ECHE Monitoring Guide Evaluation Grids

Core mobility principles	Strong	Fair	Weak
1. Course catalogue[1]			
1.1 **Timely publication** (=**availability before** the signature of the learning agreement), **completeness** and **regular update** of the course catalogue for the next semester/academic year			
1.2 **Accessibility** of the course catalogue, on the website, available in a widely spoken **language**			
2. Recognition			
2.1 **Learning agreement fully completed and signed** by all parties in advance of mobility with all the activities clearly described for the outgoing students			
2.2 Timely **dispatch** of the **transcript of records** (sent within 5 weeks to partner institutions) for the incoming students			
2.3 Full automatic **recognition** of **study** mobility (using ECTS or compatible system) in a reasonable time, virtual part included			
2.4 Recognition of student mobility for **traineeships** (except recent graduate traineeships), virtual part included			
2.5 HEI use of the Diploma Supplement[2]			
2.6 Recognition of **staff mobility**, virtual part included			
3. Grading systems, credit transfer and grade conversion			
3.1 Availability of full and accurate **information** on the **grading system** and **grade distribution** used in institutions/faculties (if applicable)			
3.2 Full and accurate information on procedures of **credit transfer** and **grade conversion** provided to the student			
4. Student support			
4.1 Timeliness of **grant payment** to students			
4.2 Availability of a mechanism to **report complaints** and issues during mobility for all mobile participants			
4.3 Accessibility and timely provision of assistance for **visa and insurance**			
4.4 Accessibility and provision of assistance in search of **accommodation**			

---

[1] Recommended elements: course title, content, ECTS credits, learning outcomes, language of instruction, length, general information, restrictions to mobile students. See more information on the course catalogue in the 2015 ECTS users' guide.

[2] Information on the Diploma Supplement and Full Automatic Recognition can be found in the ECHE guidelines and the Council Recommendation on promoting automatic mutual recognition

| 4.5 Provision of and information on **student support and services** | | | |

Evaluation criteria	Core mobility principles
Strong	**1.1** The course catalogue is available in time for the student to prepare the learning agreement; at least **80%** of students assess the catalogue as up-to-date, available in time and sufficiently complete for their needs; **1.2** The course catalogue is available in a widely spoken language and the main language of instruction; The catalogue can be accessed or easily found through the website's search engine or from the homepage. **2.1** The institution has ensured that **90-100%** of all learning agreements of its outgoing students have been signed by all three parties before the start of the mobility; **2.2** The institution has dispatched **90-100%** of the transcripts of records of its incoming students within 5 weeks after the end of the mobility period; **2.3 100%** of the learning components in table B are automatically recognised – (in the case of recent graduates other tools may be used (e.g. Europass); **2.4 80-100%** of traineeships are recognised (e.g. using ECTS credits or equivalent); **2.5** The institution does **at least four** of the following: issues a Diploma Supplement (DS) for all graduates automatically, issues a DS free of charge, issues a DS in at least one of the major European languages in addition to the national language, issues a DS in a digital format, lists recognised modules/units/training activities undertaken during the mobility period of a student in the DS, indicates in the DS where the activities were carried out, publishes its policy on issuing the DS on its website. **2.6 80-100%** are satisfied with the level of recognition, and there is a clear institutional policy for recognising staff mobility. **3.1** Full information is provided on the website and in the course catalogue (see ECTS users' guide requirements http://ec.europa.eu/education/resources/european-credit-transfer-accumulation-system_en); The ECTS Grade Distribution Tables or another widely used system are used. **3.2 80-100%** of the students are satisfied with the information provided on the procedures, and information on credit transfer and grade conversion is available on the website of the institution. **4.1 90-100%** of students receive their grant payment in time, according to their signed grant agreement **4.2** The institution has in place a mechanism to report complaints and issues during the mobility (for incoming and outgoing students) and this mechanism is clearly communicated to students before and during their mobility; **4.3 80-100%** of incoming and outgoing students are satisfied or very satisfied with the visa and insurance assistance provided; **4.4 80-100%** of incoming students are satisfied or very satisfied with the accommodation assistance provided; **4.5 80-100%** of incoming and outgoing students are satisfied or very satisfied with the information and services provided.

Fair	**1.1** The course catalogue is available before the start of the academic year: if **50-79%** assesses the catalogue is up-to-date, available in time and sufficiently complete for their needs; **1.2** The course catalogue is partially available in a widely spoken language and/or the language of instruction; catalogue can be accessed with some difficulty from the homepage. **2.1 75-89%** of all learning agreements have been signed by all three parties before the start of the mobility; **2.2** The institution has dispatched **80-89%** of the transcripts of records of its incoming students within 5 weeks after the mobility period; **2.3** N/A **2.4 50-79%** of traineeships are recognised (e.g using ECTS credits or equivalent); **2.5** The institution does **at least three** of the following: issues a Diploma Supplement (DS) for all graduates automatically, issues a DS free of charge, issues a DS in at least one of the major European languages in addition to the national language, issues a DS in a digital format, lists recognised modules/units/training activities undertaken during the mobility period of a student in the DS, indicates in the DS where the activities were carried out, publishes its policy on issuing the DS on its website. **2.6 50-79%** are satisfied and there are instances where staff mobility was acknowledged and appreciated. **3.1** Basic information on the grading system is available; **3.2** Other grade distribution tables are being used and/or **50-79 %** of the students are satisfied with the information provided on the procedures. **4.1 60-89%** of students receive their grant payment in time, according to their signed grant agreement **4.2** The institution has in place a mechanism to report complaints and issues during the mobility but does not advertise this mechanism specifically to mobile participants; **4.3 60-79%** of incoming and outgoing students are satisfied or very satisfied with the visa and insurance assistance provided; **4.4 60-79%** of incoming students are satisfied or very satisfied with the accommodation assistance provided; **4.5 60-79%** of incoming and outgoing students are satisfied or very satisfied with the information and services provided.
Weak	**1.1** The course catalogue is not available before the start of the academic year or not at all: less than **50%** assesse the catalogue as up-to-date, available in time and sufficiently complete for their needs; **1.2** The course catalogue is not available in a widely spoken language; it is difficult and time-consuming to find the course catalogue, if it can be found at all. **2.1** Less than **75%** of all learning agreements have been signed by all three parties before the start of the mobility, and there are cases where nothing has been agreed before the mobility; **2.2** The institution has dispatched less than **80%** of the transcripts of records of its incoming students later than 5 weeks after the mobility period; **2.3** Less than **100%** recognition of successfully achieved learning during mobility; **2.4** No mechanisms are in place for recognition of traineeships; **2.5** The institution does **two or less** of the following: issues a Diploma Supplement (DS) for all graduates automatically, issues a DS free of charge, issues a DS in at least one of the major European languages in addition to the national language, issues a DS

in a digital format, lists recognised modules/units/training activities undertaken during the mobility period of a student in the DS, indicates in the DS where the activities were carried out, publishes its policy on issuing the DS on its website.

2.6 Less than **50%** are satisfied and no measures are in place for recognition of staff mobility.

3.1 No information is provided;

3.2 No grade distribution table is used and/or below **50%** of the students are satisfied with the information provided on the procedures http://ec.europa.eu/education/resources/european-credit-transfer-accumulation-system_en.

4.1 Less than **60%** of students receive their grant payment in time, according to their signed grant agreement.

4.2 The institution does not have in place any mechanism to report complaints and issues during the mobility;

4.3 Less than **60%** of incoming and outgoing students are satisfied or very satisfied with the visa and insurance assistance provided;

4.4 Less than **60%** of incoming students are satisfied or very satisfied with the accommodation assistance provided;

4.5 Less than **60%** of incoming and outgoing students are satisfied or very satisfied with the information and services provided.

Inclusion	Strong	Fair	Weak
a) Existence of measures and quantitative and qualitative targets to ensure inclusive mobility			
b) Awareness of the national criteria for the top-up to individual support for students/recent graduates with fewer opportunities			
c) Outreach actions towards participants with fewer opportunities to encourage them to take part in mobility or cooperation activities.			
d) Fair and transparent selection procedures for outgoing students for mobility or cooperation activities.			
e) Use of blended mobility as one of the tools to make mobility more inclusive			
f) Information provision for incoming students with fewer opportunities, in particular students with physical, mental or health related conditions			

Evaluation criteria	Inclusion
Strong	a) The institution has devised an inclusion strategy that includes quantitative and qualitative targets; it is widely published on the website and prominently displayed to students who are researching mobility opportunities (incoming and outgoing). The strategy has a dedicated part on mobility. b) The institution does **all** of the following: criteria and application procedure is available on the website of the institution and is included in presentations to outgoing students/recent graduates. Information has been shared with inclusion services/student services that assist students with fewer opportunities. c) The institution does **at least two** of the following: it works with student unions or unions of people with fewer opportunities on outreach; the institution issues targeted communication towards participants with fewer opportunities; the institution has inclusion officers; the institution has mobility coordinators that work with student counsellors or staff that work directly with students with fewer opportunities. d) The institution has a fair and transparent selection procedure in place; the selection criteria are available on their website. The institution also has a clear procedure in place for complaints and requests for justifications of selection. e) The institution promotes short-term blended mobility to all students, emphasising the opportunity for students with fewer opportunities. f) The institution has detailed information on their website on services available to incoming students with fewer opportunities, in particular students with physical, mental or health related conditions.
Fair	a) The institution can demonstrate some inclusion measures/strategies but they do not target specifically the mobility of students. b) The criteria and application procedure is available on the website of the institution. c) The institution does **at least one** of the following: it works with student unions or unions of people with fewer opportunities on outreach; the institution issues targeted communication towards participants with fewer opportunities; the institution has inclusion officers; the institution has mobility coordinators that work with student counsellors or staff that work directly with students with fewer opportunities.

    	d) The institution has a selection procedure in place but it is not available or up to date on the website. e) The institution offers some general information on blended mobility. f) The institution has limited information on their website on services available to incoming students with fewer opportunities, in particular students with physical, mental or health related conditions.
Weak	a) The institution has not devised and published an inclusion strategy. b) The institution does not have information on the criteria for the top up on their website. c) The institution does **not** do any of the following: it works with student unions or unions of people with fewer opportunities on outreach; the institution issues targeted communication towards participants with fewer opportunities; the institution has inclusion officers; the institution has mobility coordinators that work with student counsellors or staff that work directly with students with fewer opportunities. d) The institution does not have a fair selection procedure in place or the procedure is not transparent. There is no opportunity for students to get information on their selection results. e) The institution does not mention specifically the option of blended mobility to students. f) The institution does not have information on their website on services available to incoming students with fewer opportunities, in particular students with physical, mental or health related conditions.

Digitalisation	Strong	Fair	Weak
a) Digitalisation of bilateral intra-European inter-institutional agreements (IIAs)*			
b) Digitalisation of learning agreements for intra-European study mobility for incoming and outgoing students*			
c) Commitment to the digitalisation of the Erasmus+ programme			

Evaluation criteria	Digitalisation
Strong	a) Institution has digitalised over 80% of Erasmus+ bilateral intra-European inter-institutional agreements through Erasmus Without Paper Network.* b) 80% of outgoing and incoming Erasmus+ students on an intra-European mobility for studies in the on-going academic year have been issued an online learning agreement through the Erasmus Without Paper Network.* c) The institution shows commitment to the digitalisation of the Erasmus+ programme by implementing at least two of the following aspects; adoption of the European Student Identifier, the promotion of the Erasmus+ mobile application, the European student card.
Fair	a) Institution has digitalised 50-79% of Erasmus+ bilateral intra-European inter-institutional agreements through the Erasmus Without Paper Network.* b) 50-79% of outgoing and incoming Erasmus+ students on an intra-European mobility for studies in the on-going academic year* have been issued an online learning agreement through the Erasmus Without Paper Network.* c) The institution shows commitment to the digitalisation of the Erasmus+ programme by implementing at least one of the following aspects; adoption of the European Student Identifier, the promotion of the Erasmus+ mobile application, the European student card.
Weak	a) Institution has digitalised less than 50% of Erasmus+ bilateral intra-European inter-institutional agreements through the Erasmus Without Paper Network.* b) Less than 50% of outgoing and incoming Erasmus+ students on an intra-European mobility for studies in the on-going academic year have been issued an online learning agreement through the Erasmus Without Paper Network.* c) The institution does not show commitment to the digitalisation of the Erasmus+ programme.

*Monitoring to start as of January 2023. NAs are encouraged to focus on giving guidance and support on this topic and help institutions complying with digitalisation requirements.

Institutions are dependent to an extent on their partners in order to fully comply with their digitalisation commitments. NAs should keep this in mind during monitoring and ensure that external factors do not negatively influence their assessment of the institutional commitments and compliance with the digital transition.