



EQVEGAN
European Qualifications & Competences for the Vegan Food Industry
621581-EPP-1-2020-1-PT-EPPKA2-SS

Supported by
SECTOR SKILLS ALLIANCES
ERASMUS+PROGRAMME
EDUCATION, AUDIOVISUAL AND CULTURE EXECUTIVE AGENCY
EUROPEAN COMMISSION

Deliverable 4.5

Delivered EQF 7 training for the vegan food industry

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

Task 4.5 Delivered EQF 7 trainings for the vegan food industry

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Revision number 1

Delivery Date (from DDP) 30 November 2023

Delivery Date (Original)

Delivery Date (Revision 2)

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:

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PU	Public	√
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Co-funded by the
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This project has been funded with support from the European Commission. This document reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Summary

This report aims to document the EQF7 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 7 were delivered by five partners. The partners involved are two universities being the Faculty of Food Technology and Biotechnology within the University of Zagreb (FFTb) and the Poznan University of Life Sciences (PULS). Together with the two universities, Turkish Ministry of Food, Agriculture and Livestock (TAGEM) collaborated closely with Ankara University to also offer the delivery of EQVEGAN units in Turkey. AGRIA from France also participated in the delivery of the units at this Level.

EQF Level 7 represents the highest level at which the EQVEGAN units will be delivered as part of the project. Apart from EQF7, the units were also being delivered in various levels from EQF4 to EQF 6, reported in other deliverables.

This report will focus on the delivery of the units at EQF Level 7, highlighting the main aspects of the delivery and these units. FFTb were involved in the delivery of all units independently, namely Digitisation and Automation, Green Skills, Plant-Based Technology and Soft Skills. PULS delivered Digitisation and Automation, Green Skills and Plant-Based Technology. TAGEM/AU and AGRIA took a different approach whereby all 4 units were delivered as part of the same course.

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 is the raw data as submitted by the partners. These annexes are available in folders made available to EACEA. 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 detailing the content, sequence, and organization of the course.
5. Record of Work, being a log of the activities carried out.
6. Photos/videos taken during the delivery of the units
7. Attendance records
8. Template of certificate



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 7. 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.

Vocational schools in Croatia are a part of the (upper) secondary education where programs can last two, three (industry and crafts professions), four (providing access to higher education; technical and similar programs), exceptionally five (general care nurse, also providing access to higher education) years. The Education Ministry defines the criteria and elements for enrolment into upper secondary education. To complete the programme, a student is required to develop and present a final practical assignment. Upon completion, students acquire a secondary school qualification which is proven by a public document prescribed by the same ministry.

The national Agency for Vocational Education and Training¹ promotes vocational education and training by organizing competitions and student fairs on a national level. VET development is in

¹ <https://www.asoo.hr/en/>

accordance with the tools and procedures defined by the Croatian Qualifications Framework Act and is offered on levels 2 to 5 of the framework.

The Croatian Ministry of Labour, Pension System, Family and Social Policy maintains a list² of regulated professions in the Republic of Croatia. Professions related to food industry that are a part of that list include: Cook, Butcher, Miller, Dairyman, Baker/Pastry Maker, Confectioner (all of them EQF level 4). Other professions related to the food industry that are listed in the Croatian Qualifications Framework³ are Food Technician, Nutrition Technician (EQF levels 4) and Assistant Baker (EQF level 3).

Croatia has a binary higher education system⁴, meaning that prospective students can choose between two types of higher education studies:

1. University studies consisting of academic programmes that are conducted solely at universities and allow students to work in science and higher education, private and public sectors, as well as in wider society. These studies can be attended in three cycles: undergraduate (3-4 years, 180-240 ECTS), graduate (1-2 years, 60-120 ECTS), and postgraduate specialist (1-2 years) or doctoral (3 years) studies. In certain cases, study programmes may integrate undergraduate and graduate studies.
2. Professional studies equip students with the skills necessary for their immediate inclusion in the labour market. They are provided by colleges, polytechnics, and universities. Professional studies include the short-cycle professional undergraduate programme (2-2,5 years, 120-150 ECTS) and undergraduate (3-4 years, 180-240 ECTS) and specialist graduate (1-2 years, 60-120 ECTS) professional studies.

Examples of university studies related to food industry in Croatia listed in the Croatian Qualifications Framework are: Specialist cook for people with medical indications (EQF level 5), Specialist Chocolatier (EQF level 5).

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 centers across the country. These centers offer practical, hands-on training to equip individuals

² <https://mrosp.gov.hr/arhiva-3104-10582/popis-reguliranih-profesija-u-republici-hrvatskoj-11534/11534>

³ <https://hko.srce.hr/registar/standard-kvalifikacije>

⁴ <https://www.studyincroatia.hr/study-in-croatia/higher-education-system/>

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.

The VET system in Poland is organized and overseen by the Ministry of National Education, with VET being an integral part of the Polish education system, providing students with practical skills and knowledge for specific professions. VET programs in Poland are offered at both the lower secondary and upper secondary levels and the curriculum combines general education with vocational subjects, allowing students to gain practical skills in addition to theoretical knowledge. Students in the VET system can choose from various vocational paths, including technical, agricultural, commercial, and industrial specializations. There is an emphasis on flexibility to meet the diverse needs of students and the labour market. Collaboration between VET institutions and the business sector is encouraged to ensure that educational programs align with industry needs, leading to apprenticeships and internships being a common components of VET programs, providing students with hands-on experience.

Poland has been developing a dual education model, combining classroom instruction with practical on-the-job training. This model aims to better prepare students for the realities of the

workplace and improve their employability. Poland aligns its qualifications with the European Qualifications Framework to facilitate recognition and mobility within the European Union.

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.

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.

At PULS, the process of internal proposal was initiated in January 2023. The PULS Training's Board (TB) was appointed to design, organize, and monitor the implementation of the training programs that included: elaboration of the learning outcomes, planning the lectures (only online) and practical classes (only in class) at both EQF6 and EQF7 levels. The programs were further approved by the vice-dean of the Faculty of Food Science and Nutrition at PULS. The agenda for trainings at EQF7 level is included with the annexes of this report.

At PULS, the following were possible candidates to the course:

- current students (as well as graduates) of all courses of study of PULS at the Faculty of Food Sciences and Nutrition. Currently both at 1st, 2nd and 3rd degree studies (PhD students) and English-language studies (EN)
- current students (and graduates) of fields related to food chemistry, food and nutrition, dietetics or similar, from other universities in the country or abroad
- employees in the food industry (in Poland and abroad)

All training was conducted in English. The expected topics and time scope of the trainings are presented in the annexes included with the report. The trainings were held in 2 rounds: 1st: April-May 2023, 2nd : June-July 2023 with only the completion of the full training entitling the participants to receive relevant certificates. As with other partners, the trainings were provided free of charge and students applied through an online form.

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 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.

As a working team of the EQVEGAN ERASMUS+ project, FFTB successfully held the education activities for EQF 6 and EQF 7 levels, at Faculty of Food Technology and Biotechnology, University of Zagreb FFTB.

The University of Zagreb has approved 10 ECTS credits for University of Zagreb students who successfully complete the planned activities.

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.

FFTB opted for kickstarting the promotion of the educational activities by using posts on the web, specifically LinkedIn⁵ as well as their own website⁶. Students, employees in the industry, and those interested in the subject could register for this activity. The lectures that were developed through the project were placed on the Merlin platform, and participants registered and could access the materials at any time.

PULS disseminated the required information via the PULS website (online), social media (Facebook) and published on the posters displayed at the PULS area, as well as submitted to the stakeholders. The recruitment procedure was launched on February 15th that lasted until March 15th, 2023. The admission criteria for EQF6 were a BS student or have completed BS level before or be an employee of Food industry with a diploma. For EQF7 a candidate must have been at least MS student of food science and nutrition or other relevant disciplines or an employee of Food industry with a diploma.

The courses applied to the food industry professionals in Turkey is 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 https://www.linkedin.com/posts/faculty-of-food-technology-and-biotechnology_eqvegan-summerscholar-odr%C5%BEivost-activity-7048563510942834688-quDk/?originalSubdomain=ba

⁶ http://www.pbf.unizg.hr/studiji/ljetna_skola_na_pbf_u/ljetna_skola_na_pbf_u

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.

In Turkey, the trainings were attended by food industry professionals, due to 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 trainers were determined before the trainings.

At PULS, the admission of the candidates for the trainings was done by checking the list of applications, checking candidates' current education status, assuring the diversity of candidates from schools and stakeholders, and fair access to the trainings. After completion of the final list of candidates for EQF6 and EQF7, all the candidates were individually informed about the nomination for relevant courses, received an access to the teaching programs and materials made available on the PULS MST platform.

At FFTB, 30 learners expressed their initial interest and applied for the education activity. Nine of them did not complete final assessment. More than half of the participants were from the industry and majority from academia. After attending the lectures and independent studying (using online materials developed through the EQVEGAN project), the participants took the final assessment (exam) from each unit.

The table below provides a brief overview of the feedback supplied by the lecturers who have delivered EQVEGAN units at Level 7.

Partner	Unit	Level	Number of Students	Success Rate	Retention Rate
FFTB	Digitisation & Automation	7	21	100	100
FFTB	Green Skills	7	21	100	100
FFTB	Plant Based Technology	7	21	100	100
FFTB	Soft Skills	7	21	100	100
PULS	Green Skills	7	15	100	95
PULS	Digitisation & Automation	7	15	100	95
PULS	Plant Based Technology	7	15	100	95
TAGEM / AU	All	7	30	n/a	n/a
AGRIA	All	7	13	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 partners who delivered EQF Level 7 material, who had students enrolled who either came from the industry, who were current students or who formed part of a stakeholder. The annexes provided give a detailed description of the students' background.

According to the data gathered from the students, their background is very diverse. Some students were involved in research and development, others were founders, co-founders and CEO's of food related companies as well as PhD candidates. Most participants mentioned work experience connected to the field of study (R&D department, business development manager, regulatory specialist in the food industry, regulatory specialist in a pharmaceutical company, chef, a dietitian in dietary catering for vegans, a dietitian in hospital) which often was accompanied with the education related to the dietetics and food science. Others mentioned having a Food Science and Nutrition Background (bachelor's or master's degree, PhD studies) as the qualifications with some practical experience gained during the education track.

With regards to qualifications, some students were biologists, others food engineers, product developers, food safety and quite a few had qualifications stemming from their original country of residence.

Most students declared an age between 22 and 30. The 31 to 40 bracket was also well represented but very few reported an age between 19-21 and between 41 and 50.

The students who followed this course hailed from the following companies/backgrounds:

Partner	Company / Background
FFTB	Atlantic Cedevita, New Bakery doo, NUTRIS Me doo, EMPWR doo, Zagreb brewery - Molson Coors, Ruđer Bošković Institute, Naturala doo, Fanon doo, Eurofins Croatiakontrola doo, Ministry of Agriculture, Food Quality Sector, Molson Coors Beverages Company, Faculty of Food Technology and Biotechnology, University of Zagreb, Faculty of Pharmacy and Biochemistry, University of Zagreb
AGRIA	AGRIA GRAND EST

	<p>C&DAC ONAMIFOODS SODIPRO CVA COLIN INGREDIENTS IOKEI EPL 54 ABTEY ALFA LAVAL EPL 54</p>
PULS	<p>PULS (Poznan University of Life Sciences) OneDayMore sp. z o.o. (Poland) - stakeholder National Research Institute (Poland) Agriculture University of Krakow (Poland) Brenntag Polska sp. z.o.o (Poland) – stakeholder Olam Food Ingredients UK Ltd. (UK) – stakeholder</p>
TAGEM / AU	<p>Ahi Evran Üniversitesi IFTECH ETİ GIDA Sevgi Fırını JUNK VEGAN Doğadan A.Ş. NFS Global Hacettepe Üniversitesi Osmaniye Korkut Ata Üniversitesi Kybele’s Garden BKSOFT A.Ş. TGDF/TMSD SETBİR SIMPLEX DİMES GIDA A.Ş. Orta Doğu Teknik Üniversitesi</p>

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.

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.

Depending on the version of the questionnaire used, the students were asked around 22 questions used to evaluate the course quality by the learners who completed the various units delivered at L7. The questions cover various aspects of the course, such as material, lectures, assignments, assessment, and learning outcomes.

With a sample size of nearly 200 responses (n=198), the results indicate a very positive reception of the units at this level, with high levels of agreement in most areas suggesting effective delivery and content adequacy. However, there are small percentages of neutrality in some areas, indicating room for minor improvements. The areas of improvement refer to the limited access to PDFs and printed materials for studying as well to the level of English of the lecturers delivering the units.

The number of study hours self-reported by the students was between 0 and 48 hours, with an average of 8 hours spent on self-study. Moreover most students (89%) felt the opportunity to engage in a community of learning was suitable, with 67% agreeing and 22% strongly agreeing. A small number (11%) remained neutral. The same ratios were observed when the students were asked about the level of support received, encouragement to participate and whether the number of lecturers held were sufficient.

When asked if they would recommend this course, many students (89%) would recommend this unit to others, with 61% agreeing and 28% strongly agreeing. A small minority (11%) neither agreed nor disagreed. Encouragingly, most students (89%) found the unit material adequate, with 61% agreeing and 28% strongly agreeing. A small minority (11%) neither agreed nor disagreed, and only one person disagreed. The units managed to arouse the curiosity and motivation of the large majority of students (83%), with 50% agreeing and 33% strongly agreeing. However, 17% remained neutral.

A large majority (83%) found the assignment briefs clearly presented and explained, with 72% agreeing and 11% strongly agreeing. However, 17% neither agreed nor disagreed; with the same ratio being observed also when asked about the time allocation for the assignment and whether the assessment process was carried out in a fair manner.

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 7 was collected from over 40 responses from different institutions and covers various aspects of the unit, such as content, assessment, resources, and outcomes.

Most of the lecturers agreed or strongly agreed that the unit content was up-to-date, relevant, and met the learning outcomes and assessment criteria. They also reported that the internal verification and QA processes were followed and that sufficient resources were available. The success and retention rates of the course were also very high, according to the lecturers.

None of the lecturers suggested any changes to the unit content or the assessment criteria. They also did not provide any other comments, except for one who mentioned the time constraints and the lack of assessment and verification due to the industry preferences.

The only aspect that received some negative feedback was the regular attendance of the students, whereby two lecturers disagreed with. Feedback gathered also shows that the survey could have included more open-ended questions to elicit more qualitative feedback from the lecturers.

9. Conclusion

With the participation of 207 students the delivery of the EQVGEAN units at EQF L7 can be considered as a successful event. The feedback gathered from the lecturers and students alike indicates a high level of satisfaction.

The implications of this are that having developed units with a high level of participation and satisfaction generally indicates that the units have effectively engaged and met the expectations of the participants. Further implications are that the units' content are likely to be well-structured, relevant, and presented in a manner that resonates with the participants. Furthermore the teaching methods employed have been effective in keeping participants actively involved and interested.

The students have reported to have found value in the units delivered, suggesting that it is meeting their learning objectives and expectations and that the units were delivered in a positive and supportive learning environment. It is important to stress that the units' content aligns well with the students' needs, whether it's for their personal development, career advancement, or specific skill acquisition. The positive feedback gathered indicated the units are successful in fostering a sense of community among participants, creating a supportive network, which is ideal for an ERASMUS+ project such as this.

It's important to note that high participation and satisfaction are positive indicators, but they do not guarantee the effectiveness of the course in achieving long-term learning outcomes or the transfer of knowledge and skills. In fact, the delivery also includes assessment, feedback, and evaluation, which are crucial to ensure the units are meeting their intended goals and providing lasting value to the students.