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*From **t**heoretical-**o**riented to **p**ractical education in **a**grarian **s**tudies (TOPAS) 585603-EPP-1-2017-1-DE-EPPKA2-CBHE-JP*

TOPAS

FROM THEORETICAL-ORIENTED TO PRACTICAL EDUCATION IN AGRARIAN STUDIES / TOPAS

QUALITY CONTROL PLAN

Project	**585603-EPP-1-2017-1-DE-EPPKA2-CBHE-JP TOPAS** From theoretical-oriented to practical education in agrarian studies
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Abstract:	This document forms a single point of reference on the quality that will be governed during the course of the TOPAS project. It is a handbook that defines the quality control and quality assurance activities that will be carried out to assure the smooth execution, continuous monitoring and improvements of project results.
Keyword List:	Project Management Plan, deliverable preparation process, due process of deliverable preparation, follow-up indicators chart, scope management, cost management, schedule management, effort, budget, indicators, quality management, quality control plan, risk assessment, communication management, communication matrix, guidance, administration

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v.02	10/06/2018	Second draft	SNAU (Oleh Pasko)

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	List Of Abbreviations
ABC	Advisory Board Committee
DET	Dissemination and Exploitation Team
D	Deliverable
DL	Deliverable Leader
DMS	Document Management System
ECQIP	European Quality Charter on Internships and Apprenticeships
EMU	Executive Management Unit
EU	European Union
KA	Key Action
LFM	Logical Framework Matrix
MxYx	Meeting X Year X
Mx	Month X
OD	Other Deliverable
PC	Project Coordinator
PCo	Partner country
PU	Public
QA	Quality assurance
QC	Quality Control
QMT	Quality Leading Team
TSC	TOPAS Steering Committee
WP	Work Package
WPL	Work Package Leader
WPS	Work Package Structure

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EXECUTIVE SUMMARY

The purpose of the Quality Control Plan is to provide a single point of reference on the quality that will be governed during the course of the TOPAS project. The deliverable at hand defines the project organization, roles and responsibilities with emphasis on the quality control and quality assurance activities that will be carried out. It describes how the project will execute its day-to-day activities from a quality perspective, and ensures that standards, processes, and procedures are defined and their execution is continuously monitored and improved. A reference to all the necessary mechanisms and structures for the management and administrative coordination of the project capitalizing on the governance, communication plan, project calendar, stages, and reporting roles and responsibilities for all the partners is also made.

The QCP is mandatory material for each project team member to read. Adherence to the processes and procedures set out in this plan are mandatory for all activities carried out within the project.

1. PROJECT SCOPE AND OUTCOMES OVERIVEW

1.1. Introduction

This document presents the Quality Control Plan for Erasmus + KA2 CBHE project 585603-EPP-1-2017-1-DE-EPPKA2-CBHE-JP 'From theoretical-oriented to practical education in agrarian studies' (TOPAS). It is developed in the scope of the WP 3 (Quality control and monitoring of TOPAS) of the Project in compliance with the Project description and all applicable rules & guidelines.

Quality control is an integral part of the project and aims to ensure that objectives are met in the most effective way. This Quality Control Plan (QCP) defines the general approach to quality control, cross-package appraisal, internal and external evaluation and the procedures to be followed by the partners for effective communication as well as production and documentation of the Project deliverables. The document outlines the strategy for how the quality control mechanisms will be applied so that the operational, management and working procedures are comprehensively monitored and improved throughout the project duration.

The QCP contains a set of scheduled activities and defines the objectives, roles and responsibilities. The QCP includes established indicators, methodology and procedures for evaluation of project activities and results. For each task it determines the responsible partner(s), timeframe and tools of implementation, the expected results or products, as well as the respective quality criteria.

1.2. Project scope

This project aims at filling the gap within a common former soviet inherited agricultural sciences higher education system in Ukraine, Armenia and Uzbekistan, introducing and improving vocationally oriented practical programs based on a

learning outcomes and competencies approach, targeting new and old graduates, with flexible learning pathways and permeability among the different agrarian management programs, while fostering partnership between universities and stakeholders (farm industry and associations), and practical training in real working environment to provide a better match between job market needs and the qualifications offered. Thus, a wide-range of activities will facilitate the transition from teacher centred knowledge-based form of education to student-centred practice based education in Agrarian studies and hence employability in UZ, UKR and AM by enhancing the cooperation between university and agriculture enterprises through adequate internship schemes with government support to recognize formal and informal learning and endorse ECQIP.

This broad objective will be achieved by deploying the following five instruments:

1. Revision of course assessment and learning outcomes on Agrarian Management programs based on competence-based models which will be subsequently supported by adequate internship practices. Learning outcomes include a set of abilities which express what students will know, understand and be able to do after the learning process is completed which are mainly recognized as a combination of knowledge, skills and attitudes. However, from previous Tempus funded projects in curriculum development in the three targeted countries, not all learning outcomes are correctly verified and particularly there has not been a verification of the impact of the internships planned – if any.

2. Intensive teacher training program targeting particularly new generations of teachers and professors through tailor-made program in the use of case-studies, problem solving methods and assignments and development and delivery of interactive videos and massive open resources. To achieve this, and address common teaching and learning challenges, i.e. new requirements with regard to use

of ICTs, foreign languages and teaching methods with higher quality standards, greater attention needs to be paid to student-centered forms of education through practice-oriented videos, for example - making it necessary for all concerned to continuously upgrade and revise their approach to the triangle teaching-learning-assessment.

3. Capacity building and formation of supporting staff to monitor and administrate internship schemes according to EU models. The project will enable better understanding of the needs of farms and agriculture industry as well as a potential direction for further development of the higher education system in the field of agriculture by strengthening the professional competences of more than 1200 students offering transversal skills and agro-business skills while increasing the research capacity of the six partner country HEIs.

4. Raising awareness of practice-based education as a model for increasing cooperation with farm industry and enhancing employability. The project will likewise fill the skills gap of agricultural producers hampering their income through better cohort of graduates better qualified through more professional competences. Networking of and best practice sharing among agricultural educators will be enhanced through webinars and e-platform and cooperation between the agricultural producers and educators will be improved (business and academia) thanks to networking and internship schemes developed.

5. Use of internship data collection for further research activities, educational and farm policy guidelines. Having more concrete farm information during internships will help showcase the value of farm activities so they can make the case to policymakers and advocate for farm's goals.

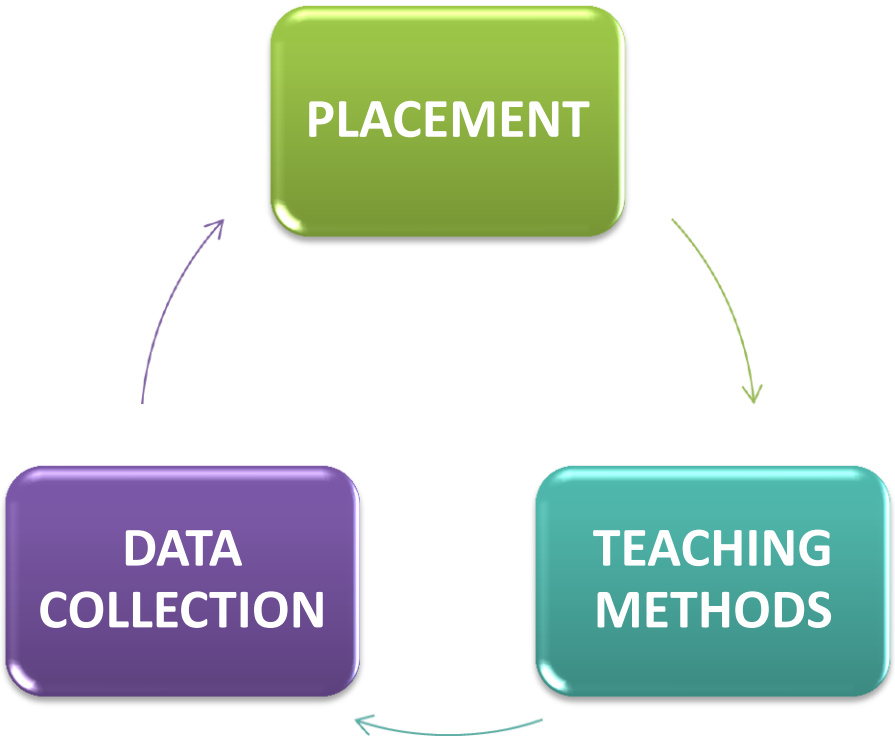

***Figure 1:** The three pillars of TOPAS.*

1.3. Work package structure, deliverables and indicators of progress

All TOPAS activities divided in five work packages. Taken in its own WP is a result of an endeavour or a series of actions results in a Work Package. By breaking a project down into work packages, the development of Work Breakdown Structures becomes easier—and project managers will have a finer level of control over assignments.

Other benefits include:

- Work packages allow for simultaneous work on different components
- Costs of activities are aggregated at the work package level so they can be measured, monitored, and controlled.

Work packages allow for simultaneous work to be done on different components of a project in parallel by multiple teams. Each team follows the tasks defined for the work package and completes them by the specified deadline.

Once the teams have finished their individual work packages, the entire project comes together with seamless integration. Completion of a work package is most often overseen by a specific person: a manager, supervisor, a team lead, or a designated team member.

WPs and deliverables of TOPAS are given in table 1.

Table 1: Work packages and deliverables

#	Title of expected deliverable	Type of expected deliverable	Target groups
WP1 Revision of internships and Learning Outcomes from BA and MA agrarian management programs			
D 1.1	Comparison of internships and learning outcomes in agrarian management studies between PCs and EU partners	Service/Product	Teaching staff; Others
D 1.2	Learning outcome and competence based harmonization of selected agrarian management courses in line with Bologna	Event	Teaching staff; Others
D 1.3	Approval of revised curricula by institutional authorities and introduction of changes in 2018-2019 academic year	Service/Product	Others
WP2 Teaching methodology, tools & infrastructure updated			
D 2.1	Training on distance learning key competences, competence-based approach and practice-based education	Event	Teaching staff; Trainees
D 2.2	Elaboration of videos and MOOCs	Teaching material; Learning material; Training material;	Teaching staff; Students; Trainees
D 2.3	Use of new teaching tools & methodology	Service/Product	Teaching staff; Students;
D 2.4	Piloting on national/international internship scheme	Event; Service/Product	Technical staff
WP3 Quality control and monitoring of TOPAS			
D 3.1	Cross-package appraisal & QA system for internships Integration of QA system for internship scheme in partner HEIs and Implementation of QA system for work placements and monitoring on progress	Service/Product	Students; Trainees; Other

#	Title of expected deliverable	Type of expected deliverable	Target groups
D 3.2	Internal evaluation and peer review	Report	Teaching staff; Students; Administrative staff;
D 3.3	External evaluation	Report	Outside stakeholders
WP4 Raising awareness campaign and exploitation of TOPAS outputs			
D 4.1	Maintenance of TOPAS website and social media	Service/Product	Teaching staff; Students; Other
D 4.2	Round tables, job fairs, national conferences in 3Cs to raise awareness among key stakeholders of importance of ECQIP and project outcomes	Event	Teaching staff; Students; Other
D 4.3	Development of ICT platform for works' placement in agrarian/farm sector and data collection	Service/Product	Teaching staff; Students; Other
D 4.4	Multiplier workshops and faculty training in farm data collection at 3Cs	Event	Teaching staff; Students; Other
D 4.5	Edition and Publication of handbook with best practices and lessons learned	Service/Product	Teaching staff; Trainees; Administrative staff; Other
WP5 5 Management of TOPAS			
D 5.1	Organisation of kick-off and project management meetings	Event	Other
D 5.2	Elaboration and approval of Steering Communication Plan Dissemination & exploitation plan and creation of project Steering Committee	Report; Service/Product	Other
D 5.3	Financial and administrative management and reporting of project activities	Report; Service/Product	Administrative staff; Other
D 5.4	Reporting to EACEA	Report	Other

The original planning for the project was performed during the proposal and negotiation phases of the project. Along with the listed above, we can enumerate a few more that were not listed in the relevant part of DPD, but which can be found in the text of proposals (table 2).

Table 2: Some others deliverables mentioned throughout the DPD (outside part H - part with description of deliverables)

#	Title of expected deliverable	Type of expected deliverable	Target groups
WP3 Quality control and monitoring of TOPAS			
OD 3.1	The new model of Internship will be developed and presented in the form of a white paper	Service/Product	Students; Trainees; Other Teaching staff; Students; Administrative staff;
OD 3.2	Elaboration of QC Plan	Service/Product	Students; Trainees; Other Teaching staff; Students; Administrative staff;
WP4 Raising awareness campaign and exploitation of TOPAS outputs			
OD 4.1	Handbook on best practices from TOPAS	Service/Product	Teaching staff; Students; Other Teaching staff; Administrative staff;
OD 4.2	Elaboration of Dissemination Plan	Service/Product	Teaching staff; Students; Other Teaching staff; Administrative staff;
WP5 5 Management of TOPAS			
OD 5.1	A communication management strategy	Service/Product Teaching staff; Students; Other Teaching staff; Administrative staff;	Teaching staff; Students; Other Teaching staff; Administrative staff;

Progress and performance must be measured to attest a development in the project. With few, but carefully selected indicators, it is possible to get a good overview on the progress and performance. The following table shows the list of indicators that are designed to measure the progress of the project.

Table 3: Indicators of progress

	INDICATORS OF PROGRESS	***HOW INDICATORS WILL BE MEASURED***
1	% of satisfaction from employers and educators with content of new curricula and new key qualifications.	Survey among potential employers, educators and job beginners at start and end of project; feedback by external actors
2	Increased number of cooperation agreements between university and farm sector	Stakeholder documentation and official, institutional records
3	% on graduate employment rates	Official enrolment and employment rates (students/graduates statistics)
4	Internship schemes are considered by MHSSE and MOEs as national standard	Documentation of MHSSE and MOEs
5	Accreditation of modifications in at least 12 programs in agriculture management by Ministries of Agriculture and/or Education.	Accreditation certificates from institutions and MOEs
6	At least 25 teachers per HEI retrained. % of students' satisfaction with teaching competences. % of teacher's satisfaction with resources available	Internal surveys, Students' statistics
7	Number of academic/administrative staff trained. % of students' satisfaction with competences acquired	Participants' lists; students' survey on teaching quality at start and end of project
8	Number of articles published; number of events organized. Endorsement of ECQIP principles	Project documentation from media etc. Internship agreements between HEIs and business
9	Level of demand for data collected	Data records, web metrics

Traditional project management theory stresses the ''iron triangle'' of project success (time, cost, and quality of project outputs). Often it is being supplemented by the less tangible notions of ''value-add'' project outcomes and benefits which are relatively difficult to formulate. Therefore, proper and qualitative outputs and reliable outcomes are the basis of the quality of the project. An intangible outcome is an effect or result that adds value but which is not tangible or formalised as a deliverable. Intangible outcomes are by definition more

difficult to evaluate and validate than tangible ones. Project stakeholders are able to identify, prioritise and define intangible project outcomes when provided with a process for doing so (see Deliverable Preparation Process and Due process of deliverable preparation in following sections). The following table provides the list of outputs (tangible) and outcomes (intangible) of TOPAS.

Table 4: TOPAS' outputs (tangible) and outcomes (intangible) results

WORK PACKAGES	OUTPUTS (TANGIBLE)	OUTCOMES (INTANGIBLE)
WP1 Revision of internships and Learning Outcomes from BA and MA agrarian management programs	**OP 1:** 12 internship programs on agricultural management revised	**OC 1:** Alignment of LOs and competencies within revised study structure to facilitate employability of graduates
WP2 Teaching methodology, tools & infrastructure updated	**OP 1:** organization of trainings and workshops for teachers in Y1 and 2. At least 5 key experts per HEI trained in practice-based teaching and learning	**OC 1:** Teaching competences improved
	OP 2: Development of educational videos and MOOCs for Agrarian management	**OC 2:** Updated teaching/ didactic materials compiled
	OP 3: At least 3 academic/administrative staff trained in monitoring and organize internships according to Bologna system and language skills support system	**OC 3 & 4**: Elaboration and implementation of efficient internship programs through qualified staff
	OP4: Piloting of internship scheme in Year 3	
WP3 Quality control and monitoring of TOPAS	**OP 1:** Quality assurance system allocated to internship scheme; Internal quality control reports; External evaluation reports	**OC 1:** efficient internship schemes; risk management and increase guarantees of achievement of project results
WP4 Raising awareness campaign and exploitation of TOPAS outputs	**OP1 :** organization of website, round tables and dissemination events	**OC 1:** Raised knowledge on project objectives and achievements among key stakeholders; Increased attractiveness of new courses for students
	OP2: Training of 25 teachers per HEI in multiplier workshops and events	**OC 2:** Dissemination of best practices at institutional level
	OP3: ICT platform for work placement and data collection of farm output through internships and training on the use of the platform for 3Cs staff and students	**OC 3:** Collection of material for further research, joint ventures, elaboration of policy guidelines
	OP4: handbook on best practices from TOPAS	**OC4:** visibility of project output and outcomes

WORK PACKAGES	OUTPUTS (TANGIBLE)	OUTCOMES (INTANGIBLE)
WP5 Management of TOPAS	**OP 1:** Management standards + procedures established, interim reports; Final financial audit report	**OC 1:** Consolidated working, mobility, training and budget plans

It is important to allocate the total amount of work between the partners and, accordingly, to distribute responsibilities. In this regard, each WP has its own progress indicators and each such indicator is given along with an explanation of how it will be measured (table 5).

Table 5: Indicators of progress by work packages

WORK PACKAGES	*INDICATORS OF PROGRESS*	*HOW INDICATORS WILL BE MEASURED*
WP1 Revision of internships and Learning Outcomes from BA and MA agrarian management programs	Number of courses revised and approved by HEIs and MOEs with corresponding course descriptors	Syllabi of courses, approved by academic councils of universities; project documentation
WP2 Teaching methodology, tools & infrastructure updated	Number of training sessions, number of participants and teachers trained, amount of new teaching materials available, extended drill books, and infrastructure in use. Number of internships organized and level of satisfaction.	Participant lists, survey on trainings and trainees, inventory. Internship agreements, certificates and timesheets
WP3 Quality control and monitoring of TOPAS	Introduction of internships within academic practice and QA; results on internal and external evaluations. Level of turnover and issues/risks during the project	Quality assurance handbook available at HEIs • students' statistics, internal and evaluation reports
WP4 Raising awareness campaign and exploitation of TOPAS outputs	Increased number of students enrolled. Increased interest by stakeholders. Number of agreements with farm industry Number of leaflets and materials created and distributed; PR fairs and events conducted; number of staff and students using ICT platform	participant lists, reports on PR events, media; training lists and number of participants
WP5 Management of TOPAS	Management tools applied; results from NEO, EACEA and external audit	Project documentation, memos, reports, meeting minutes, invoices

1.4. Deliverable Preparation and Peer Review Process. All deliverables should be formed according to the Deliverable template of Annex 1; this template is also maintained within the DMS. The template provides a deliverable identity sheet and specifies formatting for the most used elements of deliverable report. The partners responsible for the deliverable are required to ensure that before releasing the first deliverable draft to partners, it is in the correct template, specified format and the identity sheet is complete. The table below shows the indicative process for preparing deliverables.

Table 6: Deliverable Preparation Process

Who	Action	To Whom	Duration
Deliverable Leader	• Prepares Table of Content (ToC) and Circulates	Contributing Partners	> 2 weeks from deliverable starting date
Deliverable Leader	• Updates ToC according to comments • Proposes Assignments on the ToC and agree with the contributors • Circulates the document to those involved	Contributing Partners	> 1 Months from deliverable starting date
Contributing Partners	• Work on the document • Issue intermediate releases	Contributing Partners	Ad Hoc
Deliverable Leader	• Consolidates all input • Issues 1st complete draft • Circulates for comments	Contributing Partners	1 Month Before Submission
Deliverable Leader	• Updates document addressing comments received • Circulates final draft for comments	Internal Deliverable Reviewer (see following sub-section)	2 weeks before submission
Internal Deliverable Reviewer	• Returns document with comments and MS- Word track changes	Deliverable Leader	1 week before submission

Who	Action	To Whom	Duration
Deliverable Leader	• Updates document addressing comments received and produces its final release • Forwards deliverable to WPL and QMT for quality inspection	WPL, QMT	3 days before submission
QMT	• Final approval (if not approved it returns immediately back to the DL for revision)	TSC, EMU	2 days before submission
TSC, EMU	• Submits Deliverable to the European Commission • Places the submitted PFD version on the DMS under the respective WP folder	European Commission	1 day before submission

1.5. Deliverable Reviewers List. The following table lists the internal reviewers assigned per Deliverable. During the course of the project a number of external reviewers (from the ABC to be established; see section 2.3) may be also assigned to a specific Deliverable according to the needs of the later.

Table 7: List of Deliverable reviewers

Del. No.	Deliverable title	Leader	Internal Reviewer	Delivery Date	Dis. Level
D 1.1	Comparison of internships and learning outcomes in agrarian management studies between PCs and EU partners	WUELS	All partners	M6	PU
D 1.2	Learning outcome and competence based harmonization of selected agrarian management courses in line with Bologna	WUELS	All partners	M12	PU

Del. No.	Deliverable title	Leader	Internal Reviewer	Delivery Date	Dis. Level
D 1.3	Approval of revised curricula by institutional authorities and introduction of changes in 2018-2019 academic year	WUELS	All partners	M18	PU
D 2.1	Training on distance learning key competences, competence-based approach and practice-based education	WUC	All partners	M20	PU
D 2.2	Elaboration of videos and MOOCs	WUC	All partners	M30	PU
D 2.3	Use of new teaching tools & methodology	WUC	All partners	M30	PU
D 2.4	Piloting on national/international internship scheme	WUC	All partners	M20	PU
D 3.1	Cross-package appraisal & QA system for internships Integration of QA system for internship scheme in partner HEIs and Implementation of QA system for work placements and monitoring on progress	SNAU	All partners	M18	PU
D 3.2	Internal evaluation and peer review	SNAU	All partners	Perman.	PU
D 3.3	External evaluation	SNAU	All partners	M30	PU
D 4.1	Maintenance of TOPAS website and social media	UASVM	All partners	Perman.	PU
D 4.2	Round tables, job fairs, national conferences in 3Cs to raise awareness among key stakeholders of importance of ECQIP and project outcomes	UASVM	All partners	M6	PU
D 4.3	Development of ICT platform for works' placement in agrarian/farm sector and data collection	UASVM	All partners	M20	PU
D 4.4	Multiplier workshops and faculty training in farm data collection at 3Cs	UASVM	All partners	M18	PU

Del. No.	Deliverable title	Leader	Internal Reviewer	Delivery Date	Dis. Level
D 4.5	Edition and Publication of handbook with best practices and lessons learned	UASVM	All partners	M28	PU
D 5.1	Organization of kick-off and project management meetings	HSWT	All partners	Perman.	PU
D 5.2	Elaboration and approval of Steering Communication Plan Dissemination & exploitation plan and creation of project Steering Committee	HSWT	All partners	M6	PU
D 5.3	Financial and administrative management and reporting of project activities	HSWT	All partners	M6	PU
D 5.4	Reporting to EACEA	HSWT	All partners	M12	PU

Insofar the confidentiality of deliverables and other documents, including presentations, is concerned, the following four (4) levels of security are considered:

- PU: Public Usage. No restrictions on access (in secured PDF format).
- PP: Restricted to other program participants (including the Commission Services).
- RE: Restricted to a group specified by the consortium (including the Commission Services).
- CO: Confidential, only for members of the consortium (including the Commission Services).

1.6. Due process of deliverable preparation.

While developing the deliverables partners are asked to follow a rigorous open due process. Outlined below, in overview terms, the due process steps followed in the **'Report'** and '**Service/Product'** deliverables preparation. These steps are:

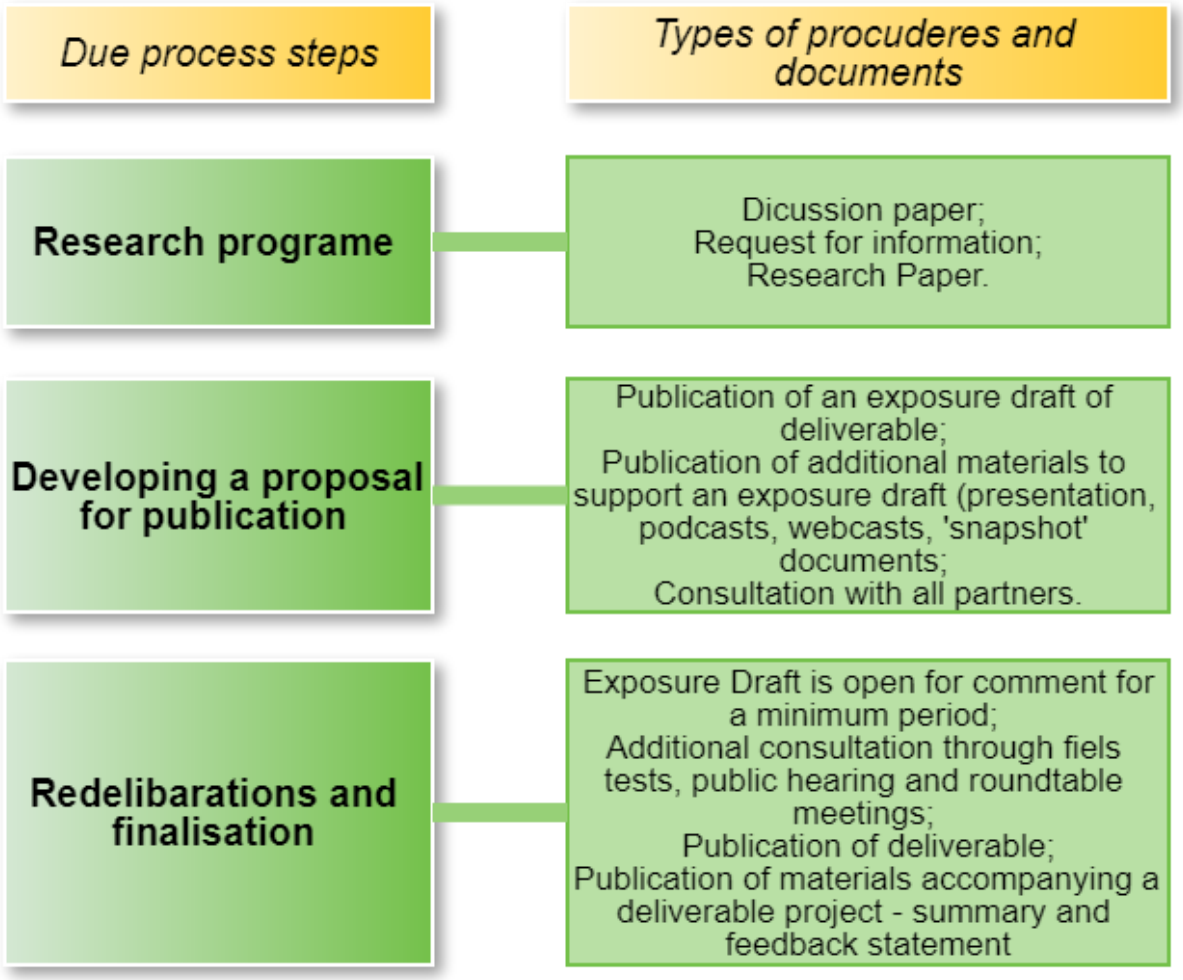

Figure 2: ***Due process steps of deliverable preparation***

The research programme involves the analysis of possible problems by collecting evidence on the nature and extent of the perceived shortcoming and assessing potential ways to improve or to remedy a deficiency. Also includes the consideration of broader issues, such as how the situation is evolving, to encourage debate on the matters among TOPAS partners.

A discussion paper, request for information or research paper may be released, which are designed to elicit comments from interested parties that can help the DL decide whether to add any changes to its original proposals. Not all matters included in the research programme will proceed to a proposal for a new or modified deliverables.

Once DL has formally decided what all relevant points of view are included, it proceeds to the development of an exposure draft. The exposure draft is issued for consultation with TOPAS partners and key stakeholders and the DL may also undertake additional outreach activities such as meetings, discussion forums, webcasts and podcasts and roundtable meetings.

After the publication of an exposure draft, the DL proceeds to consider constituent feedback from the consultative process. In some cases, the DL may decide to re-expose proposals before proceeding to a finalized deliverables project. Once deliberations have been finalized, the DL technical staff will prepare the final text of deliverables to TSC, EMU and, if appropriate, to ABC.

1.7. Follow-up Indicators Chart (FIC)

At every face-to-face meeting, one of the agenda items will be to evaluate the open work packages evolution. An instrument to achieve this task is FIC, the Follow-up Indicators Chart (see annex 2 for the final shaping for each WP).

The FIC establishes the evolution of each WP delivery after the moment they are ready for the approval of TSC and ABC. In other words, when the indicator shows a 100% achievement, it means it is ready to be sent to the TSC and EMU for final decision.

The chart will be accomplished by the Project Co-ordinator, with the information provide in the meeting by each WP leader.

The FIC that outcomes from each meeting will be included in the meeting minutes.

To elaborate the FIC, indicators of achievement have been developed for each WP. It has been taken into consideration the project approved by the EU and the activities and goals the consortium has committed itself to fulfil.

Table 8: Follow-up Indicators Chart

Del. No.	Deliverable title / Indicator	% made									
		%-10%	0%-20%	0%-30%	0%-40%	0%-50%	0%-60%	0%-70%	0%-80%	0%-90%	0%-100%
	WP 1 Revision of internships and Learning Outcomes from BA and MA agrarian management programs										
D 1.1	Comparison of internships and learning outcomes in agrarian management studies between PCs and EU partners										
D 1.2	Learning outcome and competence based harmonization of selected agrarian management courses in line with Bologna										
D 1.3	Approval of revised curricula by institutional authorities and introduction of changes in 2018-2019 academic year										
	WP2 Teaching methodology, tools & infrastructure updated										
D 2.1	Training on distance learning key competences, competence-based approach and practice-based education										
D 2.2	Elaboration of videos and MOOCs										
D 2.3	Use of new teaching tools & methodology										
D 2.4	Piloting on national/international internship scheme										
	WP3 Quality control and monitoring of TOPAS										
D 3.1	Cross-package appraisal & QA system for internships Integration of QA system for internship scheme in partner HEIs and Implementation of QA system for work placements and monitoring on progress										

Del. No.	Deliverable title / Indicator / % made	0%-10%	10%-20%	20%-30%	30%-40%	40%-50%	50%-60%	60%-70%	70%-80%	80%-90%	90%-100%
D 3.2	Internal evaluation and peer review										
D 3.3	External evaluation										
	WP4 Raising awareness campaign and exploitation of TOPAS outputs										
D 4.1	Maintenance of TOPAS website and social media										
D 4.2	Round tables, job fairs, national conferences in 3Cs to raise awareness among key stakeholders of importance of ECQIP and project outcomes										
D 4.3	Development of ICT platform for works' placement in agrarian/farm sector and data collection										
D 4.4	Multiplier workshops and faculty training in farm data collection at 3Cs										
D 4.5	Edition and Publication of handbook with best practices and lessons learned										
	WP5 Management of TOPAS										
D 5.1	Organisation of kick-off and project management meetings										
D 5.2	Elaboration and approval of Steering Communication Plan Dissemination & exploitation plan and creation of project Steering Committee										
D 5.3	Financial and administrative management and reporting of project activities										
D 5.4	Reporting to EACEA										

1.8. The consortium structure.

The consortium is the result of a trustful and long-term cooperation between HSWT and the rest of the partner HEIs. From EU side, HSWT is the only university of applied sciences in Germany that has consistently specialized in green engineering degree programmes with a very strong emphasis on the practical aspect of learning. Its gardens, experimental farms, laboratories, and a biotechnology centre all provide an excellent learning environment. All Departments conduct research that is interdisciplinary and practice-based in nature and international in scope partnering with local and international business and industry. WUC has a long history of delivering educational excellence in Agriculture, Horticulture and other specialist land-based subjects at 3 levels of Bologna. WUC provides training for local, national and international students and has been ranked by the HEFCE 18th (out of 130) in academic recognition within UK which demonstrates the high degree of academic staff in terms of teaching qualification and standards. WUEL focuses its wide-range activities on education and research covering agriculture and related sciences. The profile of the WUELS and its mission are directly involved in transformation programs dealing with rural development and food quality and management, with full respect paid to social support and interaction. The knowledge acquired and the research projects realized at the WUELS make provision for future development, regarding all aspects of environmentally sustainable development, which is friendly to human and animal welfare. UASVM Iasi has a R&D infrastructure comprising 8 Research Centres and a network of field research units. UASVM occupies a well-defined position within the HE environment in Romania and at EU level. The scientific research is mainly interdisciplinary and has a fundamental character and implications regarding applicability, innovation and technological transfer, in accordance with

the present and future demands of agriculture, environment, horticulture, animal husbandry and veterinary.

From PCs side, the selected partners are all leading HEIs in their countries. They are most advanced and experienced in the cooperation with farms. NULES is a leading national HEI in UKR. It has strong and close relationships to official structures, administration as well as to owners and managers of agroholdings and large scale farms. International collaboration plays an important role in its activities by contributing to the expansion of research and teaching programs. SNAU is located in the North-East of Ukraine, is one of the most innovative agricultural HEI in UKR. SNAU trains specialists in different agrarian-related areas and has launched an "Agrointernatura" program for the applied specialties engineering and agronomy to provide professional consulting for the university graduates who already work in these fields.

YSU is the agricultural university in AM. Farm structures are small to middle size farms. It also has close contacts to the preceding sector of food management. The faculty of economy at ANAU has experience in quality assessment and management of data collections. The main aim of ANAU is to promote student and staff (academic and adm.) mobility and to involve ANAU employees in International educational process according to Bologna.

SAI the first agricultural HEI in UZ and a good networking institution working with family farms. It is experienced in national and intraregional network building. It has five faculties which are focused on education of broad spectrum of agricultural sciences and other complementary streams such as economics and teacher training. AAI, located in Fergahna Valley, is working with family farms, particularly including fruit production and labour intensive structures. AAI, SAI and HSWT have been cooperating in a recently finished TEMPUS project SAMUz. Government agencies, research institutes and farm associations will be

associated partners. The roles of the Consortium partners in various WPs is given in table 9.

Table 9: Roles of the Consortium partners in various WPs

	WP1	WP2	WP3	WP4	WP5
HSWT	Participant	assistant	Participant	Participant	Leader
WUC	Participant	Leader	Participant	Participant	Participant
WUELS	Leader	Delivery*	Participant	Participant	Participant
UASVM	Participant	Delivery*	Participant	Leader	Participant
NULES	Participant	Participant	Participant	Assistant	Participant
SNAU	Assistant	Participant	Leader. Participant	Participant	Participant
ANAU	Assistant	Participant	Leader. Participant	Participant	Participant
YSU	Participant	Participant	Participant	Assistant	Participant
SAI	Participant	Participant	Participant	Assistant	Assistant
AAI	Assistant	Participant	Leader. Participant	Participant	Participant

*Delivery - Delivery of trainings and organization of internships

1.9. Impact of the project.

The impact of TOPAS can be explained at three distinctive levels:

Local level: practice-based education demonstrates the discipline-specific technical capabilities of a beginning practitioner or professional and integrates discipline, practical and social knowledge and skills in contemporary professional practice. It will be also reflected as part of the development strategy of partner HEIs. Each HEI will work institutionally for the diffusion and dissemination of project results. Each partner university in AM, UKR and UZ will use the developed practice-oriented training materials to increase the capacity of their

students and teachers including digital content and innovative methodologies for teaching. The development of internship schemes will increase the cooperation between farm enterprises and industry. Certificates of participation will be provided to the students which can be considered as part of the recognition in their continuous professional career. Every year, faculty staff from the participant HEIs will have the possibility of being retrained using audiovisual and other available resources. The self-evaluation models and surveys from students and teachers will be useful tools to observe in a tangible way the impact of the project (e.g. results from students, results from performance indicators, results from satisfaction surveys, employability rates, etc).

National level: The project presents a set of standards for professional and continuous development to be endorsed by educational authorities taken ECQIP as a model of reference. Addressing these standards through curricula and pedagogy offers a framework to realise approaches to practice-based education that can enhance professional practices for the benefit of students and the labour market. Training materials and internships adequately used will contribute to deliver the following capabilities and attributes for both students (knowledge about the agricultural management profession, transferable management skills like initiative and ability for independent work) and for teachers (ability to integrate theory with practice, knowledge of and ability to work within relevant legislation). The impact for farmers is to operate and enhance competences in safe work practices and knowledge of relevant occupational health and safety policies and reinforce competence in discipline/ profession knowledge and skills that respond to their needs.

As a consequence a community of practice will be established in these three beneficiary countries. In this context an informal network of practitioners will serve as a platform to provide a reusable teaching and learning resources for other

non partner faculty members to share ideas and to contribute to the sustainability and long-term sharing of effective educational practice. This would extend both the outreach and significance of learning process from the testing pilots on Y3 and ensure that students elsewhere could also see and share their professional learning experience with their peers within their local communities and even internationally.

European level: EU partners will consolidate the existing links with third country partners and based on the results of the internship schemes mirrored initiatives through twinning system may be created as well in order to promote international inter-university cooperation and networking. In this sense, SAI and HSWT have already an internship scheme in place. The extension of this practice will enhance institutional capacities through knowledge sharing and collaborative work. EU partner members will contribute to the information and dissemination of the project across the EU. The website and social media developed by HSWT will also serve as a mean for raising awareness on the project and the project results.

Table 10: Overview of short term impact indicators

Short term impact	Target groups/potential beneficiaries	Quantitative indicators	Qualitative indicators
Through the consortium working teams and workshops for partner country faculty staff, knowledge and best practices shared among consortium partners in practice-based education.	Involved HEIs and associated partners.	The number of working sessions, reports that describe processes and outcomes, syllabi and workshop materials that are developed.	Feedback from partners and TOPAS members. Interviews with partner members will provide insight into their attitudes towards the quality of their collaborative experience.
Teachers and students will gain knowledge and commitment towards practice-based education.	Faculty staff and student community in general	The number of workshops, open days they participate in; number of internships arranged and organized; evaluation results.	Teachers and students will become committed to the program and disseminate principles throughout the campus and in their student teaching schools and communities.

Short term impact	Target groups/potential beneficiaries	Quantitative indicators	Qualitative indicators
Endorsement of ECQPI by HEIs and educational authorities as a path to recognize and certify professional oriented internships.	Educational decision makers that decide upon professional continuing educational programs at partner country HEIs.	Establishment of Bologna model for internships and practiceships. Objective assessment of student activities. External reviewers (EU visitors and local administrators) assessment of student performance and their internships based on measurable indicators.	Higher impact of internships in enhancing employability and professional skills. Increase of quality of educational provision of HEIs by enhancing employability and professional skills.
Data farm collection	Employers, farm associations, farm managers.	Amount of farm data collected; number of articles, teaching materials, publications created; demand for data obtained	The number of faculty staff and other educational centres (e.g. research institutes) that begin using data materials for their own research and teaching.
Dissemination of project results beyond consortium	Professional faculty, educators, practitioners, farm industry, key stakeholders	Number of dissemination events beyond the consortium, including participation in conferences.	Feedback from the participants regarding their impression of the project and its importance, willingness to adopt and foster practice-based education and models to organise and evaluate internships.

Table 11: Overview of long term impact indicators

Long term impact	Target groups/potential beneficiaries	Quantitative indicators	Qualitative indicators
Improving the quality of education and training in agricultural management studies.	Agricultural studies Faculty staff and students, in-service teachers and educational administrators	The number of courses/programs that integrate practice-based education into the curriculum and workshops for in-service teachers.	Feedback obtained from faculty and participants on the courses where they are being exploited.

Long term impact	Target groups/potential beneficiaries	Quantitative indicators	Qualitative indicators
Dissemination of practice-based education and internship schemes beyond the consortium to other HEIs and faculty staff.	HEI faculty in institutions outside the consortium and the partner countries.	Number of faculty interested in the project, using TOPAS course material, internship components and teaching tools.	Open feedback from end-users.
Improvement of partner country HEIs in national rankings thanks to higher employability rate	HEIs administrators.	Employability rates.	Increase on positive perception and better image by HE system and HEIs of through commitment to social responsibility by improving the qualification of students and graduates.
Enhancement of farm enterprise-university	Farm associations, farm industry	Number of internship organised; number of cooperation agreements between HEIs and enterprises signed (including European ones)	Integrative role of HEIs in society. Contribution to match between educational offer and labour market needs
Improvement of data and statistics on farm production	State level and ministry level stakeholders; national research institutes; farm industry.	Reports and documents of state educational stakeholders that refer to the data collected through internships.	National surveys on agricultural output. Recording the amount farms produce and harvest can also help funders and local politicians understand the value of cropping/gardening at local level.
Decision makers will consider internship schemes as mandatory components of education in their countries. ECQIP will be taken as a model	State level and ministry level stakeholders.	Reports and documents of state educational stakeholders that refer to the curriculum reform.	National surveys of the educational system and the educational curricula in participating countries and consortium members.

2. PROJECT MANAGEMENT APPROACH

2.1. Introduction

Overall, project management encompasses technical, financial and administrative co-ordination as well as the supervision of various activities within the project. To manage a project of the size and complexity of TOPAS, a professional and flexible management structure is vital. Transparent decision-making processes are required to both encourage project development and foster confidence amongst the project consortium. Clear and pragmatic decision-making and communication pathways and prompt reporting mechanisms are necessary.

2.2 Overall management strategy

Quality and risk management are the external walls. They permeate all activities of the project and act as safeguards. Quality is assured and risks are assessed for both project products and project management practices. All activities end with the communication of decisions, changes and actions to consortium members and the European Commission. These are the activities which bound project management for TOPAS as it is shown in the figure below.

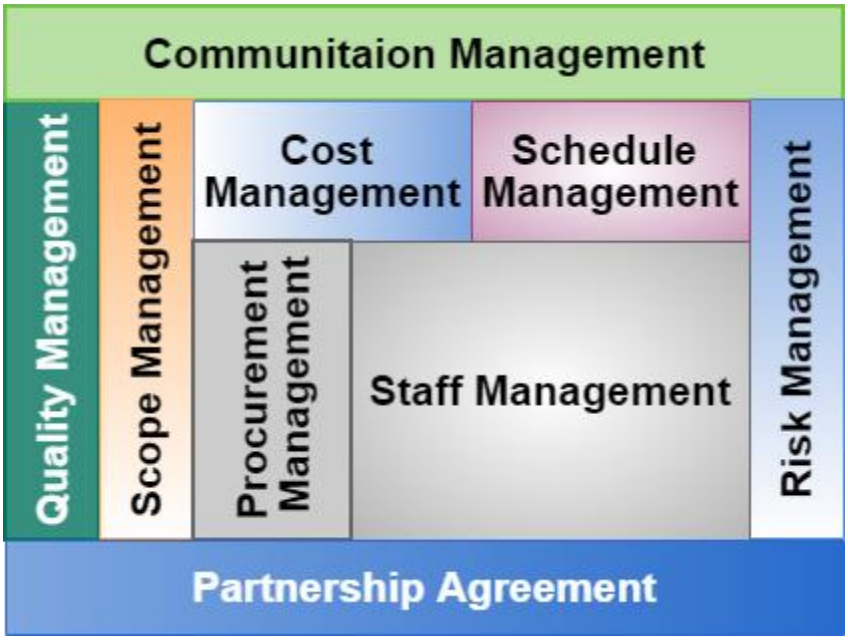

***Figure 3:** Project management architecture*

The core activities which ensure the project stays on track are the scope, cost and schedule management. They keep the project in line with what the Partnership agreement prescribes the project should do, cost and how long it should take to accomplish its objectives respectively. Procurement management describes how to handle purchases, while staff management defines the needs in terms of people, their roles and who is going to fill those roles. The relationship between coordinator and members of the consortium is that of partnership and not subcontracting. As such, the Coordinator does not have the authority to impose procurement and staffing practices or plans to partners. Individual partners manage these issues internally. Additionally, different overreaching institutional policies and national laws regulations place different demands which make these issues best left to partners to manage. Nonetheless, they have an impact on the core activities of project management, thus claiming a place in the project management architecture. The core activities of project management lead to decisions and changes in both the work of the project and its management. These are managed through change management which feed into communications management ensuring information reach all appropriate audiences. The quality management contributes in establishing the relevant to the project quality control and quality assurance activities for ensuring an efficient collaboration among the consortium partners and delivery of project results, whereas the risk management is necessary for providing the process and techniques for the evaluation and control of potential project risks, focusing on their precautionary diagnosis and handling.

2.3 Project management structure/approach

The TOPAS project management takes into account all the partners' interests and expertise, including transparent activities, in order to ensure an effective project's time-plan and execution.

The Project management at TOPAS is composed of three levels (table 12).

Table 12: Table of Roles and Responsibilities

Roles	Responcible	Responsibilities
TOPAS Steering Committee (TSC)	one local coordinator at each partner HEI member	TSC responsible for monitoring, controlling the project progress and implementing and coordinating the project activities listed in the LFM and workplan
Advisory Board Committee (ABC)	representatives of the Ministries of Agriculture and/or education as members of the advisory board and the 3 farming associations (see annex 3 for details)	ABC will guide the project at policy level, authorizing the necessary services and changes at institutional level and supervising the different activities and tools developed by the TSC
Executive Management Unit (EMU)	Prof. Dr. Dr. h.c. mult. **Ralf Schlauderer** (HSWT) Prof. Dr. **Fahrod Ahrorov** (SAI) Dr. **Heinz-Peter Wolff** (HSWT) Dr. **Nicolas Alt** (HSWT)	- The overall co-ordination and direction of project. - Monitoring of the project funding, distribution, collection of supporting documents; - Liaison with partner coordinators for implementation of project activities and achievement of project results; - Supervise the adequate implementation of the project regarding the rules of the EC; - Report and liaise with the EACEA;
Quality monitoring team (QMT)	Prof. Dr. **Oleh Pasko** (SNAU) Prof. Dr. **Garegin Hambardzumyan** (ANAU) Prof. Dr. **Bahodirjon Nosirov** (AAI) **Irina Protasey** (SNAU) **Lilit Hayrapetyan** (ANAU) To be added (AAI)	QMT will be in charge of quality control and monitoring of the project and developed results.
Dissemination and Exploitation Team (DET)	Prof. Dr. **Florin Lipşa** (USAVM) Dr. **Kateryna Tuzhyk** (NULES) Prof. Dr. **Aram Arakelyan** (YSU)	All other activities related to diffusion and exploitation of the project process and results will be planed and managed by DET. These activities will involve all consortium members and will be performed during the whole duration of the project. One dissemination event will be organised at the end of each year.

Roles	Responcible	Responsibilities
Project Coordinator	Prof. Dr. Dr. h.c. mult. **Ralf Schlauderer**	• Organises and chairs plenary meetings. Supports the meetings of the project's committees and teams as well as the major partnership meetings (preparation, agenda, support during the events, and circulation of minutes, presentations and proceedings). • Organises the project's resources and control the project's budget. Handles the financial aspects of the project (contracts, payments) in collaboration with the EMU. • Controls the schedule of activities (time-plan of the tasks, critical tasks) and the allocation of manpower. • Ensures the effectiveness of the project's internal information services. • Controls the quality of information flows (reviews) in collaboration with the QMT. • Formulates and adjusts TOPAS strategic objectives in coordination with the ABC. • Resolves conflicts between partners, according to the set up rules, extending them if necessary. • Ensures that all deliverables will be available on time to the Commission and/or project partners. • Liaises with and reports to the Commission on all matters concerning the project. • Liaises with related European projects in collaboration with the EMU. • Approves with all WP plans; • Submits progress reports to the European Commission services; proposes the agenda in plenary meetings and EMU meetings; • Undertakes quality control of contractual deliverables in collaboration with the QMT; • Has the overall responsibility for the submission of the deliverables to the Commission.

A **TOPAS Steering Committee (TSC)** composed by one local coordinator at each partner HEI member.

A TOPAS **Advisory Board Committee (ABC)** composed by representatives of the Ministries of Agriculture and/or education as members of the advisory board and the 3 farming associations.

An **Executive Management Unit (EMU)** composed by the project coordinator and the third country co-cordinator (SAI).

The ABC is an advisory body of the project and is formed by government representatives responsible for setting up the policy guidelines on internships (6 members). The ABC will guide the project at policy level, authorizing the necessary services and changes at institutional level and supervising the different activities and tools developed by the TSC. They will be periodically informed (every 3 months) about how the project is progressing. Information and briefings will include reports, procedures developed, invitation to workshops and other activities within the frame of the project. Information will be supplied in RU and UKr.

The TSC will systematically collect, analyze and use relevant information about project progress. The project coordinator will work closely with the authorities of partner members to ensure the project is implementedcorrectly. The TSC will consist of representatives of all HEI members. It will be responsible for monitoring, controlling the project progress and implementing and coordinating the project activities listed in the LFM and workplan.

The EMU is composed of the project coordinator at HSWT, one representative from SAI and one financial and administrative assistant at HSWT.

Its tasks are:

- The overall co-ordination and direction of project.

- Monitoring of the project funding, distribution, collection of supporting documents;

- Liaison with partner coordinators for implementation of project activities and achievement of project results;

- Supervise the adequate implementation of the project regarding the rules of the EC;

- Report and liaise with the EACEA;

A financial and administrative assistant at HSWT will run the daily operations related to the project. He/she will be responsible for the expenditures within the project and the monitoring of the EU funding and spending.

Partner members will assist with the following tasks:

-Organization of activities and assistance to participating HEIs in providing necessary documentation for project implementation;

-Organization of project management meetings;

-Financial budget administration;

-Reporting to the project EMU.

Allocation of resources between activities

Apart from the management of the project a quality monitoring team (WP3) will be created and approved. AAI, ANAU and SNAU will be responsible for this WP and the implementation of internal quality assurance as described in the corresponding section.

Other WPs will be led by the following members: WUELS will lead WP1 in order to revise curricula and align LOs and internships adequately assisted by ANAU, NULES and SAI. Writtle will lead WP2 towards innovative interactive teaching processes and international farm management extension services with support of HSWT. WP4 will be led by UASVM and supported by SAI, YSU and

NULES in each third country and the financial and administrative administration (WP5) will be done by HSWT assisted by SAI.

The associated partners will serve as consulting body so that they will guarantee the implementation of necessary structural and infrastructural changes at institutional level. This is one of the means to guarantee ownership. Thus, partner members are highly motivated and have all been actively involved in the preparation of this proposal.

2.4. Management procedures

Project and quality management activities will ensure the proper implementation of the project plan and the realisation of its objectives. Decisions will normally be taken by the responsible team members based on the work to be performed, as stated in the Partnership agreement and the Detailed description of the project, individual Work Package or Task plans.

During the project the participating organisations will have to reach an agreement and resolve various technical and scientific issues. This agreement/resolution can be reached by informal contact as a first step, followed by official verification by means of e-mail, letter or minutes. Technical issues/conflicts within the given contractual commitments that do not involve alterations in contract, in budget and in the overall focus will be initially handled on the Work Package basis.

In the event of a project conflict among partners, the later should attempt to resolve conflicts among themselves in good will and an amicable manner given the professional nature of the organizations involved and maintaining the project's success as the ultimate goal. If the dispute cannot be resolved, partners will escalate the issue according to the following principles:

- The WP leader will be informed for the issue/conflict that came up.

- The WP leader will arrange and lead a discussion among the WP team. In case of an agreement the PC will be notified as no further actions are needed.
- In case an agreement is not reached the PC will then intervene and organise a meeting/ discussion among the responsible partners.
- In case the issue is solved the Project Coordinator will notify the EMU. Otherwise, an extraordinary meeting of partners will be organised in order to resolve the issue and take the final decision, which must be accepted by all involved partners. The rules of voting in this case are described below.

In case an extraordinary meeting of partners is called for resolving a conflicting issue the following will apply. Chairman of the extraordinary meeting is the Project Coordinator, having also the decisive vote in case of equal votes and each member of the board has a single vote. The extraordinary meeting is considered a quorum if more than 50% of the participants are present and takes decisions about major modifications in the implementation plan, financial issues, acceptance of new parties, setting an amendment to the European Commission Contract and modifications to the Partnership Agreement. These decisions require a 75% majority of all participants, while for any other decision not falling in any of the categories described above, a majority of both the votes and the participants is mandatory.

3. COMMUNICATION MANAGEMENT PLAN

3.1. Introduction

The Communications Management Plan sets the communications framework for TOPAS. It will serve as a guide for communications throughout the life of the project and will be updated as communication requirements change. This plan identifies and defines the roles of TOPAS project partners as they pertain to communications. It also includes a communications matrix which maps the communication requirements of this project, and communication conduct for meetings and other forms of communication.

3.2. Communications management approach

The Project Coordinator will take a central and proactive role in ensuring effective communications on this project. The communications requirements are documented in the Communications Matrices presented in this document. The Communications Matrices will be used as the guide for what information to communicate, who is to do the communicating, when to communicate it and to whom to communicate.

Overall information flow within the project will be ensured by:

- ✓ The exchange of internal technical and business documents.
- ✓ Notification of relevant new publications in the literature, or by the standardisation bodies or MHSSE or MOE.
- ✓ Reports from external meetings, if any.
- ✓ All technical documentation generated by the project should be exchangeable in electronic format, according to the guidelines.
- ✓ Exchange of information will mainly occur with the help of the project's document management system (https://moodle.hswt.de/course/view.php?id=222) and by e-mail.

- ✓ Urgent correspondence over e-mail will be sent with a request for explicit acknowledgement and indicated in the title with "URGENT".
- ✓ Ordinary mail will be used for strictly formal correspondence, i.e. when executive signatures are required.
- ✓ A web based document repository will be made available through the document management system.

Management and coordination of formal project reporting is implemented through the WP4 and WP5.

3.3. Communication channels

This section presents several communication matrices with all the types of communication needs which have been identified in the context of the project such as meetings, reports, reviews etc. In addition the attributes of each identified type are specified.

3.3.1 Project Meeting Matrix

The following table identifies the communications requirements for project coordination.

Table 13: Project Meeting Matrix

Meeting	Objectives	Audience	Frequency / Time	Prior Notice	Chair	Medium /Location	Deliverables
Kick-Off Meeting	Introduce the team, roles and members. Review project history, scope, objectives, planning and management approach	All project partners	Once Ml (19-20/02/2018)	2 months	PC	Face-to-Face	Agenda Meeting Minutes Action Plan
Project Reviews	Evaluation of project results by European Commission	All project partners	1/yr M 14 (XX-XX/11/2018) M 26 (XX-XX/12/2019) M 38 (XX-XX/01/2021)	4 months	PC	Face-to-Face	Agenda Review Report

Meeting	Objectives	Audience	Frequency / Time	Prior Notice	Chair	Medium /Location	Deliverables
Plenary Meetings	To direct the project, ensure correct implementation of activities at all project levels, monitor the project's progress, and examine future plans	All project partners	3/yr M9 (02-04/07/2018) M13 (xx-xx/11/2018) M17 (xx-xx/02/2019) M22 (xx-xx/07/2019) M25 (xx-xx/11/2019) M28 (xx-xx/02/2020) M33 (xx-xx/07/2020) M36 (xx-xx/10/2020)	3 months	PC	Face-to-Face	Agenda Meeting Minutes Action Plan
Missions (meetings between selected partners)	To technically evaluate the project results, monitor design and implementation achievements, and examine future plans	Technical partners (optional for rest consortium partners)	To be aligned with Plenary meetings for reducing costs	3 months	EMU	Face-to-Face, Teleconference	Agenda Meeting Minutes Action Plan
WP meetings	Each WP leader will define the meeting schedule according to the needs and the coordinating actions among the involved parties for the implementation of WP activities.	WPL, relevant partners	TBD	TBD	WPL	Face-to-Face, Phone, Teleconference, email	Agenda Meeting Minutes Action Plan
Ad hoc meetings	Organised in case of an emergency or a conflict resolution as specified in the escalation procedure.	WPLs	Ad hoc	1-7 day	EMU	Face-to-Face, Phone, Teleconference, e¬mail	Agenda Decisions taken Action Plan

3.3.2. Dissemination, Pilots, Validation and Training Events Matrix

This matrix should include the envisaged meetings that will be scheduled in the context of WP4, WP5. The contents of this matrix should be populated by the leaders of the respective WP tasks following the below table template.

Table 14: Other Meeting Matrix

Meeting	Objectives	Audience	Frequency / Time	Prior Notice	Organizer	Medium /Location	Deliverables

3.3.3 Project Report Matrix

Table 15: Project Report Matrix

Meeting	Objectives	Frequency / Time	Leader	Contributors	Deliverable
Quarterly Work Package Progress Reports	Internal reporting progress of the work at the WP/task level including estimates of consumed effort in person-months	4/yr Y1-Q1: M1-M3 due mids of M4 (15/02/2018) Y1-Q2: M4-M6 due mids of M7 (15/05/2018) Y1-Q3: M5-M9 due mids of M10 (15/09/2018) Y1-Q4: M10-M12 due mids of M13 (14/12/2018) Y2-Q1: M13-M15 due mids of M16 (15/02/2019) Y2-Q2: M16-M18 due mids of M19 (15/05/2019) Y2-Q3: M19-M21 due mids of M22 (14/09/2019) Y2-Q4: M22-M24 due mids of M25 (13/12/2019) Y3-Q1: M25-M27 due mids of M28 (15/02/2020) Y3-Q2: M28-M30 due mids of M31 (14/05/2020) Y3-Q3: M31-M33 due mids of M34 (13/09/2020) Y3-Q4: M34-M36 due mids of M37 (12/11/2020)	PC, EMU	WP L	Performed activities in bulleted form at WP task level Effort consumption utilising the TOPAS project schedule .xls template
Interim Progress Reports	Six month reporting progress of project achievements and effort consumption for evaluation by the European Commission	1/yr Y1: M1-M6 due M7 (31/05/2018) Y2: M12-M18 due M19 (31/05/2019) Y3: M24-M30 due M31 (31/05/2020)	PC	All partners	Delivery of annual project progress report following the structure of the European Commission FP7 Guidance Notes on Project Reporting .doc template and the format of the TOPAS Deliverable .doc template

Meeting	Objectives	Frequency / Time	Leader	Contributors	Deliverable
Annual Progress Reports	Yearly reporting progress of project achievements and effort consumption for evaluation by the European Commission	1/yr Y1: M1-M12 due M13 (30/11/2018) Y2: M13-M24 due M26 (15/12/2019) Y3: M25-M36 due M38 (15/12/2019)		All partners	Delivery of annual project progress report following the structure of the European Commission FP7 Guidance Notes on Project Reporting .doc template and the format of the SIFEM Deliverable .doc template Upload of Form C (and Certificate of Financial Statement; where needed) to the European Commission Participant Portal (NEF system)
Deliverables	Concise document reporting the outcomes of the work for the deliverable. For deliverables which are not reports an executive summary providing information about the deliverable should be provided		WPL, EMU	All partners	Utilising the TOPAS Deliverable .doc template

3.4. Communication guidelines

3.4.1 Meeting Guidelines

Meeting Requests

Meetings will be organized using Doodle online service (http://www.doodle.com) for determining the dates most partners are available. The meeting chair is responsible for initiating meeting organization. Meetings will be collocated when possible to minimize expenses and travel time of partners. For example, plenary and technical meeting are scheduled to occur together, on different schedules, so partners can attend. The strategy is to hold fewer but larger meetings in order to reduce costs.

Participants to Meetings

All partners are required to be present to meetings either themselves or through substitute or proxy. Additionally, they must participate in a cooperative manner.

Meeting Agenda

For face-to-face meetings, meeting Agenda will be prepared by the meeting chair and distributed 15 business days in advance of the meeting; the meeting agenda is also maintained within the Moodle platform. Any partner can add an item to the original agenda by written notification to all of the other partners up to 2 days before the meeting. During the meeting the consortium can add new items on the agenda following a unanimous decision. Any agenda item requiring a decision from the Consortium body must be identified as such on the agenda.

Meeting Minutes

Meeting minutes will be distributed within 15 business days following the meeting by the chair, according to the template - the meeting minutes template is maintained within the Moodle platform. All decisions become biding after they

have been recorded in the meeting minutes and the meeting minutes have been accepted by the participants.

Meeting Chair Person

The Chair Person is responsible for distributing the meeting agenda, facilitating the meeting and distributing the meeting minutes. The Chair Person will ensure that the meeting starts and ends on time and that all presenters adhere to their allocated time frames.

Resources for Meetings

Budget for meetings has been allocated and can be found in Annex I of Partnership agreement.

3.4.2. Dissemination Guidelines

The external communication for the project is handled through WP4 that is led by UASVM partner. As such, the dissemination leader is responsible for the dissemination of the project results focusing on 3 major communication tiers:

Tier 1: Mission Awareness Campaigns

Tier 2: High Level Dissemination of TOPAS

Tier 3: Affiliation and Synergies

Partners have been allocated effort, travel and meeting organizations budgets to carry out activities in relation to these tiers. Even though, they have been assigned these funds under their own budget they should undertake activities only after consulting the Dissemination Plan, their respective WPL. The partners will log planned activities in the project calendar which will be made public in the project website.

After executing dissemination activities, partners are responsible for providing relevant information (i.e. type of event, when and where it was held, target audience and number of attendants, number of dissemination material handed, contacts made, photographs from the event, contact lists and etc.) to the

WPL. The WPL as dissemination leader will maintain a log of dissemination activities and publications with minimum information to the example tables below:

Table 16: List of Publications template

LIST OF SCIENTIFIC (PEER REVIEWED) PUBLICATIONS, STARTING WITH THE MOST IMPORTANT ONES										
no.	**Title**	**Main author**	**Title of the periodical or the series**	**Number, date or frequency**	**Publisher**	**Place of publication**	**Year of publication**	**Relevant pages**	**Permanent identifiers* (if available) and DOI (if available)**	**Is/Will open Access** provided to this publication?**
1	The Costs of Coexistence Measures for Genetically Modified Maize in Germany	Diter Traum	Journal of Agricultural Economics	No 43, March 2018	Office for Official Publications of xyz	Luxembourg	2018	pp. 151-167	http://www.	yes
2										
3										

*- A permanent identifier should be a persistent link to the published version full text if open access or abstract if article is pay per view) or to the final manuscript accepted for publication (link to article in repository).

**- Open Access is defined as free of charge access for anyone via Internet. Please answer "yes" if the open access to the publication is already established and also if the embargo period for open access is not yet over but you intend to establish open access afterwards.

Table 17: List of Activities template

LIST OF DISSEMINATION ACTIVITIES								
no	**Type of Activities ***	**Main leader**	**Title**	**Date**	**Place**	**Type of audience****	**Size of audience**	**Countries addressed**
1	Conference	UASVM	European Conference on agricultural policy	26 February 2010	Greece, Athens	Research and Scientific community	1.500	European level
2								
3								

*- publications, conferences, workshops, web, press releases, flyers, articles published in the popular press, videos, media briefings, presentations, exhibitions, thesis, interviews, films, TV clips, posters, Other.

**- Scientific Community (higher education, Research), Industry, Civil Society, Policy makers, Medias ('multiple choices' is possible.

The dissemination activities log is maintained on The Moodle Platform for partners to have access. The WPL for WP4 will update the consortium during plenary meeting on the progress of dissemination activities and progress against the metrics.

In the event where there is scheduling conflict or disagreement on the appropriateness of a dissemination activity, the issue will be discussed first at the WPL. If the issue still cannot be resolved it will be brought to the attention of the PC.

Finally, partners are to present a uniform look for the project and hence reinforce the branding of the project through the use of the templates produced in WP4.

Regarding participating to events outside the Europe Union for conferences or other dissemination events, partners must receive approval by the EMU (via sending a request to the PC) in order to be able to claim the expenses from their budget.

3.4.3. Communication Tools Guidelines

To support the project management of the project and facilitate the collaboration of the partners a number of tools have been provided. This section provides guidelines for the use of these tools.

Virtual or Face-to-face meeting: Guidelines for meetings can be found in section 3.4.1.

Document Management System (DMS): Due to the need for frequent exchange of documents which often exceed the file size limit of e-mail systems

and the structuring of project information, a secure document management system to store and facilitate the exchange of documents is available at https://moodle.hswt.de/course/view.php?id=2222. The DMS is based on Confluence s/w and access to it is restricted only to consortium members to avoid broadcasting of the project data and results. The structure of the project space is shown below:

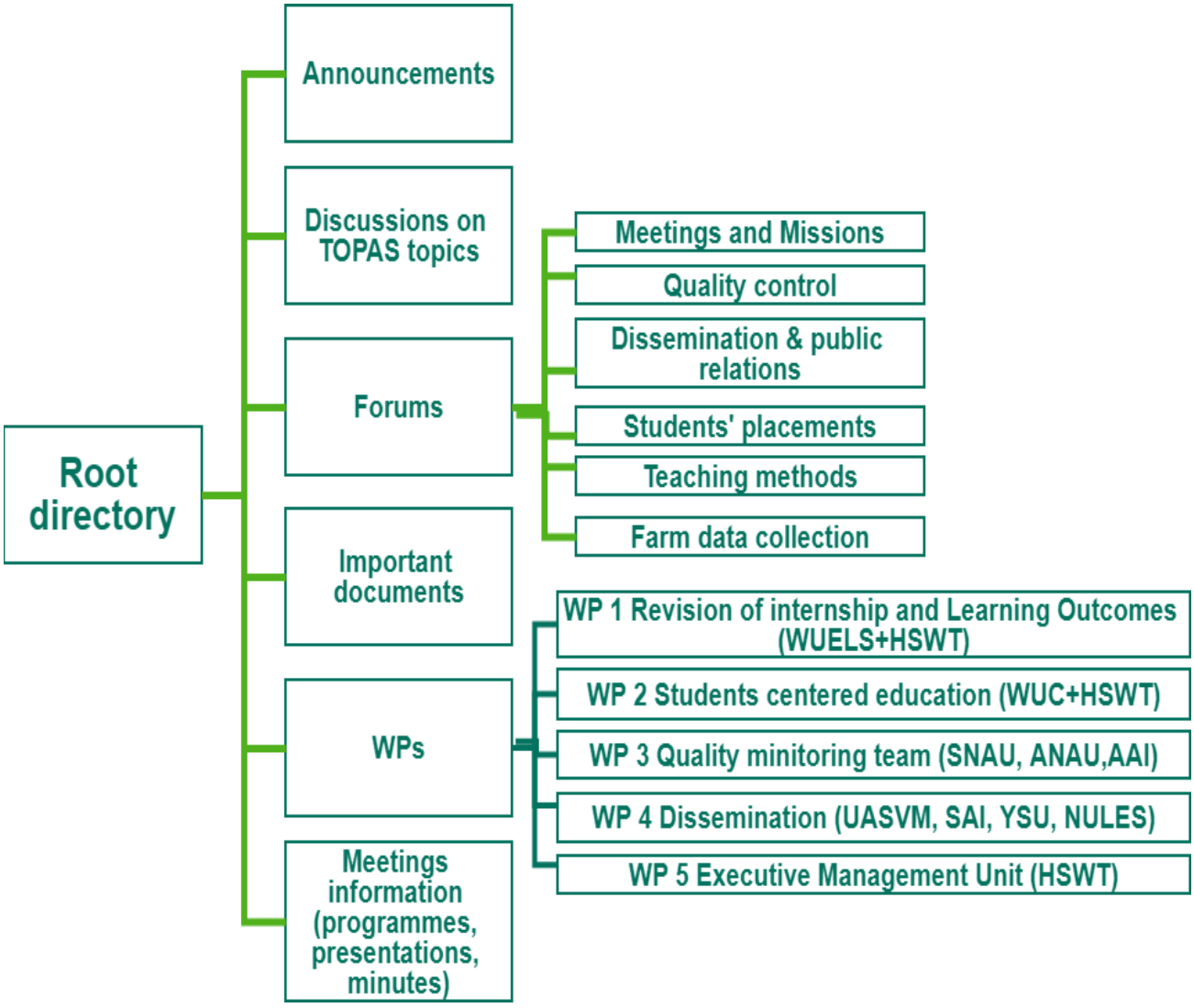

Figure 4: *TOPAS Document Management System (DMS) directory structure.*

4. EFFORT AND COST MANAGEMENT

4.1. Introduction

The Project Coordinator with the support of the Financial Manager is responsible for managing and reporting on the project's budget and effort consumption at the project level to the European Commission throughout the duration of the project. During the internal quarterly, interim and annual progress reports, the Project Coordinator collects, presents and reviews the project's effort and cost performance for the preceding period. Performance is measured comparing actual consumption against planned. The Project Coordinator is responsible for accounting for cost and effort deviations and presenting the consortium with options for getting the project back on budget.

4.2. Effort and costs management approach

Effort and costs for this project will be managed at the Work Package Structure (WPS). The financial performance of the project will be measured and managed through comparisons between the actual comparison and the effort calendar and cost baselines. Activity effort is detailed at the task level and costs at the WP level. To avoid confusion and complications due to conflicts between National and European Union reporting rules, all efforts are to be reported in whole hours. Euro amounts are to be reported in two decimals.

Effort and cost variances of +/- 10% in the cost and effort performance indexes will change the status of the cost to cautionary. Cost variances of +/- 20% in the cost and effort performance indexes will change the status of the cost to an alert stage. These will serve as input to Risk Assessment and may require corrective action by the Project Coordinator in order to bring the cost and/or effort performance variations below the alert level. Corrective actions will require a project change request and be must approved by the EMU before it can become within the scope of the project.

4.3. Reporting Effort and Budget Consumption

The following reports are established:

- Interim Progress Reports
- Periodic Progress Reports

In addition, the PC on a quarterly basis is updated internally on the project progress status via the quarterly management reports i.e. effort resource consumption .xls files received by all partners, and the activity bulleted reports provided by the WPLs.

4.4. Guidelines for Unplanned Expenses

The Annex I to the Partnership Agreement details a budget for each partner and for each task or activity in TOPAS. Any effort or cost allocation which deviates from this plan presents an unplanned expense. In general terms, unplanned expenses are not allowed. However, due to the realities of implementing a project, there is the possibility that reasonable and justifiable expenses contributing to the project and not contradicting the rules of the project may be eligible.

If a partner has a cost which they believe fall under this category, they must obtain permission from the EMU before incurring the cost. To do so, they need to discuss the issue with the local coordinator or their WPL. If they concur, they should e-mail the PC with a justification to the cost requesting from the PC to obtain approval from the EMU. Follow due diligence, the PC may reject the justification and inform the partner or accept it and forward the justification to the Financial Officer. Once the PC receives a response from the Financial Officer they inform the partner.

For travel outside the European Union for dissemination this procedure is particularized as follows: Partners must send a request via e-mail to the dissemination leader well in advance of the trip. The e-mail must contain the following information:

- Who is travelling
- Destination of the trip
- Date of the trip
- The trip's relevance to the TOPAS project.

The dissemination leader will examine the request and upon approval, it will forward the requested with the recommended action to the PC. In the event the request is accepted the PC will forward the request to the Project Officer who has the final say on the matter. The partner will be informed of the decision.

4.5. Measuring project effort and costs

Following each internal quarterly management report, the PC will use a comparison between actual against planned to measure variance.

If the effort and cost has a variance of between 10% and 20% of planned the reporting HEI must report the reason for the exception. If the variance is greater than 20% the reporting HEI must report the reason for the exception and provide the EMU with a detailed corrective plan to bring the project's performance back to acceptable levels.

4.6. Effort and cost variance response process

Once the variation exceed the 20% threshold the reporting HEI must present the EMU with options for corrective actions. The EMU will meet to select the best option. The HEI will develop corrective action plan to bring the project back on track. Once the EMU approves the plan, the change control procedure will be activated and the action plan will become part of the project plan.

5. PROCUREMENT

During the project, partners will be required to acquire from third parties the following services:

Table 18: Subcontracting of services

Work Package Ref.nr	Partner responsible for sub-contracting (Acronym)	Country	Number of days (where appropriate)	Brief description of task
5	HSWT	DE	20	financial audit
5	HSWT	DE	30	external evaluation WP5 (including travel costs for monitoring)
5	HSWT	DE	10	monitoring on WP2 by expert company on farm data collection and analysis
2	HSWT	DE		online data bank server in EU x 2 years
4	SNAU, NULES	UKR		graphic printing and publishing handbooks and textbooks into Ukrainian
4	ANAU, YSU	AM		graphic printing and publishing handbooks and textbooks into Armenian
4	SAI, AAI	UZ		graphic printing and publishing handbooks and textbooks into Uzbek
2	NULES	UKR	90	translation of textbooks into Ukrainian (8 textbooks of average 100 pages, 500 words per page @0,015 per word)
2	ANAU	AM	90	translation of textbooks into Armenian (8 textbooks of average 100 pages, 500 words per page @0,015 per word)
2	SAI	UZ	90	translation of textbooks into Uzbek (8 textbooks of average 100 pages, 500 words per page @0,015 per word)

During the project, partners will be required to acquire equipment (table 19).

Table 19: Equipment procurement

Who	What	Total amount (EUR) for each participant
SNAU, NULES, ANAU, YSU, SAI, AAI	Interactive screen, 2 laptops, 10 PCs Core i7, 512 GB SDD & audio-visual recording tool (digital recording of video material)	19500

Who	What	Total amount (EUR) for each participant
SNAU, NULES, ANAU, YSU, SAI, AAI	practice oriented literature like "Fachstufe Landwirt" ("Farmers advanced level") x 100 books in national language and 100 books in EN.	4000
SNAU, NULES, ANAU, YSU, SAI, AAI	online data bank with server	5000

The number of each item and budget allocation for each category is detailed in the Annex I of Partnership agreement.

The PC has oversight of the procurement for the project through the Annual Financial Reports. The actual management for procurement activities falls with the budget holding partner. The partner is responsible for collecting bids, evaluating them, contracting the vendor and contract management. The partners are required to strictly adhere to the Annex I of Partnership Agreement guidelines for purchases. For deviations in purchases partners must obtain approval before proceeding with procurement according to section 4.4.

6. PROJECT SCOPE MANAGEMENT PLAN

6.1 Introduction

The Scope Management Plan provides the scope framework for this project. This section documents the scope management approach, verification and control measures. Roles and responsibilities as they pertain to project scope, scope definition; scope change control; and the project's work breakdown structure have been discussed in earlier chapters. Any project communication which pertains to the project's scope should adhere to the Communications Management Plan.

6.2 Scope verification

The project deliverables will need to be verified against the original scope as defined in the DPD. The verification against the scope occurs through the peer review and approval process described in section 1.4 and 1.6. The European Commission review of the deliverables during the period review meeting is the final check point of the acceptance of the deliverables.

6.3 Scope control

The Project Coordinator, EMU and partners will work together to control of the scope of the project. The project team will leverage the DPD using it as a statement of work for each deliverable. The project team will ensure that they perform the work described in the DPD and generate the defined deliverables keeping as ultimate guide the project vision. When the WPS does not seem to serve the project vision, partners will introduce change requests through the project structure. The Project Coordinator and EMU will oversee the project team and the progression of the project to ensure that this scope control process if followed.

If a change to the project scope is needed the change control process for recommending changes to the project must be carried out. Any partner can request changes to the project scope. All change requests must be submitted to the TSC, QMT, or WPL in the form of a change request e-mail.

7. SCHEDULE MANAGEMENT PLAN

7.1 Introduction

The project schedule is the roadmap for how the project will be executed. Schedules are an important part of any project as they provide the consortium with a clear picture of the project's status at any given time. The purpose of the schedule management plan is to define the approach to project schedule management including monitoring and controlling changes to the baseline. This includes identifying, analysing, documenting, prioritizing, approving or rejecting, and publishing all schedule-related changes.

7.2 Schedule management approach

Schedule planning occurred during at proposal stage of the project as referenced within Chapter 3 and can be found in DPD.

A working version of the current schedule may be found in the following page containing the following; this file is also maintained within the DMS.

The project schedule will be being reviewed by the PC and individual partners on a continuous three-month basis until the project end. In case of deviations, project partners must agree to the proposed resources, effort assignments, durations, schedule, and once this is achieved the EMU will review and approve the schedule which will become the new baseline.

The Project Coordinator with the support of the EMU and TSC will be responsible for facilitating the schedule development and adjustments. The PC will also create the project schedule using MS-Excel and validate the schedule with the TSC and partners. The PC may obtain schedule approval by the EMU before re-baselining the schedule.

Table 20: WORKPLAN for project year 1

Activities		Total duration (number of weeks)	OCT17	NOV17	DEC17	JAN18	FEB18	MAR18	APR18	MAY18	JUN18	JUL18	AUG18	SEP18
Ref.nr/ Sub-ref nr	Title													
1	**Revision of internships and Learning Outcomes from BA and MA agrarian management programs**													
1.1	Comparison of learning outcomes in agrarian management studies between PCs and EU partners	**16**	**X=**	**X=**	**X=**	**X=**								
1.2	Learning outcome and competence based harmonization of selected agrarian management courses in line with Bologna	**28**			**X=**	**X=**	**X=**	**X=**	**X=**	**X=**	**X=**			
1.3	Approval of revised curricula by institutional authorities and introduction of changes in 2018-2019 academic year	**40**			**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
2	**Teaching methodology, tools & infrastructure updated**													
2.1	Training on distance learning key competences, competence-based approach and practice-based education	**24**				**X**	**X**	**X**	**X**	**X**	**X**	**X**		
2.2	Elaboration of videos and MOOCs	**16**								**X=**	**X=**	**X=**	**X=**	
2.3	Use of new teaching tools & methodology	**4**												**X**
3	**Quality monitoring control and evaluation**													
3.1	Cross-package appraisal & QA system for internships	**6**									**X=**	**X=**	**X=**	
3.2	Internal monitoring and peer review	**4**			**X=**			**X=**			**X=**			**X=**
3.3	External Review	**4**											**X=**	**X=**
4	**Dissemination and Exploitation**													
4.1	Development and maintenance of project website	**12**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
4.2	Round tables, job fairs, national conferences in 3Cs to raise awareness of project activities, ECQIP and future outcomes	**4**				**X**	**X**						**X**	**X**
4.3	Development of ICT platform for works' placement in agrarian/farm sector and data collection	**12**										**X**	**X**	**X**
5	**Project management**													
5.1	Kick-off meeting and project management meetings	**4**		=				**X**					**X**	
5.2	Elaboration and approval of Steering Communication Plan Dissemination and QA plan and creation of Steering Committee	**12**	**X**	**X**	**X**									
5.3	Project financial and administrative management	**12**	**X=**	**X=**	**X=**	**X=**	**X=**	**X=**	**X=**	**X=**	**X=**	**X=**	**X=**	**X=**

Table 21: WORKPLAN for project year 2

Activities		Total duration (number of weeks)	OCT18	NOV18	DEC18	JAN19	FEB19	MAR19	APR19	MAY19	JUN19	JUL19	AUG19	SEP19
Ref.nr/ Sub-ref nr	Title													
2	**Teaching methodology, tools & infrastructure updated**													
2.2	Elaboration of videos and MOOCs	**16**								**X=**	**X=**	**X=**	**X=**	
2.3	Use of new teaching tools & methodology	**48**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
2.4	Piloting on national/international internship scheme	**16**								**X=**	**X=**	**X=**	**X=**	
3	**Quality control**													
3.1	Integration of QA system for internship scheme in partner HEIs	**20**			**X=**	**X=**	**X=**	**X=**	**X=**					
3.2	Internal monitoring and peer review	**4**			**X=**			**X=**			**X=**			**X=**
3.3	External Evaluation	**4**					**X=**	**X=**						
4	**Dissemination and Exploitation**													
4.1	Development and maintenance of project website	**12**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
4.2	Round tables, job fairs, national conferences in 3Cs among key stakeholders to raise awareness of importance of ECQIP and project outcomes	**4**				**X**	**X**						**X**	**X**
4.3	Development of ICT platform for works' placement in agrarian/farm sector and data collection and training on its use for partner country staff and students	**12**	**X=**	**X**	**X**	**X**	**X**	**X**						
4.4	Multiplier workshops and faculty training in farm data collection in 3Cs	**4**										**X**	**X**	
5	**Project management**													
5.1	Project management meetings	**3**				**X**				**=**			**X**	
5.3	Project financial and administrative management	**12**	**X=**	**X=**	**X=**	**X=**	**X=**	**X=**	**X=**	**X=**	**X=**	**X=**	**X=**	**X=**

Table 22: WORKPLAN for project year 3

Activities		Total duration (number of weeks)	0CT19	NOV19	DEC19	JAN20	FEB20	MAR20	APR20	MAY20	JUN20	JUL20	AUG20	SEP20
Ref.nr/ Sub-ref nr	Title													
2	**Teaching methodology, tools & infrastructure updated**													
2.3	Use of new teaching tools & methodology	**48**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
2.4	Piloting on national/international internship scheme	**16**								**X=**	**X=**	**X=**	**X=**	
3	**Quality control and evaluation**													
3.1	Implementation of QA system for work placements and monitoring on progress - evaluation Phase to phase	**10**								**X=**	**X=**	**X=**	**X=**	**X=**
3.2	Internal monitoring peer review	**4**			**X=**			**X=**			**X=**			**X=**
3.3	External Evaluation	**4**											**X=**	**X=**
4	**Dissemination and Exploitation**													
4.1	Development and maintenance of project website	**12**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
4.2	Round tables, job fairs, national conferences in 3Cs to raise awareness among key stakeholders of importance of project outcomes and ECQIP	**4**				**X**	**X**						**X**	**X**
4.3	Development of ICT platform for works' placement in agrarian/farm sector and data collection	**1**	=		**X**	**X**	**X**	**X**						
4.4	Multiplier workshops and faculty training in data collection at 3Cs	**4**						**X**	**X**			**X**	**X**	
4.5	Edition and Publication of handbook with best practices and lessons learned	**16**									**X=**	**X=**	**X=**	**X=**
5	**Project management**													
5.1	Project management meetings	**3**				**X**				=			**X**	
5.3	Project financial and administrative management	**12**	**X=**	**X=**	**X=**	**X=**	**X=**	**X=**	**X=**	**X=**	**X=**	**X=**	**X=**	**X=**
5.4	Financial audit and final report to EACEA	**4**												=

The partners are responsible for participating in activity definition, sequencing, and duration and resource estimating. Partners will also review and validate the proposed schedule and perform assigned activities once the schedule is approved.

The European Commission will participate in reviews of the proposed schedule through the annual project review and contract amendments as necessary

7.3. Schedule control

The project schedule will be reviewed as necessary on a monthly basis by the respective WPLs following recommendation received by the TSC, EMU and QMT. If a variance of 2 months or more is observed against the Schedule baseline at WP level, the respective WPL will inform the EMU and PC who in turn will review the project schedule. Otherwise, project schedule reviews will be held regularly by the PC and partners on a quarterly basis through the preparation of the internal quarterly work package progress report.

The HEI members are responsible for discussing schedule variances during the HEI team meetings; determining impacts; submitting schedule change requests; and reporting schedule status in accordance with the project's communications plan.

The partners are responsible for participating in schedule variance resolution activities as needed. The PC will communicate to the European Commission of the project schedule status and review/approve any schedule change requests as necessary.

8. RISK MANAGEMENT PLAN

8.1 Introduction

By its nature, research in TOPAS must be effectively organized in order to handle any type of change, since its evolution is less predictable than relevant commercial activities. To this end, the objective of the risk management procedure is to provide the process and techniques for the evaluation and control of potential project risks, focusing on their precautionary diagnosis and handling.

8.2. What is 'Risk Management'?

Risk management is a systematic process of identifying and assessing risks and taking actions to protect a partnership against them. Some risk managers define risk as the possibility that a future occurrence may cause harm or losses, while noting that risk also may provide possible opportunities.

The purpose of Project Risk Management is to identify project risks and develop strategies to prevent them from occurring or minimize their impact to the project if they do occur.

Project risks exist because of uncertainty. There is always the possibility that something known or unknown could impact the achievement of project's goals. Risk management is about being prepared to handle these risks.

8.3. Risk Analysis

There are four basics of risk management that you can use to manage project's:

- Identify Risks
- Risk Assessment
- Risk Response Development
- Monitor and Control Risks

8.3.1. Identify Risks

The first step of risk management is to identify any risks that may impact the project. One should essentially answer the question, "What could go wrong?". It's important to encourage critical thinking when trying to identify risks.

There are several techniques that one can use to help identify risks, namely:

- Brainstorming
- Interviewing
- Risk Profiles
- Historical Data
- Assumptions Analysis
- Work Breakdown Structure Analysis

It should be kept in mind that this is not a one-time activity. As the project progresses, new risks may evolve or become known while others may no longer be relevant.

8.3.2. Risk Assessment

When one has a list of potential project risks, he needs to determine which risks need to be managed. Generally, those risks that would have the greatest impact to the project as well as those that are more likely to occur are the ones that should be focused on.

A basic risk assessment will analyse each risk event for the likelihood that the risk will occur and for the impact it will have if it occurs. This type of qualitative risk analysis information can be plotted on a Risk Assessment Matrix which incorporates the risk rating rules as defined in Project Risk Management Plan.

Risk Assessment Matrix

8.3.3. Risk Response Development

For each risk, there are four response strategies that one can choose from:

✓ Avoid

- ✓ Transfer
- ✓ Mitigate
- ✓ Accept

8.3.3.1. Avoid

In some cases, risk avoidance is possible by making a change to the project management plan. Some examples include extending or shortening the schedule, changing the project strategy, or reducing scope.

8.3.3.2. Transfer

Risk transfer involves passing the risk to a third party. This doesn't change or eliminate the risk, it simply gives another party the responsibility to manage the risk. Examples of risk transfer include insurance and guarantees.

8.3.3.3. Mitigate

Risk mitigation means to reduce the probability and/or impact of a risk event. Examples of risk mitigation include safety training and simplifying processes.

8.3.3.4. Accept

Risk acceptance is when the project team decides not to change the project management plan to deal with the risk or is unable to identify any other risk response strategies for a risk event. This strategy can be passive where the project team decides to just deal with the risk if it occurs. Or it can be active where the project team has a contingency reserve allocated and plan in place in case the risk occurs.

8.3.4. Monitor and Control Risks

Monitoring and controlling project risks involves implementing risk response strategies, tracking identified risks, monitoring triggering events, and identifying new risks. This should be done throughout the project.

8.4. Risk evaluation

Risk evaluation will determine the quantitative and qualitative values of risk related to a concrete situation or a recognized hazard. Each partner should contribute to the risk assessment process by the definition and the identification of the different kind of risks and hazards that might be generated by a specific module of the TOPAS. The collection and classification of the risks needs specific description and formulation in a unique matrix for each subsystem/module in order to be feasible their systematic analysis; as illustrated in the matrix below.

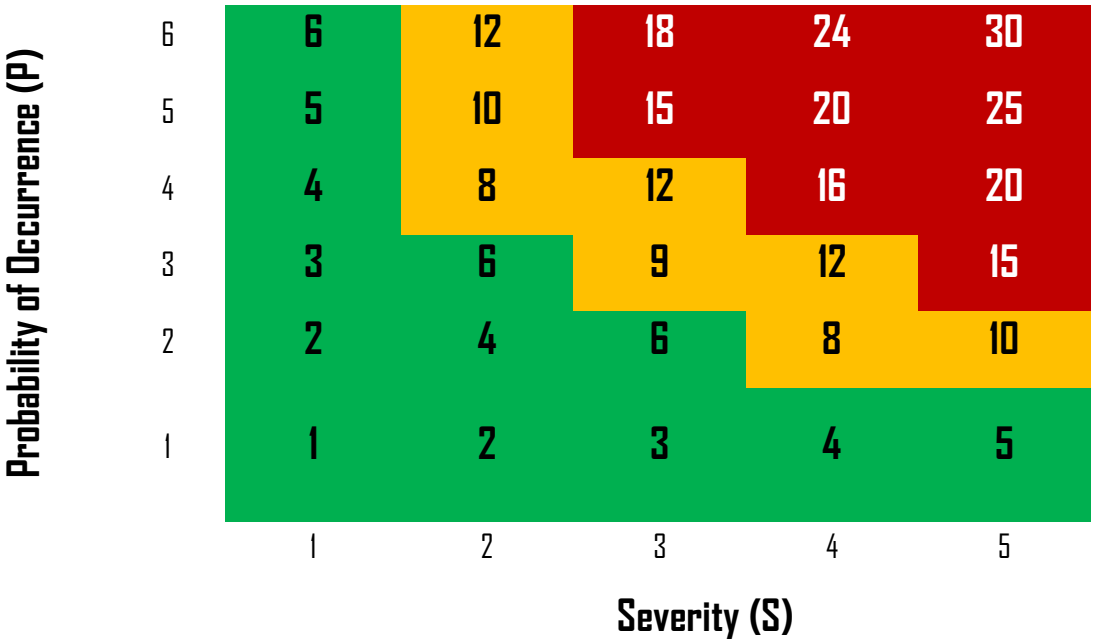

***Figure 5:** Assessment of the identified risk according to its probability and severity levels*

A risk will be considered as low for 1-6 (green), medium for 8-12 (yellow) and high for 15-30 (red).

8.5 Expected risks

Several risks are predicted to occur during the implementation of the project. Their definition, likelihood of occurrence and remedies follow:

Low level of involvement of stakeholders. There is a possibility that some of the stakeholders, especially businesses or students may not be willing to take part in planned activities.

Level of risk: Low

Risk management strategy: Constant communication with all stakeholders and focusing all promotion activities at target groups of the project. Already established cooperative links of partnering HEIs with students and business entities will be used to remedy this problem.

Conflict among team members.

During the implementation of the project, there is a possibility of conflicting activities among project team members and overlapping of dependent activities.

Level of risk: Low

Risk management strategy: Meticulous planning of project activities and scheduling during the preparation phase. Constant communication among project coordinators of each team will ensure that any arising conflicts are resolved immediately.

External conditions

During the implementation of the project, there will be possibilities that external conditions of economic, political or legal nature may impede or endanger the implementation of project activities.

Level of risk: Low

Risk management strategy: At least two different scenarios for implementing the project activities will be prepared during the Preparation Phase in order to smooth out any external effects that might occur throughout the project period.

Delays of project implementation

Due to either/both internal or external factors, delays of project activities and/or project implementation may occur.

Level of risk: Medium

Risk management strategy: Meticulous planning of project activities and scheduling during the preparation phase. Use of CPM (*Critical path method*) and PERT (*Program Evaluation Review Technique*) chart to map milestones and deadlines for the project, as well as constant communication with partners, in order to ensure deadlines are met and delays do not occur.

During the implementation of the project, risk assessment will be made on quarterly intervals, in order to ensure that objectives are met and risk management strategies are in action. If required, project partners may change or adapt risk strategies to respond to current and expectant conditions.

9. STRATEGY OF THE PROJECT QUALITY CONTROL

9.1 Introduction

The quality control strategy of TOPAS project will ensure that quality is planned for both the deliverables and activities. This QCP will consist of the methodology on implementation of the project's internal guidelines for reporting and reviewing procedures to ensure the project's Quality Assurance. It will focus on the assessment of quality assurance, as well as monitoring and evaluation of project management, communication, dissemination strategies, working meetings and the steering group performance. It will review the quality of project outputs in the framework of quality indicators approved by all the partners. The monitoring of project progress and quality of outputs in each WP will ensure the high quality of project outcomes and will guarantee the compliance of project results with project objectives.

The Quality Control Plan has two levels of evaluation of the Project: ***internal*** *and* ***external.***

9.2. Internal evaluation

The internal evaluation of the Project comprises two main components:

- Day-to-Day Internal Evaluation of the Project: A quality monitoring team composed of representatives of PC will be in charge of quality control (QC) and monitoring of the project and developed results. QMT will be composed of 3 experts from the field of QC and 3 students from different consortium members. It will be established in M1 with the task to set up a quality monitoring system and QC Plan (M3) with procedures, methodologies and performance indicators for evaluating the progress and assessing the quality of project results. An internal quality plan will be developed as part of general management structure (WP5). HSWT will regularly be updated on the status of activities by the Quality

Monitoring Team (QMT). Project coordinators will send to the QLT a report about activities carried out at their institutions. Workshops held at the end of each activity are ideal venues for coordination of activities, analysis of sources of possible delays and discussions on possible solutions. In the cases where project partners do not fulfil planned activities, funds will be reallocated to partners who show more responsibilities. Management meetings will be used also to discuss about QA implementation. Internally the QLT will implement various types of monitoring and quality control processes: Questionnaires for academic and administrative staff, students, farm managers, participants at training seminars, automatic monitoring of project's websites. Depending on the context, different mechanisms will be for quality control will be used: peer reviews, evaluation surveys, internal institutional evaluation boards, timely work and performance indicators.

Indicator for progress will be:

- ✓ Feedback from EU partners during workshops;
- ✓ timely work on the organization and execution of training seminars;
- ✓ outreach projects performed regularly;
- ✓ timely work on the organization and execution of the survey on developed modules.

EU institutions will participate in quality assurance process at distance (email, skype, videoconference). EU partners will contribute to the WP with presentation of a cross-package appraisal & QA system for internships which the QLT will adapt to the local context. A QA system for internships embedded in ECQIP principles will be integrated and implemented in second and third year.

EU institutions will conduct testing, peer review and validation of internship practices.

- Cross-package appraisal & QA system for internships**:** Cross-package appraisal & QA system for internships. Integration of QA system for internship scheme in partner HEIs and implementation of QA system for work placements and monitoring on progress. TOPAS foresees the development of a quality assurance mechanism specific for evaluating models for the delivery of internships with Key Performance Indicators (KPI). Once established, this mechanism will be used throughout the project in order to assess the progress of students and learning outcomes. The evaluation results of the piloting phase will be included in the final report of the project's evaluation.
- Peer reviews in internal evaluation involve PC institutions close cooperation and mutual help in overcoming the obstacles and solving the problems barred them from achieving the project objectives.

9.3. External evaluation

The external evaluation of the Project comprises the following components:

- External evaluation of the entire project. This will be conducted together with subcontracted evaluators. Apart from the review of external stakeholders (farms and Ministries) who will monitor WP1, an expert company in farm data collection will assess WP4. At project management level, HSWT will employ an external evaluator to provide an independent opinion on the quality, attainment of objectives, efficiency and sustainability of the project on a year basis for the consortium to take action on using the 5 DAC (Development Assistance for Cooperation) criteria developed by the OECD. The external evaluator will be chosen according to his/her experience of HE systems in partner countries, knowledge on cooperation and development programs (Tempus, Erasmus+), methodology used, management techniques and cost effectiveness. Financial audit as part of WP5 will be conducted once the project has finalized according to EACEA rules. The QLT will send regular progress reports to HSWT. An external

evaluator hired by HSWT will monitor the status of activities and level of implementation and achievement of objectives using a Monitoring on Results Methodology. A subcontracted agency will verify databank functionality and use of farm data collection.

- Peer reviews with Erasmus+ projects will be carried out via videoconferencing or meetings in person.
- Monitoring of the project will be implemented by National Erasmus+ Offices and EACEA according to their schedule of projects' monitoring process.

The quality assurance activities will be based on ***quantitative data*** (i.e. meeting the specified deadlines, achievement of targets and indicators) and on ***qualitative data*** (i.e. answers to questionnaires and reports). Data will be gathered from all project partners and key stakeholders.

ANNEXES

Annex 1 - TOPAS DELIVERABLE TEMPLATE

Annex 2 - FOLLOW-UP INDICATORS CHART FOR EACH WP

Annex 3 - ADVISORY BOARD COMMITTEE (ABC) OF TOPAS

Annex 4 - PROJECT MEETINGS/EVENTS

Annex 5 - MISSIONS (MEETINGS BETWEEN SELECTED PARTNERS)

ANNEX 1. TOPAS DELIVERABLE TEMPLATE

The template can be found in a folder in the Moodle Platform, in two different versions: a word file and a power point file. These two versions can be chosen freely by the author of the document.

With the idea that the results are the outcomes of a common project, every document has each participant logo on the front cover, as well as at the bottom of each page. There is also a heading in every page referring to the project itself.

The TOPAS Deliverable template is presented in the following page.

585603-EPP-1-2017-1-DE-EPPKA2-CBHE-JP

From theoretical-oriented to practical education in agrarian studies

Deliverable Dx.x

<Deliverable Title>

Editor(s):	<list of editor's full names>
Responsible Partner:	<full name of HEI>
Status-Version:	Final – vx.x
Date:	xx/xx/2013
EC Distribution:	<Nature of deliverable e.g. "Restricted to a group specified by the consortium (including the Commission Services)">

Project Number:	585603-EPP-1-2017-1-DE-EPPKA2-CBHE-JP
Project Title:	TOPAS / From theoretical-oriented to practical education in agrarian studies

Title of Deliverable:	<Deliverable Title>
Date of Delivery to the EC:	xx/xx/201x

Workpackage responsible for the Deliverable:	WPx - <WP Title>
Editor(s):	<list of editor's full names> (<HEI>)
Contributor(s):	<list of partners' acronyms>
Reviewer(s):	<Partners' acronym>
Approved by:	All Partners

Abstract:	<4-5 lines of text>
Keyword List:	<list of keywords separated by comma>

Version	Date	Revision Description	Responsible Partner
vx.x	xx/xx/201x	<brief description of addition, modification performed>	<HEI acronym> (<full names of editors>)

ANNEX 2. FOLLOW-UP INDICATORS CHART FOR EACH WP

Table A 2.1: Follow-up Indicators Chart for WP 1

Del. No.	Deliverable title / Indicator / % made	0%-10%	10%-20%	20%-30%	30%-40%	40%-50%	50%-60%	60%-70%	70%-80%	80%-90%	90%-100%
	WP 1 Revision of internships and Learning Outcomes from BA and MA agrarian management programs										
D 1.1	Comparison of internships and learning outcomes in agrarian management studies between PCs and EU partners										
D 1.2	Learning outcome and competence based harmonization of selected agrarian management courses in line with Bologna										
D 1.3	Approval of revised curricula by institutional authorities and introduction of changes in 2018-2019 academic year										

Table A 2.2 : Follow-up Indicators Chart for WP 2

Del. No.	Deliverable title / Indicator / % made	0%-10%	10%-20%	20%-30%	30%-40%	40%-50%	50%-60%	60%-70%	70%-80%	80%-90%	90%-100%
	WP2 Teaching methodology, tools & infrastructure updated										
D 2.1	Training on distance learning key competences, competence-based approach and practice-based education										
D 2.2	Elaboration of videos and MOOCs										
D 2.3	Use of new teaching tools & methodology										
D 2.4	Piloting on national/international internship scheme										

Table A 2.3: Follow-up Indicators Chart for WP 3

Del. No.	Deliverable title / Indicator / % made	0%-10%	10%-20%	20%-30%	30%-40%	40%-50%	50%-60%	60%-70%	70%-80%	80%-90%	90%-100%
	WP3 Quality control and monitoring of TOPAS										
D 3.1	Cross-package appraisal & QA system for internships Integration of QA system for internship scheme in partner HEIs and Implementation of QA system for work placements and monitoring on progress										
D 3.2	Internal evaluation and peer review										
D 3.3	External evaluation										

Table A 2.4: Follow-up Indicators Chart for WP 4

Del. No.	Deliverable title / Indicator / % made	0%-10%	10%-20%	20%-30%	30%-40%	40%-50%	50%-60%	60%-70%	70%-80%	80%-90%	90%-100%
	WP4 Raising awareness campaign and exploitation of TOPAS outputs										
D 4.1	Maintenance of TOPAS website and social media										
D 4.2	Round tables, job fairs, national conferences in 3Cs to raise awareness among key stakeholders of importance of ECQIP and project outcomes										
D 4.3	Development of ICT platform for works' placement in agrarian/farm sector and data collection										
D 4.4	Multiplier workshops and faculty training in farm data collection at 3Cs										
D 4.5	Edition and Publication of handbook with best practices and lessons learned										

Table A 2.5: Follow-up Indicators Chart for WP 5

Del. No.	Deliverable title / Indicator / % made	0%-10%	10%-20%	20%-30%	30%-40%	40%-50%	50%-60%	60%-70%	70%-80%	80%-90%	90%-100%
	WP5 Management of TOPAS										
D 5.1	Organisation of kick-off and project management meetings										
D 5.2	Elaboration and approval of Steering Communication Plan Dissemination & exploitation plan and creation of project Steering Committee										
D 5.3	Financial and administrative management and reporting of project activities										
D 5.4	Reporting to EACEA										

ANNEX 3 - ADVISORY BOARD COMMITTEE (ABC) OF TOPAS

Country	Organization	Member
Ministries		
Armenia	Ministry of Education and Science of the Republic of Armenia, Department Higher and Post Graduate Professional Education	**Arsen Hakobyan**
Ukraine	Scientific and Methodological Centre "Agroosvita"	**Tetiana Ishchenko**
Uzbekistan	Ministry of Agriculture	**Husniddin Mardonov**
Farmers' organization		
Armenia	International Center for Agribusiness Research and Education (ICARE) Armenia	**Vardan Urutyan**, PhD, director
Ukraine	National Association of Agricultural Advisory Services of Ukraine	**Roman Korinets**, president
Uzbekistan	Farmers Association, Andijan Branch	**Nobijonov Farhodjon**

ANNEX 4 - PROJECT MEETINGS/EVENTS

ERASMUS + - TOPAS

Partners:

AAI	Andijan Qishloq Hujaligi Instituti (Uzbekistan)	SNAU	Sumy National Agrarian University (Ukraine)
ANAU	Armenian National Agrarian University (Armenia)	WUC	Writtle University College (United Kingdom)
HSWT	University of Applied Sciences Weihenstephan-Triesdorf (Germany)	WUELS	Uniwersytet Przyrodniczy we Wroclawiu (Poland)
NULES	National University of Life and Environmental Sciences (Ukraine)	UASVM / IASI	Universitatea de Stiinte Agricole, Si Medicina Veterinara din Iasi (Romania)
SAI	Samarkand Agricultural Institute (Uzbekistan)	YSU	Yerevan State University (Armenia)

Meetings (presumed dates will be agreed upon during the Kick-Off-Meeting):

Date	Place	Title	Topics	Participants
Nov. 08-10, 2017	HSWT	Preparatory meeting	Topics: baseline discussion, presentation and exchange on capacities, curricula, available data on agriculture and students' placement programs (*intended as kick-off-meeting, but had to be re-scheduled due to administrative delays at WUC (PIC-number not activated))*	HSWT, NULES, SNAU, WUC, WUELS, UASVM
Feb. 19-29,2017	SAI	Kick-Off Meeting	Topics: presentation and discussion of each work package, fine-tuning of joint objectives with regard to the three pillars *(1)* students' placement, *(2)* data base development on agriculture and *(3)* improved teaching approaches	All partners
Presumably mid 2018	WUELS	Placement programs	Topics: presentation and discussion of progress in the outline and institutionalization of improved national student-placement programs, on-site visit and demonstration of WUELS facilities for student placements and international cooperation	All partners

Date	Place	Title	Topics	Participants
Presumably 3rd quarter 2018	WUC	Development: Teaching approaches	Topics: outline of developed and intended MOOCs, discussion on potentials for institutionalization in the countries of the partners, change management of teaching approaches within the partner universities (use of technical support and communication platforms)	All partners
Presumably 1st quarter 2019	YSU	Dissemination & exploitation	Topics: presentation and discussion of installed dissemination platforms, analysis of achieved contents and outreach, joint planning of structure and content of further findings and achievements, definition of expected progress in 2019	All partners
Presumably 2nd quarter 2019	UASVM	Development: national educational information systems	Topics: outline of data requirements for teaching and research in farming and farm business, discussion of capacities and applicable approaches towards sustainable data storage and management systems	All partners
Presumably mid 2019	IASI	Development: Dissemination & exploitation	Topics: Annual meeting on developments in the dissemination platforms, analysis of achieved contents and outreach, joint planning of structure and content of further findings and achievements, definition of expected progress in 2020	All partners
Presumably 3rd quarter 2019	YSU	Development: placement, data bases and teaching approaches	Topics: (1) Joint analysis of settings for student placements, data collection and teaching approaches at YSU, (2) presentation of achievements with regard to a) the improvement and adaptation of placement programs, b) the set-up of data management for educational information systems and c) the introduction of advanced teaching systems. Identification of potential approaches for overcoming encountered bottlenecks	All partners
Presumably 1rd quarter 2020	AAI	Development: placement, data bases and teaching approaches	Topics: (1) Joint analysis of settings for student placements, data collection and teaching approaches at AAI and SAI, (2) presentation of achievements with regard to a) the improvement and adaptation of placement programs, b) the set-up of data management for educational information systems and c) the introduction of advanced teaching systems. Identification of potential approaches for overcoming encountered bottlenecks	All partners

Date	Place	Title	Topics	Participants
Presumably 2rd quarter 2020	SNAU	Development: placement, data bases and teaching approaches	Topics: (1) Joint analysis of settings for student placements, data collection and teaching approaches at UASVM and SUMI, (2) presentation of achievements with regard to a) the improvement and adaptation of placement programs, b) the set-up of data management for educational information systems and c) the introduction of advanced teaching systems. Identification of potential approaches for overcoming encountered bottlenecks	All partners
Presumably 3rd quarter 2020	HWST	Dissemination & exploitation	Topics: Wrap-Up Meeting, consolidation of experiences, developments and findings, specification of final updates on the internal and external communication and presentation platforms	All partners

ANNEX 5 - MISSIONS (MEETINGS BETWEEN SELECTED PARTNERS)

Date	Place	Title	Topics	Participants
Presumably 3th quarter 2018	NULES, SNAU	Consultancy	Topics: evaluation of strength and weaknesses of placement programs and data collection on agriculture, discussion of approaches for improvement	WUELS, HSWT
Presumably 3th quarter 2018	YSU	Consultancy	Topics: evaluation of strength and weaknesses of placement programs and data collection on agriculture, discussion of approaches for improvement	WUELS, HSWT
Presumably 4th quarter 2018	SAI	Consultancy	Topics: evaluation of strength and weaknesses of placement programs and data collection on agriculture, discussion of approaches for improvement	WUELS, HSWT
Between mid-2018 and mid-2020, no suggested dates yet	HSWT	Training	Topics: data collection, placement organization, teaching methods	NULES, SNAU, ANAU, YSU, SAI, AAI
	WUELS	Training	Topics: data collection, placement organization, teaching methods	NULES, SNAU, ANAU, YSU, SAI, AAI
	IASI	Training	Topics: data collection, placement organization, teaching methods	NULES, SNAU, ANAU, YSU, SAI, AAI