

# Quality standards for courses under Key Action 1 (learning mobility of individuals)

These are provided as part of [resources for applicants](#).

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## Information and transparency

- Advance and complete information about the course: before registration, the participants must be informed about the background and previous experience of the course provider and the involved trainer(s), the targeted public, the necessary background in relation with the learning objectives and methodologies of the course, size and composition of the course group, language, content, objectives, pedagogical approach, teaching methods and learning outcomes, as well as dates, duration, location and schedule of the activities.
- Application process: the course provider must offer a straightforward, accessible and transparent application and selection process.
- Preparation: The course provider must inform the participants in good time about necessary preparation provisions they need to accomplish, as well as a list of the equipment necessary for the course or training.
- Transparent costs: all fees necessary to participate in the course must be clearly presented to the participants before registration, together with a list of services that these fees cover. The participants must also be made aware of any optional services that need to be paid separately. The terms and conditions of participation in the course must be defined in writing.
- Changes and cancellations: in case of changes in fees, content, dates, location or schedule of the activities, the participant must be offered the possibility to cancel their participation at no extra costs and with at reasonable advance notice. Cancellation of the participation and reimbursement in case of events outside of participant's and course provider's control (such as natural disasters or serious transport disruptions) must be included in the terms and conditions of the course.

## Content and pedagogy

- High quality teaching: the pedagogical approaches must be appropriate, up-to-date and adapted to participants' learning needs and competence level. The course should combine theory with practical application and should include a well-designed approach to monitoring and assessment with clear feedback to participants.

- Inspiring and interactive learning: the course should trigger reflection and new perspectives for each participant. It should be engaging and interactive, it should facilitate sharing and productive dialogue between participants. The course provider must ensure that their staff members are positive, constructive, respectful, and create a supporting learning environment.
- Trustworthy, innovative and relevant content: the content of the course must be up-to-date, evidence-based, and it needs to draw on recent research and practice in the field. It should be clear how the course content relates to the course topic and how it can be used by the participants in their own context.
- Use of digital tools and blended learning: the use of digital tools is strongly recommended to enrich and complement the learning process before, during or after the physical course. Online learning activities should be carried out with an appropriate learning management system in order to blend both synchronous (all types of learning where teachers/educators and learners are in the same place and at the same time) and asynchronous learning (all types of learning that do not occur in the same place and at the same time).

## **European dimension**

- European values and policies: the course should reflect the values of the European Union and contribute to the European policies supported by the Erasmus+ programme.
- Composition of the group and networking opportunities: the course provider should ensure that the composition of the group and the setup of the course gives participants opportunities to meet their peers from other countries. Participants should be able to share diverse practices and experiences; benefit from intercultural learning; and establish contacts with potential partners for future cooperation and exchange.

## **Services and facilities**

- Support: before, during, and after the course, the course provider must address questions, queries and requests by participants in a timely and effective way.
- Qualified staff: teachers, trainers and speakers providing the course content must have adequate qualification, recognized and up-to-date expertise and experience to deliver the course or training curriculum. They must be able to teach and interact with a multicultural audience and must be proficient in the language of the course.
- Duration and schedule of the course: the duration of the course must be proportionate to the course objectives. A day of physical course activities must include at least five hours of learning activities (the minimum duration can be applied on average, taking into account all working days of the

course). Other activities should complement the formal learning activities to enhance social, cultural and professional interactions between participants.

- Venue: the venue(s) of the course (or format in case of online sessions) must be adapted to the defined learning objectives and learning strategies used. The venue must be appropriate for the number of involved participants, must comply with relevant health and safety standards, and must be accessible to persons with disabilities.
- Inclusion: course providers must offer their services in an inclusive way, without any type of discrimination. Particular attention must be paid to allow equal access to participants with special educational needs.
- Feedback: participants must have the opportunity to provide an assessment of the course and feedback about their experience. The feedback should be used to improve the future sessions. The course provider must also offer the possibility of complaints. Submitted complaints must be addressed in a timely, efficient, fair, and constructive manner.

## **Follow-up**

- Continued learning: the course provider should provide guidance to the participants on further steps that they can take to follow-up and build on the outcomes of the course.
- Facilitating institutional impact: the course provider should offer guidance and materials to facilitate the transfer of acquired knowledge and competences into practice at the participants' institutions.
- Certification of learning outcomes: certification must be provided to the participants. The certificate must include the name of the participant, short description of the course and its learning outcomes, dates, venues, the name of the course provider and the course instructor(s). The use of European recognition instruments (e.g. Europass) is strongly recommended.