



EUROPASS FOUNDATION

Quality Manual

Certification of Europass Foundation Network Academies

September 2026



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INTRODUCTION

About this Manual

This Quality Manual describes the quality control system adopted by Europass Foundation for the delivery of professional development courses for teachers and school staff participating in Erasmus+ mobility programmes.

The Manual is addressed to the academies belonging to the Europass Foundation Network, the trainers working within them, and the administrative and organizational staff involved in course delivery.

It constitutes the reference document for the certification of academies by Europass Foundation and for the periodic verification that the required quality standards are being maintained.

The document is organized in four parts:

- **Part A – Purpose and Context:** defines the concept of quality adopted by Europass Foundation, the relevant stakeholders, and the normative and documentary framework of reference.
- **Part B – Quality Control System:** describes the organizational structure of the system, roles and responsibilities.
- **Part C – The Processes:** describes in detail each of the processes involved in course design and delivery, with the relevant quality criteria and indicators.
- **Part D – Monitoring and Continuous Improvement:** defines the procedures for identifying issues, corrective actions, and periodic review of the system.

The operational monitoring tools are listed in Section 13.



PART A

Purpose and Context

1. Definition of Quality and Key Stakeholders

Europass Foundation aims to ensure the highest quality standards in its professional development courses for European teachers participating in Erasmus+ mobility programmes.

By "quality" we mean the ability to meet the needs and expectations of all stakeholder groups involved:

A. Teachers and School Staff in Mobility

They need high-quality training programmes that enrich their professional and methodological competencies, develop their capacity to interpret students' needs, and provide tools that are directly applicable in the classroom.

B. Home Schools and Institutions

They need assurances regarding the quality and relevance of the courses attended by their staff.

C. Students of Participating Teachers

They are the indirect but key beneficiaries of training programmes: they need up-to-date teaching approaches that engage their interests, stimulate critical thinking, and build both subject-specific competencies and life skills.

D. EU Funding Institutions

They need transparent, effective, high-impact proposals aligned with the objectives of the Erasmus+ programme and the values of European education.

E. Local Communities and Territories

They benefit from schools capable of engaging with their local context and networking with the broader "educating community". They need schools that prepare young citizens to respect and actively engage with their local communities.

F. European Society

It requires effective and increasingly integrated education systems that equip today's and tomorrow's citizens with the skills needed to strengthen Europe's competitiveness, alongside a value system that reinforces European citizenship and the principles on which it is founded.

2. The Europass Foundation Framework for International Training Courses

To meet the needs of all parties involved, Europass Foundation has developed its own framework for delivering professional development courses for teachers and school staff. Compliance with quality



criteria and their ongoing maintenance is verified through an internal Quality Control System.

3. Normative and Documentary References

The Europass Foundation Quality System is based on the following reference documents:

- **Erasmus+ Programme Regulation:** the European regulatory framework governing the delivery of International Training Courses (ITC).
- **Europass Foundation Quality Policy:** document setting out the Foundation's quality principles and commitments.
- **Guidelines for Trainers:** a collection of guidelines grounded in pedagogical and methodological principles, developed by Europass network academies within an Erasmus+-co-funded project. This document provides the broader framework for the main processes and quality indicators of this system.

PART B

Quality Control System

4. Structure and Responsibilities

4.1 Organizational Chart

Europass Foundation maintains an internal quality control system covering all Academies belonging to its network. The quality control system is governed by the following roles:

- **EF Organizational Management:** responsible for the General Requirements and Cultural Activities processes.
- **EF Academic Management:** responsible for the Course Design, Trainer Selection and Development, and Course Delivery processes.
- **EF Quality Advisor:** oversees all processes in coordination with EF Management, which defines quality standards and policies. The Quality Advisor monitors the application of quality criteria, manages the Issues and Corrective Actions Register, and verifies that corrective actions are implemented.
- **Trainer Coordinator:** a supporting role within Academic Management; proposes the professional development programme for shared sessions; responsible for implementing and making available to trainers the resources and materials needed for continuing professional development and classroom activities.

At the local level, the Quality System relies on the collaboration of the Director of each individual academy (DITC), with the following responsibilities:

- Trainer selection (to be approved by EF Academic Management)
- Selection and training of administrative secretariat staff
- Implementation of activities and general oversight of their correct execution
- Implementation of any urgent corrective actions, to be reported to EF Academic Management and the Quality Advisor

In the pages that follow, the term “EF Management” refers collectively to EF Organizational Management and EF Academic Management.

4.2 Roles and Responsibilities

Every process owner is required to:

- Verify compliance with the quality criteria defined for the processes under their responsibility.
- Identify any issues and report them to the Quality Advisor, who records them in the Issues and Corrective Actions Register.
- Propose and implement the necessary corrective actions, in agreement with the Quality Advisor.
- Participate in the periodic review of the Quality System.

5. Main Processes — Overview

The main processes involved in the design and delivery of International Training Courses are as follows:

- Process 1 – General Requirements
- Process 2 – Course Design
- Process 3 – Course Delivery
- Process 4 – Trainer Selection and Development
- Process 5 – Cultural Activities
- Process 6 – Communication and Participant Support
- Process 7 – Privacy and Data Management

Each process is described in detail in Part C. For each process, quality criteria and monitoring indicators are defined.



PART C

The Processes

6. Process 1 – General Requirements

Training organizations belonging to Europass Foundation Network must demonstrate that they possess and maintain the following requirements:

City Requirements (location)

- They must be located in a city of international interest, preferably with a significant connection to European history and culture, and endowed with places of cultural relevance.
- The city must be well connected to an airport and have a public transport system and infrastructure suitable for hosting international visitors.

Organization Requirements

- At least two years of experience in delivering training or professional development courses for adults.
- A Director based on-site with experience in the organizational and academic management of an adult training center.
- All staff working for the organization, whether on a permanent or temporary basis, must have contracts that comply with the regulations in force in the country where the organization is based. Any external collaborators must comply with national regulations governing self-employed or freelance work.

Premises Requirements

- A regularly operating administrative secretariat with English-speaking staff, capable of supporting participants on arrival and managing all formal, administrative, and practical aspects.
- Physical premises located centrally or in an area of interest, close to cultural venues, services, green spaces, and recreational facilities.
- The academy premises must be easily accessible by public transport; the absence of architectural barriers is strongly preferred and considered an asset.
- The premises must have, on a permanent or temporary basis, spaces large enough to accommodate participants, with adequate standards of lighting, cleanliness, heating/air conditioning, and access to sanitary facilities.
- The physical premises must comply with all civil regulations applicable to their function. All installations must be certified; the premises must be equipped with fire prevention systems and emergency evacuation procedures.

Monitoring Indicators

- Doc 1 – Checklist General Requirements
- Doc 1a – On-site Visit Report

Evaluation Procedure: on-site visit by EF Organizational Management or a delegated representative, and assessment of the Director's professional experience. The verification cycle is structured as follows:

- Admission: on-site visit and documentary assessment prior to joining the network.
- 12-month review: documentary verification of compliance with requirements within the first year of activity.
- Annual review: annual documentary verification of compliance with the quality requirements and criteria of this process.

7. Process 2 – Course Design

Before being published in the Europass Teacher Academy catalogue, every new course must be approved by EF Academic Management.

The quality of a new course design is based on the following essential criteria:

- The course addresses a genuine training need (it is the result of a needs analysis).
- The course offers a useful and coherent response to the identified training need.

7.1 Needs Analysis and Learning Goal

At the core of every course is the ability to identify the needs of teachers and, indirectly, those of European students. This identification activity is carried out by Europass Foundation as a whole, through research and engagement with the world of education. The horizontal priorities of the Erasmus+ programme provide further guidance in selecting the training needs to be addressed.

The identification of a need must be matched by the definition of a learning goal:

Learning goal: the overall purpose of the training course, representing the general response to the identified need.

Once the learning goal has been identified, it must be broken down into individual learning objectives:

Learning outcomes: the individual learning objectives — the knowledge, skills, and competencies that participants are expected to acquire during the course, which together will enable the learning goal to be achieved.

Breaking the learning goal into outcomes serves to:

- Set modular and scalable learning objectives.
- Enable interim assessment of participants' learning progress.
- Allow for adjustment of content based on participants' level of response.

7.2 Feasibility Assessment and Adaptation

Breaking down the learning goal into outcomes allows for:

- Assessing the feasibility of the course, i.e. the realistic possibility for participants to acquire the identified skills and competencies.
- Making the course scalable, i.e. adaptable to participants' responses.

The success of the course depends on several factors, the main ones being: available time (fixed),



participants' prior knowledge, language skills, and digital competencies.

It is therefore essential that:

- The course and its learning outcomes are organized in a scalable and modular way.
- The trainer has access to a range of materials that allow content to be adapted to participants' learning responses.
- Information on participants' prior knowledge levels is collected in advance.
- Prospective participants are provided with detailed information on prerequisites, in the case of advanced-level courses (see Process 6 – Communication and Participant Support).

Europass Foundation makes available to all providers a course design template whose structure highlights the correspondence between training needs and learning outcomes, ensuring the internal coherence of the course.

During the design and evaluation phase, the use of the following frameworks is recommended: SMART Criteria; Problem/Solution Tree.

7.3 Ownership

Courses proposed by individual Academies and/or their trainers and approved by Europass Foundation become formats that Europass Foundation may use, offering their delivery also at other network locations. Course designers agree to share the course design and provide guidance on resources and activities that may be used during delivery.

Monitoring Indicators

- Doc 2 – Course Design Template
- Doc 2a – Checklist Course Design

Evaluation Procedure: The course design is submitted to EF Academic Management, which assesses its responsiveness to genuine training needs and its internal coherence. Where the assessment is partially positive, EF Academic Management may provide guidance and suggestions for revision.

8. Process 3 – Course Delivery

8.1 General Criteria

In order to offer participants a genuine cultural exchange and sharing of good practices, as required by the Erasmus+ programme, International Training Courses must include participants from different countries. The optimal group size is between 6 and 12 participants from 3 or more different countries.

As an exception, groups may consist of a minimum of 4 participants from 2 different countries, or more than 12 participants (with a maximum of 16).

8.2 Teaching Methodology

The teaching methodology adopted by Europass Foundation in its International Training Courses draws

on the findings of research on adult learning (andragogy). Compared to school-age learners, adults have greater autonomy in choosing how and what to learn, a stronger ability to direct their own learning process, and a greater orientation towards problem-solving and practical learning with immediate applicability.

As a result, when selecting activities it is important to bear in mind that:

- The trainer's role is not that of a teacher, but of a facilitator who presents content that learners are able to select and explore independently.
- Activities should be substantially task-based, grounded in concrete assignments, projects, and questions.
- Teaching activities must be designed to activate Higher Order Thinking Skills (HOTS): analyzing, creating, and evaluating.

A fundamental aspect of the Europass Foundation format is the social dimension of learning. The fact that participants come from different countries and have different levels of English requires particular attention to inclusivity. The trainer must therefore plan for:

- Ample time for socialization activities (ice-breaking and team-building).
- Social learning activities aimed at promoting integration, interdependence, and a sense of responsibility towards the group.
- Consistently constructive feedback, capable of highlighting errors and gaps while also recognizing positive contributions.
- An atmosphere of intercultural openness, in which all cultures are welcomed and represented.

8.3 Organization of Activities

The organization of activities must comply with the following criteria:

- Each course day must include ice-breaking moments to create an atmosphere of trust and mutual welcome.
- The methodology must be grounded in a hands-on approach, based on concrete tasks that are immediately transferable to practice.
- The presentation of new content must not exceed 15–20 consecutive minutes.
- Every presentation of new content must be introduced by questions that frame it as a problem to be solved, and concluded with reflection on the applicability of the information acquired (task-based learning).
- Content may be supported by visual materials (videos, concept maps, etc.); any videos used must be available with English subtitles.
- The presentation of new content must be alternated with cooperative learning activities, including tasks and group discussions.

Europass Foundation makes available to all network providers a collection of resources for socialization and cooperative learning activities, and offers trainers ongoing development in group dynamics management techniques.

Monitoring Indicators

- Doc 3 – Checklist Course Delivery
- Doc 3a – Supervision Report

- Doc 3b – Participant Satisfaction Survey
- Doc 3c – Trainer Course Report (optional)
- Doc 3e – Impact Survey

Evaluation Procedure:

- Assessment of the Participant Satisfaction Survey administered on the final day of the course (expected result: $\geq 4.5/5$).
- Supervision: based on specific circumstances (junior trainer; low trainer quality rating from the evaluation questionnaire), the DITC and/or EF Academic Management may request supervision of course delivery. Supervision may be carried out by a senior trainer or the Quality Advisor.
- At the end of the course, the trainer has the opportunity to report any difficulties or issues that arose during delivery, such as: failure to achieve the planned learning outcomes, limited success of exchange, cooperation, and socialization activities. The report is sent to the DITC, EF Management, and the Quality Advisor.

9. Process 4 – Trainer Selection and Development

The success and quality of International Training Courses depend to a decisive extent on the availability of qualified trainers. Trainer selection is carried out by the academic management of each individual network academy, but must be approved by EF Academic Management, which also defines the required qualification and experience criteria and sets the standards for induction and continuing professional development.

9.1 Trainer Selection

Minimum Requirements

- University-level education.
- Specialist expertise in the subject area or themes of the course.
- Strong interpersonal skills.
- Proficiency in English (minimum level C1).
- Intercultural perspective: awareness of cultural differences and ability to manage potential misunderstandings.
- Knowledge of the culture of the location where the course is held.

Preferred Requirements

- Pedagogical training.
- Teaching experience.
- Training and/or experience in group dynamics management.
- Knowledge of additional languages.

9.2 Induction

The induction period is calibrated by the academic management of the local academy based on the trainer's prior experience. Induction begins with a job shadowing period of at least one week.

For trainers with established experience, from the second week the new trainer may deliver their own course with the support of an experienced trainer working in the same or related subject areas. Once a positive assessment has been received from the experienced trainer, the new trainer will begin managing their courses independently.

For trainers with limited experience, it is advisable to continue job shadowing and/or mentoring by an experienced trainer for an extended period.

9.3 Continuing Professional Development

All trainers follow a continuing professional development programme.

The development programme varies according to the trainer's needs, prior training and experience, and the requirements of the individual Academy.

For trainers who deliver courses on a regular basis throughout the year (at least 30 courses annually), the following continuing professional development programme is recommended:

- Four weeks of job shadowing per year.
- One week of job shadowing at a network Academy every two years.
- One team-building event per year at their own Academy, facilitated by a third-party provider.
- Participation, on a rotating basis, in plenary events bringing together all network trainers.

Smaller Academies employing fewer than five trainers may replace the annual team-building event by supporting their trainers' participation in an external workshop on facilitation and team-building skills.

Trainers have access to a form for submitting professional development requests, motivated by issues arising during course delivery or by general professional growth needs aligned with the Academy's requirements (Trainer Request Form). The request is forwarded to the DITC, who brings it to the attention of EF Academic Management, the Trainer Coordinator, and the Quality Advisor. Requests may be addressed through training activities organized at Academy level or at Foundation level.

The Trainer Coordinator takes into account requests submitted by individual trainers when preparing and sharing support materials and when designing collective training activities.

Monitoring Indicators

- Doc 4 – Checklist Trainer Selection and Development
- Doc 4a – CV Evaluation
- Doc 4b – Report on First Week of Course Delivery
- Doc 4c – Trainer Request Form
- Doc 3a – Supervision Report
- Doc 3b – Participant Satisfaction Survey (sections: Trainer and communication skills)
- Doc 3c – Trainer Course Report (optional)

**Evaluation Procedure:**

The DITC is responsible for trainer selection, which must however be approved by EF Academic Management on the basis of the CV assessment, the candidate's compliance with Checklist 4, and the Report on the first week of activity.

Each Academy must maintain an up-to-date record of continuing professional development activities, indicating the training opportunities provided to individual trainers.

To assess trainer performance in course delivery and the effectiveness of the continuing professional development tools offered by EF, the data from monitoring indicators must be evaluated collectively.

10. Process 5 – Cultural Activities

Cultural activities are an important component of ITCs delivered under the Erasmus+ programme. The objective is not only to provide new knowledge and skills, but also to increase opportunities for engagement with the diverse cultures that make up the multifaceted European identity, in a spirit of mutual respect and enrichment.

Each Academy must offer at least one visit to a site of significance for the life and culture of the host city and country. The cultural visit is an integral part of the training course.

Proposals must be communicated to participants clearly and with sufficient notice to ensure wide participation:

- Two weeks before the start of the course, in the trainer's Welcome Letter (see Process 6 – Communication and Participant Support).
- On the first day of the course, together with other contextual information.

Monitoring Indicators

- Doc 5 – Cultural Activities Participation Rate (expected result: >70%)
- Doc 5a – Cultural Activities Survey

Evaluation Procedure: EF Organizational Management monitors the participation rate in proposed cultural activities based on registration lists, and cross-references the data with the results of the Cultural Activities Survey. Low participation (<70%) and low satisfaction (<4.5/5) require a corrective action.

11. Process 6 – Communication and Participant Support

11.1 Communication with Schools and Teachers

Clear and timely communication with participants' home schools is an essential element for the success of the course. It is crucial that schools and teachers are informed of the participation

prerequisites, in particular:

- Required level of English language proficiency.
- Prior knowledge of the topics covered.

Requirements must be communicated:

- In the general course description.
- In the first communication between the provider and the school.

No later than two weeks before the start of the course, the assigned trainer must send all participants a Welcome Letter containing the detailed programme and all logistical and organizational information.

11.2 Communication with Trainers

The trainer must be assigned a new course at least one month before the start date. The course assignment should include all available and relevant information necessary for the successful delivery of the course, including the number of participants, their countries of origin, and any other useful information.

Monitoring Indicators

- Doc 6 – Communication Schedule
- Doc 3b – Participant Satisfaction Survey

Evaluation Procedure:

The Quality Advisor carries out sample checks, verifying the timeliness of communications set out in the schedule (Welcome Letter, trainer assignment) on the basis of the documented communication trail. Data are cross-referenced with the Participant Satisfaction Survey (question: Communication). Systematic delays or a communication rating below 4/5 require a corrective action.

12. Process 7 – Privacy and Data Management

All Academies in the Europass Foundation network are required to process participants' personal data in compliance with applicable data protection legislation (GDPR — EU Regulation 2016/679).

Each Academy designates an internal data protection officer, who is accountable to Europass Foundation for the procedures adopted.

Participants' personal data are collected solely for the purposes of course delivery and related administrative management. They are not shared with third parties, except as required by applicable law or necessary for the delivery of the Erasmus+ programme.

Europass Foundation makes available to Academies a template privacy notice to be provided to participants at the start of the course.

Monitoring Indicators



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- Doc 7 – GDPR Declaration of Conformity issued by each Academy
 - Doc 7a – Data Processing Register (maintained by each Academy)

Evaluation Procedure:

The Quality Advisor carries out an annual review of the GDPR declarations of conformity and data processing registers submitted by individual Academies. Any non-compliance or irregularities are recorded in the Issues and Corrective Actions Register and reported to EF Management for the implementation of the necessary corrective actions.

PART D

Monitoring and Continuous Improvement

For each process, the Quality System defines acceptability thresholds below which a corrective action is required. The specific thresholds for each monitoring indicator are defined, alongside the corresponding monitoring tools. Where already specified in the text (e.g. Process 3, Process 5, Process 6), the thresholds constitute binding minimum requirements.

13. Monitoring Tools — Process Overview

The following table summarizes the monitoring tools associated with each process. The following table lists the data collection tools adopted for each process, in order to illustrate how our data collection system works. These tools are mentioned to document the data collection system we have put in place and are not included in this manual.

Process	Document		Responsible	QA Supervision
1 – General Requirements	1	Checklist General Requirements	EF Organizational Management	✓
1 – General Requirements	1a	On-site Visit Report	EF Organizational Management	✓
2 – Course Design	2	Course Design Template	EF Academic Management	✓
2 – Course Design	2a	Checklist Course Design	EF Academic Management	✓
3 – Course Delivery	3	Checklist Course Delivery	EF Academic Management	✓
3 – Course Delivery	3a	Supervision Report	EF Academic Management	✓
3 – Course Delivery	3b	Participant Satisfaction Survey	EF Academic Management	✓
3 – Course Delivery	3c	Trainer Course Report (optional)	EF Management, DITC, Quality Advisor	✓
3 – Course Delivery	3e	Impact Survey	EF Management, Quality Advisor	✓
4 – Trainer Selection and Development	4	Checklist Trainer Selection and Development	EF Academic Management	✓
4 – Trainer Selection and Development	4a	CV Evaluation	(DITC) EF Academic Management	✓
4 – Trainer Selection and Development	4b	Report on First Week of Course Delivery	(DITC) EF Academic Management	✓
4 – Trainer Selection and Development	4c	Trainer Request Form	(DITC) EF Academic Management	✓
4 – Trainer Selection and Development	3a	Supervision Report	(DITC) EF Academic Management	✓
4 – Trainer Selection and Development	3b	Participant Satisfaction Survey (Section Trainer)	EF Academic Management	✓
5 – Cultural Activities	5	Cultural Activities Participation Rate	EF Organizational Management	✓
5 – Cultural Activities	5a	Cultural Activities Survey	EF Organizational Management	✓
6 – Communication	6	Communication Schedule	EF Organizational	✓

and Participant Support			Management (DITC at local level)	
6 – Communication and Participant Support	3b	Participant Satisfaction Survey (Question Communication)	EF Academic Management	✓
7 – Privacy and Data Management	7	GDPR Declaration of Conformity issued by each Academy	EF Organizational Management	✓
7 – Privacy and Data Management	7a	Data Processing Register	EF Organizational Management	✓

14. Issues and Corrective Actions Register

The Issues and Corrective Actions Register is the central tool of the continuous improvement system. It collects all issues identified within the processes, the corrective actions taken, and their outcomes.

The Register is managed by the Quality Advisor and is accessible to all process owners. Each recorded issue must include:

- Reference process and date of identification.
- Description of the issue and its impact on quality criteria.
- Role responsible for identifying the issue.
- Proposed corrective action and person responsible for implementation.
- Expected deadline and actual date of resolution.
- Verification of the effectiveness of the corrective action.

15. Periodic Review of the Quality System

The Quality System is subject to periodic review on an annual basis. The review aims to assess the overall adequacy and effectiveness of the system and to identify opportunities for improvement.

The annual review includes:

- Analysis of data collected through monitoring tools over the course of the year.
- Review of the Issues and Corrective Actions Register: verification of the closure of open issues and analysis of recurring patterns.
- Assessment of stakeholder satisfaction levels (summary of questionnaire results).
- Update, where necessary, of quality criteria, indicators, and monitoring tools.
- Planning of improvement actions for the following year.

The results of the review are documented in an Annual Quality Report, approved by EF Management and communicated to process owners and the directors of network academies.