



Quality Assurance Plan v1

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Acronym List

Acronym	Definition
CAPA	Corrective & Preventive Actions.
EAS	Easy-Accessible Short (courses).
FHWN	Fachhochschule Wiener Neustadt (Austria).
GDPR	General Data Protection Regulation.
HEI	Higher Education Institution.
IPMA	International Project Management Association.
JC	Job Crafting.
KA220-HED	Erasmus+ action code: Cooperation Partnerships in Higher Education.
KPI	Key Performance Indicator.
MS Teams	Microsoft Teams (project collaboration space).
NA	(Erasmus+) National Agency.
PDCA	Plan–Do–Check–Act (continuous improvement cycle).
PMI	Project Management Institute.
PMO	Project Management Office.
QA	Quality Assurance.
QC	Quality Control.
QMP	Quality & Management Plan (this document).
RCR	Responsible Conduct of Research.
RL	Responsible Leadership.
RTU	Riga Technical University (Latvia).
SC	Steering Committee.
SEPIE	Spanish Erasmus+ National Agency
TPM	Transnational Project Meeting.
TUAS	Turku University of Applied Sciences (Finland).
UPV	Universitat Politècnica de València (Spain).
UX	User Experience.
WB	Well-being (at work).

Acronym	Definition
WP	Work Package.



Executive summary

The RESPRO project aims to enhance project management education by developing people skills and focusing on responsible leadership and well-being at work. With the rise of international projects and the increasing complexity of team dynamics, the need for project managers to possess strong leadership and interpersonal skills has become more critical. The project addresses these needs by creating innovative learning tools: easy-access short courses and an e-simulation game focusing on responsible leadership components. These tools promote team well-being with proactive leadership, and using job crafting, responding to Europe's growing demand for soft skills in project management education. Led by a consortium of four higher education institutions from Spain, Finland, Latvia, and Austria, RESPRO leverages interdisciplinary expertise to ensure the relevance and sustainability of its outcomes. Through transnational collaboration and integrating innovative pedagogical approaches, RESPRO aims to strengthen project managers' ability to lead effectively in diverse and complex environments, fostering a more resilient and people-focused approach to project management.

Deliverable Description

Fundamentals

The Quality and Management Plan (QMP) is a tool to translate RESPRO's vision into reliable and repeatable results. It provides a way of working that reduces ambiguity and converts resources into measurable value for university and professional project management ecosystem. Inspired in the PDCA cycle, the plan ensures that decisions are traceable, deliverables meet agreed standards. It safeguards compliance with programme and legal obligations (as ethics, accessibility, and data protection) while promoting transparency and accountability across the consortium. Ultimately, the QMP is the mechanism that turns intent into impact: it protects quality, protects time and budget, and try to create valuable outcomes.

Objectives of this document

The Quality and Management Plan of the RESPRO Project defines how the consortium will plan, deliver, monitor, and continuously improve all project activities and the results obtained in these activities. It provides a shared, practical framework to ensure that RESPRO achieves its objectives on time, within scope and budget, and with a consistent level of quality.

The plan is based on the PDCA (Plan–Do–Check–Act) continuous improvement cycle, the QMP translates the grant agreement into practices and decision-making routines. It clarifies roles and responsibilities, establishes the project governance structure and sets the cadence for coordination, review, and reporting.

The Plan also consolidates the tools the consortium will use—quality criteria, acceptance checklists, key performance indicators (KPIs), risk and issue logs, change-control procedures, and evidence requirements—so that quality is built in from the start rather than inspected at the end.

Specifically, this Plan aims to (operational objectives):

- Align expectations among partners by defining quality standards, deliverable templates, and review/approval workflows.

- Operationalise PDCA by planning activities and controls, executing them, verifying evidence against KPIs and acceptance criteria, and acting on findings through corrective and preventive actions.
- Manage risk and change proactively via a common register, thresholds for escalation, and documented mitigation and contingency measures.
- Ensure compliance with programme rules (including ethics, inclusiveness, accessibility, communication, and dissemination obligations), the Grant Agreement, and applicable regulations (e.g., GDPR for data protection).
- Standardise monitoring and reporting, including internal quality reviews, peer checks, milestone tracking, and periodic performance dashboards.
- Support sustainability and transferability by documenting lessons learned and embedding improvement actions into subsequent cycles and outputs.

All partners commit to applying the procedures herein and to contributing evidence that demonstrates conformity with the agreed standards. Doing this, the consortium ensures that RESPRO's results are replicable and valuable to its target audiences and the wider education and training community.

Reference documents

Isniah, S., Purba, H. H., & Debora, F. (2020). Plan do check action (PDCA) method: literature review and research issues. *Jurnal Sistem dan Manajemen Industri*, 4(1), 72-81.

Introduction

About the project

Mission

The mission of the RESPRO project is to reinforce the people skills in project management education across European HEIs by analysing best practices in responsible leadership, integrating these principles into curricula, and delivering Easy-Accessible Short (EAS) courses, an e-simulation game, and a Teacher Guidebook that can help HEIs institutions to create these skills in their students.

Vision

The vision that guides the project is create a higher-education ecosystem where responsible leadership and well-being at work are embedded as core competences of every project manager; where educators and students use job crafting as a method to achieve this ecosystem; and where RESPRO's open resources are used as a model of tools to use.

Values

The RESPRO project is guided by a series of values that must be followed to ensure a framework of understanding that is both caring and efficient. These values are as follows:

- Responsibility & Ethics. We consider responsibility as the knowledge of the consequences of decisions.
- Well-being & Psychological Safety – We foreground team well-being as a driver of progress.
- Openness – We commit to open access for results and materials, enabling broad adoption and reuse.

- Inclusion & Accessibility – We design for diverse learners and contexts, ensuring activities and outputs are accessible to all.
- Evidence-based Improvement – We ground decisions in research and evidence to refine processes and outputs.
- Co-creation – We build with and for our communities: students, teachers, practitioners, and associated partners.
- Digital Readiness – We deliver practical, user-friendly digital solutions that enhance teaching and learning.
- Impact Orientation – We focus on measurable value for learners, educators, institutions, and the labour market, and on the transferability of results.

The PDCA cycle and the QPM

Figure 1, presents the project’s quality cycle based on the Plan–Do–Check–Act (PDCA) logic. It shows how our core management elements (Gantt chart, Quality & Management Plan, collaboration tools, work sessions, meetings, and the Risk Management Plan) interact to produce results and feed continuous improvement. The intent is simple: every activity generates evidence, every piece of evidence is reviewed, and every review leads to an adjustment that improves the next iteration.

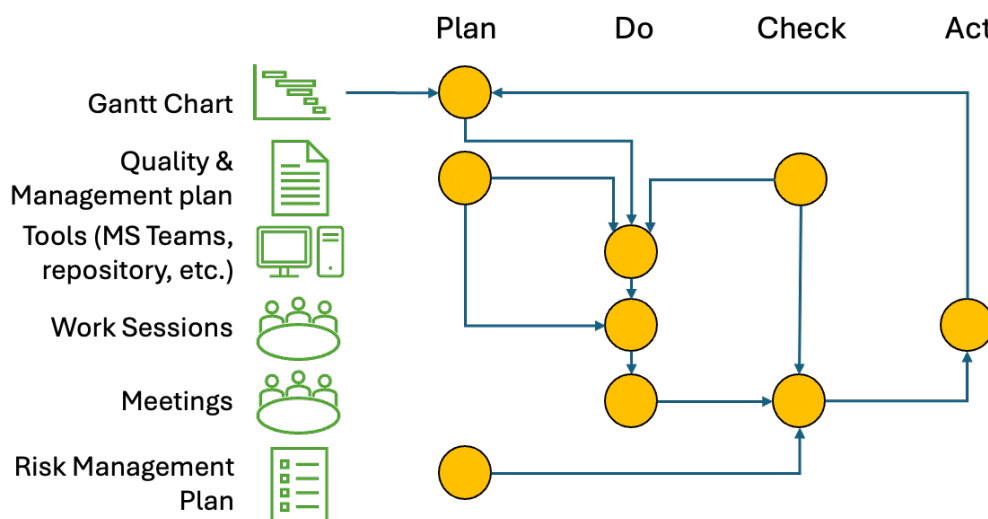


Figure 1. The main components of the PDCA applied in the project elements and the cycle created (source: self-elaboration of the project consortium).

The management elements are the inputs to the cycle. In Plan, we define scope, roles, milestones, risks, and the standards of quality for each output. In Do, teams use the agreed tools and work sessions to develop the tangible outputs. In Check, regular meetings compare progress and quality against the plan, using data and evidence stored in our repository. In the Act stage, we apply decisions as rescheduling tasks, refining content, updating risk responses, and push those changes back into Plan. The effect of PDCA cycle is cumulative: each loop reduces ambiguity, aligns the consortium on priorities, and raises the quality and usefulness of the outputs for our target groups.

The Table 1 links RESPRO’s day-to-day management elements (e.g., Gantt, meetings, reports, quality checks) to the four stages of the PDCA cycle. It gives the consortium a single view of when each tool is most valuable and how it contributes to continuous improvement. Because Erasmus+ projects follow a planning–implementation–reporting–follow-up logic, this mapping makes it easy to keep our work programme, evidence, and corrective actions aligned throughout the project.

Table 1. Complete review of project elements, their relationship to PDCA phases, and an example of how they apply to the project (source: self-elaboration of the project consortium).

Project element	PDCA	Notes / evidence
Needs analysis	Plan	Erasmus+ lifecycle starts with planning based on an evidence-based needs analysis.
Objectives (SMART)	Plan	Use SMART objectives to frame work packages and results.
Indicators & KPIs (RACER)	Plan → Check	Define indicators up front; later used in quality assessment and reporting.
Work packages & budget summary	Plan	WP design and budget summary are planned to meet KA2 rules.
WBS / task list	Plan	Break down deliverables/activities before implementation (E+ “work programme”).
Gantt chart & milestones	Plan → Check	Timeline is planned, then used to monitor schedule adherence. RESPRO stores the Gantt in Teams for tracking.
Roles & RACI (consortium governance)	Plan → Do	Define roles/coordination mechanisms early; then execute through WP leads.
Communication plan & tools (MS Teams, repository)	Plan → Do	Agree internal comms at TPM1; use Teams for agendas, minutes, Gantt, docs.
Risk register & mitigation	Plan → Check → Act	Identify risks in planning; monitor during implementation; apply corrective actions via amendments if needed.
Kick-off meeting	Plan → Do	Confirms plans, ways of working, and next steps before full rollout.
Regular consortium/TPM meetings	Do → Check	RESPRO meets every 4–6 weeks (plus WP sub-groups) to track progress.
WP meetings & internal progress notes	Do → Check	“Distribution of work, meetings, continuous evaluation of progress” inside WPs.
Deliverables & outputs (courses, game, guidebook, website)	Do → Check	Implementation produces outputs that are then verified in reporting/quality assessment.
Evidence repository (attendance lists, materials)	Do → Check	Needed for desk checks/quality assessment in interim/final reporting.
Internal evaluation / QA (process evaluation)	Check	UPV provides internal evaluation tools to ensure progress and quality.
Interim report (BM)	Check	Mandatory step to evidence implementation and progress; common pitfalls flagged by SEPIE.
Final report (BM)	Check	Basis for final payment and quality assessment; grant reductions possible based on scores.
Change requests / amendments	Act	Adjust WPs/budgets via amendment when needed (under lump-sum rules).
Corrective & preventive actions (CAPA)	Act	Apply lessons from monitoring/SEPIE feedback (e.g., fix schedule or dissemination gaps).

Project element	PDCA	Notes / evidence
Dissemination plan & activities (site, social, publications)	Act (follow-up)	“Follow-up” includes sharing and use of results; website, events, publications are standard outputs.
Platform of Results card	Act (follow-up)	Publish relevant results in the Erasmus+ Results Platform (not minutes/agendas).
Sustainability & exploitation plan	Act (follow-up)	Ensure use/uptake of outputs after funding; part of the follow-up stage.
Audits/checks (desk/on-the-spot)	Check	NA checks verify implementation and evidence; keep documentation tidy.
Ethics/GDPR & data management	Plan → Do	Decide storage/processing (e.g., survey data in UPV repositories) and follow GDPR in delivery.

The model presented in the Table 1 improves focus: every management tool has a clear job in the cycle, reducing documentation. Additionally, the model strengthens evidence chains: what we plan is mirrored by what we do, what we check, and what we act upon. Finally, the model supports early risk handling: by seeing where risks are identified, monitored, and corrected, the consortium can act before issues affect deliverables or payments.

However, a rigid PDCA mapping can create a false sense of linearity. To avoid that, we’ll revisit the table at each TPM and update it when practices evolve. Table presented above is the final version, PDCA discipline can slow decisions when quick action is needed; in those cases, we’ll act first (safely), then record the rationale and evidence so the learning re-enters the cycle without delaying delivery.

Project Management

Partners

RESPRO brings together four higher-education institutions with complementary strengths: Universitat Politècnica de València (UPV, Spain), Turku University of Applied Sciences (TUAS, Finland), Fachhochschule Wiener Neustadt (FHWN, Austria) and Riga Technical University (RTU, Latvia). The mix was chosen for its combined expertise in project-management education, responsible leadership and well-being at work, plus strong technical capacity for digital learning tools.

The consortium operates through WP teams that include members from every institution, with regular online coordination on UPV’s MS Teams space and scheduled TPMs to keep decisions and evidence visible. Open-access publishing and shared repositories ensure results, data and materials are accessible for reporting, exploitation and long-term use. This cross-border, multi-disciplinary setup is essential to achieve the project’s European added value.

UPV. Coordinator and systems integrator (Spain)

UPV coordinates RESPRO and supports all Work Package (WP) leaders to reach objectives, fostering an innovative, cross-disciplinary environment. UPV leads WP1 (Project Management) and WP5 (Teacher Guidebook), while playing a central role across all WPs. As one of Spain’s top polytechnic universities—unifying engineering and business education—UPV also hosts the project website on its servers to ensure open access to results.

TUAS. Research lead for needs analysis and well-being (Finland)

TUAS leads WP2 (Analysis of Best Practices) and anchors the project's scientific work on well-being at work, job crafting and inclusive leadership through its New Ways of Promoting Performance and Co-Creative Management research groups. TUAS designs the surveys, pilots the instruments and steers analysis toward publications that feed the pedagogical outputs.

FHWN. Pedagogy lead for EAS courses (Austria)

FHWN leads WP3 (EAS course development), orchestrating the co-creation process, integration of results and continuous progress evaluation. Its research track record in leadership, personal skills development and responsibility in management education underpins the didactic design of the courses; the institution also joins as a designated "newcomer/less-experienced" organisation, widening capacity building in Erasmus+.

RTU. Technical lead for the e-simulation game (Latvia)

RTU leads WP4 and develops the RESPRO web-based e-tool, from the functional frame to piloting, final release and user guidance. Its prior experience building mobile and pedagogical applications ensures the tool's robustness; RTU also coordinates user testing and dissemination actions tied to the game.

Key specific roles

The Collaboration Orbits Model (COM)

The roles of the people who, in some way, intervene or have knowledge of the project, are based on a concept that we have developed: a concentrated map of actors that the consortium has called: Collaboration Orbits Model (COM). This model is shown in the .

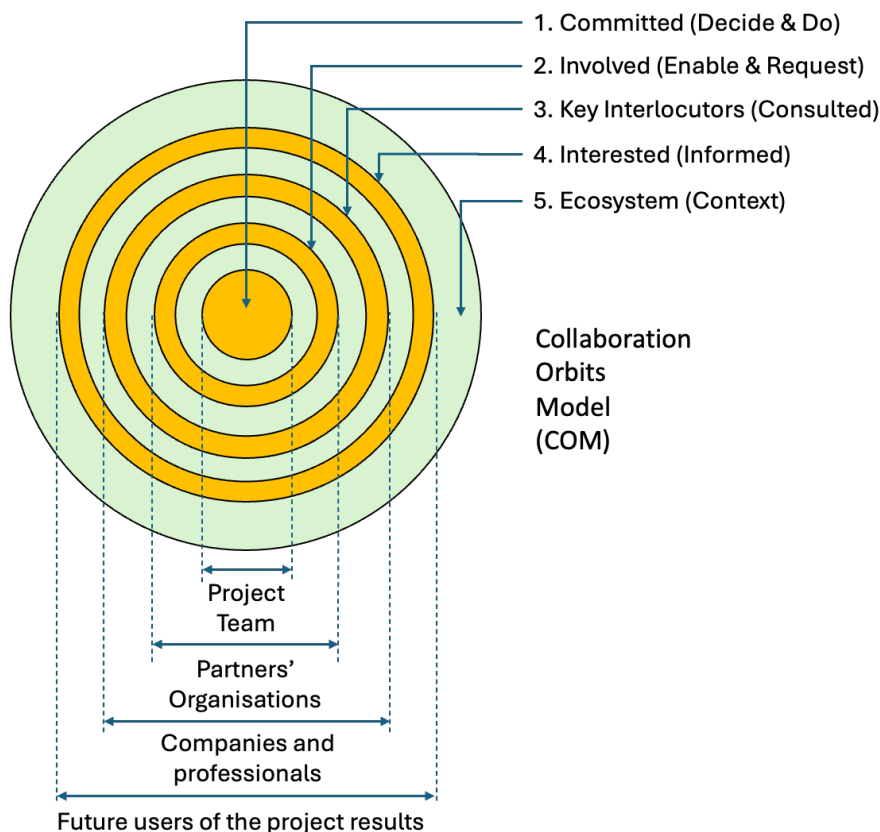


Figure 2. The Model to decide, know, and act of the project roles. This model helps project tasks to decide and know target groups (source: self-elaboration of the project consortium).

The COM Model is a visual and operational framework that arranges everyone around a project into concentric rings by commitment, influence, and operational proximity. It clarifies who decides, who executes, who is consulted, who is informed, and which external forces shape the context. This model can be used by Agile projects, multi-team programs, partnerships, and any setting where decision speed and stakeholder clarity matter.

The five orbits (from core to context)

Orbit 1 — Committed (Decide & Do)

The most important role is the project core, which is comprised of the project stakeholders from each partner. This includes the lead coordinators from each partner, as well as the work package and component coordinators who perform the tasks. In the case of RESPRO the details are:

- Who. WP Leaders & core WP teams (WP1–UPV, WP2–TUAS, WP3–FHWN, WP4–RTU, WP5–UPV), Project Manager (UPV), course authors (WP3), e-tool dev team (WP4), best-practices analysts (WP2).
- Role. Execute work-package scopes end-to-end; take day-to-day decisions within agreed guardrails; own delivery of EAS courses, e-simulation game and Teacher Guidebook.

Orbit 2 — Involved (Enable & Request)

The people involved are those who have a direct relationship with the lower level, but who do not perform tasks related to the intellectual results of the project. However, their involvement is necessary for the work team to complete the project's tasks. Without their participation, the project

would not be possible. This role covers everything from administrative or technical support staff to students and professors who may participate in specific tasks as advisor or hired. In the case of RESPRO project something of this role is:

- Who. institutional units, like translators under framework contracts, repository, IT support, survey implementation support, event/logistics support for TPMs and pilots.
- Role. Provide services that shape the backlog (e.g., translation, comms, data collection, local pilot setup); raise recurrent requests (branding, web updates, classroom/lab access).

Orbit 3 — Key Interlocutors (Consulted)

This ring includes people who, while not part of the team or the institution, are necessary for the development of some of the project's tasks. This role is neither committed nor involved, but their participation is required at a specific time. For example, students participating in courses, teachers participating in surveys. They must not only necessarily belong to the partner's institutions but also be from similar institutions, as well as from companies within the partners' communities.

- Who. People outside the core RESPRO team engaged ad hoc: students (from partner or peer HEIs) for piloting intensive week; teachers (partner or similar HEIs) for surveys reviews; and company professionals or associations from partners' ecosystems for focus groups and trials.
- Role. Provide time-boxed consultation, piloting and expert review to validate Best Practices, EAS courses, the e-simulation game and the Guidebook at defined milestones. They don't execute daily work or hold decision rights; feedback is captured

Orbit 4 — Interested (Informed)

This ring includes those people who have an interest in the project's results but are not involved in it at any point. It might seem that this ring, being distant from the core, is irrelevant; however, this role is the one that will use the project's results, so it is an important role in the long term.

- Who. Wider institutional audiences (teachers beyond the core team, support staff, non-pilot students), university leadership needing change curricula or use innovative tools, project management in companies, and alumni.
- Role. Stay informed; provide occasional feedback; help amplify results (web posts, international weeks, conference mentions). Their later adoption signals long-term impact and sustainability, though they hold no delivery or decision responsibilities.

Orbit 5 — Ecosystem (Context)

This outer ring captures the forces around RESPRO that don't work in the project but shape its constraints and opportunities: standards, policies, market and education trends, and regional industry dynamics

- Who. Companies and professional bodies in each partner's socio-economic environment; standards bodies/networks (e.g., IPMA people standards); broader education/market trends; regulators/funders.
- Role. Set constraints and opportunities (skills needs, standards, demand signals); provide focus-group insights and uptake channels.

Project Coordinator

The RESPRO Project Coordinator leads and is legally responsible for the whole action: overall planning and steering; is the intermediate with the SEPIE (Spanish National Agency). It should maintain the

coherence across WPs; and delivery of the agreed results. Sets up bilateral/IPR arrangements, the risk management plan and the project plan; coordinate the process of decision-making. Ensures internal evaluation tools are used and that the website and dissemination plan are maintained. Designs the internal communication structure, runs MS Teams (repository, calendar, channels), schedules consortium/TPM meetings, and tracks evidence for interim/final reporting and audits.

Partner coordinator

Every partner must have a coordinator. This role acts as the institution's single point of contact. Allocates local staff to tasks, ensures compliance with NA rules, maintains co-financing contributions and evidence. One of the most important tasks is to guarantee piloting and implementation of courses and the e-tool in the home organisation. Brings risks and issues to the Project Coordinator and the WP Leaders keeping local documentation ready.

WP Leaders

Every Work Package needs a person that ensure that the tasks determined in the WP achieve the scope and the corresponding tasks results; convenes a cross-partner WP team; distributes work; integrates results; monitors progress and quality; reports directly to the Coordinator. WP leaders have increased allocation to guarantee delivery under the lump-sum model. According to the expertise of each partner, each WP has a different partner as lead. TUAS leads best-practice analysis in WP2; FHWN leads EAS course development in WP3; RTU leads the e-simulation game in WP4; UPV leads the Guidebook in WP5.

Participant

Participants are people, as teachers, students, and staff belonging to a RESPRO partner HEI (UPV, TUAS, FHWN, RTU) who can contribute directly to project tasks (for example, students participating in the questionnaires), or use the project results, for example students participating in the three EAS courses or the e-simulation game. Internally, they are one of our primary target groups for sharing and uptake of results, beyond the small core project team.

Socio-economic environment of each partner interested

In RESPRO, the socio-economic environment of each partner (interested stakeholders) refers to people and organisations in the partner's regional or sectoral ecosystem, mainly companies and professional bodies, who can participate in project activities (for example, focus groups, consultations), or use the project results (for example, the Best Practices from WP2, EAS courses, or the e-simulation game). These stakeholders are outside the core HEI partnership but are an explicit target for engagement and uptake under RESPRO's open-access and dissemination strategy. Typical actors are project management professionals, HR/line managers, and company representatives who share and validate practices, plus associated partners and their networks (e.g., professional associations and transfer organisations) that provide development, test and promotion channels across regions.

Structures

Steering Committee

The Steering Committee (SC) is RESPRO's strategic oversight body. Each partner institution appoints one member at authority level to sit on the SC, ensuring that programme, institutional and regional perspectives are represented. The SC meets online twice a year at key stages, reviews the project's overall direction against the approved work plan and quality framework, and issues short reports that

highlight progress, risks and any corrections or changes recommended to the delivery teams. Its purpose is to keep the consortium aligned with the agreed objectives, timetable and quality thresholds while safeguarding compliance and sustainability.

The SC's inputs are the periodic quality-control evidence (surveys, participation lists, syllabi, deliverable status) compiled before general project meetings and compared with expected outcomes; its outputs are concise guidance notes and escalation signals that the Coordinator and WP Leaders action through the PDCA cycle. Where strategic decisions are needed, the consortium applies the agreed decision rule at project meetings—consensus first; otherwise, simple majority, with the Coordinator holding a casting vote—and the SC's recommendations inform that process.

In practice, the SC does not manage day-to-day tasks; it monitors, guides and unblocks at the strategic level: endorsing major plan adjustments, validating risk responses and ensuring documentation and reporting discipline (interim/final) remain on track. Its advice is implemented by the Coordinator and the Work Package (WP) Leaders through the project's internal communication and repository on MS Teams.

Working groups

RESPRO's working groups are the cross-partner WP teams that carry out the project work—WP1 (Management, UPV), WP2 (Best Practices, TUAS), WP3 (EAS courses, FHWN), WP4 (e-simulation game, RTU) and WP5 (Teacher Guidebook, UPV). Each WP has a nominated leader who coordinates scope, schedules, contributions, integration of results and continuous progress evaluation, reporting directly to the Coordinator.

Collaboration is organised through MS Teams channels per WP, with consortium meetings every 4–6 weeks and sub-group (working group) online meetings at least monthly, adjusted to the intensity of the phase (e.g., co-creation sprints, piloting windows). All WP artefacts—project plan, agendas, minutes, Gantt, dissemination plan, course/game materials—are stored in the shared repository; survey data follows RCR/GDPR and is stored in UPV repositories.

Functionally, the working groups co-create, pilot, refine and finalise their outputs: e.g., WP3 distributes work and integrates results for the three EAS courses; WP4 leads the e-tool's frame, technical development and final testing with partners; WP5 structures, drafts and publishes the Guidebook. The groups feed evidence and user feedback into the PDCA loop, propose corrective actions, and prepare inputs for reporting and dissemination. This structure ensures that decisions are taken close to the work, while keeping traceability and alignment with SC guidance and consortium-level governance.

Project Meeting and Communication

The communication meetings protocols define how RESPRO plans, convenes, conducts, documents, and follows up on project meetings and communication. It translates our PDCA-based quality approach into concrete routines that saves time and budget, while fostering transparent decision-making across the consortium. It is recommended use these metrics for evaluate (Chek PDCA stage) if communications flow works.

- On-time publication of minutes (>95%).
- Action closure rate by due date (>85%) and ageing of open actions.
- Meeting attendance rate per partner (>80% per cadence).

- Number of risks/issues escalated/resolved between meetings.
- Evidence completeness for reporting spot-checks (attendance, agendas, minutes).

These routines operationalise our values—responsibility & ethics, openness, inclusion & accessibility, evidence-based improvement, and digital readiness—so that meetings and communications consistently translate intent into impact.

Convening meetings

Meetings exist to make decisions, coordinate work, manage issues, and verify progress and quality against the plan. Every meeting must result in clear actions, owners, and due dates. There are different types of meetings:

- Transnational Project Meetings (TPMs). Meetings that are planned before the project starts and are made on site in some of the organisation of project partners.
- Cross-partner checkpoints to steer the whole project, align WPs, and review evidence for reporting, usually done every 4–6 weeks and online.
- WP Working Sessions: task-focused meetings managed by each WP Leader, usually monthly (or more frequently during intensive phases such as co-creation, piloting, or reporting)
- Steering Committee (SC). Strategic oversight meetings one or twice per year (online), convened before/after major milestones to review risks, quality signals, and any course corrections.
- Ad-hoc Meetings. Short, focused calls convened by the Coordinator or WP Leads to unblock critical items (e.g., dependencies, risks, change requests) between regular cadences.

Coordinator may convene any consortium or cross-WP meeting. Additionally, WP Leaders may convene WP meetings and raise ad-hoc cross-WP sessions when dependencies require it. Any partner may request an ad-hoc meeting. If the matter is urgent or critical, the Coordinator schedules as soon as possible, but with enough working days to be scheduled, recommended 48 hours before meeting.

Notice period recommended is to create the create using a calendar management application (Doodle or similar) with at least 5 working days for TPMs and SC; 3 working days for WP meetings; ad-hoc meetings as needed. The Agenda will be shared in MS Teams (Team -> Agenda) with the goals, information, and decision items with time boxes, pre-reads, and the expected outputs. Participants confirm attendance and propose additions 2 working days in advance the proposal will be delivered.

Quorum & decision-making. Quorum: at least one representative per partner + the relevant WP Leader(s) or participant. If a partner cannot attend, they nominate a delegate or provide a written position before the meeting. The decision rule is trying to obtain the consensus; otherwise, simple majority of partners represented. The Coordinator holds a casting vote in the event of a tie. Decisions that change scope, budget split across WPs, or official milestones must be recorded and, where required, formalised via amendment procedures.

Roles in meetings. Chair: Coordinator (TPM) or WP Leader (WP meetings) ever from the partner that organises the TPM or the meeting. Ensures objectives and time boxes are respected. Minute-taker relies on the project coordinator participant and is also the responsible of the meeting time duration.

Attendance list will be captured in Teams (Meeting > Attendance) and saved to the channel Files. Minutes & action log produced within 5 working days: decisions, actions (with owner and due date), will be raised in documents. Minutes are approved on a consent-by-silence basis within 3 working

days (unless objections are posted). The action log is a living register stored in Teams Planner/Lists and reviewed at each subsequent meeting.

Working language is English. Use plain language and structured slides. Enable live captions in online tools (provided by Teams. Share materials 48 hours in advance whenever possible; provide accessible formats (tagged PDFs, high-contrast slides, alt text for images). Consider time zones and caring responsibilities; avoid meetings outside 09:00–16:00 CET where possible; aim for < 60 minutes per session, with breaks on longer meetings.

Green and digital first. - Default to online meetings for routine coordination; reserve travel for milestones where in-person work demonstrably accelerates integration, piloting, or stakeholder engagement. Keep physical delegations lean and combine activities to minimise trips.

Work meeting

Work meetings (including TPMs and WP working sessions) are structured events that produce tangible outputs: integrated drafts, signed-off deliverable sections, test plans, or corrective actions. We try to follow the Standard agenda blocks:

1. Opening (5–10'): purpose, expected outputs, agenda validation, safety/inclusion check (captions, pace)
2. Progress & evidence review (15–30'): status vs. Gantt; KPIs; risks/issues; decisions pending
3. Co-creation work blocks (30–90'): writing, designing, integrating or testing in small groups with clear deliverables (e.g., “finalise EAS-course module map”).
4. Quality gate (10–20'): apply acceptance criteria/checklists; record open points.
5. Next steps (10'): decisions taken, actions with owners/dates, communications and dissemination hooks, data/evidence to file.

The outputs will be updated artefacts (documents, designs, code), approved decisions, updated logs, and a published action list. Every work meeting feeds the Check stage: compare deliverables to acceptance criteria and KPIs; confirm evidence to store (attendance lists, versions, screenshots, test logs). - Identified corrections become Act items: CAPA entries with due dates and owners.

Online meeting

The Platform and workspace will be Microsoft Teams is the single source of truth for agendas, minutes, files, calendars, and channels per WP. Use the chat for coordination, not for final decisions or version approvals. It is recommended use good practices, like try to join 5 minutes early; test audio and screen-share. Recording: only when it helps minute-taking or training; announce at start; store in Teams and delete after minutes are approved or within 12 weeks, whichever comes first (unless a longer retention is justified in the data-management plan). Use live captions and the chat for questions; the Meeting Chair sequences speakers. Decisions made in chat must be restated by the Chair and captured in the minutes.

E-mail and mailing list

E-mail complements Teams by enabling formal notifications, external communications, and quick clarifications. Mailing lists ensure consistent, transparent dissemination of key information to defined audiences. The lists proposed are:

- ALL: core consortium distribution (one per partner + Coordinator + WP Leaders).
- WP-specific: one per WP team.

- SC: Steering Committee members.
- External stakeholders (optional): for announcements of public events, calls, or results.

The coordinator maintains lists (add/remove) and list descriptions in Teams Repository. It is very important to use an structured subject tags & structure. Use standardized tags: [RESPRO] [WPx] [Topic], Action (e.g., [RESPRO] [WP3] Draft module map – Review by 18 Oct). Put the action required and deadline in the first line. Keep messages concise and link to the Teams file rather than attaching multiple versions.

Project documentation

Next section defines how RESPRO creates, reviews, approves, stores, and disseminates project documentation and results. It ensures consistency, auditability, accessibility, and sustainability of outputs across all Work Packages (WPs) and partners. Procedures here operationalise our quality principles (PDCA), GDPR and data-ethics commitments, and EU and SEPIE visibility rules. There are some KPIs proposed to monitor the quality of the project:

- % deliverables approved on time (>90%).
- % public outputs meeting accessibility criteria at first pass (>95%).
- Review turnaround within planned window (>85%).
- Evidence completeness score in spot checks (>95%).

Documentation

Documentation provides evidence of planning and execution, supports internal coordination, and turns project work into reusable results for stakeholders. Every document must have a purpose, owner, audience, and lifecycle status (Draft / In Review / Approved / Published / Archived). Microsoft Teams (SharePoint backend) is the canonical repository. Files are created, stored, and approved in their designated Teams folders; links are shared instead of sending attachments. Any local/offline copies are temporary and must be synced back to Teams. It is proposed to have these roles in documentation

- Document Owner (DO): usually the task leader; responsible for content and timelines.
- WP Leader (WPL): ensures alignment with WP scope and quality criteria; grants approval for WP deliverables.
- Quality Lead (WP1): assures process adherence, formatting, accessibility, and evidence completeness.
- Coordinator: authorises publication of public results and final submission to EU/SEPIE platforms when applicable.

Documents have a lifecycle with the corresponding status. The stages in which a document can be remain are:

1. Draft (v0.x): working version under active authoring.
2. In Review (v0.X): content frozen for peer review.
3. Approved (v1.0): formally accepted by WPL (and Coordinator when required).
4. Published: exported to final format (PDF/), it is recommended that in this stage the metadata will be completed, and disseminated via website, and Results Platform where applicable.
5. Archived: superseded or kept for long time repository.

Language

English is the default language for all internal documentation, deliverables, and official reports

Type of documents

To organize information coherently, the following types of documents are proposed, from least to most important:

- Supporting working documents. Documents of any type used to carry out the activities required for the tasks. For example, data collection in MS Excel or Google Spreadsheet files, JavaScript code, or working documents. These documents do not need to follow project nomenclature, but it is recommended that they be stored in the corresponding subfolder of the repository.
- Working documents. These documents contain results or partial information that the rest of the consortium would benefit from knowing. In this case, the template called "RESPRO - Blank Page Template" is used, since since it contains information that extends beyond a single partner, it is important to know that it belongs to the RESPRO project.
- Results documents. Each task in each work package results in one or more results. This result must follow a formal format. The "RESPRO-Document template" is used for this document and must follow the document creation process established in the corresponding previous section.
- Presentations. These are public documents that present a summarized and visually compelling presentation. These documents are optional for the results and must use the "RESPRO-Presentation template."

File names

File names must be human-readable, stable, sortable, and machine-friendly. Use only letters, numbers, hyphens, and underscores. Avoid spaces, accents, and special characters. Dates use ISO format YYYY-MM-DD. The structure of the filename will be the next:

RESPRO_[WPx]_[Deliverable/TaskCode]_[ShortTitle]_[Partner]_[Status]_[vX.Y]_[YYYY-MM-DD].[ext]

Examples of filenames:

RESPRO_WP3_D3.2_Training-Toolkit_UPV_Approved_v1.0_2025-02-10.pdf -
 RESPRO_WP2_T2.1_Methodology-Draft_UEDIN_In-Review_v0.9_2024-11-28.docx -
 RESPRO_WP1_Risk-Register_ALL_Working_v0.7_2025-01-15.xlsx

It is important to avoid some words as. final, final2, new_version, or local usernames and language in file names.

File management

Teams manages partner-level access. Sensitive materials (e.g., personal data) are placed in restricted subfolders. Sharing with external stakeholders uses time-limited links and the least-privilege principle. Rely on SharePoint versioning and backups. Do not store the only copy on personal devices. Attribute all sources; avoid third-party assets without appropriate licenses. Prefer open licenses and FAIR data. Minimise personal data in documents. Each published result folder contains: the final file, source

editable, review forms, acceptance checklist, proof of dissemination (URL/screenshot), and any related information.

Project Results

This chapter clarifies the three terms used in RESPRO quality management and reporting. It ensures we describe, package and publish our work consistently and in line with EU/SEPIE rules. We propose the next short definitions to differentiate result, product and release (result or product):

- **Result** — Everything generated by activities and tasks. A result can be tangible (a document, a dataset, a website section) or intangible (a skill gain, a new method adopted by teachers). All results strengthen evidence that the project is progressing and creating value.
- **Product** — A purposeful set of results curated to create value for a defined audience. Products are structured, user-ready outputs (profitable or not) such as a complete toolkit, a full training course, or the e-simulation game. A product bundles multiple results (content, visuals, code, guides) so that an external user can adopt it with minimal extra work.
- **Deliverable** — A product that the consortium formally approves and releases for external use and reporting. Deliverables are publishable, accessible products that meet acceptance criteria and are released via the project website and, when relevant, the Erasmus+ Project Results Platform. They are tracked in the Gantt and appear in interim/final reports.

The distinction matters for the next reasons. keeps PDCA transparent, because all results are created in the project (Do PDCA stage), products are assembled/validated in Check stage, and deliverables are approved and published in Act. Focuses review effort on what will be used by stakeholders (products/deliverables) while still storing internal evidence (results) for audits. And finally, aligns with EU guidance on what constitutes relevant results to disseminate publicly.

We propose a decision guide: is it a result, a product, or a deliverable?

1. Was it generated by an activity/task?
 - a. Yes → It is at least a Result (store it in Teams).
2. Is it coherent and user-ready for an external audience without extra context?
 - a. Yes → It qualifies as a Product (curate, license, and prepare metadata).
 - b. No → Keep as Result (internal evidence).
3. Is it planned for release (Grant Agreement/WP plan) or judged relevant for public dissemination?
 - a. Yes → Propose as a Deliverable. Apply QA checks.
 - b. No → Stay as Product (optional publication on project website if useful).
4. Does it meet acceptance criteria (content, accessibility, IP, ethics/GDPR, metadata)?
 - a. Yes → Approve and Publish (website; Results Platform if relevant).
 - b. No → Return for correction.

List

The RESPRO-Results List consolidates, in a single cross-WP register, all planned results across WP1–WP5, indicating for each entry its sequential Number, Work Package and Lead partner, the Result code and title (e.g., R3.4 Piloting the Courses), expected Type(s) of output, and a succinct Expected Result. Three status flags—Done, Web, and ERP+—support stage-gated release and reporting: Done marks the result as completed; Web confirms that the productised output has been published on the project website (<https://respro.webs.upv.es>); and ERP+ indicates publication on the Erasmus+ Project Results

Platform when appropriate. The table serves as the project’s single source of truth for monitoring progress, packaging results into products, and, where relevant, approving deliverables for external release, ensuring PDCA-driven quality control, clear ownership, and audit-ready evidence.

Table 2. List of RESPRO Project Results.

ID	Work Package	Lead by	Result
1	WP1. Management	UPV	R1.1 Quality Assurance Plan
2	WP1. Management	UPV	R1.2 Dissemination Plan
3	WP1. Management	UPV	R1.3 Risk Management Plan
4	WP1. Management	UPV	R1.4 Quality surveys
5	WP1. Management	UPV	R1.5 Gantt Chart and Project Management Tool (Project Kit?)
6	WP1. Management	UPV	R1.6 WebPage and Social Media
7	WP2. Best Practises	Turku UAS	R2.1 Forming Questionnaires (Surveys) about RL, WB, and JC
8	WP2. Best Practises	Turku UAS	R2.2 Surveys Implemented
9	WP2. Best Practises	Turku UAS	R2.3 Analysing Surveys Results
10	WP2. Best Practises	Turku UAS	R2.4 Planned Focus Groups
11	WP2. Best Practises	Turku UAS	R2.5 Focus Groups Analysed
12	WP2. Best Practises	Turku UAS	R2.6 Best Practises Formed
13	WP2. Best Practises	Turku UAS	R2.7 Publications Based on the Findings
14	WP3. EAS Courses	FHWN	R3.1 Methodology for EAS-Courses
15	WP3. EAS Courses	FHWN	R3.2 Preparing the Contents
16	WP3. EAS Courses	FHWN	R3.3 Co-creation of the Courses
17	WP3. EAS Courses	FHWN	R3.4 Piloting the Courses
18	WP3. EAS Courses	FHWN	R3.5 Finalising the Courses
19	WP3. EAS Courses	FHWN	R3.6 Collecting Process Evaluation Data and Experiences
20	WP4. e-Game	RTU	R4.1 Establishing RESPRO e-Tool Frame
21	WP4. e-Game	RTU	R4.2 Technical Development
22	WP4. e-Game	RTU	R4.3 Dissemination and User Intervention
23	WP5. Guidebook	UPV	R5.1 Preparing Guidebook
24	WP5. Guidebook	UPV	R5.2 Forming Guidebook
25	WP5. Guidebook	UPV	R5.3 Piloting Guidebook
26	WP5. Guidebook	UPV	R5.4 Revision Guidebook
27	WP5. Guidebook	UPV	R5.5 Finalising Guidebook
28	WP5. Guidebook	UPV	R5.6 Publication

Below is a brief description of each result.

Description

This RESPRO Results List is included in the Quality and Management Plan as the project’s single, auditable register of what we create and why it matters. It enumerates each planned result with its code, title, and description, linking it to the responsible WP/partner, so we can monitor progress, apply acceptance criteria, and evidence decisions. By capturing results at their source, and showing how they are curated into products and, when relevant, approved as deliverables for publication on the website and the Erasmus+ Project Results Platform. The list underpins scope control, risk management, and consistent dissemination. It also supports interim/final reporting, traceability for audits, and clear ownership for corrective actions. In short, this list operationalises quality: it turns intentions into trackable items with owners, timelines, and proof, ensuring the consortium delivers usable value.

R1.1 Quality Assurance Plan

The quality of the project is secured by applying an iterative four-step PDCA - plan-do-check-adjust - management loop, which is widely used in business for the control and continuous improvement of processes and products. There are two main dimensions in the process. Quality Assurance (QA) is a preventive document that ensures that the quality requested will be achieved. QA plan will be created at the beginning of the RESPRO project based on the changes between the preparation of the application and the start of the project. The quality assurance aims to involve all the partners in realizing the targets and achieving project results and deals with the “plan” stage. Quality Control (QC) is a reactive measure to monitor the project’s progress, thus providing the information primarily for the project management. QC deals with the “check” stage and is a prerequisite for adjustments conducted by project management and project partners. Before all General Project Meetings, QC analyses the state of practice in completing the project deliverables. Then improvement activities are suggested and set up when necessary.

- Academic & professional areas: Higher education project management; Quality assurance & evaluation; Science communication (for R1.2/R1.5)
- Main target groups: RESPRO coordinators, WP leads & admin staff; HEI quality officers; Erasmus+ NAs/SEPIE reporting teams
- Impact (partners & socio-economic): Stronger governance and compliance across partners; Smoother interim/final reporting; reduced grant-reduction risk; Increased visibility and stakeholder trust in each region.

R1.2 Dissemination Plan

RESPRO’s dissemination plan is designed to turn its key outputs—the three EAS courses, the e-simulation game and the Teacher Guidebook, into real uptake across European HEIs. Under IO4-A3, led by UPV, the consortium will finalize the game, publish it on the project website and run targeted user-engagement actions, including training to ensure a smooth user experience. All dissemination materials (user manuals, help guides and promotional content) will follow open-access principles and be made available on the RESPRO site.

- Academic & professional areas: Science communication; Research impact & exploitation
- Main target groups: Partner comms units; Teachers/researchers contributing publications; Associated partners & professional associations
- Impact (partners & socio-economic): Coordinated messaging improves uptake beyond academia; Aligns partners’ events & media for regional reach

R1.3 Risk Management Plan

UPV will prepare the first versions of bilateral agreements to ensure all parties understand the project objectives and activities and are committed to delivering the WPs within budget. Each institution is responsible for ensuring the compliance of its activities throughout the project with their countries’ legislation and EU directives.

- Academic & professional areas: Higher education project management; Quality assurance & evaluation; Risk management in educational projects
- Main target groups: Project Board & WP leaders; University project offices

- Impact (partners & socio-economic): Shared risk culture improves delivery reliability for all partners; Better resilience across regional ecosystems collaborating with partners.

R1.4 Gantt Chart and Project Management Tool

The Gantt chart is the project's master schedule, mapping each work package and task to the timeline with responsible partners, durations, dependencies, and milestones. It enables transparent progress monitoring and critical-path control, supports coordination and resource planning, and triggers timely adjustments and risk mitigation to keep results on scope, time, and quality.

- Academic & professional areas: Higher education project management; Quality assurance & evaluation; Project scheduling & PMO practices
- Main target groups: All partner teams; Teachers reusing templates in their courses
- Impact (partners & socio-economic): Reusable PM templates strengthen internal capability; spillover to teaching and to regional collaborations with SMEs/associations.

R1.5 Webpage and Social Media

The project webpage (<https://respro.webs.upv.es>) is the single source of truth for management and dissemination, hosting timelines, deliverables, milestones, meeting minutes, and news for partners and stakeholders. It supports coordination and transparency with an up-to-date calendar, contact points, and progress updates.

- Academic & professional areas: Science communication; Digital engagement; Open science/Open education
- Main target groups: Students & teachers (inside/outside consortium); Professional PM bodies & companies; General public & media
- Impact (partners & socio-economic): Raises project visibility regionally (València, Turku, Riga, Lower Austria) attracting adopters; Supports partner branding and third-mission KPIs; Creates channels to advertise courses and the e-game to local SMEs.

R2.1 Forming Questionnaires (Surveys)

Forming the questionnaire for HEIs, selecting the relevant institutions and receivers from Europe: will lead to a decent survey to be implemented in the following task.

- Academic & professional areas: Project management (people skills); Leadership & ethics; Organizational psychology & well-being at work; Education research & curriculum design; Survey methodology
- Main target groups: HEI researchers & lecturers in PM/business/engineering/health; Curriculum committees; PM professionals & HR/People managers; Professional associations (IPMA/PMI chapters); Researchers & QA staff; Student cohorts & teachers participating
- Impact (partners & socio-economic): Evidence base to update PM curricula in partners; Partners build capacity in research methods; generate regional datasets; Engagement with local companies/NGOs surfaces regional needs.

R2.2 Surveys Implemented

Piloting and implementing the survey: This will give feedback on the quality of the survey and establish the needed corrections. Implementing the survey will form the survey data.

- Academic & professional areas: As above (implementation practice)

- Main target groups: Survey participants (students/teachers/practitioners); Research teams in partners
- Impact (partners & socio-economic): Robust data for regional benchmarking; strengthens HEI–industry dialogue.

R2.3 Analysing Surveys Results

Analysing the quantitative result from two surveys; student and educator: This will result in finding the student and educator perspectives of the educations' best practises.

- Academic & professional areas: Data analysis in education/management; Organizational psychology
- Main target groups: Researchers; Curriculum designers; HEI leadership
- Impact (partners & socio-economic): Regional recommendations for employers and HEIs; informs curriculum reforms and staff development

R2.4 Planned Focus Groups

Planning and organising the focus group discussions: Planning will result in decent discussion protocol, and the organising will result in working life perspective raw data.

- Academic & professional areas: Qualitative methods; Practice–research interface in PM
- Main target groups: Practitioners, students, teachers, and associated partners
- Impact (partners & socio-economic): Co-creation with stakeholders; surfaces local constraints/opportunities across regions.

R2.5 Focus Groups Analysed

DatasetAnalysing the qualitative data from the discussions: this will convert the data into an interpretable and summarised form and form the working life perspective on the best practices.

- Academic & professional areas: Qualitative analysis; Implementation science
- Main target groups: Researchers; WP3/WP4 design teams; Policy/strategy staff
- Impact (partners & socio-economic): Region-specific insights steer EAS course/game design; practical guidance for companies and public bodies.

R2.6 Best Practises Formed

Forming the best practices: this will create the synthesis of the survey and discussion results to feed the work in WP 3.

- Academic & professional areas: Responsible leadership; Well-being at work; Job crafting; Curriculum design
- Main target groups: Teachers; Program directors; Corporate trainers/PMO leads
- Impact (partners & socio-economic): Shared best-practice reference integrated into partners' curricula; grounds for external training offers.

R2.7 Publications Based on the Findings

Writing the five publications based on the findings will form the actual articles and other publications for dissemination purposes.

- Academic & professional areas: Scholarly publishing; Management & education journals; Professional magazines

- Main target groups: Researchers & doctoral students; Practitioners seeking evidence-informed guidance
- Impact (partners & socio-economic): Raises partner research profiles; informs regional policy/practice discussions; boosts institutional rankings/visibility.

R3.1 Methodology for EAS-Courses

Preparing methodology: the outcome of this activity is a pool of multiple pedagogic tools and innovative methods that may support comprehensive project management education. It provides the basis for a deeper synthesis and the final decision process.

- Academic & professional areas: Project management education; Business & engineering education; Health/well-being at work; Pedagogy & instructional design; Course design methodology; Competency frameworks (IPMA ICB4 people skills)
- Main target groups: Bachelor/Master students; HEI teachers & program directors; Lifelong learners & CPD for PMs/Team leads; Instructional designers; QA/evaluation staff
- Impact (partners & socio-economic): Common method to design short, stackable modules; accelerates curriculum updates across partner faculties

R3.2 Preparing the Contents

Report Preparing contents: the outcome of this activity is a pool of relevant technical content and decision criteria.

- Academic & professional areas: As above; content development for responsible leadership, well-being, job crafting
- Main target groups: Course authors; subject-matter experts; external reviewers
- Impact (partners & socio-economic): Co-creation with stakeholders strengthens regional relevance; creates reusable OER packages.

R3.3 Co-creation of the Courses

The results will be three 1 ECTS EAS courses covering the topics of fundamentals of well-being at work, responsible leadership and team job-crafting.

- Academic & professional areas: Participatory design; Innovation pedagogy; Problem-based learning
- Main target groups: Teachers, students, practitioners; associated partners
- Impact (partners & socio-economic): Embeds employers' needs; builds communities of practice across regions

R3.4 Piloting the Courses

The outcomes of the intensive course with students is the detailed data and answers to questions like: What works well? What does not work well? Why? What should we keep? What should we improve?

- Academic & professional areas: Educational evaluation & pilot testing
- Main target groups: Pilot student cohorts (incl. intensive week); teaching teams
- Impact (partners & socio-economic): Generates data to refine courses; early adopters in each region; motivates HEI-wide scale-up.

R3.5 Finalising the Courses

The outcomes of this task are three easy-to-use EAS courses in responsible project management for HEIs.

- Academic & professional areas: Final editing; accessibility & inclusiveness in courseware
- Main target groups: Program directors; e-learning units; teachers preparing deployment
- Impact (partners & socio-economic): Ready-to-use EAS courses for deployment; immediate value for partners' curricula and regional CPD offers

R3.6 Collecting Process Evaluation Data and Experiences

Collecting the process evaluation data and experiences of this development process for articles: This activity results in three scientific or professional publications.

- Academic & professional areas: Educational evaluation & learning analytics
- Main target groups: Researchers writing up publications; QA teams; funders
- Impact (partners & socio-economic): Publications improve partners' academic standing; evidence for future funding; informs regional training ecosystems.

R4.1 Establishing RESPRO e-Tool Frame

The consortium expects that the development phase has been developed carefully, concerning project risks and sustainability, meaning that the project doesn't have to make changes in the technical development phase.

- Academic & professional areas: Educational technology; Game-based learning; Project management training; Software requirements & UX for learning tools
- Main target groups: Students & teachers; Corporate trainers & PMO leads; EdTech support units; Developers/designers in partner IT units
- Impact (partners & socio-economic): Shared blueprint enables future tools/projects; aligns with partners' digital strategies; foundation for regional EdTech collaborations.

R4.2 Technical Development

A working version of the RESPRO e-tool/game, ready to be used and distributed.

- Academic & professional areas: Web-based simulation development; Usability testing; Learning design implementation
- Main target groups: End users (students, teachers); RTU dev team; partner testers
- Impact (partners & socio-economic): Working online tool hosted on project site; increased teacher engagement & time-savings; strengthens RTU's innovation profile and partners' digital readiness.

R4.3 Dissemination and User Intervention

Focuses on dissemination and actions, which are supporting the end-user, thus the main expected result is an increased number of users, as well as increased satisfaction of the end-user.

- Academic & professional areas: User onboarding & adoption strategies; Open access dissemination
- Main target groups: Wider HEIs network; associated partners (e.g., PMI Valencia, IPMA Finland); corporate learning units

- Impact (partners & socio-economic): Reach & usage growth in each region; stronger ties with professional bodies; opens doors for external services/consulting.

R5.1 Preparing Guidebook

Report The result of the task is twofold. The guidebook must have a very clear content index in which all the contents of the previous WP are sequenced so that they can be learned by the target group, from the end of the project. It should also be clear how each content block will have its corresponding dissemination element for non-professional audience.

- Academic & professional areas: Teacher education; Curriculum integration; Instructional design; Assessment strategies; Gamification in HE
- Main target groups: HEI teachers & program heads; Education developers & QA units
- Impact (partners & socio-economic): Ensures sustainability & transferability; internal alignment on structures and pedagogy; supports partners in scaling offers to regional stakeholders.

R5.2 Forming Guidebook

The result is a compendium of texts that group the concepts and the framework of the project. This result could be considered an academic book within the guidebook. The guide will be structured in the following units: concepts, tools, adaptation (fitting) and measurement. The concepts unit is based on three pillars: understanding the leadership skills in projects, teamwork skills, and skills to promote team and project well-being. The tools unit will describe the simulation tool developed in WP4. The adaptation (fitting) unit will show examples of how the tool can provide users with skills. Finally, the measurement unit will provide the parameters and methods to evaluate the skills achievement of every participant.

- Academic & professional areas: As above; authoring and layout
- Main target groups: Author teams; editorial reviewers; design teams
- Impact (partners & socio-economic): Consolidates know-how into a coherent, replicable model; ready for piloting.

R5.3 Piloting Guidebook

The result of the task is the practical part of the guidebook. That is, the instructions on how to follow the EAS and how to replicate gamification to teach responsible leadership to reach a well-being project team.

- Academic & professional areas: Usability testing; teacher practice research
- Main target groups: Pilot teachers in partner institutions; instructional designers
- Impact (partners & socio-economic): Collects tacit know-how to adapt to local contexts; encourages early adoption beyond the core teams.

R5.4 Revision Guidebook

The outcome of the task is the revised guidebook, to ensure: the absence of errors, all contents of the first task are covered, and the dissemination elements are properly formed.

- Academic & professional areas: Editorial revision; accessibility/compliance checks
- Main target groups: Editorial board; QA
- Impact (partners & socio-economic): High-quality open resource ready for adoption; reduces onboarding time for new teachers.

R5.5 Finalising Guidebook

After the review, changes will be made in this task, resulting in the final version of the guidebook.

- Academic & professional areas: Publishing preparation; metadata and repository processes
- Main target groups: University libraries/repositories; comms units
- Impact (partners & socio-economic): Standardizes practice across departments/faculties; supports long-term use.

R5.6 Publication

At the end of the task, the publication by the publisher of the academic version as well as the online material will constitute the WP output.

- Academic & professional areas: Open education publishing; licensing
- Main target groups: European HEIs; Professional training providers
- Impact (partners & socio-economic): Open-access publication in partners' repositories increases visibility; facilitates adoption by regional/national/international stakeholders

Types

This list defines a common typology of what RESPRO produces so the consortium can plan, review, approve, and publish outputs consistently under the Quality and Management Plan. By naming and describing each kind of output we generate, we set clear expectations for ownership, acceptance criteria (content, accessibility, licensing, metadata), and the evidence required at each stage of the PDCA cycle. The typology also clarifies packaging pathways—from working materials used internally, to user-ready products for stakeholders, through to formally approved items that are released on the project website and, where relevant, the Erasmus+ Project Results Platform—so teams know when additional checks (quality review, GDPR/ethics, branding) are mandatory. In short, the list is a governance tool: it reduces ambiguity between Work Packages, improves version control and traceability for audits, and ensures that what we publish is usable, compliant, and aligned with the project's objectives.

- **Application:** A runnable build of the RESPRO e-tool/e-simulation for end users. Packaged with install/run notes and a version tag; moves from Result → Product when stable and user-ready; becomes a Deliverable when released on the website/ERP+ with guide and metadata.
- **Code:** Source code repositories (game logic, backend, scripts) with README, license, and basic tests. Internal result while under development; productised when documented and tagged; deliverable when released with the application.
- **Dataset:** Anonymised/pseudonymised survey or piloting data with codebook and README (formats: CSV/XLSX). Stored under restricted access until cleared; public release only if permitted by the DMP/ethics.
- **Form:** Instruments such as questionnaires, interview guides, consent forms, rubrics. Versioned and piloted; included as annexes to methods/toolkits or courses.
- **Document:** Narrative working artefacts (plans, methods, manuals). Must follow template, accessibility, and EU visibility rules; many evolve into Reports or are annexed to products.
- **Report:** Structured documents with purpose, methods, findings, conclusions, and references (e.g., plans, analyses, finalisations). Quality-gated, exported to PDF/A, and often the wrapper for a deliverable.

- Presentation: Slide decks for training, dissemination, or governance. Include speaker notes and accessible structure; published with related products (courses/toolkits) or event pages.
- Spreadsheet: Structured trackers (Gantt, risk/issue logs, KPI tables). Live working files in Teams; extracts may be appended to reports as tables/figures.
- Template: Reusable skeletons (agenda/minutes, report, course unit, survey). Managed by WP1; ensures consistency, faster drafting, and audit-ready evidence.
- Image: Visual assets: diagrams, infographics, UI mock-ups, screenshots. Must include alt text and license/source; used inside reports, courses, and web posts.
- Video: Short explainers, screen-captures, or training clips. Published with open captions and a text transcript; embedded on the website and in course packages.
- Online course: Complete learning packages (syllabi, modules, slides, worksheets, assessments, facilitator guide). Reviewed against learning outcomes; zipped/LMS-ready; core public product and deliverable family.
- Publication: Peer-reviewed or professional articles, conference papers, preprints. Include citation/DOI; linked from the website; may summarise as products (policy briefs).
- Poster: posters for academic/community audiences. Clear takeaways, proper branding; archived with the event record and shared on the website.
- Website: The project site pages/sections and updates that host public outputs, news, and evidence; the canonical place we publish products/deliverables.
- Social media post: Short-form dissemination assets (copy + visual) for #resproproject campaigns. Planned in the comms calendar; used to amplify releases and collect reach/engagement metrics.

Budget management

This chapter sets out how RESPRO plans, allocates, monitors, and evidences the project budget under the Erasmus+ lump-sum funding model. It defines roles, controls, reporting cycles, cash-flow arrangements, and the documentation required to demonstrate achievement per work package (WP). The chapter applies to all partners and work packages and complements the Grant Agreement, Special Conditions, and National Agency (SEPIE) instructions. Consequently, the budget management must have the next aspects to be considered.

- Action & grant type. RESPRO is a KA220-HED Cooperation Partnership funded as a single lump sum. The lump sum covers all eligible activities needed to deliver the approved results (e.g., management, meetings, deliverables, dissemination, development, training).
- Result-based payment. There is no cost-item financial reporting at final stage. Instead, the amount paid for each WP depends on the level of achievement against the application and indicators evidenced in interim/final reports.
- Flexibility with accountability. Internally we may re-prioritise resources to deliver results efficiently; externally the approved WP amounts and indicators remain the reference at reporting.
- Co-financing & no-profit. Partners acknowledge that total effort/value may exceed the EU grant. Any excess is covered through co-financing (own resources/in-kind) and no profit is generated.
- Implication for teams: Focus on delivering the agreed WP outputs, indicators and quality. Maintain strong evidence; we are not asked to prove actual costs but must be audit-ready on implementation quality and sound financial management.

Budget structure and internal allocation

To make the lump-sum workable, RESPRO applies a simple three-pillar framework: (1) allocate resources by work package so ownership and accountability sit with delivery teams; (2) define “allowable activities” in terms of what is essential to achieve the approved plan; and (3) uphold a green, digital-first operating principle so funds favour outputs over travel. This structure turns the application into an operational budget, clarifies who is responsible for what, and keeps evidence collection straightforward. The rationale below explains how these choices improve predictability, value for money, and compliance while preserving flexibility to deliver results. The principles about budget management are the next:

- By work package. Internally, we attribute the grant across WP1–WP5 in line with the application. Each WP has: (a) objectives & indicators; (b) key deliverables; (c) a target budget share used for internal planning and monitoring.
- Allowable activities. The lump sum may cover all activities essential to deliver the plan (e.g., staff effort, travel/subsistence for meetings, IT development, publication/design, subcontracted specialist tasks where justified, equipment strictly necessary, dissemination).
- Green & digital-first constraint. Travel is minimised; online collaboration is default. When travel is necessary, select best value for money and shortest feasible routes.

At kick-off, each Work Package (WP) Leader confirms the baseline and targets for the agreed indicators, identifies the key deliverables, and lays out a month-by-month plan. This initial alignment turns the application into an operational schedule with clear expectations for outputs, timing, and evidence.

On a monthly basis, WP Leaders update a budget-risk dashboard using a simple traffic-light system. The dashboard tracks schedule adherence, the status of evidence collection, dependencies that could affect delivery, and the likelihood of meeting indicator targets. This rolling view enables early detection of slippage and timely corrective action.

Every 4–6 weeks, the Consortium Meeting conducts a milestone review. We examine WP progress against plan, the consolidated risk log, Beneficiary Module (BM) completeness, and cash-flow posture. Decisions and corrective actions agreed in the meeting are recorded in Teams to ensure traceability and follow-through.

Evidence and documentation (what we must keep)

To evidence achievement under the lump-sum model—and make BM reporting and any NA checks straightforward—RESPRO maintains a structured, minimum evidence pack per activity and per WP. All artefacts are stored in Teams, linked to the relevant task/decision, and tagged with basic metadata (title, WP, date, owner, version, location), while respecting GDPR and accessibility standards. The lists below define the baseline evidence set expected for meetings/events, deliverables/results, learning/training, and implementation quality, followed by our accounting posture and a note on quality-linked grant risk.

- For meetings/events: agendas, attendance lists (with affiliations), materials, recordings/notes, brief evaluation summaries.
- For deliverables/results: final files (and links), version history, peer-review records, publication/hosting evidence, analytics where relevant.

- For learning/training: programme, participant lists, satisfaction/learning gain summaries, links to materials.
- For implementation quality: indicators tables and self-assessment notes per WP; beneficiary/target-group feedback.
- Accounting posture: While actual costs are not reported to the NA, each partner maintains sound accounting procedures per national rules; procurement and contractual files are archived to demonstrate economy, efficiency and effectiveness and to support potential system audits.
- Quality-linked grant risk: If the overall project score is below the threshold or an individual WP underperforms, the NA may apply grant reductions proportionate to achievement. Our internal reviews aim to prevent this by early corrective action.

Conclusions

The RESPRO Quality and Management Plan (QMP) provides a common, practical framework that turns intent into impact. By embedding the Plan–Do–Check–Act (PDCA) cycle, clear roles and decision gates, and evidence-based controls, the consortium can deliver results on time, within scope and budget, while maintaining a consistent level of quality across all work packages.

The governance model ensures transparent accountability and timely escalation. This structure, together with agreed routines for meetings, documentation, and version control, reduces ambiguity and keeps technical, pedagogical, and management tracks aligned.

Quality is built in rather than inspected at the end. The QMP consolidates acceptance criteria, templates, KPIs, peer reviews, risk and issue logs, and change-control procedures so that every deliverable can be verified against explicit standards and auditable evidence. This “quality-by-design” approach also supports interoperability between outputs and their intended users (students, teachers, and HEIs).

The Plan safeguards compliance with programme obligations and applicable regulations, including inclusiveness and accessibility in design, GDPR for data protection, and dissemination rules. It aligns monitoring and reporting with the KA220 lump-sum model: achievements are evidenced against planned activities and results, enabling proportionate assessment at review and at final reporting.

The consortium also commits to systematic dissemination and stakeholder engagement through the project website and social media, amplifying reach and enabling uptake beyond the partnership (#resproproject; <https://respro.webs.upv.es>). This is consistent with national agency guidance on visibility, product quality, and good-practice criteria (impact, transferability, innovation, sustainability, dissemination, and sound management).

Finally, the QMP is a living instrument. Lessons learned from reviews, pilots, and stakeholder feedback will feed forward into corrective and preventive actions in subsequent cycles. By continuously improving our ways of working, the consortium strengthens result quality, reduces implementation risk, and maximises the long-term value of RESPRO outcomes for learners, educators, and institutions.