



InSIDE: Including Students with Impairments in Distance Education

**Delivery
QPL6.1**

Quality Assurance Plan

Work Package	WP6: Quality Plan
Issue Date	15-05-2019
Report Status	Ver. 7 - Final

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Abbreviations

Acronym	Term
HE	Higher education
HEI	Higher education institution
ICT	Information and communications technology
InSIDE	Including Students with Impairments in Distance Education
Iwl	Individual with impairments
PwSN	People with Special Needs
JKU	Johannes Kepler University
LMD	Licence, Master, and Doctorate
UABT	University of Aboubekr Belkaid Tlemcen
UAE	Abdelmalek Essaadi University
UB2LA	Blida 2 University
UCA	Cadi Ayyad University
UIT	Ibn Tofail University
UM5R	University of Mohammed V in Rabat
UMMTO	Mouloud Mammeri University of Tizi-Ouzou
UOA	National and Kapodistrian University of Athens
UOM	University of Macedonia
US	University of Sousse
USFAX	University of Sfax
USTO	University of Sciences and Technology of Oran Mohamed Boudiaf
UTM	University of Tunis El Manar
ViHeMo	Visual, hearing, mobility/physical
WP	Work Package
QA	Quality Assurance
PC	Project Coordinator
EV	External Evaluator

About InSIDE

The aim of the project is to develop accessible DE programmes for individuals with ViHeMo impairments. The concrete aims are to: a) develop an accessible, inclusive and educationally effective model of DE that will deliver key competences for vocational rehabilitation, and provide opportunities for lifelong learning, skills enhancement, and personal fulfilment with the ultimate aim of suggesting an intelligent solution against the problems of limited access or high percentage of dropouts in HE in IwI, b) structure a strong cooperation between organisations with sound expertise in accessible and inclusive HE and organisations where both the modernisation of HE and the promotion of the right to education of IwI is imperative, and c) widen the horizons of local HE towards an international and intercultural education through DE programmes.

The overall objectives of the project are to:

- 1) Develop new and innovative, accessible and inclusive DE programmes improving the quality of HE for individuals with ViHeMo impairments and offering flexible learning and virtual mobility
- 2) Upgrade the facilities through establishing accessibility offices and acquiring assistive technology resulting in modernization of university services
- 3) Build capacity and professional development in administrative and teaching staff in developing and carrying out accessible and inclusive DE programmes, and operating the accessibility offices
- 4) Involve individuals with ViHeMo impairments in a user-centre design so that accessibility and usability are achieved in conjunction, and the links between education and society are strengthened

The specific objectives of the project are:

- The preparation of the development stage through an extended literature review for precedent trials in DE for IwI
- The development of the most suitable educational material for IwI (ViHeMo) in terms of accessibility, usability and educational efficacy through the study of end-user requirements
- The adaptation of a course delivery system that best serves the needs of IwI (ViHeMo) in DE
- The foundation of accessibility services in HE so that SwI would be supported during their attendance in HE
- The training of advisors in the services of the accessibility offices, and the training of the trainers (advisors and representatives) so that they will be able to train the end-users (teaching staff and IwI)
- The examination of the regular co-operation of all the above to deliver inclusive DE courses effectively when learning and skill enhancement are concerned, considering end-users feedback too
- The dissemination and exploitation of the project deliverables on an international level.

1. Plan goals

The quality assurance plan defines the procedures for securing the high quality results of the project. The document gathers all guidelines and procedures used to quantify and qualify the project as a whole and the efficiency of the work packages separately. Below are described the tools for monitoring the project implementation in terms of quality in order to have a tangible and objective performance measures, as well as a set of indicators that will define the administrative and implementation impact of the project.

2. Communication procedures

2.1. Collaboration platform

All communication and document sharing will be done with the use of an online tool designed for this purpose. The Collaboration Platform (CP) is an online tool that provides the required functionality to partners in order to collaborate efficiently in the successful achievement of goals that this project set. Content inside of the CP is not public and it is protected. The access to this tool is restricted to members of the project team who will be provided with credentials for the access. The URL address to access to the CP is "<https://inside-partners.eu>"

2.1.1. User roles and permissions

Users are members of the project team and the roles that are assigned to them in the CP are the following:

- CP administrator: is the person responsible for the maintenance of the platform and user management. The main tasks of this user are resolve issues with the tool that might happen and register / remove users and their permissions.
- Partner responsible: is a person for each partner responsible for all subjects in which the partner is involved. Communication and shared document management are her main tasks.
- Partner member: is a person who is involved in the project but does not fit in the previous defined roles. It is the most restricted role. Thus, they are not allowed to upload files and their responsibilities are established by their responsible (higher role person).

Others, that do not take part of this project, are not allowed to enter into the CP. Therefore, the use of the CP requires users to be authenticated. Authentication is made with the use of username-password. Those credentials are provided to members after the partner coordinator, of the partner to which the user belong, submit all required personal data of him or her.

2.1.2. Communication channels

All communication is done in the CP, which implements the following communication channels:

- Messages: it works like e-mail. It is an asynchronous communication method that allows partners a slow but deep way of collaboration. Messages sent using this channel could be delivered to one or some members and, it is expected to have a meaningful subject written. It is also possible to attach files to messages. But, if it is needed to attach more than one file then is required to be a .zip compression of them.

- Announcements: it is a kind of notification intended to warn members about a specific issue. Like messages, they could be sent to specified users and must have a meaningful title. It may be used for making reminders of submissions and deadlines of deliverables and for warning users about shared document modifications.
- Chat: it is a synchronous written channel of communication. This may be used in order to have a more dynamic way of contact.
- Teleconference: it is a synchronous multimedia channel of communication, this use mainly video and audio. Online meetings use this as tool for connection of parts involved. This is the main tool for a fast and effective conflict resolution and attempts to enhance the cooperation of members in order to reach the project goals.

2.1.3. Document sharing

It is made in the section “Documents” in each WP. Documents are organised in a tree structure using directories. In order to maintain ordered this section, it is required that the user who modify the directory structure and manage files is a partner coordinator user.

2.2. Meetings

Is the most important team communication activity. During the meetings, the PC and the rest of the partners update the status of the project, unveil and resolve problems and make the most important decisions. The aim of each meeting is set before its celebration. The PC is responsible to prepare the agenda, invitations, designate the minute’s taker and verify the participants list. There are two types of meeting: face to face and teleconference, which will be organised periodically. However, meetings and locations may be subjected to change according to the ongoing needs and external international factors.

2.2.1. Face to face meetings

Face to face, meetings are held as scheduled and the host partner is always responsible together with the PC for the preparative tasks. The host institution must make all arrangements for the meeting concerning: the meeting venue, equipment, and all facilities that could be needed. Agenda must be clarified in one of the previous online meetings. The planning of this kind of meetings is necessary to be started at least 2 months in advance to have enough time to solve possible issues with VISA, invitations and other related bureaucracy task.

2.2.2. Teleconference

Teleconference meetings can be of two kinds: periodic (held each month) or special (when a special topic must to be discussed urgently and or separately). There must be a responsible in each meeting; in periodic ones is the PC. This person has to complete the following task:

- Set the meeting agenda
- Make the announcement with the date and the tool to use for joining
- Take the minutes or assign a responsible for it
- Check the attendance
- Upload all created documents for making available to partners

3. Outcomes delivering

Here is described the procedures that must be followed for the acceptance of outcomes as final piece of work.

3.1. Deliverables

They are one of the main outcomes of the project and are usually written documents, which contain the results of research, events and works done. The involved actors in the procedure are:

- WP leader of the WP to which the deliverable belongs is responsible for the organisation, communication and the start of the execution of works related to it.
- Collaborator partners, who have to contribute in the creation, have to do all their works in a coordinated way following the WP leader guidelines.
- Reviewers are partners assigned by PC, who have to check the document before to upload a final version of it.
- PC have to assure that the WP leader has initiated the process of creation on time, manage the start of the review process and collaborate solving eventual managerial problems that may arise.

The election of reviewers is made based on the competence of the partner and the assigned responsibility of the partner in the project. Reviewers discuss directly, with the responsible for the production of the deliverable, the possible issues that they may detect. This improving process must be tracked using the “Version History” table provided in the “Deliverable template” ([Appendix VIII](#)).

3.1.1. Procedure

1. WP leader of the deliverable organise the necessary activities and initiate the communication with other partners involved.
2. WP leader create the first “draft”.
3. WP leader and collaborator partners work together in “draft” versions of the deliverable until it is reached the level of making the works public.
4. WP leader upload to CP the “pre-final” version of the document and announce it to PC.
5. PC assign two partners as reviewers of the “final-draft”. Reviewers have to check that the document does not contain mistakes and follow the presentation guidelines.
6. Improving process in which authors make the suggested modification issuing each time a new version of the “pre-final” deliverable.
7. When reviewers validate the last version of the “pre-final” document WP leader issue the “final” version of the deliverable.
8. WP leader make an announcement to all partners to let them know the availability of this final content in the CP.

3.1.2. Scheduling

Time	Action
4 weeks before the delivery date	WP leader upload the pre-final version.
2 weeks before the delivery date	Pre-final must have the approval of the reviewers.

1 week before the delivery date	Final version must to be uploaded into the CP.
---------------------------------	--

Table 1: Times for the execution of the procedure of deliverable production.

3.2. Reports

3.2.1. Meetings

Reports of meetings are an outcome that the QA takes advantage. From them is possible to keep track the evolution of the quality of meetings. They are produced by the meeting responsible partner.

The report is composed from three different documents: meeting agenda, assistance list and meeting minutes.

- **Agenda:** this document contains all the answers prior the meeting hold. It is produced by the PC using the template ([Appendix I](#)). The first draft must be available for interested partners at least 2 weeks before the hold of the meeting in order to, they review and make change suggestions. The final version must be released to all partners 5 days before the meeting. The following information is contained in the agenda:
 - Date when it will be held.
 - Purpose of the meeting.
 - Topics that will be discussed.
 - Type of meeting (teleconference or face-2-face)
- **Assistance list:** this document contains a list of people that finally joined to the meeting. It is made by the PC and if the type of the meeting is face-to-face, it will require that all participants sign the document. The information contained in this document is:
 - Meeting identification: which is, the information provided in order to uniquely identify the meeting. If the type of the meeting is face-to-face then it will be the tuple place and date. Otherwise, it is enough to include the teleconference type and date.
 - Assistants that are identified by their names and the institutions that they represent. In addition, if the type of the meeting is face-to-face and they are in the venue then their signature must be included.
- **Meeting minutes:** that contains the discussions and agreements done in the meeting. The PC assign a responsible to take them. In order to maintain the quality standard a template for minutes is provided too ([Appendix III](#)).
- **Meeting evaluation report:** this contains the results of the satisfaction survey “Meeting evaluation form”, which is carried out after the meeting held and using the provided template ([Appendix II](#)).

The procedure for producing them involve firstly a preliminary version, in order to partners make suggestions for changes and then a final version is published 1 week after the hold of the meeting. Then, an agreement between partners about the content must be reached before 2 weeks after the initial release. Finally, the final meeting report is published.

Times

Time	Action
2 weeks before the meeting	Responsible partner for the meeting releases a draft of the agenda

5 days before the meeting	Final agenda is published
1 week after the meeting	PC release a draft of the report
3 weeks after the meeting	Final meeting report is published

Table 2: Times for the reporting procedure of meetings.

3.2.2. Project periodic report

There will be three of this kind of report. The aim of them is to update stakeholders periodically the status of the project so that, they were up to date of the status and could improve the project execution. This type of reports is produced by the partner responsible for QA during the execution of the project. They contain all the information related to the project development status like the values of metrics, progress indicators and knowledge acquired in the evaluated period.

3.2.3. Project final report

This is the project conclusion document. Its aim is to gather all information related to the project in order to inform stakeholders and public about, the project, its development, social repercussion and dissemination and exploitation activities carried out. Such data is extracted from evaluation forms and activity reports. Later, when all required data for making the final insights is available, the project QA leader processes it and creates the report at the end of the project.

3.3. Publications

The specifications of the project publications are covered in detail in the deliverable “DIS7.2 Dissemination Plan”.

4. Document presentation guidelines

4.1. Status and confidentiality levels

In accordance to the status of the document, this must be labelled with the following tags:

- Draft
- Pre-final
- Final

Regarding to confidentiality, the following 4 levels of security are considered:

- PU: Public
- PP: Restricted to other programme participants (including the Commission Services).
- RE: Restricted to a group specified by the consortium (including the Commission Services).
- CO: Confidential, only for members of the consortium (including the Commission Services).

4.2. Formats

- Reports, scripts, and all other written material in production must be in Microsoft Word format or open office equivalent.
- Spreadsheets must be in Microsoft Excel format or open office equivalent.
- Slides must be in Microsoft PowerPoint format or open office equivalent
- Large Images must be distributed in PDF format
- All final documents will be distributed in accessible PDF format

4.3. Naming

For the sake of clarity and order, the name of the files in the collaboration platform (CP) must follow the following rule:

WPn-x-Title-Ver.z-name_yyyymmdd

e.g. WP6-QPL6.1-Quality_Assurance_Plan-Ver.1-Silke_20190515

- n= the corresponding number of the WP
- x=number of deliverable
- Title = short deliverable name e.g.
 - Agenda kick-off meeting, Agenda workshop etc
 - Minutes 2nd progress meeting, Minutes 3rd progress meeting etc
 - Newsletter No1, Newsletter No2 etc.
- Ver.z= the version of the document given by the administrator of a WP
- name = the name of the person (e.g. Eleni, Malik, Lilia, Georgios, Klaus, etc.) who has made comments or modifications to the specific version of the document.
- yymmdd = date

4.4. Templates

It is required the use of the provided templates to present the following type of documents:

- Meeting agenda
- Meeting minutes
- Deliverable report
- Presentation

It is also compulsory to fill in properly the document metadata if it is shown in the template:

- Title
- Document metadata (WP, issue date, status, etc...)
- Footnote
- Document information section

5. Assessment and audit

5.1. Internal evaluation

In order to maintain quality, periodic evaluations are made by the leader of the QA WP. For this task, data related to indicators is collected, processed and insights are finally extracted. All of those results and insights are included in a periodic report called “Internal Quality Assurance Report”.

The frequency of this activity is one per year, in order to let time to the project to develop enough to be able to do relevant comparisons.

5.1.1. Indicators

Data for indicators come mainly from evaluation surveys submitted to the partners, satisfaction surveys for trained people and reports of meetings and dissemination and exploitation actions carried out among others. Indicators are grouped in three categories and are the following.

Process indicators

They provide information about the status of the main works carried out during the project execution.

- Preparatory research for developments finished.
 - DE programs for people with disabilities.
 - Current offer of DE teaching material.
 - LMS available for DE delivery.
- Development of the adapted DE teaching material stage.
 - Creation.
 - User assessment.
 - Improvement.
 - User validation.
- Development of the DE delivery system stage.
 - Selection of the most suitable LMS for the project.
 - Adaptation of the chosen LMS to the project’s requirements.

- Number of trainings for academia staff done.
 - Training for accessibility advisors.
 - Training for accessibility trainers-representatives.

Output indicators

They provide information regarding to tangible results of the project.

- Reports issued about the research on the SOTA of DE.
- Guide for developed adapted teaching material.
- Deployment of an inclusive DE delivery system.
- Number of accessibility offices set or upgraded in partners' universities.
- Number of pilot DE courses given.

Impact indicators

They provide information related to the project effects and contributions to society.

- Number of disabled testers involved in the development of the adapted DE material.
- Number of entries in the electronic index of end-users.
- Number of newsletters instalments issued.
- Number of students enrolled in the pilot courses.
- Number of people trained on inclusive DE delivery.
- Number of teachers involved in the pilot DE courses creation and implementation.
- Number of attendants to the workshops for raising awareness.

5.1.2. Documents for internal evaluation

Below, it is described all documents involved in the internal evaluation process and, how them are used and integrated into the quality evaluation process.

Progress evaluation

The progress of completion of planed task is one of the most important metrics for quality maintenance. In order to have empiric data, it is provided to partners the "Activity reporting form template" ([Appendix V](#)). Each partner must use this document to maintain a log of the activities and the amount of effort invested in them. When the QA responsible or the PC requires this document, partners have to answer this request by returning it filled in and updated. Gathered all activity forms it is possible to know the actual status of the project.

The frequency of doing this evaluation at minimum one per year but it will be required to do before the progress meetings so as, all participants to understand where the project is.

Project evaluation

In order to obtain data related to the satisfaction of partners in the different stages of the project, it is provided the "Project evaluation form" ([Appendix VI](#)). The main aim of this evaluation is formally collecting partners opinion to improve and measure the project performance.

It is carried out as one of the first step in the procedure of internal evaluation since; it is required to complete the "Internal Quality Report" document. Therefore, in the same way than in the progress evaluation, partners fill in and submit the document when PC or the QA responsible require it.

Meeting evaluation

After each meeting, all participants fill in the "Meeting Evaluation Form". The purpose of this document is to get data to measure the satisfaction between participants. When all of them are filled

in and collected then, it extracted the data to feed QA indicators and make insights of the quality of meetings. These are the fundamentals of quality maintenance for meetings during the project execution, but also, it will be worthy to improve future partner's project planning and execution. In order to maintain the quality, standard a template for this purpose is provided for face-to-face meetings ([Appendix II](#)).

The template must be prepared by the host of the meeting and submitted to all participants. Later when the meeting has been held, participants returned them filled in to the host partner.

Training evaluation

After all trainings, attendant have to fill in the "Training Evaluation Form". This document is a survey that allows trained people to express their opinion about the quality of the training received. Training period, accommodation, activities, trainers and content can be assessed with the data extracted from this survey. Thus, lessons learned, from the information here gathered and analysed, can be used to create better future trainings in this project and in future ones.

In order to maintain the quality it is provided a template ([Appendix IV](#)) that the host partner of the training session have to prepare. Lately when the training was done, this partner is responsible to facilitate to trainees the survey and collect their answers. This can be done by giving them a physical copy of the survey or, sending all participants, an email with it attached.

Dissemination tracking

The deliverable "DIS7.2 Dissemination Plan" covers in depth all aspects related to dissemination

Exploitation evaluation

The deliverable "DIS7.3 Exploitation Plan" covers in depth all aspects related to project exploitation.

5.2. External evaluation

The EV will perform all the external QA evaluation activities in order to provide an external impartial assessment of the project. Thus, the EV will be a person that will be hired according to specific procedures and based on concrete criteria with a focus on a high level of expertise in project's topics – i.e. supporting students with disabilities, accessibility and e-Inclusion, distance education, educational and/or assistive technology - as well as in international project management and or evaluation.

The contribution of an EV is considered necessary since this person is expected to:

1. Have an impartial perspective towards the progress of the project and the degree of it reaching its goals and objectives
2. Examine the quality of the deliverables and support their level-of-quality raise
3. Transfer her/his extended experience and relative knowledge to project through a continuous monitoring process
4. Deliver 2 QA reports – an interim and a final one - that will serve as a leverage instrument for interim and final corrective actions.

More specifically, the EV will undertake a series of roles and tasks that could be described as follows:

1. The EV will access the final-draft and final versions of the deliverables – including the progress management reports and the internal QA reports – to provide feedback and recommend additional actions.
2. The members of the consortium will include the EV in the mailing, while the latter will have full access to the collaboration platform for monitoring any further partnership's activity.
3. Based on the above, the EV will assess the compliance with the initially planned activities.
4. The EV shall assist the project coordinator by suggesting actions/ideas and advising her/him whenever the former finds it necessary.

To conclude, the EV as an external part of the project and a person that has no cross-purpose shall possess an unbiased attitude and secure objectivity in the project's favour. In this way, the EV will monitor the implementation of the project, will recommend better strategies and practices to improve the forthcoming results, and will evaluate when and in what degree the project will have reached its goals and intended outcomes.

Appendix I: Meeting agenda template



InSIDE: Including Students with Impairments in Distance Education

Document type:	Agenda
Type of meeting:	e.g. Kick off Meeting, Progress meeting, etc.
Date of Meeting:	e.g. 14-15 March 2019
Meeting Location:	e.g. University of Macedonia, Post: Egnatia 156, GR-54636, Thessaloniki, Greece Tel: xxxxxx Web: www.uom.gr
Meeting called by:	e.g. University of Macedonia
Facilitator:	e.g. Assistant Professor Eleni Koustriava

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1. Meeting Goals (*Optional*)

- The goals of the meeting are as follows:
- e.g.
- Establish a detailed plan.
- Discuss the procedures, deliverables, steps, and actions to be taken.
- Introduce the project management and other tools for internal communication.

2. Agenda



Day 1 - Date: Day dd/mm/yyyy (Building name, Floor No, Room No)

Time	Description
09:00-09:30	Registration of participants
09:30-10:00	Opening and welcome speech (UOM) Name of speaker, Partner
10:00-11:00	Title (xxx) Name of speaker, Partner <ul style="list-style-type: none">• xxx○ xxxx
11:00-11:15	Coffee break
XX:XX - XX:XX	•
XX:XX - XX:XX	•
XX:XX - XX:XX	Lunch
XX:XX - XX:XX	•
XX:XX - XX:XX	•
XX:XX - XX:XX	Discussion
XX:XX - XX:XX	Closing day
XX:XX - XX:XX	Dinner

Day 2 - - Date: Day dd/mm/yyyy (Building name, Floor No, Room No)

Time	Description
09:00-09:30	Title (xxx) Name of speaker, Partner
09:30-10:00	•
10:00-10:30	•
10:30-11:00	Coffee break
XX:XX - XX:XX	•
XX:XX - XX:XX	•
XX:XX - XX:XX	Lunch
XX:XX - XX:XX	•
XX:XX - XX:XX	•
XX:XX - XX:XX	Discussion
XX:XX - XX:XX	Closing day
XX:XX - XX:XX	Dinner

Appendix II: Meeting Evaluation template

Face-to-face Meeting Evaluation Form						
		Co-funded by the Erasmus+ Programme of the European Union				
Place	JOHANNES KEPLER UNIVERSITY LINZ, Altenberger Straße 69, 4040 Linz, Austria					
Date	DD/MM/YYYY					
Organizer	Johannes Kepler University					
Partner	E.g.: University of Macedonia					
Participant	E.g.: John Doe					
Survey						
#	Question	Level of agreement / satisfaction				
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Prior to the meeting		1	2	3	4	5
1	The meeting was well prepared and organised					
2	The location and the timeframe for the meeting was convenient					
3	The information provided to me in relation to the project was adequate.					
4	The preparatory work for the meeting assigned to my organization was adequate.					
5	My institution was able to finish necessary preparations for the meeting on time					
6	My institution was able to finish all assigned project tasks due until the meeting					
Meeting		1	2	3	4	5
7	I fully knew the purpose of the meeting from the beginning.					
8	All agenda matters were settled.					
9	I had a good level of contribution and commitment.					
10	My opinion was considered in the decision-making process.					
11	I was able to use the preparatory work my institution did for the meeting.					
12	I am satisfied with the length of the meeting.					

13	The time spent at the meeting was well invested					
	Complementary matters	1	2	3	4	5
14	I am satisfied with the conditions of my stay.					
15	The communications that supported my stay, prior and during the meeting, were effective.					
16	The social events provided were appropriate. (Dinners, parallel meetings,...)					
17	The social interactions with other delegates in free times were worthwhile for me					
	Post-meeting	1	2	3	4	5
18	After the meeting, I have more knowledge about other participants and their contribution to the project.					
19	The next steps (tasks to be carried out and the deadlines to be met) are clear.					
20	I know the status of the project and the next milestones to reach.					
21	I understand the tasks that have been assigned to my organization.					

Appendix III: Meeting Minutes template



InSIDE: Including Students with Impairments in Distance Education

Document type:	Meeting Minutes
Prepared by:	Name, Partner
Meeting No:	e.g. 1st Kick-off Meeting
Date of Meeting:	e.g. 14-15 March 2019
Meeting Location:	e.g. University of Macedonia, Egnatia 156, Thessaloniki, Greece
Meeting called by:	e.g. University of Macedonia
Facilitator:	e.g. Assistant Professor Eleni Koustriava

Co-funded by the
Erasmus+ Programme
of the European Union



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1. Participants

Participants with physical presence:

#	Name	Partner
1	Name of participant	Name – Acronym of institution
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

Participants with teleconference:

#	Name	Partner
12	Name of participant	Name – Acronym of institution
13		

2. Agenda

Day 1 - Date: Day dd/mm/yyyy (Building name, Floor No, Room No)

Time	Description
09:00-09:30	Registration of participants
09:30-10:00	Opening and welcome speech (UOM) Name of speaker, Partner
10:00-11:00	Title (xxx) Name of speaker, Partner <ul style="list-style-type: none">• xxx○ xxxx
11:00-11:15	Coffee break
XX:XX - XX:XX	•
XX:XX - XX:XX	•
XX:XX - XX:XX	Lunch
XX:XX - XX:XX	•
XX:XX - XX:XX	•
XX:XX - XX:XX	Discussion
XX:XX - XX:XX	Closing day
XX:XX - XX:XX	Dinner

Day 2 - - Date: Day dd/mm/yyyy (Building name, Floor No, Room No)

Time	Description
09:00-09:30	Title (xxx) Name of speaker, Partner
09:30-10:00	•
10:00-10:30	•
10:30-11:00	Coffee break
XX:XX - XX:XX	•
XX:XX - XX:XX	•
XX:XX - XX:XX	Lunch
XX:XX - XX:XX	•
XX:XX - XX:XX	•
XX:XX - XX:XX	Discussion
XX:XX - XX:XX	Closing day
XX:XX - XX:XX	Dinner

3. Issues Discussed

3.1. Day 1, dd/mm/yyyy

During the first day participants

3.1.1. Opening and welcome speeches (Heading 3)

.....

3.1.2. Heading 3

.....

3.2. Day 2, dd/mm/yyyy

During the second day participants

3.2.1. Heading 3

.....

3.2.2. Heading 3

.....

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4. Decisions taken

-
-
-
-

4.1. Work Package 1 – WP title

No.	When	Who	What
1	dd/mm/yyyy	Partner
2			
3			
4			
Comments			
XXXXXX ...			

4.2. Work package 2 - WP title

No.	When	Who	What
5			
6			
7			
8			
Comments			
XXXXXX ...			

4.3. Work package 3 - WP title

No.	When	Who	What
9			
10			
11			
12			
Comments			
XXXXXX ...			

4.4. Work package 4 - Project Management

No.	When	Who	What
13			
14			
15			
16			
Comments			
XXXXXX ...			

....
....
....



5. Next meeting

Date	Location	Purpose
dd/mm/yyyy	<ul style="list-style-type: none">• xxx

6. Photos/ Attachments

Presentations	
Photo 1	Photo 2
Photo	
Photo 4	

Appendix IIV: Training Evaluation Form template

Training Evaluation Form						
		Co-funded by the Erasmus+ Programme of the European Union				
Training identifier		E.g.: University of Athens I				
Trainee name						
Survey						
#	Question	Level of agreement / satisfaction				
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Goals / Results		1	2	3	4	5
1	I achieved all planned learning outcomes and goals.					
2	The planned training met with my expectations and needs.					
3	I am satisfied with the learning experience.					
4	As a result of taking the training my skills have improved.					
Before the training		1	2	3	4	5
5	The objectives of the training were clear.					
6	The preparatory tasks I had to do were appropriate.					
7	I was well informed about the training.					
Course content		1	2	3	4	5
8	The quality of the content was good.					
9	The structure of the training was logical and easy to follow.					
10	The content was in-depth enough.					
11	The degree of difficulty was right.					
12	The materials were easy to use and understand.					

13	The content was concise and not repetitive.					
14	The materials were accessible for the project target groups.					
15	The amount and workload of assignments were appropriate.					
16	The planned timeframe of the training was appropriate to achieve the training goals.					
17	The provided materials helped me to achieve the training goals.					
18	The provided materials helped me to improve my skills.					
	Venue	1	2	3	4	5
19	The training venue was well suited for learning					
20	Needed materials were available at any time.					
21	The equipment provided was right and well suited.					
22	All necessary accessibility measures were implemented.					
23	All field trips planned during training were organised efficiently and comfortable.					
24	Accommodation during training was adequate.					
	After training	1	2	3	4	5
25	I received sufficient further guidance / information for carrying out my tasks.					
26	The knowledge I gained during the training is adequate and sufficient					
27	I feel well prepared to carry out the tasks I was taught					
	Extra	Comments				
28	Could you summarize what you have learnt in three sentences?					

29	What part of the training was most interesting / productive for you?					
30	Did you miss anything in the training material? If so, describe it in order to improve the course.					
31	What part of the training would you change/improve - and how?					
32	Do you have any suggestions to improve the training?					
	Trainers	1	2	3	4	5
	T1 Name					
T1.1	In general, the trainer was respectful and well prepared to carry out this training					
T1.2	The trainer's expertise was adequate.					
T1.3	The communication with the trainer was easy and efficient.					
T1.4	I felt comfortable when I asked / expressed my opinion.					
T1.5	The questions I asked were answered sufficiently and appropriately.					
	T2 Name					
T2.1	In general, the trainer was respectful and well prepared to carry out this training					
T2.2	The trainer's expertise was adequate.					
T2.3	The communication with the trainer was easy and efficient.					
T2.4	I felt comfortable when I asked / expressed my opinion.					
T2.5	The questions I asked were answered sufficiently and appropriately.					
	T3 Name					

T3.1	In general, the trainer was respectful and well prepared to carry out this training					
T3.2	The trainer's expertise was adequate.					
T3.3	The communication with the trainer was easy and efficient.					
T3.4	I felt comfortable when I asked / expressed my opinion.					
T3.5	The questions I asked were answered sufficiently and appropriately.					

Appendix V: Activity reporting form template

Project Activity Reporting Form	
Partner:	Name of the partner
Period:	DD/MM/YYYY - DD/MM/YYYY



WP	1 - Preparation	
#	Activity	Days
1		
2		
3		
4		
...		
n		

WP	3 - Development	
#	Activity	Days
1		
2		
3		
4		
...		
n		

...

Partner credentials	
Name of the responsible:	Name Surname
Title:	Prof.
Date:	DD/MM/YYYY
Signature:	_____

Appendix VII: Project evaluation form

Project Evaluation Form						
		Co-funded by the Erasmus+ Programme of the European Union				
Partner						
Name of the responsible						
Signature						
Date						
Survey						
#	Question	Level of agreement / satisfaction				
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Goals		1	2	3	4	5
1	The project achieved the main proposed goal.					
2	All complementary goals were achieved.					
3	The quality of the results is good.					
4	All the activities carried out were aligned with the goals of the project.					
5	All the activities carried out were well designed and necessary to achieve the project goals.					
Outcomes		1	2	3	4	5
6	All activities have been carried out in accordance with the work plan.					
7	All outcomes were delivered in time and appropriate manner.					
8	The quality of the work carried out met with the requirements.					
9	The results accomplished are beyond the required goals (quality, amount).					
10	Additional activities were carried out in order to reach better project outcomes.					
11	Additional dissemination activities were carried out in order to increase the impact of the project.					

	Process	1	2	3	4	5
12	All project activities were executed in a timely and appropriate manner.					
13	There were no changes in the work plan.					
14	Workload estimation was accurate.					
15	The opinion of all partners was taken into account in the decision-making process.					
16	Partners were consulted when necessary / prior to decisions that affected them.					
17	The goals of the project were clear.					
18	The work plan was always clear.					
19	Responsibilities were clear from the beginning.					
20	Descriptions of activities were both clear and accurate.					
21	The progress of the project was continuously updated and made available to all partners.					
22	Partners were informed about other partners activities and results.					
23	All information needed and necessary to partners was available and communicated in due time.					
24	The communication with other partners was appropriate, respectful and efficient.					
25	The coordinator was available when needed.					
26	The coordinator acted in time, efficient and respectful regarding the partners' work.					
27	The communication means in use were appropriate, efficient and useful.					
	Additional achievements	1	2	3	4	5
28	The work in this project increased our institutions' know-how.					

29	Our teamwork performance on international projects has improved.					
30	New institutional ties with other partners developed					
31	New professional ties with co-workers developed					
	Extra	Comments				
32	What are the main strengths of the project?					
33	What are the main weaknesses of the project?					
34	What are the most important problems that need solution?					
35	Your suggestions for improving the execution of the project.					
36	Your suggestions for achieving the project goals more efficiently.					
37	Most successful activities in which you participated.					
38	Most successful goals that you have reached.					
39	What do you see as the main strengths in the work of the project co-ordinator?					
40	Your suggestions for improving the project management carried out by the project co-ordinator.					


Appendix VII: Deliveries template



InSIDE: Including Students with Impairments in Distance Education

Delivery
DIS#.#

.....

Work Package	WP#: WP Title
Issue Date	dd-mm-yyyy
Report Status	Ver. # - Draft/Final
<div>Co-funded by the Erasmus+ Programme of the European Union</div> <div></div> <div><i>This project (598763-EPP-1-2018-1-EL-EPPKA2-CBHE-JP) has been co-funded by the Erasmus+ Programme of the European Commission. This publication [communication] reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein</i></div>	

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Project Partners



**University of
Macedonia, Greece**
Coordinator



**National and
Kapodistrian
University of Athens,
Greece**



**Johannes Kepler
University, Austria**



**University of Aboubekr
Belkaid Tlemcen, Algeria**



Blida 2 University, Algeria



**Mouloud Mammeri
University of Tizi-Ouzou,
Algeria**



**Ibn Tofail university,
Morocco**



**University of Sciences
and Technology of Oran
Mohamed Boudiaf, Algeria**



**Cadi Ayyad
University, Morocco**



University of Sfax, Tunisia



**Abdelmalek Essaadi
University, Morocco**



**University of Tunis El
Manar, Tunisia**



**University of
Mohammed V in
Rabat, Morocco**



**University of Sousse,
Tunisia**

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Project Information

Project Number	598763-EPP-1-2018-1-EL-EPPKA2-CBHE-JP
Grant Agreement Number	2018-3218 /001-001
Action code	CBHE-JP
Project Acronym	InSIDE
Project Title	Including Students with Impairments in Distance Education
Funding Scheme	Erasmus+ KA2
Date of EC approval	13/12/2018

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Project Website	www.inside-project.org

Document Information

Title	Delivery #.# Title
Issue Date	dd/mm/yyyy
Deliverable Number#.#
Work Package	WP#: Title
Task Number	#.#
Activity number	#.#.#
Partner Responsible	Partner Name
Partners involved	ALL (UOM, JKU, UIT, UCA, UAE, UM5R, UB2LA, UABT, UMMTO, USTO, USFAX, UTM, US)
Status (Draft / Preliminary / Evaluated / Reworking / Final)
Dissemination Level	<p>PU</p> <ul style="list-style-type: none"> • PU Public • PP Restricted to other programme participants (including the Commission Services) • RE Restricted to a group specified by the consortium (including the Commission Services) • CO Confidential, only for members of the consortium (including the Commission Services)

Version History

Version	Date	Changed	Author(s)
Ver.1	dd/mm/yyyy	First Draft	e.g. A. Pino (UOA), V. Salinas (JKU)
Ver.2	dd/mm/yyyy	Draft	K. Charitakis (UOM)

(to be removed in the Final version for submission)

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Project Information	Error! Bookmark not defined.
Document Information.....	Error! Bookmark not defined.
Version History	Error! Bookmark not defined.
Abbreviations	Error! Bookmark not defined.
About this document.....	Error! Bookmark not defined.
1.....	Introduction - Project overview
.....	Error! Bookmark not defined.
1.1. Project rationale	Error! Bookmark not defined.
1.2. Project aims and objectives.....	Error! Bookmark not defined.
1.3. InSIDE dissemination objectives and channels	Error! Bookmark not defined.
1.3.1. University of Macedonia (UOM)	Error! Bookmark not defined.
1.3.2. National and Kapodistrian University of Athens (UOA)	Error! Bookmark not defined.
2.....	Dissemination outputs
.....	Error! Bookmark not defined.
2.1. DIS7.1: Project Website.....	Error! Bookmark not defined.
References.....	Error! Bookmark not defined.

(Do not forget to update the Table of Figures and delete this note)

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Abbreviations

Acronym	Term
HE	Higher education
HEI	Higher education institution
ICT	Information and communications technology
InSIDE	Including Students with Impairments in Distance Education
Iwl	Individual with impairments
JKU	Johannes Kepler University
LMD	Licence, Master, and Doctorate
UABT	University of Aboubekr Belkaid Tlemcen
UAE	Abdelmalek Essaadi University
UB2LA	Blida 2 University
UCA	Cadi Ayyad University
UIT	Ibn Tofail University
UM5R	University of Mohammed V in Rabat
UMMTO	Mouloud Mammeri University of Tizi-Ouzou
UOA	National and Kapodistrian University of Athens
UOM	University of Macedonia
US	University of Sousse
USFAX	University of Sfax
USTO	University of Sciences and Technology of Oran Mohamed Boudiaf
UTM	University of Tunis El Manar
ViHeMo	Visual, hearing, mobility/physical
WP	Work Package
Add accordingly

About InSIDE

(The same “About InSIDE” section should be included in all deliverable reports.)

The aim of the project is to develop accessible DE programmes for individuals with ViHeMo impairments. The concrete aims are to: a) develop an accessible, inclusive and educationally effective model of DE that will deliver key competences for vocational rehabilitation, and provide opportunities for lifelong learning, skills enhancement, and personal fulfilment with the ultimate aim of suggesting an intelligent solution against the problems of limited access or high percentage of dropouts in HE in IwI, b) structure a strong cooperation between organisations with sound expertise in accessible and inclusive HE and organisations where both the modernisation of HE and the promotion of the right to education of IwI is imperative, and c) widen the horizons of local HE towards an international and intercultural education through DE programmes.

The overall objectives of the project are to:

- 1) Develop new and innovative, accessible and inclusive DE programmes improving the quality of HE for individuals with ViHeMo impairments and offering flexible learning and virtual mobility
- 2) Upgrade the facilities through establishing accessibility offices and acquiring assistive technology resulting in modernization of university services
- 3) Build capacity and professional development in administrative and teaching staff in developing and carrying out accessible and inclusive DE programmes, and operating the accessibility offices
- 4) Involve individuals with ViHeMo impairments in a user-center design so that accessibility and usability are achieved in conjunction, and the links between education and society are strengthened

The specific objectives of the project are:

- The preparation of the development stage through an extended literature review for precedent trials in DE for IwI
- The development of the most suitable educational material for IwI (ViHeMo) in terms of accessibility, usability and educational efficacy through the study of end-user requirements
- The adaptation of a course delivery system that best serves the needs of IwI (ViHeMo) in DE
- The foundation of accessibility services in HE so that SwI would be supported during their attendance in HE
- The training of advisors in the services of the accessibility offices, and the training of the trainers (advisors and representatives) so that they will be able to train the end-users (teaching staff and IwI)
- The examination of the regular co-operation of all the above to deliver inclusive DE courses effectively when learning and skill enhancement are concerned, considering end-users feedback too
- The dissemination and exploitation of the project deliverables on an international level.

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Executive summary

(The Executive summary section is optional.)

.....

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1. Introduction

This is Heading 1

1.1. Heading 2

This is Heading 2

1.1.1. Heading 3

This is Heading 3

Heading 4

This is Heading 4

This is basic text. Use “Basic” style

This is bold text. Use “strong” style

This is italics text. Use “Emphasis” Style

This is for bullets

- This is for bullets – for all lines except last.
 - This is for bullets
 - This is for bullets
- This is for bullets – for the last line.

This is for numbering

1. This is for numbers
 - a. This is for numbers
 - i. This is for numbers

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This is for figure caption



Figure 1: Figure description

This is for tables

Month no.	Month	Place	Responsible Partner
1			
2			
3			
4			

Table 3: Table Description

References

- [1] How to Cite References: IEEE Document Style, IEEE. [Online]. Available: <https://iee-dataport.org/sites/default/files/analysis/27/IEEE%20Citation%20Guidelines.pdf>. [Accessed: June. 062, 2019].
- [2] K. A. Nelson, R. J. Davis, D. R. Lutz, and W. Smith, "Optical generation of tunable ultrasonic waves," *Journal of Applied Physics*, vol. 53, no. 2, Feb., pp. 1144-1149, 2002.
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Appendix IX: Presentations template

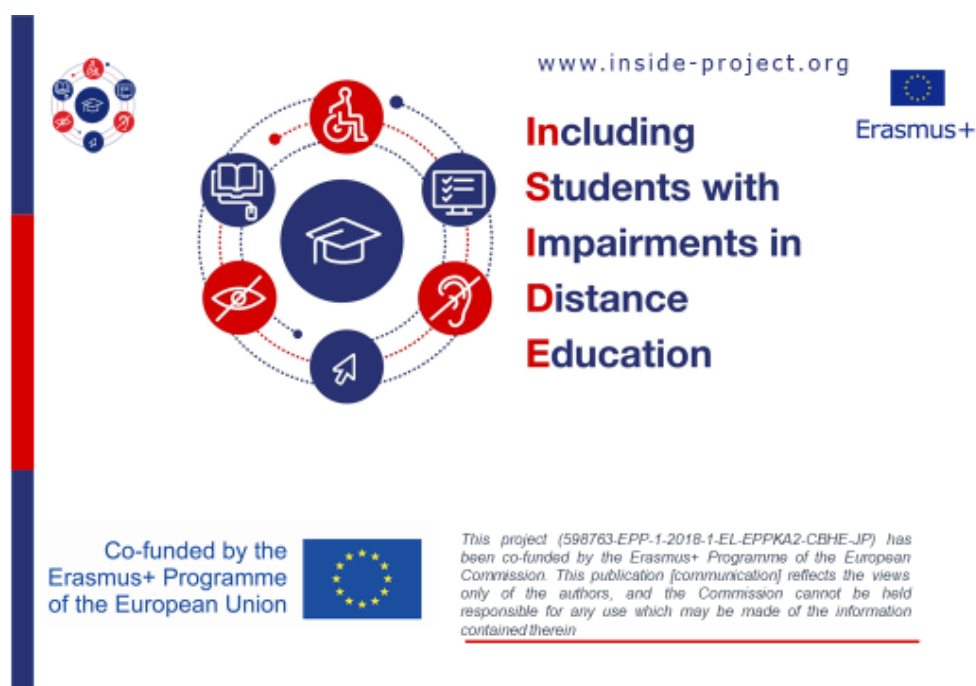


Figure 1: Template for presentations - Title slide



Figure 2: Template for presentations - Partner slide

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Figure 3: Template for presentations – Section title slide

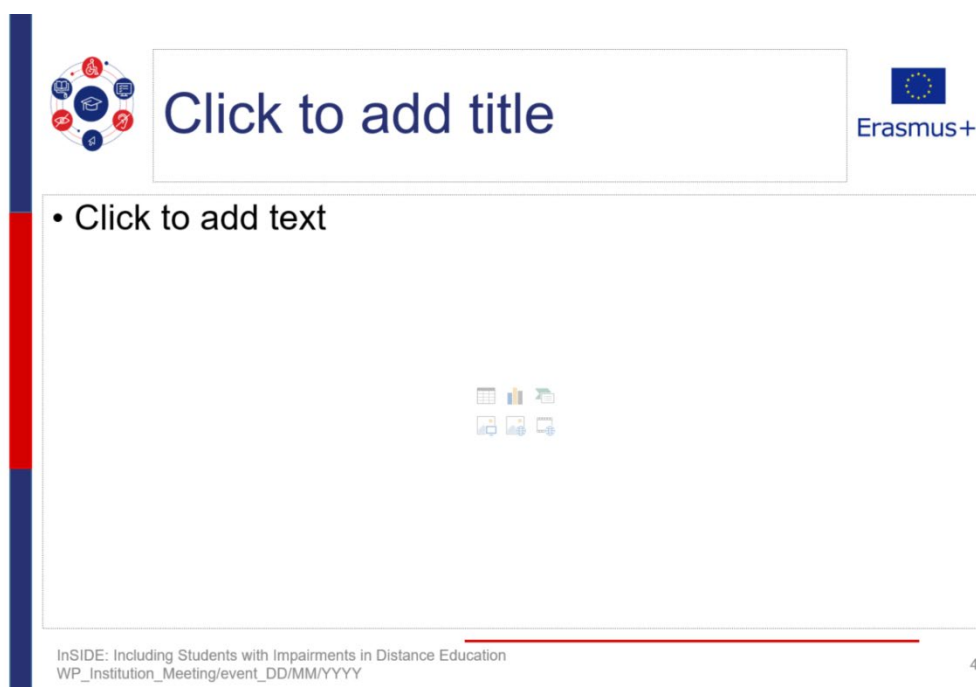


Figure 4: Template for presentations - Standard slide

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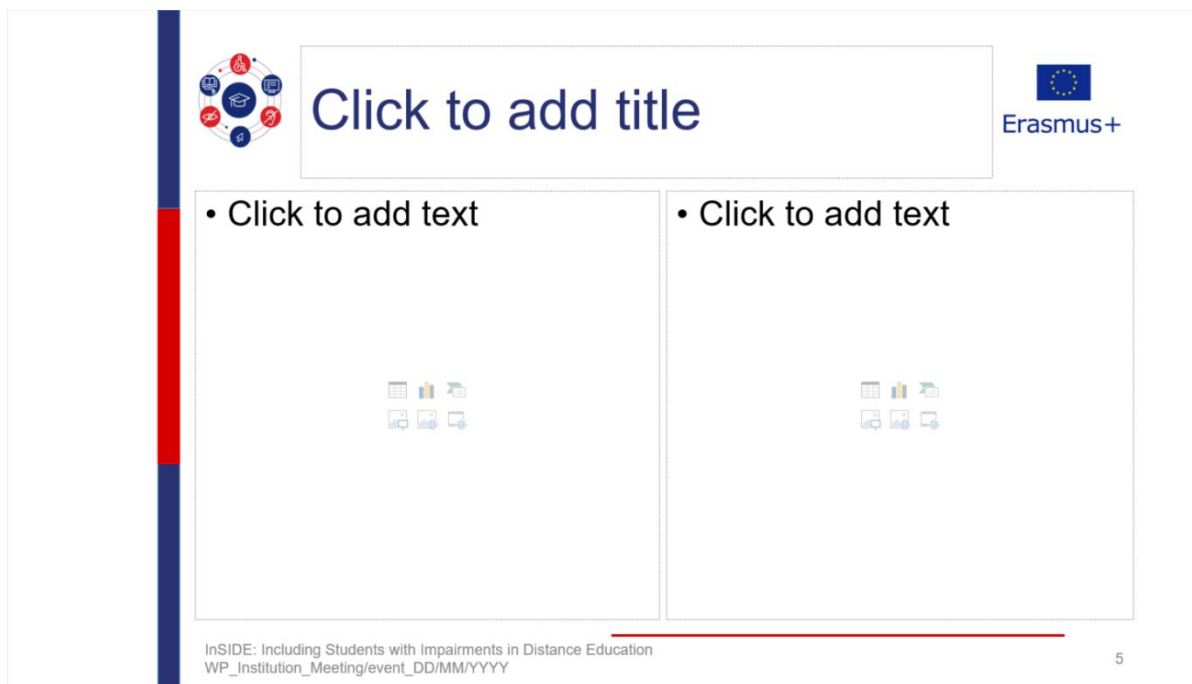


Figure 5: Template for presentations – Two content slide

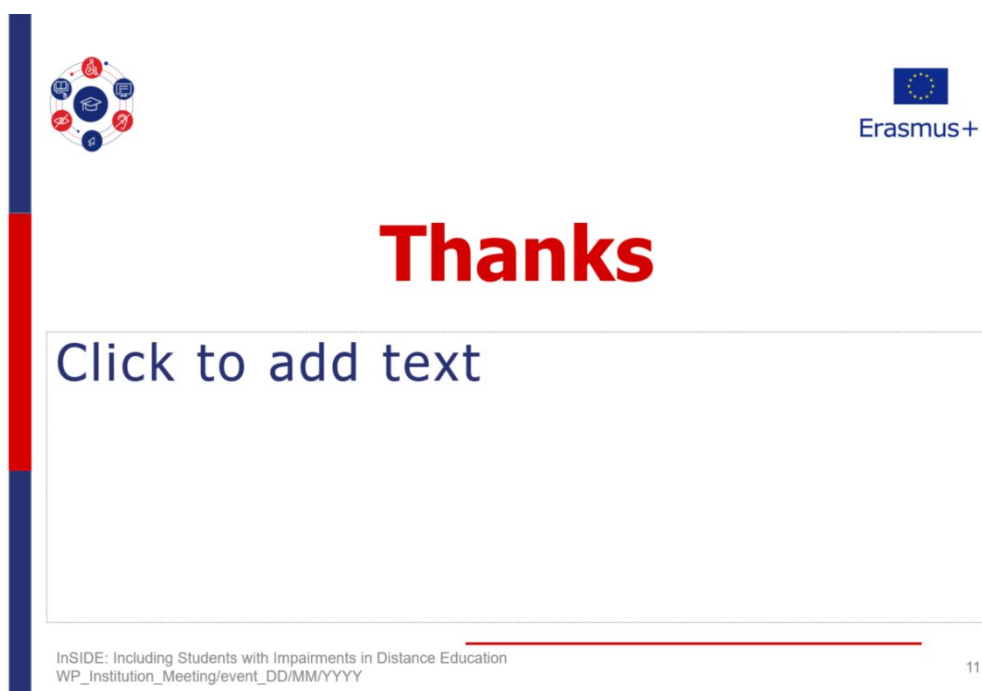


Figure 6: Template for presentations – Thanks slide

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