

Lisa 1: Tagaside taotlejale
Taotlus number

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FINAL SCORE (max 100 points):	87.0
Overall comments to applicant:	
<p>In generally a good proposal, the project topic is relevant, valuable idea and thematic, topics have good correlation with priorities and objectives, adequate objectives, reliable and competent partnership. Selection of partners is reasoned, and their background is sufficient to carry out the proposed project. The objective and activities of the project are clearly presented. Probably innovative approach could be more proved.</p> <p>The project includes developing a hybrid learning course module that is not 3 different project results. PR1- Hybrid learning course design and structure and PR3 - Web platform setting up are not independent project result and qualifies as input and dissemination for PR2, therefor should be merged to PR2 activity. Management, communication and dissemination of results are clearly described. Exceptional costs for upgrading hardware can be accepted.</p> <p>The project enhances teachers and students' digital skills through active participation in course creation and piloting. The proposal does not explain sufficiently the extent to which participants' digital skills will improve and how this will be measured. It is also recommended to pay attention to the quantitative indicators not only the qualitative-ones.</p> <p>Transnational cooperation is justified as the proposal brings added value at EU level through results that would not be attained by activities carried out in a single country. The results of the project will contribute to the international dimension baker confectionery studies and increase the competitiveness of the profession. The project will have positive impact on the participating organisations and on their staff and for learners.</p>	

Relevance of the project (max 30 points)	28.0
<p>The proposal is fully in line with the Program Guidelines and chosen priorities (VET: horizontal or sectoral priority Contributing to innovation in vocational education and training and HORIZONTAL: Addressing digital transformation through development of digital readiness, resilience and capacity) relate to the aims and objectives of the project. Need of the project is reasoned. The objectives of HYBAKE project is to create a student centred and engaging hybrid learning course for baker confectionery studies and pilot the course with students from all partner countries. The proposal identifies and adequately addresses clearly specified needs of the target group of the project. The results of the project will contribute to the international dimension baker confectionery studies and increase the competitiveness of the profession.</p> <p>The project will add to the existing knowledge and practices of the organisations and persons involved, also outcome will be innovative for its field in general. The proposal has strong impact on more than one field. Selection of the project partners is justified, their competences listed. The transnational dimension clearly adds value in terms of project outcomes and the proposed innovation is proportional to the scale of the project and the experience of the participating organisations, although the Pastries in Europe nations, in fact represented by Baltics, Finland and Slovenia.</p> <p>The reasoning of why this topic is needed to be addressed now could be more justified, in some cases the need and the current situation could have been explained more broadly, in terms of the content of an elective course module "Holiday pastries in Europe nations". It is not very clear what is the substantive innovation of a hybrid learning module, is its inclusion in their baker-confectionery curricula?</p>	
Quality of the project design and implementation (max 20 points)	16.0
<p>The objectives of the project are clearly described. Activities are clearly stated and justified. Expected outputs are realistic and coherent. Work programme is well defined, comprehensive and almost realistic. Project phases and steps are well foreseen and planned. The project contains reasonable timetable, the budget is balanced between the partners and budget control and time management are clearly described and reasoned. Preparation done before the project is logical and meaningful.</p> <p>During the project period 3 physical meetings and monthly online meetings will take place between the project teams to discuss the project progress and content development.</p> <p>PR1-3 descriptions are rather brief and general. Practically one production PR is artificially divided into three sub-activities. Main outcome of the project will be a hybrid course module including a platform for hosting the material. PR1- Hybrid learning course design and structure and PR3 - Web platform setting up are not independent project result and qualifies as input and dissemination for PR2, therefor should be merged to PR2 activity. Proposal is to reduce planned workload 640 working days up to 10%.</p>	

Also, in all PRs planned Managers working days (3*10 working days = 880+880+2800) are not justified and therefore should be financed from the costs of project management.

The proposed staff trainings are of the appropriate volume, bring an added value and will have a direct impact on the achievement of the project results, each LTT has a specific topic that is related to the hybrid learning course development. Ongoing monitoring of intellectual output development progress will be performed during the transnational project meetings. Involved staff a bit general, and vague, but all the participants will receive a certificate of participation in training as well as Europass.

One final conference of the project in Estonia, virtual, 50 local and 50 virtual participants are planned, a little confusion with foreign guests, no ME is planned, although at the same time 30 TPM participants are planned. Is it eligible that 30 people participate in both events, but their support is paid from the budget of the transnational project meeting?

Exceptional costs (in total 4 800, per partner 8000, tools for implementing hybrid learning course's workshops) can be accepted in proposed amount, but should be better justified, amount is estimated, is missing calculation basis.

Very well are presented risk handling plans and sustainability. Risks will be monitored, and solutions found within consortium.

Communication and coordination methods are fully described. It is stated in the proposal that different digital skills and readiness can lead to problems, but it is not foreseen how those problem will be solved if they occur. Also, qualitative indicators and quantitative indicators to measure the success of the project outcomes should have been listed as well.

Quality of the project team and the cooperation arrangements (max 20 points)	20.0
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The six partners selected have the skills and capacity to ensure effective, efficient and professional implementation. It is a combination of well-chosen organizations, some with very good experience in Erasmus + projects and some less experienced. Coordinating teachers have already experimented with creating online learning content, including teaching videos and some hybrid workshops. Tasks are clearly described and shared equally between the partners. The role of the coordinator is clear. Project management is sufficiently described. The associated partner is the international company BALT-HELLIN AS, which produces raw materials for bakery and confectionery products, develops baking techniques and offers professional training.

The choice of students remains unclear, it is written that each student of the partner school is asked to participate as a pilot module for hybrid learning for all bakery and confectionery students and students of the partner schools. There are no student selection criteria and no information on how many students there are.

Recognition is clear; after completing the course, students receive 4 ECTS for their diploma. Due to national curriculum regulations, students receive a certificate of completion of the course.

Impact and dissemination (max 30 points)	23.0
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The planned dissemination and exploitation activities will ensure planned objectives, indicators will be elaborated and Web platform for online materials created. The project has big potential to positively impact all participants. It is planned to distribute the information to enterprises through VET schools that have partnerships with the enterprises through internships and apprenticeships, also through enterprise associations. On European level the promotion activities include project introduction in XARXA FP web platform as well as annual conference and AEHT seminars. It is planned to use the Erasmus+ Project Results platform.

The project will have positive impact on the participating organisations and on their staff and possibly for learners. Although it is an elective course and it is not very well justified how this will be integrated into study programme and how many students will benefit. Also remains unclear to which extent the digital skills of participants will be improved and how this will be measured? Qualitative and quantitative indicators should be added as this is the reasoned objective of this proposal.

The proposal identifies relevant stakeholders at local, regional, national and European and/or international levels. The impact of the project is fixed during the project lifetime and remain after. Sustainability plans could be more convincing.