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**PEESA III
DISSEMINATION AND EXPLOITATION STRATEGY**

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1 INTRODUCTION

The Personalised Engineering Education in Southern Africa project (PEESA III – project reference number 585966-EPP-1-2017-1-DE-EPPKA2-CBHE-JP)) is aimed at providing support for sustainable economic growth in South Africa, through the development and promotion of Engineering Education. The overall aim of the project is to provide, in partnership with four South African Universities of Technology and four European universities, for the curricularisation of suitable postgraduate training programmes for engineering graduates. The intention is for the development and offering of three Masters qualifications in the broad engineering field. The project has an additional interest in promoting the increased inclusion of women in the engineering fields. Flexible learning methodologies, quality education, University-wide Enterprise cooperation and the integration of transversal skills into curriculum delivery, are intended to enhance the employability of graduates who will contribute to regional sustainability and growth as well as social and cultural development. The design of the programs curricularised are intended to promote student-centered learning and to cater for the diverse learning styles and social circumstances pertaining to the students on the programmes.

The intended outcomes and outputs of the project will be disseminated to relevant stakeholders throughout the span of the project, namely from October 2017 to October 2021. However, the curricularisation and registration of the intended engineering programmes on the South African Qualifications Framework, a regulatory framework in South Africa, ensures that the sustainability and impact of this project will be evident for decades to come – long after the project lifespan.

During the course of the PEESA III project, it is intended that project results be disseminated to partners, industry, prospective students and alumni, quality agencies and staff through engagement on curricularisation and benchmarking activities, promotion of the project through electronic platforms, marketing of approved qualifications and meetings with industry. Once the qualifications are implemented the post-project impact will be continued through the graduates receiving the qualifications and industry uptake of the graduates. The sustainability of the PEESA III project results will therefore be evident through the employable graduates and the alumni themselves.

During the course of PEESA III, information will be gathered on factors influencing female engineers entering the field, as well as appropriate methodologies for flexible learning and best practice examples. These will be shared within the project group and will be available to interested parties through web portals. The best practice examples will be extrapolated to future projects associated with training engineering graduates, both in South Africa and abroad.

While the dissemination and exploitation strategy outlines specific activities related to the overall PEESA III project goals, the context of the South African regulatory environment related to Universities of Technology and higher education in general, is changing. It is therefore considered that this Dissemination and Exploitation Strategy will be dynamic, in that the actions, tools and timeframes outlined below may be subject to change over the duration of the project, as new opportunities and considerations arise. Alternative means of publicising and disseminating results are likely to become evident as the higher education landscape in South Africa changes.

In summary therefore the Dissemination and Exploitation Strategy is intended to share the outcomes and outputs from the PEESA III project, which are:

- Design of three Masters' degrees in engineering study programmes (energy, electrical, mechanical etc.) based on flexible learning paths (blended, distance, on-line) and university-enterprise cooperation.
- Six agreements of mutual recognition
- Self-evaluation reports for EUR-ACE accreditation of three Masters programmes on Energy efficiency developed within the Edulink's PEESA project (2013-2017)
- Implementation of the PEESA III plan on the promotion of gender equality.

2 CONTEXT AND ASSOCIATED ASSUMPTIONS AFFECTING THE DISSEMINATION AND EXPLOITATION STRATEGY

2.1 ASSUMPTION 1: NATIONAL APPROVAL PROCESSES

All qualifications intended as outcomes in PEESA III will be implemented by June 2020 and universities will apply for international accreditation of the qualifications.

The fundamental foundation for the PEESA III project is the development of at least three postgraduate engineering qualifications. Before implementation and delivery, these qualifications are required to undergo an extensive approval process in the South African higher education system. The approval process consists of two phases; internal approval through the universities regulatory framework and external approval through the national agencies regulatory framework. Briefly, this consists of internal approval within the universities; approval from the South African Higher Education Department to commence the curriculation process; approval from South African quality agencies and endorsement by engineering professional bodies and finally, registration on the South African National Qualifications Framework (NQF). For international recognition approval is also required from European Quality agencies, although this is not required for the offering of the qualifications at the South African universities.

This is a lengthy process, that can only commence once the curriculation of the qualifications is complete and is likely to take a minimum of two years within the national regulatory framework. This is outside the control of the PEESA III project consortium. It is possible therefore that this variable could influence the timeframes associated with marketing of the intended qualifications and in general, the post-implementation dissemination and exploitation activities that rely on these approvals.

Raising awareness of, and communication about, the project however, should not be affected, but impact and sustainability goals in the dissemination strategy could require review.

2.2 ASSUMPTION 2: MULTILAYER COMMUNICATION AND COLLABORATION

All curriculum activities will be a collaborative discussed within the consortium between project members as well as external to the consortium, between individual universities and their industry and community partners.

This dual collaboration is necessary to raise awareness with key stakeholders, promote industry uptake of graduates from the programmes, thereby furthering sustainability and exploitation of the PEESAIII project and allowing for international benchmarking activities and quality assurance engagement. Dissemination of the outcomes of this external engagement back into the project is necessary for project management of the intended PEESAIII outcomes. This Dissemination and Exploitation Strategy assumes that there is regular inclusion and full disclosure of all external engagement amongst parties related to the PEESAIII intended outcomes.

2.3 ASSUMPTION 3: INSTITUTIONAL APPROVAL PROCESSES

The Dissemination and Exploitation Strategy relies on certain activities being allowed to take place within partner universities, for example, ethics permission for the required surveys. Should there be constraints to achieving the outcomes of intended project activities within universities, and /or the project goals, the Dissemination and Exploitation strategy will need to be reviewed with regards to timeframes.

The above assumptions are based on elements of the South African higher education system that are not within the control of the PEESAIII project team. While they could influence the intended schedule of activities in the Dissemination and Exploitation Strategy, the long term impact and sustainability to engineering education in South Africa remains undisputed.

3 DISSEMINATION AND EXPLOITATION STRATEGY

3.1 AIMS AND OBJECTIVES OF THE DISSEMINATION AND EXPLOITATION STRATEGY

3.1.1 AIM 1: To maximise the impact, visibility and sustainability of the outcomes from PEESA III project.

In the context of the Erasmus + Programme, it is important that results (and interim results) of projects are disseminated as widely as possible, not only to showcase what has been achieved but also to garner broader support for the project and to make it possible for a wider community to benefit from the project outputs.

For successful exploitation it is important that the results of projects are effectively implemented by project partners and other identified end-users or stakeholders. Proper adoption of project outcomes and initiatives will help ensure that the project is sustainable after the funding period has past.

The focus will be on continuous communication and collaboration with partners within the project and stakeholders relevant to each university. Some stakeholders will be

common to all partners and some will be unique to each of the universities. There will therefore be a dual focus to the strategy, namely dissemination within the project and dissemination beyond the project.

The objectives of the aim are to:

1. Facilitate the adoption and sustainability of the project through the dissemination of actionable results and best practices arising from the project on the web and social media.
2. Ensure the results are communicated effectively to a broad audience as outlined in the stakeholder's section.
3. Ensure that peer reviewed research arising from the PEESAIII project is communicated effectively to a broad audience.
4. Disseminate information and materials on the effective implementation of blended learning in curriculum development for the engineering programmes
5. Facilitate knowledge mobilisation through the transfer of knowledge and best practice activities amongst partners within the project, to the broader university community and to external stakeholders where appropriate.

3.1.2 AIM 2: Development of networks to enhance sustainability and student employability

Where appropriate the Dissemination and Exploitation Strategy can be used to influence policy and practice, or to develop new partnerships and networks, which can also contribute to the sustainability of the project.

Development of new partnerships and network will be fostered through this strategy by engagement with external industry and community partners, national accreditation agencies and through agreements between consortium members within South Africa and Europe.

Additional networks will be developed within university communities related to flexible learning pathways and research, and the dissemination of good practices, within and external to the universities and the PEESAIII project.

The objectives of the aim are to:

1. Support initial uptake and articulate the value of the project outcomes and build credibility and familiarity with stakeholders.
2. Disseminate relevant results appropriately to all internal and external stakeholders to encourage their engagement with the project and promote the sustainability of the project outcomes after its's lifespan.
3. Disseminate the results and plan of the Survey for attracting women to engineering.

4 INFORMATION THAT WILL BE DISSEMINATED

The results of the PEESA III project outcomes that need to be disseminated and effectively implemented are listed as follows:

1. The professional master degrees (at least three) that were designed and developed according to the criteria established for the “personalization of engineering education in South Africa”
2. Six mutual recognition agreements between consortium members
3. Self-evaluation reports for EUR-ACE accreditation of three professional master degrees on Energy Efficiency
4. Recommendations on University-Enterprise Cooperation
5. Four University-Enterprise Memoranda of Understanding
6. A plan on the promotion of Gender Equity among engineering programmes
7. A programme for training on the effective implementation of blended learning in curriculum development

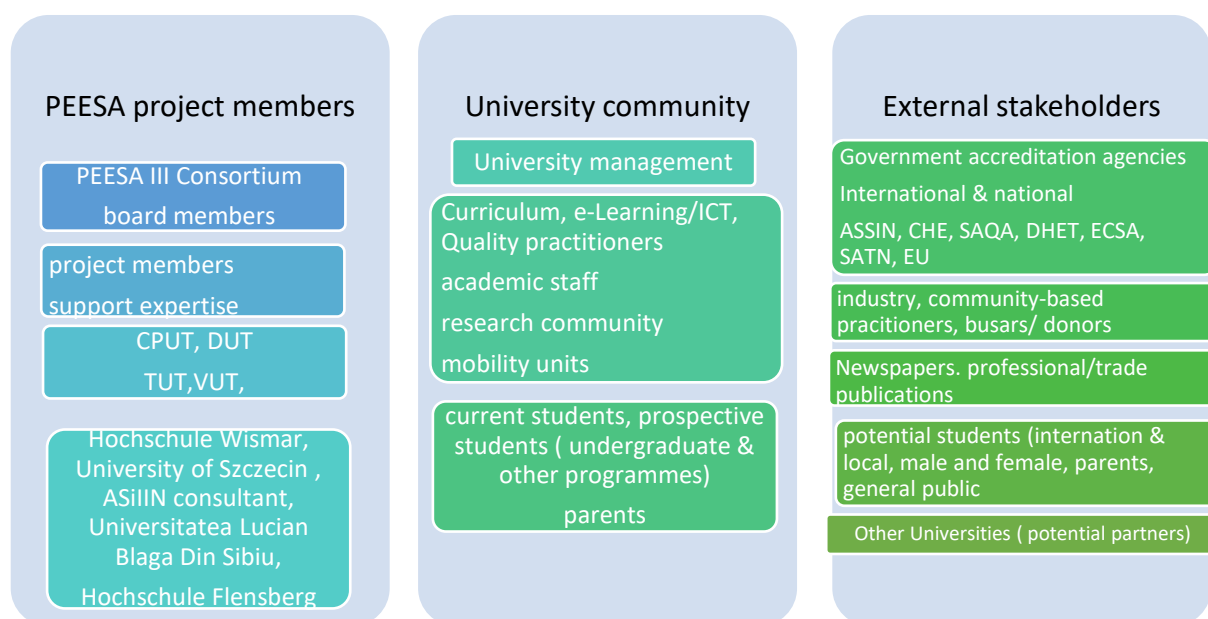
In addition, the PEESA III project activities include deliverables such as upcoming events, workshops, training activities, materials, papers presented at educational conferences and popular newspaper articles on the project, the universities’ activities related to the project and student and alumni successes. These deliverables provide the basis for dissemination of information on web-based platforms and social media sites.

Suitable branding, logos and formats for material will be developed for all dissemination activities and materials and information cannot be disseminated without the prior written approval of the project leader before dissemination on any social media platform.

This strategy works from the basis that information to be disseminated meets all relevant national and international ethical and governance requirements and that all parties that contributed to the production of the disseminated results receive appropriate feedback.

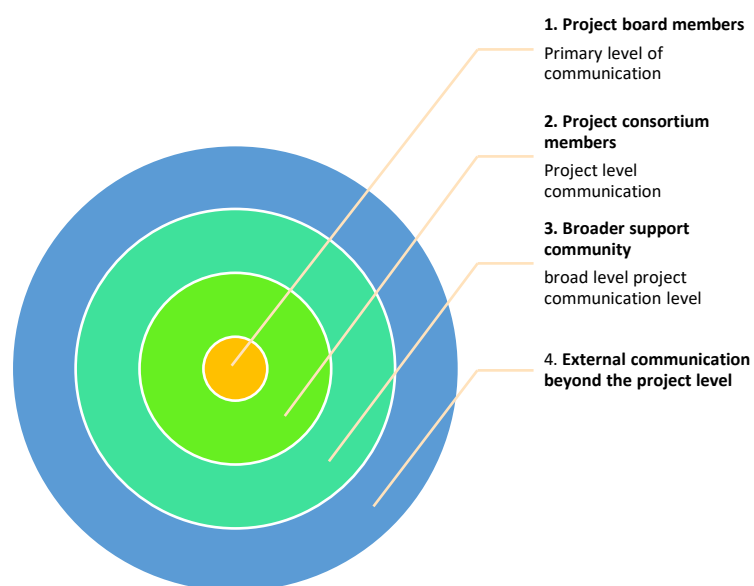
4.1 TARGET AUDIENCE ANALYSIS

The target audience for the Dissemination and Exploitation activities can be considered as three main groups:



These groups are not discrete and individuals may be in more than one group. The groups are characterised on the basis of targeted stakeholder engagement, based on the outputs of the PEESAIII project.

Dissemination of information to PEESAIII project members is ongoing and consists of three layers of internal communication and a layer of external communication.



Firstly, amongst the board members who are responsible for project management activities and secondly, the internal communication required within members of each institution that comprise the project consortium.

Project level dissemination will mostly be amongst a core group of engineering individuals whose activities will be augmented by support expertise in the form of curriculum development, blended learning and quality practitioners.

This extended project group constitute the third layer of

communication required within the project.

Dissemination of PEESA III outcomes is required to ensure all levels of stakeholders:

- understand the value added by these programmes.
- are aware of the benefits so as to provide the necessary support for sustainability of the programmes outcomes, and enrolment of students, especially female students on the programmes. University management are

required to provide institutional support and the dissemination activities will aim to encourage external industry and bursars support. The goals of dissemination will be the same, but the activities for dissemination will be different between these two groupings.

- could benefit from the initiatives related to the PEESAIII project and may be able to extrapolate project recommendations to a broader adoption, or have a role in ensuring the sustainability of the project.

4.2 IMPORTANT CONSIDERATIONS FOR DISSEMINATION ACTIVITIES WITH SPECIFIC STAKEHOLDERS

4.2.1 Prospective students

Prospective students who are eligible to enroll for the professional master degrees designed and developed under PEESA III will be an important consideration in the strategy. The enrolment of sufficient students on these degree programmes will be a key factor in ensuring the sustainability of the programmes as the South African higher education state subsidy is directly proportional to the number of students enrolled. In terms of the project objectives, a special effort will have to be made to promote these programmes to prospective female students.

4.2.2 University staff

A focus on university staff who will be required to lecture on these degree programmes, or to support these programmes is needed. All staff involved in the delivery of the programme will need to understand the value-add of these programmes. Likewise, university management must be made aware of the benefits of these programmes so that they can provide the necessary support.

4.2.3 University community

The university community who can benefit from the good practice and/or capacity building initiatives associated with the project will allow for impact and sustainability. Most capacity building initiatives adopt a “train-the-trainer” approach making it possible for a broader cross section of staff to benefit from project outcomes, through follow-up training sessions or workshops. The recommendations flowing from this project will be applicable to other programmes at the university as well. The broader university community needs to be convinced of the benefits, for broader adoption to be possible.

4.2.4 Industry partners

Partners in industry who will both benefit from the programme and whose ongoing support will be important to ensure the sustainability of the programme will need to be a special focus. Industry needs to understand the value of these programmes and the fact that the programmes were designed to address their needs. They need to be convinced that supporting the programme will be in their best interest. Their support could take different forms:

- (a) Encouraging their employees to enroll on the programme

- (b) Making bursaries available to students
- (c) Providing projects for students
- (d) Providing guest lecturers
- (e) Providing input into the curriculum
- (f) Providing employment opportunities and internship opportunities for students

4.2.5 Other universities

Other universities who could benefit from the good practice associated with the project, or who could serve as potential partners and/or broaden the project network, should be considered. If other universities are convinced of the value-add of this project, they too could implement the recommendations, making wider adoption of the project results possible. They could also form part of the broader network of contributors to the project, and become possible partners in future funding proposals.

4.2.6 Passive communication enablers

Professional press, trade publications, communities of practice such as SATN and ECSA, internal university marketing and communication networks will be important in ensuring the wide dissemination of project outcomes, student uptake and industry awareness.

4.3 DISSEMINATION OF PROJECT RESULTS

As the project has no dedicated person to further the dissemination and exploitation activities, the premise of this strategy is based on the principle of collaboration amongst project members. The dissemination and exploitation strategy will need to ensure that appropriate mechanisms are used to make project results and outcomes available to the above stakeholders, to assist in the effective implementation of the project and to encourage a wider adoption of these results. In the context of PEESA III these mechanisms will necessarily include:

1. *A project website.* This is an important mechanism for communicating project information to project members as well as the broader public. Certain information will only be available to members, who will require a username and password to login to the website. All official project documents, pamphlets and presentations should make reference to the website. There should also be links to the project website from the websites of partner universities.

As mentioned previously a branding and formatting statement will be required which will need to include approval mechanisms for the uploading of appropriate material and information. The initiation and development of the website is required, as is the maintenance thereof. Consideration will be required for operation of the website, on conclusion of the project.

2. *Social media channels.* Facebook, Twitter and/or LinkedIn could be used to promote discussion around project activities and project objectives. This can be

used to attract a broader audience to the project and generate interest in the project among different networks.

3. *Targeted written material* such as reports, articles, newsletters, press releases, leaflets, brochures or pamphlets explaining the background and rationale of the project, providing a description of project deliverables and emphasizing its benefits. Such material could be disseminated at official dissemination events but will also be used as part of the student recruitment process. It should be available during university Open Days, exhibitions and at all meetings that involve representatives of industry and other stakeholders.
4. *Opportunities for dissemination* of project outcomes at all meetings and events associated with the project. At these meetings a slot should be set aside for engagement with important stakeholders (local government, industry, students and/or staff) at which information on the project can be disseminated.
5. *Arranging dissemination events*. Conferences or events specifically designated for the dissemination of project outcomes and results can be arranged. Project stakeholders should be invited to these events. Such events could include information sessions, workshops, and (online) seminars, training courses, exhibitions and/or demonstrations.
6. *Making presentations* at educational conferences or meetings on various aspects of the project. Project members should use the opportunity to make presentations on the project at conferences or meetings with stakeholders such as advisory committees or industry partnership forums.
7. *Publishing in conference proceedings* on specific aspects of the project. Project members should be encouraged to submit papers to educational conferences or journals as this will help publicise the project among peers in the field.
8. *Arranging workshops* on aspects of the project, such as on-line and blended learning to assist with the wider adoption of the project. Materials from such activities can be placed on the website to aid wider adoption.
9. *Inclusion of the relevant project outcomes and qualifications* in universities' marketing strategies, including strategies to increase the inclusion of women in engineering. When applicable, quality and accreditation status could be included in marketing material.
10. *Opportunities to include student and research activities* related to the project outcomes in the press, could be used to broaden the dissemination and impact of the project and attract potential students and funders to the project.

4.4 EXPLOITATION OF PROJECT RESULTS

The successful exploitation of project results and/or deliverables will depend in the first instance, on whether these results/deliverables are effectively transferred to appropriate decision makers who are in a position to enable implementation, and

secondly on the extent to which end-users are convinced to adopt and/or apply these results.

In the PEESA III project the primary deliverable is a suite of professional master programmes. Successful exploitation will be ensured if sufficient students enrol for these programmes. To help achieve this, these programmes will be extensively marketed by the marketing and communications divisions of the various partner universities. The alignment of these programmes with EURACE standards will strengthen the marketability of these programmes while the particular emphasis on blended learning will attract a larger, more diverse pool of students to these programmes. The mutual recognition agreements relating to these programmes that are signed between partner universities, will enable students at a particular university to register for certain modules of these programmes at the other partner universities.

As these programmes will generate a steady income stream (state subsidy and class fees) that is directly proportional to student enrolment, it will be quite easy to determine the minimum student enrolment to ensure sustainability of each of these programmes.

Another deliverable of the PEESA III project involves a set of recommendations relating to the improvement of university-industry cooperation, and the promotion of women in engineering. The exploitation of these results will depend on their effective transfer to appropriate decision makers who will have an influential role in their implementation. To this end the recommendation will serve at the relevant committees of university management and of the university Senate, and even at Senate itself, where decisions will be taken on how best to implement these recommendations. Members of these committees represent senior management in the Engineering Faculty and at the institution as are best placed to determine how the implementation of these recommendations can be resourced.

A further deliverable will be a “train-the-trainer” module for blended learning. An on-line version will be made available to all partner universities, and will be used as part of a range of initiatives to train staff at these universities in the development of modules in a blended learning format.

Finally, all partner universities would have developed a Self-Evaluation Report which would have been approved by ASIIN for an accreditation process against EURACE standards. The Self-Evaluation Reports and the process followed to develop these reports will be shared with the Quality Management Directorates of the various partner universities and will assist in the alignment of future professional master programmes with EURACE standards. It should be noted that alignment with EURACE standards will also facilitate mobility of students at European partner universities who may wish to complete modules of these programmes for credit at their respective universities.

For the successful exploitation of PEESA III project results, the results will in the first instance be transferred to appropriate decision makers at each of the partner universities, but the results will also be shared with representatives of industry and regional and local government at the various fora that the universities have established with these bodies, as they represent important partners who can play a supportive role in the implementation of the project results.

4.5 CONDITIONS AND EXECUTION OF DISSEMINATION ACTIVITIES.

Guidelines will be required for identification on the types of information and material to be disseminated and any applicable restrictions. Branding and formatting guidelines will be required and rules pertaining to the inclusion and maintenance of information for dissemination will need to be developed. The structure of the website should be included and reasons for restrictions clearly explained.

The development and maintenance of the project website is the primary tool for communication. Once developed, the address of the website should be linked to all project members' sites, to increase visibility to stakeholders. A maintenance and updating plan will be required for the website.

To aid the maintenance of dissemination activities and materials at the university level, it is necessary for a person within each consortium university to be tasked with the responsibility of liaising, with both internal and external stakeholders.

5 DISSEMINATION AND EXPLOITATION ACTION PLAN

The dissemination and exploitation plan provides details of various actions required for implemented along with measurable outcomes, time frames and persons responsible.

<u>Title and reference number of the work package (WP)</u>	<i>WP4 Dissemination & Exploitation</i> Dissemination, Exploitation and Sustainability
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<u>Indicators of achievement and or/performance as indicated in the project proposal</u>	
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5.1 AIM 1: TO MAXIMISE THE IMPACT, VISIBILITY AND SUSTAINABILITY OF THE OUTCOMES FROM PEESAIII PROJECT.	
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Activities carried out to date to achieve this result:

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
5.1.	1.1 Dissemination & Exploitation strategy and plan	10/2017	4/2018	CPUT	Develop, approve and implement Dissemination & Exploitation strategy	Approved strategy and plan
	1.2 Circulate plan		6/2019	HWS	Communicate exploitation strategy to consortium members	Adoption and implementation of strategy
	1.3 Editorial strategy & Dissemination guidelines	10.2017	6/2019	HWS all partners	Produce and communicate guidelines for branding, formatting, approval and maintenance of project materials and information. Include website link. Communicate to all PEESA members	90% Project materials conform to requirements

5.2.	2.1 Project website initiation	10/2017	10/2021	TUT	Develop and implement project website	
	2.2 Project website maintenance		10/2021	HWS and USZ	Develop maintenance plan for project website up to and including end date of project.	
	2.3 Development of social media platforms	10.2017	10/2021 (ongoing)	HWS all partners	Social media channels such as Facebook, Twitter and LinkedIn are established by partner universities and an editorial strategy for Twitter is developed.	• Editorial strategy for the Twitter channel • LinkedIn dissemination project discussion group is formed • Project website and other information tools: • Number of registered participants: 1pt increase on a 5-points Likert scale (+20%) • Website visitors' satisfaction: 1pt increase on a 5-points Likert scale (+20%)
	2.4 raise awareness of project	10.2017	10.2021		Project results are regularly disseminated through social media channels such as Facebook, Twitter and LinkedIn	• Social media channels active. • Project website and other information tools:

						• Number of registered participants: 1pt increase on a 5-points Likert scale (+20%) • Website visitors' satisfaction: 1pt increase on a 5-points Likert scale (+20%)
	2.5 First Year Dissemination and Exploitation Report publicised	10/2017	10/2018	HWS and DUT	Publication of approved report on project website	• First Year Dissemination and Exploitation Report on website
5.3 .	3.1 Raise awareness of new qualifications	10.2018	6/2019	All consortium partners	Engagement of professional and industry partners in the curricula of 3 Master degrees in engineering. Communication with all three stakeholder groups.	• Professional endorsements on website and communicated to industry partners. • Institutional open days
	3.2 Publicise the approval of new qualifications	10.2017	10.2019 (approved qualifications) Ongoing (beyond project end)	All consortium partners	Publicise the approval and intended implementation of new qualifications with external partners to support student uptake. Communication with all three stakeholder groups.	• Institutional open days

	3.3 Dissemination of marketing information related to accredited qualifications	10.2017	10.2019(approved qualifications) Ongoing (beyond project end)	All consortium partners	Include links to marketing strategies and university web pages regarding new qualifications and PEESA111 project. Include in recruitment activities. Communication with university community and external stakeholders.	- Website links, incentives for women engineers - Institutional open days
	3.4 Recruitment of students to register for new qualifications	6.2020	ongoing	All consortium partners	New qualifications to be aggressively marketed by partner institutions, placing specific emphasis on European accreditation status, flexible learning paths and mutual recognition agreements	Enrolment of sufficient students to ensure that the programmes are sustainable
5.4.	4.1 Publication of accreditation recognition for new qualifications	10.2017	10.2019 (approved qualifications) Ongoing (beyond project end)	all the partner organisations	Accreditation approval included in all marketing and official material related to relevant qualifications. Communication to university community and external stakeholder groups.	Institutional open days
5.5	5.1 Publication of survey results and plan for increasing the participation of	10.2019	4.2020	HSW & all the partner organisations	Inclusion of gender equality survey results on website and relevant marketing material, if relevant. utilisation of results for recruitment of students and staff aimed at	- Report on website - Evidence of incorporation in marketing activities of consortium members.

	women in engineering				• increasing the number of enrolled students in engineering education, • ensuring employment support for engineering students, narrowing the disparity between male and female students and industrial employees, etc. Communication with university and external stakeholder groups.	• Increase in number of female students enrolled • Evidence of employment engagement in advisory board meetings with industry • Advocacy engagement
	5.2 Targeted gender equality materials produced.	10.2017	10.2021	FUAS and all the partner organisations	Inclusion of targeted materials developed for gender equality based on research, including training materials and in-service training, Promotion of in-service training opportunities for female staff and students. Communication with university and external stakeholder groups.	• Increase in materials targeted for female students placed on website, distributed amongst consortium and distributed to students • Increase in number of opportunities available in industry • Publication of job opportunities amongst respective students
	5.3 Recommendations for increasing the enrolment of	01.2021	ongoing	All consortium partners	These recommendations to serve at university management meetings and senate committee meetings or	• Implementation of these recommendations at the university

	women in engineering				any other university forum responsible for decisions on the implementation of these recommendations	• Increase in number of female students enrolled
5.6	6.1 Train-the-trainer programme	01.2021	ongoing	All partner universities	On-line version of the “train-the-trainer” programme marketed to all staff at the university	• Number of staff making use of the train-the-trainer programme to assist in the development of blended learning modules
	6.2 SER Reports	01.2021	ongoing	All partner universities	Sharing of SER reports with the Quality Management Directorates at partner universities	• Number of new professional master degrees that are aligned with EURACE standards

5.2 AIM 2: DEVELOPMENT OF NETWORKS TO ENHANCE SUSTAINABILITY AND STUDENT EMPLOYABILITY

Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
2.1.	1.1 Dissemination of capacity building materials on website	6.2019	10.2021 (ongoing)	FUAS and all the partner organisations	Presentations and materials for blended learning, use of ICT, entrepreneurship, etc. uploaded to website and available to all university staff.	• PEESA III Project workshops held • Blended learning materials available on website

					Communication with PEESA III and university community. Limited communication with industry.	
	1.2 Dissemination of best practice	6.2019	10.2021 (ongoing)	FUAS and all the partner organisations	Best practice presentations and relevant materials are displayed on the project website with links to institutional and industry platforms, where relevant. Communication with university and external stakeholder groups.	• Presentation and project material displayed. • Relevant accreditation information is publicised
2.2	2.1 University communities of practice developed and publicised	6.2019	10. 2021	all the partner organisations	Activities and materials relevant to university communities of practice disseminated on website and with relevant partners and stakeholders. \ Communication with university and PEESA stakeholder groups.	• Curriculum development activities • Blended learning tools shared -
2.3.	3.1 Disseminate relevant results appropriately to all internal and external stakeholders to encourage their engagement with the project and promote the sustainability of the project outcomes after its's lifespan	10.2017	ongoing	FUAS and all the partner organisations	Support networking initiatives by ensuring that relevant information is available to the three tiers of stakeholders (section 4.1) and that all project partners have access to promotional information. Communication with university and external stakeholder groups.	• All project materials available on website. • Protocols for access set and sifferent stakeholders able to access material • Engagement activities with industry, university management and students

	3.2 Publicise university enterprise cooperation agreements and mutual cooperation agreements	10.2017	14.10.2021	ULBS and all the partner organisations	Six new partnerships or appropriate agreements are publicised on the website. Memorandums of agreement (moa) on website and 4 university-enterprise memorandums of agreement on project, website and partner organisations websites and relevant industry website. Inclusion in in-house publications or newspapers. Communication with university and external stakeholder groups.	• Tracking of hits • Increase in student job opportunities • Increased articles in news media publications • Marketing materials • Institutional open days
	3.3 industry liaison			ULBS and all partners	Engagement and meeting with industry, including presentation of agreements at industry liaison meetings Communication with external stakeholder groups.	• Tracking through advisory board meetings • Presentations at industry engagements
4	4.1 Dissemination of marketing and research findings	10.2019	10.2021 Ongoing (beyond project end)	All partners	Publicise marketing and research findings on project website and include resultant materials such as conference papers. Provide feedback to relevant participants and stakeholders including students, and/or industry. Review strategy appropriate for results of each research activity.	• Academic presentation on website • Conference links included on website • Peer reviewed academic papers include on website,

					Communication with university and external stakeholder groups.	• or links to publications • Networking • better educational quality, • International recognition • trained faculty staff, • employment support for engineering students, • gender balance among students as well as teaching staff in engineering education, • a higher level of industrial partners' turnover, • a lower dropout rate of engineering students.
	4.2 Recommendations for strengthening partnerships with industry	01.2021	Ongoing	All partner universities	These recommendations to serve at university management meetings and senate committee meetings or any other university forum responsible for decisions on the implementation of these recommendations Recommendations will also be shared with industry partners at appropriate	• Increase in the number of formal partnerships with industry

					forums, including industry advisory committees.	
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