



<b>Project title</b>	<i>New Professional Diploma in Plant Clinic and Phytosanitary Technologies (PRO-DPCP)</i>
<b>Project No</b>	<i>609550-EPP-1-2019-1-BG-EPPKA2-CBHE-JP</i>
<b>Funding Scheme</b>	<i>Erasmus + KA2 - Capacity Building in the field of Higher Education</i>
<b>Work Package</b>	<b>WP6 – Quality Control</b>
<b>Task 6.3</b>	<b>External Quality control of the DPCP program</b>
<b>WP Leader</b>	<i>SCU</i>
<b>Status-Version</b>	<i>Final</i>
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<b>Dissemination level</b>	<i>Internal</i>



<b>Expected Deliverable/Results / Outcomes</b>	Work Package and Outcome ref.nr	<b>6.3.</b>	
	Title	<b>External Quality control of the DPCP program</b>	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	<p>External subcontracted experts, familiar with EU projects and expert in the field but independent from the project team, will write the report commenting on the quality of the actions of the Project Team and the quality of the deliverables.</p> <p>This report consists of performance indicators, results and recommendations</p> <p><b>INPUTS:</b> Cost of 2-3 expert staff QC = No. reports x -day + facilities costs + domestic travel and stay costs</p> <p><b>Venue:</b> At each partner university in Egypt</p> <p><b>In collaboration with EU partners</b></p>	
	Due date	M16-M19 (4 weeks)	
	Languages	En, Ar	
<b>Target groups</b>	<input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other		
	<i>Subcontracted external quality expert</i>		
<b>Dissemination level</b>	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Institution	<input type="checkbox"/> Local <input checked="" type="checkbox"/> Regional	<input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> International

## 1-Introduction

For the first time in **Egypt**, six higher education institutions in the field of agriculture (the University of Alexandria, Mansura University, Suez Canal University, Sohag University, and South Valley University) have established the "**New Professional Diploma in Plant Clinic and Phytosanitary Technologies**" (PRO-DPCP) program as a new joint professional diploma in plant clinic and phytosanitary technologies in order to enhance the skills of students, graduates. The initiative, which was supported by **Erasmus plus and the European Union**, has made significant advances towards promoting the plant clinic as a newly launched academic program through



partnerships with three European institutions (AUP-Bulgaria, UNINA-Italy, and UNIDEB-Hungary). The new program, which is a professional diploma in phytosanitary and plant clinic technologies, offers agricultural professionals an excellent platform to deepen their understanding of plant health principles and gives them the power to influence national institutions in establishing a sustainable agricultural future in their own homeland.

It is noteworthy to mention that Suez Canal University (SCU) developed groups with participants from Egyptian universities to help with the development of the study plan and course design. Workshops with **WP4** project activities (Development of the curriculum, design of diploma program, training and Network) were held during the planning phase in order to gather their input on the study plan and list of courses. It is noteworthy that the student should complete all essential courses in two semesters, dividing them between necessary and elective courses, and that the overall requirements for the diploma are 60 credited points according to the European Credit Transfer System (**ECTS**).

However, **SCU and South Valley University (SVU)** finished revising the study plan for the plant clinic diploma with descriptions of curricula and submitted it for accreditation in 2022/2023. The remaining universities will shortly receive their accreditations. It's interesting to point out that SCU and SVU are the first Egyptian universities to receive accreditation under the national accreditation system and the particular standards established for each university. Since the first plant clinic graduation is scheduled for the 2022–2023 academic year, SCU and SVU gave the diploma to students who signed up for the event.

This report includes the external quality control of program progress in the Erasmus + KA2 CBHE project 609550-EPP-1-2019-1-BG-EPPKA2-CBHE-JP "New Professional Diploma in Plant Clinic and Phytosanitary Technologies" (PRO-DPCP), taking into account the findings of the quality assessments completed for the list of plant clinic diploma.



## 2-Work Package 6: Quality Control and Monitoring Plan

**WP6** is led by Suez Canal University (SCU, project partner no.7) and Sohag University (SOU, project partner no.9) as co-leader.

It consists of the following tasks:

**WP6.1.** Seminars on QA, Bologna Process, ECTS system and Erasmus + program

**WP6.2.** Set up Quality Monitoring panel for quality analysis and prepare project risk management plant

**WP6.3. External Quality control of the DPCP program**

**WP6.4.** Internal quality control of teaching resources; trainings and assessment of Plant Clinic

**WP6.5.** Internal quality control of dissemination activities and impact assessment

**WP6's** primary goal is to provide a practical framework that serves as a roadmap for ongoing monitoring and evaluation of project activities and outputs in relation to performance indicators. This could help to ensure that the project achieves its specific goals within the estimated time frame and the budget allotted for it.

At the Kick-Off meeting held at the project's beginning in **Bulgaria** in **2019**, the **Quality Control Board (QCB)** was created under **WP6**. Throughout the first half of the project's lifespan, the **QCB** continuously monitored the quality of the project's outputs and created a series of questionnaires for assessing certain project activities and gauging participant satisfaction.

Under the purview of **WP 6** (Quality Control and Monitoring Plan) of the initial project proposal, **SCU** develops the Quality Control and Monitoring Plan (**QCMP**) in accordance with the Project Description and all applicable regulations and standards. **QCMP** is regarded as the cornerstone of project quality control efforts. To assure the best possible quality of the project activities, outputs, and outcomes as well as the project management itself, it systematizes and specifies the quality control, monitoring, and evaluation activities and formalizes rules for partners.

Within the framework of the **Quality Control and Mentoring Plan**, quality control comprises two parts: internal and external quality control. **Internal quality control** is built into the project and depends on its own resources to guarantee that all educational processes are implemented in accordance with all higher education regulations and according to the set procedures. On the other hand, **external quality control** uses a neutral outside party to evaluate the implementation of educational program in order to minimize prejudice and maintain higher levels of public accountability.

## 2.1- WP6.3. External Quality control of the DPCP program

### 2.1.1- External Quality Evaluation

When SCU created the quality control plan, the main orientations identified in external quality control were given further thought, which helped define the design principles for the evaluation of the DPCP program centered on the primary "WH" questions.

- What is the object of the evaluation?
- Who evaluates?
- On what criteria?
- When to evaluate?
- To what expected results (why)?

❖ These principles are developed further in the evaluation process.

The primary objective of the external evaluator is to assess the degree to which the DPCP program achieves its goals and to highlight the evidence for this in terms of successful outcomes as planned in the project proposal and accepted by all partners involved. Hence, all external evaluators are chosen from higher education institutions, which are among the top organizations on the national and worldwide levels. Their academic and research activities are governed by national regulations, and they are routinely evaluated by reputable organizations that are all members of **The National**



**Authority for Quality Assurance and Accreditation of Education (NAQAAE).** Such external quality evaluations are required for each university to have authority-qualified plant clinic diploma certificates. Furthermore, it ensures the caliber and competence of the academic and research pursuits that surround plant clinic students and researchers.

### 2.1.2 -The list of external evaluators and their affiliations

	Name	Specialist	Affiliation
1	Prof. Hassan M El-Zahaby	Plant Pathology	Member of higher council universities board, Agriculture science sector
2	Prof. Mohamed Yasser	Plant Pathology	Member of higher council universities board, Agriculture science sector
3	Prof. Atef A. Shahin	Plant Pathology	Fac. of Agri., Kafrelsheikh University
4	Prof. M. M. M. Atia	Plant Pathology	Vice dean Fac of Agric, Zagazig University
5	Prof. M. H. A Hasan	Plant Pathology	Director of QA unit, Assiut university
6	Prof. Magdi A. El-Sayed	Plant Pathology	Galala University
7	Prof. A. A Zohri	Microbiology	Fac of Science, Assiut University

### 2.1.3- Questioner Assessments

**Quality Control Board** developed a questionnaire that was mostly made up of various questions that were then adjusted in accordance with the program's aspects and subject matter. A brief online questionnaire with **20 questions** was released in the middle of July 2023 using **the Google Forms platform** to determine the level of general satisfaction of the external quality control committee with how the program's structure, components, issue solving, and other practical and intellectual skills were handled. Nearly all of the questions were multiple-choice ones. The objective was to precisely elicit opinions and suggestions from these professionals regarding the diploma study and

the list of plant clinic program, both of which were ongoing during the time period covered. The reviewers were provided with sufficient information about the new program and the project outcomes. The data collection process took place in **September, 2023**.

❖ **The questionnaire mostly addressed the following pillars:**

- Relevance: to objectives and to community needs
  - Efficiency: in providing inputs promptly
  - Effectiveness: in achieving planned intellectual outputs and program purpose
  - Impact: on overall objectives to which the program purpose should contribute
  - Sustainability: over time, after the external support stops how the resources can be used by additional Egyptian universities.
- ❖ The complete versions of the questionnaires filled out by the external evaluators can be found as annexes.

## 2.2- Responses derived from the questionnaires

The results show that evaluations of the program's implementation were completed with extremely high levels of satisfaction. Additionally, the questioner analysis demonstrated that the program was methodically taught and educated for plant clinic monitoring, including what courses are taught, how many ECTS are required, as well as which techniques and methodologies are frequently employed. Furthermore, other positive feedback indicates that the course description and study plan for the Diploma have been superbly created, and all of the outcomes that were produced have evidence.

On the other hand, it's negative feedback about being unable to schedule in-person lectures with representatives from other universities. 2022's training efforts were so insufficient that having the resources to spend on more training would be a prudent decision. Some training materials need to be changed since they might have been rushed to completion. It would be ideal to include more and

more detailed information in the program regarding both the training activities that have already been completed and those that are still in the works.

### 2.3- Challenges:

The diversity of background and context among the diploma students who came from various universities and research centers was one of the major problems the program of study had to deal with. Even though it was obvious that this may enrich the work, it presented challenges for the entire program in terms of producing shared learning materials and other documents.

### 2.4- Recommendations:

The following actions should be completed (or recommended) in order to fully achieve results in the subsequent stages:

- At the university level, a focus should be placed on enhancing the abilities of the professional and administrative employees in Plant Clinic Diploma Education. As can be observed from the program flow, the first cycle's current administrative and professional staff are handling tasks linked to second cycle education.
- The labor market should be stimulated to acknowledge occupations with diploma capabilities. Therefore, without this choice, efforts to provide quality diploma education will be neglected, and the number of registered plant clinic diploma students will progressively decline over time.
- The sustainability of the program depends heavily on collaboration with the agriculture sector and its services.
- A more sustainable quality control system should incorporate diploma students' comments as one of its design inputs.



### 3- Conclusion

- Clearly, the Egyptian partners provided excellent leadership for the program, which had excellent management.
- The already established diploma program and modules being offered at SCU and SVU can help other universities by transferring expertise and knowledge.
- The current material can be utilized as a guide for institutions of higher learning and could help spread understanding of both the topic itself and the terminology used in plant clinic instruction.
- The material may also prove helpful for training sessions for outside reviewers and may help to raise the expert profile of panels.

### 4- Annexes

Questionnaires filled out by the external evaluators: Regarding the responder number evaluators, a percentage ratio was taken into consideration.

Question		Answer		
		Fulfilled	Partially fulfilled	Not fulfilled
1	Program structure & components	100%		
2	The components of the current program structure (the ratios of different sciences) meet the specifications of the graduate of the Plant Clinic Diploma.	100%		
3	Program Description: The selection of the program was based on actual community needs.	100%		
4	There is an approved program description.	100%		
5	The program knowledge and a skills matrix have been prepared.	100%		
6	The program was built in a way that supports building a wide range of targeted skills.	100%		
7	The different types of tests cover the intended educational outcomes.	100%		



8	The participation of the relevant scientific departments in the design of the program.	<b>100%</b>		
9	The relevant community parties participated in the design of the program.	<b>83.3%</b>	<b>16.7%</b>	
10	Course Description: There is an approved course description.	<b>100%</b>		
11	Course Description: The description includes a matrix of knowledge and skills for each course.	<b>83.3%</b>	<b>16.7%</b>	
12	The contents of the courses are consistent with the intended learning outcomes for these courses.	<b>100%</b>		
13	The policy and procedures for determining the number of students admitted to the program are specific.	<b>100%</b>		
14	Specific criteria and procedures for admission to the program.	<b>100%</b>		
15	Approved standards and procedures for transfers to and from the program.	<b>100%</b>		
16	The curricula contain specific areas for the development of self-learning.	<b>100%</b>		
17	Training and skills development: The program relies on field training, and there are mechanisms for monitoring and evaluating field training.	<b>83.3%</b>	<b>16.7%</b>	
18	Field training: The results of the training are taken into account in the student evaluation process (grading system).	<b>83.3%</b>	<b>16.7%</b>	
19	Evaluation Methods: Methods for measuring the different skills targeted in the program have been identified.	<b>83.3%</b>	<b>16.7%</b>	
20	Evaluation Methods: The various types of tests cover the intended educational outcomes of the program.	<b>83.3%</b>	<b>16.7%</b>	

