

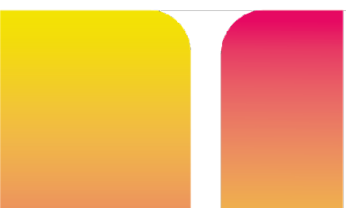


**Skills4Life**

**Quality Assurance Plan  
(Draft)**



**Skills  
4 life**





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## 1. Introduction

### 1.1. What is the quality assurance plan

The quality assurance plan aims to a comparison of the objectives and tasks defined within the application form of the project (continuous, interactive process for the examination of results) and the improvement of the work and the controlling.

The quality plan is the first step of the quality strategy that will monitor and assess the quality of all produced results, outcomes and achievements throughout the project implementation.

The plan is based on several management principles, including the core concepts of :

- Efficiency and effectiveness of the work performed, towards forecasted results and ensuring any variances
- Recognising the needs of target groups, stakeholders and the project partners, and providing quality activities
- Continuous process adaptation and improvement - focusing on explicit target and milestones (quality assessment will help with that)
- A consultative approach to partnership work
- Compliance - ensuring that project procedures and activities meet contractual terms
- Universal responsibility - recognising that quality is the responsibility of all partners and should be pervasive in all aspects of the project, with all partners seeking ways to improve the quality of their activities within the project and together in the combined activities of the partnership

CBE will be responsible for the development of the quality assurance and assessment. For that, several surveys will be conducted within the 24 months of the project. The goal of these surveys is to ensure a continuous assessment of the project. The target will be the partners.

## 1.2. Definitions

### 1.2.1. *Project performance quality*

This is about how the project performs within the thematic he has to contribute. It includes the performance of activities planned by project partners, their engagement as well as the external stakeholders, the way these activities are anchored within the project's logic and the justification and logic for investments and contributions made by the actors involved and the wider community. We can assess the project performance quality through different questions :

- Did the project achieve its policy objectives ?
- Did the project achieve its output objectives ?
- Did the project results match the needs of the target-groups ?
- Was the partners' contribution in accordance with the project plan and expectations ?

### 1.2.2. *Collaboration Quality*

This is linked to the various participants in the project, from near and far : target-groups, stakeholders and project's partners. This relates to the way each group collaborates with the others to join their efforts in order to achieve the project results. We can assess the collaboration quality through different questions :

- Was the collaboration among partners acceptable ?
- Did project partners contribute towards the achievement of the project's objectives ?
- Were the project meetings organized and managed effectively ?
- Was the collaboration among partners, direct and indirect stakeholders, target groups and users fruitful ?

### 1.2.3. *Ressources utilisation quality*

This is linked to the utilisations of the different resources available within the project : monetary, non-monetary, assets etc. The goal is to assess how these resources are explored and used, as well as how the value-added contributions are made to and from the project by its contributors, end-users and the target-groups.

We can assess the resources utilization quality through different questions :

- Were ressources appropriately used ?
- Were all the budget expenses documented ?

- Do all budget expenses follow the relevant EU and project regulations ?
- Were any resources management tools used (e.g. for financial management) ? If so, how were they used ?

#### *1.2.4. Information management quality*

This is linked to how the project handles, documents, shares, and refines the information on which it depends, how it processes and generates information from ideas to completed initiatives, with handling of interactions, contemplations action implications, and decisions taken (or not taken) as well as how such information is owned, validated, documented, stored and accessed.

- We can assess the information management quality through different questions :
- Was the information shared with all partners ?
- Were the documents and information shared in a timely manner ?
- Was there a system for keeping versions of each document ?
- Were documents stored, secured, and accessed appropriately ?

#### *1.2.5. Output quality*

This is linked to the project outcomes and it includes information on intangible products such as learning and experience, as well as more tangible products and services distributed in whatever format and with whatever compensation-handling modalities. The quality of deliverables is often anchored in externally imposed technical or sector standards or benchmarks.

- We can assess the output quality through different questions :
- Were the deliverables prepared according to the project's timeframe ?
- Were the deliverables prepared according to high standards ?
- Were any standards used for assessing the quality of deliverables ?

#### 1.2.6. *Service/product provision quality*

This is linked to the demands, expectations, and needs that are expressed by or interpreted from the target-groups. These qualities are often catered through user-oriented service approaches, and often focus on a project's adaptability to its context.

- We can assess the service/product provision quality through different questions :
- Did the product/outcome address the target population's needs ?
- Was the product/output user friendly ?
- Was the product/output tested, evaluated and revised ?
- How flexible was the product/output to target groups/stakeholders needs ?
- Were any guidelines provided with respect to the product/output ? If so, were they effective ?

#### 1.2.7. *Dissemination and exploitation quality*

This is linked to how a project prepares, implements, and monitors the project outcomes. It also includes information on the target-group readiness for such outcomes. Furthermore, it focuses on how the propagated "seeds" from the project, in terms of tangible and intangible assets, are "planted" in its intended usage contexts.

- We can assess the dissemination and exploitation quality through different questions :
- Were the dissemination actions implemented as planned ?
- How many stakeholders were engaged during the development of the project ?
- How many stakeholders were reached throughout the duration of the project ?
- How many stakeholders are expected to be impacted after the completion of the project ?
- What tools were used for dissemination and exploitation and how were they used ?

## 2. Project overview

The project Skills4Life wants to develop new skills for young people to help them to develop new skills that are useful for the youth. Skills4Life wants to target both young people and adult educators. The goal is to create innovative ways to learn new skills. To achieve this goal, the consortium wants to develop 3 WP :

- Skills4Life Serious Game Design, Development and Validation : the main objective of this WP is to co-create with institutionalized young adults, adult educators and social workers the serious game for Skills4Life project. The SG will aim to provide a safe and positive learning environment for the acquisition of cognitive, conceptual skills and practical skills that can allow a better and smoother transition to adulthood of institutionalized young adults.
- Skills4Life Training Package for Adult Educators : The main objective of this WP2 is to design, develop and test the SKILLS4LIFE Training Package for Adult Educators that includes a Handbook, the design of an In-service training programme and a LTTA to test in France. The Handbook on the Development of Transition to Autonomy Programmes aims to support community educators, social workers and professionals that work with young adults in institutionalized and/or alternative care settings to build successful autonomy programmes for both social and personal empowerment. Personal Autonomy programmes involve a process in which individuals get to know themselves better, identify their potentials, interests and passions and establish strategies and goals to achieve their own objectives and reach their fulfillment in all dimensions. It is not a closed roadmap - on the contrary, it should be flexible - but needs to connect the history of each person, the context in which they live and their future expectations. The SKILLS4LIFE In-Service Training Programme aims to provide a tailor-made training scheme for adult educators, community educators and social workers to support the implementation of the project results in a variety of contexts. The curriculum structure was developed in order to provide a transdisciplinary training approach and to ensure a logical sequence of knowledge. The SKILLS4LIFE short term training event will be particularly important since it aims to: Strengthen the EU dialogue in terms of the preparation of institutionalized young adults to personal/social autonomy; Promote transnational participation on the debate of the importance of developing innovative solutions for the development of key-skills for autonomy with institutionalized young adults with game-based learning; Provide opportunities for the participants to learn and interact with other cultures; Provide opportunity for knowledge-sharing with participants from other EU countries; Promote active and experiential learning.
- Skills4Life Community Engagement and Outreach : The main objective of this WP3 is to implement a set of activities to promote Community Engagement and Outreach to promote the Development of Personal Autonomy Programmes for an Effective Transition of Young Adults in Alternative Care Settings. The Policy Paper of the SKILLS4LIFE project aims to provide operational and policy recommendations based on the analysis of the results of the transnational project, for decision and policymakers in the adult education and social inclusion field.

### 3. Quality assurance plan

#### 3.1. Scope and objectives

The goals of the quality assurance plan are :

- To ensure the effectiveness of the management
- To ensure the quality of the WP
- To make each partners involved in the process by a regular self-assessment
- To ensure the achievement of the goals
- To give feedback to the implementation process

To do so, the quality plan will focus on different aspects of the project : advancement of the deliverables, use of the budget, quality of management, achievement of objectives and collaboration between partners and different stakeholders within the project.

The elaboration of this plan will ensure the quality of the whole project and that it is implemented in the best possible way. It will also help with the final reporting at the end of the project.

#### 3.2. Project Assessment Methods

The evaluation of the quality of the project will be carried out through activities internal to the partnership and involving each member of the consortium, but also through external evaluations of the project through local stakeholders feedback and target groups. Finally, known methods of project evaluation will be used.

##### 3.2.1. *Internal assessment activities*

Internal evaluations will be organized on a regular basis. These evaluations will be established according to the deadlines described in this document (4.4. Timeframe for quality assurance) as well as in the GANTT chart. These internal assessments will be implemented at key moments in the development of the project: each meeting will give rise to an evaluation.

In addition, every 6 months, evaluation surveys will be sent to all the partners in order to regularly assess the progress of the project according to the objectives.

These regular surveys will allow early rectification of issues encountered in the implementation of Skills4Life, both at the management and WP creation levels.



### 3.2.2. *External assessment activities*

The project target groups will be asked to evaluate the quality and relevance of the WP created within Skills4Life.

Stakeholders involved in the project in each country member of the consortium will give us their opinions about the content and the platform created in WP2 (Serious Game). They will also have a key role at the end of the LTTA which will be organized in France; a satisfaction survey will be proposed to the attendees.

All the feedback, evaluations and returns obtained in all the activities involving the target groups will serve as a basis for the continuous improvement of the project throughout its life cycle and will also be useful for the elaboration of the final report.

### 3.3. Evaluation of project progress

The evaluation of the project's progress is an integral part of the project's quality plan as it ensures that each step leading to the creation of a WP is accomplished within the timeframe and according to the objectives and features foreseen in the application form.

Thus, the progress evaluation plan will follow the SMART (specific, measurable, achievable, relevant, timebound) tool. The evaluation plan will be presented under the following headings: name of objective, description of objective, SMART indicator, verification tool, achievement framework. This will form the basis for rectifying the progress of the project.

## 4. Quality assurance focus and reporting

The quality report will be produced by the CBE according to the principles and criteria mentioned below. It will be based on the different methods presented in point 3.

### 4.1. Quality of coordination and management

#### 4.1.1. *Transnational project meetings*

The TPMs aim to work on the development of some project deliverables. They also aim to provide information on the progress of the WPs and the different activities, to set up planning, coordination and evaluation. In the application form, 4 face-to-face meetings are planned. Depending on the needs of the project and the results of the different surveys, additional remote meetings can be added.

#### 4.1.2. *Meetings organizations*

All meetings should be planned well in advance. They should follow the GANTT chart as much as possible. After face-to-face meetings, the next meeting should be scheduled. For online meetings, a Doodle can be created to find the most suitable date for all partners. Ideally, each partner should be represented in each meeting.

The meetings should be prepared by the participants. For this purpose, the project coordinator will send out the draft agenda of the meeting sufficiently in advance (about 15 days before the meeting) : each partner can comment on the agenda and make changes as well as prepare their presentation.

For face-to-face meetings, the partner hosting the consortium will have to organize the logistics of the meeting and provide the others with travel tips (accommodation, transports...).

#### 4.1.3. *Meeting*

Meetings should follow the agenda prepared by the coordinator. Each topic should be discussed in detail and all partners should be able to express their point of view and problems faced.

The coordinator will be responsible for the smooth running of the meeting and the consortium will have to work in a pleasant and cordial atmosphere in order to facilitate the exchanges.

As mentioned above, each TPM will give rise to a quality evaluation transmitted by the CBE. It will help to improve the following meetings.

#### 4.1.4. *Meeting follow-up*

The project coordinator will prepare the minutes of the meeting after the end of the meeting and forward them to the partners. The minutes will summarize all the topics and issues discussed during the meeting. They will also indicate the main decisions taken and the deadlines decided. If applicable, the date of the next meeting will also be indicated. These documents will be the common thread of the project and will also be essential for partners who may be missing at the meeting.

#### 4.1.5. *Project communication*

Communication within the consortium is one of the keys to a successful project implementation. It allows problems to be solved as quickly as possible, creates a fluidity in the exchanges between the partners, and a feeling of belonging to the partnership. In this way, each partner feels free to express their point of view and their ideas. This also prevents misunderstandings from affecting the progress of the project.

To ensure good communication in the Skills4Life partnership, different channels are provided:

- A mailing list so that each partner is informed of all the progress of the work and that nobody is left out
- A shared folder (the Google Drive created) so that all documents are available in one place for all partners
- Use of Zoom for distance meetings

#### 4.1.6. *Document management*

Document management is essential to the good organization of the project, to its good development, and therefore to its quality. It also allows you to classify and identify the authors in order to ask the right person any questions.

Some tips for good document management:

- Each document produced should use the design created especially for the Skills4Life project
- Each document should follow the European Commission's rules on advertising, and contain the necessary logos and disclaimers
- Documents should be stored in the Drive, in the folder corresponding to the WP to which they correspond
- The documents related to the deliverables shall include a document control page which will report the following information: name of the project, name of the document, version of the

document, name of the responsible partner, name of the author, name of the reviewer, date of production of the document

#### 4.1.7. *Monitoring and reporting*

The project coordinator will use different tools and templates to ensure the progress of the project. These include this quality plan, risk analysis, dissemination and impact plan. The use of these tools will ensure that the Skills4Life project follows the planned roadmap. It will also ensure an early identification of delays and problems in order to address them.

The leaders of each WP will be responsible for ensuring that the activities necessary for the development of the WP in question are carried out. They will have to ensure that the risks identified in the risk assessment are taken into account.

Every 6 months, a progress report checklist will be transmitted to the partners. In this checklist, the progress made and the problems identified will be indicated. It will be updated every 6 months, depending on the different quality reports carried out. Obstacles encountered that would endanger the smooth running of the project will be the subject of zoom meetings in order to be able to resolve them quickly.

The progress reports will feed the quality reports provided by the CBE. All these reports will facilitate the drafting of the final report and ensure that the project is completed in the best possible way.

## 4.2. **Quality of WP**

- WP1 : Project management (described above)
- WP2 : Skills4Life Serious Game Design, Development and Validation
- WP3 : Skills4Life Training Package for Adult Educators
- WP4 : Skills4Life community engagement and outreach

The quality of each WP will be assessed according to the qualitative indicators mentioned in the application form.

These indicators are essentially: quality assessment by the partners and peer review, quality assessment by local working groups and participants in the pilots, accessibility assessment, and the engagement level of the participants in the piloting.

Each indicator aims at a minimum of 80% satisfaction.



WP2 Skills4Life Serious Game Design, Development and Validation		
	Quantitative indicators	Qualitative indicators
A1.1 Transnational Project Meeting 1	<ul style="list-style-type: none"> <li>No of participants   Target to achieve: 2 participants per partner + 4 members of the German Local Working Group</li> </ul>	<ul style="list-style-type: none"> <li>% of attendants satisfied with the event (coordination, venue, activities offered)</li> </ul>
A1.2 Design and Conception of the SKILLS4Life SG  A1.3 Development and testing of the SKILLS4Life SG	<ul style="list-style-type: none"> <li>No of topics, materials and resources in the SG   Target: 4 Areas/Topics comprising 8 levels of 60 minutes + 60 minutes of suggested self-exploration materials;</li> <li>No of participants in each country   Target: at least 140 participants</li> <li>No of young adults that are institutionalized and/or in alternative care in each partner involved   Target: ~25 participants per country</li> <li>No of staff involved in the testing process: Target: ~5 participants per country</li> </ul>	<ul style="list-style-type: none"> <li>Quality assessment by the partners and peer review   Target to achieve: 80% to 100% satisfaction</li> <li>Quality assessment LWG and participants in the pilots  Target: 80% to 100% satisfaction</li> <li>Accessibility assessment</li> <li>The engagement level of the participants in the piloting: Target to achieve: 80% of engagement</li> </ul>
A1.4 SKILLS4LIFE Online Platform (OP)	<ul style="list-style-type: none"> <li>No and country of visits;</li> <li>No of young registered;</li> <li>No of social workers, adult educators and community educators registered;</li> <li>No of stakeholders and organizations registered</li> </ul>	<ul style="list-style-type: none"> <li>Quality assessment of the platform, easiness of use; accessibility guidelines; satisfaction assessment of the WLG, and target groups of the project</li> </ul>

WP3 SKILLS4LIFE Training Package for Adult Educators		
	Quantitative indicators	Qualitative indicators
A2.1 Transnational Project Meeting 2 - Poland	<ul style="list-style-type: none"> <li>No of participants</li> </ul>	<ul style="list-style-type: none"> <li>% of attendants satisfied with the event (coordination, venue, activities offered)   target 80%-100% very satisfied</li> </ul>
A2.2 Handbook on the Development of Transition to Autonomy Programmes	<ul style="list-style-type: none"> <li>Number of downloads;</li> <li>Number of Materials created</li> </ul>	<ul style="list-style-type: none"> <li>Handbook peer and NWG evaluation; Quality assessment; Feedback from targets:   target 80%-100% very satisfied/useful</li> <li>Level of Quality determined by the peer review of the materials developed;</li> <li>Feedback collected from the website and Social Networks (through comments/posts) about the tools;</li> <li>Feedback provided by ONG, social agencies and organizations and professionals.</li> </ul>
A2.3 Transnational Project Meeting 3 - Ireland	<ul style="list-style-type: none"> <li>No of participants</li> </ul>	<ul style="list-style-type: none"> <li>Satisfaction assessment, achieved progress of project implementation   target 80%-100% very satisfied</li> </ul>
A2.4 SKILLS4LIFE In-Service Training Programme	<ul style="list-style-type: none"> <li>No of downloads; No of Materials created</li> </ul>	<ul style="list-style-type: none"> <li>Programme peer and NWG evaluation; Quality assessment;   target 80%-100% very satisfied/useful</li> </ul>
A2.5 LTTA testing the In-Service Training Programme	<ul style="list-style-type: none"> <li>No of participants, quality assessment of the materials and resources used</li> </ul>	<ul style="list-style-type: none"> <li>Satisfaction assessment of the LTTA; % Learning outcomes of Participants – Target 75% good/ very good; transferability and impact evaluation of the training sessions</li> </ul>



WP4 SKILLS4LIFE Community Engagement and Outreach		
	Quantitative indicators	Qualitative indicators
A3.1. Policy Paper	<ul style="list-style-type: none"> <li>No of downloads</li> </ul>	<ul style="list-style-type: none"> <li>Qualitative assessment and feedback gathered   % of attendants satisfied with the event</li> <li>(coordination, venue, activities offered)   target: 80% to 100% very satisfied</li> </ul>
A3.2 Organisation of Skills4Life Learning Labs (Austria, Portugal, France, Germany, Ireland, Netherlands, Poland)	<ul style="list-style-type: none"> <li>No of participants (per type of target groups of the project)   Target: 30 to 50 participants per country</li> </ul>	<ul style="list-style-type: none"> <li>Satisfaction assessment Qualitative assessment and feedback gathered   % of attendants satisfied with the event (coordination, venue, activities offered)   target: 80% to 100% very satisfied</li> <li>No of topics, materials and resources presented   Target: all project results</li> </ul>
A3.3 Final Conference (Austria)	<ul style="list-style-type: none"> <li>No of participants (per type of target groups of the project)</li> </ul>	<ul style="list-style-type: none"> <li>Satisfaction assessment Qualitative assessment and feedback gathered   % of attendants satisfied with the event (coordination, venue, activities offered)   target: 80% to 100% very satisfied</li> </ul>
A3.4 Final Transnational project meeting (Austria)	<ul style="list-style-type: none"> <li>No of participants</li> </ul>	<ul style="list-style-type: none"> <li>Satisfaction assessment Qualitative assessment and feedback gathered   % of attendants satisfied with the event (coordination, venue, activities offered)   target: 80% to 100% very satisfied</li> </ul>

### 4.3. Quality of Dissemination and Impact

Dissemination and project quality are closely linked. Good dissemination will ensure that the stated objectives of project impact are achieved.

Dissemination quality aims to measure the way and the quality of dissemination of the project among the target groups. This involves collaboration between the CBE responsible for assessing the quality of the project and the partners responsible for dissemination (Acumen) and impact (Proportional Message).

The dissemination of the project should be carefully analyzed throughout the project by Acumen. This will allow early identification of unmet objectives and the implementation of measures to address these shortcomings.

For this purpose, each partner will have to send Acumen information on the dissemination activities carried out: lists of events, attendance list, social media posts, etc. The analysis of the dissemination will result in a report that will serve as a support to the quality report.

### 4.4. Timeframe for quality assurance

Title	Month	Due Date/Final Report
Quality Plan	M3	
TPM1 Assessment and report	M3	M4
1st Internal assessment	M6	M7
TPM2 Assessment and report	M8	M9
2nd Internal assessment and report	M12	M13
TPM3 Assessment and report	M16	M17
3rd Internal assessment and report	M18	M19
Final TPM Assessment and report	M24	M24
Final report	M24	M24





# SKILLS 4 life

