# Erasmus+ final reports in student and staff mobility
*Genaral guidelines for universities – first edition*

## Aim of the guidelines

The aim is to increase the quality and usefulness of final reports and to make best practices of Icelandic universities more visible. The guidelines provide simple recommendations for the preparation of final reports to ensure a common understanding and combine in a single document the main practical information on the content of final reports, complementing the European Commission's (EC) technical guidance on final report submission. The guidelines are not exhaustive and may be subject to change. In the event of discrepancies, EC documents prevail, and universities are ultimately responsible for the quality and content of final reports. The guidelines are based on KA131 but can also be useful when preparing KA171 final reports.

## Purpose of final reports

Final reports are the main tool of the National Agency (NA) to evaluate the implementation and outcomes of projects and disseminate information on the state of play in Iceland to the EC. They report information on the number of participants and use of funding, progress in the implementation of the university's *Erasmus+ Policy Statement* and compliance with the Erasmus Charter for Higher Education (*ECHE*).

> Universities can also use final reports in internal quality assessments and policy-making.

## Evaluation of the final report

The NA assesses whether a project has been carried out in accordance with the grant agreement, whether ECHE requirements have been met, and whether grants have been allocated in accordance with participant grant agreements. Universities are also required to report on the implementation of Erasmus+ priorities, inclusion, green, digital and civic engagement, during the period. Grading is based on the scale below and further information on each factor can be found in the final report form and in these guidelines.

### Implementation performance – maximum 50 points

- How well did the university manage to carry out the planned student and staff mobilities and blended intensive programmes in accordance with the grant agreement, use the grant efficiently and provide relevant explanations of the project's results?

### Accreditation compliance and quality – maximum 35 points

- How well was the project carried out in accordance with ECHE requirements and Erasmus+ priorities, and are the university's explanations of the quality of the activities appropriate?

### Follow-up – maximum 15 points

- How relevant has the impact of the project been on the university and participants, and has the dissemination of results within the university and to other stakeholders been appropriate?
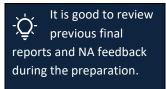
## Preparation of final reports

To prepare high-quality final reports, universities can maintain an internal register of the main activities, events, and examples related to the ECHE and Erasmus+ priorities during the period. It can be useful to gather feedback from relevant staff in student and staff administration and

> 💡 It is good to review previous final reports and NA feedback during the preparation.
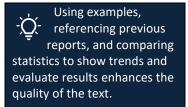
services, as well as participants, to get a comprehensive overview of opportunities and challenges. Internal meetings can help verify the results of participants' final reports and identify concrete examples that may explain any significant findings or changes. Information collected must be relevant and respect data protection regulations.

## Text in final reports

Universities can submit a final report in Icelandic or English, but the project summary must be in English, as it is made public on the Erasmus+ Project Results Platform. The text does not have to be technical, complicated or long, but must be clear and accurately describe the situation with

specific information for the period. If the NA proposed improvements in its last final letter, the response must be explained. Text from previous reports may be reused for information or procedures that remain unchanged, but this should be indicated. Omitting questions is not acceptable unless it is clear they do not apply and this is explictly stated.

> 💡 Using examples, referencing previous reports, and comparing statistics to show trends and evaluate results enhances the quality of the text.

## Reporting on implementation performance

It must be ensured that all information on grant allocations is correct and updated in the *Beneficiary Module* before the final report is written. Universities shall assess whether the grant has been used efficiently in line with the grant agreement, in particular regarding the number of participants and Blended Intensive Programmes (BIPs). It should be noted whether any unforeseen internal or external circumstances have affected the results. It is useful for the NA to get information on any plans to improve the implementation performance in future projects.

## Reporting on accreditation compliance and quality

It can be helpful to have the ECHE guidelines at hand when preparing reports to review the definitions of requirements and what they entail in practice. Universities must analyse participant

> 💡 Well-crafted summaries usually provide better insights than short, repetitive responses.

feedback related to ECHE, such as access to information, participant support and credit recognition. They should interpret the results, explain reasons for positive or negative feedback, and propose improvements where relevant. It is not necessary to provide individual explanations for each item, as some explanations may apply to multiple

items or may not add significant value to the reporting. The purpose is to highlight the key aspects relevant to evaluating the quality of the project.

It is also important to explain in the final report how the university has implemented the Erasmus+ programme priorities and to interpret the related results from final participant reports. Most universities already have policies or projects related to the priorities. The implementation of the priorities in student and staff mobility can therefore also involve creating stronger links between existing initiatives and the implementation of Erasmus+ in addition to new or specific projects managed by international coordintors. Below is a summary of information that can assist universities in reporting on the implementation of the priorities.

> Citing general institutional policies without explaining their impact on the project is insufficient.

## Inclusion

Universities must ensure that Erasmus+ opportunities are accessible to all and support the participation of individuals facing physical, mental, social, economic or other barriers, including by increasing the number of participants who receive inclusion support grants, as well as ensuring a diverse group of participants in terms of gender and other factors.

**Implementation examples**
- Develop an Erasmus+ inclusion policy, appoint an inclusion officer, organise staff training, develop educational materials for participants, create promotional materials and hold events to increase the visibility of inclusion support in Erasmus+

**Useful links**
- Implementation guidelines - Inclusion and Diversity Strategy provides key information
- SALTO Inclusion and Diversity provides various resources relating to inclusion
- Erasmus+ Mobility Inclusion scan can help universities assess their own inclusion performance

## Digital transition

Universities should use digital technology to improve learning experiences, administration and communication and increase access to Erasmus+ opportunities, while enabling students and staff to strengthen digital skills through participation in student and staff mobility and blended learning and training opportunities.

**Implementation examples**
- Organise BIPs that develop digital skills, implement digital mobility administration in line with the *European Student Card Initiative*, encourage students to undertake Digital Opportunity Traineeships or courses that enhance digital skills as part of their mobility

**Useful links**
- Implementation guidelines – Digital Strategy provides key information
- SALTO Digital provides various resources relating to the digital priority
- Good practices in the implementation of the virtual component provides guidance on online cooperation in BIPs

## Green transition

Universities should promote sustainability and environmental awareness in their Erasmus+ projects by integrating green approaches into their implementation and informing participants about ways to reduce their carbon footprint and protect the environment both during their mobility and in the future.

**Implementation examples**

- Hold courses and prepare educational materials on sustainability, prepare a "green checklist" for incoming and outgoing participants, organise events and courses in an environmentally friendly manner, work with environmental organisations, and encourage participants to deepen their knowledge of sustainability issues as part of their mobility.

**Useful links**

- Implementation guidlines – Green Strategy provides key information
- SALTO Green provides various resources relating to the green priority
- The sustainablilty in online education report includes a check list for sustainable online learning

## Participation in democratic life, common values and civic engagement

Universities should foster active citizenship of their students and staff, encourage democratic participation and social responsibility, and strengthen understanding of the European Union (EU) and its common values, such as solidarity, democracy, human rights and equality.

**Implementation examples**

- Organise mentoring projects, encourage participation in volunteering abroad, offer credits or recognition for participation in community projects, organise consultation with students and staff on Erasmus+ policies and processes, educate all participants about the EU and its shared values, hold courses on active citizenship and social responsibility, encourage participation in student councils and organisations such as the Erasmus Student Network (ESN)

**Useful links**

- SALTO Participation and Information provides various resources relating to democratic life, common values and civic engagement
- The Civic Engagement in future European Universities Campuses project provides insights into how universities can enhance students' civic engagement

## Reporting on the follow-up

The University must explain the project´s impact on the participants, the institution and other stakeholders, and whether this impact is aligned with the *Erasmus+ Policy Statement* and the EU's policies in the field of higher education, such as increased international cooperation, mobility of students and staff, and full recognition of credits according to the Bologna process. It should also be explained how results and participants' experiences were shared inside and outside the university, and how the EU's labelling and visibility requirements in the grant agreement were adhered to.

> Try to show specific and real examples of impact and promotion, and not just general descriptions.