

## ANNEX IV

### Final Report on implementation of the project (FR)

### Summary report for publication and

### Financial Statement

## T E M P U S I V

(Fourth Call for proposals EACEA N° 32/2010)

### Joint Project / Structural Measure

**517336-TEMPUS-2011-SMHES**

(Agreement No.)

<u>FINAL REPORT</u>	<u>DEADLINE</u>
<ul style="list-style-type: none"><li>• Final Report on implementation of the project (FR)</li><li>• Summary report for publication</li><li>• Financial statement including request for payment and the financial tables for each budget heading.</li><li>• an external audit report on the action's financial statements and underlying accounts for grants of EUR 750 000 or more</li></ul>	<p><b><u>Two months</u> after the end of the eligibility period</b></p>

#### Structure of the Report

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**One original (with copy of supporting documentation) and two copies (one of which with copy of supporting documentation) are to be sent by the deadline by registered mail (date as per postmark) to:**

Klaus Haupt  
Head of Unit  
Education, Audiovisual & Culture Executive Agency  
EACEA / P10 Tempus  
BOUR 02/17  
Avenue du Bourget, 1  
B-1140 Brussels – Belgium

**Please also send an electronic version to: [eacea-tempus-project-management@ec.europa.eu](mailto:eacea-tempus-project-management@ec.europa.eu) when submitting the paper version of the Final Report.**

**We kindly ask you to enclose with your report, a sample of the most important promotion materials produced during your project (such as publications, brochures, leaflets, reports, etc.) which can provide clear evidence of the outcomes of your project.**

## DECLARATION

This declaration should be completed and signed by the following people:

1. the contact person at the co-ordinator (institution);
2. the person who is legally authorised to represent the co-ordinator (institution).

*We, the undersigned, certify that we have submitted all the required documentation, including the documents listed in the checklist.*

*Furthermore, we certify that the information given in this final report and financial statement is correct to the best of our knowledge and complies with the requirements of the provisions of Article II.15 of the grant agreement.*

*We are aware that amendments to these documents will not be accepted after the date of submission.*

Name of the co-ordinator (institution): Warsaw University of Life Sciences - SGGW

Name of the contact person: Prof. Dr. Stefan Ignar

Function: Head of Department

Done at: Warsaw

Date: 14.07.2015

Signature: .....

Seal of the co-ordinator (institution):

Name of the legal representative: Prof. Dr. Marek S. Szyndel

Function: Vice Rector for International Cooperation

Done at: Warsaw

Date: 14.07.2015

Signature: .....

## FINAL REPORT ON IMPLEMENTATION OF THE PROJECT

### PART I: ACTIVITIES CARRIED OUT

For each section indicated below, please provide a **short description** of the **activities carried out** since the submission of the Intermediate Report and describe the main changes that have occurred in the plans described in the Intermediate Report.

#### Development of programmes and courses

Please indicate which activities have been carried out for the development of the new teaching/training programme(s).

Following the development of two sectoral qualification frameworks in the areas: food products from plant raw materials and food product of animal origin, each Russian partner University has developed modular training programs and modular curricula of staff development and professional upgrading by complementary training. These modules were decided according to analysed needs and retrained staff members capacities. Following modules were established at particular partner Universities:

1. Moscow State University of Food Production;  
"Modernization of Higher Education. Bologna and Copenhagen processes. Qualifications Framework. Problems and Prospects".
2. Far Eastern Federal University (Vladivostok):
  - a) "Principles of the development of educational programs",
  - b) "Modernization of the educational programs of vocational education, ensuring the flexibility and customization of the learning process with the use of new technologies",
  - c) "Complex methodological maintenance of the learning process during the introduction of the State Educational Standards of higher complementary training",
  - d) "Qualification levels as the overall context of development of qualifications".
3. Omsk State Agrarian University;  
"Development and implementation of qualification frameworks"
4. Saratov State Agrarian University;  
"Ensuring the quality of training of the teaching staff in the food industry",
5. St. Petersburg National Research University of Information Technologies, Mechanics and Optics;  
"The Bologna process and the modernization of the higher education system",
6. Kemerovo Technological Institute of Food Industry;  
"Modernization of higher education system".

Above purposely developed training modules were incorporated into formal systems of professional upgrading trainings at partner Universities. These training programmes referred to the knowledge, competencies and skills described in the newly developed sectoral qualification frameworks based on a study of opinions of employers, as well as in accordance with the experience of foreign partner universities involved in the project. They will be constantly evaluated during future implementation and they will be accordingly upgraded due to development of the process of reform of higher education system in Russian Federation.

#### Restructuring: university management and governance

Please provide information on the activities carried out during this period relating to the introduction of institutional changes in the partner country beneficiaries (institutions) or at national level (capacity, management, governance, quality assurance, links with labour market, etc.).

At each Russian partner University training center was established within the University Educational Departments. These training centers are devoted to delivering training courses on

developing and implementing new study programmes compatible with sectoral Qualification Frameworks. Presentation equipment and computers will be used in these centers for training courses classroom and distant learning delivering.

#### **Mobility and training activities for staff and students**

Please provide a description of the activities carried out in order to train staff and/or students from the partner country participating institutions along with an outline of the staff/student mobility scheme implemented in this period.

Partner Universities staff retraining was carried out within the institutional capacity building activities. Staff retraining was provided on developing and implementing of new study programmes compatible with developed Qualifications Framework in Food Science. Ones of retraining means were staff mobilities to EU partner Universities. In total, seven group mobility visits of partner universities staff members were organized (77 mobility flows) to EU partner Universities.

They were also staff retraining courses delivered during annual meetings of Educational Methodological Associations of Russian Universities held at the Moscow University of Food Production where 98 staff members were trained. Additionally 461 persons were trained at partner Universities. Training courses will be continued in future.

There were no student mobilities foreseen in the project activities.

In total there were 201 staff mobilities implemented: 84 E-W, 46 E-E, 64 W-E and 7 W-W. They were designated for staff retraining, project management and monitoring, networking and project results dissemination.

#### **Equipment**

Please provide an outline of the equipment purchased and explain how it has been used during the project lifetime and who has access to it.

At each RF partner university training center was established devoted to development and implementation of study programs compatible with QF in the area of Food Science. Purchased presentation equipment and computers were installed at these centers and they were used for courses classroom and distant learning delivering. Due to the written consent of project officer from 5.11.2012, it was approved that project partners have organized the purchasing of the equipment separately by different Russian universities due to practical reasons, given that the universities are situated far from each other. Lists of equipment planned to be purchased for each partner University were revised according to actual needs and available budget. Partners collected three offers form available vendors and they were checked in collaboration with project contractor. Next, appropriate amounts were transferred to partner university accounts and final payments were done. Coordinating university has collected copies of all relevant documents.

#### **Dissemination and sustainability**

Please describe the actions that have been carried out to disseminate the results of the activities and in order to ensure the future sustainability of these results.

As it was planned in the original application, the results of the project activities were disseminated to the groups not directly involved in the project at two levels:

- within the partner Universities and other consortium members,
- outside the consortium.

The project results were distributed to the partner Universities Rector and Dean offices, responsible for education and student administration. Knowledge gained during mobility stays at EU universities were also presented during internal seminars for academic staff of partner Universities and training courses in order to inform them not only about relevant aspects of sectoral qualification framework development and implementation but also about general objectives of Bologna process and about new teaching methods including ICT methods, distance education and e-learning.

Information web sites was created at the Warsaw University of Life Sciences and at partner universities for supporting dissemination process:

<http://defrus.sggw.pl/>

<http://www.mgupp.ru/nauka/tempus/>

<http://www.kemtipp.ru/index.php?page=tempusIV>

<http://www.dvfu.ru/web/sb/sovesania-tempus-defrus>

[http://ihbt.edu.ru/deyatelnost/mezhdunarodnaya/mezhdunarodnye\\_proekty8/proekt\\_tempus\\_defrus3/](http://ihbt.edu.ru/deyatelnost/mezhdunarodnaya/mezhdunarodnye_proekty8/proekt_tempus_defrus3/)

<http://www.omgau.ru/students/mezhdunarodnye-proekty/index.php>

<http://www.sgau.ru/kafedry/texnologiya-produktov-pitaniya/mejdunarodnoe-sotrudnichestvo>

- Brochure by Edelev D, Kantere V, Matison, V, Ignar S. "Modernization of Higher Education. Bologna and Copenhagen processes. Qualifications Frames. Main Issues and Perspectives" was published in Russian and in English and it was distributed to the partner Universities.

- DEFRUS project and its actual results were presented during three international events organized in Moscow by the State University of Food Production:

- a) I International forum "Innovative technologies ensuring the safety and quality of food" 22-25 October 2012.
- b) II International forum "Quality and food safety. Trainings for food industry" 15-18 April 2013.
- c) III International forum "Innovative technologies ensuring the safety and quality of food. Problems and prospects " 12-14 March 2014.

These events were combined with the annual meetings of two Educational and Methodological Associations of Russian Universities in the Area of Food Science.

- Another meetings where project results were presented:

International seminar "Sectoral qualification framework in the food industry: the modern trends of the European education space and Russian business", St. Petersburg, June 3-6, 2013

Project closing conference organized at the Moscow State University of Food Production, 15-18 February 2015.

General Assembly of the ISEKI – Food Association, Athens, May 23, 2014.

International Conference "Qualifications for the labour market. Sectoral qualifications frameworks as new tools for managing competences", Warsaw, 23-24 April 2015.

- Six papers were published in the Russian professional journal "Food industry":

1. "International experience in improving the training of specialists in the food industry: reform and prospects", № 7, 2012, p. 34-37.
2. "Modernization of higher education in Russia. Training for the food industry", No 12, 2012, p. 38-40.
3. "System of training highly qualified specialists for the food industry on the basis of qualifications frameworks", № 1, 2013, p. 26-31.
4. "System of quality assurance of the educational process in training for the food industry", № 2, 2013, p. 42-47.
5. "Current status and trends in the development of education in high school", № 2, 2013, p. 52-53.
6. "Improving the system of higher education in Europe", № 3, 2013, p. 54-57.

-One paper was published in Russian professional journal “Oil industry”;  
“Modern trends in education in high school”, № 1, 2013, p. 36-39.

-Three papers were published in the Russian professional journal “Food Processing Industry”:

1. “Diversification and integration of higher education systems”, №2, 2013, p. 26-28.
2. “Qualification structure in vocational education”, №2, 2013, p. 30-31.
3. “Aligning learning outcomes of the program objectives and the cycle descriptors. An example of a master's degree in food production”, №2, 2013, p. 32-33.

- Short information entitled “Russians to discover food technology campus” was printed in Italian newspaper “Corriere di Forli e Cesena” in Bologna describing visit of Russian partner universities staff members within the framework of Tempus DEFRUS project.

- Two set of textbooks containing information on project results were printed:

1. “Study program on “Access of Russia to WTO: problems and perspectives” on the basis of competence approach and credit transfer system”, Moscow State University of Food Production, Moscow 2013.
2. “Russian trade policy in the context WTO membership”, Moscow State University of Food Production, Moscow 2013.

-Two proceedings of scientific papers were edited:

1. "Sectoral qualification framework in the food industry: the modern trends of the European education space and Russian business", St. Petersburg National Research University of Information Technologies, Mechanics and Optics, St. Petersburg, June 3-6, 2013, pp. 88.
2. «III International Forum" Innovative technologies to ensure the safety and quality of food. Problems and prospects ", Moscow State University of Food Production, , Moscow, March 12-14, 2014, pp. 165.

Future sustainability of DEFRUS project results will be ensured by enhancing Bologna process implementation at Russian Universities by introducing learning outcomes and competence approach into new educational standards and curriculum development according to newly developed qualification framework for food science and technology sector.

## **PART II: PROJECT OUTCOMES AND IMPACT**

**By responding to the following questions, please provide an overview of the overall project achievements, demonstrating how the objective of the project has been met and the impact of the project outcomes.**

### **Overall achievement level and impact**

- Please indicate which national/regional priorities have been addressed by the project (as outlined in the Call for proposal and original application) and describe the main results achieved by the project in addressing these priorities.
- Has the project achieved its set objective and does it match the needs identified in the original application? If yes, could you please describe how? If not, could you explain the reasons why?
- Please describe any positive changes, as a result of the project, in terms of institution management, individual behaviour, teaching methodology, course content, teaching/learning processes and any benefits to managers, teaching staff, students and other target groups.
- Please describe the opportunities that are being created by the project beyond the specific objectives in particular in relation to graduate employability and/or increased cooperation between university(ies) and the non-academic sector.
- Please describe the impact of the project on the reform of higher education in the partner country(ies).
- Please describe the impact of the project on the economic and/or social reforms in the partner country(ies).

Project DEFRUS directly addressed 2010 Tempus national priority for Structural Measures projects for Russian Federation within the issue Higher Education and Society – “Qualification frameworks” as outlined in the “Call application guidelines” and described in original application. As it was foreseen, “Qualification Framework for Food Science studies at Russian universities” has been developed according to the actual theory and knowledge and current legislative rules, with application of adequate methodology and in a transparent way, with involvement of relevant stakeholders.

Three planned general outcomes, being the project main results: “Developed OF in the area of Food Science in RF”, “Created training centers at partner universities” and “Training courses developed” were fully achieved during project implementation and they directly addressed above mentioned national priority.

The project has achieved its set objectives as given in the original application. Both, wider objective – “Enhancement of quality and relevance of higher education in Russian Federation and increasing convergence with EU developments through elaboration of qualifications framework” and three specific objectives: “Comparative analyses of existing standards and methodologies of QF development in food science”, “Development of sector QF for food science studies at Russian universities” and “Training courses on developing and implementing new study programs compatible with QF in food science” were fully accomplished matching the needs identified in the original application: needs for reform of Russian higher education system due to Bologna process implementation and needs for support of food sector – the vital sector of Russian national economy.

The following positive changes resulted directly from project realisation:

- Intensive retraining of partner universities staff members increased their knowledge on the modernisation of higher education based on Bologna process and on the creation of sectoral qualification frameworks with the Bologna descriptors.
- Transfer of EU partner universities experiences on implementing QF in curricula development and on modern teaching methodology has improved educational process at partner universities.
- Developed methodology for incorporating the views of employers in defining professional descriptors will improve employability of graduates.
- Several staff members of Russian universities during mobility stays at EU universities get acquainted with different university management aspects, which resulted in improvement of partner Universities management.

Above described project resulted positive changes at partner Universities brought benefits for three main target groups: teachers, students and university managers.

Active dissemination of project results among partner universities – direct members of project consortium and to other higher education institutions providing education in Food Science and Technology (via Educational and Methodological Associations of Russian Universities) would enhance development of study programs and curricula at these universities within being in force federal educational standard of 3th generation. Modular system of training courses with assigned ECTS and student assessment will increase the student mobility creation of educational networking and cooperation between universities. It will also allow for creation of framework for the recognition of diplomas in the educational international community.

Project partner universities increased mutual cooperation with the non-academic sector. During development of qualification framework opinions of Russian employers from food technology sector were analyzed and taken into account. Surveys were conducted by questionnaire method. Professional competences were defined on the basis of the assumed generalized job functions agreed with the employers. Cooperation with employers in some cases lead to signing of bilateral agreements allowing for its formalizing. All these activities will allow for strengthening of practice focused component of student trainings and for adaptation of study programs towards present-day features and needs of labour market. It will eventually lead also to increasing of

graduates employability.

Project has substantial impact on the ongoing reform of higher education in Russian Federation both on institutional level by leading to introduction of modern educational system consistent with European higher education reform and on national level because newly developed QF in Food Science will be applied for the design of being developed federal educational standards of 4th generation. The importance of the project was acknowledged by the Department of the State Policy in Higher Education of the Ministry of Higher Education and Science of Russian Federation (see attached statement), whose representatives took part in the project activities; the results will be applied for the design of new national educational standards and development of Higher Education reform policy.

DEFRUS project results are also important for social and economic reforms in Russian Federation. They support directly upgrading of the level of professional training and qualification of specialists in vital sector of Russian economy which is Food Industry. Also these results influence implementation of Russia's Food Security Doctrine (adopted in 2010) aiming to guarantee reliable food supplies for the population by supporting modern agriculture, a high-tech food industry, a competitive trading system, and modern machinery production.

### **Obstacles and shortcomings**

Please describe any obstacle and/or shortcoming experienced during the project lifetime and the measures taken by the project team to address them.

The one serious encountered obstacle, as it was described in Interim Report, were substantial changes in project consortium composition and related changes of staff members directly involved in project implementation. These changes took part after the project application was sent to EACEA. They were implemented due to the general reform of Russian Federation Higher Education System. One of the aims of the reform was to lower number of over 1 500 higher education institutions in Russia by creating bigger and stronger units. The reform influenced our project consortium in the following way:

1. Moscow State University of Applied Biotechnology (P2) was included into Moscow State University of Food Production (P3). Staff members, organizational units and study programmes are now within the second of above mentioned Universities which maintained the name and address.
2. Pacific State University of Economics (P5) from Vladivostok was incorporated, together with four other educational institutions, into the Far Eastern Federal University.
3. St. Petersburg State University of Refrigeration and Food Engineering" (P6) merged with St. Petersburg National Research University of Information Technologies, Mechanics and Optics and new institution was created named St. Petersburg National Research University of Information Technologies, Mechanics and Optics.
4. Kemerovo Institute of Food Science and Technology (P7) changed name to Kemerovo Technological Institute of Food Industry.

Additionally, there were several changes of contacts persons at Russian partner Universities.

These problems were discussed and solved during the project kick-off meeting held in Moscow in January 2012. Managing group was established from available partner Universities academic staff members and project working groups at particular partner universities were reorganized accordingly and duties and responsibilities were redistributed for actual circumstances.

### **Curricular reform**

- With regard to new/restructured programmes/courses, please indicate:
  - the level of the programme/course implemented (Bachelor, Master, Doctorate, continuing education, further education, upgrading, etc.); the type of course (mandatory course in a regular programme or an optional course); the language of the course;
  - whether the newly developed course is structured according to the three cycle system and using the ECTS;
  - whether a double, multiple or joint degree has been established;



- whether recognition arrangements between higher education institutions in the EU and in the partner countries have been established;
- the target group (students, university staff, managers of education systems, public civil servants, employees in private sector, etc.) and if relevant, the approximate number of students who already attended;
- whether the programme/course was formally recognised, the level (institutional, national, etc.) and the form of recognition (certificate, diploma, degree);
- the teaching material produced and the method (translated, adapted, developed by the beneficiaries, etc.);
- whether teaching methods have been reviewed and are appropriate for the new/restructured programmes/courses;
- whether assessment measures have been introduced for the new courses (by students for instance);

Modular training courses were developed at each partner university as planned in original application for Workpackage 4 (Development of training courses on developing and implementing new study programmes compatible with QF in food science). They were implemented at the level of professional staff development and upgrading courses. They were developed in Russian language.

The main objectives of training activities were:

- To raise the awareness of importance of HE reforms, Bologna Process and QF among target groups,
- To build up skills necessary for project implementation and to ensure sustainability of results,
- To contribute to a nation-wide staff development scheme for Russian universities.

As described in Part I (Development of programmes and courses) following modules were established at particular partner Universities:

1. Moscow State University of Food Production;

“Modernization of Higher Education. Bologna and Copenhagen processes. Qualifications Framework. Problems and Prospects”.

2. Far Eastern Federal University (Vladivostok):

a) “Principles of the development of educational programs”,

b) “Modernization of the educational programs of vocational education, ensuring the flexibility and customization of the learning process with the use of new technologies”,

c) “Complex methodological maintenance of the learning process during the introduction of the State Educational Standards of higher complementary training”,

d) “Qualification levels as the overall context of development of qualifications”.

3. Omsk State Agrarian University;

“Development and implementation of qualification frameworks”

4. Saratov State Agrarian University;

"Ensuring the quality of training of the teaching staff in the food industry",

5. St. Petersburg National Research University of Information Technologies, Mechanics and Optics;

“The Bologna process and the modernization of the higher education system”,

6. Kemerovo Technological Institute of Food Industry;

"Modernization of higher education system”.

Above purposely developed training modules were incorporated into formal systems of professional upgrading trainings at partner Universities. These training programmes referred to the knowledge, competencies and skills described in the newly developed sectoral qualification framework.

Main target groups were: academic decision makers, academic staff at large (in particular those responsible for curriculum design and teaching activities) and administrative staff at the faculty/department level (directly responsible for organization of teaching & learning).

Number of trainees who attended were as follow:

1. Moscow State University of Food Production; 62,

2. Far Eastern Federal University (Vladivostok); 177,

3. Omsk State Agrarian University; 19,

4. Saratov State Agrarian University; 143,
5. St. Petersburg National Research University of Information Technologies, Mechanics and Optics; 108,
6. Kemerovo Technological Institute of Food Industry; 35.

Total number of trainees was 559 persons.

These courses were formally recognized at the institutional and national level and the form of recognition was certificate which is taken into account for staff members promotion. The teaching materials were produced by translation and adoption of collected and developed information during project implementation. Proposed teaching method were decided by each partner university working groups. Training courses will be constantly evaluated during future implementation and they will be accordingly upgraded due to development of the process of reform of higher education system in Russian Federation.

#### **Governance reform**

Were changes at institutional level introduced (establishment of units, new faculties, international relations offices, etc.)? If so, what is the statute of the new unit(s) within the institution(s) concerned? What kind of financial support and staffing arrangements will be provided in the future? Did the project introduce any reforms in university governance (i.e. decision process, autonomy, accountability)? If yes, please describe these reforms and the institutional support given by academic and local authorities.

Were changes in the national higher education structure and system supported by the project (establishment of representative bodies, associations, agencies for quality assurance, development of roadmaps for national reforms, national certification and qualification systems, etc.)? If yes, please describe the project contribution to the reforms and the involvement and support given by local authorities.

At each Russian partner University training center was established (or upgraded if they were already created in another projects) within the University Educational Departments. These training centers are devoted to delivering of professional upgrading training courses on developing and implementing new study programmes compatible with sectoral Qualification Frameworks. Presentation equipment and computers will be used in these centers for training courses classroom and distant learning delivering.

#### **Links with society**

Did the project help to strengthen the role of higher education institutions in society at large (contributing to the development of lifelong learning, addressing the knowledge triangle, establishing links with the labour market, etc.)? If yes, please describe how these links have been institutionalised.

Implementation of the DEFRUS project strengthened the role of participating partner universities in society and increased existing links with the labour market. First, the experience of other projects and teams in Russian Federation in society oriented sectoral qualification frameworks (SQF) was taken into consideration. SQF developed earlier under Tempus project (Regional Qualification Framework for Chelyabinsk region and the SQF for the aviation sector) and National Qualification Framework developed by the Russian Centre of VET Studies were studied by project team in order to get acquainted with the applied methodology and results. Next, surveys and studies were conducted on the external stakeholders (food technology employers) opinions on the development of Russian sectoral qualification frameworks in the food science. During these studies partner universities has established close mutual cooperation with surveyed institutions. These surveys were conducted in 6 regions of Russian Federation:

- Central (Moscow)
- Northwest (Saint-Petersburg)
- Volga (Saratov)
- Western Siberia (Omsk)
- Far East (Vladivostok)
- East Siberia (Kemerovo).

There were in total 44 employers involved into these survey.

Cooperation with employers in many cases lead to signing of bilateral agreements allowing for

its formalizing. These agreements consider student placement for practical trainings and externships and oriented student thesis subjects towards issues proposed by private sector. Employers have also realized that higher education institutions are willing to cooperate and to coordinate educational programs in the development of professional competencies that meet the requirements of the labor market, as well as common cultural competence demanded by society.

#### **Mobility and training activities for staff and students:**

- Please describe how the mobility and training activities have contributed to the achievement of the project objectives.
- Please describe the selection criteria used for mobility and training and indicate how the home institutions evaluated and recognised this mobility or took it into consideration, once it had been carried out.
- In the framework of student mobility and with regard to the recognition of study periods abroad, have agreements been signed between the universities? Was the mobility part of a credit transfer system comparable to the ECTS system? Was it in the framework of a double, multiple or joint degree? If yes, please provide details. If it was not, please indicate on what basis the results achieved by the students were officially recognised?
- Please comment on the assessment of the students' performance by the hosting universities/enterprises and on how the students assessed their stay at the host institution.

Partner Universities staff retraining was carried out within the institutional capacity building activities. Staff retraining was provided on developing and implementing of new study programmes compatible with developed Qualifications Framework in Food Science. One of retraining means were staff mobilities to EU partner Universities. In total, seven group mobility visits of partner universities staff members were organized (77 mobility flows) to EU partner Universities. Additionally, participating staff members got acquainted with new teaching methods like presentation techniques and application of information and communication technologies. Also four staff member from partner Universities took part in mobility scheme in order to learn about different university management aspects.

In order to secure effectiveness and project results sustainability, the selection criteria for these mobilities was direct involvement in project implementation, future potential impact, capacity to train other peoples and language skills.

Results of mobilities have been presented and discussed at the Faculty and Department seminars and during methodological commissions.

Home Universities recognized these retraining results by taking them into consideration during staff evaluation procedures and during staff promotions.

Mobility scheme participants from EU partner institutions were university teachers experienced in study program modernization and implementation of Bologna process.

There were no student mobilities realized within the project framework.

They were also staff retraining courses delivered during annual meetings of Educational Methodological Associations of Russian Universities held at the Moscow University of Food Production where 98 staff members were trained. Additionally 461 persons were trained at partner Universities. Training courses will be continued in future.

In total there were 201 staff mobilities implemented: 84 E-W, 46 E-E, 64 W-E and 7 W-W. They were designated for staff retraining, project management and monitoring, networking and project results dissemination.

All mobilities were carefully planned and properly organized. The evaluation of the mobilities conducted by the coordinator on the basis of individual mobility reports was very positive. All mobilities were carefully planned and properly organized. The participants expressed their overall satisfaction with transfer of know-how on Bologna process implementation with emphasis on development and implementation of qualification framework. Hosting universities very well prepared all technical aspects of accommodation and technical organization of stay with interesting and intensive programmes.

#### **Equipment**

- How has the equipment been used during the project lifetime and how has it contributed to the project outcomes?

- What are the future plans for the use, maintenance and insurance of all the equipment purchased in the framework of the project?

Purchased presentation equipment and computers were installed at partner university training centers and they were used for project related classroom courses and distant learning delivering. In future, equipment will be used for staff development and professional upgrading trainings. Use, maintenance and insurance of all equipment purchased in the framework of the project will be in future supported by partner Universities from their own budgets.

#### **Academic and administrative management of the project**

- Could you please describe to what extent the institutions from the European Union and partner country(ies) participating in the project were involved and the support they provided, be it academic or administrative?
- Did you encounter any difficulties in the management of the project? If yes, please indicate the type of problems and the solutions identified to address them.

General project management rules were discussed and established during project kick-off meeting held at the beginning of the project at Moscow State University of Food Production. During the project implementation Warsaw University of Life Sciences (WULS), acting as project coordinator, provided necessary administrative support and Moscow State University of Food Production assumed the role of coordinator of Russian project partners. Working groups were appointed at each partner University and they were responsible for project implementation in cooperation with EU partners and with Russian non academic partners. They were also responsible for assuring of the consistence of proposed changes with University capabilities and planned development. Due to participation of high rank administrative and academic staff members, partner Universities provided extended academic and administrative support to implementation of the project activities.

Contact persons from EU universities coordinated their staff members activities related to development of qualification framework and they organized mobility programs for visitors. There were no any noticeable difficulties in the management of the project. Most of the partners from EU and several from Russian Federation cooperated before within Tempus and other international programmes, which has positive impact on current cooperation within DEFRUS project.

#### **Dissemination and Sustainability**

- How did you achieve a multiplier effect of the project? Do you think that the successes will go beyond the immediate target group, for example to the wider education system, local economy and society?
- Do you think that the beneficiaries (institutions) will be able to sustain and develop the achievements of the project? If yes, what measures were set up or are planned to support this continuation? What obstacles were there and what measures were taken to address them?
- Do you foresee any future co-operation between the beneficiaries of your project?
- How do you plan to use the results of the project in the future?
- What measures have been taken to formalise or institutionalise links with local non-university partners?

Successful results of the project will go beyond the immediate target groups at partner Universities positively influencing the ongoing reform of higher education in Russian Federation, both on institutional level by leading to introduction of modern educational system consistent with European higher education reform and on national level because newly developed QF in Food Science will be applied for the design of being developed federal educational standards of 4th generation.

Study programs modernized at particular Russian universities providing education in the area of Food Science with the use of new Qualification Frameworks will get official university recognition and accreditation.

University partners will continue links with local non-university partners on study program content, topic of student thesis and practical placement of students in food sector companies. Bilateral agreements on cooperation with employers signed in several cases lead to formalizing and strengthening of these links.

All university partners will maintain close cooperation in educational reforms between them and

with other Russian universities providing education in Food Science through both above mentioned Educational and Methodological Associations of Universities which are headed by the Moscow State University of Food Production.

The importance of the project was acknowledged by the Department of the State Policy in Higher Education of the Ministry of Higher Education and Science of Russian Federation (see attached statement), whose representatives took part in the project activities; the results will be applied for the design of new national educational standards and development of Higher Education reform policy.

DEFRUS project results are also important for social and economic reforms in Russian Federation. They support directly upgrading of the level of professional training and qualification of specialists in vital sector of Russian economy which is Food Industry. Also these results influence implementation of Russia's Food Security Doctrine (adopted in 2010) aiming to guarantee reliable food supplies for the population by supporting modern agriculture, a high-tech food industry, a competitive trading system, and modern machinery production.

Intensive future cooperation between the project beneficiaries is foreseen:

Several bilateral cooperation agreement have been signed:

Warsaw University of Life Sciences with: Omsk State Agrarian University, Saratov State Agrarian University and Kemerovo Technological Institute of Food Industry,

Polytechnic Institute of Coimbra with: Omsk State Agrarian University and Far Eastern Federal University,

Dublin Institute of Technology with Omsk State Agrarian University,

Alma Mater Studiorum University of Bologna with Far Eastern Federal University,

Jagiellonian University with Omsk State Agrarian University.

Three Russian partner universities have joined ISEKI-Food Association: Kemerovo Technological Institute of Food Industry, Omsk State Agrarian University, Far Eastern Federal University and Saratov State Agrarian University.

Omsk State Agrarian University prepared joint application for Erasmus+ Key Action 1 with Warsaw University of Life Sciences (approved).

Three Russian Universities prepared joint application for EU research grant.

Universidade Católica Portuguesa prepared with Kemerovo Technological Institute of Food Industry application for ERA-IB networking project in the area of Industrial Biotechnology supported by European Community.

Joint project for Erasmus+ Key Action 2 Capacity building in Higher Education was submitted.

#### **Gender balance**

Please explain to what extent the principle of equal opportunities has been taken into account in the project implementation (i.e. gender analysis carried out, presence of women in decision-making bodies, balanced percentage share of women among the teachers or the enrolled students, etc.). Describe how the project helped to promote gender balance and to identify and address factors influencing gender discrimination.

Gender balance aspects analysis shows substantial involvement of women in project activities. Due to predominance of women as staff members and students at Russian Faculties of Food Science women dominated in all project segments. There were about 65% of women among participants of training courses. Women composed 65% of Russian staff member taking part in mobility scheme with 63% participating in Russia – European Union mobilities. Also there are 67% of women among partner Universities contact persons. Project implementation will contribute to the popularization of equal gender status and it will also raise awareness within the participating organizations on how equal opportunities contribute to a satisfying balance between work and private life.

#### **Unexpected outcomes/ spin-off effects**

- Did the project implementation produce any unexpected outcomes or spin-off effects, either positive or negative? If yes, please describe them.

Positive spin-off effects produced during project implementation were related to active networking and bilateral cooperation activities among project partners. As described in **Dissemination and Sustainability** section, several bilateral cooperation agreements were signed between project partners together with new application for different joint projects guaranteeing future co-operation between the beneficiaries.

It was the result of well composed project consortium. Russian partners were active members of Educational and Methodological Associations already taking part in higher education reform in cooperation with Russian Ministry of Higher Education and Science, and EU partners from the other hand were active members of the ISEKI-Food Association – wide international network of Universities dedicated to higher education modernization and implementation of Bologna process including development and implementation of qualification framework.

Project obtained positive feedbacks on two field monitoring visit which took place in the premises of Moscow State University of Food Production (on 1 November 2012 and 13 March 2014) as well as positive results of field monitoring visit to Warsaw University of Life Sciences aimed to assess the performance of the coordinating institution in managing Tempus projects (19-20 November 2014).

Project evaluations:

- Letter from the Department of the State Policy in the Higher Education of the Ministry of Higher Education and Science of Russian Federation.
- Project final results - developed sectoral qualification frameworks in the area of Food Science were positively evaluated by external peer-reviewer professor Tomasz Jankowski from Faculty of Food Science and Nutrition of the Poznan University of Life Sciences – member of Polish Expert Group for Domain-Specific Qualifications Framework for agricultural, forest and veterinary medicine sciences.
- Positively Summary Report on Quality Control and Monitoring was prepared by professor Sławomir Podlaski as internal project implementation evaluation. Professor Podlaski from the Faculty of Agriculture and Biology at Warsaw University of Life Sciences is chairman of Polish Expert Group for Domain-Specific Qualifications Framework for agricultural, forest and veterinary medicine sciences and chairman of Accreditation Committee for Agricultural Universities.

## Statistics and Indicators

This section aims to gather statistical data and indicators of performance covering the entire project duration

### Main targets

Please tick the appropriate box

YES    NO    N/A

#### **Teacher training**

Please indicate whether your project has links, targets or objectives related to teacher training

<b>X</b>		
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#### **VET**

Please indicate whether your project has links, targets or objectives related to Vocational Education and Training

	<b>X</b>	
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#### **Education levels addressed by the project**

Please indicate whether your project has links, targets or objectives related to programmes at :

- Bachelor level
- Master level
- Doctorate level

<b>X</b>		
<b>X</b>		
<b>X</b>		

### Training and mobilities

*Enter the code of the partner country concerned in the first lines and figures in the second and third:*

#### **Training of partner country staff and students**

##### **Number of academic staff from the partner country's Higher Education Institutions trained/retrained**

Please indicate the number of teaching staff (professors, assistants with teaching tasks, etc.) trained and/or retrained during the project lifetime:

	Country Code:	Country Code:	Country Code:	Country Code:	Country Code:
	<b>RU</b>				
Number Male	<b>211</b>				
Number Female	<b>409</b>				

##### **Number of non-academic staff from the partner country's Higher Education Institutions trained/retrained**

Please indicate the number University administrative staff (librarians, staff from the International Office, IT specialists, etc.) trained during the project lifetime:

	Country Code:	Country Code:	Country Code:	Country Code:	Country Code:
	<b>RU</b>				
Number Male	<b>6</b>				
Number Female	<b>11</b>				

##### **Number of staff from the partner country's non Higher Education Institutions trained/retrained**

Please indicate the number of staff of non HEI (enterprises, NGOs, Chambers of Commerce, Government, local administration, etc.) trained during the project lifetime:

	Country Code:	Country Code:	Country Code:	Country Code:	Country Code:
Number Male					
Number Female					

##### **Number of students from the partner countries who have attended programmes/courses developed in the framework of the project**

Please indicate the number of students from the partner countries that have been trained and/or retrained in the programmes/courses developed by the project during the project lifetime:

	Country Code:	Country Code:	Country Code:	Country Code:	Country Code:
Number Male					
Number Female					

#### **Academic/administrative Staff mobility**

##### **Number of partner country - EU mobility flows of more than 2 weeks**

Please indicate the number of partner country staff mobility flows from the partner country to the European Union during the project lifetime:

	Country Code:	Country Code:	Country Code:	Country Code:	Country Code:
Number Male					
Number Female					

**Number of EU - partner country mobility flows of more than 2 weeks**

Please indicate the number of European staff mobility flows from the European Union to the partner country during the project lifetime:

(Host country)

	Country Code:	Country Code:	Country Code:	Country Code:	Country Code:
Number Male					
Number Female					

**Number of partner country – partner country mobility flows of more than 2 weeks**

Please indicate the number of staff mobility flows within the same partner country during the project lifetime:

(Country of origin)

	Country Code:	Country Code:	Country Code:	Country Code:	Country Code:
Number Male					
Number Female					

And between two different partner countries:

Number Male					
Number Female					

**Student mobility**

**Number of partner country - EU mobility flows of more than 2 weeks**

Please indicate the number of partner country student mobility flows from the partner country to the European Union during the project lifetime:

(Country of origin)

	Country Code:	Country Code:	Country Code:	Country Code:	Country Code:
Number Male					
Number Female					

**Number of EU - partner country mobility flows of more than 2 weeks**

Please indicate the number of European student mobility flows from the European Union to the partner country during the project lifetime:

(Host country)

	Country Code:	Country Code:	Country Code:	Country Code:	Country Code:
Number Male					
Number Female					

**Number of partner country – partner country mobility flows of more than 2 weeks**

Please indicate the number of student mobility flows within the same partner country during the project lifetime:

(Country of origin)

	Country Code:	Country Code:	Country Code:	Country Code:	Country Code:
Number Male					
Number Female					

And between two different partner countries:

Number Male					
Number Female					

**Links to European Higher Education policies**

Please tick the appropriate box

**Diploma supplement**

Please indicate whether the project contributes to the introduction of procedures for the issuing of diploma supplements in the partner country university/ies. For information on the diploma supplement:

[http://europa.eu/comm/education/policies/rec\\_qual/recognition/diploma\\_en.html](http://europa.eu/comm/education/policies/rec_qual/recognition/diploma_en.html)

YES	NO	N/A
	X	

**Adoption of a system based on three main cycles, undergraduate (Bachelor), postgraduate (Master) and Doctorate**

X		
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Please indicate whether your project contributes to the adoption of a system based on three main cycles.

**Introduction of double/multiple or joint degrees**

	X	
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Please indicate whether in the framework of your project the institutions involved plan to develop/issue double/multiple or joint degrees.

**Establishment of an ECTS system**

X		
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Please indicate whether your project contributes to the introduction and/or development of the European Credit Transfer System at the co-beneficiary partner university(ies). For information on ECTS:

[http://europa.eu/comm/education/programmes/socrates/ects/index\\_en.html](http://europa.eu/comm/education/programmes/socrates/ects/index_en.html)

**Promotion of quality assurance procedures at institutional or national level**

X		
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Please indicate whether the project contributes to the enhancement of the partner country university/ies strategies for quality assurance. For information on the 'Standards and guidelines for quality assurance in the European higher education area': [http://www.bologna-bergen2005.no/Docs/00-Main\\_doc/050221\\_ENQA\\_report.pdf](http://www.bologna-bergen2005.no/Docs/00-Main_doc/050221_ENQA_report.pdf)

**Qualification frameworks**

X		
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Please indicate whether the project contributes to the development of national qualification frameworks and implementation at university level, in line with the European Qualification Framework's principles. For information on the European Qualification Framework: [http://ec.europa.eu/education/lifelong-learning-policy/doc44\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/doc44_en.htm)

**Lifelong learning policies and approaches**

	X	
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Please indicate whether your project contributes to developing lifelong learning approaches

For information on Life Long Learning European policy: [http://ec.europa.eu/education/lifelong-learning-policy/doc28\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/doc28_en.htm)

**Modular curriculum structure**

X		
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Please indicate whether your project contributes to the promotion of modular curriculum structure.

**New teaching and learning methods**

X		
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Please indicate whether the project contributes to the development of new teaching/learning methods at the partner country university/ies.

**E-Learning**

	X	
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Please indicate whether the project contributes to the development of an e-learning strategy at the partner country university/ies.

**University/Enterprise cooperation**

X		
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Please indicate whether the project foresees the implementation of co-operation activities between the partner country university/ies and the private sector.

**Links to the labour market in degree programmes**

X		
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Please indicate whether the new/restructured curriculum/curricula is/are being developed in order to respond directly to the needs of the local and national labour market, i.e. through internships, intensive training in the field, etc.

**Links with other EU education programmes**

	X	
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Please indicate whether your project is directly linked to EU educational Programmes other than Tempus such as Erasmus Mundus or the Life Long Learning Programme. For information on the EU educational programmes:

[http://ec.europa.eu/education/index\\_en.htm](http://ec.europa.eu/education/index_en.htm)

**If yes, please indicate to which EU educational programme your project is linked:**

**EXAMPLE**  
**USE ONE TABLE PER WORK PACKAGE: ADD AS MANY TABLES AS NECESSARY**

**Table of achieved results**

**Insert the title and reference number as indicated in your project proposal**

<u>Title and reference number of the work package (WP)</u>	
<u>Indicators of achievement and or/performance as indicated in the project proposal</u>	

**Insert the indicators of achievement and/or performance as indicated in your project proposal**

Activities carried out for the achievement of this result (entire project period):

<u>Activity N</u>	<u>Activity Title</u>	<u>Start date</u>	<u>End date</u>	<u>Place</u>	<u>Description of the activity carried out</u>	<u>Specific and measurable indicators of achievement</u>
↑ Activity number as indicated in the project ↓	↑ Insert the activity title as indicated in the project proposal ↓		↑ State where and when the activity ↓		↑ Provide a brief description of the activity carried out ↓	↑ Insert specific indicators (qualitative and quantitative) which measure the achievements of the activity result ↓

Changes that have occurred in this result since the previous approved report:

**Describe any change to the activity plan described in the previous approved report**

**Table of achieved results**

<b><u>Title and reference number of the work package (WP)</u></b>	Comparative analyses of existing standards and methodologies of sector Qualifications Framework (QF) development in the area of food science (including three cycles - bachelor, master and doctorate) <b>WP1</b>
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<b><u>Indicators of achievement and or/performance as indicated in the project proposal</u></b>	Sectoral Qualification Frameworks introduced in Russian Federation
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**Activities carried out for the achievement of this result (over the entire project period):**

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
1.1.1	Analyzing of QF development in EU partner countries	01.12	05.12	All partners	The analysis of the state of the art and of recent trends in developing Qualification Framework (QF) in European Higher Education Area with special emphasis on sectoral QF was conducted. National Qualifications Framework in several EU and non-EU countries were compared. The categories and subcategories of core competencies were described. The aspects of education diversity, coordination and convergence of curricula, methods of teaching, learning and assessment were analysed. Written report and publications in professional journal were published.	Written report and publications in professional journal published
1.2.1	Analyzing of QF development in Russian Federation	03.12	06.12	Partner Universities	Relevant Russian federal standards of 3 <sup>rd</sup> generation were analyzed together with recent development in elaboration of National Qualification Frameworks. Also results of other Russian Tempus projects related to development of Qualification Frameworks and works of Russian Centre of VET Studies were examined.	Results of comparison of Russian and international standards
1.3.1	Analyzing of RF employers opinion on	05.12	08.12	Partner Universities	Surveys were conducted by questionnaire method on the external stakeholders (food technology employers)	Results of conducted surveys

	QF development				opinions on the development of Russian sectoral qualification frameworks in the food science. These surveys were conducted in 6 regions of Russian Federation. There were in total 44 employers involved into these survey.	
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**Changes that have occurred in this outcome since the previous approved report**

There was few months delay as compare with original application due to later start of the project implementation as project kick-off meeting was held at the Moscow State University of Food Production on 22-25 January 2012

Please add as many tables as necessary

<b><u>Title and reference number of the work package (WP)</u></b>	Development of QF in the area of food science in RF WP2
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<b><u>Indicators of achievement and or/performance as indicated in the project proposal</u></b>	Sectoral Qualification Frameworks introduced in Russian Federation
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**Activities carried out for the achievement of this result (over the entire project period):**

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
2.1.1	Developing of draft QF with a view to WP1 reports	08.12	12.12	All partners	Draft Qualification Frameworks for Food Science were developed with the use of the results of Workpackage 1.	Developed draft QF for Food Science
2.2.1	Consultation and updating of QF	12.12	02.13	ALL partners	Newly developed QF for Food Science were analyzed and compared with the results of surveys of employers opinions including current situation and expected trends of labour market.	Updated version of QF in Food Science
2.3.1	Self-certification of QF compatibility with EHEA	02.13	04.13	ALL partners	Self-certification of developed QF was performed by representatives of project consortium. It was analyzed for compatibility with the overarching European Higher Education Area framework and with current Russian higher education system and legislation	Final version of QF in Food Science

2.3.2	Adaptation of the final version of sector Qualifications Framework by the Ministry	04.13	05.13	ALL partners	Sectoral Qualification Frameworks being in the sphere of responsibility of the Federal Ministry of Labor and Social protection are not yet in the legal framework of Russia	Sectoral QF approved
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**Changes that have occurred in this outcome since the previous approved report**

Due to legal situation in Russian Federation Qualification Frameworks are not yet within formal regulations of the responsible Ministries and they cannot be formally adapted and approved. In practice they will be used for ongoing development of educational standards of 4<sup>th</sup> generation. See attached letter from the Department of the State Policy in the Higher Education of the Ministry of Higher Education and Science of Russian Federation.

<b><u>Title and reference number of the work package (WP)</u></b>	Capacity building - creation of training centers <b>WP3</b>
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<b><u>Indicators of achievement and or/performance as indicated in the project proposal</u></b>	University teachers and stakeholders retrained
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**Activities carried out for the achievement of this result (over the entire project period):**

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
3.1.1	Establishment of partner universities training centers	03.12	04.12	Partner Universities	Training centers devoted to staff retraining and to development and implementation of study programs compatible with Qualification Framework were created within the structure of Educational Departments at Russian partner Universities.	Established training centers
3.1.2	Purchasing of equipment	05.12	02.15	Partner Universities	Lists of equipment planned to be purchased for each partner University were revised according to actual needs and available budget. Procedures for purchasing of presentation equipment and computers for training centers have been started at partner Universities.	Upgraded training centers
3.2.1	Partner universities staff retraining	04.12	03.15	EU + Partner	Teaching staff of Russian partner Universities involved in courses preparation and implementation were	77 partner Universities staff members retrained

				Universities	retrained during RF – EU mobilities to EU partners. There were 7 one week study trips organized to EU partners with total number of 77 Russian staff members retrained.	
3.3.1	Developing of information database	06.12	04.15	Partner Universities	Project related information web sites have been created at home pages of partner Universities.	Created information web sites

**Changes that have occurred in this outcome since the previous approved report**

Purchase of equipment was delayed in comparison to the project schedule. It was related to the necessity for clarification and explanation of all formalities and rules for Russian partner Universities and to strict keeping of Tempus rules.  
Project related information web sites were created at home pages of all partner Universities for better dissemination effects, instead of one proposed in original application for Moscow State University of Food Production.

<b><u>Title and reference number of the work package (WP)</u></b>	Development of training courses on developing and implementing new study programmes compatible with QF in food science <b>WP4</b>
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<b><u>Indicators of achievement and or/performance as indicated in the project proposal</u></b>	University teachers and stakeholders retrained
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**Activities carried out for the achievement of this result (over the entire project period):**

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
4.1.1	Developing of training courses	04.12	10.12	All project partners	Training courses for partner Universities staff members on developing and implementing of new study programmes compatible with developed Qualifications Framework in Food Science were developed.	Developed training courses
4.1.2	Developing of course materials	08.12	10.12	Partner Universities	Training courses teaching materials were developed and printed as brochure.	Printed training courses teaching materials

**Changes that have occurred in this outcome since the previous approved report**

No major changes have occurred.

<b><u>Title and reference number of the work package (WP)</u></b>	Implementation of training courses on developing and implementing new study programmes compatible with QF in food science <b>WP5</b>
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<b><u>Indicators of achievement and or/performance as indicated in the project proposal</u></b>	University teachers and stakeholders retrained
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**Activities carried out for the achievement of this result (over the entire project period):**

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
5.1.1	Implementation of training courses	10.12	10.14	All project partners	Training courses were delivered at Russian partner Universities. In total 559 persons were trained. Trainees who completed these course received official certificate of respective Russian partner University.	559 staff members retrained
5.1.2	Evaluation of training courses	08.12	01.15	Partner universities	Trainees evaluated implemented courses. The results of the evaluations were analyzed by partner universities training staff members in order to course upgrading.	Training courses evaluated and upgraded

**Changes that have occurred in this outcome since the previous approved report**

No major changes have occurred.

<b><u>Title and reference number of the work package (WP)</u></b>	Quality control and monitoring <b>WP6</b>
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<b><u>Indicators of achievement and or/performance as indicated in the project proposal</u></b>	Existing image of the project. Good communication between project partners.
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**Activities carried out for the achievement of this result (over the entire project period):**

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
6.1.1	Monitoring the project progress with the list of all planned outcomes including the delivery dates and the project milestones	10.11	04.15	All project partners	Project progress was monitored by project coordinator Prof S. Ignar and coordinator of Russian partners activities Prof. V. Matison.	Monitoring reports
6.1.3	Performing internal institutional evaluation – short-term reports carried out by Institutional Project Coordinators (IPC)	10.11	04.15	Russian partner Universities	Institutional Project Coordinators (IPC) - appointed contact persons at Russian partner institutions performed internal institutional evaluation of project implementation	Monitoring reports
6.1.4	Performing external evaluation	03.15	04.15	Russian partner Universities	Final version of developed QF for Food Science was positively evaluated by external peer-reviewer professor Tomasz Jankowski from Faculty of Food Science and Nutrition of the Poznan University of Life Sciences – member of Polish Expert Group for Domain-Specific Qualifications Framework for agricultural, forest and veterinary medicine sciences.	Evaluation report
6.1.5	Executing monitoring visits	10.11	04.15	All project partners	Project coordinator and coordinator of Russian partners activities implemented several monitoring visits for project progress evaluation.	Monitoring reports
6.2.5	Monitoring of the quality of the performed mobilities	10.11	04.15	All project partners	Project coordinator evaluated quality of the performed mobilities on the basis of individual IMRs.	Evaluation reports

**Changes that have occurred in this outcome since the previous approved report**

No major changes have occurred

**Title and reference number of the work package (WP)**

Dissemination  
**WP7**



<b><u>Indicators of achievement and or/performance as indicated in the project proposal</u></b>	Existing image of the project
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**Activities carried out for the achievement of this result (over the entire project period):**

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
7.1.1	Creation of the project web-sites	11.11	01.12	Warsaw University of Life Sciences and partner universities	Project web-site was created on the internet home page of the Warsaw University of Life Sciences and all partner Universities.	Created project websites
7.1.2	Update of the project web-site with reports, guides, regulations	02.12	04.15	Warsaw University of Life Sciences and partner universities	Project web-site was regularly updated with project information materials.	Updated web sites
7.2.1	Preparation of minutes of meetings	01.12	04.15	All project partners	Minutes of the meetings were prepared and distributed among partners.	Printed minutes of the meetings
7.3.1	Integrating dissemination activities in the training courses	04.12	06.14	Partner universities	Training courses content includes dissemination information about project results.	Training courses materials
7.3.2	Organization of the closing conference	02.15	02.15	Moscow State University of Food Production	Closing conference organized at the Moscow State University of Food Production on 15-18 February 2015.	Conference materials
7.3.3	Annual conferences organization providing the sustainability of the project results	10.12	03.14	Moscow State University of Food Production	DEFRUS project and its actual results were presented during three international events organized in Moscow by the State University of Food Production: - International forum "Innovative technologies ensuring the safety and quality of food" - 22-25	Conferences materials

				and	<p>October 2012.</p> <ul style="list-style-type: none"> <li>- International forum "Quality and food safety. Trainings for the food industry" 15-18 April 2013.</li> <li>- International forum "Innovative technologies ensuring the safety and quality of food. Problems and prospects " 12-14 March 2014.</li> </ul> <p>These events were combined with the annual meetings of two Educational and Methodological Associations of Russian Universities in the Area of Food Science.</p> <ul style="list-style-type: none"> <li>- Another meeting where project results were presented:</li> <li>- International seminar "Sectoral qualification framework in the food industry: the modern trends of the European education space and Russian business", St. Petersburg, June 3-6, 2013.</li> </ul>	
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**Changes that have occurred in this outcome since the previous approved report**

Due to project partners technical and capacity restrictions the decision was made to use project web site as a main dissemination mean and to resign from creating of Facebook account, issuing of e-newsletter and project leaflet.

<b><u>Title and reference number of the work package (WP)</u></b>	Project management <b>WP8</b>
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<b><u>Indicators of achievement and or/performance as indicated in the project proposal</u></b>	Good communication between project partners
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**Activities carried out for the achievement of this result (over the entire project period):**

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
8.1.1	Planning	10.11	04.15	All partners	Two General Assemblies of project partners were held at the Moscow State University of Food Production (MSUFP). First one (Kick-off meeting) on 25-26 January 2012 and second on 22-25 October .2012. Third GA was held at the St. Petersburg National	Smooth project implementation

					Research University of Information Technologies, Mechanics and Optics on 03 – 06 June 2013. During this meetings the activities carried out within the project were evaluated, future activities were planned and budget allocation was decided.	
8.1.2	Executing	10.11	04.15	All partners	Project coordinator was responsible for financial management and execution of contractual rules. Institutional Project Coordinators - appointed contact persons at each partner University were responsible for planned project activities execution.	Smooth project implementation
8.1.3	Informing	10.11	04.15	All partners	Project coordinator, coordinator of Russian partners activities and Institutional Project Coordinators maintained communication between project partners and assured effective flow of all necessary information.	Smooth project implementation

**Changes that have occurred in this outcome since the previous approved report**

No major changes have occurred

## SUMMARY REPORT FOR PUBLICATION

### Project title

Development of Qualification Framework for Food Science Studies at Russian Universities

### Objectives (as indicated in the project proposal)

Wider objective: "Enhancement of quality and relevance of higher education in Russian Federation and increasing convergence with EU developments through elaboration of qualifications framework"

Specific project objectives:

- 1- Comparative analyses of existing standards and methodologies of QF development in food science,
- 2- Development of sector QF for food science studies at Russian universities,
- 3- Training courses on developing and implementing new study programs compatible with QF in food science.

### Outcomes

- 1.1 Report on QF development in EU partner countries
- 1.2 Report on QF development in Russian Federation
- 1.3 Report on RF employers opinion on QF development
  
- 2.1 Developed draft QF with a view to WP1 reports
- 2.2 Consulted and updated version of QF
- 2.3 Self-certification of QF compatibility with EHEA
  
- 3.1 Created training centers at partner universities
- 3.2 RF partner universities staff re-trained
- 3.3 Developed information database
  
- 4.1 Training courses developed
  
- 5.1 Implemented training courses
  
- 6.1 Monitored project management
- 6.2 Assessed project deliverables
  
- 7.1 Developed project web-site
- 7.2 Reports on project results and other publications
- 7.3 Dissemination events
  
- 8.1 Smoothly implemented project

### Activities

- 1.1.1 Analyzing of QF development in EU partner countries
- 1.2.1 Analyzing of QF development in Russian Federation
- 1.3.1 Analyzing of RF employers opinion on QF development
- 2.1.1 Developing of draft QF with a view to WP1 reports
- 2.2.1 Consultation and updating of QF
- 2.3.1 Self-certification of QF compatibility with EHEA
- 2.3.2 Adaptation of the final version of sector Qualifications Framework by the Ministry
- 3.1.1 Establishment of partner universities training centers
- 3.1.2 Purchasing of equipment
- 3.2.1 Partner universities staff retraining
- 3.3.1 Developing of information database
- 4.1.1 Developing of training courses
- 4.1.2 Developing of course materials
- 5.1.1 Implementation of training courses
- 5.1.2 Evaluation of training courses
- 6.1.1 Monitoring the project progress with the list of all planned outcomes including the delivery dates and the project milestones
- 6.1.3 Performing internal institutional evaluation – short-term reports carried out by Institutional Project Coordinators (IPC)
- 6.1.4 Performing external evaluation
- 6.1.5 Executing monitoring visits
- 6.2.5 Monitoring of the quality of the performed mobilities by WP6 leader
- 7.1.1 Creation of the project web-site
- 7.1.2 Update of the project web-site with reports, guides, regulations
- 7.2.1 Preparation of minutes of meetings
- 7.3.1 Integrating dissemination activities in the training courses organized within WP3 and WP5
- 7.3.2 Organization of the closing conference
- 7.3.3 Annual conferences organization by P13, P14 and P19 providing the sustainability of the project results.
- 8.1.1 Planning
- 8.1.2 Executing
- 8.1.3 Informing

### **Achieved results**

Qualification Frameworks for Food Science were developed and self-certified.  
Staff members of the Russian partner Universities were retrained.  
Training courses for partner Universities staff members on developing and implementing of new study programmes compatible with developed Qualifications Framework in Food Science were developed and implemented.

### **Future developments**

Upgrading and delivering of training course for partner Universities staff members on developing and implementing of new study programmes compatible with developed Qualifications Framework in Food Science

### **Other remarks**

None



## FINANCIAL STATEMENT

### *Instructions*

In addition to this form, you are requested to fill in the Financial Statement and accompanying financial tables in the "Financial Statement" excel file published on the website.

Please note that the excel file is composed of 11 different excel worksheets. Please go through each one of these worksheets and fill in the financial tables. For each budget heading, you must declare all expenditure incurred by the project during the eligibility period, both paid by Tempus and co-financed.

The "Financial Statement" excel file is composed of the following excel worksheets:

Annex IV/13:	Financial Statement and Request of Payment of the balance
Annex IV/14:	Country codes
Annex IV/15:	Staff Costs
Annex IV/16:	Travel Costs and Cost of Stay
Annex IV/17:	Equipment Costs
Annex IV/18:	Printing and Publishing
Annex IV/19:	Other Costs
Annex IV/20:	Expenses > Euro 25,000
Annex IV/21:	List of Partners and Experts
Annex IV/22:	Indirect Cost
Annex IV/23:	Co-financing and exchange rate

The financial tables are not protected or pre-formatted, meaning that you can insert rows or use calculations according to your needs. Please check your calculations carefully and ensure that the declared amounts are correct. Amendments to the declared amounts will not be accepted after submission of the report.

Please note that for invoices in a currency other than EURO the equivalent amount in EURO must be indicated on the invoice. Any conversion of actual costs into EURO shall be made by the co-ordinator at the monthly accounting rate established by the Commission and published on its website (<http://ec.europa.eu/budget/infoureuro>) applicable on the month of the first pre-financing until the second pre-financing is received, after which the rate of the month of the second pre-financing must be applied.

## ACKNOWLEDGEMENT OF RECEIPT

Your name: Stefan Ignar

Complete address:

Warsaw University of Life Sciences - SGGW

159, Nowoursynowska Str.

Poland

PL  
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02 -766  
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Warszawa  
City

**This page of the form will be returned to you on receipt of your implementation report and financial statement. Therefore please enter your name and address in the box above. Please remember to send in this page with each of your reports.**

For internal use only

Tempus Project N°

under the Tempus programme.

Yours sincerely,

Done at .....

Date .....



## CHECK-LIST

### WHAT INFORMATION NEEDS TO BE SENT?

- X Declaration: duly signed by the contact person and the legal representative of the coordinator (institution) – Annex IV/2
- X Final report on implementation of the project – Annex IV/3-5
- X Statistics and indicators – Annex IV/6-8
- X Table of achieved results – Annex IV/10
- X Summary report for publication – Annex IV/11
- X Financial statement: Annex IV/13-23 (please complete the financial statement in the separate "Financial Statement" excel file: make sure that all 9 excel sheets are filled in)
- X Supporting documents for expenditure 'Paid from Tempus' and/or 'Co-financed' only for equipment purchase and staff costs subcontracting where the total value of the purchase/subcontract is more than EUR 25 000 and for staff costs where a higher salary rate (see Annex 3 of the Guidelines) has been applied.
- X Acknowledgement of receipt – Annex IV/24