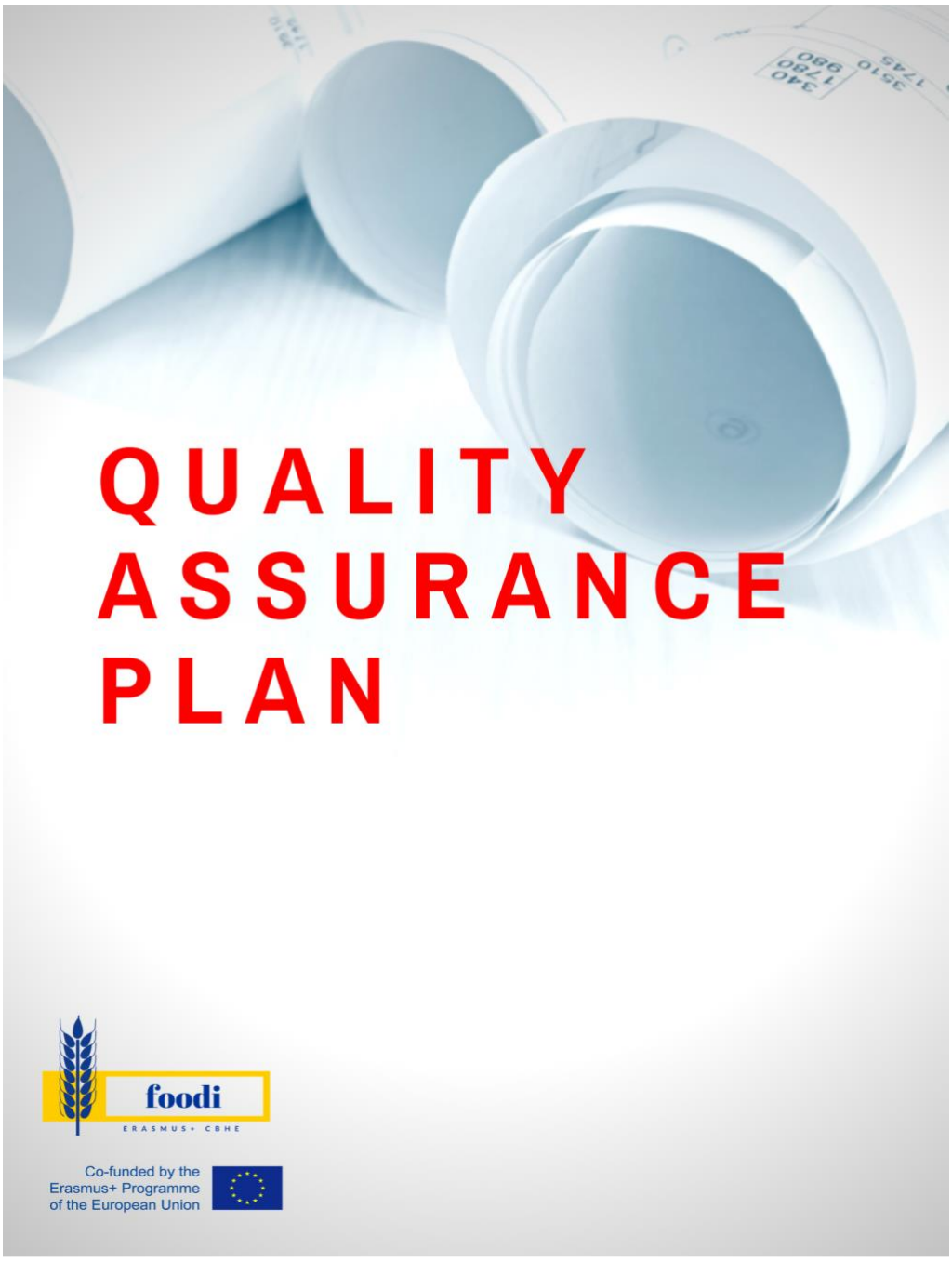

QUALITY ASSURANCE PLAN

WP5. Quality Assurance and Monitoring

Project Information

Project Acronym:	FOODI
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Executive Summary

The project “MSc Course in Food processing and Innovation-FOODI” is co-funded by the Erasmus+ / Capacity building in higher education programme of the European Union. FOODI aims to create a new MSc programme incorporating innovation management and food processing curricula with a view to turning the local food processing sector into a driver of social and economic growth in Malaysia, Cambodia and Thailand.

The objective of the FOODI project Quality Assurance Plan is to deliver a standard process and audit trail across all project outputs, acting as an agreed standard for decision-making, risk assessment and efficiency, relevance, impact and sustainability considerations. It describes the project quality and evaluation methodology, using process and product quality factors which will be turned to metrics in order to produce assessable results.

The QAP will be implemented by all FOODI partners. The close collaboration between the Management and the Quality Boards, the contribution of partners regarding the necessary input and their response to changes/improvements are critical for the establishment of a smooth and coherent management as well as for successful implementation of tasks and the production of deliverables of high quality.

1 Quality Assurance Plan objectives

The objective of the QAP is to deliver a formal process and audit trail across all project outputs, acting as an agreed standard for decision-making, risk assessment, relevance considerations and quality provision. It contains the methods, procedures, criteria and tools that will be applied during the FOODI project for assuring its quality and for performing the evaluation of the project's outputs in a systematic way.

Specific objectives of the plan are:

- Continuous monitoring of tasks progress according to the operational work plan developed and updated by the project coordinator.
- Specification of tools and criteria which will be used for evaluating the quality of project results, impact and sustainability.
- Evaluation of the quality of deliverables (tangible and intangible) based on the above criteria.
- Overall monitoring of project implementation according to the work plan, the identification of warning signs as well as planning and activation of mechanisms for better implementation.
- Planning and applying corrective actions, in order to respond to any deviation of the project outcomes in terms of time, quality and cost, by applying a plan-do-check-act (PDCA) procedure.

The Quality Plan provides a link between quality assurance and program planning by:

- Highlighting program goals
- Clarifying measurable program objectives
- Linking program activities with intended outcomes

The implementation of the quality plan will be carried out by all consortium partners. The contribution of all partners regarding the necessary input and their response to improvements are critical for the successful implementation of tasks and the production of deliverables of high quality. Quality monitoring and evaluation is expected to motivate partners to discuss and review the performance of project activities, to analyse strengths and weaknesses and to plan and apply corrective actions in order to improve the quality of the implementation of tasks and project deliverables. One of the most important concerns is to develop a culture of quality assurance among the whole partnership by monitoring the efficiency and effectiveness of project processes and results.

1.1 The FOODI QA approach

The FOODI QA approach will use process and product quality factors which in turn will be mapped to metrics, in order to produce measurable results. Examples of such metrics that will be used in FOODI include:

- The degree to which main project results provide full implementation of the functions envisaged in the project plan.
- The degree to which main project results provide uniform design and notation.
- The extent to which project results demonstrate an improvement in the productivity of those who use it.

- The degree to which the benefits of using the project results out-weigh the costs (e.g. time spend for training).
- The degree to which the project implements results in the most non-complex and understandable manner.
- The extent to which project achievements are successfully disseminated to the intended target community.
- The degree to which project results are non-dependent on fast changing factors (such as technology, geography, economy).
- The extent to which project results conform to standards (or EU/national guidelines) that maximize portability.
- Future Business Potential: the extent to which sectorial stakeholders are satisfied with project outputs; the likelihood that outputs produced by the project will continue to positively affect the stakeholders after project end; the effect of project results to wider sectorial objectives.

ReadLab will be responsible for the following key tasks:

- Developing the Quality Assurance Plan (QAP)
- Designing evaluation tools for process and products evaluation
- Design questionnaire templates (or any other identified tool) to be used by the partners to evaluate the project plenary meetings and the overall management, and the quality control of the project outcomes; collecting and analyzing data
- Producing Progress and Final Evaluation Reports

The members of the Quality Board (QB), appointed by all project partners, will be responsible for:

- Cooperating with ReadLab and the other members within the QB
- Cooperating with the External Evaluators
- Providing feedback for both the process and products evaluation.

FOODI will follow an iterative four-step quality assurance process: Plan, Do, Check, and Act that allows for the control and continuous improvement of processes and products.

Figure 1 - The PDCA cycle

Plan will be based upon this Quality Assurance Plan.

Do will follow project implementation and will involve WP leaders in quality assurance.

Check / monitoring of the project results, processes and impact will be continuous and will cover the entire FOODI project implementation period. Every six months the Quality Board will collect data, with the assistance of WP leaders and the project coordinator on the Quality Factors and Criteria, through the Quality Assurance and Evaluation tools, defined in the following chapters.

Improve will be based upon biannual reporting. Reports will be generated to indicate status and make recommendations. Based on a participatory approach, the results of the evaluation will be shared and discussed within the partnership during the project meetings. On the basis of recommendations and feedback from partners and stakeholders, corrective actions will be taken if so called upon by the Management Board.

A Final Impact and Evaluation Report will:

- Summarize the major achievements of the APPLY project.
- Analyse the immediate and short-term impact of the project activities.
- Analyse whether the project objectives have been met.
- Present the quality level of each project outcome.
- Contain the results from summative evaluation of the project development process.

1.2 WP5 activities and results

WP5 Quality Plan and evaluation of project progress includes the following activities:

- T5.1. Quality Assurance and continuous quality control
- T5.2 Evaluation Methodology and reporting

The respective results of the WP5 are:

- The FOODI Quality Board
- The FOODI Quality Assurance Plan
- Biannual Periodic Quality Evaluation Reports
- Final Impact and Evaluation Report

2 Quality Assurance Structure

2.1 Quality Board

The internal QA procedures will be coordinated and monitored by the FOODI partnership. Each partner designates one person as member of the FOODI Quality Board (QB). The QB will continuously monitor, assess and review the FOODI project processes and deliverables, using the QA standards and tools presented in this plan. Its work will advance and complement the work of the Project Coordinator and WP Leaders. The FOODI Quality Board members, responsibilities, decision-making processes and communication means are defined in the FOODI D5.1. Quality Board report (available at the FOODI website: www.foodi-project.eu).

According to this report, the Quality Board is responsible for administering and maintaining the FOODI Quality Assurance Plan and for implementing the quality processes and quality assurance / quality improvement activities that ensure the efficient, effective and impactful project delivery.

More specifically, the Board will:

- continuously monitor, assess and review the FOODI project processes and deliverables, using the QA standards and tools presented in the project Quality Assurance Plan;
- develop the toolkits for the evaluation of the FOODI MSc Programme (task 4.3);
- review and enhance quality assurance policies / procedures;
- encourage and support the development of a quality culture.

The QB will work freely and without interference. The Project Coordinator and the Management Board will facilitate its co-operation with all partners and ensure its access to all necessary information.

2.2 External Evaluation

External quality control is treated separately due to its importance to FOODI quality assurance process. It is important to take full advantage of the contribution of external experts, who will identify possible non-conformities of FOODI outputs in respect to project objectives and emerging target group needs. The role of the external evaluation is to:

- Contribute objectively to the evaluation process, offering a “second pair of eyes”;
- Validate the quality standard and quality verification procedures used within the project;
- Bring additional expertise and a wide range of evaluation methodologies.

More specifically, the External evaluation will provide evaluation and assessment of FOODI major deliverables, the interim report and the final project report. The initial selection of FOODI major deliverables to be externally evaluated is presented in Table 1.

Deliverable no	*Deliverable title*
D1.3	Needs analysis report on relevant VET courses and internship demand
D1.4	Final report with recommendations
D2.2	Study visits to Europe for Curricula development
D2.3	FOODI VLE
D2.5	FOODI Course outlines
D2.7	FOODI VET Courses
D3.1	Training Material
D3.4	Common framework report for the establishment of the FOODI Centers of Excellence
D3.6	Report on Internship Program
D4.2	Toolkit for the Evaluation of the FOODI programme
D4.3	Delivery of the FOODI programme in partner countries
D4.4	Interim FOODI programme delivery evaluation report
D4.5	Final FOODI programme delivery evaluation report

Table 1 List of major FOODI deliverables/outcomes to be externally evaluated

3 Quality Assurance Methodology

The QA methodology consists of 4 major elements, analysed in the respective sections:

- Define quality assurance criteria
- Design evaluation tools based on these criteria
- Process results, provide feedback and keep track of the quality assurance process /manage external quality control
- Manage Risk

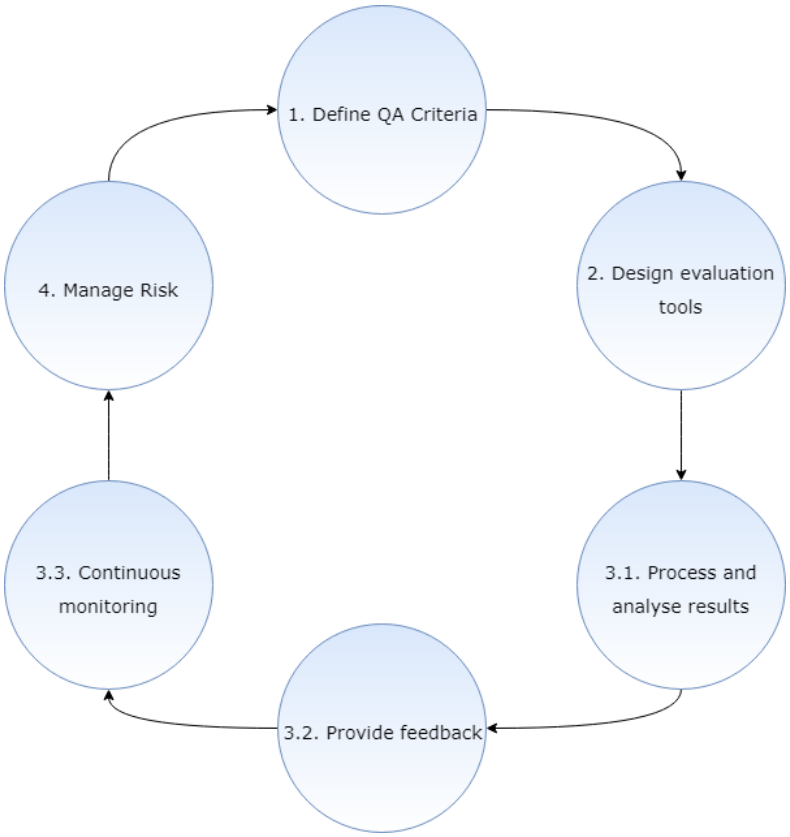

Figure 2 The Quality Evaluation Cycle

3.1 Definition of QA criteria

The initial steps include the definition of evaluation areas such as Project Results, Project Management Outputs and related activities, cooperation among the consortium and organization/impact of events (project meetings, special sessions, dissemination events).

Criteria are defined to provide indicators for the quality management/evaluation of the project. For some areas, metrics are quite qualitative and thus subjective. On the other hand, quantitative metrics provide

indications but not conclusive results. FOODI uses a mixed evaluation method so as to collect a wide range of opinions and ideas and pay less attention on formal metrics. However, the latter will be used to a point, in order to provide concrete measures useful for assessment.

3.2 Definition of evaluation tools

Evaluation instruments are designed based on the type of output to be assessed and the design uses the criteria defined in step 1. Popular evaluation instruments include closed and open question questionnaires and guided interviews. In this step, the appropriate timing for deploying each instrument is also defined to capture information on key project outputs and/or provide valuable feedback to project formation strategists. The evaluation tools are listed in the Annexes section of this document.

3.3 Reporting and feedback

QA reporting will take place through periodic Quality and Evaluation Reports (D5.3). Twice a year the WP Leader will collect data as to the following:

- Technical aspects of the project deliverables (functionality, usability, design, support, training quality)
- Pedagogical aspects of the project (educational objectives, strategies used, kinds of activities it can support, added value of the project, etc.)
- Achievement of the expected outcomes at a desirable level and acceptable quality.
- Deadlines are met by all partners and all have completed their assigned tasks.

Presentation of evaluation results will mainly take place in project meetings by ReadLab. It will be heavily based on the processing of the collected data coming from the utilization of the evaluation forms as they are described in Annex I-V. Documentation of project outputs, their delivery date, name of the reviewers and their status in relation to the quality assessment process are the horizontal elements that are going to be present in every quality driven created document towards consistency and accuracy.

3.4 Risk Management

Risk management identifies potential risk that may become a hazard for the project. Common risks include low quality of FOODI results, non-conformance to project objectives, failure to include relevant stakeholders into the project processes or to take account of their indication, low usefulness of project outcomes, etc. These risks must be recognized at an early stage and necessary prevention measures need to be taken to avoid them. If it is deemed not possible to avoid them, then the necessary steps to reduce their impact must be designed in advance. Risk management, as a prevention method, is essential to QA. Based on the quality criteria identified in step 1 and the results of step 3, risks to the FOODI project will be identified, assessed and measures will be formulated to prevent them or minimize their impact. Risk management is a continuous process. The method used for risk management shall conform with the Project Management Institute's PMBOK guide (standardized as IEEE 1490-2011).

It is widely accepted that a major risk in Erasmus+ projects is the low exploitability of project outcomes. Step 4 will be used for mainly pinpointing the characteristics (present or desired) of exploitable results (based on general quality criteria), which will provide data for the analysis of risks. The goal of step 4 is therefore:

- to identify, categorize and analyze the stakeholder expectation and to design the basic characteristics of the project's exploitable results as envisaged by the project partners,
- gather critical information on the necessary steps that need to be taken in an early stage so as partners may later be able to better exploit the results,
- identify potential risks in the critical area of project exploitation and communicate the results especially to the leader of the Exploitation WP.

Information gathered at a relatively early stage (although not as such from a risk management point of view) will help partners express their vision on the future form of project results, identify gaps and inconsistencies that may lead to high risks.

FOODI risk management procedure includes an initial definition of risks along with their respective impact level and probability to occur. The detailed procedure is described in Chapter 6 Risk Management.

4 Criteria for Quality Assessment

Quality Requirements define the quality aspects of project components that must be monitored and measured. For each aspect, the measurement method and the measurement target and goals for improvement are defined. The definition of quality criteria follows a top down approach:

Step1. Define the framework in terms Quality Factors/areas

Step2. For each Quality Factor define one or more Quality criteria which will be used for the evaluation of the FOODI deliverables/outcomes.

Step3. Define quality process for measuring sustainability

Step4. Define quality process for measuring impact

4.1 Quality Factors

Quality factors are **user-perceived aspects** of project components, which determine whether the project meets the requirements. The following table presents important factors, identifies each one and ranks the top factors that are considered critical for the success of the project.

Quality Factor (project results)	***Description***	***Rank***
Correctness	The extent to which main project outputs satisfy real world specifications and fulfils educational stakeholder needs.	1
Usability	The extent to which main project results are understandable and applicable by the end-users.	2
Accessibility	That ability of the target group to access project results whenever and wherever they need access.	3
Portability	The ease with which main project results (e.g. the Virtual Learning Platform) can be modified to add more functionality.	4
Expandability	The degree to which the results described in the outcome can be expanded within the target sector	5
Interoperability	The extent to which main project results can be applied to new, near-future user needs formed by the ever-changing economic and political environment.	6
Profitability	The ability of the project to exchange information with other systems/environments that effect and are affected (e.g. legislation, local or national economic environment, technology, etc.). To mutually use the information that has been exchanged.	7

Table 2 Project results quality Factors

Quality Factor (project process)	*Description*	*Rank*
Timeliness	The extent to which project results are delivered in a timeframe, which meets the initial planning.	1
Future Business Potential	The extent to which the initial target group is likely to provide a positive reference to other potential stakeholders.	2

Table 3 Process quality factors

4.2 Quality Criteria and measurement methods

Each of the above-mentioned Quality Factors are mapped into one or more Quality Criteria, which should be monitored throughout the project life cycle. These criteria may serve as strategic-level input to the process of monitoring results of the project.

The following tables provide a short description of each criteria.

Quality Factor	*Criterion*	*Description*
Correctness	a. Completeness	a. The degree to which main project results provide full implementation of the functions envisaged in the project plan.
	b. Consistency	b. The degree to which main project results provide uniform design and notation.
	c. Accuracy	c. The degree to which main project results provide the required precision with respect to real life sectorial requirements.
Usability	a. Simplicity	a. The degree to which the project implements project results in the most non-complex and understandable manner.
	b. Virtuality	b. The extent to which the target group does not require knowledge of the physical, logical, or topological characteristics of the project results.
	c. Learning Curve	c. The extent to which the project provides familiarization of functions and operations of project results to its target group.
Accessibility	a. Permeation	a. The extent to which project achievements are successfully disseminated to the intended target community.
	b. Virtuality	b. The extent to which end-users do not require any special knowledge (physical, logical, or topological characteristics) in order to make use of the project results.
	c. Universality	c. The extent to which the outcome can be used by people with disabilities.

Portability	a. Independence	a. The degree to which project results are non-dependent to fast chaining factors (such as technology, geography, economy).
	b. Standardization	b. The extent to which project results conform to standards (or EU/national guidelines) that maximize portability
Expandability	a. Augmentability	a. The degree to which the results described in the outcome can be expanded within the target sector
	b. Modularity	b. The degree to which parts of the outcome can be used independently
Interoperability	a. Commonality	a. The extent to which project results utilize interface standards for data representations
	b. Contribution to standards	b. The extent to which the outcome can potentially contribute to existing or new standards
Profitability	a. Productivity	a. The extent to which project results demonstrate an improvement in the productivity of those who use it.
	b. Cost vs Benefit	b. The degree to which the benefits of using the project results out-weigh the costs (e.g. time spend for training).
Timeliness	Performance to time scheduled	The extent to which Project Activities are delivering results according the established schedule.
Future Business potential	a. Stakeholder satisfaction	a. The extent to which sectorial stakeholders are satisfied with project outputs.
	b. Sustainability	b. The likehood of benefits produced by the project to continue to positively affect the stakeholders after project completion
	c. Impact	c. The effect of project results to wider sectorial objectives

Table 4 Mapping of Quality Factors to Quality Criteria

Within the FOODI context the data collection for defined quality criteria will be mostly based on the utilisation of surveys/questionnaires filled in by the target group (see ANNEXes section). The data processing will rely on the utilisation of statistical techniques tailored to the nature of data collected. FOODI QB is going to employ a set of different data processing techniques and statistical analysis including through:

- Histogram for accurate representation of the distribution of numerical data.
- Calculate variance of responses and Completeness % (i.e. applicable in delivery dates of deliverables)
- Usage of pivot tables if applicable for processing combination of data/responses

4.3 FOODI MSc Programme evaluation

Evaluation of the MSc programme will be performed based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), considering the design of courses (stakeholders involvement, learning outcomes, ECTS), student-centred approaches, goals, staff competences, students support, learning resources etc [http://www.ehea.info/cid105593/esg.html).].

ESG constitute a reasonably generic framework in order to ensure that different standards and procedures in institutional and national level are applicable with a view to create a common understanding of quality assurance. Therefore, the ESG are based on the following four principles:

- Higher Education Institutions have primary responsibility for the quality of their provision and its assurance;
- Quality assurance responds to the diversity of higher education systems, institutions, programmes and students;
- Quality assurance supports the development of a quality culture;
- Quality assurance takes into account the needs and expectations of students, all other stakeholders and society.

The table below provides a structured view of evaluation areas within the FOODI MSc.

Evaluation Area	*FOODI MSc Quality Criteria*
Design and Approval of FOODI programme	- Overall program objectives are inline the institutional strategy - Design process involves students and other stakeholders in the work - Benefits from external expertise and reference points - Defines the expected student workload e.g. in ECTS
Student centred learning and teaching	- Respects and attends to the diversity of students and their needs - Has appropriate procedures for dealing with students' complaints - Flexibly uses a variety of pedagogical methods – utilization of different modes of delivery
Assessment of students' progression	- Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in the field - The criteria for and method of assessment are published in advance - Students' feedback if necessary is linked to the review of the educational process
Teaching Staff	- clear and transparent processes for MSc staff recruiting - support and training of involved academic staff - encouragement of innovation in teaching methods and the use of new technologies
Information management (data collection related to the FOODI MSc)	- Profile of student population - Student progression, success and drop-out rates - Student satisfaction - Career paths of graduates

Table 5 FOODI MSc quality criteria based on ESG

The instruments and tools to be developed for the evaluation of the FOODI MSc should be in line with the activities and outcomes of WP4 (D4.2) taking into consideration national legislation and institutional context.

4.4 FOODI VET component Evaluation

Evaluation of the FOODI VET component will be based on the recommendations supported by the European Quality Assurance for Vocational Education and Training (EQAVET) while considering national and institutional context from Partner Countries and institutions.

The 2009 recommendation set out 10 indicators which can be used to support the evaluation and quality assurance of VET systems. They are part of a toolbox which can be used in a flexible manner to meet specific institutional needs. In the context of the FOODI project the following indicators are going to be employed:

Dimension	***Example indicator***
Management & Organization of VET	-Percentage of VET providers who are accredited, where the number of registered VET providers=100%. -Percentage of VET providers who are accredited, where the number of registered VET providers=100%
Delivery of VET provision	- Percentage of teachers and trainers participating at training programmes, from the total number of registered teachers and trainers - Percentage of active population (15-74 years old) entering continuing education and training (CVET) programmes (which lead to recognition).
VET learners' achievement and performance	- Number of successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria - Destination of VET learners at designated point in time after completion of training, according to the type of programme and the individual criteria - Share of employed learners at designated point in time after completion of training, according to the type of programme and the individual criteria.
Meeting VET stakeholders' needs	- Type of mechanisms used to update the VET offer to the future labour market needs; - Type of schemes used to improve access to VET

Table 6 :Quality Dimensions for the FOODI VET component

4.5 Measuring Sustainability and Impact

Continuous improvement and adaptability of the FOODI MSc programme in order to meet societal and market needs are the most critical aspects towards sustainability.

Development of synergies within HEIs, with HEIs outside the consortium and with enterprises are critical regarding mainstreaming the MSc programme, beyond project lifetime. The establishment of the MSc

programme as a paradigm shift, supported by the national authorities, the hierarchy of own and other institutions, academics and scientific staff, is, in addition, the key towards multiplication and upscaling. Lessons learned will equip partners with experience, knowledge and vision which can be transferred to existing and new educational programmes. HEIs representatives will demonstrate the quality of the programme, its relevance and perception outside the consortium and prompt academics, ministries and stakeholders for the development of similarly designed educational programmes in partner countries HEIs.

For the official accreditation of the new MSc programme, HEIs will first obtain information about the application, time limits and procedure. Applications will be prepared and carefully checked to ensure that formal criteria are met. HEIs will also prepare a self-evaluation report. National authorities will designate experts who will perform the external evaluation. HEIs will review the profiles of the experts, arrange a two-day visit in their own premises and comment on the external evaluation report. National authorities will then decide on the application and HEIs will receive the official notification about the decision.

4.5.1 Measuring Sustainability

Sustainability and impact are quality characteristic which are best measured after project's completion. However, some actions can be taken during the project lifetime to boost sustainability and impact. The QA procedure for measuring the effects of these actions relies heavily on an internal review of the project through the following fundamental questions:

Sustainability area	***Measurement method***
Ownership	What is the evidence that all target groups support (or are involved in) the project? How many and how actively are they involved? Are they encouraged to take initiatives? Does the project build on their demands?
Policy support	Is there a sectorial policy that supports the project? Are there any plans to encourage local policy reforms?
Methods used	Is there enough evidence that the methods used for producing project results is up- to – date and realistic?
Socio-cultural issues	Does the project take into account local or national socio-cultural norms and attitudes that may affect the use of project results?
Capacity building	How many and effectively target groups have been trained? Are they motivated to use/expand project results? Have the FOODI labs the required personnel to operate long after project completion?
Management and organization	Are there any activities that integrate with or add to existing sectorial structures?
Technology	Is the technology required by users to use project results affordable and non-complex?
Financial	Are there any plans to establish links with private sector stakeholders? Are there any plans for charging of use project results or encouraging policy reforms?

Table 7 Sustainability questions

4.5.2 Measuring Impact

FOODI will monitor the following short term/long term impact indicators as depicted in the following tables:

Short term impact	*Target groups/potential beneficiaries*	*Quantitative indicators*	*Qualitative indicators*
Activities to assess existing gaps in HEI courses	Academic professionals Administrative staff Students	Number of academic professionals, administrative staff and students reached	**External feedback on D1.4**
Capacity building in the training of academic professionals	Academic professionals (academics)	Number of trained academic professionals (40)	**Quality of training material**
Capacity building in the training of administrative staff	Administrative staff	Number of trained administrative staff (30)	**Quality of training material**
Development of new and innovative curricula	Academic professionals	Number of new MSc courses developed (10)	**Quality of new courses** **Quality of teaching material**
Activities to assess the industry's skills and training needs	SMEs, larger companies from all relevant industries and industry professionals	Number of SMEs, larger companies from all relevant industries that will participate in A1.3 (40)	**Quality of feedback provided**
New professional training courses tailor made to region's and business training needs	SMEs, larger companies from all relevant industries and industry professionals	Number of new professional training courses developed (10)	**Quality of new professional training courses**
Exchange good practices and know-how between European and Asian HEIs	Academic professionals & Administrative staff	Number of Study Visits Number of Academic professionals (40) & Administrative staff (30) that will attend study visits (total 70) Number of Academic professionals & Administrative staff that will join the FOODI VLE and successfully complete (at least 70)	**Evaluation of effectiveness (using questionnaires) of study visits by participants**
Delivery of FOODI MSc programme	Academic professionals & Administrative staff Students	Number of Academic professionals & Administrative staff involved in delivery (at least 70) Number of students that will participate in the delivery (80 - 120)	**Feedback and satisfaction of students and university staff in D4.4 and D4.5** **Successful completion by students**

Short term impact	*Target groups/potential beneficiaries*	*Quantitative indicators*	*Qualitative indicators*
FOODI internship programme	Students SMEs, larger companies from all relevant industries and industry professionals	Number of students that will participate in the internship programme (80-120) Number of SMEs, larger companies that will offer internship placements (40)	**Level of satisfaction of students and businesses with internship programme**
Delivery of FOODI professional training Component	Students SMEs, larger companies from all relevant industries and industry professionals	Number of participants attending the professional training courses (200)	**Level of satisfaction by professional training courses participants**
Capacity building in infrastructure	Academic professionals & Administrative staff Students	Number of FOODI centers established (10)	**Use of Centers for the delivery of the MSc programme**
Activities to assess existing gaps in HEI courses	**Academic professionals** **Administrative staff** **Students**	**Number of academic professionals, administrative staff and students reached**	**External feedback on D1.4**

Table 8 Short term impact indicators

Long term impact	*Target groups/potential beneficiaries*	*Quantitative indicators*	*Qualitative indicators*
Food centers	Academic professionals & Administrative staff Researchers, experts, associations or networks of HEIs, research institutes and industry actors	Number of research publications issued Number of new researchers working in the centers Number of new centers in other HEIs	**Overall Success of FOODI MSc programme**
Employability of students and addressing labour needs of the market in specialised personnel	Students SMEs, larger companies from all relevant industries	Number of students working in food-industry SMEs, larger companies after they complete their master.	
Delivery of FOODI MSc programme	Students HEIs Academic professionals & Administrative staff	Increase in the intake of students in the years after project Other HEIs adopting the same or similar MSc programmes	
Updating the skills of company personnel	SMEs, larger companies from all relevant industries and industry professionals	Increase in the number of professional retrained in the FOODI professional training courses	

Long term impact	*Target groups/potential beneficiaries*	*Quantitative indicators*	*Qualitative indicators*
FOODI VLE	Academic professionals & Administrative staff Researchers, experts, associations or networks of HEIs, research institutes and industry actors	Number of participants in the VLE Number of research publications and other relevant academic material uploaded in VLE	
Long-term impact on food industry	**SMEs, larger companies from all relevant industries and industry professionals in the Asia Pacific region**	**National food production** **National food exports/imports** **Number of quality and safety measures and processes introduced**	

Table 9 Long term impact indicators

5 Evaluation instruments and tools for Quality Assurance

5.1 Quality review process for deliverables/outputs

Project outputs/deliverables are the most important target for quality control (this includes several intermediate or non-tangible project outputs). The methodology employed, targets to ensure efficient QA of project actions and results based on the design and development of a detailed quality strategy and criteria for project intellectual outputs. General quality criteria are set by this Quality Plan. Special output-related criteria (if needed) are set with the assistance of WP leaders (these criteria are mapped to specific output objectives and quality goals). Quality control is performed by members of the QB to assure the conformity of all project results with the initial criteria defined for them and guaranteeing they are in line with the technical proposal.

To this end, Reviewers should:

a. Check the quality of all outputs submitted, and

b. Provide the WP Leaders with guidance (upon request) on the expected characteristics and contents of the relevant project results.

Two reviewers review each project deliverable. Each reviewer must evaluate it with respect to a set of key points and must conclude whether the deliverable/output should be accepted or not. The key points to be taken into consideration during the review are:

- Layout of the Intellectual output
- contents thoroughness
- Correspondence to project and programme objectives
- Remarks in format, spelling, etc.
- Relevance
- Response to user needs
- Methodological framework soundness
- Quality of presentation of achievements
- Quality of achievements

The table below provides a description of the review process in a structured in steps:

no	***Action***	***Owner/From***	***To***	***When***
1.	Submission of deliverable for review	Deliverable responsible	QB	Two months prior to contractual delivery date
2.	Assign Reviewers	QB	2 project members	As soon as possible after action no 1
3.	Submit evaluation	Reviewers	QB	1 week after action no 2, at the most
4.	Conflict resolution (*not obligatory step*)	QB	3rd reviewer	Complete 1 week after action no 3, at the most

no	*Action*	*Owner/From*	*To*	*When*
5.	Submit new version of deliverable	Deliverable responsible	Internal space or QB	2 days or 1 week after step 4
6.	Review new version of the deliverable	QB	Deliverable responsible	1 week after action no 5, at the most
7.	Submit final version	Deliverable responsible	Internal Space	2 days after action no 6, at the most
8.	Inform project MB if deliverable is rejected for the second time (*not obligatory step*)	QB	Management Board (MB)	2 days after action no 6, at the most

Table 10 Review process of FOODI deliverables

The reviewers are always members that of the consortium who were not involved in the production of the deliverable. Each reviewer provides his/her comments to the QB using the Deliverable Evaluation Form (see Annex I). Four (4) statuses are foreseen as a final review remark:

- Accept as is
- Accept with minor revision
- Accept with major revision
- Reject

The QB considers the reviewer's comments and in case of deviation (i.e. Accept as it is vs Accept with major revision) may assign a third reviewer or ask the deliverable responsible to produce a new version of the deliverable.

Special focus will be given to the FOODI outputs that are addressing the design and development of the FOODI Master Program (D2.5, D3.1, D4.1, D4.2). Since the review cycle of a Master Program cannot be implemented in the short time of two weeks (as is the case for the rest of the deliverables), a proactive approach needs to be taken into consideration. The evaluation of the respective deliverables should follow a "day-to-day" approach and be done periodically during the duration of the respective activities.

5.2 Quality tools for assessing FOODI deliverables and outputs.

Quality assurance and evaluation mainly relies on the utilization of questionnaires and/or semi-structured interviews. The goal is to capture both qualitative and quantitative information at various stages of the FOODI project. Therefore, the following plan and tools will be employed:

- Evaluation of FOODI deliverables/outcomes based on multiple quality criteria. This is achieved via the Deliverable Evaluation Form (ANNEX I).

- A partner questionnaire survey upon project meeting/event completion in order to capture partner expectations and goals vs actual results achieved during the meeting/event including study visits and training seminars. This is achieved by the project meetings/events Evaluation Form (ANNEX II).
- An expert interview/questionnaire (ANNEX III) that will capture the degree of satisfaction related to FOODI deliverable and development. It will take place at the middle of the project and near the end of the project.
- A stakeholder questionnaire survey after each project session where tangible project results are presented (ANNEX VI). This is focused on events or meetings where stakeholders are engaged such as info days that will take place in the Partner Countries.
- An annual questionnaire survey will be used for the internal evaluation of the project (ANNEX V). Results will be included in the Quality Assurance and Evaluation reports.

Evaluation timeline	*Evaluation tool*	*Title of tool*	*Annex*	*Comment*
When a deliverable/output is submitted	Questionnaire	Deliverable Evaluation Form	I	
After each project meeting or even	Questionnaire	Meeting/ Event Evaluation Form	II	May vary slightly depending on type of event
M13, M25, M36	Questionnaire (Optionally semi-structured interview)	Expert Project Evaluation Form	III	
After Project events or near project ends	Questionnaire	Stakeholder Evaluation Form	IV	Stakeholders have participated in the event
Annually	Questionnaire	Internal Evaluation Form	V	

Table 11 Timeline and evaluation tools of FOODI Quality Assurance

Special focus will be given to evaluate the quality of FOODI meetings and events. The Meeting/Event Evaluation Form (see Annex II Meetings/Events Evaluation Form) will be used as a generic template and will be adjusted taking into account the specific nature of each event and national/institutional specific context. The following table summarizes the time plan of FOODI events and their respective type.

Month	*Type of event*	*City/Country*
M4	Kick -off	Kuala Lumpur /Malaysia
M11	Study visit	Dublin/Ireland
M13	Study visit	Salerno/Italy
M18	Training Seminars/lectures	Malaysia
M20	Training Seminars/lectures	Thailand
M22	Training Seminars/lectures	Cambodia

Month	*Type of event*	*City/Country*
M36	Conference/ Final Project Meeting	Kuala Lumpur/ Malaysia

Table 12 Time plan of FOODI study visits, seminars and workshops

6 Risk Management

A Risk is a measure of the likelihood and consequences of not achieving one or more project objectives. Risk includes uncertainty. It is associated with probabilities (the risk to become a problem) and impact (e.g. on project activities). These two parameters should be treated jointly rather than separately.

In general, risk comprises three parameters:

- An event (which is usually an undesirable change)
- A possibility for the specific event to occur
- Consequences on one or more project objectives.

Risk Management usually includes the following processes:

- Risk Management Planning: deciding on how to design and implement the risk management procedures. Proper design ensures the proper functioning of the remaining five activities for Risk Management. It focuses on the way in which risk management procedures are enacted.
- Risk identification: identification of risks that may affect the work and recording of their characteristics. Risk identification is performed by project members such as the project manager, the development team, etc. or by external experts. This process is continuous since new risks may arise during the project life-cycle. The tools that are used to identify risks include meetings between key actors of the project (brain storming), the application of techniques such as the Delphi method, SWOT analysis and diagrammatic techniques (cause and effect diagram, flow charts, etc.).
- Qualitative Risk Analysis: Ranking of risks based on the probability of occurrence and the impact.
- Quantitative Risk Analysis: Quantitative analysis on the impact of identified risks to project goals.
- Risk Response Planning: design of actions for the mitigation of risks that have a great probability to become problems for the project. This process defines the actions that should be followed to reduce the possibility of these risks becoming a problem. The most common tactic used is to draw a Contingency Plan. This plan records all the actions to be taken when a risk becomes a problem:
    - the strategy to be followed if the risk becomes a problem
    - the time frame in which the plan is to be active
    - who is responsible for the activation of the plan
    - a list of people (internal or external to the project) which will be notified that the plan is active.
- Monitoring and controlling risks: tracking identified risks, identifying new application response plans and ongoing evaluation of risk management processes.

In an effort to minimise risks, the project description provides for a Contingency Plan (D7.3) to be drawn up at project commencement as the first step in project adjustment. The Quality Assurance Plan provides the methodology and processes for risk assessment thus complementing and advancing the D7.3. Contingency Plan.

In order to provide a FOODI risk identification, the impact and probability levels of each identified risk should be defined. The methodology for defining Risk Impact level and Risk Probability level is:

The impact of a risk has three statuses: High, Medium, Low. Based on this 3-state classification the impact of each risk can be further identified through the following Risk impact Matrix:

Impact level	*Impact on workplan*	*Impact on project quality*	*Impact on costs*
High	Significant deviation of over than 30%. Milestones need to be reset.	Significant effects. Major project objectives not reached.	Const increase >20%
Medium	Medium deviation between 10% and 30%. Some milestones need to be readjusted.	Some effects	5% < Cost increase < 20%
Low	Small deviation of about 10%. No need for adjustments.	Minimum effects	Const increase <20%

Table 13 Risk Impact matrix

The probability of a risk to occur is defined as:

- Risk Probability = High (Probability to occur > 30%)
- Risk Probability = Medium (10% <Probability to occur < 30%)
- Risk Probability = Low (Probability to occur < 10%)

6.1 Initial Risk Identification

Initial risk identification in the FOODI project stems from the general objectives of the project as they are stated in the detailed description of the action. Since the project sought to actively involve external stakeholders not only as end-users but as co-designers of main project policies, special attention is given to user enactment, sustainability, relevance and impact of results. Risks are directly mapped to quality factors and criteria of section 4. Common risks to project management (time and economic scheduling) are ignored since they are continuously monitored by the Management Board.

The following table depicts the initial risk identification:

Risk	*Description*	*Probability to occur*	*Impact*
Stakeholders become disengaged	- Key stakeholders are not identified - No efficient communication - Stakeholders are not contributing to FOODI objectives (provide internships and scholarships)	medium	high
FOODI Master Courses do not get accreditation	- Complex and time consuming procedures for getting the Accreditation	low	high
FOODI labs not been established	- Purchase of equipment not on time - Equipment not in-line with the STAPS MSc courses	low	high
FOODI results poorly communicated	Not efficiently communicated to FOODI stakeholders	medium	high
FOODI results difficult to be used	FOODI results are difficult to be used by end-users and stakeholders	medium	high

Table 14 FOODI risks identification

6.2 Risk Assessment Analysis

The next step is to define the priority of each identified risk based on the Risk Priority Matrix:

Impact vs probability	*High probability*	*Medium Probability*	*Low Probability*
High Impact	HIGH (1)	HIGH (1)	MEDIUM
Medium Impact	MEDIUM (2)	MEDIUM (2)	LOW (3)
Low Impact	LOW (3)	LOW (3)	LOW (3)

Table 15 Risk Priority Matrix

Each risk may have a priority of HIGH, MEDIUM or LOW. The impact level plays a more significant role compared to the probability value.

6.3 Risk Response

Risk Response is the final process of determining actions that reduce risks before they become threats (risk mitigation) or reduce their impact when they do become threats (contingency planning).

FOODI utilizes a proactive approach based more on risk mitigation than contingency. That is, risk probability/impact is reduced by taking early actions such as conducting multi-level assessments of project outputs (engaging stakeholders at an early stage, consulting experts with different areas of specialization, beta testing early versions of tangible outputs before scaling up). On the other hand, contingency is difficult to implement since most risks become threats near or right after project-end where the consortium momentum (at least in most funded projects) is somewhat lower.

Risk response planning includes the identification of risk owners, that is, the persons or committees responsible for monitoring risks. In FOODI risks described in section 6.1 Initial Risk Identificationspan the whole range of project's deliverables and results. Thus, every project partner which is responsible for a deliverable/output is the owner of the risks associated with it. It is, however, most probable that a risk that becomes a hazard creates a domino effect increasing the probability/impact of risks in other outputs. The interlinked nature of risks is a matter to be monitored by the Management Board. Corrective action may be decided during risk audit sessions, if appropriate.

The possible mitigation actions per identified risk are depicted in the following table:

Risk	***Indicative mitigation action***
Stakeholders become disengaged	- use appropriate stakeholder management techniques (stakeholder identification, recurring analysis, communication plan, attitude identification for risk planning) - Draft stakeholder engagement plan -Form a stakeholders' planning forum
FOODI Master Courses do not get accreditation	- Identify specific risk areas early in the Project

Risk	***Indicative mitigation action***
FOODI labs not been established	- Define the appropriate equipment early enough (during kick-off Meeting in Tirana)
FOODI results poorly communicated	- benchmarking (identify and use best practices in communication with stakeholders) - design and continuously test communication plan - tailor the information to the different affected stakeholders
FOODI results difficult to be used	- beta testing
Accreditation of FOODI MSc program not done on time	- Act pre-emptively even before the WP starts in case specific grey areas have been identified

Table 16 FOODI initial risk mitigation actions

Annex I Deliverable Evaluation Form

Number					
Title					
Version					
Type	☐ Report/Survey ☐ Dissemination Material ☐ Software ☐ Event/Action ☐ Other (please specify)				
Deliverable submitted by:	*(Organisation)*				
Due Date according to project plan					
Actual date of submission					
Evaluation Form submitted by	*(Reviewer Name & Organisation)*				
Date					
Overall Assessment	☐ Accept as it is ☐ Accept with minor revisions ☐ Accept with major revisions ☐ Reject				
General Quality Criteria					
Please rate the following: *(1 Poor, 5 Excellent)*	1	2	3	4	5
Understandability *is clear and concise language used?*	☐	☐	☐	☐	☐

Structure *is the deliverable well structured? Does it contain all necessary sections?*	☐	☐	☐	☐	☐
Grammar and Syntax *are there many typos or spelling mistakes that make it hard to read?*	☐	☐	☐	☐	☐
Formatting *is the formatting of the document appropriate?*	☐	☐	☐	☐	☐
Completeness *does it contain all necessary information according to FOODI project description?*	☐	☐	☐	☐	☐
Soundness of methods used *is the research/study/development/evaluation etc. method appropriate?*	☐	☐	☐	☐	☐
Quality of results *do the results correspond to the stated objectives of the activity?*	☐	☐	☐	☐	☐
Comments *(In case a criterion gets less than 3, please provide written explanation)*					

Specific Quality Criteria *(Please rate ONLY those of the following criteria that apply to the deliverable)*					
Please rate the following: *(1 Poor, 5 Excellent)*	1	2	3	4	5
Correctness					
Completeness *The degree to which the outcome implements fully the requirements/functions envisaged in the project plan.*	☐	☐	☐	☐	☐

Consistency *The degree to which the outcome uses uniform design and notation.*	☐	☐	☐	☐	☐
Accuracy *The degree to which the outcome provides the required precision with respect to real life sectorial requirements.*	☐	☐	☐	☐	☐
Usability					
Simplicity *The degree to which the outcome is structured in a non-complex and understandable manner.*	☐	☐	☐	☐	☐
Learning Curve *The pace in which the project target group will be able to use the outcome (after training if necessary).*	☐	☐	☐	☐	☐
Accessibility					
Permeation *The extent to which the outcome has been / can be successfully disseminated to the target community.*	☐	☐	☐	☐	☐
Virtuality *The extent to which usage of the outcome does not require knowledge of the physical, logical, or topological characteristics of the project.*	☐	☐	☐	☐	☐
Universality *The extent to which the outcome can be used by people with disabilities.*	☐	☐	☐	☐	☐
Profitability					
Productivity *The extent to which the outcome leads to an improvement in the productivity of those who use.*	☐	☐	☐	☐	☐
Cost vs Benefit *The degree to which the benefits of using the outcome out-weigh the costs.*	☐	☐	☐	☐	☐
Expandability					
Augmentability	☐	☐	☐	☐	☐

The degree to which the results described in the outcome can be expanded within the target sector.					
Modularity *The degree to which parts of the outcome can be used independently.*	☐	☐	☐	☐	☐
Portability					
Independence *The degree to which the results described in the outcome do not depend on fast changing factors.*	☐	☐	☐	☐	☐
Standardisation *The extent to which the contents of the outcome use or conform to standards.*	☐	☐	☐	☐	☐
Interoperability					
Commonality *The extent to which the outcome uses commonly accepted metaphors (for access, usage, data representation etc).*	☐	☐	☐	☐	☐
Contribution to standards *The extent to which the outcome can potentially contribute to existing or new standards.*	☐	☐	☐	☐	☐
Comments *(In case a criterion gets less than 3, please provide written explanation)*					

Specific Quality for Process *(Please rate ONLY those of the following criteria that apply to the deliverable)*					
Please rate the following: *(1 Poor, 5 Excellent)*	1	2	3	4	5
Timeliness *Refers to timelines of activities and results.*	☐	☐	☐	☐	☐

Stakeholder satisfaction *Refers to the extent to which stakeholders are or will be satisfied with the content and quality of deliverable.*	☐	☐	☐	☐	☐
Sustainability *The like hood that any benefits produced by the outcome will continue to positively affect the stakeholders after project end.*	☐	☐	☐	☐	☐
Impact *Estimated effect of the specific outcome to the broader sector, taking into account the corresponding impact indicators listed in the FOODI project description.*	☐	☐	☐	☐	☐
Comments *(In case a criterion gets less than 3, please provide written explanation)*					

Detailed comments on the content

Please provide detailed revision if applicable

No	Page	Section/Paragraph	Suggestion

How this deliverable/outcome could be improved?

How could this outcome become more exploitable at a later stage of the project? *(optional)*

Annex II Meetings/Events Evaluation Form

The following generic template is going to be used for evaluating FOODI study visits, training workshops and lab demonstrations.

Meeting Name					
Date					
Place					
Hosting Organisation					
Evaluation Form submitted by	*(Reviewer Name & Organisation)*				
Date of submission					
Project Meeting/Event Quality Criteria					
How satisfied are you:	Completely dissatisfied	Dissatisfied	Neutral	Satisfied	Completely satisfied
with the preparations made to organize the meeting?	☐	☐	☐	☐	☐
with venue arrangements and accommodation?	☐	☐	☐	☐	☐
with support (meeting rooms, equipment) provided during the meeting?	☐	☐	☐	☐	☐
with the participation of project partners in discussions and decision making?	☐	☐	☐	☐	☐
with the structure of the agenda (subjects/issues covered)?	☐	☐	☐	☐	☐
with the time assigned to the discussion of important issues?	☐	☐	☐	☐	☐
with the scope of information presented?	☐	☐	☐	☐	☐
with the meeting's overall value in helping you achieve project goals?	☐	☐	☐	☐	☐
with the quality of the overall meeting?	☐	☐	☐	☐	☐

What were the strengths of this meeting?
What were the weaknesses of this meeting?
Ideas for improving project meetings
Other comments

Annex III Expert Project Evaluation Form

Expert Name					
Expert Status (position or title)					
Deliverable Number					
Deliverable Title					
Date of submission					
Overall Assessment	☐ Accept as it is ☐ Accept with minor revisions ☐ Accept with major revisions ☐ Reject				
Quality Criteria					
Please rate the following: *(1 Poor, 5 Excellent)*	1	2	3	4	5
Understandability *is clear and concise language used?*	☐	☐	☐	☐	☐
Structure *is the deliverable well structured? Does it contain all necessary sections?*	☐	☐	☐	☐	☐
Completeness *does it contain all necessary information according to FOODI technical application?*	☐	☐	☐	☐	☐
Soundness of methods used *is the research/study/development/evaluation etc. method appropriate?*	☐	☐	☐	☐	☐
Correctness					
Completeness *The degree to which the outcome implements fully the requirements/functions envisaged in the project plan*	☐	☐	☐	☐	☐

Consistency *The degree to which the outcome uses uniform design and notation*	☐	☐	☐	☐	☐
Accuracy *The degree to which the outcome provides the required precision with respect to real life sectorial requirements*	☐	☐	☐	☐	☐
Usability					
Simplicity *The degree to which the outcome is structured in a non-complex and understandable manner*	☐	☐	☐	☐	☐
Learning Curve *The pace in which the project target group will be able to use the outcome (after training if necessary)*	☐	☐	☐	☐	☐
Accessibility					
Permeation *The extent to which the outcome has been / can be successfully disseminated to the target community*	☐	☐	☐	☐	☐
Virtuality *The extent to which usage of the outcome does not require knowledge of the physical, logical, or topological characteristics of the project*	☐	☐	☐	☐	☐
Profitability					
Productivity *The extent to which the outcome leads to an improvement in the productivity of those who use*	☐	☐	☐	☐	☐
Cost vs Benefit *The degree to which the benefits of using the outcome out-weigh the costs*	☐	☐	☐	☐	☐
Expandability					
Augmentability *The degree to which the results described in the outcome can be expanded within the target sector*	☐	☐	☐	☐	☐
Modularity	☐	☐	☐	☐	☐

The degree to which parts of the outcome can be used independently					
Portability					
Independence *The degree to which the results described in the outcome do not depend on fast changing factors*	☐	☐	☐	☐	☐
Standardisation *The extent to which the contents of the outcome use or conform to standards*	☐	☐	☐	☐	☐
Interoperability					
Commonality *The extent to which the outcome uses commonly accepted metaphors (for access, usage, data representation etc)*	☐	☐	☐	☐	☐
Contribution to standards *The extent to which the outcome can potentially contribute to existing or new standards*	☐	☐	☐	☐	☐
Timeliness *Refers to timelines of activities and results*	☐	☐	☐	☐	☐
Stakeholder satisfaction *Refers to the extent to which stakeholders are or will be satisfied with the content and quality of deliverable*	☐	☐	☐	☐	☐
Sustainability *The like hood that any benefits produced by the outcome will continue to positively affect the stakeholders after project end*	☐	☐	☐	☐	☐
Impact *Estimated effect of the specific outcome to the broader sector, considering the corresponding impact indicators listed in the FOODI Technical Application*	☐	☐	☐	☐	☐
Comments *(In case a criterion gets less than 3, please provide written explanation)*					

Detailed comments on the content *Please provide detailed revision if applicable*			
No	**Page**	**Section/Paragraph**	**Suggestion**

How this deliverable/outcome could be improved?

How could this outcome become more exploitable at a later stage of the project?

Annex IV Stakeholder Project Evaluation Form

Stakeholder name	*Name of Person*				
Stakeholder organisation	*Name of organisation*				
Position within organisation or title					
Type and sector of organisation	*e.g. Public/Private, Education, Information technology, etc*				
Date of submission:					
What is your primary interest in FOODI?					
Is there a way that you could contribute to FOODI' goals?					
Are there any other objectives that should be pursued during the project or in a future endeavour?					
Do you find FOODI results useful/beneficial for your organization?	1	2	3	4	5
(please rate from 1=not beneficial at all to 5=totally beneficial)	☐	☐	☐	☐	☐
If yes (rating >=3), in what way? *If not (rating <=3), why?*					

Project results are easy to use:	1	2	3	4	5
(please rate from 1=not easy at all to 5=very easy)	☐	☐	☐	☐	☐
If not (rating <=3), why? *How can this be improved?*					
Project results are expandable:	1	2	3	4	5
(please rate from 1=not expandable at all to 5=very expandable)	☐	☐	☐	☐	☐
If not (rating <=3), why? *How can expandability be improved?*					
Are you satisfied with the way the project results/achievements were communicated to you?	1	2	3	4	5
(please rate from 1=completely dissatisfied to 5=completely satisfied)	☐	☐	☐	☐	☐
If not (rating <=3), in what ways could this communication be improved?					

Which of the FOODI results are of interest to your organisation and why?	
How can they be improved and make them more interesting and applicable?	
Do you have any proposal on how to reach more stakeholders and/or increase the impact of FOODI' results?	

Annex V Internal Project Evaluation Form

Submitted by	*Partner Name*				
Date of submission					
Internal Project Quality Criteria					
How satisfied are you:	Completely dissatisfied	Dissatisfied	Neutral	Satisfied	Completely satisfied
with the work plan and the organisation of the activities?	☐	☐	☐	☐	☐
with the way the project proceeds to meet the planned objectives?	☐	☐	☐	☐	☐
with the cooperation among team members?	☐	☐	☐	☐	☐
Please provide ideas and feedback for improving organisation and efficiency					
How satisfied are you:	Completely dissatisfied	Dissatisfied	Neutral	Satisfied	Completely satisfied
with the way the activities and tasks are distributed among partners?	☐	☐	☐	☐	☐
with the communication and information flow within the consortium?	☐	☐	☐	☐	☐
with the use of resources for achieving project objectives?	☐	☐	☐	☐	☐
with the procedures used for reaching decisions?	☐	☐	☐	☐	☐
Please provide ideas and feedback for improving cooperation and communication between partners					

How satisfied are you:	Completely dissatisfied	Dissatisfied	Neutral	Satisfied	Completely satisfied
with the number of stakeholders involved in the project?	☐	☐	☐	☐	☐
with the way project results are communicated to target groups?	☐	☐	☐	☐	☐
with the way stakeholders provide input to the project?	☐	☐	☐	☐	☐
with networking and dissemination activities?	☐	☐	☐	☐	☐
Please provide ideas and feedback for improving dissemination/ sustainability and impact					

Risk Identification and Assessment

Please identify any risks that can affect project delivery. This section is mandatory for WP Leaders.

Risk #1			
Please provide a short description of the risk:			
How probable is it for this risk to occur?	High ☐	Medium ☐	Low ☐
What would be this risk's impact on project delivery?	High ☐	Medium ☐	Low ☐
Please provide ideas and feedback for mitigation actions			
Risk #2			
Please provide a short description of the risk:			
How probable is it for this risk to occur?	High ☐	Medium ☐	Low ☐

What would be this risk's impact on project delivery?	High ☐	Medium ☐	Low ☐
Please provide ideas and feedback for mitigation actions			

Comments *(you can use this space to identify more possible risks, their probability, impact and possible mitigation actions)*

Annex VI Deliverable List and Review Tracking Page

Activities		Lead Partner	Peer Reviewer				Final Approval by the QA Leader
WP1	**Identification of similar curricula in the subject area**	**P12-UAegean**					
D1.1	*Report on similar curricula in Asia*	*P3-UiTM*	*UNISA*	*UM*	*AIT*	*UBB*	ReadLab
D1.2	*Report on similar curricula in Europe*	*P12-UAegean*	*UNISA*	*UCD*			ReadLab
D1.3	*Needs analysis report on relevant VET courses and internship demand*	*P16-AMC*	*UiTM*	*ITC*	*PSU*		ReadLab
D1.4	*Final report with recommendations*	*P12-UAegean*	*UNISA*	*UiTM*			ReadLab
WP2	**Capacity-building and Curricula development**	**P13-UCD**					
D2.1	*Specifications of FOODI VLE*	*P15-ReadLab*	*UCD*	*UTM*	*AIT*	*ITC*	ReadLab
D2.2	*Study visits to Europe for Curricula Development*	*P13-UCD*	*Uaegean*	*AIT*			ReadLab
D2.3	*FOODI VLE*	*P15-ReadLab*	*UCD*	*UTM*	*AIT*	*ITC*	ReadLab
D2.4	*Description of methodology and tools*	*P13-UCD*	*UNISA*	*PSU*			ReadLab
D2.5	*FOODI Course outlines*	*P13-UCD*	*UTM*	*AIT*	*ITC*		ReadLab
D2.6	*Teacher's guide*	*P13-UCD*	*UiTM*	*PSU*	*SRU*		ReadLab
D2.7	*FOODI VET courses*	*P16-AMC*	*UiTM*	*AIT*	*ITC*		ReadLab
WP3	**Academic staff training and preparation for delivery**	**P14-UNISA**					
D3.1	*Training material*	*P14-UNISA*	*UTM*	*AIT*	*ITC*		ReadLab
D3.2	*Study visits to Asia for academic staff training*	*P14-UNISA*	*UniKL*	*UHST*	*AIT*		ReadLab
D3.3	*Online training of academic personnel in FOODI VLE*	*P15-ReadLab*	*UCD*	*UiTM*	*ITC*	*AIT*	ReadLab
D3.4	*Common framework report for the establishment of "FOODI Centers of Excellence"*	*P10-AIT*	*UTM*	*ITC*	*PSU*		ReadLab
D3.5	*FOODI Info days in partner countries*	*P1-UTM*	*UM*	*SRU*	*PSU*		ReadLab
D3.6	*Report on internship programme*	*P1-UTM*	*UiTM*	*ITC*	*PSU*		ReadLab
WP4	**Accreditation and delivery of the courses**	**P1-UTM**					
D4.1	*Accreditation report of developed curricula in partner countries*	*P9-MoEYS*	*UTM*	*AIT*	*ITC*		ReadLab

Activities		Lead Partner	Peer Reviewer				Final Approval by the QA Leader
D4.2	*Toolkit for the evaluation of the FOODI programme*	*QA Board*	*UCD*	*UTM*	*PSU*	*ITC*	ReadLab
D4.3	*Delivery of the FOODI programme in partner countries*	*P1-UTM*	*All partners*				ReadLab
D4.4	*Interim FOODI programme delivery evaluation report*	*P11-PSU*	*UTM*	*AIT*	*ITC*		ReadLab
D4.5	*Final FOODI programme delivery evaluation report*	*P11-PSU*	*UTM*	*AIT*	*ITC*		ReadLab
WP5	**Quality Assurance & Monitoring**	**P15-ReadLab**					
D5.1	*Quality Board*	*P15-ReadLab*	*Management Board*				*n/a*
D5.2	*QAP*	*P15-ReadLab*	*UNISA*	*UTM*			*ReadLab*
D5.3	*Periodic Quality and Evaluation Reports*	*P15-ReadLab*	*UiTM*	*UNISA*			*ReadLab*
D5.4	*Final Impact and Evaluation Report*	*P15-ReadLab*	*UTM*	*PSU*	*UHST*		*ReadLab*
WP6	**Dissemination and Exploitation**	**P7-UTM**					
D6.1	*Dissemination Plan*	*P15-ReadLab*	*UTM*	*SRU*	*PSU*		ReadLab
D6.2	*FOODI Website*	*P15-ReadLab*	*ITC*	*UM*			ReadLab
D6.3	*Stakeholder analysis*	*P7-UTM*	*UiTM*	*SRU*	*PSU*		ReadLab
D6.4	*Portfolio of dissemination material*	*P7-UTM*	*UiTM*	*SRU*	*PSU*		ReadLab
D6.5	*FOODI Final Conference*	*P7-UTM*	*UiTM*	*PSU*			ReadLab
D6.6	*Exploitation and Sustainability Plan*	*P7-UTM*	*PSU*	*AIT*	*USHST*		ReadLab
WP7	**Management & Coordination**	**P1-UTM**					
D7.1	*Technical Coordination*	*P1-UTM*	n/a				*n/a*
D7.2	*Administrative Coordination*	*P1-UTM*	n/a				*n/a*
D7.3	*Contingency Planning & Conflict Resolution Plan*	*P1-UTM*	*UiTM*				ReadLab
D7.4	*Project reports*	*P1-UTM*	*UiTM*	*PSU*	*ITC*		ReadLab
D7.5	*Consortium Agreement*	*P1-UTM*	n/a				ReadLab
D7.6	*Coordination and Communication Platform*	*P1-UTM*	*UTM*				ReadLab