Assessment Scores

Erasmus+

GUIDELINES FOR ERASMUS+ NAs

Section Title Page: it can be useful to have a space to breathe between the different sections of the training.

Volunteers Needed

GUIDELINES FOR ERASMUS+ NAs

This page alerts participants to the fact that you are looking for volunteers. For this exercise, it is useful to have 3 or 4 volunteers that will give their scores on the example texts. The idea is to show diversity on scoring patterns among the assessors.

Change of Criterion: Relevance

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Confirm that the focus of this exercise is on Relevance and KA220, where scores are awarded out of a maximum of 25 points.

KA220 Assessment Bands

Scoring Ceiling ⬇	VERY GOOD	GOOD	FAIR	WEAK
	… addresses all relevant aspects of the criterion in question convincingly and successfully; the answer provides all the information and evidence needed and there are no concerns or areas of weakness.	…application addresses the criterion well, although some small improvements could be made; the answer gives clear information on all, or nearly all, of the evidence needed.	…application broadly addresses the criterion, but there are some weaknesses; the answer gives some relevant information, but there are several areas where detail is lacking or the information is unclear.	…application fails to address the criterion or cannot be judged due to missing or incomplete information; the answer does not address the question asked, or gives very little relevant information. **FAILS THRESHOLD**
25 POINTS (EXAMPLE)	22 - 25	18 - 21	12 - 17	0 - 11

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Use this slide to show the scores that apply to KA220 and Relevance. Introduce the different scoring bands and talk through the definitions of weak, fair, good and very good. This sets the scene for this short activity on scoring.

KA220 Example Comments 1

The proposed project is relevant to the selected action and aligns well with the chosen priorities. Credible plans exist for developing partnerships between education and industry, with clear ambitions for enhancing collaboration between these two important stakeholder audiences, in order to improve to the relevance and responsiveness of future education programmes, and with a convincing series of actions planned with a view to delivering on these ambitions.

It is positive to see direct participation from higher and vocational education actors, each having a appropriate educational footprint in the targeted sector and domain.

Needs are convincingly argued and appropriate reference is made to the process of needs identification and overall outreach in this exercise.

The value of transnational collaboration is well explained, with convincing plans for an exchange of knowledge and experience and with credible ambitions for the delivery of a common cooperation framework. European added-value is clearly evident within wider project goals centred on enhancing education-industry collaboration and is complemented by plans for targeted promotion, including beyond the participating countries.

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It can be useful to provide each of the volunteers (who can be the same persons for both examples, or different persons) with a printout of this first example.

Provide 2-3 minutes for them to read the example and provide their scores.

For remaining participants, do not leave a silent gap pause, but talk through some of the key terms and phrases whilst the volunteers are forming their opinions.

After 2-3 minutes, invite each of the volunteers to share their individual score for this example. Depending on the time allowed, you cold try to align this with the associated scoring band and description. In all cases, it is important to highlight diversity among assessors reading the same text and to highlight that assessor experiences (and assessor types) can influence scoring.

Note: if all assessors score equally (this can happen but it is quite rare) then reward the volunteers for having properly understood the scoring bands and scoring process.

KA220 Example Comments 2

The proposed project is relevant to the selected action and it is positive to see efforts made to address one of the core programme priorities for Erasmus+ (inclusion and diversity). However, it remains unclear how the selected priority will actually be addressed, with a lack of clarity in the proposal on exactly how the targeted actions expect to influence change in existing policies and practices.

Whilst efforts are made to underline the importance of inclusion for each of the participating institutions, little is said of how the targeted actions and objectives might result in changes and improvements within existing programme or service provision in one or more of the participating institutions and countries. This is a definite shortcoming.

Needs arguments are not fully detailed or convincing. Relevant European priorities are cited in relation to widening access and facilitating inclusion in education, yet learner audiences are notably wide-reaching, with plans to involve learners from multiple programme types and levels, and with little said of specific development needs for one or more learner audiences.

The value of cross-border, multi-field and multi-sector collaboration is fairly well argued, with definite merit in the targeted peer and collaborative learning actions. Wider outreach, beyond the participating regions and countries, is less well detailed.

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