

SPECIFIC USE CASES

In the following use cases:

- An “HE student” is defined as a student of a higher education institution (HEI) who participates in the Erasmus+ programme for student mobility for studying or training.
- A “learner” is defined more broadly as any participant in the Erasmus+ programmes for HE student mobility, vocational education and training, Erasmus Mundus and youth exchanges.

General use cases

- A learner must be able to download and install the Erasmus+ app on to a mobile device running the Google Android or Apple iOS operating system.
- To ensure the inclusion and participation of as many learners as possible, where practical they must also be able to use all of the features of the system through websites on a standard desktop or laptop via a range of web browsers. These websites must adhere to the relevant international standards for website accessibility. These websites must also be web-responsive and have interfaces that work well on mobile devices.
- A learner must be able to use a system that brings together a wide range of different features and services in a seamless manner, with similar user interfaces and experiences, and common graphic designs and colour schemes. For instance, as far as practicably possible, they should only be required to login once to the system to use all of its different features and those of other systems with which it interfaces.
- Unless required due to the nature of a specific feature, the learner must be able to use the features of the system without having to create a user account and log in.
- A learner must be able to create a secure user account, which will enable them to use features of the system that require user identification and authentication. The identification and authentication of the learner must draw upon the outputs of the MyAcademicID project and those of any other relevant projects that become available during the course of this contract.
- A learner must be able to use their account to provide and update personal details and preferences which will be necessary to enable other features of the system. They must be able to state how they prefer to be contacted or alerted, eg, by mobile phone “push notifications”, emails, etc, and provide the necessary contact details for each option, including space for different phone numbers and email addresses for their home and host HEIs.
- As far as practically possible, a learner must be able to view all of the texts related to the navigation and usability of the app and browser versions of the system in any one of the official languages of the Erasmus+ Programme and Partner countries.
- A learner should also be able to view all of the content of the system in any of the official languages of the Erasmus+ Programme and Partner countries. In practice,

whilst all of the static and navigation features should be viewable in all languages, content should at least be available in the official language of the country English.

- A system administrator with the correct permissions must be able to easily add and update content and its translations in the system.

Use cases related to the provision of information in general through the systems

- An HE student must be able to find general information about an HEI provided through the Inter Institutional Agreement, such as statements about accommodation, services available for students requiring additional support, physical accessibility, campus services, etc.
- An HE student must also be able to find (where available) general information about the HEI provided by other students on mobility at that HEI, or by the HEI itself, or by the local union of students or the local branches of pan-European student organisations, such as the Erasmus Student Network (ESN) and European Students' Forum (AEGEE). In order to avoid double-keying, and where practical, this information should be provided by direct input from the websites of the HEI, local students' union or branch of a European student organisation via a web-service or API.
- A learner must also be able to find (where available) information about the city of the institution, provided by learners on mobility at that institution, or by the local students' union or branches of pan-European student organisations active in that city. Again, where practical, this information should be taken from the websites of the student unions or the local branches European organisations.
- A learner must be able to see a list of relevant events that are taking place in their host institution and in the wider city. These events could be provided by the institution itself, and by the local student unions and local branches of European organisations, again via an automated interface where practical. The events should be grouped into meaningful categories, such as cultural events, volunteering, social, etc.
- A learner must be able to view "Top tips" provided by other mobile learners.
- A learner should also be able to see these events and relevant "Top tips" on a map interface.
- A learner must be able to provide "Top tips" for the single point of entry related to their host HEI or city.
- A learner should be able to view a set of checklists containing tasks related specifically to their mobility programme, and indicate which tasks they have completed.
- An administrator from an HEI or other relevant institutions should, with the appropriate access permissions, be able to augment these checklists with tasks specific to their institution. A learner should see these specific tasks if they have completed their "home institution" details in their user account.

Use cases related to specific information topics

Learners require a wide range of information to help them prepare for, and make the most of, their periods of mobility. Key topics to focus on include:

- A learner must be able to find information via a number of dedicated sections within the single point of entry, related to the following topics:
 - Accommodation
 - A learner must be able to find general information about obtaining good quality accommodation and how to avoid common problems related to housing. This should draw upon the outputs of projects such as HousErasmus+¹ and the new Key Action 2 project “Home”.
 - A learner must be able to find accommodation information related to their host institution or host city. Where possible this information should come from a mixture of sources, such as the Inter Institutional Agreements between two HEIs, tips from other mobile learners, and from local student unions and branches of European student organisations. This information could also be crowdsourced from other learners.
 - A learner should be able to link through to appropriate bodies which provide student accommodation services for their institution or city, eg, CNOUS in France.
 - Volunteering / community engagement
 - A learner must be able to find information about volunteering opportunities in general, and link through to major European programmes such as the European Solidarity Corps².
 - A learner should be able to find information about opportunities to engage in the community of their host institution through volunteering or other activities such as Social Erasmus³. Where possible this should link through to the websites of local community groups.
 - A learner should be able to find information about events related to volunteering / community engagement in this section.
 - Accessibility
 - A learner must be able to easily find information about accessibility at their host institution and surrounding city, and the assistance available to students with additional support needs.
 - A learner must be able to easily link to the Mapped.eu website and other relevant sites to find crowd-sourced information on accessibility related to their host institution.
 - Support services

¹ <https://houserasmus.eu/>

² <https://europa.eu/youth/solidarity>

³ <https://socialerasmus.esn.org/>

- A learner must be able to easily find information about the different support services available through their host institution and other bodies. This includes information from the international office, general student support offices, medical services and mental health support services.
- Safety during mobility
 - A learner should find information on how to stay safe during their period of mobility.
 - A learner should be able to link through to specialist online services which provide tools for mobile students to leave contact details, etc, when travelling.

Use cases related to applying for a period of mobility

- An HE student must be able to easily find out which HEIs their home HEI has an Inter Institutional Agreement with, and see the relevant details of that agreement, such as number of students accepted each year, the subject areas, the application deadlines, grading systems and any language requirements.
- If an HE student is logged into the system and has completed their account profile, they should also be able to automatically check if the host HEI accepts a student with their status, eg, an HEI may only accept post-graduate students, or undergraduates in their third year of studies.
- An HE student with a sufficiently completed user account must be able to use the system to seamlessly integrate with the application and nomination process being developed under the Erasmus Without Paper initiative.
- An HE student should be able to include their Europass CV in the application process if they have one and if their institution requires a CV to be submitted.
- An HE student should be able to start the application process by clicking through from the list of universities and academic offers provided in the single point of entry from the Inter Institutional Agreements data.
- An HE student must be able to easily input or select all the information required to apply for a period of mobility.
- An HE student must be able to track the progress of their application through the different stages from initial application to final decision from the potential host HEI.
- An HE student must be alerted to changes in the status of their application, based on the preferences they have set in their user account.

Use cases related to a learning agreement between an HE student and the sending HEI and the receiving organisation

- An HE student with a sufficiently completed user account must be able to use the system to seamlessly manage the process of creating, amending and finally agreeing an Online Learning Agreement (OLA) between themselves and their home and host HEIs.

- An HE student must be able to amend this data and easily enter / select other information to complete the OLA. If amendment is required after it is signed by all parties, then the agreement must go through the approval process again.
- An HE student must be able to submit their draft OLA for consideration to their home and host HEIs.
- An HE student must be able to amend their draft OLA when necessary based on feedback from the home or host HEIs.
- Once the OLA has been agreed between the three parties, an HE student must be able to electronically sign the agreement.
- An HE student must be able to view the status and progress of the OLA between the three parties.
- An HE student must be able to have more than one OLA, in the case where they undertake more than one period of mobility as a student.
- An HE student must be alerted to changes in the status of their OLA, based on the preferences they have set in their user account.

Use cases related to the transfer of credits and transcript of records from host to home HEI after a period of mobility

- An HE student must be able to use the system to seamlessly view which credits and what information has been transferred from the host to the home institution in the transcript of records as a result of their mobility.
- An HE student must be able to find information on where to go for support if there is a problem with the transfer of credits or transcript of records.
- An HE student must be alerted to a transfer of credits or transcript of records, based on the preferences they have set in their user account.

Use cases related to the promotion of cross-border mobility

The next Erasmus+ programme has ambitious targets to grow the number of learners who have an international mobility experience. It is anticipated that providing innovative and compelling information and stories about mobility, plus one-to-one support, will help to increase the number of participants.

- A learner must be able to find out practical information about the Erasmus+ programmes for HE student mobility, Vocational education and training, Erasmus Mundus, youth exchanges and pupil mobility.
- A learner must be able to find a range of relevant and interesting stories related to mobility.
- A learner should be able to contribute their own story after they have returned from their mobility. An HE student should receive an automated request to submit such a story after their return.
- An HE student should be able to request a “buddy” from a pool of Erasmus+ alumni in their home institution or city to help them set up their mobility or assist them when they arrive at their host institution.

Use cases related to language learning

- A learner must be able to go to a specific section of the single point of entry dedicated to language learning, to find information and services related to this issue.
- A learner must be able to link through to whichever online language service is providing services under contract from the European Commission. The linking process must take into account whatever arrangements may be put in place to manage access to the online language service.
- A learner should be able to see events related to language learning in this section, with event data drawn from the websites of the host HEI and local student unions and branches of local European student organisations.

Use cases related to reporting after the end of their mobility

- An HE student who has completed their user account and finished their mobility must be automatically requested to complete their final report on their mobility.
- Such an HE student should be able to use the single point of entry to enter their final report on their mobility.
- An HE student should be able to volunteer to be a “buddy” to help other students starting to develop their own periods of mobility.
- An HE student must be able to easily make contact with local Erasmus+ alumni associations and through them engage in such activities as Erasmus in Schools and Erasmus ambassadors.
- A learner should be able to easily undertake a self-assessment process to help them better understand how they have developed their skills and competencies during their period of mobility. For participants in youth exchanges this should be the Youthpass⁴ tool.

Use cases related to the European Student Card

- An HE student must be able to create a virtual European Student Card on their mobile phone, based on the outputs and protocols of the European Student Card project managed by CNOUS in France.
- An HE student should, through this system, be able to manage any data stored centrally for the verification of their European Student Card and student status.
- An HE student must be able to use their virtual European Student Card offline at any time. If the virtual card requires constant re-authentication then such authentication should occur again the next time the student attempts to use the card whilst they have a data service available.

⁴ <https://www.youthpass.eu/en/>

- A retailer or service provider must have confidence that the virtual European Student Card they are presented with on a mobile device is authentic and belongs to the person in front of them. To ensure this, the virtual card must incorporate a range of features to ensure that, for example, it is not possible for a student to simply screenshot their card, alter the graphic and send it to a friend to use to fraudulently obtain special deals and services.
- An HE student should, if practically possible, be able to use the RFID technologies within their mobile device to securely interface with physical infrastructure at their host institute, such as library, canteen and accommodation access systems.

Use cases related to third-party special deals and services

A wide range of organisations and businesses provide special deals or services to students, from multinational IT companies to regional transport authorities to local pizza delivery companies. In addition, there are many other online service platforms financed through the European Commission which may be of use to mobile learners.

- A learner should be able to view (by list and map) details of the special deals and services available to students around their host institution and city. They should be able to filter the results, including the ability to request deals only within a set geographic radius of their location (eg, show all services and deals within 10km of my host HEI.) To avoid double-keying, where possible and available this information should be taken from the websites of local student unions and branches of European student organisations, through the use of specific web-services or APIs. The listings should acknowledge the source of the special deal / discount, eg, student union or another organisation.
- A representative of a student union or branch of a European student organisation should be able to enter details of a special deal or discount into their own website, and indicate whether the item should also be sent to the single point of entry.
- A service provider must be able to easily and quickly authenticate online whether their online customer is a valid student, and use this information to determine whether or not give a student-specific deal or service. This service should be based on the outcomes of the European Student Card project managed by CNOUS.
- An HE student should be able to opt in or out of belonging to such an online verification service.
- A learner should be able to link through to the websites of the major pan-European providers of youth and student discount cards designed to support mobility, including ISIC, EYCA and ESN.
- A learner should be able to link through to the websites for the Higher Education Hub⁵ (related to virtual student mobility / blended mobility), European Youth

⁵ https://ec.europa.eu/education/education-in-the-eu/european-education-area/digital-education-action-plan-action-4-higher-education-hub_en

Portal⁶ (information and opportunities for young people across Europe), and other relevant websites.

Use cases related to user feedback and further research

- A learner must be able to voluntarily and anonymously give feedback on their use of the system. Such feedback should be collated and used by the successful tenderer to continuously improve the system. The feedback should also be made available to the European Commission upon request.
- A learner should be able to take part in user groups to test new features and gather feedback on existing features, to be arranged by the contractor.
- A learner must be able to flag any technical issues they encounter whilst using the system, and receive a considered response, ideally in the language in which they submitted the query.
- A learner should be able to consent to their details being passed to organisations or bodies approved by the European Commission to carry out research on its behalf, and provide a non-academia-related email address for this purpose. This consent should be sought via an automated request sent out shortly after the end of their period of mobility. A learner must be able to manage their permission for this activity via their user account.
- The system administrators must be able to extract a predefined sub-set of data on learners who have agreed for their data to be used for research purposes, and pass it securely to the European Commission and / or the bodies authorised to carry out research on its behalf. Such data transfers must be carried out only at the explicit request of the European Commission and in full compliance with the European data protection regulations in force at that time (currently GDPR).

Use cases related to monitoring, maintenance, continuous improvement and reporting

- A learner must be able to view all user-generated content that has been moderated to ensure it complies with strict acceptability standards (contractor to develop draft standards and agree these with the European Commission.)
- A learner must be able to flag content they feel is inappropriate and the moderators must quickly review such content and remove it from public view or delete it if necessary. The moderators must have the ability to suspend or delete a user for posting inappropriate content or other behaviour that is deemed unacceptable.
- A learner must be able to contact a “technical helpdesk” service provided by the contractor to receive and respond to technical queries and issues submitted by users. The responses should be in the language of the original submission.
- A learner must be able to use a version of the systems which meet current technical standards. The contractor must carry out pre-emptive maintenance to ensure that

⁶ <https://europa.eu/youth/>

the Erasmus+ mobile app and its associated websites are maintained up-to-date, for instance to avoid problems caused by changes to mobile device operating systems.

- A learner must have access to a version of the system that is, as far as possible, bug-free and fit for purpose. The contractor must respond to and fix problems and bugs with the system in a timely manner, and manage the processes to release these, if necessary in collaboration with the Google and Apple app stores.
- The contractor shall prepare and implement a programme of continuous improvement for the system, taking the feedback of users and other stakeholders into consideration, and following discussion with the European Commission,.
- The contractor shall report on usage of the different elements of the system on a quarterly basis to the European Commission, based on a set of measures to be defined and agreed with the Commission.

Promotion of the system to learners and the staff who support them

- The contractor shall promote of the single point of entry to learners to increase knowledge and drive take-up of the services, both directly to students (in person and via online services) and via third-party organisations.
- The contractor shall promote of the single point of entry to staff supporting learning mobility, to help them to promote it better to their mobile learners, via a launch conference, online seminars and online promotion.