



Quality Assurance Strategic Plan

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1. Purpose of the Monitoring and Quality Assurance Plan

This Quality Assurance Strategic Plan (QASP) is aimed at establishing criteria, tools and procedures for monitoring and evaluating the project in terms of both processes, practices in line with the project aims and objectives, the methodologies and strategies adopted, the timeframe of deliverables, and the budget. In particular, the purpose of the QASP is to identify processes that will be applied to assure quality, define roles and responsibilities to ensure a successful project and deliverables, provide CCSAFS management with indicators to allow them to take appropriate decisions, and to track and report on project progress. It is led by the University of Crete (P1), the Coordinating Institution, with close support from local coordinators and all CCSAFS involved staff.

Monitoring and Quality Assurance addresses three levels: 1) at the design level, 2) at the development level and 3) at the implementation level. It necessitates the coordinated efforts of many individuals, such as those who will generate information and those who will use the information or make decisions based on that information. These individuals include: project members, project coordinators, work package leaders, stakeholders, project staff etc. In addition, peer reviewers and individuals with varied expertise ensured that critical issues for the success of the project are sufficiently addressed, thus helping to minimize problems during planning, implementation and evaluation. As such the Monitoring and Quality Assurance cut across all the works but more specifically, it reflect four project deliverables, namely: D1.2 (Project management and communication plan); D1.3 (Biannual progress reports); D7.1 (Internal quality assurance plan) and D7.2 (External quality assurance plan).

2. The monitoring and quality assurance strategy

The focal point of quality assurance and control within the CCSAFS project will be the deliverables. At the first partner meeting (kick-off meeting), the consortium discussed the standards and quality indicators as defined in the earlier stage in the Consortium Agreement:

- Work package leaders will be responsible for ensuring that the agreed deadlines for submitting the deliverables are met.
- All deliverables will be discussed and approved by the consortium at the partner meetings.
- All deliverables in English will be professionally proof-read and edited.
- Project communication (as defined in the description of the WP1 (D1.2)).
- Conflict resolution and the decision making process will define the procedure used to resolve problems at an earlier stage, determine proper handling of problems, etc.

Thus, all CCSAFS project activities and outputs are subject to evaluation in this work package. Such evaluation is diagnostic, formative and summative. Our strategy is that evaluation is approached as an integral part at beginning, during and by the end in the following way:

1. Diagnostic evaluation at the beginning has been described at the design phase through the situation analysis.
2. Formative evaluation continues during development, peer reviewing (internally and externally), accreditation and pilot implementation. The evaluation methods include: self-assessment, peer assessment and impact studies to measure the effectiveness of curriculum. This kind of evaluation allows identification of eventual weaknesses of the project and, consequently, identification of opportune adjustments.
3. Summative evaluation consists in a conclusive quality judgement aimed at the assessment of the project and its final results in terms of the aims and objectives set and in line of its time frame and budget. It may be also the starting point for the planning of future activities.

The PDCA approach, that is, plan–do–check–act cycle (Figure 1)- a four–step model for carrying out the monitoring and quality assurance of the CCSAFS project has been adopted. Just as a circle has no end, the PDCA cycle should be repeated again and again for continuous improvement. In this way, the three levels, diagnostic, formative and summative work interactively until the end product meets the expected results. In this way, all project deliverables, although they are developed in accordance to the timeframe set, they are subject for improvement until the end of the three-year project.



Figure 1. The CCSAFS PDCA approach to monitoring and quality assurance

PLAN

The "Plan" phase of PDCA for the CCSAFS quality assurance covers:

- Defining the problem or issue that requires redress
- Allocating responsibilities
- Planning of how you will monitor the progress and the effectiveness of the change
- Planning about unexpected problems
- Reflection on and interpretation of relevant information concerning the existing process – this should be drawn from as wide a range of sources as possible and Include information from clients and stakeholders
- Data collection to determine the problem in terms of deviance from the ideal state
- Ascertaining the root cause for the problem or issue
- Evaluating the various possible interventions to solve the problem and their possible outcomes
- Selecting the best possible intervention
- Scheduling the corrective process by planning for resources, determining people responsible for the corrective action
- Mapping the corrective process through various tools

DO

The "Do" phase of PDCA for the CCSAFS quality assurance concerns

- document the activities of implementation
- implementation of the selected solution to reduce the deviation or solve the issue.
- consultations for the adopted quality intervention
- carry out the change or new practice

CHECK

The "Check" of PDCA for the CCSAFS quality assurance entails:

- Monitoring the progress and effectiveness of the change according to the plan
- Recording of observations and results (planned and unexpected) in comparison with the project goals, measures and objectives.
- Comparing the product specifications against defined standards.
- Use of statistical tools to understanding the nature of variation in terms of what worked, what did not work, and the lessons learned from the experience.

ACT

The "Act" phase in PDCA for the CCSAFS quality assurance entails:

- What did the information collected tell us about the effectiveness of the change?
- What can be done to improve the process further? How can the change be refined?
- What lessons have we learned that can be used for further improvement? How Can these lessons be communicated to project partners and stakeholders?
- standardization of the successful solution and adopting the same for wholesale process improvement;
- Involving multiple stakeholders in the changed process

3. Roles for monitoring and quality assurance

The roles for monitoring and quality assurance of the CCSAFS project reflect the structure of the project management as shown in Figure 2. As the project covers a wide range of topics ranging from community engagement to requirements analysis to implementation and support, the need arises to collaborate and manage at levels that span several work packages. This generates four groups of bodies:

At the top level, the CCSAFS **project coordination** is led by the University of Crete (P1) and the Project Coordinator. The Project Coordinator (PC) is responsible for unbiased and timely management of communication among the Project and EC, under the advice of the Project Office (PO). Project Coordinator is the official link between the CCSAFS project and the European Commission. The PC will set up a CCSAFS Project Office. On behalf of the Project Coordinator the CCSAFS Project Office will handle all financial and other operational matters of the project.

3.1 Project Coordinator (PC)

The Project Coordinator represents the CCSAFS consortium towards the European Commission in technical, legal, and administrative matters. The main responsibilities are:

- manage the delivery and the flow of administrative and financial documents;
- manage the release of deliverables and reports to the Commission;
- organise all project meetings (i.e. sending interim reports, meetings minutes, etc.) seeking to minimize time and expenses;
- maintain a high level of communication within the consortium.

The *Decision Making Structures*, a set of three boards with an varying degree and authority to take decisions in the context of the project: The Project Management Board consisted of representatives from all consortium members is the ultimate instrument of decision making and conflict resolution within the project. The QA and Risk Management Task Force – The team that monitors and alerts on project progress and results' quality. The Project Management Board

The Project Management Board consists of one delegate from each partner (the contact person) and is chaired by the Project Coordinator. The PMB has the following responsibilities:

- The PMB is the formal decision-making body of the consortium.
- Quality Monitoring: The PMB decides on the acceptance/rejection of deliverables
- Conflict Resolution: If necessary, the PMB will resolve conflicts by majority voting
- Coordination of internal and external project activities
- Assessment of the progress of the entire project (comparison planned vs. realized work) and taking corrective actions, if necessary.

The PMB meets at least once a year and will be chaired by the PC. Additional PMB meeting may be called by the PC, or at request of partners. Decisions will be taken by consensus whenever possible; only in case of conflict decisions will be taken by voting. Each partner will have one (1) vote and majority (2/3) of votes will be needed. Video conference or Skype-meetings might be used whenever possible to reduce travel expenses. In addition, the PMB will monitor the technical direction of the project, approve all major technical decisions, decide and approve any budget variances.

3.2 Work Package Management (WPM)

The Work Package Leaders are the experts who manage the individual work packages (WP). At the start of the work, each work package leader sets quality standards for each public deliverables, and describes the process by which he will ensure the quality of the product. Before submission of the deliverable the work package leader organizes the internal and external review and ensures that suggestions for improvements are dealt with. The WP leaders will also coordinate the contributions of the respective WPs to the annual project review reports and the final project report. WP meetings and inter-WP meetings will be arranged when it is deemed necessary and will be combined with PMB meetings if possible. In order to facilitate this, all WP leaders are also PMB delegates. Under the coordination of the PC, WP leaders will be in charge of:

- Leading technical progress in order to ensure the WP goals are met on time and within budget restrictions.
- Having the expected deliverables on time
- Ensuring efficient communication within the participants in the WP and between WPs

Finally, in each partner country, a local coordinator has been assigned with the responsibility of coordinating the local partners, initiates activities in monitoring and quality assurance and collecting monitoring and quality assurance data and information. The inter-institutional team also plays a critical role in monitoring and quality assurance.

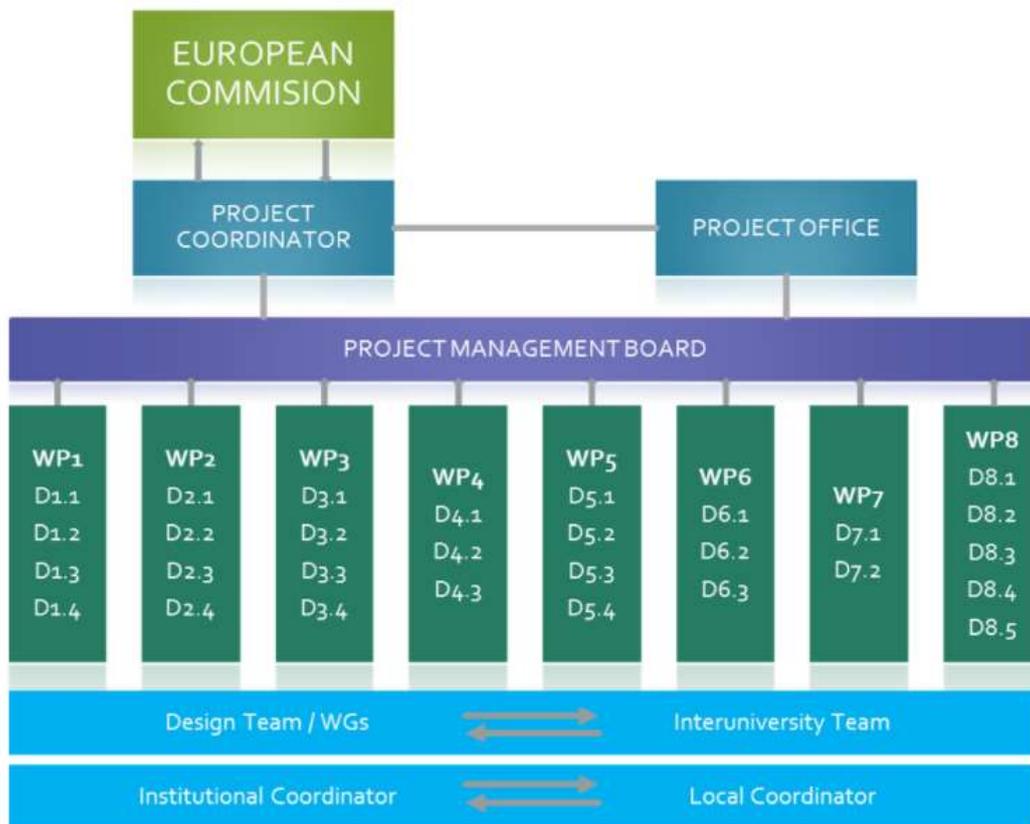


Figure 2. CCSAFS management structure

4. The QA and Risk Management

The Risk Management Plan lists potential risks that may occur during the project lifecycle. Early identification of these potential risks to the project will help project management team to help to elaborate appropriate solutions and adjustments in time. In general, internal and external risks as well as other issues that might affect the progress of the project are also critical to be addressed. Risk is a measure of the inability to achieve overall project objectives within defined cost, schedule, and technical (performance and quality) constraints. Each WP leader will report to the Project Coordinator any risk situation that may affect the accomplishment of the objectives properly and in time. In these cases, the Project Management Board (PMB) will be consulted. The PMB will establish plans to reduce the impact of risk occurring. Responses may include:

Based on the analysis of the likelihood/probability and consequences of a risk event, risk ratings can be assigned as of: Low, Moderate, or High (Figure 3). Low risk has little or no potential to obstacle the project's planning and implementation. Moderate risk may cause some problems such as, disruption of schedule, or degradation of performance and/or quality, and thus special action and management attention may be required to control acceptable risk. Finally, high risk is likely to cause significant disruption of schedule, or degradation of performance and/or quality. To avoid such an event, significant additional interventions are required to control acceptable risk.

Risk	Probab.	Impact	Counter-measures
	Low/ medium/ high	Low/ medium / high	

Figure 3: Risk rating

Impact

- High – Risk that has the potential to greatly impact project cost, project schedule or performance
- Medium – Risk that has the potential to slightly impact project cost, project schedule or performance
- Low – Risk that has relatively little impact on cost, schedule or performance

Impact	H	Yellow	Red	Red
	M	Green	Yellow	Red
	L	Green	Green	Yellow
		L	M	H
		Probability		

Each major risk (those falling in the Red & Yellow zones) will be assigned to a project team member for monitoring purposes to ensure that the risk will not “fall through the cracks”. For each major risk, one of the following approaches will be selected to address it:

Avoid – eliminate the threat by eliminating the cause

Mitigate – Identify ways to reduce the probability or the impact of the risk

Accept – Nothing will be done

Transfer – Make another party responsible for the risk (buy insurance, outsourcing, etc.)

For each risk that will be mitigated, the project team will identify ways to prevent the risk from occurring or reduce its impact or probability of occurring. For each major risk that is to be mitigated or that is accepted, a course of action will be outlined for the event that the risk does materialize in order to minimize its impact. Possible risk indicators are in the project LG???? A template for responding to risks is the following.

Progress Against Milestones

[Insert key milestones achieved to date

Insert key activities/outputs undertaken/occurred during the period covered]

Variations

[Insert milestones missed/delayed and likely impact on the project

Justify variations occurred]

Current Problems & Risks

[Insert problems and risks occurred during the period covered and any remedial actions taken]

--

Anticipated Problems & Risks

[Insert any anticipated problems and risks that may hinder the project progress as well as any suggestions to remedy them]

Additional Information of Notable Achievements

[Provide additional information including the impact and value of the work achieved]

Details on Capacity Building		
Number of academic staff from the partner country's Higher Education Institutions (professors, assistants with teaching tasks, etc.) trained/retrained <u>to the date of the report submission:</u>	Male	
	Female	
	Male	

Number of non-academic staff from the partner country's Higher Education Institutions (librarians, staff from the International Office, IT specialists, etc.) trained/retrained <u>to the date of the report submission:</u>	Female	
Number of staff from the partner country's non Higher Education Institutions (enterprises, NGOs, Chambers of Commerce, Government, local administration, etc.) trained/retrained <u>to the date of the report submission:</u>	Male	
	Female	
Number of students from the partner countries who have attended programmes/courses developed in the framework of the project <u>to the date of the report submission:</u>	Male	
	Female	
Communication Strategy- Achievements		
[Provide information on the dissemination of the project results]		
Communication Strategy- Forthcoming		
[Provide information on how you intend to communicate the results of the project in the next period]		

6.2 Monitoring CCSAFS project activities

The following table shows the implemented activities up to the 5th quarter

No	ACTIVITY	MILESTONES	YEAR ONE			YEAR TWO			YAAR THREE		
			1 st Q	2 nd Q	3 rd Q	4 th Q	5 th Q	6 th Q	7 th Q	8 th Q	9 th Q
1	Kick-off meeting & CA	Awareness of roles & responsibilities	X								
2	Project management/ communication plan	Four project management meetings	X	X	X	X	X				
3	Biannual progress reports	Three biannual reports	X	X	X	X					
4	Barriers & drivers for stakeholders' inputs	Mapping barriers & drivers	X								
5	Stakeholders' surveys & CCSAFS competences	Report on "Voice of the Client" survey	X	X							
6	Colloquia for strengthening stakeholders' inputs	6 colloquia (3 in each PC) completed	X	X	X						
7	Guidelines for strengthening stakeholders' inputs	The CCSAFS Toolkit made available		X							
8	Training needs assessment	Mapping training gaps	X								
9	Trainee staff selection	45 trainee staff selected	X								
10	Training sessions (NTW & RW)	2 National Training Workshops & 2 Regional Training Workshops	X	X	X	X					
11	Continuous online capacity building	Blended learning environment & LMS developed				X	X				

12	CCSAFS program structure and courses	A 120 ECTS MSc in CCSAFS structured		X	X						
13	CCSAFS course syllabi & course modules	15 (6 core & 9 optional) course syllabi/modules developed		X	X	X	X				
14	Validation and approval of CCSAFS MSc	MSc in CCSAFS validated & approved internally. National validation in progress				X	X				
15	Centers of Excellence for CCSAFS	8 Centers of Excellence established				X	X				
16	Blended learning labs	5 ICT labs established				X	X				
17	CCSAFS blended learning & LMS	Blended learning for all courses backed-up by a LMS available				X	X				
18	Internal quality assurance plan	Internal monitoring/peer reviewing		X	X	X	X				
19	External quality assurance	Appointment of external evaluators & development of assessment rubric				X	X				
20	Dissemination & sustainability plan	Report on dissemination plan and activities	X	X	X	X	X				
21	Project website & associated social media	CCSAFS Website established & social media used	X	X	X	X	X				

The following table shows the expected activities by the end of the CCSAFS project

No	ACTIVITY	MILESTONES	YEAR ONE			YEAR TWO			YAAR THREE		
			1 st Q	2 nd Q	3 rd Q	4 th Q	5 th Q	6 th Q	7 th Q	8 th Q	9 th Q
1	Final project report										X
2	Training sessions (NTW & RW)					X	X				
3	Continuous online capacity building					X	X	X	X	X	
4	Validation and approval of CCSAFS MSc					X	X	X	X	X	
5	CCSAFS blended learning & LMS					X	X	X	X	X	
6	Call for MSc applications and selection					X	X	X	X	X	
7	CCSAFS implementation plan					X	X				
8	Pilot & full assessment of CCSAFS MSc program					X	X	X	X	X	
9	Feedback for further improvement					X	X	X	X	X	
	Internal quality assurance plan					X	X	X	X	X	
10	External quality assurance					X	X	X	X	X	
11	Connection with international networks					X	X	X	X	X	
12	International conference & scientific community dissemination					X	X	X	X	X	

6.3 Peer-reviewing process for assuring quality

Internal monitoring and evaluation will be based on peer reviewing, especially during the process of course syllabi and course modules development. The revision process depended on two elements, scientific content and teaching methodologies. A list of peer-reviewers has been prepared with close cooperation of partners. Particular importance in the reviewing process is given to the CCSAFS staff from University of Padova due to their strong experiences in the field of CCSAFS and the challenge to create spaces for connecting the MSc CCSAFS with the MSc in Sustainable Development run by the University of Padova and University of Georgia US. The following criteria were generally used for reviewing the courses:

- The relevance of the course content to the scope of the master (climate change, sustainable agriculture and food security).
- The objectives of the course must be SMART.
- The activities are explained in details with the steps of implementation and the used assessment technique.
- The suitability of the course content and number of modules to the duration of the course.
- The presence of the references and supporting reading material.
- The use of blended learning techniques.
- The link between the course content and the SDGs.
- The use of effective learning and teaching methodologies (active learning).

Peer-reviewing was also taking into consideration the stakeholders' inputs as being extracted from the situation analysis. After reviewing the course content, some modifications will be required from the staff members who developed the courses. The modifications and suggestions of adapting active learning techniques, and other effective teaching and learning methodologies will help enhancing the content of the courses as well as the adapted teaching methodologies. Better description of the assignments and activities would make it easier for other staff members to implement the courses during the master program.

SEM	CORE COURSES	ECTS	PEER-REVIEWERS
1	Climate Change, Sustainable Agriculture and Food Security	10	Prof BORIN Maurizio maurizio.borin@unipd.it
	Climate Change Adaptation and Mitigation	10	Prof. MORARI Francesco francesco.norari@unipd.it
2	Sustainable Management of Soil and Water	10	Prof TAROLLI Paolo Prof CARLETTI Paolo paolo.tarolli@unipd.it paolo.carletti@unipd.it
	Research Methods and Advanced Statistics Analysis	10	Prof BERTI Antonio Prof. BATTISTI Andrea (UNIPAD) and Prof. Vassilios Makrakis (UOC) antonio.berti@unipd.it makrakis@edc.uoc.gr andrea.battisti@unipd.it
3	Economics of Climate Change, Sustainable Agriculture and Food Security	10	Prof TRESTINI Samuele samuele.trestini@unipd.it
	GIS Applications in Climate Change, Sustainable Agriculture and Food Security	10	Prof. PIROTTI Francesco francesco.pirotti@unipd.it

ASWAN UNIVERSITY	
Names and e-mails of syllabi/course modules authors	Names and e-mails of syllabi/course modules reviewers
<p>1- <i>Genetics and Genomics in Sustainable Agriculture</i>, Dr. Mohamed Ahmed Abou-Ellail, mohamed.abouellail@agr.aswu.edu.eg</p>	<p>Internal reviewer: Nehal Lotfy (nehal_lotfy@hotmail.com)</p> <p>Manal Hefny manalhefny96@gmail.com</p>
<p>2- <i>Precision Farmin</i>, Dr. Wagdi Saber Soliman wagdi79@agr.aswu.edu.eg</p>	<p>Internal reviewer: Nehal Lotfy (nehal_lotfy@hotmail.com)</p>
<p>3- <i>Small Scale Farming, Indigenous Knowledge and Local Food Supply</i> Dr. Wagdi Saber Soliman wagdi79@agr.aswu.edu.eg</p>	<p>Internal reviewer: Nehal Lotfy (nehal_lotfy@hotmail.com)</p> <p>Manal Hefny Manalhefny96@gmail.com</p>
HELIOPOLIS UNIVERSITY	
Names and e-mails of syllabi/course modules authors	Names and e-mails of syllabi/course modules reviewers

<p>1- Consumer Behavior, Food Security, and Marketing,</p> <p><i>Dr. Omar Ramzy</i> omar.ramzy@hu.edu.eg</p>	<p>Internal reviewer: Nehal Lotfy (nehal_lotfy@hotmail.com)</p>
<p>2- Economics of Climate Change, Sustainable Agriculture and Food Security Assoc. Prof. Karim Badr El-Din Karim.badr@hu.edu.eg</p>	<p>Internal reviewer Manal Hefny Manalhefny96@gmail.com Rafic Khalil Rafikkhalil2004@yahoo.com</p>
<p>3- Sustainability Justice and Food Security</p>	<p>Internal Reviewer: Nehal Lofy (nehal_lotfy@hotmail.com)</p>
<p>4- Social Entrepreneurship in the Organic Food Industry Ms. Magda Gahrib magda.gharib@hu.edu.eg</p>	<p>Internal Reviewer: Nehal Lotfy (nehal_lotfy@hotmail.com) Manal Hefny manalhefny96@gmail.com</p>
<p>SUEZ CANAL UNIVERSITY</p>	
<p>Names and e-mails of syllabi/course modules authors</p>	<p>Names and e-mails of syllabi/course modules reviewers</p>
<p>1- Sustainable and Ethical Livestock Management, Prof. Atef Mohamed Kamel atefkamel1955@hotmail.com</p>	<p>Internal reviewer: Nehal Lotfy (nehal_lotfy@hotmail.com) Manal Hefny Manalhefny96@gmai.com</p>

<p>2- Research Methods and advanced statistical analyses, prof. Manal Hefny manalhefny96@gmail.com</p>	<p>Internal reviewer Prof. Abdelrahem Ahmed Ali Drrahem@gmail.com Nehal Lotfy (nehal_lotfy@hotmail.com)</p>
<p>3- Climate Change Adaptation and Mitigation, Dr Khaled Ibrahim, Dr Marwa Samir, Prof. Mohamed Elwan isaoscu@gmail.com marwa.samir@yahoo.com elwan_wasfy@yahoo.com</p>	<p>Internal reviewer: Nehal Lotfy (nehal_lotfy@hotmail.com) Manal Hefny Manalhefny96@gmail.com El-Sayed Ewis Omran ee.omran@gmail.com Samy Abd El-Malik Mohamed Abd El-Azeem sazeem18@gmail.com Carletti Paolo paolo.carletti@unipd.it</p>
<p>4- GIS & RS Applications in Climate Change, Sustainable Agriculture and Food Security Prof, El-Sayed Ewis Omran ee.omran@gmail.com</p>	<p>Internal reviewer: Nehal Lotfy (nehal_lotfy@hotmail.com)</p>
<p>5- Climate Change, Sustainable Agriculture and Food Security Khaled Ibraheim Salah Okasha Rafik Khalil isaoscu@gmail.com saok2006@yahoo.com Rafikkhalil2004@yahoo.com m</p>	<p>Internal reviewer: Nehal Lotfy (nehal_lotfy@hotmail.com) Manal Hefny Manalhefny96@gmail.com</p>

6- Sustainable Management of Soil and Water Dr. Samy Abd El-Malik Mohamed Abd El-Azeem sazeem18@gmail.com	Internal reviewer: Nehal Lotfy (nehal_lotfy@hotmail.com)	
AL-AZHAR UNIVERSITY		
Names and e-mails of syllabi/course modules authors	Names and e-mails of syllabi/course modules reviewers	
<i>1- Risk Analysis in the Food Chain</i> Prof. Khaled A.M.H. El-Khawass khaledk5912@yahoo.com	Internal reviewer: Nehal Lotfy (nehal_lotfy@hotmail.com) Manal Hefny mnanalhefny96@gmail.com	
<i>2- Sustainable Fisheries and Food Security</i> Prof. Mamdouh Ahmed Omar mamdohomar2003@yahoo.com	Internal reviewer: Nehal Lotfy (nehal_lotfy@hotmail.com)	

6.4 Assessing CCSAFS training interventions

For ensuring quality in training activities and identify possible interventions for improvement and even identifying new gaps to be filled in terms of skills in curriculum development and innovative teaching methodologies, the following satisfaction questionnaire has been developed that is delivered in every intervention.

NAME:

Institution:

Section A

How would you rate your knowledge and understanding of the impact the **National Training Workshop** have on developing the CCSAFS curriculum?

- Significantly improved
- Improved
- Moderately improved
- Slightly improved
- Not improved

Comments

How would you rate **the presentations in the National Training Workshop** in terms of stimulating further thoughts and views for the CCSAFS project?

- Highly stimulating
- Stimulating
- Moderately stimulating
- Slightly stimulating
- Not stimulating

Comments

Section B

How would you rate the effectiveness of the **training materials (CCSAFS Toolkit and templates)** in building your capacity for the CCSAFS curriculum development?

- Highly effective
- Effective
- Moderately effective
- A little effective

Not effective

Comments

Do you think that there is a **need of additional training materials** for enhancing your knowledge and skills in implementing and assessing the CCSAFS programme?

Yes No

Suggestions

Section C

How would you rate your knowledge and understanding of the impact the **internal peer-review** had on developing/updating the CCSAFS syllabi and course modules?

Significantly improved

Improved

Moderately improved

Slightly improved

Not improved

Comments

How would you rate the comments and feedback provided by the **internal peer-reviewer** in terms of improving the CCSAFS course syllabi/modules?

Highly useful

Useful

Moderately useful

A little useful

Not useful

Comments

Section D

Are there any **changes in your teaching and curriculum philosophy and practice** as a result of the CCSAFS project? Describe the changes.

Do you see any changes in your **department/faculty/university** as a result of the CCSAFS project? Describe the changes.

7. External monitoring and quality assurance

External monitoring and quality assurance is an integrative part of the CCSAFS project. Two-three external evaluators will be involved in this process. Currently, two external reviewers are subcontracted who will assess the structure of the MSc course curriculum and the content of the courses in line with certain standards and indicators. The external evaluators will be involved in assessing all MSc course syllabi and course modules as well as the MOOCs and the structure of the MSc course curriculum. The external assessment process will be based on certain standards, principles and indicators as well

as rubrics, which will be developed together with the external evaluators. To this end the following rubric adjusted from the DeCoRe methodology for curriculum development will be used as the main instrument. In this sense, the engagement of external evaluators in the monitoring process of the project will contribute not only to the quality of the work done, but also be used as a means of external ‘critical readers’. On the basis of the following criteria:

- a) Arabic and English language proficiency
- b) Previous experience in assessing course syllabi and course modules in the field
- c) knowledge of the institutions participating in the CCSAFS project

Two external evaluators that have the credentials to carry out these tasks have been selected and subcontracted, namely: Dr. Nancy Kanbar and Dr. Khaleel Al-Said who meet the criteria.

Dr. Khaleel Al-Said has a Ph.D. Degree focusing in the field of educational technology, curriculum and instruction. He is currently is associate professor at Taibah University in KSA. Dr. Al-Said, besides expertise in curriculum and instruction, he has a long experience in the design, developed and assessment of MOOC courses as well as blended learning. Thus, Dr. Al-Said has been chosen to assess course syllabi, the blended learning dimensions of the CCSAFS MSc. courses as well as the MOOCs courses to be developed.

Dr. Nancy Kanbar is an Associate Professor at the Faculty of Economics and Business Administration of the Lebanese University. She is holder of a Ph.D. in *Environmental Sciences and Public Policy* from George Mason University (GMU), a Master Degree in *Agricultural Economics and Development*. Dr. Kanbar has been involved in two Tempus projects (RUCAS & CLIMASP) dealing with sustainability issues and climate change. She has long experience in assessing curricula dealing with climate change and agricultural sciences.

DeCoRe Rubric for Assessing the MSc Course Curriculum

Name respondent:.....	
Curriculum Area:.....	Title of Unit/Module & pages
School Class:	Title of Subunit/lesson (pages)

DECONSTRUCTION PROCESS	
<i>1. UNIT/MODULE CONTENT</i>	<i>Provide your detailed and critical answers</i>
1.1 What is the title, subject and recipients of the teaching/learning unit/module?	
1.2 What is the main idea?	
1.3 Where are the unit/module aims and specific objectives? Are the objectives clear?	
1.4 Is the content of the unit/module suitable to goals and objectives, with clear and understandable concepts, principles and ideas?	
1.5 Does the unit/module include dynamic activation elements that stimulate student interest?	
1.6 Does the unit/module include learning activities that create conditions for both the revocation of prior learning, and to build new knowledge?	
1.7 Are the learning activities connected with learning objectives?	
1.8 Are the learning activities connected with knowledge from other subjects/courses? If YES, specify what and how.	

<p>1.9 Are the unit/module topics and learning activities related to real life and the four pillars of sustainable development (environment, economy, society and culture) and the values promoted? [Apply the indicative themes summarized in a reference table]. Which of the concepts and values you find in the text of the unit/module?</p>	
<p>1.10 Does the content of the unit/module and especially the learning activities relate to: 1) the six learning pillars for sustainable development (learning to know, learning to be, learning to live together, learning to do, learning to transform oneself and society & learning to give and share), and 2) the</p>	
<p>1.11 Are the learning activities integrated with problem-based learning strategies?</p>	
<p>1.12 Are values in the unit/module that are supposed to be taught but they are implicit?</p>	

<p>1.13 Does the unit/module reproduce the dominant ideology and the economic model of non-sustainable economic growth?</p>	
<p>1.14 What kind of knowledge interest is promoted in this teaching/learning unit/module? 1) technical/instrumental knowledge (information-knowledge); 2) practical knowledge (deep understanding of the subject); and 3) emancipatory knowledge (creating conditions for change towards a</p>	
<p>1.15 Is there a hidden curriculum designed? (That is, if learners are given the opportunity to learn concepts, principles, ideas and values that are not registered with the official curriculum). If YES, record and explain.</p>	
<p>1.16 Is there a zero curriculum? (That is, if there could be knowledge and activities considered necessary in this unit/module, but not included). If yes, what prevents the learner to learn something that would other-wise be useful in learning about the</p>	

specific teaching/learning unit/module?	
2. METHOD OF ASSESSMENT	
2.1 How are learners assessed?	
2.2 Do you think that the assessment methods reduce or limit the interest of learners to actively engage in the learning process?	

<p>2.3 Are the concepts included in the teaching/learning unit/module assessed?</p>	
<p>2.4 Are concepts not included in the teaching/learning unit/module assessed?</p>	
<p>2.5 Is the assessment authentic? Does it include, for example, multiple modes of evaluation, quantitative and qualitative criteria? Are the assessment methods related with real life situations?</p>	
<p>3. GAPS, PURPOSEFUL OMISSIONS AND UNDERLYING ASSUMPTIONS</p>	

<p>3.1 What do you think is missed or silenced from the unit/module content? Why is it so? Give sound explanations and reasons.</p>	
<p>3.2 Which persons and things are purposefully omitted? Why?</p>	
<p>3.3 What questions are not raised? Why?</p>	
<p>3.4 What are the underlying assumptions of the teaching/learning unit/module?</p>	

4. POWERANDINTERESTS	
4.1 What interests/views are raised in this teaching/learning unit/module? Why;	
4.2 What interests/views are hidden or silenced in this teaching/learning unit/module? Why?	
4.3 Are the alleged views in the teaching/learning unit/module objective and just?	

<p>5. PROJECTED IMAGE AND REALITY</p>	
<p>5.1 What is the image of the world that passes through the teaching/ learning unit/module?</p>	
<p>5.2 Which side of social reality is depicted?</p>	
<p>5.3 What is real and what is imaginary in the teaching/learning unit/module?</p>	

5.4 What are the analogues of the subject in other places/areas?	
6. AUTHOR'S IMAGE	Provide your detailed and critical answers
6.1 What image does the reader form for the author/s of the teaching/learning unit/module?	
6.2 What values/ideas are espoused by the author/s?	
<p>CONSTRUCTION PROCESS</p> <p>Based on the detailed and critical answers to the deconstruction process, start the construction process by recording the main points that need changes and describing your proposals which will be used in the reconstruction process.</p>	

7. REPORT THE KEY POINTS THAT NEED TO BE DECONSTRUCTED IN EACH OF THE FOLLOWING DOMAINS AND PRESENT YOUR SUGGESTIONS	<i>Elaborate your key points and suggestions based on the following table organizer of critical reflection</i>
7.1 Content	
7.2 Evaluation Methodology	
7.3 Gaps, purposeful omissions & underlying assumptions	
7.4 Power and interests	
7.5 Alleged perspective/reality	
CRITICAL REFLECTION	
Reflect on what is needed to support the following four domains	
Interactive Teaching/Learning [Give a short description of the ICT tools, multimodal texts, learning styles, repositories of learning material and tools, class-room organization]	Learning pillars and 10Cs [Give a short description of how you will integrate the six learning pillars and 10Cs following an interactive teaching/learning process dealing with authentic problems]
Teaching/learning approaches [Give a short description for the integration of interdisciplinary and problem-based learning approaches, giving due emphasis on student-centered learning, cooperative learning and transformative learning, etc.]	Authenticity [Give a short description of how the key concepts and new learning activities are related to real life, experiential and social learning, active citizenship]

RECONSTRUCTION PROCESS

RESPONDENT NAME: _ SCHOOL CLASS: _ CURRICU-LUM AREA:

NAME OF UNIT/MODULE: TITLE OF SUBUNIT: TIME DURATION:

CONTEXT/ACTIVATION

Write the general goals of the unit/module:

Describe what kind of previous knowledge you will use in teaching the reconstructed unit/module:

Describe the characteristics of learners (e.g. skills, values, knowledge, attitudes, action competences) that will contribute to the learning outcomes:

Describe what kind of teaching/learning activities you will do to activate your learners and how you will investigate: a) what learners know on the subject; b) what they want/need to learn and c) how they want/need to learn:

SPECIFIC OBJECTIVES: Write down what learners should be able to do after the end of the lesson unit/module (1, 2, 3...)

The learning outcomes should be learner-centred or learner-driven and include all categories of learning processes and cognitive skills. It is important that learning outcomes can arise from both the activation process and the learning activities across all lesson phases. The co-formulation of the specific objectives of the course is a prerequisite for a learner/learning-centered teaching approach. This means that the specific objectives can be partially modified

and/or supplemented during the implementation phase of the reconstructed unit/module.

CONNECTIVITY

Interdisciplinarity:

Try to connect your unit/module with at least two different subjects of the curriculum. To help you in understanding the rationale and the process for the interdisciplinary approach of your unit/module, fill in the Interdisciplinary Approach Organiser in the Annex. Indicate the involved

Asses LEARNING MATERIAL AND RESOURCES

- Describe what is needed in terms of learning materials, digital sources, web-based tools, and other ICT tools:
- Do not forget to cite the references of all your sources:

ORGANIZING YOUR CLASS

- Explain how you are going to organise your class for carrying out successfully the reconstructed learning unit/module with the support of ICTs:

PLAN OF AUTHENTIC ASSESSMENT An Organiser of Authentic Assessment

Special objective number	Description of authentic assessment*	Connection with a level of cognitive skill **	Connection with learning activities by phase***

* An authentic assessment focuses on the evaluation of the learner's capacity: 1) to apply knowledge and skills in situations - problems of the "real world" and 2) to generate ideas, construct new knowledge, use multiple ways of knowing holistically, consolidate knowledge, cooperate, and investigate. Therefore, it may include multiple modes and tools such as: conceptual maps, interactive learning activities, learning logs, autobiographies, tests, etc. Also,

authentic assessment is integrated in all teaching/learning phases at the diagnostic, formative and summative level.

** Indicate the category of skills.

*** Indicate the learning activity and the phase in which each specific objective (learning outcome) is connected. This column will be filled in when you have completed the activities in each phase. The activities will be numbered. For example, activity 1, phase 1, you will write in the column 1.1, etc.

PROCEDURES FOR IMPLEMENTING THE RECONSTRUCTED UNIT/MODULE ENABLED by ICTs

Describe the strategies and activities that will be used to implement the re-constructed unit/module, categorizing the process by phase and time duration. Take into consideration that assessment should be incorporated in phases and that there must be consistency with the table above. It should also be consistent in phases, starting from how to recall and use learners' prior knowledge (activation). Particular attention should be paid to the inter-connectivity strategies and learning activities along the authentic assessment chart and the linkages to the interdisciplinary approach, the six learning pillars and the 10Cs.