

In this briefing sheet, additional detail is given in terms of the **core elements** that need to be considered, when assessing a KA1 mobility application, with a specific focus on the **Quality of Project Design**. On page 2, additional, field-specific information is provided.



Key Action 1: Individual Mobility

QUALITY OF PROJECT DESIGN

Elements:	What to look for:
☞ Clarity, completeness and quality of all project phases (preparation, implementation of mobility activities, follow-up).	☞ Proposal confirms that all phases of the project have been properly designed (including in terms of monitoring and problem resolution) to allow for successful project delivery. The programme of activities is clearly defined, comprehensive and realistic and includes a clear and well-planned timetable.
☞ Consistency between project objectives and proposed activities.	☞ Proposed activities are appropriate for achieving project objectives and for addressing identified needs among participants, ensuring good value-for-money. Type, number and duration of requested mobility activities are appropriate, realistic and in line with organisational capacity .
☞ Appropriateness of measures for selecting and/or involving participants in mobility.	☞ Proposal defines open, fair and transparent criteria against which each organisation will select learners and/or staff able to participate in mobility and to achieve the targeted learning outcomes.
☞ Quality of practical, management and support arrangements.	☞ Proposal demonstrates efficient measures and appropriate resources to ensure high quality mobility with practical arrangements clearly outlined and the roles of all actors also confirmed.
☞ Quality of preparation for participants.	☞ Proposal confirms that participants will receive good quality pre-mobility preparation (i.e. linguistic, cultural and/or pedagogic preparation).
☞ Quality of arrangements for the recognition and validation of learning outcomes.	☞ Proposal confirms that the learning outcomes of mobility participants will be appropriately recognised or validated, where possible through the use of existing European tools and instruments supporting recognition and transparency (e.g. ECVET, ECTS, Europass).
☞ Where applicable: quality of cooperation/communication between participating organisations and other relevant stakeholders.	☞ Proposal confirms adequate cooperation arrangements and appropriate channels for communication among participating organisations, alongside an appropriate distribution of tasks and responsibilities.

Assessment Criteria

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Also refer to the Erasmus+ Programme Guide (Version 2, 2018) and to the briefing sheets for different fields of education and training. A separate briefing sheet exists for international credit mobility (mobility in the field of HE involving programme and partner countries).



Key Action 1: Individual Mobility

QUALITY OF PROJECT DESIGN

Assessment Criteria

Briefing Sheet Page 2

Fields:	Additional, field-specific information:
Adult Education (AE)	Only STAFF mobility can be funded. Consider the quality of the “European Development Plan” in which the development, capacity-building and internationalisation needs (of the organisation) are outlined alongside a confirmation of the expected contribution and impact of planned mobility actions. Plans for the use of developed competences and skills should also be outlined in terms of organisational development and/or the delivery of existing curricula.
Higher Education (HE)	STUDENT and STAFF mobility can be funded. Quality Assessment is only required where mobility activities are proposed by National HE Consortia: standard mobility applications are automatically-funded where the project meets minimum eligibility criteria and where the institution holds a valid Erasmus Charter for Higher Education (ECHE). Broader focus on clarity, completeness and quality of core mobility phases, including in terms of cooperation, coordination and communication among participating partner organisations. Where plans exist to market mobility actions to disadvantaged groups or individuals these should be judged here in terms of adequacy and suitability.
School Education (SE)	Only STAFF mobility can be funded. It should be clear in terms of how the “sending” organisation will liaise with the “receiving” organisation, and with participants, to ensure good preparation for a teaching assignment or for teacher training. Plans for the use of eTwinning and School Education Gateway, in connection with mobility activities, should be clearly stated. Consider the quality of the “European Development Plan”, in which development, capacity-building and internationalisation needs (of the organisation) are outlined alongside a confirmation of the expected contribution and impact of planned mobility actions. Plans for the use of developed competences and skills should also be outlined in terms of organisational development and/or the delivery of existing curricula.
Vocational Education and Training (VET)	LEARNER and STAFF mobility can be funded. Consider the clarity and feasibility of planning for long-term mobility actions (ErasmusPro) ensuring that there is a realistic timetable as well as clear and concrete plans for the monitoring of ErasmusPro mobilities and for addressing any problems encountered. Where ErasmusPro activities are targeted, the sub-criterion for recognition and validation carries a “higher than average influence” on the overall assessment score for ‘Quality of Project Design’. Staff mobility activities should contribute to the professional development of VET staff. The role of Intermediary Organisations (IOs), where foreseen, should be clearly described and relevant. From 2018, there is also the opportunity for staff to participate in <i>Advance Planning Visits</i> tied to the planning and preparation of long-term mobility (one visit per hosting institution involving a single staff member and lasting a maximum of 3 days plus travel).