

ERASMUS+ KA210

Scoring and Consequences



GUIDELINES FOR ERASMUS+ NAs

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

FR Assessment: Scoring

KA210 Scoring Thresholds at Key Stages			
CRITERION	Proposal	Final Report	NOTABLE CHANGES
Relevance	30	20	FEWER POINTS during Final Report Assessment. Predominantly focusing on sustained relevance to funding action and selected priorities.
Quality of Project Design and Implementation	30	30	SAME POINTS during Final Report Assessment. Sustained focus on quality of actions and deliverables and adopted methodology or approach.
Quality of Partnership	20	20	SAME points during Final Report Assessment. Focus shifts to Coordination, Cooperation and Communication rather than to the skills sets and mix of partners.
Impact	20	30	HIGHER POINTS during Final Report Assessment. Important focus on project legacy, impact and on efforts made to market and promote project achievements to wider audiences.
TOTAL	100	100	Similar threshold of 60% during proposal and final report assessment (latter having financial consequences) but no pass or fail threshold within individual FR assessment criteria.

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Use this slide to show the scores that apply to KA210 during final report assessment. The final column highlights a change of weighting between the application stage and the final report stage, specifically within the criteria for RELEVANCE and IMPACT. It is important to ensure that the listed scores are consistent with those in the online assessment tool for the year the beneficiary contract was issued. This is important background information.

KA210 Assessment Scores and Consequences

At the PROPOSAL stage and FINAL REPORT stage, assessments are scored out of 100.

During FR assessment, there are financial consequences for KA210 projects scoring less than 60 points overall.

Differences exist in the low-score categories depending on which version of the Lump Sum Handbook you read.

	GOOD OR EXCELLENT	BELOW EXPECTATION	INADEQUATE	WEAK	NOT DELIVERED
Scoring Categories and Definitions	Rated good to excellent with results worthy of wider promotion	Activities not fully delivered or not consistent with initial planning with no convincing rationale for change.	Activities only partially delivered and/or lacking the expected quality.	Very few activities delivered and a general lack of quality in activities and outputs.	Planned activities not delivered.
Scoring Range	60-100 points	45-59 points	30-44 points	10-29 points	0-9 points
Consequence	100% Grant Paid	90% Grant Paid	70% Grant Paid	30% Grant Paid	0% Grant Paid

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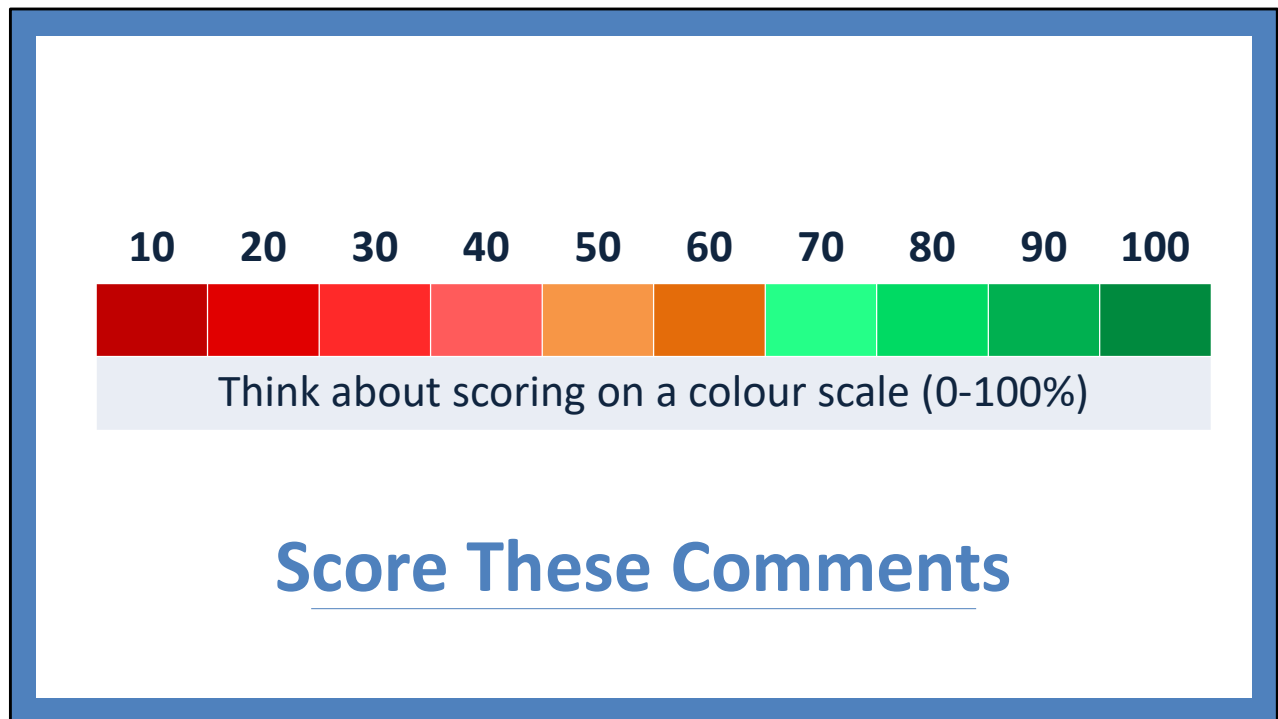
Use this slide to show the consequences of scoring with scores of 60 or more considered good or excellent and with lower scores having different perspectives as well as having a direct impact on the final Lump Sum. It is important to ensure that the listed scoring ranges and (financial) consequences are consistent with those for the year the beneficiary contract was issued



Six Volunteers Needed

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This page alerts participants to the fact that you are looking for volunteers. This exercise can be undertaken with 3-6 volunteers depending on the overall groups size. It can be useful to have volunteers from each of the educational sub-fields that assessors represent, highlighting scoring patterns or tendencies where these emerge.



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Section Title Page: it can be useful to show the overall scoring range and to use a traffic light system to highlight the potential for budgetary impact, where ORANGE will result in some (limited) reductions to the original lump sum and RED will results in more significant reductions.

KA210-FR Example Comments 1

Project delivery remains consistent with the original vision for newcomer engagement and capacity-building and with the selected priorities for more strategically embedding inclusion and diversity into existing service provision. The value of cross-border collaboration and exchange is clear and well argued.

Whilst onsite visits and exchanges took place, activities centred mainly on the second project period due to changes in personnel in the applicant institution. Delayed delivery did not impact on the overall purpose and number of targeted exchanges, however, and there is clear value for the applicant institution in learning from the more-developed inclusion and diversity practices of the Spanish partner. Inclusion featured strongly as a common topic for the proposed meetings and exchanges. Digital tools were appropriately used to support physical exchanges. Limited insight is given into green travel practices.

The planned exchange and capacity-building actions were successfully delivered relying on import and export roles among the participating institutions, with roles mostly consistent with original planning for this small-scale partnership. Management practices were sufficient for a project of this size and scale, including the use of virtual communications platforms.

Evaluation actions are limited to the hosted meetings and events yet appropriate nonetheless, with some valid data secured on the perceived value of capacity-building actions for the participating staff. Promotional efforts appropriately extend to internal and external stakeholder audiences.

GUIDELINES FOR ERASMUS+ NAs

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 them in silence 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 could try to align this with the associated scoring band. 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.

KA210-FR Example Comments 2

Project delivery remains consistent with the original vision for newcomer engagement and capacity-building and with the selected priorities for strategically embedding inclusion and diversity into existing programme and service provision in the applicant institution. It is clear to see how the exchange of expertise between the two institutions has helped to deliver changes, even in such a short timescale. The value of cross-border collaboration and exchange is clear and well argued.

The targeted onsite visits and virtual exchanges each took place as planned, with budget attributions and event-based deliverables each consistent with original forecasts. Inclusion featured strongly as a common topic for the proposed physical and virtual meetings and exchanges. Digital tools were appropriately used, and green travel practices adopted, each appropriate.

The planned exchange and capacity-building actions were successfully delivered relying on import and export roles among the participating institutions, with roles and contributions consistent with original planning for this small-scale partnership. Management practices were sufficient for a project of this size and scale and relevant communications mechanisms adopted, including the use of virtual platforms.

Evaluation actions are appropriate and confirm periodic reflection on project and output delivery and the value of participation for partners and staff. Promotional efforts appropriately extend to internal and external stakeholder audiences, including efforts to promote the Erasmus+ experience.

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Follow the same process as with the first examples, using either the same or different assessors.