



DIGITAL TEACHER ACADEMY

D1.6 Quality Monitoring Reports



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them.

Table of contents

- Introduction
 - Internal monitoring
 - External monitoring
- Internal monitoring
 - Quality Monitoring Report 1
 - Quality Monitoring Report 2
 - Quality Monitoring Report 3
 - Quality Monitoring Report 4
 - Quality Monitoring Report 5
 - Quality Monitoring Report 6
 - Quality Monitoring Report 7
 - Quality Monitoring Report 8
 - Quality Monitoring Report 9
- External monitoring
 - External quality audit 1
 - External quality audit 2

Introduction

The Quality Assurance (hereafter QA) activity pursues quality of project execution, outcomes and impacts and were based on internal and external monitoring indicators as detailed in the section on defining the quality criteria. See Quality Assurance Plan (D1.4) for detailed description of the approach agreed on during the initial DTA meeting at Santander, Spain.

Internal monitoring

Approach

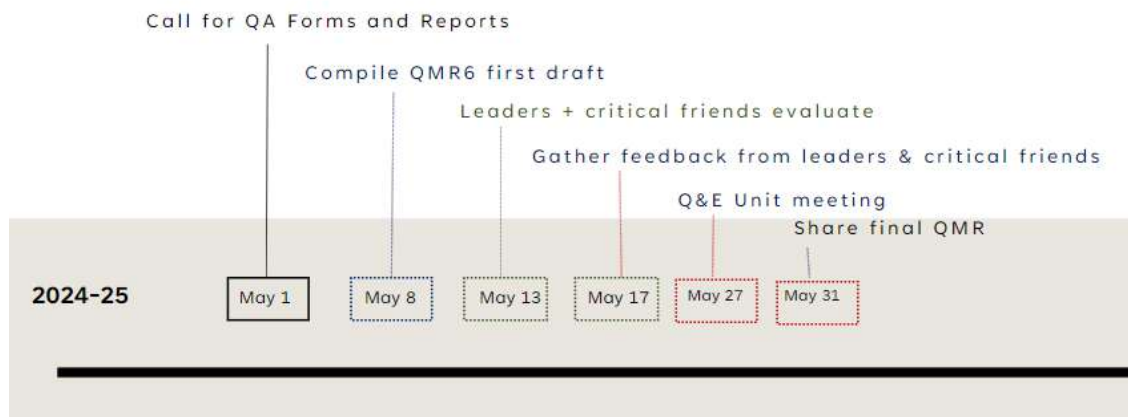
As decided at the advent of the QA process, the Work Packages and their respective Tasks were primarily monitored with (a) the 'Task QA Form' ([1. Task QA FORMS \(basecamp.com\)](#)), in which the Task teams were asked to describe and situate milestones within their timeline to indicate important achievements that are conditional to the success, and (b) the 'Task QA Report' ([2. Task QA REPORTS \(basecamp.com\)](#)) in which the actual status of the tasks at a given time in the project timeline is described, providing a means to measure and evaluate any progress, in a way that allows both management and the QA team as well as the Task collaborators to share this understanding.

During the project it became clear that a more thorough analysis of the quality of the deliverables, and the reasons as to why some deliverables were found lacking in quality, was needed. Through a metadiscussion of the QA process itself with the present members, it was decided that the QA process would be tweaked to the following:

- 1 month before the deadline of the next QMR:
 - The AP team calls for the Task QA Forms and Reports about the DTA activities since the last QMR. Deadline: 1 week.
- 1 week later: AP team prepares a first draft of the Quality Monitoring Report, consisting of
 - the Task QA Forms and Reports about the DTA activities since the last QMR;
 - suggestions for critical friend to evaluate the quality of the progress/deliverables.
- ½ week later:
 - AP team shares the first draft with the Q&E Unit, critical friends, and the relevant WP leaders.
 - The WP leaders and the critical friends make a first valuation of the quality of the Tasks they are linked to, based on the indicators in the Forms and Reports. They make the necessary notes in the QMR document. Deadline: ½ week.
- ½ week later:
 - The AP team gathers feedback from the WP leaders and critical friends, either as written comments on the draft document or through short online meetings, from the partners that are working on or have just finished central Tasks.
 - The AP Team sends out the draft with the critical additions to the Q&E Unit, critical friends, and relevant WP leaders. Deadline: 1 week. Share QMR shortly before the Q&E Unit meeting.
- 1 week – ½ week before the deadline of the QMR:
 - The Q&E Unit meets to discuss the QMR draft
 - The AP team adds last new elements to the draft
- End of month/early next month: AP team shares the new QMR with the whole team through Basecamp.

To help visualize this process, here is the timeline as it was for the 6th QA period:

TIMELINE QMR6



The execution of these measures was monitored by the Quality and Evaluation Unit and the Project Management Team, and summarized in a quarterly Quality Monitoring Report (hereafter QMR).

Scope and structure of the reports

Each report covers the preceding segment of the timeline for all the relevant Work Packages and Tasks as visualised in the Gantt-chart(s) of the project.

The structure and scope of each report is detailed in its introductory section.

Q&E Unit composition

All representatives were informed that they are expected to report on the Tasks and/or Work Packages they are leading during the Q&E Unit meeting, and that their contributions will be added to the reports, at various stages until its completion.

The constituting members of the Q&E Unit changed slightly throughout the project. These changes are documented in the respective reports.

External monitoring

Two external audits were included in the DTA project:

- External quality audit 1: month 1-18, executed by Melinda González Concepción, PhD. and Carolina Escudero, PhD.
- External quality audit 2: Quality audit related to academic results - External quality assessment related to pilot 2 (pre-service teachers) and academic, executed by Cristian Pena, CPsychol AFBPsS. and Carolina Escudero, PhD.



Co-funded by
the European Union



Quality Monitoring Report 1

Februari 2023





Introduction

The Quality Assurance (hereafter QA) activity pursues quality of project execution, outcomes and impacts and will be based on internal and external monitoring indicators as detailed in the section on defining the quality criteria.

The work packages and their respective tasks will be mainly monitored with the 'Task QA Form', in which the Task teams were asked to describe and situate milestones within their timeline to indicate important achievements that are conditional to the success and (b) the 'Task QA Report' in which the actual status of a task is described.

The execution of this measure is monitored by the Quality and Evaluation Unit (assembly see attachment), and the Project Management Team and summarized in a quarterly Quality Monitoring Report (QMR).

Details of this report

This report will cover the preceding segment of the timeline for all the relevant work packages and tasks, from the start of the project until the 31st of January 2023, as summarized in the gantt chart of the project.

The report consists of 2 parts. First, we discuss the individual tasks based on the Task QA reports provided by the responsible parties. Subsequently we look at the tasks that are still ongoing and have a deadline in the future.



Actual status at 31st of January 2023

Completed Work packages and tasks

No work packages needed to be fully completed by 31/01/2023

Tasks in Work package 2

1. European shared experiences around the processes of initial and continuous school teacher practical trainings
2. Harmonized European model of practical trainings providing guidance and support to school teachers
3. Definition of roles for the actors and involved institutions
4. Design and development of the teachers in transition reflection process

Ongoing Works packages and tasks

All tasks in the Work package 1

1. Coordination and meetings
2. Financial management and progress reports
3. Project monitoring and evaluation

Tasks in Work package 2

5. Functional analysis of the digital platform for the Teacher Academy

Tasks in Work package 5

1. Dissemination master plan (report 1)
2. Communication and dissemination activities
3. Project website and social media



Completed tasks

WP2.1 European shared experiences around the processes of initial and continuous school teacher practical trainings

Work package + lead	Work Package 2: European approach for the transition period from pre-service teacher education to in-service UNEAT
Task + lead	European shared experiences around the processes of initial and continuous schoolteacher practical trainings UP
Members	Jiri Kropac j.kropac@upol.cz Josep Alemany Iturriaga josep.alemany@uneatlantico.es Thomas Prola thomas.prola@uneatlantico.es
Context	This task 2.1 is partially aim and output of whole WP 2, which is pointing on the needs for further aspects of working package 2. The report will provide a summarised profile of each targeted country with a comparative vision and key elements (best practices). Format: electronic Language: English Pages: 25 approx.
Specific objective(s)	SO1. To define a European approach for the transition period from pre-service to in-service teaching education.
Deliverable(s)	Report on European shared experiences around the processes of initial and continuous schoolteacher practical trainings.
EVALUATION	
Outcome Based on documents in basecamp	A Comparative analyses of the best practice experience is described in a 25 pages report.
Reflection based on Task QA Report	Deadline was reached Report is ready to use for subsequent Task team and distributed to project partners



WP2.2 Harmonized European model of practical trainings providing guidance and support to school teachers

Work package + lead	Work Package 2: European approach for the transition period from pre-service teacher education to in-service
	UNEAT
Task + lead	Harmonized European model of practical trainings providing guidance and support to schoolteachers
	UNEAT
Members	UNEAT team led by J.A
Context	<p>The document will describe the model for the harmonization at EU level of the practical trainings of schoolteachers during their transition period from university to school.</p> <p>It will include the specification of roles of each actor participating in the transition period of schoolteachers considering education providers and administrations.</p> <p>Format: electronic Language: English Pages: 30 approx.</p>
Specific objective(s)	SO1. To define a European approach for the transition period from pre-service to in-service teaching education.
Deliverable(s)	Harmonized European model of practical trainings providing guidance and support to schoolteachers.
EVALUATION	
Outcome Based on documents in basecamp	<i>Not finished yet.</i>
Reflection based on Task QA Report	<p>The first steps for the model definition were more complicated than thought: The team incorporated new members, and had to adapt the model development to this external situation.</p> <p>Not yet distributed, waiting on partners' feedback for the different steps of the model shared.</p> <p>New deadline for the first version: 21/2/2023</p>



WP2.3 Definition of roles for the actors and involved institutions

Task + lead	2.3 - Definition of roles for the actors (teachers, trainers, mentors) and involved institutions (schools, HEIs, continuing professional development, Administrations) Specification of roles of each actor participating in the transition period of schoolteachers. UJK
Members	Agnieszka Szplit agnieszka.szplit@ujk.edu.pl Zuzanna Zbróg zuzanna.zbróg@ujk.edu.pl Aldona Kopik aldona.kopik@ujk.edu.pl Anna Szczepanek-Guz anna.szczepanek@ujk.edu.pl Zofia Okraj zofia.okraj@ujk.edu.pl
Context	This Task gives the theoretical background necessary to build the model.
Specific objective(s)	SO1. To define a European approach for the transition period from pre-service to in-service teaching education.
Deliverable(s)	Result 1.3d: Definition of the roles for the actors (teachers, trainers, mentors) and involved institutions (schools, HEIs, continuing professional development) in a European community of practices.
EVALUATION	
Outcome Based on documents in basecamp	Final report with DEFINITIONS of ACTORS is placed on basecamp (3pg). Formatting of document needs logo of project.
Reflection based on Task QA Report	Ready to use (when logo of EU and Digital TA are added) Research -based literature was used for draft definitions provided by the partners Safeguarded the quality by: <ol style="list-style-type: none"> 1. We sent a template to the students' research group "Elementarni" (the Faculty of Education and Psychology, UJK) and they sent us their feedback. We revised the template and sent to all our partners to fill in. 2. We sent the draft glossary to all the partners for feedback. 3. We sent the glossary to Erika Kopp, critical friend, reviewer, for her feedback. 4. We prepared the final version of the definitions.



WP2.4 Design and development of the teachers in transition reflection process

Work package + lead	2
	UNEAT
Task + lead	2.4
	UL
Members	UL; all partners
Context	<ul style="list-style-type: none"> • Reflective practice model will support the process taken on the Digital Platform. • Reflective process model will provide a bridge between the case studies identified in D4.3 with PST and IST
Specific objective(s)	To define a consensual reflective process methodology for schoolteachers and develop accordingly a digital tool.
Deliverable(s)	D2.3: Methodological approach for the reflection process
EVALUATION	
Outcome Based on documents in basecamp	<p><i>No document found on basecamp,</i></p> <p>Final submission is set on 14th of february</p>
Reflection based on Task QA Report	<i>No Task report found on basecamp</i>



Ongoing tasks

WP1.1 Coordination and meetings

Work package + lead	WP1 PROJECT MANAGEMENT AND QUALITY ASSURANCE
	UNEATLANTICO
Task + lead	WP1.1. Coordination and meetings
	UNEATLANTICO
Members	All
Context	Coordination of activities that will guarantee the accomplishment of project plan and linkages between WPs.
Specific objective(s)	<ul style="list-style-type: none"> – Coordination of project management – Organization of meetings for project progress review. – Design of Contingency plans. – Management of Document archive and knowledge
Deliverable(s)	D1.1 Project Management handbook and management templates (june 2022) D1.3 Project's Audit reporting D1.4 Project management platform
EVALUATION	
Outcome Based on documents in basecamp	D1.1: ready, on basecamp D1.3: no document found on basecamp D1.4: Basecamp itself
Reflection based on Task QA Report	Work (D1.1) has been done on the basis of models from other projects, as well as discussed with the working team and project partners.



WP1.2 Financial management and progress reports

Work package + lead	WP5 PROJECT MANAGEMENT AND QUALITY ASSURANCE	
	UNEATLANTICO	
Task + lead	WP1.2. Financial management and progress reports	
	Funiber	
Members	All	
Context	Financial management and progress reports will guarantee the financial sustainability of the project. Financial report will be updated/completed every 6 months. These activities deal with all effort related to the management and administration of the project, namely with aspects like organization, execution, finances, and documents.	
Specific objective(s)	<ul style="list-style-type: none"> – Coordination of project FINANCIAL management – To guarantee the financial sustainability of the project – To control the budget – To control the time management of task and justification of the work. 	
Deliverable(s)	D1.2 Reporting and financial records	
	Financial guide of the project (first draft including project financial management templates)	30 June 2022
	Feedback for the Financial guide of the project	30 June 2022
EVALUATION		
Outcome Based on documents in basecamp	No document found on basecamp	
Reflection based on Task QA Report	<p>Due to holiday days at the end of the year, the delivery time of the signed documents from some partner was delayed</p> <p>There's is missing the signed document from one partner</p>	



WP1.3 Project monitoring and evaluation

Work package + lead	WP1 PROJECT MANAGEMENT AND QUALITY ASSURANCE
	UNEATLANTICO
Task + lead	WP1.1. Quality Assurance
	AP
Members	Joos.Vollebregt@ap.be
	Jan.Ardies@ap.be
Context	Coordination of quality Assurance of the project plan.
Specific objective(s)	<ul style="list-style-type: none"> – Flow of the different tasks – Internal quality – External quality – 3-monthly meeting with Quality Evaluation Unit
Deliverable(s)	Quality Assurance plan Quarterly report on the actual status of the delivered materials in the project
EVALUATION	
Outcome Based on documents in basecamp	QA plan, on basecamp
	QA Report 'February 2023', in progress (you're reading it 😊)
Reflection based on Task QA Report	Plan had several loops of feedback from projectpartners, after presentation on first real-live meeting. Internal feedback from partners in AP withs Erasmus experience.



Co-funded by
the European Union



WP2.5 Functional analysis of the digital platform for the Teacher Academy

No QA form was found on basecamp





WP5.1 Dissemination master plan (report 1)

Work package + lead	WP5 DISSEMINATION SHARING AND TRANSFER
	UNEATLANTICO
Task + lead	WP5.1. Dissemination master plan
	UNEATLANTICO
Members	UNEATLANTICO, AP, UJK, FUNIBER
Context	To guide the partners through the project concerning communication and visibility
Specific objective(s)	Prepare materials or the dissemination of content
Deliverable(s)	Dissemination plan, guidelines on visual identity, templates,
EVALUATION	
Outcome Based on documents in basecamp	Manual on basecamp
Reflection based on Task QA Report	Guidelines on visual identity are formulated.



WP5.2 Communication and dissemination activities

Work package + lead	WP5 DISSEMINATION SHARING AND TRANSFER
	UNEATLANTICO
Task + lead	5.2 T5.2 Communication and dissemination activities
	UJK
Members	UNEATLANTICO, AP, UJK, FUNIBER
Context	To spread knowledge of a project's research and results to its stakeholders and target audiences
Specific objective(s)	Prepare materials or the dissemination of content
Deliverable(s)	Newsletter template, regular newsletter feed and mailing, public events, scientific papers, press releases, ad-hoc events
EVALUATION	
Outcome Based on documents in basecamp	Manual, logo's, photo's and templates are on basecamp
Reflection based on Task QA Report	Guidelines on visual identity are formulated, and regularly checked that the visual identity is used correctly in the different channels developed to develop content: social media, website, newsletter



WP5.3 Project website and social media

Work package + lead	WP5 DISSEMINATION SHARING AND TRANSFER		
	UNEATLANTICO		
	WP5.3. Project website and social media		
	FUNIBER		
Members	Clara Arnaiz (clara.arnaiz@uneatlantico.es), Josep Alemany (josep.alemany@uneatlantico.es), Ruth Congregado (ruth.congregado@funiber.org), Thomas Prola (thomas.prola@funiber.org)		
Context	To prepare the official website of the project and the social media profiles		
Specific objective(s)	Create a common space to disseminate		
Deliverable(s)	Website, social media		
EVALUATION			
Outcome Based on documents in basecamp	Not yet ready, The design team couldn't reach the deadline		
	deliverables (during / on completion)	milestones	deadline milestones
	Project website (During)	Compile specific information for the website and send it to the web design team (partnership section, gallery...)	02/11/22
		Check the Project Brand	04/11/22
		Send the demo to the partners in order to improve the development	25/11/22
		Deploy to Production	30/11/22
	Social media profiles (During)	Brainstorming of hashtags to the social media pages	15/11/22
		Create the profiles, send the link to the partners and put these links in the website	30/11/22
Reflection based on Task QA Report	No new deadlines are formulated		



Reflection on the quality assurance

The task forms were not always completed on time. A lot of forms are still missing for the next period. We remain convinced of the added value so that the necessary links between projects can be determined.

The correct naming of the different documents is necessary for the classification in the respective maps on basecamp. This remains a point of attention.

By combining the information from the task forms and the task reports, the current status of a task can be mapped out, as well as the extent to which the various goals have been achieved.

The current batch of completed jobs required relatively little external quality control. This will be different for future tasks. This makes it even more important to think in advance about monitoring quality at task level. We assume that every project employee looks at their own work with sufficient attention to quality. The Quality Evaluation Unit will determine the global quality per work package. The criteria for this are very diverse and must be laid down by or in consultation with the work package leaders involved.



Attachment: Assembly of the Quality and Evaluation Unit

Partner	Representative member in Q&E Unit
AP	Joos Vollebregt/Jan Ardies
CFIE Segovia	Jesús Solera
FUNIBER	Thomas Prola
SCDN	Izabela Juskiewicz
UJK	Anna Szczepanek-Guz
UL	Orla McCormack
UNEAT	Raquel Vallines
UP	Jiri Kropac





Co-funded by
the European Union



Quality Monitoring Report 2

May 2023





Inhoud

Introduction	3
Details of this report	3
Actual status at 30th of april 2023	4
Completed Work packages and tasks	4
Ongoing Works packages and tasks	4
Completed Work packages and tasks	5
WP2.1 European shared experiences around the processes of initial and continuous school teacher practical trainings.....	5
WP2.3 Definition of roles for the actors and involved institutions.....	5
WP2.2 Harmonized European model of practical trainings providing guidance and support to school teachers	5
WP2.4 Design and development of the teachers in transition reflection process	6
WP2.5 Functional analysis of the digital platform for the Teacher Academy	7
Overall review of WP 2.....	7
Ongoing tasks	10
WP1.1 Coordination and meetings	10
WP1.3 Project monitoring and evaluation	11
WP 3.1 Software development of Digital Academy v1.0 (including MyChallenge module) .	12
WP5.1 Dissemination master plan (report 1)	8
WP5.2 Communication and dissemination activities.....	13
WP5.3 Project website and social media	14
Reflection on the quality assurance	15
Attachment: Assembly of the Quality and Evaluation Unit	15



Introduction

The Quality Assurance (hereafter QA) activity pursues quality of project execution, outcomes and impacts and will be based on internal and external monitoring indicators as detailed in the section on defining the quality criteria.

The work packages and their respective tasks will be mainly monitored with the 'Task QA Form', in which the Task teams were asked to describe and situate milestones within their timeline to indicate important achievements that are conditional to the success and (b) the 'Task QA Report' in which the actual status of a task is described.

The execution of this measure is monitored by the Quality and Evaluation Unit (assembly see attachment), and the Project Management Team and summarized in a quarterly Quality Monitoring Report (QMR).

Details of this report

This report will cover the preceding segment of the timeline for all the relevant work packages and tasks, from the 1st of February 2023 until the 30th of April 2023, as summarized in the gantt chart of the project.

The report consists of 2 parts. First, we discuss the individual tasks based on the Task QA reports provided by the responsible parties. Subsequently we look at the tasks that are still ongoing and have a deadline in the future.



Actual status at 30th of april 2023

Completed Work packages and tasks

Deadline of the Workpackage 2: *‘European approach for the transition period from pre-service teacher education to in-service’* was set on the end of march 2023.

This workpackage includes 5 specific tasks:

1. European shared experiences around the processes of initial and continuous schoolteacher practical trainings
2. Harmonized European model of practical trainings providing guidance and support to schoolteachers
3. Definition of roles for the actors (teachers, trainers, mentors ..) and involved institutions (schools, HEIs, continuing professional development, Administrations)
4. Design and development of the teachers in transition reflection process
5. Functional analysis of the digital platform for the Teacher Academy

No specific tasks from another work package had to be completed before the end of April 2023

Ongoing Works packages and tasks

All tasks in the Work package 1

1. Coordination and meetings
2. Financial management and progress reports
 - a. *Next deadline is 2025, this report will not include a current status*
3. Project monitoring and evaluation

Tasks in Work package 3

1. Software development of Digital Academy v1.0

Tasks in Work package 5

1. Dissemination master plan
2. Communication and dissemination activities
3. Project website and social media



Completed Work packages and tasks

WP2.1 European shared experiences around the processes of initial and continuous school teacher practical trainings

Completed before 31/1/2023: see [Quality Report 1](#)

WP2.3 Definition of roles for the actors and involved institutions

Completed before 31/1/2023: see [Quality Report 1](#)

WP2.2 Harmonized European model of practical trainings providing guidance and support to school teachers

Work package + lead	Work Package 2: European approach for the transition period from pre-service teacher education to in-service UNEAT
Task + lead	Harmonized European model of practical trainings providing guidance and support to schoolteachers UNEAT
Members	UNEAT team led by J.A
Context	The document will describe the model for the harmonization at EU level of the practical trainings of schoolteachers during their transition period from university to school. It will include the specification of roles of each actor participating in the transition period of schoolteachers considering education providers and administrations. Format: electronic Language: English Pages: 30 approx.
Specific objective(s)	SO1. To define a European approach for the transition period from pre-service to in-service teaching education.
Deliverable(s)	Harmonized European model of practical trainings providing guidance and support to schoolteachers.
EVALUATION	
Outcome Based on documents in basecamp	<i>The presentation of the model is on the basecamp platform</i> https://3.basecamp.com/5367996/buckets/27854950/uploads/5891292074
Reflection based on Task QA Report	A presentation was given on the UB's conference All targets were met.



WP2.4 Design and development of the teachers in transition reflection process

Work package + lead	2
	UNEAT
Task + lead	2.4 Design and development of the teachers in transition reflection process
	UL
Members	UL; all partners
Context	<ul style="list-style-type: none"> • Reflective practice model will support the process taken on the Digital Platform. • Reflective process model will provide a bridge between the case studies identified in D4.3 with PST and IST
Specific objective(s)	To define a consensual reflective process methodology for schoolteachers and develop accordingly a digital tool.
Deliverable(s)	D2.3: Methodological approach for the reflection process
EVALUATION	
Outcome Based on documents in basecamp	Document is in the WP2 map on basecamp , under 2.3 Reflective Practice report final submission 08 feb 2023
Reflection based on Task QA Report	<p>No Task report found in the QA reports map '1/02/23-30/4/23' basecamp</p> <p>Quality of the document can however be guaranteed as all participants in the project provided feedback on an earlier version and the final version is the improved document of these comments.</p>



WP2.5 Functional analysis of the digital platform for the Teacher Academy

Work package + lead	2
	UNEAT
Task + lead	2.5 functional analysis of the digital platform for the TA
	FUNIBER
Members	
Context	
Specific objective(s)	
Deliverable(s)	
EVALUATION	
Outcome Based on documents in basecamp	No Task QA form was found in the QA Task form map on basecamp No document was found in the WP2 map on basecamp ,
Reflection based on Task QA Report	No Task report found in the QA reports map '1/02/23-30/4/23' on basecamp

Overall review of WP 2

Based on the different documents (deliverables, task-forms and task-reports) combined with the meeting of the quality unit meeting we can conclude the following:

WP2 was finalised according to plan. A single task had a 2 week delay, although this didn't affect the overall workpackage.

Quality was safeguarded with internal feedback and supervision.



WP5.1 Dissemination master plan (report 1)

Work package + lead	WP5 DISSEMINATION SHARING AND TRANSFER
	UNEATLANTICO
Task + lead	WP5.1. Dissemination master plan
	UNEATLANTICO
Members	UNEATLANTICO, AP, UJK, FUNIBER
Context	To guide the partners through the project concerning communication and visibility
Specific objective(s)	Prepare materials or the dissemination of content
Deliverable(s)	Dissemination plan, guidelines on visual identity, templates,
EVALUATION	
Outcome Based on documents in basecamp	<p>Manual on basecamp</p> <p>Dissemination plans are uploaded in the map 'Dissemination2' on basecamp</p>
Reflection based on Task QA Report	<p><i>Final report can be found in the QA reports map '1/02/23-30/4/23' on basecamp</i></p> <p>Some subtasks (eg: Check if the logos and disclaimer are used following the established guidelines & Check if the templates prepared are used in the deliverables) will be ongoing tasks. Nevertheless we can see this task as completed because these aspects will be continuously checked in Task 5.2 and 5.3.</p>



Co-funded by
the European Union





Ongoing tasks

WP1.1 Coordination and meetings

Work package + lead	WP1 PROJECT MANAGEMENT AND QUALITY ASSURANCE
	UNEATLANTICO
Task + lead	WP1.1. Coordination and meetings
	UNEATLANTICO
Members	All
Context	Coordination of activities that will guarantee the accomplishment of project plan and linkages between WPs.
Specific objective(s)	<ul style="list-style-type: none"> – Coordination of project management – Organization of meetings for project progress review. – Design of Contingency plans. – Management of Document archive and knowledge
Deliverable(s)	D1.1 Project Management handbook and management templates (june 2022) D1.3 Project's Audit reporting D1.4 Project management platform
EVALUATION	
Outcome Based on documents in basecamp	<p><i>D1.1: ready, on basecamp</i></p> <p><i>D1.3: february 2023 a meeting with selected institution was planned.</i></p> <p><i>It is difficult to stay on schedule. List of possible external partners was ready march 2023 instaed of november 2022. In this stage of the project it dit not effect the project.</i></p> <p><i>Project Auditions planned: june 2023, 2024 and 2025</i></p> <p><i>D1.4: Basecamp itself</i></p> <p><i>Going according to plan.</i></p>
Reflection based on Task QA Report	<p><i>Task report can be found on basecamp</i></p> <p>Summary: Some minor delays on specific task, but it hasn't affected the quality of the project.</p>



WP1.3 Project monitoring and evaluation

Work package + lead	WP1 PROJECT MANAGEMENT AND QUALITY ASSURANCE
	UNEATLANTICO
Task + lead	WP1.3. Quality Assurance
	AP
Members	Joos.Vollebregt@ap.be
	Jan.Ardies@ap.be
Context	Coordination of quality Assurance of the project plan.
Specific objective(s)	<ul style="list-style-type: none"> – Flow of the different tasks – Internal quality – External quality – 3-monthly meeting with Quality Evaluation Unit
Deliverable(s)	Quality Assurance plan Quarterly report on the actual status of the delivered materials in the project
EVALUATION	
Outcome Based on documents in basecamp	QA plan, on basecamp
	QA Report 1 'February 2023', was reviewed and discussed QA Report 2 'May 2023', (you're reading it 😊)
Reflection based on Task QA Report	<p>The second period fewer task reports were made. Therefore it was difficult to finalize a complete report in time</p> <p>All partners experienced the a-typical approach of quality assurance with the task-forms and task-reports as useful to gain quality. It was expressed that this must not be seen as extra administration but as a way to help ourselves to keep track of the process and reflect on our work.</p>



WP 3.1 Software development of Digital Academy v1.0 (including MyChallenge module)

Work package + lead	In-Service, Beginning and Newly qualified teachers experience
	SCDN
Task + lead	3.1 Software development of Digital Academy v1.0
	Funiber
Members	
Context	
Specific objective(s)	
Deliverable(s)	
EVALUATION	
Outcome Based on documents in basecamp	No Task QA form was found in the QA Task form map on basecamp No document was found in the WP3 map on basecamp ,
Reflection based on Task QA Report	No Task report found in the QA reports map '1/02/23-30/4/23' on basecamp



WP5.2 Communication and dissemination activities

Work package + lead	WP5 DISSEMINATION SHARING AND TRANSFER
	UNEATLANTICO
	5.2 T5.2 Communication and dissemination activities
	UJK
Task + lead	
Members	UNEATLANTICO, AP, UJK, FUNIBER
Context	To spread knowledge of a project's research and results to its stakeholders and target audiences
Specific objective(s)	Prepare materials or the dissemination of content
Deliverable(s)	Newsletter template, regular newsletter feed and mailing, public events, scientific papers, press releases, ad-hoc events
EVALUATION	
Outcome Based on documents in basecamp	Newsletters are on basecamp Newsletter 1 Newsletter 2
Reflection based on Task QA Report	4 milestones were reached A) Collect the information for newsletter 2 B) Prepare newsletter 2 C) Mail the newsletter 2 D) Prepare the media materials for ATEE webinar



WP5.3 Project website and social media

Work package + lead	WP5 DISSEMINATION SHARING AND TRANSFER		
	UNEATLANTICO		
	WP5.3. Project website and social media		
	FUNIBER		
Members	Clara Arnaiz (clara.arnaiz@uneatlantico.es), Josep Alemany (josep.alemany@uneatlantico.es), Ruth Congregado (ruth.congregado@funiber.org), Thomas Prola (thomas.prola@funiber.org)		
Context	To prepare the official website of the project and the social media profiles		
Specific objective(s)	Create a common space to disseminate		
Deliverable(s)	Website, social media		
EVALUATION			
Outcome Based on documents in basecamp	Different information can be found in the map ' WP5 Dissemination, sharing and transfer ' on basecamp		
Reflection based on Task QA Report	Milestone	going according to plan Y/N	If no: what is needed? F.e. you need more time, a form of assistance, managing, input (from other Tasks and deliverables), partner etc.
	Compile specific information for the website and send it to the web design team (partnership section, gallery...)	Y	Finished task
	Check the Project Brand	Y	Finished task
	Send the demo to the partners in order to improve the development	Y	Finished task
	Deploy to Production	Y	Finished task
	Update every three months the website	Y	Ongoing activity
	Brainstorming of hashtags to the social media pages	Y	Finished task
	Create the profiles, send the link to the partners and put these links in the website	Y	Finished task
	Multimedia production of dissemination materials.	N	Need of more participation from the partners in order to create different content
	Update every two months the social media.	Y	Ongoing activity



Reflection on the quality assurance

By combining the information from the task forms and the task reports, the current status of a task can be mapped out, as well as the extent to which the various goals have been achieved.

The correct naming of the different documents is set, and the task forms are mostly all completed. The lacking task forms and reports need to be uploaded. A new deadline will be set on the next quality unit meeting.

Compared to the first quality report fewer deadlines were reached and more final document are not uploaded on basecamp. We assume that every project employee looks at their own work with sufficient attention to quality.

Concerning the more 'generic' tasks, (e.g. dissemination) it would be advisable to have a very brief summary of the status to incorporate in the QA report.

In the Quality Unit meeting in Limerick was agreed to do a closer follow-up of the reports. Every project was going to upload their missing reports by the end of June. This deadline has passed without significant changes.

We learn from this that a more rigorous control on the different tasks is needed. For the next report (august 2023) we will send out additional reminders to the deadline.

Attachment: Assembly of the Quality and Evaluation Unit

Partner	Representative member in Q&E Unit
AP	Joos Vollebregt/Jan Ardies
CFIE Segovia	Jesús Solera
FUNIBER	Thomas Prola
SCDN	Izabela Juskiewicz
UJK	Anna Szczepanek-Guz
UL	Orla McCormack
UNEAT	Raquel Vallines
UP	Jiri Kropac





Co-funded by
the European Union



Quality Monitoring Report 3

September 2023





Inhoud

Introduction	4
Details of this report	4
Overview of status at 6th of September 2023	5
Completed Tasks	6
WP2	6
TWP2.1 European shared experiences around the processes of initial and continuous school teacher practical trainings	6
WP2.3 Definition of roles for the actors and involved institutions.....	6
WP2.2 Harmonized European model of practical trainings providing guidance and support to school teachers	6
WP2.4 Design and development of the teachers in transition reflection process	6
WP2.5 Functional analysis of the digital platform for the Teacher Academy.....	6
Overall review of WP 2.....	6
WP3	6
WP3.1 Software development of Digital Academy V1.0 (including MyChallenge module) .	6
WP3.2 Software development for the Learning Community.....	6
WP3.3 Building of the Learning Community	6
WP3.4 Preparation of training materials for trainers and coordinators.....	7
WP3.5 Preparation of pilot experience and quality assessment	7
Overall review of WP3.....	8
WP5	8
WP5.1 Dissemination master plan (report 1)	8
Ongoing tasks.....	9
WP1	9
WP1.1 Coordination and meetings	9
WP1.2 Financial management and progress reports.....	9
WP1.3 Project monitoring and evaluation.....	10
WP3	11



WP3.1 – 3.5	11
WP3.6 Pilot development	11
WP3.7 Pilot evaluation and improvement of the Teacher Academy approach	11
WP4	11
WP4.2 Software development of OurCases module	11
WP4.3 Software development of the reflection process management tool	11
WP5	12
WP5.2 Communication and dissemination activities.....	12
WP5.3 Project website and social media	12
Overall conclusion and recommendations for QA	13
Attachment: Assembly of the Quality and Evaluation Unit	14



Introduction

The Quality Assurance (hereafter QA) activity pursues quality of project execution, outcomes and impacts and will be based on internal and external monitoring indicators as detailed in the section on defining the quality criteria.

As decided at the advent of the QA package, the Work Packages and their respective Tasks will be primarily monitored with (a) the 'Task QA Form', in which the Task teams were asked to describe and situate milestones within their timeline to indicate important achievements that are conditional to the success, and (b) the 'Task QA Report' in which the actual status of the tasks at a given time in the project timeline is described, providing a means to measure and evaluate any progress, in a way that allows both management and the QA team as well as the Task collaborators to share this understanding.

The execution of this measure is monitored by the Quality and Evaluation Unit (assembly see attachment), and the Project Management Team and summarized in a quarterly Quality Monitoring Report (hereafter QMR).

Details of this report

This report will cover the preceding segment of the timeline for all the relevant Work Packages and Tasks, from the 30th of April 2023 up to and including the 6th of September, as summarized in the Gantt-chart of the project.

The report consists of a brief overview of the current status, followed by a more detailed analysis consisting of 2 parts. First, we discuss the progress of Tasks that were set to end before this QMR under the header 'Completed Tasks', utilizing the Task QA Reports (where necessary next to the Task QA Forms) and products uploaded on Basecamp. Subsequently we look at the tasks that are still ongoing and have a deadline in the future. An overall conclusion with recommendations then ends the QMR.



Overview of status at 6th of September 2023

Work Package 1

- **Completed Tasks:** none
- **Ongoing Tasks:** 1.1, 1.2 and 1.3

Work Package 2

- **Completed Tasks:** all tasks was concluded and reported on in [Quality Monitoring Report 2](#)
- **Ongoing Tasks:** none

Work Package 3

- **Completed Tasks:** 3.1 and 3.2. Tasks 3.3, 3.4, 3.5, 3.6, 3.7 were altered during the Limerick meeting, in order to answer new insights into the project and its main intended product. The summary of this resulted in the following scheme:

Deadlines	TASK	Responsables	DESCRIPTION
1) 30/07/23. 2) 30/09/23. 3) 30/11/23	3.3	SCDU / CFP	PHASE 1: Do we know the challenges? (Sept - Nov 23)
	3.4	FUNIBER UNICAT VJK Leader	1) Define T-G 2) Share the questionnaire 3) Analyse
		UL / UP / AP VE Leader	4) List Review
1) 30/10/23	3.5	VJK (Leader)	PHASE 2 (Dec 23 - March 24)
1) 11/12/23 2) 14/02/24 3) 31/03/24	3.6	SCDU / CFP UNICAT VJK - SCNU - CFP	1) To define a guide for focus group 2) To conduct the focus group 3) To analyse the responses + distribution
			4) Ask about needs 5) Show the versions of the platform - We need Feedback 6) Plan pattern of topics.
1) 31/03/24. 2) 31/03/24. 3) 31/05/24.	3.3	UP	PHASE 3 Feb 24 - May 24
	3.6	FUNIBER	1) To Build the cases study.
	3.7	CFP	2) Upload the " " " "
			3) PILOT REPORT

These alterations have not (yet) been adapted into altered or new Task QA Forms.

- **Ongoing Tasks:** all renewed Tasks in the scheme above

Work Package 4

- **Completed Tasks:** none
- **Ongoing Tasks:** 4.2 and 4.3

Work Package 5

- **Completed Tasks:** 5.1 was concluded and reported on in [Quality Monitoring Report 2](#)
- **Ongoing Tasks:** 5.2 and 5.3



Completed Tasks

WP2

TWP2.1 European shared experiences around the processes of initial and continuous school teacher practical trainings

- Completed before 31/1/2023: see [Quality Monitoring Report 1](#)

WP2.3 Definition of roles for the actors and involved institutions

- Completed before 31/1/2023: see [Quality Monitoring Report 1](#)

WP2.2 Harmonized European model of practical trainings providing guidance and support to school teachers

- Completed: status described in [Quality Monitoring Report 2](#)

WP2.4 Design and development of the teachers in transition reflection process

- Completed: status described in [Quality Monitoring Report 2](#)

WP2.5 Functional analysis of the digital platform for the Teacher Academy

- **Missing:** Task QA Form and Task QA Report are missing: status described in [Quality Monitoring Report 2](#)

Overall review of WP 2

Based on the different documents (deliverables, task-forms and task-reports) combined with the meeting of the quality unit meeting we can conclude the following:

- WP2 was finalised according to plan. A single task had a 2 week delay, but this did not affect the overall work package.
- Quality was safeguarded through internal feedback and supervision.

WP3

As mentioned before, this WP has been significantly altered during the Limerick meeting. Read more about this in the previous segment.

WP3.1 Software development of Digital Academy V1.0 (including MyChallenge module)

- **Missing:** Task QA Report and QA Form are missing

WP3.2 Software development for the Learning Community

- **Missing:** Task QA Report and QA Form are missing
- **Remark:** at the time of writing a WP3.2 QA Form has been uploaded but there may have been an error, and so this document has not been analysed here yet.

WP3.3 Building of the Learning Community

- **Missing:** Task QA Report is missing





- **Remark:** this Task is listed among the tasks redefined during the Limerick meeting and it may therefore be advisable to describe a new set of milestones, for example in a Task QA Form, so that the work can be monitored with the help of the device of the QA Report.

WP3.4 Preparation of training materials for trainers and coordinators

- **Missing:** Task QA Report and QA Form are missing
- **Remark:** this Task is listed among the tasks redefined during the Limerick meeting and it may therefore be advisable to describe a new set of milestones, for example in a Task QA Form, so that the work can be monitored with the help of the device of the QA Report.
- **Remark:** at the time of writing a WP3.2 QA Form has been uploaded that shows overlap with WP3.4 but there may have been an error, and so this document has not been analysed here yet.

WP3.5 Preparation of pilot experience and quality assessment

- **Altered, postponed**
- **Remark:** this Task is listed among the tasks redefined during the Limerick meeting and it may therefore be advisable to describe a new set of milestones, for example in a Task QA Form, so that the work can be monitored with the help of the device of the QA Report.
- Preliminary summary and evaluation of Task QA Report with notes as to the aforementioned changes:

Work package + lead	WP3: IN-SERVICE, BEGINNING AND NEWLY QUALIFIED TEACHERS EXPERIENCE
	AP - Belgium
Task + lead	WP 3.5: Preparation of pilot experience and quality assessment
	AP - Belgium
Members	Jan.ardies@ap.be ; joos.vollebregt@ap.be ; hans.hoet@ap.be ; annelies.aerts@ap.be
Context	<p>This task is dedicated to the preparation of pilots for in-service teachers in all partner countries. Considering that the participating individuals were previously identified, the tasks will be focused on:</p> <ul style="list-style-type: none"> - Training of participants considering that the new approach will introduce changes in the current model while the digital tool is expected to be ease of use. - Preparation of administration issues, logistics and identification of coordinators in each country. - Definition of common framework for quality assessment, metrics and questionnaires. <p>We will organize a 2-days staff-training workshop in Ireland. This activity aims at transferring pedagogical, technical and administrative competences related to the new approach and digital tool to all partners involved in pilots The workshop will introduce the developed training materials, methodology, new processes and resources in order to</p>



	facilitate its comprehension. the project development depends on WP2
Specific objective(s)	<ul style="list-style-type: none"> ▪ SO2. To develop and validate a European digital platform for schoolteachers in transition. ▪ SO3. To develop an international and intercultural Learning Community for the support and improvement of teaching practices. ▪ SO5. To provide professional development to schools' mentors, HEI and continuous training institutions professionals in the implementation of the training model for initial and continuous teacher training.
Deliverable(s)	I5.3 Satisfaction questionnaires of training sessions for trainers deliver better than 70%
EVALUATION	
Outcome based on documents in Basecamp	<p>The objective has been changed from an online survey to a focus group interview with different stakeholders during the development of the platform.</p> <p>Therefore the outcome is postponed to fit with progress in WP3.6 (pilot 1.0 development). The analysis of the focus group is to follow after WP3.6 and AP will assist with the international comparison analysis.</p>
Reflection based on Task QA Report	<p>The AP-team considers its deliverables met and the prepared materials useful for the new purposes.</p> <p>Due to the shift in the WP, the preparation and outline in the Task QA Form for this task, and ones that are also aligned with this, no longer serve their purpose.</p> <p>Advice: a detailed description of the new proposed action to serve as reference for all partners in their work around this, with adapted Tasks (and Forms) for the involved partners.</p>

Overall review of WP3

Based on the available materials (deliverables, Task QA forms and Task QA Reports) little can be said in general about the current quality of the Tasks in this package.

WP5

WP5.1 Dissemination master plan (report 1)

- Completed: status described in [Quality Monitoring Report 2](#)
- **Remark:** Some subtasks (eg: 'Check if the logos and disclaimer are used following the established guidelines' & 'Check if the templates prepared are used in the deliverables') will be ongoing tasks. Nevertheless QMR2 considered this task as completed because these aspects will be checked ongoingly in Task 5.2 and 5.3.



Ongoing tasks

WP1

WP1.1 Coordination and meetings

- **Missing:** Task QA Report is missing
- **Remark:** if a report on Project's Audit of June 2023 (milestone of D1.3) was intended, we would advise communication on its status.

<ul style="list-style-type: none"> • D1.3 Project's Audit reporting 	List of possible external partners for project's audit	November 2022
	Meeting with the selected institution	February 2023
	Project's Auditions	June 2023
		June 2024 June 2025

WP1.2 Financial management and progress reports

- **Missing:** Task QA Report is missing
- **Remark:** Task QA Report for the QMR2 in May was shared with a delay on June 1. In absence of a third, we will briefly discuss the second one in this QMR.

Work package	<i>WP1 Project Management and quality assurance</i>
+ lead	<i>Fundación Universitaria Iberoamericana</i>
Task	<i>W1.2 Financial management and progress reports</i>
+ lead	<i>Funiber</i>
Members	<i>Josep Alemany (josep.alemany@uneatlantico.es)</i> <i>Orla McCormack(orla.mccormack@ul.ie)</i> <i>Dominiek Timmermans(dominiek.timmermans@ap.be)</i> <i>Beata Banach (bbanach@ujk.edu.pl)</i> <i>Jiří Kropáč (j.kropac@upol.cz)</i> <i>Izabela Krzak-Borkowska (izabela.krzak@scdn.pl)</i> <i>Jesús Solera (jmsolera@educa.jcyl.es)</i> <i>Thomas Prola (thomas.prola@funiber.org)</i> <i>Milena Davalos (proyectos.administracion@funiber.org)</i>
Context	Financial management and progress reports will guarantee the financial sustainability of the project. Financial report will be updated/completed every 6 months. These activities deal with all effort related to the management and administration of the project, namely with aspects like organization, execution, finances, and documents.
Specific objective(s)	<ul style="list-style-type: none"> - Coordination of project FINANCIAL management - To guarantee the financial sustainability of the project - To control the budget <p>To control the time management of tsks and justification of the work.</p>



Deliverable(s)	D1.2 Reporting and financial records
EVALUATION	
Outcome <i>Based on documents in Basecamp</i>	<p>This second (May) Task QA Report stated a change from original conception to individual financial statements to improve financial management.</p> <p>The Financial Claims for both periods are on Basecamp:</p> <ul style="list-style-type: none"> • Claim1 From 01.06.22 To 30.11.22 (basecamp.com) • Claim2 From 01.12.22 to 31.05.23 (basecamp.com)
Reflection <i>based on Task QA Report</i>	Third Task QA Report is missing. The second Task QA Report stated a missed deadline due to a partner not having returned a signed justification yet. We would advise adding a confirmation of whether this has happened in the new Task QA Report.

WP1.3 Project monitoring and evaluation

- **Missing:** Task QA Report is missing
- **Remark:** Joos Vollebregt returns to the project and this is the reason for any delays in QA work. Few changes need to be made to the Task and its milestones from the first Task QA Report, however, as this is a cyclical process.

Work package + lead	WP1 PROJECT MANAGEMENT AND QUALITY ASSURANCE
	UNEATLANTICO
Task + lead	WP1.3. Quality Assurance
	AP
Members	Joos.Vollebregt@ap.be Jan.Ardies@ap.be
Context	Coordination of quality Assurance of the project plan.
Specific objective(s)	<ul style="list-style-type: none"> – Flow of the different tasks – Internal quality – External quality – 3-monthly meeting with Quality Evaluation Unit
Deliverable(s)	Quality Assurance plan Quarterly report on the actual status of the delivered materials in the project
EVALUATION	
Outcome <i>Based on documents in basecamp</i>	<p>QA plan, on Basecamp</p> <p>QA Report 1 'February 2023', was reviewed and discussed</p> <p>QA Report 2 'May 2023', was reviewed and discussed</p>



	QA Report 3 'September 2023': you are reading it 😊
Reflection <i>based on Task QA Report</i>	The third period fewer Task QA Reports were collected than in the previous period. See our recommendations on this in the final segment of this QMR.

WP3

WP3.1 – 3.5

For the Tasks that were scheduled to be finished before this QA date, see the sections in 'Completed Tasks'. As stated in more detail there, many of the Tasks in WP3 have undergone alterations and therefore continue beyond this point in the timeline. As there are no new Task QA Reports for these, we cannot go into these further.

WP3.6 Pilot development

- **Missing:** Task QA Report and QA Form are missing
- **Remark:** this Task is listed among the tasks redefined during the Limerick meeting and it may therefore be advisable to describe a new set of milestones, for example in a Task QA Form, so that the work can be monitored with the help of the device of the QA Report.

WP3.7 Pilot evaluation and improvement of the Teacher Academy approach

- **Missing:** Task QA Report and QA Form are missing
- **Remark:** this Task is listed among the tasks redefined during the Limerick meeting and it may therefore be advisable to describe a new set of milestones, for example in a Task QA Form, so that the work can be monitored with the help of the device of the QA Report.

WP4

WP4.2 Software development of OurCases module

- **Missing:** Task QA Report and QA Form are missing
- **Remark:** this Task is in the WP concerned with pre-service teacher experience, which is scheduled to build from WP3 (in-service, beginning and newly qualified). Therefore it is dependent on the progress in the former. Considering the changes made in the Tasks of WP3 and the concomitant postponement of their deadlines, it is advisable to connect the work in the WPs carefully. Here, sections of the Task QA Form can be extra helpful.

WP4.3 Software development of the reflection process management tool

- **Missing:** Task QA Report and QA Form are missing
- **Remark:** this Task is in the WP concerned with pre-service teacher experience, which is scheduled to build from WP3 (in-service, beginning and newly qualified). Therefore it is dependent on the progress in the former. Considering the changes made in the Tasks of WP3 and the concomitant postponement of their deadlines, it is advisable to connect the work in the WPs carefully. Here, sections of the Task QA Form can be extra helpful.



WP5

WP5.2 Communication and dissemination activities

- No new Task QA Report was shared but this should not cause a problem as this activity is cyclical: a new version of the approved newsletter is created and posted according to the deadlines. We have added the latest installment to the following QA assessment of this Task in QMR2:

Work package + lead	WP5 DISSEMINATION SHARING AND TRANSFER
	UNEATLANTICO
Task + lead	5.2 T5.2 Communication and dissemination activities
	UJK
Members	UNEATLANTICO, AP, UJK, FUNIBER
Context	To spread knowledge of a project's research and results to its stakeholders and target audiences
Specific objective(s)	Prepare materials or the dissemination of content
Deliverable(s)	Newsletter template, regular newsletter feed and mailing, public events, scientific papers, press releases, ad-hoc events
EVALUATION	
Outcome Based on documents in basecamp	Newsletters are on Basecamp: Newsletter 1 Newsletter 2 Newsletter 3
Reflection based on Task QA Report	No new milestones were shared, but we can consider these unchanged from the last iteration.

WP5.3 Project website and social media

- A new Task QA Report was shared that repeats the previous one except for one alteration due to the changed situation after the last meeting.

Work package + lead	WP5 DISSEMINATION SHARING AND TRANSFER
	UNEATLANTICO
Task + lead	WP5.3. Project website and social media
	FUNIBER
Members	Clara Arnaiz (clara.arnaiz@uneatlantico.es), Josep Alemany (josep.alemany@uneatlantico.es), Ruth Congregado (ruth.congregado@funiber.org), Thomas Prola (thomas.prola@funiber.org)
Context	To prepare the official website of the project and the social media profiles



Specific objective(s)	Create a common space to disseminate		
Deliverable(s)	Website, social media		
EVALUATION			
Outcome Based on documents in basecamp	Output can be found in the folder ' WP5 Dissemination, sharing and transfer ' on Basecamp		
Reflection based on Task QA Report	One milestone was altered from the previous Task QA Report, signalling that FUNIBER requires more information about other activities from the partners. We would advise putting this forward at the next DTA meeting.		
	Multimedia production of dissemination materials.	Y	Edition of Limerick material We would need information of other activities carried by the partners

Overall conclusion and recommendations for QA

As described in more detail in the Quality Assurance Plan and in our QA presentation, our goal is to combine the information from the Task Forms and the Task Reports in order to be able to map out the current status of the various interlocking Tasks (the deliverables contained in it & the milestones the team has defined for themselves) to describe the extent to which goals have been achieved and to make recommendations for the future.

This time, few Task QA Reports (2) were uploaded 5 workdays after the deadline. Possible reasons for this are the fact that the deadline was shared not long before. We are aware of going against our promise for 'additional reminders' written in QMR2 and therefore could have come somewhat unexpected. The QA team makes a note of this and promises to do more in this regard in the future.

On the other hand, it is important that we note that there appear to be ongoing issues with reporting. The months wherein the QMRs are due have been marked on the project calendar from the beginning and were agreed on in the opening meeting. However, already in QMR2 we noted that, compared to the first reporting period, fewer deadlines had been reached and fewer products finished and uploaded/shared within schedule. Because of this, the partners agreed during the Limerick meeting to use the QA method better because all partners agreed that it would considerably help the monitoring and assessment of the project's progress as well as their own internal monitoring and product assessment within their working groups. QMR2 states that no significant changes had been made in the meantime, however. Therefore it is our recommendation to the Management Team with the QA (representatives) to look into ways to help this situation go forward.

Another smaller remark from QMR2 that bears repeating here: concerning the more 'generic' tasks, (e.g. dissemination) it would be advisable to have a very brief summary of the status to incorporate in the QA report.

With the current Task QA Form and Task QA Report situation being as described, we were not able to perform evaluation to the degree that we were aiming for and have been able to provide limited advice to individual teams.



Attachment: Assembly of the Quality and Evaluation Unit

Partner	Representative member in Q&E Unit
AP	Joos Vollebregt/Jan Ardies
CFIE Segovia	Jesús Solera
FUNIBER	Thomas Prola
SCDN	Izabela Juskiewicz
UJK	Anna Szczepanek-Guz
UL	Orla McCormack
UNEAT	Raquel Vallines
UP	Jiri Kropac



Co-funded by
the European Union



Quality Monitoring Report 4

December 2023





Contents

Introduction	4
Details and structure of report	4
QA work update at 11th of December 2023.....	5
Overview of WP and Task status at 11th of December 2023	8
Completed Tasks	9
WP2	9
WP2.1 European shared experiences around the processes of initial and continuous school teacher practical trainings	9
WP2.3 Definition of roles for the actors and involved institutions	9
WP2.2 Harmonized European model of practical trainings providing guidance and support to school teachers	9
WP2.4 Design and development of the teachers in transition reflection process.....	9
WP2.5 Functional analysis of the digital platform for the Teacher Academy	9
Overall review of WP 2	9
WP3	9
Input for Q&E Unit during meeting 12/12/2023	9
WP3.3.4 Development of questionnaire	9
WP3.3.6 Literature Review / Report	11
WP3.3.7 Needs analysis questionnaire / Needs questionnaire report	13
WP3.4 Guide for trainers and coordinators / Users guide	13
WP4	14
Input for Q&E Unit meeting 12/12/2023	14
WP4.2. Software development of OurCases module	14
WP5	15
WP5.1 Dissemination master plan (report 1)	15
Ongoing tasks	15
WP1	15
WP1.1 Coordination and meetings	15
WP1.2 Financial management and progress reports	15
WP1.3 Project monitoring and evaluation	15
WP3	16



Input for Q&E Unit from meeting 12/12/2023	16
WP3.1 Software development of Digital Academy V1.0 (including MyChallenge module)	16
WP3.2 Software development for the Learning Community	17
WP3.4 Guide for trainers and coordinators / Users guide	17
WP3.5 Preparation of pilot experience and quality assessment.....	17
WP3.6.3.2 Focus group	17
WP3.6.4 Needs analysis report	18
WP3.6.5 Cases / Case study definition for the platform	18
WP3.6.6 User experience report / Platform pilot user experience	18
WP4	18
Input for Q&E Unit from meeting 12/12/2023	18
WP4.1 Software development of Digital Academy v2.0 (including for MyTutoring module)	18
WP4.3 Software development of the reflection process management tool	18
WP4.3 Software development of the reflection process management tool	19
WP4.4 Preparation of training materials for trainers and case studies / Preparation of training materials (information for mentors)	19
WP4.5 Preparation of pilots and quality assessment / Preparation of pilots	19
WP4.6 Pilots development / Running the pilot	19
WP4.7 Pilot evaluation and improvement of the Teacher Academy approach / Evaluation of pilot experience and quality assessment	21
WP5	22
WP5.2 Communication and dissemination activities	22
WP5.3 Project website and social media	22
WP5.4 Transfer toolkit	23
WP5.5 Sustainability and exploitation of Project results	23
Overall conclusion and recommendations for QA.....	23
Attachments.....	24
Updated assembly of the Quality and Evaluation Unit.....	24
E-mail sent to the (new) Q&E Unit representatives on 06/12/2023	24



Introduction

The Quality Assurance (hereafter QA) activity pursues quality of project execution, outcomes and impacts and will be based on internal and external monitoring indicators as detailed in the section on defining the quality criteria.

As decided at the advent of the QA process, the Work Packages and their respective Tasks will be primarily monitored with (a) the 'Task QA Form' ([1. Task QA FORMS \(basecamp.com\)](#)), in which the Task teams were asked to describe and situate milestones within their timeline to indicate important achievements that are conditional to the success, and (b) the 'Task QA Report' ([2. Task QA REPORTS \(basecamp.com\)](#)) in which the actual status of the tasks at a given time in the project timeline is described, providing a means to measure and evaluate any progress, in a way that allows both management and the QA team as well as the Task collaborators to share this understanding.

The execution of this measure is monitored by the Quality and Evaluation Unit (assembly see attachment), and the Project Management Team and summarized in a quarterly Quality Monitoring Report (hereafter QMR, [QMR \(AP\) \(basecamp.com\)](#)).

Details and structure of report

Revisions highlighted in yellow.

This report will cover the preceding segment of the timeline for all the relevant Work Packages and Tasks, from 2023/09/01 to 2023/11/30, as summarized in the Gantt-chart of the project.

The report consists of a brief overview of the current status of both the QA work and the Work Packages as seen through the lens of the QA process. This is then followed by a more detailed analysis consisting of two parts. First, we discuss the progress of Tasks that were set to end before this QMR under the header 'Completed Tasks', utilizing the Task QA Reports (where necessary next to the Task QA Forms) and products uploaded on Basecamp. Subsequently we look at the tasks that are still ongoing and have a deadline in the future. An overall conclusion with recommendations then ends the QMR.



QA work update at 11th of December 2023

During the DTA project meeting in Antwerp in November 2023 a section of the work was dedicated to QA work, to iron out some persisting difficulties with the uptake of the Task QA Form and Task QA Report work documented in [QMR3](#). To address these, the QA Team (AP) set forth the following two main aims

Aims of QA team:

- Check & update Q&E Unit
- increase use and impact of Task QA Forms + Task QA Reports to further aid the DIGITAL TA project

Awaiting confirmation by Izabela Krzak-Borkowska and Jiri Kropac, this is the updated Q&E Unit, whose first next meeting has been set for the 12/12/2023. All representatives are informed that they are expected to report on the Tasks and/or Work Packages they are leading during the Q&E Unit meeting, and that their contributions will be added to QMR4.

The Q&E Unit meeting was cancelled due to the main meeting going in overtime. It was replaced by a revision period for the draft of the QMR, where the respective partners could comment and propose revisions to QMR. This period ended on 19/12/2023 after which the QA team made the necessary changes and addressed issues in the feedback with the respective partners, and a final QMR was uploaded on 19/12/2023. The revisions made to QMR4 by the QA team are highlighted in yellow, like this paragraph.

Partner	Representative member in Q&E Unit
AP	Joos Vollebregt
CFP	Maria Fuentes & Jesús Solera
FUNIBER	Thomas Prola
SCDN	Izabela Krzak-Borkowska (?)
UJK	Anna Szczepanek-Guz
UL	Orla McCormack
UNEAT	Josep Alemany
UP	Jiri Kropac (?)

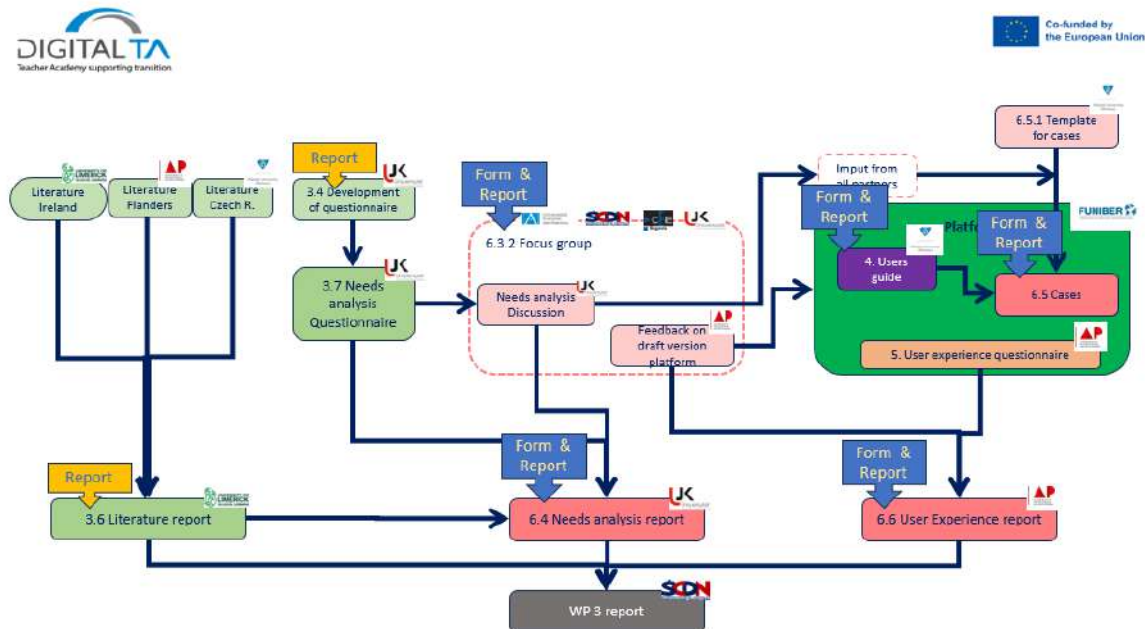
To aid aim 2, about 1 hour of worktime was set aside in the meeting agenda. To further aid this process, the QA Team (AP) introduced visual support in the form of diagrams to illustrate the



Palacký University
Olomouc



changes made to WP3 during the Limerick meeting (see whiteboard list from this meeting in QMR3) and represent WP4 in the same way, made fresh from what was being discussed in the meeting itself. Below you can see the illustrated workflow for WP3.



To further aid clarity and expedience, the QA team added the leaders to the most relevant tasks, and proposed to limit the QA work to certain Tasks, and indicated for which Tasks a QA Form was needed, and for which a QA Form as well as a Report.

Below a list of the WP3 Tasks that the QA team proposed to the members during the meeting, on which the members set to work during same meeting:

To start / Ongoing: **Task QA Form + Task QA Report**

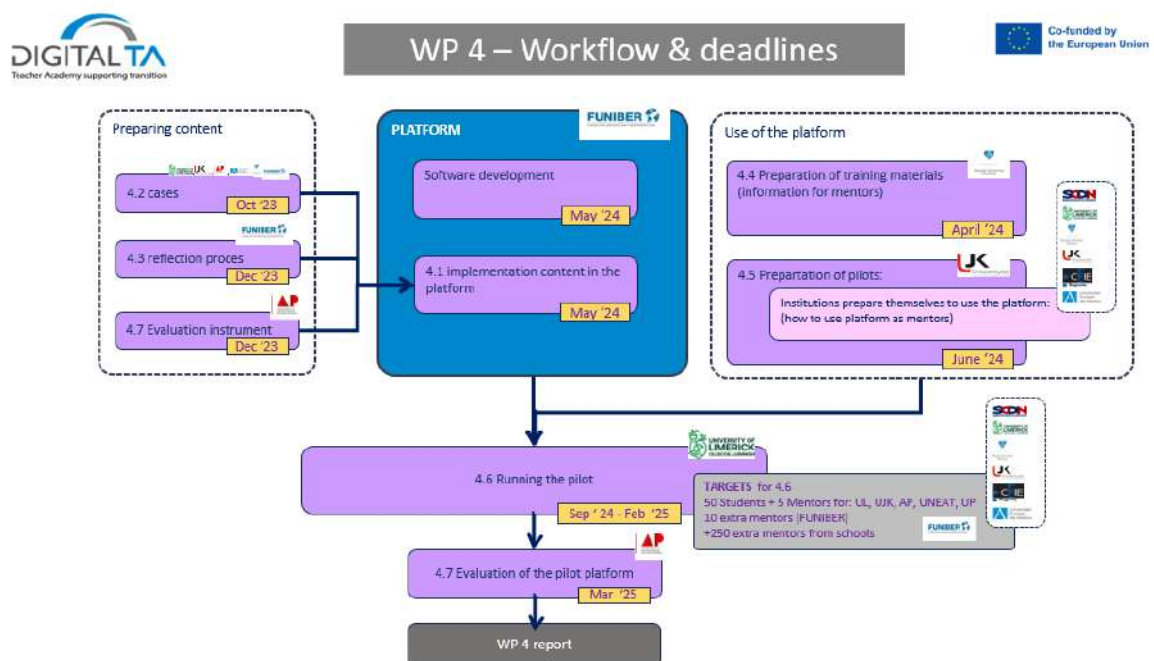
- WP3.1 + WP3.2: software development and building of the Learning Community
- WP3.4: guide for trainers and coordinators
- WP3.6.3.2: focus group
- WP3.6.4: needs analysis report
- WP3.6.5: case study definition for the platform
- WP3.6.6: platform pilot user experience

Finished: **Task QA Report (remark: if no Task QA Form exists, making one first can help)**

- WP3.3.4: development of questionnaire
- WP3.3.6: literature review / report

The same happened the next day for WP4. The members selected the most relevant Tasks themselves.

An important reason to have included worktime for this within the meeting as well, was the fact that one very probable reason as to why WP3 met with internal delays is due to the fact that the Task QA Forms for this package were often missing, erroneous or lacking in detail and clarity, indicating that Task leaders were confused on the timing of their Task as well as on the interrelatedness of it with the other Tasks in the same and other Work packages from which they needed input or to which they were to provide output, to secure the structured progression of the development of the project according to the original timeline. More about possible reasons for these difficulties, see QMR3 ([Quality Monitoring Report 3](#)). Below the visualised workflow for WP4 from the QA team, with the deadlines decided during the Antwerp meeting in November.



The guidelines that were communicated for this and all subsequent Task QA work were the following (as per the meeting minutes: <https://3.basecamp.com/5367996/projects/27854950>):

1. It is important that ongoing tasks also complete QA forms if these hadn't been made from the beginning, so that we can see if there are issues, where and how there are issues and what stage the task is at.



2. Please use proper coding, as per presentation, when naming your QA forms and reports
3. You don't need to colour code Gantt chart (instruction under 'Task Process' at outset of the Task QA Reports template).

The deadline set for the Task QA Forms and Task QA Reports was 30/11/2023.

If for any reason anyone still has difficulties working on the Task QA Forms or Reports, the QA team would like to offer the following guidelines in support:

- If you are confused about why we use the QA Form and the QA Report, read the QA plan or organise a meeting with your Q&E Unit representative (see the updated version of the Unit on Basecamp) or with me (joos.vollebregt@ap.be or Ping me on Basecamp)
- If you are still confused about how to fill in the Form, read the aid you can find next to the blank version on Basecamp. Also translating it into your own language (through Microsoft Translator, Google Translate, or Deepl) and back again can maybe help. If you are confused about how to fill in the Report, try translating it into your own language (through Microsoft Translator, Google Translate, or Deepl) and back again

Overview of WP and Task status at 11th of December 2023

Work Package 1

- **Completed Tasks:** none
- **Ongoing Tasks:** 1.1, 1.2 and 1.3

Work Package 2

- **Completed Tasks:** all Tasks concluded and reported on (except Task 2.5, see [Quality Monitoring Report 2](#))
- **Ongoing Tasks:** none

Work Package 3

- **Completed Tasks:** 3.1 and 3.2 had passed their deadline in the previous monitoring period but are not concluded. See [Quality Monitoring Report 3](#). Due to their ongoing nature, this QMR4 will look into them.
- **Ongoing Tasks:** WP3.3.2, WP3.3.3, WP3.4, WP3.6.3.2, WP3.6.4, WP3.6.5, WP3.6.6. See the scheme under title 'QA work update at 11th of December 2023' in this QMR for the workflow of the new Tasks, and their new numbering.

Work Package 4

- **Completed Tasks:** 4.2
- **Ongoing Tasks:** 4.3, 4.4, 4.7



Palacký University
Olomouc





Work Package 5

- **Completed Tasks:** 5.1 was concluded and reported on in [Quality Monitoring Report 2](#)
- **Ongoing Tasks:** 5.2 and 5.3

Completed Tasks

WP2

WP2.1 European shared experiences around the processes of initial and continuous school teacher practical trainings

- Completed before 31/1/2023: see [Quality Monitoring Report 1](#)

WP2.3 Definition of roles for the actors and involved institutions

- Completed before 31/1/2023: see [Quality Monitoring Report 1](#)

WP2.2 Harmonized European model of practical trainings providing guidance and support to school teachers

- Completed: status described in [Quality Monitoring Report 2](#)

WP2.4 Design and development of the teachers in transition reflection process

- Completed: status described in [Quality Monitoring Report 2](#)

WP2.5 Functional analysis of the digital platform for the Teacher Academy

- **Missing:** Task QA Form and Task QA Report are missing: status described in [Quality Monitoring Report 2](#).

Overall review of WP 2

See [Quality Monitoring Report 3](#)

WP3

Input for Q&E Unit during meeting 12/12/2023

Lead (SCDN) was not present during the 12/12/2023 meeting.

The Q&E Unit meeting of 12/12/2023 could not take place (scheduled time went toward the general meeting).

WP3.3.4 Development of questionnaire

- [QA WP 3.3.4_UJK.docx \(basecamp.com\)](#)
- [QA Report_WP3.3.4_UJK_WP3.docx \(basecamp.com\)](#)
- Completed? **See Remarks.**
- **Remarks QA Team:**
 - o The Report was remade within the revision period after the cancelled Q&E Unit meeting. It now contains the deliverable evaluation table, inserted with evaluation below. The original remarks and table are reproduced, lastly, below that.



Deliverable: The teachers' needs questionnaire			
Explain how you have safeguarded the quality: The questions were based on review of literature and research (by UL and UP), team consultations, validation of the questionnaire (UNEAT) and feedback from the partners			
		Y/N	remarks?
general criteria	within deadline (cfr. Task QA Form)	y	
	user-friendly (including readers)	y	
	ready to use for subsequent Task team, if relevant.	y	
	relevant to the internal and external partners (people, organisations) (cfr. Co-operation in Task QA Form)	y	
	distributed to the internal and external partners (people, organisations)	y	
if applicable to the Task	research-informed	y	Based on research/ literature review

EVALUATION	
Outcome based on documents in Basecamp	The deliverable was delivered and uploaded here: Digital TA needs Q final.pdf (basecamp.com)
Reflection based on Task QA Report	The Task team has checked all the pre-selected criteria positively and added no specific ones, so this Task appears successfully concluded.

Original remarks:

- the Report does not follow the guidelines: it is marked that the Task is finished, yet instead of the checklist for the deliverable, the checklist for the milestones is used.
- The milestones of the Task Report do not fit the ones from the Task Form.
Task Form milestones table:

Milestone	Who?	How? What is required?	Deadline
Proposal of a set of questions	UJK	Review of literature and research output, team consultation	June 2023



Creation of the questionnaire structure	UJK	Use of theoretical tools in the field of education, revisions by the experts	July 2023
Connection of all the input into a final version of the questionnaire	UJK	Revision of suggestions and recommendations from all partners and creation of the final version	August 2023
Validation of the questionnaire	UNEAT	Use of statistic tools to validate the questionnaire	September 2023
Translation	SCDN, CFIE	Translation into Polish and Spanish	September 2023

■ Task Report milestones table:

Milestone	going according to plan Y/N	If no: what is needed? F.e. you need more time, a form of assistance, managing, input (from other Tasks and deliverables), partner etc.
First draft of the questionnaire is defined	y	-
The questionnaire feedback is sent	y	-
The questionnaire is structured and finally developed	y	-

EVALUATION	
Outcome based on documents in Basecamp	It is unclear to the QA team where the deliverables are to be found.
Reflection based on Task QA Report	See remarks above. Due to the lack of overlap between the milestones on the Task Form and the QA Report, and the very limited information in the latter, the QA team does not feel there is sufficient material available to assure the quality.

WP3.3.6 Literature Review / Report

- [Task QA form 3.3.6.docx \(basecamp.com\)](#)
- [Task QA Report - 3.3.6.docx \(basecamp.com\)](#)
- Completed: uploaded on Basecamp: [Newly Qualified Teachers Consolidated Report \(1\).pdf \(basecamp.com\)](#)
- Remarks: /

EVALUATION	
Outcome based on documents in Basecamp	<p>The literature review combines the input of the collaborating partners in a clear overview, answering the indicators for success listed in the Task QA Form:</p> <ul style="list-style-type: none"> - Draws on research from Ireland, Belgium and Czech Republic



	<ul style="list-style-type: none">- Identifies reoccurring and common needs of newly qualified teachers in each country and across countries.- Supports the team to identify needs, and potential areas for focus, for the case studies and development of the platform			
Reflection based on Task QA Report	The QA team Report ticks the following criteria, which appear ample to assure the quality of this deliverable.			
	Deliverable: D3.3.6			
	Explain how you have safeguarded the quality (critical friends, based on relevant literature and research, piloted, ...): A broad range of recent and relevant literature pertaining to the needs of PSTs and NQTs was selected by authors who are familiar with studies in this area. Critical friends were invited to review the literature and the synthesis presented and feedback was sought. All three partners were involved in a careful reading and reviewing of the final document.			
			Y/N	remarks?
	general criteria	within deadline (cfr. Task QA Form)	Y	
		user-friendly (including readers)	Y	
		ready to use for subsequent Task team, if relevant.	Y	Identifies needs of NQTs and directly links to other deliverables (6.4 Needs Analysis Report)
		relevant to the internal and external partners (people, organisations) (cfr. Co-operation in Task QA Form)	Y	
		distributed to the internal and external partners (people, organisations)	Y	Shared internally and externally via project posters at AP (Nov 23)
	if applicable to the Task	research-informed	Y	
other criteria you consider relevant	...			



WP3.3.7 Needs analysis questionnaire / Needs questionnaire report

- [QA WP3.3.7_UJK.docx \(basecamp.com\)](#)
- **Remarks:**
 - o Task lead informed the QA team during the QMR revision period after cancellation of the Q&E Unit meeting that this Task had not started yet and that therefore that had opted to create a Task QA Form and could not yet provide a Task Report.

Original remarks:

- **Missing:** Task QA Report
- **Completed:** uploaded on Basecamp: [Newly Qualified Teachers_Consolidated Report \(1\).pdf \(basecamp.com\)](#)
- **Remarks:**
 - o UJK has completed a Task QA Form instead of a Task QA Report. Without a Report, the QA team cannot assess the work.)
 - o UJK remarks that 3.6.2 and 3.6.5.1 require their product. It is advised that the teams working on these are updated on the progress and have clear access to the product(s) of this Task.

WP3.4 Guide for trainers and coordinators / Users guide

- [Task QA form - D 12 WP 3.4 - D12 UP - revised 3.4 gantt chart.docx \(basecamp.com\)](#)
- [Task QA Report - D12 3.4 Case study template - UP - 31st July 2023.docx \(basecamp.com\)](#)
- **Completed?**
 - o uploaded on Basecamp: a.o. training material for in-service teachers' trainers [TASK_WP34_UP_Training material for in-service teachers' trainers_update_15_11_2023_v3.pdf \(basecamp.com\)](#)
- **Remarks:**
 - o There appears to be confusion still between deliverable numbers and Task numbers: D3.4, Task (3.)3.4, etc.
 - o The style of reporting in both the QA Form, of which there seemed to be multiple versions in different folders, and the QA Report make it difficult to assess clearly.
 - o The Task leader has made the error of listing milestones that were not of their own Task but of other Tasks, in an attempt to indicate necessary elements for the delivery of the own milestones. This is probably due to the aforementioned chaotic use of the Form and Report, because there is a specific section provided for this purpose.

EVALUATION

Outcome based on documents in Basecamp

In the D3.4 folder on Basecamp a number of documents have been uploaded. [D3.4 Training material for in-service teachers' trainers \(basecamp.com\)](#)

It is unclear to the QA team which document serves which purpose and how this material is either a guide for users.



**Reflection
based on
Task QA
Report**

The report states the Task was finished and adds the deliverable checklist but lists issues with milestones and states that these are due to the delays in the platform delivery, the reworked goals op WP3, and the fact that the literature review was not ready (see below). It is unclear to the QA team what this means for the deliverable. If the deliverable has not been finalized, it would seem advisable to consider the Task as ongoing rather than finished.

Milestone	going according to plan Y/N	If no: what is needed? F.e. you need more time, a form of assistance, managing, input (from other Tasks and deliverables), partner etc.
Missing platform	N	After delivery: There is a risk of missing content information in the revised version. This information is basically about the project and project platform description. Lack of time to implement it to revised document without the support of the leading partners in the consortium.
Revision of stages via new schemes for pilot	N	After delivery: We needed to focus on the new description in the project documentation.
Missing outputs of research survey and literature reviews, missing information	N	After delivery: While writing the case study template, there wasn't a known result of the research survey or literature review. This information may be added later in the revision proceeding of the new version based on the voting of the consortium.

WP4

Input for Q&E Unit meeting 12/12/2023

The Q&E Unit meeting of 12/12/2023 could not take place (scheduled time went toward the general meeting).

WP4.2. Software development of OurCases module

- **Missing:** Task QA Form and Task QA Report are missing
- **Remarks:**
 - In [Quality Monitoring Report 3](#) the QA team mentioned that this task could face delays due to the changes made in WP3. During the Antwerp meeting the deadline for this Task was maintained and there was no challenge to this.
 - A presentation on the software development in WP3 was delivered during the Antwerp meeting (See the Meetings folder on Basecamp). It raised some discussion, which resulted in a discussion on the form this should take. At the moment of writing, it is



unclear where exactly this aspect is headed and what this would mean for this task (and 4.1 and 4.3 in Ongoing Tasks)

- It is advisable to connect the work in the WPs carefully. Here, sections of the Task QA Form and Report can be extra helpful to safeguard quality. The lead is advised to use these templates.

WP5

WP5.1 Dissemination master plan (report 1)

- Completed: status described in [Quality Monitoring Report 2](#)
- **Remark:** Some subtasks (eg: 'Check if the logos and disclaimer are used following the established guidelines' & 'Check if the templates prepared are used in the deliverables') will be ongoing tasks. Nevertheless QMR2 considered this task as completed because these aspects will be checked ongoingly in Task 5.2 and 5.3.

Ongoing tasks

WP1

WP1.1 Coordination and meetings

- **Missing:** No Task QA Report for this as it was agreed on during the Antwerp meeting that for this period, the focus would be on other Tasks.
- **Remark:** see [Quality Monitoring Report 3](#)

WP1.2 Financial management and progress reports

- **Missing:** No Task QA Report for this as it was agreed on during the Antwerp meeting that for this period, the focus would be on other Tasks.
- **Remark:** see [Quality Monitoring Report 3](#)

WP1.3 Project monitoring and evaluation

- [QA form - 1.3. AP.docx \(basecamp.com\)](#)
- [Task QA Report WP1.3 AP - December 2023.docx \(basecamp.com\)](#)
- Remark: cyclical process

Work package + lead	WP1 PROJECT MANAGEMENT AND QUALITY ASSURANCE
	UNEATLANTICO
Task + lead	WP1.3. Quality Assurance
	AP
Members	Joos.Vollebregt@ap.be Jan.Ardies@ap.be
Context	Coordination of quality Assurance of the project plan.
Specific objective(s)	<ul style="list-style-type: none"> – Flow of the different tasks – Internal quality – External quality – 3-monthly meeting with Quality Evaluation Unit



Deliverable(s)	Quality Assurance plan Quarterly report on the actual status of the delivered materials in the project
EVALUATION	
Outcome <i>Based on documents in basecamp</i>	QA plan, on Basecamp QA Report 1 'February 2023': uploaded for review and discussion QA Report 2 'May 2023': uploaded for review and discussion QA Report 3 'September 2023': uploaded for review and discussion QA Report 4 'December 2023': you are reading it 😊
Reflection <i>based on Task QA Report</i>	The fourth period only 3 of 7 Task QA Reports were collected, even though the reporting was agreed on during the Antwerp meeting in November, with management stressing the need to upgrade the quality of the project deliverables.

WP3

As mentioned in the two previous QMRs, this WP had been significantly altered during the Limerick meeting. Read more about this in [Quality Monitoring Report 3](#). The following two tasks had passed the deadline in the previous monitoring period but were relisted in the new Gantt chart for WP3. This is their status at the time of writing QMR4.

Input for Q&E Unit from meeting 12/12/2023

Lead (SCDN) was not present during the 12/12/2023 meeting.

The Q&E Unit meeting of 12/12/2023 could not take place (scheduled time went toward the general meeting).

WP3.1 Software development of Digital Academy V1.0 (including MyChallenge module)

- [QA form - 3.1 - FUN.docx \(basecamp.com\)](#)
- **Missing:** Task QA Report is missing
- **Remarks:**
 - The Task QA Form of 3.1 is identical to that of 3.2, except for the general task information. The Task lead noted on the Forms that this was decided on the basis of the co-dependency of these Tasks.
 - A presentation on this work was delivered during the Antwerp meeting (See the Meetings folder on Basecamp). It raised some discussion, which resulted in a discussion on the form this software should further take. At the moment of writing, due the lack of a Task QA Report detailing the decisions, the QA team cannot assess this further.



WP3.2 Software development for the Learning Community

- [QA form - 3.2 - FUN.docx \(basecamp.com\)](#)
- See 3.1.

As mentioned earlier in this QMR, during the QA worktime in the Antwerp meeting the following redefined WP3 Tasks were focused on. This QMR will thus focus on these as well.

WP3.4 Guide for trainers and coordinators / Users guide

See entry under Ongoing Tasks: unclear whether this Task has been completed or not.

WP3.5 Preparation of pilot experience and quality assessment

- [QA form - 3.5 AP.docx \(basecamp.com\)](#)
- This was not in the list of Tasks to focus on but the QA team wished to include it.
- This Task foreshadows the later 4.5 (UJK), meaning UJK is advised to take this Form under close inspection to provide any feedback that pro-actively could strengthen the quality of 4.5.

EVALUATION	
Outcome based on documents in Basecamp	Documents and products can be found here: WP3.5. Preparation of pilot experience and quality assessment (basecamp.com) . the user questionnaire has been developed and uploaded. Translations are under construction.
Reflection based on Task QA Report	There is no Task QA Report. This is due to the Task being re-launched with a new timeline. The remarks are based on the Task QA Form: <ul style="list-style-type: none"> - The table of milestones and deliverables is detailed and breaks up the process in multiple clear parts that allow clear follow-up. - The milestones are on track at the time of writing.

WP3.6.3.2 Focus group

- [Task QA form Focusgroup 3.3.2..docx \(basecamp.com\)](#)
- **Missing:** Task QA Report
- **Remarks:** The Task QA Form has not been named correctly (3.3.2 instead of 3.6.3.2), possibly causing confusion for other partners.

EVALUATION	
Outcome based on documents in Basecamp	It is unclear to the QA team where the deliverables are to be found.
Reflection based on Task QA Report	There is no Task QA Report. This is due to the Task being re-launched with a new timeline. The remarks are based on the Task QA Form: <ul style="list-style-type: none"> - Multiple partners are co-lead on this Task. SCDN and CFIE have co-authored the Task QA Form above. They indicate in the Task QA Form



	<p>that they need UJK and UNEAT to co-evaluate the product but don't say how or when.</p> <ul style="list-style-type: none"> - The table of milestones and deliverables is detailed and breaks up the process in multiple clear parts that allow clear follow-up. - The milestones are on track at the time of writing.
--	---

WP3.6.4 Needs analysis report

- **Missing:** Task QA Form and Task QA Report
- **Remarks:**
 - o Without a Task QA document, the QA team cannot assess the work.
 - o There do not appear to be any products on Basecamp for this Task.

WP3.6.5 Cases / Case study definition for the platform

- **Missing:** Task QA Form and Task Report
- **Remarks:**
 - o Without a Task QA document, the QA team cannot assess the work.
 - o There do not appear to be any products on Basecamp for this Task.

WP3.6.6 User experience report / Platform pilot user experience

- **Missing:** Task QA Form and Task Report
- **Remarks:**
 - o Without a Task QA document, the QA team cannot assess the work.
 - o There do not appear to be any products on Basecamp for this Task.

WP4

Input for Q&E Unit from meeting 12/12/2023

The Q&E Unit meeting of 12/12/2023 could not take place (scheduled time went toward the general meeting).

WP4.1 Software development of Digital Academy v2.0 (including for MyTutoring module)

- **Missing:** Task QA Report and QA Form are missing
- **Remark:**
 - o Without a Task QA document, the QA team cannot assess the work.
 - o There do not appear to be any products on Basecamp for this Task.
 - o The delay in development here appears to be connected to the delay in the software development in the preceding WP3.
 - o It is advisable to connect the work in the WPs carefully. Here, sections of the Task QA Form and Report can be extra helpful to safeguard quality. The lead is advised to use these templates.

WP4.3 Software development of the reflection process management tool

- **Missing:** Task QA Form (and Task QA Report) are missing



- **Remark:**
 - Without a Task QA document, the QA team cannot assess the work.
 - There do not appear to be any products on Basecamp for this Task.
 - The delay in development here appears to be connected to the delay in the software development in the preceding WP3.
 - It is advisable to connect the work in the WPs carefully. Here, sections of the Task QA Form and Report can be extra helpful to safeguard quality. The lead is advised to use these templates.

WP4.3 Software development of the reflection process management tool

- **Missing:** Task QA Form (and Task QA Report) are missing
- **Remark:**
 - Without a Task QA document, the QA team cannot assess the work.
 - There do not appear to be any products on Basecamp for this Task.
 - The delay in development here appears to be connected to the delay in the software development in the preceding WP3.
 - It is advisable to connect the work in the WPs carefully. Here, sections of the Task QA Form and Report can be extra helpful to safeguard quality. The lead is advised to use these templates.

WP4.4 Preparation of training materials for trainers and case studies / Preparation of training materials (information for mentors)

- **Missing:** Task QA Form (and Task QA Report) are missing
- **Remark:**
 - Without a Task QA document, the QA team cannot assess the work.
 - There do not appear to be any products on Basecamp for this Task.
 - It is advisable to connect the work in the WPs carefully. Here, sections of the Task QA Form and Report can be extra helpful to safeguard quality. The lead is advised to use these templates.

WP4.5 Preparation of pilots and quality assessment / Preparation of pilots

- **Missing:** Task QA Form (and Task QA Report) are missing
- **Remark:**
 - Without a Task QA document, the QA team cannot assess the work.
 - There do not appear to be any products on Basecamp for this Task.
 - It is advisable to connect the work in the WPs carefully. Here, sections of the Task QA Form and Report can be extra helpful to safeguard quality. The lead is advised to use these templates.

WP4.6 Pilots development / Running the pilot

- [QA Form 4.6. UL.docx \(basecamp.com\)](#)
- **Remark:** /

Work package

4



+ lead	UL
Task	4.6
+ lead	UL
Members	UL; UP; AP; UJK; SCDN; Segovia; Funiber; UNEAT
Context	<p>This work package has a number of interdependent tasks. While UL are focusing on task 4.6, some steps need to be taken to ensure the success of 4.6</p> <ul style="list-style-type: none"> • Firstly it focuses on the development of the online reflective platform (4.1) and the module development (4.3) and the development of cases (4.2) (for which all partners are involved) • Secondly, it focuses on testing and trialling the platform through a series of pilots (UL leads this element but 6 institutions will plan pilots (4.5) and run pilots with PSTs or NQTs (4.6)) • During this pilot, UL and other partners will recruit a minimum of 50 pre-service teachers to trial and pilot the tutoring programme. • AP will then lead the evaluation of the pilot
Specific objective(s)	<p>RE6. Validation on a pilot basis: pilots with pre-service and in-service teachers.</p> <p>SO2.To develop and validate a European digital platform for schoolteachers in transition.</p> <p>SO3.To develop an international and intercultural Learning Community for the support and improvement of teaching practices.</p> <p>The potential process/steps include:</p> <p>All institutions may need to secure ethical clearance from their institution to recruit participants</p> <p>Each institution (SCDN, UL, UP, Segovia and UNEAT) will need to recruit 50 PSTs, 5 Higher Education Staff, approx 50 mentors (250 in total) and Poland, Spain and Ireland need to recruit 10 continuous education trainers (20 from other partner countries).</p> <p>Each partner needs to provide professional development to schools, mentors, HEIs, and continuous training professionals (training materials that are developed as part of WP4.4) in the implementation of the online model for PSTs</p> <p>We will need to conduct the pilot and engage the participation of PSTs, mentors, HEI staff and continuous education trainers.</p>



	Ap will lead the evaluation of the pilot and UL/AP will work closely in this regard.
Deliverable(s)	<p>There is no deliverable associated with this task but it does lead into deliverable 4.4, led by AP.</p> <p>UL are responsible for planning, conducting and collecting data from the pilot between September 2024 and February 2025. We need to reach the targets in terms of the number of participants. Task 4.7 (AP) focuses on an evaluation of the pilot platform and task 4.6. will support this.</p>

EVALUATION	
Outcome based on documents in Basecamp	There are no deliverables associated with this task. As remarked in the Form: it does lead to the deliverable 4.4 (AP).
Reflection based on Task QA Report	<p>This Task is not yet in the reporting phase. The remarks are based on the Task QA Form.</p> <p>QA Form 4.6. UL.docx (basecamp.com) contains a detailed table for the deliverables and milestones as well as a detailed Task plan for the milestones. This allows clear monitoring, co-operation with the connected Tasks and respective partners (mainly AP), which will help ensure quality.</p>

WP4.7 Pilot evaluation and improvement of the Teacher Academy approach / Evaluation of pilot experience and quality assessment

- [QA form - 4.7 AP.docx \(basecamp.com\)](#)
- **Remark:** 4.7 features twice in the Workflow visualisation presented by AP during the Antwerp meeting. Titled there respectively as 'Evaluation instrument' and 'Evaluation of the pilot platform'. In the original Gantt chart ([WorkPlan DIGITAL TA-vfffF.xlsx - Google Sheets](#)) this Task was called 'Pilot evaluation and improvement of the Teacher Academy approach'.

Work package	WP4: PRE-SERVICE TEACHERS EXPERIENCE
+ lead	AP - Belgium
Task	WP 4.7: Evaluation of pilot experience and quality assessment
+ lead	AP - Belgium
Members	Jan.ardies@ap.be ; joos.vollebregt@ap.be ; annelies.aerts@ap.be
Context	The evaluation of the platform comes after the use of the platform by teacher training students. A questionnaire will be inserted into the platform in the



	different languages of the users. Based on this data, combined with the log-in data of the platform.
Specific objective(s)	<ul style="list-style-type: none"> ▪ SO2. To develop and validate a European digital platform for schoolteachers in transition. ▪ SO3. To develop an international and intercultural Learning Community for the support and improvement of teaching practices.
Deliverable(s)	<p>50% of users of the platform completed the questionnaire.</p> <p>Questionnaire provides data for improvement of the platform</p>

EVALUATION	
Outcome based on documents in Basecamp	No products exist at the moment?
Reflection based on Task QA Report	<p>There is no Task QA Report. This is due to the Task being re-launched with a new timeline. The remarks are based on the Task QA Form:</p> <ul style="list-style-type: none"> - The table of milestones and deliverables is detailed and breaks up the process in multiple clear parts that allow clear follow-up. - The milestones are on track at the time of writing.

WP5

WP5.2 Communication and dissemination activities

- [QA form - 5.2 - UJK.docx \(basecamp.com\)](#)
- **Missing:** No Task QA Report for this as it was agreed on during the Antwerp meeting that for this period, the focus would be on other Tasks.
- **Remarks:**
 - At the time of revision, newsletter 4 has been published: [Newsletter 4- December 2023.pdf \(basecamp.com\)](#).

Original remarks:

- **Remarks:**
 - see [Quality Monitoring Report 3](#)
 - This activity is cyclical: a new version of the approved newsletter is created and posted according to the deadlines.
 - At the time of writing, newsletter 4 has not been shared. It is due on 22/12/2024 according to the Task leader.

WP5.3 Project website and social media

- [QA form - 5.3-FUNIBER.docx \(basecamp.com\)](#)
- [Task QA Report - 5.3. FUNIBER.docx \(basecamp.com\)](#): this was added by the Task leader after the cancelled Q&E Unit meeting in the revision period for QMR4



Original remarks:

- **Remarks:**
 - see [Quality Monitoring Report 3](#)
 - At the time of writing, no updates have been shared

WP5.4 Transfer toolkit

- **Missing:** No Task QA Form for this Task as it is situated in 2025 and not enough information is currently available to make one.
- Remarks: /

WP5.5 Sustainability and exploitation of Project results

- **Missing:** No Task QA Form for this Task as it is situated in 2025 and not enough information is currently available to make one.
- Remarks: /

Overall conclusion and recommendations for QA

As described in more detail in the Quality Assurance Plan and in our QA presentation, the goal of the QA team is to combine the information from the Task QA Forms and the Task QA Reports in order to be able to map out the current status of the various interlocking Tasks (the deliverables contained in it & the milestones the team has defined for themselves) to describe the extent to which goals have been achieved and to make recommendations for the future.

In this fourth period +/- 12 Task QA Forms were collected. This is an increase in number compared to previous periods and is largely due to the fact that during the Antwerp meeting the QA team proposed that new Forms were created to overcome confusion and to go with the visualised workflows as mentioned in the beginning of this QMR. 5 Forms were proposed by the QA Team, for Tasks that started, but we added that in case a Report was due about a Task that had not been laid out in a Task QA Form before, the work would be easier if the Task leaders created a Task QA Form first as well.

3 of the 7 proposed Task QA Reports were collected. This is not a high number seeing as the reporting was agreed on during the Antwerp meeting in November, with management stressing the need to upgrade the quality of the project deliverables. During the meeting, worktime was not enough to finish these, so a deadline was set for 30/12/2023. The fact that the deadline was not met makes us believe that not enough time is available for the QA work, as appeared to be the case in the previous period, as documented in QMR2 and QMR3. The QA team suggests that the management team pick up this issue in the next period.

A smaller remark from QMR2 and QMR3 that bears repeating here: concerning the more 'generic' tasks, (e.g. dissemination) it would be advisable to have a very brief summary of the status to incorporate in the QA report.

With the current Task QA Form and Task QA Report situation being as described, we were not able to perform evaluation to the degree that we were aiming for. We have been able to



discern more about the workings of the various Tasks and their teams as in previous periods and feel we have helped the clarity of the project more in this period, for the respective partners. However, the issue described in the first section concerning the perceived reasons why WP3 continually suffers delays, remains, seeing as Task QA Forms and Task QA Reports are sometimes missing, erroneous or lacking in the necessary detail to create a clear view of a team's objectives and work plans.

Attachments

Updated assembly of the Quality and Evaluation Unit

partner	Representative member in Q&E Unit
AP	Joos Vollebregt
CFP	Maria Fuentes & Jesús Solera
FUNIBER	Thomas Prola
SCDN	Izabela Krzak-Borkowska (?)
UJK	Anna Szczepanek-Guz
UL	Orla McCormack
UNEAT	Josep Alemany
UP	Jiri Kropac (?)

E-mail sent to the (new) Q&E Unit representatives on 06/12/2023

This e-mail was sent out prior to the meeting of 12/12/2023, with a reminder of the process for the Unit in the Quality Assurance:

Hi Q&E Unit representatives of your institutions!

If you are no longer this representative, please let me know who is as soon as you read this.

We have a meeting coming up next week, on Tuesday, tagged onto the general meeting. To prepare ourselves for this, I will go through all the QA Task Forms and QA Task Reports since the meeting in Antwerp. We are focusing on WP 3 and WP 4. As described in the Quality Assurance Plan, in the Q&E meetings the WP leads report on their follow-up of the milestones and deliverables in the Tasks in that WP, with the help of the Task leaders of this WP that are present. To be able to do this, it's important you have a look at the Forms of beginning Tasks and Reports of ongoing Tasks to get a clear picture of what is going on in the WP OR, if these Forms or Reports are unclear, indicate this so that the situation can be remedied. I will also go through the materials that have been handed in to help document the situation. We will discuss



Palacký University
Olomouc





Co-funded by
the European Union



and agree on corrections or improvements where required. After this, I will put this into the quarterly Quality Monitoring Report, which will be shared with you.

Thank you and see you soon!

Joos





Co-funded by
the European Union



Quality Monitoring Report 5

March 2024





Contents

Introduction	3
Details and structure of report	3
QA work update	4
Overview of WP and Task status at 29 th of February 2024	5
Completed tasks since 1/12/2023:.....	5
Ongoing tasks:	5
Completed Work Package	6
WP2	6
WP2.1 European shared experiences around the processes of initial and continuous school teacher practical trainings	6
WP2.3 Definition of roles for the actors and involved institutions.....	6
WP2.2 Harmonized European model of practical trainings providing guidance and support to school teachers	6
WP2.4 Design and development of the teachers in transition reflection process	6
WP2.5 Functional analysis of the digital platform for the Teacher Academy.....	6
Overall review of WP 2.....	6
Completed tasks (deadline before 29/2/2024).....	7
WP3	7
WP 5	13
WP5.1 Dissemination master plan (report 1)	13
Ongoing tasks (deadline past 29/2/2024).....	14
WP1 Project management: coordination, finance and quality (UNEAT/FUN/AP).....	14
WP 3	16
WP4	17
WP 5: Communication and dissemination activities (FUN/UNEAT).....	19
Overall conclusion and recommendations for QA	20
Attachments.....	21



Introduction

The Quality Assurance (hereafter QA) activity pursues quality of project execution, outcomes and impacts and will be based on internal and external monitoring indicators as detailed in the section on defining the quality criteria.

As decided at the advent of the QA process, the Work Packages and their respective Tasks will be primarily monitored with (a) the 'Task QA Form' ([1. Task QA FORMS \(basecamp.com\)](#)), in which the Task teams were asked to describe and situate milestones within their timeline to indicate important achievements that are conditional to the success, and (b) the 'Task QA Report' ([2. Task QA REPORTS \(basecamp.com\)](#)) in which the actual status of the tasks at a given time in the project timeline is described, providing a means to measure and evaluate any progress, in a way that allows both management and the QA team as well as the Task collaborators to share this understanding.

The execution of this measure is monitored by the Quality and Evaluation Unit (assembly see attachment), and the Project Management Team and summarized in a quarterly Quality Monitoring Report (hereafter QMR, [QMR \(AP\) \(basecamp.com\)](#)).

Details and structure of report

This report will cover the preceding segment of the timeline for all the relevant Work Packages and Tasks, from 2023/12/01 to 2024/02/29, as summarized in the Gantt-chart of the project.

The report consists of a brief overview of the current status of both the QA work and the Work Packages as seen through the lens of the QA process. This is then followed by a more detailed analysis consisting of two parts. First, we discuss the progress of Tasks that were set to end before this QMR under the header 'Completed Tasks', utilizing the Task QA Reports (where necessary next to the Task QA Forms) and products uploaded on Basecamp. Subsequently we look at the tasks that are still ongoing and have a deadline in the future. An overall conclusion with recommendations then ends the QMR.

QA work update

During the DTA project meeting in Antwerp in November 2023 a section of the work was dedicated to QA work, to iron out some persisting difficulties with the uptake of the Task QA Form and Task QA Report work documented in [QMR3](#). To address these, the QA Team (AP) set forth the following two main aims

Aims of QA team:

- Check & update Q&E Unit
- increase use and impact of Task QA Forms + Task QA Reports to further aid the DIGITAL TA project

Since new representants of SCDN and UP are on board since last report we include a new memberlist of the Q&E Unit, whose first next meeting has been set on Tuesday the 19th March 2024. 10:30-12 . All representatives are informed that they are expected to report on the Tasks and/or Work Packages they are leading during the Q&E Unit meeting, and that their contributions will be added to QMR5.

Partner	Representative member in Q&E Unit
AP	Joos Vollebregt
CFP	Maria Fuentes & Jesús Solera
FUNIBER	Thomas Prola
SCDN	Dominika Wilk
UJK	Anna Szczepanek-Guz
UL	Orla McCormack
UNEAT	Josep Alemany
UP	Iva Korib

The guidelines that were communicated for this and all subsequent Task QA work were the following (as per the meeting minutes: <https://3.basecamp.com/5367996/projects/27854950>):

The deadline set for the Task QA Forms and Task QA Reports for this report was 8th of March 2024



Overview of WP and Task status at 29th of February 2024

Completed tasks since 1/12/2023:

3.5: Preparation of pilot experience (AP)

specific: implementation of the questionnaire in the platform (UNEAT)

3.6 Pilot Development (SCDN),

Focusgroup about NQT (SCDN/CFIE);

Focus group report (UJK/UNEAT);

Focus group 1st draft experience (AP)

Ongoing tasks:

WP1 Project management: coordination, finance and quality (UNEAT/FUN/AP)

3.6 Pilot Development (SCDN),

Needs analysis report (UJK)

Case study definition (UP)

Platform pilot user experience (AP)

WP 5: Communication and dissemination activities (FUN/UNEAT)





Completed Work Package

WP2

WP2.1 European shared experiences around the processes of initial and continuous school teacher practical trainings

- Completed before 31/1/2023: see [Quality Monitoring Report 1](#)

WP2.3 Definition of roles for the actors and involved institutions

- Completed before 31/1/2023: see [Quality Monitoring Report 1](#)

WP2.2 Harmonized European model of practical trainings providing guidance and support to school teachers

- Completed: status described in [Quality Monitoring Report 2](#)

WP2.4 Design and development of the teachers in transition reflection process

- Completed: status described in [Quality Monitoring Report 2](#)

WP2.5 Functional analysis of the digital platform for the Teacher Academy

- **Missing:** Task QA Form and Task QA Report are missing: status described in [Quality Monitoring Report 2](#).

Overall review of WP 2

See [Quality Monitoring Report 3](#)



Completed tasks (deadline before 29/2/2024)

WP3

3.5: Preparation of pilot experience (AP)

specific: implementation of the questionnaire in the platform (UNEAT)

- Completed? **See Remarks.**
- Remarks QA Team: **Partner (AP) should look for a new solution to translate the questionnaires and have them ready before the next transnational meeting to be corrected by all partners and implemented in the platform. Hard decision needs to be made on how and where to implement in the platform.**

Final conclusion of Quality Unit (made on 19/3): ...

Deliverable:			
Preparation of the measurement instrument			
Explain how you have safeguarded the quality (critical friends, based on relevant literature and research, piloted, ...):			
All members reviewed the questionnaire in last transnational meeting.			
		Y/N	remarks?
general criteria	within deadline (cfr. Task QA Form)	Y	
	user-friendly (including readers)	N	Translations are not ready / not implemented on the platform
	ready to use for subsequent Task team, if relevant.	N	Translations are not ready / not implemented on the platform
	relevant to the internal and external partners (people, organisations) (cfr. Co-operation in Task QA Form)		
	distributed to the internal and external partners (people, organisations)		

Deliverable:



Summary of transcripts if focusgroup discussions about user experience of platform

Explain how you have safeguarded the quality (critical friends, based on relevant literature and research, piloted, ...):

All members reviewed the questionnaire in last transnational meeting.

		Y/N	remarks?
general criteria	within deadline (cfr. Task QA Form)	N	Task will not be performed as we missed the deadline, and the project can not have any more delays.
	user-friendly (including readers)		
	ready to use for subsequent Task team, if relevant.		
	relevant to the internal and external partners (people, organisations) (cfr. Co-operation in Task QA Form)		
	distributed to the internal and external partners (people, organisations)		

3.6 Pilot Development (SCDN),

Focusgroup about NQT (SCDN/CFIE);

Focus group report (UJK/UNEAT);

Focus group 1st draft experience (AP)

- Completed? **See Remarks in following tables**
- Remarks QA Team: **All tasks are completed. According to report quality is checked.**

Final conclusion of Quality Unit (made on 19/3): ...

Deliverable: 3.6.1. Sharing the results of the questionnaire about NQT needs			
The teachers' needs questionnaire report.			
Explain how you have safeguarded the quality:			
The leaders gave clear suggestions how to analyse the data and prepared a template for the analysis.			
The leaders checked all the data provided, e.g. counting and diagram design.			
		Y/N	remarks?
general criteria	within deadline (cfr. Task QA Form)	y	
	user-friendly (including readers)	y	
	ready to use for subsequent Task team, if relevant.	y	
	relevant to the internal and external partners (people, organisations) (cfr. Co-operation in Task QA Form)	y	
	distributed to the internal partners (people, organisations)	y	
if applicable to the Task	research-informed	y	Based on research data



Deliverable: 3.6.3.1. Defining the focus group guide based on need analysis (questionnaires and literature review)

The focus group guide.

Explain how you have safeguarded the quality:

We monitored the timing and quality of proposals of all the countries.

We checked the quality of the guide based on literature review.

		Y/N	remarks?
general criteria	within deadline (cfr. Task QA Form)	y	
	user-friendly (including readers)	y	
	ready to use for subsequent Task team, if relevant.	y	
	relevant to the internal partners (people, organisations) (cfr. Co-operation in Task QA Form)	y	
	distributed to the internal partners (people, organisations)	y	
if applicable to the Task	research-informed	y	Based on methodology of conducting the focus group research

Deliverable: 3.6.3 3 Focus group about NQT needs + draft version of platform

Needs Analysis Report

Explain how you have safeguarded the quality (critical friends, based on relevant literature and research, piloted, ...):

???

		Y/N	remarks?
general criteria	within deadline (cfr. Task QA Form)	Y	
	user-friendly (including readers)	Y	
	ready to use for subsequent Task team, if relevant.	Y	has already been used



	relevant to the internal and external partners (people, organisations) (cfr. Co-operation in Task QA Form)	Y	
	distributed to the internal and external partners (people, organisations)	Y	
if applicable to the Task	research-informed	?	

Deliverable: 3.6.3 3 Focus group about NQT needs + draft version of platform

Needs Analysis Report

Focus group Report

Explain how you have safeguarded the quality (critical friends, based on relevant literature and research, piloted, ...):

???

		Y/N	remarks?
general criteria	within deadline (cfr. Task QA Form)	Y	
	user-friendly (including readers)	Y	
	ready to use for subsequent Task team, if relevant.	Y	
	relevant to the internal and external partners (people, organisations) (cfr. Co-operation in Task QA Form)	Y	
	distributed to the internal and external partners (people, organisations)	Y	
if applicable to the Task	research-informed	?	

Deliverable: 3.6.3 Focus group about NQT needs + draft version of platform

Literature Report

Explain how you have safeguarded the quality (critical friends, based on relevant literature and research, piloted, ...):

The project partners from UL (Ireland) produced a report based on the partial reports submitted by UL (Ireland), AP (Belgium) and UP (Czech Rp.)

		Y/N	remarks?
general criteria	within deadline (cfr. Task QA Form)	Y	
	user-friendly (including readers)	Y	



	ready to use for subsequent Task team, if relevant.	Y	
	relevant to the internal and external partners (people, organisations) (cfr. Co-operation in Task QA Form)	Y	
	distributed to the internal and external partners (people, organisations)	Y	
if applicable to the Task	research-informed	?	



WP 5

WP5.1 Dissemination master plan (report 1)

- Completed: status described in [Quality Monitoring Report 2](#)
- **Remark:** Some subtasks (eg: 'Check if the logos and disclaimer are used following the established guidelines' & 'Check if the templates prepared are used in the deliverables') will be ongoing tasks. Nevertheless QMR2 considered this task as completed because these aspects will be checked ongoingly in Task 5.2 and 5.3.





Ongoing tasks (deadline past 29/2/2024)

WP1 Project management: coordination, finance and quality (UNEAT/FUN/AP)

- Status? **See Remarks in following tables**
 - o **Task: coordination: no report, needs to be discussed?**
 - o **Task financial management: according to report = OK**
 - o **Task quality assurance: in process: Unit meetings needs to be done**
- Remarks QA Team:

Final conclusion of Quality Unit (made on 19/3): **...**

Deliverable: D1.2 Reporting and financial records			
Explain how you have safeguarded the quality (critical friends, based on relevant literature and research, piloted, ...):			
		Y/N	remarks?
general criteria	within deadline (cfr. Task QA Form)	Y	After the meeting in Antwerp, the partners sent their corresponding justifications on time.
	user-friendly (including readers)	Y	
	ready to use for subsequent Task team, if relevant.	Y	
	relevant to the internal and external partners (people, organisations) (cfr. Co-operation in Task QA Form)	Y	
	distributed to the internal and external partners (people, organisations)		

Deliverable: D1.3 Quality
Quality Assurance plan
Quarterly report on the actual status of the delivered materials in the project



Explain how you have safeguarded the quality (critical friends, based on relevant literature and research, piloted, ...):

Frequent (quarterly) quality unit meetings to discuss the status of the project and deliver input for quality report

		Y/N	remarks?
general criteria	within deadline (cfr. Task QA Form)	Y	ongoing

WP 3

3.6 Pilot Development (SCDN),

Needs analysis report (UJK)

Case study definition (UP)

Platform pilot user experience (AP)

- Status? **See Remarks in following table**
- Remarks QA Team: **Some tasks cannot be finished without the input from partners, how will this be gathered, and what is the deadline?**

Final conclusion of Quality Unit (made on 19/3): **...**

3.6.3.2. Conducting the focus group research

milestones	On time/plan Y/N	If no: what is needed? F.e. you need more time, a form of assistance, managing, input (from other Tasks and deliverables), partner etc.
Contacting the target group	Y	
Meeting the focus groups and recording	Y	
Transcription of the recording	Y	
Preparing the focus group report from Poland	Y	
Translation of the focus group report	Y	
Sending the focus group report from Poland	Y	
Collecting the focus group reports from all countries	N	We cannot finish the task without the input from other partners.
Sending the draft version of the final report	N	We cannot finish the task without the input from other partners.
Feedback for all the partners	N	We cannot finish the task without the input from other partners.
Preparing the final version of the focus group report	N	We cannot finish the task without the input from other partners.
Sending the final version of the focus group report	N	We cannot finish the task without the input from other partners.



WP4

This work package has a number of interdependent tasks. While UL are focusing on task 4.6, some steps need to be taken to ensure the success of 4.6.

- Firstly, it focuses on the development of the online reflective platform (4.1) and the module development (4.3) and the development of cases (4.2) (for which all partners are involved)
- Secondly, it focuses on testing and trialing the platform through a series of pilots (UL leads this element but 6 institutions will plan pilots (4.5) and run pilots with PSTs or NQTs (4.6))
- During this pilot, UL and other partners will recruit a minimum of 50 pre-service teachers to trial and pilot the tutoring programme.
- AP will then lead the evaluation of the pilot

There is no deliverable associated with this task, but it does lead into deliverable 4.4, led by AP.

UL are responsible for planning, conducting and collecting data from the pilot between September 2024 and February 2025. We need to reach the targets in terms of the number of participants. Task 4.7 (AP) focuses on an evaluation of the pilot platform and task 4.6. will support this.

Milestone	going according to plan Y/N	If no: what is needed? F.e. you need more time, a form of assistance, managing, input (from other Tasks and deliverables), partner etc.
Develop approach to pilot for pre-service teachers based on research and good practice and overall project aims		Deciding on effective approaches to piloting online digital platforms; deciding on numbers of pre-service students and the process they engage in
Identify approach to evaluating pilot (in line with AP)		Deciding on effective approaches to researching pre-service teachers experiences of engaging with the online digital platforms; deciding on research instruments; seeking ethical approval
Conduct pilot		Conducting the pilot and researching pre-service teachers' views and experiences
Evaluate pilot by analysis of data (support AP in this regard)		Analysis of data using SPSS for Quantitative data and Braun and Clarke's (2006) approach to thematic analysis for Qualitative data.
		Digital Academy Platform is not yet developed and available online – this is crucial for milestones to be completed. Despite the lack of a platform, we are exploring the research literature to determine the nature, format and structure of the pilot and what we should research.



Are there potential risks or challenges that you identify at this point?

The successful enactment of the pilot is dependent on earlier and connected tasks having been completed:

- Digital Academy Platform is developed and available online – Not done yet, this is crucial for all milestones to be completed.
- Study Cases have been created and are available on the platform – 10/12 completed, however, these still need to be reviewed through an agreed peer review process for coherence and formatting. UL are assisting Palacký University with this and will give feedback on 11-03-24
- All training materials are available and have been shared with those using the platform – Not done yet, finished platform needed.
- Necessary informed consent and/or permissions are obtained in order to collect data, as well as institutional ethical approval – Not done yet, finished platform needed.
- All participating institutions are actively recruiting PSTs, mentors and HEI staff – Not done yet, finished platform needed.

The above are potential risks if they aren't achieved prior to the pilot that all institutions will conduct as part of task 4.6



WP 5: Communication and dissemination activities (FUN/UNEAT)

WP5.2 Communication and dissemination activities

- [QA form - 5.2 - UJK.docx \(basecamp.com\)](#)
- **Missing:** No Task QA Report for this as it was agreed on during the Antwerp meeting that for this period, the focus would be on other Tasks.
- **Remarks:**
 - This activity is cyclical: a new version of the approved newsletter is created and posted according to the deadlines.

WP5.3 Project website and social media

- **Remarks:**
 - see [Quality Monitoring Report 3](#)
 - At the time of writing, no updates have been shared

WP5.4 Transfer toolkit

- **Missing:** No Task QA Form for this Task as it is situated in 2025 and not enough information is currently available to make one.
- **Remarks:** /

WP5.5 Sustainability and exploitation of Project results

- **Missing:** No Task QA Form for this Task as it is situated in 2025 and not enough information is currently available to make one.
- **Remarks:** /



Overall conclusion and recommendations for QA

As described in more detail in the Quality Assurance Plan and in our QA presentation, the goal of the QA team is to combine the information from the Task QA Forms and the Task QA Reports in order to be able to map out the current status of the various interlocking Tasks (the deliverables contained in it & the milestones the team has defined for themselves) to describe the extent to which goals have been achieved and to make recommendations for the future.

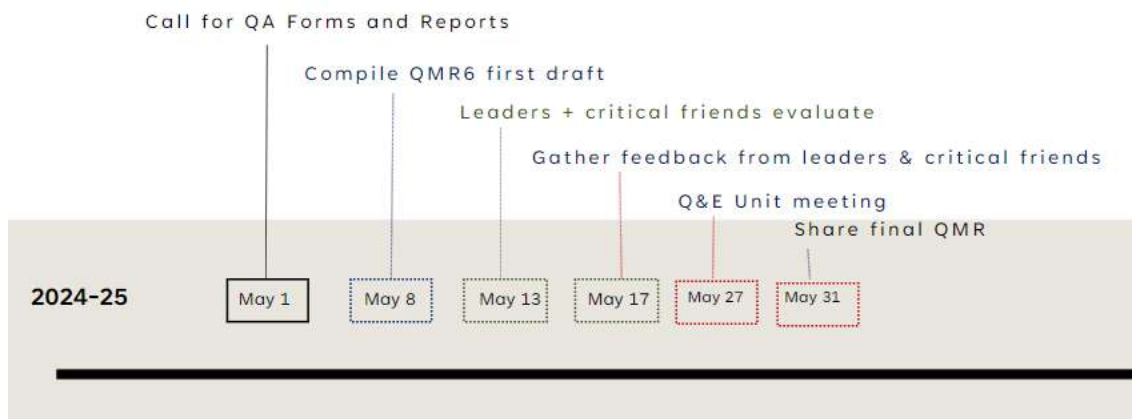
Almost all of the proposed Task QA Reports were collected. This time we spend more time on the Quality & Evaluation Unit meeting. Most of the Q&E Unit members were present. We initiated a profound discussion about the quality of the delivered materials and facilitated opportunities for the Q&E Unit members to make suggestions where necessary. The discussion was often about practical issues. A thorough analysis of the quality of the deliverables and the reasons as to why some deliverables were found lacking in quality is needed. Through a metadiscussion of the QA process itself with the present members, it was decided that the QA process would be tweaked to the following:

- 1 month before the deadline of the next QMR:
 - The AP team calls for the Task QA Forms and Reports about the DTA activities since the last QMR. Deadline: 1 week.
- 1 week later: AP team prepares a first draft of the Quality Monitoring Report, consisting of
 - the Task QA Forms and Reports about the DTA activities since the last QMR;
 - suggestions for critical friend to evaluate the quality of the progress/deliverables.
- ½ week later:
 - AP team shares the first draft with the Q&E Unit, critical friends, and the relevant WP leaders.
 - The WP leaders and the critical friends make a first valuation of the quality of the Tasks they are linked to, based on the indicators in the Forms and Reports. They make the necessary notes in the QMR document. Deadline: ½ week.
- ½ week later:
 - The AP team gathers feedback from the WP leaders and critical friends, either as written comments on the draft document or through short online meetings, from the partners that are working on or have just finished central Tasks.
 - The AP Team sends out the draft with the critical additions to the Q&E Unit, critical friends, and relevant WP leaders. Deadline: 1 week. Share QMR shortly before the Q&E Unit meeting.
- 1 week – ½ week before the deadline of the QMR:
 - The Q&E Unit meets to discuss the QMR draft
 - The AP team adds last new elements to the draft
- End of month/early next month: AP team shares the new QMR with the whole team through Basecamp.



To help visualize this process, here is the timeline for QMR6:

TIMELINE QMR6



Attachments



Co-funded by
the European Union



Quality Monitoring Report 6

May 2025





Contents

Introduction, with altered approach.....	3
Details and structure of report	4
QA work update	5
Overview of WP and Task status at 8 May 2024.....	6
Completed Work Packages	6
WP2	6
Overall review of WP 2.....	7
Completed Tasks (deadline before 8/5/2024)	8
WP3	8
WP4	9
WP5	10
Ongoing tasks (deadline past 8/5/2024).....	10
WP1	10
WP3	11
WP4	12
WP5	12
Overall conclusion and recommendations for QA	14
Attachments.....	14



Introduction, with altered approach

The Quality Assurance (hereafter QA) activity pursues quality of project execution, outcomes and impacts and will be based on internal and external monitoring indicators as detailed in the section on defining the quality criteria.

As decided at the advent of the QA process, the Work Packages and their respective Tasks will be primarily monitored with (a) the 'Task QA Form' ([1. Task QA FORMS \(basecamp.com\)](https://basecamp.com)), in which the Task teams were asked to describe and situate milestones within their timeline to indicate important achievements that are conditional to the success, and (b) the 'Task QA Report' ([2. Task QA REPORTS \(basecamp.com\)](https://basecamp.com)) in which the actual status of the tasks at a given time in the project timeline is described, providing a means to measure and evaluate any progress, in a way that allows both management and the QA team as well as the Task collaborators to share this understanding.

During the project it became clear that a more thorough analysis of the quality of the deliverables, and the reasons as to why some deliverables were found lacking in quality, was needed. Through a metadiscussion of the QA process itself with the present members, it was decided that the QA process would be tweaked to the following:

- 1 month before the deadline of the next QMR:
 - The AP team calls for the Task QA Forms and Reports about the DTA activities since the last QMR. Deadline: 1 week.
- 1 week later: AP team prepares a first draft of the Quality Monitoring Report, consisting of
 - the Task QA Forms and Reports about the DTA activities since the last QMR;
 - suggestions for critical friend to evaluate the quality of the progress/deliverables.
- ½ week later:
 - AP team shares the first draft with the Q&E Unit, critical friends, and the relevant WP leaders.
 - The WP leaders and the critical friends make a first valuation of the quality of the Tasks they are linked to, based on the indicators in the Forms and Reports. They make the necessary notes in the QMR document. Deadline: ½ week.
- ½ week later:
 - The AP team gathers feedback from the WP leaders and critical friends, either as written comments on the draft document or through short online meetings, from the partners that are working on or have just finished central Tasks.
 - The AP Team sends out the draft with the critical additions to the Q&E Unit, critical friends, and relevant WP leaders. Deadline: 1 week. Share QMR shortly before the Q&E Unit meeting.
- 1 week – ½ week before the deadline of the QMR:
 - The Q&E Unit meets to discuss the QMR draft
 - The AP team adds last new elements to the draft



- End of month/early next month: AP team shares the new QMR with the whole team through Basecamp.

To help visualize this process, here is the timeline for this phase, up to this finalised QMR6:

TIMELINE QMR6



The execution of these measures is monitored by the Quality and Evaluation Unit (assembly see attachment), and the Project Management Team and summarized in a quarterly Quality Monitoring Report (hereafter QMR, [QMR \(AP\) \(basecamp.com\)](#)).

Details and structure of report

This report will cover the preceding segment of the timeline for all the relevant Work Packages and Tasks, from 2024/02/29 - 2024/05/01, as summarized in the Gantt-chart of the project.

The report consists of a brief overview of the current status of both the QA work and the Work Packages as seen through the lens of the QA process. This is then followed by a more detailed analysis consisting of two parts. First, we discuss the progress of Tasks that were set to end before this QMR under the header 'Completed Tasks', utilizing the Task QA Reports (where necessary next to the Task QA Forms) and products uploaded on Basecamp. Subsequently we look at the tasks that are still ongoing and have a deadline in the future. An overall conclusion with recommendations then ends the QMR.



QA work update

During the DTA project meeting in Antwerp in November 2023 a section of the work was dedicated to QA work, to iron out some persisting difficulties with the uptake of the Task QA Form and Task QA Report work documented in [QMR3](#). To address these, the QA Team (AP) set forth the following two main aims

Aims of QA team:

- Check & update Q&E Unit
- increase use and impact of Task QA Forms + Task QA Reports to further aid the DIGITAL TA project

Since new representants of SCDN and UP are on board since last report we include a new memberlist of the Q&E Unit, whose first next meeting has been set on Tuesday the 27th May 2024. 11:00 – 12:00 CEST. All representatives are informed that they are expected to report on the Tasks and/or Work Packages they are leading during the Q&E Unit meeting, and that their contributions will be added to this report.

Partner	Representative member in Q&E Unit
AP	Joos Vollebregt
CFP	Maria Fuentes & Jesús Solera
FUNIBER	Thomas Prola
SCDN	Dominika Wilk
UJK	Anna Szczepanek-Guz
UL	Orla McCormack
UNEAT	Josep Alemany
UP	Iva Koribska

The guidelines that were communicated for this and all subsequent Task QA work were the following (as per the meeting minutes: <https://3.basecamp.com/5367996/projects/27854950>):

The deadline set for the Task QA Forms and Task QA Reports for this report was 7^h of May, and extended by one day due to missing Forms and Reports.



Palacký University
Olomouc





Overview of WP and Task status at 8 May 2024

The following Tasks were requested (Basecamp call: [QA period 6 \(basecamp.com\)\)](https://basecamp.com)

Finished Tasks:

WP3 (SCDN)

3.6 Pilot Development (SCDN):

- 3.6.4 Needs analysis report (UJK)
- 3.6.5 Case study definition for the platform (UP)
- 3.6.6 platform pilot user experience (AP)

3.7 Pilot evaluation and improvement of the Teacher Academy (AP)

- follow-up different steps of workflow (internal validation) (AP)
- external evaluation (UNEAT: Levinsky)

WP4 (UL)

4.4 Preparation of training materials for trainers and case studies (UP)

Starting/Ongoing tasks:

WP1 Project management: coordination, finance and quality (UNEAT/FUN/AP)

WP3 (SCDN)

3.5 Preparation of pilot experience and quality assessment

- analysis of data from questionnaire (AP)

3.7 Pilot evaluation and improvement of the Teacher Academy (AP)

- FINAL REPORT: lessons and proposals for the improvement of the proposed approach

WP4 (UL)

4.1 Software development of Digital Academy v2.0 (FUN)

4.5 Preparation of pilots and quality assessment (UJK)

WP 5: Communication and dissemination activities (FUN/UNEAT)

Completed Work Packages

WP2

WP2.1 European shared experiences around the processes of initial and continuous school teacher practical trainings





Co-funded by
the European Union



Completed before 31/1/2023: see [Quality Monitoring Report 1](#)

WP2.3 Definition of roles for the actors and involved institutions

Completed before 31/1/2023: see [Quality Monitoring Report 1](#)

WP2.2 Harmonized European model of practical trainings providing guidance and support to school teachers

Completed: status described in [Quality Monitoring Report 2](#)

WP2.4 Design and development of the teachers in transition reflection process

Completed: status described in [Quality Monitoring Report 2](#)

WP2.5 Functional analysis of the digital platform for the Teacher Academy

Missing: Task QA Form and Task QA Report are missing: status described in [Quality Monitoring Report 2](#).

Overall review of WP 2

See [Quality Monitoring Report 3](#)





Completed Tasks (deadline before 8/5/2024)

WP3

3.6: Pilot development (SCDN)

3.6.4 Needs analysis report (UJK)

3.6.5 Case study definition for the platform (UP)

3.6.6 platform pilot user experience (AP)

- Completed: [Task QA Report - WP3.6_SCDN_2024_05.docx \(basecamp.com\)](#)
- First remarks QA team :
 - o There are two 3.6 Task QA Reports, by two different partners. Below this we discuss the one by CFIE Segovia. We therefore propose CFIE as critical friend of SCDN.
 - o This Report appears to cover the three Tasks at once but identifies 3.6.4 and 3.6.5. as deliverables and 3.6.6 as a milestone, which signifies some confusion? This is furthered by the fact that there is no parallel Task QA Form.
 - o Task leader SCDN points out that the milestone 'platform pilot user experience' is delayed. See excerpt Report below.
- Notes of evaluation meeting between Task leader and critical friend (go over evaluation together and discuss QA Team comments):
 - o No (notes from) evaluation meeting with critical friend (SCDN with CFIE and UNEAT)
 - o ...
- Notes of Quality & Evaluation Unit during meeting (27/05):
 - o Dominika reports that it is difficult for her to comment on this because
 - She works only parttime at SCDN
 - She is new to the project
 - o Maria comments that it is difficult to find one's way through the various planning documents, as they seem to say different things.
 - o Thomas, speaking for management, notes that we don't have a clear QA Report on this segment and that we have to improve the quality so that having these Reports would help.

Milestone	going according to plan Y/N	If no: what is needed? F.e. you need more time, a form of assistance, managing, input (from other Tasks and deliverables), partner etc.
Platform pilot user experience	N	The task cannot be finished until the platform is ready

Second version:

3.6. Pilot development (SCDN)



Palacký University
Olomouc





- Completed by CFIE Segovia: [WP 3.6 Task QA Report - 2024-3-1 - 2014-5-1.docx \(basecamp.com\)](#)
- First remarks QA team:
 - o There are two 3.6 Task QA Reports, by two different partners. We discussed the one by SCDN earlier. We propose SCFIE as critical partner for SCDN.
 - o This Report appears to cover different Tasks than the former one. It would be good if the partners check each others' reports to see what happened here. CFIE list the following Tasks:
 - 3.6.3. Focus group about NQT needs + draft version of platform – UJK
 - 3.6.5. Case study definition for the platform - UP
- Notes of evaluation meeting between Task leader and critical friend (go over evaluation together and discuss QA Team comments):
 - o No (notes from) evaluation meeting with critical friend (SCDN with CFIE and UNEAT)
 - o ...
- Notes of Quality & Evaluation Unit during meeting (27/05): confer supra, first version

3.7. Pilot evaluation and improvement of the Teacher Academy (AP): follow-up different steps of workflow (internal validation) (AP) & external evaluation (UNEAT: Levinsky)

- Completed: no Task QA Report.
- First remarks QA Team:
 - o We propose CFIE Segovia (and if possible SCDN) as critical friend.
 - o There is a new Task QA Form for 3.7 by CFIE Segovia: [Task QA form 3.7. CFIE Segovia.docx \(basecamp.com\)](#).
- Notes of evaluation meeting between Task leader and critical friend (go over evaluation together and discuss QA Team comments): by Jan Ardies
 - o AP team and critical friends did not understand what was meant by the subtask: 'Follow-up different steps of workflow (internal validation)'
 - o UNEAT: notes about 'external evaluation' subtask?
- Notes of Quality & Evaluation Unit during meeting (27/05):
 - o Thomas about 'external evaluation':
 - Segovia is in charge and have found an
 - Needs to be discussed with this party how the quality will be reviewed
 - o AP will do this for WP4
 - o Orla notes that a insights into and even a template for external review can be gained from other EU projects
 - o Plan for immediate future: meeting to further define how to do this external evaluation
 - Orla will look for an example
 - Dominika will contact a colleague who works as evaluator at Erasmus+
 - Maria has a contact

WP4

4.4 Preparation of training materials and case studies (UP)

- Completed:
 - o no Task QA Form



Palacký University
Olomouc





- Task QA Reports after deadline: *please upload in the Basecamp folder and name according to Gantt chart*
 - [Task QA Report - training materials.docx \(basecamp.com\)](#)
 - [Task QA Report - case studies.docx \(basecamp.com\)](#)
- Remarks QA Team:
 - We propose UL as critical friend.
- Notes of evaluation meeting between Task leader and critical friend (go over evaluation together and discuss QA Team comments): by Iva Koribská
 - Digital training materials were developed based on discussions with partners during group activities at the Olomouc meeting (notes in basecamp: [link to role discussion activity](#))
 - These discussions aimed to define the roles and responsibilities of various actors (mentors, tutors, students, NQTs) within the framework of the new platform version.
 - Parts of the training materials were completed in cooperation with some partners (UL, FUNIBER) and the entire document was sent to all partners for comments.
 - The training materials include an appendix consisting of 11 case studies created by all partners according to reviewed criteria and template.
 - The template and evaluation criteria for the case studies were developed in cooperation with other partners (UL) and were discussed during the creation process.
 - The next step is to format the case studies for the platform according to each partner's preferences.
 - Possible formats were suggested in a separate document.
 - Training materials also introduce the main themes@ - their choice is based on research focused on the needs of NQT (more info in basecamp: [NQT Needs: Final Report](#)).
 - The text can be used for introductory videos on the platform.
 - QA report completed after 8.5. 2024
- Notes of Quality & Evaluation Unit during meeting (27/05):
 - Orla: aspect to be discussed in the management meeting which follows the QA meeting.

WP5

WP5.1 Dissemination master plan (report 1)

- Completed: status described in [Quality Monitoring Report 2](#)
- Remark: Some subtasks (eg: 'Check if the logos and disclaimer are used following the established guidelines' & 'Check if the templates prepared are used in the deliverables) will be ongoing tasks. Nevertheless QMR2 considered this task as completed because these aspects will be checked ongoingly in Task 5.2 and 5.3.

Ongoing tasks (deadline past 8/5/2024)

WP1

1.2. Financial management and progress reports

- Completed: [Task QA 6 WP 1.2 FUNIBER.docx \(basecamp.com\)](#)
- Remarks QA Team: According to the report and files, the intermediate report is well evaluated and finalised. No further evaluation said to be necessary.



WP3

3.3

3.5. Preparation of pilot experience and quality assessment (AP): analysis of data from questionnaire (AP)

- Completed:
 - Task QA Form: [QA form - 3.5 AP.docx \(basecamp.com\)](#)
 - Task QA Report after critical friend meeting: [Task QA Report - 3.5 AP_after imput critical friends.docx \(basecamp.com\)](#)
- Remarks QA Team:
 - We propose UL as critical friend.
- Notes of evaluation meeting between Task leader and critical friend (go over evaluation together and discuss QA Team comments): by Jan Ardies
 - During the critical friend meeting Task Report of AP and CFIE were checked together and decided the AP version was the correct one: it reported on the report about the user experience in the WP3 phase
 - However, it failed to report well on the original idea for this task, i.e. the 2-day staff training. So a new version was crafted to make this more clear.
 - It was remarked that it would be good to add a link to the delivered product to the report, when there is one, as it can be hard to evaluate without it (and simplify the search for it). (This was done for this Task.)
- Notes of Quality & Evaluation Unit during meeting (27/05):- no new remarks

3.7. Pilot evaluation and improvement of the Teacher Academy (AP): FINAL REPORT: lessons and proposals for the improvement of the proposed approach (SCDN-CFIE)

- Completed: [Task QA form 3.7. CFIE Segovia.docx \(basecamp.com\)](#) (started this May)
- Remarks QA Team:
 - The Task QA Form presents a clear timeline of milestones and awareness of critical friends.
 - In line with CFIE's own indication in the Form, we propose UNEAT (Thomas Prola) as critical friend.
- Notes of evaluation meeting between Task leader and critical friend (go over evaluation together and discuss QA Team comments):
 - No (notes from) evaluation meeting with critical friend? (SCDN & CFIE and UNEAT)
 - This was briefly touched on in the critical friend meeting between AP, CFIE and UL: the goal is to combine the final report of WP3, the needs analysis and the user experience report?
- Notes of Quality & Evaluation Unit during meeting (27/05):
 - Thomas: yes to the question whether the goal is to combine the final report of WP3, the needs analysis and the user experience report, and that this is in progress.
 - Dominika: final report of 3.7 (D3.3) has been uploaded the morning,
 - Reviewers/critical friends:
 - First: UNEAT
 - Next: UNEAT & AP



WP4

4.1 Software development of Digital Academy v2.0 (FUN)

- Completed: no Task QA Form or Task QA Report
- Remarks QA Team:
 - We propose UL as critical friend.
- Notes of evaluation meeting between Task leader and critical friend (go over evaluation together and discuss QA Team comments):
 - No (notes from) evaluation meeting with critical friend (FUN with UL)
- Notes of Quality & Evaluation Unit during meeting (27/05): no remarks

4.5 Preparation of pilots and quality assessment (UJK)

- Completed: Task QA Form after deadline: [QAform - 4.5 UJK_revised.docx \(basecamp.com\)](#)
- Remarks QA Team:
 - We propose UL as critical friend.
- Notes of evaluation meeting between Task leader and critical friend (go over evaluation together and discuss QA Team comments):
 - No (notes from) evaluation meeting with critical friend (UJK with UL)
- Notes of Quality & Evaluation Unit during meeting (27/05): no remarks

WP5

WP5.2 Communication and dissemination activities

- [QA form - 5.2 - UJK.docx \(basecamp.com\)](#)
- Missing: No Task QA Report for this as it was agreed on during the Antwerp meeting that for this period, the focus would be on other Tasks.
- Remarks:
 - This activity is cyclical: a new version of the approved newsletter is created and posted according to the deadlines.

WP5.3 Project website and social media

- completed:
 - Task QA Form: [QA form - 5.3-FUNIBER.docx \(basecamp.com\)](#)
 - Task QA Report: [Task QA Report - 5.3. FUNIBER.docx \(basecamp.com\)](#)
- Remarks:
 - According to the Report, the milestones are all on track and well-evaluated.

WP5.4 Transfer toolkit

- Missing: No Task QA Form for this Task as it is situated in 2025 and not enough information is currently available to make one.
- Remarks: /



Palacký University
Olomouc





WP5.5 Sustainability and exploitation of Project results

- Missing: No Task QA Form for this Task as it is situated in 2025 and not enough information is currently available to make one.
- Remarks: /



Overall conclusion and recommendations for QA

The Q&E Unit members considered the altered process, especially the introduction of 'critical friends meetings' before the Q&E Unit meeting, worthwhile due to the fact that the project partners interact more with the QA process (the QMR) as well as more substantially with other partners.

Not all partners took all the steps in the new process. Due to some absences it is unclear why exactly this happened. Hopefully, the next QA period will be able to bring everyone's insights and self-reflection into the QA process.

Overall, the deadlines were held and deliverables showed extensive collaborative work. Central to the progress is the use of the platform, due to some delays here, the testing of the platform will happen after 31st of May and therefore will be subject of the next QA phase.

Attachments





Co-funded by
the European Union



Quality Monitoring Report 7 September 2025





Contents

Introduction, with altered approach.....	3
Details and structure of report	4
QA work update	5
Overview of WP and Task status at 9 September 2024	6
Completed Work Packages	6
WP2	6
Overall review of WP 2.....	6
WP3	7
Overall review of WP 3.....	7
Completed Tasks (deadline before 9/9/2024)	8
WP3	8
WP4	8
WP5	8
Ongoing Tasks (deadline past 09/09/2024 or delayed)	10
WP1	10
WP4	10
WP5	12
Upcoming Tasks.....	14
WP4	14
WP5	14
Overall conclusion and recommendations for QA	15
Attachments.....	15



Introduction, with altered approach

The Quality Assurance (hereafter QA) activity pursues quality of project execution, outcomes and impacts and will be based on internal and external monitoring indicators as detailed in the section on defining the quality criteria.

As decided at the advent of the QA process, the Work Packages and their respective Tasks will be primarily monitored with (a) the 'Task QA Form' ([1. Task QA FORMS \(basecamp.com\)](#)), in which the Task teams were asked to describe and situate milestones within their timeline to indicate important achievements that are conditional to the success, and (b) the 'Task QA Report' ([2. Task QA REPORTS \(basecamp.com\)](#)) in which the actual status of the tasks at a given time in the project timeline is described, providing a means to measure and evaluate any progress, in a way that allows both management and the QA team as well as the Task collaborators to share this understanding.

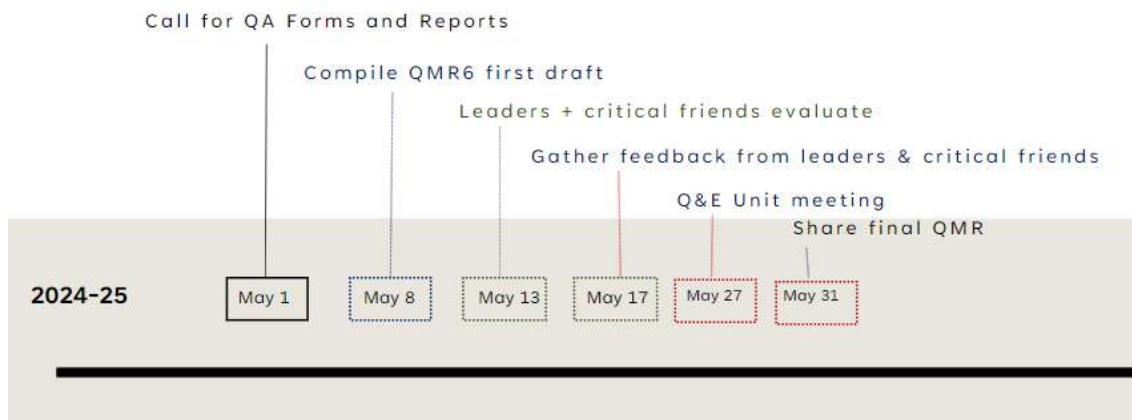
During the project it became clear that a more thorough analysis of the quality of the deliverables, and the reasons as to why some deliverables were found lacking in quality, was needed. Through a metadiscussion of the QA process itself with the present members, it was decided that the QA process would be tweaked to the following:

- 1 month before the deadline of the next QMR:
 - The AP team calls for the Task QA Forms and Reports about the DTA activities since the last QMR. Deadline: 1 week.
- 1 week later: AP team prepares a first draft of the Quality Monitoring Report, consisting of
 - the Task QA Forms and Reports about the DTA activities since the last QMR;
 - suggestions for critical friend to evaluate the quality of the progress/deliverables.
- ½ week later:
 - AP team shares the first draft with the Q&E Unit, critical friends, and the relevant WP leaders.
 - The WP leaders and the critical friends make a first valuation of the quality of the Tasks they are linked to, based on the indicators in the Forms and Reports. They make the necessary notes in the QMR document. Deadline: ½ week.
- ½ week later:
 - The AP team gathers feedback from the WP leaders and critical friends, either as written comments on the draft document or through short online meetings, from the partners that are working on or have just finished central Tasks.
 - The AP Team sends out the draft with the critical additions to the Q&E Unit, critical friends, and relevant WP leaders. Deadline: 1 week. Share QMR shortly before the Q&E Unit meeting.
- 1 week – ½ week before the deadline of the QMR:
 - The Q&E Unit meets to discuss the QMR draft
 - The AP team adds last new elements to the draft
- End of month/early next month: AP team shares the new QMR with the whole team through Basecamp.

To help visualize this process, here is the timeline as it was for the 6th QA period:



TIMELINE QMR6



The execution of these measures is monitored by the Quality and Evaluation Unit (assembly see attachment), and the Project Management Team and summarized in a quarterly Quality Monitoring Report (hereafter QMR, [QMR \(AP\) \(basecamp.com\)](#)).

Details and structure of report

This report will cover the preceding segment of the timeline for all the relevant Work Packages and Tasks, from 05/2024- 09/2024, as summarized in the Gantt-chart(s) of the project.

The report consists of a brief overview of the current status of both the QA work and the Work Packages as seen through the lens of the QA process. This is then followed by a more detailed analysis consisting of three parts. First, we discuss the progress of Tasks that were set to end before this QMR under the header 'Completed Tasks', utilizing the Task QA Reports (where necessary next to the Task QA Forms) and products uploaded on Basecamp. Subsequently we look at the tasks that are still ongoing ('Ongoing Tasks') and have a deadline in the future. Lastly, we list the 'Upcoming Tasks' and check whether they are at this point eligible for a Task QA Form. An overall conclusion with recommendations then ends the QMR.



QA work update

During the DTA project meeting in Antwerp in November 2023 a section of the work was dedicated to QA work, to iron out some persisting difficulties with the uptake of the Task QA Form and Task QA Report work documented in [QMR3](#). To address these, the QA Team (AP) set forth the following two main aims

Aims of QA team:

- Check & update Q&E Unit
- increase use and impact of Task QA Forms + Task QA Reports to further aid the DIGITAL TA project

Since new representants of SCDN and UP are on board since last report we include a new memberlist of the Q&E Unit, whose first next meeting has been set on Tuesday the 27th May 2024. 11:00 – 12:00 CEST. All representatives are informed that they are expected to report on the Tasks and/or Work Packages they are leading during the Q&E Unit meeting, and that their contributions will be added to this report.

Partner	Representative member in Q&E Unit
AP	Joos Vollebregt
CFP	Maria Fuentes & Jesús Solera
FUNIBER	Thomas Prola
SCDN	Dominika Wilk
UJK	Anna Szczepanek-Guz
UL	Orla McCormack
UNEAT	Josep Alemany
UP	Iva Koribska

The guidelines that were communicated for this and all subsequent Task QA work were the following (as per the meeting minutes: <https://3.basecamp.com/5367996/projects/27854950>):

The deadline set for the Task QA Forms and Task QA Reports for this report was 9th of September.



Overview of WP and Task status at 9 September 2024

The following Tasks were requested (Basecamp call: [QA period 7 \(basecamp.com\)](https://basecamp.com))

Tasks finished since the last QA period or still ongoing

WP3

3.7 Pilot evaluation and improvement of the Teacher Academy (AP)

- external evaluation (UNEAT: Levinsky)
- FINAL REPORT: lessons and the proposals for the improvement of the proposed approach (SCDN-CFIE)

WP4

4.1 Software development of Digital Academy v2.0 (including for MyTutoring module) (FUN)

4.2 Software development of OurCases module (FUN)

4.3 Software development of the reflection process management tool (FUN)

4.4 Preparation of training materials for trainers and case studies (UP)

4.5 Preparation of pilots and quality assessment (UJK)

4.6 Pilots development (UL)

Continuous Tasks:

WP1 Project management: coordination, finance and quality (UNEAT/FUN/AP)

WP5: Communication and dissemination activities (FUN/UJK/UNEAT)

Completed Work Packages

WP2

WP2.1 European shared experiences around the processes of initial and continuous school teacher practical trainings

Completed before 31/1/2023: see [Quality Monitoring Report 1](#)

WP2.3 Definition of roles for the actors and involved institutions

Completed before 31/1/2023: see [Quality Monitoring Report 1](#)

WP2.2 Harmonized European model of practical trainings providing guidance and support to school teachers

Completed: status described in [Quality Monitoring Report 2](#)

WP2.4 Design and development of the teachers in transition reflection process

Completed: status described in [Quality Monitoring Report 2](#)

WP2.5 Functional analysis of the digital platform for the Teacher Academy

Missing: Task QA Form and Task QA Report are missing: status described in [Quality Monitoring Report 2](#).

Overall review of WP 2

See [Quality Monitoring Report 3](#)



WP3

These are the reformulated Tasks that were thus stated with their subtasks in the reviewed Gantt chart for WP3 titled 'WP3 pilot plan protocol fv 3'

- 3.1 Software development of Digital Academy v1.0 (including MyChallenge module)
 - See QMR 2, 3, 4
- 3.2. Software development for the Learning Community
 - See QMR 3, 4
- 3.3. Building of the Learning Community
 - See QMR 3, 4, 5 and 6
- 3.4. Guide for the trainers and coordinators
 - See QMR 3, 4
- 3.5. Preparation of pilot experience and quality assessment
 - See QMR 3, 5
- 3.6. Pilot development
 - See QMR 3, 4, 5 and 6
- 3.7. Pilot evaluation and improvement of the Teacher Academy
 - See QMR 3, 4, 5 and 6
 - See final report (evaluation) below in overall review

Overall review of WP 3

A final report on WP3 was conducted by partners SCDN and CFIE and published 27/05/2024, here [D3.3. WP3 NON-REVIEWED VERSION.doc \(basecamp.com\)](#), which has evaluations of the bibliographic report, the needs analysis report and the user experience report based on 3.3.6, 3.6.4, and 3.6.6. regarding the effectiveness, efficiency, sufficiency and relevance of the products. It provides an extensive review, including external review, of these elements and insight into the strengths and weaknesses of the platform at that stage, from user experience.



Completed Tasks (deadline before 9/9/2024)

WP3

3.7 Pilot evaluation and improvement of the Teacher Academy (AP)

- external evaluation (UNEAT: Levinsky)
which was included in:
- FINAL REPORT: lessons and the proposals for the improvement of the proposed approach (SCDN-CFIE)
- Completed: [Task QA Report - 3.7 CFIE Segovia.docx \(basecamp.com\)](#)
- Remarks QA team: this final report on WP3 was conducted by partners SCDN and CFIE and published 27/05/2024, here [D3.3. WP3 NON-REVIEWED VERSION.doc \(basecamp.com\)](#). It has evaluated the WP3 through a look at the bibliographic report, the needs analysis report and the user experience report, based on 3.3.6, 3.6.4, and 3.6.6., and regards the effectiveness, efficiency, sufficiency and relevance of the products. It provides an extensive review, including an external reviewer, of these elements and insight into the strengths and weaknesses of the platform at that stage, from user experience.

WP4

4.1 Software development of Digital Academy v2.0 (including for MyTutoring module) (FUN)

- Remark: this Task was scheduled to be concluded in the previous QA period but due to the documented delays in development, it is ongoing. Therefore we will discuss it in the Ongoing section.

4.2 Software development of OurCases module (FUN)

- Remark: this Task was scheduled to be concluded in the previous QA period but due to the documented delays in development, it is ongoing. Therefore we will discuss it in the Ongoing section.

4.3 Software development of the reflection process management tool (FUN)

- Remark: this Task was scheduled to be concluded in the previous QA period but due to the documented delays in development, it is ongoing. Therefore we will discuss it in the Ongoing section.

4.4 Preparation of training materials and case studies (UP)

- Remark: this Task was scheduled to be concluded in the previous QA period but due to the documented delays in development, part of it is ongoing. We will discuss it in the ongoing section.

4.5. Preparation of pilots and quality assessment (UJK)

- Remark: this Task was scheduled to be concluded in the previous QA period but due to the documented delays in development, part of it is ongoing. We will discuss it in the ongoing section.

WP5

WP5.1 Dissemination master plan (report 1)

- Completed: status described in [Quality Monitoring Report 2](#)



- Remark: Some subtasks (eg: 'Check if the logos and disclaimer are used following the established guidelines' & 'Check if the templates prepared are used in the deliverables) will be ongoing tasks. Nevertheless QMR2 considered this task as completed because these aspects will be checked ongoingly in Task 5.2 and 5.3.



Ongoing Tasks (deadline past 09/09/2024 or delayed)

WP1

1.2. Financial management and progress reports

- Completed: [Task QA 6 WP 1.2 FUNIBER.docx \(basecamp.com\)](#)
- Remarks QA Team: According to the report and files, the intermediate report is well evaluated and finalised. No further evaluation said to be necessary.

WP4

4.1 Software development of Digital Academy v2.0 (including for MyTutoring module) (FUN)

- **Remark: this Task was scheduled to be concluded in the previous QA period but due to the documented delays in development, it is ongoing.**
- Completed: **no Task QA Form, no Task QA Report**
- Remarks QA team:
 - excerpt from QMR6:
 - Completed: no Task QA Form or Task QA Report
 - Remarks QA Team:
 - We propose UL as critical friend.
 - Notes of evaluation meeting between Task leader and critical friend (go over evaluation together and discuss QA Team comments):
 - No (notes from) evaluation meeting with critical friend (FUN with UL)
 - Notes of Quality & Evaluation Unit during meeting (27/05):
 - no remarks
 - For this QA period we propose UL again as critical friend
- Notes of evaluation meeting between Task leader and critical friend (go over evaluation together and discuss QA Team comments): **no notes were added within the designated time period.**
- Notes of Quality & Evaluation Unit during meeting (.../...): no new remarks about this task were put forth in the Q&E Unit meeting.

4.2 Software development of OurCases module (FUN)

- **Remark: this Task was scheduled to be concluded in the previous QA period but due to the documented delays in development, it is ongoing.**
- Completed: **no Task QA Form, no Task QA Report**
- Remarks QA Team:
 - We propose UL as critical friend.
- Notes of evaluation meeting between Task leader and critical friend (go over evaluation together and discuss QA Team comments): **no notes were added within the designated time period.**
- Notes of Quality & Evaluation Unit during meeting (.../...): no new remarks about this task were put forth in the Q&E Unit meeting.

4.3 Software development of the reflection process management tool (FUN)

- **Remark: this Task was scheduled to be concluded in the previous QA period but due to the documented delays in development, it is ongoing.**



- Completed: **no Task QA Form, no Task QA Report**
- Remarks QA Team:
 - o We propose UL as critical friend.
- Notes of evaluation meeting between Task leader and critical friend (go over evaluation together and discuss QA Team comments): **no notes were added within the designated time period.**
- Notes of Quality & Evaluation Unit during meeting (.../...): no new remarks about this task were put forthadded in the Q&E Unit meeting.

4.4 Preparation of training materials and case studies (UP)

- **Remark: this Task was scheduled to be concluded in the previous QA period but due to the documented delays in development, part of it is ongoing. We will discuss it in the ongoing section.**
- Completed: **no task QA Form, no Task QA Report.**
- Remarks QA team:
 - o Task QA Reports for QA period 6:
 - o [Task QA Report - training materials.docx \(basecamp.com\)](#)
 - o [Task QA Report - case studies.docx \(basecamp.com\)](#)
 - o excerpt from QMR6:
 - o Notes of evaluation meeting between Task leader and critical friend (go over evaluation together and discuss QA Team comments): by Iva Koribska
 - Digital training materials were developed based on discussions with partners during group activities at the Olomouc meeting (notes in basecamp: [link to role discussion activity](#))
 - These discussions aimed to define the roles and responsibilities of various actors (mentors, tutors, students, NQTs) within the framework of the new platform version.
 - Parts of the training materials were completed in cooperation with some partners (UL, FUNIBER) and the entire document was sent to all partners for comments.
 - The training materials include an appendix consisting of 11 case studies created by all partners according to reviewed criteria and template.
 - The template and evaluation criteria for the case studies were developed in cooperation with other partners (UL) and were discussed during the creation process.
 - The next step is to format the case studies for the platform according to each partner's preferences.
 - Possible formats were suggested in a separate document.
 - Training materials also introduce the main themes@ - their choice is based on research focused on the needs of NQT (more info in basecamp: [NQT Needs: Final Report](#)).
 - The text can be used for introductory videos on the platform.
 - o Notes of Quality & Evaluation Unit during meeting (27/05):
 - Orla: aspect to be discussed in the management meeting which follows the QA meeting.
 - o We propose FUN as critical friend.
- Notes of evaluation meeting between Task leader and critical friend (go over evaluation together and discuss QA Team comments): There was a critical friend meeting but there was not more information on the platform and therefore **no new notes were added.**



- Notes of Quality & Evaluation Unit during meeting (.../...): Iva adds that the training materials (in PDF-form) are done, but there is still the issue of having the case studies implemented in the platform. Iva suggests that there should be an open discussion about missing contributions. This will be picked up in the following WP4 meeting.

4.5 Preparation of pilots and quality assessment (UJK) Completed: Task QA Form after deadline: QAform - 4.5_UJK_revised.docx (basecamp.com), no Task QA Report

- Remarks QA Team:
 - o Due to absence of a Report we cannot at this point say more on the quality.
 - o We propose AP as critical friend.
- Notes of evaluation meeting between Task leader and critical friend (go over evaluation together and discuss QA Team comments): no notes were added within the designated time period.
- Notes of Quality & Evaluation Unit during meeting (.../...): Josep adds that there was a meeting about this and this will be dealt with in the following WP4 meeting.

4.6 Pilots development (UL)

- Completed: Task QA Form after deadline: Task QA Form: QA Form 4.6. UL.docx (basecamp.com), no Task QA Report
- Remarks QA Team:
 - o Due to absence of a Report we cannot at this point say more on the quality.
 - o We propose UNEAT (or FUN) as critical friend.
- Notes of evaluation meeting between Task leader and critical friend (go over evaluation together and discuss QA Team comments): no notes were added within the designated time period.
- Notes of Quality & Evaluation Unit during meeting (.../...): Orla adds that this Task needs attention but that this was pushed to the side due to the many platform issue discussions. Samuel adds that in coming WP4 meetings there will come a focus on Task 4.5 and 4.6. To make sure these get enough attention these will be pushed up in the bullet points for these meetings. Josep adds that in Spain they wish to start testing but this suffered from the issues in the platform so there are changes in the agenda. Iva adds that this is the same case in Olomouc. Maria adds that for Segovia, there have also been postponements due to this. Joos adds that they have started limited testing with their students.

WP5

WP5.2 Communication and dissemination activities

- Completed:
 - o QA form - 5.2 - UJK.docx (basecamp.com)
 - o Task QA Report - WP5.2 - UJK WP5 September 2024.docx (basecamp.com). SCDN (not Task leader) uploaded the same Task QA Report as UJK (Task leader) for this: Task QA Report - WP5.2 - SCDN WP5 September 2024.docx (basecamp.com). It is unclear to the QA team why they did this.
- Remarks QA Team:
 - o As a Task QA Form is used instead of a Task QA Report form, the milestones are not evaluated to the degree set out in the QA Task Report format.



- This activity is cyclical: a new version of the approved newsletter is created and posted according to the deadlines. No critical friend appears necessary.

WP5.3 Project website and social media

- completed:
 - Task QA Form: [QA form - 5.3-FUNIBER.docx \(basecamp.com\)](#)
 - Task QA Report: [Task QA Report - WP5.3. FUNIBER.docx \(basecamp.com\)](#)
- Remarks:
 - According to the Report, the milestones are all on track and well-evaluated. No critical friend appears necessary.



Upcoming Tasks

WP4

4.7. Pilot evaluation and improvement of the Teacher Academy approach

- Completed:
 - o Task QA Form: [QA form - 4.7 AP.docx \(basecamp.com\)](#)
 - o Task QA Report: [Task QA Report - 4.7 September 2024.docx \(basecamp.com\)](#): ~~empty when checked on 09/09/2024, and informed AP team to replace with correct version ASAP.~~ This was fixed. New version of file to be uploaded.
- Remarks QA Team:
 - o We propose CFIE as critical friend.
- Notes of evaluation meeting between Task leader and critical friend (go over evaluation together and discuss QA Team comments): Note JV: the following items have been changed in the Task QA Report, indicated in red.

Some very minor things that might be worth considering:

1. WP4 lead is: UL not AP.
2. Within the deliverable: 'Questionnaires in different languages' it might be worthwhile adding some additional information in the remarks section of the general criteria. For example, for 'within deadline you could include when the deadline was or for 'user-friendly' you could describe the steps you took to ensure this and how do you know it is user-friendly. Regarding 'research-informed' it might be worthwhile to expand the remarks section. What kind of research data are you referring to? Is it available on Basecamp? etc.
3. Not sure if 'N' was supposed to be used instead of 'Y' for milestones 'download all data' and 'analyse data' - is this referring to older data that was collected or is it referring to future data from survey 2 (one that was translated)? This might be worth clarifying.

- Notes of Quality & Evaluation Unit during meeting (.../...): the progress here was briefly discussed and agreed on, no new notes were offered.

WP5

WP5.4 Transfer toolkit

- Missing: No Task QA Form yet for this Task as it is situated in 2025 and not enough information is currently available to make one.
- Remarks: /

WP5.5 Sustainability and exploitation of Project results

- Missing: No Task QA Form yet for this Task as it is situated in 2025 and not enough information is currently available to make one.
- Remarks: /



Overall conclusion and recommendations for QA

Even though this new process incorporates changes voted by the partners and the Q&E Unit members feedback to the previous iteration was that the change was worthwhile, in this QA period 7 very few partners were able to perform the steps, and some Q&E Unit representatives' partners did not participate in the planning of the Unit meeting and did not attend. The reasons were not communicated so it is sadly impossible to know why this was. We hope in the next period we will be able to get input from everyone involved. Due to these lacunas, the QA team and the Q&E Unit can only do so much as to process evaluation.

The QA team wishes to note that this QA period coincides with a prolonged issue with the DTA platform development and runs parallel to a lack of insight into this platform development by the partners. It had been a desire, at least from the AP University team, to be able to exchange and learn together about effective E-learning using a learning management system. The reason why there is very limited didactic approach to the use of a digital platform such as Moodle (which is geared towards this usage over that of its general CMS options) appears to the QA team at least in part the result of the overly closed-off platform development process, which is evidenced in the QA reporting about this aspect of the project.

As for WP3, an external audit is forthcoming. There were no objections raised against the method and report of the WP3 audit.

It proved impossible to get all Q&E Unit representatives to respond to the communications on Basecamp to be able to plan a meeting together. We hope in this last phase of the project, all partners keep track of the central communications.

Attachments

none



Co-funded by
the European Union



Quality Monitoring Report 8

December 2024





Contents

Introduction, with altered approach	3
Details and structure of report	4
QA work update	5
Overview of WP and Task status at 10 December 2024	6
Completed Work Packages	6
WP2	6
Overall review of WP 2	6
WP3	6
Overall review of WP 3	7
Tasks finished since the last QA period or still ongoing	8
WP4	8
Continuous Tasks	10
WP1	10
WP5	10
Upcoming Tasks	11
WP4	11
WP5	11
Overall conclusion and recommendations for QA	12
Attachments	12



Introduction, with altered approach

The Quality Assurance (hereafter QA) activity pursues quality of project execution, outcomes and impacts and will be based on internal and external monitoring indicators as detailed in the section on defining the quality criteria.

As decided at the advent of the QA process, the Work Packages and their respective Tasks will be primarily monitored with (a) the 'Task QA Form' ([1. Task QA FORMS \(basecamp.com\)](#)), in which the Task teams were asked to describe and situate milestones within their timeline to indicate important achievements that are conditional to the success, and (b) the 'Task QA Report' ([2. Task QA REPORTS \(basecamp.com\)](#)) in which the actual status of the tasks at a given time in the project timeline is described, providing a means to measure and evaluate any progress, in a way that allows both management and the QA team as well as the Task collaborators to share this understanding.

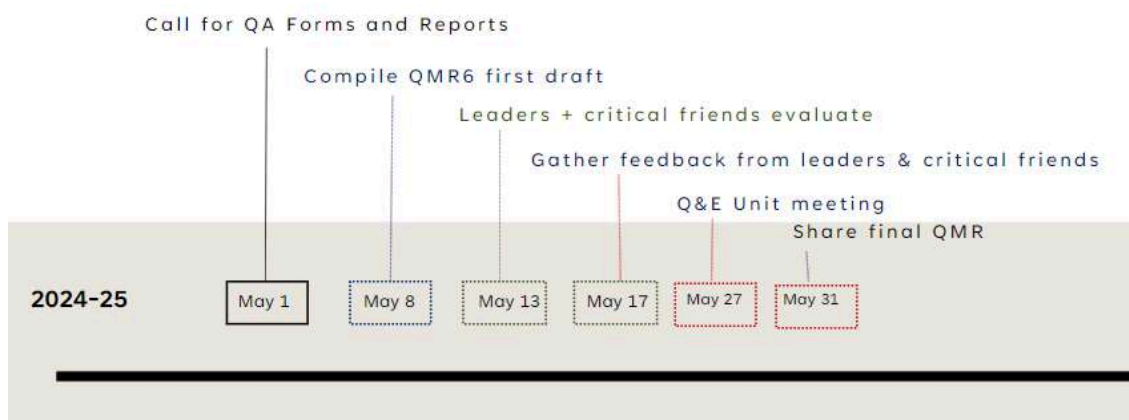
During the project it became clear that a more thorough analysis of the quality of the deliverables, and the reasons as to why some deliverables were found lacking in quality, was needed. Through a metadiscussion of the QA process itself with the present members, it was decided that the QA process would be tweaked to the following:

- 1 month before the deadline of the next QMR:
 - The AP team calls for the Task QA Forms and Reports about the DTA activities since the last QMR. Deadline: 1 week.
- 1 week later: AP team prepares a first draft of the Quality Monitoring Report, consisting of
 - the Task QA Forms and Reports about the DTA activities since the last QMR;
 - suggestions for critical friend to evaluate the quality of the progress/deliverables.
- ½ week later:
 - AP team shares the first draft with the Q&E Unit, critical friends, and the relevant WP leaders.
 - The WP leaders and the critical friends make a first valuation of the quality of the Tasks they are linked to, based on the indicators in the Forms and Reports. They make the necessary notes in the QMR document. Deadline: ½ week.
- ½ week later:
 - The AP team gathers feedback from the WP leaders and critical friends, either as written comments on the draft document or through short online meetings, from the partners that are working on or have just finished central Tasks.
 - The AP Team sends out the draft with the critical additions to the Q&E Unit, critical friends, and relevant WP leaders. Deadline: 1 week. Share QMR shortly before the Q&E Unit meeting.
- 1 week – ½ week before the deadline of the QMR:
 - The Q&E Unit meets to discuss the QMR draft
 - The AP team adds last new elements to the draft
- End of month/early next month: AP team shares the new QMR with the whole team through Basecamp.

To help visualize this process, here is the timeline as it was for the 6th QA period:



TIMELINE QMR6



The execution of these measures is monitored by the Quality and Evaluation Unit (assembly see attachment), and the Project Management Team and summarized in a quarterly Quality Monitoring Report (hereafter QMR, [QMR \(AP\) \(basecamp.com\)](#)).

Details and structure of report

This report will cover the preceding segment of the timeline for all the relevant Work Packages and Tasks, from 09/2024 – 12/2024, as summarized in the Gantt-chart(s) of the project.

The report consists of a brief overview of the current status of both the QA work and the Work Packages as seen through the lens of the QA process. This is then followed by a more detailed analysis consisting of three parts. First, we discuss the progress of Tasks that were set to end before this QMR under the header 'Completed Tasks', utilizing the Task QA Reports (where necessary next to the Task QA Forms) and products uploaded on Basecamp. Subsequently we look at the tasks that are still ongoing ('Ongoing Tasks) and have a deadline in the future. Lastly, we list the 'Upcoming Tasks' and check whether they are at this point eligible for a Task QA Form. An overall conclusion with recommendations then ends the QMR.



QA work update

During the DTA project meeting in Antwerp in November 2023 a section of the work was dedicated to QA work, to iron out some persisting difficulties with the uptake of the Task QA Form and Task QA Report work documented in [QMR3](#). To address these, the QA Team (AP) set forth the following two main aims

Aims of QA team:

- Check & update Q&E Unit
- increase use and impact of Task QA Forms + Task QA Reports to further aid the DIGITAL TA project

Since new representants of SCDN and UP are on board since last report we include a new member list of the Q&E Unit, whose first next meeting has been set on Tuesday the 27th May 2024. 11:00 – 12:00 CEST. All representatives are informed that they are expected to report on the Tasks and/or Work Packages they are leading during the Q&E Unit meeting, and that their contributions will be added to this report.

Partner	Representative member in Q&E Unit
AP	Joos Vollebregt
CFP	Maria Fuentes & Jesús Solera
FUNIBER	Thomas Prola
SCDN	Dominika Wilk
UJK	Anna Szczepanek-Guz
UL	Orla McCormack
UNEAT	Josep Alemany
UP	Iva Koribska

The guidelines that were communicated for this and all subsequent Task QA work were the following (as per the meeting minutes: <https://3.basecamp.com/5367996/projects/27854950>).



Overview of WP and Task status at 10 December 2024

The following Tasks were requested (Basecamp call: [QA period 8](#))

Tasks finished since the last QA period or still ongoing

WP4

Ongoing according to the Gantt chart schedule:

- 4.6 Pilots development (UL)

Past Gantt chart deadline but ongoing in the previous QA period due to delays with some of them now finished but not yet evaluated:

- 4.1 Software development of Digital Academy v2.0 (including for MyTutoring module) (FUN)
- 4.2 Software development of OurCases module (FUN)
- 4.3 Software development of the reflection process management tool (FUN)
- 4.4 Preparation of training materials for trainers and case studies (UP)
- 4.5 Preparation of pilots and quality assessment (UJK)

Continuous Tasks:

WP1 Project management: coordination, finance and quality (UNEAT/FUN/AP)

WP5: Communication and dissemination activities (FUN/UJK/UNEAT)

Completed Work Packages

WP2

- WP2.1 European shared experiences around the processes of initial and continuous school teacher practical trainings
 - Completed before 31/1/2023: see [Quality Monitoring Report 1](#)
- WP2.3 Definition of roles for the actors and involved institutions
 - Completed before 31/1/2023: see [Quality Monitoring Report 1](#)
- WP2.2 Harmonized European model of practical trainings providing guidance and support to school teachers
 - Completed: status described in [Quality Monitoring Report 2](#)
- WP2.4 Design and development of the teachers in transition reflection process
 - Completed: status described in [Quality Monitoring Report 2](#)
- WP2.5 Functional analysis of the digital platform for the Teacher Academy
 - **Missing:** Task QA Form and Task QA Report are missing: status described in [Quality Monitoring Report 2](#).

Overall review of WP 2

See [Quality Monitoring Report 3](#)

WP3

These are the reformulated Tasks that were thus stated with their subtasks in the reviewed Gantt chart for WP3 titled 'WP3 pilot plan protocol fv 3'

- 3.1 Software development of Digital Academy v1.0 (including MyChallenge module)
 - See QMR 2, 3, 4
- 3.2. Software development for the Learning Community
 - See QMR 3, 4
- 3.3. Building of the Learning Community
 - See QMR 3, 4, 5 and 6



- 3.4. Guide for the trainers and coordinators
 - See QMR 3, 4
- 3.5. Preparation of pilot experience and quality assessment
 - See QMR 3, 5
- 3.6. Pilot development
 - See QMR 3, 4, 5 and 6
- 3.7. Pilot evaluation and improvement of the Teacher Academy
 - See QMR 3, 4, 5 and 6
 - See final report (evaluation) below in overall review

Overall review of WP 3

A final report on WP3 was conducted by partners SCDN and CFIE and published 27/05/2024, here [D3.3. WP3 NON-REVIEWED VERSION.doc \(basecamp.com\)](#), which has evaluations of the bibliographic report, the needs analysis report and the user experience report based on 3.3.6, 3.6.4, and 3.6.6. regarding the effectiveness, efficiency, sufficiency and relevance of the products. It provides an extensive review, including external review, of these elements and insight into the strengths and weaknesses of the platform at that stage, from user experience.



Tasks finished since the last QA period or still ongoing

WP4

4.1 Software development of Digital Academy v2.0 (including for MyTutoring module) (FUN)

- Remark: this Task was scheduled to be concluded in the previous QA period but due to the documented delays in development, it was ongoing.
- Remark: the team has chosen to document 4.1 + 4.2 + 4.3 together: “Due to their codependency, T4.1, T4.2 and T4.3 will be jointly assessed. The contents of the QA form will be identical, except for the task general information.”
- Completed: [Task QA Form](#), [Task QA Report](#)
- Remarks QA team:
 - o This Task QA Form was submitted to Basecamp on 10/12/2024, the same day as the Report. This approach does not allow a critical comparison by the QA team as per the principles set out in the QA plan.
 - o The QA team regrets the sparsity of the documentation around the issues that were encountered, as this provides little learning opportunities for the partners.
 - o The QA team feels the Report may not accurately represent the current state of the platform, as issues with the platform are documented elsewhere as persisting, for example in Task 4.6 Report.
 - o We propose UL as critical friend
- Notes of evaluation meeting between Task leader and critical friend (go over evaluation together and discuss QA Team comments):
- Notes of Quality & Evaluation Unit during meeting (.../...): no new remarks about this task were put forth in the Q&E Unit meeting.

4.2 Software development of OurCases module (FUN)

- Remark: see 4.1.

4.3 Software development of the reflection process management tool (FUN)

- Remark: see 4.1.

4.4 Preparation of training materials and case studies (UP)

- Remark: this Task was considered concluded in the previous QA period.
 - o Completed: ~~no task QA Form~~, [Task QA Report - training materials.docx \(basecamp.com\)](#), [Task QA Report - case studies.docx \(basecamp.com\)](#)
- Remarks QA team:
 - o excerpt from QMR6:
 - o Notes of evaluation meeting between Task leader and critical friend (go over evaluation together and discuss QA Team comments): by Iva Koribska
 - Digital training materials were developed based on discussions with partners during group activities at the Olomouc meeting (notes in basecamp: [link to role discussion activity](#))
 - These discussions aimed to define the roles and responsibilities of various actors (mentors, tutors, students, NQTs) within the framework of the new platform version.
 - Parts of the training materials were completed in cooperation with some partners (UL, FUNIBER) and the entire document was sent to all partners for comments.



- The training materials include an appendix consisting of 11 case studies created by all partners according to reviewed criteria and template.
- The template and evaluation criteria for the case studies were developed in cooperation with other partners (UL) and were discussed during the creation process.
- The next step is to format the case studies for the platform according to each partner's preferences.
- Possible formats were suggested in a separate document.
- Training materials also introduce the main themes@ - their choice is based on research focused on the needs of NQT (more info in basecamp: [NQT Needs: Final Report](#)).
- The text can be used for introductory videos on the platform.
- Notes of Quality & Evaluation Unit during meeting (27/05):
 - Orla: aspect to be discussed in the management meeting which follows the QA meeting.
- Notes of evaluation meeting between Task leader and critical friend (go over evaluation together and discuss QA Team comments): There was a critical friend meeting but there was not more information on the platform and therefore no new notes were added.
- Notes of Quality & Evaluation Unit during meeting (.../...): Iva adds that the training materials (in PDF-form) are done, but there is still the issue of having the case studies implemented in the platform. Iva suggests that there should be an open discussion about missing contributions. This will be picked up in the following WP4 meeting.

4.5 Preparation of pilots and quality assessment (UJK)

- Completed: [Task QA Form](#), [Task QA Report](#)
- Remarks QA Team:
 - The Report may need additional framing underlying its findings or may be confusing to partners. For example, The Form lists the deadline of milestones as April 2024 but the Report lists the matching milestones as 'going according to plan'. Perhaps what happened is that the wrong checklist was selected. To illustrate, from the QA Report template:

Assessment according to quality criteria

In order to make the quality monitoring process as lean as possible, please fill in only the relevant checklist.

Is your Task finished?

- **Yes.** Fill in the "**checklist Task deliverable**".
- **No?** Fill in the "**checklist milestones**".
- We propose UNEAT (or FUN) as a critical friend.
- Notes during last Q&E Unit meeting: Josep adds that there was a meeting about this and this will be dealt with in the following WP4 meeting.
- Notes of evaluation meeting between Task leader and critical friend (go over evaluation together and discuss QA Team comments):



- Notes of Quality & Evaluation Unit during meeting (.../...):

4.6 Pilots development (UL)

- Completed: Task QA Form after deadline: Task QA Form: [QA Form 4.6. UL.docx \(basecamp.com\)](#), [Task QA Report](#)
- Remarks QA Team:
 - o The Task Report provides clear insight into the processes involved and steps taken and underway. It shows detailed understanding of the Task milestones and dependencies.
 - o The milestones are mostly met.
 - o The pilot conduct is delayed but the Report shows what is needed and stresses the role of the partners for its successful completion.
 - o We propose AP as critical friend.
 - o Notes from previous Q&E Unit meeting: Orla adds that this Task needs attention but that this was pushed to the side due to the many platform issue discussions. Samuel adds that in coming WP4 meetings there will come a focus on Task 4.5 and 4.6. To make sure these get enough attention these will be pushed up in the bullet points for these meetings. Josep adds that in Spain they wish to start testing but this suffered from the issues in the platform so there are changes in the agenda. Iva adds that this is the same case in Olomouc. Maria adds that for Segovia, there have also been postponements due to this. Joos adds that they have started limited testing with their students.
- Notes of evaluation meeting between Task leader and critical friend (go over evaluation together and discuss QA Team comments): the Task QA Report showed that the previous notes had been taken up and the needs are clear and should be met if no other delays with the platform development/usage should occur.
- Notes of Quality & Evaluation Unit during meeting (.../...):

Continuous Tasks

WP1

1.2. Financial management and progress reports

- Completed: [Task QA 6 WP 1.2 FUNIBER.docx \(basecamp.com\)](#), [Task Report](#)
- Remarks QA Team: According to the Report and relevant files, the intermediate report is well evaluated and finalised. No further evaluation said to be necessary.

WP5

WP5.2 Communication and dissemination activities

- Completed:
 - o [QA form - 5.2 - UJK.docx \(basecamp.com\)](#)
 - o No Task Report
- Remarks QA Team:



- As a Task QA Form is used instead of a Task QA Report form, the milestones are not evaluated to the degree set out in the QA Task Report format.

WP5.3 Project website and social media

- completed:
 - Task QA Form: [QA form - 5.3-FUNIBER.docx \(basecamp.com\)](#)
 - Task QA Report: [No Task Report](#)
- Remarks:
 - Due to the missing Task Report, the QA team can make no new assessment of the situation. But the newsletter has continued, as is documented on the website and in Basecamp, so we detect no issues here based on the available info.

Upcoming Tasks

WP4

4.7. Pilot evaluation and improvement of the Teacher Academy approach

- Completed:
 - Task QA Form: [QA form - 4.7 AP.docx \(basecamp.com\)](#)
 - Task QA Report: [Task QA Report - 4.7 _September 2024.docx \(basecamp.com\)](#)
- Remarks QA Team:
 - No new Report as this is upcoming. See QMR7 for remarks.

WP5

WP5.4 Transfer toolkit

- Missing: No Task QA Form yet for this Task as it is situated in 2025 and not enough information is currently available to make one.
- Remarks: /

WP5.5 Sustainability and exploitation of Project results

- Missing: No Task QA Form yet for this Task as it is situated in 2025 and not enough information is currently available to make one.
- Remarks: /



Overall conclusion and recommendations for QA

In this QA period 8 more Reports were filed and it was possible for the QA team to assess the situation of most of the Tasks it listed a relevant to this QA period and report.

As noted with the relevant Task QA work assessments in this report, the QA team notices some discrepancies between assessments of the digital platform that we suggest are picked up during a general meeting or WP4 meeting.

Attachments

none



Co-funded by
the European Union



Quality Monitoring Report 9

March 2025



Universidad
Europea
del Atlántico



AP UNIVERSITY OF
APPLIED SCIENCES
AND ARTS ANTWERP



Palacký University
Olomouc



FUNDACIÓN UNIVERSITARIA IBEROAMERICANA





Contents

Introduction, with altered approach	3
Details and structure of report	4
QA work update	5
Overview of WP and Task status at 9 September 2024	6
Completed Work Packages	6
WP2	6
Overall review of WP 2	6
WP3	7
Overall review of WP 3	7
Completed Tasks (deadline before 9/9/2024)	8
WP3	8
WP4	8
WP5	8
Ongoing Tasks (deadline past 09/09/2024 or delayed)	10
WP1	10
WP4	10
WP5	12
Upcoming Tasks	14
WP4	14
WP5	14
Overall conclusion and recommendations for QA	15
Attachments	15



Introduction, with altered approach

The Quality Assurance (hereafter QA) activity pursues quality of project execution, outcomes and impacts and will be based on internal and external monitoring indicators as detailed in the section on defining the quality criteria.

As decided at the advent of the QA process, the Work Packages and their respective Tasks will be primarily monitored with (a) the 'Task QA Form' ([1. Task QA FORMS \(basecamp.com\)](https://basecamp.com)), in which the Task teams were asked to describe and situate milestones within their timeline to indicate important achievements that are conditional to the success, and (b) the 'Task QA Report' ([2. Task QA REPORTS \(basecamp.com\)](https://basecamp.com)) in which the actual status of the tasks at a given time in the project timeline is described, providing a means to measure and evaluate any progress, in a way that allows both management and the QA team as well as the Task collaborators to share this understanding.

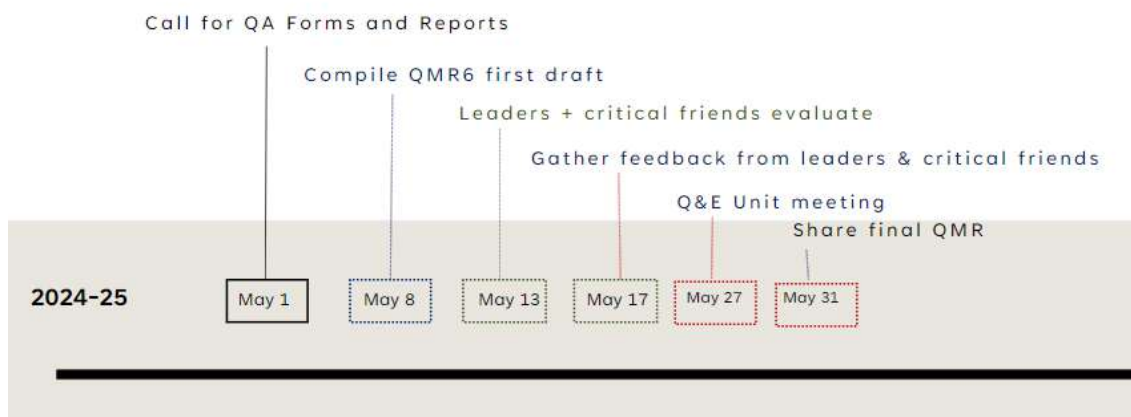
During the project it became clear that a more thorough analysis of the quality of the deliverables, and the reasons as to why some deliverables were found lacking in quality, was needed. Through a metadiscussion of the QA process itself with the present members, it was decided that the QA process would be tweaked to the following:

- 1 month before the deadline of the next QMR:
 - The AP team calls for the Task QA Forms and Reports about the DTA activities since the last QMR. Deadline: 1 week.
- 1 week later: AP team prepares a first draft of the Quality Monitoring Report, consisting of
 - the Task QA Forms and Reports about the DTA activities since the last QMR;
 - suggestions for critical friend to evaluate the quality of the progress/deliverables.
- ½ week later:
 - AP team shares the first draft with the Q&E Unit, critical friends, and the relevant WP leaders.
 - The WP leaders and the critical friends make a first valuation of the quality of the Tasks they are linked to, based on the indicators in the Forms and Reports. They make the necessary notes in the QMR document. Deadline: ½ week.
- ½ week later:
 - The AP team gathers feedback from the WP leaders and critical friends, either as written comments on the draft document or through short online meetings, from the partners that are working on or have just finished central Tasks.
 - The AP Team sends out the draft with the critical additions to the Q&E Unit, critical friends, and relevant WP leaders. Deadline: 1 week. Share QMR shortly before the Q&E Unit meeting.
- 1 week – ½ week before the deadline of the QMR:
 - The Q&E Unit meets to discuss the QMR draft
 - The AP team adds last new elements to the draft
- End of month/early next month: AP team shares the new QMR with the whole team through Basecamp.

To help visualize this process, here is the timeline as it was for the 6th QA period:



TIMELINE QMR6



The execution of these measures is monitored by the Quality and Evaluation Unit (assembly see attachment), and the Project Management Team and summarized in a quarterly Quality Monitoring Report (hereafter QMR, [QMR \(AP\) \(basecamp.com\)](#)).

Details and structure of report

This report will cover the preceding segment of the timeline for all the relevant Work Packages and Tasks, from 12/2024 – 03/2024, as summarized in the Gantt-chart(s) of the project.

The report consists of a brief overview of the current status of both the QA work and the Work Packages as seen through the lens of the QA process. This is then followed by a more detailed analysis consisting of three parts. First, we discuss the progress of Tasks that were set to end before this QMR under the header 'Completed Tasks', utilizing the Task QA Reports (where necessary next to the Task QA Forms) and products uploaded on Basecamp. Subsequently we look at the tasks that are still ongoing ('Ongoing Tasks') and have a deadline in the future. Lastly, we list the 'Upcoming Tasks' and check whether they are at this point eligible for a Task QA Form. An overall conclusion with recommendations then ends the QMR.



Q&E Unit composition

All representatives are informed that they are expected to report on the Tasks and/or Work Packages they are leading during the Q&E Unit meeting, and that their contributions will be added to this report.

Partner	Representative member in Q&E Unit
AP	Joos Vollebregt
CFP	Maria Fuentes & Jesús Solera
FUNIBER	Thomas Prola
SCDN	Izabela Krzak - Borkowska
UJK	Anna Szczepanek-Guz
UL	Orla McCormack
UNEAT	Josep Alemany
UP	Iva Koribska

The guidelines that were communicated for this and all subsequent Task QA work were the following (as per the meeting minutes: <https://3.basecamp.com/5367996/projects/27854950>).



Overview of WP and Task status at 17 March 2025

The following Tasks were requested (Basecamp call: [QA period 9](#))

- Tasks finished since the last QA period or still ongoing
 - WP4
 - finished according to the Gantt chart schedule:
 - 4.6 Pilots development (UL)
 - A number of tasks that are past Gantt chart deadline but were ongoing in the previous QA period due to delays, with some of them finished but not yet evaluated:
 - 4.1 Software development of Digital Academy v2.0 (including for MyTutoring module) (FUN)
 - 4.2 Software development of OurCases module (FUN)
 - 4.3 Software development of the reflection process management tool (FUN)
 - 4.4 Preparation of training materials for trainers and case studies (UP)
 - 4.5 Preparation of pilots and quality assessment (UJK)
 - New Tasks for this QA period:
 - 4.7 Pilot evaluation and improvement of the Teacher Academy Approach (AP)
 - 5.4 Transfer toolkit (AP)
 - Sustainability and exploitation of project results (UNEAT)
 - Continuous Tasks:
 - WP1 Project management: coordination, finance and quality (UNEAT/FUN/AP)
 - WP5: Communication and dissemination activities (FUN/UJK/UNEAT)

Completed Work Packages

WP2

- WP2.1 European shared experiences around the processes of initial and continuous school teacher practical trainings
 - Completed before 31/1/2023: see QMR1.
- WP2.3 Definition of roles for the actors and involved institutions
 - Completed before 31/1/2023 see QMR1.
- WP2.2 Harmonized European model of practical trainings providing guidance and support to school teachers
 - Completed: status described in QMR2.
- WP2.4 Design and development of the teachers in transition reflection process
 - Completed: status described in QMR2.
- WP2.5 Functional analysis of the digital platform for the Teacher Academy
 - **Missing:** Task QA Form and Task QA Report are missing: status described in QMR2.

Overall review of WP 2

See [Quality Monitoring Report 3](#)



WP3

These are the reformulated Tasks that were thus stated with their subtasks in the reviewed Gantt chart for WP3 titled 'WP3 pilot plan protocol fv 3'

- 3.1 Software development of Digital Academy v1.0 (including MyChallenge module)
 - See QMR 2, 3, 4
- 3.2. Software development for the Learning Community
 - See QMR 3, 4
- 3.3. Building of the Learning Community
 - See QMR 3, 4, 5 and 6
- 3.4. Guide for the trainers and coordinators
 - See QMR 3, 4
- 3.5. Preparation of pilot experience and quality assessment
 - See QMR 3, 5
- 3.6. Pilot development
 - See QMR 3, 4, 5 and 6
- 3.7. Pilot evaluation and improvement of the Teacher Academy
 - See QMR 3, 4, 5 and 6
 - See final report (evaluation) below in overall review

Overall review of WP 3

A final report on WP3 was conducted by partners SCDN and CFIE and published 27/05/2024, here [D3.3. WP3 NON-REVIEWED VERSION.doc \(basecamp.com\)](#), which has evaluations of the bibliographic report, the needs analysis report and the user experience report based on 3.3.6, 3.6.4, and 3.6.6. regarding the effectiveness, efficiency, sufficiency and relevance of the products. It provides an extensive review, including external review, of these elements and insight into the strengths and weaknesses of the platform at that stage, from user experience.



Tasks finished since the last QA period or still ongoing

WP4

4.1 Software development of Digital Academy v2.0 (including for MyTutoring module) (FUN)

- Remarks QA team:
 - o No new Task QA Report. For previous status discussion, see [Quality Monitoring Report 8 - final.pdf](#)
 - Remark: this Task was scheduled to be concluded in the previous QA period but due to the documented delays in development, it was ongoing.
 - Remark: the team has chosen to document 4.1 + 4.2 + 4.3 together: "Due to their code dependency, T4.1, T4.2 and T4.3 will be jointly assessed. The contents of the QA form will be identical, except for the task general information."
 - Completed: [Task QA Form](#), [Task QA Report](#)
 - Remarks QA team:
 - o This Task QA Form was submitted to Basecamp on 10/12/2024, the same day as the Report. This approach does not allow a critical comparison by the QA team as per the principles set out in the QA plan.
 - o The QA team regrets the sparsity of the documentation around the issues that were encountered, as this provides little learning opportunities for the partners.
 - o The QA team feels the Report may not accurately represent the current state of the platform, as issues with the platform are documented elsewhere as persisting, for example in Task 4.6 Report.
 - o We propose UL as critical friend
 - Notes of evaluation meeting between Task leader and critical friend (go over evaluation together and discuss QA Team comments):
 - Notes of Quality & Evaluation Unit during meeting (.../...): no new remarks about this task were put forth in the Q&E Unit meeting.
- We propose UL as critical friend.
- Notes of evaluation meeting between Task leader and critical friend (go over evaluation together and discuss QA Team comments): **no notes**
- Notes of Quality & Evaluation Unit during meeting (.../...): /

4.2 Software development of OurCases module (FUN)

- Remarks QA team: see 4.1.

4.3 Software development of the reflection process management tool (FUN)

- Remarks QA team: see 4.1.

4.4 Preparation of training materials and case studies (UP)

- Remarks QA team:
 - o this Task was considered concluded in the previous QA period
 - o see 4.1.

4.5 Preparation of pilots and quality assessment (UJK)

- Completed: [Task QA Form](#), [Task QA Report 4.5 UJK March 2025.docx](#)
- Remarks QA Team:
 - o The new Report has not changed from the last so previous remarks apply: see [Quality Monitoring Report 8 - final.pdf](#)



Remarks QA Team:

- The Report may need additional framing underlying its findings or may be confusing to partners. For example, The Form lists the deadline of milestones as April 2024 but the Report lists the matching milestones as 'going according to plan'. Perhaps what happened is that the wrong checklist was selected. To illustrate, from the QA Report template:

Assessment according to quality criteria

In order to make the quality monitoring process as lean as possible, please fill in only the relevant checklist.

Is your Task finished?

- **Yes.** Fill in the "**checklist Task deliverable**".
- **No?** Fill in the "**checklist milestones**".

- We propose UNEAT (or FUN) as a critical friend.
- Notes during last Q&E Unit meeting: Josep adds that there was a meeting about this and this will be dealt with in the following WP4 meeting.

Notes of evaluation meeting between Task leader and critical friend (go over evaluation together and discuss QA Team comments):

- We propose UNEAT (or FUN) as a critical friend.
- Notes of evaluation meeting between Task leader and critical friend (go over evaluation together and discuss QA Team comments): **no notes**
- Notes of Quality & Evaluation Unit during meeting (.../...): /

4.6 Pilot development (UL)

- Completed: [Task QA Form](#), **no Task QA Report for this period: this may be due to QA Team's failure to include it in the overview (corrected 17/03/2025).**
- Remarks QA Team:
 - In absence of new information, previous remarks apply: see [Quality Monitoring Report 8 - final.pdf](#):

Remarks QA Team:

- The Task Report provides clear insight into the processes involved and steps taken and underway. It shows detailed understanding of the Task milestones and dependencies.
- The milestones are mostly met.
- The pilot conduct is delayed but the Report shows what is needed and stresses the role of the partners for its successful completion.
- We propose AP as critical friend.
- Notes from previous Q&E Unit meeting: Orla adds that this Task needs attention but that this was pushed to the side due to the many platform issue discussions. Samuel adds that in coming WP4 meetings there will come a focus on Task 4.5 and 4.6. To make sure these get enough attention these will be pushed up in the bullet points for these meetings. Josep adds that in Spain they wish to start testing but this suffered from the issues in the platform so there are changes in the agenda. Iva adds that this is the same case in Olomouc. Maria adds that for Segovia, there have also been postponements due to this. Joos adds that they have started limited testing with their students.

Notes of evaluation meeting between Task leader and critical friend (go over evaluation together and discuss QA Team comments): the Task QA Report showed that the previous notes had been taken up and the needs are clear and should be met if no other delays with the platform development/usage should occur.

Notes of Quality & Evaluation Unit during meeting (.../...):



- We propose AP as critical friend.
- Notes of evaluation meeting between Task leader and critical friend (go over evaluation together and discuss QA Team comments): **no notes**
- Notes of Quality & Evaluation Unit during meeting (.../...): /

4.7 Pilot evaluation and improvement of the Teacher Academy approach

- Completed: [QA form - 4.7 AP.docx](#), [Task QA Report - 4.7.docx](#)
- Remarks QA Team: the listed milestones are reported to have been successfully completed and the critical friend feedback has been integrated. This work will be presented at the upcoming DTA meeting hosted by SCDN.
- Critical friend: this work will be presented at the upcoming DTA meeting hosted by SCDN.
- Notes of evaluation meeting between Task leader and critical friend (go over evaluation together and discuss QA Team comments): the partners served as critical friend. The presentation succeeded in sharing the feedback results. With the results from UL not yet in, the results were understood to change slightly in the near future.
- Notes of Quality & Evaluation Unit during meeting (.../...): /

WP5

5.4 Transfer toolkit (AP)

- Completed: [Task QA form - 5.4 - AP.docx](#), [Task QA Report - 5.4.docx](#)
- Remarks QA Team:
- We propose UL as a critical friend.
- Notes of evaluation meeting between Task leader and critical friend (go over evaluation together and discuss QA Team comments):
 - o QA form: box: "What are the indicators for you to know you have finished successfully?"
 - Include the following indicator: institutional leads, technological officers
 - suggestion to expand: "know how to work with the platform." to "... know to use and adapt the platform their relevant context"
 - 'Who do you require...': include statement that partners were presented with a template (Google Docs) to provide extensive feedback, in response to prompts provided.
 - process section: include milestone 'collation of partner feedback (process)'
 - section: 'the most important concrete info about your team's co-operation': add partner feedback process: there was also cooperation with the other partners so should be included here.
 - QA report: achieved milestones as reflected in the QA Form are not dealt with here - please include (global structure + content)
- Notes of Quality & Evaluation Unit during meeting (.../...): /

5.5 Sustainability and exploitation of project results (UNEAT)

- Completed: **no Task QA Form, no Task QA Report**



- Remarks QA Team: **Absent a Form and Report on progress it is not possible to evaluate this.**
- We propose FUN as a critical friend.
- Notes of evaluation meeting between Task leader and critical friend (go over evaluation together and discuss QA Team comments): **no notes**
- Notes of Quality & Evaluation Unit during meeting (.../...):

Continuous Tasks

WP1

1.2. Financial management and progress reports

- Completed: [Task QA 6 WP 1.2 FUNIBER.docx \(basecamp.com\)](#), **no Task QA Report**
- Remarks QA Team: **without the Report, we are unable to evaluate the progress of this Task.**

WP5

WP5.2 Communication and dissemination activities

- Completed: [QA form - 5.2 - UJK.docx \(basecamp.com\)](#), [Task QA Report - WP5.2 - UJK WP5 March 2025.docx](#)
- Remarks QA Team:
 - o The Report states newsletter 7 is due the end of April 2025 and everything seems on track.
 - o **In the milestone section it reads 'newsletter 6' so there appears to be some confusion and we advise the Task leader to take a look at this to make sure there is no issue.**

WP5.3 Project website and social media

- completed: Task QA Form: [QA form - 5.3-FUNIBER.docx \(basecamp.com\)](#), [Task QA Report - 5.3. FUNIBER.docx](#)
- Remarks QA team:
 - o **According to the Report, the milestones are all on track and well-evaluated. No critical friend appears necessary.**



Overall conclusion and recommendations for QA

In this period few Task QA Reports were filed for the assessed period, allowing the QA team only insight into a few of the running processes. The Tasks that were reported on generally appeared to be in good order and showed no significant concerns as to the finishing of this project.

As noted with the relevant Task QA work assessments in this report, the QA team still notices some discrepancies between the assessments of the digital platform that we suggest are picked up during a general meeting or WP4 meeting. During the critical friends phase, in Kielce, the critical friend meeting failed to help shed light on the aspect of the project.

For new Task 5.5 the QA team was concerned about the lack of reporting of goals and provisional approach (in a Task QA Form) but this Task did get a start during the Kielce meeting so we can confirm it is underway now, and trust it will be documented in the last phase of the project.

It was decided with management that enough time was spent on QA during the Kielce meeting. Therefore the penultimate step, the Q&E Unit meeting around the QMR draft, was cancelled for this period, and a final Q&E Unit meeting can take place in the final period of the project.

Attachments

none

EXTERNAL EVALUATION

PERIOD1: MONTH 1-18

Melinda González Concepción, PhD.

Carolina Escudero, PhD.

Table of contents

Foreword.....	2
1. Introduction.....	3
Goal of this report:	4
How this report will improve the project	6
2. Project's evaluation.....	7
2.1 Phase One: Analytical Review	8
Preparatory Phase.....	8
Analytical Review	8
Field Evaluation.....	9
Sustainability and Project Certification	10
Synthesis and Reporting.....	10
2.2. Phase Two: Deliverables and Management Analysis.....	11
2.2.1. Compliance with deadlines	11
2.2.2. Project management evaluation.....	16
2.2.3. Deliverables quality analysis	21
2.3 Phase Three: Project Sustainability and Certification	56
2.3.1. Recommendations for Sustainability	57
2.3.2. Recommendations for Project Certification.....	57
3. Conclusions and Recommendations.....	60
References	64

Foreword

This audit purpose is the evaluation of “Digital Academy in teaching practice for a perfect transition from pre-service to in-service” project (acronym: DigitalTA), ID: 101055620 co-financed by Erasmus plus of the European Union which was initiated in January 2022 and has a completion date in May 2025 with funds led by the European University of the Atlantic (UNEAT) (<https://www.uneatlantico.es/en/university>) and composed of a consortium formed by: Jan Kochanowski University (<https://en.ujk.edu.pl/>); University of Limerick (<https://www.ul.ie/>); University of Borås (<https://www.hb.se/en/>); Palacky University Olomouc (<https://www.upol.cz/en/>); Świętokrzyskie Centrum Doskonalenia Nauczycieli -ŚCDN- (<https://www.scdn.pl/>); The Centro de Formación del profesorado e Innovación Educativa de Segovia belongs to the network of Continuing professional development centre (in-service training) for teachers in the region of Castilla y León (Spain), (<http://cfiesegovia.centros.educa.jcyl.es/sitio>); FUNIBER (<https://www.funiber.org/>). The associated partners: Association for Teacher Education in Europe (ATEE); Education and Training Boards Ireland (ETBI); Clare Education and Training Board; Instituto de Ciencias de la Educación (ICE, University of Barcelona); Colegio Sagrado Corazones Primary and secondary school from Santander (Spain); Colegio San Gregorio (Aguilar de Campo - Palencia) Primary and secondary school from Palencia (Spain); Colegio Sagrado Corazones, Primary and secondary school from Torrelavega (Spain); Limerick Educate Together Secondary School, Secondary school (Limerick, Irlanda); ZŠ Heyrovského in Olomouc School of placement, for teachers’ practice with preservice students in Olomouc (Czech Republic); Máma studuje z.s NGO for teacher education, based on Nová Hradečná (Czech Republic); Szkoła podstawowa nr 15 im. Kornela Makuszyńskiego Primary school from Kielce (Poland); Zespół Placówek Oświatowych nr 1 (Szkoła Podstawowa nr 28).

The “Digital Academy in teaching practice for a seamless transition from pre-service to in-service” proposes the development and validation of a European approach based on a digital platform for the support of teacher practice for teachers in transition (students’ teachers and newly qualified teachers). The

platform will be a virtual common environment for teachers in transition, school-mentors, higher education institutions teachers and continuous education trainers. This project benefits from the methodology of Problem-Based learning (PBL) and the development of a reflective practice guided by a trainer/mentor and shared with a Learning Community.

The project audit “Digital Academy in teaching practice for a perfect transition from pre-service to in-service” (hereinafter Digital TA), responds to section “2.1.2 Project management, quality assurance and monitoring and evaluation strategy”, which explains that “These tasks include activities as the general consortium meetings (kick-off, intermediate and final), the regular virtual meetings every two months and all administrative and financial management which will finish with each annual project’s Audit” (DTA, 2021, P.23). It also specifies that “The existence of the external audit of the project is a way to guarantee that the project will follow all rules imposed by Erasmus+ Program and other national rules. Meetings with the auditor (M11, M23, M35)” (DTA, 2021, p. 24).

The evaluation methodology includes an analysis of the entire project divided into three thematic areas: Deliverables (WP1, WP2, WP3, WP4, WP5), Impacts and Sustainability that will be deepened, on the one hand, through the analysis of the documentation generated by the Project, and on the other hand, through the quality of the products, its impacts taking into account the sustainability and commitment of its actors. The audit process was carried out during the months of October and November 2024, and it’s focused on results. This audit is based on the Product QA *model* combined with the Boehm QA model (Marinho, 2012), and will take into consideration internal QA processes regarding developed tasks (indicators developed by QA forms and reports). On another hand, recommendations will be done, based on external QA assessment team experience.

1. Introduction

The DigitalTA project is the subject of the audit and has been in execution for 2 years and 5 months as of the date on which this audit began. In relation to this period of time that the project takes, it expands the analysis capacity and allows making a distinction between the expected scope and assessing the impacts achieved in the short and medium term since this audit, as previously stated, corresponds to the period from month 1 to 18, specifically: from January 2022 to November 2023.

The objectives introduced by the DigitalTA project are considered in this audit to assess whether the project has addressed them over the course of the first 18 months and whether they have presented challenges or revealed new needs within the work teams. The DigitalTA objectives are as follows:

- A Tool for Pre-service and In-service Teachers' Daily Challenges: Providing resources to assist teachers in addressing everyday classroom challenges.
- A European Platform for Effective Learning Through the Development of a Community of Practice: Creating a collaborative environment for teachers across Europe to share best practices and learn from one another.
- A Digital Platform as a Tool for a Formal and Permanent Link Between Training Institutions: Establishing a continuous connection among educational institutions to facilitate shared growth and collaboration.
- A Platform for Student Teachers and Newly Qualified Teachers' Socialization Support: Assisting new educators in integrating into the teaching community and adapting to professional practice.
- A European and Intercultural Tool: Promoting intercultural understanding and cooperation across European education systems (DigitalTA, 2021, p. 13).

Goal of this report:

The external evaluation goal of a project is focused on assessing the project's outcomes, processes, and impacts through an objective, third-party perspective. Unlike internal evaluation, which may be biased due to its closeness to the project, external evaluation aims to ensure that project objectives are being met in a way that is transparent, accountable, and unbiased. The external evaluation goal of a project is to gain a comprehensive, unbiased, and strategic view of the

project's performance, effectiveness, and impact. By bringing objectivity, transparency, and a wealth of knowledge, external evaluation is a powerful tool that not only assesses the project but also strengthens organizational capabilities, enhances credibility, and supports sustainable impact.

The objectives proposed by this evaluation report are:

- Evaluate the Results and Impacts Achieved by DigitalTA in Relation to the Stated Objectives:
- Evaluate and analyze the relevance, effectiveness, efficiency, and efficacy of the project and its implementation strategy.
- Prepare a SWOT analysis to identify strengths, weaknesses, opportunities, and threats.
- Assess the strategic lines of action and communication between partners.
- Evaluate the roles played by the relevant actors of the project (leaders and main partners).
- Identify and systematize the lessons learned (positive and negative) of the project in terms of deliverables, impact, and sustainability.

Strategic Importance of External Evaluation Goal

The external evaluation goal is not merely about checking boxes for accountability but is also critical for strategic development. In other words, external evaluation helps project managers and stakeholders make informed decisions on whether to continue, scale, or pivot the project. For organizations, this type of evaluation can also serve as a strategic tool to demonstrate their effectiveness to funders, attract future investment, and enhance their reputation in their field. In this case, the external evaluation will be focused on an European Project Erasmus + Teacher Academy. This first report is focused on the period from month 1-18. This external evaluation will take into consideration four (4) types of external evaluation goals, combining the work in order to evaluate mainly the project's outcomes (deliverables) but also Project managements and impacts.

Formative Evaluation Goals: Focused on ongoing feedback, formative evaluation aims to improve the project while it's still in progress. External

evaluators may suggest mid-course adjustments, identify potential risks, and provide real-time feedback to improve project effectiveness.

Summative Evaluation Goals: These focus on evaluating the final outcomes once the project has concluded. Summative evaluation goals include assessing whether the project met its objectives, what impact it had, and how sustainable the outcomes are in the long term. This type of evaluation is particularly important for determining the project's success and its overall value to stakeholders.

Process Evaluation Goals: Process evaluation examines the project "how". External evaluators analyze the project's implementation methods, resource allocation, management, and operations to ensure efficiency and adherence to best practices. This can reveal whether the processes used were effective or if there were more efficient alternatives. Project auditors are charged with the responsibility to audit the project; for which the project manager and team should be supportive in order to boost the process (George, 2018).

Impact Evaluation Goals: The primary focus here is on the broader effects of the project on its intended audience or beneficiaries, assessing both intended and unintended outcomes. This type of evaluation is critical for understanding the project's long-term influence on the community or target sector and evaluating if it created meaningful change.

How this report will improve the project

For a project team, an external evaluation can offer constructive criticism that internal teams may not notice. It can reveal blind spots, help prioritize changes and provide new and fresh ideas. By embracing this feedback, project teams can improve their practices, ultimately leading to higher efficiency and impact in future projects.

In addition, for Future Project Development, insights from an external evaluation contribute to a repository of knowledge within the organization, informing the design of future projects. By learning from each project's results and challenges,

organizations can refine their approaches, develop better resource management strategies, and identify key factors for success.

Long-Term Benefits & External Evaluation

Through external evaluation, organizations build a learning culture. The feedback and insights gained from these evaluations encourage continuous improvement, innovation, and responsiveness to changes in the project environment. In addition, regular external evaluations demonstrate a commitment to transparency and accountability. For non-profits, research organizations, or public initiatives, an objective evaluation report enhances credibility and builds trust with the public and stakeholders.

With experience across multiple projects, external evaluators are often able to identify industry benchmarks and best practices, helping the organization measure its performance in a broader context. This can lead to quality standards that improve future project planning and execution. Furthermore, external evaluation often includes a focus on sustainability, analysing whether the project's benefits will continue after completion. By identifying effective and sustainable practices, organizations can use these evaluations to scale successful projects, replicating their impact across new areas, larger audiences at a global level.

Along with an external perspective, evaluators can more objectively assess potential risks or challenges that internal teams may overlook. Identifying these risks early on allows the project to mitigate issues before they escalate, saving resources and protecting the project's reputation.

2. Project's evaluation

The evaluation process was conducted following a comprehensive methodology that includes four phases: Preparatory Phase, Analytical Review, Field Evaluation, and Synthesis and Reporting. This approach combines the examination of deliverables, management practices, sustainability aspects, and empirical data collection instruments to provide a thorough assessment. The results obtained will be contrasted through triangulation; a technique and tool that

facilitates the use of multiple methods for the articulation and validation of data through the crossing of two or more sources. It is convenient to conceive the triangulation considering the variety of data, researchers, fieldwork, theories, as well as methodologies that will serve to contrast the information obtained in the fieldwork, the theoretical position and position of the researcher, depending on the dimensions of the study variables (Charres et al., 2018).

2.1 Phase One: Analytical Review

The project evaluation was carried out during October and November 2024 and was structured into the following phases:

Preparatory Phase

Objective: To establish the foundation for the evaluation process by defining the scope, objectives, and criteria.

Activities:

- Review of Project Documentation: Initial review of key project documents to understand the project's context, objectives, and expected outcomes.
- Stakeholder Identification: Mapping of key stakeholders, including project partners, participants, and beneficiaries.
- Development of Evaluation Framework: Establishing evaluation questions, criteria, indicators, and methods aligned with the project's objectives and audit requirements.

Analytical Review

Objective: To conduct a detailed analysis of project documentation and materials to assess progress and alignment with objectives.

Activities:

- Comprehensive Review of Documentation: In-depth examination of all project materials provided by the project coordination team, including reports, deliverables, meeting minutes, and correspondence.
- Assessment of Project Implementation Strategy: Evaluation of the project's design, implementation plan, and adherence to Erasmus+ guidelines.

- Development of Evaluation Tools: Creation of checklists, evaluation matrices, and data collection instruments for systematic analysis.

Field Evaluation

Objective: To gather empirical data through engagement with stakeholders and project activities.

Activities:

- Interviews and Surveys: Conducting interviews with project leaders, partners, and participants, and administering surveys to collect quantitative and qualitative data.
- Observation of Activities: Attending project meetings, workshops, or events to observe interactions, processes, and dynamics.

Deliverables' analysis:

- Production Process: Evaluating the processes involved in creating project deliverables, including planning, development, and quality assurance.
- Quality Assessment: Assessing the deliverables for relevance, quality, usability and applicability, innovation and alignment with project objectives.
- Identification of Improvement Areas: Highlighting areas where deliverables can be enhanced.

Management evaluation:

- Compliance with Team Building Capacity: Analyzing the effectiveness of team collaboration and partnership synergy, decision-making mechanisms and the quality of resource management. Adaptation to unforeseen events: Has the project been able to adapt to possible challenges or changes in context? Analyze the ability to respond to unforeseen situations.

Coordination and Communication:

- Assessing communication channels and coordination mechanisms among partners.

Impact Assessment:

- Short-term Impacts: Evaluating immediate effects of the project's activities and deliverables.

- Medium to Long-term impacts: Assessing potential sustained outcomes and their alignment with project goals.

Sustainability and Project Certification

Objective: To evaluate the project's sustainability and the potential for long-term impact, as well as to certify the project's adherence to standards.

Activities:

- To check the sustainability strategy or plan defined by project consortium

Sustainability Analysis:

- Identification of Sustainability Elements: Examining factors that contribute to the project's long-term viability, such as stakeholder commitment and resource availability.
- Recommendations for Sustainability: Providing suggestions and actions to enhance the project's sustainability.

Project Certification:

- Participatory Experience: Evaluating stakeholder engagement levels and the participatory nature of the project.
- Benefit Exploration: Investigating the benefits realized by participants, including professional growth and community building.
- Summary of Impacts and Activities: Compiling a comprehensive overview of the project's impacts, activities, and benefits to stakeholders.

Synthesis and Reporting

Objective: To synthesize findings, draw conclusions, and prepare the final audit report.

Activities:

- Data Analysis: Systematic analysis of collected data using both qualitative and quantitative methods.
- SWOT Analysis: Preparing a detailed SWOT analysis to identify strengths, weaknesses, opportunities, and threats.

- Compilation of Lessons Learned experiences: Identifying and organizing positive and negative experiences lessons from the project regarding deliverables, impact, and sustainability.
- Report Preparation: Drafting the audit report, including recommendations and actionable insights.

2.2. Phase Two: Deliverables and Management Analysis

2.2.1. Compliance with deadlines

From month 1 to month 18, activities and deliverables of the project have been developed in all WP. Specifically, WP4 started in July 2024, and from month 1 to 18, any deliverable was finished. In order to analyze the deadlines, external auditor team asked project leaders the official document containing the dates of entry into the work platform shared with the European Union.

WP	DESCRIPTION	LEADER	2022												2023											
			J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D					
			M01	M02	M03	M04	M05	M06	M07	M08	M09	M10	M11	M12	M13	M14	M15	M16	M17	M18	M19					
1	PROJECT MANAGEMENT AND QUALITY ASSURANCE	UNEAT	D1.1																							
1	Coordination and meetings	UNEAT			E1.1										E3.1				E1.2							
2	Financial management and progress reports	FUN					FR					FR							MS							
3	Project monitoring and evaluation	AP																								
2	EUROPEAN APPROACH FOR THE TRANSITION PERIOD FROM PRE-SERVICE TEACHER EDUCATION TO IN-SERVICE - UNEAT	UNEAT	D2.1						d2.2	d2.3		d2.4														
	European shared experiences around the processes of initial and continuous school teacher practical trainings	UP																								
	Harmonized European model of practical trainings providing guidance and support to school teachers	UNEAT																								
3	Definition of roles for the actors and involved institutions	UJK						MS																		
4	Design and development of the teachers in transition reflection process	UL																								
5	Functional analysis of the digital platform for the Teacher Academy	FUN																								
3	IN-SERVICE, BEGINNING AND NEWLY QUALIFIED TEACHERS EXPERIENCE	SCDN													D3.2		d3.1									
1	Software development of Digital Academy v1.0 (including MyChallenge module)	FUN																								
2	Software development for the Learning Community	FUN																								
3	Building of the Learning Community	UJK														MS										
4	Preparation of training materials for trainers and coordinators	UP																								
5	Preparation of pilot experience and quality assessment	AP																								
6	Pilot development	SCDN																								
7	Pilot evaluation and improvement of the Teacher Academy approach	CFP																								
4	PRE-SERVICE TEACHER EXPERIENCE	UL																								
1	Software development of Digital Academy v2.0 (including for MyTutoring module)	FUN																								
2	Software development of Our Cases module	FUN																								
3	Software development of the reflection process management tool	FUN																								
4	Preparation of training materials for trainers and case studies	UP																								
5	Preparation of pilots and quality assessment	UJK																								
6	Pilots development	UL																								
7	Pilot evaluation and improvement of the Teacher Academy approach	AP																								
5	DISSEMINATION, SHARING AND TRANSFER	UNEAT	D5.1		d5.2	d5.3	d5.4																			
1	Dissemination master plan	UNEAT			MS																					
2	Communication and dissemination activities	UJK																								
3	Project website and social media	FUN																								
4	Transfer toolkit	AP																								
5	Sustainability and exploitation of project results	UNEAT																								

Following the analysis of the deadlines, it is confirmed that the deliverables were uploaded without respecting the original dates presented as follows:

Deliverables										
Work Package No	Deliverable Related No	Deliverable No	Deliverable Name	Description	Lead Beneficiary	Due Date	New Due Date (if delay)	Delivery Date	Approval Date	Status
WP1	D1.1	D1	D1.1 Project Management	The Project Handbook	UNEAT	30 Jun 2022		05 Mar 2024		Submitted
WP1	D1.4	D4	D1.4 Project management	Document archive	UNEAT	30 Jun 2022		27 Jul 2023	22 Aug 2023	Approved
WP1	D1.5	D5	D1.5 Quality Assurance	Document description	AP	30 Jun 2022		01 Mar 2024	04 Mar 2024	Approved
WP2	D2.1	D7	D2.1 Report on European	The report will provide	UP	31 Jul 2022		01 Mar 2024	04 Mar 2024	Approved
WP2	D2.2	D8	D2.2 Harmonized	The document will	UNEAT	31 Dec 2022		05 Mar 2024		Submitted
WP2	D2.3	D9	D2.3 Methodological	The document will	UL	31 Jan 2023		01 Mar 2024	04 Mar 2024	Approved
WP2	D2.4	D10	D2.4 Technical specifications	A technical document	FUN	31 Mar 2023	30 Apr 2023	01 Mar 2024	04 Mar 2024	Approved
WP3	D3.1	D11	D3.1 Digital Academy	Fully functional digital	FUN	31 Aug 2023	05 Nov 2023	01 Mar 2024	04 Mar 2024	Approved
WP3	D3.2	D12	D3.2 Training materials	Training materials	UP	31 Jul 2023	05 Nov 2023	01 Mar 2024	04 Mar 2024	Approved
WP5	D5.1	D18	D5.1 Dissemination	Dissemination materials	UNEAT	31 Aug 2022		05 Mar 2024		Submitted
WP5	D5.2	D19	D5.2 Dissemination	This deliverable group	UL	30 Sep 2022	31 May 2025			Pending
WP5	D5.3	D20	D5.3 Project website	The structure of the	UNEAT	30 Nov 2022		05 Mar 2024		Submitted
WP5	D5.4	D21	D5.4 Social media	This product is the	FUN	30 Nov 2022	31 May 2025			Pending

Presentation of the analyzed WP:

WP1

Work Package No	Deliverable Related No	Deliverable No	Deliverable Name
WP1	D1.1	D1	D1.1Project Management handbook and management
WP1	D1.4	D4	D1.4 Project management platform
WP1	D1.5	D5	D1.5Quality Assurance plan

WP1 deliverables were developed and worked by the consortium (all details regarding the quality will be analyzed in “Deliverable assessment” in Phase 4).

Due date was fixed before the beginning of the project and not respected by the project's team: D1.1. was uploaded on the European platform on 5th of March 2024.

D1.4. was uploaded on the 27th of March 2023. Approved by the Project officer on the 22nd of August 2023.

D1.5. was uploaded on the 1st of March 2024, approved the 4th of March 2024.

WP2

Work Package No	Deliverable Related No	Deliverable No	Deliverable Name
WP2	D2.1	D7	D2.1Report on European shared experiences around the processes of initial and continuous schoolteacher practical trainings
WP2	D2.2	D8	D2.2Harmonized European model of practical trainings providing guidance and support to schoolteachers
WP2	D2.3	D9	D2.3Methodological approach for the reflection process
WP2	D2.4	D10	D2.4Technical specifications of the digital platform for the Teacher Academy

WP2 deliverables were delivered late.

Deliverable Related No	Delivery Date	Approval Date	Status
D2.1	01 Mar 2024	04 Mar 2024	Approved
D2.2	05 Mar 2024		Submitted
D2.3	01 Mar 2024	04 Mar 2024	Approved
D2.4	01 Mar 2024	04 Mar 2024	Approved

WP3

Work Package No	Deliverable Related No	Deliverable No	Deliverable Name
WP3	D3.1	D11	D3.1Digital Academy v1.0 including MyChallenge mod
WP3	D3.2	D12	D3.2Training material for in-service teachers' trainers

WP3 were also delivered late but in a shorter period than the others:

Work Package No	Deliverable Related No	Delivery Date	Approval Date	Status
WP3	D3.1	01 Mar 2024	04 Mar 2024	Approved
WP3	D3.2	01 Mar 2024	04 Mar 2024	Approved

All the deliverables were approved by the PO.

WP4

No deliverables planned for Period 1

WP5

Work Package No	Deliverable Related No	Deliverable No	Deliverable Name
WP5	D5.1	D18	D5.1Dissemination Master Plan
WP5	D5.2	D19	D5.2Dissemination products
WP5	D5.3	D20	D5.3Project website
WP5	D5.4	D21	D5.4Social media publications

Related to WP5 deliverables, no deliverable was approved by the EU. D5.1 and D 5.3 were delivered late. Related to D 5.2 and D 5.4. project external team does not present information about the status, nevertheless it can be observed that the due date changed, from 2022 to 2025 and the material is related to the website and social networks.

Work Package No	Deliverable Related No	Delivery Date	Approval Date	Status
WP5	D5.1	05 Mar 2024		Submitted
WP5	D5.2			Pending
WP5	D5.3	05 Mar 2024		Submitted
WP5	D5.4			Pending

2.2.2. Project management evaluation

In order to analyze the project management, we will focus on the way the coordination between partners is done, and the decision-making mechanisms and the quality of resource management. Capacity for adaptation to unforeseen events it's also an important indicator to consider.

Task distribution definition:

From the proposal a work plan was defined by the consortium, and all the tasks were clearly distributed to each participant. During the kick-off meeting all the work packages were reviewed.

Project management analyse

As mentioned before, the project activities are structured in five work packages and WP1 includes the "Project management and quality assurance". For this project the management is oriented to the best use of the project's resources with coordination actions, the management of conflicts and contingency plans and the administrative issues. These tasks are also composed of activities as the general consortium meetings (kick-off, intermediate and final), the regular virtual meetings every two months and all administrative and financial management which will finish with each annual project's audit. In addition, every six (6) months a management control is executed in order to guarantee the quality of the work developed by the team and to know in time the needs and possible adaptations of the objectives and actions.

More precisely, WP1.1 addresses the "*Project coordination and meetings (Lead: UNEAT) Analyzed period: M1-M18. The activities and results obtained in WP1.1 during the first 18 months are presented below:*

- *Project management handbook*: created during the first month of the project and shared with all the partners that they had the chance to add information, edit and collaborate on the document.
- *Consortium meetings for project progress review*: two (2) kick-off meetings (in person) with all the partners, and monthly online meetings. In addition, individual meetings with the partners (CFIE and SCDN) that they were new and without experience on European projects.

- *Contingency plans:* were structured as a “Work plan” at the beginning and contains all deliverables and intermediate tasks; it has also been shared with all partners. The quality team has taken it as a basis to define the quality control deadlines.

- *Document archive and knowledge management:*

1.- *Digital platforms:* The Consortium has a management platform with the application of the Basecamp platform in which the project progress –related to the process and the intermediate documents of the deliverables–, and the final version of the deliverables, are registered and saved on the platform. On the other hand, the platform has asynchronous messaging that allows fast communication between partners for certain tasks. All work packages corresponding to the project are displayed and can be consulted on the platform, following the project structure based on the information being organized through work packages.

Another feature of this platform is the development and use of a work calendar shared with all partners in which the tasks and deadlines of the deliverables and tasks assigned to each partner are specified. In turn, the platform automatically sends weekly messages to partners reminding them of tasks and deliverables. Actions have been added to Basecamp's basic usage to include the joint work plan.

Likewise, the progress and deliverables of the project are communicated through the European communication platform “Funding and tender”; on this platform communication is carried out with the Project officer. Through this platform it is observed that the deliverables were delivered late.

2.- *Recording progress:* The projects advances and process are recorded as follows: a.- In the monthly meetings through minutes and these documents are saved in Basecamp platform; b.- The quarterly project quality reports have been prepared in compliance with the established terms throughout the first eighteen (18) months, with a quantity of 6; c.- The progress is also recorded on the “Funding and tender” platform, where deliverables and milestones are updated.

3.- *Management structure:* Based on the circulation of information and knowledge among partners. In the first 6 months, a circulation of information open to all

partners is observed, and the Basecamp platform was adapted to this type of management. An inflation of messages is remarked through the platform, but at the same time the discomfort of receiving many messages is highlighted by the people consulted in the interviews. This situation was also noted by the manager and the partners, and they agreed that this situation represented confusion because it was not possible to distinguish between relevant and less relevant information. Consequently, the project coordination decided to evolve towards a more focused mode of communication aimed at each task manager and this allowed better progress on specific tasks and this progress was reported in the monthly meetings.

WP1.2 Financial management and progress reports (Lead: FUNIBER) –Period M1-M18

Financial management and progress reports will guarantee the financial sustainability of the project.

The main activities and results are analyzed below:

- *Reporting (M6-M12-M18) and financial records:* The reports are prepared every six (6) months and are represented as follows.

All the expenses are reported to the Project Coordination making a specification of the type of expenses: staff expenses, travel expenses, subcontracting expenses. Each type of expense is presented with documentation that justifies it and is introduced into the Basecamp application folders. Staff expenses: partners are asked to report their work hours as well as expenses associated with the implementation of the project. In other words, the expenses of the project staff are detailed through a timesheet, a document that relates the member of the project to his university and a document signed by the legal person responsible for the university that notifies the names and surnames of the members of the institution. participant in the project. On the other hand, travel expenses require a travel expense sheet, the format has been predefined by the project manager. To certify the participation of the partners in the transnational face-to-face meetings of the project, documents were defined such as: minutes of the meeting, attendance list signed by the participants, presentations made during the meeting, work agenda and images illustrating the meeting and partners

presence. Finally, in subcontracting expenses, invoices are requested for the expenses incurred for carrying out the project.

- *Follow-up of EU payments and full partner transfers:* In the first 18 months, 80% of the subsidy was received. With this amount, a first payment was made.

- *Executing and controlling global budget:* In the Project, tools were developed for continuous control of the financial execution of the project. The main tool (in addition to Basecamp and timesheet) allows the establishment of a financial statement of the project updated quarterly. This tool is shared between the consortium.

- *Project audit report (M12, M24, M36):*

In addition, the existence of the external audit of the project was presented “*to guarantee that the project will follow all rules imposed by Erasmus+ Program and other national rules.*” In that sense, different meetings with the auditor were scheduled in the following months: M11, M23, M35. But as the project was developed, and with the type of continuous monitoring of the financial part of the project, the consortium decided (Olomouc meeting) that the financial audit was not necessary, being able to reuse a part of the budget for other matters. Element for improvement: if there is a desire to reuse this budget, clearly think about the destination of this amount.

WP1.3 Project monitoring and evaluation (Lead: UB –Period M1-M36). The analysis will be focused on the quality plan, evaluation procedures and indicators. In addition, the activities achieved on the analyzed period (month 1 to 18) are also examined as follows:

- *Quality Assurance Plan (M1):* Quality assurance plan definition and transfer mechanisms inside the partnership. This activity pursues the definition of a clear quality assurance plan for the project.

-Quality plan monitoring (Period M3-M26). This activity pursues quality of project execution, outcomes and impacts and will be based on internal and external monitoring indicators as detailed in the specific section.

- Quality Monitoring reports (M3,M6,M9,M12,M15,M18,M21,M24,M27, M30, M33, M36). An ex-ante and ex-post questionnaires will be produced to assess academic improvements due to pilot experiences.

Time Management

Was coordinated by the project manager following a timeline fulfilment with the support of a digital project management tool Basecamp.

In order to fulfil the goals in the project, the members they have agreed in the creation of rules to be followed when setting up project teams presented as horizontal competencies: teamwork, language skills (English), creativity, open mindedness, experience in European projects, experiences connected with project's fields- e.g. project dissemination, project management, evaluation (desk research and qualifications). Furthermore, partners had the possibility to engage experts and those stakeholders, whose expertise could be "necessary" to finalize tasks on time.

According to the project, the quality assurance criteria was created in order to “ensure good quality, monitoring, planning and control of the project”.

Quality Assurance Organization

It is a set of organizational measures presented and examined as follows:

1. A Quality and Evaluation Unit (Q&E Unit) will be created and led by AP that will be responsible for quality evaluation and monitoring measures relied on specific indicators, methods and tools. Actors involved:

- The workforce in the Quality and Evaluation Unit (3 persons).*
- Project Manager (1).*
- Steering Committee (8).*
- Advisory Council (5) with members from associated partners.*
- WP Leaders (5).*

- *Participants (users and beneficiaries of the project' outputs and attendants to local events)*

The direct inclusion of representatives of all target groups (including teacher educators, student teachers, newly qualified teachers, school coordinators) as highly important to ensure sound feedback. Also, the Q&E Unit will conduct regular reviews of key project outputs and reports with the lead project management body and will discuss the reports and agree on necessary corrections or improvements where required.

2. The project is structured around 5 WORK-PACKAGES that will guarantee parallel workforce while being confronted with responsibilities, resources, monitoring and evaluation procedures, indicators, time-frames linkages with other WPs and contingencies. In each work-package, we will apply quality measures specially oriented to guarantee the efficiency of our work both in transversal activities (management, dissemination, quality) and in output-oriented activities.

2.2.3. Deliverables quality analysis

Work Package No	Deliverable Related No	Deliverable No	Deliverable Name
WP1	D1.1	D1	D1.1Project Management handbook and management
WP1	D1.4	D4	D1.4 Project management platform
WP1	D1.5	D5	D1.5Quality Assurance plan

Work Package No	Deliverable Related No	Deliverable No	Deliverable Name
WP2	D2.1	D7	D2.1Report on European shared experiences around the processes of initial and continuous schoolteacher practical trainings
WP2	D2.2	D8	D2.2Harmonized European model of practical trainings providing guidance and support to schoolteachers
WP2	D2.3	D9	D2.3Methodological approach for the reflection process
WP2	D2.4	D10	D2.4Technical specifications of the digital platform for the Teacher Academy

Work Package No	Deliverable Related No	Deliverable No	Deliverable Name
WP3	D3.1	D11	D3.1Digital Academy v1.0 including MyChallenge mod
WP3	D3.2	D12	D3.2Training material for in-service teachers' trainers

Work Package No	Deliverable Related No	Deliverable No	Deliverable Name
WP5	D5.1	D18	D5.1Dissemination Master Plan
WP5	D5.2	D19	D5.2Dissemination products
WP5	D5.3	D20	D5.3Project website
WP5	D5.4	D21	D5.4Social media publications

The analysis of project deliverables is based on the indicators developed in the project quality forms, but also on the following indicators (relevance, quality, usability and applicability, innovation and alignment with project objectives):

a) Description

List of deliverables: Provide a detailed list of the deliverables to be evaluated (intellectual products, reports, platforms, educational materials, etc.).

Objectives of each deliverable: Briefly explain the objectives and purposes that each deliverable seeks to achieve within the project.

b) Relevance

Relevance of the deliverable: Evaluate whether the deliverable is aligned with the project objectives and responds to the needs identified in the proposal.

Adequacy to the educational context: Determine if the deliverable is relevant to the end users (students, teachers, trainers) and their educational context.

c) Quality of Content

Review the accuracy and soundness of the content, ensuring that it is based on valid and up-to-date information.

Clarity and structure: Evaluate whether the deliverable is well organized, with clear and understandable content for the intended recipients.

Consistency with the rest of the project: Ensure that the deliverable is aligned with other project deliverables or activities.

d) Usability and Applicability

Analyze whether the deliverable is easy to use or apply in the educational context for which it is designed.

Transferability: Evaluate whether the product can be implemented in other contexts or institutions beyond the original project.

e) Innovation

Determine whether the deliverable introduces innovations in pedagogical methods, educational approaches or technological tools.

Creativity in design: Evaluate the level of creativity and innovation in product design and development.

f) Alignment and Compliance with Specifications and Deadlines

Verify if the deliverable follows the agreed specifications (format, content, language).

On-time delivery: Evaluate whether the deliverable was completed within the deadlines established in the project plan.

WP1

Work Package No	Deliverable Related No	Deliverable No	Deliverable Name
WP1	D1.1	D1	D1.1Project Management handbook and management
WP1	D1.4	D4	D1.4 Project management platform
WP1	D1.5	D5	D1.5Quality Assurance plan

D1.1. Project management handbook

Objectives of this deliverable:

- Define a management strategy for the project.
- Create a management guide (in relation to the contents to be developed but also financial issues) for the project partners.

Analysis of the deliverable:

The following is a general analysis of the strengths and weaknesses of the management plan for the Digital TA project.

Strengths

Detailed and complete structure: The structure of the deliverable covers all aspects relevant to the management of such a project (project management, communication, results, quality, dissemination, sustainability and budget). The plan is well structured and covers all the key aspects necessary for the effective implementation of the project.

Project management (section 3): Management and decision-making structures are well detailed. Aspects such as cooperation and conflict resolution mechanisms ensure that roles and responsibilities are well distributed, which is crucial in international collaborative projects of this size. In addition, day-to-day communication and decision-making procedures are defined, which can

facilitate transparency and efficiency. The decision-making structure described for the project has a hierarchical and functional organization that facilitates workflow and decision making.

Dissemination and sustainability plan (section 4): Having a master dissemination plan, accompanied by specific activities and a transfer kit, reflects a proactive and multidisciplinary strategy to ensure that project results are shared and used by a wider audience, which is fundamental to the project's impact and valuation of the project from various perspectives.

Quality assurance (section 5): Having a quality assurance plan in place is a good indication that steps are being taken to ensure the effectiveness of the project throughout its cycle. Defining the expected results during and after the project can provide key indicators to assess the success of the project.

Budget and financial management (sections 8 and 9): The inclusion of a detailed budget and a guide for financial reporting management can help ensure that the project is implemented in accordance with financial standards in line with the European Union's approach, and facilitates accountability. It is also positive that a specific section on the management of indirect costs and budget transfers is included, specifying the different types of expenditure as well as the type of documentation to be submitted for their justification.

Annexes (guidelines and additional resources): The fact of including an annex with financial guides represents an important help for project partners and managers where they can evacuate doubts and learn about the expenditure modality implemented by the project; in this way all partners have the same information and can better understand the steps to follow while ensuring that the budget is correctly managed throughout the program.

Points for improvement

Complexity in decision-making (sections 3.2 and 3.5): While decision-making and conflict resolution mechanisms are mentioned, the decision-making

structure can become complex if it is not defined clearly enough. Erasmus+ projects often involve multiple partners from different countries, which can lead to difficulties in rapid and effective decision making if simple and clear mechanisms are not established.

The decision-making strategy described above establishes a structured and transparent framework that addresses the governance of the project in an inclusive manner and aligned with the recommendations of the Erasmus+ programs. The project's decision-making strategy has a democratic structure where each member of the Steering Committee has one vote, ensuring equal representation among partners, as well as a clear mechanism for resolving ties through the casting vote of the lead partner, ensuring agility in decisions. The contribution of experts is valued through the Advisory Council, which enriches scientific and technical decisions, and transparency is fostered by drafting and approving minutes in real time during meetings. Finally, the Partnership Agreement establishes a common framework of clear rules, aligned with the provisions of the Grant Agreement, which unifies and guides collaboration among the partners.

However, such a strategy could be strengthened by defining categories of decisions that specify when unanimity or qualified majorities are required, to balance the authority of the lead partner and ensure fairer representation in critical decisions. It is important to establish a clear protocol for handling disagreements among partners, especially in situations where tensions or different interpretations of the rules may arise. It would also be useful to clarify how the Advisory Council's recommendations are prioritized and implemented in the final decisions of the Steering Committee, ensuring that technical contributions are valued without delaying project processes and progress. Finally, it is recommended that the process of drafting and distributing minutes be optimized, using digital tools to ensure greater administrative efficiency in projects with frequent or complex meetings.

Lack of detail on risk management (not explicitly mentioned): One aspect that is mentioned but not elaborated on is risk management. Projects such as Digital TA can be affected by unforeseen events such as delays, changes in the work team or problems with partners. Including a specific section

on how to manage risks could make the plan even more robust. Risk management plan is an essential component in project management especially in international projects like the present one, where multiple partners from different countries are involved and external circumstances can affect the project execution. 13 possible risks have been presented in the framework of the Digital TA proposal writing, which are not always taken into account in the project development.

In relation to conflict management, the plan could be improved. In the list of Risk management in the proposal (page 38) in section 3, the following is presented : "Lack of active participation of the teams (low)" and is presented as "Conflict management rules will be defined in the project handbook but additional virtual sessions could be used and formal control measures related to budget control could be executed."

Although the recommended documents seek to promote conflict resolution based on dialogue, negotiation and fairness, it would be helpful to include links that can take members to the proposed content to consult the exact material on these topics.

It is also recommended to incorporate protocols for voting and monitoring solutions, as well as preventive strategies to minimize the occurrence of conflicts and guidelines for their mediation. Specifically, it is suggested that a balanced, clearly referenced and collaborative approach be incorporated since, if implemented correctly, it could contribute to the success of the project and strengthen relationships between partners.

On the other hand, point 7 reads as follows

"Difficulties for understanding or adapting the project's methodology (medium)" presented as "A clear and short presentation of the methodology will be available for all users, but additional virtual training sessions could be organized." (DTA, page 39)

At this point it is recommended to share different formats to clarify the methodology without waiting for doubts and possible delays and/or discomfort to arise. Create a battery of materials through which the doubts are specified, or a section of Questions about the project could convey in a more effective way possible doubts without this becoming a conflict between partners.

To improve the project's conflict resolution plan, it is recommended that

preventive strategies be incorporated, including, in addition to periodic meetings, work to define the expectations of the partners in order to prevent misunderstandings. In addition, it is essential to establish clear deadlines for each stage of the resolution process, such as a maximum of 10 working days for the initial resolution by the project team and an additional 15 working days for the intervention of the Steering Committee if necessary, as well as a detailed protocol for voting and handling ties, including the option of external mediators in case of absences or complex disputes. It is also essential to implement a follow-up of solutions/mediations, with reviews of the effectiveness of decisions at 30 days and a record of lessons learned, as well as expanding the role of the Advisory Council to mediate technical conflicts before escalation to the Steering Committee.

Breakdown of the long-term sustainability plan (section 4.5): Although sustainability and exploitation of results is mentioned, a more detailed focus on how the project results will be maintained or further exploited after the Digital TA project is completed could be useful. This is key to ensure that the project results will continue to have an impact after project completion and can become a source of inspiration for new proposals for either scaling up or new initiatives.

Recommendations for improvement

As an improvement strategy, in this section, it is recommended first of all to simplify the decision-making mechanisms in order to ensure that they are agile and clear. Specifically, it is suggested to specify how decisions will be made quickly in critical situations: last minute changes, possible staff replacements, among other issues. Secondly, the risk plan and accessibility to the material could be improved by including links to the materials, links to videos in order to foresee possible problems and in turn establish mitigation strategies.

In turn, it is known that risks can come from many sources, such as financial problems, logistical difficulties, delays in activities, problems/misunderstandings with partners, legal issues or even external factors such as changes in regulations, armed conflicts or health crises. This is why the material should be easily accessible to the partners, as this will help prevent and/or mitigate conflict situations or situations that put teamwork at risk.

Therefore, making improvements and adding precision in risk management will increase the probability of project success and will allow a quick and effective response if any challenge arises during the execution of the project.

D1.3.Project management platform

Objectives of this deliverable:

- a. To have a space to share information in common
- b. Organize the information for each work package so that the consortium can see the ongoing progress of the project.

Positive points:

Basecamp is an effective project management tool that stands out for its intuitive interface and its ability to centralize various functions on a single platform, enabling task management, real-time collaboration and organized document storage. Its simple design makes it easy to use for teams of different technical levels, while its customizable notifications ensure that users only receive relevant information. In addition, it offers access control to protect data confidentiality, an activity history that promotes transparency. Through Basecamp, partners benefit from its cross-platform accessibility, allowing teams to stay connected from anywhere and on multiple devices, ensuring work continuity.

Points for improvement

Basecamp has limitations for managing complex projects due to the absence of advanced tools such as Gantt charts, dependency tracking or detailed performance analysis, which can make strategic planning difficult in technical or highly demanding environments.

It has limited customizability, which can be a challenge to adapt to specific workflows, and native integrations with other platforms are less extensive compared to its competitors. In addition, it does not include a robust time tracking system or advanced analytics or reporting tools, which can be a disadvantage for teams that need detailed metrics. Although it is easy to use, introducing large teams may require additional effort, and searching for specific information may become slow or inefficient in data-intensive projects such as Digital TA.

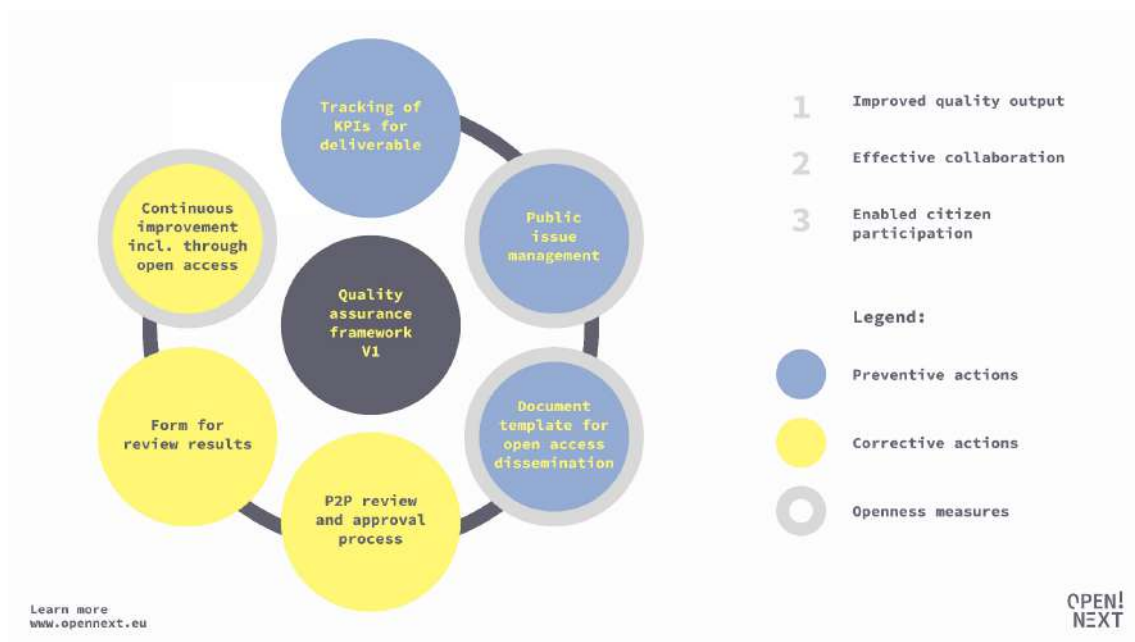
Taking into account the constraints the leadership team opted instead of a Gantt chart for the implementation of a timeline in shared Excel format.

D1.5. QA plan

Objectives of this deliverable:

- a. Define a quality management strategy for the project.
- b. Define the process of responsibilities for project quality management.

The design of the QA plan is based on three steps described in the common document: 1) design of quality indicators for the tasks developed; 2) implementation of the task; 3) evaluation of the task thanks to the indicators. In this sense, the project is in the tradition of EU projects, typified for example by the Horizont "OpenNext!" project:



<https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/opportunities/horizon-results-platform/22802>

Specifically, it is a plan that introduces the evaluation of the project development process. The following is a detailed analysis of the **positive points** and **areas for improvement** that can be identified within the framework of the QA plan:

Positive Points

The structure of the index demonstrates that the plan covers key aspects of quality management, such as the definition of internal and external criteria, a detailed timeline and a robust monitoring system. This indicates a comprehensive approach to quality.

The inclusion of both internal and external quality criteria suggests that both the quality within the project team and the perception and standards of external partners or beneficiaries are considered.

In addition, the existence of a specific unit for quality and evaluation presents defined roles, scheduled meetings and expected results. This ensures a continuous and organized supervision that leads to internal assessments, possible modifications/adaptations.

In terms of responsibilities the section on tasks and responsibilities details key aspects such as cooperation and highlights the importance daily communication which ensures clarity in the execution of the plan.

It is observed that the inclusion of quality assurance forms as annexes demonstrates that the teams have created useful materials with the objective of standardizing and facilitating the evaluation processes.

Furthermore, the focus on internal communication reinforces the importance of fluid collaboration between project partners, creating a space for rapprochement, dialogue and exchange that will serve as a basis for building future bridges if this is maintained throughout the project.

A system of periodic quality reports ensures constant monitoring and the possibility of real-time adjustments of the different actions carried out in Digital TA and, at the same time, allows the generation of knowledge, experience and information that can be consulted by partners.

Areas of Improvement

Although the index mentions specific objectives and deliverables, it would be ideal for the plan to include clear metrics to evaluate the fulfillment of these objectives and where difficulties can be visualized and recognized.

The section on timelines could benefit from a Gantt chart or other visual

representation to facilitate understanding of key dates and dependencies. Although external quality criteria are mentioned, it would be useful to specify how feedback from beneficiaries or stakeholders will be collected and integrated into the process.

Concerning the section on expected results and timelines could include methods for measuring the effectiveness of the quality actions implemented.

It is observed that there is no explicit reference to how the plan will adapt to unforeseen changes in the project environment, which could be critical in international projects such as Digital TA.

In addition, it would be beneficial to include a section on how the project activities contribute to improving quality practices compared to previous similar projects.

From the above, it is confirmed that the quality plan is comprehensive and well structured, with a clear focus on monitoring, responsibilities and communication. However, it could be strengthened by including preventive strategies for risk management, visual tools for timelines, and a clearer system for external evaluation and innovation. This ensures not only the quality of the project, but also its positive impact and long-term sustainability.

WP2

Work Package No	Deliverable Related No	Deliverable No	Deliverable Name
WP2	D2.1	D7	D2.1 Report on European shared experiences around the processes of initial and continuous schoolteacher practical trainings
WP2	D2.2	D8	D2.2 Harmonized European model of practical trainings providing guidance and support to schoolteachers
WP2	D2.3	D9	D2.3 Methodological approach for the reflection process
WP2	D2.4	D10	D2.4 Technical specifications of the digital platform for the Teacher Academy

D2.1. Report on european shared experience

Objectives of this deliverable:

- a. To learn about the experiences of partners in relation to the initial and

continuing education processes of student teachers.

b. To share experiences in relation to the initial and continuing education processes of student teachers.

c. Create a common basis for project development and subsequent deliverables.

Positive Points

The report stands out for its structured approach to identifying key transition factors for young teachers, both in pre-service training and during their active induction. The inclusion of a comparative perspective across project partner countries adds richness and diversity to the findings, providing a solid basis for the development of future models and practice guidelines. Explicit reference to accredited programs and their impact on teacher preparation reinforces the importance of a holistic approach to professional development. In addition, the crucial role of mentoring, aligned with school ethos and initial teacher habits, is highlighted as an essential component in successful transitions. The proposal of a digital platform as a central resource for ongoing support is commendable, along with the intention to include these findings in practical manuals that will have a long-term impact on teacher education. Finally, the gratitude expressed to the project partners reinforces the spirit of collaboration and collective commitment.

The table of contents of the report reflects a logical and well-organized structure, which facilitates understanding and access to information. The inclusion of sections dedicated to each participating country (Belgium, Czech Republic, Ireland, Poland and Spain) allows for a detailed and contextualized comparison of the legal framework and institutional approach in each region, which is key to understanding the variations and similarities in teacher education in Europe. In addition, the section dedicated to the institutional preparation of pre-service teachers provides an in-depth analysis of the transition models, supported by specific data and analysis. The reference to the impact of the 2011 ECTS model is relevant, as it connects the analysis with European regulations affecting higher education institutions, which brings validity and relevance to the report. Also noteworthy is the clarity in the conclusions section, providing a useful

synthesis for future decision-making in the project.

Areas of improvement

Although the report highlights key aspects and presents a comprehensive approach, it would be beneficial to elaborate on some points to increase its usefulness and clarity. For example, it would be useful to provide concrete examples of best practices identified in partner countries, which would facilitate their transfer to other contexts. In addition, the actual impact of accredited programs and mentoring could be quantified or supported with more specific data to strengthen the argumentation. Although the digital platform is mentioned as a resource, details on its operation, accessibility and how it will address the specific needs of teachers in transition are lacking. It would also be pertinent to include a more detailed analysis of the challenges faced by higher education institutions in this context, as well as possible strategies to overcome them. Finally, while reference to future models and manuals is appreciated, it would be useful to include a preliminary outline of the intended contents or approaches to provide a clearer picture of next steps.

Although the table of contents is clear, it would be helpful to provide more description of the topics covered in each section to help readers better understand the focus and scope of each chapter. In particular, the "Methods of Analysis" section could be expanded, as understanding how the data were collected and analyzed is crucial to assessing the validity of the findings. In addition, although several countries are covered, there is no mention of whether there is a comparative section summarizing the main similarities and differences between them, which could have given a more comprehensive and useful overview of best practices. The conclusions section could benefit from more specific recommendations based on the findings, which would increase the practical value of the report. Finally, in the final part of the table of contents, the "Sources" could include a clearer detail of the references used, which would improve the transparency and reliability of the report.

D2.2. Harmonized model: Analysis of the DigitalTA Platform Pedagogical Model

The following analysis outlines the positive points of the model as well as areas for improvement. It is based on the indicators specially developed in the corresponding quality reports, as well as the pedagogical experience of the members of the quality team.

Objectives of this deliverable:

- a. Develop a theoretical model for the project.
- b. Create a common template for project development and subsequent deliverables.
- c. Create a first preview for the technical development of the training platform.

Positive points

1. Innovative Approach to Teacher Training: The reflective model for the accompaniment of teaching practice is aligned with current research and models of education, promoting a shift from traditional learning to a critical and experiential approach. Added value: The transition from *learning to teach* to *teach to learn* fosters teacher autonomy and continuous learning in which the connection with more experienced colleagues becomes a necessary link and Digital TA creates this space and bridge between educators.
2. Rationale: Both the section dedicated to the theoretical framework (III.1) and the principles of the model (III.2) evidence a solid and updated pedagogical design, highlighting the importance of critical reflection as a driver of professional development. Added value: The theoretical framework reinforces the validity of the model presented, providing an updated basis for its implementation.
3. Design: the incorporation of specific dimensions of the model (III.3) and the phases of participation (IV.2) provides a clear path for users, facilitating adaptation to the reflective learning ecosystem. Added value: such a structure provides clarity for both trainers and participants, promoting effective learning.
4. Emphasis on Collaboration and Mediation: the hive model (V.1) and the role of mentors (II.3) highlight the importance of colleague/peer interactions in learning. Added value: such interactions foster the creation of dynamic communities of practice, which enrich learning through the exchange of experiences.

5. **Clear and Applicable Teaching Sequence:** The proposal of a clearly specified didactic sequence (VI.1: define, share, reflect, resolve, consolidate) allows teachers to work in a structured way towards concrete objectives. Added value: Provides a framework that can be applied to different educational contexts, fostering transferability.
6. **Incorporation of Agile Methodologies:** Agile methodologies in reflective coaching (annexes) add flexibility to the process, allowing for quick iterations and adjustments according to the needs of the group. Added value: Improved adaptability of the model in diverse and changing environments.
7. **User-Centered Design:** The instructions for the creation of the reflective ecosystem (IV) and the considerations for the platform (VI.2) suggest an approach focused on the needs of teachers, with attention to the user experience. Added value: This promotes active participation and fluid learning.

Areas of improvement

1. **Impact Assessment:** The model does not include a specific section on how outcomes will be measured for participating teachers or how the success of implementation will be evaluated. Suggestion: Incorporate clear indicators and tools to evaluate both individual learning and the impact on teaching practice.
2. **Adaptability to Diverse Contexts:** Although the model has a clear design, no details have been found on how it can be adjusted to different levels of digital competence or specific cultural contexts. Suggestion: Add specific guidelines or modules for teachers with different levels of experience or for multicultural contexts.
3. **Practical Classroom Connection:** Although mention is made of everyday experience (II.2), it is not clear how the model addresses concrete problems in everyday teaching. Suggestion: Include examples of real cases or direct application studies of the model in specific classrooms.
4. **Project Sustainability:** There does not appear to be an explicit plan to keep the model active beyond the framework of the Erasmus+ project. Suggestion: Design sustainability strategies, such as alliances with educational

institutions or training of future mentors interested in accompanying new teachers.

5. Detailed Use of Technological Tools: While the digital ecosystem and platform considerations are mentioned, there is a lack of detail on the specific tools that will be used or how these facilitate reflective learning. Suggestion: Incorporate concrete examples of technologies used, such as LMS platforms, learning analytics or collaborative tools.

6. Active User Participation: The success of the hive model (V.1) depends on high participation, which could be a challenge in environments where teachers have limited time availability. Suggestion: Implement strategies to motivate and engage participants, such as achievement recognition, micro-credentials or incentives.

7. Educational Resources for Self-Learning: Although resources for self-directed reflection are mentioned (VI.4), it is not clear how these are integrated with the overall objectives of the model. Suggestion: Design customized resources to suit different learning styles and skill levels.

The pedagogical model of the DigitalTA platform is innovative, well-founded and has a robust structure. It has a clear focus on both critical reflection and collaboration. Therefore, its strengths lie in its solid theoretical framework, the clarity of its strategies and the incorporation of agile methodologies.

However, it can benefit from adjustments to improve its adaptability to diverse contexts, ensure long-term sustainability, and further detail the technological tools and impact assessment. With these refinements, the model has the potential to become a key reference for teacher training in Europe.

D2.3. Methodological approach

Objectives of this deliverable:

- a. Develop a methodological model for the project.
- b. Create a common template for project development and subsequent deliverables, linked to previous deliverables.

c. Create a new basis for the technical development of the training platform.

Positive points:

The report provides a clear and comprehensive overview of reflective practice, from its definitions to its implementation in digital contexts. It is notable for its ability to integrate a variety of reflective models and processes, allowing teachers to choose approaches tailored to their needs and contexts. In addition, the inclusion of technology, such as the use of multimedia and online platforms, is relevant and contemporary, enriching the reflective process. The principles proposed for the reflective process-such as the cyclical approach, transformative learning, and critical reflection-provide a solid and structured basis for the effective implementation of this practice. The report also highlights the importance of mentoring and continuing professional development (CPD), which provides a comprehensive framework for accompanying teachers during their reflective process. Finally, the connection between the literature reviewed and the proposed process reinforces the validity and applicability of the suggested approaches.

Areas of improvement:

Although the report presents a broad and detailed approach, there is a risk that it may become excessively theoretical and abstract, making it difficult for teachers to understand and apply the concepts in practice. This criticism can be qualified by the last paragraph that offers considerations for implementation on the platform. The considerations adequately cover the key needs for the design of a reflective practice platform for teachers, from accessibility and security to the importance of autonomy in the reflective process. However, to ensure its effectiveness, it would be useful to deepen some aspects such as specific training of mentors, time management of teachers, and adaptation to different technological contexts. In addition, considering how to maintain motivation and participation in the long term could be a key factor for the success of the platform. Some of the reflective practice models may be too complex if not accompanied by clear examples or step-by-step guides. In addition, the digital proposal could face accessibility challenges, as not all teachers have the same level of technological competence or access to adequate tools, which could

generate a gap in its effectiveness. Another point to take into account, although several obstacles in the implementation of reflection are mentioned, the report could offer more concrete solutions to overcome them, especially in contexts with limited resources. In other words, the lack of flexibility in some principles could limit the applicability of the methodology in different educational settings. Overall, while the report offers a robust theoretical framework, its effectiveness will depend on its ability to link theory to teachers' daily practice.

D2.4. Technical specifications

Objectives of this deliverable:

- a. Develop a technological model for the platform
- b. Create a technical model that concretizes the pedagogical aspirations and work methodology in a digital technological advance.
- c. Create a guide for project development teams.

Positive points:

1. **Clear and detailed structure:** The report has a well-organized structure, covering all key aspects of the platform, from the overview to the technical and functional requirements. This ensures that all stakeholders (developers, teachers, administrators, etc.) have a clear understanding of the project as a whole. Sections such as *Functional Requirements* and *Technical Requirements* are clearly broken down, making it easy to understand the specifics of the platform.
2. **Comprehensive coverage of functionalities:** The division into modules (such as *MyChallenge*, *Reflection Management tool*, *MyTutoring*, etc.) allows for a detailed and specific approach to each functional area of the platform. This is positive because it provides a comprehensive view of how each module will contribute to user experience and learning management. In addition, the inclusion of *user stories*, *business rules*, *use cases*, and *data forms* allows addressing user needs in a complete and concrete way.

Areas of Improvement:

1. Potential complexity and detail overload: While the detailed structure of the functional requirements is positive in terms of coverage, the large number of specific sections, such as multiple *user stories*, *business rules* and *use cases* for each module, can create complexity and make the report difficult to follow, especially for non-technical readers. It may be useful to synthesize or group certain sections to avoid redundancies and facilitate understanding of the essential elements.

2. Limited focus on usability and user experience (UX): Although *UX requirements* are mentioned in the table of contents, not enough space may be devoted to describing user interaction with the platform in terms of visual design, accessibility, and usability in each module. Such a comprehensive technical specification report could focus more on the user interface and how to ensure that the platform is intuitive, accessible, and engaging, which is crucial to the adoption and success of the platform.

WP3

Work Package No	Deliverable Related No	Deliverable No	Deliverable Name
WP3	D3.1	D11	D3.1 Digital Academy v1.0 including MyChallenge mod
WP3	D3.2	D12	D3.2 Training material for in-service teachers' trainers

D3.1. Digital Academy v1.0

Objectives of this deliverable:

- To concrete a first version of the platform
- Define indicators for the evaluation of this platform
- To allow a first materialization of the learning community that is motivating for the teaching community.

Positive points:

The proposed collaborative approach fosters collaboration among teachers, which is crucial for problem solving in educational contexts. Allowing teachers

to share challenges and receive advice enriches the experience by combining diverse perspectives.

On the other hand, professional empowerment is aligned with offering a space to share real experiences; in other words, the module validates teachers' difficulties and gives them a tool to turn problems into learning opportunities. Likewise, interaction among participants is observed since it leads to discussions and collaborations, i.e., this module reinforces the sense of belonging to a professional community, which can be motivating and reduce the feeling of isolation and loneliness.

Areas of improvement:

The following are suggestions for improving project actions in the event of delays and possible need for refocusing and adaptation in response to unforeseen events.

Structure of challenges: It would be useful to have templates or guidelines that structure how users should describe their challenges (context, specific problem, solution attempts). This could facilitate more specific and useful responses.

Another aspect to consider is how the discussions will be moderated and thus how the content will be organized. Both the content of discussions and exchanges between partners should be structured and considered as material from which practical and relevant advice can be elaborated and extracted. To this end, the implementation of a feedback system (votes, stars, thumbs up or down) could help to highlight those interventions that are considered useful for the project and future decisions.

In this same line, of exchange and discussions, it is important to highlight anonymity and privacy as some teachers might feel more comfortable sharing challenges if they have the option to do so anonymously, especially if it is about sensitive topics related to their institution, challenging experiences or specific cases related to their students.

As has been explained throughout the project, peer-to-peer exchanges are necessary and their contributions can be very valuable; however, we should not lose sight of introducing the vision and experiences of experts so that they can

intervene and, if necessary, offer solutions based on the needs or challenges expressed by teachers. This type of interventions, invited experts, could add greater motivation to the participants and one could think of awarding certificates to those who have participated in the meetings with experts, or give them a medal, a distinction in their profile.

On the other hand, it would be of interest to create a button to show the cases, challenges and queries that have found a solution through the device implemented by Digital TA. More precisely, the inclusion of a function for users to update the status of their challenges after implementing the suggestions received and thus demonstrate that the learning cycle has been closed which will allow others to learn and be inspired by the solved cases.

In order to provide clarity to what has been suggested, a series of questions that could help the team are formulated below:

- How will the quality of user-generated content be managed?
- Has a reward or gamification system been considered to encourage active participation?
- Does the module have multilingual functions or cultural adaptations, considering the diversity of educational contexts?

As far as the MyChallenge module is concerned, it is a promising initiative to foster collaboration among teachers. With some improvements in structure, moderation and additional support, it could become a key pillar for continuing professional development.

On the other hand, the Learning Community (LCOM) module stands out for its ability to connect teachers from different educational levels, fostering a rich exchange of experiences, reflections, resources and best practices. This inclusive space promotes collaboration, peer learning and continuous professional development, strengthening collective knowledge and generating opportunities for pedagogical innovation. In addition, by enabling the constant exchange of ideas, the module supports the creation of an active community that facilitates professional growth in a mutually supportive environment.

However, to maximize its impact, the module could benefit from improvements such as the organization of content through categories or tags and the implementation of specific activities, such as structured discussions or collaborative projects. Moderation and curation of contributions would be essential to maintain a high standard of quality, while a recognition system for the most active users would encourage participation. It would also be useful to include support for new users through mentoring or tutorials to ensure that the platform offers tools for real-time collaboration. These improvements could benefit the module by making it a more effective tool for teacher professional development.

D3.2. Training materials

Deliverable objectives:

- a. Define a guide for the use of the platform for trainers of trainers.
- b. Create material for the continuing education of young teachers.
- c. Create a manual to facilitate access to the platform.

The training manual for the use of the DigitalTA platform, designed for teacher trainers, presents a clear structure and comprehensive coverage of the aspects necessary for the effective implementation and use of the platform. However, there are also areas where it could be improved to optimize its usefulness and applicability.

Positive aspects:

There is clear organization and coherence. The structure of the manual is well organized, starting with an introduction to the context of the project and moving towards practical aspects such as the use of the platform, the pilot plan and the case studies. This logic makes it easy for readers to follow a clear and understandable narrative. There is also a balance between theory and practice; that is, the inclusion of a theoretical description of the project and its context, together with practical methodologies and actions, allows trainers to understand both the conceptual background and the actual applications of the platform.

On the other hand, the incorporation of case studies has its respective sections that are particularly valuable since they provide concrete examples and structured guides ("What?", "So What?", "Now What?") and thus facilitate the practical application of the learning.

In terms of planning, the presence of a timetable, a detailed methodology and a description of the actions during the pilot reflects a clear implementation of the flowchart that can serve as a reference for future implementations.

Furthermore, the presence of additional resources such as the inclusion of sources and annexes enriches the document by providing additional materials for those interested in further exploring the topics addressed.

Aspects to be improved:

It is suggested that local contexts be considered in order to develop the necessary adaptations to local contexts. Although a literature review is included for certain countries (Belgium, Ireland, Czech Republic), the manual could benefit from sections providing guidance on how to adapt the platform and training strategies to different cultural and educational contexts. In the same vein, a more diverse input of case studies is recommended since most of the examples focus on a specific case (Czech Republic). Therefore, the inclusion of case studies from other countries or contexts could enrich the manual and make it more inclusive.

Although the document presents "Practical instructions", the description of the use of the platform could be expanded with step-by-step instructions, making use of screenshots and diagrams to make the navigation and use of the platform more intuitive for trainers. Also, the numbering of the subtitles in this handbook could generate confusion since Roman numerals are mixed with Arabic numerals (IV.1 and IV.2).

On the other hand, the "Evaluation and follow-up strategies" do not specify whether tools or methodologies are used to evaluate the learning of the trainers or to follow up on their progress, commitment to the scheduled activities and connection time. Incorporating these strategies would add significant value to the manual.

The incorporation of gamification or recognition could be of great help as it could

incentivize the active participation of trainers and motivate their commitment to the use of the platform could enhance the training experience.

Areas of Improvement

Although the table of contents is detailed, some sections are lengthy and contain technical information that may be confusing to users less familiar with academic or pedagogical terminology. The description of the case studies and methodological framework could benefit from clearer executive summaries or flowcharts to facilitate quick understanding. Recommendation: break technical content into more specific subheadings or include a glossary of key terms.

The document mentions specific countries (Belgium, Ireland, Czech Republic), but does not explicitly address how the materials can be adapted to other educational or cultural contexts. This could limit their applicability to an international audience. Recommendation: add more varied examples and guidelines for local customization.

Regarding the language accessibility, the text contains passages that may be perceived as too academic or complex. Recommendation: simplify the language and maintain a uniform tone that is accessible to both academics and teacher trainees.

Although roles such as administrators and in-service teachers are detailed, there is a lack of clear guidance for trainers who will implement the materials in real contexts. Recommendation: include a practical step-by-step guide for trainers and concrete examples of implementation.

Based on the evaluation and feedback, the document mentions preliminary methodologies and analysis but does not address a robust system for evaluating the impact of the use of the platform or the case studies on trainers and teachers. Recommendation: develop an evaluation framework with key metrics and tools for continuous monitoring of learning.

In terms of data and resources visualization, although figures and tables are included, they could be more informative and visually appealing. Recommendation: use more interactive or colorful graphics that enhance understanding of the content and highlight key points.

In relation to the long-term planning, although plans for updating and translating materials are mentioned, no details are given as to how their sustainability and continuous updating will be ensured. Recommendation: Define a timeline and responsible team for future revisions.

As a whole, the manual provides a solid foundation for trainers using the DigitalTA platform. However, to maximize its effectiveness, it would be beneficial to simplify the language, improve the accessibility of the content, and strengthen adaptability and evaluation. These improvements will ensure greater impact in diverse educational contexts and facilitate implementation by end users. Its structure and content address essential aspects but could be strengthened with additional elements that improve adaptability, accessibility and practical applicability. These improvements will contribute to making the document a more effective and attractive tool for its target audience.

WP5

D5.1. Dissemination master plan:

Objectives of this deliverable:

- a. Develop a common plan for the internal and external communication of the project.
- b. Create a model of responsibilities for communication in the project.
- c. Define a reporting template for each partner's progress.

The Digital TA communication plan is presented as a key tool to ensure the success of the dissemination as well as the impact of the project. When examining the basis on which the dissemination is presented it is observed that it dissemination is presented as a planned action but is not following authors or previous experiences as a resource or guide for the rest of the partners. For future activities connected to dissemination it could be helpful to present the

dissemination based on authors and previous experiences based on scientific dissemination as Wilson et al., 2010 and related to social media dissemination (Bik et al., 2013).

On the other hand, analyzing the table of contents of this section, its strengths and potential areas for improvement are identified below with explanations, suggestions and examples.

Positive Points

Clear and comprehensive structure:

The table of contents presents a clear and comprehensive structure presented with a logical design that addresses from the basics to more technical and operational details and responds to specific needs. All this ensures coverage of all the stages necessary for a communication strategy that could be effective. It also includes a strategic analysis (SWOT), which makes it possible to identify weaknesses and opportunities in the context of the project and to implement improvements and/or adaptations.

In addition, there are more specific sections on "Why, to whom, who, who, what and how to disseminate" that together ensure that the communication strategy is aligned with the needs and objectives of the project.

Through the dissemination actions, a practical approach to monitoring and evaluation was detected, highlighting that the inclusion of quantitative and qualitative data in monitoring guarantees a comprehensive approach to measure the impact of dissemination activities.

It is also noted that both documentation and leadership - defined in section 8.4 - demonstrate a commitment to project coordination and accountability.

Regarding the support tools, presented in the annexes, the dissemination report model (Annex 1) promotes and justifies with coherence and clarity both the content information and the dissemination actions. In reference to the news writing guide (Annex 2), it is observed the production of several resources oriented to guarantee not only the coherence of the dissemination actions but also to pay special attention to the quality of the communication, its scope and possible adaptations. In other words, there is a clear receptiveness in this section.

Specificity of the action plan:

The "Action Plan" is presented in a specific way and a section with the same name has been created. Through it, dissemination activities are carried out in order to strengthen and at the same time position the project and its partners and allow to know the progress of each of the implementations.

On the other hand, the breakdown of four (4) objectives within the "Scope of the strategy" is highlighted, which underlines the alignment of the dissemination actions with the project goals in which the target audience is specified and determined, as well as the importance of creating bridges of trust and credibility that will allow the continuity of such informative productions by adding a greater number of stakeholders. The objectives to which we refer are presented for a better understanding of what is argued:

- a) Encourage target groups, especially new teachers, to share their experiences which we can use as key points to focus on
- b) To gain recognition and credibility from educational institutions
- c) To bridge the gap between pre-service and in-service teacher training curves
- d) Improve teacher and mentor training in institutions across Europe

Areas of improvement**Deepen personalization for the audience and rethink its extension:**

Although the target audience is addressed (section 4), it would be useful to detail how to tailor messages and formats to different audience segments to maximize impact. This can be achieved with a detailed identification of audience segments: break down key groups into sub-segments according to factors such as age, gender, educational level, geographic, cultural context, without losing sight of the specific Interests of individuals because it can help to better understand the level of involvement with the project,

It is also possible to focus on the creation of key messages by segment through the definition of specific messages that respond to the needs, interests or concerns of each stakeholder. Some examples are presented below:

Example for students: Highlight the opportunities for personal and professional development offered by the project. Specifying the reading time it will take them to learn more about the project can also be useful for those who

are approaching materials such as the one presented by this project for the first time.

Example for educational institutions: Highlight the benefits of innovation and knowledge transfer. Specifying the reading time, it will take to learn more about the project can also be useful for those who are approaching materials such as the one presented by this project for the first time.

Example for authorities and decision-makers: Emphasize the long and medium-term impact and alignment with European education policies.

On the other hand, the diversification of formats is desirable in the strategy of personification. More precisely, it is about implementing formats and communication channels that can be aligned with the preferences of each of the stakeholders that can be grouped by interest, culture, age, needs, gender, among others. Examples are presented below:

Students and young professionals: Social networks such as Instagram, TikTok or YouTube with dynamic content, such as short videos, interviews, stories or newsgames.

Teachers and education professionals: Webinars, newsletters, interviews and academic articles.

General public: Infographics, newsgames and multimedia content accessible in local media and general social networks.

Decision makers: Executive reports, summaries at official events and LinkedIn postings.

Journalists and communicators: the dissemination of the scope, proposals and impacts of this project should have a specific dissemination strategy for journalists, communicators and influencers that is not only oriented to science journalists, but also press releases for the culture, education, teacher training and health supplements.

On the other hand, a multilingual and multicultural approach of the messages will be key for a better assimilation and understanding of this project since Erasmus+ includes partners from different countries which implies a cultural diversity, and this requires translation and cultural adaptation of the messages. In other words, to adapt the messages, type of headlines to the cultural references present. In this line, the inclusion of materials in several languages is also suggested.

Another aspect to consider for this project, in terms of diversity, is the addition of material, videos for people with hearing impairment who are teachers or future teachers, as well as materials for people with visual impairment. Access for teachers and future teachers with reduced capacities could represent a new challenge but at the same time the possibility of expanding the proposal and scope of this project.

Practical example personalized plan for the audience:

Add a table that relates:

- **Population:** University students, teachers, local authorities.
- **Key messages:** "Improve your employability", "Innovate in your educational method", "Ask, exchange and grow", "Reduce your doubts, increase your confidence", "Be guided by those who know and have years of experience".
- **Channel and format:** Social networks, workshops, newsgames, newsletters.

Population	Key message	Channel/Format	Success indicators

University students	"Broaden your European horizons" "Reduce your doubts, increase your confidence" "Be guided by those who know and have years of experience."	Instagram, TikTok, online sessions	Number of views
Teachers	"Leading educational innovation" "Upgrade and transform yourself."	Webinars, reports, profesional networks	Participation in activities
Public administration	"Transform education in your region"	Meetings, LinkedIn, executive reports	Established contacts

With this personalization, a greater reach to the population is achieved with relevant messages that ensure an emotional connection and effectiveness in the dissemination efforts.

Active participation of the target audience

Involving the different audiences not only as recipients, but also as active participants -actors- is key to creating a sense of belonging to the project:

Feedback: Surveys and focus groups to adjust content according to their interests, needs, priorities and experiences.

Co-creation: Allowing local partners to customize messages for their communities by opening a space for exchange and production channels.

Collaboration: Encourage students or partners to generate their own content (videos, publications, testimonials). In this way, life stories and personal experiences produced through which different people can feel reflected and decide to approach and learn more about the program are created.

Practical examples that encourage participation can also be integrated, as described in the plan for personalizing messages to the audience. Specifically, in section 6.5 ("How it will be done"), it is recommended to include concrete examples of tools (specific social networks, platforms, digital campaigns, newsgames) that would help clarify the implementation of the strategy and its scope.

Adding a subsection dedicated to how to ensure the continuity of the dissemination and use of the results after the end of the project could strengthen the proposal and open new spaces that are considered key to be expanded and/or deepened as is the case of extending this project for teachers and students with reduced capacities.

In monitoring (section 8), it is suggested that specific and realistic key performance indicators (KPIs) be included (such as "reach on social networks"; "impact on social networks", "number of attendees at dissemination events") to facilitate evaluation and to know the impacts of dissemination through the various channels.

Based on the above, it is recommended to incorporate a subsection that addresses possible risks in the implementation of the communication strategy and how to mitigate them, thus improving the production, possible change of strategy and its reasons as well as the adaptability of the plan.

It is recommended to explore how to link the project with other Erasmus+ initiatives or related projects because this could broaden the scope of the proposal and enhance the relevance of dissemination activities.

It would be useful to have a visual timeline or (interactive) infographic that summarizes the dissemination activities, those responsible for them, impacts achieved and deadlines. This facilitates the understanding and follow-up of the plan by all project partners who could in turn add channels and concrete proposals.

D5.3. Project website

Objectives of this deliverable:

- a. Develop a platform for external communication of the project.
- b. Create a common identity.
- c. To inform and make the progress of the project accessible to the European teaching community.

After examining the Digital TA project website (<https://digitalta.eu/>), the following are the Strengths and Areas for Improvement, focusing on the key aspects of an Erasmus+ teacher training project.

Positive Points

1. The project's objectives and mission focus are clearly presented and easy to understand. The website accurately and concisely explains Digital TA's mission, which is to promote teacher training through digital tools. This is important, as the main audience of the site (educators and trainers) can quickly understand the purpose of the project. The page mentions and at the same time specifies how the initiative improves the digital competencies of teachers, which is a key point for the justification of its existence that gives it relevance, and in turn generates curiosity and interest in those who visit it.
2. The visual design is adequate for the subject matter, with a simple but effective color palette. The use of images and graphics is appropriate since it facilitates the understanding of the content, making navigation simple and without overloading the visitor. The buttons presented are in accordance with the contents and easy to recognize and induce a harmonious navigation within

the web. The images presented on the website humanize the project, since not only its members can be observed, but also the experiences of educators can be appreciated and known. Likewise, the images combine diversity and multilingualism key aspects for projects of this size. The typography is appropriate for the subject matter as it is clear and legible. The spaces are well distributed, making navigation pleasant.

3. The navigation and the intuitive structure is simple and allows for intuitive navigation. Sections (buttons) such as "Home", "About", "Resources", "News" and "Contact" make it easy for users to find relevant information without wasting time as it is very intuitive. Links to social networks are present thanks to the integration of social network icons that allow users to follow the project and keep up to date with project updates through these social platforms.

4. The website has dedicated space for sections highlighting project results and resources available to educators, such as the Training Platform. This is very useful in promoting the tangible impact the project has on teacher training. Highlighting good practices and impact: The results section provides details on the innovative methodologies implemented as well as the digital tools being used to support teachers.

5. The analyzed site is available in several languages (although in some sections it only appears in English), which is essential for Erasmus+ projects involving international cooperation. This facilitates access to different audiences in different EU countries while expanding to other regions of the world.

Areas of Improvement

1. Although the project is presented in a general way, it would lack specific details on key activities, the exact pedagogical approach, methods of impact evaluation, and how teachers can be more actively involved. It would be useful to incorporate a section detailing the specific learning objectives, how they will be measured, and what changes are intended to be achieved in the educational community.

In addition, it would be useful to link directly to the training modules or resources

available, so that interested parties can access the materials directly and not just the descriptions.

2. Even if links to social networks are present, there are no indications of recent interactions or visible activities on the platforms. It is important for an Erasmus+ project that relies on collaboration and dissemination to be active on social media. Posting frequent updates, such as project news, participant testimonials, and useful resources, could improve the project's visibility and reach.

Improve the online dissemination strategy by incorporating a section on the website with testimonials from teachers who have participated or articles on the impact of the training could add credibility and encourage more interactions, or media publications about the project and/or interviews.

3. The news section could be updated more frequently, as the information should generate interest and spark curiosity. Although there is relevant content, the frequency of updates could be more frequent. Posting regularly about project activities, conferences, research, or academic or media publications could keep the site relevant and fresh. The inclusion of podcasts or radio interviews could also be an interesting and varied resource for the site.

Redefine the space of the newsletter since the format of its publications is very small and this implies that the reader decides to open some of them without being able to know the headline and the topics presented. This can lead to surfers in this section deciding not to enter because they do not want to waste their time, because they find it difficult to select some of the materials.

4. Despite the fact that the design is attractive, the website could benefit from a more thorough accessibility review. Some points that could be improved are:

- Color contrasts: Ensure that the contrast of text and background is suitable for the visually impaired.
- Alternatives for multimedia content: Include subtitles in the videos **or** offer alternative content such as written summaries of the videos or presentations.
- Greater mobile compatibility: Although the website is responsive, some sections may not be as fluid on mobile devices (for example, the display of

tables or forms).

5. A Frequently Asked Questions Section (FAQ) would be useful to add a Frequently Asked Questions (FAQ) section to address common doubts of the participants and/or stakeholders, as this would allow the collection of ideas, new approaches and improvements. The following are proposed:

- How can I access the training?
- What resources are available to teachers?
- How can I get involved in the project as an institution or teacher?
- Are there any costs associated with materials or training?
- Will I be able to participate in your webinars? If so: Do you give certificates?

This would reduce the management team's workload by providing automatic answers to recurring questions.

6. While the website provides information on available resources, a clearer vision for the long-term sustainability of the project is lacking. For example, how will the training materials be maintained or updated after the Digital TA project ends? How will continued access to the resources be ensured for future educators?

A section dealing with sustainability and operational plans could clarify how the project will remain relevant after completion.

7. The lack of options for users to interact directly with the content, beyond the consultation of information presented through the "Contact" button should be addressed. It would be positive to integrate forums, polls, or collaborative spaces where teachers can share their experiences, ideas and best practices. Training opportunities or live webinars that offer more interaction could also be incorporated.

Conclusions about the website

The DTA website is visually appealing and has a clear structure that makes it easy to understand the purpose of the project. However, there are areas that

could be improved to maximize its effectiveness and increase the participation and impact of the project:

More detailed information on the specific objectives and the results achieved allows us to know the specific scope of the project. In addition to this, an improvement in the updating and dissemination strategy in social networks and in the news section could lead to a greater number of people joining the website and remaining on it. In this line, the inclusion, as already mentioned, of a FAQ section would provide ample benefits for both members and users. Improve the agenda of activities and actions to improve user interaction and participation (e.g., forums or webinars). Finally, detailing sustainability plans to ensure that project outcomes continue to benefit educators after project completion could be key as it would provide a better understanding of project timelines and future impacts.

Based on the above analysis of the website, such improvements could contribute to making the website not only an information platform, but also a dynamic reference point for the global education community with clear leadership from the project partners.

2.3 Phase Three: Project Sustainability and Certification

The sustainability elements of the project are basically associated with the development of the DigitalTA platform: training activities from the participating institutions that can allow the activity of the learning community to be sustained. Moreover, as defined in the proposal, the inclusion of new institutions for continuing and initial training will multiply the impacts of the prototype under development. In the medium term, the strategy seems to focus on these training activities. The project leadership team has also worked to establish new agreements with public administrations (Regional Ministry of Cantabria, with which a participation agreement has been signed) as well as non-European partners (universities and initial trainers in South America), which may be key to the future sustainability of the project. In order to be more precise, the effect of the development of the learning community on the sustainability strategy should be analyzed after the development of version 2 of the platform.

2.3.1. Recommendations for Sustainability

- Establish agreements with universities and training centers for content development and platform maintenance.
- Implement data analysis systems to identify inefficient areas for continuous improvement.
- Ensure that the platform is accessible to all teachers, including those with disabilities through standards such as WCAG.
- Ensure that content is available in multiple European languages to include cultural and linguistic diversity.
- Create local and regional networks to combine virtual meetings with face-to-face events among participating teachers.
- Provide regular trainings on the use of the platform and pedagogical skills related to emerging technologies.
- Encourage peer-to-peer learning through collaborative tools, such as the co-creation of educational materials.
- Implement European data protection standards (GDPR) to ensure user trust and confidence
- Establish alliances with European teacher training networks and educational organizations to share resources and best practices.
- Create a system of incentives for the most active teachers, such as certifications, public recognition or access to exclusive content.
- Integrate sustainability training modules within the resources offered, promoting responsible pedagogical practices.
- Report regularly on the progress of the project in terms of sustainability and share success stories of participating teachers.

2.3.2. Recommendations for Project Certification

No clear consensual strategy has been detected in relation to the certification of training activities within the project framework. On the other hand, the continuing education institutions were able to integrate the activities developed within the

framework of the pilot into their regular training activities with a public certification/qualification. Consequently, it can be concluded that, for the time being, a local certification strategy has been selected. This strategy will benefit the project until month 18, as it can be stated that the state certifications incorporated activities from the DTA project, which have positively impacted the results observed during this stage. Specifically, 460 young teachers participated, and a new public institution was included in the activities.

Conclusions

The analysis shows that the DTA project has a solid foundation for sustainability in the medium and long term, especially thanks to its focus on teacher training and the development of a learning community that can be scaled and integrated into broader educational contexts. However, during the analysis were identified critical areas that require attention and strengthening to ensure the viability of the project beyond its initial phase.

Key Sustainability Elements

The participation of continuing and initial training institutions and agreements with public administrations and international partners (such as universities and trainers from South America) strengthen the global projection of the project. These alliances make it possible to extend the impact of the prototype and diversify the resources available for the development and maintenance of the platform. However, being a European project, it should also favor working with European institutions.

Furthermore, during the pilot stage, the integration of project activities into state certifications and the participation of 460 young teachers reflect a direct benefit to the educational community and show a replicable model for future expansion.

The emphasis on training activities for teachers and the development of reusable resources position the platform as a key resource for the continuous improvement of pedagogical competencies in Europe and beyond. In addition,

it is noted that actions to ensure technical and social sustainability are presented in terms of accessibility, linguistic diversity, inclusion of European data protection standards (GDPR) and collaborative learning presenting an inclusive and secure learning community, which reinforces user confidence.

Areas of improvement:

The current local certification strategy has been beneficial during the initial stages of the project but lacks a consensual approach at the European level. This limits the portability and recognition of competencies acquired under the project, hindering its scalability.

Although training activities are a pillar of the project, the sustainability model depends heavily on their implementation, which could become a risk if other sources of income or economic support mechanisms are not integrated.

In addition, the impact of the learning community on sustainability has not yet been measured, leaving uncertainties about its effectiveness and how its development could contribute to the long-term goals of the project.

Potential impacts in the medium and long term:

If international alliances are strengthened and the multilingual offer is expanded, the project has a high potential to be replicated in other regions, especially in Latin America, thanks to the interest shown by South American partners. Also, the involvement of public agencies could influence the incorporation of sustainable digital practices in national education systems, promoting a large-scale digital transformation.

An active and well-connected community can become a self-sustaining nucleus that fosters the exchange of experiences and the collaborative creation of content.

The establishment of a consensual certification strategy could position DTA as a benchmark in teacher training in Europe, increasing its visibility and capacity to influence regional educational policies.

It is recommended to measure and analyze the effects of the learning community after the implementation of version 2 of the platform to identify areas for improvement.

Furthermore, diversify sources of income, exploring options such as premium memberships, certifications recognized at the European level or alliances with technology companies that share educational and sustainable values.

Continue to develop alliances with continuing and initial training institutions, prioritizing those that allow the consolidation of the learning community as a permanent and self-sustainable resource.

To summarize, the DTA project has significant potential to transform teacher education and establish a sustainable model. With a better-defined sustainability strategy based on the proposed recommendations, it can ensure its positive impact in the medium and long term.

3. Conclusions and Recommendations

The management strategy outlined in the management handbook could be improved by defining categories of decisions that specify when unanimity or qualified majorities are required. Similarly, it would be important to establish a clear protocol for handling disagreements among partners. It is recommended that the process of drafting and distributing minutes be optimized, using digital tools to ensure greater administrative efficiency in projects with frequent or complex meetings.

To improve the project's conflict resolution plan, it is recommended that preventive strategies be incorporated, including, in addition to periodic meetings, work to define the partners' expectations in order to prevent misunderstandings. In addition, it is essential to establish clear deadlines for each stage of the resolution process. It is essential to implement a follow-up of the solutions/mediations, with reviews of the effectiveness of the decisions after 30 days and a record of lessons learned. The management platform is sometimes difficult to read because of the number of messages, but it is still effective.

In relation to work package 2, the work produced by the consortium respects quality criteria, structured and focused on the main product of the project (the platform). In this sense, deliverable D2.2 is innovative, well-founded and has a robust structure. Its focus is clear on both critical reflection and collaboration. Therefore, its strengths lie in its solid theoretical framework, the clarity of its strategies and the incorporation of agile methodologies. However, it can benefit from adjustments to improve its adaptability to diverse contexts, ensure long-term sustainability, and further detail technological tools and impact assessment. With these refinements, the model has the potential to become a key reference for teacher education in Europe. An aspect for improvement related to WP2 is related to considering the prior knowledge of teachers or students, users of the platform to adjust both materials and sections of the platform: the digital proposal could face accessibility challenges, as not all teachers have the same level of technological competence or access to appropriate tools, which could generate a gap in its effectiveness. On the other hand, it would be useful to deepen some aspects such as specific training of mentors, time management of teachers, and adaptation to different technological contexts. In relation to package 3 and the technological developments resulting from the effort produced in the previous package, there is an effort to concretize the pedagogical aspirations of the model in the platform. But, also because of the delays, version 1 of the platform has weaknesses related to content quality, privacy, anonymity and lack of access to experts. Its design does not facilitate the user experience. It is also noted that its development was influenced by a strategic shift decided by the consortium, from delivering a clear first version to focusing on a second version of quality, produced thanks to the tests performed on the prototype of version 1:

- How will the quality of user-generated content be managed?
- Has a reward or gamification system been considered to encourage active participation?
- Does the module have multilingual functions or cultural adaptations, considering the diversity of educational contexts?

The platform could benefit from improvements such as the organization of

content through categories or tags and the implementation of specific activities, such as structured discussions or collaborative projects. Moderation and curation of contributions would be essential to maintain a high standard of quality, while a recognition system for the most active users would encourage participation.

Regarding the manual, it provides a solid foundation for trainers using the DigitalTA platform. However, to maximize its effectiveness, it would be beneficial to simplify the language, improve the accessibility of the content, and strengthen adaptability and evaluation. These improvements will ensure greater impact in diverse educational contexts and facilitate implementation by end users. Its structure and content address essential aspects but could be strengthened with additional elements to improve adaptability, accessibility and practical applicability. These improvements will contribute to making the document a more effective and attractive tool for its target audience.

In package 5, the efforts made by the consortium were considerable, reaching most of the project's objectives in month 18. It would be useful to have a visual timeline or (interactive) infographic that summarizes the dissemination activities, those responsible for them, impacts achieved and deadlines. This facilitates the understanding and follow-up of the plan by all project partners who could in turn add channels and concrete proposals. Some of the most significant improvements include: deepening customization for the audience and rethinking its extension, active participation of the target audience, greater focus on sustainability and transfer, more specific success indicators, risk management plan, synergies with other initiatives.

Furthermore, the Digital TA website is visually appealing and has a clear structure that makes it easy to understand the purpose of the project. However, there are areas that could be improved to maximize its effectiveness and increase the participation and impact of the project. More detailed information on the specific objectives and the results achieved allows us to know the specific scope of the project. In addition to this, an improvement in the updating and dissemination strategy in social networks and in the news section could lead to a greater number of people joining the website and remaining on it. In this line, the inclusion, as already mentioned, of a FAQ section would provide ample

benefits for both members and users. Improve the agenda of activities and actions to improve user interaction and participation (e.g., forums or webinars). Finally, detailing sustainability plans to ensure that project outcomes continue to benefit educators after project completion could be key to better understanding project timelines and future impacts.

Based on the above analysis of the website, such improvements could contribute to making the website not only an information platform, but also a dynamic reference point for the global education community with clear leadership from the project partners.

Following this initial analysis of the material from months 1 to 18 of the DTA project, it is concluded that it has a clear and up-to-date structure, although certain aspects need improvement to enhance its sustainability and stakeholder engagement.

Through this audit, the positive aspects of each section have been identified, and the areas for improvement have been specified, with concrete suggestions and recommendations.

References

Bik HM, Goldstein MC (2013) An Introduction to Social Media for Scientists. PLoS Biol 11(4): e1001535. <https://doi.org/10.1371/journal.pbio.1001535>

Charres, Horacio; Villalaz, Jancel y Martínez, Jorge A. (2018) *Triangulación: una herramienta adecuada para las investigaciones en las ciencias administrativas y contables*. Revista Faeco Sapiens, 1 (1). pp. 18-35. ISSN L 2644-3821

George, C. (2018) The Significance of Auditing in Project Management, International Journal of Science and Research (IJSR) DOI: 10.21275/SR20302094109

Wilson, P.M., Petticrew, M., Calnan, M.W. et al. Disseminating research findings: what should researchers do? A systematic scoping review of conceptual frameworks. Implementation Sci 5, 91 (2010). <https://doi.org/10.1186/1748-5908-5-91>

Quality audit related to academic results

External quality assessment related to pilot 2 (pre-service teachers) and academic

Cristian Pena: Cristianrp@estudiolondres.org

Carolina Escudero: Carolina.Escudero@uab.cat

June 2025

1. INTRODUCTION	3
1.1 Pedagogical and Structural Foundations	3
1.2 Strategic Objectives and Impact	4
2. EVALUATION OF THE QUESTIONNAIRES.....	5
2.1 Evaluation of the Questionnaire Attached to “Deliverable 4.4”	5
a.- Structure and Distribution	6
b.- Clarity and Wording of Items	8
c.- Use of Open-Ended Questions	8
d.- Alignment with Project Goals	8
e.- Recommendations:	10
2.2 Evaluation of the Digital TA Web Questionnaire.....	11
2.2.1 Profile Section	13
2.2.2 Exclusion of Gender in the Questionnaire Design	13
2.2.3 Experience	16
2.2.4 Response Requirements (Likert Scale and Mandatory Questions)	16
2.2.5 Activities on the Platform	17
2.2.6 Feedback	18
2.2.7 Questionnaire Repeatability	20
2.2.8 General Observations about the questionnaire.....	20
3. EVALUATION RESULTS.....	20
3.1 Multilingual and Multinational Implementation	21
3.2 Use of Tables and Charts	22
3.3 Aspects for Improvement	24
3.4 Uneven Distribution of Participant Roles.....	25
3.5 Impact indicators	26
4. CONCLUSION	30
4.1 General recommendations: Focus Groups and Peer Support	31
References	34
Biographies	38

1. INTRODUCTION

This audit employs academic indicators to monitor and analyze the two pilot phases developed under Work Package 4 (WP4) of the European project *Digital Teachers Academy* (DTA). The focus of the audit lies primarily on the analysis of the questionnaire results, aiming to examine their correlation with the established impact indicators defined for WP4.

The Work Package 4 is embedded within a broader European initiative designed to support the professional development of schoolteachers and to reduce attrition rates in the profession (Spanorriga, Tsiotakis, & Jimoyiannis, 2018). This initiative aligns with the framework of the EU's "Common Digital Action Plan" (2021–2027) (European Commission, 2020) and the "Conclusions on Effective Teacher Education" (EU, 2014), which emphasize that both initial and continuous teacher education should be grounded in sound pedagogical research. The framework also promotes adult learning methodologies, including communities of practice, online learning, and peer-to-peer collaboration.

The DTA consortium comprises teacher education providers involved in both initial and continuous training across five countries: the Czech Republic, Ireland, Poland, Spain, and Sweden. The shared objective is to develop a transnational process for defining and deploying a tool that enhances teacher training while leveraging technological innovation and ensuring inclusive, accessible quality education.

1.1 Pedagogical and Structural Foundations

The project adopts a socio constructivist view of learning, emphasizing that knowledge construction occurs through interaction with others within a shared learning community. Active

participation in this European learning network encourages the exchange of international experiences and practices, enabling new forms of collaboration and meaning-making.

The project aims to develop and validate a European digital platform that supports and improves teaching practice during the transitional phase between pre-service training and the first year of in-service teaching. The platform will serve as a virtual common space for diverse actors, including pre-service teachers, newly qualified and beginning teachers, school mentors, higher education instructors, and continuous education trainers.

Aligned with the Problem-Based Learning (PBL) approach, the DTA platform emphasizes the development of reflective practice, supported by trainers and mentors, and reinforced through active participation in a professional learning community.

1.2 Strategic Objectives and Impact

The primary aim of the DTA project is to enhance the quality and effectiveness of both pre-service and in-service teacher training across EU countries, thereby contributing to reduced attrition rates. A structured European framework for managing the critical transition period between teacher education and early-career teaching was developed and evaluated within this context.

Furthermore, the project clearly outlines its expected “Short-term impacts” (DTA, pp. 58–60; 2021) and “Medium- to long-term impacts” (DTA, pp. 61–62; 2021), offering a roadmap for sustainability and scalability in future teacher training initiatives across Europe.

For the purposes of this audit, the materials are examined in light of its alignment with the specific objectives outlined in the Digital Teachers Academy (DTA) project. These objectives serve as the evaluative framework for assessing actions undertaken, results achieved, and subsequent recommendations. The relevant project objectives associated with WP4 are as follows:

- **SO2:** To develop and validate a European digital platform designed to support schoolteachers in transition between initial teacher education and professional practice.
- **SO3:** To establish an international and intercultural learning community aimed at enhancing and supporting teaching practices across participating countries.

- **SO4:** To define a consensual, reflective process methodology for schoolteachers and to design a corresponding digital tool that facilitates its implementation.
- **SO5:** To provide professional development opportunities for school mentors, higher education institution (HEI) educators, and professionals from continuous training institutions in relation to the training model for both initial and continuing teacher education. These objectives provide a structured basis for the assessment of WP4's implementation and its contribution to the broader goals of the DTA initiative.

2. EVALUATION OF THE QUESTIONNAIRES

The purpose of this section is to conduct a methodological evaluation of the questionnaire used in the pilot phases of the European project *Digital Teachers Academy* (DTA), specifically those outlined within Work Package 4 (WP4). This evaluation aims to assess the degree to which the instrument aligns with the predefined quality indicators set forth in the project proposal. The analysis will also examine whether the findings derived from the questionnaire support a holistic understanding of platform performance, user experience, and pedagogical effectiveness. In accordance with scholarly practices in program evaluation and digital education (e.g., Braun & Clarke, 2006; Kvale & Brinkmann, 2009), this review will focus on the clarity of the survey items, the structure and distribution of information, and offer suggestions for further refinement.

2.1 Evaluation of the Questionnaire Attached to “Deliverable 4.4”

The document titled *D 4.4 Pilot Pre-Service Teachers* includes an attached questionnaire (pp.42-43) incorporated in the Anexe on this document, which has been reviewed as part of this audit. It was verified that this version does not match the active questionnaire currently available on the project's website. Consequently, both versions of the questionnaire have been analyzed. The following section focuses on the version included in the referenced document.

The pilot evaluation for Deliverable 2.2 of the Digital Teachers Academy (DTA) project provides a valuable foundation for assessing the usability, engagement, and pedagogical impact of a harmonized European model of practical training for school teachers. However, a critical review reveals several areas that could enhance the clarity, effectiveness, and scientific

robustness of the study. While the pilot relies on validated instruments (Schwarzer & Jerusalem, 1995; Swan et al., 2008; Zhang, 2022), the description lacks detail on how these tools were adapted for context and language. There is no clear indication of construct validity, internal consistency (e.g., Cronbach's alpha), or pilot testing for cultural adaptation.

a.- Structure and Distribution

The questionnaire is divided into three core sections:

Section A: Profile (collecting demographic and role-related information),

Section B: Experience (evaluating user interaction with the platform),

Section C: Feedback (open-ended items for recommendations and further comments).

The structure follows a logical flow from identifying the respondent's background to assessing their use of the platform and finally gathering feedback for improvement. This progression supports narrative coherence and facilitates user engagement (see following Images I & II extracted from WP4.4).

Image I



Sectie A: Profile

A1. Where do you study or work?

Argentina
Belgium
Czech republic
Ireland
Poland
Spain
The Netherlands
Overige

☐
☐
☐
☐
☐
☐
☐
☐
☐

Overige

A2. Please describe the role you have (or the perspective of wich you complete the questionnaire)

Student-Teacher
Newly qualified teacher (1-3years)
Experienced teacher (>3 years)
Mentor of a newly qualified teacher
Researcher
Professor/lecturer in teachertraining
Educational expert
Overige

☐
☐
☐
☐
☐
☐
☐
☐
☐

Overige

Sectie B: experience

B1. What are your experiences with the platform?

	Not at all true				Exactly true
I am very satisfied with the way the tools/sections on the webpage open, run, and jump.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think the webpage on the platform runs smoothly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I really like the design style of the platform.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The functional navigation of the web pages on the platform is clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The colors and fonts of the platform pages are well designed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The functions and resources of the platform can support my long-term use of the platform.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On the platform, I can retrieve many resources that I need for teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b.- Clarity and Wording of Items

Most close-ended items are phrased clearly and avoid jargon. However, certain questions use abstract terms (e.g., “functions,” “resources,” “goals”) that could benefit from further clarification or examples to ensure consistent interpretation across diverse respondent backgrounds. The Likert-type format (with options such as “Not at all true” to “Exactly true”) is appropriate but could be enhanced by explicitly stating the scale (e.g., 1 to 5) and including a neutral midpoint.

c.- Use of Open-Ended Questions

The inclusion of three open-ended items in Section C allows for qualitative feedback. This aligns well with exploratory phases and user-centered evaluation frameworks. However, prompts could be more specific to elicit actionable responses (e.g., “What challenges have you faced?” rather than a generic “Any other comments?”).

d.- Alignment with Project Goals

The survey items largely reflect key aspects of the DTA platform as envisioned in WP4—particularly regarding user experience, accessibility, and pedagogical utility. However, there is limited attention to aspects of social inclusion, digital literacy variance among teachers, or differentiated training needs—factors that are central to the EU’s Digital Education Action Plan (2021–2027).

Image II (from WP 4.4.)



	Not at all true				Exactly true
The teaching content and Q & A provided on the platform are authoritative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The content on the platform is in line with the needs of our teachers' learning and development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The content of this learning platform is closely related to my teaching practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The help provided on the platform is sufficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The platform topics are clearly communicated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The platform goals are clearly communicated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear instructions on how to participate on the platform learning activities are present.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Important due dates/time frames for learning activities are clearly communicated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sectie C: Feedback

C1. What is for you a nice to have for the platform and is not yet included?

C2. What would be absolutely necessary to have on the platform for you?

C3. Any other comments you wish to express?

e.- Recommendations:

Section A

A2. “Please describe the role you have (or the perspective of wich you complete the questionniare)”

Spelling mistake: "wich" should be "which"; "questionniare" should be "questionnaire".

Awkward phrasing: "the perspective of which you complete the questionnaire" is awkward and unclear.

Option:

Please describe your role (or the perspective from which you are completing the questionnaire).

Section C

C1: “What is for you a nice to have for the platform and is not yet included?”

The phrase “*nice to have*” is informal and potentially unclear for non-native English speakers or those unfamiliar with tech/product jargon. It lacks specificity—users might not understand whether this refers to design, content, features, or usability. The question does not guide the respondent toward any particular domain of the platform (e.g., navigation, interactivity, pedagogical resources), which can result in unfocused or unusable answers. Without giving respondents examples or categories, some may skip the question or give overly broad or minimal responses.

Option: Are there any features, resources, or functions that you would like to see added to the platform to improve your teaching or learning experience? Please specify.

C2. “What would be absolutely necessary to have on the platform for you?”

Options:

What would be absolutely necessary for you to have on the platform?

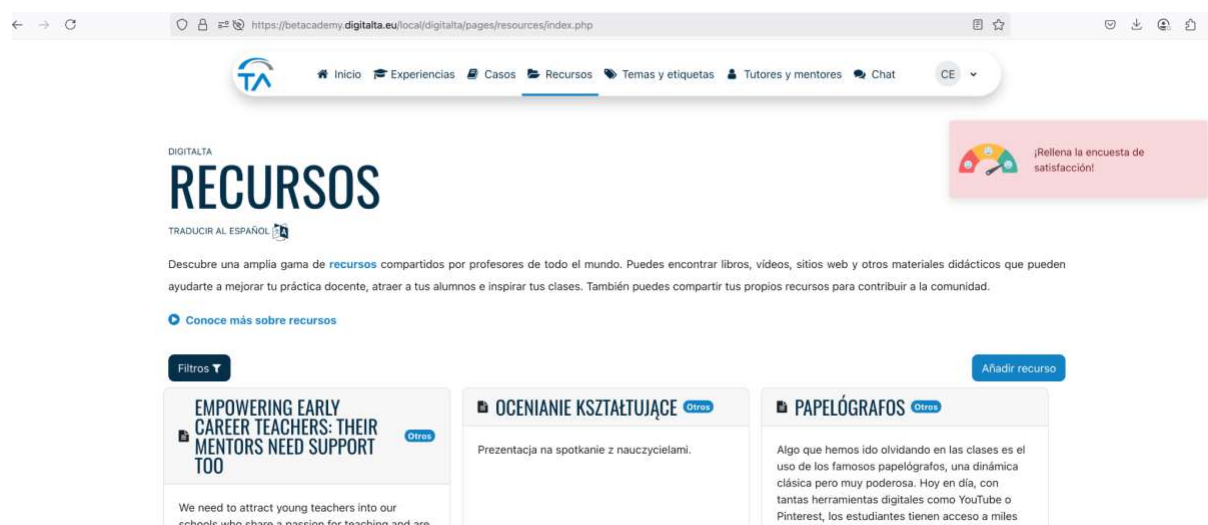
What features would be absolutely essential for you on the platform?

2.2 Evaluation of the Digital TA Web Questionnaire

As previously noted, this section analyzes the current version of the questionnaire available on the website, which differs from the version attached in the document *Deliverable 4.4*. The following illustrates where the questionnaire can be accessed on the website, specifically from the pink section located on the right-hand side.

DTA website:

<https://betacademy.digitalta.eu/local/digitalta/pages/resources/index.php>



The following section, “User Experience” presents a detailed analysis of each part of the questionnaire. At the beginning of the survey, the option to change the language is clearly presented, which facilitates increased response rates and encourages user participation in their native languages.

Language: English - English [Change the language](#)

User Experience

Dear user of the Digital TA platform.

The platform is under active development and your user experience will help us make it better.

The questionnaire takes only 8 minutes on average.

On behalf of the entire project team, thank you very much for sharing your experiences with us.

There are 12 questions in this survey.

This survey is anonymous.

The record of your survey responses does not contain any identifying information about you, unless a specific survey question explicitly asked for it.

If you used an identifying access code to access this survey, please rest assured that this code will not be stored together with your responses. It is managed in a separate database and will only be updated to indicate whether you did (or did not) complete this survey. There is no way of matching identification access codes with survey responses.

☒ To continue please first accept our survey privacy policy.
[Show policy](#)

[Next](#)

Additionally, this initial section clarifies that the questionnaire is anonymized, and users can access more detailed information regarding this matter by clicking the "Show Policy" button.

The questionnaire takes only 8 minutes on average.

On behalf of the entire project team, thank you very much for sharing your experiences with us.

There are 12 questions in this survey.

This survey is anonymous.

The record of your survey responses does not contain any identifying information about you, unless a specific survey question explicitly asked for it.

If you used an identifying access code to access this survey, please rest assured that this code will not be stored together with your responses. It is managed in a separate database and will only be updated to indicate whether you did (or did not) complete this survey. There is no way of matching identification access codes with survey responses.

We are sorry but you can't proceed without first agreeing to our survey privacy policy. [X](#)

☐ To continue please first accept our survey privacy policy.
[Show policy](#)

Privacy policy

I declare that I:

- am voluntarily completing this survey from AP Hogeschool Antwerpen ("AP").
- have received and understood the necessary explanation about the survey. This explanation includes the purpose of the questions, the type of questions, tasks, or assignments, and the type of data that will be processed for this survey. I also had the opportunity to receive additional information.
- am aware of the right to withdraw my consent or stop my participation in the survey at any time. I do not need to provide a reason for doing so. If I stop my participation, this will have no negative consequences for me.
- By agreeing, I give AP Hogeschool Antwerpen to process my personal data in the context of this survey. Further information about the processing of my personal data can be found in the [research privacy statement](#). For further information on the processing of personal data by AP, I can contact gegevensbescherming@ap.be.

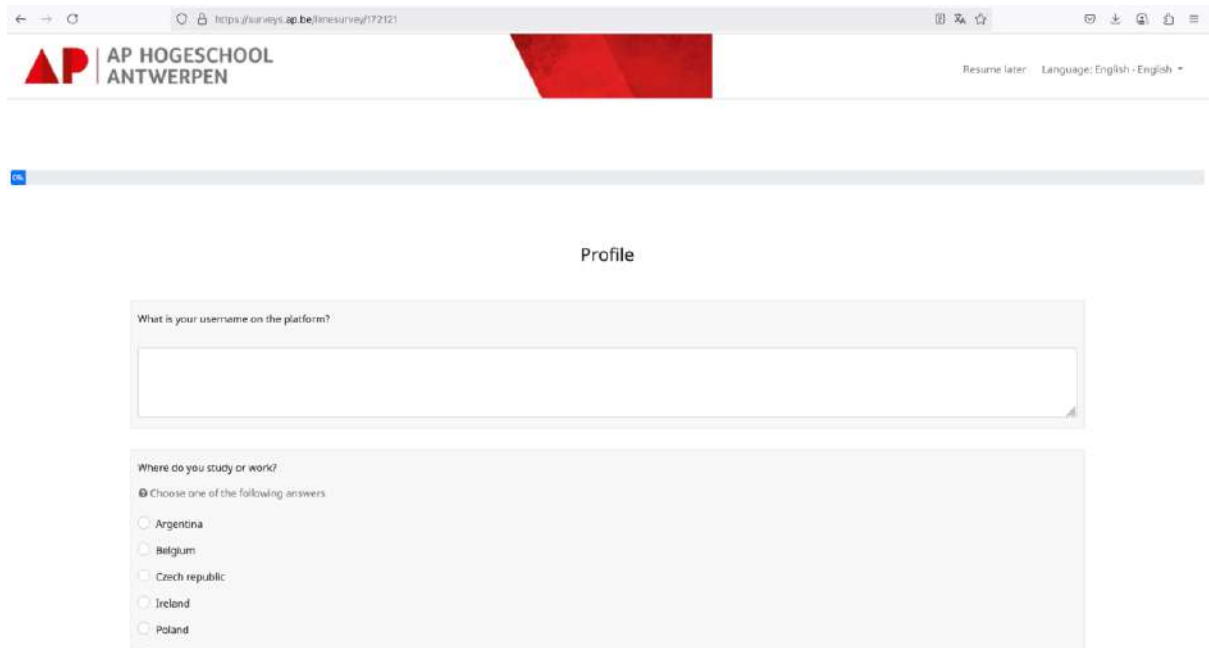
[Accept](#) [Close](#)

[Next](#)

“Privacy policy”: this feature enhances the survey's credibility, professionalism, and consideration for user privacy.

2.2.1 Profile Section

This section does not require a username or country as mandatory information. While this approach may encourage greater user participation by protecting anonymity, it also results in the loss of valuable contextual data.



The screenshot shows a web browser window with the URL <https://surveys.ap.be/surveys/172121>. The header features the AP Hogeschool Antwerpen logo and a red decorative bar. Below the header, the title "Profile" is centered. The form contains two sections: "What is your username on the platform?" with a text input field, and "Where do you study or work?" with a radio button selection and a list of countries (Argentina, Belgium, Czech republic, Ireland, Poland).

In the absence of usernames or other identifying information, it becomes challenging to detect duplicate entries or monitor changes in user behavior over time. Furthermore, the lack of country-level data hinders regional analysis and limits the ability to account for geographic variation, thereby complicating efforts to assess the project's impact and dissemination. Additionally, the use of optional demographic fields may lead to non-random missing data, introducing potential bias and reducing the reliability of subgroup comparisons.

2.2.2 Exclusion of Gender in the Questionnaire Design

The absence of a gender question in the questionnaire may be viewed as a limitation in the study's design, particularly from the perspective of inclusive and socially aware research practices. Following scholars and institutional recommendations that emphasize the importance of considering gender not merely as a demographic variable, but as a category of

analysis from the outset of research design (Schiebinger, 2014; European Commission, 2020). In that sense authors such as Hankivsky (2012) advocate for the collection and analysis of sex- and gender-disaggregated data to reveal differential outcomes in accordance to Springer et al. (2012), that argue: researchers should adopt language and conceptual frameworks that reflect the diversity of gender identities, avoiding binary or essentialist assumptions. In terms of intersectionality, Intersectional analysis –considering how gender intersects with race, class, age, and other identities– is recommended by authors like Crenshaw (1991) and Collins (2015) to better understand complex social dynamics in research.

This practice helps prevent the masking of disparities and avoids overgeneralizations. This includes formulating research questions, selecting samples, and designing methodologies that account for gender-based differences and inequalities. While this decision may have been made to simplify data collection or protect anonymity, it restricts the ability to explore potential gender-based differences in user experiences. In that sense, following UN Women (2015) ethical research practices should involve a commitment to gender equity, particularly in participant recruitment, informed consent, and the dissemination of results. Research across digital education, workplace technology, and user experience design shows that gender influences how individuals engage with digital platforms (Faulkner, 2001; Adam, 2005). Omitting gender data limits the ability to assess whether the platform meets the needs of diverse gender groups or to identify usage disparities.

This absence also narrows analytical scope, preventing exploration of how gender interacts with variables like platform use or user satisfaction, and risks centering dominant groups by default (Criado Perez, 2019; Schiebinger, 2014). Furthermore, failing to include a gender question excludes non-binary and gender-diverse users and ignores intersectional identities (Crenshaw, 1989; Butler, 1990). Including inclusive gender options would improve representativeness and align with equity-focused research practices.

Finally, the omission diverges from best-practice guidelines such as the Sex and Gender Equity in Research (SAGER) recommendations, which advocate for routine collection of gender data where relevant (Heidari et al., 2016).

Future versions of the questionnaire could include an optional, inclusive gender question (e.g., "Woman," "Man," "Non-binary," "Prefer to self-describe," "Prefer not to say") to enrich the data and enhance the representativeness and fairness of the findings.

Experience

Indicate to what extent you agree with the following statements.

	Not at all true	Not true	Partially true	True	Exactly true	No answer
I would recommend this platform to friends and colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
I am very satisfied with the way the tools/sections on the web-page open, run, and develop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
I really like the design style of the platform.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
The functional navigation of the web pages on the platform is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
On the platform, I can retrieve many resources that I need for teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
I trust the learning content and resources that the platform provides.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
The teaching content and Q & A provided on the platform are reliable and trustworthy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
The content of the platform aligns with my learning and development needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
The content of this learning platform is closely related to my teaching practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

The content of the platform aligns with my learning and development needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
The content of this learning platform is closely related to my teaching practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
My educational concepts and ideas have changed after going through certain learning phases on the website.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
The help provided on the platform is sufficient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
The platform topics are clearly communicated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
The platform goals are clearly communicated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Clear instructions on how to participate on the platform learning activities are present.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
After using the platform, I felt stronger in solving difficult problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
After using the platform, I felt more confident in efficiently handling unexpected events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
After using the platform, I feel more confident in considering different solutions when facing problems in my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
I experienced the European context as an added value on the platform.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

How often have you visited the platform in the last 12 months?

Ⓢ Only numbers may be entered in this field.

2.2.3 Experience

The question “How often have you visited the platform in the last 12 months?” is vague and lacks sufficient contextual detail to yield meaningful insights. It does not clarify the purpose of the visits, the type of interaction the user had with the platform, or whether the access was voluntary, required, or incidental. Without specifying the nature or intent of the usage, the question limits the interpretability of the responses. Additionally, the inclusion of a “No answer” option undermines the potential to gather comprehensive user experience data, as it allows respondents to opt out without contributing any usable information. To enhance the value of this section, questions should be more precisely formulated to capture the quality, frequency, and context of user engagement with the platform.

2.2.4 Response Requirements (Likert Scale and Mandatory Questions)

The questionnaire allows users to skip Likert-scale items and still proceed, indicating that these questions are not mandatory. Additionally, while some items are required, others are optional, without a clearly defined rationale for this distinction. This inconsistency in response requirements may lead to incomplete datasets, thereby reducing statistical power and compromising the reliability of subsequent analyses. Furthermore, the arbitrary enforcement of mandatory responses may contribute to selective dropout or generate patterns of nonresponse that introduce bias into the data, ultimately affecting the validity of the findings.

AP HOGESCHOOL ANTWERPEN

Resume later Language: English - English

Activities on the platform

What did you do on the platform?

☒ Select all that apply

- ☐ Share (an) experience(s) (question, issue, challenge,...)
- ☐ Comment/like/dislike/tag an experience
- ☐ Connect with a mentor
- ☐ Connect with a tutor
- ☐ Connect with a peer (through comments/likes etc.)
- ☐ Search by tag
- ☐ Engage with the full reflective process
- ☐ Search/engage with resource repository

Are the instructions to get started with the platform clear for you?

☒ Yes ☐ No

2.2.5 Activities on the Platform

The open-ended format of this question “What did you do on the platform?” provides a valuable opportunity to capture richer, more nuanced insights that might not emerge through closed-ended questions. When well-analyzed, these responses can offer a deeper understanding of user behaviors, perceptions, and experiences on the platform, potentially revealing themes and user needs that were not anticipated during survey design. Thus, despite its limitations, this question allows for the emergence of qualitative data that can complement quantitative findings and inform future platform development.

In addition, the survey includes a vague question regarding the clarity of the platform’s instructions, without defining which instructions are being referenced. This ambiguity may lead to inconsistent interpretations among respondents, thereby reducing the comparability of the data.

The screenshot shows a web browser window with the URL <https://surveys.ap.be/limesurvey/172121>. The header includes the AP Hogeschool Antwerpen logo and a red banner. The main heading is 'Feedback'. The form consists of three text input fields with the following prompts:

- What features do you think should be included in future versions of the platform?
- Leave your email address here if you want to be kept informed about initiatives for new teachers.
- Please leave your email address here if you would like to receive a certificate of participation.

A red 'Submit' button is located at the bottom right of the form.

2.2.6 Feedback

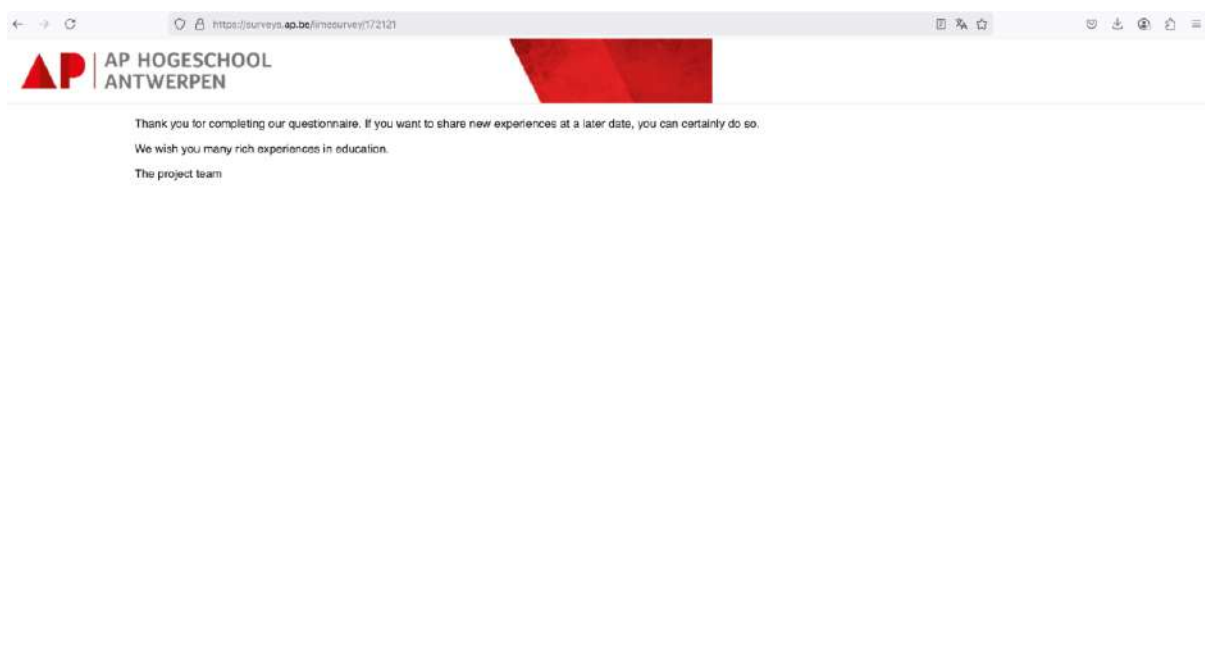
The open-ended question, “What features do you think should be included in future versions of the platform?” represents a valuable tool for participatory and user-centered design. By directly inviting users to contribute suggestions, the question empowers them to take an active role in the platform’s development. This approach aligns with best practices in user experience (UX) research and digital co-creation, as it provides an opportunity to gather diverse and potentially innovative ideas that may not emerge from predefined response options (Bødker, 2020). Furthermore, this type of question encourages critical reflection on the current platform functionalities, helping researchers identify unmet needs, usability gaps, and emerging user expectations. Although the open-ended format requires qualitative analysis, the insights gained can significantly enrich iterative development processes and support more inclusive and responsive platform evolution.

The question “*Leave your email address here if you want to be kept informed about initiatives for new teachers*” serves as an effective tool for fostering sustained engagement and building a community of practice among participants. By providing an option for continued communication, the survey positions itself not only as a data collection instrument but also as a potential entry point into ongoing dialogue and professional development. This aligns with Wenger’s (1998) concept of communities of practice, where professional learning is sustained through shared interests and continuous interaction.

From a digital engagement perspective, the question helps establish a voluntary and ethical mechanism for future contact, respecting user autonomy while enabling targeted dissemination of relevant educational resources or opportunities (McMillan & Chavis, 1986). Moreover, collecting email addresses in this context can support longitudinal research or follow-up surveys, which are key to evaluating the long-term impact of educational interventions (Fink, 2017).

While optional, the question reflects an understanding of digital communication as a pathway to inclusivity and professional support, especially for new teachers who may benefit from continued access to resources, peer networks, and institutional updates.

The survey requests an email address for the purpose of issuing a certificate of participation; however, it does not clearly explain the purpose or value of the certificate. This lack of clarity may discourage participants from providing their contact information, limiting opportunities for follow-up communication or tracking participation incentives. Moreover, the inclusion of open-ended questions necessitates qualitative coding, which can be time-consuming and may introduce subjective bias during analysis. These design issues pose risks to the reliability and utility of the collected data.



2.2.7 Questionnaire Repeatability

The questionnaire appears to allow multiple submissions from the same user, with no clear indication of how multiple responses are handled. Multiple submissions could duplicate entries and may artificially inflate the influence of certain participants. If there's no rule about whether to use the latest response only or all responses from the same user, the analysis may be inconsistent or skewed.

2.2.8 General Observations about the questionnaire

One notable issue with the questionnaire is the absence of sequential numbering or clearly defined sections for the questions. This omission contributes to an unstructured or disorganized appearance, which may confuse respondents. Such confusion can increase the likelihood of errors or response fatigue especially in longer surveys where clarity and ease of navigation are essential.

From an analytical perspective, the lack of question numbering also complicates data processing and reporting, as referencing specific items becomes more difficult and potentially inconsistent. Including sequential numbering is a simple yet effective strategy to improve both the respondent experience and the reliability of subsequent data interpretation.

Additionally, many questions –such as the one requesting the respondent's country are not mandatory. This lack of required responses can hinder data analysis by limiting insights into regional participation and impact. Making key demographic fields mandatory would significantly enhance the quality and usability of the collected data.

3. EVALUATION RESULTS

This section presents an evaluation of the results obtained from the user experience survey conducted within the framework of the Digital Teacher Academy (DTA) project, specifically under Work Package 4. The purpose of this evaluation is to assess the alignment of the pilot activities with the project's strategic objectives (SO2 to SO5), focusing on the development of a European digital platform, a cross-national learning community, a reflective methodology,

and professional development for educators. The data collection employed a multilingual, multi-country approach, utilizing validated instruments and ensuring GDPR compliance. By examining platform usage, satisfaction, and engagement across diverse educational stakeholders, this evaluation provides evidence-based insights into the effectiveness of the pilot and proposes recommendations for improving user experience and pedagogical impact. The survey used validated instruments from established research (Schwarzer & Jerusalem, 1995; Swan et al., 2008; Zhang, 2022), which adds methodological robustness and ensures reliability in measuring constructs like self-efficacy and user satisfaction.

In addition, users can access the questionnaire quickly, without needing to click through multiple pages. The response options are presented promptly, and the questionnaire is user-friendly and concise—reducing the likelihood that users will lose interest or fail to complete it.

3.1 Multilingual and Multinational Implementation

The data was collected across multiple languages and countries, enhancing both the representativeness and the cross-cultural relevance of the findings. Research has shown that language accessibility reduces the risk of misinterpretation and supports equitable participation among individuals from diverse linguistic backgrounds (Pan & Fond, 2012). This contributes to the reliability of the data and supports a more inclusive and representative research process. Such an approach demonstrates a clear commitment to inclusivity and aligns with the collaborative spirit of European research initiatives.

Throughout the report, clear distinctions are made among pre-service teachers, newly qualified teachers, mentors, and other stakeholders. This differentiation enables a more nuanced understanding of how various user groups interact with and perceive the platform, allowing for targeted analysis and more tailored recommendations.

Additionally, the analysis specifies that all data collection and storage processes are fully compliant with the General Data Protection Regulation (GDPR), ensuring that the project adheres to the highest standards of ethical and legal responsibility as established by the European Union (European Union, 2016).

3.2 Use of Tables and Charts

The integration of visual analytics –such as tables, graphs, and infographics– is one of the strongest aspects of the report and deserves explicit recognition. These visual elements significantly enhance the clarity, accessibility, and communicative power of the survey findings. By disaggregating key results (e.g., satisfaction ratings by country or user role such as pre-service teachers, mentors, or newly qualified teachers), the visualizations allow stakeholders and policymakers to quickly grasp essential patterns and differences across user groups. This approach aligns with recommendations from Few (2012), who emphasizes that well-designed visuals improve cognitive processing of complex information and support evidence-based decision-making. For instance, the use of bar charts to illustrate cross-national user satisfaction enables a rapid understanding of where user experiences are consistent and where targeted improvements might be needed.

The visual components not only support data interpretation but also increase the professional quality and communicative strength of the report. This level of visual clarity contributes to transparency and user engagement, particularly when presenting results to non-academic audiences or policy stakeholders who may not be inclined to review large volumes of narrative analysis or raw data as exposed below (Figure 5, Deliverable 4.4, 2025; p.29;)

By country

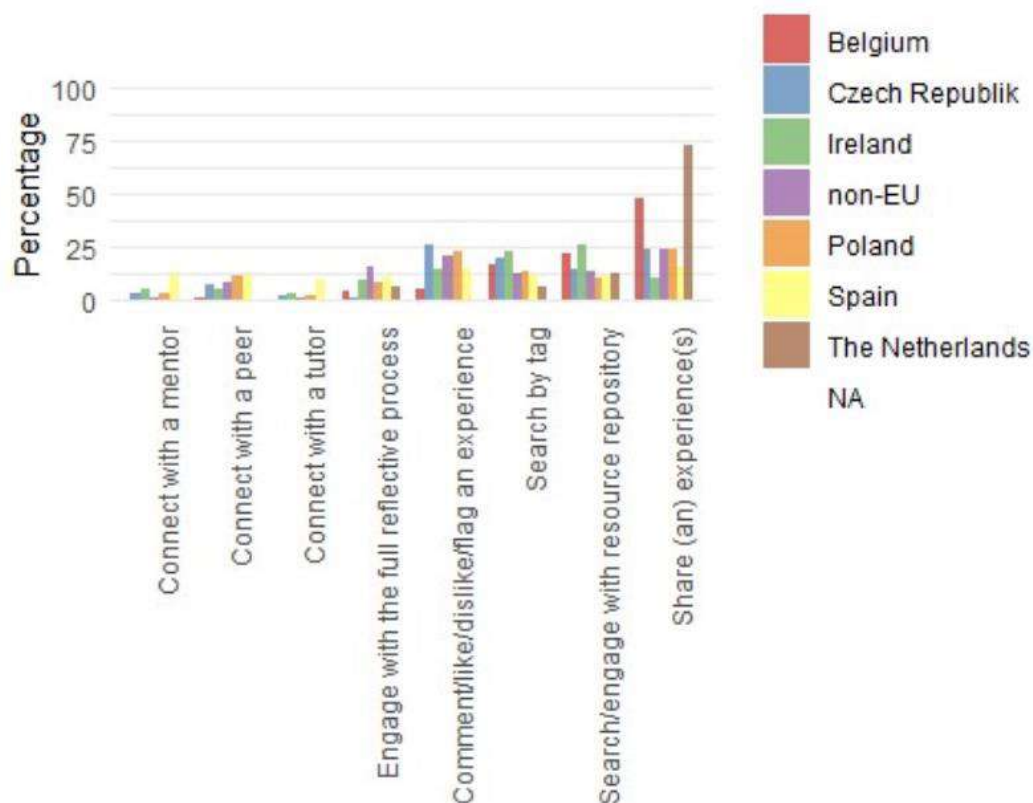


Figure 5: Activities on the platform by country [Student & NQT]

Building on this solid foundation, the inclusion of a qualitative dimension would further enrich the interpretative depth of the findings. Incorporating selected participant quotes or brief user case studies can provide important context, highlighting specific user needs, challenges, or areas of satisfaction. This aligns with user-centered design and participatory evaluation frameworks (Blandford, Furniss, & Makri, 2016), which stress the importance of “giving voice” to end-users. For example, a direct comment from a mentor about platform usability or

from a pre-service teacher about its learning value could complement the visual data and deepen stakeholder understanding.

Additionally, the implementation of an iterative feedback mechanism is recommended to sustain improvement throughout the platform's development. Real-time tools such as embedded feedback forms, regular user surveys, or pop-up prompts can help developers identify usability issues or emerging needs during pilot stages. As Norman (2013) argues, continuous user input is essential for designing responsive and adaptive digital experiences. Establishing such a feedback loop would strengthen co-creation with the user base and reinforce the project's commitment to participatory design.

3.3 Aspects for Improvement

A limitation of the survey is the lack of qualitative insights. Very little qualitative data -opened responses, user narratives, or testimonies– are included to complement or deepen the interpretation of the quantitative results. Incorporating qualitative elements through a mixed-methods approach could have offered a more comprehensive and nuanced understanding of user experience, attitudes, and contextual factors influencing platform use (Creswell & Plano Clark, 2018).

In terms of user engagement and interface usability, the analysis briefly addresses the frequency of user activity but does not delve into more complex dimensions that are essential for assessing the platform's functional inclusivity and overall usability, particularly in educational and multicultural digital environments (Nielsen, 2012).

Additionally, the questionnaire –and consequently the results– omit gender-related data. The absence of gender-specific information limits the capacity to analyze participation, roles, and needs from a gender perspective. Including gender as a variable could have contributed meaningful insights, particularly in understanding how different user groups engage with the platform and what barriers or opportunities may exist across gender identities. A gender-informed analysis can be especially valuable in educational contexts, where digital engagement often reflects broader social dynamics (UNESCO, 2019).

The use of inferential statistical techniques –such as analysis of variance (ANOVA) and regression models– could significantly strengthen the analysis by enabling the examination

of group differences while controlling for potential confounding variables, including age, gender and prior digital experience, or training background. Applying such methods would provide a more robust understanding of the platform's impact across diverse user profiles and increase the analytical rigor of the findings (Field, 2013). This approach would also support more precise conclusions regarding which factors influence user engagement and satisfaction, contributing to evidence-based improvements.

3.4 Uneven Distribution of Participant Roles

We understand that Deliverable 4.4 (Pilot Research Report, 2025) focuses primarily on the experiences of pre-service teachers and newly qualified teachers. This emphasis seems to reflect the response patterns in the survey, which saw significantly higher participation from these two groups compared to mentors and tutors. While this focus offers important insight into the early stages of the teaching journey, it would have been valuable to include more comparative analysis involving the perspectives of more experienced professionals – particularly mentors and tutors– who play a key role in supporting teacher development.

The uneven distribution of responses introduces some limitations that should be kept in mind when interpreting the findings. While the strong participation from pre-service teachers (490) and newly qualified teachers (115) provides a solid foundation, the relatively lower number of responses from mentors (88) and especially tutors (16) means their perspectives may be underrepresented in the analysis.

With the majority of responses coming from early-career teachers, the data primarily reflects their experiences, needs and expectations. While this focus is both useful and appropriate given the project goals and the response rates, it may not fully capture how mentors and tutors engage with the platform or perceive its impact, potentially leaving certain aspects of its use underexplored. To gain a deeper understanding of the perspectives of mentors and tutors, future research could incorporate qualitative methods such as focus groups or in-depth interviews. These approaches would provide valuable insights into their experiences, suggestions, and recommendations, thereby contributing to a more comprehensive evaluation of the platform's effectiveness across different user groups.

3.5 Impact indicators

Considering that the European DTA project also includes impact indicators (DTA project, 2021, pp. 26-27) aimed at measuring, assessing, and, if necessary, improving the quality and performance of the project and its actions within the work packages. Based on the DTA document these indicators are designed to allow continuous monitoring and review of the quality of the materials as often as needed. The ultimate goal is to ensure that all participants have a clear understanding of the expected outcomes.

As described in the following sections and further detailed in Work Package description, the project has been organized in such a way that performance indicators and work packages delivery can be monitored and checked at any time, both during on site meetings as well as through remote checks and all participants have a clear idea of the expected results.

SO1. To define a European approach for the transition period from pre-service to in-service teaching education to in-service.

DURING PROJECT IMPLEMENTATION

I1.1 Availability of summary report related to approaches deployed in the EU partner countries and leaders for the initial and continuous schoolteacher practical trainings.

I1.2 Published a report defining a new harmonized European model.

I1.3 Available a document defining the roles of the actors participating in the transition period of schoolteachers.

I1.4 Published a methodological guide for the reflection process.

I1.5 Availability of a functional analysis for the digital platform.

ON ITS COMPLETION

I1.6 An European model is validated for the support of teachers in transition, between pre-service training and the first years of in-service teaching.

SO2. To develop and validate a European digital platform for schoolteachers in transition.

DURING PROJECT IMPLEMENTATION

I2.1 The online platform Digital Academy v1.0 is open for users.

I2.2 The online platform Digital Academy v2.0 is open for users.

I2.3 The online Learning Community is open for users.

I2.4 Evaluation report of pilots is delivered with internal and external assessments.

ON ITS COMPLETION

I2.5 Participants in the pilot experience deliver better academic indicators in the school trainings.

I2.6 The mentoring process in participant institutions is improved according with specific indicators.

I2.7 The novel approach and platform increase the number of registered users.

SO3. To develop an international and intercultural Learning Community for the support and improvement of teaching practices.

DURING PROJECT IMPLEMENTATION

I3.1 The learning community platform is online.

I3.2 The learning community platform is built with users from all target groups and partner countries.

I3.3 Members of learning community from different countries are participating actively.

ON ITS COMPLETION

I3.4 An international and intercultural community of practices joining pre-service teachers and newly qualified in-service teachers is developed.

I3.5 A European social network for improve the transition between Initial training and induction at school is developed.

SO4. To define a consensual reflective process methodology for schoolteachers and develop accordingly a digital tool.

I4.1 Available repository on literature revision for reflective methodology and mentoring for teacher training.

I4.2 The software for the reflection process management tool is online.

I4.3 A software module for the edition of cases is online.

I4.4 Availability of online database of case studies (more than 16).

I4.5 The software module "OurCases" is online.

ON ITS COMPLETION

I4.6 Quantitative indicators show that the reflective process is correctly deployed online.

SO5. To provide professional development to schools' mentors, HEI and continuous training institutions professionals in the implementation of the training model for initial and continuous teacher training.

DURING PROJECT IMPLEMENTATION

I5.1 Available training materials for trainers and coordinators are prepared for in-service trainings.

I5.2 Available training materials for trainers and coordinators are prepared for pre-service trainings.

I5.3 Satisfaction questionnaires of training sessions for trainers deliver better than 70%.

ON ITS COMPLETION

I5.4 Available of transfer toolkit for new trainers and coordinators.

SO6. To raise stakeholders' awareness (teachers, mentors, learners, political and social actors) of the potential of a common model for teacher's practical training in EU countries.

DURING PROJECT IMPLEMENTATION

I6.1 The Learning Community is built.

I6.2 The transfer toolkit is available online including the justification of the novel approach.

I6.3 National perspectives are improved, open towards an international teacher training mentoring, and facilitate a coordinated European perspective.

ON ITS COMPLETION

I6.4 At least 8 training institutions by 2025, beyond the project participants, adopt the digital platform for teachers' practices.

I6.5 The number of users of the digital platform is multiplier x 2 by 2025.

The Digital Academy platform, in both its v1.0 and v2.0 iterations (I2.1, I2.2), is confirmed to be online and accessible to users, thereby fulfilling the quantitative indicators associated with these short-term impact measures. Regarding the qualitative dimension—user satisfaction—the findings provide mixed results. While the platform does include several interactive features such as chat functions, a learning community, and mentor/tutor connections, survey results indicate that these tools are not being fully utilized or accessed effectively by all users. This gap between functionality and user experience may be attributed to limited mentor and tutor engagement, which hinders real-time interactions and reduces perceived support for pre-service teachers. Consequently, despite the platform's technical readiness, it only partially meets the qualitative criterion of achieving more than 75% satisfaction among test users.

Similarly, with respect to I2.3, the online Learning Community component of the platform is active, and quantitative thresholds appear to be met, with a substantial number of users registered. However, user satisfaction levels are again below the expected 60% threshold in several countries. This suggests that while access and functionality are in place, the full potential of the learning community as an interactive and supportive environment has not yet been realized. Participants expressed a desire for enhanced interactivity, which points to usability and accessibility challenges rather than to a deficiency in platform features. Therefore, although I2.3 is met quantitatively, its qualitative goals remain insufficiently achieved based on current user feedback.

Contextual and behavioral variables also affect user experiences significantly. For example, participants from Poland, the Czech Republic, Spain, and Ireland reported higher levels of satisfaction and platform recommendation, a trend likely linked to their later participation in the pilot. These users interacted with a more mature and content-rich version of the platform, reflecting the positive impact of incremental improvements over time. In contrast, earlier users from Belgium and the Netherlands reported more neutral or negative experiences, likely due to their exposure to earlier versions of the platform that were still in the testing phase. The timing of platform use—specifically, the period during which it was accessed—is a key factor in understanding its different stages, such as the pilot phase or post-implementation of improvements. Furthermore, although frequency of use is generally associated with higher appreciation, the significant negative interaction between user role and usage frequency suggests that pre-service teachers who use the platform more intensively may grow increasingly critical. This may indicate either elevated expectations or a plateau in

perceived utility. These nuances underscore the importance of considering both technical deployment and user-centered design in evaluating platform effectiveness. The following points, which we have assessed as either achieved or in progress, are illustrated in the table titled *Achievements Table*, based on the impact indicators.

Achievements table

Indicator	Description	Status
I2.1	The online platform Digital Academy v1.0 is open for users.	✓
I2.2	The online platform Digital Academy v2.0 is open for users.	✓
I2.3	The online Learning Community is open for users.	✓
I2.4	Evaluation report of pilots is delivered with internal and external assessments.	✓
I2.5	Participants in the pilot experience deliver better academic indicators in the school trainings.	🔄
I2.6	The mentoring process in participant institutions is improved according with specific indicators.	🔄
I2.7	The novel approach and platform increase the number of registered users.	🔄
I3.1	The learning community platform is online.	✓
I3.2	The learning community platform is built with users from all target groups and partner countries.	✓
I3.3	Members of learning community from different countries are participating actively.	✓
I3.4	An international and intercultural community of practices joining pre-service teachers and newly qualified in-service teachers is developed.	✓
I3.5	A European social network for improving the transition between Initial training and induction at school is developed.	✓
I6.1	The Learning Community is built.	🔄
I6.3	National perspectives are improved, open towards an international teacher training mentoring, and facilitate a coordinated European perspective.	🔄
I6.4	At least 8 training institutions by 2025, beyond the project participants, adopt the digital platform for teachers' practices.	🔄
I6.5	The number of users of the digital platform is multiplier x 2 by 2025.	🔄

- ✓ = Achieved (Completed)
- 🔄 = In progress

4. CONCLUSION

The evaluation related to pilot 2 (pre-service teachers) demonstrates several strengths, particularly in its data-driven approach and the effective use of Likert-scale items. The multi-dimensional structure of the questionnaire—spanning categories such as recommendation, practical use, content, and perceived effects—enabled the collection of nuanced user feedback. The use of class intervals to interpret Likert scores enhanced the readability and interpretability of the results. Regression analyses revealed statistically significant predictors of user

satisfaction, with activities like experience sharing and peer connection positively influencing platform use and perceived content value. Particularly strong results were observed among pre-service teachers and newly qualified teachers in Poland and Spain, who reported high satisfaction and perceived impact. These findings suggest that the platform's design and interactive features, when accessible and engaged with, can provide meaningful support for early-career educators.

Despite these strengths, the audit also identifies several areas for further development. Notably, demographic data such as gender and age were not consistently collected or analyzed, which limits the ability to assess equity and subgroup variation—especially relevant in the context of inclusive education and gender-sensitive pedagogy (UNESCO, 2019). Moreover, the platform's design allowed users to skip certain items, and mandatory fields were inconsistently applied, potentially introducing bias and reducing data completeness.

To build on the promising foundation established by this pilot, future iterations should consider incorporating a mixed-methods approach. This could include open-ended survey items, in-depth interviews, or focus groups—particularly with underrepresented user groups such as mentors and tutors, whose experiences were less systematically explored. In addition, ensuring that demographic variables like gender, age, and prior digital experience are consistently collected will enhance the platform's inclusivity and analytical power. Finally, clearer communication regarding the purpose of email collection and the optional nature of participation would improve ethical transparency and user trust. Overall, while the platform demonstrates strong potential and has already shown considerable positive impact, especially among early-career educators, iterative refinement based on user feedback and methodological best practices will be key to sustaining and expanding its effectiveness.

4.1 General recommendations: Focus Groups and Peer Support

As seen in the results, the respondents did not engage with the open-ended survey questions; instead, they selected from the predefined options and frequently left the open-ended fields blank. In our view, obtaining feedback on an online platform through a **focus group**, in addition to a survey, is crucial for a comprehensive evaluation. While surveys offer a broad understanding of user satisfaction and engagement, they often fail to capture the complexity of users' lived experiences and contextual insights. Focus groups enable participants to expand

on their responses, share nuanced perspectives, and engage in reflective dialogue with peers, which can reveal themes not anticipated in survey design (Krueger & Casey, 2015). Moreover, the interactive nature of focus groups facilitates the co-construction of meaning and shared understanding, making them particularly valuable for assessing collaborative tools (Barbour, 2007).

The results of our evaluation indicate that the digital platform offers an innovative foundation for teacher collaboration, reflection, and the exchange of professional knowledge. To fully realise its potential, we suggest integrating two to three peer support virtual meetings per year for platform users. These peer support sessions would provide dedicated time for building trust, strengthen interpersonal connections, and foster professional growth.

Peer support, grounded in reciprocity and shared experience, enables educators to exchange emotional and practical assistance that fosters both individual growth and collective advancement (Talaftian et al., 2023). We believe that if educators participated in virtual meetings in addition to using the digital platform, this would further enhance the process. At the heart of peer support is reciprocity, which promotes mutual exchange and allows professionals to both guide and be guided—contributing to a more democratic and collaborative professional culture (Mead & MacNeil, 2004; Clay, 2005).

A key strength of peer support lies in its emphasis on experiential knowledge—wisdom drawn from lived professional practice. Experiential knowledge carries what Powell (1990) terms “referent power,” or influence based on identification and shared experience. This contrasts with “expert power,” which is rooted in perceived technical authority. While expert knowledge often flows in one direction, experiential knowledge emerges through mutual engagement, enabling dialogic exchange and collaborative meaning-making.

Sharing and listening to stories can reshape self-understanding and help make sense of experiences, influencing beliefs, attitudes, and identity (Green & Appel, 2024), supporting a meaningful, sustainable professional journey. While the digital platform offers a valuable foundation for sharing and listening, peer support might become more effective if embedded in structured virtual meetings. These meetings can provide dedicated time and space for deeper interpersonal engagement, reflective dialogue, and mutual learning—factors that are often difficult to replicate through asynchronous online interaction alone. In this way, virtual

meetings can activate and enhance the platform's full potential, transforming it from a static resource into a dynamic environment for meaningful professional growth.

References

- Adam, A. (2005). *Gender, ethics and information technology*. Palgrave Macmillan.
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).
- Banna, J., Lin, M. F. G., Stewart, M., & Fialkowski, M. K. (2015). Interaction matters: Strategies to promote engaged learning in an online introductory nutrition course. *MERLOT Journal of Online Learning and Teaching*, 11(2), 249–261.
- Biggs, J., & Tang, C. (2011). *Teaching for quality learning at university* (4th ed.). McGraw-Hill Education.
- Blandford, A., Furniss, D., & Makri, S. (2016). *Qualitative HCI research: Going behind the scenes*. Morgan & Claypool.
- Bødker, S. (2020). Participatory design: A personal retrospective. *Computer Supported Cooperative Work (CSCW)*, 29(6), 593–626. <https://doi.org/10.1007/s10606-020-09389-2>
- Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. Routledge.
- Crenshaw, K. (1989). *Demarginalizing the intersection of race and sex*. University of Chicago Legal Forum, 1989(1), 139–167.
- Crenshaw, K. (1991). *Mapping the margins: Intersectionality, identity politics, and violence against women of color*. Stanford Law Review, 43(6), 1241–1299. <https://doi.org/10.2307/1229039>
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage.
- Criado Perez, C. (2019). *Invisible women: Data bias in a world designed for men*. Chatto & Windus.

European Union. (2016). *Regulation (EU) 2016/679 of the European Parliament and of the Council* (General Data Protection Regulation). <https://eur-lex.europa.eu/eli/reg/2016/679/oj>

European Commission. (2020). *Gendered innovations 2: How inclusive analysis contributes to research and innovation*. Publications Office of the European Union. <https://op.europa.eu>

Faulkner, W. (2001). *The technology question in feminism: A view from feminist technology studies*. *Women's Studies International Forum*, 24(1), 79–95.

Few, S. (2012). *Show me the numbers: Designing tables and graphs to enlighten* (2nd ed.). Analytics Press.

Field, A. (2013). *Discovering statistics using IBM SPSS statistics* (4th ed.). Sage.

Fink, A. (2017). *How to conduct surveys: A step-by-step guide* (6th ed.). SAGE Publications.

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59–109.

Green, M. C., & Appel, M. (2024). *Narrative transportation: How stories shape how we see ourselves and the world*. *Advances in Experimental Social Psychology*, 70, 1–82. <https://doi.org/10.1016/bs.aesp.2024.03.002>

Heidari, S., Babor, T. F., De Castro, P., Tort, S., & Curno, M. (2016). *Sex and Gender Equity in Research: Rationale for the SAGER guidelines and recommended use*. *Research Integrity and Peer Review*, 1(2).

McMillan, D. W., & Chavis, D. M. (1986). Sense of community: A definition and theory. *Journal of Community Psychology*, 14(1), 6–23. [https://doi.org/10.1002/1520-6629\(198601\)14:1<6::AID-JCOP2290140103>3.0.CO;2-I](https://doi.org/10.1002/1520-6629(198601)14:1<6::AID-JCOP2290140103>3.0.CO;2-I)

Mozelius, P., & Hettiarachchi, E. (2017). Engaging students in online learning environments. *Electronic Journal of e-Learning*, 15(1), 122–132.

Nielsen, J. (2012). *Usability 101: Introduction to usability*. Nielsen Norman Group. <https://www.nngroup.com/articles/usability-101-introduction-to-usability/>

- Nielsen, J. (1994). *Usability engineering*. Academic Press.
- Norman, D. A. (2013). *The design of everyday things* (Revised and expanded ed.). Basic Books.
- Pan, Y., & Fond, M. (2012). *Evaluating multilingual questionnaires for cross-cultural surveys*. *Survey Research Methods*, 6(1), 13–21.
- Reeve, J., & Tseng, C. M. (2011). Agency as a fourth aspect of students' engagement during learning activities. *Contemporary Educational Psychology*, 36(4), 257–267.
- Sedaghat, M., Niusa, R., & Zarrin, S. (2011). Academic engagement and its role in academic achievement of students. *Procedia - Social and Behavioral Sciences*, 15, 1290–1295.
- Schiebinger, L. (2014). *Gendered innovations in science, health & medicine, engineering, and environment*. Stanford University. <https://genderedinnovations.stanford.edu>
- Schwarzer, R., & Jerusalem, M. (1995). *Generalized Self-Efficacy scale*. In J. Weinman, S. Wright, & M. Johnston (Eds.), *Measures in health psychology: A user's portfolio. Causal and control beliefs* (pp. 35–37). NFER-Nelson.
- Springer, K. W., Hankivsky, O., & Bates, L. M. (2012). *Gender and health: Relational, intersectional, and biosocial approaches*. *Social Science & Medicine*, 74(11), 1661–1666. <https://doi.org/10.1016/j.socscimed.2011.11.016>
- Swan, K., Matthews, D., Bogle, L., Boles, E., & Day, S. (2008). *Linking online learning and student satisfaction: The role of learning management systems*. *The Internet and Higher Education*, 11(3–4), 127–132. <https://doi.org/10.1016/j.iheduc.2008.07.002>
- Talafian, H., Lundsgaard, M., Mahmood, M., Shafer, D., Stelzer, T., & Kuo, E. (2025). Responsive professional development: A facilitation approach for teachers' development in a physics teaching community of practice. *Teaching and Teacher Education*, 153, Article 104812.
- UN Women. (2015). *Gender mainstreaming in development programming*. <https://www.unwomen.org>

Van de Vijver, F. J. R., & Leung, K. (1997). *Methods and data analysis for cross-cultural research*. Sage.

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge University Press.

Zhang, X. (2022). *Exploring the predictive role of digital competence in online learning engagement: Evidence from teacher training programs*. Computers & Education, 182, 104468. <https://doi.org/10.1016/j.compedu.2022.104468>

Biographies

Cristian Rodrigo Pena, CPsychol AFBPsS, is a clinical psychologist with nearly two decades of international experience in mental health and human rights. He is also a Guest Lecturer on the Doctorate in Clinical Psychology programme at the University of Hertfordshire, UK. Cristian has particular expertise in the audit, evaluation, and quality assurance of psychological and psychosocial services. Throughout his career, he has consistently designed, led, and assessed interventions in high-stakes settings, particularly with survivors of torture, conflict, and structural violence.

Cristian's early work at *Freedom from Torture* in London laid the groundwork for his foundation in clinical audit and service evaluation, where he was responsible for assessing the effectiveness and consistency of clinical practices across national offices. He later expanded this expertise through his collaboration with the International Centre for Health and Human Rights, where he supported the development and application of national indicators on the right to rehabilitation for torture survivors in Mexico and Chile. As Director of *Estudio Londres – Psychology & Human Rights*, Cristian combines practice and evaluation to guide teams and institutions across Europe and Latin America in developing trauma-informed and rights-based approaches. His work with the National Institute for Human Rights in Chile and the Colombian Truth Commission further illustrates his ability to link clinical insight with systemic evaluation to inform policy and reparative justice.

Carolina Escudero, Ph.D., is a lecturer and academic researcher specializing in media & journalism, media psychology, and digital culture. She serves as an Associate Professor at the Autonomous University of Barcelona (UAB), Spain, and as an Affiliate Professor at the School of Journalism, University of Missouri, United States. Dr. Escudero is a member of the research group *Gabinete de Comunicación y Educación* (UAB), a UNESCO-affiliated team focused on media literacy and education.

Her research interests span mental health, media psychology, the digital divide, and social movements. She has presented her work at more than 80 international academic conferences and has published numerous peer-reviewed articles and book chapters in multiple languages.

Dr. Escudero is an active member of several scholarly associations, including the International Association for Media and Communication Research (IAMCR), the Latin American Studies Association (LASA), and the Spanish Scientific Society of Social Psychology (*Sociedad Científica Española de Psicología Social*). Her work has been recognized through competitive scholarships and research grants, including the Leonardo da Vinci Mobility Grant (European Union) and the Women and Gender Studies Grant (United States).

Dr. Escudero earned her Ph.D. and postdoctoral degrees in Social Psychology from JFK University in Argentina. She holds a Master's degree in Sexual Difference Studies from the University of Barcelona and a Bachelor's degree in Journalism from the University of Robert Schuman, Strasbourg, France. She is also trained in Gestalt Therapy and is a certified Team CBT therapist (Feeling Good Institute, California).

She teaches in several master's programs at UAB, including the Master in Travel Journalism, the Master in Communication and Education (research methodology), and the Master in Media and Environment. As a visiting professor, she has delivered seminars at institutions such as the Pontifical Catholic University of Argentina (UCA), Lomonosov Moscow State University (Russia), October 6 University (Egypt), and the Arab Academy for Science, Technology & Maritime Transport (Egypt). Dr. Escudero is also a member of the Editorial Board of the journal *World of Media* (indexed in Scopus).
ORCID: <https://orcid.org/0000-0002-6591-9611>