

In this briefing sheet, additional detail is given in terms of the **core elements** that need to be considered, when assessing a KA2 strategic partnership application, with a specific focus on the **Quality of Project Design**.



Key Action 2: Strategic Partnerships

QUALITY OF PROJECT DESIGN

Elements:	What to look for:
☞ Clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, monitoring, evaluation and dissemination.	☞ Proposal confirms that all project phases have been properly designed in order for the project to successfully realise its objectives; the work programme is clearly defined, comprehensive and realistic ; proposal contains a clear and well-planned timetable.
☞ Consistency between project objectives and proposed activities.	☞ Proposed activities are well-suited to address identified needs and to achieve set project objectives .
☞ Quality and feasibility of proposed methodology.	☞ Proposed methodology is realistic and appropriate with a view to producing expected results, builds on solid arguments/evidence base and takes account of existing knowledge and practice.
☞ Existence and relevance of quality control measures to ensure that project implementation is of high quality, is completed on time and to budget.	☞ Proposal foresees appropriate evaluation activities at critical stages of the project, allowing progress, spending and the quality of the project activities and outcomes to be measured; quality control measures will allow project partners to take necessary and timely corrective measures.
☞ Extent to which project is cost-effective and allocates appropriate resources to each activity.	☞ Proposal confirms value-for-money when considering planned results and the grant amount requested; grant amount is realistic and serves to support good quality project implementation; budget includes (where relevant) appropriate resources to allow staff and young people with special needs or fewer opportunities to participate on an equal footing.
☞ Extent to which transnational learning, teaching and training activities are appropriate to broader project aims and involve an appropriate number of participants.	☞ Only where transnational learning, teaching and training activities are planned: proposed activities contribute directly to achieving the project objectives, are strongly embedded in the overall project logic and sit within a coherent package of activities; proposed activities are of the appropriate volume, bring added value and will have direct impact on the achievement of project results; activities are well conceived (i.e. good quality management, support, selection and preparation of participants; appropriate monitoring and safety arrangements, etc.).
☞ Quality of arrangements for recognition and validation, in line with European transparency and recognition tools and principles.	☞ Only where transnational learning, teaching and training activities are planned: relevant transparency and recognition tools and/or policy approaches, developed in the framework of European policy cooperation (for example, national and European qualifications frameworks, European framework of key competences; European guidelines for the validation of non-formal and informal learning) will be used for recognising and validating learning outcomes.

Also refer to the Erasmus+ Programme Guide (Version 1, 2020). Note that the final two elements on page one should only be considered, during quality assessment, where transnational learning teaching and training activities (LTTs) are proposed.

Assessment Criteria

Briefing Sheet Page 1

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Field:

Field-specific elements:

<p>Adult Education (AE)</p>	<ul style="list-style-type: none"> ☞ Where the project provides long-term learning, teaching or training activities for staff, the proposal describes measures for ensuring the quality of mobility that centre on: preparation including linguistic and subject preparation before and during the mobility; and support to and monitoring of participants during mobility by the sending and/or hosting organisation. ☞ Proposal comprises necessary measures to facilitate the validation of non-formal and informal learning, and its permeability with formal education pathways: the recommended EU recognition tool for adult education staff is Europass.
<p>Higher Education (HE)</p>	<ul style="list-style-type: none"> ☞ Learning outcomes are recognised/validated following the same arrangements and criteria as KA1 mobility activities in line with the Erasmus Charter for Higher Education (ECHE): the recommended recognition tool for HE is ECTS.
<p>School Education (SE)</p>	<ul style="list-style-type: none"> ☞ Where the project includes activities for pupils, these activities are integrated into the curriculum and contribute to achieve defined learning goals. ☞ Proposal clearly describes how the learning outcomes of participating pupils and school staff will be recognised/validated within the context of the school and the curriculum: the recommended EU recognition tool for school education staff and pupils is Europass. <p>This briefing sheet does not apply to School Exchange Partnerships for which a separate Briefing Sheet for School Exchange Partnerships exists.</p>
<p>Vocational Education and Training (VET)</p>	<ul style="list-style-type: none"> ☞ Learning outcomes are recognised/validated using the same arrangements and criteria as KA1 mobility activities: recommended recognition tools are ECVET and Europass.

**Key Action 2:
Strategic
Partnerships**

**QUALITY OF
PROJECT DESIGN**

Assessment Criteria

**Briefing Sheet
Page 2**

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