Quality Assurance
and Risk Management Plan

Klaipėdos valstybinė kolegija

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Content

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Introduction

For the quality and evaluation of the project, a Quality Assurance and Risk Management Plan (QARM) has been developed at the beginning of the project. The aim is to ensure the quality of the project implementation and outputs. The plan includes quality criteria, processes and procedures of quality, templates for documents, monitoring processes as well as improvement processes.

This document defines the aim, objectives and principles of the quality assurance in the Learning Bridge project, including the quality assurance methodology, indicators, procedures and tools. It shall guide the monitoring, quality control and evaluation activities to be carried out by partners under the coordination of the Quality and Evaluation tasks leader – KVK.

the Learning Bridge Quality Assurance and Risk Management Plan is part of the tasks and activities within project management. The main tasks and outputs are as follows:

TASKS	OUTPUTS	MONTHS
Develop the Quality Assurance and Risk Management Plan	Quality Assurance and Risk Management Plan	M5
Implementing the monitoring, quality control and evaluation and producing two Reports on Quality Assurance and Risk Management	Interim Report on Quality Assurance and Risk Management Final Report on Quality Assurance and Risk Management	M1-M12 M13-M24

TABLE 1: TASKS AND OUTPUTS OF LEARNING BRIDGE

The QARM Plan starts with a brief overview of the project's key aspects: core objectives, target groups, and results expected. These structuring aspects should be considered at all times in the monitoring and quality assurance activities. After this short chapter, the plan describes the focus of quality control considering the different dimensions of the project (project structure, project management, partnership commitment and communication, meetings satisfaction, events/training satisfaction, results and impacts). It also details the quality indicators to be observed, as well as the timeline for activities and partners' involvement.

The annex of this document includes questionnaires to use for the various dimensions under evaluation throughout the project.

Project Overview

Objectives and target groups

The Learning Bridge project aims to bring about change in Vocational Training through methodological advancements and digital innovation. The **specific objectives** of the project are:

1. Develop a virtual reality (VR) platform specifically for healthcare simulations to enhance student learning and preparedness.
2. Enable students to practice with realistic equipment, materials, tools, and protocols they will encounter during internships and in their future professional environments.
3. Democratize access to expensive or physically large healthcare resources by providing them virtually through the platform.
4. Promote a rational and sustainable use of resources by substituting physical materials and equipment with virtual equivalents, reducing pollution and risk.
5. Increase students' digital competence by exposing them to high-resolution digital content and providing feedback during their developmental process.
6. Explore funding opportunities to create and expand upon new VR scenarios and activities for broader educational applications.
7. Implement meaningful methodologies like clinical simulation to foster students' autonomous thinking and consolidate their critical, digital, and scientific thinking skills.
8. Prepare students more effectively for real-world healthcare scenarios, enhancing their employability and success in the workforce.
9. Benefit the Vocational Education and Training (VET) sector by integrating advanced technology and innovation into educational practices.

The target groups of the project as defined in the Learning Bridge proposal:

- Students of health-related programs, such as Nursing Assistants or technicians who support individuals with dependencies. These are professional programs with high demand and strong job placement rates.
- Students from other Vocational Training programs who can use this project as a model and paradigm to develop their own VR products for enhanced learning.
- University students from healthcare fields can also utilize the same product to practice various techniques.
- Tutors from companies/institutions, as it is hoped that their need for well-prepared and autonomous students will be met.
- Teachers from educational centers, because they will be exposed to another educational methodology and see an increase in their digital competencies.
- Students with varying learning paces since this technology allows for activities at different difficulty levels and speeds. Additionally, it combines with simulation methodology to create a safe zone where mistakes are permitted.
- Various educational centers, as they will recognize the need to embrace innovation and digital strategy within their institutions and disseminate this new technology.

- Future employers, as the project aims to ensure our students appear much more confident and well-prepared to successfully enter the job market.

Results

The main results of the project will be the following:

- 9 completely interactive videos with which through virtual reality glasses or a touch screen can be loaded through a 360º experience and some hot spots with which students can learn various contents such as: materials, operation, equipment, technical issues, protocols, procedures, etc.

- 3 RV learning stations will be developed from the 360º videos so that students can learn in an interactive, attractive and challenging way.

- Different tools will be created to test and evaluate the different 360º videos and the Virtual stations in order to give the project a high quality. Not only this Work Package to be present in the materials, but it will also be used to monitor project management as well as its dissemination.

Other relevant information

As stated in the introduction, the information contained in this chapter is merely a summarised view of the Learning Bridge project for the purpose of Quality Assurance and Risk Management Plan. Thus, all partners are **strongly advised to read carefully the project proposal and other key documents** to fully understand the framework and scope of implementation of this Quality Assurance and Risk Management Plan. Besides the information above, it is key for all partners to have a solid knowledge of the following aspects of the project:

- **The project timetable/Gantt**, including main deadlines/milestones and how the different components of the project depend on each other chronologically;

- The various **expected results of each WP**, including those that are internal but especially those that are expected to be widely disseminated and generate public impact;

- The **responsibilities of each partner** not only in terms of leadership of WPs, tasks, managerial outputs and other possible outputs, but also in terms of the contributions that are expected from all partners to the accomplishment of the various activities and the associated budget.

Quality control

Purposes

The QARM Plan's framework proposed for The Learning Bridge project has three main complementary purposes for the project and for the consortium:

Learning purpose
- Learn from what succeeded and what did not.
- Identify the critical factors of the project activities and "lessons" that can be drawn from the project.

Summative purpose
- Check that the project objectives have been achieved.
- Match between expected and achieved results, also considering the resources used (efficiency) and the impact (effectiveness) of the intervention on the target groups.

Operational purpose
- Project management, How work is being carried out.
- Quality of partners' participation, respect of deadlines.
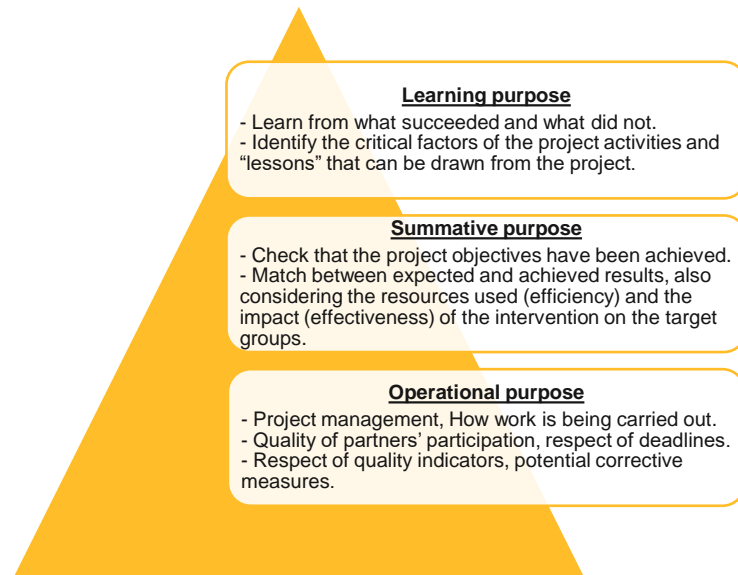- Respect of quality indicators, potential corrective measures.

FIGURE 1: MAIN PURPOSES OF THE QUALITY ASSURANCE AND RISK MANAGEMENT PLAN

The **operational purposes** of Quality Control allow the consortium to check if the project follows the best possible track and reflect on alternative ways of implementing the project to reach its maximum potential. **Summative purposes** ensure that the partnership will assess if the project's Key Performance Indicators, and that results were effectively and efficiently reached. It also assesses if partners, participants and end-users consider the project and main outcomes/outputs innovative, useful and sustainable. Quality Control also entails **learning purposes,** allowing partners to learn from what succeeded and what did not and improve their future practices.

Objectives of Quality Control (QC)

The figure below synthesises the main objectives of quality control.

High quality standards through quality management obligations fulfilled by all partners

High level of project performance

High level of satisfaction of consortium partners regarding project cooperation and results

High level of satisfaction among external stakeholders and participants in project initiatives

Ensure results meet the target groups' expectations and are used by them
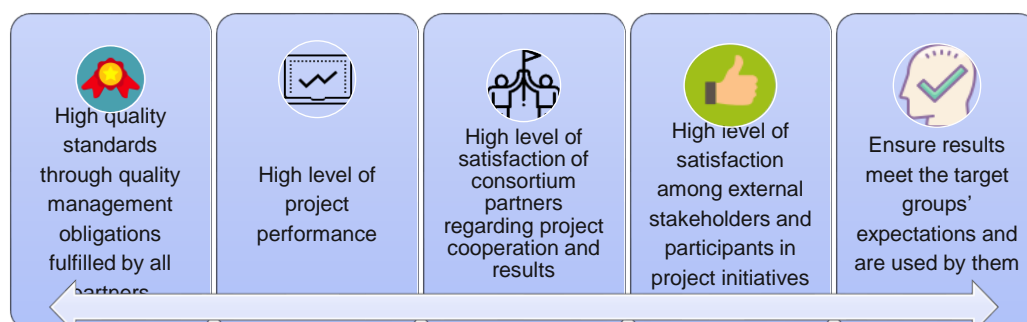
In order to achieve these aims, the Quality Assurance and Risk Management Plan and its tools shall ensure that:

- Project procedures, products, outputs comply with objectives and purpose;

- Mistakes are kept to a minimum through the elimination of common errors;

- Increases in efficiency are achieved through the improvement of time and project management;

- Quality of project outputs is monitored helping to ensure that overall project and specific WP objectives are met;

- Compliance with common standards with partners following the same guidelines in all phases to increase consistency and reliability.

Quality Life Cycle

Quality implementation refers to the whole timeframe of the project, involving the planning stages, the implementation of all agreed-upon QC activities, and the exploitation of quality outcomes. The quality life cycle of most EU projects involves a starting point, an implementation period, and an end point passing through the following main phases:

- **Quality start-up**: how QC activities are planned, with responsibilities distributed among partners, decisions taken and agreed upon, and risks controlled.

- **From kick-off meeting to Interim report**: during this phase of the project, QC tends to be more preparatory and proactive, following a more learning-oriented approach for all partners towards QC and its procedures.

- **Mid-term threshold**: refers to the production of the interim report, where plans are verified, providing evidence for what took place up to that point in the project and what is to be achieved in the second half.

- **From mid-term to conclusion**: QC concerns become more reactive and corrective, especially if failures were detected during the earlier stages.

- **Quality closure**: how project activities are completed and accounted for, how post-project activities for sustainability have been catered for, and how the project's efforts are verified.

- **From conclusion to post-project life**: this involves a range of transition concerns and focuses mostly on the assurance of consistency between internal perceptions of the quality achievements of the project to its external assessments and verdicts.
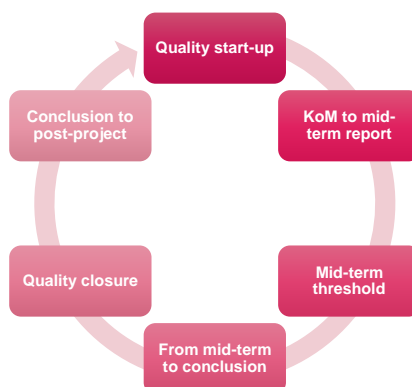
FIGURE 3: QUALITY LIFE CYCLE

Quality control in The Learning Bridge project

Dimensions

Quality control activities in The Learning Bridge will cover four dimensions, as shown below. Three dimensions are related to the project management and processes: they can be considered "internal". The fourth dimension focuses on the transferable outputs, events and training, i.e. all resources and events that are provided and/or organised to involve the target groups and beneficiaries.

Structure/ Management	Partnership	Meetings	Results/Impact
• Objectives • Workplan • Innovation • Quality • Financial/ administrative issues	• Partner's commitment • Collaboration • Communication	• Preparation • Development • Conclusion	• Transferable outcomes • Training activities • Events

FIGURE 4: QUALITY CONTROL DIMENSIONS

Each of the above-mentioned dimensions has specific criteria and associated indicators that will be considered in the quality assurance activities. In the next pages, detailed tables illustrate the criteria that will be used to assess each dimension, the indicators and targets, the instruments, the timing, the outputs that will be produced and the contributors that will be involved in the assessment.

Evaluation of project processes

Evaluation of project processes includes structure/management, partnership, and meetings. The tables on the next page provide details on monitoring and evaluation of these dimensions.

Structure/management

Focus	Criteria	Indicators/ targets	Evaluation Tools	Time	Evaluation Outputs	Contributors
Objectives **Workplan**	Precision, knowledge, Adjustment, Achievement	80% of positive responses	T1. Set-up phase questionnaire	M6, M18	O1. Interim Report on Quality Assurance and Evaluation (M12)	Project partners
Innovation	Concept, Methodology, Tools, Results		T2. Progress evaluation questionnaire	M11		
Quality	Coordination, Work distribution, Communication, Conflict resolution	90% of positive responses	T3. Final evaluation questionnaire	M24	O2. Interim Report on Quality Assurance and Evaluation (M24)	
Financial/admin	Guidance (tools/rules), Support (team)					

TABLE 2: ASSESSMENT OF STRUCTURE/MANAGEMENT DIMENSION

Partnership

Focus	Criteria	Indicators/ targets	Evaluation Tools	Time	Evaluation Outputs	Contributors
Partner's commitment	Involvement, Responsiveness, Availability	90% of positive responses	T1. Set-up phase questionnaire	M6, M18	O1. Interim Report on Quality Assurance and Evaluation (M12)	Project partners
Collaboration	Contribution, Support, Problem solvers / innovators		T2. Progress evaluation questionnaire	M11		
Communication	Effectiveness, Accessibility, Cordiality		T3. Final evaluation questionnaire	M24	O2. Interim Report on Quality Assurance and Evaluation (M24)	

TABLE 3: ASSESSMENT OF PARTNERSHIP DIMENSION

Consortium face-to-face meetings

Focus	Criteria	Indicators/ targets	Evaluation Tools	Time	Evaluation Outputs	Contributors
Preparation	Logistics, Agenda, Materials	90% of positive responses	T4. Meetings evaluation questionnaire	M1, M22 1 week after each meeting	O1. Interim Report on Quality Assurance and Evaluation (M12)	Project partners
Development	Coordination, Participation, Content discussed, Logistics					
Conclusion	Agreed decisions/ deadlines, minutes, information				O2. Interim Report on	

					Quality Assurance and Evaluation (M24)	

TABLE 4: ASSESSMENT OF FACE-TO-FACE MEETINGS DIMENSION

Consortium online meetings

Focus	Criteria	Indicators/ targets	Evaluation Tools	Time	Evaluation Outputs	Contributors
Preparation	Logistics, Agenda, Materials	90% of positive responses	T2. Progress evaluation questionnaire	Every month - subject of agreement between the partners	O1. Interim Report on Quality Assurance and Evaluation (M12) O2. Interim Report on Quality Assurance and Evaluation (M24)	Project partners

TABLE 5: ASSESSMENT OF ON-LINE MEETINGS DIMENSION

Evaluation of results

Name/type	Indicators/targets	Evaluation Tools	Evaluation Outputs
Work package n°2 - Creation of 360° videos	- Number of hot spots in each video (minimum indicator 15) - Video Resolution Quality - Delivery according to schedule of planned activities (max. 10 days deviation) - Result of the piloting to a group of teachers and experts (grade higher than 7) - Result of piloting to students	✓ Progress evaluation questionnaire ✓ Internal assessment questionnaire (PRC) ✓ Results of piloting to teachers and experts ✓ Results of piloting to students	Report on Quality Assurance and Evaluation

	(grade higher than 8)		
Work package n°3 - Creation of VR scenarios	- 3 stations will be designed as a decision tree so that a total of 15 teachers (5 from each centre) can review them using a form. From this decision tree the first phase of Virtual Reality will be created. - Piloting done by 15 teachers. - Once the piloting is done, feedback will be given to OneBonsai who will adapt the material according to the comments.	✓ Progress evaluation questionnaire ✓ Internal assessment questionnaire (PRC) ✓ Results of piloting to teachers	Report on Quality Assurance and Evaluation
Work package n°4 - Piloting and evaluation	For the dossiers and the evaluation forms of the videos, the following indicators will be taken into account: -Load time, that is, the time it takes to load the video completely in the viewer, to discern which, type of internet connection is better. - Resolution, image quality and sharpness. - User experience, if it is easy to navigate and the experience is fluid and intuitive. - Immersion, depth and perspective. - Time that has been used to follow the entire video. - Information; Hot spots provide	✓ Progress evaluation questionnaire ✓ Internal assessment questionnaire (PRC)	Report on Quality Assurance and Evaluation

necessary information; they provide too much information. Indicators for decision trees: - the objectives are clear - all decision options are identified - assigned criteria - assigned values - clear display of options		

TABLE 6: ASSESSMENT OF RESULTS DIMENSION (DOCUMENTS)

In terms of evaluation of results (documents/outputs and events), the tables below include several different tools that will be used to evaluate results. Each type of tool will assess different criteria. The following qualitative criteria will be included in the evaluation tools of results:
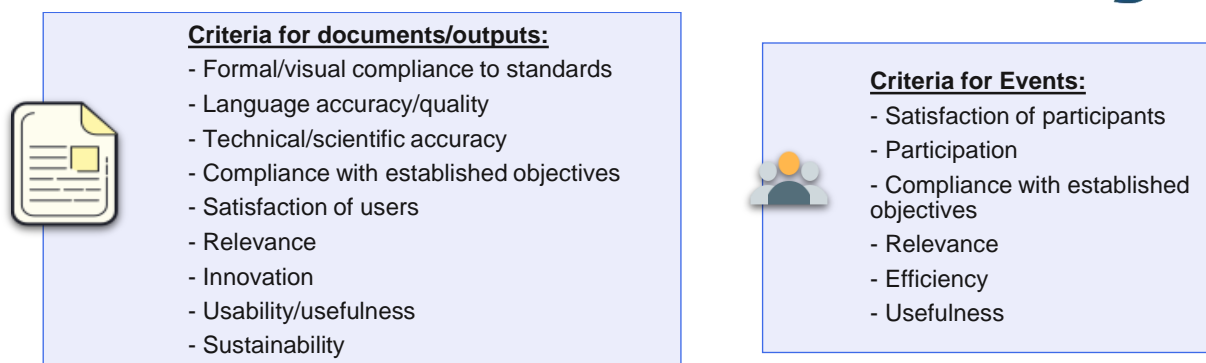
Criteria for documents/outputs:
- Formal/visual compliance to standards
- Language accuracy/quality
- Technical/scientific accuracy
- Compliance with established objectives
- Satisfaction of users
- Relevance
- Innovation
- Usability/usefulness
- Sustainability

Criteria for Events:
- Satisfaction of participants
- Participation
- Compliance with established objectives
- Relevance
- Efficiency
- Usefulness

FIGURE 5: QUALITY CONTROL CRITERIA FOR EVALUATION OF RESULTS (DOCUMENTS AND EVENTS)

Tools, responsibilities and outputs

According to the methodology that sustains this Quality Assessment and Risk Management Plan, different tools will be used to implement quality assurance activities, including questionnaires, a peer review system and Peer Review Committee (PRC) input. The following tools will be used with the production of corresponding outputs:

Tool	Output
T1. Set-up phase questionnaire	Results included in Interim and Final evaluation reports
T2. Progress evaluation questionnaire	Results included in Interim and Final evaluation reports
T3. Final evaluation questionnaire	Results included in Interim and Final evaluation reports
T4. Meetings evaluation questionnaire	Results included in Interim and Final evaluation reports
T5. Peer review system/checklist	Results included in Interim and Final evaluation reports
T6. Internal assessment (Peer Review Committee)	Results included in Interim and Final evaluation reports
T7. Workshop questionnaires	Results included in Interim and Final evaluation reports
T8. Training satisfaction questionnaires	Results included in Interim and Final evaluation reports

TABLE 7: EVALUATION TOOLS AND OUTPUTS

Internal and external survey programme

All evaluation tools correspond to surveys/questionnaires that will be implemented internally with consortium members, or with participants/beneficiaries of the project. Thus, there is a survey programme for internal respondents and another one for external respondents, as described in the tables below.

Questionnaire	Completed by	When	How
T1. Set-up phase questionnaire	Partners	M6	Online form provided by KVK to be completed by partners
T2. Progress evaluation questionnaire	Partners	M11, M18	
T3. Final evaluation questionnaire	Partners	M36	
T4. Meetings evaluation questionnaire	Partners	After each meeting	

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TABLE 8: SURVEY PROGRAMME FOR INTERNAL RESPONDENTS

Questionnaire	Completed by	When	How
T7. Events questionnaires	Beneficiaries	After each event	Online form provided by KVK in EN, partners can translate and distribute in paper or virtually (see note below*).
T8. Training satisfaction questionnaires	Beneficiaries	after pilot run	

TABLE 9: SURVEY PROGRAMME FOR EXTERNAL RESPONDENTS

*N.B. Questionnaires for external respondents might need to be translated into national languages for easy completeness. It is up to each partner to decide, based on the knowledge about his or her national stakeholders, if the questionnaire should be translated. It is also up to the respective partners to perform the translations and create the online form.

Peer review system

As indicated in Table 5, the main outputs associated with each result will be subject to an output review process that should start 20 days before its final version.

The picture below describes the peer review process for each result. The process involves the following actors: *i)* the WP leader; *ii) the peer reviewer; partners; iv) and the project coordinator.* It foresees five steps, as follows:

- WP leader and contributing partners send initial draft of the document to the peer reviewer using Peer review checklist.

20 days before submission deadline

14 days before submission deadline
- Peer reviewer sends to the output leader her/his comments using Peer review checklist.

- WP eader send all partners the consolidated document, including the implementation of comments.

7 days before submission deadline

2 days before submission deadline
- All partners review the document and send comments to the WP leader

- WP leader sends the consolidated result to the Project coordinator
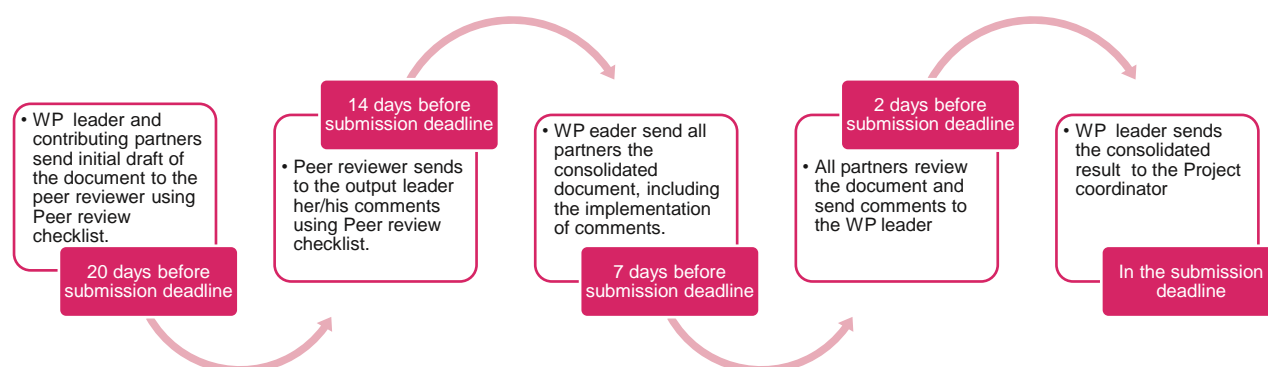
In the submission deadline

FIGURE 10: PEER REVIEW SYSTEM

The Peer review checklist will feed the quality check process with a number of criteria to be checked in each document. The table below shows the indicators (transformed in questions) to be included in the checklist to assess each criterion:

Criteria	Indicators/questions to be included in Peer review checklist
Formal/visual compliance to standards	- Is the document developed in the adequate template, using the project's logo and the visual guidelines, e.g. in terms of fonts, colours, etc. - Is the document visually good and easy to read from the visual perspective?
Language accuracy/quality	- Is the text correct in terms of spelling, grammar and vocabulary? - Is the document easy to read/understand? - Is the language used adequate to the theme and objectives of the document?
Technical/scientific accuracy	- Is the information contained in the document correct from the scientific/technical point of view? - Is the information provided well documented and explained?
Compliance with established objectives	- Does the document meet the objectives/aim stated in the project proposal and/or established by the consortium?
Relevance	- Is the document relevant within the theme and scope it targets? - Does it bring added value to users/potential users?
Innovation	- Does the document contain innovative aspects in terms of theme, content, presentation, approach or others?
Usability/Usefulness	- Can the document be used easily and with benefit for target groups? - Is the document useful?

TABLE 11. CRITERIA AND INDICATORS FOR PEER REVIEW CHECKLIST

Peer Review Committee

KVK as leader of Quality Assurance, has set up a Peer Review Committee (PRC), composed of one representative of each partner. In the Learning Bridge, the members of the PRC are:

Partner	Member of Committee	

TABLE 12. MEMBERS OF THE PEER REVIEW COMMITTEE (PRC)

The Peer Review Committee (PRC) will support quality control within the project in the fields of management, procedures, and timely execution of project tasks and products, as well as keep a systematic check on the progress and quality of the activities/outputs and outcomes. Every representative in this Committee shall meet the following requirements:

✓ Have experience in the implementation of projects and be familiar with the character of working in cooperation with partners.
✓ Be familiar with the issues which are the main subjects of the project–to be able to assess if the objectives of the project are met and tasks are implemented while keeping the high quality.
✓ Have experience and knowledge in the field of evaluation and quality control.

The tasks of the PRC are:

❑ To review key outputs of the project (and comment them to the task leader)
❑ To review the interim monitoring and quality reports

The communication among members of the PRC will be based on online meetings and e-mailing.

Risk management

	WP or managerial output concerned	Probability /high, medium, low
R1: Delay of project task fulfilment and various misunderstandings caused by the multicultural & multilingual environment	ALL WPs	medium
R2: Communication problems caused by the geographically scattered project team	ALL WPs	medium
R3: Communication problems due to the lack of F2F meetings and the use of virtual communication	ALL WPs	medium
R4: Change of working positions of the single contact persons from the project partners' institutions	ALL WPs	medium
R5: Significant changes in the visions and missions of the participating institutions	ALL WPs	low
R6: Delay of the money transfer	ALL WPs	low
R7: Insufficient & ineffective cooperation within the process of output preparation and development	ALL WPs	medium
R8: Low interest of the target groups	ALL WPs	medium
R9. Conflicts within partnership	ALL WPs	low
R10. Inability to proceed with the project due to epidemic/pandemic risk	ALL WPs	low

Annexes[1]

- Project Meetings evaluation questionnaire
- Set-up phase internal monitoring questionnaire
- Progress evaluation questionnaire
- Final evaluation questionnaire
- Events satisfaction questionnaires
- Training (Learning Activity) satisfaction questionnaires
- Peer review check-l

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[1] The link to the evaluation questionnaires will be added 2 weeks before the event/phase.