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Den Haag, 16 december 2019

Referentie: 2019/001223  
Betreft: Subsidievaststelling naar aanleiding van eindrapportage  
Projectnummer: 2016-1-NL01-KA203-022921  
Projecttitel: Educational Quality at Universities for Inclusive International Programmes

Geachte heer De Vries,

Hierbij informeer ik u dat de beoordeling van de eindrapportage van uw Erasmus+ KA2 Strategisch Partnerschap met bovengenoemd registratienummer is afgerond.

De eindrapportage van uw project is beoordeeld met een score van 85 punten op een schaal van 100. Uw project is beoordeeld op basis van door de Europese Commissie opgestelde criteria. In de bijlagen vindt u een toelichting op de inhoudelijke en financiële beoordeling.

We hopen dat u met tevredenheid terugkijkt op uw project, de resultaten en de (nog te verwachten) impact. Voor inhoudelijke en financiële vragen kunt u onder vermelding van het projectnummer contact opnemen met Diana Goederaad, programmabeheerder/adviseur, (070 4260 226/ [dgoederaad@erasmusplus.nl](mailto:dgoederaad@erasmusplus.nl)).

Voor de duidelijkheid wijzen wij u erop dat het gehele projectdossier inclusief onderliggende bewijzen tot vijf jaar na onze laatste betaling kan worden geselecteerd voor een audit door het NA of de Europese Commissie. In dat geval dient u de gehele projectadministratie in overzichtelijke staat te kunnen overleggen.





Een kopie van deze brief is naar de projectcoördinator van uw organisatie verzonden.

Ik vertrouw erop u hiermee voldoende geïnformeerd te hebben.

 Met vriendelijke groet,

  
Annemarie de Ruiter

Teamleider Nationaal Agentschap Erasmus+ Onderwijs & Training

CC: Mevr. Mansilla Ovejero en Dhr. Haines (projectcoördinatoren)

Bijlagen:    -Inhoudelijke beoordeling  
                  -Financiële beoordeling

*Indien u opmerkingen heeft over de hoogte van het vastgestelde subsidiebedrag kunt u dit tot 30 dagen na ontvangst van deze brief kenbaar maken, zoals beschreven in uw Grant Agreement. U kunt uw opmerkingen per e-mail sturen naar [po-vo-ho@erasmusplus.nl](mailto:po-vo-ho@erasmusplus.nl) o.v.v. uw projectnummer.*

*Indien u het niet eens bent met dit besluit, dan kunt u eveneens binnen zes weken na de verzenddatum van dit besluit een bezwaarschrift indienen bij de Director van het Nationaal Agentschap Erasmus+ Onderwijs & Training, Postbus 29777, 2502 LT Den Haag. Het bezwaarschrift moet worden ondertekend en dient tenminste de naam en het adres van de indiener, het projectnummer, de dagtekening, een omschrijving van het besluit waartegen het bezwaar is gericht, en de gronden van bezwaar te bevatten. U wordt verzocht ook een kopie van dit besluit mee te zenden.*



**Bijlage I bij subsidievaststelling 2016-1-NL01-KA203-022921**  
**beoordeling final report**

**Relevance of the project/strategy**

**18/20 points**

The general objective of the EQUiP proposal was to improve the quality of teaching in higher educational institutions across Europe, which are ever more characterized by an international and intercultural context and diverse student audience. More specifically the partnership aimed at offering the necessary supporting tools for educational developers (EDs) working in continuous professional development (CPD) in internationalized curricula and associated international classrooms in higher education institutions. Through the development of the necessary skills and knowledge, the partnership ultimately aimed for the realisation of a more inclusive, international education.

The partnership has successfully fulfilled these objectives through the development of a modular CPD programme in the context of internationalized curricula, presenting a set of methods and materials designed for EDs working in this field and supporting university teaching staff in the effective design and delivery of their curricula. As will be further discussed in the sections below, the final report presented a partnership which has managed to present high quality intellectual outputs, which have gone through multiple rounds of revision, in order to meet the needs of the target groups they have been designed for.

The final report clearly shows that the relevance of the EQUiP results has been a continuous point of attention throughout the course of project. The analysis of the baseline survey, conducted at the beginning of the partnership has been an important element for the development of the final outcomes. This research presented the partnership with a much more diverse target group than originally presumed in the proposal, as the term 'educational developer' covers a wide range of functions, each with their own characteristics and needs. This knowledge has inspired a number of practical changes throughout the project, such as the introduction of a filter function on the platform, and a higher focus on flexibility of the use of the modules, in order to meet the needs of this diverse target group.

Although all partners have proven experience in various dimensions of CPD in the context of internationalized curricula, all of them have recognised that there are multiple elements of the modules developed, that are not sufficiently mastered by members of their institutions. Thus presenting margin for an added-value of the project within the organisations of the partnership. Further, the project has proven to be innovative through its delivery of an integrated modular CPD programme, which was currently lacking in the field of internationalisation of the classroom. For the development of the project output, existing research and literature, as well as prior European Project results have been consulted. The baseline survey has shown that educational developers across HEIs in Europe have a great variety of job responsibilities, some quite restricted, others more elaborate and with great difference in focus (e.g. many limit themselves on teaching in another language). For this reason, the development of an all-encompassing programme on the international classroom, covering all essential aspects of the international competence profile, designed based on research and contextual expertise of the partners, presents an added-value in comparison to initiatives taken on local and/or national level.

One point of reflection would be that throughout the proposal, it has become clear that many of the stakeholders would not define their job title as 'educational developer'. This puts into question if choosing a more encompassing terminology for the target audience of the EQUiP programme would positively influence further outreach of current project output.



## Quality of the project design and implementation

22/25 points

The partnership has successfully completed all foreseen intellectual outputs and activities as presented in the original application. The project started with the development of an international competence profile for EDs working in internationalised programmes (IO1). Together with the baseline survey, this output has served as an important benchmark against which all other deliverables have been produced, thus ensuring the production of consistent, high quality and relevant output. Further, five modules for CPD in the international classroom (IO2-6) have been developed either to be used separately, but also available in an integrated comprehensive, but flexible design (IO7) in an online dedicated platform (IO8). Through the alignment with IO1 and an accompanying mapping tool, the partnership has made sure no repetitions occur in the integrated programme. Finally, in support of the CPD programme a user guide has been developed and further outreach is sought through the production of recommendations (IO10) and research papers (IO11).

Although, in general, the implementation of the project matches the original project design, some activities in the final report exceeded the expectations of the proposal. The first addition was the wider definition of the target audience, in line with the results of the baseline survey. The need to serve such a varied target group has become an important focus point throughout the course of the output design, increasing the need for project results allowing for flexible implementation. Secondly, usability of the foreseen output has been further improved through the development of thematic texts and timelapse videos for each module. A third change was the integration of feedback and reflective processes, for which the content of module C (IO4) has been adapted accordingly and which is now an integral part of the CPD programme. In addition to the proposal, participants in the integrated CPD programme are now requested to construct a presentation portfolio, to showcase their learning experiences, which then simultaneously serves as evidence of their participation and progression. Although the provision of an EQUiP certificate was already mentioned in the proposal, this has evolved into a comprehensive process, based on the provision of the above mentioned portfolio, as an integrated element of the CPD programme and which serves as a condition to obtain the EQUiP certificate of completion. Finally, a mapping tool has been produced, which clearly shows where each of the competences is positioned in the programme. All these changes seem to have had a positive influence on the quality of the project design and outcomes, and as such, represent the commitment of the partnership to deliver high-level output with maximum outreach opportunities.

The presented project monitoring mechanisms (GANTT chart, progress reports from module and activity group leads, absence of 'sole responsibility',...) have allowed for adequate assessment of the progress of the project and the quality of the presented outputs. Moreover, the partnership has presented a strong evaluation methodology, based on an iterative process of testing/piloting and adaptation, until the desired results have been achieved. The baseline survey and competence matrix (IO1) served as a benchmark against which the other modules are developed, allowing for consistency among the foreseen outputs. Further, besides the piloting of the modules during the transnational project meetings, most of them have run a second time at the partner institutions with EDs working in different contexts, before they were finally tested during the two short-term joint staff training events (C1 and C2). Moreover, the partnership has taken into account the need for an added value of C2 in comparison to C1, by pairing up experienced facilitators of the modules with newcomers, thus ensuring the creation of new skills for the latter, as well as providing information on the suitability of the CPD programme for use by other professionals, not part of the project. As such, these meetings/trainings are considered essential to the successful development of the foreseen outputs and the achievement of the overall project objectives. Finally, the quality of the current output has also been assessed by a team of two external experts, providing a critical view and additional input on the work done by the partnership.

The final report has presented a few inconsistencies, which slightly complicates the evaluation, such as the recurring statement that all modules have been designed in teams of two partners, while further in the report it is mentioned this was not the case for IO6 (Module E). Further, the original proposal foresaw the development of IO1 and IO 10 in 6 languages, while at the end of the project, the Dutch and Danish translations have not been finalised. Although these languages only reach a rather limited target audience, the addition of these two languages, would have presented added value, especially given the presence of these language skills within the actual partnership.



Overall, the EQUIIP project is considered to be an example of good value for money, maximizing their efforts and results within the budget that has been presented.

### **Quality of the project team and the cooperation arrangements**

**13/15 points**

Overall the final report has presented a well organised and balanced cooperation between all members of the partnership, where all partners have brought their own expertise, experiences and cultural background to the table, guaranteeing the inclusion of multiple perspectives in the design of the project outputs. However, following the remark presented in the evaluation of the project proposal, the project would have gained even more strength through the involvement of Central and Eastern European institutions in the development of the intellectual outputs. Even more so, in response to the broad definition of educational developers, based on the results of the baseline survey.

The consortium has collectively taken responsibility for the production of the different intellectual outputs. Although modules were produced by teams of colleagues from only 2 project partners, they were always piloted and evaluated by all partners within their own institutions and during the transnational project meetings. Throughout the project every partner has either taken the lead in the development of one of the modules or in one of the activity groups, responsible for the creation of the non-modular outputs. Through this shared responsibility, the partnership has actively aimed for cohesion and enhanced engagement of all members, ensuring that all partners at all times had a good understanding of the status and expected outcome of their activities and the project as a whole.

Although in the beginning of the project the communication of the academic coordinator towards the other members of the project was evaluated as unsatisfactory, necessary measures have been taken in response. Clear project coordination and communication structures (e.g. project management team, activity groups, single point of contact,...) were set in place, allowing for regular contact and strong collaboration, especially throughout the second half of the project.

### **Impact and dissemination**

**32/40 points**

Most certainly the project has had a direct impact on the participants of the partner institutions, which have either been trained in the delivery of the integrated CPD programme, or have participated in one or more of the piloting / training sessions. Given that the majority of the participants had indicated in the baseline survey that there were a number of module topics which they did not yet master, the project will most certainly have had a positive influence on their knowledge and skills. Also, based on the information provided in feedback surveys and individual portfolios, external participants have gained additional knowledge and skills through their participation in project activities. A recurrent remark in the assessments provided during and after the training sessions was the large potential for a trickle-down effect of the project results, where they are easily shared among peers within the same institution. Overall, the evaluations and surveys conducted throughout the project have shown overall satisfaction with the produced project output and general agreement on the necessity of such integrated CPD materials for HEIs across Europe. In particular, participants appreciated the interactive and reflective format of the two training days and expressed the intention to use the materials on the platform and seek to run training sessions in their own institutions.

However, in terms of long-lasting impact on the participants, the final proposal remains somewhat unclear. Although the partnership has expressed the desire to embed project results within their own institutions, the question remains if they will be including all modules (either separately or as an integrated model), or only parts of the project output. The proposal has presented mostly the intentions of the partners to integrate, but so far only one of them has actually reported on partial integration within one of their faculties (University of Copenhagen).

In general, the potential for integration and impact of the project results in HEIs outside of the partnership, is quite high, given the quality of the integrated CPD programme and other supporting IOs. However, when consulting the final report, as well as the EQUIIP platform, it remains unclear how this will be practically organised. Do institutions need to request for a training or will they be organised in recurrent summer and winter schools? Is there an option for individual learning? In

case a presentation portfolio has been produced, who will take care of the evaluation, given that the deadline for submission is 3 months after taking CPD programme? These are some of the questions which remain unanswered in the final report. As a next step of the EQUiP partnership, it might be an interesting opportunity to turn the integrated CPD programme into a MOOC, thus ensuring even further spread of their project results.

The quality and the scope of the dissemination activities (multiplier events, dissemination materials, presentations, publications,...) are considered to be very good and have been given ample attention throughout the project. The final report clearly shows that the partnership has put in a lot of effort to maximize the spread of their project results, not only through a consistent and appealing design of their outputs, but also by paying a lot of attention to the proper organisation of their dissemination events and participations in external events. Some of the multiplier events were organised alongside larger, recurrent international events, to ensure wider participation.

All resources provided by the partnership have been presented online and are available under open access. Moreover, the final report presents the clear intention to sustain the EQUiP platform and its content beyond the scope of this project. To support this claim they have foreseen the organisation of a board, with one member from each partner, to coordinate further functionality of the platform, the necessity for any changes to the content as well as the oversight of the Community of Practice (CoP), of which the establishment has started right after the end of the project. This CoP will gather a number of EQUiP facilitators, mostly from within the partner institutions, but external experts can also apply, which will be entitled to deliver (parts of) the EQUiP programme. Finally, the general sustainability and usability of project outcomes, beyond the scope of the partnership will be positively influenced by the quality of design of the materials and dissemination tools, such as the EQUiP platform, which has a user-friendly design and is easy to navigate and to search for desired information.

#### **Overall comments to the beneficiary**

Overall, the EQUiP project is considered to be of good quality and a best practice in the field of higher education development. The final report clearly shows all partners have actively contributed to the successful result and that, most likely, this is not the final step of the EQUiP partnership.





