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Quality Control Guide

**Reforming Foreign Languages in Academia in
Montenegro**

Re-FLAME

WP6

Task 6.1 Write a quality control guide

Disclaimer

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Definitions

The following are the meanings of terms, abbreviations and acronyms used in this document.

Term	Meaning
SC	STEERING COMMITTEE
QCB	QUALITY CONTROL BOARD
QCG	QUALITY CONTROL GUIDE
QPR	QUALITY PROGRESS REPORT
QAC	Quality Assurance Criteria
QAA	Quality Assurance Activities
QMT	Quality Management Tools
HEIs	Higher Education Institutions
IPR	Intermediate Progress Report
FPR	Final Progress Report
PC	Project Coordinator

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1. Executive summary

The QUALITY CONTROL GUIDE (hereinafter: QCG) is based on Work Package 6 of the REFLAME project. Here is a very brief outline of the work package:

THE QUALITY PLAN largely rests on *the quality control procedures* set forth and agreed upon at the REFLAME kick-off meeting. The specific objectives of this WP include the four major quality control steps to be taken during different phases of the project execution with view to ensure the high-quality meeting the projects aims and objectives:

1. obtaining students' and teachers' feedback
2. preparing expert syllabi assessment reports
3. preparing expert textbook reviews and
4. placement test evaluation.

To this end, the following steps will be undertaken:

- a) publishing the Quality Control Guide
- b) obtaining students' and teachers' assessment/evaluation
- c) drawing up reports on updated syllabi adapted to the students' needs
- d) developing textbooks assessment reports
- e) developing placement tests assessment reports
- f) preparing a self-evaluation report and
- g) conducting an external audit.

2. The Quality Control Board Members:

The Quality Control Board is composed of:

Prof. dr Vesna Bratić, member of the UoM project team

Petra Barbarić, member of the University of Zagreb project team

Dr Wojciech Figiel, member of the University of Warsaw project team

Dr Dragiša Vukotić, member of the UDG project team

Doc. dr Tamara Jovović, member of the UniMED project team

Note: The representative of the Italian team will be appointed subsequently.

3. Introduction/ Scope of the QCG

Quality control (hereinafter: QC) and monitoring of the project, project-based activities and results are to be continuously performed during the entire time span of the project. It is the Quality Control Board established in the kick-off meeting of the partners (hereinafter: QCB) that will be in charge of and responsible for the its evaluation and the timely and efficient activities in this domain. In the first two months of the project the quality control procedures will be agreed on in detail and put in writing as well as available on the REFLAME website (in the present document, which is to be adopted and posted online).

The updated syllabi will be pre-evaluated and tested before the adoption and implementation (testing is envisaged through the summer school, year 2), and also post-evaluated towards the end of year 3, after they have been implemented for a certain period during the third year, based on the student and teacher feedback and placement tests, done before and after the implementation in year 3 – after the end of summer term/teaching year in May.

The QCB will also be in charge of a thorough, meticulous assessment and (if needed, the necessary updates/corrections) of the compiled lists of ESP related books and textbooks to be ordered for the libraries, before the order is made.

All training sessions will include teacher feedback and the evaluation will be in most part based on testing the new methodology in the summer school.

The new teaching materials and the conference proceedings will be submitted for a review as well, the review process will also involve anonymous reviews.

The developed placement tests will be reviewed by experts in the field and a self-evaluation report will be written.



4. Approach to Quality Control

Quality control encompasses carefully drawn-up and meticulously executed systematic processes, activities and outcomes to so as to, from the very start, boost confidence among the REFLAME consortium members in terms of the timeliness and quality of the activities undertaken and the Project deliverables. In more specific terms, the purpose of controlling the Project quality is to verify that its deliverables are completed and communicated with the necessary level of quality. Quality control ensures the quality of both the deliverables of the project and the processes used to create and manage them. Periodical Quality Progress Reports (hereinafter: QPRs) are the main tools to be used by the QCB to assess, support and further enhance the activities, outcomes and enable achieving the desired sustainable deliverables of the Project – i.e. the successful completion, implementation and sustainability of the project.

The Quality Control Guide is to identify the following key components:

Items of quality control	Quality Measure	Quality Assessment Methods
Project Deliverables	Deliverable Quality Criteria	Quality Control Activities
Project Processes	Process Quality Criteria Expectations of ctakeholders (HEI partners, teacher and student community, labour market)	Quality Assurance Activities

Outlined below is a short explanation of each of the components of the quality control

Project Deliverables and Processes	The core project deliverables and processes subject to quality control
Deliverable Quality Criteria	The quality criteria that are used to measure if a deliverable has a successful outcome. All deliverables shall be evaluated against deliverable quality criteria before formally approved.
Process Quality Criteria	This encompasses the quality criteria used to determine if project work processes are being followed.
Stakeholder Expectations	This criterion is used to describe if a project process would be considered effective through the lens of the project stakeholders.
Quality Control Activities	These are supervision activities that validate that the project deliverables are in line with the defined quality criteria.

Quality Assurance Activities

These are supervision activities that validate that the processes used to achieve the deliverables are followed, efficient and effective.

5. Quality control board activities by WPs (WPs and QCB activities summarized)

Although an entire work package (WP6) is dedicated to what is termed as Quality Plan, it is undoubtedly, necessary that QC should be undertaken in different forms, level and scope throughout all work packages which will, for the sake of clarity will be outlined “chronologically” by work packages:

WP1 – PREPARATION. As mentioned above the kick-off meeting of all consortium members was the key starting point where, *inter alia*, the strategies needed to assure quality would be brainstormed and set forth with view to their efficient, effective and timely execution. The Ministry of Education is supposed to set out the legal and strategic requirements needed to be met. The FL syllabi assessment will be carried out jointly by the project staff in Montenegro, the Ministry, and the programme countries experts from Croatia and Poland. These activities are meant to be over by the end of month 3. The role of the QCB is to supervise and monitor the quality of the performance of these activities while their being undertaken and upon the completion of the task. This involves intensive communication about the activities performed, outcomes and deliverables expected/produced among the members of the CQCB. A very important aspect of the QC in this respect is to gather valuable data on students’ and teachers’ feedback as regards the existing syllabi so as to be able to control the quality of their updated version not only following the tenets of methodology and applied linguistics but also the needs analysis of specific departments, students and teachers as well as the labour market needs. The data on all the above-mentioned is to be provided by the leader of WP1 accurately and in a timely manner. The QCB is to draft a QPR on both the processes and activities, and the deliverables. The QPR should also include challenges, risks and force majeure in this respect as regards meeting the ambitiously set deadlines. NB: The project started just before the exam time and New Year, Christmas, bank holidays and mini pre-exam breaks in all the consortium countries.

WP2 - DEVELOPMENT: UPDATING SYLLABI The role of the QCB at this stage of the project, which is of utmost importance for the REFLAME's successful continuation and implementation of the forthcoming activities, achieving the desired outcomes and producing sustainable deliverables is to supervise and monitor the processes of the enhancement of the existing syllabi at the 3 partner universities with the aim of implementing state-of-the-art methodological approaches for context-based and blended learning



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that features authentic content, in order to meet the need for specialized language competences and disciplinary knowledge and skills, including those of students with special needs (visually- and hearing-impaired students). This includes updating 120 syllabi from the UoM, 20 from UNIM and 10 from UDG, to be accredited by Sept. 2021, and implemented in the study year 2021/22. The syllabi are to be updated under expert guidance from Poland and Croatia. These are to be preevaluated after having used them in the summer school (July 2021), implemented and post-evaluated by the end of the project. The role of the QCB is to monitor, assist and write QPRs at every stage of the WP2, having always in mind the possible challenges, risks and obstacles that might realistically hinder different aspects of the project execution (most probable among these might be the timeliness in task execution, having in mind the increasing teaching load and various red-tape activities in the Partner Country universities.

As WP3 DEVELOPMENT: PROCURING LITERATURE aims at procuring literature to be used in teaching, lesson planning and organization of certification exams a list will be compiled in the first six months of the project based on the needs analysis and expert recommendations from all 3 programme countries. The role of QCB at this stage is to supervise the compilation process and check thoroughly the proposed list especially relying on the needs analysis and student and teacher feedback, to draft QPRs on needs analysis and student and teacher feedback and, most importantly, and to provide an opinion of the QCB members from the Programme countries with more expertise on the matter. After the list has been compiled a QPR is to be submitted.

WP4 DEVELOPMENT: FLT METHODOLOGY aims at providing training for the partner universities' teaching staff in state-of-the-art LSP teaching methodology for content-based and blended learning that features authentic content in order to meet the need for specialized language competences and disciplinary knowledge and skills and the development of a new conceptual blueprint for the general and specialised language education at the university, including the students with special needs.

To this end, three study visits to programme countries' FL university centres be organized (year 1), as well as two training workshops in Montenegro (years 1-3). Furthermore, an international conference will be organized (Sept. 2021) as a platform for the exchange of experience in HE FLT, followed by a publication of proceedings (January 2022). A summer school will be organized in Montenegro (July 2021), which will provide a platform for context-based learning and testing the updated syllabi, upgraded and new methodology skills, as well as some of the new teaching materials written. The role of QCB at this stage is

to supervise all the activities, provide informed opinions, check for examples of best practices, write QPRs on the level of success on all the important phases/items/activities in this WP that might be considered the core project development package and, possibly, crucial for the successful implementation of the project.

WP5 DEVELOPMENT: LSP TEACHING MATERIALS aims at training the partner countries' teaching staff members in writing LSP textbooks by considering the crucial principles and techniques for designing and writing textbook materials for content-based and blended learning that feature authentic content, especially adapted to Montenegrin legal and labour market demands. 9 LSP textbooks will be written by the end of 2021 under the guidance of the 3 Programme countries. The methodology is as follows: training in writing in Montenegro and writing materials under supervision of the EU experts. Some of the written teaching material will be tested in the summer school mentioned above. The role of QCB at this stage is to supervise all the activities, provide informed opinions, check for examples of best practices, enable peer review of the materials and course-books developed, write QPRs on the implementation of the activities and deliverables.

WP6 QUALITY PLAN The quality plan largely rests on the quality control procedures set forth at the kick-off meeting. The specific objectives of this WP include obtaining students' and teachers' feedback, preparing extensive and comprehensive syllabi assessment reports and textbook reviews, and placement test assessment. To this end the following steps will be undertaken: publishing QCG, obtaining students' and teachers' evaluation on the project quality, drawing up syllabi, developing textbooks and placement tests assessment reports, preparing a self-evaluation report and conducting an external audit. The role of QCB at this stage is to supervise all the activities, provide informed expert opinions, check for examples of best practices and based on the data collected write an extensive and comprehensive QPR as regards the quality of the project as a whole.

WP7 DISSEMINATION & EXPLOITATION will include the activities of dissemination of the results of all project activities. The dissemination guide will be developed in the first 3 months of the project in order to ensure an accurate and precise dissemination strategy. Specific project identity will be created in order to reinforce the project's external image, using the "re-flame" acronym's advertising potential. The website, FB and Twitter/Instagram pages will be designed to present the project, promote its results and host the electronic versions of all materials produced. National media will be used whenever it is possible to promote the activities of the project. The QCB will monitor the execution, timeliness and quality of the envisaged activities and write a QPR.



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WP8 MANAGEMENT aims at the administration and implementation of the project. Two boards are established, whose members were appointed in the kick-off meeting – the QCB and the SC. The overall management will be done by the UoM's Project Coordinator and her management team. In the kick-off meeting the management strategy was agreed upon and the Management guide is to be published within the first 3 months of the project. There will be 3 quality control meetings (online) and 6 Steering Committee meetings (3 online and 3 in situ). Reports will be written every month, as well as at the end of every year and, finally, at the end of the project. The QCB will monitor the execution, timeliness and quality of the envisaged activities and write a QPR.

NB: QPRs are to be drafted following every important stage of each WP (to be additionally agreed upon among QCB members), at the end of every year of the project, an Intermediate QPR and a Final QPR are also to be written. All QCB members are to participate in the drafting, correcting, updating and finalizing QPRs as they are, in most stages of the project, crucial as a form of an internal feedback that could significantly improve, channel and re-direct less successful activities/deliverables towards a successful completion.



6. Quality Control Objectives

The quality control objectives coincide and reflect the overall intentions and reasons of the project implementation which are as follows:

1. Update foreign language syllabi, to answer the need to harmonise them with the new law and also to improve their quality, which should ultimately reflect in better and more market-customised foreign language knowledge of the Montenegrin university students.
2. Procure most recent textbooks, teaching and learning materials for all available fields of language for specific purposes (LSP), so that the FL teachers can use the best and up-to-date resources. Better resources will lead to better teaching and learning results.
3. Write teaching materials for foreign language for specific purposes (a selection of specific purposes, for the fields without any adequate textbooks published by reputable international publishers and for which there is a high demand in the national labour market, especially those needing high FL skills), so as to develop the needed foreign language for specific purposes knowledge for the students of such fields, which will ultimately reflect in their being better prepared for the labour market as they will possess industry-focused foreign language skills.
4. Upgrade the teaching methodology of the foreign language teachers. This especially includes introducing and integrating the ICT technologies in foreign language education, as part of blended teaching and learning, which will be more attractive and motivational for the students and otherwise contribute to better teaching and learning results. This aim responds to the need to refresh the outdated foreign language methodology and will ultimately reflect in improving the foreign language knowledge of the Montenegrin university students. Additionally, a number of teachers will be trained to work with visually- and hearing-impaired students, promoting and abiding by the inclusion.
5. Introduce and implement foreign language placement testing for Montenegrin students (and also the general public), so that they can independently check their progress and obtain the necessary certification needed for mobility and entering employment.

7. Project Quality Control

Quality control focuses on the project deliverables monitoring them so as to validate them and verify that they are of acceptable quality, complete(d) and correct and accurate.

The table below identifies:

- The core project deliverables that will be tested for satisfactory quality level against the established quality criteria.
- The quality criteria established.
- The quality control activities to monitor of the deliverables.
- The frequency of the quality control activity will be performed.



Project Deliverable	Deliverable Quality Criteria	Quality Control Activity	Time interval
<p>Status quo analysis and the existing FL syllabi report, Management Guide and Quality Control Guide drafted to be followed during the project execution</p> <p>NB: this is all to be done within the WP 1 - PREPARATION</p>	<p>QCC 1 Comprehensiveness (sampling from among different <i>target groups</i> – teachers, students, teacher trainers; different <i>data collection methods</i> e.g. survey through questionnaire, interview, <i>review documentation; identifying labour market trends</i>; different <i>data analysis methods</i>, both quantitative and qualitative</p> <p>QCC 2. Organisation/ structure</p> <p>QCC 3. Clarity</p>	<ul style="list-style-type: none"> - statistical reports on the syllabi to be updated, textbooks developed, teachers trained, placement tests developed and administered - review of attendance sheets for all training sessions - survey amongst FL teachers; survey among students - report on organisational changes (if applicable) - Quality Control Guide drafted 	<p>M 1 – M 2 – M3 (year 1)</p>

<p>Report on the updated FL syllabi and syllabi, course content, developed teaching material,</p> <p>NB: this is all to be done within the WP 2 – DEVELOPMENT: UPDATING SYLLABI</p>	<p>QCC 4. Comprehensiveness (harmonization of the learning outcomes with the definitions of knowledge, skills and competences of EC (European Common Language Framework) and the national quality criteria)</p> <p>QCC 5. Organisation/ structure</p> <p>QCC 6. Clarity</p> <p>QCC 7. Upgrading 150 FL syllabi by August 2021</p> <p>QCC 8. Developing teaching materials for foreign language for specific purposes by August 2021</p> <p>QCC 9. Harmonising the needs analysis and content and structure of the courses</p> <p>QCC 10. Harmonising learning outcomes, teaching strategy and assessment</p> <p>QCC 11. Testing and Implementation/Accreditation of syllabi.</p>	<ul style="list-style-type: none"> - Critical reflection on the practical implementation of the needs analysis study in creating the upgraded syllabi - Organising skype meetings, google hangouts, viber chat groups/other types of internet based communication on defining learning outcomes and structuring learning content harmonised with the results of the needs analysis results as per the QCC. - Peer reviewing of the deliverables - Statistical reports on the syllabi updated, textbooks developed, teachers trained, placement tests developed and administered - Review attendance sheets for all training sessions - Survey amongst FL teachers; survey among students - Report on organisational changes (if applicable) - Preparing and applying valid and reliable performance tests - Peer reviewing of the courses' content - Pre-evaluation of the syllabi through the summer school to be organised 	<p>M 11- M12 (year 1)</p> <p>M 1 – M 8; (year 2)</p>
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		<p>by the end of year 2</p> <ul style="list-style-type: none"> - Conducting necessary steps towards accreditation of new courses syllabi 	
<p>Compiling a list of necessary LSP textbooks; Procurement of the necessary textbooks</p>	<p>QCC 12. Partners' consensus on the list of LSP textbooks QCC 13. Partners' consensus on the dynamics of the procurement of the books</p>	<ul style="list-style-type: none"> - Peer reviewing of the content of the list 	<p>M1 – M6 (year 1)</p>
<p>Training seminars for FL teachers in modernized teaching methodology</p> <p>Training seminars in using ICT skills in the classroom – training in blended teaching</p> <p>Training seminars in teaching hard of hearing and visually impaired students</p> <p>Training seminars in placement tests development</p> <p>Study visits to the three Programme countries</p> <p>Organisation of an international conference on LSP in the Partner Country</p>	<p>QCC 14. Partners' consensus on the plan of all the activities in this highly demanding WP</p> <p>QCC 15. Comprehensiveness (seminars structure design, Participants' measurement instruments, post-attendance surveys)</p> <p>QCC 16. Well-structured instruction and learning activities QCC 17. - Refreshing and modernising FL teaching methodology including building ICT skills for blended teaching by August 2021</p> <p>QCC 18. Harmonising the needs analysis and content and structure of the courses</p> <p>QCC 19. Harmonising learning outcomes, teaching strategy and assessment</p> <p>QCC 20. Clearly formulated operational objectives of the training sessions</p> <p>QCC 21. Write and present conference papers (the</p>	<ul style="list-style-type: none"> - Develop a common design blueprint/structure of the seminars - Peer-reviewing the design blueprint/structure - Peer reviewing of the deliverable (statistical reports on the teachers trained, min 30 for all training types except for hard of hearing and visually-impaired students – min 5 statistical reports on placement tests successfully developed and administered, min 1 for each FL and min 50 administered) - review of attendance sheets for all training sessions and review of certificates issued. - survey amongst FL teachers; survey among students - report on organisational changes (if applicable) - Preparing and applying valid and reliable placement tests - Check good practices drafting placement tests - Monitoring and review of the conference organisation Cooperative writing of conference and journal papers - Conference reviewers' assessment of the papers quality 	<p>M 8; year 1</p> <p>M 7– M 8; year 2</p> <p>M1-M6; year 3</p>



<p>Plan for the field trial – summer school NB: this is all to be done within the WP 4 – DEVELOPMENT: LSP methodology</p>	<p>acceptance rate to be agreed upon among the consortium partners)</p> <p>QCC 22. Organise or participate in specialized sessions within the framework of conferences (if applicable)</p> <p>QCC 23. Present conference posters</p> <p>QCC 24. Placement tests developed (detailed description of all activities included)</p> <p>QCC 25. Satisfaction of the participants</p> <p>QCC 26. Summer school lasting for 10 days and involving students from all three Montenegrin HEIs</p> <p>QCC 27. Comprehensiveness of the report on the activities conducted</p> <p>QCC 28. Good organisation/ structure of the report on the activities conducted</p>	<ul style="list-style-type: none"> - Conference proceedings' reviewers' and editorial board assessment of the manuscripts quality - Conference proceedings published - Check good practices in organising field trials – summer school - Provide incentive for participation in the training sessions/summer school (if possible) - Make a draft plan for conducting the summer school - Plan open for a discussion by all partners (peer reviewing the plan) - Peer reviewing the extensive and comprehensive report of the activities conducted - Make sure all partners involved in the WP 4 are committed to successfully executing all the planned activities and achieving the desired deliverables as this WP is the most demanding and the success of the whole project depends on its deliverables 	
<p>LSP teaching materials developed, sample LSP textbooks developed NB: this is to be done within the WP 5 – DEVELOPMENT: LSP teaching materials</p>	<p>QCC 29. Partners' consensus on the plan of all the activities in this highly demanding WP</p> <p>QCC 30. Harmonising the needs analysis and content and structure of the course-books and material</p> <p>QCC 31. Harmonising learning outcomes, teaching strategy and assessment</p> <p>QCC 32. Clearly formulated operational objectives of the training sessions</p> <p>QCC 33. Comprehensiveness (seminars structure design, Participants' measurement instruments, post-attendance surveys)</p> <p>QCC 34. Well-structured instruction and learning activities</p> <p>QCC 35. min 15 teachers trained in LSP materials developed, min 9 textbooks/course books developed</p>	<ul style="list-style-type: none"> - Peer reviewing the content of the developed material and LSP coursebooks - Check for good practices in LSP course-book development - Make a draft plan for the dynamics of the LSP material, and specifically course-books developing dynamics - Plan open for a discussion by all partners (peer reviewing the plan) - Peer reviewing the extensive and comprehensive report of the activities conducted 	<p>M4; year 1 M5-12; year 2</p>



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<p>Quality Control Develop a Quality Control Guide (QMP) with quality control procedures/assessment defined and implemented Monitor all the project activities for quality</p> <p>NB: this is to be done within the WP 6 – QUALITY CONTROL</p>	<p>QCC 36. Comprehensiveness (scope, context, quality control criteria (QCCC), quality control activities (QCCA), quality assurance criteria (QAC), quality assurance activities (QAA; quality management tools - QMT).</p> <p>QCC 37. Partners’ consensus on QCG</p> <p>QCC 38. Partners’ commitments to execution of the QCG guidelines</p>	<p>Check for good practices for drafting QCGs</p> <p>Use recommended templates for describing the quality control and quality assurance criteria and activities</p> <p>The guide open for discussion by the consortium partners</p> <p>Implement the suggestions made</p> <p>Reports on student and teacher feedback on the project overall quality (interviews, surveys, questionnaires)</p> <p>Self –evaluation report</p> <p>External evaluation report</p>	<p>M 1 - M 2; year one M 8; year 2 M1 – M4, M7-M9, year 3</p>
<p>Developing dissemination strategy</p> <p>Logo creation Website developed Promotional material printed and distributed (project leaflets)</p> <p>Social media channels National media channels with high coverage</p> <p>NB: this is to be done within the WP 7 – DISSEMINATION AND EXPLOITATION</p>	<p>QCC 39. Transparency (clear overview of all activities, public deliverables, templates)</p> <p>QCC 40. Reaching out different target groups (project partners, electronics industry, HE institutions, Erasmus+ projects consortiums)</p> <p>QCC 41. Used various media (text, audio video, partner websites)</p> <p>QCC 42. Usability (useful and easy to use)</p> <p>QCC 43. Visibility of the web sites (information about the project on the top of search engines suggestions, if possible)</p> <p>QCC 44. Project leaflets to be brief, informative and appealing for different target groups and translated to all project’s partners languages</p> <p>QCC 45. Use different social media channels (LinkedIn, Facebook, Youtube, Twitter, Instagram)</p> <p>QCC 46. High number visitors of the project’s website and social media channels (min 2000 annually)</p> <p>QCC 47. Use national media to present and promote the project (at least 5 high-coverage)</p>	<p>Use previous experience from other EU projects (i.e. selecting the technical platform and structure information in such a way as to be useful and easy to use).</p> <p>Draft a Dissemination and Exploitation Guide</p> <p>Create a website</p> <p>Constantly updating the partners’ web sites</p> <p>Use previous experience from other EU projects</p> <p>Peer reviewing the draft of the leaflet</p> <p>Translate the leaflet in all project’ s partners languages</p> <p>Follow good practices and tips for preparing good social media pages Use social media monitoring tools</p>	<p>M1-M8, M11-M12; years 1 and 2</p>



	<p>media appearances) in all consortium countries</p> <p>QCC 48. Reaching out different target groups</p> <p>QCC 49. Representativeness of all partners' institutions</p> <p>QCC 50. Comprehensiveness of the exploitation (plan)</p> <p>(includes all indicators for impact namely: (a) at least 70 students involved in the summer school; (b) at least 15 certified students per course; (c) minimum 50% of the participants in the field trial-summer school with positive attitudes to the courses; (d) minimum 50% of the participants in the summer school believing that the courses will provide them better opportunities for employment</p>		
<p>Management</p> <p>Developing Project Management Strategy</p> <p>SC decisions</p> <p>SC meetings</p> <p>Project management meetings</p> <p>Day-to-day coordination of the project</p> <p>Monthly project reports</p> <p>Mid-term project reports</p> <p>Final Evaluation Report</p> <p>NB: this is to be done within the WP 8–MANAGEMENT</p>	<p>QCC 51. Comprehensiveness (scope, context, overall evaluation design, evaluation activities, measurement instruments, final results) QCC</p> <p>QCC 52. Critical review to meet recommendations</p>	<p>Comprehensive Management Guide written</p> <p>Integration of the results from all evaluation activities</p> <p>Intensive cooperation with leaders of the WPs carrying out evaluation activities</p> <p>Open the report for discussion</p> <p>Intensive communication among the MB and CB members on all the evaluation activities conducted</p>	<p>M 1 – M 8, M11-M12, years 1, 2, 3</p>



8. Project Quality Assurance

Quality assurance highlights and focuses on the processes used in the project. Quality assurance enables that the project processes are benefited from in an efficient way so as to produce quality project deliverables.

Outlined in the table below are

- The project processes subject to quality assurance.
- The quality criteria and stakeholder expectations.
- The quality assurance activities – such as quality audit for reviews - executed to monitor the proper adherence to the project processes.

Project Process	Process Quality Criteria	Quality Assurance Activity
<p>1. Updating foreign language syllabi, to answer the need to harmonise them with the new law and also to improve their quality to be ultimately reflect in better and more market-customised foreign language knowledge of the Montenegrin university students</p> <p>2. Procuring most recent textbooks, teaching and learning materials for all available fields of language for specific purposes (LSP), so that the FL teachers can use the best and up-to-date resources.</p> <p>3. Developing teaching materials for foreign language for specific purposes</p> <p>4. Upgrading teaching methodology of the foreign language teachers. This especially includes introducing and integrating the ICT technologies in foreign language education, as part of blended teaching and learning, training a number of teachers in FL instruction to hard of hearing and visually -impaired students</p> <p>5. Introducing and implementing foreign language placement testing for Montenegrin students (and also the general public)</p>	<p>QAC 1. Stakeholders involvement in the design and evaluation of the project's products</p> <p>QAC 2. European reference frameworks such as Qualifications of the European Higher Education Area and Standards and Guidelines for Quality Assurance in the European Higher Education Area;</p> <p>QAC 3. Recent development in the domain of FL syllabi in HE development for high quality</p> <p>QAC 4. Evaluation considering not a single phase but cutting across all the phases of the process</p>	<p>Supervision and review by WPs leaders</p> <p>Review by SC and QCB</p> <p>Supervision by the WPs 7 and 8 leaders</p> <p>Audit by the project's coordinator (PC)</p> <p>Audit by the SC</p> <p>Audit by European Commission project reviewers</p> <p>Audit by European Commission officers</p>

Reviewing, monitoring and controlling the project's activities	<p>QAC 5. Tasks assigned</p> <p>QAC 6. Deliverables deadlines</p> <p>QAC 7. Communication of the results from reviewing, monitoring and controlling</p> <p>QAC 8. Recommended measures for improvement</p>	<p>Supervision by the Project's Coordinator (PC)</p> <p>Audit by the SC and QCB</p> <p>Audit by the European Commission project's reviewers</p> <p>Audit by the European Commission</p>
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		officers
Coordination of the project's activities	<p>QAC 9. Tasks assigned</p> <p>QAC 10. Deliverables deadlines</p> <p>QAC 11. Communication of the reviewing, monitoring and controlling results</p> <p>QAC 12. Recommended measures for improvement</p>	<p>Supervision by the PC</p> <p>Audit by the SC and QCB</p> <p>Audit by European Commission project reviewers</p> <p>Audit by European Commission officers</p>
Different levels of decision-making.	QAC 13. WP leader, Audit by the SC and QCB) the Project Coordinator, European Commission project's reviewers, European Commission officers (in that ascending order).	<p>Supervision and Review by WPs leaders</p> <p>Review by the SC and QCB</p> <p>Audit by PC</p> <p>Audit by European Commission project reviewers</p> <p>Audit by European Commission officers</p>
Developing a Conflict Resolution Procedure	<p>QAC 14. Transparency</p> <p>QAC 15. Fairness</p> <p>QAC 16. Instrumental (actionable)</p>	<p>Supervision by the PC</p> <p>Peer reviews by the project's partners</p> <p>Audit by the SC</p> <p>Audit by European Commission project reviewers</p> <p>Audit by European Commission officers</p>

<p>Report on the process and outcomes of the projects</p>	<p>QAC 17. Comprehensiveness (content, management, finance) QAC QAC 18. Transparency</p>	<p>Supervision by the PC Peer review by the project partners Audit by SC Audit by European Commission project reviewers Audit by European Commission officers</p>
<p>Project's meetings</p>	<p>QAC 19. Agenda shared in advanced QAC 20. A good preparation for the meeting by everyone QAC 21. Constructive discussion QAC 22. A list with tasks 'to-do' and responsibility</p>	<p>Supervision by the PC Audit by European Commission project's reviewers Audit by European Commission officers</p>

9. Quality Tools

The tools to be used to support quality control implementation and the purpose of its usage

Tool Name	Tool Purpose/Use
Quality Control Guide Template	Supports writing the REFLAME's Quality Control Guide
RE-FLAME's web site	Informs about activities and outcomes of the RE-FLAME project, its Management and Quality Control Plans
Communication tools (Flash meeting, Skype Google Hangouts, Viber chat groups)	Facilitates significantly communication between project's partners as regards quality control and quality assurance issues.

10. Quality Control and Assurance Problem Reporting Plan

The following logs will be used to identify, document and track items reported through quality management activities in order to mitigate possible risks and obstacles to the project successful execution and deliverables.

Quality Control Log

Exception ID Number	Review Date	Deliverable Reviewed	Findings	Resolution	Resolution Date

Quality Assurance Log

Exception ID Number	Review Date	Process Reviewed	Findings	Resolution	Resolution Date
