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**European Qualifications & Competences for the Vegan Food Industry**  
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**Deliverable 4.2**

**Delivered EQF 4 training for the vegan food industry**

**Workpackage 4** Implementation of trainings, its quality assurance, certification and recognition

**Task 4.2** Delivered EQF 4 trainings for the vegan food industry

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## Foreword

The work described in this report was developed under the project EQVEGAN: European Qualifications & Competences for the Vegan Food Industry (621581-EPP-1-2020-1-PT-EPPKA2-SS). If you wish any other information related to this report or the EQVEGAN project please visit the project web-site ([www.eqvegan.eu](http://www.eqvegan.eu)) or contact:

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### Dissemination Level

PU	Public	√
PP	Restricted to other programme participants (including Commission services and projects reviewers)	
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## **Summary**

This report aims to document the EQF4 trainings delivered, taking into consideration the professional data, such as qualifications, professional experience, current occupational profiles, and performance assessments during the training sessions.

This report will also assess the overall satisfaction of trainees and the feedback collected from trainers, with the objective of enhancing the quality of future training sessions.

All data collected and reported will respect the privacy of the individual, as per GDPR directives.

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## 1. Introduction

The EQVEGAN courses at EQF Level 4 were delivered by two partners being the Malta College of Arts, Science and Technology (MCAST) from Malta, and Escola Tecnológica e Profissional de Sicó (ETP Sicó) from Portugal.

EQF Level 4 represents one of the four levels at which the EQVEGAN units were delivered as part of the EQVEGAN ERASMUS+ project. Apart from EQF4, the units were also being delivered in levels from EQF5 to EQF 7. All the levels are being reported in separate deliverables.

This report will focus on the delivery of the units at EQF Level 4, highlighting the main aspects of the delivery and these units.

Following each run of the delivery the partners were asked to collect a series of data points covering both the delivery from the point of view of the students and the lecturers. The main findings from this data are represented below.

Presented as annexes to the report, available to EACEA, is the raw data as submitted by the partners. This data involves:

1. The companies/area from which the students originated
2. The results of the evaluation by the students
3. The results of the evaluation by the lecturers
4. Scheme of Work
5. Record of Work
6. Photos/videos taken during the delivery of the units
7. Attendance records

## 2. Vocational Education and Training Overview

As part of this project, a concise VET analysis was carried out to better understand the needs of the labour market, and to evaluate the existing delivery mechanisms in the country of each participating partners delivering units at EQF Level 4. This allowed the partners to gain invaluable insights on several criteria.

An analysis of the labour market, the educational institutions could identify the skills and competencies in demand. This ensures that the new EQVEGAN course aligns with the current and future needs of employers, enhancing the employability of the students. Moreover, understanding the dynamics of the labour market helps in designing a curriculum that is relevant, up-to-date, and reflective of industry trends. This ensures that students are equipped with skills that directly apply to the workforce, fostering a seamless transition from education to employment. The analysis of VET and the labour market also allowed for the identification of existing skill gaps. The new EQVEGAN course specifically targets these gaps and helps bridge them, contributing to a more skilled and competitive workforce. Additionally, understanding how VET is currently delivered helps in optimizing the delivery mechanisms for the new EQVEGAN course. It allows the partners to incorporate effective teaching methods, modern technologies, and industry partnerships that enhance the overall learning experience.

Involving stakeholders such as employers, industry experts, and educational institutions in the analysis fosters collaboration. This ensures that the new course is developed with input from key players, increasing the likelihood of success and acceptance in the labour market. This also assists in efficient resource allocation where institutions can identify areas where additional resources or improvements are needed, ensuring that the introduction of the new course is supported by the necessary infrastructure and personnel. In conclusion, such an exercise enhances productivity, innovation, and competitiveness, positively impacting the overall economic landscape of the course.

Unlike many other EU Member States, unemployment in Malta is not a major labour market problem. Its dynamic economy developed fast and withstood the crisis well. However, new sectors are emerging, and employment has been growing. In a context of low educational attainment, high early leaving and an ageing population, this has led to skills shortages in several key sectors of the economy. Overall responsibility for VET in Malta lies with the Ministry for Education and Employment (MEDE). The Ministry of Tourism oversees VET for the tourism sector. The two main state providers – the Malta College for Arts, Science and Technology (MCAST) and the Institute for Tourism Studies (ITS) – are self-accrediting institutions offering VET free of charge, flanked with an increasing number of private VET providers.

To implement the 2014-24 education strategy, which highlights the role of VET in increasing effectiveness and quality and in fostering inclusion and progression, reform of the legal

framework is underway. It will lead to a new education act covering main principles, a dedicated regulatory act, and standalone acts governing MCAST and ITS.

VET is available from the compulsory, lower secondary level (locally called secondary education) onwards. Following successful pilots, from 2015 all compulsory education students aged 14 to 16 have the option to select two VET subjects among agribusiness, hospitality, IT, health/social care and engineering. They stimulate learner awareness and interest in VET at an early stage and aid progression. After leaving compulsory education, one in three 17-year-olds is in VET.

The Maltese qualifications framework (MQF) sets the overall parameters for VET programmes at EQF level 1 to 5 in terms of distribution of key competences (decreasing with level), sector skills and theory (both increasing with level). For those without a qualification there is the introduction and foundation certificate programmes including work experience (ISCED-P 253; leading to EQF level 1,2) giving access to programmes at the next EQF level in same field. The most popular fields of study are manufacturing and construction, and arts and humanities. There are also the two-year college-based programmes (ISCED-P 353; leading to EQF level 3) for foundation certificate holders and those with an EQF level 2 compulsory education qualification. They include some work-based learning and give access to programmes at the next level. Most graduates finish with a qualification in ICT, health and welfare or business, administration and law.

Subsequently, the one- to two-year apprenticeship schemes (ISCED-P 353; leading to EQF level 3) follow the foundation programmes. Contracts between learners, employers and MCAST govern the schemes. The amount of workplace learning is not regulated, varies by field of study and is set by the college. Apprentices receive remuneration for the on-the-job training from employers and a stipend from the government.

EQF level 4 (ISCED-P 454) programmes are available (college-based, two years; apprenticeship schemes, two to three years) for learners with a general or VET EQF level 3 qualification. Some programmes can be followed either college-based or on apprenticeship. Finally, there is the two-year college-based programmes leading to a VET higher diploma (ISCED-P 554, EQF level 5). Higher VET also includes three- to four-year bachelor programmes (ISCED 655, leading to EQF level 6) which open up progression opportunities to selected academic master programmes.

Holders of a VET higher diploma (equivalent to a degree after the first two years of a university programme) meeting entry requirements can enter the third year of VET bachelor programmes. Institute of Tourism Studies (ITS) students with an EQF level 5 qualification can pursue a bachelor's degree in tourism at the University of Malta. VET degree programmes are also provided by the university's department of nursing.

Stakeholders in Malta strongly support VET. The Chamber for Commerce, Enterprise and Industry, the Malta Employers' Association and the unions are involved and sit on the boards of state VET providers. Many employers promote apprenticeships, with dialogue between VET

providers and industry as a key feature in qualification design. Developing excellence in VET and higher education through research, effective licensing, programme accreditation, quality assurance and recognition of qualifications has been entrusted to a single institution established in 2013: the National Commission for Further and Higher Education. The commission acts as a broker between the government and VET and higher education institutions, encourages stakeholder dialogue, and oversees the implementation of the MQF. Malta was the first EU country to reference its qualifications framework to the EQF and the QF-EHEA in 2009

Portugal, like many other countries, has been working to address the gap between the skills possessed by the workforce and the skills demanded by employers, and VET programs play a crucial role in bridging this gap by providing practical, job-oriented training. VET programs in Portugal have been adapting to meet the needs of emerging industries, such as technology, renewable energy, digital services and food technologies. These sectors often require specialized skills, and VET can be instrumental in preparing the workforce for these evolving demands. Portugal has placed an emphasis on fostering entrepreneurship and innovation through VET programs. Encouraging individuals to develop entrepreneurial skills in order contribute to economic growth and job creation.

Portugal has recently experienced fluctuations in unemployment rates and VET programs have been identified as being crucial in equipping individuals with skills that enhance their employability and contribute to reducing unemployment. The labour market in Portugal, like globally, has been impacted by digital transformation. Digital skills have become increasingly important across various industries, and VET programs have started to align with this trend. In fact, even in EQVEGAN, one of the units is dedicated to Digitisation and Automation.

There is a growing awareness in Portugal of the importance of sustainability, and green jobs have been gaining prominence, with VET initiatives incorporating training for environmentally friendly occupations and industries. VET is also being utilised in order to facilitate the upskilling and reskilling of older workers to ensure their continued participation in the job market.

According to a report by the European Centre for the Development of Vocational Training (CEDEFOP) , the current VET system in Portugal is the result of a large-scale reform in 2007, which reorganized VET into a single system (Sistema Nacional de Qualificações, SNQ). The main objectives of the SNQ are to ensure that VET qualifications better match labour market needs, promote the competitiveness of enterprises, and reinforce the recognition, validation, and certification of competences (RVCC).

The VET system in Portugal is designed to provide a wide range of programs accessible to young people and adults, link VET provision with labour market needs, and offer flexibility in the type and duration of programs for adults. The VET programs in Portugal are divided into four components: general, scientific, technological training, and work-based learning (WBL). The



main VET program types are education and training programs for young people, professional programs, specialized artistic programs, and apprenticeship programs.

Approximately 40% of upper secondary education learners attend VET programs that grant double certification: education and professional certification. The VET programs at the upper secondary level are three-year professional programs, and approximately 33% of learners attend such programs. WBL is provided in the form of a traineeship carried out in an enterprise or a public organization.

At the post-secondary level, technological specialization programs last from one to one-and-a-half years, leading to a technological specialization diploma. At the tertiary level, two-year short-cycle high professional technical programs are offered by polytechnics. Adult learning includes education and training programs for adults, which target learners who want to complete lower or upper secondary education and/or obtain a professional qualification.

Finally, Portugal published the 2030 National Strategy for VET<sup>1</sup> that list the following objectives:

- Focus on combatting school dropout, promoting skills relevant to the current society
- Ensure equal educational opportunities, including new models of teaching with technology
- Align youth qualifications with economic specializations, particularly digital skills
- Increase the number of graduates in vocational programs to meet economic needs

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<sup>1</sup> [https://www.cedefop.europa.eu/files/4191\\_en.pdf](https://www.cedefop.europa.eu/files/4191_en.pdf)

### **3. Internal Proposal and Approval of the EQVEGAN Course**

Each institution participating in the delivery of the units, was tasked with proposing and approving the course according to the standard operating procedures of each institution.

The design, development and approval of new accredited courses or programmes such as required by the EQVEGAN project is a key process at MCAST. As a self-accrediting institution, MCAST is required to follow the accreditation rules as stipulated in the National Quality Assurance Framework for Further and Higher Education and the NCFHE Internal Quality Assurance Standard 3 'Design and Development of programmes.

Within this context, MCAST has strict procedures in place to describe the design, development and approval procedure. It is the policy of MCAST that design and development process of an accredited programme identifies the expected student workload in terms of ECTS or ECVET learning credits; indicates the target audience and the minimum eligibility and selection criteria, where applicable; is learning outcome-based and distinguishes between knowledge, skills and competences; identifies appropriate learning dynamics and a measure of tutor-learner interaction as is appropriate for the course level and content; identifies appropriate resources and forms of assessment; identifies the minimum requirements in terms of qualifications and competences for teaching staff; is designed so that programmes enable smooth student progression; is in line with the National Quality Assurance Framework accreditation rules.

The process at MCAST is conducted in a way that ensures that the identification of training/programme needs involves the participation of external stakeholders who are likely to benefit from the outcomes of such provision; programmes that are employment-oriented involve stakeholders from the world of work; it involves students and student bodies; is subject to a formal institutional approval process; the Curriculum Office and the Office of the Registrar are consulted as necessary throughout the process; monitoring, measurement and progress reporting are ongoing during the curriculum design and development process.

The process starts by

1. Appointing a programme Leader reporting to the Institute Director of the hosting Institute, in this case the Institute of Applied Sciences, to coordinate the submission of a proposal for the new course.
2. The 'Proposal Form for Approval by EMT of Accredited Qualification / Structural Change of Existing Qualification' (Doc 341) is to be filled by the Programme Leader.

The Form (Doc 341) indicates the (minimum) information that is required to be submitted in the proposal, namely: Overall rationale, objectives and course outline of qualification being proposed; Overall Learning Outcomes of Qualification, Minimum entry requirements for qualification; programme structure of Qualification (List of

vocational, key, transversal units, MQF Level, number of credits per unit, the academic year during programme unit will be delivered, mode of delivery (face to face, online, blended, practical, WBL etc.); internal and external stakeholder feedback (feasibility study), e.g. from students, alumni, industry, employers, NGOs etc; details of external expertise (competences, qualifications) required to develop and deliver the qualification; whether the course/programme requires regulatory approval; list of physical resources (and approximate cost) that need to be procured specifically for the teaching, learning and assessment of the units of the qualification; scheduled launch date of the qualification.

3. The completed Form is to be submitted by the Programme Leader to the Institute Director and subsequently to the Deputy Principal VPET for approval.
4. Upon approval by the DP VPET, the Form is forwarded to the Education and Training (E&T) Director and subsequently to the Registrar for approval.
5. 3.1.7 Upon approval by the E&T Director and the Registrar (and the Master's Degree Committee in the case of Masters programmes only), the Form is submitted to EMT approval via the DP VPET.
6. The Principal & CEO and DP VPET are required to sign the Form (Doc 34) on behalf of EMT, indicating whether the proposal is either approved and proceed to full development or rejected.

Following the approval by EMT, the Programme leader will identify unit writers to compile the units as per standard 'Unit Specification Template' (Doc 338) and in compliance with the 'Manual of Standards for Writing of Unit Specifications' (Doc 339). At this stage the units are developed, endorsed by the Institute Director and subsequently sent to the Curriculum manager for internal accreditation.

The ETP Sicó team followed the guidelines for courses on EQF level 4 outlined in WP2. Courses were prepared on Plant Based Processing (Cozinha Vegan), Green Skills (Plantas para uma alimentação vegan) and Digitisation and Automation (Competências digitais e automação), where Soft Skills training was incorporated. Thus, ETP Sicó planned to deliver the contents of the 4 modules prepared in WP2, in 3 courses.

In the terms of ETP Sicó internal rules, these types of courses are approved, by an internal order, dispatched by the Pedagogic Director of the Department of Lifelong Learning and Qualifications. The official paperwork is included in the annexes of the report in Google Drive.

None of the training organizations delivers apprenticeships and thus this VET type was not dealt with within this project.

## 4. Course Dissemination

Dissemination of the newly developed courses involved reaching and engaging with the target audience effectively. The following are some strategies reported to have been used by the various partners to promote and disseminate the course.

A dedicated website was created having links to the trainings developed and further information about the sector skills alliance, to provide the required information to any interested parties. Social media platforms like Facebook, X (Twitter), Instagram, and LinkedIn were also leveraged to share course updates, testimonials, and engaging content. YouTube was also used to disseminate the promotional videos created with a wider audience. Email communication was also used to contact alumni and industry partners to elicit interest. Partnerships with specific industries such as the chamber of commerce were also used to reach a further section of the industry through cross-promotion. Webinars or virtual workshops were also hosted which were related to the vegan food industry and aimed to promote the course. This was carried out to attract participants and generate interest.

In Malta, once all approvals were at hand, the course was promoted with the students following the EQF4 Food Technology course. This was carried out by sending out emails, setting up meeting with the students and providing them with a form to fill in, in order to express their interest. Interest was also elicited from the industry by sending out marketing emails to companies operating in the food industry and through the Chamber of Commerce. However, this didn't provide the feedback hoped for as no participants from the industry were forthcoming.

The dissemination at ETP Sicó was made mostly by digital channels. For one hand, by email. Information about the three courses was sent to hundreds of emails addresses. The mailing list include not only personal emails, but also institutional, professionals and companies' contact details.

For other hand, the communication office of the ETP Sicó built an online campaign, publishing and posting information in the institutional website and in social media channels.<sup>2</sup> The initial deadline to register (on Google Forms) was the end of September 2023.

## 5. Course Admission

Each partner in the EQVEGAN project participating in the delivery of the courses was given the facility to follow their own admission procedures. In all cases course admissions took place

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<sup>2</sup> <https://www.etpsico.pt/noticias/detalhe/projeto-eqvegan>  
<https://www.facebook.com/photo.php?fbid=769066621894830&set=pb.100063744965327.2207520000&type=3>  
<https://www.facebook.com/photo/?fbid=769068865227939&set=pb.100063744965327.2207520000>  
<https://www.facebook.com/photo/?fbid=769068975227928&set=pb.100063744965327.-2207520000>

through the usual structured and transparent process followed by each partner to all of their other students in order to ensure fairness and equality. The specific steps varied depending on the educational institution, but the overarching guidelines for all were in common.

The criteria for admissions, including academic qualifications, work experience (if applicable), and any other relevant factors were clearly defined. It is crucial that the criteria are fair, objective, and related to the skills and knowledge required for success in the course. The application process followed the same user-friendly and accessible application process, which in all cases included an online application form. This part of the process clearly communicated all the required documents, such as transcripts and evidence of work experience. In this case, no standardized tests or interviews were used by the partners as part of the admission process.

Once the application period was over, each partner made use of its own admission committee or registrar to review applications. This process was a systematic and thorough one, considering all relevant information provided by applicants. All admissions were based on merit, considering academic achievements, relevant skills, and other specified criteria. At this stage it is important that all partners avoided all discriminatory practices and ensured equal opportunities for all applicants. The EQVEGAN partners, recognise the value of a diverse student body and as a natural consequence, diversity and inclusion in the admissions process were actively promoted.

Following the review period all admission decisions were communicated decisions to the applicants in a timely manner, providing clear instructions on the next steps for admitted students. All partners have implemented a fair and transparent appeal process for applicants who wish to challenge admission decisions, however in this case this process was not required. In all cases the admission process complied with all relevant laws and regulations of the governing education in the country of each partner. The admission processes did vary across institutions and programs, so it was important to tailor the general guidelines to the specific needs and requirements of each educational institution.

At MCAST, applicants with an intent to follow and successfully complete a programme of studies, delivered, assessed and / or certified by MCAST – at any level and through any or a blend of mode of studies are to have their application officially submitted and processed through the MCAST Admissions Procedure. Admissions at MCAST is an operation which takes place at any time of the calendar year and depends on the particular call or intake under which the respective course is being offered. Whilst there is one Admission Process which caters for all prospective MCAST applicants, there are a number of variants to the main process, arising from the nature of the course for which Admissions will be processed.

All applications need to go through the Admissions Process, will be received online through the MCAST CMIS Admissions Portal. Holders of qualification certificates which are not locally awarded, or which do not clearly show an EQF level rating, need to present the necessary MQRIC recognition documents in order to be able to provide grounds for processing of same. The

applicant will then proceed with filling-in all the consents as required by GDPR legislation. In instances where the applicant is not yet 18 years of age, parents' / guardians' consents will also be required. Following this, the applicant can proceed with creating the application, clearly indicating the Institute and the course within it, which they want to take up.

Applicants are required to be at least 16 years of age or have completed secondary education. Once applications are submitted, the MCAST Admissions Department will start off the vetting of each application. Eligibility of an application submitted for a particular course of studies, is processed against set entry requirement to same course, which would have been clearly published. Eligibility for International applicants presenting international qualifications may commence once the respective MQRIC statement issued by Malta Qualifications Recognition Information Centre, together with an English proficiency certificate are duly provided (refer to SOP English language requirements for admissions at MCAST of applicants with international qualifications). Once the process is over, each student will be individually contacted with the outcome of the application.

Student admission at ETP Sicó took place after their registration for the course. To do so, students enrolled in a questionnaire designed for this purpose. The registration was open to all 3 courses. Since the number of students was not very high, there was no need to exclude any of the interested participants. After gathering the information, an email was sent to each registrant informing them of the acceptance of their registration. Subsequently, the course schedule and other relevant information about the course's operation were provided by email to each participant.

The table below provides a brief overview of the feedback supplied by the lecturers who have delivered EQVEGAN units at Level 4.

Partner	Unit	Level	Number of Students	Success Rate	Retention Rate
MCAST	Digitisation and Automation	4	1	100%	100%
MCAST	Green Skills	4	1	100%	100%
MCAST	Plant-Based Technology	4	1	100%	100%
ETP Sicó	Digitisation and Automation	4	13	92.2%	100%
ETP Sicó	Green Skills	4	5	n/a	n/a
ETP Sicó	Plant-Based Technology	4	11	82%	100%

## 6. Trainees Background

Students enrolled in EQVEGAN courses may currently be employed in a relevant field, be part of a stakeholder or be current students of the project partner responsible for delivering the course. This is in fact true for all the students who attended the EQF Level 4 material. The annexes provided give a detailed description of the students' background.

At MCAST there was only one participant who was at the time of starting the EQVEGAN units a 16-18 year old full-time student at MCAST following the EQF4 Food Technology course.

At ETP Sicó, the students attending each course varied depending on the course in question. The Digitisation and Automation unit was mostly attended by people who were undergoing electronics and automation training. Complementing the students were a training and technical consultant as well as a specialised electronic registry operator. The Plant-based Processing and the Green Skills units were attended by a broad spectrum of people. From educators, health technical assistants, accounting officers and doctors.

The table below presents a summary of the number of trainees per course and their origin:

Partner	Unit	Origin
MCAST	Digitisation and Automation  Plant-Based Processing  Green Skills	Student
ETP SICÓ	Digitisation and Automation	Students, Training & Technical Consulting, Unemployed, Electronics and Automation
ETP SICÓ	Green Skills	Administrative, Medical professional, Electronic Specialized Registry Operator, Education Professor
ETP SICÓ	Plant Based	Special Technique In Training Education and Training, Direct Action Helper, Technical assistant Health, Teacher, Accounting Office Administrative

## 7. Trainees Evaluation

Feedback from students was also elicited once a unit was delivered. This was carried out as part of the quality assurance framework of the project. Collecting feedback from students after the delivery of a unit is vital for demonstrates a commitment to student input and engagement. Students are more likely to feel valued and connected to their education when they have a voice in the learning process. This can contribute to increased motivation and active participation in future courses. Moreover, a positive and constructive feedback loop fosters a supportive learning environment. When students feel that their opinions are heard and valued, it contributes to a positive culture and promotes open communication.

The feedback was also elicited in order to further develop and refine the curriculum, as such feedback helps the partners to ensure that the content is relevant, up-to-date, and aligned with the intended learning outcomes. Such feedback also serves to identify relevant strengths and areas for improvement. Acknowledging strengths reinforces effective teaching practices, while addressing weaknesses supports continuous professional development.

Finally gathering such feedback contributed to the accountability of the partners as it allows for the assessment of the overall quality of education provided, informing decisions related to curriculum development, performance, and institutional improvement. This includes gauging the students' satisfaction levels as satisfied students are more likely to remain engaged, complete their courses, and contribute positively to the course's reputation.

The students were asked around 22 questions<sup>3</sup> used to evaluate the course quality by the learners who completed the various units delivered at EQF L5. The questions cover various aspects of the course, such as material, lectures, assignments, assessment, and learning outcomes.

From the feedback gathered, the students were generally positive or very positive about the course. Most appreciated the dynamics throughout the course and the ease of following the lectures. The least appreciated aspect as reported by the students was the timetabling. Students would have appreciated a more flexible approach. Having synchronous sessions on 4 hours a day, twice a week, was not always easy to fit within a busy lifestyle. However, all of the students recommend the course, except for one.

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<sup>3</sup> See Annex I.



## 8. Lecturers' Evaluation

As part of the project's quality assurance framework, feedback was collected from the lecturers who have delivered the units pertaining to the EQVEGAN course. This feedback provided the project partners with valuable insights into the effectiveness of instructional methods, materials, and delivery. It also allowed lecturers to identify areas for improvement and refine their teaching strategies to enhance the overall learning experience.

Lecturers are the best positioned to gather an understanding of how students are responding to their teaching methods. This insight enables the project partners to tailor their approach to meet the diverse needs of students, fostering a more student-centric learning environment. Gathering feedback serves as a quality assurance mechanism for educational institutions. It helps ensure that the content delivered meets the standards of the curriculum and the institution, contributing to the overall quality of education provided. Moreover, constructive feedback offers lecturers an opportunity for professional growth and can boost lecturers' morale and motivation. Recognizing their effective teaching practices can encourage the lecturers to continue delivering high-quality education.

More importantly this feedback helps the partners to align the teaching methods and material with the intended learning objectives of the course. This alignment is crucial for ensuring that students are acquiring the knowledge and skills intended by the curriculum. Gathering feedback from lecturers' post-unit delivery is a crucial component of a continuous improvement cycle of the project. It supports the growth of educators, enhances the quality of teaching, and ultimately contributes to a more effective and student-focused learning environment.

The feedback for EQF Level 4 covers various aspects of the unit, such as content, assessment, resources, and outcomes. All lecturers agreed that all learning outcomes have been met. The lecturers rated the courses positively or very positively in general. The most appreciated aspect of the course was the fact that it was up-to-date and dynamic. When asked about any negative aspects, the least appreciated aspect of the course was the students' attendance. All partners would have wished for more students to attend the course.

Specific feedback from ETP Sicó was related to the timetabling aspect of the units. The proposed adjustment pertains to the duration allocated for each session, which currently stands at four hours, leading to a relatively slow commencement at 7:00 p.m. and concluding at a late hour of 11:00 p.m. It is essential to acknowledge that a majority, if not all, participants engage in activities that necessitate spending their entire day outside their residences, either for work or study purposes. Consequently, many individuals encounter challenges attending the sessions promptly at 7:00 p.m. To enhance the feasibility of participation, a more suitable schedule would entail commencing at 7:30p.m. and limiting the duration to three hours, thus concluding at 10:30 p.m.

During the asynchronous training period, between October 20 and November 20, there may be two synchronous sessions of 60 or 90 minutes (to be deducted from the synchronous period), so that some support at this stage can also be provided.

The lecturers involved didn't see the need to modify the content or the assessment criteria of the course at EQF Level 4. This is congruent with 100% of the lecturers either agreeing or strongly agreeing that the unit content is up-to-date and that the content is relevant to the intended learners. Moreover, all lecturers agreed that the resources made available were sufficient.

## 9. Conclusion

The material at EQF Level 4 was delivered by two partners and the engagement of the students who followed the courses signifies a commendable achievement. The collected feedback from both lecturers and students reflects a substantial degree of satisfaction with the experience.

This suggests that the units' development achieved the successful engagement and fulfilment of the participants expectations. It also implies that the content of the units is likely well-organized, pertinent, and conveyed in a manner that is meaningful to the participants. Moreover, the instructional methodologies utilized have proven to be effective in maintaining active involvement and interest among the participants.

Students have expressed that they perceive the units as valuable, meeting their educational goals and expectations, and that the units were imparted within a constructive and supportive learning atmosphere. It is crucial to emphasize that the content of the units is in close alignment with the students' requirements, whether for personal growth, professional progression, or the acquisition of specific competencies. The affirmative feedback received suggests that the units have been instrumental in cultivating a sense of community among the participants, thereby establishing a conducive network, which is exemplary for an ERASMUS+ initiative of this nature.

It is pertinent to acknowledge that while high levels of participation and satisfaction are favourable indicators, they do not inherently assure the efficacy of the course in realizing enduring educational outcomes or the transference of knowledge and skills. Indeed, the delivery encompasses assessment, feedback, and evaluation processes, which are essential to verify that the units are achieving their designated objectives and imparting enduring benefits to the students.

## 10. Annex 1

### 3.1 General Information

Question Number: 1

Type: Text

Question: At which institution has the unit been completed?

Note: This might not be required if every institution will run its own evaluations.

Question Number: 2

Type: Single choice list

Question: Please identify your status at this institution.

Possible Answers: Full-time student, Morning part-time student, Evening part-time student, Just attending this course

Question Number: 3

Type: Open Ended

Question: What are your previous qualifications and work experience?.

Question Number: 4

Type: Single choice list

Question: Please provide unit title.

Possible Answers: Soft Skills, Digitization and Automation, Plant-based technology, Green Skills

Question Number: 5

Type: Single choice list

Question: Please select your age.

Possible Answers: 16-18, 19-21, 22-30, 31-40, 41-50, 51-60, 61-70, 71-80, 80+

Question Number: 6

Type: Text

Question: What is your nationality:

### 3.2 Statements about the Unit

The following questions are related to the specific unit at hand and are all designed to be provided on a Likert scale.

Question Number: 7

Type: Likert scale

Question: Unit material was adequate

Possible Answers: Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly Agree

Question Number: 8

Type: Likert scale

Question: The unit aroused my curiosity and motivated me to want to know more.

Possible Answers: Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly Agree

Question Number: 9

Type: Likert scale

Question: The timetable was evenly distributed.

Possible Answers: Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly Agree

Question Number: 10

Type: Likert scale

Question: Overall, lectures were beneficial, insightful, helpful and useful.

Possible Answers: Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly Agree

Question Number: 11

Type: Likert scale

Question: Students were encouraged to participate in lectures.

Possible Answers: Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly Agree

Question Number: 12

Type: Likert scale

Question: I felt supported when I encountered difficulties in my studies.

Possible Answers: Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly Agree

Question Number: 13

Type: Likert scale

Question: The amount of lectures were sufficient.

Possible Answers: Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly Agree

Question Number: 14

Type: Likert scale

Question: The lecture delivery was clear, helpful, stimulating and fairly easy to follow.

Possible Answers: Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly Agree

Question Number: 15

Type: Likert scale

Question: Unit reading material/notes were provided/assigned.

Possible Answers: Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly Agree

Question Number: 16

Type: Likert scale

Question: Assignment briefs were clearly presented and explained.

Possible Answers: Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly Agree

Question Number: 17

Type: Likert scale

Question: The time allotted for assignment/s was reasonable.

Possible Answers: Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly Agree

Question Number: 18

Type: Likert scale

Question: The assessment process was carried out fairly.

Possible Answers: Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly Agree

Question Number: 19

Type: Likert scale

Question: Unit learning outcomes were met.

Possible Answers: Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly Agree

Question Number: 20

Type: Likert scale

Question: I would recommend this Unit to other students.

Possible Answers: Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly Agree

Question Number: 21

Type: Likert scale

Question: The opportunity to engage in a community of learning is suitable for a valid learning opportunity.

Possible Answers: Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly Agree

Question Number: 22

Type: Numeric Answer

Question: What is the number of hours that were spent on self-study (including assessment preparation)?

### 3.3 General Feedback

This final question is designed to allow the students to provide any other feedback they deem to be important.

Question Number: 24

Type: Text

Question: Any other comments?