



**2021-1-FI01-KA220-VET-000025845**

GreenPopUp4all

## Quality Management Plan

<b>Version</b>	<b>Date</b>	<b>Issue or change note</b>
1.0	01/2022	First draft for discussion
2.0		Second version (reviewed and approved by partners)
3.0		Third version (update or final version)



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## Project Quality Assurance

The project will be continuously evaluated according to the achievement of the different milestones. The quality assurance activities will measure the level of achievement of project objectives taking into consideration four different aspects:

- Validity of the project results. Do project results meet the needs of the target group?
- Dissemination. Are the target groups reached? To which extent?
- Impact. Will the project results be used after the project lifetime? By whom and how?
- Partnership. Is there a good working atmosphere? Will this partnership result in future cooperation?

This document defines the quality expectations of the project, how they will be assessed and by whom. It describes the targets for QA activities. It also describes the processes used to assure the quality of those results.

If there is an issue with the quality that needs to be resolved the lead partner for Quality Assurance (Borås) can take different actions depending on the nature of the issue. For example, if a problem can be solved in dialogue with the involved partner(s) this will be the first step. If a significant change needs to be made in the project design the lead partner will make a recommendation to the steering group, with a description of the consequences of such a change. Changes are communicated with all partners and, if needed, externally to those affected by the change.



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## Expected outcomes of the project

### 1. SUSTAINABILITY

Teachers implementing the concepts of sustainable development and green values in everyday teaching.  
Students develop better understanding of sustainability and green values.

### 2. ENTREPRENEURIAL LEARNING

Students have embraced entrepreneurial mindset.  
Students use versatile methods for studying, prepared for lifelong learning.

### 3. DIGITAL SKILLS AND COMPETENCES

Improve digital skills and use of blended learning among teachers.  
Teachers have a more versatile usage of online platforms.  
Teachers pass their knowledge to colleagues within their own organisation.

### 4. VET – BUSINESS COOPERATION

Companies increase their competence in sustainability and green values (the companies will also be contributing to the other outcomes)

### 5. INCLUSION

Individuals with fewer opportunities encouraged to participate in international collaboration.



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### Target groups

Different target groups within the project group will benefit from the project in different ways. Therefore, different indicators to measure the success of the different parts of the project.

Assessment will be both quantitative and qualitative. For instance, “better understanding of sustainability and green values” is measured using both the number of students with a positive evaluation, and feedback from the students.

Target group	Topics or results to be evaluated	Expected impact on the target group	Indicators/methods to measure the expected impact
Students participating in Learning and Teaching Activities (LTA)	Have the students learned the expected learning outcomes from the workshops?	<ol style="list-style-type: none"> <li>1. Better understanding of sustainability and green values.</li> <li>2. Students have embraced entrepreneurial mindset.</li> <li>3. Students use versatile methods for studying, prepared for lifelong learning.</li> <li>4. Inclusion of students with fewer opportunities.</li> </ol>	<p>(1-3) Teacher assesment of student learning: - sustainability - entrepreneurial skills.</p> <p>(1-3) Student’s assement of their learning: - sustainability - entrepreneurial skills - methods for studying.</p> <p>(4) Student’s assesment of inclusive atmosphere.</p>
Students in online learning activities (not participating in LTA)	Have the students learned the expected learning outcomes from the learning activities.	<ol style="list-style-type: none"> <li>1. Better understanding of sustainability and green values.</li> <li>2. Students have embraced entrepreneurial mindset.</li> <li>3. Students use versatile methods for studying, prepared for lifelong learning</li> </ol>	(1-3) Student assesment of learning



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<p>Staff participating in LTA</p>	<p>Does the LTA:s and the tools developed in the project support teaching?</p>	<p>1. Teachers are Implementing the concepts of sustainable development and green values in everyday teaching,</p> <p>2. Improved digital skills and blended learning.</p> <p>3. Teachers use more different digital platforms/versatile usage.</p>	<p>(1) Teacher assessment of the degree of impact on teaching and learning.</p> <p>(2-3) Teacher's assessment of usefulness of digital tools.</p>
<p>Staff at home institute</p>	<p>Does the tools developed in the project support teaching?</p>	<p>1. Teachers are implementing the concepts of sustainable development and green values in everyday teaching,</p> <p>2. Improved digital skills and blended learning.</p> <p>3. Teachers use more different digital platforms/versatile usage.</p>	<p>(1) Teacher assessment of the degree of impact on teaching and learning.</p> <p>(2-3) Teacher's assessment of usefulness of digital tools.</p>
<p>Industry partners</p>	<p>Relevance of learning content for working life.</p>	<p>1. The competencies developed by student's are relevant for the industry.</p>	<p>Industry partner's assessments of the relevance of the learning content.</p>





## Quality Assurance Indicators

To ensure the accomplishment of the objectives of the project, the partners will use indicators, which will be monitored periodically, according to the accomplishment of the different milestones and at the end of the project.

Different indicators are used to answer different questions about the project. They can be categorized in three different types:

- Indicator of the quality of outcomes. *Do we reach the desired outcomes for the target groups?*
- Indicators working process. *Are we working in a productive, collaborative manner?*
- Indicators of the quantity of outputs. *Do we “produce” enough participants, dissemination material etc.*

Indicators to be used are broadly defined in the table below. Borås is responsible for operationalizing these into specific measurements in questionnaires or interview guides in collaboration with the other partners.

<b>Indicators of the quality of outcomes</b>	
Teacher Assessment of students learning Green skills.	
Student’s assessment of learning Green skills.	
Teacher’s assessment of students learning entrepreneurial skills.	
Student’s assessment of learning entrepreneurial skills.	
Student’s assessment of inclusive atmosphere.	
Teacher assessment of the degree of impact on teaching and learning.	
Industry partner’s assessments of the relevance of learning content for working life.	
<b>Indicators of the working process</b>	
Staff assessment of TPM: <i>working atmosphere, coordination, clarity.</i>	
Involvement of external partners.	



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<b>Quantity of outputs, indicators</b>	
Number of participating students.	12-18/LTA 240 at home
Number of participating teachers.	8 /LTA, 27 at home

### Project Milestones and Review Cycle

A milestone is a specific point within a project's life cycle used to measure the progress toward the ultimate goal. Milestones in project management are used as signal posts for a project's start or end date, external reviews or input, budget checks, submission of a major deliverable, etc. Milestones break projects into phases: e.g. the beginning and end dates for project phases, approval from a stakeholder that allows the project to move to the next phase, key deliverables, meetings, or events.

Whenever a milestone of the project is reached, the corresponding target group/groups will assure its quality (i.e. does it satisfy their needs/expectations) using the designated tools. Questionnaires and interview guides will be designed by Borås in collaboration with the partner's responsible for the milestone.

Milestones in chronological order or by type (see also GANTT chart):

<b>Quality Assurance Milestone 1-6</b>	<b>Transnational partner meetings (TPM) 1-6</b>	
	<b>Process:</b> Questionnaire Q1 after each TPM, main outcomes presented to the Steering group  <b>Target group:</b> TPM participants  <b>Partner responsible for the evaluation:</b> Borås	
	<b>Aspects to assess</b>	<b>Date Achieved</b>
	<ul style="list-style-type: none"> <li>• Productive working atmosphere</li> <li>• Coordination and structure of the meeting.</li> <li>• Clarity of project objectives, roles and tasks</li> </ul>	Last day of TPM
	<b>Results of the evaluation</b>	
<b>Quality Assurance Milestone 7</b>	<b>Transnational partner meeting (TPM) 7 – final meeting + sustainability plan</b>	



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	<p><b>Process:</b> Compilation and analysis of all evaluation results, Questionnaire Q2 before final meeting, results presented at the TPM7 event by Borås</p> <p><b>Target group:</b> Steering group TPM participants Industry partners</p> <p><b>Partner responsible of the evaluation:</b> Borås</p>	
	<b>Aspects to assess</b>	<b>Date Achieved</b>
	<ul style="list-style-type: none"> <li>• Accomplishment of project objectives</li> <li>• Involvement of externals to the project</li> <li>• Working methods</li> <li>• Working atmosphere</li> <li>• Guidance provided by the coordinator and contribution of the partners</li> <li>• Relevance of future plans</li> </ul>	Dec 2023
	<b>Results of the evaluation</b>	
<b>Quality Assurance Milestone 8</b>	<p><b>A. Teacher's manual</b></p> <p><b>B. Blended learning module</b></p>	
	<p><b>Process:</b> Review of teacher's manual. Guided by questionnaires. Student assessment of blended learning module. Group interview with industry partners.</p> <p><b>Target groups:</b></p> <ul style="list-style-type: none"> <li>- Teachers not actively involved in the development work (approx. 5/ country) Q3</li> <li>- Industry partners (approx. 3/ country) I1</li> <li>- Students participating in LTAs Q4</li> </ul> <p><b>Partner responsible:</b> Coordinated by Borås In collaboration with partners responsible for teacher's manual and blended learning module, respectively.</p>	
	<b>Aspects to assess</b>	<b>Date Achieved</b>
	<p><b>Teachers' manual:</b> Clarity and usefulness of content (teachers). Relevance of content (industry partner's)</p> <p><b>Blended learning module:</b> Usefulness of digital platform. (teachers and students)</p>	<p>Oct 2022</p> <p>May 2023</p>





	<b>Results of the evaluation</b>	
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<b>Quality Assurance Milestone 9</b>	<b>LTA activities for staff</b>	
	<p><b>Process:</b> Questionnaires after each LTA Target group: Staff participating in the LTA events</p> <p><b>Partner responsible for the evaluation:</b> Borås coordinates, the partner hosting the LTA organize the discussion.</p>	
	<b>Aspects to assess</b>	<b>Date Achieved</b>
	Impact of LTAs on teaching and learning.	After each LTA
	<b>Results of the evaluation</b>	

<b>Quality Assurance Milestone 10</b>	<b>LTA activities for students</b>	
	<p><b>Process:</b> Questionnaires to students before and after LTA.  Questionnaires to teachers after LTA</p> <p><b>Target group:</b> Students participating in the LTA events.</p> <p><b>Partner responsible of the evaluation:</b> Borås coordinates. Partner responsible for the LTA organize the teacher discussion after LTA.</p>	
	<b>Aspects to assess</b>	<b>Date Achieved</b>
	Better understanding of sustainability and green values. Students have embraced entrepreneurial mindset. Students use versatile methods for studying, prepared for lifelong learning. Inclusion of students with fewer opportunities.	After Each LTA
	<b>Results of the evaluation</b>	



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## Deliverables of the project

During the project the partners will produce several deliverables which will fall under the scope of the QA system.

### **Deliverable 1: Project management platform (Teams)**

Project management platform providing guidance to the partners on how to manage the project properly, offering tools for communication, administrative management and financial reporting.

<i>Version</i>	<i>Date</i>	<i>Author/Editor</i>	<i>Detail of change requests/changes implemented</i>	<i>Status</i>
1	16 Dec 2021	Gradia	Teams channel created, relevant folders and documents added and SG members invited	Done
2	24 Jan 2024	Gradia	Archiving the Teams channel	
3				

### **Deliverable 2: Signed bilateral contracts**

A bilateral contract is a legally binding document stating the set of promises two parties (the coordinator and the partner) will exchange on the condition that something is provided. Can be amended during the project lifetime in accordance with the Erasmus+ financial rules.

<i>Version</i>	<i>Date</i>	<i>Author/Editor</i>	<i>Detail of change requests/changes implemented</i>	<i>Status (Draft/Signed)</i>
1	23 Nov 2021	Gradia	Draft sent to all partners for approval	Draft
2	31 Jan 2022	Gradia	Digital signatures by legal representatives, copies uploaded to Teams	Signed by all partners
3				



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### Deliverable 3: Teacher’s manual (project result 1)

A guide for teachers about implementing GreenPopUp restaurants into everyday training process. A step-by-step guide with practical advice both for teachers and students, illustrated with case studies integrating guidelines for learning sustainable and entrepreneurial skills within the food & catering industry with the help of PopUp restaurants as a method. Having a standard operational procedure manual is a best practice. Having documented procedures and guidance saves time, makes it easier to transfer the methods and the module itself to new teachers and trainers, makes the results more scalable, reduces risks and supports the sustainability of the project outcomes.

<i>Version</i>	<i>Date</i>	<i>Author/ Editor</i>	<i>Detail of change requests/changes implemented</i>	<i>Status (Draft/Final)</i>
1	<i>We can start up after week 14</i>	<i>ZBC</i>	<i>Draft structure (table of contents), task division, timetable</i>	<i>Draft 1</i>
2		<i>All</i>	<i>Review of draft</i>	<i>Draft 2</i>
3		<i>ZBC</i>	<i>Revision after first evaluation</i>	

### Deliverable 4: Blended learning module (project result 2)

The blended learning module on sustainability and entrepreneurship in catering serves several purposes. It acts as an orientation for the students to the topics and provides an overview of the themes. After the project, it can be used as a standalone orientation or extra resource for learning about sustainability and fostering an entrepreneurial mindset. Or it can be used as part of (KA1) blended mobility activities to build student engagement and interest with the contents and acquaints them with the goals of the module. It will build knowledge, skills and competence in the participants in an efficient way by combining the benefits of online learning (on their own or with a group) with traditional in-class learning and physical mobility. Use of virtual, hybrid and blended digital pedagogy allows for flexibility in learning and teaching.

<i>Version</i>	<i>Date</i>	<i>Author/ Editor</i>	<i>Detail of change requests/changes implemented</i>	<i>Status (Draft/Final)</i>
1	<i>Week 50/ 2021</i>	<i>Gradia</i>	<i>Draft structure</i>	<i>Draft 1</i>



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	<i>Week 8/ 2022</i>		<i>task division, timetable</i>	
<i>2</i>		<i>All</i>	<i>Review of draft</i>	
<i>3</i>		<i>Gradia</i>	<i>Revision after first evaluation</i>	

### **Deliverable 5: Dissemination plan**

Document to provide guidelines and tools for partners to implement and register dissemination activities including website, vlogs, logo, visibility of EU funding, social media use etc.

To be prepared at the end of the project, it will contain a summary of all dissemination activities carried out by project partners, including a brief summary of each one and pictures / dissemination proofs. It will be submitted together with the final report of the project.

<i>Version</i>	<i>Date</i>	<i>Author/ Editor</i>	<i>Detail of change requests/changes implemented</i>	<i>Status (Draft/Approved)</i>
<i>1</i>	<i>11 Jan 2022</i>	<i>Gradia</i>	<i>DP template for discussion</i>	<i>Draft</i>
<i>2</i>	<i>21 jun 2022</i>	<i>Borås</i>	<i>Finalised dissemination plan</i>	
<i>3</i>		<i>All/Borås</i>	<i>Updated dissemination report 1 Nov 2021- 31 Oct 2022</i>	
<i>4</i>		<i>All/Borås</i>	<i>Updated dissemination report 1 Nov 2022 – 31 Oct 2023</i>	

### **Deliverable 6: Quality Management Plan**

This quality management plan is also a deliverable of the project (committed in the project proposal) and offers the partners with guidelines for quality assurance of project results.

<i>Version</i>	<i>Date</i>	<i>Author/ Editor</i>	<i>Detail of change requests/changes implemented</i>	<i>Status (Draft/Delivered/</i>



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				<i>Approved)</i>
1	11 Jan 2022	Gradia/Borås	QMP template for discussion	Draft
2	24 Jan 2022	Borås	2 <sup>nd</sup> version sent to all partners 1 week before TPM1	Delivered
3	2 Feb 2022	Borås	Presented and discussed at TPM1	Delivered
4	16 Feb 2022	Borås	Finalised version uploaded to Teams	Delivered
5				

#### **Deliverable 7: Progress report**

A progress report on the implementation of the project, covering the reporting period from the beginning of the implementation of the project to 31.10.2022. Deadline 31 Dec 2022.

<i>Version</i>	<i>Date</i>	<i>Author/ Editor</i>	<i>Detail of change requests/changes implemented</i>	<i>Status (Draft/Submitted/Approved)</i>
1	As soon as report form is released by the NA	Gradia	Draft version for collating the report (including required financial documentation since the beginning of the project?)	Draft
2	31 Oct 2022	All/ Gradia		
3	30 Nov 2022	Gradia	Progress report, project results platform	Submitted and updated
4		NA		Approved

#### **Deliverable 8: Final evaluation report**

At the end of the project, a summary and analysis of the results of the external and internal evaluation carried out and with a section about lessons learned.

<i>Version</i>	<i>Date</i>	<i>Author/ Editor</i>	<i>Detail of change requests/changes implemented</i>	<i>Status (Draft/Approved)</i>
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1	Nov 2023	Borås	Draft final evaluation report	
2	Nov-dec 2023	All/ Borås	Review by all Partners	
3	Dec 2023	Borås		Submitted

### Deliverable 9: Final report

A final report on the implementation of the project including uploading all project results in the Erasmus+ Project Results Platform. The report must contain the information needed to justify the contribution requested on the basis of unit contributions where the grant takes the form of the reimbursement of unit contribution, lump sum or the eligible costs actually incurred.

Version	Date	Author/ Editor	Detail of change requests/changes implemented	Status (Draft/Submitted/Approved)
1	5 May 2023	Gradia	Draft version for collating the report including required financial documentation for the whole duration of the project	
2	30 Nov 2023	All/ Gradia	Texts and documents from all partners uploaded to Teams	
3	22 Jan 2024	All/ Gradia	Final report, project results platform	Submitted and updated
4		NA		Approved



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