



Project No.: 618103-EPP-1-2020-1-PS-EPPKA2-CBHE-JP

## Edu4ALL

### Disability as diversity: The inclusion of students with disabilities in higher education

<b>Deliverable D3.3.2</b>	<b>Final Project Quality Assurance</b>
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<b>Work Package (WP)</b>	WP3: Quality Plan
<b>WP Leader</b>	The University of the Basque Country
<b>WP members</b>	Palestine Technical University Kadoorie National & Kapodistrian University of Athens The University of the Basque Country Irbid National University Partners for Sustainable Development The University of Jordan Al-Ummah University College Palestine Technical College Int@E UG
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**Project partners**

[Palestine Technical University Kadoorie](#)

Palestine

*Coordinator*



[National and Kapodistrian University of Athens](#)

Greece

eman ta zabal zazu



[The University of the Basque Country](#)

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Palestine



[The University of Jordan](#)

Jordan



[Al-Ummah University College](#)

Palestine



[Palestine Technical College](#)

Palestine



[Int@E UG](#)

Germany

### Project information

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### Contact

<b>Project Coordinator</b>	Dr. Eman Daraghmi, Associate Professor
<b>Address</b>	Palestine Technical University Kadoorie, Applied Computing Department, Kadoorie Circle 7, PS - 20030 Tulkarm West Bank, Palestine
<b>Phone</b>	+970-595765601
<b>email</b>	e.daraghmi@ptuk.edu.ps
<b>Project Website</b>	<a href="https://www.ptuk.edu.ps/projects/edu4all/">https://www.ptuk.edu.ps/projects/edu4all/</a>

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## List of Acronyms

This table shows the acronyms used in this deliverable in alphabetical order.

<b>Acronym</b>	<b>Description</b>
EC	European Commission
EU	European Union
QA	Quality Assurance
QM	Quality Management
QP	Quality Plan
UPV/EHU	The University of the Basque Country
WP	Work package

## 1 Executive Summary

This report summarizes the main activities developed to ensure the Quality Assurance (QA) of the project from month 1 to month 44, such as the definition of the quality framework for the project, the implementation of the project QA control process, and the generation of project quality reports, as well as the results obtained from the implemented project QA control processes.

## 2 Introduction

According to what is foreseen in the WP3 Quality Control and Monitoring, the Edu4All project consortium decided to develop several measures for estimating the quality of realized project objectives, in order to enable high-quality management of the project. Although Quality Management (QM) is coordinated by an EU partner, the UPV/EHU, all partners take part in the related activities.

The duty of the QM is to monitor and evaluate the progress of the project and to ensure that all its activities are carried out properly according to European Standards and Guidelines for QA and ensuring proper execution of the project to achieve its objectives. With this objective, the QM monitors the project at different points using different types of evaluation practices and tools, such as questionnaires, interview grids and check-lists, devised to assess on an ongoing basis project relevance, efficiency and impact, to measure progress throughout its life cycle, to determine if the project responds to main target groups' needs, to measure the level of satisfaction of beneficiaries of project activities, and to evaluate unexpected results and control all processes.

## 3 Objectives of the Deliverable

The objective of this report is to summarise the followed QA process, faced obstacles or difficulties and recommendations for improvements.

## 4 Methodology

Up today, the main activities developed to ensure the QA of the project have been:

- WP3.1 has been completed: General Documentation templates, Quality Management templates and procedures have been defined and adjusted, in collaboration with the Edu4All consortium members.
- WP3.2 was an ongoing task. The activities where UPV/EHU (WP3 leader) participated, and those that UPV/EHU are aware of, have been evaluated, in addition to some other evaluations.
- WP3.3 has been completed. The Intermediate Project Quality Assurance deliverable was due on month 24 of the project and this is the Final Project Quality Assurance deliverable.

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More details are found in the following points.

### 4.1 WP 3.1. Defining the quality framework for the project

A Quality plan document that defines the QA procedures for the project was produced and agreed upon, within D3.1 deliverable (Fig. 1). The QA procedures ensure that all deliverables comply with the contract. The plan defines in detail the requirements, protocol, best practices for the main processes, including the performance of WPs, tasks, preparation and review of deliverables, organization of meetings and workshops, and dissemination activities including website, brochures, posters, presentations and social media. The plan sets templates for different types of project outputs, and usage guidelines for project documents, and reports.

Work plan: Yr. 1 – M2, M3, M4.

IMPLEMENTED:

#### - Deliverables:

- D3.1 – Defining the quality framework for the Project:  
The objective of this Quality Plan (QP) is to ensure concrete and high-quality results in line with the project plans. In this context, the main purpose of the QP is to facilitate the project's management and guide all partners on the evaluation and quality issues, by establishing a coherent set of guidelines by which all aspects of the project are managed and measured. The use of these guidelines ensures better collaboration among the consortium members, individuals and groups, ensures the responsibility and engaged activity of a consortium member for the realization of a corresponding project work package and ensures the realization of the planned project aims. The document was released on July 1<sup>st</sup>, 2021. However, the document was updated and the second version was released on September 20<sup>th</sup>, 2021. The current version of this deliverable is publicly available at the Web of the project:  
[https://www.ptuk.edu.ps/projects/edu4all/wp-content/uploads/2022/07/Edu4ALL\\_WP3\\_D3.1-1.pdf](https://www.ptuk.edu.ps/projects/edu4all/wp-content/uploads/2022/07/Edu4ALL_WP3_D3.1-1.pdf)

#### - Procedures:

- D3.1.17 – Document Generation Procedure:  
This procedure describes how to generate and update documents within the Edu4ALL project. The document was released on April 14<sup>th</sup>, 2021.

#### - Templates:

- This section includes the developed templates for preparing, reviewing, approving, distributing, revising and updating documents that are required for the Quality Plan of the Edu4ALL project. These templates are included in the annexes of the D3.1 deliverable *Defining the quality framework for the Project*. An example is shown in Fig. 2.
  - **General Documentation Templates:**
    - D3.1.1 – Deliverable Template
    - D3.1.2 – Progress Report Template
    - D3.1.3 – Questionnaire Template
    - D3.1.4 – Minutes of Meetings Template
    - D3.1.5 – Presentation Power Point Template
    - D3.1.6 – Excel Template



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- D3.1.7 – Procedures Template
  - **Quality Plan Templates:**
    - Work Packages Monitoring Sheet Template
    - Project deliverable Evaluation Sheet Template
    - Project Meeting and Workshop Evaluation Template
    - Website Questionnaire Template
    - Training Evaluation Sheet Template
    - Event Evaluation Sheet Template
    - Staff visit evaluation Template
    - Quality Template
    - Project Quality Assessment (Quality of the Partnership) Template

These templates, deliverable and procedure are publicly available at the web of the project (WP3 section): <https://www.ptuk.edu.ps/projects/edu4all/>

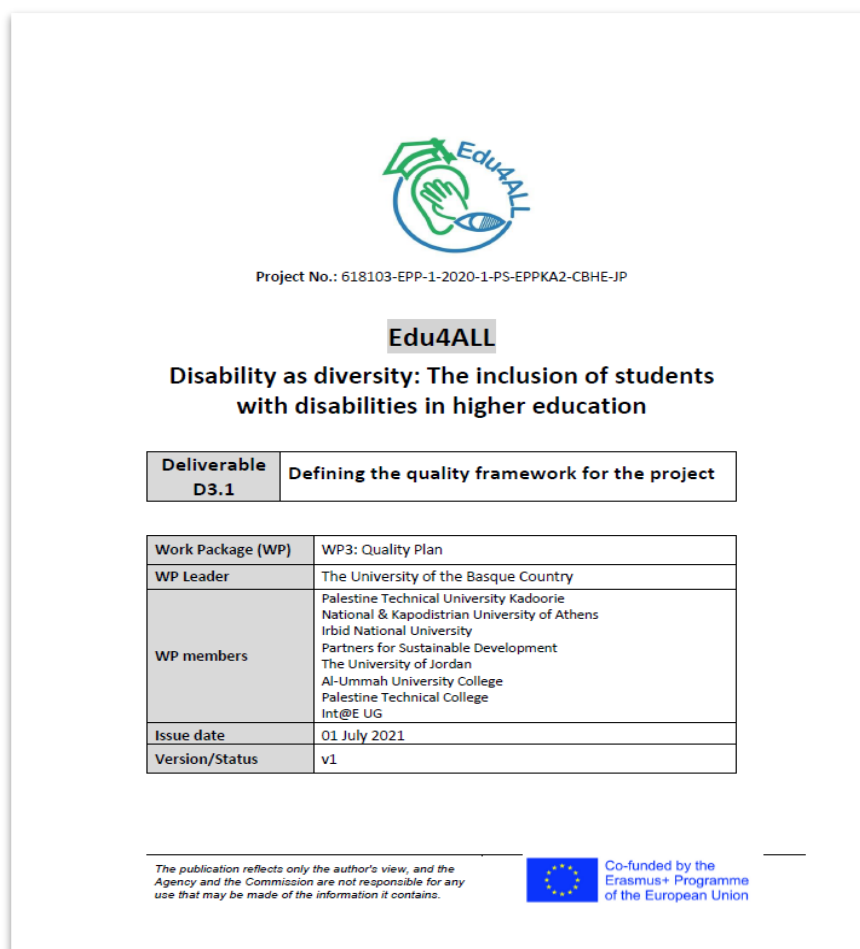


Figure 1. Cover of the deliverable D3.1.

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### Edu4ALL Project Meeting and Workshop Evaluation

1

Work Package	
Meeting/Workshop	
Date(s)	
Hosting Partner: (if applicable)	DD/MM/YYYY - DD/MM/YYYY
Location: (if applicable)	

Answer each question with an evaluation from 1-5, based on your agreement level

1	2	3	4	5
Strongly Disagree	Disagree	Undecided / Neutral	Agree	Strongly Agree

1 Meeting Organization		1	2	3	4	5
1.	Communication with the host partner (received response on time of any inquiry about travel, accommodation etc.) was effective					
2.	Information received about the organization of the meeting (location, timing, agenda, etc.) was sufficient					
3.	General organization during the meeting was appropriate					
4.	Duration of the meeting was appropriate					
5.	Timing of the meeting was appropriate (started on time, ended on time)					
6.	Domestic arrangements (accommodation, meals, meeting location etc.) were convenient					
Comments, suggestions for improving next meeting						

2 Meeting Contents & Objectives Fulfillment		1	2	3	4	5
1.	The subjects discussed were relevant and focused on the objectives of the project					
2.	The activities were relevant and focused on the objectives of the project					
3.	The meeting followed the planned agenda					



WP3: Quality Plan – Task 3.1: Defining the quality framework for the project

Figure 2. Cover of the project meeting and workshop evaluation sheet.

### 4.2 WP 3.2. Implementing project QA control process

To ensure a QA control process in place, this activity implements a quality review process within the project, where deliverables must undergo an internal review process within the consortium, before submission to the European Commission. Reviewers are selected from the participating partners of this work package. The quality review process ensures deliverables are produced to meet a professional standard and use the correct templates defined in the quality plan in 3.1. All evaluations are based on the information gathered through the specific questionnaires and analysed with the mean scores of the questions presented for each topic as well as the agreement percentage in each topic and comments from participants.



WP3: Quality Plan – Task 3.3.2: Final Project Quality Assurance

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The results obtained from each evaluation are summarised in the Results section.

Work plan: Yr. 1 – M9, M10, M11, M12; Yr. 2 – M9, M10, M11, M12; Yr. 3 – M3, M4, M5, M10, M11, M12; Yr. 4 – M7, M8.

IMPLEMENTED:

**- Project deliverables evaluation:**

- Edu4ALL WP3 PQAF-DE D2.1 UPVEHU.pdf – D2.1 evaluation made by UPV/EHU (July 2022):  
This internal report summarizes the evaluation made by UPV/EHU partner with relation to deliverable D2.1 “Defining and setting the inclusive education unit vision, mission, tasks, members, location, objectives, and goals” on July 2022.
- Edu4ALL WP3 PQAF-DE D4.1 UPVEHU.pdf – D4.1 evaluation made by UPV/EHU (June 2021):  
This internal report summarizes the evaluation made by UPV/EHU partner with relation to deliverable D4.1 “Planning Dissemination Strategy” on June 2021.

**- Event evaluation:**

- D3.2.1.4.1 – Awareness Workshop Evaluation (December 2021):  
This report summarizes the results gathered in the event evaluation questionnaire of the second awareness raising workshop hosted and organised by Palestine Technical University Kadoorie (PTUK). The awareness raising workshop took place on the 19 of December 2021 at PTUK.
- D3.2.4.1.1 – Webinar Evaluation (February 2022):  
This report summarizes the results gathered in the event evaluation questionnaire of the first webinar. The webinar took place on the 15 of February 2022 via Zoom.
- D3.2.4.2.1a – Edu4ALL Unit Opening Conference at UUC Evaluation (July 2023):  
This report summarizes the results gathered in the event evaluation questionnaire of the Edu4ALL Unit Opening Conference at UUC. The opening conference took place on the 30 of July 2023.
- D3.2.4.2.1b – Edu4ALL Unit Opening Conference at PTUK Evaluation (December 2023):  
This report summarizes the results gathered in the event evaluation questionnaire of the Edu4ALL Unit Opening Conference at PTUK. The opening conference took place on the 19 of December 2023.

**- Meetings evaluation:**

- D3.2.1.2.1 – Task 1.2 Meeting Evaluation:  
This report summarizes the results gathered in the online Task 1.2 meeting evaluation questionnaire. The online Task 1.2 meeting took place on the 12 of March 2021, and it was held virtually via Zoom software.



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- D3.2.1.3.1 – PTUK Committee of Practicing Meeting #1 Evaluation:  
This report summarizes the results gathered in the PTUK Committee of Practice meeting #1 evaluation questionnaire. The meeting took place on the 10 of January 2024.
- D3.2.1.3.2 – PTUK Committee of Practicing Meeting #2 Evaluation:  
This report summarizes the results gathered in the PTUK Committee of Practice meeting #2 evaluation questionnaire. The meeting took place on the 1 of May 2024.
- D3.2.5.1.1 – Edu4All Kick-off Meeting Evaluation Report:  
This report summarizes the results gathered in the kick-off meeting evaluation questionnaire. The kick-off meeting took place on the 18 and 19 of January 2021, and it was held virtually via Zoom software. The work plan followed the Agenda and all the partners participated in the meeting.
- D3.2.5.1.2 – Project Meeting Evaluation (July 2021):  
This report summarizes the results gathered in the face-to-face/online project meeting evaluation questionnaire. The meeting took place on the 28 and 29 of July 2021, and it was held at the Irbid National University (Jordan) and virtually via Zoom software.
- D3.2.5.1.3 – Project Meeting Evaluation (January 2022):  
This report summarizes the results gathered in the face-to-face project meeting evaluation questionnaire. The meeting took place on the 17 and 18 of January 2022, and it was held at Int@e, in Leipzig (Germany).
- D3.2.5.1.4 – Project Meeting Evaluation (July 2022):  
This report summarizes the results gathered in the face-to-face project meeting evaluation questionnaire. The meeting took place on the 20 and 21 of July 2022, and it was held at National and Kapodistrian University of Athens (Greece).
- D3.2.5.1.5 – Project Meeting Evaluation (March 2023):  
This report summarizes the results gathered in the face-to-face project meeting evaluation questionnaire. The meeting took place on the 2 and 3 of March 2023, and it was held at the University of the Basque Country in Donostia-San Sebastián (Spain).
- D3.2.5.1.6 – Project Meeting Evaluation (June 2024):  
This report summarizes the results gathered in the face-to-face project meeting evaluation questionnaire. The meeting took place on the 25 and 26 of June 2024, and it was held at National and Kapodistrian University of Athens (Greece).

### - Staff Visits evaluation:

- D3.2.2.3.1 – Training Event Evaluation (October 2021):  
This report summarizes the results gathered in the face-to-face/online training event evaluation questionnaire. The meeting took place between the 18 and 22 of October 2021, and it was held at the National and Kapodistrian University of Athens (Greece) and virtually via Zoom software.
- D3.2.2.3.2 – Training Event Evaluation (January 2022):  
This report summarizes the results gathered in the face-to-face training event evaluation questionnaire. The meeting took place between the 10 and 14 of January 2022, and it was held at the University of the Basque Country, Donostia (Spain).
- D3.2.2.3.3 - Training Event Evaluation (June 2022):



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This report summarizes the results gathered in the face-to-face training event evaluation questionnaire. The meeting took place between the 27 June and 1 of July 2022, and it was held at the Galerie Hotel Leipziger Hof, Leipzig (Germany).

- D3.2.2.3.4 – Training Event Evaluation (November 2022):  
This report summarizes the results gathered in the face-to-face training event evaluation questionnaire. The meeting took place between the 21 and 25 of November 2022, and it was held at the National and Kapodistrian University of Athens (Greece).
- D3.2.2.3.5 – Training Event Evaluation (March 2023):  
This report summarizes the results gathered in the face-to-face training event evaluation questionnaire. The meeting took place between the 6 and 10 of March 2023, and it was held at the University of the Basque Country, Donostia (Spain).
- D3.2.2.3.6 - Training Event Evaluation (June 2023):  
This report summarizes the results gathered in the face-to-face training event evaluation questionnaire. The meeting took place between the 26 and 30 of June 2023, and it was held at Training Place Room in Building Zimmerstraße 1, 04109 in Leipzig.
- D3.2.2.3.7 – Teaching Event Evaluation (July 2023):  
This report summarizes the results gathered in the face-to-face teaching event evaluation questionnaire. The meeting took place on the 26, 27, 30 and 31 of July 2023, and it was held at the University of Jordan, Amman (Jordan). People from the University of the Basque Country went to do the teaching.
- D3.2.2.3.8 – Teaching Event Evaluation (July 2023):  
This report summarizes the results gathered in the face-to-face teaching event evaluation questionnaire. The meeting took place on the 26, 27, 30 and 31 of July 2023, and it was held at the Irbid National University, Irbid (Jordan). People from the University of the Basque Country went to do the teaching.
- D3.2.2.3.9 - Teaching Event Evaluation (November 2023):  
This report summarizes the results gathered in the online teaching event evaluation questionnaire. The meeting took place between the 6 and 8 of November 2023, and it was held via Zoom platform and organized by The National and Kapodistrian University of Athens (Greece). Regional partners from Jordan and Palestine participated in the training, with the exception of PTC-DB, who were unable to join the meeting due to the ongoing war situation in the Gaza Strip – Palestine.
- D3.2.2.3.10 - Teaching Event Evaluation (May 2024):  
This report summarizes the results gathered in the online teaching event evaluation questionnaire. The meeting took place between the 13 and 15 of May 2024, and it was held via Zoom platform and organized by The University of the Basque Country (Spain). Regional partners from Palestine participated in the training, even though the ongoing war situation in the Gaza Strip – Palestine.

These reports are available in the deliverables private section of the Web site of the project and the partners could access to them: <https://www.ptuk.edu.ps/projects/edu4all/>

### 4.3 WP 3.3. Generation of project quality reports

Two project quality assurance, intermediate and final, reports have been produced, coinciding with the project management reports. These reports summarise the followed QA process,



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faced obstacles or difficulties and recommendations for improvements. This document presents the information related to Edu4ALL project, and some partners have made their own reports related to the project quality procedures implemented so far in their institutions. It should be mentioned that the first Final report was due to be submitted by month 36, but has been updated after the project extension.

Work plan: Yr. 2 – M6, M10, M11, M12; Yr. 3 – M6, M10, M11, M12; Yr. 4 – M7, M8.

These reports are publicly available on the Web site of the project:

<https://www.ptuk.edu.ps/projects/edu4all/>

In addition, the UUC has generated several documents, which can be found in the annexes to this document: its Quality Assurance report, detailed quality standards for integration of disabled students into higher education, disabled student feedback form and monthly meeting form.

## 5 Results from the implemented project QA control processes

### - Project deliverables evaluation:

- Edu4ALL WP3 PQAF-DE D2.1 UPVEHU.pdf – D2.1 evaluation made by UPV/EHU (July 2022):  
This internal report evaluated issues regarding the format and the contents of D2.1 deliverable. In addition, several changes and minor corrections were suggested in order to improve the document. The document was accepted but changes were required.
- Edu4ALL WP3 PQAF-DE D4.1 UPVEHU.pdf – D4.1 evaluation made by UPV/EHU (June 2021):  
This internal report evaluated issues regarding the format and the contents of D4.1 deliverable. In addition, several changes and minor corrections were suggested in order to improve the document. The document was accepted but changes were required.

### - Event evaluation:

- D3.2.1.4.1 – Awareness Workshop Evaluation (December 2021):  
Following the workshop, an online evaluation questionnaire, developed with the Google Forms software, was sent to participants and was answered by 103 people. All the answers gathered with this event evaluation questionnaire had a mean score higher than 4.59, which shows that all participants highly valued the workshop. Some comments should be considered for the organization of next trainings especially including more time for participation and discussion about the topics and including more technical contents.
- D3.2.4.1.1 – Webinar Evaluation (February 2022):  
Following the webinar, an online evaluation questionnaire, developed with the Google Form software, was sent from UPV/EHU to all participants and was answered by 10 people. All the answers gathered with this event evaluation questionnaire had a mean score higher than 4.1, which shows that all participants highly valued the First Webinar.



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Some comments should be considered for the organization of next trainings especially including more time for participation and discussion about the topics and including more technical contents.

- D3.2.4.2.1a – Edu4ALL Unit Opening Conference at UUC Evaluation (July 2023):  
Following the conference, an online evaluation questionnaire, developed with the Google Forms software, was sent to participants and was answered by 53 people. All the answers gathered with this event evaluation questionnaire had a mean score higher than 4.58, which shows that all participants highly valued the conference. Some comments should be considered for the organization of next events especially including more time for participation and discussion about the topics and including more technical contents.
- D3.2.4.2.1b – Edu4ALL Unit Opening Conference at PTUK Evaluation (December 2023):  
Following the conference, an online evaluation questionnaire, developed with the Google Forms software, was sent to participants and was answered by 98 people. All the answers gathered with this event evaluation questionnaire had a mean score higher than 4.63, which shows that all participants highly valued the conference. Some comments should be considered for the organization of next events especially including more time for participation and discussion about the topics and including more technical contents.

### - Meetings evaluation:

- D3.2.1.2.1 – Task 1.2 Meeting Evaluation:  
Following the meeting, an online evaluation questionnaire, developed with the Google Forms software, was sent to participants and was answered by 8 people. All the answers gathered with this Task 1.2 meeting evaluation questionnaire had a mean score higher than 4, which shows that all participants highly valued the issues on the included topics.  
However, some comments should be considered for the next meetings. Some participants recommended sending the agenda of the meeting beforehand. Anyway, it has to be noted that all participants positively validated the skills of the WP leader for encouraging contributions from all partners.
- D3.2.1.3.1 – PTUK Committee of Practicing Meeting #1 Evaluation:  
Following the meeting, an online evaluation questionnaire, developed with the Google Forms software, was sent to participants and was answered by 13 people. The evaluation results indicate that participants positively valued the meeting across all topics, with all mean scores higher than 4.0. Comments highlighted the well-organized nature of the meeting and the effective communication among partners.  
Positive remarks:
  - "Preparation was perfect."
  - "Good organization."
  - "The meeting was distinguished in terms of planning and implementation."
  - "Very good organization of the meeting. Not any negative aspect."
 Overall, the Committee of Practice meeting was successful, with participants appreciating the efforts made towards accommodating a low-vision master student and the overall coordination of the project.



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- D3.2.1.3.2 – PTUK Committee of Practicing Meeting #2 Evaluation:  
 Following the meeting, an online evaluation questionnaire, developed with the Google Forms software, was sent to participants and was answered by 17 people. The evaluation results indicate that participants positively valued the meeting across all topics, with all mean scores higher than 4.0. Comments highlighted the well-organized nature of the meeting and the effective communication among partners. Positive remarks:

  - "Preparation was perfect."
  - "Good organization."
  - "The meeting was distinguished in terms of planning and implementation."
  - "Very good organization of the meeting. Not any negative aspect."

Overall, the Committee of Practice meeting was successful, with participants appreciating the efforts made towards accommodating a low-vision master student and the overall coordination of the project.
  
- D3.2.5.1.1 – Edu4All Kick-off Meeting Evaluation Report:  
 Following the meeting, an online evaluation questionnaire, developed with the Google Form software, was sent from UPV/EHU to all partners and was answered by 22 people. All the answers gathered with this kick-off meeting evaluation questionnaire had a mean score higher than 4, which shows that all participants highly valued the issues on the included topics. However, some comments should be considered for the next meetings. Some participants recommended sending the presentations beforehand the meeting so it can be reviewed that they fulfil the expectations of all partners. Another issue to be taken into account is to clearly limit the presentation and discussion timing so the participants are not interrupted during their presentations. Other issues, such as problems in communication, will be solved if the next meetings are face to face. If that is not possible, and we need to meet virtually, participants should be remembered to close their microphones when they are not presenting or discussing topics of the meeting.
  
- D3.2.5.1.2 – Project Meeting Evaluation (July 2021):  
 Following the meeting, an online evaluation questionnaire, developed with the Google Forms software, was sent to participants and was answered by 25 people. All the answers gathered with this project meeting evaluation questionnaire had a mean score higher than 4, which shows that all participants highly valued the issues on the included topics. However, some comments should be considered for the next meetings. Some participants complained about the meeting via Zoom, because they could not follow the discussions in the face-to-face meeting. This has to be considered for future meetings and improve the coordination of face-to-face and online sessions.
  
- D3.2.5.1.3 – Project Meeting Evaluation (January 2022):  
 Following the meeting, an online evaluation questionnaire, developed with the Google Forms software, was sent to participants and was answered by 11 people.

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All the answers gathered with this project meeting evaluation questionnaire had a mean score higher than 4.3, which shows that all participants highly valued the issues on the included topics.

However, some comments should be considered for the next meetings. Providing participants with the presentation before the meeting may improve the effectiveness in the communication between partners. In addition, the last presentation was highly valued by participants as it made clear the next activities to carry out and the deadlines for the next period of the project.

- D3.2.5.1.4 – Project Meeting Evaluation (July 2022):

Following the meeting, an online evaluation questionnaire, developed with the Google Forms software, was sent to participants and was answered by 13 people.

All the answers gathered with this project meeting evaluation questionnaire had a mean score higher than 4.4, which shows that all participants highly valued the issues on the included topics.

However, some comments should be considered for the future. Providing participants with the presentation before the meeting should be considered for next meetings as well as making clarifications of the financial aspects to take into account during the development of the rest of the project.

- D3.2.5.1.5 – Project Meeting Evaluation (March 2023):

Following the meeting, an online evaluation questionnaire, developed with the Google Forms software, was sent to participants and was answered by 13 people.

All the answers gathered with this project meeting evaluation questionnaire had a mean score higher than 4, which shows that all participants positively valued the issues on the included topics. Only some comments were gathered regarding the problems to attend the meeting suffered by one partner “If some partner could not assist face-to-face, please notify it from the beginning.”, “Using zoom even in face to face meetings”, “I hope next time all partners come”.

Many positive aspects were highlighted about the organization of the meeting: “Preparation was perfect”, “Good organization”, “The meeting is distinguished in terms of planning and implementation”, “Very good organization of the meeting. Not any negative aspect.”

Related to the development of the project one participant commented “The partners know very well each other and have a clear idea of the project right now. They also have gaining experience in this type of projects.”.

- D3.2.5.1.6 – Project Meeting Evaluation (June 2024):

Following the meeting, an online evaluation questionnaire, developed with the Google Forms software, was sent to participants and was answered by 12 people.

All the answers gathered with this project meeting evaluation questionnaire had a mean score higher than 4.5, which shows that all participants positively valued the issues on the included topics. Some comments were gathered from participants which positively highlighted the good organization of the meeting: “Excellent organisation of the meeting. Nothing negative.”, “Everything was very good.” One participant was commenting the practical aspects of the information given in the meeting “Meeting

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illustrate how to fill financial reports”. Only one comment showed some concern about the time allocated to the presentations “The presentations were made very quickly.”

This was the last meeting of the project and was evaluated very positively. One participant wanted to comment this aspect “It's a pity that it was the last meeting of the project.”

### - Staff Visits evaluation:

- D3.2.2.3.1 – Training Event Evaluation (October 2021):  
Following the meeting, an online evaluation questionnaire, developed with the Google Forms software, was sent to participants and was answered by 27 people.  
All the answers gathered with this project meeting evaluation questionnaire had a mean score higher than 4.3, which shows that all participants highly valued the training event.  
Some comments should be considered for the organization of next trainings especially including more practical sessions about the topics presented in this event and more details and technological background on assistive technologies.
- D3.2.2.3.2 – Training Event Evaluation (January 2022):  
Following the meeting, an online evaluation questionnaire, developed with the Google Forms software, was sent to participants and was answered by 22 people.  
All the answers gathered with this project training evaluation questionnaire had a mean score higher than 4.3, which shows that all participants highly valued the training event.  
Some comments should be considered for the organization of next trainings, especially including more practical sessions about the topics presented in this event, more details and technological background on assistive technologies as well as allocating more time for discussion and brainstorming.
- D3.2.2.3.3 - Training Event Evaluation (June 2022):  
Following the meeting, an online evaluation questionnaire, developed with the Google Forms software, was sent to participants and was answered by 23 people.  
All the answers gathered with this project training evaluation questionnaire had a mean score higher than 3.7, which shows that all participants satisfactorily valued the training event.  
Some comments should be considered for the organization of the next training sessions, especially including more information about methodologies for good communication and inclusion of students with disabilities in learning environments.
- D3.2.2.3.4 – Training Event Evaluation (November 2022):  
Following the meeting, an online evaluation questionnaire, developed with the Google Forms software, was sent to participants and was answered by 21 people.  
All the answers gathered with this project training evaluation questionnaire had a mean score higher than 4, which shows that all participants satisfactorily valued the training event.  
Some comments should be considered for the organization of next training sessions especially allocating more time for practical sessions, including more information about UDL methodology, technology for helping students with disabilities in the classroom and providing the correct technical resources for the training events such as reliable wifi connection, projectors for showing the presentations in order to easily follow the sessions.

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- D3.2.2.3.5 – Training Event Evaluation (March 2023):  
 Following the training, an online evaluation questionnaire, developed with the Google Forms software, was sent to participants and was answered by 31 people.  
 All the answers gathered with this project training evaluation questionnaire had a mean score higher than 4.4, which shows that all participants satisfactorily valued the training event.  
 Some comments should be considered for the organization of next training sessions especially using an interactive training methodology in order to engage participants to the sessions as well as including more information about web accessibility and hardware training.
- D3.2.2.3.6 - Training Event Evaluation (June 2023):  
 Following the training, an online evaluation questionnaire, developed with the Google Forms software, was sent to participants and was answered by 24 people.  
 All the answers gathered with this project training evaluation questionnaire had a mean score higher than 4, which shows that all participants satisfactorily valued the training event.  
 Some comments were gathered to be considered in the organization of next training sessions. Topics such as web content accessibility and accessibility of documents require more training in this project especially practical activities about this topic..
- D3.2.2.3.7 – Teaching Event Evaluation (July 2023):  
 Following the teaching, an online evaluation questionnaire, developed with the Google Forms software, was sent to participants and was answered by 10 people.  
 All the answers gathered with this project teaching evaluation questionnaire had a mean score higher than 4.2, which shows that all participants satisfactorily valued the teaching event.  
 Some comments should be considered for the organization of next training sessions especially allocating extra time and necessary resources for practicing and applying the technical topics and tools taught at the event.
- D3.2.2.3.8 – Teaching Event Evaluation (July 2023):  
 Following the teaching, an online evaluation questionnaire, developed with the Google Forms software, was sent to participants and was answered by 10 people.  
 All the answers gathered with this project teaching evaluation questionnaire had a mean score higher than 4.4, which shows that all participants satisfactorily valued the teaching event.  
 Some comments should be considered for the organization of next training sessions especially allocating extra time and necessary resources for practicing and applying the technical topics and tools taught at the event as well as covering other topics such as communication skills with people with disabilities.
- D3.2.2.3.9 - Teaching Event Evaluation (November 2023):  
 Following the meeting, an online evaluation questionnaire, developed with the Google Forms software, was sent to participants and was answered by 13 people.  
 All the answers gathered with this project teaching evaluation questionnaire had a mean score higher than 4, which shows that all participants satisfactorily valued the teaching event. Some comments should be considered for the organization of next teaching sessions especially face to face and practical training for practicing and applying the technical topics and tools taught at the event as well as covering other topics such vocational programs in assistive technologies and the application of hardware and software for the student.
- D3.2.2.3.10 - Teaching Event Evaluation (May 2024):



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Following the meeting, an online evaluation questionnaire, developed with the Google Forms software, was sent to participants and was answered by 12 people.

All the answers gathered with this project teaching evaluation questionnaire had a mean score higher than 4.4, which shows that all participants satisfactorily valued the teaching event. Some comments should be considered for the organization of future training sessions especially covering aspects such as accessibility with smartphones and applying artificial intelligence techniques to improve accessibility.

### - Intermediate project quality assurance report:

- D3.3.1 – Intermediate Project Quality Assurance deliverable (November 2022):  
In this deliverable, the QA control process suited at the Edu4All project was presented on the Month 24 of the project. All the partners took part in the activities of the WP3, coordinated by UPV/EHU. This document is publicly available at the Web site of the project. Several partners also completed the intermediate project quality reports related to their institutions and made them publicly available.

### - Partner intermediate project quality report:

- D3.3.1.1.1 – Intermediate Project Quality Report – UUC (September 2022):  
In their document, Al-Ummah University College partners show the quality procedures that have been implemented so far in their institution and their conformity. They also display the remaining procedures and the expected time for their implementation.

## 6 Conclusions

This document shows the QA control process that has being suited at the Edu4All project. All the partners took part in the activities of the WP3, which was coordinated by UPV/EHU.

As it has been presented in this document, during the project, the quality framework for the project was defined within WP3.1, including guidelines, procedures and templates to ensure a good collaboration between consortium members. All the information is publicly available at the web site of the project.

Next, it has been shown that within WP3.2 the QA control process has served to ensure that the activities and deliverables the project have been reviewed so far. The reviews made have been summarized in this document and are available at the private section of the Web site of the project. This WP was an ongoing WP that lasted during the whole project.

Finally, with regards to the WP3.3, the intermediate QA report was due on November 2022 and the final QA report, initially completed on November 2023 but updated after the extension of the project, is presented in this document and will be publicly available at the Web site of the project.

Several partners have also completed the project quality reports related to their institutions that will be publicly available. An example is shown in the Annexes of this document.

## 7 Annexes

### 7.1 UUC Quality Assurance Report

#### Quality Assurance Report

##### 1. Executive Summary

##### 1.1. Project Overview

This project aims to enhance the inclusion and integration of people with disabilities into higher education institutions. It involves creating accessible environments, implementing supportive policies, and providing necessary resources and training for both students and staff.

The Quality Assurance and Supervision approach focuses on:

##### 1. Evaluation of Project Planning

Objectives, resources, expected results

##### 2. Evaluation of Project Management

Organization, communication, finances, meetings

##### 3. Evaluation of activities and results

Workplan, quality of results and outcomes

Quality Assurance and Supervision Outcomes (AL-Ummah College University):

#### Quality Plan

- Monthly
- For each package

#### Evaluation Questionnaires

- Each meeting and training

#### Quality Assessment

- Each deliverable.

##### 1.2. Purpose of the Report

The purpose of this report is to ensure that the project's implementation aligns with its goals and meets the required quality standards. It provides an assessment of the processes,



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identifies areas of improvement, and offers recommendations to enhance the overall quality and effectiveness of the project.

### 2. Project Objectives and Scope

#### 2.1. Objectives

- 1- To improve the management and operation of Higher Education Institutions - University services such as support services by establishing the “Inclusive Education Unit”
- 2- To support higher education at partner countries to serve in addition to non-disabled students those with disabilities.
- 3- To build the capacity of staff to serve students with disabilities through professional development for trainers who provide professional development to teachers, curricular units, online tutorials, virtual communities of practice for teachers, and real-time, individual teacher support.
- 4- To build the capacity of disabled by supporting them to access higher education
- 5- To empower people with disabilities and prepare them for future careers
- 6- To improve the level of competencies and skills of staff in partner country universities by (i) training visits for staff to EU partners to modernise Inclusive Education expertise in innovative learning (ii) providing research collaboration opportunities with EU staff through joint- supervision of students' projects.

#### 2.2. Scope

The project covers various aspects of integration, including physical accessibility, curriculum adaptation, faculty training, and student support services across selected higher education institutions.,

Package Deliverables:

WP1:

- 1- A report about the rules, regulations and current practice of inclusive education (IE) for students with disabilities in both PCs HEIs
- 2- 2. A report about the current practices of inclusive education (disability, accessibility and accommodation) for students with disabilities in EU and worldwide
- 3- A committee of practice which consists of staff, students and GUD that will define the specific needs (via interviews and questionnaires) for students with disabilities in order to provide the suitable accommodation. The best accommodations are unique to the individual and develop from a cooperative relationship between staff and students.
- 4- Awareness raising workshop about including students with disabilities in university programs, the role of IE and its impact of developing the capacity of students with disabilities and preparing them for future work.

WP2:



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- 1- A report about the Inclusive Education Unit Vision, Mission, Tasks, Members, Location, Objectives, and Goals
- 2- A 'disability statement' for PC HEIs
- 3- New experience, skills and professional development opportunities for staff (lecturers, administrative, and technician) through training at EU universities and EU professors teaching visits to PCs. Additionally, cooperation on education for students with disabilities and research in this field between staff and students in the PCs and EU universities
- 4- Modernised Lab equipment with the assistive technologies at institutions of PCs to provide tools and resources for assessing the accessibility of the lab and the development of accommodation strategies
- 5- Training tutorials that are compatible with the best EU practice guides to be used for staff training.
- 6- EU based delivery approaches and assessment

### WP3:

1. A Quality framework for the project that can also be used after the end of the project to evaluate the running Edu4ALL at both PCs
2. Reports about the project quality assurance control process
3. The project quality reports
- 4.

### WP4:

1. A dissemination strategy plan
2. A conference for opening the Edu4ALL project and opening the Inclusive Education Unit at both PC HEIs.
3. Project website that can be used later for the Edu4ALL and any research activities between PS, JO and EU

### WP5:

1. 6 progress meetings organised every 6 months (1 Kick-off meeting in Greece (3rd month) and 5 Project Coordination Meetings in all participating countries (9th month, 15th month, 21st month, 27th month, 33rd month))
2. the project management committees
3. Staff in the partner countries will get experience in the managing the financial aspect of the project and follows the EU standards in accountability and transparency
4. A collaboration platform for facilitation of administrative tasks. The collaboration platform will simplify collaboration between partners with appropriate tools (e.g. agenda, document exchange, repository, wiki, etc.)

### 3. Quality Assurance Methodology:

#### 3.1. Standards and Guidelines



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The project adheres to the following standards and guidelines:

- AL-Ummah University College quality assurance procedures.
- Project quality assurance procedures WP4.

### 3.2. Assessment Tools

- Surveys and feedback forms for faculty, and staff
- Accessibility audits of facilities and resources
- Training evaluation forms
- Progress tracking through enrollment and retention data

### 4.1. Main Results of the Evaluation

#### 4.1.1. Process-Management

Evaluation Summary:

- **Accessibility Audits:** Comprehensive internal and external audits of physical and digital infrastructures were conducted. This involved assessments of buildings for physical accessibility (ramps, elevators, restrooms) and reviews of digital platforms for compatibility with assistive technologies.
- **Training Programs:** Faculty and staff participated in training sessions on disability awareness and inclusive teaching practices. Evaluations showed positive changes in teaching methods and attitudes towards students with disabilities.
- **Feedback Mechanisms:** Surveys and feedback forms were used to gather input from faculty, and staff. This feedback was crucial for ongoing process improvements.
- **Implementation Reviews:** Regular internal reviews ensured adherence to AL-Ummah University College quality assurance procedures and Project quality assurance procedures standards according to WP4.

Key Findings:

- **Strengths:** High levels of engagement from faculty and staff, improved of some physical accessibility, Purchase of related equipment, develop a specialized professional diploma program for local community educational institutions to integrate people with disabilities into these institutions, and positive feedback on training programs.
- **Challenges:** Need for continuous training and more specialized support staff. And admission and integration of students due to the location of the college and the political situation

#### 4.1.2. Outputs and Products

Evaluation Summary:

- **Accessibility of Facilities**
- **Physical Access:** Some of them are available, such as suitable classrooms and an elevator, but others, such as a bathroom for people with disabilities, are still needed.
- **Digital Access:** needed equipment and software are provided according to the attached equipment list for the project, a specialized team of four people was trained on them, who



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transferred the training to another number. Explanatory videos and posters were also prepared for each item.

- Faculty and Staff Training
  - Training programs on disability awareness and inclusive teaching practices have been conducted.
  - Feedback indicates a positive change in attitudes and teaching methods, but continuous training is needed to maintain and enhance these improvements.
- Student Support Services
  - Guidance services are available, and many members of the Disability Support Unit have been trained in this regard.
  - A specialized professional one year program in supporting people with disabilities has been approved by the Ministry of Labor to train qualified staff to deal with people with disabilities, so that any potential trainer in the labor market is targeted and will be implemented in the coming months.
  - Specialized curricula have been written to train people in the previous program to deal with equipment for people with disabilities.
- Enrollment and Retention Data
  - No students with disabilities have been accepted yet, but work is underway in cooperation with the relevant authorities to accept them during the coming semesters.

### 4.2. Links to QA Reports

### 4.3. Continuation of Quality Assurance Mechanisms Beyond the Project Lifetime

- Ongoing Training Programs: The institution will continue to offer regular training sessions on disability inclusion and support, ensuring that faculty and staff remain knowledgeable and prepared to support students with disabilities.
- Annual Accessibility Audits: Annual audits of both physical and digital infrastructures will be conducted to ensure continued compliance with evolving accessibility standards.
- Sustainable Support Services: The mentorship and counseling programs will be institutionalized, with dedicated resources allocated to maintain and expand these services.
- Policy Development: Comprehensive policies on disability inclusion will be developed and integrated into the institution's long-term strategic plan, ensuring sustained commitment to inclusion.
- Stakeholder Engagement: Regular forums and feedback mechanisms will be established to engage stakeholders continuously and address emerging issues promptly.

## 5. Areas for Improvement

### 5.1. Continuous Training



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- Regular training sessions should be scheduled to keep faculty and staff updated on best practices for disability inclusion.

### 5.2. Enhanced Support Services

- Increase the number of specialized counselors and support staff.
- Expand mentorship programs to cover a broader range of disabilities and needs.

### 5.3. Facility Upgrades

- Ongoing assessments and upgrades are necessary to ensure that all facilities remain accessible as standards evolve.

### 5.4. Technological Enhancements

- Invest in advanced assistive technologies and ensure that digital learning platforms are fully accessible.

## 6. Recommendations

### 6.1. Policy Development

- Develop and implement comprehensive policies that support the inclusion of people with disabilities at all institutional levels.

### 6.2. Stakeholder Engagement

- Foster a culture of inclusion through regular engagement with all stakeholders, including students with disabilities, faculty, staff, and external experts.

### 6.3. Monitoring and Evaluation

- Establish a robust monitoring and evaluation framework to regularly assess the effectiveness of the integration initiatives and make data-driven improvements.



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### 7.2 UUC Detailed quality standards for integration of disabled students into higher education

#### Detailed Quality Standards for Integration of Disabled Students into Higher Education

##### 1. Accessibility Standards

##### 1.1. Physical Accessibility

##### 1.1.1. Facilities

- Classrooms and Laboratories:
  - o All classrooms and laboratories must be wheelchair accessible, with adjustable furniture to accommodate different needs.
  - o Ensure that lab equipment and workstations are accessible.
- Restrooms:
  - o Accessible restrooms must be available in every building, featuring grab bars, accessible sinks, and enough space for maneuvering.
- Ramps and Elevators:
  - o Install ramps with non-slip surfaces and appropriate slopes where there are stairs.
  - o Elevators must have Braille buttons and audible signals for floor levels.
- Entrances and Pathways:
  - o Ensure that all building entrances and pathways are wide enough and free of obstacles to accommodate wheelchairs and other mobility devices.

##### 1.1.2. Signage

- Wayfinding:
  - o Provide clear, high-contrast, and tactile signage throughout the campus to guide students to various facilities.
- Emergency Information:
  - o Emergency evacuation routes and procedures must be clearly marked and accessible.

##### 1.1.3. Transportation

- Campus Shuttles:
  - o Ensure that campus shuttle services are equipped with lifts or ramps and securement systems for wheelchairs.
- Parking:
  - o Designate accessible parking spaces close to building entrances, with adequate space for wheelchair access.

##### 1.2. Digital Accessibility

##### 1.2.1. Websites and Learning Platforms

- Compliance:



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- o All digital content must meet WCAG 2.1 AA standards, ensuring compatibility with screen readers and other assistive technologies.

- User Testing:

- o Conduct regular user testing with disabled students to identify and address accessibility issues.

### 1.2.2. Educational Materials

- Formats:

- o Provide textbooks, lecture notes, and other materials in multiple formats (e.g., Braille, large print, audio).

- Accessible Software:

- o Ensure that all educational software used in courses is accessible, providing alternatives where necessary.

## 2. Inclusive Policies and Procedures

### 2.1. Admission Policies

#### 2.1.1. Non-Discrimination

- Equal Opportunities:

- o Ensure that admission processes do not discriminate against applicants with disabilities, providing reasonable accommodation during assessments.

- Awareness:

- o Train admission staff on non-discriminatory practices and the importance of inclusivity.

#### 2.1.2. Support during Admission

- Accessible Information:

- o Make application forms and informational materials available in accessible formats.

- Assistance:

- o Provide support staff to assist applicants with disabilities during the application process, including help with completing forms and understanding requirements.

### 2.2. Academic Accommodations

#### 2.2.1. Customized Learning Plans

- Individualized Plans:

- o Develop ILPs in collaboration with students, detailing necessary accommodations and support.

- Regular Reviews:

- o Review and update ILPs regularly to reflect any changes in students' needs or academic requirements.

#### 2.2.2. Exam Accommodations

- Alternative Formats:



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- o Offer exams in accessible formats (e.g., Braille, large print, electronic versions compatible with screen readers).
  - Extended Time:
  - o Provide additional time and separate quiet spaces for exams as needed.
- ### 3. Support Services
- #### 3.1. Disability Support Unit:
- ##### 3.1.1. Dedicated Office
- Central Hub:
  - o Establish a centralized unit responsible for coordinating all disability services, staffed by trained professionals.
  - Information and Resources:
  - o Provide comprehensive information about available services and resources, both online and in accessible formats.
- ##### 3.1.2. Counseling and Mentoring
- Specialized Counselors:
  - o Employ counselors trained in disability issues to provide emotional and academic support.
  - Peer Mentoring:
  - o Establish mentorship programs pairing students with disabilities with trained peer mentors.
- #### 3.2. Assistive Technology
- ##### 3.2.1. Provision
- Availability:
  - o Ensure a range of assistive technologies are available, including screen readers, speech-to-text software, and ergonomic furniture.
  - Loan Programs:
  - o Implement loan programs for students to borrow assistive devices as needed.
- ##### 3.2.2. Training
- Workshops:
  - o Offer regular workshops for students and staff on the use of assistive technologies.
  - One-on-One Support:
  - o Provide personalized training sessions for students requiring assistance with specific technologies.
- ### 4. Training and Awareness
- #### 4.1. Faculty and Staff Training
- ##### 4.1.1. Regular Training



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- Disability Awareness:
    - o Conduct mandatory training sessions on disability awareness and sensitivity for all faculty and staff.
  - Inclusive Teaching Practices:
    - o Train faculty on inclusive teaching methods, such as universal design for learning (UDL).
- ### 4.1.2. Continuous Professional Development
- Advanced Workshops:
    - o Offer advanced workshops on topics like assistive technology, mental health first aid, and inclusive curriculum design.
  - Accreditation:
    - o Encourage faculty to obtain accreditation or certification in disability studies or related fields.
- ## 4.2. Student Awareness
- ### 4.2.1. Orientation Programs
- Inclusive Orientation:
    - o Include sessions on disability rights, available services, and inclusive practices in all student orientation programs.
  - Interactive Activities:
    - o Organize activities that promote understanding and empathy among students.
- ### 4.2.2. Peer Support
- Support Groups:
    - o Establish support groups for students with disabilities, facilitated by trained staff.
  - Peer Education:
    - o Implement peer education programs where students with disabilities share their experiences and educate their peers.
- ## 5. Monitoring and Evaluation
- ### 5.1. Feedback Mechanisms
- #### 5.1.1. Surveys and Feedback Forms
- Regular Surveys:
    - o Distribute surveys and feedback forms at least twice a year to gather input from students with disabilities, faculty, and staff.
  - Anonymous Feedback:
    - o Provide options for anonymous feedback to encourage honest and open responses.
- #### 5.1.2. Focus Groups
- Regular Meetings:



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- o Conduct focus group meetings with students with disabilities to discuss their experiences and gather detailed feedback.

- Actionable Insights:

- o Use insights from focus groups to make targeted improvements.

### 5.2. Regular Audits

#### 5.2.1. Accessibility Audits

- Annual Audits:

- o Conduct comprehensive annual audits of physical and digital infrastructures to ensure compliance with accessibility standards.

- Third-Party Assessments:

- o Engage external experts to perform independent assessments and provide recommendations.

#### 5.2.2. Policy Reviews

- Biennial Reviews:

- o Review and update policies and procedures every two years to incorporate best practices and legal requirements.

- Stakeholder Involvement:

- o Involve students with disabilities and advocacy groups in the review process.

## 6. Community and Stakeholder Engagement

### 6.1. Collaboration

#### 6.1.1. Partnerships

- External Collaborations:

- o Partner with local and national disability organizations to enhance support services and resources.

- Research and Development:

- o Collaborate on research projects aimed at improving disability inclusion in higher education.

#### 6.1.2. Advisory Committees

- Committee Formation:

- o Form advisory committees including students with disabilities, faculty, staff, and external experts to guide policy and practice.

- Regular Meetings:

- o Schedule quarterly meetings to review progress and provide strategic direction.

### 6.2. Awareness Campaigns

#### 6.2.1. Events and Workshops

- Annual Events:



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- o Organize annual events such as Disability Awareness Month with workshops, guest speakers, and inclusive activities.

- Inclusive Practices Workshops:

- o Conduct workshops focused on inclusive practices for students and staff.

### 6.2.2. Communication Channels

- Feedback Platforms:

- o Maintain open and accessible communication platforms for students to voice concerns and share experiences.

- Regular Updates:

- o Provide regular updates on progress and upcoming initiatives related to disability inclusion.

## 7. Institutional Commitment

### 7.1. Leadership and Governance

#### 7.1.1. Top-Level Support

- Executive Sponsorship:

- o Ensure commitment from institutional leadership, including dedicated executive sponsorship for disability inclusion initiatives.

- Resource Allocation:

- o Allocate sufficient resources, including budget and staffing, to support disability inclusion efforts.

#### 7.1.2. Strategic Planning

- Long-Term Goals:

- o Integrate disability inclusion into the institution's long-term strategic planning, setting clear goals and objectives.

- Accountability:

- o Establish accountability mechanisms, such as regular reporting to senior leadership on progress and outcomes.

### 7.2. Continuous Improvement

#### 7.2.1. Ongoing Evaluation

- Performance Metrics:

- o Develop and track performance metrics related to accessibility, enrollment, retention, and satisfaction of students with disabilities.

- Annual Reports:

- o Publish annual reports detailing progress, challenges, and plans for continuous improvement.

#### 7.2.2. Innovation

- Pilot Programs:



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- o Encourage pilot programs and innovative projects that explore new approaches to accessibility and inclusion.
- Best Practices:
- o Regularly review and adopt best practices from other institutions and disability organizations.

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### 7.3 UUC Disabled student feedback form

#### Disabled Student Feedback Form

Institution Name:

Department/Office:

Date:

Instructions: Please fill out this form to help us understand your experiences and identify areas for improvement. Your feedback is valuable and will be used to enhance our services and support for disabled students.

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#### Personal Information (Optional)

- Name:
- Student ID:
- Email Address:
- Phone Number:
- Preferred Contact Method:

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#### General Information

1. What is your disability? (Select all that apply)
  - Physical Disability
  - Visual Impairment
  - Hearing Impairment
2. How long have you been enrolled at this institution?
  - Less than 1 year
  - 1-2 years
  - 3-4 years
  - More than 4 years
3. What program or course are you currently enrolled in?

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#### Accessibility and Accommodations

4. How would you rate the physical accessibility of campus facilities (e.g., classrooms, restrooms, entrances, pathways)?
  - Excellent
  - Good
  - Fair



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- Poor
- Comments:
- 5. How would you rate the accessibility of digital resources (e.g., websites, online learning platforms, educational materials)?
  - Excellent
  - Good
  - Fair
  - Poor
  - Comments:
- 6. Were you provided with the necessary accommodation as per your Individualized Learning Plan (ILP)?
  - Yes
  - No
  - If no, please specify which accommodations were not provided:

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#### Support Services

- 7. How would you rate the support provided by the Disability Services unit?
  - Excellent
  - Good
  - Fair
  - Poor
  - Comments:
- 8. How effective was the counseling and mentoring support you received?
  - Excellent
  - Good
  - Fair
  - Poor
  - Comments:
- 9. How would you rate the availability and usefulness of assistive technology provided?
  - Excellent
  - Good
  - Fair
  - Poor
  - Comments:



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#### Academic Experience

10. How would you rate the inclusivity of teaching practices and learning environments?
- Excellent
  - Good
  - Fair
  - Poor
  - Comments:
11. Were exam accommodations (e.g., alternative formats, extended time) satisfactory?
- Yes
  - No
  - If no, please provide details:
12. How would you rate the overall academic support provided by your faculty and staff?
- Excellent
  - Good
  - Fair
  - Poor
  - Comments:
- 

#### Campus Life

13. How inclusive do you find campus events and extracurricular activities?
- Excellent
  - Good
  - Fair
  - Poor
  - Comments:
14. Do you feel a sense of belonging and inclusion within the campus community?
- Yes
  - No
  - Comments:
- 

#### Suggestions and Additional Feedback

15. What improvements would you suggest for enhancing the accessibility and inclusivity of our institution?



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16. Please provide any additional comments or feedback regarding your experience as a disabled student at this institution.

#### 7.4 UUC Monthly meeting form

##### Monthly Meeting

###### 1. Meeting Details

- Date: \_\_\_\_\_
- Time: \_\_\_\_\_
- Location: \_\_\_\_\_
- Chairperson: \_\_\_\_\_
- Participants: \_\_\_\_\_

###### 2. Agenda

1. Welcome and Introductions
2. Review of Previous Meeting Minutes
3. Project Status Updates
  - o Process-Management:
  - o Outputs and Products:
4. Discussion of Key Findings
5. Action Items Review
6. Stakeholder Feedback
7. Policy and Compliance Updates
8. Upcoming Activities and Events
9. Open Discussion
10. Summary and Next Steps



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### 3. Action Items

Action Item	Responsible Party	Deadline	Status
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### 4. Feedback and Suggestions

- Participant Feedback:

○ \_\_\_\_\_

○ \_\_\_\_\_

○ \_\_\_\_\_

- Suggestions for Improvement:

○ \_\_\_\_\_

○ \_\_\_\_\_

○ \_\_\_\_\_

### 5. Next Meeting

- Date: \_\_\_\_\_

- Time: \_\_\_\_\_

- Location: \_\_\_\_\_

