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Quality Assurance Plan

ERASMUS+ Capacity Building in Higher
Education Project

610458-EPP-1-2019-1-FR-EPPKA2-CBHE-JP
IBRAIN.

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1 – Introduction

The Quality Assurance Plan is developed in the framework of iBrain ERASMUS+ CBHE 610458-EPP-1-2019-1-FR-EPPKA2-CBHE-JP project Work Package 3 – Quality Control and Monitoring, setting out the quality assurance procedures for the project. It aims to assure that the results and deliverables of the project are of high quality and conform to the specifications set in the project outputs description. It should serve as an instrument of monitoring process towards achieving the project goals, at the same time to ensure increased sustainability and impact of the activities and project results. It is designed for both accountability and ongoing improvement.

The Quality Assurance Plan presents the key actors involved in the implementation of the quality assurance of the project, their relations and responsibilities. It describes the quality procedures established including deliverables. It focuses on the methodology to assess the project progress and quality of its achievements. The proposed quality scheme is continuous, thus allowing for solid project monitoring and handling of problems that may arise.

2 – Quality management structure

The quality assurance will be carried out by the leader institutions of WP 3 in collaboration with the Executive board and Advisory board. To ensure relevance of the Quality Assurance Plan, the quality assurance team should conduct quality reviews throughout the duration of the contract and when contractual changes occur.

WP 3 Leader institutions

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The leader institutions in charge of WP 3 Quality control and monitoring are ENS (project coordinator) and HSE. They will be responsible for:

- the implementation of the Quality Assurance Plan;
- the definition of indicators and monitoring procedures within the Quality Assurance Plan and evaluation according to the project's contract document;
- the design and presentation of quality assurance tools;
- the evaluation of the progress and success of indicators and the overall improvement in results.

Executive board/Management Committee

The Executive board is in charge of implementing and monitoring the project activities. It is formed by the coordinator and contact persons of all consortium members. The Executive board is appointed to:

- evaluate the progress of the IBRAIN programme development;
- collect the feedback from students, teaching staff and EU members of the consortium to improve the quality of education and management;
- collect the feedback from the Student board and Annual student meetings to improve the quality of education and management.

Advisory board

The Advisory board is the major board of the IBRAIN programme, comprising external experts. The Advisory Board is a consultative body established to provide guidance and advice to the Consortium. The members of the AB will provide independent opinion assist in reviewing the project's development, provide independent opinion on progress and

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project performance and contribute to the dissemination and exploitation of the project.

The Advisory Board consists of 5 members. They will meet twice a year or as needed, and will have a strong role in ensuring integration of project results with other educational initiatives.

Konstantin Anokhin	Institute for Advanced Brain Research, Lomonosov Moscow State University	Director	INHA	https://www.msu.ru/info/struct/brain.php
Suvarna Allad	NIMHANS, Bangalore, India	Professor	BITS	
Risto Ilmoniemi	Dept. of Neuroscience and Biomedical Engineering, Aalto University	Head of dept.	HSE	https://people.aalto.fi/risto.ilmoniemi#cv
Narayanan Srinivasan	Department of Cognitive Science, Indian Institute of Technology, Kanpur	professor, head of Department	UoH	https://sites.google.com/site/ammuns68
Therese Collins	Department of Basic and Biomedical Sciences of the University of Paris	Professor, co-director Cogmaster Program	ENS	http://therese.collins.free.fr/

3 – Quality deliverables

This section specifies the activities to be implemented in order to ensure that the project and its deliverables conform the quality requirements.

WP 3 is based on five main activities:

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3.1. Peer review of the iBrain – Report

Written peer review of the IBRAIN’s compliance with the European educational standards. Written peer review will be prepared on the basis of a two-day visit to ENS by members of another running Erasmus project (to be selected in 2021).

3.2. Internal assessment of QA activities – Annual report

The Executive Board will collect the feedback from students, teaching staff and EU members of the consortium to improve the quality of education and management.

3.3. External assessment of QA activities – Annual report

External experts will review the project activities and achievements. Survey will contain 5-points scale indicators of the following programme aspects:

- Quality of the courses
- Quality of the programme management
- Level of programme implementation

3.4. Peer review of teaching materials by EU partners – Annual report

Peer review of the IBRAIN’s courses and teaching materials by EU partners for compliance with the European education standards. Peer review will be carried out by members of EU and PC HEI’s continuously as the relevant materials are developed.

3.5. Conducting MSc’ and PhD students’ surveys – Annual report

The Executive Board will collect the feedback from the Student Board and Annual student meetings to improve the quality of education and management. The results of written examinations, annual student’s reports and PhD theses will be sent for evaluation and quality control to

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the EU partner universities. Therefore, the European members of the consortium will monitor student's progress. This measure will also help to anticipate and resolve potential conflicts.

4 – Quality assurance procedures

The work plan of WP3 activities is presented in Annex I. The quality assurance team produces the necessary tools to follow the quality assurance of the project.

At the end of each project year, a panel of experts will evaluate the progress of the IBRAIN Programme development. The IBRAIN Programme study plan, its compliance with the European standards, on-going activities and the indicators of LFM will be carefully examined. The project panel will consist of prominent academics and will include representatives of Scientific Councils of the partner universities and the IBRAIN Programme Executive Board.

Written evaluation surveys will be distributed among project participants and will be delivered to the administration of the participating Partners universities. Surveys will be discussed during annual project management meetings to implement necessary adjustments.

The quality control procedures will include evaluation surveys of students grading each course and lecturers, both internal opinions from EU experts, members of IBRAIN consortium and external peer-reviews of the curricular and optional intensive courses.

The quality of new courses will be estimated also according to evaluation forms distributed between students after each course, training and intensive school.

The results of written examinations, annual student reports and MSc theses will be sent for evaluation and quality control to the EU partner universities.

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Internal Reporting:

PC HEIs will be required to provide internal reports after each project period on the achieved activities and deliverables according to the work plan, as well as deviations. These internal reports will be provided to the coordinator of the project and the EB/MC. Reports will be examined by the coordinator and approved by the EB/MC.

External Reporting:

Reports will be furnished to the NEO offices as requested. E.g. RF HEIs will complete and furnish reports as requested by the NEO Russia. Interim and final reports will be furnished as required to the EACEA. Report reviews will be discussed with the EB/MC and consulted on with the AB on a need-to-be basis.

Coordinating partner will nominate external experts to carry out the required audit at project completion.

5 – Risk management

The risks are presented at the Logical Framework Matrix (LFM) of the project (see Annex II).

All participating institutions are jointly responsible for identifying and addressing potential issues that may arise in the project. They must take preventive actions early in the project in order to avoid potential risks and difficulties during the implementation of the project. Regular communication among partners, follow-up and evaluation make prevention possible and thus diminish the risk of poor management and implementation.

They also have to initiate corrective actions when a problem occurs in order to minimize negative impacts. As such, it is important to

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communicate about it by discussing the issue during a meeting and by informing the project coordinator as soon as they aware of it.

Annexes

Annex I – Table of Responsibilities

WP1	Preparation	Leader(s): HSE, BITS
1.1	Preparation of the advanced courses for the IBRAIN Curriculum	All
1.2	Preparation of the course Academic Writing, Publishing and Presenting in English	AU, NU
1.3	Preparation of the study plans for research practice	All
1.4	Preparation of the courses block for Module 1 Cognitive Psychology and Human Neuroscience	HSE, SPSU BITS, UoH IHNA
1.5	Preparation of the courses block for Module 2 Computational models in Cognitive Sciences	ENS HSE, BITS, UoH
1.6	Preparation of the courses block for Module 3 Research methodology in Cognitive Sciences	BITS, UoH, SPSU, JSCN
1.7	Preparation of the courses block for Module 4 Advanced Neuroimaging	HSE, SPSU, IHNA, MITSAR
1.8	Preparation of the courses block for Module 5 Neuroscience Applications in Cognitive Studies	HSE, SPSU, UoH
WP2	Development	Leaders: HSE, UoH
2.1	Development of coherent model for Master's- Doctoral tracks in RF and India	all RF and IN
2.2	Development of educational standards for Cognitive Sciences	HSE, BITS INHA

2.3	Development of procedures of assessment and enrolment of MSc and PhD students.	all RF and IN
2.4	Development of Electronic library shared between partners universities	SPSU
2.5	Regular Seminar – Frontiers in Brain and Cognitive Sciences	HSE, BITS
2.6	Intensive schools ‘Neuroscience research approaches in Social and Behavioural Sciences’	HSE, SPSU, Mitsar, JSCN
2.7	Academic mobility	All
WP3	Quality Plan/Assessment	Leaders: ENS, IHNA
3.1	Peer review of the IBRAIN	ENS
3.2	Internal assessment of QA activities	EU partners
3.3	External assessment of QA activities	AB/ IHNA
3.4	Peer review of teaching materials by EU partners	ENS
3.5	Conducting MSc’ and PhD students’ surveys	EU partners
WP4	Dissemination	Leaders: SPSU, ENS, FA
4.1	Design and maintenance of the project WEB site	SPSU, ENS, BITS
4.2	Round table on impacts of the IBRAIN Curriculum	HSE, NU, JSCN
4.3	Dissemination meetings	HSE, BITS, Mitsar, JSCN

4.4	Publishing course materials	RF partners
WP5	Management	Leaders: ENS, HSE
5.1	Development of the IBRAIN management	ENS
5.2	Project management meetings	ENS
5.3	Everyday management and accounting	All
5.4	Marketing activities of the new IBRAIN Curriculum	HSE, FA
5.5	Organisation of information sessions	FA, UoH

Annex II – Work Plan

		Work Plan												
Activities		Number of weeks	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
Sub-ref. nr	Title													
Year 1														
3.2	Internal assessment of QA activities	4												
3.3	External assessment of QA activities	2												
3.4	Peer review of teaching materials by EU partners	10												
Year 2														
3.1	Peer review of the iBrain	4												
3.2	Internal assessment of QA activities	4												
3.3	External assessment of QA activities	4												
3.4	Peer review of teaching materials by EU partners	6												
3.5	Conducting MSc' and PhD students' surveys	8												
Year 3														
3.2	Internal assessment of QA activities	4												
3.3	External assessment of QA activities	4												
3.4	Peer review of teaching materials by EU partners	6												
3.5	Conducting MSc' and PhD students' surveys	8												

Activity carried out in the Programme Country

Activity carried out in the Partner Country

Annex III – Logical Framework Matrix - LFM

Logical Framework Matrix – LFM				
<p>Wider Objective: <i>What is the general objective, to which the project will contribute?</i></p> <p>To create a New Curriculum of the Integrated Track in Brain and Cognitive Sciences/ IBRAIN</p>	<p>Indicators of progress: <i>What are the key indicators related to the wider objective?</i></p> <ol style="list-style-type: none"> 1. Accreditation of the Curriculum the Integrated Track in Brain and Cognitive Sciences/ IBRAIN. 2. Official inclusion of brain and cognitive science courses in the curricular of Master programmes in RF and India 3. Growing number of applications and, consequentl 	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <ol style="list-style-type: none"> 1. Developed educational standards of Master's/Doctoral direct track in Cognitive Sciences at RF and India consortium HEIs by 2021 2. Official inclusion of individual set of new courses in the programmes of Masters and Doctoral Curricular related to the specific needs of the each from PC's HEIs. 3. Official reports about the increased 		

	<p>y, students enrolled in the Master's programmes of PC' HEIs T willing to continue their academic career at a doctoral level.</p> <p>4. Growing number of MSc from RF and India applying to the PhD programmes in the Consortium HEIs</p>	<p>numbers of applications from MSc and PhD students enrolled in IBRAIN Consortium HEIs</p>		
<p>Specific Project Objective/s: <i>What are the specific objectives, which the project shall achieve?</i></p> <p>1. To develop new Curriculum of the Master's-</p>	<p>Indicators of progress: <i>What are the quantitative and qualitative indicators showing whether and to what extent the project's specific objectives are achieved?</i></p> <p>1. New</p>	<p>How indicators will be measured: <i>What are the sources of information that exist and can be collected? What are the methods required to get this information?</i></p> <p>1. Study Plans and Courses' annotation</p>	<p>Assumptions & risks <i>What are the factors and conditions not under the direct control of the</i></p>	<p>How the risks will be mitigated:</p>

<p>Doctoral tracks in brain and cognitive sciences based on the specific needs of Partners' HEIs</p> <p>2. To improve a quality, internalisation and multidisciplinary contents of Master's education for further enrolment of Master's students at the PhD level in any partner university of IBRAIN consortium</p> <p>3. To develop the innovative and up-to-date content of MSc and PhD programmes by bringing</p>	<p>Study Plans for coherent MSc-PhD studies in coordination of the IBRAIN activities with the administration plans.</p> <p>2. 19 new/updated courses in English accepted by Partner institutions and assimilated in Curricula of HEI's MSc and PhD programmes .</p> <p>3. Increasing number of multidisciplinary PhD studies performed at higher international research standards due to improved</p>	<p>provided at the HEI webpages and readily available for the students and the staff members.</p> <p>2. Number of teaching, learning and training materials of new/updated courses. Number of Master's dissertations in the field of Cognitive Sciences enhanced by human neuroscience component.</p> <p>3. Study plans of the Doctoral programmes of PCs' partners. Number of research articles in RF and India. All information will be published at the Programmes' webpages.</p>	<p><i>project</i>, <i>which are necessary to achieve these objectives?</i> <i>What risks have to be considered?</i></p> <p>1. No risk as RF and India HEIs administration declared their willingness to undertake the necessary transformation to obtain the model in Direct Track of Higher education.</p> <p>2. Here one should take the effectiveness of the programmes measured by the local HEI administration as a factor not</p>	<p>3. The risk can be compensated by the higher international demands and cooperation in Social and Behavioral Sciences both in RF and India HEIs</p> <p>4. This</p>
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<p>cutting-edge educational and research methodologies of EU to the PCs Universities.</p> <p>4. To improve the coherence and continuity of education between the MSc and PhD levels.</p> <p>5. To improve flow on information between Consortium HEIs.</p> <p>6. To increase academic mobility between PCs and EU by the internationalisation of the educational programme adding the advanced courses/practical</p>	<p>education and research methodology starting from MSc level.</p> <p>4. Increasing number of English-spelling MSc dissertations as well as and quality of which will be successfully continued at PhD level.</p> <p>5. IBRAIN Webpages including: database of courses and research projects; the MSc and PhD studies topics.</p> <p>6. Monthly Seminars in Brain and Cognitive Sciences and 3 annual</p>	<p>4. Number of multidisciplinary Master's dissertations in RF and India. Number of research articles published by the MSc students. MSc dissertations will be published at the HEI and the project website. Number of MSc applications to the PhD programme of the track.</p> <p>5. HEIs' links to the IBRAIN Webpages. The IBRAIN website traffic statistics.</p> <p>6. Number of inward and outward mobility flows between the Consortium members. Number of meetings, trainings, and</p>	<p>under direct control of the IBRAIN. However, so far we observe direct correspondence of innovative trends of PCs HEIs' administrations and IBRAIN: Internationalisation including English language as a main language of all studies, dissertations etc. acceleration of publications activity, innovativeness and readiness for applications. So, no Risk is envisaged here.</p> <p>3. Different specialisation profiles in PhD education of RF Partners' HEIs may present a</p>	<p>risk can be overcome with the help of EU experts and mutual learning agreements</p>
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<p>trainings developed together with EU expertise a taught fully in English, along with intensive practical placements of lecturers and students in EU Partners' Universities.</p> <p>7. To introduce new principles of quality control based on international peer-review and assessing the quality of education by bringing in the external expertise.</p>	<p>Intensive schools in new brain research approaches in cognitive sciences taught fully in English; practical placements of MSc and PhD students at EU partners' side in the frame of individual study plans; short-term practical trainings of PCs academic staff in EU Partners Universities .</p> <p>7. Regular internal and external evaluation surveys and peer-review of the project.</p>	<p>schools. Number of PCs-PCs flow to intensive schools, number of EU-PCs flows to seminars, number of PCs-EU flows for practical placements.</p> <p>7. Evaluation surveys will be published annually at website along with guidelines for evaluation and assessments. Evaluations of courses and schools will be published after each event.</p>	<p>minor and indirect risk.</p> <p>4. No major factors or conditions not under direct control. No major risks. Minor risks can be still associated with the willingness of the local HEI academic staff to manipulate the level of the Master&Doctoral coherence based on the research priorities.</p> <p>5. No factor or conditions can be not under direct control. No risks.</p> <p>6. Correspondence of the IBRAIN working plan with the local Legislations. No risk is envisaged so far. We</p>	
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			<p>assume a full cooperation of international departments and, administration entities of the Consortium members</p> <p>7. No factor or conditions can be not under direct control. No risks.</p>	
<p>Outputs (tangible) and Outcomes (intangible): Please provide the list of concrete DELIVERABLES - outputs/outcomes (grouped in Work packages), leading to the specific objective/s.:</p> <p>WP1 – PREP1 Preparation of curriculum for integrated</p>	<p>Indicators of progress: <i>What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?</i></p> <p>1. Teaching and training materials of courses published at the HEIs websites. 19 courses assimilated in PCs HEIs</p>	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <p>1. Number of courses and teaching materials published at the HEIs websites</p> <p>2. Launching the MSc programmes with new curriculum in RF HEIs in 2020. Number of trainings</p>	<p>Assumptions & risks <i>What external factors and conditions must be realised to obtain the expected outcomes and results on schedule?</i></p> <p>1. All external factors and conditions are expected to be under control. Minor risks are associated with the regency of the ministerial decrees of RF on the three-</p>	<p>How the risks will be mitigated:</p> <p>1. To undertake this risk we develop a full cooperation of ministerial and local PCs' administrations in building up a sustainable</p>

<p>Master's- Doctoral track in Brain and Cognitive Sciences IBRAIN: Curriculum consisting of 5 modules with different specialisation of advanced courses.</p> <p>WP2 – DEV1 Development of Master's- Doctoral direct track, which will be based at: the curriculum of advanced courses in modern neurotechnology and cognitive sciences, coherent timetables, shared electronic library, new standards of</p>	<p>study plans.</p> <p>2. Programme materials and coherent timetable for Master's- Doctoral tracks published at the website and approved by all members of the consortium; new educational standards of direct tracks; mechanisms of enrolment and transition students from MSc to PhD levels of education; electronic library for direct tracks; increasing number of academic</p>	<p>and seminars conducted by the consortium, number of mobility flows. Number of courses given in English. Library statistics (Source: programme secretary). Number of conducted web seminars, the number of lectures available in internet database.</p> <p>3. Number of reports of Programme Evaluation, quality assessment, courses evaluation by students and report of peer review of Programme.</p> <p>4. Website statistics. Number of disseminating meetings</p>	<p>level education and the innovativeness of the direct track approach. Nevertheless, we assume full cooperation of ministerial and local PCs' administrations in building up a sustainable model of direct track</p> <p>2. Minor risk is a difference between RF and India exciting curricular and their Work plans</p> <p>3. We assume an interest from other PC universities in the modernisation of PhD education curriculum.</p> <p>4. The external</p>	<p>model of direct track.</p> <p>2. Coordin ation with the local and ministerial authorities and attestati on committees of PCs' HEIs could be the conditions under which the IBRAIN activities ideally have to be fulfilled .</p> <p>3. We aim to dissemi</p>
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<p>education linking MS and PhD levels, new procedures of assessment and enrolment of MSc and PhD students; monthly seminars and annual intensive schools; practical placements; increasing academic mobility.</p> <p>WP3 - QP1 Quality control and monitoring: New principles of quality control based on international peer-review and assessing the quality of education by bringing in the external expertise.</p>	<p>mobility flows; consistent attendance of IBRAIN seminars and intensive schools.</p> <p>3. Continues quality-monitoring scheme allowing adjusting the working plan and updating courses; analysis of internal and external evaluation surveys; peer-review of the project.</p> <p>4. Growing interest of academic society to the presentation events of IBRAIN (3 dissemination meetings,</p>	<p>(workshops); number of conferences promoting the IBRAIN achievements. Number of students and specialists enrolled to the Master's-Doctoral track in IBRAIN. Reports on financial sustainability.</p> <p>5. Percentage of planned activities carried out efficiently and according to schedule. Number of project management meetings</p>	<p>conditions and factors here could be stability of interest in PCs to the innovations in Social and Behavioural Sciences, and particularly Psychology. Neither external factors nor conditions could influence the fulfilment of this WP on schedule.</p> <p>5. No risks here as no external factors and conditions that could influence the on schedule performance.</p>	<p>nate the results of the project across PC universities outside the Project.</p>
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<p>WP4 –DE1 Dissemination of the project results across PC universities outside the Consortium via the IBRAIN and institutional websites, 3 dissemination meetings and round table on impact of IBRAIN; Exploitation of the results for the further sustainability of the projects.</p> <p>WP5 – Management : the management scheme and clear matrix of responsibilities for all members of the consortium.</p>	<p>monthly seminars; 3 intensive schools); continuous interest to the IBRAIN in 2019-2021; greater involvement of PC administration; co-financing from PCs funds.</p> <p>5. Efficient project management based on collective decisions of Management Board, Executive Board and Advisory Board.</p>			
Activities:	Inputs:		Assumptions &	How the

<p><i>What are the key activities to be carried out (<u>grouped in Work packages</u>) and in what sequence in order to produce the expected results?</i></p> <p>1. WP1: Preparation of the advanced courses and study plans for research practice for the IBRAIN Curriculum (act 1,3,4,5,6,7 and 8)</p> <p>2. WP4. Development, design and maintenance of project WEB site</p> <p>3. WP2. Development of Master's-Doctoral direct track</p>	<p><i>What inputs are required to implement these activities, e.g. staff time, equipment, mobilities, publications etc.?</i></p> <p>1. Staff time of teachers for preparation of courses– 22 days for cat.1, 815 days for cat. 2; 84 days for cat. 3 and 72 for cat. 4; staff mobility: EU-PCs flows (34), PCs-EU flows (9) PC-PC flow</p> <p>2. EU-PCs flows (9) for consultation meetings on the curriculum development; Equipment for courses preparation</p>		<p>risks <i>What pre-conditions are required before the project starts? What conditions outside the project's direct control have to be present for the implementation of the planned activities?</i></p> <p>1. We assume an interest of PC universities in the modernisation of education in Social and Behavioural Sciences. We assume a growing interest of PCs academics and students in IBRAIN. A small risk of a conflict with current educational practice. There is a moderate risk of a resistance of</p>	<p>risks will be mitigated:</p> <p>1. We assure these risks by inclusion of PCs management staff in the consortium. The development of courses for the curriculum of IBRAIN will be guided by institutional government.</p>
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<p>(act 1,2 and 3)</p> <p>4. WP2: Regular seminars of IBRAIN (act. 5)</p> <p>5. WP2: Intensive schools ‘New neuroscience research approaches in SBS’ (act. 6)</p> <p>6. WP2: Academic mobility (act. 7) Practical placements of students and academic staff in laboratories of the consortium members</p> <p>7. WP1: Course: Academic Writing, Publishing and</p>	<p>(computers , laptops, copy machines, projectors, office and educational software); Publications on web, printing course materials.</p> <p>3. Staff time - 20 days for Cat.3, and 10 for Cat.4 in HSE.</p> <p>4. Staff time for development of the coherent timetable and educational standards for Master’s-Doctoral track (10 days for cat.1, 156 - cat.2, 22 days –cat.3 and 93 days in cat.4; Staff mobility:</p>		<p>PCs university management to support new standards suggested by the programme.</p> <p>2. No risks</p> <p>3. There is a moderate risk of inconsistency in education curriculums in cognitive and natural sciences.</p> <p>4. We assume cooperation between PCs and EU partners to organize regular seminars</p> <p>5. We assume commitment of PCs and EU partners to provide intensive schools.</p> <p>6. There is a considerable risk of difficulties with including 1</p>	<p>3. We assume close cooperation of PC universities and institutions in developing the coherent curriculum of IBRAIN programme.</p> <p>4. We schedule a timetable for seminars in cooperation between all Partner Countries HEIS and plan to make all seminars available online</p> <p>5. We plan to use co-financing and national</p>
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<p>Presenting in English (act.2)</p> <p>8. WP3. Quality control and monitoring (act 1-5): peer-review of the project, external and in internal QA, review of teaching materials by EU members, conducting MSc and PhD surveys</p> <p>9. WP4. Round table on impacts of IBRAIN programme (act.2), dissemination meetings (act.3) and publishing course materials (act.4)</p> <p>10. WP5 Management</p>	<p>EU-PCs flows (4), PCs-EU (6), PC-PC flows (4).</p> <p>5. Staff time for organisation of seminars (in PC 35 days -cat.2, 6-for cat.3, 17 days for cat.4; staff mobility: EU-PC flows (22), PC-PC flows (13).</p> <p>5. Staff time for organisation of the schools and developing the school programme : 272 days -cat.2, 19 days –cat.3 and 29 days in cat.4; Staff mobility: EU-PC flows (20), PC-PC flows (38).</p>		<p>months practice period in individual stay plans.</p> <p>7. No risk</p> <p>8. We assume a cooperation of members of another running Erasmus plus project in the control of the programme quality.</p> <p>9. There is a moderate risk of a competition with other groups suggesting plans of similar reforms.</p> <p>10. We assume a cooperation of PC HEIs administration and teaching staff in management of the project.</p>	<p>funds in order to ensure the school organisation.</p> <p>6. We assume commitment of partners to provide individual practical trainings for students and staff.</p> <p>8. no risk</p> <p>9. We plan a constant cooperation with PC management, Scientific Councils and Rector s. We</p>
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<p>of the project (act. 1-5). Development of the IBRAIN management, Project management meetings, Everyday management and accounting, Marketing activities of new IBRAIN programme, Organisation of informational sessions</p>	<p>Student mobility PC-PC flows (43) for participation in the schools. Printing schools' materials.</p> <p>6. Staff time – 310 days for cat.2; 11 days – for cat.3, 31 day for cat.4, students mobility 31 PC-EU flows, staff mobility: 30 PC-EU flows, 4 PC-PC flows</p> <p>7. Staff time for preparing the course and lecturing twice for the project period (10 days- cat.1, 20 days – cat.2, 0 – cat.3, 3-</p>			<p>assume high interest of the PC management in the IBRAIN progress in integration of brain and cognitive science.</p> <p>10. We invite all local key academic staff and student board at the project management meetings.</p>
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	<p>cat.4). Staff mobility: EU-PC flows (4).</p> <p>8. Staff time: 10 for cat.1, 189–cat.2, 95 days for cat.4; sub-contract for peer-review.</p> <p>9. Staff time: 10 days for Cat. 1, 90 days for cat.2, 64 days for cat.4; staff mobility 26 PC-PC flows, 14 EU-PC flows; co-financing printing costs.</p> <p>10. Staff time for everyday management and organisation of the project 30 days for cat.1, 35 days for cat.</p>			
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	2; 0 days for cat. 3 and 775 for cat. 4; staff mobility: EU-PCs flows (39), PCs-EU flows (16) PC-PC flows (66)			
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