

ERASMUS+ KA220

What is Important 2: Evidence Expectations



GUIDELINES FOR ERASMUS+ NAs

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

FIELD-BASED GROUPWORK

What evidence do you expect when reviewing KA220 ACTIVITIES and RESULTS?

Make a list of all
DELIVERABLE
TYPES for KA220



Consider minimum
CONTENT, FEATURES
or FUNCTIONALITY



Consider minimum
or maximum SIZE,
where important



- Not just “relevant supporting documents” but **DIGITAL EVIDENCE** also.
- Use Case Example WPs as a **PROMPT**, where needed.
- Record your results on a **SINGLE FLIPCHART PAGE** in **3 COLUMNS**.
- Note **FIELD** at the top of the page.



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This activity builds on the fact that assessors often have differing expectations in terms of the deliverables that might emerge at the project end. In the first instance, it is important to outline that these can include tangible products and outputs as well as events and other activities. This is especially the case as we move to the Lump Sum financing model where the focus is on work packages rather than (intellectual) outputs only. To help assessors to come together in their understanding of this, we invite them to work in groups to initially create a list of deliverable types for KA220. The Case Examples that were prepared for this training, can be a useful starting point, but discussion is not be limited to this. A list should be presented on flipchart using three columns showing DELIVERABLE TYPES (for example: database, curriculum, training modules), FEATURES AND FUNCTIONALITY (for example: self-assessment function; digital or hybrid modules; multi-language functionality) and SIZE (for example: 1-5 pages for a basic website; 10-20 learning hours for a digital training module; 30-50 pages for a written study or analysis). In all cases, there are no right or wrong answers but an opportunity for assessors to understand that every project is different and that a definition of something simple like a database, will need to balance standard market expectations for a database with what has been promised in the proposal.

Plenary Review

1. Task Completed and Flipchart Produced?
2. No Repetitive Reporting: roving discussion and open microphone
3. Flipcharts remain for available for continued review and reflection and will help in developing KA220 Briefing Sheet.

**TIME IS LIMITED:
MAKE YOUR POINT**



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In a short plenary review session, it is useful to share and compare results. With smaller audiences of assessors, individual groups could share 1 or 2 examples of DELIVERABLE TYPES from their lists, with other groups then adding comments. With larger audiences of assessors, this can be very time-consuming so it might be easier to display the flipcharts on a wall or screen, with the trainer then working through the different examples and asking for comments or explanations from participants.