



EQVEGAN
European Qualifications & Competences for the Vegan Food Industry
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Deliverable 4.3

Delivered EQF 5 training for the vegan food industry

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

Task 4.3 Delivered EQF 5 trainings for the vegan food industry

Lead Beneficiary Malta College of Arts, Science and Technology (MCAST)

Prepared by Joshua Bugeja (MCAST)

Contributors Ahmet Budaklier (TAGEM), Ferruh Erdogan (AU), Wilfried Paget (ACTIA), Lucile Royer, (CRITT), Justine Gateaux (AGRIA), Benjamin Bauad (ITERG)

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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) or contact:

Project Coordinator:

Rui Costa | Polytechnic Institute of Coimbra (IPC), College of Agriculture (ESAC) | ruicosta@esac.pt

WP 4 Leader:

Joshua Bugeja | Malta College of Arts, Science and Technology | Joshua.Bugeja@mcast.edu.mt

Lead Beneficiary:

Joshua Bugeja | Malta College of Arts, Science and Technology | Joshua.Bugeja@mcast.edu.mt

Dissemination Level

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Summary

This report aims to document the EQF5 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 5 were delivered by six partners. Two of these partners are Turkey based, being the Turkish Ministry of Food, Agriculture and Livestock (TAGEM), which collaborated closely with Ankara University to also offer the delivery of EQVEGAN units at L5 in Turkey. The other partners hailed from France. ACTIA had requested for the training sessions to be held through three other partners, namely ITERG, AGRIA and CRITT.

EQF Level 5 represents one of the four levels at which the EQVEGAN units will be delivered as part of the EQVEGAN ERASMUS+ project. Apart from EQF5, the units were also being delivered in levels from EQF4, EQF6 and EQF 7. All the levels are being reported in separate deliverables.

This report will focus on the delivery of the units at EQF Level 5, highlighting the main aspects of the delivery and these units. TAGEM, AU and ITERG implemented the units as part of the same course over a two-day period.

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 5. 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.

Turkey has a well-established VET system governed by the Ministry of National Education. VET is offered at both secondary and post-secondary levels, with various types of schools and institutions providing vocational programs. VET programs in Turkey cover a wide range of sectors, including technology, agriculture, health, and services, with programs typically including a combination of theoretical education and practical training to prepare students for specific professions.

Vocational Education and Training in Turkey is delivered through various vocational training centres across the country. These centres offer practical, hands-on training to equip individuals with the necessary skills for the food industry. In addition, Vocational High Schools in Turkey play an important role in preparing students for careers in various industries, including the food sector. These schools offer specialized curricula that focus on practical skills and theoretical

knowledge relevant to the food industry. Within the framework of VHS, there are specific programs dedicated to food-related disciplines. These programs provide students with a comprehensive understanding of food processing, safety, hygiene, quality control, and other essential aspects of the industry.

Collaboration between VET institutions and the private sector in Turkey is emphasized to ensure the relevance of education to industry needs. Apprenticeship programs and partnerships with businesses play a role in providing students with real-world experience. The curriculum of VET programs is designed to align with the demands of the labour market, and students can specialize in a particular field, gaining expertise that enhances their employability. Quality assurance mechanisms are in place to monitor and evaluate the effectiveness of Turkish VET programs. Efforts are made to ensure that graduates are well-prepared for the workforce and possess the necessary skills.

Turkey has been working on implementing a National Qualifications Framework to standardize qualifications and facilitate mobility between different levels of education. VET programs in Turkey aim to enhance the employability of graduates by providing practical skills relevant to the job market. Monitoring outcomes, such as employment rates and career success, is part of assessing the effectiveness of the VET system.

The integration of technology in food production as well as processing is becoming increasingly important in Turkey. Labour market needs include VET professionals with digital literacy skills who can operate and manage technological systems in food manufacturing.

France has embarked on a national project in order to upgrade skills for the digital age. The French labour market is undergoing a rapid transformation due to digitalization and automation. This requires French VET providers to offer programs that provide individuals with the skills needed to adapt to these changes. Moreover, France faces a shortage of skilled workers in several sectors, including healthcare, construction, and engineering and VET programs can play a crucial role in addressing these shortages.

In recent years, France has seen an increased demand for skilled labour and the French economy is increasingly reliant on skilled labour, with a demand for high-level technical and professional skills. Employers value employees who can adapt to changing technologies and work environments, something that VET programs can foster. In addition to technical skills, employers seek individuals with strong communication, teamwork, and problem-solving abilities.

France offers a range of VET pathways, including apprenticeships, vocational certificates, and higher vocational diplomas. VET provision in France is shared between public institutions and private training providers. According to national statistics, 35% of upper-secondary students enrolled in the vocational pathway (lycée professionnel) are still unemployed seven months after graduation. Employment rates for VET students vary significantly, depending on the type

of programme chosen and vocational qualification achieved, from 16% for those having achieved a CAP in trade sales to 60% for those with a Bac-pro in the hotel/catering sector. The reform aim is to match skill supply and demand better and raise the prestige of VET as a road to excellence, easing transition to work.

VET plays a crucial role in meeting the skills needs of both individuals and the French labour market. However, there is a need for further investment in VET to ensure that it remains relevant and responsive to changing demands.

The agri-food industry is the first employer in the French manufacturing industry. With more than 15,000 companies and 433,000 employees, the agri-food industry is a major player in French economy and a vector of competitiveness and attractiveness at national, European and global levels. It is also a sector which needs to recruit a lot of people from diverse backgrounds, in terms of educational level and technical specialties (production, method, supply chain, sales, marketing, quality, purchasing, R&D, support functions, etc.).

Key challenges for France include inefficiencies in the research and innovation ecosystem, inequalities in educational outcomes, high unemployment including for youth, and skills mismatches, that weigh on competitiveness and productivity growth. There is a plan to remedy this and introduce economic and social resilience with measures to foster jobs and training for young people and a more inclusive education system. The plan supports apprenticeships, hiring subsidies, or places in boarding schools, and reinforce the resources of the public employment services.

Challenges remain in the areas of connectivity and coverage of fast broadband networks, and in the appropriation of digital technologies by the private sector (especially SMEs). France is also still far behind the front runners in terms of digital skills. Key measure being undertaken are the support to businesses by helping them make the most of digital technologies (€385 million), the digitalisation of primary and secondary schools through digital equipment (€131 million) as well as the further digitalization of public services. For example, the Recovery and Resilience Facility is financing 100% (i.e. EUR 250 million) of the effort to train and hire 4,000 additional digital advisers for the general public.¹

¹ CEDEFOP Skills Forecast for France 2020-2030: <https://www.cedefop.europa.eu/en/country-reports/france-2023-skills-forecast>

OECD Skills Strategy Diagnostic Report: France 2017: <https://www.oecd.org/economy/surveys/France-2017-OECD-economic-survey-overview.pdf>

France's National Skills Strategy 2018-2022: <https://www.cedefop.europa.eu/en/data-insights/skills-anticipation-france>

France's Report on Vocational Education and Training 2023: <https://www.cedefop.europa.eu/en/news/france-new-vet-reform-launched>

Cedefop European skills and jobs survey - France: <https://www.cedefop.europa.eu/en/projects/european-skills-and-jobs-survey-esjs>

Ministry of National Education, Youth and Sports: <https://www.crunchbase.com/organization/ministry-of-national-education-youth-and-sports>

France Stratégie: <https://www.strategie.gouv.fr/>

National Centre for Vocational Training (CNFPT): <https://www.cnfpt.fr/>

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 courses applied to the food industry professionals in Turkey was planned together with Ankara University and TGDF which are the other Turkish partners in the EQVEGAN project. The two partners opted to conduct 2 trainings: 1 in Ankara and 1 in Bursa. The training in Ankara was planned for EQF levels 6-7 and the training in Bursa was planned for EQF levels 4-5. The lecturers from TAGEM and Ankara University applied the trainings at TAGEM facilities in Ankara and at Bursa. All Turkish partners used their dissemination channels for the announcement of the trainings. The place and lecturers of the training and responsibilities of TAGEM were discussed with the General Director of TAGEM to get the required internal approval.

ACTIA presented the EQVEGAN project to all entities in May 2022. At the end of 2022, an exchange meeting was organised with the companies / centres interested in the project in order to deepen the understanding of the content of the proposed training courses. After gaining access to the training material, the main themes were sub-divided between the centres to further study the topics and determine their applicability to the agri-food businesses. Internally, in agreement with management, ACTIA opted for themes of interest for which no training material was yet available : plant-based alternatives as well as digitisation and automation.

The deliveries carried out by CRITT and AGRIA differed from the rest whereby two different sessions were held. A session on digitisation and automation, organized by Tom Le Menn who is the Digital Transition and Factory of the Future Project Manager. Another session was then delivered targeting plant-based alternatives, organized by Lucile Royer who is a Nutrition Technology Advisor; together with Emilie Dore who is an R&D Technology Advisor. Each sessions lasted around 2 hours.

At ITERG the webinar was produced as part of the "Creation and deployment of the Actia PROT&IN RMT training" action², i.e. the creation of continuous training materials and the establishment of a programme and materials for intra- and inter-company training.

CEDEFOP https://www.cedefop.europa.eu/files/8141_en.pdf

European Commission: https://commission.europa.eu/business-economy-euro/economic-recovery/recovery-and-resilience-facility/country-pages/frances-recovery-and-resilience-plan_en

² *RMT = Les réseaux mixtes technologiques : Joint Technology Networks aim to develop in-depth working relationships between players in research, development and education. The RMTs help to speed up the transformation of research results into actionable knowledge, methods and tools, promote their appropriation and strengthen the relevance of the questions addressed to research.

The RMTs were set up by the Ministry of Agriculture in 2006 as part of the Agricultural Policy Act. The approval of most RMTs was renewed in 2014 and again in 2020 for a period of 4 years.

The Prot&in 2020 - ACTIA³ (actia-asso.eu) was developed in collaboration with the agricultural education correspondent of our RMT*, who works in the local public agricultural education and vocational training establishment that is a partner in our network, and the coordinator of Réso'them Alimentation, a group of facilitators working to support the agro-ecological transition.

Those who attended the Réso'them Alimentation⁴ training mentioned that it had covered all the expectations that might be of interest to a teacher in Food Engineering, Industrial Engineering and Biochemistry (in the agri-food sector). Following the webinar, the agricultural education correspondent for RMT designed a questionnaire for teachers in order to assess their training needs on the subject of plant proteins and to better meet their expectations on this topic at future events.

³ <http://www.actia-asso.eu/>

⁴ ChloroFil.fr

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.

At ACTIA the webinar was carried out live via Microsoft Teams and recorded. The webinar material and the audio/video recording are available to teachers on request. AGRIA and CRITT organised the events in the form of recorded webinars. The replay videos were then uploaded on their website, and the materials used during the webinars were sent to the participants.

The courses applied to the food industry professionals in Turkey were planned together with Ankara University and TGDF which are the other Turkish partners in the EQVEGAN project. The dissemination of the course was performed by the 3 Turkish partners by using their own contacts. Social media accounts, webpages and e-mail lists were used for the announcement of the trainings.

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 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 ACTIA the agricultural education correspondent and the Résolution Alimentation coordinator opted to extend the webinar to agricultural high schools other than those forming part of the RMT partner establishment, in order to reach a wider audience of teachers and students in the following courses: BTSA (Brevet de technicien supérieur Agricole= Advanced Agricultural Technician Certificate) and Bac STL (sciences et technologies de laboratoire= laboratory science and technology).

AGRIA and CRITT set up a global communication strategy using e-mails sent to their database of contacts (approx. 1,500 contacts on average per entity). At the same time, a more targeted

communication was carried out through the weekly broadcasts sent to their subscribers. LinkedIn posts were also used, and a dedicated section was setup in on their respective websites. Finally, AGRIA and CRITT also identified companies potentially interested in these events through targeted telephone calls.

In Turkey, the trainings were attended by food industry professionals. There was a lack of participation and interest from students. The information regarding the content, lecturers, place, and date of the trainings announced by Turkish partners in the project. It was indicated that applicants need to register by e-mail to join the trainings and get the approval message. In the approval of trainers to the trainings, the suitability of their background and the company they were working were taken into consideration.

The table below provides a brief overview of the feedback supplied by the lecturers who have delivered EQVEGAN units at Level 5.

Partner	Unit	Level	Number of Students	Success Rate	Retention Rate
TAGEM / AU	All	5	30	n/a	n/a
ITERG	All	5	40	n/a	n/a
CRITT	Plant-based technologies	5	35 + 8 replays	n/a	n/a
CRITT	Digitisation and Automation	5	14	n/a	n/a
AGRIA	Plant-based technologies	5	13 + 91 replays	n/a	n/a
AGRIA	Digitisation and Automation	5	8 + 35 replays	n/a	n/a

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 5 material. The annexes provided give a detailed description of the students' background.

According to the data gathered from the students, their background is as follows:

Organisation / Company	Operating Sector	Origin
MEVSİM GIDA SANAYİ ve SOĞUK DEPO TİC.A.Ş.	Frozen Foods	Quality Manager
Ceylan Glütensiz	Gluten Free Products	Food Engineer

In France, the students' professions were food engineer, agriculture engineer, academics, consultants, and researchers. Moreover, the course was also attended by representatives of KUKA, which is a robot manufacturer and supplier, whose software was also being utilised during the course. The Agria Grand Est food industry association was also present along with the Mainindustrie, which is a manufacturer of production equipment. Apécita (Support for businesses), Sodine (egg production) and Apec (organization to support people who are looking for a job) also attended the course.

Also, in France the students were following the Brevet de Technicien Supérieur Agricole (BTSA). This is a 2-year French national diploma in 16 agricultural and agri-food specialty areas. BTSA training focuses on the environment, the animal and plant realms, sustainable development, organic farming, new technologies, commercialization of agricultural and agri-food products, and the growth and development of rural areas. Regional economic development, along with rural land use planning and the preservation of natural areas, are central parts of the framework of skills and competencies imparted in BTSA programs.

BTSA programs prepare students for a wide variety of occupations involving production, transformation, commercialization, planning, and development in the sectors of agriculture, livestock raising, forestry, landscape and horticulture, commercialization, and services in rural settings. The BTSA curriculum is distinguished by the fact that it introduces students to farming or business by means of 12–16-week internships, support and attention from accessible multidisciplinary faculty members (practical training, guidance in achieving personal and professional goals), and rapid entry into the workforce.

The courses implemented by CRITT were attended by a diverse range of students from different backgrounds as represented below:

Company Name	Business Sector
Nutrisens	Processed Food

Company Name	Business Sector
Bonilait protéines	Animal feed
Nuances Gourmandes	Sweets
Sudagro	Agri Cooperative
Vitamont	Drinks
Vinpai	Food industry & Cosmetics
Fleury Michon	Processed food
Nault Sas	Bakery products
Mademoiselle Desserts	Sweet products
Sodebo	Processed food
Balarama	Sweet products
Eurial	Dairy products
Sas Rostain	Meat products
Atlantique Alimentaire	Processed food
French desserts	Sweet products
L' Angély	Sweet products
Naturenvie	Processed food
Conserverie chancerelle	Aquatic products
Mowi	Aquatic products
Titok	Processed food
Pomone	Sweet products
Gregory Coutanceau Développement	Advisory office
Petit Navire	Aquatic products

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 demonstrating 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. This exercise was not carried out for the sessions which were held in France.

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 questions⁵ 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.

The students who participated in the feedback gathering exercise reported an age between 31 and 40 years of age and that they spent an average of 10 hours on self-study. They all agreed that the unit material was adequate, and they all strongly agreed that following the delivery of the unit they felt motivated to know more. With regards to timetabling, the students also all agreed or strongly agreed with the statement that the timetable was evenly distributed, and they all strongly agreed that the lectures were beneficial, insightful, helpful, and useful. The students felt supported during the lectures, and they agreed that the number of lectures was sufficient.

The students commented that the reading material and notes provided could have been prepared better and that these did not match their expectations. Moreover, they also brought

⁵ Annex 1

up the matter that cooperation between academia and private sector can be improved by receiving information on experiences and expectations from the private sector representatives since the implementation models discussed may strongly differ from the theoretical approach in the business.

Finally, all students agreed or strongly agreed that they would recommend this unit to other students.

In summary, the survey results reflect a largely positive response from the students regarding the various aspects of the course, such as engagement, course content, lecture quality, support, and assessment fairness. The high percentages of agreement suggest that the course was well-received and effective in its delivery and structure.

It is important to note that the assessment related questions do not apply since the course as delivered in Turkey was not intended to have assessment and subsequent certification. The detailed version of the data collected from the students is also available in the annexes provided with this report.

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 5 was collected from 6 different lecturers and covers various aspects of the unit, such as content, assessment, resources, and outcomes. All lecturers agreed that regular attendance was registered by the students and that all learning outcomes have been met.

There was complete consensus from the lecturers involved that the learning outcomes set for this course have been met; however only 33.3% strongly agreed that internal verification and QA processes have been followed with 66.6% neither agree or disagreeing with the statement. This can be attributed to the fact that no assessment has taken place for this course.

The lecturers involved didn't see the need to modify the content or the assessment criteria of the course at EQF Level 5. 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 5 was delivered by six partners in two countries, where the engagement of these students 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.

For the trainings carried out by CRITT, AGRIA and ITERG it cannot be confirmed from the data provided that the learning outcomes set out for the course have been achieved.

Nonetheless, 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?