

Milestones are checkpoints helping in the evaluation and monitoring of alliance progress. The EDUC work plan indicates a total of 28 milestones that will be submitted/reported to the European Commission during the full rollout of EDUC (see annex to this document). Task leads and co-leads are responsible for the timely achievement of the milestones. The duty to report the milestones under the continuous reporting section in the Participant Portal lies on the task lead.

## 3. Indicators

An indicator is a measurable factor or value used to assess the quality of the project results and thus, the level of achievement of the objectives. Quantitative indicators define measurable information about quantities, facts, and can be mathematically verified.

EDUC has defined numerous indicators to measure the effectiveness of the implementation of its work plan. They can be found in Annex 1 of the Grant Agreement, especially in section 1.2 (unit of measurement, baseline value, target value) as well as in section 3.2 (communication, dissemination and visibility). The respective task leads and co-leads monitor the progress of its indicators in an aggregate and systematic manner. For the indicators in Section 1.2 of the GA this will be done through the deliverables. For the indicators in Section 3.2 of the GA, this will be done under the continuous reporting section in the Participant Portal as regulated in this document under chapter II. Process of EDUC Quality Assurance, 5. Reporting, number 4. This allows the alliance to take timely mitigation measures in case of deviations from the planned targets and to ensure excellence in the management of its work plan. These indicators will notably aim to measure:

- The audience's number per profile (students, staff, researchers, academics, enterprises, local ecosystem's stakeholders, etc.) and (if appropriate) satisfaction when participating in EDUC activities (online, blended or physical) and progress during the funding phase.
- The impact on the target audiences of the dissemination activities by following up on the communication indicators.

## 4. Strategy/Guideline documents

The following documents constituting new standards or strategies for EDUC are considered results of the first and second funding phase. They are mentioned here separately as they will also help EDUC in establishing new quality standards:

- EDUC Digitalisation Strategy (task 1.3)
- EDUC Guidelines for virtual mobility and exchange scenarios (task 2.3)
- EDUC Guidelines & Policy for micro-credentials (task 2.4)
- EDUC Guidelines “How to become an EDUCator: my self-determined learning pathway to be a learning leader” (task 2.6)

- EDUC Strategy linking R&I to education (task 3.1)
- EDUC Societal Outreach Action Plan (task 4.1)
- EDUC Staff Development Policy (task 5.1)
- EDUC Guidelines for Staff Mobility and Secondment (task 5.2)
- EDUC Guidelines for Staff Mentoring (task 5.2)
- EDUC Guidelines for the Young Researchers Programme (task 5.3)
- EDUC Communication and Dissemination Plan (task 6.1)

## IV. Risk Management in EDUC

### 1. Unforeseeable events and force majeure

Establishing a European University alliance is a highly complex task that carries risks not only associated with the execution of the individual funding periods, but also those that are related to achieving the goal of a sustainable and systemic transformation. Several concrete risks in different aspects of EDUC have already been identified in course of the application to the EC call 'Partnerships for Excellence – European Universities- (ERASMUS-EDU-2022-EUR-UNIV). They can be found in the annex to this document.

### 2. Goals of risk management

The risk management process in EDUC ensures that:

- unforeseen events or risks are promptly identified.
- partners are made aware of their responsibilities and obligations.
- unforeseen events and risks are brought to the attention of relevant EDUC boards, following the principle of subsidiarity.
- countermeasures are promptly implemented to prevent damage to the alliance. Close collaboration between task lead/co-lead, WP lead, and PM, as well as with the higher management levels of the SC and the BR, will ensure the timely execution of mitigation strategies.

### 3. Process of risk mitigation

Implementing additional risk management processes is essential to address unforeseen or force majeure-related outcomes that may arise during implementation. As part of this effort, EDUC defines the following steps for monitoring, analysing, and mitigating risks.

1. **Task lead** and **co-lead** are equally responsible for continuously monitoring the progress along the objectives and work plan of their tasks. They are obliged to identify possible issues and their impact based on transparent and continuous communication together with the task members. They are bound to immediately notify the **local project manager, WP**

**lead** and the **Coordinator** of any events or circumstances likely to significantly delay the implementation of the action and/or consequences for the alliance budget.

2. If the risk concerns a single task, its **lead** and **co-lead** will be in charge to evaluate the situation and execute necessary actions. If the scope covers more than one task, **task leads** and **co-leads** of all affected tasks are required to communicate with each other, implement coordinated efforts and the necessary actions for resolving them.
3. If the issue persists or transcends the scope of one task, either the task lead and co-lead or the local project manager(s) or the WP lead are obliged to explain the context, severity of impact, possible solutions and changes to the work plan of the task(s) during the closest upcoming **project manager meeting**.
4. The **PM** are obliged to raise the issue to the **SC** that will deal with it according to the decision-making procedure as formulated in the Consortium Agreement and/or the EDUC Charter.
5. If the issue persists and risks the overall cooperation of the alliance or touches on the general strategy of the alliance, the **BR** is to be informed by the **SC** to discuss, advice, resolve or intervene in the matter.
6. The unforeseen obstacles or risks are to be evaluated at the next **regular reporting period**, checking the effectiveness of actions/measures taken for risk reduction, evaluating the overall efforts made to counter risks and drawing learnings from the episode for the alliance in general.

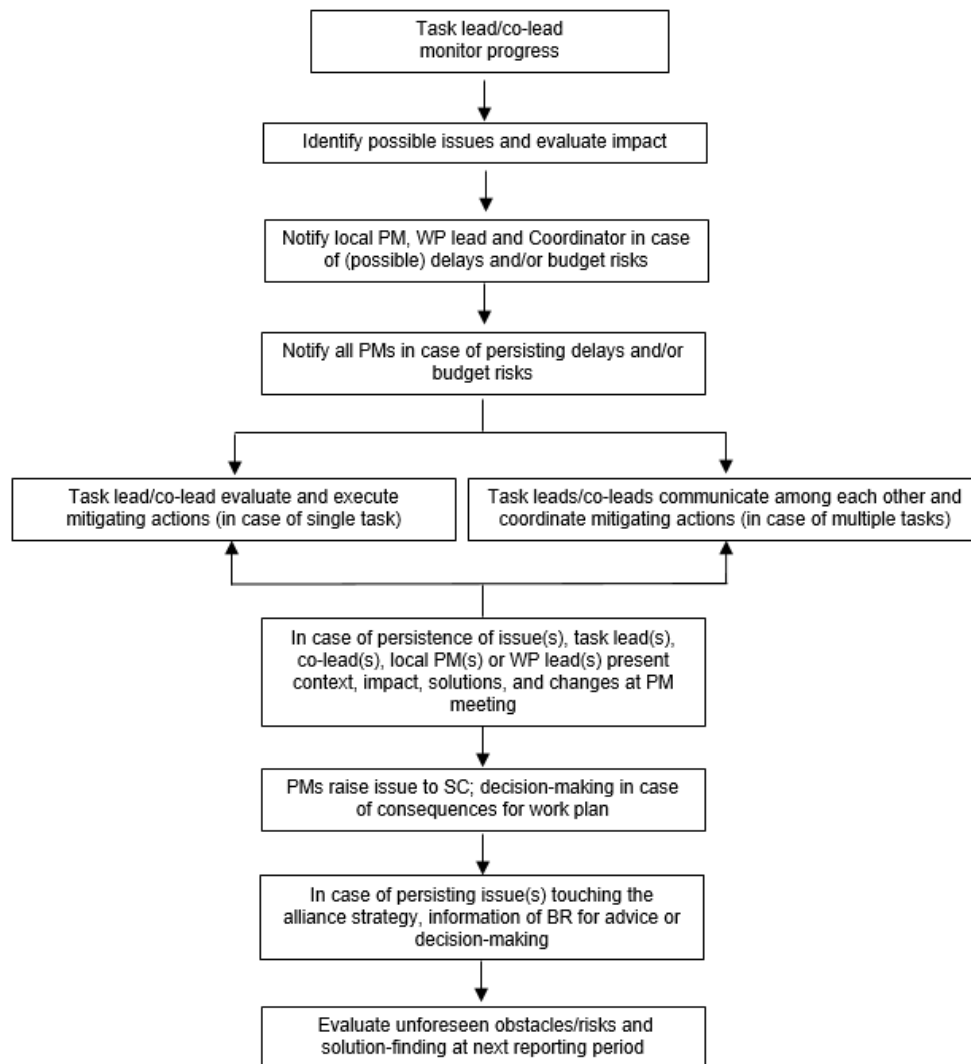


Figure 3: Process of risk mitigation

#### 4. Conflict Management

Conflict management is conducted at the most immediate level to the conflict itself, ensuring that issues are resolved where they arise. A mediator may intervene; for conflicts within one of the partner's organizations, this is typically the responsibility of the local project management. When conflicts arise between partners, the Coordinator serves as the mediator. In the event of a conflict of interest, the matter shall be brought to the Coordinator, as outlined in Article 13 and 15 of the Consortium Agreement. If the conflict cannot be resolved at the level where it occurred, or if the Coordinator is involved in the conflict, the disagreement is escalated

to the Project Manager Meetings and/or the Steering Committee, and ultimately to the Executive Agency, as stipulated in Article 12 of the Grant Agreement for Project 101089535 — EDUC. Conflicts arising from the interpretation or application of the EDUC Charter of Common Values and Good Cooperation are resolved in accordance with Article 7.1 of the Charter.

## V. Quality Assurance and Sustainability of the Alliance

The partners of EDUC do perceive the alliance as an endeavour of structural change of our institutions leading up to the creation of an independent legal entity of its own kind, a decision foreseen for the present funding phase. The sustainability of the alliance will depend on our capacity to irreversibly change our institutions through the multilevel outputs we are creating during this period and their impact to boost the quality of European higher education. This includes the transformation or innovation of cross-institutional and/or local structures, processes, knowhow, tools and activities.

The sustainability of the alliance is thus directly linked to our commitment to continuously improve ourselves and to assure high quality outputs to enhance the overall performance and impact of EDUC and the alliance initiative in general. The QAP lies the basis for continuous feedback cycles on the quality and suitability of activities from the respective target groups as well as repeated need and risk analysis to adjust objectives or strategies through the EDUC decision-making bodies if necessary.

## ANNEX

- Work Packages, tasks and responsibilities (task lead, task co-lead, work package lead)
- Deliverables according to the proposal to the ERASMUS-EDU-2022-EUR-UNIV call from 2023 until 2026
- Milestones according to the proposal to the ERASMUS-EDU-2022-EUR-UNIV call from 2023 until 2026
- Risks according to the proposal to the ERASMUS-EDU-2022-EUR-UNIV call from 2023 until 2026
- Template EDUC Deliverables
- EDUC Deliverables Quality Assessment Form
- Process of creating a deliverable

## Work packages, tasks and responsibilities (lead and co-lead)

	Lead	Co-lead
<b>WP1 EDUC Governance, Management and Coordination</b>	<b>UPN</b>	
Task 1.1 Define and manage the EDUC Charter of Common Values and Good Cooperation	UP	UPN
Task 1.2 Transform institutional structures to implement EDUC and create legal statute	UPN	MU
Task 1.3 Develop collaborative e-tools for learners, staff and stakeholders	UP	USN
Task 1.4 Set up the EDUC Knowledge Investment Fund	PTE	UP
Task 1.5 Ensure data security and privacy	UJI	MU
<b>WP2 EDUC Education Agenda</b>	<b>UJI</b>	
Task 2.1 Create a sustainable EDUC Virtual Campus	UJI	UNICA
Task 2.2 Open EDUC infrastructures and data for education	UP	UJI
Task 2.3 Internationalisation of curricula	UR	UNICA
Task 2.4 Innovative formats in priority areas including micro credentials and intensive programs	MU	USN
Task 2.5 Set up the EDUC Gateway Programmes	UPN	PTE
Task 2.6 Intensify the EDUC University Teaching Academy	PTE	UP
<b>WP3 EDUC R&amp;I meet education</b>	<b>UNICA</b>	
Task 3.1 Develop the long-term strategy for steadily linking R&I to education	UNICA	UR
Task 3.2 Benchmark partners' knowledge transfer eco-systems	USN	UPN
Task 3.3 Run a series of EDUC R&I Meet Education Activities	UR	UNICA
Task 3.4 Set up the EDUC Doctoral Schools and Postdoc Network	MU	UR
<b>WP4 EDUC Societal Outreach Agenda</b>	<b>USN</b>	
Task 4.1 Define the EDUC Societal Outreach Action Plan	USN	PTE
Task 4.2 Pilot the EDUC Youth Integration Lab	UPN	UP
Task 4.3 Organise challenge-based team learning for a (social) entrepreneurial mind-set	UR	UNICA
Task 4.4 Develop the EDUC student internship scheme, locally and internationally	UJI	PTE
<b>WP5 EDUC Staff Development Agenda</b>	<b>MU</b>	
Task 5.1 Elaborate the EDUC Staff Development Policy	MU	UJI
Task 5.2 Widen staff training including cross-partner mentoring and staff secondment	USN	UR
Task 5.3 Explore and pilot joint program for young researchers	UNICA	UPN
Task 5.4 Explore and outline the joint open-topic EDUC professorship	UP	UR
Task 5.5 Enhance key competences of researchers	MU	UJI
<b>WP6 EDUC Impact, Dissemination and Sharing</b>	<b>PTE</b>	
Task 6.1 Expand the EDUC dissemination plan and community building	PTE	USN
Task 6.2 Contribute to inter-alliance collaboration and output sharing	UNICA	PTE
Task 6.3 Animate the Friends of EDUC Network (alumni, stakeholders, sponsors)	UJI	MU



## Deliverables

Work Package No	Deliverable Related No	Deliverable No	Deliverable Name	Lead	Type	Dissemination	Due Date
WP1	D1.1	D1	Consortium Agreement	UP	R	Sensitive	31 Mar 2023
WP1	D1.2	D2	EDUC Charter of Common Values and Good Cooperation	UP	R	Public	30 Jun 2023
WP1	D1.3	D3	Quality Assurance Plan	UP	R	Public	30 Sep 2023
WP1	D1.4	D4	Evaluation report 1	UP	R	Sensitive	31 Dec 2025
WP1	D1.5	D5	Evaluation report2	UP	R	Sensitive	31 Dec 2026
WP1	D1.6	D6	Road maps of inter-office meetings and joint actions implementations	UPN	R	Public	30 Jun 2024
WP1	D1.7	D7	Document of legal status	UPN	R	Sensitive	31 Dec 2025
WP1	D1.8	D8	Evaluation report	UPN	R	Sensitive	31 Dec 2025
WP1	D1.9	D9	Digitalization strategy for EDUC	UP	R	Public	31 Dec 2024
WP1	D1.10	D10	Fundraising strategy and Investment Fund are established	PTE	R	Public	30 Jun 2024
WP1	D1.11	D11	Data protection laws implemented	UJI	R	Public	31 Dec 2023
WP1	D1.12	D49	Progress report to EACEA	UP	R	Sensitive	31 Dec 2024
WP2	D2.1	D12	Updated technical blueprint of IT-infrastructure	UJI	R	Public	30 Sep 2023
WP2	D2.2	D13	Prototype for digital credit transfer	UJI	DEM	Public	30 Jun 2025
WP2	D2.3	D14	Technical blueprint regarding the infrastructure	UJI	R	Public	31 Dec 2026

WP2	D2.4	D15	Roadmap agreed on and published by all EDUC partners	UP	R	Public	30 Jun 2025
WP2	D2.5	D16	Report on Virtual and exchange mobility educational components and Internationalized local degree programmes development	UR1	R	Public	31 Dec 2026
WP2	D2.6	D17	EDUC guidelines & policy on micro-credentials	MU	R	Public	31 Dec 2026
WP2	D2.7	D18	Action Plan for EDUC University Teacher Academy	PTE	R	Public	30 Jun 2023
WP2	D2.8	D19	EDUC Teaching Academy online courses	PTE	DEM	Public	31 Dec 2023
WP2	D2.9	D20	Interactive guidelines for teaching scenarios: "How to become an EDUCator: my self-determined learning pathway to be a learning leader"	PTE	DEM	Public	31 Mar 2025
WP3	D3.1	D21	EDUC long-term Strategy for steadily creating connections between Education and R&I approved	UNICA	R	Public	31 Jul 2024
WP3	D3.2	D22	Joint Master programme model designed	UNICA	DEM	Public	31 Dec 2026
WP3	D3.3	D23	Benchmarking report	USN	R	Public	31 Dec 2024
WP3	D3.4	D24	Final progress report	USN	R	Public	31 Dec 2026
WP3	D3.5	D25	Report on modular blended R&I Meets Education course	UR1	R	Public	31 Dec 2026
WP3	D3.6	D26	Training resources available	MU	DEM	Public	31 Dec 2024
WP3	D3.7	D27	Report on PhD and postdoc retreats	MU	R	Public	31 Dec 2026
WP4	D4.1	D28	EDUC Societal Outreach Action Plan	USN	R	Public	31 Dec 2023
WP4	D4.2	D29	Action plan for the Youth Integration Lab	UPN	R	Public	31 Dec 2023
WP4	D4.3	D30	Report on the IEM action plan	UR1	R	Public	31 Dec 2025

WP4	D4.4	D31	Report on the 3-year plan for the TESE Days	UR1	DEM	Public	31 Dec 2024
WP4	D4.5	D32	Online module "Employability course"	UJI	DEM	Public	31 Dec 2024
WP4	D4.6	D33	Final report on Internship scheme fully developed	UJI	R	Public	31 Dec 2026
WP5	D5.1	D34	EDUC Staff Development Policy	MU	R	Public	31 Jan 2024
WP5	D5.2	D35	Evaluation document on HR under legal entity	MU	R	Sensitive	31 Jan 2025
WP5	D5.3	D36	Three programme outlines as adopted by the Steering Committee	USN	R	Public	30 Nov 2023
WP5	D5.4	D37	Evaluation results of beta version staff mobility/mentoring programme and decision on adoption by SC	USN	R	Public	31 Dec 2024
WP5	D5.5	D38	EDUC Young Researchers programme Guidelines	UNICA	R	Public	31 Dec 2023
WP5	D5.6	D39	Report on the evaluation of results of EYRP	UNICA	R	Public	30 Sep 2026
WP5	D5.7	D40	Evaluation report and road map for EDUC Open Topic Tenure Track Professorships	UP	R	Public	31 Dec 2026
WP5	D5.8	D41	Report on three programmes for key competences of researchers	MU	R	Public	30 Jun 2024
WP5	D5.9	D42	Full version of the programmes and evaluation results	MU	R	Public	31 Dec 2026
WP6	D6.1	D43	EDUC Dissemination and Community-Building Strategy	PTE	R	Public	30 Apr 2023
WP6	D6.2	D44	Sustainability strategy for EDUC communication	PTE	R	Public	31 Dec 2026
WP6	D6.3	D45	Mapping of Stakeholders	UNICA	R	Sensitive	30 Jun 2023
WP6	D6.4	D46	Report on the 3 EDUC online themed events	UNICA	R	Public	30 Nov 2026
WP6	D6.5	D47	Friends of EDUC Network Strategic document	UJI	R	Public	31 Dec 2023

WP6	D6.6	D48	Final Report of activities realized as described in the strategy paper	UJI	R	Public	31 Dec 2026
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## Milestones

No.	Milestone name	Work Package	Lead	Description	Delivery Date
1	Think tank event for co-creative process to constitute the workings of the EDUC student board	WP 1	UP	Documents regulating student (s)election, nomination, meeting structure, participation to SC etc.	30 Jun 2023
2	MS teams instance running for EDUC team	WP1	UP	Improved management and communication among the teams	30 Jun 2023
3	position paper on federative IT structures of alliances (together with other alliances)	WP1	UP	Position paper published	31 Dec 2024
4	Extension of the pilot IT-infrastructure	WP2	UJI	Pilot IT-infrastructure can be used by the new partners	30 Jun 2023
5	Support of new stakeholders	WP2	UJI	New stakeholders can use the EDUC portal	31 Dec 2023
6	Prototype of the EDUC Campus	WP2	UJI	Users are able to discover all services through one central virtual entry point (EDUC Campus)	30 Jun 2024
7	New IT Services can be consumed	WP2	UJI	New IT services run within the EDUC campus and are shared by the partners	31 Oct 2024
8	Enhanced Learning platform	WP2	UJI	New learning scenarios can be performed by the teachers and the needs from the pilot phase are considered	31 Dec 2024

9	Digital support of the learning life-cycle	WP2	UJI	First credits can be transferred in a digital way via EMREX between the partners and OLAs and TORs are digital issued	30 Jun 2025
10	Interoperability with national platforms/projects	WP2	UJI	National platforms/projects are included in the technical blueprint	31 Dec 2025
11	Review of IT-infrastructure	WP2	UJI	External IT-Security audit is available	30 Jun 2026
12	Sustainable and independent IT-infrastructure	WP2	UJI	All IT-Services are highly available and do not depend on one single partner	31 Dec 2026
13	Mapping of infrastructures chiefly used in educational contexts	WP2	UP	Mapping overview shared with all partners	31 Dec 2023
14	Micro-credentials pilot phase	WP2	MU	Common guidelines and standards for micro-credentials approved by partners	31 Dec 2025
15	Action plan for Gateway Programmes	WP2	UPN	Action plan shared by all partners	30 Sep 2023
16	Report on completed Gateway Programmes	WP2	UPN	All programmes have been completed and assessed	31 Dec 2026
17	Benchmarking of best practices	WP3	UNICA	Electronic document	30 Sep 2023
18	New partners successfully onboarded	WP2	USN	Mapping of their ecosystems shared with the other partners	31 Dec 2023
19	First 2 events organised and evaluated; possible adaption of action plan	WP4	UPN	2 events with 40 participants each organized; reports and evaluation available	31 Dec 2024
20	Report on all activities implemented under the Youth Integration Lab	WP4	UPN	Electronic document	31 Dec 2026
21	Internship scheme	WP4	UJI	Beta version of the internship scheme finalized with positive results.	31 Dec 2025
22	EDUC Young Researchers Programme guidelines designed and formally adopted by the BR and SC	WP5	UNICA	The EDUC Young Researchers Programme Guidelines available on the EDUC central website	31 Aug 2023
23	3 + 3 young researcher positions, jointly advertised and selected	WP5	UNICA	Work Contracts	31 Mar 2024

24	3 + 3 young researcher positions, jointly advertised and selected - 2nd round	WP5	UNICA	Work contracts	31 Mar 2025
25	Annual dissemination and community building plan 1	WP6	PTE	Annual plans describing local and alliance activities	31 Mar 2023
26	Annual dissemination and community building plan 2	WP6	PTE	Annual plans describing local and alliance activities	31 Dec 2023
27	Annual dissemination and community building plan 3	WP6	PTE	Annual plans describing local and alliance activities	31 Dec 2024
28	Identification of key strength areas with relevant outputs to be shared with other alliances, universities and other stakeholders	WP6	UNICA	Number of shared communication outputs with stakeholders Number of stakeholders reached	31 Aug 2026

## Risks

Risk No	Description	Work package No	Proposed risk-mitigation measures
<b>Governance and Management</b>			
1	<p>The overall governance works too slowly, is inefficient or creates clashes in decision-making. communication flow among the different levels and bodies is hindered by its complexity.</p> <p><i>Risk level: medium</i></p>	WP 1-6	<p>Clear responsibilities, voting rules and pre-designed exit strategies for problematic scenarios will help to clarify competencies. The liaison officer and the central management office will ensure the implementation of the smooth flow of communication within the alliance as mapped out in the charter and intervene in case of under-performance or mismatch. Regular revision of the charter will guarantee immediate action and adaptations. Implementation of the QAP will identify early-stage non-conformities and put forward corrective actions.</p>
2	<p>Any misbalance between the legal statute chosen, and the actual goals and consequences connected to it, could cause serious financial, legal and trust damage.</p> <p><i>Risk level: medium</i></p>	WP 1, task 2	<p>A thorough research and discussion with legal experts and weighing actual requirements and solutions will assure transparency and balanced decision-making. EDUC relies on the currently planned survey on the European legal statute by the Commission for more information.</p>
3	<p>Low collaboration among partners at strategic and operational level</p> <p><i>Risk level: low</i></p>	WP 1, task 1 and all activities	<p>The governance is based on the experiences of the pilot phase that has seen intensive collaboration activities among partners. The management and internal communication structure has proven efficient in inducing constant and reliable communication. Regular, monthly meetings on all levels have created a strong network of know-how exchange and efficient implementation of work plan goals.</p>

Digital infrastructure			
4	<p>Cyber-attacks by criminals, accidental or unlawful destruction, loss or disclosure can harm individual data which can lead to identity theft or fraud, financial loss, discrimination, damage to reputation, loss of confidentiality of personal data protected by professional secrecy, unauthorised reversal of pseudonymisation, or any other significant economic or social disadvantage.</p> <p><i>Risk level: medium</i></p>	WP 1, Task 3; WP 2, Task 1; WP 1, Task 5	EDUC will take steps to ensure that data is handled legally, securely, efficiently and effectively in order to deliver the best possible care. It will implement a risk assessment as practiced at our local universities. This includes the preparation of an EDUC specific risk profile according to the operations carried out, their complexity, scale and the sensitivity of the data processed. It will help to determine the protection required for the data being processed.
5	<p>Slow development and deployment of the digital infrastructure, leading to direct impact on the WPs and tasks, rollout impeded and strong mobility impact.</p> <p><i>Risk level: medium</i></p>	WP2, WP3, WP4, WP5	Set up a structured IT organisation at EDUC-level, involving key IT staff for centralised and decentralised development; implication of the Governance in monitoring progress and taking early steps to overcome technical inertia. Outsource where appropriate to accelerate the process.
6	<p>Technical tools and infrastructure require updating, adequate server space and other specific needs with possible local technical conflicts</p> <p><i>Risk level: medium</i></p>	WP2, WP3, WP4, WP5	Early implication of local IT services in the design of the specifications sheet, anticipating investment and required storage space
Participation to innovative educational formats			
7	<p>Low engagement of teachers, researchers in the production of innovative teaching and learning scenarios, short-courses, internationalization of curricula, micro-credentials</p> <p><i>Risk level: medium</i></p>	WP 2, WP 3	Clear identification of target profiles and levels of project maturity to offer appropriate EDUC support. Reinforce local communication and incentives to encourage teacher profiles; accompany key departments in adapting procedures for the implementation of micro-credentials
8	<p>Low engagement of students to EDUC educational and</p>	WP 2, WP 3, WP 4	EDUC continues its efforts to develop agile courses,



	mobility activities due to clashes of academic calendars, recognition issues, language barriers <i>Risk level: medium</i>		facilitating student participation. Early-stage mapping of academic calendars will favour the most conducive periods.
9	Substantial legal and administrative hurdles to integrate innovative educational formats such as micro-credentials or European degree at partner institutions <i>Risk level: high</i>	WP 2	An iterative process managed at different speeds according to partner constraints to integrate micro-credentials into study plans. Lobbying and political discussions to lower barriers.
10	Lack of attractiveness of the international Internship scheme (target not reached from both sides: students and enterprises) <i>Risk level: medium</i>	WP 4 Task 4	Reinforce information and dissemination with target groups like alumni, enterprises, public services, NGO, social and cultural institutions with specific measures to reach appropriate impact; clear communication of expectations and framework to all participants
R&I and Outreach			
11	partners are at different starting points, with two new partners joining the alliance Necessity to keep a clear line between the activities in this task and the tasks in work package 4 in the EDUC-SHARE project <i>Risk level: low</i>	WP 3 Task 2	The pilot partners will assure to onboard new partners in an effective manner to bring everyone up to date and up to the required level at the start of the new funding period Task leads of EDUC and EDUC-Share will make sure to create synergies, but not overlap with the activities through regular meetings between the EDUC and EDUC-SHARE Coordinators Regular task as well as cross-SC meetings will ensure risks are mitigated
Dissemination and out-put sharing			
12	Low communication and dissemination impact during the funding period <i>Risk level: medium</i>	WP 1-6	EDUC will consolidate the already established and frequented communication and dissemination channels thus building on the trust already created. Statistics on the use of the website and social

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			channels as main communication channels are reviewed periodically to monitor visitors' flow and increase the diffusion in time. The task lead and co-lead will make sure to raise alliance visibility by using all partner organizations' channels (e.g., local social media and websites).
13	Low interest in EDUC activities or outputs among targeted audiences  <i>Risk level: low</i>	WP6, Task 2	The quality assurance process will make sure that EDUC produces target-group oriented, fit for purpose educational innovations with a special European twist. Making use of our established and target-oriented communication channels, we will deliver information directly to the final user (students, staff, scholars, citizens). EDUC will raise awareness of sharing practices with other HEIs, alliances and policy-makers by making use of multiplier events, interconnecting with high-travel platforms and collaborating directly with the other alliance to use their networks.
14	Lack of attractiveness of the Friends of EDUC Network (target not reached)  <i>Risk level: Low .</i>	WP 6, Task 3	Reinforce the development of an information and dissemination plan in Task 6.1 involving as target group alumni, stakeholders and sponsors with specific measures to reach appropriate impact (1.000 friends of EDUC by the end of the funding period)

## Template

# EDUC Deliverables Quality Assessment Form

<b>Deliverable Name</b>		<b>Deliverable N°</b>	
<b>Due date of deliverable</b>			
<b>Task Lead (Institutional short name)</b>			
<b>Reviewer/Task Co-Lead (Institutional short name)</b>			

	Quality Assessment Pre-established Criteria	Status (YES/NO/N or Applicable (NA))	Comments and follow-up actions suggested to improve the deliverable (if any)
<b>Formal</b>			
<b>File name</b>	Does the file name comply with the project naming convention?		
<b>Document information</b>	Has the EDUC deliverable template been used?		
	Does the template include all requested information?		
	Is the task lead university mentioned?		
	Is the date of delivery the actual month in which the deliverable is released?		
<b>Format consistency</b>	Is the format for tables and sections uniform throughout the document?		

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	Is the same font used throughout the whole document?		
<b>Layout problems</b>	Are figures and tables numbered?		
	Are pages numbered?		
	Is there a consistent layout?		
<b>Writing features</b>	Are there spelling and grammatical errors?		
	Are there empty pages?		
	Are there track changes and/or comments visible?		
	Are there broken links?		
<b>Completeness</b>	Are there missing sections?		
	Is the table of contents complete?		
	Is there redundancy?		
<b>Content</b>			
<b>Accuracy</b>	Is there any error in the content?		
	Is the documentation sufficient?		
	Is there any ambiguity?		
	Is information on project activities up to date?		
<b>Relevance</b>	Is the information presented relevant to the deliverable?		
<b>Level of detail</b>	Is there a lack of details?		
	Are there excessive details?		
	Do all components properly work?		
<b>Feedback to the methodology/general presentation of the deliverable</b>			
<b>Additional remarks the Reviewer wishes to give to the MA</b>			
<b>Reviewer</b>	Name		Date

## Template

# DELIVERABLE D XX – NAME OF DELIVERABLE ACCORDING TO WORK PLAN

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<b>Acronym</b>	EDUC
<b>Full Name</b>	European Digital UniverCity – The bridging alliance
<b>Grant Agreement No.</b>	101089535
<b>Programme</b>	Erasmus +
<b>Instrument</b>	European Universities Initiative
<b>Start date</b>	01/01/2023
<b>Duration</b>	48 months
<b>Deliverable No.</b>	
<b>File name</b>	
<b>Work Package</b>	
<b>Task</b>	
<b>Dissemination Level</b>	
<b>Contractual Submission Date</b>	
<b>Actual Submission Date</b>	
<b>Name of responsible Institution (task lead)</b>	
<b>Abstract</b>	
<b>Keywords</b>	

\*\*\*In case of a public deliverable, please add the following sentence either on the subsequent page to this table or as a footnote:\*\*\*

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## Process of deliverable production

1. The task lead and co-lead initiate a brainstorming session among task team members to discuss the objectives and key messages of the deliverable.
2. All team members contribute their expert knowledge.
3. The task lead generates a preliminary document for the deliverable.
4. This document is then shared in the team's folder with a specified deadline for constructive feedback.
5. The refinement of the deliverable occurs through an iterative process, with the task lead creating various drafts for team members to comment on.
6. This process continues until a final version is unanimously agreed upon.