

Support for Innovative Methodology, Approaches and Tools for Teaching  
through the Medium of English in order to improve Educational Yield,  
Sustainability and Internationalization [SMARTI]

## SMARTI

# QUALITY ASSURANCE STRATEGY

Editor(s): Riga Technical University (RTU)

Responsible: IEWG (Russian Register (RR), Russian Federation  
National Center for Professional Quality Assurance (ANQA),  
Armenia

Version	Date	Amendments	Responsible Partner
Version 1	23.06.2021	First Draft	IEWG
Version 2	05.10.2021	Final	IEWG

2021



<b>Introduction</b>	2
<b>Project description and background</b>	3
<b>Methodology</b>	4
<b>Quality Planning and Quality Assurance</b>	6
<b>Internal Quality Assurance</b>	7
<b>Quality Control (QC)</b>	8
<b>Surveys of effectiveness</b>	11
<b>Progress report</b>	11
<b>Quality control, indicators and risk assessment</b>	12
<b>Quality control per Work Package</b>	15
<b>Quality Improvement</b>	20
<b>Annex 1: Key Academic/Finance &amp; Legal Contact Persons List</b>	21
<b>Annex 2: SMARTI QA Officers (partner countries)</b>	25
<b>Annex 3: Template for the Progress Report</b>	26
<b>Annex 4: Template for meeting evaluation</b>	28
<b>Annex 5: Self-Evaluation form (annual report)</b>	30
<b>Annex 6: GLOSSARY</b>	33

## Introduction

The SMARTI *Quality Assurance Strategy* is aimed to ensure a smooth flow of the project and to provide continuous opportunities for improvement and adjustments. The plan is set in the streamline of, and in compliance with, the project grant agreement and the administrative and financial guidelines for ERASMUS projects.

This document describes the strategic actions in order to achieve the project objectives and aims to monitor and evaluate the progress activities and related impact.

The concept is two-fold: to constantly get feedback from the participants on the quality of the project organization as well as conducting regular review of the documentations in order to align with the general project concept, methods and tools employed to implement the work plan.

The major tangible outputs for the work-package (WP) will be the QA Strategy and related tools, reports on WP implementation and achievements.



Thus, this document is meant to be a tool to raise partners' awareness of the importance of high-quality work and enable partners to agree upon criteria for what defines quality in the project across all planned activities as well as to support the partners in successfully carrying out project deliverables.

## Project description and background

SMARTI project (Support for Innovative Methodology, Approaches and Tools for Teaching through the Medium of English in order to improve Educational Yield, Sustainability and Internationalization) is a three-year multi-country project, seeking to promote a change in the system of pedagogic training of university teachers through teaching in English by modernization of curriculum for national and international spectrums.

Many universities seek to improve their international profiles, the number of English-taught courses, modules and programmes continues to rise. This presents several challenges to teachers and students, as well as programme directors and institutions, as all involved attempt to find effective pathways to attain their internationalisation objectives.

Problems and needs identified at the level of the Partner Country Russia considers that the project objective fits into the Internationalization strategy of the university and the Priority project «Export of education in Russian Federation» within the Federal program «Development of education in Russian Federation 2013-2020». Also, according to the Concept of Long-Term Socio-Economic Development of the Russian Federation (RF) for the period up to 2030 (Government of the RF, 2016) the number of foreign students studying in Russia on EMI programmes is to make up 15 percent out of the total number of all students in RF 2025 (especially in medicine and technology areas). That is why this project will lead to a professional level of teaching EMI, and the development of international academic exchanges. Finally in 2017 RF Government introduced one more programme “Internationalization of Higher Education in the 21st Century” which is oriented on the increase in Russian universities in the global educational and research programs.

Problems and needs identified at the level of the Partner Country Armenia entirely comply with Armenian Government Program 2017-2022, which envisages Armenia's active participation in the processes of the EHEA and consistent realization of the Bologna Process goals, as well as fostering mobility in higher education by creating specific modules as “Mobility windows”.

Taking into account the needs and demands of the internal and external stakeholders, the demand of the labour market, Armenian Universities will select and train teaching staff in an effective way setting up a favourable environment for students in the process of learning.



EMI has emerged as a major innovation for simultaneously improving levels of language learning and reforming educational curricula (Eurydice European Commission 2006 & Windows on EMI, CLIL Matrix, ECML 2007). Due to its constructivist methodological principles, it empowers not only teachers, but also learners. Having spread from certain European contexts, it is now influencing QA of academic content in international tertiary paradigms across Europe.

The major drivers are not only the learning outcomes achieved, but also the acute need for educational adaptation in a rapidly changing world, and integrated solutions being examined by teachers, researchers and administrators. Therefore, the main purpose of the Project is develop transparent, national and international educational standards and comparable learning tools and teaching standards in accordance with Bologna criteria, enhance the quality of academic content and staff and students in the Programme Countries through development of a sustainable curriculum for teacher training of English Medium Instruction (EMI), support the internationalisation of participating EU and PC institutions and support staff and student mobilities and exchanges.

A student-centered learning is also combined with the project method. The plan is to integrate this approach into existing curriculum and programme in order to create and maintain a supportive and effective EMI teaching/learning environment.

The project is being implemented through the consortium of European, Armenian and Russian partners, which includes 13 universities and 2 quality assurance agencies.

#### **The specific objectives target:**

- Promotion of PC excellence in education by the development and the implementation of a comprehensive pedagogical 9 Module English as a Medium of Instruction (EMI) curricula for in-service PC teaching staff and trainee teachers using an ECTS/Tuning Modular design for teaching academic content in English in Russia and Armenia. It will be developed via a network of EMI Centres.

## **Methodology**

In the project QA includes the internal and external evaluation perspectives. This Quality Assurance Strategy (QAS) represents the quality assurance policy and quality actions (internal and external) planned to be undertaken in the course of the SMARTI project.

WP3 – “Quality Plan” lies within the lead institutions RTU, RR and ANQA - and with each separate work package/activity leaders. Continuous quality assurance process is essential for the success of the



STMARTI project, therefore, the implementation of the present QA started at the beginning of the project in M1 and will be finalized no sooner than at the end date of the project in M36.

Quality assurance will be implemented in all project parts, based on close monitoring of ongoing activities. In order to make sure that the project is constantly improving and is headed in the right direction, we employ a four-step cycle for constant improvement called PDCA (plan-do-check-act) approach. The PDCA methodology aims to improve processes occurring in the project and help eliminate recurring mistakes.

The Quality control and monitoring of SMARTI project entails creating the Internal Evaluation Working Group (IEWG) for the first step. The IEWG will be responsible for the evaluation of the project quality during its lifetime by setting up methodologies, criteria and performance indicators for the control of procedures and processes and conduct regular surveys (i.e. Needs Analysis, Satisfaction Surveys).

Everyday monitoring of the project activities and achieved results, timetable, fulfilment of specific activities of the project in each organisation will be measured using performance indicators set by the IEWG within regular work management procedures. Project success is going to be assessed against the goals set in the proposal and activity plans within the work packages. IEWG will follow all the activities and monitor the progress. Upon completion, IEWG will evaluate results against the specifications in the QAS.

IEWG will evaluate all possible incoming problems, their impact on project activities by:

- Receiving progress reports from each Partner according to Project LFM and WP.
- Conducting surveys of effectiveness on the implemented activities.
- Conducting monitoring visits to partner universities.

For the next step External Quality Control Team will be created in the third year of the Project. The Team will be formed with an independent group of experts who will not be Project partners. This team will be responsible for the quality audit. The audit will be done in year 3 and will review the performance of the project, and all deliverables in the course of the project. Their reputation and their credentials in QA of academic programmes will be guaranteed by QA agencies, who lead this WP. The audit report on External QA Audit will be approved by the consortium and uploaded to the online platform.



## 1. Quality Planning and Quality Assurance

Quality planning concerns setting up procedures in advance in order to ensure the quality of the outcomes. **Quality Assurance** measures are devoted to prevention of defects and proactive strategic activities, as for example, regarding the B1 level of English language requirement for participants of ESP training, it is necessary to check the applicants' knowledge beforehand. The quality assurance measures follow the mechanisms that were laid out in the project proposal:

1. Everyday monitoring of the project activities and achieved results, timetable, fulfilment of specific activities of the project in each organisation will be measured by the IEWG using performance indicators set within the regular work management procedures.
2. The monitoring of the quality of project deliverables, training and piloting is ensured initially via the visits of EU experts within QA Evaluation of first and second piloting, after which reports will be made. Each year (2021, 2022, 2023) monitoring visits will be conducted according to the developed template to evaluate the progress of the project, the challenges the partners have. The results will be analysed and presented to the management team. The monitoring visits can be organized either on-line or on-site.

To raise the QA level of the piloted material, guest staff from EU universities will deliver lectures and seminars during their Piloting trips to PC partners. Evaluations of the pilotings will be conducted by EU partners. The evaluation report of the 1st piloting and improvement plan will be presented during the Interim Project conference at PAARA, Yerevan, Armenia. It will be followed by the Second Piloting. All the reports will be uploaded to the Online platform.

After the pilotings, one best trainer teacher and a trainee teacher/student will be selected at each PC university to take part in study visits to observe and participate in MA programs taught with EMI at UCP, Porto. After study visit trainee teachers/students and staff will disseminate the project learning methodology on faculty and institutional level and prepare EMI courses in English.

3. On the national and local level, PC institutions will provide project effectiveness in their own institution on the bases of QA indicators developed by the IEWG. They will comprise observations and inter-partner observations and interviews with the participants of the



project as well with the PC universities administration (vice-rector or dean) which supports and controls the project's activities at the universities.

The following tasks have been set to ensure quality assurance and quality control of the SMARTI project:

4. The contact person at each institution (ANNEX 2 QA-OFFICERS) will follow up regularly with the institution's implementation team concerning the progress of the project;
5. The WP leaders will follow up with the WP participating institutions, monthly (during the WP duration) and every three months during the lifetime of the project;
6. The project coordinator will follow up on the progress of WP with their leaders not less than every three months;
7. The external quality assurance expert will be selected and sub-contracted.

## 2. Internal Quality Assurance

Internal Evaluation Working Group (IEWG) provides the mechanisms of internal QA to ensure the process. It deals mainly with the efficiency of meetings, communication, respect of timetable, etc. It consists of 2 experts selected from the Armenian and Russian QA agencies, who are not involved in any other activity of the project, are the beneficiaries, but involved for QA purposes. They will provide expertise in QA to ensure impartiality and make a more extensive peer review. IEWG set up methodologies, criteria and performance indicators for the control of procedures and processes and conduct regular surveys (i.e. Needs Analysis, Satisfaction Surveys). It will evaluate the feedback from the institutional QA OFFICERS and prepare monitoring and quality reports every four months. When project deliverables are produced, they will be subject to quality control before they are delivered to their stakeholders. That means they will be measured and compared with the standard identified in the project.

However, considering everyone's responsibility for QA purposes, the members of IEWG first and foremost are focused on the work in their related countries (Russian Register works with Russian partners and National Center for Professional Quality Assurance focuses on work with Armenian PC HEIs) to emphasize national peculiarities and to avoid unnecessary risks concerning national languages. However, they share methodologies, criteria and performance indicators for the control of procedures and processes and conduct regular surveys and develop joint reports.



The representatives of the Coordinator will not be involved in IEWG in order not to affect the impartiality of the reports and an experienced team of administrative staff will be responsible for all financial issues, which enables project partners to concentrate on the implementation of the project activities.

Meetings of the IEWG will be coincident with project's regular meetings and via Zoom every 3 months to discuss performance of the project, indicators, assess possible risks and problematic areas from the QA perspective.

### 3. Quality Control (QC)

Regular day to day QC is the responsibility of the Internal Evaluation Working Group (IEWG). The purpose of QC is to identify the causes of defects/problems, stimulate a request for change, and develop corrective actions as QC is a reactive strategy, therefore SMARTI QC is aimed at the results of the project and individual activities and will follow the mechanisms that were laid out in the project proposal. The main aims of the project monitoring and quality control are:

- to assess the coherence of the planned activities;
- to monitor the activities carried out with the planned activities and the on-time assessment of the planned project results;
- to assess the quality of the project results.

Evaluation of the goals and outcomes of the SMARTI project are based on the application's work packages. The outcomes are regularly assessed by internal and external evaluation. The QC Deliverables are the QC reports and follow-up activities conducted on the different levels to assure compliance with time- and work-plan along with compatibility with the targeted outcome standards and fulfilment of the project specific objectives and overall goal.

#### **QC reporting of SMARTI deliverables**

<i>Type of the report</i>	<i>Basis for the report</i>	<i>Responsible partners</i>	<i>Co-responsible partners(s)</i>
Desk and field study report	ARM and RF surveys (field) and desk studies (Incl. inventory of the best	UCP, PetrSU, ANAU	All project partners incl. IEWG





	European EMI teaching methodologies)		
EMI teaching descriptors in accordance with the framework of qualifications for the EHEA	Desk and field study report	LIMU, MRSU, PAARA	All project partners incl. IEWG
Event evaluation reports	Event evaluation surveys	IEWG	All project partners
Four-month reports	Report based	IEWG	All project partners
Development and set-up of EMI Centres in PC HEIs	Documentation (incl. mission statement), networking agreement. The presentation of Centres (at Interim Project conferences hosted by in PAARA)	PAARA, MRSU	All other ARM & RUS partners
National awareness days	SWOT analysis, dissemination reports	KFU, VSU	All RF project partners report to KFU All ARM project partners report to VSU & GSU
QA Evaluation of 9 PC EMI Modules	Compatibility with ESG, Bologna Process ECTS/Tuning (NB: EMI training modules materials are understood by PC partners to be completely	IEWG, LIMU	



	appropriate to local conditions.)		
Evaluation of 1st Piloting and reporting on piloting and development of improvement plan	Students' evaluation /QA Observation Reports (EU partners)/ outcome mapping	IEWG, Steering group	All ARM & RUS partners
QA Evaluation of 2d Piloting and reporting on piloting	Self-assessment/ students' evaluation /QA Observation Reports (EU partners)/ outcome mapping	IEWG, Steering group	All ARM & RUS partners
QA Evaluation and editing of EMI Pedagogical Handbook	EU assessment reports/ external (non-partner) review	IEWG, Steering group, LIMU	All ARM & RUS partners
Evaluation of Study Visit	Observation reports/ of PC Unis/ check lists	IEWG	All ARM & RUS partners
External QA Audit by External Quality Control Team on performance of the project	The required reports and all relevant required data	RTU	All project partners incl. IEWG

It is important to note that Table **QC reporting of SMARTI deliverables** can be the subject of change depending on the progress of the project, and can be updated.

#### a. Surveys of effectiveness

The effectiveness of each event<sup>1</sup> and the conducted activity (desk and research study etc.) will be evaluated via online surveys conducted among the participants and focus group<sup>2</sup> discussions. The results will be analysed by IEWG and will be communicated with the management team.

Surveys will also be conducted after every Project event or a meeting (ANNEX 4 MEETING EVALUATION FORM), during the whole project, at face-to-face or online meetings (taking into account the Covid-19 risks) project meetings. Project event evaluation reports timing shall be 7-10 days (2-5 days if online) covering all the participants. During every meeting, all the participants will have an opportunity to reflect their own ideas with other participants and share information regarding the current phase, contents and outcomes of their own work package. All the peers will give constructive feedback, comments and successions.

#### b. Progress report

Electronic form of PROGRESS REPORT (PR)<sup>3</sup> will be filled in by all WP leaders with the following timeline:

N.	Name of the Work Package	Responsible	PR production	Comments
1.	WP1: Preparation	UCP, PetrSU, ANAU	October 2021 (end of the WP)	
2.	WP 2: Development	LJMU, MRSU, PAARA	December 2021 December 2022 September 2023	

<sup>1</sup> Annex 4: Template for meeting evaluation

<sup>2</sup> The focus group discussions will be held based on the outcomes and needs.

<sup>3</sup> Annex 3: Template for the Progress Report



3.	WP 3: Quality Plan	RTU, RR, ANQA	December 2021 December 2022 December 2023	
4.	WP 4: Dissemination and exploitation	UCP, KFU, VSU	December 2021 December 2022 December 2023	
5.	WP 5: Management	All partners		Questions regarding Management of the Project will be included in the PR template

### c. Quality control, indicators and risk assessment

The project consortium will collect documentation and produce reports at the different phases of the project. All documentation and reporting will be placed in the SMARTI project workspace to ensure high quality work and transparency throughout the duration of the project. In the table below is provided a description of what are the specific objectives of the project, together with the general expected indicators of progress and how they will be measured by the management team and all partners involved [SMARTI Logical Framework].

Specific Project Objectives	Indicators of progress	How indicators will be measured
To promote PC excellence in education by the development and the implementation of a	<ul style="list-style-type: none"> <li>Number of staff attending training.</li> </ul>	<ul style="list-style-type: none"> <li>Register of attendees at training in EU and on PC.</li> <li>Review reports of PCs.</li> </ul>



<p>comprehensive pedagogical 9 Module English as a Medium of Instruction (EMI) curricula for in-service PC teaching staff and trainee teachers using an ECTS/Tuning Modular design for teaching academic content in English in Russia and Armenia (Focus is on all faculties MA &amp; PhD Programs such as engineering, IT, science, mathematics. The curriculum is piloted twice before being accredited). It will be developed via a network of EMI Centres.</p>	<ul style="list-style-type: none"> <li>● Greater knowledge on EMI pedagogical skills and use of modern teaching tools and technologies at EMI Training Centres</li> <li>● 9 Module EMI Curricula are reviewed and made available in hard copy and on Online Platform.</li> <li>● Official integration of 9 Module EMI Curricula via External Review.</li> <li>● Creation of Strategic Plan for post dissemination and sustainability.</li> <li>● Attendances at EMI National Awareness Days.</li> <li>● Amount of international engagement (via incoming and outgoing students and staff, scholarly outputs, presentation at conferences and submission to international journals) increases.</li> </ul>	<ul style="list-style-type: none"> <li>● Availability of EMI 9 Curricula modules, and EMI Handbook</li> <li>● EMI National Awareness Day Reports</li> <li>● PC-EU Study Visit Reports</li> <li>● Strategic Plan on post project dissemination and sustainability</li> <li>● Recorded Number of international scholarly outputs (conference submissions/ article submissions/in English), number of outgoing and incoming students and staff as result of EMI degree programs.</li> </ul>
--	--	--



For SMARTI's successfully achievement the above objectives some assumptions have to be considered:

- Institutions support the new curriculum.
- Motivation and responsibility of all the partners for the achievement of the objectives.
- Developed training curriculum addresses stakeholder needs.

In order to ensure that SMARTI runs as planned and that all the activities and tasks have the desired impact and visibility, the below table includes a project risk analysis, as by LogFrame, aimed at defining the factors and conditions not under the direct control of the project but necessary to achieve these objectives, as well as the risks that can be considered and prevented.

The main risks were prioritized according to the probability that they will occur and the impact they would have on the project. For each identified risk, corrective measures were designed.

Risks	Impact	Corrective measures
Conservative approach and unwillingness to introduce new teaching methods by PC university administration and faculty. Concepts are new and it can cause difficulties in understanding and fostering them into practice.	High	The project team will try to negotiate and promote the importance of project goals in order to adopt the new strategies.
The lack of qualified teaching staff able to deliver academic content in English.	High	Each partner will ensure the involvement of teaching staff with a good knowledge of English.
Delays in receiving data from the Consortium.	Medium	The management team together with the WP leaders and partners will find a solution that will allow them to keep up the quality of the outputs.
Internal and External Evaluation procedures remain	Medium	The IEWG will be responsible for providing clarifications for IQA and EQA procedures.



unclear for the project team.		IEWG will meet with the Quality assurance responsibility of each HEI to discuss quality matters and to guide them.
Low involvement of stakeholders.	Medium	Each partner will have a list with the reliable stakeholders for the involvement in order to avoid the refusal.
Poor visibility of the project and its results. Dissemination events meet low take up, do not affect awareness of Administration and Academic Staff and thus do not enhance Project sustainability.	High	Each partner will have responsibility to ensure the dissemination of Project activities within their institutions. The Quality Agencies will ensure the dissemination of the Project at country level. The Progress report will indicate the obstacles.
Funding delays	Medium	The project Management team will ensure the smooth funding of the project.

With these strategies in place, risks can be foreseen and dealt with. However, it is understood, all the risks cannot be foreseen and the list of identified risks can be developed during the lifetime of the project.

### Quality control per Work Package

<i>MONITORING &amp; EVALUATION PLAN</i> <i>derived from the logical framework of the project</i>		
WP1 Preparation		
Outputs (tangible) and Outcomes (intangible)	Indicators of progress	Sources of information on the indicators
1.1 Desk and field study of PC practices in EMI and student-centred	The desk and field study revealed the needs of the stakeholders and identified the experience, obstacles and the level	Needs Analysis report. Report on the quality control of desk and field study.



methodologies. Best EU EMI teaching methodologies.	of EMI implementation in partner universities.	
1.2 Preparation of EU QA ESP Training and ECTS/Tuning Modular training for PCs.	The training packages are developed according to the revealed needs and challenges from the desk/field study.	Progress reports on each WP.
1.3 EU preparation of EMI Curriculum training by PC partners.		
<b>WP2 Development</b>		
<b>Outputs (tangible) and Outcomes (intangible)</b>	<b>Indicators of progress</b>	<b>Sources of information on the indicators</b>
2.1 Development of EMI teaching standards.	The EMI Teaching standards are designed in such a way that equip lecturers with the skills necessary to deal with increasingly international classrooms.	Progress reports. Monitoring visits.
2.2 Training of QA English for ESP Training and ECTS/Tuning Modular training.	EU ESP Training delivered to PCs & multiplied by PCs are effective and meet the expectations of the participants and needs of stakeholders. The results are disseminated at the home institutions.	Survey report on effectiveness. Progress reports.
2.3 PC Home Multiplier Training inputs of ESP and ECTS/Tuning Modular training.		
2.4 Selection of PC EMI participants for EMI Curriculum training.	The selected participants have competency in English.	Survey report on effectiveness. Progress reports.





2.5 Main EMI Curriculum Training by EU of EMI participants.	The training meets the expectations of the participants.	
2.6 Development of 9 EMI Modules for PC EMI programmes	The teachers are trained to deliver EMI modules and the students are satisfied with the results.	Progress reports.
2.7 National meetings to finalize the development of cross-disciplinary EMI ECTS/Tuning based Modules for EMI programmes.	The modules fit the mission of their HEIs.	
2.8 Development and set-up of EMI Centres in PC HEIs.	One EMI Training Centre established and equipped at each PC.	Progress reports.
2.9 1st piloting of EMI Modules for EMI programmes by PC.	The pilots show the effectiveness of the EMI modules, indicating the challenges and needs.	Monitoring visits. Progress reports.
2.10 2d piloting of EMI Modules for EMI programmes.		
2.11 Development of EMI Pedagogical Handbook.	The Pedagogical EMI Handbook is in place and is operationalized through HEIs regulatory frameworks.	Monitoring visits. Progress reports. Normative documents adopted at each HEI.
2.12 Publication of EMI Pedagogical Handbook.		
2.13 Selection of PC EMI staff and students for EMI Study visit	The study visit shows the effectiveness of the implementation of EMIs at each HEI.	Study visit report.



2.14 Study visit.		
WP3 Quality Plan		
Outputs (tangible) and Outcomes (intangible)	Indicators of progress	Sources of information on the indicators
3.1 Internal monitoring and QA by IEWG	<ul style="list-style-type: none"> <li>Quality Strategy is in place and the tools are applied.</li> <li>The reports demonstrate successful implementation of the project objectives.</li> <li>Annual monitoring demonstrates the achievements and provides recommendations for further improvement.</li> </ul>	<ul style="list-style-type: none"> <li>The QS and tools are available on the website.</li> <li>Feedback of the EU partners, WP, leaders, HEIs.</li> <li>The recommendations are published on the website.</li> </ul>
3.2 QA Evaluation of 9 PC EMI Modules		
3.3 1st QA monitoring visits		
3.4 Evaluation of 1st Piloting and reporting, improvement plan		
3.5 2d QA monitoring visits by EU partners with Master Class Inputs		
3.6 QA Evaluation of 2d Piloting and reporting		
3.7 QA Evaluation and editing of EMI Pedagogical Handbook		
3.8 Evaluation of Study Visit		
3.9 Ext. QA Audit by External Quality Control Team on performance of the project		



3.10 Accreditation of 9 EMI Modules by PCs		
WP4 Dissemination & Exploitation		
Outputs (tangible) and Outcomes (intangible)	Indicators of progress	Sources of information on the indicators
4.1 Set up of Online Platform	<ul style="list-style-type: none"> <li>The project web-site is fully operational and disseminates the necessary information and knowledge in a timely manner.</li> <li>The stakeholders are informed on the project achievements.</li> <li>The developed guidelines are applied by a broader audience outside the consortium.</li> <li>Awareness raising is at a high level through annual conferences and mass media.</li> <li>The EMI policies are adopted by the partner universities.</li> <li>The external evaluation report shows considerable changes in the culture and ethos of the universities</li> </ul>	<ul style="list-style-type: none"> <li>The web-site URL and its link on all the partners' web-sites; feedback of the users.</li> <li>Published brochures; feedback of stakeholders.</li> <li>Feedback of the participants on the impact of the conferences, conference materials, news releases.</li> <li>Reports of external evaluators.</li> </ul>
4.2 Ongoing population of EMI Online Platform		
4.3 EMI NAD Conference		
4.4 Ongoing AIDA		
4.5 Development of Sustainability & Accreditation Plan		
WP5 Management		
Outputs (tangible) and Outcomes (intangible)	Indicators of progress	Sources of information on the indicators
5.1 Coordination Meeting in Brussels	<ul style="list-style-type: none"> <li>The project objectives are fully implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Reports of WP leaders.</li> </ul>



5.2 Start-Off Meeting	<ul style="list-style-type: none"> <li>• The project work-plans are successful.</li> <li>• The external financial audit has revealed an effective management of the project.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual reports on project implementation.</li> <li>• Track records on financial, operational and technical, management of the project; financial audit reports.</li> </ul>
5.3 Regular work management		
5.4 Annual Steering group meeting		
5.5 Interim Project Conference		
5.6 Management Preparation for Final Conference		
5.7 Final Project Conference		

#### 4. Quality Improvement

Quality Improvement (QI) refers to methods that will be used to improve the outcomes of the project and its processes. Quality improvement is carried out by IEWG and the Steering Group. The IEWG will evaluate all possible incoming problems and their impact on project activities. It will address and evaluate problems such as delays, lack of resources, underestimated necessary efforts and any other risks or problems and will propose possible solutions for conflict resolution. Moreover, following the recommendations of IEWG, Coordinators and the Steering Group together with WP leaders will plan and develop Quality improvement activities and this information will be included in the following QA tools, surveys, interviews and SARs.

Misunderstandings in communication are to be prevented by the means of open communication, and if this fails, problems should be identified at an early stage. Minutes and recordings of the (online) meetings contain the different viewpoints and final decisions, so partners can check if these align with their own understanding. The Coordinator is willing to receive partners' feedback and encourages them to express their thoughts concerning the project actions and communication.

As one of the best quality management practices on the side of ongoing quality improvement, it is recommended to maintain a Lessons Learned Register, replenishing it with respondents' answers to open-ended questions during surveys.



## Annex 1: Key Academic/Finance & Legal Contact Persons List

---

### **Key Academic/Finance & Legal Contact Persons List**

#### **P1 Lead Partner: Technische Universität Dresden (TUD)**

Academic - Gerard Cullen ([Gerard.Cullen@tu-dresden.de](mailto:Gerard.Cullen@tu-dresden.de)) 004915252756778

Finance & Legal – Christina Spirow ([christina.spirow@tu-dresden.de](mailto:christina.spirow@tu-dresden.de))

#### **P2 Riga Technical University (RTU)**

Academic/Administrative:

Karlis Valtins ([Karlis.Valtins@rtu.lv](mailto:Karlis.Valtins@rtu.lv)) +371 67089185

Ieva Ziemele ([Ieva.Ziemele@rtu.lv](mailto:Ieva.Ziemele@rtu.lv)) +371 67089185

Finance & Legal – Krista Akmene ([Krista.Akmene@rtu.lv](mailto:Krista.Akmene@rtu.lv)) +371 67089013

#### **P3 Liverpool John Moores University (LJMU)**

**Academic(s):**

**Adam Shore (A.P.Shore@ljmu.ac.uk)/ +44 151 2318196**

**Amanda Mason (A.Mason@ljmu.ac.uk)/ +44 151 2313866**

**General/Admin/Legal:**

**Dan Carrington (D.Carrington@ljmu.ac.uk)/ +44 151 9046147**

**Finance: TBC**



**P4 Universidade Catolica Portuguesa- Faculty of Biotechnology (UCP-ESB)**

**Academic**

**Name: Eduardo Luís Cardoso**

**Email: [ecardoso@porto.ucp.pt](mailto:ecardoso@porto.ucp.pt)**

**Phone: +351 912 243 375**

**Financial & Legal**

**Name: Nuno Afonso**

**Email: [nafonso@porto.ucp.pt](mailto:nafonso@porto.ucp.pt)**

**Phone: +351 22 619 62 00**

**P5 Ogareva Mordovia State University (MRSU) –Lead Partner Russia**

**Name: Natalia Burenina**

**Email: [bureninanv@mail.ru](mailto:bureninanv@mail.ru)**

**Phone: +7 906 379 10 80**

**Name: Olga Safonkina;**

**Email: [okuznetchik@yandex.ru](mailto:okuznetchik@yandex.ru)**

**Phone; +79279771818**

**P6 Irkutsk National Research Technical University (INRTU)**

**Name: Varvara Panko**

**Email: [panko.varvara@istu.edu](mailto:panko.varvara@istu.edu)**

**Phone: +7 914 887 07 25**



**P7 Kazan Federal University (KFU)**

[Name: Marina Solnyshkina](#)

[Email: mesoln@yandex.ru](mailto:mesoln@yandex.ru)

[Phone: +7 917 257 22 57](tel:+79172572257)

**P8 Petrozavodsk State University (PetrSU)**

[Name: Marina Gvozdeva](#)

[Email: gvozdeva@petsu.ru](mailto:gvozdeva@petsu.ru)

[Phone: +7 921 726 68 52](tel:+79217266852)

**P9 Certification Association Russian Register (RR)**

[Name: Alexandra Zvezdova](#)

[Email: zvezdovaab@gmail.com](mailto:zvezdovaab@gmail.com)

[Phone: +7 981 820 29 85](tel:+79818202985)

**P10 Public Administration Academy of the Republic of Armenia (PAARA) – Lead Partner  
Armenia**

[Name: Tereza Khechoyan](#)

[Email: khechoyantereza@yahoo.com;khechoyantereza@paara.am](mailto:khechoyantereza@yahoo.com;khechoyantereza@paara.am)

[Phone: +37494925025](tel:+37494925025)

**P11 „Vanadzor State University after H. Toumanyany Foundation“ (VSU)**

[Name: Lusik Vardanyan](#)

[Email: lvard62@gmail.com; l\\_vard@yahoo.com](mailto:lvard62@gmail.com;l_vard@yahoo.com)

[Phone: +37494406670](tel:+37494406670)



**P12 Armenian National Argrarian University (ANAU)**

**Name: Alla Aleksanyan**

**Email: [alla.alexanyan@gmail.com](mailto:alla.alexanyan@gmail.com)**

**Phone: +37455851311**

**P13 M.Nalbandyan State University of Shirak Foundation (SUSH)**

**Name: Hovik Melkonyan**

**E-mail: [gspi1934@mail.ru](mailto:gspi1934@mail.ru); [hasmik\\_berdikyan@shsu.am](mailto:hasmik_berdikyan@shsu.am)**

**Phone: +37493853706**

**P14 Goris State University (GSU)**

**Name: Naira Safaryan**

**Email: [nairasaf66@gmail.com](mailto:nairasaf66@gmail.com)**

**Phone: +37455333906**

**P15 National Centre for Professional Education Quality Assurance (ANQA)**

**Name: Varduhi Gyulazyan**

**Email: [v.gyulazyan@anqa.am](mailto:v.gyulazyan@anqa.am)**

**Phone: +37491883324**





## Annex 2: SMARTI QA Officers (partner countries)

Partner	Name	Contacts (email, phone)
Ogarev Mordovia State University (MRSU)	Olga Safonkina	<a href="mailto:olga.safonkina@gmail.com">olga.safonkina@gmail.com</a>
Irkutsk National Research Technical University (INRTU)	Evgeniia Arbatskaia	<a href="mailto:arbatskaya.evgenia@ex.istu.edu">arbatskaya.evgenia@ex.istu.edu</a>
Kazan Federal University (KFU)	Anna Churunina	<a href="mailto:silmarill1397@gmail.com">silmarill1397@gmail.com</a>
Petrozavodsk State University (PetrSU)	Galina Parikhina	<a href="mailto:galina.parikhina.petrso@gmail.com">galina.parikhina.petrso@gmail.com</a>
Public Administration Academy of the Republic of Armenia (PAARA)	Gayane Hovhannisyan Head of the QA Centre	<a href="mailto:gayane.hovhannisyan@paara.am">gayane.hovhannisyan@paara.am</a>
Vanadzor State University (VSU)	Anna Khachatryan Head of the QA Centre	<a href="mailto:khachatryanass@gmail.com">khachatryanass@gmail.com</a>
Armenian National Agrarian University (ANAU)	Ara Amiryan Head of Management Division at Quality Assessment and Assurance	<a href="mailto:ara.k.amiryan@gmail.com">ara.k.amiryan@gmail.com</a>
M.Nalbandyan State University of Shirak Foundation (SUSh)	Armenuhi Sargsyan	<a href="mailto:armenuhis@mail.ru">armenuhis@mail.ru</a>
Goris State University (GSU)	Gayane Shabunts Head of the Department of QA and SCS	<a href="mailto:shgayaneg@rambler.ru">shgayaneg@rambler.ru</a>



## Annex 3: Template for the Progress Report

SMARTI PROJECT- PROGRESS REPORT				
<b>PURPOSE:</b>	The purpose of this report is to check on progress to date and identify whether any changes are required to ensure that the objectives set out in the SMARTI Project can be achieved.			
<b>INSTRUCTIONS:</b>	Please complete this form, attach the appropriate documentation, and return it to IEWG within 30 calendar days of receipt of this form.			
<b>Reporting period:</b>				
PROJECT IDENTIFICATION				
<b>Institution:</b>				
<b>Report compiled by:</b>	Name and Surname	Organisation, Position	E-mail	
PROJECT STATUS				
<b>Objectives</b>	1. Please provide an overview of the project objectives for the reporting period:			
	Objectives	Status		
		met	not met	not met yet
	1.			
	2.			
	3.			
	2. Explain any changes to the original objectives as outlined in the LFM SMARTI:			
<b>Outputs and deliverables</b>	Please summarise outputs and deliverables against objectives. List all the deliverables due in this reporting period and attach documentation or link to the source of information about outputs and deliverables (please indicate in the name of the attachment which objective it refers to):			
	<ul style="list-style-type: none"> <li>•</li> </ul>			
	ATTACHMENTS/LINKS			



	Attachment No. 1	
	Attachment No. 2	
	...	
	...	
<b>Outcomes and lessons learned</b>		
<b>ISSUES</b>		
<b>Report major issues (if any):</b>		
<b>Action(s) being taken by team (if any):</b>		
<b>Action(s) that should be taken by project partners (if any):</b>		
<b>UPCOMING TASKS FOR NEXT PERIOD</b>		
Please list objectives for the next reporting period, note if any changes to plan are needed and explain why.		
<b>Objective</b>	<b>Due date</b>	<b>Comments including changes to plan needed and reasons</b>
<b>RECOMMENDATIONS/COMMENTS</b>		
<b>OTHER ATTACHMENTS/LINKS</b>		
<b>Attachment No. 1 (if any)</b>		
...		

## Annex 4: Template for meeting evaluation

### Evaluation of the meeting

#### (Kick-off meeting example)

**Will be adopted according to the event outcome**

SMARTI

“Support for Innovative Methodology, Approaches and Tools for Teaching  
through the Medium of English in order to improve Educational Yield,  
Sustainability and Internationalization”

Home Institution: \_\_\_\_\_

1.	All the information prior to the meeting was presented in a timely manner	[1] – [2] – [3] – [4] – [5] <i>Disagree</i> <i>Agree</i>
2.	The issues on the agenda were consistent with the meeting objectives	[1] – [2] – [3] – [4] – [5] <i>Disagree</i> <i>Agree</i>
3.	The objectives of the meeting were clear and explained well	[1] – [2] – [3] – [4] – [5] <i>Disagree</i> <i>Agree</i>
4.	The meeting helped me to understand the overall idea and methodology of the project	[1] – [2] – [3] – [4] – [5] <i>Disagree</i> <i>Agree</i>
5.	Information presented during the meeting was closely related to the project content and its outcomes	[1] – [2] – [3] – [4] – [5] <i>Disagree</i> <i>Agree</i>
6.	Length of the meeting was in line with the issues discussed	[1] – [2] – [3] – [4] – [5]



		<i>Disagree</i>	<i>Agree</i>
7.	I got to know all project partners and I can identify their home universities	[1] – [2] – [3] – [4] – [5] <i>Disagree</i>	<i>Agree</i>
8.	All the partners contributed to the success of the meeting	[1] – [2] – [3] – [4] – [5] <i>Disagree</i>	<i>Agree</i>
9.	My suggestions were taken into account and I had the possibility to express my opinion during the meeting	[1] – [2] – [3] – [4] – [5] <i>Disagree</i>	<i>Agree</i>
10	I would be able to explain project idea to colleagues at my home university	[1] – [2] – [3] – [4] – [5] <i>Disagree</i>	<i>Agree</i>
11	As a result of the meeting I have a clear understanding of my university's role in the project	[1] – [2] – [3] – [4] – [5] <i>Disagree</i>	<i>Agree</i>
12	After the meeting I have a good understanding about the next steps of project implementation	[1] – [2] – [3] – [4] – [5] <i>Disagree</i>	<i>Agree</i>
13	Dissemination plan is clear and I know what is my role in it	[1] – [2] – [3] – [4] – [5] <i>Disagree</i>	<i>Agree</i>



## Annex 5: Self-Evaluation form (annual report)

Date:	
Country:	
Name of the partner:	
Name of the evaluator:	

### 1. Evaluation of your own work

What issues have you been working on in the past 6 months?

	Description of the issue
1	
2	
3	

### 2. Evaluation of communication

What is your opinion about the quality of the communication in the project?

	Excellent	Good	Fair	Poor	N/A
Overall impression of the communication in the collaborator process					
Communication in video-meetings					
e-mail communication					
Communication about tasks (content)					
Communication about the process					

What is your opinion about the frequency of the communication in the project?

	Excellent	Good	Fair	Poor	N/A
Satisfaction of the frequency of the communication in the project					

### 3. Potential risks (from pending list)

What are the actual and potential risks of the project from the point of view of your own organisation?

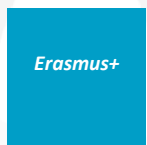
### 4. Collaboration and results ( including Communication)

	Excellent	Good	Fair	Poor	N/A
How do you experience collaboration with the project lead-partner					
How do you experience the collaboration with the other partners?					
How do you experience the collaboration with the other partners from Europe?					
How do you evaluate the outcomes of the project so far?					

### 5. Lessons learn registry (general remarks, suggestions)



SMARTI







## Annex 6: GLOSSARY

---

QAS	Quality Assurance Strategy
WP	Work Package
EMI	English as Medium of Instruction
EACEA	European Education and Culture Executive Agency
RF	Russian Federation
HEIs	High Education Institutions
QP	Quality Planning
QMS	Quality Management System
IEWG	Internal Evaluation working group
LFM	Logical Framework Matrix
QC	Quality Control
QCP	Quality Control Plan
SAR	Self-assessment report