

Digital Internship Model for Higher Professional Studies

Project Number: 2020-1-RS01-KA226-HE-094527

Funding Scheme: ERASMUS+ KA226

QUALITY REPORT

PROJECT AND DOCUMENT INFORMATION

Project Title: Digital Internship Model for Higher Professional Studies
Project Acronym: DIMPS
Project Number: 2020-1-RS01-KA226-HE-094527
Funding Scheme: ERASMUS+ KA226
Applicant Organisation: WESTERN SERBIA ACADEMY OF APPLIED SCIENCES
Project Start Date: 01/03/2021
Project End Date: 28/02/2022
Project Duration: 12 months
National Agency in Charge: RS01 Fondacija Tempus

Title of deliverable: Quality report for the period March-June

VERSIONING AND CONTRIBUTION HISTORY

Version	Date	Status	Partner (Person) Responsible
v.01	20/02/2022	Draft	VTSNS (Nenad Janjic)

ABBREVIATIONS IN ALPHABETICAL ORDER

DIMPS	Digital internship model for higher professional studies
ICT	Information and Communication Technology
GA	Grant Agreement
NA	National Agency
PHE	Professional Higher Education
PMU	Project Management Unit
PSC	Project Steering Committee
QAMC	Quality Assurance and Monitoring Committee
TPM	Transnational Project Meeting
UNIWA	University of West Attica
UR	University of Ruse "Angel Kanchev"
VI	Virtual Internship
VTSNS	Visoka tehnicka skola strukovnih studija u Novom Sadu Higher Education Technical School of Professional Studies in Novi Sad
WSAAS	Western Serbia Academy of Applied Studies

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1. EXECUTIVE SUMMARY

This document presents the Quality Control Plan report for Erasmus KA226 project “Digital Internship Model for Higher Professional Studies” 2020-1-RS01-KA226-HE-094527.

The Quality Plan aimed to assure the quality of the project, as a whole considered. It implied to deploy a wide range of actions that helped to guarantee that the project had impact on target groups, demonstrating the quality of the project outcomes, management efficiency and that the project had been developed according to the guidelines established in the drawing documents.

The Quality Plan was based on an evaluation process of three aspects of the project:

- the management and communication;
- the Intellectual outputs of the project, with the piloting of the DIMPS platform;
- finally, the impact in the target groups, the public in general and the main stakeholders in the field.

Quality assurance of the project was led by VTSNS with contribution of all partners.

DIMPS project deliverables planned

Project management deliverables

As the result of project management activities, following deliverables are planned:

	Deliverable	Estimated date	Coordinating partner
1	Project Management Plan	April 2021.	WSAAS
2	Activity plan	April 2021.	WSAAS
3	Dissemination plan	April 2021.	UNIWA
4	Quality plan	April 2021.	VTSNS
5	Risk plan	April 2021.	UR
6	Project Management Report midterm	July 2021.	WSAAS
7	Quality Report midterm	July 2021.	VTSNS
8	Intellectual output progress Report midterm	July 2021.	VTSNS
9	Dissemination Report	January 2022.	WSAAS/UNIWA
10	Intellectual output Report	February 2022.	WSAAS/UR/VTSNS
11	Quality Report	February 2022.	VTSNS

Intellectual outputs

	Deliverable	Estimated date	Coordinating partner
IO1-1	Report on best practices for carrying out virtual internships	June 2021.	UR
IO1-2	Learning outcomes: knowledge, skills and attitudes to be developed through a digital internship program	June 2021.	WSAAS
IO1-3	Methodology for digital internship in professional higher education	June 2021.	VTSNS
IO2-1	Digital internship platform (DIMPS platform)	September 2021.	WSAAS
IO2-2	Internship learning materials	October 2021.	WSAAS/UR/VTSNS
IO2-3	DIMPS Piloting Report	January 2022.	WSAAS
IO3-1	The toolkit/guide for the implementation of virtual internships "DIPMS ON CHAMILO"	January 2022.	UR
IO3-2	DIMPS platform video tutorials	January 2022.	WSAAS

Dissemination deliverables:

	Deliverable	Estimated date	Coordinating partner
1	DIMPS Project website	March 2021.	WSAAS
2	DIMPS Facebook page	March 2021.	VTSNS
3	National workshop Minutes	October 2021.	WSAAS

QUALITY OF THE PROJECT MANAGEMENT

Contractual documentation

The contractual documentation was completed with the signature of following key documents:

1. Grant Agreement - Ugovor o dodeli namenskih bespovratnih sredstava ugovor broj – 2020-1-RS01-KA226-HE-094527 – between Serbian National Agency Fondacija Tempus and coordinator Western Serbia Academy of Applied Sciences
2. Annex to the Grant agreement
3. Partnership Agreement between coordinator Western Serbia Academy of Applied Sciences and University of Ruse “Angel Kanchev”
4. Partnership Agreement between coordinator Western Serbia Academy of Applied Sciences and University of West Attica
5. Annex to the Partnership Agreement between coordinator Western Serbia Academy of Applied Sciences and University of West Attica
6. Partnership Agreement between coordinator Western Serbia Academy of Applied Sciences and Visoka tehnicka skola strukovnih studija u Novom Sadu
7. Annex to the Partnership Agreement between coordinator Western Serbia Academy of Applied Sciences and Visoka tehnicka skola strukovnih studija u Novom Sadu

The assurance of the quality of the contractual documentation was the responsibility of the legal office/departments in NA Fondacija tempus and each party involved.

Quality of strategic project documents

Strategic project documentation was prepared prior to the Kick off meeting. Institution responsible for the writing of strategic project documentation, as defined in the project proposal, was as follows:

Project Management and Communication Plan – WSAAS – Tatjana Marinkovic
Quality Plan- VTSNS – Branko Savic
Risk Plan – UR – Plamen Zahariev
Dissemination Plan – UNIWA – Michalis Koniordos
Activity Plan – WSAAS – Tatjana Marinkovic

Quality of midterm reports

Midterm reports were prepared prior to the second transnational project meeting TPM2

Project Management Report midterm – WSAAS Tatjana Marinkovic
Quality Report midterm – VTSNS Nenad Janjic, WSAAS Ljiljana Trumbulovic
Intellectual output progress Report midterm – VTSNS – Branko Savic

Quality of endterm reports

Final reports were prepared prior to the final transnational project meeting TPM3

Dissemination Report – WSAAS Tatjana Marinkovic
Intellectual output Report – VTSNS – Branko Savic

Each deliverable was subjected to the Deliverable review checklist, according to the template published at <https://dimps-erasmus.com/document-templates/>

Upon the review, the document was either accepted and forwarded for the adoption by the Project consortium or returned for the revision.

Results of the Project management deliverables review are given bellow

Deliverable review checklist PROJECT MANAGEMENT AND COMMUNICATION PLAN

Author(s) responsible for the deliverable: Tatjana Marinkovic

Assurance point	Issues to address	Assessment	Comments	Recommendations
1. Compliance with the objectives of the project	Does the deliverable comply with the objectives of the project?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
2. Correspondence with the description of relevant activity.	Does the deliverable correspond with the activity description as specified in the Application form?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
3. Compliance with the deliverable format	Is the deliverable presented using the project deliverable format – Annex B (Word document template)?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
4. Adequacy of complementary information	Examples of complementary information: <ul style="list-style-type: none"> External sources used Methodology (e.g. for surveys) Bibliography 	Yes <input type="checkbox"/> No <input type="checkbox"/>	NOT APPLICABLE	
5. Adequacy of written language	Level of written language	Excellent <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> Inadequate <input type="checkbox"/>		
Overall assessment and suggestions for improvement		Deliverable meets quality requirements		
Date of quality assurance performed by the QAMC reviewers				15/03/2021
Deadline for submission of amended version of the deliverable				dd-mm-yyyy

Deliverable review checklist QUALITY PLAN

Author(s) responsible for the deliverable: Branko Savic

Assurance point	Issues to address	Assessment	Comments	Recommendations
1. Compliance with the objectives of the project	Does the deliverable comply with the objectives of the project?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
2. Correspondence with the description of relevant activity.	Does the deliverable correspond with the activity description as specified in the Application form?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
3. Compliance with the deliverable format	Is the deliverable presented using the project deliverable format – Annex B (Word document template)?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
4. Adequacy of complementary information	Examples of complementary information: <ul style="list-style-type: none"> External sources used Methodology (e.g. for surveys) Bibliography 	Yes <input type="checkbox"/> No <input type="checkbox"/>	NOT APPLICABLE	
5. Adequacy of written language	Level of written language	Excellent <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> Inadequate <input type="checkbox"/>		
Overall assessment and suggestions for improvement		Deliverable meets quality requirements		
Date of quality assurance performed by the QAMC reviewers				18/03/2021
Deadline for submission of amended version of the deliverable				dd-mm-yyyy

Deliverable review checklist RISK MANAGEMENT PLAN

Author(s) responsible for the deliverable: Georgi Hristov, Plamen Zahariev, Diyana Kinaneva, Georgi Georgiev

Assurance point	Issues to address	Assessment	Comments	Recommendations
1. Compliance with the objectives of the project	Does the deliverable comply with the objectives of the project?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
2. Correspondence with the description of relevant activity.	Does the deliverable correspond with the activity description as specified in the Application form?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
3. Compliance with the deliverable format	Is the deliverable presented using the project deliverable format – Annex B (Word document template)?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
4. Adequacy of complementary information	Examples of complementary information: <ul style="list-style-type: none"> External sources used Methodology (e.g. for surveys) Bibliography 	Yes <input type="checkbox"/> No <input type="checkbox"/>	NOT APPLICABLE	
5. Adequacy of written language	Level of written language	Excellent <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> Inadequate <input type="checkbox"/>		
Overall assessment and suggestions for improvement		Deliverable meets quality requirements		
Date of quality assurance performed by the QAMC reviewers				10/04/2021
Deadline for submission of amended version of the deliverable				dd-mm-yyyy

Deliverable review checklist DISSEMINATION PLAN

Author(s) responsible for the deliverable: Michalis Koniordos

Assurance point	Issues to address	Assessment	Comments	Recommendations
1. Compliance with the objectives of the project	Does the deliverable comply with the objectives of the project?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
2. Correspondence with the description of relevant activity.	Does the deliverable correspond with the activity description as specified in the Application form?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
3. Compliance with the deliverable format	Is the deliverable presented using the project deliverable format – Annex B (Word document template)?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Use the project deliverable format – Annex B
4. Adequacy of complementary information	Examples of complementary information: <ul style="list-style-type: none"> External sources used Methodology (e.g. for surveys) Bibliography 	Yes <input type="checkbox"/> No <input type="checkbox"/>	NOT APPLICABLE	
5. Adequacy of written language	Level of written language	Excellent <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> Adequate <input type="checkbox"/>		
Overall assessment and suggestions for improvement		Deliverable needs adjustment		
Date of quality assurance performed by the QAMC reviewers				06/05/2021
Deadline for submission of amended version of the deliverable				07/05/2021.

Deliverable review checklist DISSEMINATION PLAN v.2

Author(s) responsible for the deliverable: Michalis Koniordos, Tatjana Marinkovic

Assurance point	Issues to address	Assessment	Comments	Recommendations
1. Compliance with the objectives of the project	Does the deliverable comply with the objectives of the project?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
2. Correspondence with the description of relevant activity.	Does the deliverable correspond with the activity description as specified in the Application form?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
3. Compliance with the deliverable format	Is the deliverable presented using the project deliverable format – Annex B (Word document template)?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
4. Adequacy of complementary information	Examples of complementary information: <ul style="list-style-type: none"> External sources used Methodology (e.g. for surveys) Bibliography 	Yes <input type="checkbox"/> No <input type="checkbox"/>	NOT APPLICABLE	
5. Adequacy of written language	Level of written language	Excellent <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> Adequate <input type="checkbox"/>		
Overall assessment and suggestions for improvement		Deliverable meets quality requirements		
Date of quality assurance performed by the QAMC reviewers				10/05/2021
Deadline for submission of amended version of the deliverable				dd-mm-yyyy

Deliverable review checklist ACTIVITY PLAN

Author(s) responsible for the deliverable: Tatjana Marinkovic

Assurance point	Issues to address	Assessment	Comments	Recommendations
1. Compliance with the objectives of the project	Does the deliverable comply with the objectives of the project?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
2. Correspondence with the description of relevant activity.	Does the deliverable correspond with the activity description as specified in the Application form?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
3. Compliance with the deliverable format	Is the deliverable presented using the project deliverable format – Annex B (Word document template)?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
4. Adequacy of complementary information	Examples of complementary information: <ul style="list-style-type: none"> External sources used Methodology (e.g. for surveys) Bibliography 	Yes <input type="checkbox"/> No <input type="checkbox"/>	NOT APPLICABLE	
5. Adequacy of written language	Level of written language	Excellent <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> Adequate <input type="checkbox"/>		
Overall assessment and suggestions for improvement		Deliverable meets quality requirements		
Date of quality assurance performed by the QAMC reviewers				15/03/2021
Deadline for submission of amended version of the deliverable				dd-mm-yyyy

Deliverable review checklist Project Management Report midterm

Author(s) responsible for the deliverable: Tatjana Marinkovic

Assurance point	Issues to address	Assessment	Comments	Recommendations
1. Compliance with the objectives of the project	Does the deliverable comply with the objectives of the project?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
2. Correspondence with the description of relevant activity.	Does the deliverable correspond with the activity description as specified in the Application form?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
3. Compliance with the deliverable format	Is the deliverable presented using the project deliverable format – Annex B (Word document template)?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
4. Adequacy of complementary information	Examples of complementary information: <ul style="list-style-type: none"> External sources used Methodology (e.g. for surveys) Bibliography 	Yes <input type="checkbox"/> No <input type="checkbox"/>	NOT APPLICABLE	
5. Adequacy of written language	Level of written language	Excellent <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> Adequate <input type="checkbox"/>		
Overall assessment and suggestions for improvement		Deliverable meets quality requirements		
Date of quality assurance performed by the QAMC reviewers				07/07/2021
Deadline for submission of amended version of the deliverable				dd-mm-yyyy

Deliverable review checklist Quality Report midterm

Author(s) responsible for the deliverable: Nenad Janjic, Ljiljana Trumbulovic

Assurance point	Issues to address	Assessment	Comments	Recommendations
1. Compliance with the objectives of the project	Does the deliverable comply with the objectives of the project?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
2. Correspondence with the description of relevant activity.	Does the deliverable correspond with the activity description as specified in the Application form?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
3. Compliance with the deliverable format	Is the deliverable presented using the project deliverable format – Annex B (Word document template)?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
4. Adequacy of complementary information	Examples of complementary information: <ul style="list-style-type: none"> External sources used Methodology (e.g. for surveys) Bibliography 	Yes <input type="checkbox"/> No <input type="checkbox"/>	NOT APPLICABLE	
5. Adequacy of written language	Level of written language	Excellent <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> Adequate <input type="checkbox"/>		
Overall assessment and suggestions for improvement		Deliverable meets quality requirements		
Date of quality assurance performed by the QAMC reviewers				08/07/2021
Deadline for submission of amended version of the deliverable				dd-mm-yyyy

Deliverable review checklist Intellectual output progress report

Author(s) responsible for the deliverable: Branko Savic

Assurance point	Issues to address	Assessment	Comments	Recommendations
1. Compliance with the objectives of the project	Does the deliverable comply with the objectives of the project?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
2. Correspondence with the description of relevant activity.	Does the deliverable correspond with the activity description as specified in the Application form?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
3. Compliance with the deliverable format	Is the deliverable presented using the project deliverable format – Annex B (Word document template)?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
4. Adequacy of complementary information	Examples of complementary information: <ul style="list-style-type: none"> External sources used Methodology (e.g. for surveys) Bibliography 	Yes <input type="checkbox"/> No <input type="checkbox"/>	NOT APPLICABLE	
5. Adequacy of written language	Level of written language	Excellent <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> Adequate <input type="checkbox"/>		
Overall assessment and suggestions for improvement		Deliverable meets quality requirements		
Date of quality assurance performed by the QAMC reviewers				06/07/2021
Deadline for submission of amended version of the deliverable				dd-mm-yyyy

Deliverable review checklist Dissemination report

Author(s) responsible for the deliverable: Tatjana Marinkovic

Assurance point	Issues to address	Assessment	Comments	Recommendations
1. Compliance with the objectives of the project	Does the deliverable comply with the objectives of the project?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
2. Correspondence with the description of relevant activity.	Does the deliverable correspond with the activity description as specified in the Application form?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
3. Compliance with the deliverable format	Is the deliverable presented using the project deliverable format – Annex B (Word document template)?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
4. Adequacy of complementary information	Examples of complementary information: <ul style="list-style-type: none"> External sources used Methodology (e.g. for surveys) Bibliography 	Yes <input type="checkbox"/> No <input type="checkbox"/>	NOT APPLICABLE	
5. Adequacy of written language	Level of written language	Excellent <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> Adequate <input type="checkbox"/>		
Overall assessment and suggestions for improvement		Deliverable meets quality requirements		
Date of quality assurance performed by the QAMC reviewers				05/02/2022
Deadline for submission of amended version of the deliverable				dd-mm-yyyy

Deliverable review checklist Intellectual output Report

Author(s) responsible for the deliverable: Branko Savic

Assurance point	Issues to address	Assessment	Comments	Recommendations
1. Compliance with the objectives of the project	Does the deliverable comply with the objectives of the project?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
2. Correspondence with the description of relevant activity.	Does the deliverable correspond with the activity description as specified in the Application form?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
3. Compliance with the deliverable format	Is the deliverable presented using the project deliverable format – Annex B (Word document template)?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
4. Adequacy of complementary information	Examples of complementary information: <ul style="list-style-type: none"> External sources used Methodology (e.g. for surveys) Bibliography 	Yes <input type="checkbox"/> No <input type="checkbox"/>	NOT APPLICABLE	
5. Adequacy of written language	Level of written language	Excellent <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> Adequate <input type="checkbox"/>		
Overall assessment and suggestions for improvement		Deliverable meets quality requirements		
Date of quality assurance performed by the QAMC reviewers				03/02/2022
Deadline for submission of amended version of the deliverable				dd-mm-yyyy

QUALITY OF THE COMMUNICATION

Quality of the first transnational project meeting – Kick off meeting

Event: Kick-off meeting

Date: 15th -16th April 2021.

Time: 10:00 CET

Venue: Western Academy of Applied Sciences

Trg Sv. Save 34, Uzice, Serbia

The main goal of the TM1- Kick off meeting was to establish the project management structures and to make decisions concerning the responsibilities for the Intellectual Outputs production. The meeting was organized combining in-person/online approach. Members from the host institution (WSAAS) and Higher Technical School of Applied Sciences Novi Sad (VTSNS) were attending the meeting in person, whereas members from University of Ruse “Angel Kanchev” (UR) and University of West Attica (UNIWA) attended the meeting via Google Meet platform.

First day of the TM1 was organized to deal with: Project Management Plan specifying management structures, procedures and reporting on activities and expenses; Establishment of project management structures - Consortium, Steering committee, Quality assurance committee, Expert group, and previously formed project management teams of partners including management, legal, administrative, financial and technical staff to provide continuous project management in partner organizations; Risk Plan development; Quality Plan development; Dissemination Plan development.

Second day was dedicated to the discussion of the Activity plan, Intellectual outputs tasks and responsibilities.

Participants' feedback was obtained after the meeting. In-person participants filled the questionnaire at the site, while online participants sent their responses pulled, to ensure anonymisation.

Participants responded to the questions related the event content, organization, and results, by circling the appropriate number on the right side of every statement, so that it depicts their agreement with the statement, where:

- 1 means – I disagree strongly;
- 3 means – I neither agree or disagree;
- 5 means – I agree strongly.

Feedback was obtained from 19 participants in total. Results are presented in the table.

EVENT CONTENT	Evaluation mark
The content of the event is relevant to the topic.	4,95
The discussions were relevant for the participants.	4,89
The materials distributed are useful and informative.	4,68
The event was interactive and interesting.	4,84
The event activities provided me substantial amount of practical information and answers.	4,89

The goal of the event has been achieved.	5,00
ORGANISATION	
The overall organisation was professional.	4,95
The style and level of communication between organisers and participants was professional	4,78
The methods of working were suitable for the topics and for the participants.	4,95
The event time management and length were appropriate.	4,95
The venue and facilities	4,57
EVENT RESULTS	
My expectations about this event were met or exceeded.	4,95
I enjoyed the cooperation and interaction with other participants.	4,89
This event covered to a very high extent the topics I have expected.	4,95

EVENT GENERAL ASSESSMENT

How would you generally mark this event? Evaluation mark 5

Overall conclusion is that Kick off meeting that was held 15th -16th April 2021 fulfilled its purpose in terms of the establishment of the project organization structure, adoption of general management, communication and reporting principles, as well as the concepts of quality assurance and risk recognition and mitigation measures.

The participants' satisfaction survey revealed the slight difference between in-person and online participants in term that in-person participants showed higher level of satisfaction.

This is also obvious in the responses to the questions about strengths and weaknesses of the event:

STRENGTHS AND LIMITATIONS OF THE EVENT

- A. Please illustrate any strengths of the event and contributions or activities you enjoyed.
- a. The initial meeting was extremely informative about the work packages and the upcoming tasks for each partner and the consortium.
 - b. The organized discussions provided an opportunity to clarify important administrative issues related to the implementation of the project.
-
- B. Please indicate how you think the event could have been improved.
- a. Holding face-to-face meetings has a much greater effect, so I think it's good to have them in the future.

STRENGTHS AND LIMITATIONS OF THE EVENT

- A. Please illustrate any strengths of the event and contributions or activities you enjoyed.
- a. The consortium members were introduced and the work on the project has started.
 - b. The event was well organized and balanced.
 - c. The bonus topic with discussions on future EU and Erasmus + projects was very effective and useful.
 - d. _____
- B. Please indicate how you think the event could have been improved.
- a. Unfortunately, given the COVID-19 limitation, there was nothing more to be done.
 - b. _____

Quality of the second transnational project meeting

Event: Transnational meeting 2

Date: 5th -6th July 2021.

Time: 10:00 EEST

Venue: University of West Attica

Campus 1

Conference room of the Department of Tourism Management

The main goal of the second transnational project meeting was to discuss the progress in intellectual output 1 production and to make decisions concerning the responsibilities for the Intellectual Outputs 2 and 3 productions. The meeting was organized in-person. Members from the host institution (UNIWA), Western Serbia Academy of Applied Sciences and Higher Technical School of Applied Sciences Novi Sad (VTSNS) were attending the meeting in person. The members from University of Ruse "Angel Kanchev" (UR), that agreed with the settled date previously, cancelled their arrival a week in advance, due to the obligation in their other project. The attempt to ensure their online presence failed due to the technical issues that University of West Attica faced due to the Covid19-related mode of work. Thus, the remaining partners concluded that 3 out of 4 present partners is sufficient for the decision making, according to the rules settled in the Project Management and Communication Plan. In a brief viber communication, the agreement was made to arrange additional online meeting with the UR members, upon prof. Zahariev suggestion regarding the date.

First day of the TM2 was organized to discuss the project progress and quality reports, with the emphasis on the Intellectual outputs 1, produced and distributed to the partners prior to the meeting.

Second day was dedicated to the discussion of the Intellectual outputs 2 and 3 tasks and responsibilities.

Participants' feedback was obtained after the meeting. In-person participants filled the questionnaire at the site, while online participants sent their responses pulled, to ensure anonymisation.

Participants responded to the questions related the event content, organization, and results, by circling the appropriate number on the right side of every statement, so that it depicts their agreement with the statement, where:

- 1 means – I disagree strongly;
- 3 means – I neither agree or disagree;
- 5 means – I agree strongly.

Feedback was obtained from 5 participants in total. Results are presented in the table.

EVENT CONTENT	Evaluation mark
The content of the event is relevant to the topic.	5,00
The discussions were relevant for the participants.	4,89
The materials distributed are useful and informative.	5,00
The event was interactive and interesting.	4,84
The event activities provided me substantial amount of practical information and answers.	4,95
The goal of the event has been achieved.	5,00
ORGANISATION	
The overall organisation was professional.	3,55
The style and level of communication between organisers and participants was professional.	4,78
The methods of working were suitable for the topics and for the participants.	4,95
The event time management and length were appropriate.	4,95
The venue and facilities	3,55
EVENT RESULTS	
My expectations about this event were met or exceeded.	4,95
I enjoyed the cooperation and interaction with other participants.	5,00
This event covered to a very high extent the topics I have expected.	5,00

EVENT GENERAL ASSESSMENT

How would you generally mark this event? Evaluation mark 5

Second transnational project meeting fulfilled its purpose in term of the analysis of the project progress and distribution of following tasks and responsibilities. Again, full potential of the meeting was not reached, due to the cancellation of one partner and technical issues. The meeting had a particular significance in term of deepening the partnership relationships.

Quality of the third transnational project meeting

Event: PSC meeting

Date: 7

th October 2021.

Time: 11:00 CET

Venue: Western Academy of Applied Sciences

Trg Sv. Save 34, Uzice, Serbia

The main goal of the transnational project meeting was to discuss the progress in intellectual outputs production and to make arrangements regarding the paperwork required for the virtual internship student exchange. The meeting was organized as a side kick activity of the National workshop for the presentation of DIMPS methodology and platform to the world of work. The meeting was organized in-person. Members from the host institution Western Serbia Academy of Applied Sciences (WSAAS), University of Ruse (UR) and Higher Technical School of Applied Sciences Novi Sad (VTSNS) were attending the meeting in person. Due to the COVID19-related travel restriction, UNIWA representatives were not present.

Participants' feedback was obtained after the meeting. In-person participants filled the questionnaire at the site, while online participants sent their responses pulled, to ensure anonymisation.

Participants responded to the questions related the event content, organization, and results, by circling the appropriate number on the right side of every statement, so that it depicts their agreement with the statement, where:

- 1 means – I disagree strongly;
- 3 means – I neither agree or disagree;
- 5 means – I agree strongly.

Feedback was obtained from 9 participants in total. Results are presented in the table.

EVENT CONTENT	Evaluation mark
The content of the event is relevant to the topic.	5,00
The discussions were relevant for the participants.	5,00
The materials distributed are useful and informative.	5,00
The event was interactive and interesting.	4,84
The event activities provided me substantial amount of practical information and answers.	4,95
The goal of the event has been achieved.	5,00
ORGANISATION	
The overall organisation was professional.	4,84
The style and level of communication between organisers and participants was professional.	4,78
The methods of working were suitable for the topics and for the participants.	5,00
The event time management and length were appropriate.	4,95
The venue and facilities	5,00
EVENT RESULTS	
My expectations about this event were met or exceeded.	5,00
I enjoyed the cooperation and interaction with other participants.	5,00
This event covered to a very high extent the topics I have expected.	5,00

EVENT GENERAL ASSESSMENT

How would you generally mark this event? Evaluation mark 5

CONCLUSION ON THE QUALITY OF THE PROJECT MANAGEMENT AND COMMUNICATION

The project activities have been carried out as envisaged in the original plan, with slight changes and delays that have not affected the overall implementation foreseen for the reporting period. This suggests the generally high quality of management and communication pathways.

Transnational meetings faced the COVID19-related restrictions, as predicted in the Risk plan. The travel issues were overcome using blended in-person/online approach for the meeting attendance.

QUALITY OF INTELLECTUAL OUTPUTS

Quality of Intellectual outputs deliverables were subjected to the Deliverable review checklist, according to the template published at <https://dimps-erasmus.com/document-templates/> . They were all concordant with the expected quality standards (data available upon request). In addition, intellectual output deliverables were subjected to the peer review process. Reviewers were selected according their expertise, from the partner organizations.

	Deliverable	Coordinating partner	Reviewer
IO1-1	Report on best practices for carrying out virtual internships	UR	Prof. Milovan Milivojevic
IO1-2	Learning outcomes: knowledge, skills and attitudes to be developed through a digital internship program	WSAAS	Prof. Milovan Milivojevic
IO1-3	Methodology for digital internship in professional higher education	VTSNS	Prof. Vesna Marjanovic
IO2-1	Digital internship platform (DIMPS platform)	WSAAS	Dr Jovana Kopanja
IO3-1	The toolkit/guide for the implementation of virtual internships "DIPMS ON CHAMILO"	UR	Under review
IO3-2	DIMPS platform video tutorials	WSAAS	Under review

Reviewer's comments are given bellow.

Digital Internship Model for Higher Professional Studies

Project Number: 2020-1-RS01-KA226-HE-094527

Funding Scheme: ERASMUS+ KA226

Review of paper „Best practices for carrying out virtual internships“

PROJECT AND DOCUMENT INFORMATION

Project Title: Digital Internship Model for Higher Professional Studies
Project Acronym: DIMPS
Project Number: 2020-1-RS01-KA226-HE-094527
Funding Scheme: ERASMUS+ KA226
Applicant Organization: WESTERN SERBIA ACADEMY OF APPLIED SCIENCES
Project Start Date: 01/03/2021
Project End Date: 28/02/2022
Project Duration: 12 months
National Agency in Charge: RS01 Fondacija Tempus

Title of deliverable: Review of paper BEST PRACTICES FOR CARRYING OUT
 VIRTUAL INTERNSHIPS

VERSIONING AND CONTRIBUTION HISTORY

Version	Date	Status	Partner (Person) Responsible
v.01	26/10/2021	Draft	WESTERN SERBIA ACADEMY OF APPLIED SCIENCES (PhD Milovan Milivojevic)
v.02			

Review of paper “Best practices for carrying out virtual internships”

General observation

In the paper BEST PRACTICES FOR CARRYING OUT VIRTUAL INTERNSHIPS, authored by N. Benchev, G. Hristov, P. Zahariev, D. Kinaneva, G. Georgiev from the University of Ruse "Angel Kancev", which is part of IO1 (Intellectual outcome 1) of the DIMPS project, a SWOT analysis and an overview of available solutions and best practices related to the provision of virtual internships in Bulgaria, Greece, Serbia, as well as the rest of the world, is presented. The analysis of the current situation, which can be characterized as a starting point, indicates that there is a number of problems related to the concept of virtual internship and defines recommendations and information and communication technologies (ICT) tools as a leverage for improvement. A special examination of the relationship between ICT - virtual internship - COVID19 is given and the importance of new approaches for acquiring skills in crisis circumstances is described. The paper is consistent with the objectives of the DIMPS project and represents a valid contribution to the IO1 of the project itself.

Suggestions for authors

Section: **Introduction**

Lines: 99-117

This part provides a number of observations and definitions related to virtual internship. It is recommended that the authors reinforce some of these observations and definitions by referring to relevant scientific papers that should be added to the list of references.

Lines: 118-122

At the end of this paragraph, it is necessary to add References that support the statements made in the text.

Lines: 123-128

This content should be enriched and strengthened by referring to papers from scientific journals that present more exact indicators, comparisons, statistical analyses, metrics, elements of EDA (exploratory data analysis), results of Data Mining related to VIRTUAL INTERNSHIPS...

In general, the Introduction section lacks a review of the scientific literature and published scientific papers in this field.

Lines: 123-128

At the end of the first sentence - a reference is required! Who is criticizing the system of virtual internship?

Lines: 134-137

The claims made in this section should be supported by 2-3 references!

Lines: 138-140

I suggest that the authors move this part to the **Conclusion** section.

At the end of the Introduction section, it is necessary to add: What is the aim of the paper? What methods are used? Optionally add what are the initial hypothesis, and it is obligatory to announce

what the Use Case is (available solutions and best practices for providing virtual internships in Bulgaria, Greece, Serbia).

Section: **Virtual Internship platforms in Bulgaria, Serbia and Greece**

Lines: 146

Short text (two or three sentences) of the announcement of the examples that will follow is missing (from 1 to 4)

Lines: 246

Short text of the announcement of the examples that will follow is missing (from 1 to 3)

Lines: 288

Short text of the announcement of the examples that will follow is missing (from 1 to 2)

Lines: 315

Short text of the announcement of the examples that will follow is missing (from 1 to 6)

Lines: 315 ... *best possible*

Lines: 319 ... *excellent*

These adjectives should be avoided in the text because it is a question of marketing of the respective companies, and this paper should distance itself from such claims, because there are no exact indications that this is true.

Thus, authors are recommended to present claims that have an objective or neutral tone or, otherwise, to refer to references, which can be reliably verified.

Section: **SWOT Analysis on the presented Virtual Internship solutions**

This section is done very well.

Section: **Recommendations for carrying out Virtual Internships under the DIMPS project**

This section is done very well.

Section: **Conclusions**

Align with the suggestion pertaining to Lines: 138-140.

The rest of this section is done very well.

PhD Milovan Milivojevic

Digital Internship Model for Higher Professional Studies

Project Number: 2020-1-RS01-KA226-HE-094527

Funding Scheme: ERASMUS+ KA226

Review of the paper — Learning outcomes: knowledge, skills and attitudes to be developed through a digital internship program

PROJECT AND DOCUMENT INFORMATION

Project Title: Digital Internship Model for Higher Professional Studies
Project Acronym: DIMPS
Project Number: 2020-1-RS01-KA226-HE-094527
Funding Scheme: ERASMUS+ KA226
Applicant Organisation: WESTERN SERBIA ACADEMY OF APPLIED SCIENCES
Project Start Date: 01/03/2021
Project End Date: 28/02/2022
Project Duration: 12 months
National Agency in Charge: RS01 Fondacija Tempus

Title of deliverable: Review of paper — Learning outcomes: knowledge, skills and attitudes to be developed through a digital internship program

VERSIONING AND CONTRIBUTION HISTORY

Version	Date	Status	Partner (Person) Responsible
v.01	27/10/2021	Draft	WESTERN SERBIA ACADEMY OF APPLIED SCIENCES (PhD Milovan Milivojevic)
v.02			

Review of the paper — Learning outcomes: knowledge, skills and attitudes to be developed through a digital internship program

General observation

In the paper *Learning outcomes: knowledge, skills and attitudes to be developed through a digital internship program*, by Branko Savic from VTSNS and Tatjana Marinkovic and Milorad Muric, from WSAAS, which is part of IO1 (Intellectual outcome 1) DIMPS project, basic concepts are given relating to knowledge, skills and attitudes, which can be developed through a digital internship program. The SMART (Specific, Measurable, Attainable, Results-Focused, Time-Focused) approach to the DIMPS project objectives was considered. Possibilities and specifics (elements of SWOT) in the realization of practical classes for technical professions, such as mechanical engineering, are particularly analyzed. The paper also presents the potential advantages that, according to the authors, the Digital Internship Model for Higher Professional Studies could have in comparison with student internships in the real work environment. Elements of DIMPS projection of the future are given with special reference to modern paradigms such as Augmented Reality, Cyber Physical Systems (CPS) and I4.0.

The paper is consistent with the objectives of the DIMPS project and represents a contribution to the IO1 of the project itself.

Suggestions for authors

The paper has a predominantly descriptive character (scientific essay, scientific letter, ...).

The bibliography is very interesting and up-to-date, but the authors are recommended to add several references that are specifically related to digital internship programs, namely papers with the presentation of exact indicators and metrics (more such references would be useful).

Section: **Generic competences in digital internships**

Lines: 332

At the end of the sentence, the reference(s) on which the statement is based should be given.

PhD Milovan Milivojevic

Digital Internship Model for Higher Professional Studies

Project Number: 2020-1-RS01-KA226-HE-094527

Funding Scheme: ERASMUS+ KA226

Review of document „Methodology for digital internship in professional higher education“

PROJECT AND DOCUMENT INFORMATION

Project Title: Digital Internship Model for Higher Professional Studies
Project Acronym: DIMPS
Project Number: 2020-1-RS01-KA226-HE-094527
Funding Scheme: ERASMUS+ KA226
Applicant Organisation: WESTERN SERBIA ACADEMY OF APPLIED SCIENCES
Project Start Date: 01/03/2021
Project End Date: 28/02/2022
Project Duration: 12 months
National Agency in Charge: RS01 Fondacija Tempus

Title of deliverable: Review of DIMPS methodology

VERSIONING AND CONTRIBUTION HISTORY

Version	Date	Status	Partner (Person) Responsible
v.01	15/10/2021	Draft	WSAAS (Vesna Marjanovic)
v.02			

The report provides a comprehensive list of activities carried out in intellectual output 1, so-called, Methodology for Digital Internship in Professional Higher Education, of the Project with Number:2020-1-RS01-KA226-HE-094527 called Digital Internship Model for Higher Professional Studies (DIMPS). The quality of this activities is good.

Digital Internship Model for Higher Professional Studies is the fusion of three major actors: student, higher education institution and employer.

The digital/virtual internship model, suitable for the internship in different economy sectors, including the technical sector and tourism, is directed at finding solutions to the problem of transferring field-specific formal requirements and learning outcomes into the digital format.

Virtual internships enable students to gain real-world experience in a remote online setting and offer advantages over traditional internship programs, such as the inclusion of students who cannot participate in traditional internships due to financial, geographical reasons, disabilities or other reasons. In addition virtual internships allow low-cost student exchanges and provide them constructive communication and interaction although they are geographically separated and/or from different cultural backgrounds.

The structure and minimum duration of an internship with specificities for each scientific field are defined by the study program accreditation standards in compliance with the national legislation, while for the enterprise internships are regulated by the national labour legislations as well as in terms of occupational safety and health. A virtual internship involves the use of an information and communication technology supported environment, where students, higher education institution and employer representatives, in order to carry out a specific and meaningful work-based activity that fits within the student's compulsory educational curriculum. There are a lot of benefits that higher education institutions and students gain from applying a virtual internship include, such as providing a way to develop new students competences, providing a professional way to build partnerships between the business world and educational systems, ensuring regional mobility (without the need to move), etc. But also employers have a lot of benefits gain from applying a virtual internship include, such as: reducing the dependency on the labor supply of a particular area, overcoming geographical limitations (companies do not need to relocate the student, he/she can remain at home), the firm can save money, etc.

Methodology for Digital Internship in Professional Higher Education also envisages the conditions required to be met by virtual practice and compared these conditions with the conditions met by the on-site internship. Some of these conditions are the internship position must give

students the opportunity: to participate in the work process, to perform work at the level of the study program, to perform work related to the knowledge and/or skills acquired during his/her study, to reflect on the internship and to write an internship report. Also, the skills or knowledge acquired have to be transferable to other employment settings.

Virtual internship learning outcomes, general and program-specific, differ depending on the educational level and year of study and criteria for ECTS credit assignment are clearly defined. It is assumed that the virtual internship will be successfully realized if the student, higher education institution and employer enter their expectations and requirements for the period before, during and after the internship in a list (of expectations and requirements) given in the Methodology. The DIMPS platform virtual internship may be can be connected or integrated in both directions with other specialized e-learning platforms that complement virtual internships user experience. A detailed plan of the necessary steps to be taken by students, the higher education institution and the employer, during the different phases of the internship implementation is proposed in case the process is started by the higher education institution (thus being compulsory internship and awarded a number of ECTS credits). For each of these steps, the preparation of documentation is planned, by filling in the appropriate forms, which are attached to the Methodology for Digital Internship in Professional Higher Education. It was noted that the plan could be adapted to situations where the process is initiated by a student or employer.

The virtual internship platform provides support to some form of virtual work placement with a foreign company. Virtual work placements enable students to take on work placements abroad without having to leave their home country and they are beneficial for students, for higher education institutions and for employers.

Vesna Marjanovic PhD

Digital Internship Model for Higher Professional Studies

Project Number: 2020-1-RS01-KA226-HE-094527

Funding Scheme: ERASMUS+ KA226

Review of DIMPS virtual intership and web-solution

PROJECT AND DOCUMENT INFORMATION

Project Title: Digital Internship Model for Higher Professional Studies
Project Acronym: DIMPS
Project Number: 2020-1-RS01-KA226-HE-094527
Funding Scheme: ERASMUS+ KA226
Applicant Organization: WESTERN SERBIA ACADEMY OF APPLIED SCIENCES
Project Start Date: 01/03/2021
Project End Date: 28/02/2022
Project Duration: 12 months
National Agency in Charge: RS01 Fondacija Tempus

Title of deliverable: DIMPS VIRTUAL INTERSHIP AND WEB-SOLUTION REVIEW

VERSIONING AND CONTRIBUTION HISTORY

Version	Date	Status	Partner (Person) Responsible
v.01	15/01/2022	Draft	VTSNS (Jovana Kopanja)
v.02			

DIMPS VIRTUAL INTERSHIP AND WEB-SOLUTION REVIEW

General observation on DIMPS virtual internship

The primary benefit of Virtual internship (VI) is it can provide students with a safe, real-world learning experience based on authentic projects for companies located anywhere in the world. Virtual internship model includes no travel and housing costs and removes barriers such as time and relocation.

Depending on the field of work general model suggested by DIMPS project can be easily adjusted to a specialized model. VI involves all parties of interest in terms of internship: students, colleges or faculties (teachers) and companies (mentors).

Companies in VI model become partners with schools. School management and teachers together with company officials create learning outcomes that match specific needs of the company for certain competencies of employees. Company's employees become mentors and educators who together with the teachers determine the project plan, which contains duration, activities, goals, deadlines and required knowledge. Company catalog will depend on school management and teachers' skills, but it might contain a significant number of leading companies in wider region or even all over the world. That will give opportunity to students to carry out their internships with foreign companies and to collaborate on projects with students from abroad. Student's biography will have representative reference. Students will build relations and network with future potential employers.

The teachers have an important role to motivate students to choose a company and a corresponding project in accordance with their interests. They then identify students that fit the requirements of the specific project plan. The teacher thus becomes an intermediary between students and companies and contributes to the success of all parties involved.

Mentors through effective communication and collaboration with students and teachers, monitor the implementation of internship step by step from its start to final evaluation. They assist the student when facing issues and difficulties while carrying out the tasks assigned to them. In that way, mentors get the opportunity to guide students, shaping their future competences.

At the end of the internship, the students deliver personal reports about success of the implemented practice and gained experience. This is crucial for the future VI experiences and further improvements on existing ones.

General observation on DIMPS platform for the virtual internship

Technical prerequisites for the realization of VI model are the existence of flexible, scalable, and functional web platform together with the staff trained for setting and maintaining the platform. Chamilo platform completely satisfy the requirements. In DIMPS project, Chamilo was tailored to meet project's needs. It was possible because Chamilo is excellent LMS that takes place and deploys rapidly.

Among the main functionalities of Chamilo platform are: management of courses, users and training cycles, SCORM standard (Shareable Content Object Reference Model) support and quick authoring tools, multi-institution mode (with centralized management portal), time-controlled exams, internationalization with utf-8, time zones, automatic generation of certificates, user progress tracking, built-in social network, forums and blog.

Chamilo allows the teacher to choose from a number of pedagogical methodologies, one of which is social constructivism. The Chamilo software allows the teacher to take control and easily

“disappear” so that the content follows its true place within the student experience. Chamilo has a growing list of documentation resources available on content aggregation websites: youtube, slideshare, twitter, vimeo, etc.

Communication and interactions between the teachers, students, and mentors, can be intensive through Chamilo platform which makes teachers’ and mentors’ roles more active and proactive and thus ensuring the success of the project.

Jovana Kopanja PhD

QUALITY OF THE DIMPS PLATFORM IMPLEMENTATION

Testing of the online platform for digital internships was performed by piloting internships in each country as well as by virtual student exchanges between partners with complementary programs.

DIMPS project attracted **11 companies** that offered virtual internships positions:

- Alexandra Travel
- Tornado Studios
- Heliant d.o.o.
- Visan doo
- Infolab d.o.o.
- Tourist Organization of Western Serbia
- Tourist agency "Travel point" Prijepolje
- Turist agency "Zlatar travel"
- Alibi Zlatibor INN
- New Med
- Teracom Company

DIMPS piloting was organized through **4 virtual internship schemes, 2 of them were transnational.**

1. Virtual internship for 13 students from the WSAAS Master study program Business Economics and Management - module Management in Tourism at three courses: Development and management of a tourist destination, Business of travel agencies and Hotel business. All students performed all three courses at Tourist Organization Western Serbia, Travel agency Travel Point – Prijepolje, Travel agency Zlatar Travel travel – Nova Varoš and Alibi Zlatibor Inn, Serbia
2. Virtual internship for 3 students from WSAAS Basic study program Information and communication technologies in software company Heliant, Serbia
3. Virtual student exchange for internship for 2 students from VTSNS Master study program Information technologies and 2 students from WSAAS Basic study program Information and communication technologies in the company Tornado Studio, Bulgaria
4. Virtual student exchange for internship for 1 student WSAAS Master study program Business Economics and Management - module Management in Tourism in company Alexandra Travel, Bulgaria. The name of the course was The role of travel agencies in creating tourism products at the destination level.

Total number of students that performed virtual internship was 21. Number of students that successfully accomplished internship tasks was 20 (95%)

Evaluation of student and mentor satisfaction level

In order to assess the student satisfaction level, at the end of the internship, students filled a questionnaire.

Student circled the appropriate number bellow every statement, so that it depicts their agreement with the statement, where:

- 1 means – I disagree strongly;
- 3 means – I neither agree or disagree; and
- 5 means – I agree strongly

General satisfaction level with the virtual internship performed by DIMP methodology and via DIMPS platform was very high.

The knowledge acquired during the studies was useful to perform the virtual internship	4.67
I reached expected learning outcomes during the virtual internship	4.56
I received the assistance by the company supervisor during the virtual internship	4.64
I received the assistance by the HEI mentor during the virtual internship?	4.64
DIMPS platform was easy to use	4.64

Additional questionnaire was used to further evaluate the satisfaction level with the DIMPS platform itself. Students revealed again high level of satisfaction.

Registration on the DIMPS platform is easy.	4.42
I like the esthetic of the DIMPS platform.	3.83
The tools offered by the platform are useful (description, learning path, documents, etc.)	4.17
The platform provides enough ways of communication (messages, chat, voice messages, etc.)	3.67
I communicated with my professor and mentor without any problems	4.33
The platform was easy to use	4.25
There were no difficulties in placing the projects on the platform	4.08

In open questions, to the question what they liked about DIMPS platform, students answered:

- I liked that the content was reviewed and neatly posted
- Possibility to get acquainted with a new type of learning and communication
- Using posted documentation on the platform
- Everything is easily accessible
- Simplicity

- Simplicity and easy to use
- It is very simple and practical to use, it is very easy to communicate with the mentor and the professor. I really like the look of the platform.

To the question to suggest the improvement for the DIMPS platform, student answered:

- The platform does not work on all web browsers, it is one of the items that could be improved
- Everything is satisfactory and practical
- Everything was done correctly.
- Easier to use when registering and continuing to use, allow large documents to be placed without difficulty
- All
- Platform overviewing
- Access the platform in case you forget your password or username
- Wider range of communication with mentors
- Aesthetics
- I can't think of anything

Mentors/teachers from HEIs also responded to the questionnaire about DIMPS platform. The mentor's satisfaction level was very high.

Registration on the DIMPS platform is easy.	4.8
I like the esthetic of the DIMPS platform.	4.8
The tools offered by the platform are useful (description, learning path, documents, etc.)	4.6
The platform provides enough ways of communication (messages, chat, voice messages, etc.)	5
I communicated with my students without any problems	4.6
The platform was easy to use	4.6
There were no difficulties in placing the projects on the platform	4.4

In open questions, teachers claimed that DIMPS platform is easy to use and they liked the simplicity of the approach. The only additional comment was that user spaces should have more storage memory.

CONCLUSION ON THE QUALITY OF INTELLECTUAL OUTPUTS

Produced DIMPS Intellectual outputs reached expected quality level in term of compliance with the objectives of the project, compliance with the deliverable format, adequacy of written language.

Peer reviews revealed that deliverables are consistent with the objectives of the DIMPS project and meet the expectation regarding scientific clarity. Reviewer's comments were carefully considered and deliverables are adjusted according to the reviewer's suggestions.

DIMPS piloting showed the high functionality of proposed methodology and web solution for the virtual internship.

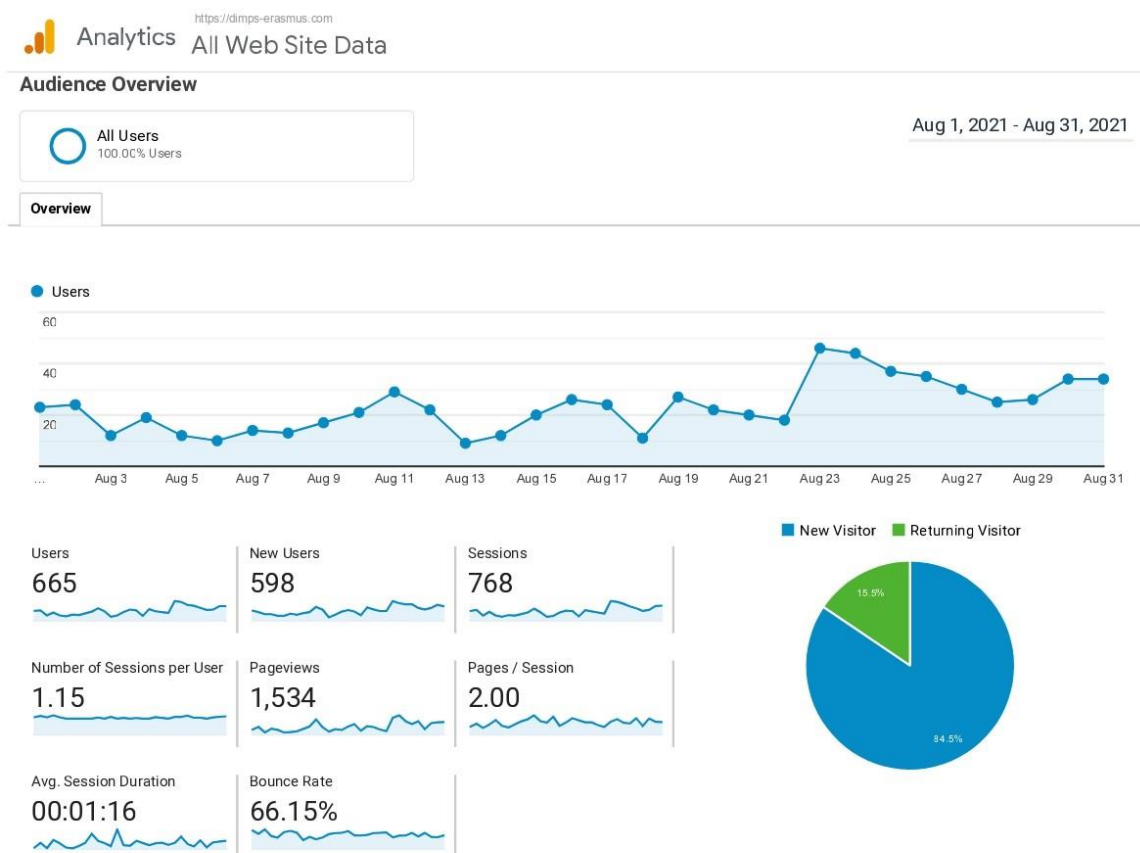
QUALITY OF THE DISSEMINATION DELIVERABLES

DIMPS project website

Project website was developed and hosted at <https://dimps-erasmus.com/> in the first month of the project. DIMPS website is providing all information about project, partners, activities and results, events, gallery, dissemination.

Website is hosted for the project life-cycle and sustainability period (5 years). The website is linked with official websites of all partner organizations.

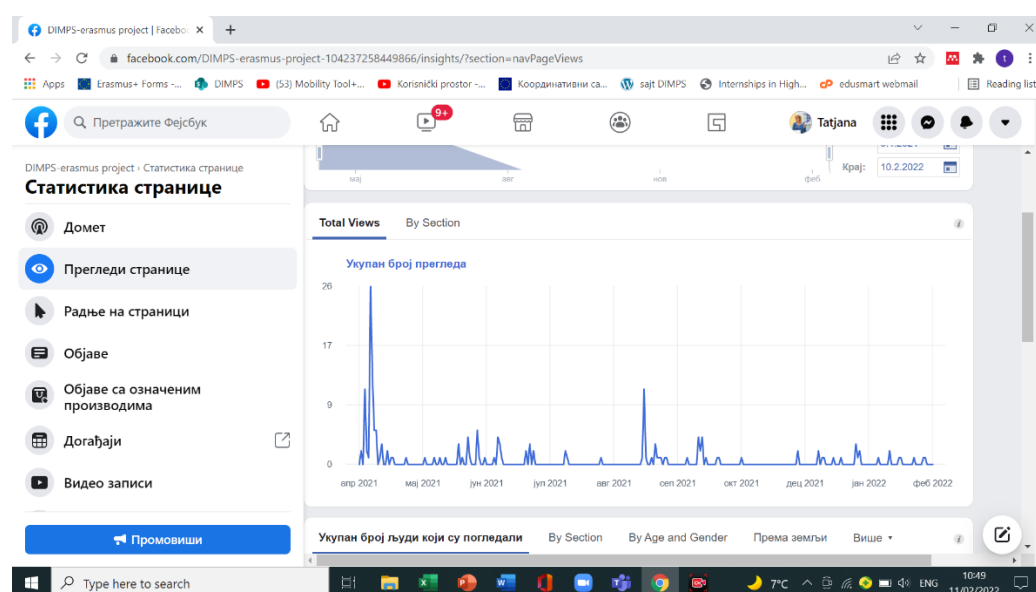
Monthly performed web site analytics at the project half-time revealed increasing number of over 600 [www.dimps-erasmus.com](https://dimps-erasmus.com/) users and visitors, with around 20% of returning visitors.



Social networks

The project was presented to specific and wider public **social networks**. In order to reach a broad audience, which includes students, policymakers, university staff and other organisations, dissemination of the DIMPS project via social networks started with the development of Facebook page DIMPS-erasmus project https://www.facebook.com/DIMPS-erasmus-project-104237258449866/?ref=pages_you_manage

DIMPS Facebook page was continuously visited by around 100 regular followers and posts interactions that were reaching between several hundreds to several thousand views.



facebook.com/DIMPS-erasmus-project-104237258449866/insights/?section=navPosts

Apps Erasmus+ Forms ... DIMPS (53) Mobility Tool ... Korisnički prostor ... Koordinativni sa... saj DIMPS Internships in High... edusmart webmail Reading list

Pretražite Fejсbuk

DIMPS-erasmus project • Статистика странице

Статистика странице

Преглед

Meta Business Suite

Creator Studio

Пратиоци

Рекламе

Свиђања

Домет

Промовиши

Објављено	Објава	Врста	Циљање	Домет	Интеракција	Промовишите
31.12.2021. 12:57	DIMPS team wish you happy			2,8K	6 18	Повећај видљивост објаве
31.12.2021. 12:55	A lot of work and even more fun!			234	18 51	Повећај видљивост објаве
18.12.2021. 13:35	WSAAS celebrated Day of			128	6 14	Повећај видљивост објаве
18.11.2021. 08:29	Virtual internship exchange is in the			239	18 26	Повећај видљивост објаве
29.10.2021. 16:40	DIMPS Intellectual output			224	9 19	Повећај видљивост објаве
08.10.2021. 21:33	We han an exciting day in			3,4K	196 84	Повећај видљивост објаве
08.10.2021. 19:20	The arrangement of the internship			412	55 40	Повећај видљивост објаве
22.09.2021. 13:57	Hotel business internship is going			124	1 10	Повећај видљивост објаве

08.07.2021.
12:34

25.06.2021.
13:04

23.06.2021.
11:47

16.06.2021.
19:54

11.06.2021.
15:08

07.06.2021.
16:51

23.05.2021.
10:34

21.05.2021.
19:26

29.04.2021.
15:02

08.07.2021.
19:25

29.04.2021.
15:02

19.04.2021.
16:14

17.04.2021.
20:11

16.04.2021.
20:30

08.04.2021.
12:58

08.04.2021.
12:53

Прикажи још

Нова порука

National workshop

DIMPS intellectual outputs were presented at Serbian national workshops that gathered academic and world of work representatives, bringing together teachers and officials from PHE Institutions and companies, for a brainstorming session, with the aim of getting opinions, comments and improvement proposals for the presented materials. Upon the fruitful discussion, the opinions and recommendation from the world of work representatives are collected for the consideration for further improvement of the intellectual outputs.

National workshop gathered 29 participants from 7 companies and 4 higher education institutions.

As DIMPS platform is a collaborative tool to connect professional higher education with the companies, in order to provide student with the world of work -oriented knowledge, it was important to hear the opinions and suggestions from all three parties involved.

Importantly, DIMPS methodology and platform was recognized as useful new educational opportunity that facilitate the entry of student in the world of work. Although the traditional internships are superior for the gain of the soft skills, professional learning outcomes are easily achieved via DIMPS platform.

Participants responded to the questions related the event content, organization, and results, by circling the appropriate number on the right side of every statement, so that it depicts their agreement with the statement, where:

- 1 means – I disagree strongly;
- 3 means – I neither agree or disagree;
- 5 means – I agree strongly.

Feedback was obtained from 20 participants in total. Results are presented in the table.

EVENT CONTENT	Evaluation mark
The content of the event is relevant to the topic.	5,00
The discussions were relevant for the participants.	4,89
The materials distributed are useful and informative.	5,00
The event was interactive and interesting.	5,00
The event activities provided me substantial amount of practical information and answers.	4,89
The goal of the event has been achieved.	5,00
ORGANISATION	
The overall organisation was professional.	5,00
The style and level of communication between organisers and participants was professional.	5,00
The methods of working were suitable for the topics and for the participants.	4,95
The event time management and length were appropriate.	5,00
The venue and facilities	5,00
EVENT RESULTS	

My expectations about this event were met or exceeded.	4,95
I enjoyed the cooperation and interaction with other participants.	5,00
This event covered to a very high extent the topics I have expected.	4,95

EVENT GENERAL ASSESSMENT

How would you generally mark this event? Evaluation mark 5

CONCLUSION OF THE QUALITY OF DISSEMINATION DELIVERABLES

With regards to the Dissemination Report, the quality of the dissemination deliverables showed the effective dissemination of the project's deliverables.

CONCLUSION

The DIMPS project achieved the goals with appropriate quality standards. Project activities have been fully implemented according to project specifications outlined in project work-plan. Project aims and planned outputs have been achieved. The DIMPS project was generally implemented according to stipulated quality dimensions and participants' expectations