

**Aspire2 Create**  
Transfer of Innovation

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**Work Package (8)**  
**Quality Assurance Plan**

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## 1. Introduction

1.1 This document represents the Evaluation Framework and the Quality Assurance Plan for the Leonardo da Vinci Transfer of Innovation Project Aspire2 Create.

1.2 It incorporates three elements:

- A summary of the quality assurance arrangements in the Aspire2 Create project
- A Risk Analysis
- The Evaluation Framework

## 2. Quality Assurance & Evaluation in Aspie2 Create

2.1 As set out in the Aspire2 Create application, the quality of the project and its outcomes is assured by blending the objectives of Work Package (WP) 1 – Management; and Work Package 8 - Quality Assurance and Evaluation.

2.2 Quality Assurance and Evaluation is featured as Work Package 8. This Work Package starts in the 12<sup>th</sup> month of 2013 and ends in the 9<sup>th</sup> month of 2015. The budget allocated to this Work Package is 22,224.00 Euro.

2.3 In relation to quality assurance specifically, the Aspire2 Create application stated that quality assurance would occur through setting out the key performance indicators and will facilitate a shared internal evaluation that will focus on the impact and benefits created by the project, analysing the partnership performance, activities, and the satisfaction of target groups being engaged in the process and the outcome of the project to meet their needs.

2.4 In depth valorisation of the innovation transfer process will include:

- Evaluation and description of the added value of the new approaches in the transfer countries
- For Trainees who are NEET, in placement, or accessing employment in companies
- The perspective of VET professionals and company staff, in terms of the viability and applications of the project results
- For the policy makers in education and employment and other external stakeholders
- Assessment and strengthening of sustainability perspectives, including succession planning

- 2.5 Activities will also include composing process and progress reports to support the valorization process as well as ongoing development of the work packages and dissemination activities, and assembling the produces into a ready to use package for implementation actions (including further transfer activities to other countries). The quality plan and on-going evaluation and feedback will be complemented by the commissioning of an external party, independent and separate from the partnership, to undertake an external evaluation in the area of valorization (to inform in particular the exploitation strategy).
- 2.6 While we have set out a range of activities concerned with partner and target group management, monitoring, assessment and review of the project, as noted above, we have also provided for an External Evaluation Study to complement and validate our internal processes. At an appropriate point in the project, which we would expect to be shortly after the interim report, we will appoint an external party to evaluate a specific aspect of the emerging results from the transfer process. The emphasis of their brief is anticipated to be focused upon validation of the new Framework’ s approach with an emphasis on issues concerned with assessment and certification/recognition.
- 2.7 The External Evaluation has been allocated to the Sub-contractor Budget (4,000E) since it is inappropriate for this cost to be maintained by internal costings in partners’ budgets.
- 2.8 This Work Package will contribute to the achievement of the following expected results: Quality Plan, Internal Evaluation Report, and a Final Evaluation (Valorisation) Report.

### 3. The Main Elements of the Quality Plan

- 3.1 The Aspire2 Create application stated that the Quality Plan will:
- *Set out Key Performance Indicators (see Table page 7 onwards)*
  - *Facilitate a shared internal evaluation that will focus on the impact and benefits created by the project*
  - *Make a both a summative and formative analysis of the project activities, products and impact on both an individual and organisational level*
  - *Make both a summative and formative analysis of the Masterclasses and ensure that both the baseline and ‘distance travelled’ of learners is captured*
- 3.2 Each of these elements is described below.

#### **a) Establishing Key Performance Indicators (KPIs)**

The Key Performance Indicators for assuring quality and evaluating the project are set out in the Table at section 5 below.

They are intrinsically linked with the results and impacts identified for the project, along with the milestones in the Project Delivery/Activity Plan (including Timetable and Milestones), against which the project outcomes must be achieved.

### ***b) Implementing evaluation that focuses on impact and benefits***

Quality assurance will take place in Aspire2 Create on a number of levels, both in terms of the approach to the research activity and the facilitation of partners through the testing and review of the transfer of innovation.

The quality and the 'fit for purpose' nature of the Aspire2 Create product(s) and its resulting impact, from a quality assurance perspective, is subject to:

- the scrutiny of the Project Management, Monitoring and Administration WP leader (Rinova) and facilitation from the Quality Assurance WP leader (Rinova);
- the periodic review of the Aspire2 Create Partnership Group at its meetings; and
- the External Evaluator (see Section 4 below).

### ***c) The satisfaction of the target learner groups***

Aspire2 Create has two primary learning groups, which are:

1. 15 Tutors/Trainers and/or Business Advisers, who will be trained in the use of the Competency Framework through 'masterclasses' and online support.
2. 45 creative start-up SMEs and/or Micro-enterprises that will receive support aligned to the Aspire2 Create Enterprise Development programme
3. The young people who will be supported in developing specific key competences by the above.

Therefore, it will be important to capture both the satisfaction and the impact experienced by both groups of learners.

### ***d) The performance of the consortium***

Aspire2 Create is a new partnership, which combines some partners who have worked together before, with new partners who have not. The ability of the Aspire2 Create partners to function as a partnership – in terms of organising its affairs; conducting effective partnership meetings; participating fully in the transfer of innovation process; disseminating the project's results; fulfilling obligations – collectively and individually – will be subject to on-going quality assurance by Rinova in the form of a post-transnational survey and assessment exercise, the results of which will be fed back to subsequent meetings.

3.3 Each of the above four elements are incorporated in the QAP Table in Section 5.

## 4. External Evaluation

- 4.1 The evaluation approach in Aspire2 Create is primarily an ‘internal’ one, conducted between the partners based on the approaches listed above, and on the QAP in section 4 above. For a quality assurance perspective, this is based on participatory evaluation and peer review and therefore all of the Aspire2 Create partners have individual and collective responsibility for different aspects of quality assurance and evaluation activities that will take place during the project.
- 4.2 To complement this, an External Evaluator will be appointed to the project in order to undertake an independent assessment and review of (a) the ‘impact and usability’ of the Aspire2 Create product produced, and (b) the innovation transfer process, and how this process contributed to the development of the product.
- 4.3 Specifically, the external evaluation will be asked to take into account the following aspects of the project:
- Identifying and describing the added-value of the new approaches in the transfer countries.
  - The perspective of VET professionals/trainers and/or business advisers (employed by the partners) in terms of the viability and applications of the project’s results.
- 4.4 As this work is focused on specific aspects of the project results it performs a ‘valorisation’ process to inform any of the final activities undertaken by the partners in terms of dissemination and exploitation; that is to say that the key messages that we would wish to disseminate or exploit about the final work of the Aspire2 Create project have been externally assessed and validated.
- 4.5 To this end, therefore, Collage Arts and Rinova will appoint an External Evaluator (an organisation or an individual) in the second year of the project, and in consultation with partners. It is anticipated that the partnership will appoint an External Evaluator with specific expertise in the field of non-formal learning and supporting disadvantaged learners through non-formal learning. The External Evaluator will produce a final summative Evaluation and Validation Report that focuses upon results and validates impact.

## 5. The QAP: KPIs, Methods and Timetable

- 5.1 In the table below we set out the Aspire2 Create Quality Assurance Plan (QAP) in summary form, combining all the key elements to be quality assured; the KPIs that will be used as measures; and the means by which the factors will be quantified and assessed.

Work Package (1) Project Management Monitoring and Administration		
QUALITY & EVALUATION INDICATORS (KPIs)	QUALITY AND EVALUATION METHODS AND INFORMATION SOURCES	TIMINGS
<p><i>Work Package Leader: Rinova</i> <i>Key Performance Indicators for this Work Package:</i></p> <ul style="list-style-type: none"> <li>• Production of a Partnership Agreement, including Terms of Reference and Protocols by Rinova and endorsed by the Partnership (2)</li> <li>• Production of a Project Delivery Plan (4)</li> <li>• Production of an Interim Project Report (7)</li> <li>• Production of a Final Project Report (7)</li> <li>• Production of a Project Management &amp; Monitoring Handbook (3) and subsequent monitoring reports for the National Agency (6), (1)</li> </ul> <p><i>The extent to which the following have been achieved:</i></p> <ul style="list-style-type: none"> <li>• Partners feel sufficiently informed of EU management and reporting requirements, and are encouraged to share effective practice.</li> <li>• Partners feel they have been fully inducted into and supported in managing their budget and producing financial claims.</li> <li>• Partners feel they have been provided with sufficient information to effectively and efficiently manage their project.</li> <li>• Partners have improved their capability to identify, manage, and mitigate project risks and conflict.</li> <li>• Partners have proven their ability to coordinate the operation of the work packages they are responsible for, and have</li> </ul>	<p><i>(1) Observation at Project Partnership Steering Group Meetings</i></p> <p><i>(1) Circulation and completion of Evaluation Questionnaires by all partners after each Steering Group meeting</i></p> <p><i>(1) Recording and presenting anecdotal evaluation and feedback</i></p> <p><i>(2) Terms of Reference &amp; Model Standard Contract</i></p> <p><i>(3) Project Management Handbook</i></p> <p><i>(4) Project Delivery Plan</i></p>	<p>ONGOING</p> <p>(1) AT EACH MEETING: *Meetings are originally planned for: London, Kick off meeting, Nov 2013 Rijeka, Croatia, April/May 2014 Bratislava, Slovakia, Sept/Oct 2014 Matera, Italy Mar/April 2015 Harju, Estonia, Sept 2015</p> <p>(2) PRESENTED &amp; AGREED AT THE MEETING (NO.1) MATERA</p> <p>(3) PRESENTED &amp; AGREED AT THE MEETING (NO.1)</p>

<p>ensured all other partners are included and informed of performance and progress.</p> <ul style="list-style-type: none"> <li>Partners have ensured that all compliance requirements are met (including those relating to publicity, acknowledgements and disclaimers)</li> <li>Those responsible for creating monitoring reports are able and achieve a good RAG rating from the National Agency</li> </ul> <p><b>Note changes to meeting dates</b>  Matera, Italy - 31<sup>st</sup> October – 1<sup>st</sup> November 2013  Reijeka, Croatia – 12<sup>th</sup> – 13<sup>th</sup> May 2014</p> <p><i>See Annex (2) for additional information on activities and outcomes</i></p>	<p>(5) <i>Project Steering Group minutes of meetings</i></p> <p>(6) <i>Naturally occurring monitoring and reporting produced by partners and the monitoring reports produced for the National Agency, bi-monthly</i></p> <p>(7) <i>Interim and Final Valorisation Reports</i></p>	<p>MATERA</p> <p>(4) PRESENTED &amp; AGREED AT THE MEETING (NO1) MATERA</p> <p>(5) After each monitoring report is made</p> <p>(6) Bi-monthly up to 31.03.14; Apr-May 14; Jun-Jul 14</p> <p>(7) 30.11.14; 30.11.15</p>
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<p align="center"><b>Work Package (2)</b> <b>Innovation Review and Testing</b></p>		
<p align="center"><b>QUALITY &amp; EVALUATION INDICATORS (KPIs)</b></p>	<p align="center"><b>QUALITY AND EVALUATION METHODS AND INFORMATION SOURCES</b></p>	<p align="center"><b>TIMINGS</b></p>
<p><i>Work Package Leader: Collage Arts</i></p> <p><i>Milestones and Key Performance Indicators for this Work Package:</i></p> <ul style="list-style-type: none"> <li>Trainer Masterclass 1- Programme (1a)</li> <li>Masterclass 1 London (1b)</li> <li>ICT-based Evidence and Data Capture Application (2)</li> </ul>	<p>(1a) <i>Programme Outline for Masterclass (1)</i></p> <p>(2) <i>ICT-based Evidence and Data Capture</i></p> <p>(3) <i>Programme Outline for Masterclass (2)</i></p>	<p>JAN-JULY 2014</p> <p>(1a/1b)) Masterclass no.1 in London January 2014</p> <p>(7) Feedback at each session</p>

<ul style="list-style-type: none"> <li>• Masterclass 2 – London (3)</li> </ul> <p><i>The extent to which the following have been achieved:</i></p> <ul style="list-style-type: none"> <li>• (4) The Induction and Training Workshop was informed by the specific training/learning needs of the 15 participants identified.</li> <li>• (5) The induction was sufficiently inclusive and informative to enable participants to (i) fully understand the framework, and (ii) understand the purpose of the learning activities, and (iii) the most appropriate trainers are selected for support.</li> <li>• (6) The method and quality of mentoring support was appropriate for each trainer/participant, and feedback sessions informed progression.</li> <li>• (7) Trainers are sufficiently informed and supported to develop and produce a portfolio of evidence.</li> <li>• (8) Trainers were equipped and supported to use the ICT Tool and were provided with the opportunity to provide feedback on its usefulness.</li> <li>• (9) The Masterclasses provided an opportunity for participants to enhance their skills and knowledge, and facilitated exchange of effective practice. (9)</li> <li>• (10) The usefulness of the online learning tools (SmartAssessor or Open Badges) and how this online platform has facilitated learning.</li> </ul>	<p><i>(4) Needs are captured through the 15 Trainer Baselines and Profiles completed, and analysed</i></p> <p><i>(5) 1.5-2 day Review Event in London</i></p> <p><i>(6) and (7) Reflection Tools and Analysis of Findings from feedback collected at each session (discussion groups, questionnaires)</i></p> <p><i>(8) Focus Group and Feedback through Review Event</i></p> <p><i>(8) Review of Baseline and Assessment of Progression</i></p> <p><i>(8) &amp; (9) Evaluation Forms and Analysis of Feedback to assess the level of quality, impact, and appropriateness of the Masterclasses</i></p> <p><i>(10) Evidence captured through feedback from trainers and ‘Testing Reports’ produced by Collage Arts (technical functionality and customisation).</i></p> <p><i>Overall: Findings are presented through Bi-monthly reports to the National Agency and Project Monitoring Reports (bi-monthly to Ecorys)</i></p>	<p>(2) ICT-based data capture by May 14</p> <p>(3) Masterclass (2) Nov 2014, London</p> <p>(7) Feedback at each session</p> <p>(5) London January 2014</p> <p>(7) Feedback at each session</p>
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<b>Work Package (3)</b> <b>Research, Analysis and Networks</b>		
<b>QUALITY &amp; EVALUATION INDICATORS (KPIs)</b>	<b>QUALITY AND EVALUATION METHODS AND INFORMATION SOURCES</b>	<b>TIMINGS</b>
<p><i>Work Package Leader: Materahub</i></p> <p><i>Milestones and Performance Indictors for the Work Package</i></p> <p>(1) Research and Analysis Framework            (2) Country Reports – Results of Research            (3) Combined Research Report for Dissemination</p> <p><i>The extent to which the following have been achieved:</i></p> <ul style="list-style-type: none"> <li>Partners were able to produce a context/situational analysis for their own countries and relate this to the context of their own organisation and practice, including commonalities and or differences to inform and shape the content of the Masterclasses and project overall. (1,2,3)</li> <li>Approaches from other partner countries were able to influence/shape/inform organizational practice in terms of adapting/adopting the Framework. (4)</li> <li>Partners can effectively and efficiently identify and exchange the ‘starting points’ and how this influences the delivery of the project and support to individual organisations. (5)</li> <li>Partners can clearly identify how the Framework and Validation links with the EQF. (5)</li> </ul>	<p><i>The quality, inclusivity and appropriateness of the Research and Analysis Framework, Country Reports and report (Executive Summary) for dissemination. (1,2,3)</i></p> <p><i>Production of Case Studies in relation to Business Start-ups, Self-employment, and micro-enterprises (3,5)</i></p> <p><i>(1,2,3,4,5) Minutes of meetings, and evaluation questionnaires and ad-hoc/anecdotal feedback</i></p> <p><i>(5) Project monitoring reports (bi-monthly to Ecorys) and (6) Interim Report (6)</i></p>	<p>FEBRUARY – JUNE 2014</p> <p>(1) February 2014            (2) June 2014            (3) July 2014</p> <p>At each meeting with partners (as scheduled); and reported through Bi-monthly updates with Ecorys</p> <p>(5) Bi-monthly reports for Ecorys. November 2014 (6)</p>

Work Package (4)		
Development and Preparation – Trainer and Business Adviser Programme		
QUALITY & EVALUATION INDICATORS (KPIs)	QUALITY AND EVALUATION METHODS AND INFORMATION SOURCES	TIMINGS
<p><i>Work Package Leader: Collage Arts</i></p> <p><i>Milestones and Performance Indicators for the Work Package:</i></p> <ul style="list-style-type: none"> <li>- (1) Outline Enterprise Competences for CCI Trainers (draft)</li> <li>- (2) Accompanying Guidance for Testing of CCI Enterprise Support Competences</li> </ul> <p><i>The extent to which the following have been achieved:</i></p> <ul style="list-style-type: none"> <li>• Findings (and needs analysis) from WP2 and WP3 informed the content and approach adopted for the Trainer and Business Adviser Programme (3).</li> <li>• Partners were able to contribute to the adaptation of the Framework model and were happy that the result was a ‘best fit’ for their local context, and as an online learning platform (4).</li> <li>• Partners felt included in the process of programme design based on identified need, and were happy with the level at which the information was pitched (5,6,7).</li> <li>• Partners felt included and were able to inform the new enterprise competences for cultural practitioners, and the supporting curriculum materials and practical guidance (5,6,7).</li> <li>• The framework has been used as the basis for WP5 and informs the final approach to be taken to the pilot testing and</li> </ul>	<p>(1) The quality and appropriateness of the Needs Analysis, the Outline Enterprise Competencies CCI for Trainers (DRAFT) based upon feedback from questionnaires and discussion groups.</p> <p>(2) The Accompanying Guidance for Testing of CCI Enterprise Support Competencies based upon feedback from questionnaires and discussion groups.</p> <p>(3,4) The quality and appropriateness of the Strategy to evolve the Competency Framework and Toolkit, and how this has informed the pilot-testing phase of the project and the design of the online platform. Also, the ‘Baseline’ and ‘Progression’ analysis (Trainers), and feedback from Mentors.</p> <p>(5) Minutes of partnership meetings and (6) evaluation questionnaires; (7) ad-hoc and anecdotal and discussion group feedback.</p> <p>(8) Monitoring Reports</p>	<p>AUGUST – DECEMBER 2014</p> <p>(1) October 14</p> <p>(2) January 15</p> <p>(3,4) At each meeting (6,7) (as scheduled); bi-monthly reports to Ecorys (6,7); Interim Report (Nov 2014) (8), and second Masterclass (Nov 14)</p> <p>Bi-monthly update</p>

adaptation (8).		reports with Ecorys (8)
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<b>Work Package (5)</b> <b>Pilot, Testing and Adaptation - Enterprise</b>		
<b>QUALITY &amp; EVALUATION INDICATORS (KPIs)</b>	<b>QUALITY AND EVALUATION METHODS AND INFORMATION SOURCES</b>	<b>TIMINGS</b>
<p><i>Work Package Leader: Collage Arts</i></p> <p><i>Milestones and Performance Indicators for the Work Package:</i></p> <ul style="list-style-type: none"> <li>- (1) Identify a specific practitioner/trainer group for this WP.</li> <li>- (2) Test the new Enterprise Frameworks and accompanying materials that were drafted in WP4.</li> <li>- (3) Adapt the draft materials following peer review and testing.</li> <li>- (4) Produce and publish the results of the test in an adapted format.</li> </ul> <p><i>The extent to which the following have been achieved:</i></p> <ul style="list-style-type: none"> <li>• Collage Arts played a strong role in the testing, transferability and development of the agreed approach, including the online learning platform (1,2,3).</li> <li>• Practitioners (candidates) identified for this pilot felt fully informed of the learning aims and objectives, and were enabled to undertake a the programme in their own context (1,2,3).</li> <li>• The instructional techniques, peer review and reflection process was appropriately designed, and was consistent with</li> </ul>	<p>(1) The appropriateness of the selection of individuals selected to form the Practitioner/Trainer group, with evidence gathered through discussion groups and feedback questionnaires, the Trainer Profile, and Peer Support interviews.</p> <p>(2) The quality and appropriateness of the pilot test and the materials (3) that were produced in WP4</p> <p>(4) Peer Review and analysis of findings to help inform the review and production of adapted/improved materials</p> <p><i>The quality and appropriateness of the adapted format, as analyzed through reviews, questionnaires, discussion groups; and feedback on the usefulness of the online platform (2,3).</i></p> <p><i>Findings from the Peer Review, evaluation questionnaires and Minutes of Meetings. (1,2,3,4)</i></p>	<p>JANUARY-JULY 2015</p> <p>(1,2,3,4 Milestones and Indicators) Adapted/finalized competences by Feb 2015</p> <p>(2) Analysis of Pilot Test experiences by London meeting in November 2014</p> <p>(2) and (3) at each meeting and follow-up meetings with Trainers (evaluation questionnaires) by London meeting in</p>

<p>the culture and learning styles of participating organisations (4).</p> <ul style="list-style-type: none"> <li>• Sufficient time was allocated to trainers to share know-how and effective practice regarding their teaching methods and assessment techniques (5).</li> </ul>	<p><i>The Report on the Pilot and Testing Results (5)</i></p> <p><i>Monitoring Reports and Minutes of Meetings (6)</i></p> <p><i>Evaluation of the 3<sup>rd</sup> Masterclass in Italy</i></p>	<p>November 2014, the results to inform (5)</p> <p>Masterclass in London (Nov 2014) (1,2,3,4) and (5)</p>
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<p align="center"><b>Work Package (6)</b> <b>Awareness Raising and Dissemination</b></p>		
<p align="center"><b>QUALITY &amp; EVALUATION INDICATORS (KPIs)</b></p>	<p align="center"><b>QUALITY AND EVALUATION METHODS AND INFORMATION SOURCES</b></p>	<p align="center"><b>TIMINGS</b></p>
<p><i>Milestones and Performance Indicators for the Work Package</i></p> <ul style="list-style-type: none"> <li>- (1) Raise awareness of the Aspire2Create project at a sectoral, regional, national and European level.</li> <li>- (2) Advocate and promote its aims and vision; the partnership; its objectives, purpose and content;</li> <li>- (3) Promote the ‘multiplier effect’ through the partners and the pilot creative start ups/enterprises to their peers in the partner states.</li> <li>- (4) Promote the project to a wider stakeholder network, including those in economic development, VET agencies, educational bodies and curriculum development organizations</li> </ul> <p><i>The extent to which the following have been achieved:</i></p> <ul style="list-style-type: none"> <li>• A broad body of stakeholders is aware of the Aspire2 Create project within each partner country, and it awareness building makes good use of EU dissemination vehicles. (4)</li> <li>• The ‘multiplier effect’ is proven as effective in reaching out to and engaging peer groups. (3)</li> </ul>	<p><i>The quality and appropriateness of the Dissemination Strategy and Action Plan, and level of partner participation (1, 2)</i></p> <p><i>Project Website</i></p> <p><i>Monitoring Reports, Minutes of Meetings, and Stakeholder feedback (ad-hoc and anecdotal) will be used to produce reports (1,2) and will provided at each partner meeting (see meeting schedule)</i></p> <p><i>Partners will be required to produce and submit evidence of press and Publicity Articles, and secure Academic Reviews in Journals (at a local level) (1,2,3,4)</i></p> <p><i>The Aspire2 Create Social Media Campaign, Twitter Account,</i></p>	<p>OCTOBER 2013- SEPTEMBER 2015</p> <p>Dissemination Strategy to be reviewed at each meeting (1,2) – see meeting schedule</p> <p>Bi-monthly updates from partners/ with Ecorys</p> <p>Six monthly reports April 14, Oct 14, May 15, Oct 15 (2,3)</p>

<ul style="list-style-type: none"> <li>Dissemination material is produced to a high quality and wide-ranging methods are used in order to reach a wide range of stakeholders in each partner country. (2)</li> <li>The Key stakeholders of business advisers, trainers, and managers are consulted on whether the products produced are 'fit for purpose'. (1)</li> <li>There is a strong focus on exploitation, sustainability and succession planning. (1)</li> </ul>	<p><i>Facebook pages, with analysis of usage and networks generated, will be presented at each partner meeting (see meeting schedule) (1,2,3,4)</i></p> <p><i>Case Studies will be produced as part of the Dissemination Strategy and will be available at partner meetings (1)</i></p> <p><i>Quality production and appropriateness of the Advocacy Animation/Film and stakeholder responses. (2)</i></p>	<p>Meeting in London November 2014 (1)</p> <p>(2) May 2015</p>
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<b>Work Package (7)</b> <b>Exploitation of Results, Impact and Sustainability</b>		
<b>QUALITY &amp; EVALUATION INDICATORS (KPIs)</b>	<b>QUALITY AND EVALUATION METHODS AND INFORMATION SOURCES</b>	<b>TIMINGS</b>
<p><i>The extent to which the following have been achieved:</i></p> <ul style="list-style-type: none"> <li>Partners are able to individual and collectively set out impact indicators and evidence and chart change.</li> <li>Partners can evidence/demonstrate the wider take-up of the project results.</li> <li>Legacy materials endure beyond the lifetime of the project.</li> <li>Options for validation and certification are established and understood by all partners and wider stakeholders.</li> </ul>	<p><i>The quality and appropriateness of the Legacy Materials and Options Appraisal</i></p> <p><i>Monitoring Reports and Minutes of Meetings</i></p> <p><i>Interim Project Report</i></p>	<p>APRIL – SEPTEMBER 2015</p> <p>At each meeting</p> <p>At each meeting</p> <p>Bi-monthly updates with Ecorys Six monthly reports April 14, Oct 14, May 15, Oct 15</p>

**Work Package (8)**  
**Quality Assurance and Evaluation**

<b>QUALITY &amp; EVALUATION INDICATORS (KPIs)</b>	<b>QUALITY AND EVALUATION METHODS</b>	<b>TIMINGS</b>
<p><i>The extent to which the following have been achieved:</i></p> <ul style="list-style-type: none"> <li>• Self-evaluation is inclusive and is used to inform improvement and change, and facilitates the exchange of good practice and lessons learnt.</li> <li>• The Quality Assurance and Evaluation Framework complements the Work Package for Management (WP1) and as a result continuously improves the project.</li> <li>• An in-depth valorization of the innovation identifies new approaches to transfer to the partner countries at various levels including policy in education, and employment.</li> <li>• Conclusions made provide a sound basis for succession planning and sustainability.</li> </ul>	<p><i>The quality and appropriateness of the Quality and Evaluation Plan</i></p> <p><i>Monitoring Reports</i></p> <p><i>Minutes of Project Meetings</i></p>	<p>DECEMBER 2013- SEPTEMBER 2015</p> <p>Interim Evaluation Report due in October 2014</p> <p>Valorisation brief to be agreed by Interim Report stage</p> <p>Final Evaluation/Valorisation Report due in September 2015</p>

## 6. Risk Analysis

- 6.1 Unmanaged and unforeseen changes, even in an innovation project can cause potential problems and part of the setting up of this Quality Assurance Plan is the project Risk Analysis, which is detailed in the table below
- 6.2 The Risk Analysis will be reviewed at regular intervals by the Project Manager at Collage Arts in the light of the operational progress of the project and in the light of the data that is evaluated and assessed from the partner Quarterly Activity Report. In accordance with the ‘planning, implementation and review’ cycle of the QAP, any issues arising from this process which augment any of the Potential Impacts or the Risk Probabilities listed below will be the subject of the Contingencies identified below or any specific action that is required to deal with the increase in risk.

Risk	Potential impact	Probability	Contingency
EU Financial and Administrative Rules are not adhered to	Very High	High	<p>Rinova has put in place at the project ‘kick-off’ meeting a designed ‘fit for purpose’ system that has been informed by the project requirement and the partnership, which is backed-up by the Project Management Handbook, the Quality Assurance Plan, and the Evaluation Framework, and will conduct an initial eligibility check of documents (e.g. contracts)</p> <p>Collage Art’s Finance Director will collate quarterly finance claims (from 6 months) and will seek supporting documents for all claims.</p> <p>However, the Lifelong Learning Programme is subject to very complex administrative rules regarding contract compliance and financial compliance. In addition, certain major items of expenditure (e.g. staff costs) seem to be open to different interpretations of their eligibility, given the range of different rules regarding labour ‘codes’ in different member states and various interpretations regarding self employed staff – who are prevalent in both the creative sector, in temporary project appointments and in NGOs. Therefore on-going vigilance will be required.</p>

Inadequate monitoring and evaluation systems to capture both quantitative and qualitative data	Very High	Medium	<p>Rinova has put in place internal checking systems to eligible claims are being made by partners, and all paperwork is in order, enabling early warning systems for clarifying claims with partners ahead of reporting deadlines.</p> <p>The Quality Assurance Plan incorporates both an evaluation framework and a risk assessment with timelines and allocated responsibilities that is transparent and agreed by all.</p> <p>Leonardo demands in this respect are complex and some partners are relatively inexperienced in this area so on going attention is required. Rinova provides initial and on-going support to partners to ensure project management and performance reporting are in line with EU/Ecorys guidelines/deadlines.</p>
Monthly Progress Updates to Ecorys are not consistent and/or are received late	High	Low	<p>Collage Arts will work closely with Rinova, and with WP leaders to ensure that it is fully briefed for the monthly reports to Ecorys and the Quarterly monitoring calls.</p>
Quarterly Partner Claims are not consistent and/or are received late.	Medium	Medium	<p>Induction and support for partners at the outset of the project clearly sets out the EU rules on eligible costs and financial reporting, which is backed-up in the Project Management Handbook, with additional support being provided by Rinova and Collage Arts.</p>

<p>Failure to adequately engage key stakeholders in the project through limited dissemination action plans.</p>	<p>Medium</p>	<p>Medium</p>	<p>A Dissemination Strategy and Action Plan will be agreed by the partnership at the outset of the project, and progress will be monitored, partner by partner, through the Quarterly reports. We will also feature dissemination at each full partnership meeting, giving partners an opportunity to share their approach and outcomes with other partners.</p>
<p>The target number of participants (tutors/support workers, 25) and young people (learners, 50) across the two test phases are not met</p>	<p>Medium</p>	<p>Low</p>	<p>Monthly reports produced by all partners will provide an early warning system for flagging up any concerns, which will be dealt with between the lead partner, and on-going support will be provided to ensure that the partner is back on track/workable solutions are found so that the project overall does not under perform.</p>

<p>Partners are unable to agree on the modules to be transferred, impacting upon the transfer of the Aspire2 Create Framework model to other key stakeholders</p>	<p>Medium</p>	<p>Low</p>	<p>Experienced staff from the outset of the project, will guide partners through the Aspire Framework by using interactive activities during the 'kick-off' meeting to discuss shared interests. Further, will be supported to identify the key modules that fit with their own provision, as well as the EQF/ERF, as part of the decision making process.</p>
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## APPENDIX 1:

### Aspire2 Create                      A Project Description

ASPIRE2 CREATE (A2C) addresses the problem of an absence of a training and competency framework for European organisations in the partner countries in one of the EU's growing economic and employment areas - the Creative and Cultural Industries (CCIs). It takes as its starting point the innovative Competency Framework and Toolkit for Trainers in the Non-formal Learning Sector (NFLS) in the CCIs, which was developed through a 2009 Development of Innovation Leonardo project 'EURO-ASPIRE'.

The main aim of A2C is to transfer, adapt and develop this innovation in the partner countries. Its key objectives are to

- (a) transfer the Competency Framework to a new series of countries/regions and with new partners that were not involved previously, in Slovakia, Croatia, Estonia and Italy;
- (b) adapt and further develop the Framework and Toolkit to a new area - supporting creative business start up and enterprise.

The Euro-aspire framework was previously developed with a partnership whose emphasis was to foster social inclusion through creative learning. With the new partners in ASPIRE2 CREATE, the transfer will start by retaining this dimension, but adapt the Framework with a new focus on the role of coaches, trainers and business advisers who support the creation of enterprise through creative start ups and self employment.

The partnership brings together organisations that reflect the diverse contexts in which the trainer/adviser group are deployed - artists associations, cultural centres, development agencies, business incubators - from Slovakia, Italy, Croatia and Estonia.

Tangible outcomes include: the Aspire Framework will be tested in 4 countries and produced in 4 new language versions: 12 trainers will be trained in the use of the Competency Framework through 'master-classes' and online support; a new ICT-based data capture tool will be prototyped to assist with portfolio construction; 12 trainer/training managers/business advisers will participate in developing the 'new' domains for the Framework related to enterprise and creative business start up; 45 creative start ups and micro enterprises will receive support aligned to the A2C enterprise development programme: Research and needs analysis on the characteristics of business creation in the CCIs in the partner countries, including the gaps in VET provision and accreditation. In terms of impact, A2C will make accessible new, EQF-aligned learning materials for the target group, whose availability will be widely disseminated across the EU; formation of strategic links between partners in EU VET systems; up-skilling of trainers/advisers, and multiplier benefits to creative start ups that they support in-project and beyond.

\* The **European Qualifications Framework for Lifelong Learning (EQF)** provides a common reference framework which assists in comparing the national qualifications systems, frameworks and their levels. It serves as a translation device to make qualifications more readable and understandable across different countries and systems

in Europe, and this promote lifelong learning and life-wide learning, and the mobility of European citizens whether for study or working abroad. In order to make the EQF work, European countries participating in “Education and Training 2020” are invited to relate their national qualifications levels to the appropriate levels of the EQF and to indicate in all new qualification certificates, diplomas and Europass documents the relevant EQF level.

A full list of the Aspire2 Create **results** is provided at **Appendix 2**

**Dissemination and Exploitation results** are provided in **Appendix 3**.

## APPENDIX 2

### Aspire2 Create Results

In summary, the Work Packages are:

#### WP1: Project Management, Monitoring and Administration

- Partnership Agreements, including Terms of Reference and Protocols
- Project Delivery Plan
- Interim Project Report
- Final Project Report
- Project Management & Monitoring Handbook
  
- Ensuring a smooth operational process of the project.
- Internal monitoring and coordination of the WP timeline and of all related performance management and planning issues.
- Facilitating communication and cooperation within the partnership.
- Identify, manage, and mitigate project risks and conflict.
- Internal instruction and monitoring of financial administration issues.
- Coordinate the operation of all other work packages.
- Ensuring that all compliance requirements are met (including those relating to publicity, acknowledgements and disclaimers).

#### WP2: Innovation, Review and Testing

- Trainer Masterclass 1- Programme
- Masterclass 1 London
- ICT-based Evidence and Data Capture Application
- Masterclass 2 – Estonia
  
- *Induction and training workshop for 15 trainers and training managers is given;*

- *A programme of training, case studies, observations and peer discussions are delivered and reviewed through a 1.5-2 day event;*
- *Follow-up mentoring takes place between trainers and practitioners, assessors and mentors who are experienced with the Framework, through Skype, telephone and some face-to-face visits.*
- *Identify a group of trainers who will develop and submit evidence for assessment against the Framework.*
- *Develop and test an initial ICT-based tool to capture data based on creative practice and prototype the mapping of this data to specific Competency Framework Standards.*
- *Complete the process with a second trainer ‘masterclass’ focusing on summative learning and assessment, evaluation and feedback.*

### **WP3: Research, Analysis and Networks**

- (1) Research and Analysis Framework
- (2) Country Reports – Results of Research
- (3) Combined Research Report for Dissemination

- *Identification of key issues and research/networking with main stakeholders among the national and regional educational institutions and agencies.*
- *Key characteristics of the VET position in cultural learning in partners’ countries.*
- *Scoping of characteristics of the sector and the commonalities or differences in national contexts.*
- *Definition of the main problems to address and any pedagogies or complementary approaches that have been tested.*
- *Assessment of differences between countries and the consequences for approaches to adopt and/or adapt (diversification needs).*
- *Identifying the differing starting points for partners from validation to certification, (using the Aspire based competences) including how to progress certification practically; what might be the potential issues involved in developing and promoting comprehensive (EQF linked) accreditation framework for practitioners; and barriers creating a European Qualification.*
- *Case Studies, examples and projects which have provided business support, coaching and mentoring for creative business start ups, self-employed, and micro-enterprises in the CCIs.*

### **WP4: Development and Preparation – Trainer and Business Adviser Programme**

- Outline Enterprise Competences CCI for Trainers – draft
- Accompanying Guidance for Testing of CCI Enterprise Support Competences
- *Build on the needs analysis in WP3 to identify the skills/competences required by the partner organizations personnel (learning managers, trainers and support workers) in the partner countries in relation to CCI enterprise.*

- *Develop a strategy with the partners to design an appropriate level of evolution in the current Euro-Aspire Competency Framework and Toolkit.*
- *Outline the specific tools, materials and an outline framework that will be used as the basis for WP5 and finalise the approach to be taken to the pilot testing and adaptation.*

#### **WP5: Pilot, Testing and Adaptation**

- Adapted and Finalised CCI Enterprise Trainer Competences
- Report on the Pilot and Testing Results
- 3<sup>rd</sup> Masterclass - Italy

#### **WP6: Awareness Raising and Dissemination**

- Press and Publicity Articles
- Academic Reviews in Journals
- Aspire2 Create Social Media Campaign, Twitter Account, Facebook pages
- Aspire2 Create Project Website
- Workshop, Seminar and Conference Project Presentations
- Aspire2 Create Case Studies
- Aspire2 Create Advocacy Animation/Film

#### **WP7: Exploitation of Results, Impact and Sustainability**

- Validation and Certification Options Appraisal / Position Statement
- Legacy Material – Aspire2 Create Project Completion Brochure

#### **WP8: Quality Assurance and Evaluation**

- Quality Plan
- Interim Evaluation Report
- Final Evaluation (Valorisation) Report

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