

Questionnaire for Monitoring visit to the project:

**Strengthening Capacities for Higher Education of Pain Medicine in Western Balkan Countries/HEMP 585927-EPP-1-2017-1-RS-EPPKA2-CBHE-JP**

**IMPLEMENTATION**

**I General aspects**

**Questions**

**Answers**

1.a) Original timetable respected

Yes  No

In the upcoming period, we will have problems with the call for tenders for equipment. There are two reasons for this: money for the equipment was paid late-December, January, and the second reason is the delay in forming the government after the election. Tender approval is required by the Government's consent.

1.b) Responsibilities of the different WPs respected

Yes  No

If your answer is no, provide short explanation

1.c) Availability of Quality Assurance Plan

Yes  No

If your answer is no, provide short explanation

1.d) Describe the internal QA measures implemented

Education of teaching staff from PCs,  
Organizing Pain Courses in PCs  
Medical pain as an elective subject at the  
Faculty of Medicine  
Graduation work for a student of medicine  
from postoperative pain

1.e) Explain how the observations from the QA measures are taken into account in the on-going implementation of the project

1.f) If applicable, on which criteria has the independent external evaluator been selected?

1.g) Percentage of deliverables completed (as compared to the planned work programme until the monitoring visit)

Figure (%):25%

1.h) Indicate the activities implemented and outputs achieved

WPs	Activity implemented	Outputs achieved
WP 1	Comparative analysis of education offer in Pain Medicine	Report about education offer in Pain Medicine
	Comparative analysis of Labor market needs	Report about Labor market needs
WP 2	Development of curricula for PM study program	Accreditation of new study programs of pain medicine in the near future
WP 3	Development of LLL courses and interventional pain medicine courses	LLL courses for doctors in Primary Care
WP 4	Establishment of Academic network	Academic Network will establish a medical faculty in Belgrade
WP 5	Project dissemination	Promotion of HEPMP website
WP 6	Quality control of project	Quality control board, development of control plan for quality assurance in teaching process, regular Quality board meetings, evaluation of student and

		participant satisfaction and monitoring visits by external evaluators.
WP 7	Management	Establishment of management board, Creation of project management guide, Kick off meeting, Regular management board meetings, Making a regular reports and final report
1.i) Website created and maintained to be up-to-date?		Yes <input type="checkbox"/> No <input type="checkbox"/>
If your answer is no, provide short explanation		
1.j) Link of the web page		<a href="http://hepmp.med.bg.ac.rs/">http://hepmp.med.bg.ac.rs/</a>
1.k) Quantitative statistics on the level of use of the project website (e.g. number of visits)		Figure (%):.....
1.l) EU Logo present and clearly visible on the project website and on the project outputs?		Yes <input type="checkbox"/> No <input type="checkbox"/>
1.m) Disclaimer included in the publications		Yes <input type="checkbox"/> No <input type="checkbox"/>
1.n) Percentage of total budget used until the monitoring visit		Figure (%):UNTZ 15,06% BL 15,06%
1.o) The work programme, timetable and contractual requirements for equipment purchase/usage is respected		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
If your answer is no, provide short explanation		
1.p) Type of equipment acquired: a) books and pedagogic material; b) audio-visual equipment; c) Computers and software; d) lab material; e) others		a) <input type="checkbox"/> b) <input type="checkbox"/> c) <input checked="" type="checkbox"/> d) <input type="checkbox"/> e) <input checked="" type="checkbox"/>
<b>II For Training/Mobility Activities</b>		
2.a) List staff/teacher training (student mobility) and upskilling activities that have taken place		Education of teaching staff in courses organized in PgCs
2.b) List staff/teacher training (student mobility) and upskilling activities that are planned for future		Organizing pain courses with involving of trained staff
2.c) Number of partner country "HEIs' students" trained		Trained (n°):
		0
2.d)_Number of partner country "HEIs' academic staff" trained training		Trained (n°):
		UNTZ 3 BL 3

2.e) Number of partner country "HEIs' administrative staff" trained		Trained (n°):
		0
2.f) Number of partner country "non-HEI individuals" trained (priv. sector, NGOs, servants)		Trained (n°):
		.....
2.g) How have the participants in the teaching/training activities been identified? What measures have been taken to ensure balance in terms of gender, age, experience, profile, etc.?	Academic members of the team are selected from the areas that deal with pain: anesthesiologist, neurologist and psychiatrist, two men and 1 woman, middle age with long experience.	
<b>III Only for curriculum development projects</b>		
3.a) Explain shortly to what extent are the courses developed/updated/accredited in line with the Bologna Principles	.....	
3.b) Explain shortly piloting/testing activities planned/implemented (relevance of target groups involved - profile and n°; satisfaction surveys in place; etc.)	.....	
3.c) New/updated courses DEVELOPED as a % of the number of expected courses in the proposal	Figure (%):.....	
3.d) New/updated courses RECOGNISED/ACCREDITED as a % of the number of expected courses in the proposal	Figure (%):.....	
3.e) New/updated courses IMPLEMENTED/DELIVERED as a % of the number of expected courses in the proposal	Figure (%):.....	
3.f) Level of new(/updated) courses : a) short cycle, b) BSc, c) MSc/MA, d) PhD e) vocational training	<b>a) short cycle</b> <input type="checkbox"/> b) BSc <input type="checkbox"/> c) MSc/MA <input type="checkbox"/> d) PhD <input type="checkbox"/> e) VET <input type="checkbox"/>	
3.g) Type of recognition : a) HEI degree, b) national degree, c) multiple degree, d) joint degree	a) <input type="checkbox"/> b) <input type="checkbox"/> c) <input type="checkbox"/> d) <input type="checkbox"/> e) <input type="checkbox"/>	
3.h) Volume (in ECTS) or new/updated courses		
3.i) The new study programme includes : a) placements/internships for students; b) career orientation services; c) career development measures	<b>a)</b> <input type="checkbox"/> <b>b)</b> <input type="checkbox"/> c) <input type="checkbox"/> d) <input type="checkbox"/>	
3.j) Number of learners / trainees enrolled (per intake / course delivery)	Figure (n°): 30	
3.k) Type of skills/competence developed : a) transversal/behavioral skills; b) technical /academic /scientific / research skills; c) linguistic competences;	<b>a)</b> <input type="checkbox"/> <b>b)</b> <input type="checkbox"/> <b>c)</b> <input type="checkbox"/>	
3.l) % of the new curriculum taught in foreign language of the total of new curriculum developed by the project	Figure (%):.....	
<b>IMPACT</b>		
<b>I General aspects</b>		

1.a) Availability of the Dissemination Plan	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
1.b) If your answer is no, provide short explanation	
1.c) How is the dissemination plan implemented? (By whom?)	HEPMP website, Pain medicine textbook for students, Conference of pain medicine, Promotional material, Leaflets
1.d) Which tools are used for dissemination (e.g. newsletters, traditional media (print/television), social media, academic articles, publicity materials, events et.al)? With what frequency?	Social media, Newsletters, traditional media, events. Before and after every planned event(course)
1.e) How is the dissemination data collected, measured and documented to make known the actual impact of the dissemination measures?	Agenda, participation list.....
1.f) Availability of the Sustainability and Exploitation Plan	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
If your answer is no, provide short explanation	
1.g) Describe the measures to guarantee the sustainability of the project outcomes beyond the project lifetime?	<p>Development and implementation of a program of pain medicine undergraduate teaching in universities in PCs</p> <ul style="list-style-type: none"> <li>- Developed Web platform for education and communication through case study selection and analysis between the participating countries will provide permanent exchange of knowledge regarding PM. The result of this permanent exchange of knowledge of PM will be continuous updating of recommendations of standards and procedures regarding PM. All these activities are in the line with World Health Organization strategy Health 2020.</li> <li>- Raising awareness of the need for education in the field of pain medicine amongst healthcare professionals, thereby creating a base from which many doctors will opt for post-graduate education through developed programs in postgraduate studies</li> <li>-Promotion of the activities of the project will raise long-term awareness of professionals and wider public about the need and importance of treatment of pain.</li> </ul>
<b>II Impact at individual level</b>	
2.a) Explain how the project impacts beneficiaries' enrolment rate and/or career development	After the education of family doctors, the Basic Pain Treatment Program will be applied.
2.b) If applicable, have any career guidance/orientation mechanisms for students/ trainees been established?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2.c) Is the participation at the workshops/trainings recognised as career enhancement at the home institutions?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2.d) Attention given to vulnerable groups (disadvantaged, with special needs, refugees, etc.)	Yes <input type="checkbox"/> No <input type="checkbox"/>
2.e) Number of direct beneficiaries in the PCs (/year): academic staff from HEIs	Figure (n°):....
2.f) Number of direct beneficiaries in the PCs (/year): administrative staff from HEIs	Figure (n°):.....
2.g) Number of direct beneficiaries in the PCs (/year): HE students	Figure (n°):.....

2.h) Number of direct beneficiaries in the PCs (/year): non HE individuals	Figure (n°):.....
<b>III Impact at institutional level</b>	
3.a) What are the follow up measures of the staff trainings of colleagues in home university after the EU trainings?	New introduced study program will be an core for future education development.
3.b) New courses / strategies (policies, regulations, etc.) / services (units, centers, etc.) have (/had) an impact beyond the project teams	Yes <input type="checkbox"/> No <input type="checkbox"/>
3.c) New national cooperation activities (MoUs /research projects / joint publications /participation in networks or associations) have been launched in the (PC) HEIs as a result of the project	Yes <input type="checkbox"/> No <input type="checkbox"/>
3.d) New international cooperation activities (/ international agreements / MoUs /research projects / joint publications /participation in networks or associations) have been launched in the (PC) HEIs as a result of the project	Yes <input type="checkbox"/> No <input type="checkbox"/>
3.e) Is the participation in Tempus/CBHE actions part of the wider internationalisation strategy of each of the partners?	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>IV Impact on the HE sector</b>	
4.a) The project contributes to new (/updated) national or regional policies /laws /regulations in HE	Yes <input type="checkbox"/> No <input type="checkbox"/>
If your answer is yes, provide short explanation: By introducing the subject of pain medicine on undergraduate study, there will be created conditions to initiate the initiation of the sub specialization of pain medicine	
4.b) The project contributes to the establishment (/ further development) of external bodies (/associations /agencies)	Yes <input type="checkbox"/> No <input type="checkbox"/>
If your answer is yes, provide short explanation: Promoting the project and introducing the topic of pain medicine on undergraduate study will raise the level of awareness on this topic, which can contribute to a better publication of the existing pain relief association	
4.c) The project has improved the excellence/ competitiveness/attractiveness of the Higher Education institutions	Yes <input type="checkbox"/> No <input type="checkbox"/>
4.d) What innovative elements (for the departments/faculties, the HEIs, the society at large) can be identified	Improving pain knowledge as well as raising awareness of pain medicine will contribute to a greater interest in this topic, which can contribute to improving the existing curriculum and introducing new ones.
<b>V Impact on the society as a whole</b>	
5.a) The project contributes to engaging PC HEIs in new cooperation modalities with employers and other stakeholders (e.g. NGOs, associations etc.)	Yes <input type="checkbox"/> No <input type="checkbox"/>
If your answer is yes, provide short explanation: The introduction of the subject of pain medicine in undergraduate teaching will popularize this topic, which opens the way for the interest of other institutions and the involvement of the university in organizing activities that deal with this topic.	
5.b) The project contributes to improving lifelong learning approaches in the PC HEIs	Yes <input type="checkbox"/> No <input type="checkbox"/>
If your answer is yes, provide short explanation: Courses on pain medicines organized during the project are the basis for continuing LLL courses in the future	
<b>VI Sustainability</b>	

6.a) Adequacy of the (PC) HEIs institutional support for maintaining the project results	Scale (1-weak, 2-fair, <b>3-good</b> , 4-very good):
6.b) Adequacy of the external support provided for sustaining the project results	Scale (1-weak, 2-fair, <b>3-good</b> , 4-very good):
6.c) Have the project encountered any specific factors /constraints/obstacles/problems that have affected the sustainability of the project results? If so, what exactly and remedial actions have been taken?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If your answer is yes, provide short explanation	
6.e) Sources of financial (/logistic) support for sustaining the project results from: a) partner HEIs, b) public authorities in PCs, c) NGOs, d) private sector, e) the EU, f) others	a) <input type="checkbox"/> b) <input type="checkbox"/> c) <input type="checkbox"/> d) <input type="checkbox"/> e) <input type="checkbox"/> f) <input type="checkbox"/>
<b>QUALITY OF PARTNERSHIP AND COOPERATION</b>	
<b>I Organization of the project teams</b>	
1.a) Number of project management meeting held	Figure (n°):4
1.b) Regular communication is done via: a) e-mail, b) Skype, c) phone, d) e-platform, e) Dropbox, f) other	a) X <input type="checkbox"/> b) <input type="checkbox"/> c) X <input type="checkbox"/> d) <input type="checkbox"/> e) <input type="checkbox"/> f) <input type="checkbox"/>
1.c) How decision making process is conducted?	Via regular meetings
1.d) How is the project data collected, monitored and shared?	Electronic media
1.e) Shortly explain/justify the share of responsibilities between partners and in particular the role given to Partner country partners	All team coordinators are in charge of organizing the project implementation in their country with the obligation to regularly report on the activities undertaken
1.f) Partners are aware of the global progress of the project?	Scale (1-weak, 2-fair, <b>3-good</b> , 4-very good):
1.h) Involvement of students in the project implementation	Yes X <input type="checkbox"/> No <input type="checkbox"/>
<b>II Partnership Agreement</b>	
2.b) Partnership Agreement signed	YesX <input type="checkbox"/> No <input type="checkbox"/>
If your answer is no, provide short explanation	
2.a) Partnership Agreement prepared in line with EACEA template	YesX <input type="checkbox"/> No <input type="checkbox"/>
2.c) Type of Partnership Agreement a) bilateral, b)multilateral	a) <input type="checkbox"/> b) <input type="checkbox"/>
<b>III Financial Management</b>	
3.a) Partners have been familiarized with the rules for managing the grant	YesX <input type="checkbox"/> No <input type="checkbox"/>

3.b) Has the project been given an own identification number/account for the financial management?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
3.c) How is the financial management/accounting organised by the Coordinator?	
3.d) Who is authorised to accept expenses to the project?	University
3.e) How is done the follow-up of expenses? By excel sheets?	By excel sheets
3.f) Regular financial monitoring in place	Yes <input type="checkbox"/> No <input type="checkbox"/>
3.g) How often do the co-beneficiaries report their expenses?	According to the Project plan
3.h) How and when are payments/reimbursements done to the co-beneficiaries?	According to the Project plan
3.i) Are copies of receipts/invoices of co-beneficiaries kept?	Yes
3.j) Who keeps justifications, how and when are justifications transmitted to the Coordinator?	A person at the University working on projects, Jelena Rozic
3.k) On which basis funds are transferred to co-beneficiaries? Claim from co-beneficiaries?	Payments are made on the basis of reports submitted
3.l) Are the costs incurred so far in line with the estimated budget?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
3.m) Rules for tendering respected (if applicable)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>RELEVANCE</b>	
1.a) Is the project implemented in line with the initial proposal?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
If no, please describe the changes (if any) that have occurred	
1.b) How is the project related to the transparency and convergence tools developed in the context of the Bologna Process policies (e.g. ECTS, DS, study cycles, EQF, QA, etc.)	.....
1.c) To what extent does the project contribute to EU Cooperation & Development policies?	.....
1.d) What level of synergies exists between this project and other existing cooperation activities between PC and EU HEIs	.....
1.e) Extent to which the recommendations given by the evaluation experts have been taken into account	.....