

Attachment to the email:

Guidelines for organising the monitoring visit with examples of questions to be discussed

The visit should cover the following elements:

The monitoring of the project implementation:

This part of the meeting will assess the implementation and management strategy followed by the project team(s) in order to reach the project's objectives, and the progress made in the project's implementation.

Tempus/CBHE aims to promote voluntary convergence of HEI systems in the partner countries with EU policies and processes in higher education. Therefore special attention should be paid to the European dimension of the project and how it addresses the Bologna action lines (European Credit Transfer System—ECTS, Diploma supplement, learning outcomes, three-cycle system, Dublin descriptors).

The participation will include the key actors in the project team as well as stakeholders and/or target groups if relevant (in particular for projects involving student/staff mobility and training)

The issues to be addressed will concern:

- **The organisation of the project team(s) within the partnership** in terms of decision making bodies (composition, periodicity of meetings, coverage of the partnership agreement), distribution and monitoring of tasks (responsibility for the different work packages), stability of the teams (/changes as compared to key actors in the application), communication methods, etc. Special attention should be paid to the involvement of all project teams in implementing different work packages, and not only for which they are responsible for.
- **Presentation of the activities carried out and results achieved** as compared the original application in terms of timing (has the original calendar been respected and if not, why and how will the delays be addressed), nature and quality of the outputs produced so far, involvement of (/awareness raising towards) the different stakeholders and target groups, , etc. Special attention should be paid to the methodology of project implementation that should be agreed on at either the kick-off meeting, or at a separate methodology workshop. This specifically concerns the JP on curricula development.
- Particular attention will be given to the **impact (/visibility) of the project in the partner country institutions** (and their local /regional/ national environment). Aspects related to the project dissemination and sustainability strategy, and to the activities carried out so far in this respect (including a presentation of the project website) should be addressed.

Documents for the meeting:

The project team should prepare a folder with key documentation related to project management, including (for instance):

- Meeting agenda with the list of participants
- Copy of the Partnership agreement(s) signed within the partnership?
- Organigram of the project organisation with the identification of the responsible bodies/persons for what concerns the project management and the implementation of the different work packages;
- Minutes of the last coordination meeting
- Copy of the most relevant pages of the project website and any other dissemination material/results (e.g. leaflet, poster, brochure, media coverage, etc.)
- Copy of the Quality Assurance / Evaluation reports produced so far (if any)
- Copies of the products/output produced so far

Special attention should be paid to presenting the project activities and achievements to date in terms of the overall project and not only of the share of project activities the university team present at the monitoring session is responsible for.

Please find below **examples of questions to be discussed:**

IMPLEMENTATION		
P	General aspects	
	Activities implemented / outputs achieved	As compared to the original work programme, progress made in the implementation of activities and the production of project deliverables (%age of completion reached for each of them)
	Quality assurance measures	<ul style="list-style-type: none"> - Composition and role of the internal and external QA teams in place - Activities implemented so far and timetable of activities foreseen - Procedure in place for feedback and for implementing remedial measures
	Publicity, Visibility & exploitation obligations (Articles 1.10.8 & 9 of the Grant Agreement)	<ul style="list-style-type: none"> - Presentation of the website (content, visits monitoring, maintenance/update procedure, etc.) - Respect of the EU visibility and disclaimer requirements on the project website / outputs
	Budget used	<p>Level of project budget used so far (per institution – in particular those participating in the monitoring visits – and WP)</p> <p>Partners knowledge of the financial rules (imposed by the CBHE grant agreements and/or defined in the Partnership Agreement)</p> <p>Periodicity of financial reporting in the partnership</p>
	Equipment	State of play concerning the purchase of equipment (description of equipment acquired; respect original timetable and of tendering rules; degree of usage so far and expected)
	(if applicable) Curriculum development aspects	<p>Feedback on key issues about the development of the curriculum (methodology, learning outcomes, module templates, reflection of the Bologna tools, student-centred approaches, recognition/accreditation procedures, etc.)</p> <p>Results achieved so far in terms of course (/material) design, development, accreditation/recognition and/or implementation (%age of completion as compared to work programme)</p> <p>Internal and external Peer review: methodology and activities implemented for testing/assessing the new courses/material by internal (i.e. HEI staff and/or students) and/or external (/non HEI) stakeholders. Feedback mechanisms in place.</p>
	Training/mobility activities	<p>Description of the training activities implemented (timing, place, topic of training, target groups involved, etc.) as compared to original application.</p> <p>Methodology for identifying participants in the teaching/training activities (measures for ensuring balance in terms of gender, age, experience, profile, etc.)</p>

IMPACT AND SUSTAINABILITY	
I	General aspects

	General questions	Expected impact of the project on individual, institutional and national level. Expected usage of the project results in the partnership and beyond. By whom and how.
II	<i>Impact at individual level</i>	
	Impact on the enrolment rate and/or career development	(If applicable), describe the <ul style="list-style-type: none"> - Impact of the project on students' enrolment rate / performance / employability (explain, justify, quantify) - Contribution of the project outputs to the career development of HEI's staff
	Skills acquired	Describe the skills expected to be acquired (Transversal/behavioural skills; Technical / IT skills; Academic /scientific / research skills; Linguistic skills; Other)
	Change of behaviour	Possible change of behaviour (of students, HEI staff, local stakeholders) regarding (e.g.) mobility, language learning, involvement in international cooperation activities, acceptance of new teaching tools, etc.
	<i>Impact at institutional level</i>	
	New working modalities / cooperation activities in the partner Country HEIs	Impact of the project on HEIs internal learning/teaching/management procedures Role of the project in contributing to the internationalisation strategy of the HEIs Role of the project in generating new national / international cooperation activities (e.g. MoUs, research projects, joint publications, participation in networks or associations, etc.) Role of the project in increasing the visibility, competitiveness and attractiveness of the HEIs locally and internationally For curricular project, project contribution to increasing the knowledge of foreign languages and/or making courses available to foreign students
IV	<i>Impact on the HE Sector</i>	
	Contribution to new or updated national or regional policies in HE	Project contribution to new HE policies/regulations in the partner country(/ies).
	Contribution to the establishment or further development of external bodies	If applicable, project contribution in creating new bodies or regulatory frameworks (for example in terms of quality assurance, national certification or accreditation) in the partner country(/ies). Role of national/regional authorities in this respect.
	Innovative character of the results	Innovative character of the project outputs (courses developed, new tools, new services, new strategies implemented for reaching the target groups, etc.) Project/products contribution to the strengthening of the links between your HEI and its socio-economic environment?
V	<i>Impact on the society as a whole</i>	
	Attention to least developed regions	If applicable, explain how some projects will address the needs of least developed regions

	New cooperation modalities with employers and other stakeholders (e.g. NGOs, associations etc.)	How will the project maintain relations with employers and other stakeholders on local regional & national level (beyond the development and implementation period)? Any spin-off effects of the projects? Do you expect any new cooperation activities with employers and/or other stakeholders result from the projects?
	Contribution to improving lifelong learning approaches in the PC HEIs	If applicable, to what extent will the projects contribute to lifelong learning : - Access to HE for non-traditional and part time learners, - Recognition of non-formal or informal learning - Increase in offer of tailor made programmes (e.g. through working learning or distance learning agreements, contribution to continuous professional development etc.) ?
VI	Sustainability	
	Adequacy of the (PC) HEIs institutional support for maintaining the project results	Policy/strategic support (/commitment & human and institutional capacity put in place) given to the project at institutional level and/or at the level of the regional/national authorities Obstacles encountered that may have affected the sustainability of the project results and, if applicable, remedial actions taken
	Sources of financial and logistic support to sustain the project results	External stakeholders identified (/committed) to support the sustainability of the project results (e.g. Partner HEIs, Public authorities in PCs, NGOs, Private sector, EU, etc.) Type of support obtained so far
PARTNERSHIP AND COOPERATION		
C. Organisation of Project teams		
	Project management	Project management bodies and tools in place Share of responsibilities between partners and in particular the role given to Partner country partners Decision making process in the partnership
	Ownership & involvement of partners	Degree of involvement of (all) the partners in the implementation of the project Degree of motivation/proactivity the partners in the project design and implementation Do the partners feel that their needs are taken into consideration by the management teams?
	Student participation	Involvement of students in project implementation (management bodies, quality assurance, piloting, etc)
	Participation of non-educational stakeholders	Number and profile of external (/non HE) stakeholders associated to the project. How do they contribute to the project design, implementation, testing, dissemination and/or sustainability Project contribution to increased cooperation between universities and non-academic sectors of the society
	Partnership agreement	Partnership agreement drafting and signing process (partners' role/contribution to it)

RELEVANCE		
R. Extent to which the project activities contribute to fulfilling the wider and specific objectives of the project		
	Relevance of project objective to needs of the partner countries and target groups	<p>Relevance of the activities implemented/planned for achieving the project objectives</p> <p>Confirmed relevance of the project to respond to national needs / address national strategies and policy development</p> <p>Internal and/or external constraints that may affect the project relevance (e.g. legislative changes, labour market needs, lack of motivation/commitment of partners, lack of availability of staff, cultural differences, visa issues, exchange rate fluctuations etc.) and remedial actions implemented</p>
	Promotion of the EU horizontal policies (e.g. Bologna)	<p>Extent to which the project is aligned with the EU policy objectives (e.g. transparency and convergence tools developed in the context of the Bologna Process policies: ECTS, DS, study cycles, EQF, QA, etc.)</p> <p>Extent to which the project contribute to other transversal / cross-cutting priorities (e.g. gender equality, social inclusion, youth unemployment, sustainable development, etc.)</p>