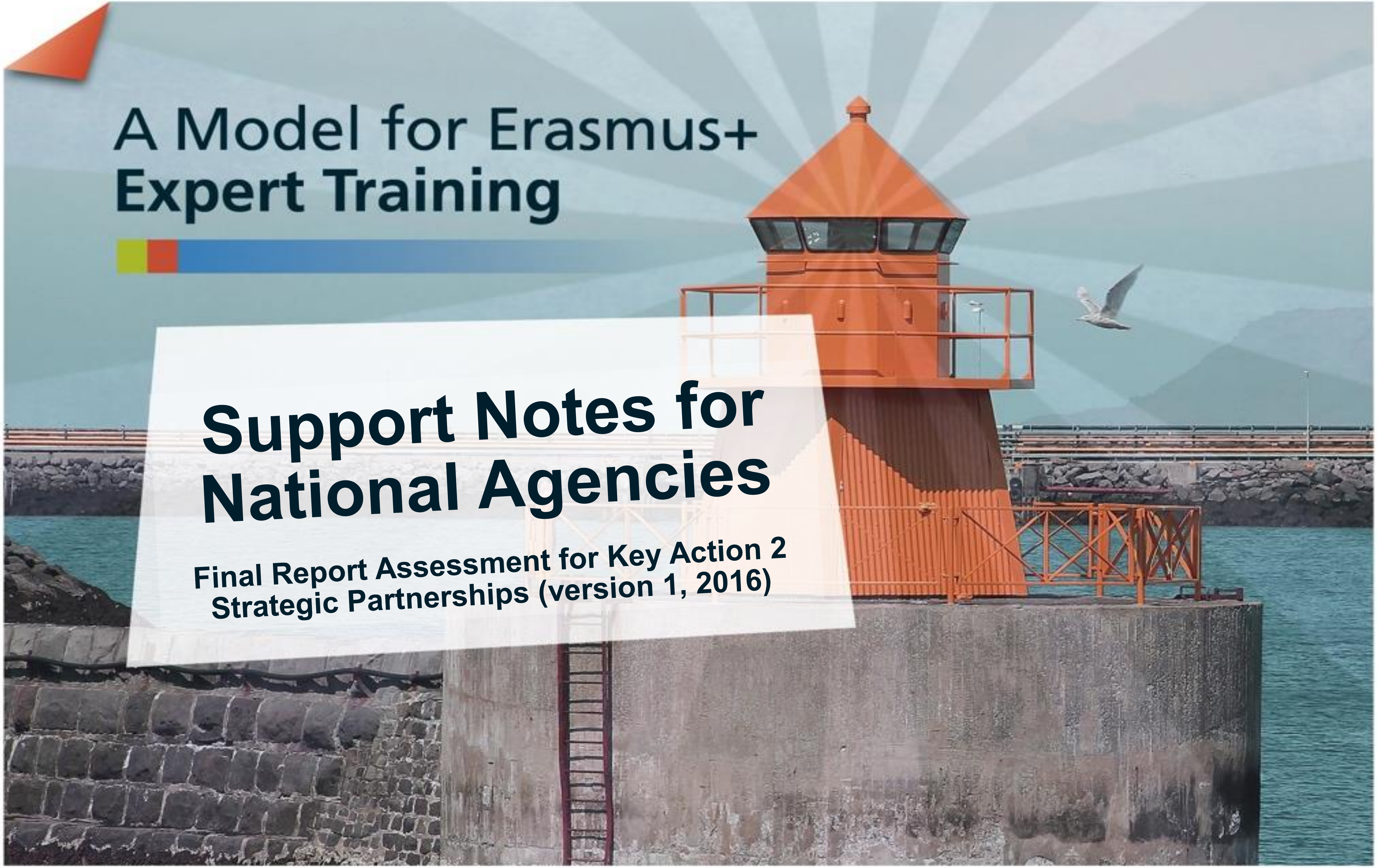


A Model for Erasmus+ Expert Training

Support Notes for National Agencies

Final Report Assessment for Key Action 2 Strategic Partnerships (version 1, 2016)

Erasmus+

rannís

Swedish Council for Higher Education

SIU Norwegian Centre for International Cooperation in Higher Education

orientra

INTRODUCTION

These support notes have been developed for use by Erasmus+ National Agencies (NAs) wishing to use the *Model for Expert Training* for the training of experts assessing *final reports* under one of the decentralised sub-actions of Erasmus+ Key Action 2.

These support notes should be consulted alongside the PowerPoint presentation 'A Model for Erasmus+ Expert Training - Expert Training Session for Final Report Assessment (KA2-SP)' in which the following sub-actions are covered:

- Strategic Partnerships in the field of Education, Training and Youth.

Support notes relate, predominantly, to the activity-based elements of the above-referenced PowerPoint presentation and confirm, in each case: aims; expected outcomes; timing, organisation, actors and roles; required materials; related briefing sheets[1]; and, alternative delivery options (where these exist). In table 1 (overleaf), the current Support Notes are mapped against specific slides within the main presentation.

For those delivering or facilitating training, it is important to review and reflect upon the current support notes as well as the *Model for Expert Training* PowerPoint slides and the associated facilitator notes (provided in Appendices 1-3): this will ensure the required familiarity with the different exercises, including in terms of the broader aims of all such activities in preparing experts for final report assessment.

A series of separate Briefing Sheets (listed below) has been prepared to accompany the 'A Model for Erasmus+ Expert Training - Expert Training Session for Final Report Assessment (KA2-SP)' and, in addition to being circulated for *advance reading* by experts participating in any future training session, it is also important to make active use of the Briefing Sheets as a part of training delivery. References are made, in these support notes, to specific briefing sheets that might be used in training delivery.

MODEL FOR EXPERT TRAINING FOR FINAL REPORT ASSESSMENT (KA2-SP): ASSOCIATED BRIEFING SHEETS
Expert Briefing Sheet
Criteria Briefing Sheet - Relevance
Criteria Briefing Sheet - Quality of Project Implementation
Criteria Briefing Sheet - Quality of Cooperation
Criteria Briefing Sheet - Impact and Dissemination
Where to Look Briefing Sheet
Assessment Comments Briefing Sheet

1 a series of *Model for Expert Training* briefing sheets has also been developed to support the delivery of expert training for final report assessment

Table 1: Support Notes mapped against Specific Slides within the Expert Training Session for Final Report Assessment (KA2-SP)

Slide Number(s)	Title of Slide or Session	Additional Support
1	Cover Page	Support Notes not required: only location, date and NA logo need to be added.
2-5	Welcome and Introduction	Support notes provided in this document.
6-10	Key Action 2 and Strategic Partnerships	Support notes provided in this document.
11-13	Final Report Assessment: Steps, Tools and Materials	Support notes provided in this document.
14-29	Final Report Assessment: Why, When and What to Assess	Support notes provided in this document.
30-33	Final Report Assessment: Scoring	Support notes provided in this document.
34-37	Final Report Assessment: Comments	Support notes provided in this document.
38-44	Final Report Assessment: Identification and Consensus	Support notes provided in this document.
45-46	Financial Assessment	Support notes provided in this document.
47-48	Final Report Assessment Form	Support notes provided in this document.
49	Questions and Close	Support Notes not required: provides option for final questions.
50	Online Expert Evaluation Tool (OEET)	Support notes provided in this document: separate presentation also required.

Slides 2-5

AIM/S

- To welcome participants and introduce actors involved in training delivery.
- To confirm the goals of the training session for Final Report Assessment;
- To introduce the “Model for Expert Training” Transnational Cooperation Activity (TCA) and the associated actors and agencies involved in developing the model and materials.
- To provide an icebreaker session enabling participants to get to know each other.

EXPECTED OUTCOME/S

- Participants are aware of who is in the room (delivery actors and other participants).
- Participants are aware of the goals and objectives of the training session.
- Participants are aware of the history of development of the “Model for Expert Training” (slides, materials, etc.).

TIMING, ORGANISATION, ACTORS and ROLES

- The session expects to last **15 minutes**.

- The initial welcome is delivered by the host organisation - usually a senior staff member but this can also be the trainer/facilitator - confirming the goals of the day (i.e. to provide a practical insight into the Final Report Assessment process relating to Key Action 2 Strategic Partnerships) and the source (i.e. the “Model for Expert Training” developed as part of a TCA involving Erasmus+ NAs from Iceland, Norway and Sweden, and an external consultant from Scotland) ***(5 minutes)***.

- After the initial welcome, it is important to allow time for participants to get to know both the key actors involved in delivering the training session, and the other participants - this can take the form of an Icebreaker such as the one presented in the Model for Expert Training PowerPoint slides entitled “Three Little Words” or any other Icebreaker the facilitator is familiar with. ***(8 minutes)****.*

- Additional information relating to delivery of the Icebreaker is provided in Appendix 1: Facilitator Notes for the Icebreaker.

REQUIRED MATERIALS / SUGGESTIONS

A printed copy of Slide 5 can be provided when working with larger groups, allowing time for reflection on the 3 different topics.

RELATED BRIEFING SHEET/S

None.

ALTERNATIVE DELIVERY OPTION/S

Where time is limited, or where delivering to a large group of participants, the Icebreaker could be replaced by providing a short overview of the participant types (e.g. XX persons from XX countries) moving on to a show of hands based on a series of introductory questions (for example, those representing VET, those representing industry, those working for the Erasmus+ NA).

Where the facilitator is not comfortable with the proposed Icebreaker, an alternative Icebreaker can be used as long as it meets the same goal of enabling participants to get to know each other (including in terms of their experience in assessment).

Slides 6-10

AIM/S

- To provide a quick reminder of the aims of Key Action 2 (KA2) Strategic Partnerships.
- To confirm the different types of projects that are funded under KA2 (as well as those that were financed in the early years of Erasmus+).
- To highlight the importance of horizontal and/or field-specific priorities.

EXPECTED OUTCOME/S

- Participants are reminded of the aims, objectives, specific priorities and overall focus of Key Action 2 Strategic Partnerships in the fields of education, training and youth.

TIMING, ORGANISATION, ACTORS and ROLES

- The session expects to last **10 minutes**.

- This session is delivered by the trainer/facilitator.

- This is a short session (relying on just four slides) yet serves to provide an important reminder of Key Action 2 and Strategic Partnerships, covering the following elements:

  - a confirmation of the core aims and objectives of KA2 and a reminder of the associated sub-actions that are managed centrally by EACEA (*centralised actions*) and by Erasmus+ National Agencies (NAs) (*decentralised actions*): it is important to confirm that this training session has a focus on KA2 Strategic Partnerships only;
  - a reminder of the core aims associated with the two different types of KA2 Strategic Partnership (developing innovation; exchange of good practice);
  - an insight into the different project types that can be accessed in the different fields of education, training and youth and a reminder that the division of projects into two different types of Strategic Partnerships was effective only from 2016 with projects funded in 2014 and 2015;
  - reminding participants of the need for KA2 Strategic Partnerships to select at least one priority (horizontal or field-specific) at the point of application, confirming how this might be important during final report assessment and underlining the importance of experts being familiar with priorities relevant to the field/s for which they will be assessing.

REQUIRED MATERIALS

None.

RELATED BRIEFING SHEET/S

None.

ALTERNATIVE DELIVERY OPTION/S

None.

Slides 11-13

AIM/S

- To confirm the roles of the different actors (external experts, NA staff) involved in the assessment of Key Action 2 Strategic Partnership (KA2-SP) Final Reports.
- To introduce the relevant documents, tools and materials for KA2-SP Final Report assessment.

EXPECTED OUTCOME/S

- Participants are aware of their own tasks and responsibilities for KA2-SP Final Report assessment, as well as the tasks and responsibilities of Erasmus+ NA staff.
- Participants are aware of the documents, tools and materials that they should consult and make use of in the different phases of KA2-SP Final Report assessment.

TIMING, ORGANISATION, ACTORS and ROLES

- The session expects to last **10 minutes**.
- In the first slide, a graphical overview is provided showing the different phases of final report assessment: it is important to stress that final report assessment is only one step in the process. Erasmus+ NA staff are also responsible for the quality-assurance of expert assessments, as well, as for other practical steps in the final report assessment process (for example, financial assessment, validation of project results in VALOR-EPRP, initiating final payment or reimbursement).
- The first slide confirms that an external expert is not required for projects with a grant of less than €60,000 (in such cases, Erasmus+ NA staff can undertake final report assessment).
- The first slide also confirms that “schools only” strategic partnerships follow a two-step process for final report assessment: as a first step, Erasmus+ NAs in the partner countries will initiate a “lighter” assessment that focuses predominantly on contractual compliance; as a second step, the Erasmus+ NA in the coordinating country will initiate a full assessment which follows the usual process for KA2-SP Final Report assessment yet which also reflects on the results of final report assessments having taken place in the partner countries: this is, of course, subject to the results of the “lighter” assessment process being made available by other Erasmus+ NAs, and to assessment results being available in a language that is understood by those undertaking full assessment.
- In the second slide, the focus is on documents, tools and materials that should be consulted, used or accessed by those assessing final reports, with all such material presented according to three distinct stages (preparation, document review, comments and scores). Where time allows, it might be useful to also show the Erasmus Projects Results Platform (aka VALOR or EPRP) to ensure that participants are familiar with the site: http://ec.europa.eu/programmes/erasmus-plus/projects/

REQUIRED MATERIALS

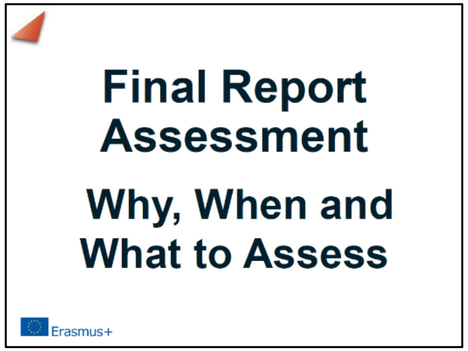
None.

RELATED BRIEFING SHEET/S

- Expert Briefing Sheet

ALTERNATIVE DELIVERY OPTION/S

The first slide does not make reference to the involvement of more than one expert or to the need for consolidation (only required where more than one expert is involved): this is due to the fact that there is no requirement or expectation (from the European Commission) that more than one expert will be used during final report assessment: in cases where there are plans to make use of more than one expert, direct reference should be made during the expert training session (and the associated graphic should also be extended to reflect this).



Slides 14-29

AIM/S

- To provide the overall rationale behind Final Report assessment (Why Assess), reflecting on those aspects which are important to judge at the final report stage (When to Assess) and introducing the four core assessment criteria (What to Assess).

EXPECTED OUTCOME/S

- Participants are aware of the goals, rationale, timing and criteria that govern KA2-SP Final Report assessment.

TIMING, ORGANISATION, ACTORS and ROLES

- The session expects to last **40 minutes**.
- This session is delivered by the facilitator.
- In the first slide, it is important to confirm the rationale behind KA2-SP final report assessment, confirming the importance of assessors reaching an "informed judgement" on the "**overall level of achievement of the project**" and highlighting those areas which final report assessment should focus on. In the second slide, participants are reminded of the importance of the "**proportionality principle**" with some examples given in terms of how this might be considered during final report assessment ***(5 minutes)***.
- In slides 17 to 22, the focus in on "When to Assess" with a practical activity in which one or more participants are asked to judge the importance of different sub-criteria for those assessing final reports: additional information relating to delivery of this activity is provided in Appendix 2: Facilitator Notes for Group Activity 1 ***(25 minutes)***.
- Slides 23 to 27 provide an opportunity to stress that the same four assessment criteria are used when assessing applications for funding and final reports, albeit with a slightly different focus and to highlight areas of specific focus, under each of the four headings (relevance; quality of project implementation; quality of cooperation, impact and dissemination) - as shown in the "tag-clouds" on four separate slides whilst also referring participants to the associated briefing sheets ***(6 minutes)***.
- Slide 28 provides an opportunity for the facilitator to introduce field-specific aspects that are also important for assessing final reports (for example, the use of specific "learning recognition" tools in different fields ***(2 minutes)***.
- Slide 29 confirms the importance of aligning final report assessment with the commitments made and the detail provided in the original application (and contract) - stressing that if an activity has already been accepted for financing (even where it might be less likely to be financed now) then it should, in all cases, be judged as eligible, and fully assessed, during final report assessment ***(2 minutes)***.

REQUIRED MATERIALS

- A set of 29 printed cards, each containing one assessment sub-criterion (cards are based on the criteria used during the assessment of applications for funding).
- Table or flipchart to place the cards on.
- Coloured pens or stickers that can be used to categorise each of the 29 sub-criteria (colours required are: RED, ORANGE and GREEN).

RELATED BRIEFING SHEET/S

- Criteria Briefing Sheet - Relevance
- Criteria Briefing Sheet - Quality of Project Implementation
- Criteria Briefing Sheet - Quality of Cooperation
- Criteria Briefing Sheet - Impact and Dissemination
- Where to Look Briefing Sheet

ALTERNATIVE DELIVERY OPTION/S

None.

Slides 30-33

AIM/S

- To compare the scoring ceilings applied when assessing KA2-SP applications against those used during final report assessment.
- To underline that there are no minimum thresholds applied "per criterion" during final report assessment (i.e. no 50% pass rate for Relevance).
- To highlight the consequences of a low (weak) score during final report assessment.

EXPECTED OUTCOME/S

- Participants are aware of the weighting of scores during final report assessment and of how this differs from the scores applied during the assessment of applications.
- Participants have improved understanding of what forms a Weak, Good or Very Good projects (at the point of final report assessment) and are aware of the consequences of a low (weak) score for individual projects.

TIMING, ORGANISATION, ACTORS and ROLES

- The session expects to last **15 minutes**.

- The session is delivered by the facilitator with active contributions required from one or more "volunteer" participants.

- This is a short session yet one which provides an important insight into the scoring process (categories, definitions, ceilings) used during final report assessment.

- In the first slide, the focus is on highlighting the differences between scores attributed during the assessment of KA2-SP applications and scores awarded during final report assessment, also confirming that "per criterion" thresholds do not exist for the latter i.e. there is no pass rate applied to single assessment criteria during final report assessment ***(5 minutes)***.

- In the second slide, the focus is on introducing the 3 different scoring categories that are used during final report assessment, namely: namely: **Very Good** - projects scoring more than 75 (out of 100) points and considered as "best practice"; **Good** - projects scoring between 60 and 75 points and deemed "satisfactory"; and **Weak** – projects scoring less than 60 points. At this point, it is important to spend some time explaining exactly what would be expected to feature under each of the categories - for example, confirming that a good practice project should have processes, outputs or outcomes (intellectual outputs) that are able to be sustained within the participating organisations and which are able to be more widely promoted and exploited at national and/or European level ***(5 minutes)***.

- In the third and final slide, a colour coded scoring chart is shown, highlighting the difference between the different scoring bands and confirming the point at which scores can have a negative financial effect on the project being assessed; there is also a short exercise in which one or more (up to 3) volunteers are asked to provide a rating for a short set of pre-defined comments. It is important to note that none of the pre-defined comments should score as "Weak" ***(5 minutes)***.

REQUIRED MATERIALS

None.

RELATED BRIEFING SHEET/S

- Expert Briefing Sheet

ALTERNATIVE DELIVERY OPTION/S

If time allows, Slide number 33 can be produced as a Handout with all participants asked to individually score the comments (out of 100). Scores might then be gathered with a view to opening up discussion on the range of scores awarded by the participants.

Slides 34-37

AIM/S

- To confirm expectations for assessor comments with a view to ensuring a common understanding of the need to be coherent, comprehensive, consistent, courteous and concise (the 5 Cs).

EXPECTED OUTCOME/S

- Improved understanding of the required depth, type and style of comments that assessors are required to produce, and submit, during individual and consolidated assessment phases.

TIMING, ORGANISATION, ACTORS and ROLES

- The session expects to last **15 minutes**.

- The session is delivered by the facilitator with active contributions required from one or more “volunteer” participants.

- In the first slide, participants are informed of common expectations for written comments, covering issues such as the need for assessors to respond, in some way, to **all assessment criteria and sub-criteria**, the need to provide an **informed judgement** (based on that which is written in the final report, its annexes and, where applicable, intellectual outputs) and the need to keep in mind the “proportionality principle” during final report assessment i.e. being conscious of those points already raised and discussed in Slide number 16 ***(5 minutes)***.

- In the second slide, participants are informed of the need for comments to respect the 5 Cs (i.e. comments that are Comprehensive, Coherent, Consistent, Courteous and Concise) and of the fact that this what Erasmus+ NA staff will use to measure the quality of expert assessments. NAs are able to ask experts for additional input where these minimum criteria (the 5 Cs) are not fully respected ***(5 minutes)***.

- In the third and final slide, there is an opportunity for one or more (up to 4) volunteers to come forth, to play the role of the NA in quality assuring written assessment comments and choosing whether these comments can be “accepted” or whether they should be returned to the expert for further work: based on the comments provided in Slide 37, only comments 2 and 4 should be accepted, with comment 1 being too short and declarative and with comment 3 neither courteous nor focusing on the issues relevant to final report assessment ***(5 minutes)***.

REQUIRED MATERIALS

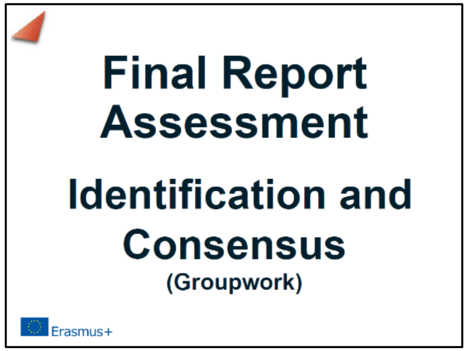
None.

RELATED BRIEFING SHEET/S

- Assessment Comments Briefing Sheet

ALTERNATIVE DELIVERY OPTION/S

None.



Slides 38-44

AIM/S

- To provide an opportunity for group discussion on the key elements that are to be considered during final report assessment, with discussion based on a real application and final report.

EXPECTED OUTCOME/S

- Participants have improved understanding of the steps that need to be followed during FR assessment (i.e. review of application; review of final report/annexes/intellectual outputs).
- Participants have a shared understanding of all aspects being reviewed as a part of final report assessment, including through knowledge-sharing with their expert peers.

TIMING, ORGANISATION, ACTORS and ROLES

- Timing depends on the approach being adopted, ranging from 120 minutes (with pre-reading of application and final report required to be undertaken by all participants) to 180 minutes (with reading time allowed onsite).
- This session is introduced and closed by the facilitator but relies on the active participation of all participants (divided into groups of 3-6 persons). Where possible, groupwork facilitators should be positioned in each of the groups. The role of the group facilitator is to ensure that each group remains focused (on the task and associated questions) and on schedule (ensuring that both phases of groupwork activity can be fully implemented within the allowed timeframe).
- In slide number 39, the facilitator introduces the overall process that will be followed confirming whether or not there is time allowed for reading (in some cases, pre-reading is required; in other cases, reading time is allowed onsite), advising of the two phases (application, final report and annexes) and the composite steps within each (read and review, discuss and agree, present and respond).
- In slide number 44, a set of photographs is used to show confirm the importance of holistic assessment and “not getting lost in the detail”: in the first picture, a not-so-pretty cigarette end is shown, with pictures expanding to show greater detail in the picture and ultimately resulting in a more attractive picture of “autumn leaves on the ground”.
- Additional information relating to delivery of this activity is provided in Appendix 3: Facilitator Notes for Group Activity 2.

REQUIRED MATERIALS

- Flipchart and flipchart pens for recording the results of Group Discussions.
- Printed and/or electronic copies of a “real” application and final report for each of the groups (these can be field-specific, where number allow, or can be selected to represent both small and large Strategic Partnerships): for Model 1 materials will need to be circulated in advance to allow for pre-reading.
- Where needed: handouts showing “Question Sets” for Phases 1 and 2 (slides 40 and 42).

RELATED BRIEFING SHEET/S

- Criteria Briefing Sheet - Relevance
- Criteria Briefing Sheet - Quality of Project Implementation
- Criteria Briefing Sheet - Quality of Cooperation
- Criteria Briefing Sheet - Impact and Dissemination
- Where to Look Briefing Sheet

ALTERNATIVE DELIVERY OPTION/S

In addition to the option of required pre-reading, a number of other alternatives can be considered:

- where participant numbers are low, a single group could discuss a single application and final report (where numbers are larger, multiple groups might be formed);
- where numbers are sufficient, there is the option to work in field-specific groups;
- where time is limited, feedback (i.e. present and respond) might be replaced by groupwork facilitators bringing each group to a close instead of sharing results with other groups;
- where time is limited and “intellectual outputs” are numerous, it is possible to focus the groups on one or two smaller “intellectual outputs” for review and discussion.

Slides 45-46

AIM/S

- To highlight the (limited) contribution of assessors to the process of Financial Assessment, confirming that the bulk of this activity is undertaken as part of a separate assessment exercise led by the Erasmus+ NA staff.

EXPECTED OUTCOME/S

- Participants are aware of their responsibilities for informing the financial assessment exercise.

TIMING, ORGANISATION, ACTORS and ROLES

- The session expects to last ***5-10 minutes***.

  The session is delivered by the facilitator.

- Using a single slide, tasks and responsibilities for financial assessment are presented, confirming that the majority of financial checks are undertaken by the Erasmus+ NA and advising assessors of just two possible areas where they might choose comment, namely: (perceived) value-for-money of intellectual outputs, and (perceived) value-for-money of exceptional costs.

- In terms of intellectual outputs, it is extremely important that the assessor provides a comment (explanation) if they feel that the "intellectual output" that is submitted at the project end is not consistent with the number of staff days that are being claimed: it is important to highlight that if the assessor does not comment on this, then the NA will normally finance the project according to the amount that is being requested (i.e. without any reduction). Contrarily, if the "intellectual outputs" are consistent with the days being claimed, then a simple statement should be provided to support this.

- are In terms of exceptional costs, the assessor shold provide a comment in terms of whether or not the costs being claimed are valid (in terms of the activities that were undertaken during the proejct lifetime) and consistent (with the activities that took place). An example of this is external evaluation, for which there sohuld be some evidence of activity (e.g. evaluation report/s).

- In all cases, it is important to stress, that financial comments are provided to the Erasmus+ NA in a separate box in the Online Expert Assessment Tool (Budget Comments for the NA).

REQUIRED MATERIALS

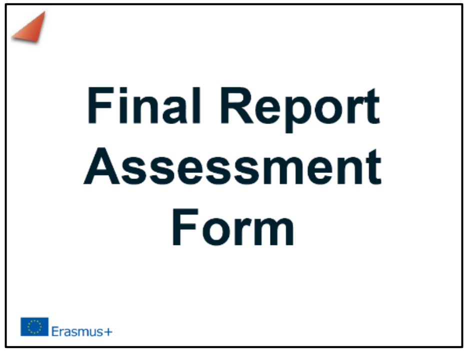
None.

RELATED BRIEFING SHEET/S

- Expert Briefing Sheet
- Criteria Briefing Sheet - Quality of Project Implementation

ALTERNATIVE DELIVERY OPTION/S

None.



Slides 47-48

AIM/S

- To introduce the online assessment form, confirming the different sections of the form that need to be completed by experts.

EXPECTED OUTCOME/S

- Participants are aware how their comments and scores need to be uploaded to a single final report assessment form in the Online Expert Assessment Tool (OEET).
- Participants are aware of the benefits of initially preparing comments and scores in a separate word (or equivalent) document before being uploaded onto the OEET.

TIMING, ORGANISATION, ACTORS and ROLES

- The session expects to last ***5 minutes***.

- This session is delivered by the facilitator.

- This is a short session using one slide only. The side shows the features of the final report assessment form and how data and scores are recorded in the form (***5 minutes***).

REQUIRED MATERIALS

None.

RELATED BRIEFING SHEET/S

- Expert Briefing Sheet.

ALTERNATIVE DELIVERY OPTION/S

Instead of presenting the assessment form that is shown in slide 48, the OEET itself could be used to show the different assessment sections (scores, comments boxes, typology, etc.) possibly combining this with an introduction to / reminder of the OEET.

Slide 50 (introductory slide only)

AIM/S

- To introduce participants to and provide a reminder of the Online Expert Assessment Tool (OEET) confirming access, operation and requirements for use during the final report assessment exercise.

EXPECTED OUTCOME/S

- Participants are familiar with the OEET and know how to access and make use of the tool during the final report assessment exercise.

TIMING, ORGANISATION, ACTORS and ROLES

- The session is an add-on to the core *Model for Expert* Training and might last ***20-30 minutes***.

- This session should be delivered by NA staff that are fully familiar with access, operation and use of the OEET for final report assessment purposes.

- The session relies on a separate set of slides that is not provided as a part of the *Model for Expert Training* suite of materials.

REQUIRED MATERIALS

In many cases, the European Commission’s “Online Expert Evaluation Tool (OEET) Expert User Manual” is delivered to participants during this session.

RELATED BRIEFING SHEET/S

None.

ALTERNATIVE DELIVERY OPTION/S

This session could easily be combined with the session on the Final Report Assessment Form.

Appendix 1: Facilitator Notes for the Icebreaker (Three Little Words)

AIM OF SESSION

- To allow participants (facilitator, NA staff, experts, others) to get to know each other.

EXPECTED OUTCOME/S

- Participants are aware of who is in the room (different actors, different roles, different interests, different levels of experience).

TIMING AND ORGANISATION

- The activity should last up to **15 minutes**.
- The facilitator should introduce the exercise as an Icebreaker, confirming this as a fun way of allowing the people in the room to (quickly) get to know each other.
- The facilitator should then explain the rules:
  - each person is asked to come up with "three little words" (or terms) - one from each of the three columns - which should then be presented with a short explanation on why this word/term was selected;
  - each person should state his/her name (and country if this is an international event) and the word or term he/she has chosen from each of the columns;
  - before beginning the, facilitator explains what each column relates to using him/herself as an example (i.e. providing one word/term from each column and explaining why this is the most suitable choice for him/her;
  - it is important to point out that there are no WRONG answers and that participants are allowed to choose whichever word or term that they feel comfortable with;
  - with larger groups, allow 2-3 minutes for people to prepare their answers before you begin (either provide each participant with a pen and paper, or use the slide as a handout – available separately);
  - with smaller groups, it might not be necessary to have a handout, working directly from the screen instead.

  Columns, Meanings and Examples:

  - in Column 1, the focus is on the job or career of the person: for example, if selecting "educator", it might be because the participant works in the field of education yet it could equally be because they see themselves as an educator (in life, or in their day-to-day job) even if they work in another field or sector; where somebody selects "fixer", it might be because they are very hands-on in the work that they do, or because they have a role that is solutions-oriented (for example, working in human resources, or in technology)… remember, there are no wrong answers!
  - in Column 2, the focus is on the hobbies or interests of the person: for example, if selecting "things", it might be because the person likes to build, create or collect things; those selecting "water" might like to swim or sail or to take long cruises during their holidays; those selecting "food" might love to cook, or simply prefer to dine with friends whenever they can; those selecting "land" might like to take long walks in the countryside or might have some form of farming interest; finally, those selecting "people" might see themselves as very sociable, spending their spare time with friends and family, or might have an interest in supporting and working with others (for example, through volunteering).
  - in Column 3, the focus is on assessment experience or expertise with participants asked to categorise themselves using a single word or term: for those new to the process, this is relatively simple, with the option to select "first-timer" or "fairly-new"; for those with more experience, the terms "familiar" or confident" might be used; for those having spanned multiple programmes and actions there is the option to select "Master" although it is likely that few will select this final term ("Master").

ACTORS AND ROLES

- This exercise is led by the facilitator yet should actively involve all persons in the room.

REQUIRED MATERIALS

- A printed copy of Slide 5 can be provided when working with larger groups, allowing time for reflection on the 3 different topics.
- Topics can be replaced with other topics that are more relevant to the group being trained.

Appendix 2: Facilitator Notes for Group Activity 1 (What to Assess)

AIM OF SESSION

- To consider and reflect upon the elements (criteria and sub-criteria which are most important to judge during Final Report assessment.
- To consider and reflect on the difference in importance of criteria and sub-criteria comparing the assessment of final reports to the assessment of applications.

EXPECTED OUTCOME/S

- Participants are better aware of the criteria and sub-criteria that have continued relevance at the point of final report assessment and of those elements which are of lesser importance, having already been application assessment.

TIMING AND ORGANISATION

- The activity should last for **25 minutes**.
- Before the activity begins, it is important for the facilitator to confirm that "not everything that is assessed at the point of application is assessed at the project end" also confirming a specific mid-term focus (i.e. during interim or progress report assessment) on progression, participation and observed deviation rather than on end project achievements ***(2 minutes)***.
- The facilitator should then explain that there are a total of 29-sub-criteria that are used in assessing applications for KA2 Strategic Partnerships funding (these are included under the 4 main criteria: relevance, quality of project design and implementation, quality of project team and cooperation, impact and dissemination) and that as a part of preparing this *Model for Expert Training* each of these was re-considered in terms of its importance for final report assessment ***(2 minutes)***.
- It is important, at this stage, to confirm that the basis for this decision was [a] information requested in the final report form and [b] judgements required during final report assessment and that decisions on both of these documents have already been taken and are no longer worth discussing i.e. it is important not to lose time on discussing the merits of asking for certain information, instead focusing on where the focus should be, or should not be, during final report assessment ***(1 minute)***.
- Having provided some background to the activity, it is important to decide if the activity will involve [a] the WHOLE GROUP (when working with small groups and in a room with sufficient space then all participants might be asked to judge the importance of the 29 sub-criteria, labelling each one either RED, ORANGE or GREEN) or [b] SELECTED VOLUNTEERS (in cases where the group is large, or where space is limited, then one or two volunteers might be asked to judge the importance of the 29 sub-criteria, on behalf of the whole group, labelling each one either RED, ORANGE or GREEN). If working with volunteers then this is the point at which they need to be selected ***(2 minutes)***.
- The exercise itself is fairly simple and requires that a judgement be made for each of the 29 sub-criteria, labelling each as RED, ORANGE or GREEN according to the following definitions:
- RED: sub-criteria which are LESS IMPORTANT or NOT IMPORTANT, that are not specifically addressed in the Final Report or during Final Report assessment;
- ORANGE: sub-criteria which are FAIRLY IMPORTANT, that are indirectly addressed in the Final Report and which must be broadly reflected on during Final Report assessment;
- GREEN: sub-criteria which are VERY IMPORTANT, that are directly addressed in the Final Report and which must be directly commented on during Final Report assessment;
- To make the exercise easier, participants are informed that there are 16 sub-criteria rated GREEN, 8 rated ORANGE and 5 rated RED (this is shown in the slide containing traffic lights) ***(10 minutes)***
- Once all 29 sub-criteria have been labelled as RED, ORANGE or GREEN, it is important for the facilitator to go through the results, pointing out those correctly or incorrectly labelled: this can be done in one of two ways, either [a] returning to the slide set and showing the results on the main screen - this is best adopted when working with a few volunteers, as the majority of participants will still be seated - or [b] providing each participant with a handout in which the results of the exercise are shown - best adopted when the whole group is participating and already standing.

- In all cases, it is easiest to use RED or ORANGE as cases for discussion or explanation (for example, under Relevance, explaining why it is no longer necessary to consider the appropriateness of the "needs analysis") ***(10 minutes)***.

ACTORS AND ROLES

- This exercise is led by the facilitator yet should actively involve participants: either a small number of "volunteer" participants, or the whole group.

REQUIRED MATERIALS

- A set of 29 printed cards, each containing one assessment sub-criterion (based on the criteria used during the assessment of applications for funding).
- Table, notice board or flipchart that can be used during the exercise.
- Coloured pens or stickers that can be used to categorise each of the 29 sub-criteria (colours required are: RED, ORANGE and GREEN).
- In some cases: handout showing the results of the exercise (as shown in slides 19-22).

APPENDIX 3: FACILITATOR NOTES FOR GROUP ACTIVITY 2 (IDENTIFICATION AND CONSENSUS)

AIM OF SESSION

- To provide an opportunity for group discussion on the key elements (criteria and sub-criteria) that are to be considered during final report assessment, with discussion based on a real application and a final report.

EXPECTED OUTCOME/S

- Participants have improved understanding of the steps that need to be followed during final report assessment (i.e. review of application; review of final report, associated annexes and, where applicable, intellectual outputs).
- Participants have a shared understanding of the elements which should be reviewed during final report assessment, including through knowledge-sharing with their expert peers.

TIMING AND ORGANISATION

- Timing depends on the approach being adopted, ranging from 120 minutes (Model 1) to 180 minutes (Model 2).
- Where possible, facilitators should be positioned in each of the groups. The role of the group facilitator is to ensure that each group remains focused (on the task and associated questions) and on schedule (ensuring that both phases of activity can be fully implemented).

Model 1: Onsite Delivery with Remote Preparation (participants have undertaken pre-reading of the application form, the final report and one or more outputs or results).

Following an initial introduction by the Facilitator *[8 minutes]*, the process involves TWO PHASES of working in groups (each comprising 3 to 6 persons), with each phase comprising a set of sub-activities, as detailed below.

PHASE 1: REVIEWING THE APPLICATION

- **Confirm:** working in groups, participants confirm that they have read the application form and confirm that they are each discussing <u>the same project</u> *[2 minutes]* - where one or more participants have not read the application, this can either be read as a part of the activity (i.e. read and discuss at the same time) or a short coffee-break can be provided to those that have already read the document, giving time for the other to prepare;

- **Discuss and Agree:** working in groups, participants consider the QUESTIONS for PHASE 1 which are introduced by the Facilitator prior to starting the activity but can also be provided as a handout (refer to Slide 40) aligning these with the application that is under review, discussing and agreeing on a single set of answers that can be presented either to the Facilitator (where only a single group exists for this activity) or to the Facilitator and other groups (where multiple groups exist) - Flipchart can be used to record and report on answers *[30 minutes]*;

- **Present and Respond:** each group quickly presents the results of its discussion, with answers provided for each of the PHASE 1 QUESTIONS, commenting on whether it was easy or difficult to come to an agreement and responding to questions from the Facilitator or other participants/other groups *[15 minutes]*.

- After these steps have been performed, it is time to move on to Phase 2.

PHASE 2: REVIEWING THE FINAL REPORT (plus associated outputs, outcomes and results)

- **Confirm:** working in groups, participants confirm that they have read the final report (as well as any associated outputs, outcomes and results that have been provided) *[5 minutes]* - where one or more participants have not reviewed the final report or the associated outputs/outcomes/results these materials will need to be considered as a part of the overall activity (i.e. review and discuss simultaneously).

- **Discuss and Agree:** working in groups, participants consider the set of PHASE 2 QUESTIONS (these should be introduced by the Groupwork Facilitator prior to starting the activity but can also be provided as a handout: refer to Slide 42) aligning these with the project and final report that is under review, discussing and agreeing on a single set of answers that can be presented either to the Facilitator (single group scenario) or to the facilitator and other groups (multiple group scenario) – Flipchart can be used to record and report on answers *[45 minutes]*;

- **Present and Respond:** each group quickly presents the results of its discussion, with answers provided for each of the PHASE 2 QUESTIONS, commenting on whether it was easy or difficult to come to an agreement and responding to questions from the Moderator or form other participants, in other groups *[15 minutes]*.

- At the end of this, the facilitator closes the session by providing a **QUICK OVERVIEW** of the exercise, highlighting that which has been achieved (discussion and agreement) as well as some of the possible complexities associated with Final Report Assessment - the latter based on that reported during the feedback sessions.

Model 2: Fully Onsite Delivery (i.e. where participants are given "reading time" onsite).

This follows the same approach as Model 1 albeit with a need to replace the step "Confirm" with a step entitled "read and Review", as detailed below:

PHASE 1: REVIEWING THE APPLICATION

- **Read and Review:** working in groups, participants confirm that they are each addressing the same project and that they have access to a copy of the application form (electronic or printed) that they can review *[confirmation and reading time = total of 20 minutes]*;

PHASE 2: REVIEWING THE FINAL REPORT (plus associated outputs, outcomes and results)

- **Read and Review:** working in groups, participants confirm that they are each addressing the same project and that they have access to a copy of the final report as well as the core outputs/outcomes/results (in electronic or printed form) under review - outputs/outcomes should be confirmed by the Moderator for each group *[confirmation and review time = total of 40 minutes]*;

ACTORS AND ROLES

- The session is introduced and closed by the facilitator yet relies on the active participation of all participants, working in smaller groups.

REQUIRED MATERIALS

- Flipchart and flipchart pens for recording the results of Group Discussions.
- Printed and/or electronic copies of a "real" application and final report for each of the groups (these can be field-specific, where number allow, or can be selected to represent both small and large Strategic Partnerships): for Model 1 materials will need to be circulated in advance to allow for pre-reading.
- Flipchart and flipchart pens for recording the results of Group Discussions.
- Where needed: handouts showing "Question Sets" for Phases 1 and 2 (slides 40 and 42).