

**"Game based learning to validate pre-employment skills  
and to foster digital competence of low skilled and  
marginalized students to foster better transition to the  
labour market"**

Agreement number: 2022-1-ES01-KA220-SCH-000085050



## **DELIVERABLE R2**

# **INTERNAL QUALITY ASSURANCE TOOLS**

WP1 – PROJECT MANAGEMENT

WP Activity Leader: BULGARIAN INCLUSION SUPPORT TEAM

Target groups: project partners, administrative staff



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## TABLE OF CONTENTS

AIMS AND OBJECTIVES.....	3
Guiding Principles .....	3
Objectives of EMPLOGAME Quality Assurance Framework.....	3
MANAGEMENT QUALITY CONTROL .....	5
Steering Committee Members.....	5
QUALITY ASSURANCE TASKS .....	6
Quality Assurance Tools .....	6
Quality Assurance Indicators .....	6
Quality Assurance Matrix .....	7
ACTIVITIES .....	9
Internal Quality Assurance.....	9
External Quality Assurance (participatory).....	9

## AIMS AND OBJECTIVES

The present Plan provides an overview of the main Quality Assurance (QA) procedures set up by the EMPLOGAME project consortium. QA will measure and assure the quality of the project's processes, outputs, and impacts in order to:

- deliver value to the target beneficiaries,
- fulfil the requirements of the Erasmus+ programme,
- operate in an efficient and timely manner, and
- assist in the strategic-decision making during and after project lifetime.

The quality of the EMPLOGAME project is to a large extent guaranteed by the quality of the partners, as well as the quality of the work plan. However, a close monitoring of the project quality at different stages of its implementation is felt to be crucial for its success.

The Plan therefore provides a framework against which both partners and target groups can formally check the quality of the different elements of the EMPLOGAME project. It describes the main guidelines and minimum criteria for smooth operational project management, as well as the various tasks related to quality assurance, and covers internal and external quality assurance processes, both ex ante and ex post. The Plan was approved by the project Steering Committee.

Results derived from this Plan will be used by the EMPLOGAME coordinator UNIVERSIDAD AUTONOMA DE MADRID, Spain and the project team to improve where possible.

It is important to stress that along with project partnership comes a set of responsibilities, which are described in detail in both the project application and the Partnership Agreement. It is expected that all project partners have good knowledge and understanding of both documents.

UNIVERSIDAD AUTONOMA DE MADRID, Spain (project coordinator), together with the Bulgarian Inclusion Support Team (QA leader), will be responsible for ensuring the compliance with the QA Plan by all partners.

## GUIDING PRINCIPLES

A successful quality assurance framework is guided by: the pursuit of continuous improvement, a focus on EMPLOGAME training, the necessity of encompassing all 5 WPs, accountability and transparency, and documentation and implementation of guidelines/procedures. These guiding principles aim to assist the project in establishing or improving their quality assurance frameworks and to support the Project Management when assessing the frameworks in place.

## OBJECTIVES OF EMPLOGAME QUALITY ASSURANCE FRAMEWORK

EMPLOGAME project quality assurance framework is based on recognition mechanisms, international relations capacities mission. It is comprehensive and accounting for the full range of its offerings and activities and includes provisions to cover all of the WP. It is in line with the Erasmus Charter for Higher Education (ECHE).

The objectives of quality assurance framework are to assure the quality of project and to ensure that stated deliverables can be realized.

The **purpose** of each WP is to answer the following two questions:

- How well is the WP achieving what it set out to accomplish?
- Is it doing what it should be doing?

The tools for the activities will be design around the proposal of the Project management team and Work Package Coordinators.

## MANAGEMENT QUALITY CONTROL

UNIVERSIDAD AUTONOMA DE MADRID, Spain will follow up on the meeting attendance and general commitment by all partners in the course of the contract period. The team of Bulgarian Inclusion Support Team will follow the project's calendar of activities and will see that meeting documentation and successive reports are circulated in due time by the respective partners. Both will equally keep an eye on the timely submission of project deliverables by all partners, which is essential for smooth operational management, and propose measures, if needed, to the project coordinator.

## STEERING COMMITTEE MEMBERS

The individual steering committee members are key responsible persons in charge of quality on behalf of the partner institutions. Steering Committee members will engage in the following:

- Meeting attendance: all meetings will be attended by all members or by their delegated representative.
  - Delegates per partner:
    - P1 UAM: Prof. PhD Melchor Gómez García
    - P2 AMPAT: Prof. PhD Pilar Gutiez Cuevas
    - P3 BIST: Andrean Lazarov
    - P4 94 SU: Penka Nikolova
    - P5 EsenyrtMEM: Derviş Çelik
    - P6 WINSS: Figen Sekin
- Meeting preparation and follow-up: each steering committee member will carefully prepare the meetings and be responsible for the implementation of the tasks that will be agreed upon during those meetings as reflected in the meeting reports/to-do lists.
- Financial Management: all steering committee members are responsible for the financial management on behalf of their institution and will periodically report back to the project coordinator as stipulated in the consortium agreement.

## QUALITY ASSURANCE TASKS

### QUALITY ASSURANCE TOOLS

Key QA tools include:

- Guidelines
- Face-to-face feedback
- Evaluation surveys
- Internal evaluation observations / reviews
- By feedback gathering from members of the national advisory boards in partners' countries, who will meet every 6 months
- To discuss the project progress and to provide voluntary a feedback for the further customisation
- By internal quality assurance review and follow-up by surveys every 6 months
- Testimonials of the participants

### QUALITY ASSURANCE INDICATORS

Indicators are included in the official project work programme:

#### WORK PACKAGE 1 PROJECT MANAGEMENT

MANAGEMENT INDICATORS:

- I1. Leadership: Steering committee satisfaction (target: 80%; accepted 60%)
  - I2. Budget deviation from the initial plan: analysis of documentation and progress reports.
  - I3. Activities schedule deviation. Timeline diagram. Internal evaluation subjective criteria.
  - I4. Usefulness of progress reports: steering committee satisfaction (target: 80%; accepted 60%)
- Monitoring frequency:  
Every six months

TRANSNATIONAL MEETINGS INDICATORS:

- I1. Quality of documentation delivered and presented: steering committee satisfaction (target: 80%; accepted 60%)
  - I2. Partners contribution: steering committee satisfaction (target: 80%; accepted 60%)
  - I3. Meeting organization: steering committee satisfaction (target: 80%; accepted 60%)
- Monitoring frequency: After each meeting

#### WORK PACKAGE 2 Project deliverables

Quantitative:

- KPI 1. Number of reached teachers and pedagogical counsellors from Spain, Bulgaria and Turkey (at least 80 in total) who participated in the project implementation and are able to provide pre-employment guidance and support based on project results (handbook, game etc.)
- KPI 2. Number of reached students with fewer opportunities - at least 80 in total including Roma, woman (especially in Turkey), refugees (Spain and Turkey), but also students with disabilities, learning difficulties and special educational needs who completed the pre-employment training and game validation.
- KPI3. Number of reached stakeholders in alpha and beta trials - at least 12 students with fewer opportunities on the labour market.

Qualitative:

KPI 1: Improved pre-employment job skills and readiness to enter the labour market of 80 students with fewer opportunities at their graduation as stated in above sections

KPI 2: Improved knowledge, skills and competences to support the career guidance at schools by 80 teachers and 12 pedagogical counsellors

KPI 3: Improved self-esteem, self-confidence, motivation and believes of the above 80 students

KPI 4: Improved believes and parental support provided by at least 40 family members towards the potential success of their pupils.

KPI 5: Improved results of the school intervention to prevent potential labour market dropouts measured 1 year after graduation of students

### **WORK PACKAGE 3 Training, guidance and pilot activities for marginalised students**

Quantitative:

*KPI 1. Number of reached teachers and pedagogical counsellors from Spain, Bulgaria and Turkey (at least 80 in total) who participated in the project implementation and are able to provide pre-employment guidance and support based on project results (handbook, game etc.)*

*KPI 2. Number of reached students with fewer opportunities - at least 80 in total including Roma, woman (especially in Turkey), refugees (Spain and Turkey), but also students with disabilities, learning difficulties and special educational needs who completed the pre-employment training and game validation.*

*KPI3. Number of reached stakeholders in alpha and beta trials - at least 12 students with fewer opportunities on the labour market.*

Qualitative:

*KPI 1: Improved pre-employment job skills and readiness to enter the labour market of 80 students with fewer opportunities at their graduation as stated in above sections*

*KPI 2: Improved knowledge, skills and competences to support the career guidance at schools by 80 teachers and 12 pedagogical counsellors*

*KPI 3: Improved self-esteem, self-confidence, motivation and believes of the above 80 students*

*KPI 4: Improved believes and parental support provided by at least 40 family members towards the potential success of their pupils.*

*KPI 5: Improved results of the school intervention to prevent potential labour market dropouts measured 1 year after graduation of students*

#### **The involvement of above mentioned participants will be justified by:**

- Signed list of participants of all physical meetings
- Photos , videos (where possible)
- Protocols, which will include the feedback gathered
- Testimonials of the participants

### **WORK PACKAGE 4 Learning activities for teachers**

Quantitative:

*KPI 1. Number of reached teachers and pedagogical counsellors from Spain, Bulgaria and Turkey (at least 80 in total) who participated in the project implementation and are able to provide pre-employment guidance and support based on project results (handbook, game etc.)*

*KPI 2. Number of reached students with fewer opportunities - at least 80 in total including Roma, woman (especially in Turkey), refugees (Spain and Turkey), but also students with disabilities, learning*

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*difficulties and special educational needs who completed the pre-employment training and game validation.*

*KPI3. Number of reached stakeholders in alpha and beta trials - at least 12 students with fewer opportunities on the labour market.*

Qualitative:

*KPI 1: Improved pre-employment job skills and readiness to enter the labour market of 80 students with fewer opportunities at their graduation as stated in above sections*

*KPI 2: Improved knowledge, skills and competences to support the career guidance at schools by 80 teachers and 12 pedagogical counsellors*

*KPI 3: Improved self-esteem, self-confidence, motivation and believes of the above 80 students*

*KPI 4: Improved believes and parental support provided by at least 40 family members towards the potential success of their pupils.*

*KPI 5: Improved results of the school intervention to prevent potential labour market dropouts measured 1 year after graduation of students*

**The involvement of above mentioned participants will be justified by:**

- Signed list of participants of all physical meetings
- Photos , videos (where possible)
- Protocols, which will include the feedback gathered
- Testimonials of the participants

## **WORK PACKAGE 5 Dissemination and exploitation activities**

Quantitative:

KPI1: Participation and presentations in at least 5 conferences, seminars and other related events to the project present findings

KPI2: Producing of at least 4 articles for the local, regional, national or even international press

KPI3: Producing of 100 project leaflets (in each language) to promote the activities and outputs of the project

KPI4: Email shots to youth networks, educational institutions, professionals working with people with disabilities, policy makers etc. (≥ 200 per country)

KPI5: Email shots to NGOs (≥ 10 per country)

KPI6: Press conferences/press releases (≥ 2 per country)

KPI7: Training workshops (≥ 2 per country)

KPI8: Relevant on-line publications on the websites of all participating organisations; (≥ 4 per country)

Qualitative:

KPI1: Realisation of a dissemination and exploitation strategy

KPI2: Preparation of project logo and visual presence

KPI3: Design and maintenance of the project website (languages: EN, ES, BG, TR) with the specified interactivity in order to make the direct contact with stakeholders and beneficiaries

KPI4: Social media channels creation and maintenance - Facebook

## **QUALITY ASSURANCE MATRIX**

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Matrix below describes the quality assurance standards for the EMPLOGAME project.

Project Process	Quality Assurance Standard	Inputs Include:
<b>Project Management</b>	<ul style="list-style-type: none"> <li><u>Objective:</u> verification that Project Schedule Management activities are performed via a documented process.</li> <li><u>Project Management Plan:</u> <ul style="list-style-type: none"> <li>Project schedule review meetings occur</li> <li>Project schedule review meetings are well attended</li> <li>Modifications to the project schedule are approved and tracked</li> <li>Impact estimations occurring outside of/prior to the schedule modification process</li> <li>Roles and responsibilities are well defined</li> <li>Action items from review meetings are documented and tracked to completion</li> </ul> </li> </ul>	<p>-Steering Committee meetings (online and during TSN meetings)</p> <p>-Steering Committee meeting participants' list and signatures;</p> <p>- Dropbox</p> <p>- bi-monthly updates</p>
<b>Consultation Process</b>	<ul style="list-style-type: none"> <li><u>Objective:</u> Verification that Consultation Process activities are performed via a documented process and with participation of National Advisory Board members in Bulgaria, Spain, Portugal and Turkiye</li> </ul>	<p>-NAB set up and 2 meetings per year (individual or group)</p> <p>-Gathered feedback and shared with the partners during meetings</p>
<b>Training Process</b>	<ul style="list-style-type: none"> <li><u>Objective:</u> Verification that Training Process activities are performed via a documented process.</li> <li><u>Training Process standard documents :</u> <ul style="list-style-type: none"> <li>Piloting framework</li> <li>Selection criteria - teachers:               <ol style="list-style-type: none"> <li>Age: between 22 (bachelor degree completed) and 50</li> <li>Educational background: first year of Master degree for future teachers and minimum Bachelor degree for existing/recent teachers</li> <li>DigComp 2.1 – minimum level 2</li> <li>Time availability to participate during the 2- semesters training programme.</li> <li>Willingness to share know-how with at least 2 colleagues, who are not participating in the programme.</li> <li>Agreement to participate in monitoring, evaluation, feedback gathering, case studies, testimonials.</li> </ol> </li> </ul> </li> </ul> <p>- Monitoring process</p>	<p>- NAB members;</p> <p>-Training process starting from February 2024</p> <p>- Presentations made by the trainers from each partner;</p> <p>-Training process</p> <p>-Training materials (WP2, 3 and 4);</p> <p>-Help desk of e-learning platform</p>

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	<ul style="list-style-type: none"> <li>- Self evaluation</li> <li>- Post evaluation</li> <li>- Testimonials</li> </ul>	<ul style="list-style-type: none"> <li>-Individual calls/meetings where needed</li> <li>Questionnaires;</li> <li>-Questionnaire;</li> <li>Case studies</li> <li>Prepared digital resources</li> </ul>
<b>Dissemination &amp; Exploitation</b>	<ul style="list-style-type: none"> <li>• <u>Objective:</u> Verification that Dissemination &amp;Exploitation activities are performed via a documented process.</li> <li>○ <u>Dissemination &amp; Exploitation standard documents</u> : <ul style="list-style-type: none"> <li>○ Dissemination Plan</li> <li>○ Web site and social media</li> <li>○ Dissemination materials</li> <li>○ Dissemination events &amp; reporting (PPT)</li> <li>○ Final multiplier events in ES, BG and TR</li> <li>○ Feedback gathering</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Dissemination Plan</li> <li>-Web site;</li> <li>-Dissemination materials;</li> <li>-Dissemination events &amp; reports;</li> <li>-Final multiplier events</li> <li>Agendas and signed list of participants.</li> <li>Number of viewers/followers</li> <li>-“Train the trainers” workshops.</li> </ul>
<b>Project Management</b>	<ul style="list-style-type: none"> <li>• <u>Objective:</u> Verification that Project Management activities are performed via a documented process.</li> <li>○ <u>Project management standard documents:</u> <ul style="list-style-type: none"> <li>○ Partnership Agreement</li> <li>○ Project intranet via Dropbox</li> <li>○ Online meetings</li> <li>○ Progress report to SEPIE</li> <li>○ Final report to SEPIE</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Bilateral Partnership Agreements;</li> <li>-Project intranet Dropbox;</li> <li>-Progress report to SEPIE</li> <li>-Final report to HRDC.</li> </ul>

## ACTIVITIES

### INTERNAL QUALITY ASSURANCE

Internal QA will include the development of the following standard templates/guidelines

- (a) SC meetings during online and transnational meetings (minutes of meetings)
- (b) feedback forms for internal evaluation (level of satisfaction, challenges faced, recommendations for improvement)
- (c) financial reporting forms (timesheets + staff declarations + travel proofs)
- (d) Work Packages realization.

It will also include continuous review of progress & partners' feedback.

### EXTERNAL QUALITY ASSURANCE (PARTICIPATORY)

External Quality assurance mechanisms (participatory process) will include:

Testing of outputs (ex-ante). Target groups will be involved directly in the testing of the outputs prior to dissemination. In particular, all partners will test the outputs of the project targeting indicators as stated above.

Training Evaluation questionnaires (ex-post) will be distributed to target groups at the end of each training process (hybrid format), to assess their satisfaction and gather feedback and possible suggestions for improvement.

In addition to the above, Ex-post QA will aim at measuring the impact of project outputs on target beneficiaries. In July 2025, a questionnaire will be sent out to recent and future teachers, having participated in the training weeks to assess to what extent the information provided/knowledge developed during the events was put into practice.

## DEADLINES

<b>Quality management plan</b>	<b>November 2022</b>
<b>Transnational meetings – post meeting evaluation</b>	<b>After each TSN meeting (6 in total)</b>
<b>Internal quality management summary of evaluation</b>	<b>1 progress (January 2024), 1 final report (October 2025)</b>
<b>Multiplier events evaluation</b>	<b>September-October 2025</b>
<b>Project website</b>	<b>Every 6 months</b>
<b>Dissemination action plan</b>	<b>Every 6 months</b>

Final evaluation summary on  
sustainability of project deliverables

October 2025

## QUALITY ASSURANCE TOOLS

**Post meeting evaluation** template – to be used at the end of each transnational partners' meeting

**Kick off meeting:** <https://forms.gle/NtQLCRBKu6zuf8hV7>

**Second transnational meeting:** <https://forms.gle/Ce61zKS6ycZSEp2t8>

**Third transnational meeting:** <https://forms.gle/85Eew68NhmH9U7Wx5>

**Fourth transnational meeting:** <https://forms.gle/9TokPeS6savJD31x6>

**Fifth transnational meeting:** <https://forms.gle/zgic4WEbe9FwxMZY6>

**Sixth transnational meeting:** <https://forms.gle/1nuutbwkwwy6En8XA>

Results from each survey will be presented and analyzed to the project consortium by BIST.

**Interim and final evaluation surveys** template – interim to be completed by the 15 of February 2024, while final evaluation survey to be completed by 28 of October 2025

**Interim evaluation survey:** <https://forms.gle/B4t2SJgq3u5QMnXT7>

**Final evaluation survey:** <https://forms.gle/t6k4MgAvPkimCX1y9>

Results from each survey will be presented and analyzed to the project consortium by BIST.

**Piloting quality assurance tools:**

**Annex I – Students' observation form -**

<https://www.dropbox.com/scl/fi/wapqg1at5yzep61rkeguw/Annex-I-Student-performance-evaluation.docx?rlkey=z5b0drszkngvjfjiscqfz93t&st=qz80db4y&dl=0>

Completion: by teacher at the end of each session. Results to be consolidated via dedicated Excel table.

**Annex II – Teachers' observation form and Star outcomes model for improvement of key and transversal skills of participated students -**

<https://www.dropbox.com/scl/fi/krumt4cgwtyos10ugliad/Annex-II-Teachers-observation-form.docx?rlkey=t4aicyw32k95arodwfhkpei6h&st=8kg7aspu&dl=0>

Completion: by teacher at the end of each session. Results to be consolidated via dedicated Excel table.

**Piloting reporting form by each partner -**

<https://www.dropbox.com/scl/fi/9I5p2senib0vcrnkmhgur/EMPLOGAME-PILOTING-REPORT-CONSOLIDATIONS.docx?rlkey=0tp48fp17eno479i5mocs41by&st=1aec78ge&dl=0>

Completion: at 5<sup>th</sup> and 6<sup>th</sup> transnational partners meetings. Results will be analyzed and included in Consolidated pilot implementation report.