

MASTERS

BACHELORS

RESEARCH

PARTNERS

DOCTORATES

# ERASMUS MUNDUS



**EMQA - Erasmus Mundus Quality  
Assessment 2012**

**Handbook of Excellence - Master  
Programmes**

September 2012





**Authors:**

Michael Blakemore (Ecorys UK)

Nadine Burquel (ESMU)

**Indicators (Section 7):**

Jeroen Huisman & Paulo Charles Pimentel Bótas,  
International Centre for Higher Education Management,  
University of Bath, UK



# Contents

<b>1</b>	<b>Introduction – Critical Paths .....</b>	<b>1</b>
1.1	Background.....	1
1.2	How to use this Handbook.....	1
1.3	High-Level Quality Actions.....	2
1.4	Critical Paths.....	3
<b>2</b>	<b>Develop a Comprehensive Vision .....</b>	<b>8</b>
2.1	Overall Mission: .....	8
2.2	Unique Selling Proposition (USP).....	8
2.3	Delivering ‘value’.....	11
2.4	Sustainability.....	14
2.5	Shared Academic Cultures .....	17
2.6	Employability.....	19
2.7	Mobility Pathways .....	23
2.8	Degree and Degree Recognition .....	28
<b>3</b>	<b>Integrated Learning, Teaching &amp; Staff Development Strategy .....</b>	<b>34</b>
3.1	Overall Mission: .....	34
3.2	Programme Pedagogy.....	34
3.3	Balancing the Learning and Teaching Workload.....	39
3.4	Assessment Mechanisms .....	42
3.5	Learning Tools and Facilities .....	47
3.6	Programme Review .....	51
3.7	Staff Mobility and Inter-Cultural Awareness.....	54
<b>4</b>	<b>Management, Financial, and Institutional Strategy .....</b>	<b>57</b>
4.1	Overall Mission: .....	57
4.2	Structuring the Human Resources Strategically.....	57
4.3	Financial Strategy .....	60
4.4	Consortium Agreement.....	63
4.5	Communication and Administrative Processes .....	65



4.6	Quality Assurance .....	67
4.7	Internationalisation Strategy .....	72
4.8	Marketing Strategy .....	76
<b>5</b>	<b>Recruit Excellent Students, Deliver Value &amp; Engage Alumni .....</b>	<b>79</b>
5.1	Overall Mission: .....	79
5.2	Recruiting and Selecting Students.....	79
5.3	Preparing Candidates Academically and Logistically .....	84
5.4	Supporting Students across their Mobility Paths .....	94
5.5	Joining up the Institutional Resources .....	99
5.6	Languages, Communication and Consultation .....	100
5.7	Maximising Competencies and Skills .....	104
5.8	Our Alumni .....	109
<b>6</b>	<b>Conclusions .....</b>	<b>111</b>
<b>7</b>	<b>Annex A: Indicators .....</b>	<b>112</b>
<b>8</b>	<b>Annex B: List of EMMCs .....</b>	<b>120</b>



## List of Abbreviations:

CV	Curriculum Vitae
EACEA	Education, Audiovisual and Culture Executive Agency
EAIE	European Association for International Education
EC	European Commission
ECTS	European Credit Transfer System
EHEA	European Higher Education Area
EAIE	European Association for International -Education
EC	European Commission
ECTS	European Credit Transfer System
EHEA	European Higher Education Area
EM	Erasmus Mundus
EM-A	Erasmus Mundus Student and Alumni Association
EMBN	Erasmus Mundus Brand Name (Master Course)
EMJD	Erasmus Mundus Joint Doctorate
EMJP	Erasmus Mundus Joint Programme
EMMC	Erasmus Mundus Master Course
EMQA	Erasmus Mundus Quality Assessment
ENQA	European Association for Quality Assurance in Higher Education
ESMU	European Centre for Strategic Management of Universities
EU	European Union
EUA	European University Association
HE	Higher Education
HEI	Higher Education Institution
JERP	Jointly Executed Research Project
NARIC	National Academic Recognition Information Centre
OMC	Open Method of Coordination
USP	Unique Selling Point/Proposition

**Annex B** contains a list of the **Master Programmes (Acronyms and Descriptions)** that were operative during this phase of the EMQA Project



# 1 Introduction – Critical Paths

---

## 1.1 Background

Between 2008 and 2010 the Erasmus Mundus Quality Assessment (EMQA) project built and refined what has become known as the ‘Landscape of Excellence’ for Erasmus Mundus Joint Programmes (EMJP) in the area of taught Master programmes<sup>1</sup> (EMMC).

The core objectives of the activities were to understand how EMMCs ‘performed’ excellence. The very diversity and complexity of an EMJP (multi-disciplinary, multi-national, multi-organisational etc.) meant that existing international quality assurance metrics were too generalised to be useful. So an extensive series of direct visits to Programmes was organised where intensive dialogue and debate with the Programme actors (academics, administrators, students etc.) helped to uncover the sophisticated landscape of excellence that existed across EMJPs.

That landscape provided a descriptive overview of the range of quality practices. However, what it did not do was to provide current and prospective EMJPs with a clear sequencing of activities that would help to build a successful Programme.

## 1.2 How to use this Handbook

This document is not designed to be a complete and authoritative guide to setting up a successful EMMC. It is meant to provide you with a structured journey through the key stages from identifying a possible Programme through designing and delivering it, to the issues relating to alumni.

And, this Handbook is not meant to be used just by the consortia which are building and running the EMMCs. It can be used also by students when participating in course reviews – the Handbook and the online tool, a self-assessment process, with indicators can help to stimulate a constructively critical debate across an EMMC about where it could further enhance its quality. The online tool allows students and academics and administrators to respond to the quality issues that relate directly to them.

The Handbook starts with a **high-level overview** of the main quality actions – these are introduced in the next section. Then the actions are disaggregated into a set of ‘**critical paths**’ that take you briefly through the ‘journey’ that is undertaken across the main quality actions. Then the four main sections show in detail the **detailed quality areas** that Programmes have considered and provides a checklist of main actions and then identifies some of the **good practice** (and some cautionary examples) that have been communicated by EMMCs, from staff to students.

This Handbook is therefore not a definitive guide. It shows you **what was being ‘performed’ across some of the EMMCs in mid-2012**. There is no guarantee here that everything excellent is noted, and indeed the innovative nature of Erasmus Mundus Programmes means that you may introduce some radically new good practice. What this Handbook hopefully does, like previous versions for the Master Programmes, is to stimulate current Programmes to learn and improve, and also to share experiences.

---

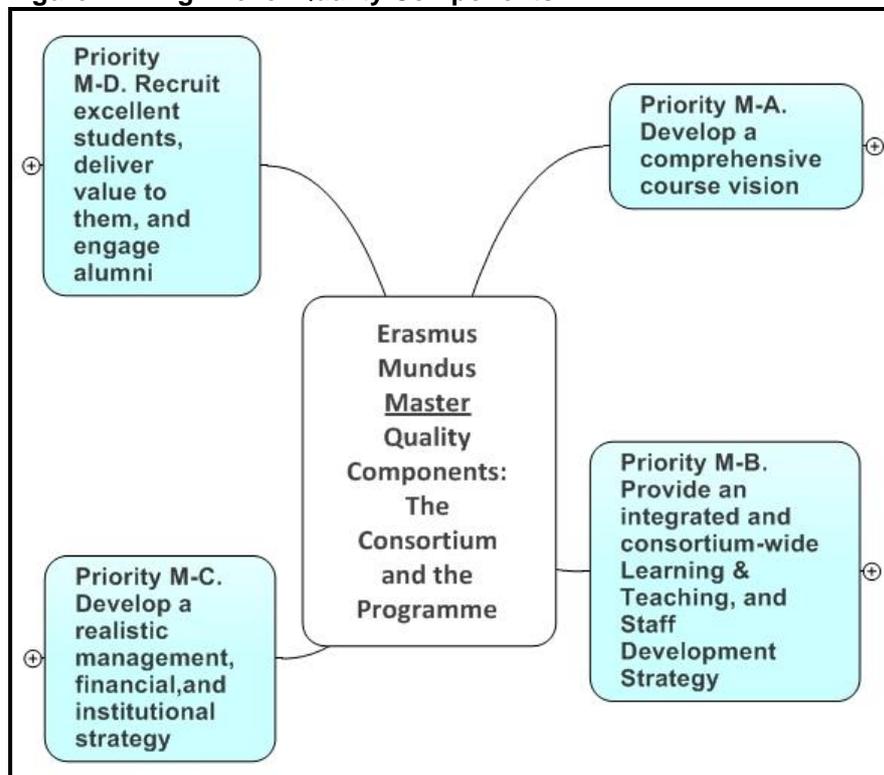
<sup>1</sup> The term Erasmus Mundus Master **Course** and Erasmus Mundus Joint **Programme** tend to be used interchangeably by the Programmes themselves. A Course is actually part of the Programme because the Programme includes the wider range of activities that facilitate the delivery of the Course. The two terms are also used interchangeably in this Handbook.

As with previous versions the ‘agreement’ with respondents to the survey and interviews was that if good practice is quoted then we name (and praise) the Programme. We also wanted Programmes to be honest about problems, because part of quality practice is to **identify and overcome challenges**. Here the agreement was that we would anonymise these issues as ‘learning lessons’ within the good practice examples.

### 1.3 High-Level Quality Actions

Providing clear sequencing of activities has been a primary task for EMQA activity in 2012. This Handbook starts with the four ‘high level’ actions that form the process of building quality across an EMMC (Figure 1.1):

**Figure 1.1: High Level Quality Components**



At the heart of the process is the identification of a world-class vision for the programme, which fundamentally justifies why it is ‘Erasmus Mundus’ in its detailed make-up. The considerations at this stage include questions such as ‘why is this Programme needed, why should this consortium deliver it, how do we use mobility paths to provide excellent learning opportunities, and how do we ensure that the degrees will be recognised?’

The second high level consideration understands how the vision can be ‘enacted’ by the consortium. Questions here range from ‘how do we deliver and develop a balanced and innovative curriculum, how do we provide integrated and joined-up training and skills, how do we monitor assess work and examine the students, and how do we ensure that all the staff who deal with students are sensitised to international cultures?’



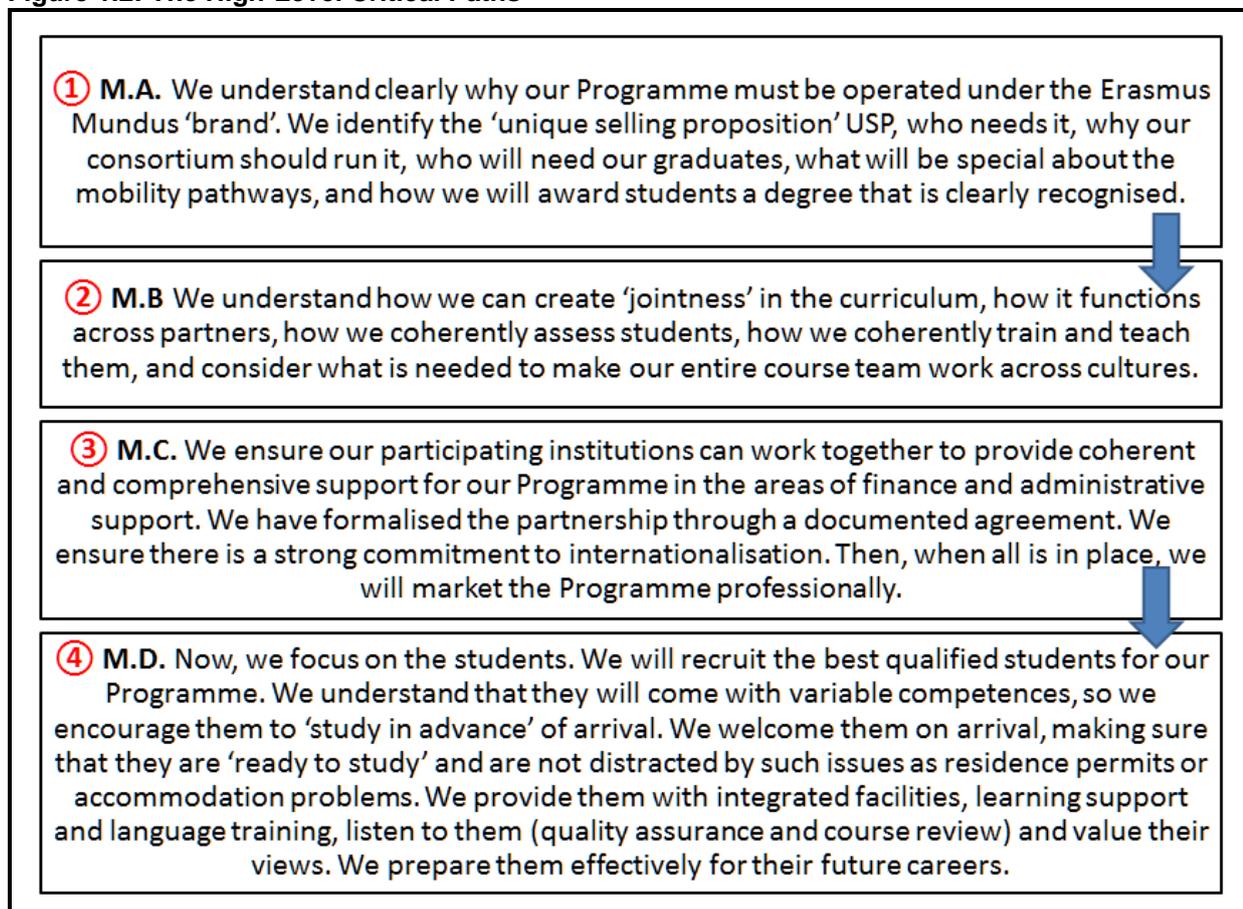
Once it is understood that the programme is robust and that the consortium can deliver it efficiently and effectively, the third high level consideration looks at the institutions that will be involved. It is here that the consortium shows its effectiveness in making sure that the EMMC is ‘championed’ at the highest level by senior staff in all participating institutions. Questions here range from ‘how do our administrations work together, how do we plan the finances, how do we administer the Programme across our consortium, how do we build coherent and comprehensive quality assurance, how do our institutions envision this Programme within their internationalisation strategies, and how do we market the programme’?

With the first three components in place (excellent Programme, coherently delivered by the consortium across effectively connected institutions) the ultimate challenge is to deliver it successfully to students. They need to apply, to be selected, prepared, welcomed, inducted, supported, trained, and prepared for their future careers. Once they leave, they become valuable alumni with whom the Programme, consortium and institutions need to have a long-term relationship.

## 1.4 Critical Paths

The high-level components can then be disaggregated into component quality ‘actions’ that can be considered when building an excellent Erasmus Mundus Programme. These describe a sequence of actions along ‘critical paths’. The overall ‘flow’ of actions across the four components is summarised in Figure 1.2:

**Figure 1.2: The High-Level Critical Paths**





Each of the higher-level components contains a series of more specific actions (sub-components). These are more specific sets of actions that help a Programme to build its overall quality. There ‘flow’ is designed to help prioritise activities. It does not so much say ‘do this then do this’, but more it shows the range of actions that need to be considered before moving energies to the next component. That said, the first sub-components of M.A in Figure 1.2 are critical.

Unless you can realistically justify that your proposed Programme is unique, that it is explicitly ‘Erasmus Mundus’ in its characteristics, that it will deliver world-class learning and teaching for students who are clearly needed by the labour market, then there will be little to be gained in progressing much further. Erasmus Mundus is about a comprehensively integrated Master Programme.

The high-level paths in Figure 1.2 provide an initial check-list when building a Programme. They show in general the range of practice that will need to be established to deliver a successful Programme. Across each of the four components there are sub-components which provide a more detailed pathway through the actions needed, and these are detailed in Figures 1.3 to 1.6

**Figure 1.3: Critical Paths for ‘Programme Vision’**

<b>M.A. ①</b> We specify clearly what is the ‘Unique Selling Proposition’ of our Programme.
② We identify who will receive value from your Programme and why.
③ We detail the plans to build on our USP to ensure that the Consortium and the Programme is sustainable beyond EM funding.
④ We identify why is it important that our consortium should deliver the Programme. We can state the European and Global value we bring, and how we will ‘join up’ our value through our shared academic cultures.
⑤ We document our detailed understanding of how our graduates are employable, and by who and why they are employed.
⑥ We map out the mobility paths available for students, linking them to how they will deliver the intended value and outcomes for graduates.
⑦ We detail how students are provided with recognisable degrees and associated information such as Diploma Supplements. We identify how these are effectively ‘joined up’ across all partners.



Figure 1.4: Critical Paths for 'Integrated Academic Strategy'

<p><b>M.B</b> ① We identify how the Programme pedagogy meets the objectives set out in M.A. and how is it connected to clear learning outcomes.</p>
<p>② We document how the Programme will be delivered effectively across the consortium so that the workload is distributed effectively and equitably for students no matter what their mobility pathways will be.</p>
<p>③ We show how student work is assessed equitably and evenly by all partners, and how we will benchmark assessment practice across the consortium.</p>
<p>④ We detail how we will provide students with comprehensive learning tools and facilities no matter what their mobility pathways will be.</p>
<p>⑤ Procedures and practices are detailed to provide a continuous Programme review process, noting who will be involved, how, and why. We explain how will this process influence the on-going development of the Programme.</p>
<p>⑥ We detail who across the consortium will be in contact with the students (academics, administrators, laboratory technicians, cleaning and other support staff etc.) and how we will provide them with skills for inter-cultural awareness and where relevant with mobility opportunities.</p>



**Figure 1.5: Critical Paths for ‘Integrated Institutional Strategy’**

<p><b>M.C.</b> ① We specify how we will structure our human resources across the consortium to deliver the Programme in a coherent and ‘joined-up’ manner.</p>
<p>② We show how we will manage the finances across the consortium in a coordinated manner, and how we will plan for financial contingencies.</p>
<p>③ We have developed in detail a planned consortium agreement, detailing the justification for fees etc. We have our institutions ‘signed up’ to the jointness needed to deliver a successful EM Programme.</p>
<p>④ We show how we will work with the administrative systems across our consortium institutions to build a coherent and joined-up administrative structure for the Programme. We show how we will communicate across the consortium, ranging from routine communication to formal consortium meetings.</p>
<p>⑤ We detail a Programme-wide quality assurance process, and show how will it build on institutional, professional and national processes.</p>
<p>⑥ We identify how the internationalisation strategies of the consortium institutions will contribute to enabling us to deliver the Programme effectively and efficiently.</p>
<p>⑦ We detail a clear and comprehensive marketing strategy. We show how we will market the Programme, specify the key content, the distribution channels, and the target markets.</p>



**Figure 1.6: Critical Paths for ‘Value for Students’**

<p><b>M.D. ①</b> We have put in place a global strategy to recruit excellent students who are well suited to our Programme. We have an application process that is sensitive to student access to ICTs. We have robust consortium-wide processes to validate their qualifications and competences, interview students, and select them. Students are kept informed transparently about the progress of their application.</p>
<p>② Once students have been selected, and before they arrive to start their studies, we provide them with the opportunities to upgrade their competences to meet the expected level that will be needed to start their studies. We collaborate closely with them to ensure that important logistical issues are overcome such as visas, residence permits, and accommodation.</p>
<p>③ When students arrive at our location we welcome them, help them to integrate into the local community, encourage them to share their cultural diversity with other students, provide them with transversal academic skills (e.g. plagiarism avoidance, bibliographic skills) that will enhance their learning experience.</p>
<p>④ We show how we will coordinate resources across partner institutions (libraries, IT facilities) so they are ‘joined-up’ and the students are provided with a coherent set of resources.</p>
<p>⑤ We provide a rich set of language learning opportunities for students, for example acknowledging language achievements through ECTS credits. We value student communication and interaction and provide suitable communication and consultation channels for them.</p>
<p>⑥ We provide training in soft-skills and transversal competences that employers value. We build strategic links with key employers who can provide opportunities such as internships, research support, or sponsorship.</p>
<p>⑦ We aim to have a life-long relationship with our students. We provide the means and motives for our alumni to stay ‘connected’ with our consortium and Programme.</p>

This Handbook now presents the **four components of excellence** in their progression introduced above, and in detail.

For each of the sub-components there is an **overall challenge** which is the critical path element that is noted above.

The challenge then links to a short **check-list of actions** that can act as an ‘aide memoire’ for those who are involved in a quality review of the Programme. The check-list of actions relate as closely as possible to the Award Criteria of the 2012 Call for Proposals<sup>2</sup>, and in particular the detail contained in the Expert Assessment Manual<sup>3</sup>.

The check-list is followed by **examples of good practice** developed by the various generations of EMMCs, and which were gathered through a survey, interviews, meetings and desk research.

The final resource for Programmes is a set of **indicators** that have been developed for the online self-assessment [www.emqa.eu](http://www.emqa.eu) and which relate directly to the components, challenges and check-list. The indicators are provided as a set in Annex B and they complete the inter-linked quality approach that EMQA has built in the 2012 phase.

<sup>2</sup> [http://eacea.ec.europa.eu/erasmus\\_mundus/funding/2012/call\\_eacea\\_42\\_11\\_en.php](http://eacea.ec.europa.eu/erasmus_mundus/funding/2012/call_eacea_42_11_en.php)

<sup>3</sup> [http://eacea.ec.europa.eu/erasmus\\_mundus/funding/2012/documents/a1/a1expertmanualcfp2012.pdf](http://eacea.ec.europa.eu/erasmus_mundus/funding/2012/documents/a1/a1expertmanualcfp2012.pdf)

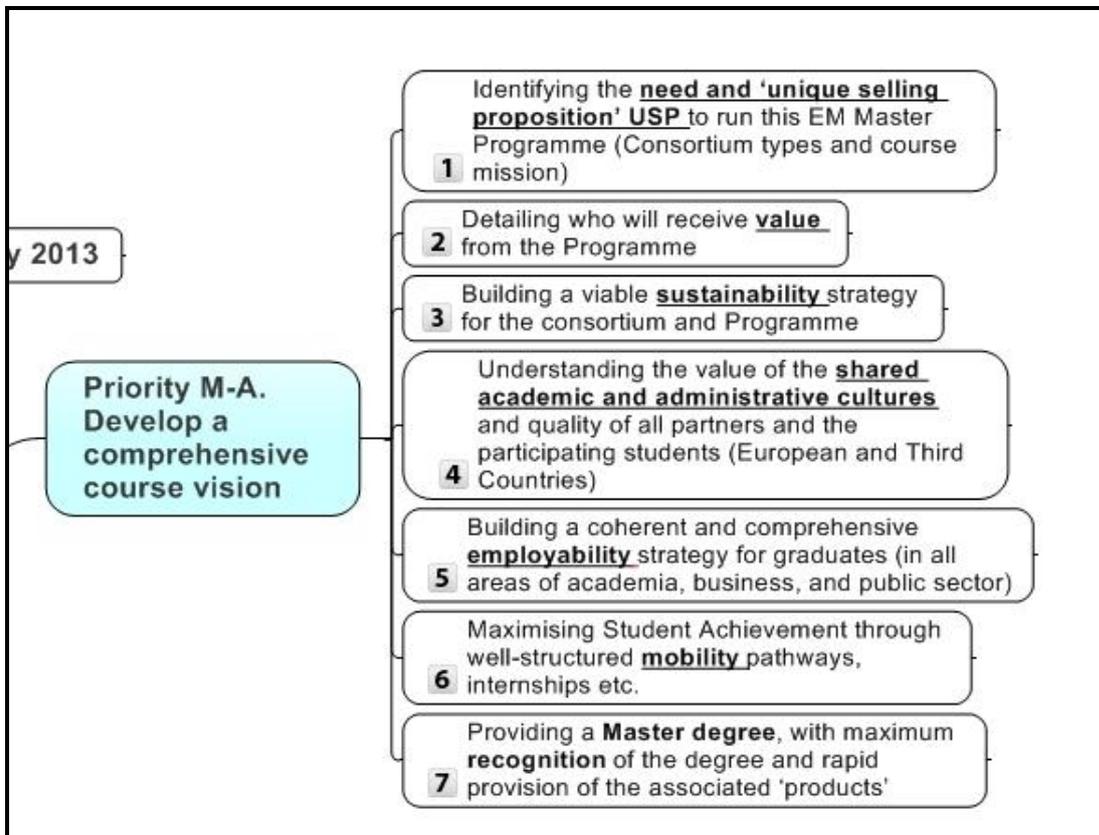


## 2 Develop a Comprehensive Vision

### 2.1 Overall Mission:

- We understand clearly why our Programme must be operated under the Erasmus Mundus 'brand'. We identify the 'unique selling proposition' USP, who needs it, why our consortium should run it, who will need our graduates, what will be special about the mobility pathways, and how we will award students a degree that is clearly recognised.

Figure 2.1: Sub-Components for 'Vision'



### 2.2 Unique Selling Proposition (USP)

#### 2.2.1 Overall Challenge

- We specify clearly what is the 'Unique Selling Proposition' of our Programme, and detail why it is clearly designed to be operated under the 'Erasmus Mundus' brand.

#### 2.2.2 Checklist of Actions

- ✓ Clearly documented objectives are provided for the Programme, they justify its USP through robust market research, and they identify the particular niche market for the Programme;



- ✓ Programme documentation show that academic content is consistent with contemporary knowledge in the relevant disciplines;
- ✓ The integrated and multidisciplinary research/learning focus of the Programme is clearly detailed, particularly in the context of new and rapidly emerging research fields.

### 2.2.3 Good Practice

The first generations of EMMCs focused on a range of elements to build their USP, including

- Contributing towards **Bologna Process** objectives of HE Reform;
- Building on **European values** – combining HE diversity in an innovative way;
- Encouraging **students to become excellent global citizens** by experiencing the diversity of the EU, especially in times of political and economic uncertainty;
- Understanding that a **truly interdisciplinary ‘European’ course** cannot be delivered by one institution or one country;
- Building **networks of excellence** in teaching and learning and research;
- Working together to obtain **accreditation and professional legitimation** for EM courses across partner countries;
- Providing greater **international credibility and visibility for partner institutions**; and
- Providing an **important label of quality** that strengthens an interdisciplinary case for funding from other sources.

The USPs first need to be legitimated to the partner institutions (who will commit support and the necessary co-funding), then need to be communicated in the application for funding, and once the Programme is funded the USPs need to attract excellent students. The USP is central to an EMMC also in its ability to secure other resources (see the section on Sustainability), and to differentiate it from the ‘competition. The more recent EMMCs have shown on-going innovation in their interdisciplinary focus, with clear attention to complex research areas and global policy issues. The EM3E Programme built on research excellence, and its USP was accepted by the relevant professional association. The programme:

*“answered the need to continue academic/research work undertaken within the **network of excellence in the field of membrane technology**. Preliminary and intense preparative work has been done in the frame of the work package “Education” of the European Network of Excellence NANOMEMPRO (2004-2010) grouping together the main **European actors (academic and industrial research centres)** in the field of membrane engineering. In agreement with the **European Membrane Society and with the support of a lot of other public or private institutions** involved over the world in the field of membranes, it was concluded that such unique education program should be built“.*

EMMIR identified a clear interdisciplinary requirement for a programme that addressed the complex issues relating to migration, and in *“a multidisciplinary program, we select students having Academic backgrounds in law, Education, history development studies, political science and we look for experience in migration studies or knowledge in migration”*. The MBO Programme focuses in the interfaces between healthcare, technologies and ethics where:

*“Healthcare **professionals and researchers find themselves increasingly confronted with moral questions and dilemmas** due to various reasons. The first development is the exponential proliferation of **technological innovations** in biotechnology, molecular*



biochemistry, and pharmacology, which continuously challenges traditional medical knowledge and practice and creates new questions to be solved. Secondly, the **debates on equal access to health services and equitable distribution of limited economic resources** are requiring more and more ethical reflection. Moreover, the increasing commercialization in healthcare is a huge challenge for public healthcare systems. Thirdly, **social changes** are leading more and more to an emancipatory movement for the **patient and the rise of patient rights**. Previously, bedside decisions were almost exclusively the concern of the individual physician”.

The MBIO Programme therefore provides multi-disciplinary teaching and learning, delivering graduates who are specifically demanded by employers:

*“The study of bioethics will **develop the skills of critical reasoning, argumentation, comprehension, research orientation and logical analysis. Graduates with training in bioethics are especially attractive to employers** in the fields of genetics, health sciences, medical practice, research, government, law and social policy. Research ethics committees, clinical ethics committees, national and/or regional ethics committees and teaching or research positions at universities and colleges are positions where a lot of graduates will be functioning.*

The MEDFOR Programme addresses directly the MFRA – Mediterranean Forest Research Agenda and is:

*“Structured around **four strategic research priorities** selected for their intrinsic importance and **significance for policy decision-making and the Strategic Research Agenda** of the European Forest Based Sector Technology Platform (FTP) which underlined the need for a Master course that might bring together expertise to **build the knowledge base** needed to address the specificity of Mediterranean forestry”.*

The inter-sectoral characteristic of the consortium adds further to the USP where:

*“The effectiveness of MEDfOR relies on a **Consortium that includes globally top ranked universities and leading international research and outreach organizations** in all scientific areas of interest to Mediterranean forestry and natural resources management as well as **key stakeholders** in the Mediterranean forest sector. The Consortium thus builds upon an experienced network of research universities and environments that was recently involved in the **development of the Mediterranean Forest Research Agenda** for 2010-2020 within the framework of the forest-based sector technology platform”.*

For other programmes such as MIND the ‘first entry’ characteristic is identified:

*“**There was no international programme** on Industrial Ecology (IE), and the MIND consortium brings together the relevant actors in Europe and outside Europe”. And with REGHEALTH “there was a void in the Erasmus Mundus list for a public health program with our **unique focus** on development and population health”.*

SAHC was designed to benefit from the Erasmus Mundus mobility and multi-national characteristics, where the consortium members had worked together in a range of projects and activities, and where they could not come together with a single focus:

*“To carry out a successful course in this field a **critical mass is needed which can only be provided by grouping the specialisms of different universities and academic bodies.***



SACH has **grown out of some 15 years of collaboration between members of the consortium**, through student exchange, common projects etc. Much is based on personal relations where individual academics have become friends. Three members of the consortium have worked together for over 15 years, and the other two are more recent. At major factor for the success of the course is the **mutual trust shared by members of the consortium**. The other link which helps to consolidate the work of the consortium is the support given by ICOMOS, the International Council on Monuments and Sites, particularly through the work of one of its sub-committees”.

Similar characteristics are evident with the SUCOS Programme, where uniqueness was linked with a robust ‘market need’ for the Programme:

*“Firstly, there are only 2 Master Programmes on Structural Steel Design in the EU, both of them in the UK, following the traditional British educational model. Thus the **need of such programme in continental Europe** seemed crucial to all partners in the consortium. Moreover, there is another **lack of programmes accenting sustainable development**. As there is a natural connection between steel structures and sustainable design, the motivation for creating a programme accenting and connecting both was apparent, resulting in the idea of SUSCOS”.*

Excellent programmes articulate clearly what are their specific Erasmus Mundus characteristics that make them different, such as a sector need or a special multi-disciplinary focus. This first attention to USP therefore demarcates the programme as being innovative, and the next challenge is to show clearly who will benefit through the process of ‘delivering value’ to the widest range of beneficiaries.

## 2.3 Delivering ‘value’

### 2.3.1 Overall Challenge

- We identify who will receive value from your Programme and why.

### 2.3.2 Checklist of Actions

- ✓ It is detailed how the Programme addresses current and developing European policy objectives, and delivers European ‘added value’;
- ✓ The Programme clearly identifies how and where it delivers economic and societal value;
- ✓ The Programme actively monitors, discusses and analyses how it is benefitting all stakeholders

### 2.3.3 Good Practice

The **primary beneficiaries of EMMCs are the students**. A key characteristic of EMMCs is that they balance critical mass (needed to justify delivering a course) with intimacy – there are enough scholarships to justify the academic and institutional investment required to run a programme, but not so many that the students become part of a large and general group. For example on MESPOM there is a **focus on the individual**, which continues beyond admissions and throughout the delivery of the course, is extended beyond graduation to the course alumni. As a result, MESPOM students were said to be ‘special’, particularly for their commitment to the environment and also for their sense of ‘community’.



For the AMASE Programme, the combination of excellent students with excellent opportunities is evident. Erasmus Mundus master students provide research inputs via the projects they carry out prior to the second-year thesis. So **theoretical and experimental work is closely linked with teaching and learning** and students are given the opportunity to analyse 'real-world' technical problems including: work related to the space shuttle programme; involvement with collaborative projects with the US Air Force; and projects on aero engines, wind turbines and the Swedish 'stealth' warship "Visby".

**Students can see value also in the context of their career prospects.** On early generations of the TROPED Programme students from Ghana participated, including nurses and midwives, and their gender empowerment was considerable on return – **the Master qualification increased their 'bargaining power' back in their home organisations.** Therefore there was organisational change back home by re-plugging staff into their roles with a new authority, based on their new qualification. In addition, some were given higher impact jobs as the result and the extra evidence-based skills changed their power relationship.

On the MA-LLL Programme in Copenhagen DPU has received many international delegations which come to Denmark to study education policy, and the MA-LLL nationals from the same country are always invited to meet the delegation and present the MA-LLL- Programme, not least to network and **improve access to the labour market in their home country.**

Therefore, the combination of excellent research and teaching networks of excellence, the level of scholarship provided and the variety of academic and cultural experiences through the mobility, persuade the students that Erasmus Mundus remains cost beneficial in coping with the personal challenges in moving to Europe and dealing with the significant bureaucratic overheads.

Many students remain in Europe to research for PhDs. This helps **build research capacity for both students and departments** and this was generally evident across the Departments we visited. For example, students on the AMASE Programme felt that there were several opportunities to continue into PhD research and many were considering this study option. They expressed the view that staff and current PhD students were keen to highlight research opportunities to AMASE students and support them in applications for these positions.

It is important therefore that **students clearly see that good career potential is a characteristic of the course.** Details of alumni career paths can be posted on the course Web site to encourage new students to apply as it showed that the course facilitates strong career prospects. On MESPOM each year a careers fair is held where international companies from a range of sectors based in Hungary exhibit.

There is an Industrial Core Group for the EUROAQUAE Programme. The companies are interested in the overall two-year student experience and the internship as **helping to mould potential employees.** They provide a clear industrial validation of the brand. There is still considerable demand for qualified students in the water area. One employer said that the **good students from this course meant they did not "have to explain the same things each year to new employees"**. The group informs the curriculum content by validating that it meets industry needs.

The SUCOS Programme brings these value benefits together and identifies their beneficiaries as being:

*"**Students**, obviously, who will be confronted to the best teachers in the field, from various countries, and who will so widely enlarge their views from technics and living experience (through the adaption to other countries and habits); **Companies**, and more generally originating*



**European countries**, who will profit directly from this acquired knowledge and experience; **Third countries** which have an opportunity to increase their technical abilities and to discover European recommendations and potentialities; **Universities** who will profit from a new potential of talented engineers to be involved in PhD studies aimed at enhancing the **European competitiveness**".

For the CEMACUBE Programme their healthcare value specifically accrues to:

"**patients** (they get a better health care), **industries** (new devices to sell), **researchers** (new knowledge), **government** (cheaper health care with less staff)". CSSM delivers market value through a "**new generation of complex scientists** who will not only benefit the future academic and research development of their area, but also industries including finance, energy, media, and health".

These characteristics of sectoral and multi-disciplinary value are consistently promoted in EMMCs. EMMAPA with its focus on Adapted Physical Activity identifies "a pressing need for **professionalism**, particularly in view of the eventual integration of disabled children in 'normal' schools where staff will need to be adequately trained". EMSANF addresses Sustainable Animal Nutrition and Feeding noting that:

"Twice the food production at half the ecological footprint by 2050 is a target requiring **highly skilled staff** at feed companies, consultants, governmental departments and educational institutions. EM-SANF will provide students with a solid basis for this **integration of multidisciplinary knowledge** which is applicable to various animal production systems in the world and thereby contribute to a second green revolution".

As part of its promotion EURO CULTURE lists<sup>4</sup> all the placement institutions of Euroculture students in previous years. The institutions range from local to global, from civil society to industry and to government. For example: "A Soul for Europe (Civil society initiative); Article 19 (charity; human rights organisation), London, UK.; EU Delegation to Nepal in Kathmandu; Museum of Modern Art in Warsaw, Poland; UNIFEM China (United Nations Development Fund for Women), Beijing, China; and World Heritage Centre (UNESCO), Paris, France".

IMQP confirms the range of beneficiaries noted above for other programmes, and in addition identifies:

"the **non-teaching staff** which is confronted with other administrative experiences, and benefits from learning about compatibility and convergence. The **European universities** are fundamental beneficiaries, since they obtain recognition and are pushed into speeding up the European convergence process. The **third country universities** also benefit, when entering the networks designed from the EMQP. Finally, since our EM programme is anchored also in major sites and related museographic structures, **local communities** also benefit from the social and economic impact of the arriving students and scholars, and from the advanced knowledge produced by them".

And finally MEDFOR illustrates how the major end-user beneficiaries can be embedded into the design and operation of the programme:

<sup>4</sup> <http://www.euroculturemaster.org/StudentsAlumni/Eurocultureplacementinstitutions/Default.aspx>



“The Mediterranean Forest Research Agenda for 2010-2020 was **developed by a participatory process** that involved over 100 organizations (universities, forest-owner organizations, central and local public administrations, forest industries, local development organizations, research institutes, international organizations) in 15 Mediterranean countries. This process explicitly stated the need of an International Master on Mediterranean forest ecosystem management. It did so because both the **non-educational and the educational sectors do need forestry professionals** and researchers – the ones that will receive as individuals value from the programme - with the competences and the skills needed to **develop specific roles within the Mediterranean forestry supply chain**, thus conveying to their institutions and to the Mediterranean forest sector the value of the programme”.

## 2.4 Sustainability

### 2.4.1 Overall Challenge

- We detail the plans to build on our USP to ensure that the Consortium and the Programme is sustainable beyond EM funding.

### 2.4.2 Checklist of Actions

- ✓ There is a clear understanding of how sustainability has been considered across EMJPs, and the **EACEA Clusters Recommendations**<sup>5</sup> for sustainability have been reviewed and relevant recommendations are adopted for this Programme.

### 2.4.3 Good Practice

A detailed review of how EMJPs address sustainability is in the Survey Report and the Recommendations for Sustainability. The key overall recommendations from that Cluster study were:

*Two critical areas of direct financing need to be addressed: the costs of **sustaining the consortium** and the costs of **delivering the Programme to students**. Some former Courses and Brand Name Courses have been provided with resources in-kind by their Institutions, but it also is clear that without a strongly integrated consortium with committed Institutions, resourcing in-kind could be difficult for all partners. Delivering the Programme to students requires each student to be accompanied by the necessary funding, whether it is paying fees directly, or securing scholarships and sponsorship. The **overall financial recommendations** coming from the EMJPs have been:*

- **Develop a robust sustainability strategy from the outset** of planning to run an EMJP. Focus on not becoming over-dependent on Commission funding, instead regarding it as a ‘launch-pad’ on which to build future success;
- **Consortium sustainability through institutional embedding**. Work with your partner institutions in the consortium to secure commitment for ‘in kind’ resources that underpin the consortium beyond core funding and which enable it to continue developing an excellent and innovative EMJP;

<sup>5</sup> [http://eacea.ec.europa.eu/erasmus\\_mundus/clusters/sustainability\\_en.php](http://eacea.ec.europa.eu/erasmus_mundus/clusters/sustainability_en.php)



- **Build funding capacity through a ‘portfolio’ approach to sources of finance.** Actively research all potential funding opportunities that can replace (totally or partially) the student scholarships that come with a funded EMJP and make it as easy as possible for potential students to apply for funding; and
- **Motivate excellent students that your Programme justifies them in paying fees or seeking finance.** To encourage students to fully, or partially, self-fund make it clear to them what are the employability benefits of participating on the Programme, and convince them that you will work with students to minimise the associated costs and overheads incurred through visas and mobility.<sup>6</sup>

The more complex a consortium is the more challenging it is to keep it together beyond the phase of core Erasmus Mundus funding. The NOHA consortium has formal **terms for partners both to leave and to join a consortium**. At a time when NOHA considered expanding its network it embarked on a series of presentations to potential European partners, to stimulate applications for membership. This strategy was so successful and attracted so much interest to join NOHA, that a second step was necessary to filter candidates. This took the form of a questionnaire sent to interested institutions. Institutions were required to provide information about the existing political support in their University to join NOHA, staff background, specialism (the network was particularly looking for members which were strong in NGO participation in Eastern European countries at that stage), facilities, etc. From the responses to the questionnaire a selection was made.

The EMCL-Logic Programme addresses the challenging of sustaining student participation beyond core funding, and makes available **“information about potential sponsors and available scholarships which may be of interest to current and prospective students: Erasmus Mundus Scholarship Program; Fee Waiver Policy for Second and Third Year Students; ERASMUS Scholarships; The General Electric Foundation”**. This is a characteristic of many programmes where **‘portfolio funding’** is considered from an early stage of EM operation. A similar portfolio approach is seen on EMSHIP where in addition to support from local and regional funding opportunities, and support from partner institutions:

*“The consortium gave an important place to the industries by involving them in the programme through the Strategic Advisory Board. These links with the economic sector led to some ‘**industrial scholarships**’ provided by industrial partners to some students. The EMSHIP management committee started a large **survey to find industrial partners that may provide scholarships** for the students of the EMSHIP reserve list. The institutions participating in EMSHIP are also solicited to provide academic scholarship. For two consecutive years, the University of Liege offered a scholarship to EMSHIP students”.*

EMTTLF is approaching potential sponsors to explore whether they can benefit from **“a tax credit by sponsoring one of our best students or making a direct financial contribution”**.

IMQP has been building its sustainability from the outset of its operation, and the sustainability strategy is based on attracting students with other funding sources (more than 50% of the students that are not EM scholarship holders), *“the consortium is responsible for giving a scholarship to all students during the mobility and pay their costs during the internship field; and relations between the partners are based on numerous joint projects for teaching and research”*. Again, the portfolio approach is evident here, although there was an important observation that self-funded third country students are more difficult to

<sup>6</sup> [http://eacea.ec.europa.eu/erasmus\\_mundus/clusters/sustainability\\_en.php](http://eacea.ec.europa.eu/erasmus_mundus/clusters/sustainability_en.php)



find, and the Clusters study on Sustainability did also find that there is a risk that without EM scholarships **the level of participation of third country students may be difficult to maintain.**

MBIO will base its strategy on four elements:

*“Firstly, the sustainability of MBIO is guaranteed by the continuing **support of the individual universities**, which have expressed their commitment to provide the necessary financial, human and administrative means to successfully run this program*

*Secondly, the MBIO wants to intensify its fund-raising activity in order to attract additional fellowships. In the past, the MBIO was already able to **attract funding from other funding agencies or institutes**: Hoover fellowship, Veneto Region, Academic Hospital Gent, Flemish Government (intercultural agreement with Slovenia), Radboud University Hospital, Catholic Church etc. Concrete plans have been made to intensify this fund-raising activity.*

*Thirdly, the MBIO wants to increase the number of students by facilitating the number of **flexible trajectories and make it possible for non-fellowship students to spread the program over two or three years**. This is a particular request of students who are mid-career professionals and are not able to be absent from their work for a whole academic year.*

*Fourthly, in order to secure additional funding the MBIO plans to organize every academic year 6 **intensive courses** (2 at every university) on bioethical topics for a broad audience. The tuition fee for these intensive courses conforms to market prizes. The participating students in the program will be able to participate for free in these intensive courses (which will be part of their courses)”.*

MEDFOR emphasises its **competitive advantage**, noting that it is:

*“a very competitive programme as the added value per unit of cost is very high when compared to alternative degrees. The marketing of MEDfOR will contribute to enhance this competitiveness by both **demonstrating the added value of the programme** to future applicants and bringing in further external financial support”.*

In addition there is the:

*“Opportunity to use MEDfOR as a platform to **enhance the cooperation between top-ranked universities**, research centres of excellence in North Africa and high-profile network and outreach organizations as well as key stakeholders (international organizations and forest owners federations), which is expected to lead to **significant spin-offs and to increase the level of external funding**. This potential is highlighted by the current commitment of stakeholders such as FAO, ARCMED and WWF to provide internships to MEDfOR students”.*

However, not every EMJP will be sustainable in the classic Erasmus Mundus form (third country participation and complex mobility paths). REGHEALTH has expressed concern that:

*“it is very difficult (likely impossible) for our program to continue without EC funding. Vilnius University (the coordinating institution) is in Lithuania, one of the poorest countries in the EU. We seek help from public and private sources, however”.*



The 2012 Handbook is being written at a time of severe economic crisis in Europe, and the realism expressed by REGHEALTH serves as an important 'reality check' that sustaining EMJPs is a significant challenge.

## 2.5 Shared Academic Cultures

### 2.5.1 Overall Challenge

- We identify why it is important that our consortium should deliver the Programme. We can state the European and Global value we bring, and how we will 'join up' our value through our shared academic cultures.

### 2.5.2 Checklist of Actions

- ✓ The academic, administrative and professional skills of the staff are detailed, and their combination clearly underpins a high-quality international joint Programme;
- ✓ The inter-linking of the research missions of each consortium partner delivers specific value to the overall coherence of the Programme;
- ✓ The respective academic, professional, organisational and sectoral cultures of each consortium partner institution are understood and it can be identified where each delivers value to the overall integrated Programme.

### 2.5.3 Good Practice

It is one thing for a consortium to agree to work together. It is another thing to make '**working together**' operationally successful. There are two elements to this. One is where the individual cultures of each partner and the students are understood, and their strengths and weaknesses are explored so that they make the maximum contribution to the programme. Then there is the formalisation of how the consortium as a whole works, and this is noted later in the context of the consortium agreement.

There are many **ways for a consortium to build a common culture**. On the MA-LL course in London at IoE it is normal practice for **staff to sit in on each other's lectures and to interact**. This can be extended to an activity where partners from different locations sit in on lectures, and this both shows students how staff **ensure connectivity between modules**, and encourages **students to interact with staff is a constructively critical dialogue**. Students are also made aware that living in London gives them access to a rich environment of lectures and seminars etc. at other Institutions in the city. At the course seminar for everyone during Semester 1 new students meet Dissertation students from a previous cohort, as well as Alumni. This gives an opportunity for **multiple cohorts of students to exchange experience and advice**, and helps the new students to hear from their peers about the dissertation opportunities, and overall values of the course.

Overall, then, courses aim to balance the rich experiences that students can gain about the teaching cultures at mobility locations, with a need to create the overall balance and consistency of the course. Students often note that the variety of experience makes them better 'international' people, so it is also important to introduce them to local teaching culture. For example, on Euroculture in Krakow students are introduced quickly to the academic culture of Poland, including the **expected etiquette** when addressing senior staff, and the 'Index (or Log) Book' which is a legal document where students and staff must record marks and comments.



The act of building these diverse competencies into a ‘**course identity**’ is what then makes it possible to deliver not just a successful Master course, but a successful Erasmus Mundus Master Course. For the MERIT consortium, their joint membership of the Cluster.org meant that the consortium was already ‘socialised’ and could then accelerate the planning and delivery of an international Course. Cluster.org membership helped them to produce a **competence matrix for the consortium members**, covering teaching, research and project involvement.

The IMRD Programme at Ghent was built through an **evolutionary model of partnership building**. It developed from an original set of seven institutional players – Ghent, Agro-Campus Ovest (Fr), Humboldt (De), Wageningen (Ne), Cordoba (Es), Nitra (Slo), and Pisa (It). In 2010-2011 it was joined by universities in China, Ecuador, India and South Africa. The FUSION-EP Programme also **built on pre-existing network links between the partners**, and contributes also to the cooperative FUSENET FP7-funded project, started October 2008, which is an education network 36 participants from 18 countries, of which 22 are Universities and 14 are Euratom Associations, with a focus from school to PhD education.

The WOP-P consortium grew out of the European Network of European Organizational Psychologists (ENOP). This is an established network of full professors in the field of organizational psychology. ENOP provided the **reference model describing the contents, methods, and minimal standards** required in the training of WOP-P in Europe. One of the key features of the course is how comprehensively it is embedded in the professional networks for the discipline.

A range of other programmes show how the **pre-existing and strong network of collaborators** helped them to design and run complex international course. CEMACUBE partners:

*“Knew each other for a long time due to our board membership of ESEM (European Society for Engineering and Medicine). In this way cultural differences were no difficulty”. CSSM noted that ““As the **market leaders** in this particular area of Complexity Science this consortium was the natural development for a combined degree offering complimentary skills, training and experiences”.*

On EMMIR:

*“Members formed a congenial relationship and ‘no one felt like an outsider’. It was considered essential to **create a consortium which could work together with understanding and appreciation of each other, particularly in view of its significant African membership**”.*

The theme of working together and mutual enrichment in a partnership is further underlined by EM-SANF where *“the universities had already worked together and the **mutual trust** provided a solid basis for the launch of the programme. **Each university provides enrichment in a different aspect of the field**”.* EMSHIP was developed following:

*“**a detailed survey performed by consortium partners to assess the industry needs and the student expectations. The consortium is based on existing bilateral collaborations and on the complementarity of the partner universities. Because of the nature of ship building and design and its international implications there was a strong motivation to link with specialists in other countries so as to be able to offer a comprehensive course and a Masters of recognised value worldwide**”.*

IMACS was in part motivated when:



*“the GFA (Groupe Français des Argiles : French Clay Group) first noticed the lack of students in this discipline, and we identified the need for such a programme. The partners then participating to the Erasmus Mundus Master were **identified via the thematic international network**, with the help of AIPEA (Association Internationale Pour l’Etude des Argiles) which is an associated member of this Master”.*

SUSCOS emerged organically from a pre-existing collaborative network and is closely **linked to the European and global agendas** of climate change and sustainability:

*“Close cooperation between the 6 universities of the consortium going back over 5-6 years. The partners were already known to each other and it was natural for them to continue to collaborate under Erasmus Mundus. Climate change has given the work of the consortium some urgency to create a course of this kind in Continental Europe. Only two centres exist at present in the EU offering an MSc in structural steel design (both in the UK) and as there is a natural connection between steel structures and sustainable design, there was a clear motivation for creating a programme connecting the two, resulting in SUSCOS”.*

Lastly, with TropED:

*“The **consortium was formed between members of tropEd, an international network of institutions of higher education in international health**. Partners in the consortium were known to each other and had collaborated on projects well in advance of the course being set up, which ensured easy communications and knowledge about each other’s approach and practices. Because of the interdisciplinary nature of the field (most branches of medicine are involved) there is a clear need for international cooperation. **The students have all had professional experience in different branches of medicine**”.*

## 2.6 Employability

### 2.6.1 Overall Challenge

- We document our detailed understanding of how our graduates are employable, and by who and why;

### 2.6.2 Checklist of Actions

- ✓ There is a clear understanding of how sustainability has been considered across EMJPs, and the **EACEA Clusters Recommendations** for employability<sup>7</sup> have been reviewed and relevant recommendations are adopted for this Programme.

### 2.6.3 Good Practice

The **EACEA Clusters Recommendations** for employability concluded with the following overall recommendations:

- *Learn from different approaches – build up joint solutions;*
- *Communicate the Erasmus Mundus Brand Name (EMBN);*

<sup>7</sup> [http://eacea.ec.europa.eu/erasmus\\_mundus/clusters/employability\\_en.php](http://eacea.ec.europa.eu/erasmus_mundus/clusters/employability_en.php)



- *Link Erasmus Mundus Masters Courses and labour markets;*
- *Deploy professional alliances for academia;*
- *Give practical learning a place;*
- *Mediate and integrate internships;*
- *Confidence increases commitment;*
- *Unfold the impact of internationality;*
- *Student networks are employable resources; and*
- *Activate complementary abilities<sup>8</sup>.*

EMMCs have (unlike the Doctoral programmes) had a considerable number of years to develop and refine their employability strategies, and the following examples indicate how they are addressing a range of the recommendations.

First, there are programmes that are more explicitly aimed **building hard and soft competences, linking with employers, and building synergies**. The GeoTech Programme notes:

*“Career development activities have been included into the program, such as; soft skills courses in the study program; networking activities such as the GeoMundus conference, **a conference by students for students** (<http://geomundus.org>); and the **inclusion of associated partners** from Industry and Government for career development activities such as information, **personal contacts, internships, and a career development session** at the GeoMundus conference”.*

AFEPA **communicates the potential employability** to prospective applicants, noting that:

*“Recipients of this European Master are qualified to **understand the fundamentals of public policies** oriented to the agricultural and food sector, rural areas and natural resources, develop and use quantitative methods to perform **rigorous socio-economic and environmental assessment of these public policies**, and provide sound and relevant policy recommendations for a more sustainable development of this sector and rural areas. They are qualified to take responsibilities in **international, national and regional agencies, non-governmental organisations, consultancy firms, professional organisations and private companies**”.*

Some programmes produce graduates whose employability is more directly in the pure and applied research area, for example ALGANT notes:

*“The students having successfully completed the requirements of the ALGANT programme will be well armed to start a **research-oriented career, preparing a doctorate or directly applying for a job in the many companies** that are looking for the know-how we teach”.*

And like many programmes ALGANT communicates **statistics about graduate destinations**:

*“As of January 2012, 104 students graduated from the ALGANT Master Course. Among the 104, 88 graduates have started doctoral studies (2 later abandoned), 13 of them have already got the Ph.D. degree; 5 are searching for a doctoral position; 6 became university teachers, 3 of them tenured; 4 work in the private sector; 1 switched to musical studies; 5 are just graduated and are yet to determine their plans”.*

---

<sup>8</sup> *ibid*



NOHA also reports how over 10 years of activity the programme, and shows how it has **positioned the programme strategically to be a high-reputation provider of skilled graduates**:

*“Has produced over 1200 graduates who work at all levels and positions in all kinds of organisations (intergovernmental and non-governmental, national and international), both in the field and in headquarters all around the world. The strong commitment of the NOHA Universities is extended through a **broader network of associates in each of the EU countries** and at the broader level of 83 European Faculties dealing with related issues. This is the **Thematic Network of Humanitarian Development Studies** of which NOHA is the starting point and the core component”.*

The interdisciplinary nature of EMMCs means that they can promote the employability of their graduates to employers requiring modern multi-skilled specialists. The EM3E Programme notes:

*“Because of the nature of the field in which alumni of this programme will be working employment should present few problems. The **world need for specialists in membrane technology continues to increase in fields such as the desalination of water, the preparation of food, the treatment of effluent etc. and with climate change some of these fields need urgent development.**”*

Similarly BHEALTH emphasises that biotechnology and nanoscience require a new type of multi-skilled graduate, and provide an extensive range of opportunities, many of which will be **developed as part of the teaching and learning activities**:

*“**Students will make valuable career contacts with companies, at a worldwide level.** BioHealth Computing EM graduates could be employed by companies in the fields of: Pharma, Chemical, Biot and Information Technology. Graduates should go on to work for private companies such as Sanofi, BioMérieux, Merial, Novartis, Roche, Pierre Fabre, Serrono, Sobios or Dassault Systems as well as for Academic Institutions; Research Organizations; National Health Services; regulatory bodies. With your degree you will end up in **R&D (research & development), product design, product development or you will become an independent consultant.** Graduates will succeed to get a **PhD position** either in the consortium universities or abroad in thematic fields, including: Clinical Research, Environmental and Animal Health, Basic Biology, Bioinformatics, Biotechnology, Drug Discovery, or Computing. Moreover you will have an ideal background to **become the interface between experts in all these disciplines** and you will be able to use you broad view on the domain to develop and create new products or even **start up completely new companies”**.*

CEMACUBE highlights the Erasmus Mundus characteristic of being both a **specialist in specific disciplinary fields and a generalist across many fields**:

*“You can be employed as generalist, and you will also be specialised in one particular field of BME; as a student, you are able to select any field within BME (Biomedical Engineering). You will be trained to **work in interdisciplinary project teams**, composed of engineers and medical specialists. To prepare further for interdisciplinary teams, students and scholars are treated as equal. To train for working in a European setting, you will get knowledge in the health care*



*situation in several countries in Europe, and you will be trained in cultural differences between European countries”.*

And, following the employability recommendations at the start of this section, CEMACUBE as a consortium develops active links with potential employers, including:

**“All staff members have extensive networks with industries. Partners have a large network that is used by students. We offer all students a local language course, organise symposia where companies have a booth. All students have to follow an internship that contacts them with industries”.**

CIMET similarly promotes its extensive collaborative network across industry and research where:

*“Laboratories and companies collaborating to the CIMET gather large international academic and industrial contacts that can lead to various opportunities for our students. **Some examples of future career prospects:** Scientific advisor; Digital Media Solution Researcher; Manager in Multimedia Processing Laboratories; Research officer in a National Research Centre; Research Engineer; Quality manager. **Executives from several European Firms will contribute to CIMET as guest speakers at the four universities, reinforcing the cross-cultural aspects of the programme”.***

Embedding potential employers directly into the operation of a programme can occur at levels from advisory boards, through programme design, to seminars, presentations, and hosting internships and research projects. For EMSHIP the:

**“Strategic Advisory Board (SAB) of the consortium is composed of representatives of industry which includes world leading shipping companies and major leisure craft enterprises. It plays a significant role in the work of the consortium, not only as an informed reference on the development of curricula, but also by getting to know individual students and offering career advice. It represents the world of work for the students and its members offer students opportunities for internships and, for many, a job on the completion of the course”.**

EUROAQUAE similarly embeds its potential employers into the programme activities where:

*“Water and wastewater utilities and other organisations in the sector face a **recruitment challenge**. There is an ageing workforce, whose skills and expertise need to be handed on to a new generation. At the same time, the sector needs to attract the brightest talent from an ever-widening range of disciplines. In the third semester of classes, the course coordination organised a **career event with prospective employers, in which students could obtain company profiles, contacts and advice** from representatives of the companies participating in the event”.*

Bringing together many of the characteristics noted in this section the WOP-P programme provides an **online and integrated “Programme Careers Service”** (<http://www.uv.es/~careers/>): *“This is an area designed to facilitate the exchange of information between the WOP-P professionals and companies. You can find FREE CVs of the Graduates in the WOP-P Master's Program”.*

The focus on employability is therefore connected directly to the training and support provided to students in the areas of soft skills, and these are considered later in this Handbook. After all, this section looked at how the employers are connected to the programme. The associated task for the students and graduates is to communicate clearly their quality and value to potential employers. In that context the



right CV written with the potential employer in mind is essential. This is a CV that is not just in a Eurpass format, but it is one that identifies the hard and soft skills, and in particular which highlights the actual achievements of the applicants.

## 2.7 Mobility Pathways

### 2.7.1 Overall Challenge

- We map out the mobility paths available for students, linking them to how they will deliver the intended value and outcomes for graduates.

### 2.7.2 Checklist of Actions

- ✓ The competencies and skills (core and transferable) to be developed by students are communicated clearly and can be acquired across the any of the mobility paths;
- ✓ The timings of the mobility paths are coherent with the Programme academic objectives;
- ✓ The mobility paths are designed to allow maximum academic flexibility while also providing opportunities for students and staff to meet (e.g. intensive programmes and workshops) and to reinforce the overall identity of the Programme.

### 2.7.3 Good Practice

Mobility is at the core of Erasmus Mundus, but the mobility needs to be **clearly justified by the objectives** of the course, **linked to the intended learning outcomes**, it must **contribute to a pedagogy that is richer than one without the mobility**. As far as possible the **mobility paths should be well-balanced across all partners** – after all the partnership should be justified by the USP etc. so it would be illogical if all partners were not extensively involved in delivering the teaching and learning to the students.

The overall advice with mobility is to **communicate the potential pathways clearly** to the students (both prospective and those taking the course) in a way that helps them to understand how the mobility pathways will directly benefit them. So, mobility is not just a process of **making the teaching and learning multi-national**, it also can be a process of **individualising the teaching and learning** for the students.

AFEPA addresses individualisation, where:

*“Students are told to **focus on their own specialization, their own profiling**. They are informed about the courses offered at each partner University. They select related to their interest. Flexibility is limited by the semester organisation at the different partners”.*

ASC clearly communicates the potential mobility pathways, justifying why they can deliver value to the students, advising that a standard mobility pathway is taken (justified mainly by the intended thesis topic) by most students, with some potential for individualisation:

*“The selected students will study in at least 2 countries; a standard mobility of two semesters (one academic year) is strongly recommended, the simplest scheme being a selection of two different locations: one per academic year, **according to the specialization field of the***



**targeted master thesis topic. A limited number of non-standard mobility schemes (from 1 to 3 semesters at different locations) are possible when based on duly explained reasons”.**

ASC also acknowledges to students that not all requested mobility pathways may be possible. This is because the student requests need to be balanced by consortium resource availability:

*“Mobility is organized well in advance, as early as mid- November of the first semester of the ASC programme: **each student will select his/her mobility pathway towards the choice of a specific field for his/her master thesis in the 4th semester: A ranking of 3 choices per student is required**, each different choice being duly motivated and explained in a common letter of motivation. **This ranking will be discussed by the Academic Board in a meeting held for the purpose of reaching a minimum distribution of 3-4 students per ASC institution for the second year of ASC studies. The selection will be made and published on the ASC web site; further minor adjustments will be possible on specific cases”.***

Such an approach is quite common across EMMCs. It is a **realistic balance between student requests and resource availability**. Not all students will have their first choice mobility. This then links to another issue, that of quality. **Students who do not have their first-choice mobility pathway may be more critical of the teaching and learning** that they receive at the locations allocated to them. It is therefore essential that the quality monitoring of the programme is fully aware the experiences of such students, ensuring that the **standards of teaching and learning are consistently high across the consortium**. What this is really advising to programmes is to be aware that students communicate among themselves where any weak teaching and learning is taking place, and this may **adversely affect future mobility requests**. Constant quality improvement is therefore essential.

Mobility pathways present a potential contradiction to the overall student course identity. For example, a programme with a fixed mobility pathway (all students following the same mobility) will mean the student cohort remains together and can form a clear group identity. A programme with complex mobility risks the students being dissipated across partner sites, with little sense of group identity. Strategies to ensure group identity need to be used so that no matter how complex the mobility pathways are, the students have a strong common bond. One way is to **bring all students together at certain times, and focusing on specific leading-edge topics of relevance to employability**:

*“A **Summer school is organised each year** in the ASC Master programme, between the 2nd and the 3rd semester, with the aim of bringing ASC students (EU and non-E.U.) in one location as a group”. Summer School themes included new methods in Solid State NMR and related techniques for the analysis of Inorganic Materials, Spectroscopy of the atmosphere, and "Fascinating spectra of magic compounds, a practical course in natural product chemistry”.*

Summarising the above characteristics, programmes need to communicate what are the mobility paths, why they are relevant, what level of choice is available to students, what extra learning outcomes are obtained through mobility, and how the students will still gain a sense of group identity. Programmes can provide simply summary tables, such as with CSSM :

*“The mapping of our respective academic years onto six matching periods A-E is shown in the Annex below. In terms of these the timeline for the programme is as follows”:*



Period	First Year M1	Second Year M2
B	Taught modules 20-30 ECTS	Taught modules 15-20 ECTS & preparation of M2 project
	<b>(limited mobility opportunity)</b>	<b>mobility opportunity</b>
C		Taught modules 10-15 ECTS
D	Taught modules 15-20 ECTS	<b>M2 mobility opportunity</b>
	<b>mobility opportunity &amp; M1 School</b>	M2 project (30 ECTS)
E	M1 Project (20 ECTS)	
F	<b>M1 mobility opportunity &amp; Projects Conference</b>	

CSSM also is open about **how the different academic practice across countries can constrain mobility**. Erasmus Mundus is helping to accelerate the Bologna Process in many countries, but there are still significant differences where EMJPs have to sensitively navigate across practices:

*“You do need to be aware that offers of **University accommodation can be based on yearly contracts, constraining your choice of mobility dates**. We intend that spreading the moves through the year will reinforce the sense of one joint cohort of students – we do not intend that everyone switches around at every opportunity. **Local Course Directors will assist each student in drafting their Individual Study Plan at the start of the course**. The three centres have different academic years which we coordinate as follows.*

Period	Warwick	Chalmers/Gothenburg	Polytechnique	
A	Term 1	Quarter 1 Sep-Oct	First period	
B	Last week in Sept to mid Dec for p/graduates.	Quarter 2 Nov-Dec	Sep-Dec	
C	Term 2: Jan-late Mar	Quarter 3 Jan-mid Mar	Second Period:	M2: Jan-Feb
D			M1: Jan- Mar	M2: Mar-July
E	Term 3: late Apr-June	Quarter 4 Apr-May	Third Period:	
F	Summer: July-Aug	Summer May-July	M1: Apr-July	

On other programmes the mobility pathways can be constructed by students on the basis of the particular specialisms and modules made available across the consortium. For example CWCN provides an overall table:

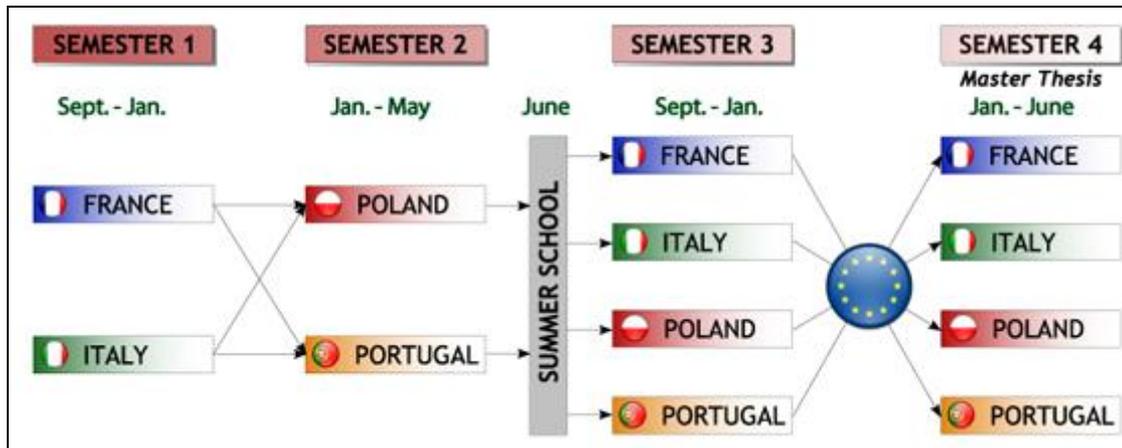
I - Gender Studies	Semester 1	Semester 2	Semester 3	Semester 4
University	Poznan	Guelph	Guelph	Santiago



Course Module	Women's Studies	Myth, Fairy Tale & European Identities	Representing Gender	Emergent Writings
<b>II - Text &amp; Image</b>	<b>Semester 1</b>	<b>Semester 2</b>	<b>Semester 3</b>	<b>Semester 4</b>
University Course Module	St Andrews / Guelph Culture & Identity / Interdisciplinary Research	Santiago Cartographies	Santiago Inter-Media	Bergamo Visual Studies
<b>III - Aesthetics</b>	<b>Semester 1</b>	<b>Semester 2</b>	<b>Semester 3</b>	<b>Semester 4</b>
University Course Module	Lisboa Theories of Representation	Bergamo Performance & Theatricality	Bergamo Cultural Heritage Studies	Sheffield German & Russian Intellectual History
<b>IV - Body Technologies</b>	<b>Semester 1</b>	<b>Semester 2</b>	<b>Semester 3</b>	<b>Semester 4</b>
University Course Module	Bergamo New Media Studies	Sheffield 19th C. Studies	Sheffield Urban Spaces	Entre Rios Anthropology
<b>V - Cultural Migrations</b>	<b>Semester 1</b>	<b>Semester 2</b>	<b>Semester 3</b>	<b>Semester 4</b>
University Course Module	Entre Ríos Art & Culture in Latin America	St Andrews Literary & Film Studies	St Andrews Studies in European Culture	Perpignan Travel Writing
<b>VI - Literary History</b>	<b>Semester 1</b>	<b>Semester 2</b>	<b>Semester 3</b>	<b>Semester 4</b>
University Course Module	Santiago / Iberoamericana Literary Criticism & Cultural Analysis / Narrative Studies	Perpignan Studies in Classical Antiquity, Middle Ages, Renaissance	Perpignan Cultural Margins & Political Frontiers	Lisboa Intertextuality
<b>VII - Beyond the Canon</b>	<b>Semester 1</b>	<b>Semester 2</b>	<b>Semester 3</b>	<b>Semester 4</b>
University Course Module	Sheffield Postcolonial Studies	Lisboa Portuguese & Brazilian Literature	Lisboa Oralities & Traditions	Poznan / Iberoamericana Minor Literatures / Literature & Religion
<b>VIII - Post-Trauma Studies</b>	<b>Semester 1</b>	<b>Semester 2</b>	<b>Semester 3</b>	<b>Semester 4</b>
University Course Module	Perpignan Heterology	Poznan Animal Narratives	Poznan Holocaust Studies	St Andrews / Guelph Contemporary Literature / Literature & Science

The SERP Programme similarly provides a diagram and **links the mobility pathways to the outcomes** for students, aiming:

*“At training young students in the most performing experimental and theoretical tools used and developed in chemistry and physical-chemistry. Students enrolled in the two-year programme will attend lectures in at least two different countries of their choice”:*



Other programmes provide a set menu of mobility, such as EMMAPA where:

*“In the first year (60 credits) all students will remain at K.U. Leuven. Student mobility starts in the second year, involving between 30-60 credits. **Students will follow a mandatory mobility period** in one of the European consortium universities according to one of 4 mobility models given in the figure below. The **choice of the mobility schemes will be dictated by both the interests and specialization areas of the students as well as availability within each scheme** (usually an equal division of positions among partners)”.*

And programmes then link the mobility options clearly to the learning outcomes, as with EM-SANF:

*“Students, who successfully completed this course and received their double (and later the joint) degree diploma will be able to: **describe and discuss** the issue of sustainable animal nutrition and feeding in Europe and World-wide within a socio-political, economic and environmental context; **assess and judge** the nutritional status of an animal at farm level by using knowledge of the biological functioning of livestock as well as their adaptive capacity to a changing environment; **identify and understand** the (nutritional) factors that independently and in combination with each other dictate sustainable animal production in all aspects; **recognize and critically evaluate** negative side effects of animal feeding upon man (food safety issues), animal (demands and welfare issues) and environment (ecological issues) and to indicate possibilities to reduce these; **deduce a relevant problem** within the area of animal nutrition and feeding, analyse it by the use of scientifically accepted methodologies, summarise the conclusions of the study and place it into perspective, in a clear and relevant manner in relation to a defined target group; tackle decision-making (political) issues on feeding strategies in livestock; **work on a project-oriented basis and collaborate in inter- and multidisciplinary groups**, in the field of applied nutritional research, management, policy and extension; present orally and by writing scientific work, with the capability to translate this work into a popular form for a non-expert audience; **reflect on professional and academic (e.g., doctorate) career opportunities and employability**”.*



## 2.8 Degree and Degree Recognition

### 2.8.1 Overall Challenge

- We detail how students are provided with recognisable degrees and associated information such as Diploma Supplements. We identify how these are effectively 'joined up' across all partners.

### 2.8.2 Checklist of Actions

- ✓ The consortium agreement and the Programme Website clearly communicated the degree that will be awarded to graduates;
- ✓ The Programme clearly communicates to students how fast, and in what form, the Erasmus Mundus Degree will be awarded;
- ✓ Graduates are provided with full transcripts of student achievement in a format that can be accepted by institutions back in their home countries, using ECTS, Diploma Supplement, and Europass standards.
- ✓ There is a clear understanding of how recognition has been considered across EMJPs, and the **EACEA Clusters Recommendations**<sup>9</sup> for recognition have been reviewed and relevant recommendations are adopted for this Programme.

### 2.8.3 Good Practice

Recognition of degrees is at the heart of maximising employability and building reputational capital for a programme (both the EMMC itself and Erasmus Mundus overall). This involves providing graduates with degrees quickly (issuing certificates<sup>10</sup>), with the relevant accompanying information (Diploma supplements etc.) and helping them in ensuring that their degrees are recognised by potential employers.

Students expect ideally that the Master Degree Certificate be available with a **full transcript of courses, grades, and achievement** in an **English translation (and ideally to be available in other languages to help potential employers to rapidly assess an application)**, even if the Certificate and transcript are provided in the national language of the awarding institution. The overall recommendations from the Clusters study into recognition focused on two levels. First there are specific actions for Action 1 Programmes:

<sup>9</sup> [http://eacea.ec.europa.eu/erasmus\\_mundus/clusters/sustainability\\_en.php](http://eacea.ec.europa.eu/erasmus_mundus/clusters/sustainability_en.php)

<sup>10</sup> For example on student observed: "At a graduation ceremony on the last day of the study program, the students receive graduation certificates, which are official and valid for all purposes, e.g., application for jobs or PhD positions. The "more beautiful" joint diplomas are provided later, because it is a joint degree and they need the signatures of the three universities".



- **Understand in detail what recognition challenges exist for the programme;**
- **Communicate information transparently to students;**
- **Work with partner HEIs to reduce professional and legislative recognition problems for the programme;**
- **Empower graduates with timely, rich, and internationally standardised information about their achievements;**
- **Work with Erasmus Mundus-wide Alumni networks to 'harvest' knowledge about recognition experiences and to maintain a community of graduates 'recognition ambassadors' who are active in the labour market.**

Then there are broader actions that involve Action 1 programmes and wider stakeholders (alumni, national structures, international HE organisations etc.) in collaborative approaches to raise the global profile of Erasmus Mundus and through that particularly to sensitise potential employers to the value of the graduates.

Some of the early programmes such as NOHA dealt with recognition at a consortium level, and some early partners left the programme due, amongst other factors, to their impossibility to provide joint degrees. There are therefore **challenges to be overcome regarding national legislation about degrees and in institutional policies**. In 2008 the NOHA universities finalised **an agreement which will meet all the requirements of the different national legislations and agreed the format of the joint degree diploma and joint diploma supplement**.

MERIT used a **double degree agreement framework**. This is a pragmatic response to the challenges and timescales involved in agreeing single degree protocols across institutions. Even this was challenging, because double degrees were not well integrated into university procedures, and with a double-degree two different national degrees are awarded independently by the two institutions by which the student was registered.

Some institutions cannot award degrees themselves, but can achieve this through partnerships with other universities. TROPED KIT (The Royal Tropical Institute) does not deliver degrees and it is through

EUROAQUAE has issued a **Joint Degree** (since May 2006) **on behalf of all institutions**, and now **"issues a joint degree defined as MSc in Hydroinformatics & Water Management recognized by all the participating countries"**.

In WOP-P **students were awarded a double degree combining their 'home' and 'host' institutions**. Since the certification is in compliance with respective national laws regulating the profession, the qualification brings with it the right to practice the profession of psychologist in the field of WOP Psychology in the relevant countries. The WOP-P Master also provides **a recognised track for access to doctoral studies** in psychology and related disciplines.

Students of the European Master in Global Studies (EMGS) were **awarded different certificates depending on their mobility track**. This may be a joint degree or a double degree. In both cases the degree is accompanied by a diploma supplement. This contains further detail about the universities involved, the qualifications gained by the student and the mobility track. Each student also receives a transcript listing all the courses the student has attended and the grades received. Once again in this respect, variety is the norm with each university finding the requirements for Erasmus Mundus from within its domestic degree award arrangements.



More recent EMMCs have often become more **complex** in terms of their partnerships and their mobility pathways. Such developments, arising in part from the need to be more innovative and inventive to secure funding, bring with them **new challenges of recognition**. As EMMCs have more partners across more countries, and more individualised the mobility paths, then the result will be a **greater variety of degree outcomes**, and that heterogeneity requires a lot of mediation for the degrees to gain recognition. At the very least, therefore, programmes need to be open and detailed about what students will obtain as a degree, and whether there are recognition successes or challenges.

For AGRIS MUNDUS:

*“Students are awarded with a **single joint degree**, when national or University regulations make it possible between the two universities associated to one specific track. **When this is not (yet) possible, they are awarded with two nationally recognized masters degrees** (diplomas of each of the two M1 and M2 universities), together with a specific Agrinatura certificate in Sustainable Development in Agriculture, and a joint diploma supplement”.*

AMASEM provides a joint Master's degree awarded by the two universities they have attended. A **Diploma Supplement is provided, with ECTS conversion of grades**. This is also the case with Astromundus:

*“Students who successfully complete the requirements of the programme will be awarded a **joint Master degree by the Consortium universities** where they accomplished the various parts of their Master studies. In addition they will obtain a **Diploma Supplement** to facilitate the recognition of their degree in other universities/countries. At the end of each 2-years cycle of the Master Programme the **best master thesis of the cycle will be awarded a prize**”.*

AMASE provides a General Master's Degree Certificate, and students can obtain Particular Degree Certificates from each university. However, that task is challenging, although the programme clearly identifies the tasks involved:

*“In order to receive the Master's Degree Certificate you have to contact the examination offices of your Entrance University as well as of your Second University. You will receive the following documents from each university:*

*UdS:*

*Zeugnis (Transcript of Records in German)  
 Master - Urkunde (Master's Degree Certificate in German)  
 Master's Degree Certificate (in English)  
 Transcript of Record (in English)  
 Diploma Supplement (in English)*

*UL:*

*Diplôme de Master SIMM - SIMM means "Science et Ingénierie des Matériaux et de la Métallurgie"  
 Relevé de notes et résultats – Transcript of results  
 Certificat de réussite "Master SIMM"*

*LTU:*

*Examensbevis – Degree Certificate  
 Diploma  
 Transcript of Records (Swedish)  
 Transcript of Records (English)  
 Diploma Supplement*

*UPC:*

*Expedició de títols acadèmics/ Expedición de títulos académicos/ Issue of Degree Certificate\*  
 Expedició del Suplement Europeu al títol/ Expedición del Suplemento Europeo al título  
 Transcript of Records*



*\*As at UPC you will first receive only a provisional document called "Expedició de títols acadèmics/ Expedición de títulos académicos/ Issue of Degree Certificate" before you get your real diploma (it is given on behalf of the King of Spain).*

*In the past, the paper work to be done by the university necessary for the real diploma has taken a long time, however it is the intention of the university to reduce this time as much as possible since regulations about delivery of diplomas have changed recently.*

*You can apply once University of Saarlandes certifies that you have passed all the necessary conditions to get the Master's Degree".*

ATOSIM provides a triple diploma where:

*"The degrees are: - Master de Sciences de la Matière, within the track « Physique, Chimie et Méthodes Numériques » for ENS-Lyon; - Master in Chemistry (track Molecular Simulation and Photonics) or a Master in Physics (Condensed Matter Science) for University of Amsterdam; - Master in Physics for University La Sapienza of Rome. **These degrees are recognized in Europe as research masters degree** allowing the student to start a Ph. D. thesis".*

Beyond the frequently awarded joint and double degrees there are more integrated approaches. In CWCN:

*"The final award will take the form of an **international diploma supplement, a joint Crossways parchment and Masters Degree certificates fully accredited by the national structures of the 3 countries of study**".*

For EUROMIME:

*"Upon completion of the course the students will be **awarded a diploma from each of the three European universities and receive a supplement with the diplomas, drafted by all the universities of the consortium. All the students will also be awarded language certificates demonstrating proof of their command of the three languages of the consortium (TCF, DPLE and OF)**".*

The IMQP master award is:

*"a **JOINT DEGREE signed by all Partners Institutions (UNIFE, URV, MNHN, IPT & UTAD). The students can also ask for a national degree** awarded by the first hosting institution. The official languages of the joint degree are Italian and French".*

IMQP also understands that, no matter what the speed is of the administrative process when providing official certificates, student need information immediately they complete the programme:

*"**The week after the final exam the students can ask for a provisory diploma** (with the same legal value of the original diploma but not printed on parchment) signed and stamped by UNIFE. **The students receive also a letter that explains the Erasmus Mundus diploma and the Diploma Supplement. The certificate with all the marks obtained for each course can be downloaded directly from the personal internet page of each student**".*

And the individualised service extends with IMQP to:

*"The quick setting up of a joint degree signed by all members of the consortium ensures an European and **worldwide recognition of the diploma. Personal follow-up by the consortium** to ensure that the graduated students do not meet problems when asking for the relevant recognition of their degree".*

As noted earlier in this section, the more complex the programme mobility structures the more challenging becomes the degree process. Here it is essential that there is clear and structured information, as with EURO CULTURE where there are many mobility pathways through a large partnership:



## Qualifications

### Master of Arts in Euroculture

Successful students of the European Master Euroculture will receive a Master of Arts degree in Euroculture. The degree will be accompanied by a diploma supplement, which will list all the courses the student has attended and the grades he/she has received. The diploma supplement contains further information about the educational university systems used in the Consortium, the qualifications gained by the student during the participation in the programme and his/ her mobility track.

### ECTS

The MA programme Euroculture is a two years Master that is divided into four semesters. The programme has a modular structure according to the European Credit Transfer and Accumulation System (ECTS), as initiated by the Bologna Process. It is made up of 120 credits (30 credits each term), which is the equivalent of a study workload of 900 hours per term or 1,800 hours a year).

### Recognition status per university

Name of institution	Official name of the degree awarded	Accreditation organisation	Validity
Rijksuniversiteit Groningen	Master of Arts in <i>Euroculture</i>	NVAO (Nederlands-Vlaamse Accreditatie-organisatie)	Until 31 December 2013
Université de Strasbourg	Master European Studies / <i>Euroculture</i>	Accreditation Committee of the Ministry of Higher Education and Research	Until 2012-2013
Univerzita Palackého v Olomouci	Magistr <i>Euroculture</i>	Accreditation Committee of the Ministry of Education, Youth and Sports of the Czech Republic	April 2014
Uppsala Universitet	Master of <i>Euroculture</i>	Under Swedish law is entitled to establish programmes by it self	Accredited per 13 February 2004 Renewal is not applicable (no ending date).
Uniwersytet Jagiellonski, Instytut Europeistyki	MA in European Studies, specialisation: <i>Euroculture</i>	National Authorities	Accredited per 29 May 2002  Accreditation will not have to be renewed
Universidad de Deusto	Master of Arts in <i>Euroculture</i> (Erasmus Mundus)	Accreditation Committee of the Ministry of Education	Until 2012-2013
Università degli Studi di Udine	Master of Arts in <i>Euroculture</i>	Under Italian law the is entitled to establish programmes by itself. Programme has been officially recognised by the University Senate and Board of Directors	Accredited per July 2009. Renewal is not applicable (no ending date)
Georg-August-Universität Göttingen	Master of Arts <i>Euroculture</i>	National Authorities	Until 30 September 2013



The overall picture across EMMCs is one of diversity of degree types. This is not surprising given the many national policies regarding Master degrees, and Erasmus Mundus alone will not harmonise practice across the European Higher Education Area. However, with complexity and diversity comes a responsibility to be clear and transparent with students and to provide robust support regarding degrees and recognition. Part of that responsibility is to listen closely to student experiences, because it is through that where programmes will understand how they need to prioritise improvements. For example one student communicated:

*"I am from the second generation of my course and in my case, the joint diploma was not fully recognised at the day of graduation, so we received a certificate of conclusion and transcripts of achievement not very long after graduation (3-6 months). But the actual official diploma was only delivered five years after graduation. And I know cases of fellow classmates haven't received their transcripts until several months after graduation or had mistakes on them".*

Another student observed:

*"I was given advice that the degree is treated very well in Netherlands and it has a high value there. But in India that degree is equivalent to a normal MSc. Degree and it is not treated like Engineering degree. Maybe it the problem here in India, because employers here go by degree name and not by the course content. The MSc. Degree is treated like Bachelor in Engineering/Technology for job employment in India. But the courses I did were of greater difficulty and knowledge then the Master in Engineering/Technology courses in India. But degree name-wise its value is lower in India. And due to this I had problem looking for good job".*

These and other issues are discussed at more length in the Clusters Recommendations report.

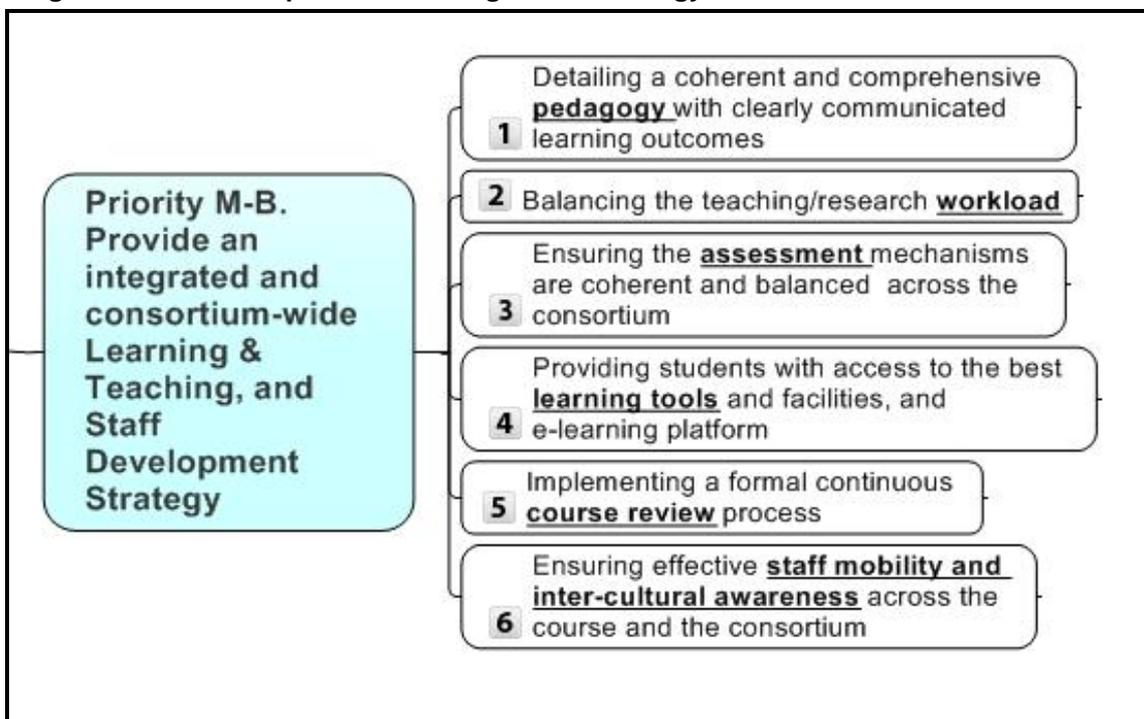


# 3 Integrated Learning, Teaching & Staff Development Strategy

## 3.1 Overall Mission:

- We understand how we can create ‘jointness’ in the curriculum, how it functions across partners, how we coherently assess students, how we coherently train and teach them, and consider what is needed to make our entire course team work across cultures.

Figure 3.1: Sub-Components for Programme Strategy



## 3.2 Programme Pedagogy

### 3.2.1 Overall Challenge

- We identify how the Programme pedagogy meets the objectives set out in M.A. and how is it connected to clear learning outcomes.

### 3.2.2 Checklist of Actions

- ✓ Detail is provided about targeted learning outcomes and how they are built across the programme and the mobility paths;
- ✓ In Master Programmes the student dissertations link effectively to current staff research priorities;



- ✓ There is appropriate alignment of teaching and learning activities with course objectives and learning outcomes.

### 3.2.3 Good Practice

A fundamental characteristic about the Bologna Process is that it is not enough for a course to communicate what students will do, but that it is essential that students understand what they will gain in terms of skills, competences and qualifications. In that context the identification of learning outcomes is a fundamental requirement, along with the later 'proof' that the learning outcomes have real impact for students in terms of their career paths (hence the earlier attention to employability, and the later attention in this Handbook to soft skills etc.).

For AFEPA:

*“The learning outcomes are described in the frame of the accreditation of the national programmes. As all of the consortium members are European universities, they all are obliged to do a national accreditation or re-accreditation. In the accreditation process the modules are fixed in a handbook . By that the **learning outcomes discussed with the external evaluators**”.*

On CSSM the intended learning outcomes are detailed for prospective students, identifying how the specific Erasmus Mundus experience will add value:

*Knowledge and understanding: upon completion of the programme, students should*

- *have obtained **general knowledge** of the significance of, the problems posed by, and the methods employed to understanding complex systems observed in the Natural and Engineering Sciences;*
- *have obtained **practical experience** in the mathematical analysis and computer modelling of complex systems;*
- *have obtained **significantly deepened knowledge of the presently most pressing problems**, the currently employed techniques, and the recent advances in understanding complex systems in one of the following areas: adaptive systems, information & evolution, or stochastic processes.*

*Skills and abilities: upon completion of the programme, students should:*

- *be able to **construct mathematical models of complex systems**, and make quantitative predictions based upon them, employing mathematical reasoning and computer simulations;*
- *have **acquired the modelling skills** to work successfully under supervision in one of the above areas, or to apply their problem-solving skills in a suitable industry project in collaboration with their academic teachers, and last but not least to use their skills effectively in new or initially unfamiliar, interdisciplinary environments;*
- *be able to **communicate their results and conclusions (orally and in writing)**, and to describe the hypotheses and assumptions these rest on to specialist and to nonspecialist audiences;*
- *be able to **continue to study or work independently**, autonomously, and self-directed if necessary;*
- *be able to **work successfully in an interdisciplinary research team**.*

*Formulation of judgments and attitudes: upon completion of the programme, students should be able to:*



- **demonstrate the ability to formulate judgments considering relevant scientific, societal and ethical aspects**, and demonstrate an awareness of ethical aspects on research and development work;
- **demonstrate insight into the possibilities and limitations of technology**, its role in society and the responsibility of humans for its use, including social, economic as well as environmental and occupational health aspects;
- **demonstrate ability to identify their need for more knowledge**, and to continuously develop their competence.

Mobility: through the programme students should

- **gain confidence in working in European countries** (for EU nationals, beyond their own);
- have **experience of working and coordinating across national borders**.

Many other courses provide detailed statements of their learning outcomes. To ensure the outcomes are being achieved courses also employ constant monitoring of teaching and learning progress. For example with IMQP:

*“All the teaching and training units have been detailed in terms of objectives, scope and learning outcomes, according to the Bologna strategy. **Students assess lectures and lecturers on a weekly basis.** Each course unit has **a detailed programme approved by the technic-scientific council of the Institute.** This programme includes the main contents, **bibliography, assessment methods and learning outcomes.** This information is made available to all students. The pedagogical strategy also follows the global orientation approved by the **pedagogical council of IPT & UTAD, where also students take a seat, and of the quality control committee**”.*

The diversity of EMMCs means that each programme can demonstrate how its USP is delivering specific added value in terms of teaching and learning. On the MAIPR Programme the students are presented with what are called “three Modalities and the five Core Questions”:

*Three modalities of research:*

- **Scholarship:** *Traditional archival-based research or performance analyses; product is usually scholarly writing (essays, dissertations, case-studies).*
- **Curation:** *Taken from visual arts practice, curation refers to a range of activities including management, design, and documentation of exhibits, performances, or other formal events. May involve e.g. website design, production documentation, gallery exhibit curation, or performance prospectus.*
- **Creative Practice:** *Studio-based explorations in time and space of subjunctive (quasi-fictional or metaphorical) representations of reality. May involve actual performances in university or public spaces, virtual performances on the web, workshops and rehearsal room explorations of topics or themes, or ethnographies of artistic practice.*

*Five core questions:*

- *What does “international,” “global,” “transnational,” or “cosmopolitan” signify when coupled with performance or performance contexts? What vocabulary most satisfactorily suits the unique characteristics of performance? How will research outcomes differ if starting from different conceptual/linguistic frameworks?*
- *How are performances linked to global networks and transnational flows of capital? What is the place of global markets in shaping performance practices now? What does theatre tourism (to festivals for example) contribute or take away from local cultures?*



- *What are the roles of the theatre and performance curator in the new globalised economy? How might the tasks of creative curatorial collaboration in innovative cross-cultural projects to be reconciled with international entrepreneurial responsibilities to the global marketplace? Is there a future amalgam possible between international commercial imperatives for high quality artists and ethically weighted appeals to a sense of socio-political responsibility and commitment?*
- *What is the responsibility of a European artist or scholar when commenting on performance traditions, history, or actual performances of former colonies or developing nations? What habits of European thought might effect, interfere with or distort the objects of study or of creation? What special European viewpoints or histories might uniquely contribute to the enterprise?*
- *How does theatrical communication function in response to issues of translation and transculturation? Is language offset by enactment and other performance signifiers, such as the body? What constitutes linguistic competency for world theatre?"*

On a similar level MEDFOR:

*“Structure and contents are based on a thoughtful needs analysis and answer a call for a programme that might equip students with the habilitation and the competences needed to develop specific roles within the Mediterranean forestry supply chain. MEDfOR coherent and comprehensive pedagogy builds from the wide experience of its Consortium. Specifically, MEDfOR will:*

- *graduate individuals who have a **thorough understanding of the main theoretical concepts**, international framework and practical tools related to the Mediterranean forestry supply chain and who are able to apply them and/or conduct research at specific segments of this value chain;*
- ***develop students' intellectual, practical, critical capacity, information and communication, interpersonal/teamwork, self-management and professional development skills** in relation to the Mediterranean forestry supply chain”.*

It is one thing to elegantly outline intended learning outcomes. It is another thing to actually graduate all the students with all of the learning outcomes. Part of that task is to ensure that excellent researchers and teachers are delivering the curriculum. A characteristic of excellent EMMCs has been the deep participation of teachers of international quality. An EMMC is not a curriculum that can be delegated to junior teaching staff. The quality of the students, and the expectations that arise through complex mobility and international learning, mean that very high standards of teaching and learning are required.

SUCOS identifies this characteristic:

*“Institutions involved in this programme have a long experience of collaboration (research, teaching, continuous education, normalisation) for many years. This is a key parameter, as it allows all to know each other well, to **develop easily common strategies and base their relations on a mutual confidence**. The result is the ability that these institutions had to develop a full consistent and balanced teaching programme, based on complementary expertise in the topics covered by the SUSCOS Master. More precisely, responsible persons from each university have been nominated, according to their abilities and expertise, as shown in the two following tables.*



*Responsible of sets of lecturers:*

University	CTU	UC	UNINA	UPT	ULg	LTU
Representative	Wald	Da Silva	Landolfo	Dubina	Jaspart	Veljkovic
In charge of	2C10	1C1	1E7	1E5	1C2	2E12
In charge of	1E6	2C11	2C9	2C8	1C3	1C4
In charge of	2E14		2E13			

*Teachers involved in lecturing*

University	CTU	UC	UNINA	UPT	ULg	LTU
Subject						
1C1 Sustainability	Netušil	Silva/ Gervásio/ Santos	Francese	Grecea/Ciutina	Rossi	Iqbal
1C2 Concept. Build.	Studnička	Simões	Portioli	Georgescu/Stoian	Franssen	Heistermann T.
1C3 Concept. Bridg.	Rotter	Abecasis/ Silva/Gervásio	Della Corte	Petzek	De Ville	Elfgren
1C3 Local culture	Kasíková	Aldina Santiago	(to be confirmed)	Bica	ISLV	Axelsson
1E5 Glass	Eliášová	Jordão	Di Lorenzo	Dubina/Ungureanu	Jaspart	Heistermann C.
1E6 Timber	Kuklík	Henriques	Faggiano	Achim	Franssen	Sten
1E7 Rehabilitation	Mikeš	Murtinho	Mazzolani	Stoian	Courard	Nilsson
2C8 Advanced. Struc.	Macháček	Silva/ Borges	D'Aniello	Dubina/Ciutina/ Ungureanu	Demonceau	Veljkovic
2C9 Seismic	Máca	Rebello	Landolfo	Stratan	Degée	Veljkovic
1C10 Fire/robustness	Sokol	Santiago	Nigro	Zaharia/Dinu	Franssen/ Demonceau	Wickström
BC11 Economics	Tomek	(to be confirmed)	Stampacchia	Albulescu	HEC	
2E12 Renewable	Jandera	Rebello	Russo Ermolli	Dogariu	.....	Veljkovic
2E13 Concrete	Kohoutková	Neves	Manfredi	Nagy-Gyorgy/Dan	Degée	Emborg
2E14 Aluminium	Macháček	Marques	Formisano	Ciutina	Rossi	Veljkovic

Students can then link to the home pages of members of staff to appreciate their expertise and understand their research reputations.

As with so many of the other quality issues discussed in this Handbook, the proof of the success with which the pedagogy is delivered is in the value delivered to the students. In many cases students across EMMCs acknowledge that there is a very well structured curriculum and the lectures are often taken by world-class researchers and teachers with excellent class-notes, course material, assignments - together these facilitate learning at its best.

However, in some cases the students report more problematical experiences. For example where a student “*never felt very much like an Erasmus Mundus student, because apart from the Summer School, I never had a great deal of contact with anyone from Erasmus Mundus and was apart from the handbook that I got in the beginning never informed about learning outcomes or a particular pedagogy*”. Whether this was the result of a systemic problem of the course, or whether there were other more cultural explanations, would need exploring. For example, not all HE cultures across the world encourage students to ask questions and to challenge teachers. There may be gender issues in some cultures about asking questions to staff of the opposite gender. Hence there is attention in this Handbook to inter-cultural understanding and working. With the ideal understanding and support problems can be turned into positive experience, for example from a student where “*in my eyes, their expectations were quite*



*high and they did not give us the tools we needed, we had to as they told us study independently. But, like my fellow students, I survived this first year, struggling, but in the end, I can say that I learnt a lot”.*

### 3.3 Balancing the Learning and Teaching Workload

#### 3.3.1 Overall Challenge

- We document how the Programme will be delivered effectively across the consortium so that the workload is distributed effectively and equitably for students no matter what their mobility pathways will be.

#### 3.3.2 Checklist of Actions

- ✓ Mechanisms are in place to monitor student workload, and to plan that the students experience consistent workload and assessment requirements no matter what their mobility is. The Programme communicates clearly to students why there may be differences in workloads – for example particular specialisms at partner sites, different balances between classes and self-learning etc.;
- ✓ The Programme aims to achieve a balance of placement and internship options across participating institutions;
- ✓ The Programme progression through semesters clearly underpins student progression to achieve the best learning outcomes.

#### 3.3.3 Good Practice

Local coordinators can plan an **incoming student debrief**. Formal sessions can be provided by the coordinator and administrative staff to hear of experiences (positive and negative) at the previous mobility site(s), and feedback about the experiences is provided to other members of the consortium. At the start of each module of a new semester/mobility the **teachers can summarise what they understand was provided in the previous modules**, and how the current module will build on previous learning. It shows students clearly that there is thinking and continuity between modules, and that they are not just independently self-standing products.

A mechanism could be developed which **allows a student to be intellectually challenged by different course material** if a course is substantially repeating material covered in their previous degree courses. And, the course has a clear process of teaching to ensure that if students are from a diverse disciplinary background, they are provided with the fundamental skills and knowledge needed to undertake the course modules successfully.

On the AMASE course a spreadsheet was developed with information about **potential overlap between courses across the consortium**. This is based on course descriptions provided by each teacher, and those with potential overlaps are asked to resolve issues professionally. This process acknowledged that course descriptions in themselves are generalised overviews, and the content within lectures may indeed be different even if they have similar titles.

Consistency can be built in many ways, including the harmonisation of the design of teaching materials. On the DILL course the consortium has agreed that all reading lists from staff, and all work by students, must reference literature in the American Sociological Association style. The MA-LLL course also requires that **reference lists are provided in a standardised format** throughout all modules. MA-LLL



staff in London also attend each other's lectures on a regular basis and will participate with the students in questions and discussions during the lectures.

And, courses can provide points during the course where all students and staff meet for a common activity. Between Semesters 2 and 3 all EUROCULTURE students, and many staff, gather for the **'Intensive Programme' that brings all the participants together** for the first time. This takes place over 10 days with all students and staff and guest lecturers. There are lecture and seminar programmes, excursions, career days. A **paper is written by students as preparation for the Programme, and is presented** (there is also a preparation session for presentation styles) during three presentation sessions where **two tutors and the students peer-assess the presentation**.

This activity aims to avoid student discontent about the balance of the curriculum. Students can be very vocal about problems for example in some meetings students regarded balance as being uneven, and there is not much opportunity for workload planning. Individual staff set work and deadlines. Students regard the examination timetable as being intensive, reporting occasions where several exams are scheduled on the same day, and would welcome more time to prepare for exams. Students sometimes reported that assignments on courses can be required around the same time period, and that staff give extensions for work submission. There are more significant issues relating to workload across the partner sites, and students observed that some course with 3 ECTS were harder than some with 7 ECTS.

On AMASE at Saarbrücken there is a University level programme that **'controls' the workload prediction of students across their portfolio of modules**. Students can also work this out themselves interactively, thus being able to estimate ahead on workload.

On TROPED in Amsterdam students are provided with a **study timetable** when they arrive, giving details of the teaching and workload schedules. There is a strategy of balancing the workload through the course. For students arriving in Spring (Track 2) a member of staff visits them in December in Copenhagen to discuss thesis preparation.

For MESPOM there is an academic calendar for the full academic year, and this shows what will happen on the course, lists the holidays in each country etc.

There is no single definitive set of actions to achieve balance, and balance is broadly addressed by the **'tuning processes'** across the European Higher Education Area. For the DILL Programme their tuning experience was a particular help in preparing the integration of the EM curriculum. Tuning methodology is the result of a discourse, and moving it to operational reality was very challenging. Denmark was an early adoption of the process of learning outcomes and ECTS, and they were one of the first countries to articulate a qualifications framework.

There is a **shared calendar** for the functioning of the WOP-P Master. This formally **establishes the beginning and end of academic courses and their main phases: course timings, mobility periods and a timetable for the exchange of marks**. The WOP-P Programme extends over two academic years and offers students a double degree on completion. The Master comprises a total of 120ECTS over a period of two years. Both first and second year have an equal work load of 60ECTS with the workload almost equally distributed between the semesters. The courses have the same ECTS across the five Universities in the consortium.

In WOP-P students are allocated a home University in the first year. This is seen as their effective base. In addition they are allocated to a host University. Depending on the course elements selected, students



spend either 1 or 1.5 semesters away from their 'home' site. Any combination of 'home' and 'host' universities within the set of partners is theoretically possible, so long as the student spends time in two different countries

EUROAQUAE **teaching methods** depend on the semester. The first is termed a '**knowledge update**' and the focus is on scientific methods. This introductory element (common to all locations) was established after they realised that students had very different abilities depending on where they came from, so having the same type of degree did not mean they knew the same things. Students are given an exam at the start to allow the teaching staff to gauge the level of each person. The basic subjects like maths are then compulsory. **Intensive learning and constant interaction with students** is feasible because the groups are quite small (never larger than 10-15).

Typically EUROAQUAE students work in small groups. A major component is the group project during the three-month Hydro Europe project, which brings about 120 students each year to Nice for two weeks and which EM students take part in. It entails a focus on looking at the flooding of the Var River near Nice and students must explain the data, present ideas and interact with policy-makers and practitioners.

Where a department has 'world class research facilities, it is important to be clear to communicate to students what benefit they will gain from such facilities – will it be just to look at them, to have practical demonstrations, or to undertake practical work or participate in research projects? Good general working facilities are also important, and on EUROAQUAE at Newcastle, UK, the Department provides a Common Room for students with food and drink machines, and the coursework office is attached to it for the submission and return of work. There is 24/7 access to computing resources in the Department.

AFEPA notes the need to balance student needs and resources:

*"a more or less balanced distribution of the candidates in the second years study place can be achieved by **stressing the individual strengths of each of the Consortium members**. In the first year only 3 out of the 5 Universities are accepted to offer the study opportunities for beginners. As specific admission criteria exist, an absolutely equal distribution cannot be achieved. The recent procedures are accepted by the Consortium".*

Whereas the more simple mobility patten at ATOSIM means "*the **load is shared equally** by all three main partners by having the students follow one semester at each location. The last semester is devoted to research with the load divided equally over the main and associated partners".*

EMSHIP also has a more basic approach where:

*"All students spend one semester in the University of Liege and one in Ecole Centrale de Nantes. For the third semester, the **students are equally allocated to the four other universities**. The **balanced workload** was obtained via developing integrated programme of the lectures and **allocating the same number of credits to the lectures of each partners what resulted in similar workload"**.*

On CSSM the ability to share teaching across other programmes helps to **allow student choice more widely while not unbalancing resources**:

*"**Teaching is delivered in each partner institution to a level relevant to the numbers of staff in the consortium and the students present on the course**. The majority of teaching is included within teaching with other masters courses, so individual teaching burdens for the*



*EMMC is minimal. The **EMMC specific administrative burden is considerably higher across the consortium**. Each consortium has a member of administrative staff who dedication a portion of their time to the EMMC. Some funding from the EMMC budget is dedicated to this administrative aid, but it does not cover the full cost of time spent. Academic staff are also required to undertaken additional administrative burdens for the course, which they currently do without any additional financial remuneration beyond what they already receive for teaching the delivery of the course”.*

## 3.4 Assessment Mechanisms

### 3.4.1 Overall Challenge

- We show how student work is assessed equitably and evenly by all partners, and how we will benchmark assessment practice across the consortium.

### 3.4.2 Checklist of Actions

- ✓ Assessment weightings take workloads (across modules) and student progression (across semesters) properly into account, and where applicable the assessment criteria clearly conform to the objectives and practice of ECTS;
- ✓ The consortium aims to balance the assessment loads and schedules for each partner site so that students are not overloaded with work as they move across their mobility paths;
- ✓ The marking, assessment, and feedback criteria are consistent across the Programme and are transparently communicated to students. Transparent information is provided to students about timetables for formative and summative work submission.

### 3.4.3 Good Practice

Students have been quite clear about their needs: **students need to know the criteria on which their work is being assessed; students want to know that when they submit work for marking it will be returned in a timely fashion** (put bluntly, why should students have to observe work deadlines if staff do not also observe marking deadlines); and **when work is returned with a mark, the students need sufficient comments to show why the mark is given** and to understand where they could have improved their work (comments should be focused on positive reinforcement, rather than negative criticism).

What is planned needs to be put into action and in this area students can be quite critical. Students on some courses have reported that the feedback often was inconsistent between partner sites. Some students noted that there was little feedback received on assignments, some delays in actually receiving grades and that whilst some staff gave feedback on work, some didn't. Individual staff set work independently and set their own submission deadlines.

Students regarded some examination timetables as being intensive, reporting occasions where several exams are scheduled on the same day. **Give clear information about the marks to be gained from each question** so that students can plan their time effectively. Students wanted to know why they got the results they did. They need **good feedback** not just on formally submitted work ('summative' work where marks contribute to their degree), but also to other 'formative' work such as laboratory exercises. More formative assessment and more elaborate feedback can enhance the student experience. **Give**



**clear information about the marks to be gained from each question** so that students can plan their time effectively.

There is an expectation by students that **feedback given is individual and detailed**, using a **standard marking template** and where there is a **formal document outlining the Examining Board Procedures**. In addition, **cross-reading of student assignments can be carried out across partner sites**, which has enabled the teachers to gain an understanding of partner institutions' grading systems and scales. A programme of **double-marking of assignments across partner sites** will provide the basis for an evidence-led understanding of the different marking practices by consortium staff. This has been the case for MA-LLL students in London.

There should be **fixed dates for the submission of work by students and return of marks to them by staff**. This further demonstrates that the variability of practice can be a function of the national educational framework, but it also suggests that excellent Erasmus Mundus Courses will aim at least to **build a coherent assessment process up to the standard of the best partner**.

As well as knowing that their **work is being marked against consistent and clearly communicated criteria**, students also want to know that their work counts consistently towards their final degree. It does not convince students that consistency is in place if a 3000-word essay counts differently towards their degree outcome in two partner sites.

The EUROAQUAE marking scheme has a **formal matrix of marks where the relationships between marking methods at each site are linked**. Students therefore can see the linkage between marks at each mobility site. This is also detailed in the diploma supplement. A EUROAQUAE examination board meets every semester and results are validated according to local regulations (for example in France the rules require that at least two opportunities to re-sit are offered). The effect is to **apply the 'most favourable' rules available across the consortium** to achieve fairness and consistency. Adjustments are made to marks twice a year, which involves the participation of all five institutions in a meeting.

The **use of ECTS is essential**, but it is important that ECTS are not just used as a mechanical method to translate marks from one system into another. Students frequently complain that this process tends to average down marks, particularly at the higher end of marking scales where there can be a behaviour by markers not to award the very highest grades. Therefore, **a process of negotiated compromise over marking systems is a pragmatic part of the journey towards coherence**.

From its early stages the NOHA network participated in training organised by the Programme Coordinator, an ECTS national counsellor. Also within the institutions of the network there are three **ECTS counsellors who undertake 'quality checks'** that include the use of the grading scale which the network has decided to use.

On the MESPOM Programme the Consortium worked on mapping **grades across partner universities**. An external examiner indicated that the outcome was satisfactorily mapped to ECTS. The most difficult point to agree on was how to identify distinctions. As distinctions are awarded in the UK but not in other countries, this was submitted to the University Administration at Manchester for approval.

For the NOHA Programme there were other negotiations and compromises necessary. The length of the programme has been a point of discussion within the consortium. Sweden and Belgium, countries where partners in NOHA are located, limit the time of their Master programmes to either 60 or 120 ECTS credits. In the case of Sweden, the Ministry of Education was informed of the commitments to the NOHA



Programme and the Ministry did not enforce an immediate move from 90 into a 120 ECTS degree programme. The NOHA consortium agreed a duration equivalent to 90 ECTS, delivered in 3 semesters:

- Intensive programme (5 ECTS) – all students in one university (rotating per year);
- Core programme (25 ECTS) –each student is based in its university of enrolment;
- Specialisation (30 ECTS) –each student in any of the universities of the programme;
- Research/ internship (30 ECTS)-each student, in a NOHA university or a humanitarian aid organisation.

EMSANF sensitively deals with student re-sits of examinations where “**students will be provided the opportunity to participate in re-sits of exams of subjects of one university while they are actually staying at another university during their EM-SANF Course. This will increase the possibility of students to pass the examination and increase their chances to successfully complete the EM-SANF Course with a double degree (in the future joint degree) within the allotted time span of two years**”.

External review of marking practice is often used, for example in EMSHIP where “**an external reviewer provides an overview of the assessment procedures agreed between teaching staff in the consortium institutions**”.

At some locations students noted that ‘markers work to their own time-frames’ and that marks, comments and the return of work are uneven. One of the staff did admit that ‘if we had more demand from students the delay would be shorter’ indicating a lack of attention to the timely return of work. Part of the issue is that local students wait until the end of a semester, and generally do not complain about the lack of return of marked work.

There is no definitive set of actions. It is much more difficult to harmonise marking for social sciences and the humanities where essays are marked more subjectively. The EURO CULTURE Programme champions cultural diversity, and the consortium did not want to impose cultural homogeneity on all areas of academic practice. Therefore **different marking cultures are ‘understood’ rather than harmonised** – this helps students to prepare for the cultural diversity they will experience throughout life. The distributions of mark grades is analysed across partner sites to understand if there are trends for some partners to mark higher or lower than others. A table is provided to consortium members showing (on the ECTS matched grades across institutions) the percentage of their marks in each grade. This then invited discussion and debate, **leading to a greater understanding of how people mark**.

EMECC NURSING Programme communicates clearly that:

*“Student accomplishment will be evaluated through module examinations, internship assessments and master thesis, which shall be presented before a panel of professors. Students shall successfully pass module examinations to complete each of the Master modules. Module examinations may consist of several partial examinations. In general, EMECC NURSING examinations may take the form of tests, presentations, and submitted papers/reports and thesis”*



EMECC NURSING, as with most EMMCs, provides a transparent table where marks are specified in the grading system of the host university and via the translation table:

Common grading	UNIOVI		UAlg & IPS		Metropolia	
A (excellent)	Sobresaliente MH	10	Excellent	18-20	Excellent	5
		9,5				
B (very good)	Sobresaliente	9-9,4	Very Good	16-17	Very Good	4
C (good)	Notable	7-8,9	Good	14-15	Good	3
D (satisfactory)	Aprobado	5-6,9	Satisfy	12-13	Satisfactory	2
E (sufficient)			Sufficient	10-11	Sufficient	1
F (fail)	Suspense	0-4,9	Fail	0-9	Fail	0

The important Master thesis, and internships, are specifically evaluated:

*“The EMECC NURSING Master Thesis will be **evaluated by a panel composed of three Master Professors**. One of the members shall belong to the University of the Thesis supervisor, another member shall be a professor on the thesis knowledge area and the third one shall be a professor of any of the other Partner Universities.*

*The Thesis examination shall last 1 hour exam, including a 30 minute student presentation of the Thesis and 30 minutes questioning by the panel. Theses will be marked between 0 and 10 points, being 5 the passing mark. **Honours or extraordinary mentions will be awarded** by the Master Academic Committee to the 10% top ranked theses, based on the reports issued by the examination panels.*

*Internships will be assessed together with the Master Thesis. The supervisor of the Internships at the host organisation shall issue a **report stating that the student has satisfactorily completed the Internship period**, and the activities carried out, that should be connected to the Master Thesis topic. A chapter of the Master Thesis will describe the Internship activities and the outcomes that may be relevant to the Thesis”.*

EMMAPA are taking seriously the need to understand how the consortium can deal with different marking practices:

*“The Consortium Board and the Education Board are **developing a unified grading system for courses, internships and the Master’s Thesis** to guarantee **consistent assessment mechanisms and outcomes, not only across all Consortium partners, but also between all lecturers**. The course grades and spread and the intercorrelations between course grades are available to all teachers and are **discussed in the education board meetings**. There are three*



*markers correctors for the theses, 2 from the institution where the thesis was written and one from another institution”.*

EMMIR has moved beyond mark translation using ECTS, to using ECTS as a base so that:

*“A joint assessment mechanism is in place; **an agreed upon standard format for assessment and grading of students** does exist and is well known to consortium members. The tool was developed through a consortium meeting and it took care of and harmonised different grading systems. We **involve all partners in assessment of students and also external reviewers** especially the scholars who are offering training to our students. **Harmonisation meetings over the grading and assessment are then held to avoid bias and also for quality check**”.*

IMQP also takes a similar approach where:

*“The consortium has adopted **a common evaluation grid** quickly after the launching of the EM Master. The latter (7 levels, from fail to excellent) has been applied first to the final exam (upon the opportunity of international evaluation commission meetings), then discussed and carefully **set up in order to be adapted in the best way to the national assessment rules**. Subsequently, it has been imposed to all the teaching staff”.*

A successful and transparent assessment system is ‘mission critical’ for an EMMC. Students are extremely sensitive to feelings that they are being assessed incorrectly, or that the assessment process is not providing enough learning feedback. As one student observed:

*“The assessment mechanisms were somewhat clearly presented to the students at each university. They were definitely very different but mostly students have not found this to be a problem. The problems arise when they are not clearly explained. The students found that there were big differences between the workload between different universities which affected how much was learned. Also the type of course work was found to be partly responsible of the learning outcomes, for example, exams are not considered to be as good as written reports”.*

Some students are initially confused by a variety of assessment styles across mobility locations. For example one comment was that:

*"The universities differ noticeably in their style of assessing students. In one location, presentations and essays play a major role; another has a mixture of exams and essays, but presentations do not seem to be important. the third location has mainly exams. It would be desirable for the students if the kinds of assessment were organised in a more balanced way across the consortium (comparable amount of essays/presentations/exams across the different semesters)."*

However, a perception that the range of work and its assessment at each location must be the same is not what is important in an EMMC. There can be different types of assessment, and different concentrations of it across partner sites. However, the actual workload, the timing, and the assessment mechanisms should be transparently communicated to students.

Then the response from students can be more reflective:

*"Every country had their own methods of assessment which I find good, as you had the chance to familiarize yourself with these different methods (eg presentations, writing papers, waking*



exams). It was balanced that you got to experience all these methods if you went to all three countries."

## 3.5 Learning Tools and Facilities

### 3.5.1 Overall Challenge

- We detail how we will provide students with comprehensive learning tools and facilities no matter what their mobility pathways will be.

### 3.5.2 Checklist of Actions

- ✓ The Programme provides students with an integrated research and training platform that operates seamlessly across all partner sites allowing students to access teaching materials in an integrated manner, regardless of their geographical location. If an integrated system is not available, students are prepared effectively prior to their mobility, so that they are familiar with the different teaching platforms as soon as they arrive at a partner location;
- ✓ The teaching platform provides a communication platform where it consults and listens to students, and understands experiences and concerns. This activity feeds into the quality assurance process.
- ✓ Students are provided with relevant learning tools, such as electronic bibliographic software, so that they manage reading and notes effectively and efficiently;
- ✓ Students will have meaningful experience of state-of-the-art laboratory and research facilities in partner institutions.

### 3.5.3 Good Practice

The development of integrated e-learning platforms has progressed significantly since the early EMJPs.

Early courses often needed to develop **'in-house' solutions** to overcome organisational 'borders'. On the EMMME course in Lyon Moodle ([www.moodle.org](http://www.moodle.org)) was used as repository which can be accessed by students even after they leave to the second institution. Students can find in this repository the Power-point presentations used in the classes. This helps on providing students accessibility to different sources of learning material, independently of where they are attending classes. However, this facility was open only after a student has been registered at Lyon.

The situation now is very different, with **students able to increasingly self-organise learning resources using 'cloud' services such as Dropbox, and Facebook and other social networking platforms for interaction and communication**. The situation for early programmes was that if the programme did not develop resources then students had limited access to learning facilities. The situation in 2012 is that if a programme does not provide integrated facilities then the students will do it themselves.

While this superficially may be seen as 'learning democracy' there are potential concerns. One is the potential infringement of copyright if student extract electronic resources from their respective institutional libraries and deposit it on an open-access platform. So, it is essential that programmes have a coordinated approach to learning and teaching resources.

Providing accessibility to all available learning material in the three places, regardless of where students are, would help giving students a truly sense of integration in a joint programme, and this must be a key



goal for Erasmus Mundus courses. On the early phases of the SAHC Programme **each partner had an e-learning system, and there is a dedicated SAHC Intranet** which is available to alumni as well as current students, so in this case there is an in-house attempt to join-up some key resources directly.

For some institutions Erasmus Mundus directly challenges them about the delivery of e-resources. On the IMQP Programme in Tomar Erasmus Mundus was important on helping the University to pioneer innovative teaching and learning – it is in effect **a test-bed for teaching innovation**. For example, developing processes of sharing information (IPR issues relating to teaching materials for example, and acknowledging the porous borders of knowledge), in **developing e-Education and distance learning**, in **implementing organisational change** (driving forward flexibility in regulation and practice), and overall in **helping universities to make the transition from being spatially-grounded institutions to being global and mobile institutions**. Lectures are available online so that students at all partner locations can experience the teaching across the consortium. The course material is structured to be as common as possible at all locations, and 40 people were involved in the curriculum and teaching material design.

On the DILL Programme **the consortium uses the best practice among partners and makes this the consortium e-learning platform**. Tallinn has an online e-learning facility – the Learning Management System IVA (<http://www.htk.tlu.ee/iva/>). It is locally developed using open-source methodologies, and has been made available for any other institution to use. It has three main facilities:

- BookShelf, a space and tools for providing context for meaningful learning;
- WebTop, a space and tools for personal knowledge construction and reflection;
- WorkShops, a space and tools for student collaboration and group communication.

The development of IVA started in 2003 and it underpins the delivery of teaching and learning resources in both Tallinn and Parma. All three partners use jointly IVA for teaching purposes. IVA is also used to download students' applications and documents to make pre-selections in the selection process. All course materials are online, and use a standard structure (Learning objectives, Study Guide, Lecture Slides, Literature, Assignments, Useful links and resources etc.). Student work is submitted and returned with marks and comments online etc.) in Tallinn, and is accessible for DILL students throughout their time in Europe. Access to staff in the future will be primarily gained through IVA, because many staff not have permanent offices when a new building is finished and will hot-desk when they are actually in the Department. Students also hot-desk, so there are few fixed locations of work. DILL students can also use the University electronic room reservation system to book rooms for meetings and work.

A similar approach is taken by the WOP-P Programme. **The main system used across the WOP-P Programme is an intranet platform supported by the University of Valencia**: this embodies the 'aula virtual' system (a university-wide project still undergoing development). The platform contains:

- An area for general coordination issues: Dedicated to the coordinators of all the universities of the consortium and to technical staff;
- An area for coordination issues in teaching: Dedicated to coordinators and technical staff;
- Teaching Staff Restricted Area: Created for sharing information and material between all the teaching staff (across the whole consortium). Dedicated to coordinators, teaching staff from all 5 Universities and technical staff;
- Student Restricted Area: Created for sharing information between students (whole consortium) and alumni. Dedicated to coordinators, students and alumni from the 5 Universities, and technical staff;
- An area supporting the Joint Intensive Learning Unit (Winter School). In this case the aula virtual works as a support platform to share information about the students, to upload material for them



and have access to the assignments delivered by them. Dedicated to coordinators, teaching staff of the Winter School and students from the five Universities.

On the AMASE course at Saarbrücken there is a **Science Park with start-up companies emerging from University research activities**. The Science Park has won a national best practice award in biosciences, biochemistry, materials science. The Leibniz Institute there is the Institute for New Materials. The Fraunhofer Institute for Non-Destructive Testing is on-site and it provides leading research and consultancy experience for students. The European School of Material was established here for Germany and is linked to the ESM site in Nancy.

On MESPOM at Lund, during the first year at CEU, students are **given access to Lund University library's digital resources. This access is maintained for four years** and some of the student representatives suggested that this access to the Lund library during the first year at CEU was a key factor in their decision to attend Lund in the second year. They also praised the opportunity to **access a fund to purchase books they might need for their work**, if these were not already in the library.

For the academic staff who contribute to Erasmus Mundus courses there is a particular **dilemma relating to the balance of their time against research and teaching**. On EURO CULTURE in Groningen allowance is given for the preparation of an international master course. Staff are given extra time for preparation in English (once only). Staff promotion is mainly on the basis of research activity and outputs, and only the medical faculty has a career path related more to teaching (care for patients).

In member states such as Italy and Portugal the criteria for the promotion of higher education staff are set centrally at Ministry level. In the IMQP Programme in Ferrara the course team acknowledge that their commitment to international teaching does not contribute much toward criteria for promotion, which in Italy are defined at Ministry of Education level, and focus mainly on research activity and outputs. The consortium has discussed **the impact on the careers of junior scientists who may participate in such an intensive teaching programme**.

However, for IMQP in Tomar a new promotional grid (there has been a change of national regulation regarding academic promotion) will focus on three criteria of research; teaching and teaching quality; and, contribution to organisational activities, in essence administrative and management roles, but with a focus on local, regional and international role. In this context the **internationalisation strategy links directly to staff promotion and retention**.

Similarly, on the MA-LLL course in London IoE is aware that recognition of teaching excellence needs to be taken into consideration for promotion of staff, and that research excellence – though the primary element – is not the only criteria. Promotion paths for Senior Lecturer consider research, teaching, administration, consultancy and international developments. Since IoE is a predominantly postgraduate institution research and teaching are directly interlinked, and teaching is research focused. The Learning and Teaching Strategy of IoE can therefore **support staff to be flexible and innovative in their teaching**.

Broader approaches to resource integration can focus on:

- Comparable provision at all partner sites, either by general equipment/facilities of the universities or by additional resources for the EMMC;
- Computer lab, software on the institutes' level;
- Special "Mundus room" for the Master program at each partner site;
- Additional staff for administration/coordination and for students services for the EMMC at each partner site;



- Additional post-doc position for supporting preparation and conduction of students' Master theses at each partner site;
- University facilities and contact points for gender equality, families, disadvantaged students (and personal support at the institutes);
- National language courses at each site;
- Social integration by programs of International Offices.

While some Programmes use open access facilities (with EMGS "required readings of the lectures, courses and tutorials are available via Moodle), more integrated learning platforms are providing increasingly joined up resources. For example on EM3E:

*"An E-learning platform in Membrane Engineering (EMEDU for European Membrane Engineering Education) is developed at [www.emedu.eu](http://www.emedu.eu) . The aim of this platform is to aggregate the knowledge in membrane engineering through Europe in order:*

- *To give to Erasmus Mundus students **access to a computer-based teaching or training***
- *To **promote the exchange between teachers and students** on the Erasmus Mundus Joint Masters and Doctoral Programmes*
- *To **allow long life learning in membrane engineering***
- *To develop a **social and informal learning** of our community (students, industrialist, teacher, researcher)*
- *To improve citizen awareness on these topics*

*In order to promote networking, the platform offers 4 different spaces :*

- *The "Erasmus Mundus area" dedicated to **formal learning** of the students and the teachers of the Erasmus Mundus master and PhD programmes in membrane engineering*
- *The "Membrane Engineers and Researchers area" dedicated to **social and informal learning** in membrane engineering will be open to the Erasmus mundus (master and PhD program) teachers and students, to the EMH and EMS members, and to all students (from Europe or third country) working in membrane engineering*
- *The "**Long Life Learning** area" will be open to all the members of EMH and EMS willing to be formed to membrane engineering and to improve their practical and theoretical level in the domain*
- *The "**Citizen area**" will give to all visitors general information on membranes and their applications in the industry".*

EMSHIP also has developed a dedicated website:

*"launched in Sept 2009 and was developed by the University of Liege with the support of WEGEMT (EMSHIP Associate partners). A Learning Management System is implemented, supported and improved by the University of Rostock. The purposes of this platform are to display information on **courses content; display practical information; update the agenda and planning of the master; centralize questionnaires** (filled in directly through the LMS). The **lecture notes, multimedia presentations are available to the students via the dedicated website**. The lectures are followed by exercises where the specialized professional software typically used in naval architecture is employed".*



Finally, EUROAQUAE provides a **collaborative and integrated learning platform** with an online training document for:

*“All EuroAqua members – Students, Teachers, members of the Management Board, Alumni & Friends. It aims to provide the basic procedures to use the website as a registered user, to edit contents, upload a new file and publish pages. Every registered user belongs to a user group which is given specific permissions/rights with regard to identified pages. A **continuous update of the whole website can be performed by effective actions of all user groups**. Within restricted access pages the spirit is to **share working materials and documentation among study locations, partnerships and throughout generations**. Facilities include Chat, Student community, and student pages. There is a platform to carry out collaborative engineering projects with students in other locations, open source and commercial computer models, GIS software, computer labs, libraries, among others”.*

## 3.6 Programme Review

### 3.6.1 Overall Challenge

- Procedures and practices are detailed to provide a continuous Programme review process, noting who will be involved, how, and why. We explain how this process will influence the on-going development of the Programme.

### 3.6.2 Checklist of Actions

- ✓ A regular system of independent external (using independent external specialists) review of the Programme is in place, covering all aspects such as pedagogy, content, relevance for stakeholders, assessment, student experience etc.

### 3.6.3 Good Practice

The formal evaluation of EMGS (European Master in Global Studies) at the University of Leipzig has been done on three levels. The first **assessment is done when a course is completed**. The second comes at the **end of each term (semester)** and the third **during the winter and summer schools**. The **evaluation instrument** made available to us is in accordance with good practice standards for Erasmus Mundus.

The NOHA Consortium structured the process of curriculum design in a process of **on-going review**. The need for constant updating and reflection, coming from teaching experience, inspired the creation of the NOHA Curriculum Development Taskforce in 2004. It is **supervised by the Advisory Board** and members are nominated by the Board of Directors, which has overall responsibility for the programme. It is composed of one member of the teaching staff per university.

On the MERIT Programme, UPC in Barcelona established formal University-level process of **student appraisal of courses and teaching**, where there can be some impact on the salary of teaching staff if poor student appraisal is experienced consistently. The ‘Education Premium’, a monthly salary increase, could be awarded every five years after positive evaluation of academic performance.

At KIT in Amsterdam, on the TROPED Programme there has been structured student assessment of teaching. After each lecture there is a feedback form. The information from the forms is given to lecturers



on a regular basis, along with the comments. The **teachers tell the next group of students what has changed since the last course**. The feedback from core courses is discussed with students and overall Course scores are published in the Programme handbook. Poor scores are discussed with the staff involved and actions planned.

For the CODE Programme there has been a structured process for the partner universities. **An Academic Committee works to ensure quality of course across the partner universities**. Its membership includes independent external experts and examiners. Quality assurance standards are set for each Course, supported by a 'diploma supplement' covering key elements such as procedures, outcomes, programmes and assessment.

For MESPOM there is a **yearly inter-university quality assurance review**. This activity compares the quality of teaching in the partner universities. Students are able to give comments during this process and are given feedback on the issues they raised and how they will be responded to.

A detailed insight into quality assurance structure is provided for the NOHA Programme. Every university has been, and is being, subjected to internal and external quality assurance systems in agreement to both institutional strategies and national requirements. At European level there is a system of quality assurance NOHA. This involves a vision of quality, where the constitutional document of the NOHA Association of Universities specifies the strategic objectives to implement its mission and vision. **Responsible Bodies for quality assurance established by the network are an Academic Standards Committee (ASC) and a Programme Evaluation Committee (PEC)**. Activities include:

- Mechanisms for the Standard Committee: This committee sets out each year the materials it requires in order to implement the QA process;
- NOHA Quality Assurance Visitation Procedures or Peer Review: it involves each institution in the Network being visited by an academic from another institution;
- Students' evaluation of the programme;
- Staff evaluation – self assessment prior to peer review and report;
- Guidelines and tools, agreement on content of quality assurance at Course level and module level through 'Tuning'.

The area of structured quality assurance is a challenging one at the consortium level, because it is clear that there are so many other powerful QA processes being developed at institutional and national levels. Navigating a coherent path through these processes will remain a significant challenge for Erasmus Mundus Courses.

**External QA Assessors** are appointed for EUROAQUAE. There are two Assessors, one from academia and one from industry. They are external and independent, and are 'critically constructive friends' to the course. They both were linked to consortium members through a SOCRATES thematic network on water and environment. At the outset the consortium wanted a QA component, not just for academic reasons, but also because of the needs to bridge the understandings of industry (consumers of the course products) and academic (producers of the products). This formed part of the initial application to run the course submitted by Nice University. **They have formal ToR which are documented and agreed by the Management Board**. They have developed a Handbook of QA for consortium partners to follow which has been approved by the Management Board. QA assessors feel this provides a 'solid basis' for setting out and prescribing their role.



On EUROAQUAE there is a **formal student survey which is undertaken by the External QA Assessors**. They establish the procedures to evaluate the survey. There are four schemes of evaluation: self-assessment by the 3 stakeholders (students, teachers, contractor); evaluation of all documents in the consortium (public documents for students and teachers), especially the Web site and the Programme Handbook; specific questionnaires for students and teachers regarding course modules, the organisation of the course, library, accommodation, teaching and learning; contact with the 'outside world', involving the Club of Friends for which one of them is the facilitator – this is key to finding out what the expectations and views of industrial partners are.

There are specific documents for the elements of the programme, such as training and Action 2 activities where students can spend three weeks outside the EU, and the student experience is formally evaluated. They **provide two reports each year to the Management Board. Everything is published on the Web site, so there is a trusted and transparent process.**

More recent programmes also demonstrate integrated approaches. EMMAPA combines periodic review of curricula and program units with the development of a framework for ad hoc evaluations:

*“Periodic curriculum review formed the transition between internal and external quality assurance processes. The internal curriculum review is not merely a preparation for the internal review report required for the purposes of external quality assurance, but it is **a regular opportunity for reflection on curriculum changes and for identifying possible problem areas.** The main characteristics of this evaluation procedure are as follows:*

- **Students are sent electronic questionnaires** comprising a limited number of closed questions (with comment box).
- Each program unit is evaluated at least every two years; the online tool is made available to students from the end of the second exam session until the start of the next academic year.
- Each Faculty constructed its own questionnaires, taking into account the specific characteristics of the programs delivered.
- **Students assess their lecturers on a scale ranging from 1 to 6.** The outcomes of this evaluation are made available in several stages.
- **Results are sent to the program director.**
- **The Program director and evaluation committee evaluate the results and formulate recommendations** according to standardized guidelines.
- **Teachers receive information and recommendations**
- **Evaluation is followed up by interview in case of bad evaluation.**

#### AD HOC EVALUATIONS

*In addition to the periodic reviews described above, programs or program units were evaluated at the initiative of the Consortium Board or the local coordinators/lecturers. Such **ad hoc evaluations** were essentially aimed at quality improvement and provided feedback on the quality of education. Evaluation outcomes were not necessarily recorded in the lecturer's education dossier. This enabled the **coordinator and/or consortium board and individual lecturers to design, experiment with and evaluate courses in a 'safe' environment.***

*The following evaluations are, and will be carried out:*

- Each year at a special EMMAPA forum, **all Consortium partners and lecturers meet at the start of the 2nd semester to discuss and reflect on the program, its content and its learning, skills and competences outcome.** As well, during the forum, the **current status and the future perspectives of EMMAPA and APA in general are discussed in a plenary sessions with all partners, lecturers and students.** Finally, **lecturers from all didactical**



**teams (see question 9) get the opportunity to meet face-to-face and streamline the content of their courses to each other's respective contributions to avoid contradiction and overlap, and to ensure that all trends and issues within each topic are covered".**

And lastly, MEDFOR notes that are developing an extensive review process:

*"Which includes a half-term evaluation made by the MEDFOR stakeholder panel. Also, the MEDFOR Consortium will contact the ICA-Association for European Life Sciences Universities in order to conduct an external **evaluation which includes both administrative issues and academic contents of the program**. The recommendations made by the external evaluators will be discussed by the MEDFOR partners, establishing the measures that help to increase the quality of the Master's programme. The MEDfOR Coordinator will analyze these results and the **MEDfOR Secretariat will annually undertake programme level evaluations, e.g. of entire mobility tracks, and prepare an annual evaluation report to be discussed by the MEDfOR Consortium Commission**. The Consortium Commission will consider this report to review the effectiveness of the teaching programmes, to examine the academic results achieved by the students and to propose further actions both at the University level and at the Consortium level. Moreover, **institutional coordinators at each university will be open to any feedback to throughout the academic year**. On-going suggestions and comments will be analyzed and, addressed according to their urgency and importance either at the university level or at the Consortium level".*

## 3.7 Staff Mobility and Inter-Cultural Awareness

### 3.7.1 Overall Challenge

- We detail who across the consortium will be in contact with the students (academics, administrators, laboratory technicians, and support staff etc.) and how we will provide them with skills for inter-cultural awareness and where relevant with mobility opportunities.

### 3.7.2 Checklist of Actions

- ✓ All partners are aware of the different teaching cultures and practices, and offer documented advice to students about the different practices that they will experience;
- ✓ The staff at the 'front-line' (administrative, academic, library, support, laboratory technicians etc.) who deal with students are provided with awareness training in 'working internationally', and can exchange experience and advice about 'European' teaching and learning practices and the issues arising from international working;
- ✓ Staff mobility is embedded in within the teaching process, such as staff teaching on courses at other partner sites, giving joint-seminars at other partner sites, or providing pre-mobility teaching preparation to students while at other partner sites;
- ✓ There are processes to ensure that individuals in the consortium have opportunities for working together, for example through planned mobility, formal collaborative structures, joint research and teaching.

### 3.7.3 Good Practice

An integrated EMMC will regard all of its human resources as being part of **the international team that helps maximise the value of the programme to students and staff**. That means focusing on all the



**'front-line' staff** beyond the classic consideration of the teaching staff. Students will have direct and often close interaction with administrators, library staff, laboratory technicians, cleaning and catering staff. And, the students will see all of these people at different mobility locations, so how effectively do laboratory staff in one location **understand the ways in which those in other locations work**, and how do all of them understand how they can **interact effectively with a rapidly changing and multi-cultural set of students?**

While all EMMCs will highlight the academic staff mobility (which is implicit since the consortium will have been built through such mobility), the explicit mobility of other front-line staff is less widely considered. Furthermore, the mobility even of academic staff can be limited to formal consortium meetings and summer schools, rather than being active mobility to participate in cross-site teaching and learning. All such activities require time and travel resources. So for AFEPA:

*"The staff mobility is at the moment limited to the Summer Schools. Different semester times and exam periods make a deep exchange of academic teachers difficult - not to forget, that teaching obligations still exist in other Bachelor and Master programs of the Faculty".*

CEMACUBE has budget for teaching mobility where **"some staff travel to other universities to give courses they cannot give due to lack of expertise in the other universities"**. On CSSM:

*"Staff at the University of Warwick receive **intercultural training** as part of their overall widening participation and awareness training that is undertaken as teaching staff across the institution. Our Student support, HR and international office are also available for further advice of specific cases where/if needed. The agreed **budget for the consortium includes the costs of holding at least one face to face meeting per annum (travel and accommodation), and a number of videoconferences throughout the year.** Staff mobility is offered every year and **staff can also sign up for seminars or courses included in within the university skills development programme.** In 2012 the University of Gothenburg is hosting the EAIE Academy, which offers courses in **'teaching in the intercultural classroom'**".*

For EMSHIP:

*"Since **staff mobility across the programme and the consortium is seen as an integral aspect of the project**, special emphasis is put on providing the mobile persons with logistic and administrative assistance dealt with by central university units (international offices). If necessary, the **programme activities are supported financially with means provided by the central and faculty authorities"**.*

IMACS ensures that administrators are provided with inter-site mobility, something which helps to **join-up the administrative culture across a programme**: *"Mobility of administrators: 1 meeting (farewell congress) and if necessary participation to the meetings of academics"*. And the MBO Programme emphasises, as do many EMMCS, that:

*"The **international offices of the universities** have extensive experience with international students, the core staff of the MBO have a number of years of experience with international students, support staff is selected, amongst other things, on **intercultural sensitivity and skills** and guest lecturers are briefed in advance about origin and background of the students. The academic and managerial coordinators of the three universities meet at least three times a year. Regularly, we also **teach and follow courses in the other universities.** Staff also participation*



*in an **exchange programme** with Case Western Reserve University in Cleveland under the previous Action 3”.*

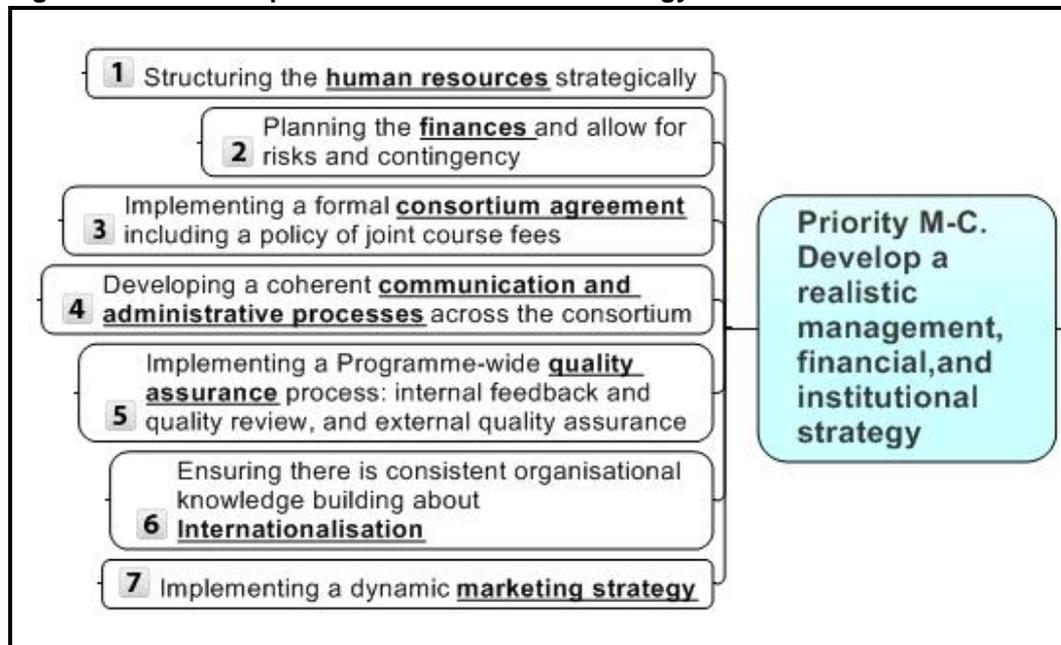


# 4 Management, Financial, and Institutional Strategy

## 4.1 Overall Mission:

- We ensure our participating institutions can work together to provide coherent and comprehensive support for our Programme in the areas of finance and administrative support. We have formalised the partnership through a documented agreement. We ensure there is a strong commitment to internationalisation. Then, when all is in place, we will market the Programme professionally.

**Figure 4.1: Sub-Components for Institutional Strategy**



## 4.2 Structuring the Human Resources Strategically

### 4.2.1 Overall Challenge

- We specify how we will structure our human resources across the consortium to deliver the Programme in a coherent and 'joined-up' manner.

### 4.2.2 Checklist of Actions

- ✓ There is a documented plan for potential variations in staff availabilities over time so that the teaching and learning objectives of the Programme can be maximised;
- ✓ Partner institutions recognise the 'teaching-intensive' contribution of those academics who commit significant time to Erasmus Mundus;
- ✓ The coordinator and partners have a robust culture trust and 'working together' that allows programme coordinators to have widely delegated operational responsibility;



- ✓ The Programme aims to ensure that students are taught/trained by the best teachers/researchers across the consortium – students should have contact with the international ‘names’ in the Programme publicity;
- ✓ There is a strategy to accommodate short-term leadership changes as well as more fundamental issues for leadership succession.

### 4.2.3 Good Practice

As with many programmes MIND specifies the need for coherent administrative support to enable efficient management of human resources:

*“At each university there is a co-ordinating person for each academic and administrative purposes funded by the university concerned. At the co-ordinating university (University of Graz), there is the administration of the central database and the EMT database.*”

From the outset of NOHA, **detailed job descriptions of each position** were developed. The profiles are transparent and explained to the team members. The NOHA Director, Programme Coordinator and Administrator meet regularly to **discuss the most important academic and non-academic issues and to establish priorities and agree tasks**. There are also ad-hoc meetings in order to discuss new issues that appear during the week. The NOHA Director and Programme Coordinator organise meetings with module coordinators and faculties, to discuss teaching and research objectives and challenges that come out of students’ evaluations of the programme and each module.

For MESPOM at a very early stage, the **Consortium agreed on the responsibilities of each institution** – based on both experience and practicalities (e.g. it was agreed that CEU would take responsibility for the payment of scholarships because of its particular level of experience in administering such grants). The approach was thus not to allocate the workload so that each of the four partners was responsible for a quarter of the burden, rather **to allocate the workload in relation to strengths and practical factors** – this was felt to be the right approach in order to facilitate effective teaching and learning across the course. A **Memorandum of Understanding** was drafted at an early stage during the development of the course proposal, in order to formalise this agreement. This ‘codification’ of responsibilities was felt to be very important in order to successfully deliver the course.

On EURO CULTURE the complex consortium maintained cohesion and innovation through the use of sources such as Erasmus Mundus Action 3 funds. **Members of staff are frequently mobile across partner sites. Students evaluate the performance of their mobility universities and staff, and the partners also evaluate each other.** This is discussed in management meetings, and changes are planned and implemented as a result of discussions. The focus is on raising quality levels across the course rather than judging individual members of staff (the latter is usually an institutional responsibility anyway).

The GeoTech Programme identifies in detail both academic and administrative loads and allocations, where:

*“A managing director at Münster will be **responsible for the organization of overall program activities**, controlling, accounting, and reporting, as well as organizing the selection, education and training, and visiting researcher programs. A **half time position will be dedicated** to these EMMC tasks. This staff commitment will be supplemented by WWU to the Mundus funding. UNL and UJI will also provide part-time management positions at each site with their own resources.*”



**Further staff commitments on own resources will be in the areas of coordination and administration, student services, marketing, and Post-doctoral researchers.**

The post-doc's will **assist and coordinate the proposal of the master thesis** during the second semester to make sure that all the students choose an adequate master's thesis topic and to ensure that all the master's thesis are supervised by the right professors. They will also **assist the student to devise their project plan and set the appropriate milestones** to control the progress of the work. During the third semester the post-doc's will coordinate the development of the thesis, making sure that all the students accomplish their milestones and that the work progress according to the plan. They will arrange some **videoconference meetings with the external supervisor to ensure the coordination and integration of the thesis**. For the individual semesters, each partner provides

- Teaching respectively thesis supervision according to the joint examination regulations. The Consortium provides a **full commitment of the staff of the respective institutes** in order to guarantee the conduction of course program and thesis supervision.
- Student services, i.e., information before arrival, visa support, mediation of accommodation, support at arrival and during the semester by personal contact persons, national language courses, etc. The Consortium provides the following **institutional commitment in terms of regular staff resources and additional positions** (1/2 administrative assistant each at UJI and WWU, 40 % at UNL) for providing students services.
- We pay special attention to substantial promotional and marketing activities. Therefore, the Consortium provides the following **institutional commitment in terms of staff resources for marketing and promotion activities**: UJI ½ position, UNL 30 % position, WWU ½ position.
- **Associated members from Industry and Government** provide additional services for career development".

On EMMAPA:

**"Human resources are structured according to the domains of APA expertise of all Consortium partners, taking into account the respective work load for all partners. As a consequence, as KU Leuven is the coordinating partner, and as the entire first year of the program is organized at KU Leuven, the majority of human resources is structured at KU Leuven. As for the 2nd year, since all partners have a specific expertise in APA, and given the fact that the program holds 3 professional and 3 disciplinary specializations, the structure of the human resources is naturally equally balanced across all partners"**.

MEDFOR, with its complex consortium of seven HEI partners notes a strategy to balance the programme objectives, the learning outcomes, and the available resources:

**"The distribution of the teaching/research workload was done so that the faculty coordinating each course in the MEDfOR programme consists of internationally recognized specialists in each scientific area of interest to Mediterranean forestry and natural resources management; all hold a PhD and a professorship in their institutions; all hold an**



*impressive list of publications in top-ranked international journals Further, the complementary expertise in each partner institution provides the opportunity for students to specialize in all areas that are of specific interest to Mediterranean forest management<sup>8</sup>.*

## 4.3 Financial Strategy

### 4.3.1 Overall Challenge

- We show how we will manage the finances across the consortium in a coordinated manner, and how we will plan for financial contingencies.

### 4.3.2 Checklist of Actions

- ✓ Student fees are set through a formal and documented consortium policy which shows how the fees cover management overheads and academic activities;
- ✓ The fee levels are fully justified by the costs per institution and by the way in which they underpin the delivery of the academic objectives;
- ✓ The financial resources are allocated transparently and efficiently across the institutions so that the money is linked to the delivery of the Programme objectives.

### 4.3.3 Good Practice

Across the early EMMCs the CODE Course agreed a **Memorandum of Understanding sets out clear principles and clear details for Course financing**. For example, while the scholarship allocation may be equally distributed across a consortium, the resulting flow of resource among the consortium can be decided on the basis of a budget attached to each task, and each university receives budget on basis of each task performed.

A contentious area of finances across EMMCs relates to the setting of Course fees, with **a range of national and institutional policies regarding Course fees** presenting challenges to the EC requirement that course fees are equal. This ranges from the no-fees policy of Denmark, to the full-cost-plus fees in the UK. There has been a State Law in Bavaria that tuition money must be used for the improvement of study and the academic programme it relates to. Therefore there are unexpected tensions between the Erasmus Mundus Course and the **political level regarding course fees in higher education**, because there is not a tradition in Denmark of students paying for higher education. In Italy scholarships have been subject to taxation at a rate of 20%, and on one course this problem was resolved by arranging to have the funds disbursed from the co-ordinating institution in another country.

At the institutional level some universities deliberately set fees low and for Deusto (NOHA) the Course made a loss for the University. However, NOHA is supported because it fits with the broader aims of the Institution and its philosophy, showing the institutional commitment on maintaining the course. The strategy, in general, has been to try to keep fees low compared to other programmes of the University.

For the GeoTech Programme has a **clear allocation of funds** with a **risk assessment carried out at the stage of applying for funding**:

*“The coordinator in Münster takes over the financial management of the EMMC. The lump sum of currently 30.000 € per edition is equally distributed to the three partners. The risks for the staff*



*commitments have been clarified before submitting the proposal. We see no further major risks in sight<sup>8</sup>.*

Some programmes explicitly identify **financial risk includes the speed at which funding is actually paid by the Commission**, and money may not be remitted for up to a year and yet bills have to be paid. This is particularly difficult in a transcontinental consortium, because each partner also has additional costs incurred through their own financial contributions to the programme. EMSANF has a **financial handbook which documents formally the finances across the consortium**. On EMSHIP:

***“Tuition fees are centralized at ULG and will be redistributed to the other partners according to the rules defined in the Consortium Agreement.** The master programme tuition fees for Third Party Students (Category A) is fixed to 3150 € per semester and to 1650 € per semester (Category B). Monthly (during the 18 months), ULG will perform a bank transfer to the student bank Account. In case the number of students funded by Erasmus Mundus scholarships is 20 or more per year, a flat amount of 45000 Euros, deducted from the tuition fees and EU funding for management, for the management costs of the coordinating university (to support the salary of an administrative – part time, and the secretary expenses and travel expenses of the Master coordinator and the Master Administrative Coordinator) will be allocated”.*

*“The total sum of tuition fees, after deduction of the management costs, will be distributed to the consortium universities, according the following distribution: 20% to ULG (5 months, 100% of the students); - 25% to ECN (5 months, 100% of the students); 48% to UGAL, UNIGE, RO and ZUT (6 months, 25% of the students) – 12% each; 7% to the associated non-European universities (to support travel expenses and accommodation of their scholars for Annual meeting and seminars).*

IMACS partners **agree financial policy during the meetings of the consortium**:

- *Definition of the **registration fees** for each partner, depending upon the number of students;*
  - *Definition of the **field trip expenses** (according to the number of students);*
  - *Definition of the **travel expenses** (meetings of the consortium);*
  - *Definition of **administrative fees**, according to the tasks ascribed to each partner;*
  - *Definition of the **costs of teaching/laboratory and internships** (per month of participation, per student);*
- Payments to the partners are made in three stages** : Sept. 1st year, January 2nd year, Sept. 2nd year”.*

IMQP has a financial policy where:

- *“The students pay the inscriptions (1000€/year) just in the first host institution and are free enrolled in all other institutions. The First host institution keep the money of inscription that is used by the administration for administrative costs.*
- *The lump sum is divided between partners and used for the meetings, the mobility of students, for the stages and to pay the insurances for students.*

*Concerning the **risks and the contingency plan**, as the teaching structure of the master is supported by the partners universities with no additional cost other than those incurred by the university itself, the master is not likely to close following the conclusion of the Erasmus Mundus program. In any case, **the consortium is constantly looking for additional funds (public and private) to support student mobility**. To date (since 2004) no student has ever made mobility without a financial aid/scholarship given by the first hosting institution”.*



Like most EMMCs the SUCOS Programme **details the financial strategy within a formal Partner Financial Agreement that is signed formally by each partner institution**, and detail the clear specification of finances in the key areas of:

*PARTNER FINANCIAL AGREEMENT of SUSCOS\_M ERASMUS MUNDUS MASTERS COURSE in Sustainable constructions under natural hazards and catastrophic events*

*Article 1 - Academic fees and Erasmus Mundus grant*

*Article 2 - Annual amount of money allocated by partner*

*Article 3 - Form of payment*

*Article 3 - Applicable law and Competent Court*

*Article 4 - Banking information*

*The following Annexes are part of the present Agreement:*

*Annex 1 Project EMMC: SUSCOS\_M Master Course Sustainable Constructions under Natural Hazards and Catastrophic Events, which consist of Application form, Award criteria, Award criteria Annexes A1 to A4 form 28 April 2011.*

*Annex 2 Framework Partnership Agreement FPA 2012-0206 contracted between the EACEA and the CTU in Prague for activities under Erasmus from 3 October 2011.*

*Annex 3 Consortium Agreement Erasmus Mundus SUSCOS\_M contracted between the Partner Universities for activities under Erasmus Mundus from 3 October 2011.*

*Signatures and Stamps.*

Lastly, financial strategy also involves the process of identifying to self-funding students what the costs and conditions are, and the EUMAINE Programme provides detailed statistics. In addition to the usual application requirements (covered later in this Handbook) an applicant is required to provide:

*“Proof of solvability for self-sponsored students. Since this can be a complex process the University of Ghent proposes “that you open a personal account at the university on which your sponsor/donor pays: a minimum of 12 months living allowance with a minimum of 600 € per month = 7200 € for your living expenses (food, accommodation, clothes, books, lecture notes,...). Please be aware that 600 € per month is rather low!; tuition fee for non-EU students = 7500 € per year. Once you are in Ghent, the university will pay you a monthly living allowance with what you need to cover your living expenses, accommodation, transport for travels to partner institutes and related visa costs, books and lecture material. The tuition fee will be used by the course to cover the enrolment fees, the summer course, your insurance and the administrative and logistic costs for your studies. If you decide to use this facility, please contact us for further information”.*



EUMAINE then provides tables of estimated finances for students:

*Estimation of the total cost of study calculated on a minimum for non-EU students:*

expenses	Year 1	Year 2	total
Tuition fee	7500 €	7500 €	15000 €
Books, notes,...	500 €	100 €	600 €
Housing (student dormitory)	4596 €	4596 €	9192 €
Food, clothing, medical costs, transport	3900 €	3900 €	7800 €
Mobility costs	100 €	500 €	600 €
<b>TOTAL</b>	<b>16596 €</b>	<b>16596 €</b>	<b>33192 €</b>

*Estimation of the total cost of study calculated on a minimum for non-EU students:*

expenses	Year 1	Year 2	total
Tuition fee	3000 €	3000 €	6000 €
Books, notes,...	500 €	100 €	600 €
Housing (student dormitory)	4596 €	4596 €	9192 €
Food, clothing, medical costs, transport	3900 €	3900 €	7800 €
Mobility costs	200 €	200 €	400 €
<b>TOTAL</b>	<b>12196 €</b>	<b>11796 €</b>	<b>23929 €</b>

EUMAINE goes further to discuss possible mechanisms for **self-funded students to work as well as study** although they “do have to point out that having a job will be difficult to combine with your studies because of the daily classes, practicals and assignments. Additionally, the official language in Flanders is Dutch, without knowledge of the language many jobs will not be possible”. Further information relates to accommodation costs.

## 4.4 Consortium Agreement

### 4.4.1 Overall Challenge

- We have developed in detail a planned consortium agreement, detailing the justification for fees etc. We have our institutions ‘signed up’ to the jointness needed to deliver a successful EM Programme.

### 4.4.2 Checklist of Actions

- ✓ There is a formal consortium agreement signed by all partner institutions;
- ✓ There are agreed protocols for conflict resolution;



- ✓ There is a formal process by which tasks within the division of labour are allocated and can be reviewed;
- ✓ The consortium agreement clearly documents information management and intellectual property policy and practice;
- ✓ The degree(s) to be awarded are clearly documented and are fully agreed by all partners;
- ✓ There are defined criteria for the expected performance levels of consortium members, agreed quality standards and processes for removing a consortium partner, and clearly stated standards for potential new partners.

#### 4.4.3 Good Practice

Managing an Erasmus Mundus consortium can be challenging, with a high overhead in terms of time and effort. Consortium-level decision-making processes can be slow, largely because a Programme Coordinator has little executive authority over partner sites and decisions can require formal ratification by partners. The administrative burden of such a Programme, including the reporting overhead to the European Commission, was estimated by many coordinators to be an additional 80-100% over a conventional Master Programme.

Furthermore, the formal decision-making processes at institutional level can work at a slower rate than the speed at which the Course can be established and **a consortium needs to work pragmatically to minimise the impact of slow institutional decision-making processes**, often functioning at the outset before a formal Memorandum of Understanding (MoU) is signed between the institutions, although the institutions will have agreed at a high level to participate and will have provided signed commitments in the application. However, **the MoU/Consortium agreement sets out the formal governance** and is a critical document.

For MESPOM, an **MoU was drafted at an early stage during the development of the course proposal**, and the early 'codification' of responsibilities was felt to be very important in order to successfully deliver the Course. CSSM also formulated its agreement "*as part of the original bid submission, and has been developed by the consortium as the programme has progressed to ensure it is kept up to date*".

Overall such coordination activities on EMMCs can contribute to ensuring that **all members of the consortium senior team understand that failure of one partner will reflect adversely on all partners**, and the consortium therefore develops robust practices for monitoring performance across sites.

EMMAPA has developed **a separate formal consortium agreement for the European and non-European Consortium partners**, including all responsibilities and rights per partner. Other programmes such as EMSANF "*have used an agreement of another EMMC as backbone for our agreement. Specific details have been discussed with partners via meetings and email and, in addition, legal representatives of the partners have assisted in the preparation on the agreement*". SUCOS used the EACEA template and:

*"the formal consortium agreement has been developed in accordance with project aims and with EACEA instructions based on EACEA sample and based on 2 samples from University of Liege and another sample from Czech Technical University. This was followed by running the "Zero" pilot edition of the programme, after which the consortium agreement has*



*been finalized and approved by rector's offices of all partner institutions and signed at the meeting of high representatives in December 2011".*

Some programmes make their partnership agreement transparently accessible in their Websites, such as for GLITEMA<sup>11</sup>. For IMQP:

*"The consortium agreement was signed between all partners for the Erasmus Mundus 1 (2004). It was later integrated as regards the article about the final degree (joint degree signed by all partners) and **the introduction of a new partner** in the EM2 (UP of the Philippines Diliman). The student fees were adopted in 2004 and never changed: 1000 € / year for all students in all partner institutions. This is because **the consortium considers priority to ensure the access to the master for all best students, not just the wealthy ones**. The costs for teaching and management (apart those covered by the lump sum) are paid by partners institutions".*

## 4.5 Communication and Administrative Processes

### 4.5.1 Overall Challenge

- We show how we will work with the administrative systems across our consortium institutions to build a coherent and joined-up administrative structure for the Programme. We show how we will communicate across the consortium, ranging from routine communication to formal consortium meetings.

### 4.5.2 Checklist of Actions

- ✓ The Programme administration is centrally managed by the coordinating institution;
- ✓ Students are informed about their personal information that is stored by the Programme, with relevant assurances as required under data protection regulation(s). Students are able to view and validate their own personal information;
- ✓ The Programme administrators store student information (from personal details to Course selection, assessment and examination marks) efficiently and securely, for example in a secure IT facility with a robust content management system.
- ✓ The student contract states clearly the rights, and the obligations, of students and staff when participating in the Programme. The contract details a written code of practice which they sign and agree to comply with. The contract details to rights and obligations of all parties in the Programme;
- ✓ The student contract has clear mechanisms for the communication of ethical problems, with a confidential and transparent process being used to evaluate and resolve the problems;

### 4.5.3 Good Practice

**Consistent and coherent communication** is central to the efficient functioning of a consortium distributed across several countries. The MESPOM Programme uses a single Web site where there is a login area, which can only be accessed by MESPOM community members, and there is a MESPOM agreement that students will check their MESPOM intranet e-mail account.

<sup>11</sup> [http://glitema.up.pt/uploads/ctl\\_paginas/Partnership\\_Agreement.pdf](http://glitema.up.pt/uploads/ctl_paginas/Partnership_Agreement.pdf)



The transfer of students from one institution to the next requires the **efficient and secure transfer of student information between partners**. This needs to be undertaken in a way that respects the privacy and data protection regulations at both locations. Google Documents<sup>12</sup> was used within FUSION-EP to prepare a fully integrated student record that allows student progress to be monitored. Such developments need to observe data protection legislation, and also need to provide inter-visibility. For example, **monitoring the dates for student work submission needs also to monitor the timely provision of marks and comments from staff**.

There is an **Intranet which provides a private course space** on the EUROQAUE website which serves as an integrated communication platform. The main system used across the WOP-P course has been an intranet platform supported by the University of Valencia: this embodies the 'aula virtual' system (a university-wide project). The platform contains:

- An area for general coordination issues: Dedicated to the coordinators of all the universities of the consortium and to technical staff;
- An area for coordination issues in teaching: Dedicated to coordinators and technical staff;
- Teaching Staff Restricted Area: Created for sharing information and material between all the teaching staff (across the whole consortium). Dedicated to coordinators, teaching staff from all 5 Universities and technical staff;
- Student Restricted Area: Created for sharing information between students (whole consortium) and alumni. Dedicated to coordinators, students and alumni from the 5 Universities, and technical staff;
- An area supporting the Joint Intensive Learning Unit (Winter School). In this case the aula virtual works as a support platform to share information about the students, to upload material for them and have access to the assignments delivered by them. Dedicated to coordinators, teaching staff of the Winter School and students from the five Universities.

Not all programmes operate an integrated online communication process. For CSSM “*administrative information is co-ordinated and circulated by the administrator at the lead partner for the consortium, with partner institutions providing information when requested- for example on results, registrations, and attendance*”. CSSM focuses on effectively socialising and training students to use local facilities, and:

*“All students are asked to start their time at the University of Warwick one week in advance of formal teaching starting. This is to allow them to **meet with their fellow students in the department registered on other postgraduate programme and to undertake team building, training, and orientation activities to help them settle into their time at Warwick in advance of their study starting. We provide specific training courses during this time to ensure that all new students are fully trained on how to use University of Warwick IT equipment and programmes, and organise social events for the students to help them settle in. We also make students aware of other student group and societies they may wish to join outside of our department, as well as provide support for language tuition where needed, on a case by case basis**”.*

EM3E **disseminates information across the consortium** through “*diffusion lists with concerned local contacts which have been established and the information is sent using the lists, usually by e-mail and if required official documents are posted*”. For many other programmes, however, intranets are central to joined-up communication. For EMSHIP:

---

<sup>12</sup> <http://www.google.com/ig>



*"a Learning Management System is implemented. The purposes of this platform are to display information on courses content; display practical information; update the agenda and planning of the master; **centralize questionnaires** (filled in directly through the LMS)".*

IMACS supports an **online blog by students** (<http://yesweclay.blogspot.co.uk/>). IMFSE has a platform where there is a **student-only section available for administrative purposes**, and IMFSE students can access their personal student page through it. IMRD provides:

*"a **student portal** at ([http://econsort.ugent.be/student\\_file.asp](http://econsort.ugent.be/student_file.asp) ) for administration, announcements and general communication regarding events, thesis, IMRD rules, general information that is useful or necessary for members, and there is a specific student section available which is used to communicate news, to get information from students, and for **students to manage their course curriculum**".*

The SUCOS facility provides customised communication and material for each of the member layers:

*"Through the SUSCOS\_M webpage, direct access to the programme intranet is available. The intranet consists of three levels with varying access rights. Firstly, there is a **level for Board of Directors**, where all essential documents, minutes from meetings, and decision protocols etc. are collected and kept up-to-date. **Secondly, in the administrative level, accessible to all lecturers and key administrative staff**, all documents connected to research and lecturing are collected including the crucial Administrative Manual which contains models of all forms and documents needed throughout the programme. **Thirdly, there is the student level**, which will provide a tool for communication between lecturers and administrators and students, and for sharing teaching material, lecture notes etc."*

## 4.6 Quality Assurance

### 4.6.1 Overall Challenge

- We detail a Programme-wide quality assurance process, and show how it will build on institutional, professional and national processes

### 4.6.2 Checklist of Actions

- ✓ The programme formulates and implements a joint QA strategy;
- ✓ A regular internal quality assurance system is in place to assure the quality of joint provision and guarantee that the aims of the programme are met and standards upheld. Internal QA procedures include a continuous collection of feedback from students about the effectiveness of their research experience and on external placements and internships;
- ✓ A regular system of independent external review (using independent external specialists) of the Programme is in place, covering all aspects such as pedagogy, content, relevance for stakeholders, assessment, student experience etc.;
- ✓ A set of criteria for the internal and external evaluation of the programme, based on the ESG, is established;
- ✓ The institutions ensure adequate provision for teacher's academic and pedagogical development;
- ✓ QA practices involve students, staff and other stakeholders from all participating institutions;



- ✓ QA includes the coordination of assessment across the whole programme to ensure that all of its expected learning outcomes are achieved;
- ✓ The programme develops mechanisms for follow-up and continuous improvement. There is a process where students, past and present, are active stakeholders in an on-going process of continuous quality improvement; and
- ✓ The reports on results of QA are publicly available.

#### 4.6.3 Good Practice

For the TROPED course there is a **General Assembly which reviews all learning objectives and assessment methods**. On EUROAQUAE **External QA Assessors are appointed**. There are two Assessors, one from academia and one from industry. They are external and independent, and are 'critically constructive friends' to the course. They both were linked to consortium members through a SOCRATES thematic network on water and environment. At the outset the consortium wanted a QA component, not just for academic reasons, but also because of the needs **to bridge the understandings of industry (consumers of the course products) and academic (producers of the products)**. They have formal ToR which are documented and agreed by the Management Board. They have developed a **Handbook of QA for consortium partners** to follow which has been approved by the Management Board. QA assessors feel this provides a 'solid basis' for setting out and prescribing their role.

On WOP-P the system of **quality assessment is seen as a shared one across all the partner institutions**. This covers **quantitative and qualitative assessment**, as well as internal and 'external' (but within the institution) evaluation. Student feedback is sought through this process with **a specific short questionnaire used for third-country students**, including questions related to lodging assistance and linguistic policy. A **quality report with actions for improvement is produced for each year**.

**Exit interviews can be undertaken with students who have decided to leave the course**, or who are leaving because of academic failure etc. This can be essential quality feedback to help identify particular problem areas such as selection process (was the student really suitable?), skills (was the right training provided?), or culture (where there particular intercultural issues for the student?).

MEDFOR policy states comprehensively that the QA processes will build on individual partner policies and will be combined into a higher level strategy, and these characteristics are strongly representative of the excellent approaches across programmes:

*"Specific MEDFOR **Quality assurance procedures by each individual university**, based on the selection of the best individuals and filling out questionnaires, will be established by the Consortium. **Questionnaires**, which will include specific questions about the academic programmes, will be completed by **face to face interviews with the students, teachers and academic staff** of the programme. The process of programme review will be conducted by each of the Consortium partners and results will be sent to the MEDFOR secretariat. The ordinary meetings of the MEDFOR Consortium will serve to analyse the results of the process and for implementing the necessary corrective measures".*

*"In addition to the internal process of programme review, which includes a half-term evaluation made by the MEDFOR stakeholder panel, the MEDFOR Consortium will contact the ICA-Association for European Life Sciences Universities in order to **conduct an external evaluation which includes both administrative issues and academic contents of the program**. The*



*recommendations made by the external evaluators will be discussed by the MEDFOR partners, establishing the measures that help to increase the quality of the Master's programme".*

"This **continuous QA procedure** will take advantage of the possibility of electronic meetings between institutional coordinators at each university. MEDfOR QA procedures aim at **promoting transparency: students, teachers and other personnel involved in the program will be immediately informed about the feedback results and future actions approved in the consortium meeting.** After the second year, the **Consortium Commission will also evaluate the degree of implementation and success of the corrective measures proposed the previous year.** Further, members of the stakeholder panel will be invited to participate in the half-term evaluation of the program at the end of the third year. **Recommendations will be taken in consideration and corrective measures will be implemented in the second half of MEDfOR first 5-year implementation period.**

"**The program will be reviewed by the national higher education QA agencies** as they routinely do with the other national programs. The results of these evaluations will be provided to the Consortium Coordinator and will be discussed in the QA Consortium meeting. These reviews are quite thorough and include the internal reviews and the implementation of changes suggested in them".

CEMACUBE has internal "questionnaires per year about the content, organisation and intake procedure. **These questionnaires are given to the external supervisory board that judges the quality of the programme and gives us advice how to improve the EMMC**". On CSSM-C "**the consortium considers all student feedback as part of the continued development of the programme, and the programme is also subject to the scrutiny of an external examiner is appointed to approve progression of students at each annual examination board**".

Certain programmes are subject to **formal institutional and professional accreditation** as part of their quality assessment. ATOSIM at the VU University Amsterdam the programme is part of the regular master in Chemistry that is evaluated regularly by the NVAO ( <http://nvaio.com/> ). In more detail the EMECNURSING Master is subject to the quality control systems of the partner Universities and to the specific EMECC NURSING Quality Assessment Structures and Procedures. It provides an extensive and comprehensive approach to quality management:

***"Quality assurance will be carried out both on a global level, for the programme as a whole, and on a local level by each partner university according to their own quality assessment programmes. It will focus on aspects such as the added value this EMMC programme offers (compared to similar programmes at the partner universities), the expected learning outcomes achieved in the course both from student and professor point of view, the professional relevance of the acquired knowledge and skills, the administrative abilities of the consortium, the institutional infrastructure and performance of the partner universities, etc. The Consortium Committee shall continuously assess the EMECC NURSING course content and implementation in order to deliver high quality education. The standards and guidelines from the European Association for Quality Assurance in Higher Education (ENQA) will be used as a common reference for quality assessment and improvement. The Consortium Committee shall use the online Self-Assessment Tool (www.emqa.eu) before the start and after the end of each EMMC edition to explore if excellence is being demonstrated and whether the planned course covered all of the key aspects of excellence.***



Another method to achieve quality assurance will be the **self-evaluation based on the SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis**. In this fashion at the end of each semester the students and the teaching professors will have to answer a number of questions regarding the course programme, its corresponding administration, expected and actual outcomes. The inquiry will be in a form of a questionnaire. **An overall course evaluation will be performed by all students at the end of their period of study**. A questionnaire about the expected and actual outcomes of the internship shall also be completed by companies and students. The results of these inquiries will be gathered by the Coordinator, who with the help of the Technical Secretariat shall analyse them and include the results in the Quality Assessment Report produced for each Master edition.

The EMECC NURSE Intranet, hosted on the Erasmus Mundus web site, will have a **"Complaints and Suggestions Box"**, where students will be able to post their complaints. The area will be managed by the Coordinator. **The Coordinator will have a period of 15 days to get informed about the complaint, contact the parties involved through the Partner Coordinator at the involved Institution, mediate a possible solution and its period of accomplishment, and respond**. If the complaint is not resolved in this period by the Coordinator, the student will be able to deliver it to the Consortium Committee. If the solution to the complaint is not implemented in the arranged period, the Coordinator shall call a Consortium Committee meeting and submit the complaint and information on the subsequent activities for discussion and further actions. This tool can be used by students to share suggestions on the course programme, planned activities and overall organization. Suggestions may help during policy planning of possible improvements. Alumni students shall have the possibility to assess the programmes' quality, based on their experience.

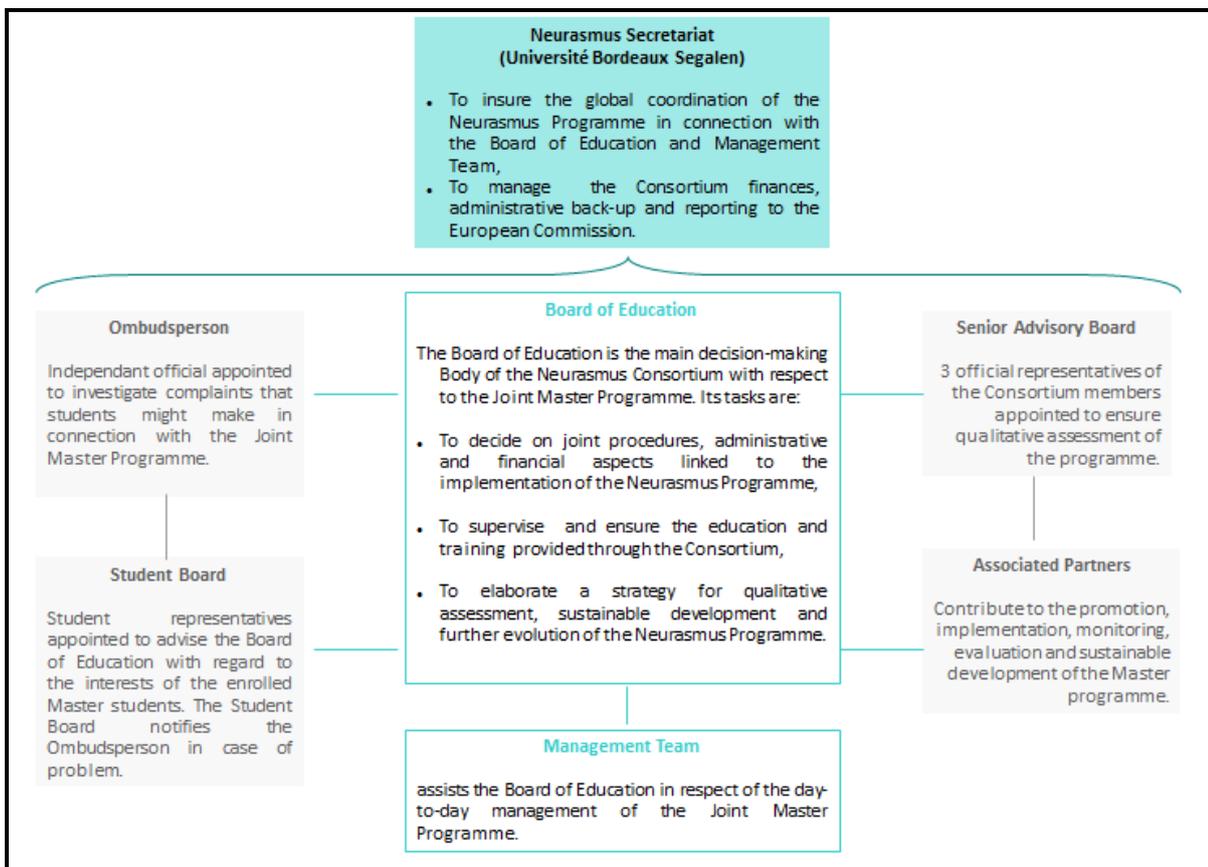
**Students will be asked to fill in an anonymous Self-evaluation questionnaire**, delivered as an **online evaluation form, upon completion of each semester**, assessing among other things the content of the subjects, the implementation of academic objectives, the quality of teaching, the workload, the materials and media used, the information and support granted and the personal experience. They will **also evaluate the overall organisation, accommodation and infrastructure provided**. A similar questionnaire will be provided at the end of the master edition as well. Students will evaluate the period of training providing information if the provided internship was challenging and satisfactory, the workload and task distribution at the company, collaboration with the partner company and the tutor, as well.

**Teaching professors will be asked to fill in an online-evaluation form after each semester** as well, assessing student participation and integration in the course, workload, infrastructure and materials provided, financial resources, communication with other partners of the consortium and their personal experience.

For each edition of the EMECC NURSE Erasmus Mundus Master Course **the Coordinator shall produce a Quality Assessment Report**. This report shall include a course evaluation, the results and the analysis of the evaluation questionnaires from the students, staff and partners, the analysis of the cross-partner survey, the submitted unresolved student complaints and valuable suggestions from students and alumni and feedback from the associated partners providing internships. The Academic Committee shall be consulted on the matters regarding examination and admission. **The members of the IAB shall review this Quality Assessment Report** and shall include their suggestions and proposals for master course improvement based on their knowledge and experience.

*The Consortium Committee shall review the Coordinator’s Quality Assessment Report, identify the need for changes in the master course programme or its implementation, consider the suggestions and the proposals provided by the IAB and **develop a joint action plan with the necessary actions, priorities and responsibilities. The plan called Evaluation Report shall be delivered to each cooperating university including detailed suggestions on how to improve or adjust courses, organisation or master implementation**”.*

Maintaining quality across complex and challenging EMMCs is therefore challenging, but at the same time the approaches taken by many programmes are comprehensive and well structured. The NEURASMUS Programme provides an overall diagram of its quality governance objectives and structure:



On TEMA the quality explicitly extends to considerations of equality, special needs and inclusion:

*“The scientific **managers have signed the Quality Charter, which binds them to providing high quality courses and services** and to respecting the requirements concerning the pedagogic content, the hosting quality, the usage of language and equal opportunity principles. With respect to **human rights and gender equality**, the Consortium guarantees a balanced gender participation in the TEMA Master Course, without prejudice to academic excellence. With respect to **human rights and equal opportunities**, the Consortium does its best to support socio-economically disadvantaged, but highly skilled students who are not able to finance their studies on their own. In order to support their inclusion, the Consortium has established two*



plans. **First, a social criterion has been introduced for the selection of applicants** who are eligible to receive the Erasmus Mundus scholarship. Since the living standards are different in each country of the Consortium, the social criterion is taken into consideration in accordance with the applicant's choice of institution where he/she wishes to enrol. **Second, disadvantaged students** who are not selected to receive an Erasmus Mundus scholarship, but whose proven academic excellence nevertheless allows them to participate in the Master Course, **can ask for a full or partial exemption from the tuition fees** after the selection process is closed. Exemption requests will be evaluated on an individual basis".

"With respect to **human rights and equal opportunities**, in accordance with the Madrid Declaration adopted in March 2002 by the European Congress on People with **Disabilities** and without prejudice to academic excellence, the Consortium adheres to the idea of inclusion of students or scholars with disabilities and special needs. The host institution does its best to offer them services and facilities adapted to their needs and highlights their skills and competencies. Disabilities and special needs are by no means an obstacle to admission, course participation, and successful fulfilment of requirements. If an application is accepted, the student is required to cooperate with the administrative coordinator in order to **define the necessary conditions for participation in the courses and required exams**".

## 4.7 Internationalisation Strategy

### 4.7.1 Overall Challenge

- We identify how the internationalisation strategies of the consortium institutions will contribute to enabling us to deliver the Programme effectively and efficiently.

### 4.7.2 Checklist of Actions

- ✓ Host institutions see Erasmus Mundus as an opportunity to build their own international academic quality by bringing in the brightest and best qualified students ;
- ✓ The partner institutions are sensitive to the opportunity costs experienced by those academics who commit significant time and energy to ensuring the success of the Course;
- ✓ The Programme has wide recognition at institutional level and is fully embedded into institutional strategies and structures. There are senior officers in the partner institutions who can take on a role as 'champions' for the Erasmus Mundus Programme.

### 4.7.3 Good Practice

**Institutional 'buy-in' is an important component both in creating and sustaining an Erasmus Mundus Programme.** In the creation stage, the Institution can provide authority, but it can also delegate, giving power and flexibility to the course team. For example, on the NOHA Programme at Dublin, UCD staff highlighted that the university has shown much flexibility in relation to NOHA. Thus, the programme has been built to suit the consortium needs, rather than UCD regulations. The University has decided to accept "what was there" and not interfere with the programme in terms of time-table, etc.

In some academic cultures where there is strong autonomy at Faculty or Departmental level, there is not necessarily the need for high-level support to create a Course. The general picture is one of **strong institutional support at many levels**, such as for AMASE at INPL, where the government of Lorraine had produced a document about European collaboration and AMASE is highlighted in the document. For



At the University of Tallinn there is a **University internationalisation fund** which focused on building links and projects with Helsinki University, with a cooperation agreement signed in 2008, and there are **bilateral cooperation agreements** with universities worldwide.

Institutional support pervades successful courses. For MESPOM in Budapest CEU has a general **policy to increase the number of joint programmes** delivered by the University, so MESPOM contributes directly to that policy. For CODE in Trento Erasmus Mundus has been a key element of the University's aim to internationalise. There was the full commitment of the Rector and Deans of the three faculties. The Rector lobbied the European Commission for continuation of Erasmus Mundus, and wrote to the Minister for Education in the new Italian government to promote the case for Erasmus Mundus.

For MERIT in Turin, the university has always been active in terms of internationalisation and in sending and receiving students from abroad. Courses were offered in English through an early collaboration with the University of Illinois. An early ICT course was identified as a **major attractor for students** and it was therefore decided to base the MERIT degree around that field. At the same time the number of courses available in English expanded to other areas so that currently there are many courses in English across the curriculum. Nevertheless, the availability of courses in English is only one part of developing an excellent course, and it is the coherence of the overall academic offering that contributes to **making the University attractive to overseas students**.

For NOHA at Groningen, the commitment of the Rector was clear from the pre-financing provided to the programme when it started in Groningen and the delegation of competencies associated with NOHA, to its Director within the context of the NOHA Brussels-based legal structure. Lastly, at UPC in Barcelona, the University sees clear institutional benefits in creating international courses, and of **becoming an international university by acquiring as many international students as possible**, since previously 95% of UPC students were from Spain/Cataluña.

EUROAQUAE generally provides impact for all member institutions. The benefits of excellent international students are feeding back into research, and **students are populating businesses and other organisations with positive impact for partner universities**. This then helps create an expanded network of contacts, and the course invites former students now in businesses back to deliver lectures etc

On the EUROAQUAE course in Newcastle, UK there are real benefits for the Institution and its internationalisation strategy. Erasmus Mundus has been a tangible example of impact and hence acts as an exemplar, much deeper than Socrates or standard Erasmus, because the focus is on a degree programme. The university has been involved in new course applications as a result of identified impact and success of EUROAQUAE.

The University of Valencia has a particular mission to promote the harmonization and cooperation required for convergence in the **establishment of a Common European Higher Education Space**. It also has a high-level strategy for internationalization (in terms of students enrolled, teaching-staff exchange, visibility and cooperation). The WOP-P Master and Erasmus Mundus in general is seen within the organisation as a flagship for achieving these goals – “acting as a laboratory for Bologna”, “**dynamising professors**” and moving the institution toward a “more global context”. WOP-P was described in the following terms: a “**prototype for international excellence**”; a “breakthrough for Spain” (where there is no tradition of this kind of Master provision); “deeply embedded in the business of the university” and “experimental for the university as a whole”.



The FUSION-EP Programme in Ghent helps to **accelerate the provision of teaching in English**, which is not normally permitted within the Flemish Higher-Education system. Erasmus Mundus is an approved exception. The feature of the Ghent situation is that IMRD (International Master in Rural Development) represents one of a cluster of international courses at postgraduate level under the banner of Erasmus Mundus and affiliated programmes. **The university operates a coordinated system** that spans Erasmus Mundus Actions One, Two (institutional level capacity building in international consortia of up to 20 institutions) and Three (studies and promotion activities). The Ghent system brings basic administration together in a **dedicated unit that supports admissions** (500 applications per year), introduction, administrative and financial management and support with a full time staff of two but more widely with the total support of the university authorities for what is regarded as an **institutional flagship operation**. The whole system is operated at scale. Even more impressively, the elements of the Erasmus Mundus programme are brought into mutually supportive interaction with each other on-the-ground in Ghent.

For NOHA institutional knowledge involves **monitoring student destinations and long-term value**. A follow-up survey was carried out, with data from 154 students from the first five NOHA years (1994/95-1999/2000). This shows that 65% of the students who replied to the survey were working in the humanitarian aid field (in NGOs or International Organisations), 11% were working in research or HEIs, 10% in other areas (civil service, secondary school teachers, etc.) and 10% were looking for employment at the time of the survey.

In another context institutions can **find Erasmus Mundus helps build reputations**. For Tallinn University (DILL course) Erasmus Mundus programmes were very difficult for the University to win. Several consortia tried, and DILL was important at establishing a post-Soviet education boundary marker. The two partners in Estonia and Parma proposed the course, but felt they needed a strong coordinating site with a track-record in European teaching, and this was Oslo. **The experience has built up capacity within Tallinn to consider itself capable of coordinating international master courses**. More specifically for the University, One piece of DILL student group-work was prepared for publication in a peer-group refereed journal. The high-quality international students have a positive impact on overall academic standards, and a DILL student in 2009 was marked as the top Master thesis in the University..

The EURO CULTURE Programme in Krakow helped **change both institutional and government practice**. Krakow started their participation in 2003. The coordinator joined the team in 2005. The Department had been approached by colleagues who already had been collaborating. Initial intentions to participate were stalled because Poland did not recognise Euroculture as an official discipline for Master degrees, and Ministerial permission was required to permit Euroculture to be classed as a speciality within European Studies. Logistical challenges were therefore legal (inflexible subject definitions, and a requirement that a set percentage of a course must be taught in Poland for a degree certificate to be authorised), and organisational (inflexible organisations and faculties).

For Groningen and partners EURO CULTURE helps **extend international 'reach'**. Maintaining trust and good working relationships is important across the large consortium. The consortium meets three times a year, and also at the Integrated Programme. The three formal meetings have two-day agendas where there is a lot of discussion about practice and quality. Academics have **benefitted from Action 3 funds to be mobile across institutions**. Non-EU institutions which are part of the wider EURO CULTURE network sent representatives to the Management Board twice a year, and the University of Osaka has established its European Office in Groningen and Gottingen has an international office in Pune (India).

**Erasmus Mundus can even help change a community**. On the IMQP Programme in Tomar students work extensively at the Museum and Department site in the village of Macao. This is a small rural community where Erasmus Mundus students have transformed the community from an insular rural



community to one which is receptive and welcoming to international students. Property has been renovated to provide accommodation, students spend money in the local economy and there are more shops and products available (including international newspapers), and the community has now developed its own marketing brand for cultural goods. Museum employees include former Erasmus Mundus graduates and the Town Mayor has been central also in legitimating internationalisation within the community.

Key characteristics of this process include locally embedded consumption – students spend locally, and do not present a threat to the local property market since they will not purchase property and drive up prices; local governance which is a partnership between local politicians and university staff; academics who are embedded into the local culture by running the museum; an international focus being developed for local businesses. The local café is now a key focal point for students who have helped develop a Web site for the café and the café owner is providing extra pastoral support for the students in return and the café has become an important social and learning base for students.

Finally, on a consortium scale, MEDFOR argues that by combining the internationalisation strategies of partners significant extra value is obtained:

*“The effectiveness of MEDfOR relies on a Consortium that includes **globally top ranked universities and leading international research and outreach organizations in all scientific areas of interest** to Mediterranean forestry and natural resources management as well as key stakeholders in the Mediterranean forest sector. The **Consortium thus builds upon an experienced network of research universities and environments whose strategy has led the development of an extensive international experience of cooperation within both higher education and research projects**. This network was recently involved in the development of the Mediterranean Forest Research Agenda for 2010-2020 within the framework of the forest-based sector technology platform. The Consortium as a whole and each individual partner perceive high benefits from the MEDfOR programme to their internationalization strategies: 1) **increased global visibility** and thus attraction of more and better master students, 2) **multidisciplinary exchange** that will allow high quality teaching and research supervision in the emerging interdisciplinary topics that are key to Mediterranean forestry, which will in turn lead to innovation and high quality publications and 3) the opportunity to **use MEDfOR as a platform to enhance the cooperation between top-ranked universities, research centers of excellence in North Africa and high-profile network and outreach organizations as well as key stakeholders** (international organizations and forest owners federations), which is expected to lead to significant spin-offs and to increase the level of external funding. This potential is highlighted by the current commitment of stakeholders such as FAO, ARCMED and WWF to provide internships to MEDfOR students”.*



## 4.8 Marketing Strategy

### 4.8.1 Overall Challenge

- We detail a clear and comprehensive marketing strategy. We show how we will market the Programme, specify the key content, the distribution channels, and the target markets.

### 4.8.2 Checklist of Actions

- ✓ There is coherent promotion of the Programme and Erasmus Mundus a brand that attracts exceptional students, who are attracted by the prospect of studying at high quality institutions, with high quality staff, on a Programme with relevant and excellent content;
- ✓ A professional website conforms to key EACEA design guidelines, and is also designed to communicate a strong global brand of academic excellence and quality. The website effectively communicates the Programme information to students around the World, regardless of the bandwidth of their Internet connection 'Mystery shoppers' are used regularly to test the site, and their feedback is used to refine the site design and content.
- ✓ Relevant professional bodies and international associations are engaged in the promotion and marketing of the Programme.

### 4.8.3 Good Practice

Marketing via the Internet is far from easy. With billions of Web pages, and **significant information overload** for many people, ensuring that your material reaches potential 'customers' is an increasing challenge. Furthermore, it is not enough just to produce a Website and leave it to 'grab attention' – some EMMC sites have suffered technical problems, and unless you **test your Web site each day** it is quite possible that a technical problem (IT or cybercrime) can cause the site to fail.

Some programmes seem to be lucky in not needing to market aggressively, building on prior reputations. For example EMMIR reports "*no real need for big marketing exercise because of the attraction of the course. Some 300 students applied for 26 places from 20 different countries*". Conversely TropED observed a disappointing number of European applicants. They recognised the need for a more effective marketing strategy, and have a well-developed 'ambassador' scheme where **students are invited to act as ambassadors with their email address on the programme website**. Their **answers to the survey following graduation are also transparently on-line** and open to scrutiny by would-be applicants

Some institutions run many international master programmes and **centralise the marketing**. While this is excellent for an institution it can dilute the brand image of the overall programme. For example KTH Stockholm has a single portal to all EM programmes and imposes a set design on them all <http://www.kth.se/en/studies/programmes/em/>, but that means that the individuality of each tends to be lost, and the 'consortium' branding is subsumed to the corporate branding of KTH.

On a programme basis GeoTech presents a detailed and comprehensive approach to marketing:

*"The three partners of the Consortium jointly committed to implement the marketing concept. Therefore, the institutional contribution of the partner include the engagement of staff dedicated to marketing activities. Specific promotion activities are:*

- **Content maintenance of the programs website**<sup>13</sup>;
- **Provide annually a Mundus flyer**<sup>14</sup>;

<sup>13</sup> <http://geotech.uni-muenster.de/index.php>



- **Ongoing presence at (Higher Education) Fairs** (e.g., DAAD (German Academic Exchange Service) Higher Education Fairs in Bogota, Cali, and Mexico City, November 2009 and November 2010; Chile/Argentina April 2011; China October 2007; India 2008; and FOSS4G conference for Open Source GeoTech Software, Barcelona, Spain, September 2010, gvSIG Users Conference Valencia <http://jornadas.gvsig.org/>, Spain, annually in December, Globalgeo March 2011 Barcelona Spain;
- **Expansion of the cooperation with the China-NRW University Alliance** (<http://www.china-nrw.de/>);
- **Use of personal contacts and email networks**, altogether 8.000 contacts;
- **Using Universia** (<http://www.universia.net/>) for announcements. Although it is oriented towards Latin American scope, the Universia Network consist of 985 Universities which represent 9.5 Million students. It is the largest network of university cooperation in the world.
- **Using geographic information organizations** for information distribution (AGILE, [www.agile-online.org](http://www.agile-online.org))<sup>15</sup>;
- **Pay for the promotion** of international Masters programs by the DAAD in brochures, CD, and website with online portal<sup>16</sup>;
- **Using the “GES Database of Programmes Taught in English”** for announcement, <http://www.study-info.eu/>
- **Using the European “Study Portal”**<sup>17</sup>;
- **Database entry** on “East Chance”, a site providing information especially targeted to students from Central and Eastern Europe<sup>18</sup>;
- **Use of the social network “Facebook”** with an Erasmus Mundus GeoTech Technologies Profile<sup>19</sup>;
- **Use of other social Networks** such as LinkedIn and Twitter<sup>20</sup>;
- **Use of different geo related Facebook Groups** for promotional activities, eg. Geographical Analysis, Urban Modeling, Spatial Statistics<sup>21</sup>;
- **Social bookmarking** for Twitter, Facebook & others on program’s website;
- **Continuing efforts in Search Engine Optimization** on the program’s website;
- **Ambassador Network of Alumni**<sup>22</sup>; and
- Using “Cluster map”<sup>23</sup> we keep track of the countries who visit our website and with this information we optimize our marketing and promotion activities. This strategy is very effective as can be seen by the number of visits”.

EMSANF follows a broadly similar and diverse strategy, noting also that “the most obvious avenue and most effective way to promote the EM-SANF course and its outputs is through the students themselves when they enter the job markets or when they are back at their home universities” – however, first you need to create the first cohort of graduates, and they need to be recruited through marketing. So, EMSANF:

<sup>14</sup> [http://geotech.uni-muenster.de/images/pdf/flyer2010\\_GeoTech\\_technologies\\_eu\\_students\\_20.2.10.pdf](http://geotech.uni-muenster.de/images/pdf/flyer2010_GeoTech_technologies_eu_students_20.2.10.pdf)

<sup>15</sup> <http://plone.itc.nl/agile/news/scholarships-for-GeoTech-technologies-master>

<sup>16</sup> [http://www.daad.de/deutschland/studienangebote/international-programmes/07535\\_de.html?ipid=1539&iplevel=2&ipterm=GeoTech+&ipfield=0&ipsubject=0&iptypehei=0&iptownhei=&iphei=0&jplangdistribution=0&jplangtest](http://www.daad.de/deutschland/studienangebote/international-programmes/07535_de.html?ipid=1539&iplevel=2&ipterm=GeoTech+&ipfield=0&ipsubject=0&iptypehei=0&iptownhei=&iphei=0&jplangdistribution=0&jplangtest)

<sup>17</sup> <http://www.mastersportal.eu/students/browse/programme/4655/GeoTech-technologies.html>

<sup>18</sup> <http://www.eastchance.com/index.asp>

<sup>19</sup>

<http://www.facebook.com/search/?q=GeoTech&init=quick#!/group.php?gid=110524765171&ref=search&sid=10000714759433.2887308123..1>

<sup>20</sup> [http://www.linkedin.com/profile/edit?trk=hb\\_tab\\_pro\\_top](http://www.linkedin.com/profile/edit?trk=hb_tab_pro_top) <http://twitter.com/Mastergeotech>

<sup>21</sup>

<http://www.facebook.com/group.php?gid=110524765171&ref=search&sid=10000714759433.2887308123..1&v=info#!/group.php?v=info&gid=59150148823>

<sup>22</sup> <http://geotech.uni-muenster.de/about-us/ambassador>

<sup>23</sup> <http://www2.clustrmaps.com/pt/counter/maps.php?user=23e7b015>



*“Uses the channels established for information within the four universities, such as websites and brochures to foreign universities. Furthermore, a website for the EM-SANF MSc course will be developed with links to the participating universities. This EM-SANF website ([www.emsanf.eu](http://www.emsanf.eu)), and the **coordinator and/or the CO provide first-hand information via telephone, e-mail or internet-based communication programmes such as Skype** for all questions relating to the course. In addition to the website, printed marketing material will be developed to be distributed from each of the partner institutions and associated third country partners to potential applicants within the first year of operation. **Via attendance of conferences, symposia and visits to other universities/institutions of lecturers and researchers within the EM-SANF course, brochures and other printed marketing material will be further distributed.** In addition, a separate brochure will be developed highlighting the opportunities for institutions/companies to provide scholarship for EM-SANF students. **Existing networks and research cooperation with third country institutions will also be used.** All four HEI’s **make use of their own International Offices and recruitment officers to promote this course**”.*

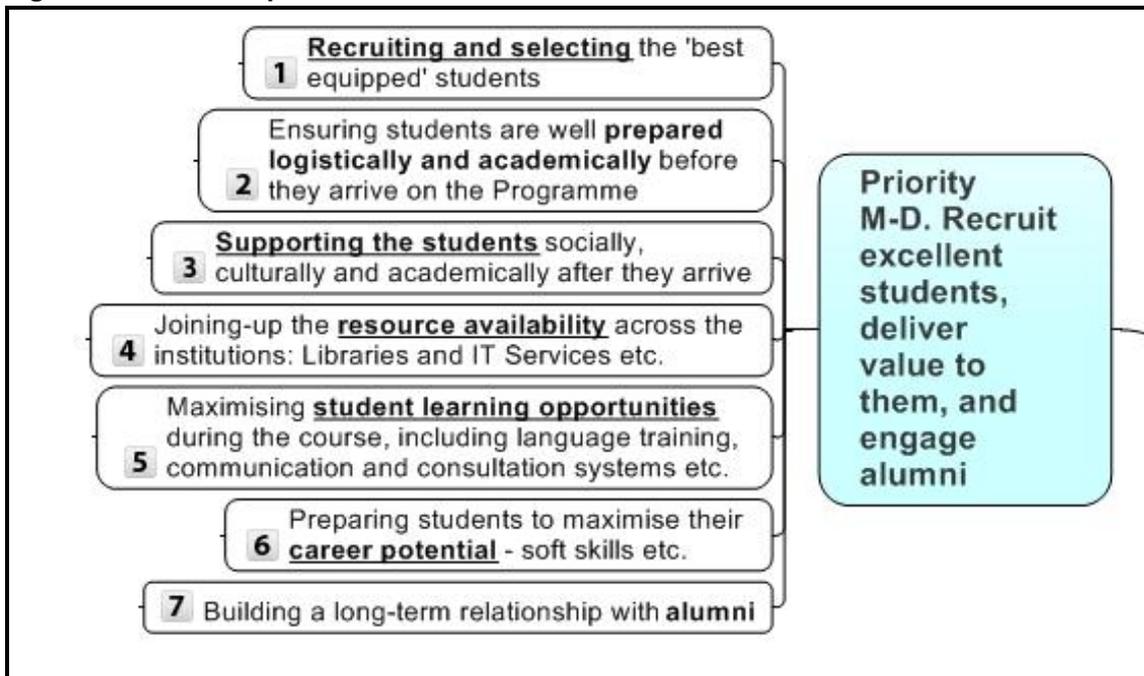
The **students who are recruited will provide the most important advice on the success, or otherwise, of the marketing activities.** Programmes can also **use students and others as ‘mystery shoppers’ to stress-test the marketing.** Students note often that the marketing that was successful was more **‘reputation marketing’**. For example *“the course was recommended to me by one of my lecturers at my university in Australia, as he is a guest lecturer in the course ... I came to know about this from one of my professor as my previous institute and through their website I learned about Erasmus Mundus from my friend who was already enrolled, but in different course”.*

# 5 Recruit Excellent Students, Deliver Value & Engage Alumni

## 5.1 Overall Mission:

- Now, we focus on the students. We will recruit the best qualified students for our Programme. We understand that they will come with variable competences, so we encourage them to ‘study in advance’ of arrival. We welcome them on arrival, making sure that they are ‘ready to study’ and are not distracted by such issues as residence permits or accommodation problems. We provide them with integrated facilities, learning support and language training, listen to them (quality assurance and course review) and value their views. We prepare them effectively for their future careers.

Figure 5.1: Sub-Components for Students and Alumni



## 5.2 Recruiting and Selecting Students

### 5.2.1 Overall Challenge

- We have put in place a global strategy to recruit excellent students who are well suited to our Programme. We have an application process that is sensitive to student access to ICTs. We have robust consortium-wide processes to validate their qualifications and competences, interview students, and select them. Students are kept informed transparently about the progress of their application.



## 5.2.2 Checklist of Actions

- ✓ The Programme starts the applications process early to capture the attention of the best students, and marketing activities are carried out to specifically attract EU students;
- ✓ The selection criteria are transparently communicated to potential applicants. All consortium partners are actively involved in the student selection process;
- ✓ There is interactive support provided to applicants during the application and recruitment process (e.g. Skype etc.), for example relevant advice in areas of travel, visas, accommodation, finance and financial management.
- ✓ There is a use of international partners as 'local' points of contact for students, both to support students and to refine the selection process. Wider international research networks are used to develop innovative ways of verifying (recognition and accreditation) the qualifications of applicants.
- ✓ The Programme communicates selection decisions on applications in a clear and timely manner.

## 5.2.3 Good Practice

The early EMMCs used a variety of approaches to recruiting students, but the strongest was where there was **electronic online application** (with the option of conventional paper applications where necessary), **full partner involvement under a set of commonly agreed rules**. That process clearly involves all consortium participants and there is a single and transparently agreed set of criteria for selection.

From the outset the application rate to EMMCs has been substantial, so the actual criteria for selection need to be both comprehensive and administratively efficient. **Validating the quality of applicants** from across the World requires more than a set of mechanical criteria, so some programmes will **use the assistance of colleagues in Third Countries**. The colleagues can provide coordination assistance, or their own national networks, which add value in the selection of students. For example, there is a process of **obtaining knowledge about the quality of universities in Third Countries**. For example through the German Humboldt Foundation which is a global network of exceptional **scientists who can be formally appointed as their own country coordinators** and who can promote an EMMC and advise on the selection of candidates. There is a yearly Humboldt conference in Berlin.

Some programmes carry out **initial filtering of applications by the Programme Coordinator, the remaining candidates are measured by a minimum of two evaluations from each consortium partner**. A secure **Intranet can allow all partners to contribute to the evaluation in a coherent way**, keeping all information in a single system that is constantly updated, and it can also allow **students to track online the progress of their application**.

In the context of international concerns about faked qualifications, how can a Course both convince University authorities that the candidate details are legitimate and robust, while not putting in place a process that deters excellent candidates from applying? Beyond the formal administrative processes what other mechanisms can be used to help validate student applications and qualifications?

Excellent courses aim to balance the burden of proof required from students with the need to ensure that the **Institutions are satisfied that the qualifications are legitimate**. However, in some cases students experience significant administrative requirements and the process of legitimating qualification is becoming ever more challenging. Good practice exists where the Courses are using **formal processes to evaluate accreditation** of both the qualifications and also to extent the consideration into the



accreditation or prior learning. The use of institutional, national and international (for example **NARIC Centres**<sup>24</sup>) to validate qualifications is good practice.

A clear admissions policy will therefore define the necessary qualifications and competences, which for NOHA at the outset was a **joint admission policy, decided by the Board of Directors**. This takes into consideration first cycle learning outcomes and competences and the emergence of a European Higher Education space. In this context the access requirements agreed by the Consortium have been:

- A good level first cycle degree (bachelor degree, three or four years) in a discipline of relevance to humanitarian action;
- A recognised qualification in the language(s) of instruction of the university(s). Knowledge of languages of the place of study is an asset;
- Practical experience in the area of humanitarian action in governmental, inter-governmental, and/or nongovernmental organisations and institutions is valued.

They also **use discretion to seek wider evidence**. For example, an application from a student in Ethiopia<sup>24</sup> would have been rejected on the grounds solely of institutional reputation for the first degree. This student ended up as the best student in the first year. The consortium contacted the student's home university and made their own investigations about curriculum quality.

Some programmes use a pragmatic approach to assessing written applications, avoiding complex criteria which may not be justified by the detail provided on application forms. This can involve a simple scoring system (0-5) and give points for the quality of transcripts, and they also weight by universities that are known to the consortium (0 – no knowledge, 2 – known and good, 4 – world class), and also they discuss with experts in their wider network. Applications are evaluated using intensive consortium knowledge which is built incrementally through the network of excellence.

Sometimes simple Web tools can help students see quickly whether they are suited to a Programme. Students have noted that it would be valuable if the Programme sites provided a quick '**competence checker**' online so that they could make a reasoned decision about whether to proceed with an application. Too often they have to complete a full application and submit it before they are told whether they meet the key criteria.

**Students sometimes contest a decision to reject them**. In that case MERIT asks the student to review the documentation already up-loaded on the online application. They are asked to review the completeness and correctness of the document and then to highlight in their CV their experience of the subjects and laboratory practice, directly related to one of the three MERIT areas of knowledge. The applications are then re-evaluated.

The considerable range of criteria mean that students (who will consider many potential courses, each with different criteria) will be best served by courses which communicate the criteria clearly, allow students to benchmark themselves quickly against the criteria and which respond quickly to student requests for information. For example, it is policy on the MESPOM Programme that **every e-mail from an applicant should be answered quickly**, to attract them to the course. So someone must regularly check the relevant email account and respond directly to queries.

---

<sup>24</sup> E.g. for the UK <http://www.ecctis.co.uk/naric/default.aspx>



On the EMMAPA Programme there is a particular geographical/regional emphasis:

*“Students are mostly **recruited through promotion via electronic platforms by all partner universities and associated organizations, and via a global network of APA specialists, including academics from all partner universities. Students entering the program come from varying national and cultural backgrounds, but also have different academic profiles.** This wide variety of nationalities has been the direct result of the EU-MUNDUS admission policy, which stipulates **diversity through a special windows-policy-approach.** This means that MUNDUS scholarship allocation is subject to **predetermined numbers per continent (windows).**In line with the selection criteria, 3 main groups can be identified: 1) those with a sports or movement science background; 2) physical education teachers and 3) physiotherapists”.*

GeoTech provides a detailed overview of the ways in which many programmes structure the recruitment process:

*“A **requirement for admission is an adequate Bachelor degree of six semesters (= 180 ECTS credit points) or more in Germany, Portugal, or Spain, or an equivalent Bachelor degree from other countries. In case of verification of 150 ECTS credit points and fulfilment of the other criteria, a Bachelor student not applying for an Erasmus Mundus scholarship can be admitted tentatively. For final admission, the Bachelor diploma has to be provided until the 1st of September of the respective program year. The Masters Program in GeoTech Technologies is recommended to students with relevant Bachelor degrees in application areas of geographic information. In case of uncertainty, the Examination Board decides about relevance.***

***Candidates apply via an online application system and in parallel they send original documents or certified copies. The following documents have to be provided:***

- *Online application form - to be printed and signed for the paper version and sent by mail*
- ***Bachelor diploma including a grade transcript of records, certified (translated to English, Spanish, Portuguese, or French) copy of additionally Masters or other diplomas, if applicable***
- *if English is not the mother tongue: English language proof – **(TOEFL, score > 500, paper-based (or equivalent, see above), certified (translated to English, Spanish, Portuguese, or French) copy***
- ***Motivation statement***
- ***European format CV***
- ***Recommendation letters (minimum of 2)***
- ***Proof of nationality (certified copy of passport)***
- ***Passport photo***
- ***List with reference names***

#### **Selection procedure**

*An equal number of WWU, UNL and UJI faculty form the selection committee. First, each partner evaluates and grades all candidates. At a physical selection committee meeting, the partners compare the evaluation results and discuss differences, which might lead to changes of individual grades. Finally, the average of individual partner evaluations is calculated (equally weighed), ending up with an overall ranking. **We use the following criteria:***

- *Bachelor grade (25 %)*
- *Relevance of the Bachelor degree (20 %)*
- *High-level academic achievements (5 %)*



- *Expertise in GI application area (20 %)*
- *Motivation (15 %)*
- *Social and multi-cultural competencies (10 %)*
- *Formal aspects of the application (5 %)*
- *English language skills (knock out criterion, yes or no, not weighed)*”.

The EMCL follows a broadly similar approach, with additional criteria and requirements including a mechanism to check whether the applicants existing competences are matched to the Programme:

*“Study curriculum. Applicants must complete a data table by filling in the data corresponding to their official transcript degree.*

*The following documents are not relevant for the evaluation of the application and can be sent later:*

- *Higher Secondary School Certificate /Intermediate Examination Certificate.*
- *Dichiarazione di Valore. This document is issued by the competent Italian diplomatic authorities in the country where the student received his/her bachelor degree. More information on this document will be provided by the International Relation Office of FUB on enquiry (EMail: international.relations@unibz.it)*
- *For Chinese students: The original APS certificate. This document must be applied for to the German embassy in Peking at an early stage.*
- *For Vietnamese students: The original APS certificate. This document must be applied for to the German embassy in Hanoi at an early stage”.*

EMMAPA has a particular concern to recruit students from Central Africa and involves the entire consortium in the selection process:

*“Prior to the selection process during the Consortium Board meeting, **all members received all application files, including a standardized application document, diploma(s), transcripts of records, and motivation and recommendation letters.** All applications were then reviewed by the Consortium Board members and ranked based on the above described selection criteria. During the selection meeting, **all applicants were scored on each of these criteria on a five-point scale (5 = excellent, 1 = poor) and ranked according to their general score.** All applicants were then fitted into the scholarship list, the reserve list, the non-selected list, and the list of non-scholarship holders (provided by the Education, Audiovisual and Culture Executive Agency. Geographical spreading was taken into account with only 1 student per country assigned to both the scholarship and reserve list. Once approved by the Consortium Board, all lists were uploaded to the EACEA website”.*

The evaluation criteria and weightings used vary considerable across programmes for very good reasons – each programme has its own interdisciplinary mix and complex pedagogy. The important thing therefore is that the **selection criteria are transparently communicated**. For example with JEMES:

*“Selection will be made on the basis of the documents of application. Important criteria are (weighting %):*

- *Academic excellence of home university / institute (15%)*
- *Recognition of home university (1st degree), final mark of the BSc (or equivalent degree) (30%)*
- *Relevant academic background in engineering sciences and management. number of scientific publications and/or communications in scientific meetings (20%)*



- *Motivation of the candidate (10%)*
- *Competency in English (TOEFL, IELTS, "Cambridge") (15%)*
- *Work experience and social competence (5%)*
- *Recommendations (5%)*".

And lastly, once selected, the newly admitted student needs to be prepared for the challenging task ahead. On MEDFOR this involves:

*"Each applicant will be informed about the selection process and will receive the corresponding grading form. **Each selected applicant will be assigned a tutor who will inform of the admission procedures at the host institution and who will support the selection of courses needed to complete her/his 48 ECTS sub-programme from the pool available at the host institution.** The host institution will provide support for procedures such as the application for visas, permits and insurance policies as well as other hosting services"*.

And it is to the process of preparing the newly admitted students that we now move to.

## 5.3 Preparing Candidates Academically and Logistically

### 5.3.1 Overall Challenge

- Once students have been selected, and before they arrive to start their studies, we provide them with the opportunities to upgrade their competences to meet the expected level that will be needed to start their studies. We collaborate closely with them to ensure that important logistical issues are overcome such as visas, residence permits, and accommodation.

### 5.3.2 Checklist of Actions

- ✓ A consortium-wide statement on core competencies is communicated to students once they are accepted. A pre-entry resource pack shows admitted students what level of knowledge (for example: sample of texts as a guide perhaps) and competencies (for example: active use of language and statistical mathematical level) are required;
- ✓ A travel (mobility) support process starts as soon as a student is recruited;
- ✓ There is provision for students to learn languages prior to their arrival in Europe, and prior to their mobilities while on the Programme. Comprehensive assistance is provided for students to obtain visas, both for travel to Europe and for mobility within;
- ✓ Support is provided for insurances (health or others required by national legislation) and local residency regulations, or local registration requirements that might be required for students;
- ✓ Clear advice and support is provided to students about banking facilities and financial management arrangements for students before arrival at each partner location;
- ✓ The Programme ensures that the EU insurance scheme is comprehensive enough and if not, prepares for additional social security coverage;
- ✓ The Programme ensures that suitable accommodation is available to students. Students are clearly and transparently informed about accommodation arrangements (ranging from pre-arranged accommodation to self-organised accommodation);
- ✓ The Programme provides students with good quality and timely information about the institutions they are to visit, and about the particular local issues that may affect them;



- ✓ Knowledge gained from alumni and from former students is used to provide advice services for incoming students. The student welcome is sensitive and responsive to the range of cultural and religious practices of all students.

### 5.3.3 Good Practice

EMMCs are challenging academic offerings, and they are delivered to a wide variety of international students. Therefore programmes cannot realistically expect that students will all arrive with the necessary set of competences and skills that will equip them to successfully complete the programme. Consequently the time between acceptance on the programme, and arriving to study at the first location, is an important opportunity to engage with the new students and to prepare them for their studies.

For example EMSD sends newly admitted students an Erasmus Mundus Student handbook:

*“This Student handbook gives information to students who have been selected for an Erasmus Mundus scholarship. Literature list: Do you want to know more about the field of System Dynamics? We have selected some interesting literature for you so you can already get into the matter. These texts are complementing the course material and are to be read if necessary during the master programme.*

<http://www.europeansystemdynamics.eu/index.php?p=194> “

Some programmes assess students on arrival. On the SAHC course **students undertake a ‘Pilot Test to check their competences**, and depending on performance they are directed to Library resources for reading and personal learning. Students noted that this was useful, that such a process can be enhanced further some ‘human’ advice and support (perhaps from research students) after the test results.

On the DILL Programme The Tallinn partners use a ‘diagnostic analysis’ to **assess incoming student competences**, and this has been carried out two months before arrival in Oslo. The objectives of this analysis have been to:

- Clarify the needs and expectations of the learners for IKM and HRM Modules with regard to the content and delivery options;
- Gain information on the students’ existing knowledge about IKM and HRM, prior to the commencement of the Modules so that the Modules can be delivered at the right level;
- Identify which topics and components of the courses, as set out in the original specification, are most enthusiastically regarded by the participants, and which are likely to be the most useful for them in their future work;
- Identify students’ preferences concerning course organisation and delivery methods;
- Gain specific information about access to and familiarity with the technology available to the participants.

For each of the courses they will take they are informed of the content, the skills expected, the learning and teaching processes, the technical and support facilities, and students rank their current competences on a range of 1 (no competences in this area) to 10 (this is my research area). The results are used to prepare students with customised reading and learning opportunities. Also, for students who have ranked their competences highly material is provided to help stretch their competences further. The Diagnostic is also undertaken at the end of the mobility to see if students have improved their skills.

An Erasmus Mundus Course will have a complex mix of cultures and academic backgrounds. Just as it is important to prepare students for their time in a range of European societies and cultures (covered in



earlier sections), it is also important to **prepare them effectively for the academic and social behaviours that will help students and staff to focus on the teaching and learning**. It is not enough to 'expect respectful behaviour' between students themselves and between students and staff. There need to be clear examples of what is acceptable and what is showing good practice.

For example, on the TROPED Programme at KIT Amsterdam **behaviour 'ground rules'** have been displayed in classrooms. The rules are jointly owned by students and staff and wherever possible positive reinforcement is used rather than punishments. For example, a student arriving late for a class, without a legitimate reason, would be expected to say sorry by bringing cookies to the next class.

Lastly, the code should be sensitive to the range of **religious and cultural practices** among the students, acknowledging issues such as dietary requirements, the need to pray at certain times, and particular requirements such as single-sex accommodation. On the EURO CULTURE Programme in Krakow a "Eurocompetences" module is used to explore issues such as xenophobia and racism, and changing levels of tolerance across Europe towards minorities. This helps **make students sensitive to local and national sensibilities related to injustice**.

It is not just the academic staff and the students who need to be aware 'internationally', but all staff who will be in contact with the students. For example, we were told of generic challenges experienced by some courses. **There can be a 'multi-culture shock' when students arrive**. A male student from the Middle East might not wish to touch a woman even to shake hands – something that for him was culturally normal. This caused tensions with the support staff. The coordinator discussed this with him, and proposed not shaking hands with anyone. So there was an ad-hoc **process of mediating cultural issues as they arise**.

Another international student started with what was regarded as a 'condescending attitude to administrative staff' and again was seen to discuss the issue. A Thai student stopped and bowed whenever a member of staff passed. But, this shows how all staff in the institution need to be 'internationalised' not just the academics – this issue was covered in a previous section of this Handbook. There are various strategies that can be considered, and one is seen on the SAHC Programme in Minho where the internationalisation of all staff is an objective, and some laboratory technicians have gone to the Czech partner to experience facilities and teaching environments there.

**Arriving for the first time in Europe** can be both exciting and frightening. Students used a range of adjectives to describe their feelings on arrival for the EMMME course. They noted that they could feel alone, anxious, and homesick, but they also said they felt ambitious, challenged, and excited. They welcomed help on the initial words of language that they needed to use to orient themselves, and to access transport etc. For example, in Lyon an orientation dossier is provided to them in advance of arrival.

At the most general level, practice has meant that once an offer is made there is generally informal contact with students as they prepare to travel and so that they can prepare themselves academically. This is not currently a fully integrated aspect and contact with students seems more on an 'as-needed' basis.

There can be a **focus on information in relation to the programme, including practical and academic information**, such as reading lists, but this needs to be consistent across all institutions. If this is not the case it can cause problems with student expectations. For example, one problem with the high level of support provided to students at their first institution is that they may arrive at another institution in the second year of their course anticipating that they will receive the same level of support.



More sophisticated support can be developed, for example as they are recruited students can be joined to an **online virtual community**, which for MESPOM is “a Google group where students can communicate with each other before they start the course”. This is an activity which not only helps pre-socialise the students, but also encourages self-help and “enables them to ask questions like how to get visas – others answer the questions (students, alumni etc) and this saves the administrative staff time”.

On the EUROQUAE Programme an ‘**Introductory Week**’ includes orientation, they are given an information pack and there is a mentoring scheme which pairs up new students with Hungarian students.

All EMGS (European Master in Global Studies) students arriving at the University of Leipzig are provided with a welcoming service. The EMGS students arrive in Leipzig earlier than other international students and the induction process covers a period of one and half weeks. This gives an opportunity for students to deal with such issues as local registration, engaging with public transport tickets, opening a bank account, finding the right accommodation and so on. With respect to visa acquisition the students received timely information on where to go and how to apply. **Students praised the role of the administrator for being readily available to help them, and they saw their course as operating like a “family”**.

Programmes will all provide some form of initial **administrative briefing** for students. This includes advice on social security number, regularising immigration status, how to open a bank account, for example using a letter which recommends them to a bank, because without the help students often cannot usually get an address without a bank account, and cannot get a bank account without an address. Students need advice about residence permits etc., and can be directed towards general welfare services for all international students regarding insurance, visas, and accommodation. In some cases institutions will ask commercial property owners to ‘wait’ for money to arrive in student accounts before expecting rent payments.

**Existing students can provide a support service for incoming students.** For example, a mentoring system can be in place to allow the process of integration to start before their arrival. The mentoring system encourages students in third countries or studying at partner institutions to build email relationships with current students an institution.

One of the most significant concerns for students is ‘where will I live’? Leaving students to arrange their own **Accommodation** can lead to them being unhappy and not fully focused on their academic studies. In some locations students told us that accommodation was fully booked by the time they were provided with application forms, and they also observed that it was generally too expensive. They want clear and timely information to be provided. Students noted that they experience significant logistical challenges in obtaining visas, registering within the local community and integrating within it for residence and services.

It can be feasible to provide students with pre-arranged, short-term accommodation on arrival, after which they can find themselves more long-term accommodation having settled at the University. On the CODE Course in Budapest students can have the option of staying with local families, something the students say helps them integrate quicker into the local community. On the MERIT Course in Turin accommodation was provided for an initial period of one month. However, students who are left to plan their own accommodation often do not have access to the **details about renting laws and local regulations**. Another option is to provide Erasmus Mundus students with centralised accommodation, but this may then risk excluding them from wider socialisation with other students.

Furthermore, while **accommodation can be pre-arranged**, there can be problems. For instance, students noted that while it was positive that accommodation was already booked for them prior to arrival, they were not aware of the situation when renting property where the law favours the owners and tenants need to check initially for defects – the documentation was in local language and they could not find people to check it. On the EMMME Programme in Dublin, arriving students have been given



information about accommodation. A letter is provided which **legitimizes students to landlords and property agents**. Many students initially stay in a hostel and then search for other accommodation, often using the recommendations of previous students.

On the EUROAQUAE course in Newcastle the Accommodation Office **works with local landlords** to inform them about the needs of Erasmus Mundus students, and students can receive assistance in dealing with landlords. Overall the University is “aiming to internationalise all services in the University” rather than to single out international students for their own service subset. On EUROAQUAE at Budapest the institution arranges for students to have two weeks in a hotel when they arrive. This gives them time to find private accommodation.

**Universities in Barcelona as a group have sub-contracted accommodation to a private sector company.** This took place nine years ago. The Agency has a commitment to offer accommodation of a minimum quality. They are increasing the quality system, but as yet there is no formal feedback process from students. Prior to this process there were too many ‘phantom’ agencies, and this does provide a form of structure for quality assurance. Barcelona is expensive for accommodation, with lots of tourism demands. Erasmus Mundus students prefer to share an apartment, and if they already know each other from their year one location there is a social bond already existing.

For TROPED in Copenhagen, accommodation information and support is available online in advance. However, it is also important to ensure that provision does not then lead to problems where, for example, on another course where the students are obliged to take the accommodation provided, students experienced high administration costs charged and the low quality of University accommodation in relation to that offered, at a lower price, in the private sector. **Students will compare and contrast the accommodation offers and will expect value for money.**

Significant levels of personal support can be provided. For example, on the AMASE Course in Nancy students renting accommodation must have a guarantor and members of the Course team have personally acted as guarantors for many students. Therefore, in spite of the challenges and difficulties presented by local regulations, **the course team can work innovatively to make it as easy as possible for students to settle into the local community.**

In the end, however, students are reassured primarily by a situation where accommodation is ready for them to live in. It does not so much matter whether this is through the provision of University accommodation, or whether students find their own accommodation as a result of effective information and support before arrival. The core consideration for them: **‘is the accommodation of suitable quality, is it affordable, are we informed of the necessary regulations and conditions. And, will we be safe living there?’**

**Visas have been a consistent concern across EMJPs** and students have frequently reported difficulties in obtaining visas. This is a particularly sensitive political issue, and while the European Commission is working with Member States to make things less complex for students, it still is very much up to the programmes themselves to support students. Students in all courses were vociferous about the extent to which they **experienced problems with visa applications**, even extending in some cases to a requirement by the second year country that students return to their home country in Asia to apply for the visa. An Australian student we met in Ireland applied in Dublin to the Spanish Embassy for a visa to go to Barcelona. The embassy told the student to go back to Australia and apply there. The student contacted the Australian delegation to the EU, and they talked to the Spanish Ambassador, and the Embassy agreed to issue a visa in Dublin. **Travelling to the EU is a logistical, and expensive, challenge for Third Country students. Each EU member state has its own immigration procedures and**



**processes** and there is a double overhead for many students applying for visas for two or more countries.

On the EUROAQUAE Programme in Newcastle, UK, there were visa issues with students coming to Newcastle several times during the course. They cannot be 'sponsored' as required by the new arrangements from the UK Borders Agency. So the University has appointed a **University-wide Visa Officer** who will construct knowledge and provide personal support for international students and staff (a large number of staff appointees require visa), as well as for visa issues related to staff and students who are travelling.

In preparing the students for arrival on the EMMME Programme an email is sent even before the Commission formally ratifies the admission. The email is sent by the Course Administrator in Lyon, and there is a clear line of communication with incoming students. An acceptance letter is sent to them by the Graduate Office in the partner institution which will be their first location, for example in Dublin this is a **letter that is formally recognised by the visa sections** in Irish Embassies. An email is also sent to students with a scanned copy of the letter, and the printed copy is sent via mail. But, Irish Embassies are not consistent in accepting the documentation, but the situation is improving (very much in the line of many courses which are constantly 'reducing the unevenness' of practice in areas relevant to Erasmus Mundus).

Structured advice and support is also provided to **help students register in their institutions** and localities. The difficulties of understanding language (not all administrative staff are proficient in English), in understanding the bureaucratic and administrative structures, and general 'culture shock' mean that students can easily become confused. The EUROAQUAE Programme has an **agreement with a local bank** in Nice, which has a network of branches across the EU, so once students have the account they can access it from any of the other locations they will stay in during the course.

On the FUSION-EP course at Ghent the University has a central page for international students which covers travel, visas, and arrival issues such as local registration (with links to relevant pages where students can download relevant forms and guidelines), along with course timetables and staff information, and a wide-range of other information about the University and the locality.

On EURO CULTURE as soon as students are accepted they are sent documentation, a letter of acceptance, and the process of their visa applications etc. is monitored regularly. In Poland the **National Structure informs the Ministry of Foreign Affairs when the student selection is made**, and they send lists to embassies. That does not guarantee special treatment for Erasmus Mundus students.

The DILL course uses the communication channels familiar to students. Before arrival in Oslo students could **view online videos** to become familiar with the airport and city – Google Earth and Google Street View also are excellent resources. Incoming students also **communicate with existing students via Facebook, Skype** etc. The Estonian partner **assigns a 'personal tutor' to international student**, and the tutor is an Estonian Student. This person will **meet the international students on arrival in Estonia** (at the airport, station, ferry terminal etc.), takes them to their residence, and provides a personal link throughout their time in Tallinn. The tutor will be assigned to 4-6 students. This activity is voluntary, but the Estonian students are provided with training and they understand that the process helps them **establish a personal international network**.

EURO CULTURE in Groningen puts in place support that acknowledges the distance that Groningen is from Amsterdam Schiphol Airport. Most students will arrive at Schiphol Airport, which is 2.5 hours train



journey from Groningen. Students can be **met at Schiphol via an organisation that the University works with**, and information is provided to them about the airport and the transport connections. **Each student has a mentor who will meet them at Groningen station** and take them to their accommodation. Each faculty has a contact with the University Housing Office, which is a private company that is contracted to provide guaranteed accommodation for students.

Once students arrive they need to be inducted into the Course, institution and the community. An integrated package of support can be provided, such as that in Trento for CODE students, where a **comprehensive package of support is provided to welcome and support students before, throughout and after their rotation at each university**. Students are enrolled prior to arrival, they receive Internet access and library card etc. on arrival. There is a dedicated person available to address personal/practical problems or signpost students to appropriate support. Practical information is provided to integrate students in each city/country, as well as to link with local students. There is support in dealing with immigration authorities, banks, embassies and the EC delegation in home country.

Academic induction can take the form of an **initial intensive programme of activities**, as in the NOHA Programme where the programme starts with the Intensive Programme. This ten day initial inter-university joint course brings together NOHA students, lecturers, researchers, international experts, aid managers, policy makers and other guest speakers, IGOs and NGOs. The programme combines theory (lecture style) and practice (workshops and case studies) allowing the discussion of key humanitarian action issues from the perspective of academics and actors in the field. The programme provides a **forum where participants from different backgrounds and perspectives can share their knowledge and experiences** in the area of humanitarian action.

Universities characteristically start to engage with students when they arrive in a Department. Prior to that, other services such as Accommodation or International Offices will provide some level of advice and guidance. When this process is viewed in the context of the question '**What were your feelings as you stepped off a plane for the first time in Europe?**', and 'When you left immigration with your luggage how prepared were you for the next stage of your journey to the University?', it becomes clear that these activities need to start as soon as students are recruited.

The goal is '**Making available welcome processes that students feel safe, secure, and ready to study**'. Many students said they were frightened about whether the visa would allow them through immigration. Many were distressed at leaving behind family. They were uncertain about how they would make their way from the airport to the University, having knowledge of only a few words of local language. However, they said that once they were at the University the assistance and advice provided was good.

**Students feel at their most vulnerable when they first arrive in Europe**. Sending information to students is a basic activity, but actually making the information 'work' effectively is challenging; an online map of an airport is no substitute for someone actually meeting them and reassuring them that the journey to the University will be without stress. Knowing that a bus can be taken from a train station is only useful if the precise route to the bus stop is known, and that the student is aware of any dangers that often are present around train stations. Students welcome coordinated support in preparing for their visit, but in some places when they arrived in the City they had to apply themselves for a resident card without understanding the procedures.

Underpinning the students' ability to focus on their studies, are quality processes that ensure their general well-being. The many **national and local practices for registration in the local community**



mean that students can find it challenging when registering with local services. Students noted that they experience significant logistical challenges in registering within the local community and integrating within it, and for residence and services.

It may be possible to deal centrally with health insurance, and this is the case in the NOHA Programme at University of Dublin the health insurance is compulsory for the students, and is organised by the University.

It is important to **make sure that students are prepared for some of the complexities and idiosyncrasies of local regulations**. For example, in one country students informed us of requirements for third country students to obtain a medical certificate proving that they do not have a number of diseases, but the certificate is only available after consultation with a local doctor. This is patently illogical, if an EU resident with tuberculosis can travel freely around Europe and when the students are not allowed to obtain a medical certificate in their home country to show that they are clear of disease. Students argued that those who have a disease will have infected people between the time of arrival and seeing a doctor.

**International Offices are an important source of support**, but often they are not very experienced in dealing with third country students, because most international students they deal with are Europeans. They therefore need to develop a specific set of actions which have not been structured for third country students. For CODE students in Trento, the University arranges '**welcome buddies**', where a home student makes contact before arrival and helps the Erasmus Mundus student settle in. A 'caffè delle Lingua' is provided, with a **café setting for international students to informally present their home countries and cuisine**. There is a regular newsletter highlighting news and on-going support; students receive this when abroad, for example at the rotation university, or during an internship.

On arrival in Padua SAHC students go directly to the International Relations Office which helps them to deal with administrative issues, and then provides a **Welcome Week of activities prior to the start of teaching**. The SASSA student service is an interface between the University and the Police, and is an agreement between the municipality, the provincial authority and the police. It is the first such service in Italy and resolves visa and permit problems (such as accompanying dependants) and it uses national contact points and has direct contact also with the Foreign Affairs Ministry.

Bringing these issue together there are examples about how EMMCs aim to provide coordinated support for the incoming students. For example with AFEPA the process for students on arrival involves:

*"At the very beginning there are **welcome sessions and guided walks across the Campus to make the students familiar with the locations, the staff and the study program**. Our Institute provides a **study buddy and welcome service for two months**. A student of the second year intake accompanies the AFEPA students individually to the Studentenwerk to sign the contract for the flat, to install a bank account, to get a visa prolongation etc. We run **two language courses** – one for beginners, one for advanced ones – during the whole year. The courses fit excellent into the schedule of the students. In the exam periods there are no classes, but in the non-lecturing time we increase the language training program. The FRECO students – roundabout 50, 10 of them are AFEPIANS, - have an own **Facebook platform and activities for newcomers**. The good mixture of domestic and international students avoids to development of subgroups or regional blocs. At the first semester the **teachers are trained in giving hints for textbooks to support the weaker students. Tutorials support this activity**".*



CIMET provides **comprehensive and structured advice about visas:**

*“Depending on your nationality and your study destination for semester 1, there will be different ways to proceed for your visa application. Whether you study in France or Spain for the first semester, you have to apply for a long stay visa covering the length of your stay (1 or 2 semesters).*

*Which consulate is competent?*

- *If France is your destination for the 1st semester: apply at the French consulate in your country of residence.*
- *If Spain is your destination for the 1st semester: apply at the Spanish consulate/embassy in your country of residence.*

*The coordinating institution and the host university will send you all the necessary letters to join to your visa application.*

*Please note that those who apply for a Spanish visa must ensure that they mention at the time of application that they will enter first via France and stay for about 2 weeks. This is absolutely essential as you must attend the induction period in Saint-Etienne.*

*That way, you will avoid having to apply for a short-stay (Shenghen tourist visa) visa for France.*

*Please plan ahead your visa application and allow a minimum of three months for the visa to be granted. Therefore you must deposit your application at the relevant consulate or embassy the latest on the 1st of June for an arrival at the beginning of September , but bear in mind that Consulates often are short-staffed during the month of August (holiday period).*

*Therefore, we strongly advise you to deposit your visa application at the beginning of May .*

*To obtain a visa, you generally need the following documents:*

- *A valid passport with a validity covering the whole duration of the CIMET programme with an extra six month*
- *A letter of admission*
- *An invitation letter for the induction week for those who applying for a Spanish visa.*
- *A certificate from the EACEA with the list of Erasmus Mundus scholarship holders. This will be requested by the consulate to prove your financial means.*
- *A proof of minimum financial means: generally, a minimum of 500€ (living cost) per months. If you are an Erasmus Mundus scholarship holder, you will have to produce the EACEA certificate and list mentioned above.*
- *For self-sponsored students or consortium scholarship holders: the proof of sufficient financial means must cover tuition fees as well as travel and living costs.*
- *A proof of your accommodation (after your confirmation, the proof of your accommodation will be sent to you by email).*
- *Vaccines/ Injections (in some cases, the consulate can ask you for a proof of vaccination (yellow fever, cholera...)*

*USEFUL WEBSITES OR DOCUMENTS” (A full list is provided)*

COSSE provides **detailed and structured advice about accommodation:**

*“Accommodation for Master's and Erasmus Mundus students - starting the autumn term 2012 KTH Accommodation will help tuition paying Master's students, Master's students holding a scholarship and Erasmus Mundus students to find an accommodation during their studies at KTH.*

*We are not able to provide accommodation for Master's students from EU/EEA countries.*

*Application period*

*Tuition paying Master's students and Master's students holding a scholarship can apply for accommodation on our web forum 2nd May - 1st June.*



*Accommodation confirmation*

*All applicants should have received a confirmation by e-mail 15th June at the very latest.*

*Where will I live?*

*KTH Accommodation mainly has single rooms in corridors that are suited for one student only. The kitchens in the corridors are made to fit single households only. There are some studio apartments but there is no guarantee that you will live in one.*

*One room apartments at Jyllandsgatan in Kista*

*Accommodation in Kista*

*On campus housing at Drottning Kristinas väg*

*On campus housing at DKV*

*To find accommodation on your own*

*Unfortunately we are not able to provide accommodation for Master's students from EU/EEA countries. We would recommend you to check links to private lettings: To find accommodation on your own*

*Out of the best one is probably: Akademisk kvart*

*You should also look at SSSB and register with them as they are the main provider of student housing in Stockholm”.*

**EMSANF details its strategy to welcome and socialise students into the course, the institution, and the local communities:**

*“Arrival In terms of social interaction with other students from the partner institutions, each year the partner institutions respectively organise local events like an International Day, Global Village Markets, Career Days and more social and cultural events targeting both the international and local students enrolled at the universities to encourage intercultural dialogue.*

*EIP organises International Evenings with all the international students to share the traditions in food and beverages of each country (students are asked to bring these tasty local foods beforehand to the course) and meet each other, including a traditional French “wine and cheese” party with students and staff. Other partners in the EM-SANF course prepare similar evenings as those organised by the French partner. These events are open to EM-SANF students and will promote the course objectives of international and intercultural understanding.*

*To promote integration with local students, the EM-SANF curriculum is in part based on existing course subjects in MSc Programmes at the respective partner institutions, and thus courses that are open to local students, who fulfil the high admission requirements. The experience is that this factor greatly encourages integration with the local student community and networking.*

*Where relevant in the academic programme, video conferences with participation of all the member institutions will be used, enabling students to debate and exchange views on current topics.*

- *Other measures to promote communication and networking will include:*
- *contact with the existing Erasmus Mundus Alumni Student Network and their activities (website)*
- *the establishment of a EM-SANF student blog on our Consortium web site*
- *graduation ceremonies with the possibility of participation of the cohorts*
- *invitations to international conferences organised by the Consortium or its member universities*
- *electronic newsletter*

*To ensure the intercultural dimension and exposure to other European languages for the participants in the EM-SANF MSc course, language and culture short trainings in the partner*



countries are offered in the local languages (Dutch, Danish, Hungarian, and French) during the semesters. These subjects are offered to other enrolled international students in the universities as well, and thus give the EM-SANF students a familiarity with many different cultures”.

EURASMUS provide students with clear and comparative information about living costs at each mobility location:

“The student is responsible for covering the following cost items:

- Travel (EM scholarship-holders will receive a travel allowance, if applicable)
- Passport, visa and residence permit,
- Accommodation,
- Food,
- Public transportation, if applicable
- Study materials (books...),

Following prices are merely indicative:

<b>On a monthly basis :</b>	Amsterdam	Berlin	Bordeaux	Coimbra	Göttingen	Québec
Accommodation (private market)	500 – 700€	300– 500€	300– 600€	300– 600€	300– 500€	400– 800 C\$
Public transportation	30 – 130€	55 – 135€	28-39€	30€	30-40€	50-90 C\$

*In some partner universities, the student ID is used as public transportation ticket”.*

And, of direct concern to students is **the stage at which they can actually access their scholarship money**. Some significant costs (such as bonds for accommodation) can be required before students arrive in Europe and the bureaucratic process involved in authorising payments can result in late access to finance. Universities can be proactive in minimising the impact on their students. The NOHA Course at University of Dublin puts great care into the well-being of its students and ensures that the Erasmus Mundus student grant is paid to students, even if the EU has not paid the University yet. On the same Course at University of Groningen, **the University pre-finances the transfer of grants to Erasmus Mundus students on a monthly basis**. Flight cost can also, on request, be advanced by the University for Erasmus Mundus students and the costs are then deducted from their grant allocation.

## 5.4 Supporting Students across their Mobility Paths

### 5.4.1 Overall Challenge

- When students arrive at our location we welcome them, help them to integrate into the local community, encourage them to share their cultural diversity with other students, provide them with transversal academic skills (e.g. plagiarism avoidance, bibliographic skills) that will enhance their learning experience.



## 5.4.2 Checklist of Actions

- ✓ There is a comprehensive induction process including briefings and through documentation that is readily available to students on arrival, and readily prepares the students for the local learning environment. The induction process is culturally sensitive to the students' own social and cultural backgrounds as well as helping them to adjust to local culture;
- ✓ There is clear communication about the 'ways of teaching, researching and learning' within the partner institutions, and mechanisms exist to provide students with training in learning skills, including writing styles, plagiarism prevention, and presentation techniques;
- ✓ The Programme provides students with a clear 'study diary' for their semesters where lectures, labs, and work submission deadlines are clearly identified;
- ✓ Students are provided with a suitable range of bibliographic management tools to help them effectively structure their lecture material and readings;
- ✓ Assistance is provided to students on their mobility transitions from institution to institution, from the applications for visas, provision of accommodation, to ensuring the sufficient stability of the learning environment to support their learning;
- ✓ Students are provided with advice and support for their families, providing them with effective mechanisms to communicate with families in their home countries, and directing them to the necessary facilities and support services if their families are travelling with them to Europe.

## 5.4.3 Good Practice

Learning skills include soft skills such as preparing for presentations (presentation resources such as PowerPoint, and presentation styles, professional speaking, voice projection and body language. It can include writing support, where there is an understanding the challenges that some cultures experience when writing in the **academic/literary style** of English – for example where a language does not have separate words for singular and plurals.

Students do not just need to be told that plagiarism is regarded as a major academic 'crime', but they need to be shown what is regarded as plagiarism, they need to be given the study skills and resources to avoid plagiarism, and they need to be clearly informed about the consequences of it.

On the MESPOM Programme each University has its own ethics committee, which deals with cases of plagiarism if they occur when a student is attending that institution. At the start of the programme, **students are briefed about plagiarism**. When assignments are submitted, they must have a cover sheet confirming that the student has not plagiarised any material. The 'Turnitin'<sup>25</sup> plagiarism checking software is used. The software checks student work against material on the Internet and generates an originality report.

Best practice is undertaken on preventing plagiarism on the CODE Programme in Budapest. Full guidance and tuition is provided to students at the outset. For example, guidance is provided about how to reference a source, how to quote, the nature of plagiarism, the policies and sanctions, the use of online checking software and the procedures of the Academic Board. These **policies and procedures are applied as consistently as possible across the consortium**.

At Budapest on the MESPOM Programme there is a **Centre for Academic Writing**<sup>26</sup> with language-specific support staff who provide support to the students. The Centre teaches students not just to speak

<sup>25</sup> <http://turnitin.com/static/index.html>

<sup>26</sup> <http://web.ceu.hu/writing/>



and write in English but also to write professionally. Students are entitled to a certain number of hours with the Centre to discuss their assignments.

The development of wider academic skill-sets can be important for students. At UPC Barcelona on the MERIT Programme, one of the transversal courses is called 'Critical Thinking'. Students regard it as an excellent course that provided them with important study skills. It addresses key aspects such as **technical and academic reading and writing, plagiarism, and referencing**. Transversal subjects offered in UCL (MERIT) address competencies on business, languages (French) and other subjects related to humanities. The business-related subjects are organised in a modular way and include contents for **entrepreneurship** which are so important in this Institution with the tradition to create business spin-offs.

On EUROAQUAE at Newcastle, UK, **a subject librarian is assigned by the University Library** to the Department, and there is a strong relationship with the courses and students. **Library resources can be accessed from the students when in their home countries**. While it is desirable to have access to all the libraries for all students, the formal process of library access requires that a student is registered at the University in Newcastle, so this can only occur when they arrive. Library has a cafe, a large set of eBooks for course texts, a writing support centre, and a language centre where directed support can be provided for ERM students to prepare them for the language of their next mobility as well as helping them to improve their English.

Each WOP-P student receives **support from two different tutors**. One provides support for the training on research (position paper, research work, master thesis), while the other provides support for the professional training (professional stage and integration report). In addition, they receive assistance related to the use of the virtual platform for education ('aula virtual'), library electronic database and data analysis. Documents and handbooks are widely available to underpin the support activities.

The FOOD-ID inducts students through a "one week induction period including social and academic activities. English language tuition is available if required plus learner support which is available to all students at all times during their studies here". In more detail GeoTech itemises the structured services available to students:

*"Services by the universities*

*WWU, UNL, and UJI have well established **International Offices**, well proven e.g., by the ERASMUS exchange measures amongst each other. The International Offices provide the following services:*

- **Coaching of students** by the staff of the International offices and at WWU additionally by a students' organization (AEGEE) taking care of guest students
- **Activities for social integration**, e.g., at WWU by activities of the international students center "Die Brücke" and at UJI by ORI (International Relations Office).
- **Contact points and services for gender issues, families, and disabled persons** (see also EMMC website, <http://geotech.uni-muenster.de/about-us/special-needs>).

*Services by the institutes*

*Most of the services are provided directly by the three institutes, guaranteed by the additional staff on own resources as described above. Services are:*

- **Initiating communication and support as soon as the student is recruited**, as well as establishing contact between the recruited and current/former international students through google group.



- **Actively contacting Spanish and Portuguese Embassies** for supporting the visa processes and all other type of required help for third-country students receiving the visa
- **Mediating housing facilities** through personalized assistance which includes contact with the Universities campus students' residences
- **Welcome and orientation events** and services to aid in the students' adjustment both culturally and academically
- Conduction of "Münster Information Days" by a WWU representative in Spain and Portugal in October/November for **preparing the students for the second semester**.
- **Enrolling the students in language courses** (free of charge) in the respective national language
- **Coaching the students in administrative issues**, e.g., opening bank account, registration at city council, extension of visa, public transportation facilities, etc.
- Providing **dedicated contact persons** for any type of problems at each institute.

In addition, there are very **active students' representations** at the institutes of all partners, which provide personal support for problems with studying and everyday life.

The administrative staff maintains **active communication with the students and alumni**, fully supporting endeavours in **self-organization by students**, for example using internet groups (, [erasmuspatial09@googlegroups.com](mailto:erasmuspatial09@googlegroups.com)) and social networks (Facebook, <http://www.facebook.com/profile.php?id=654391524#!/group.php?gid=110524765171>), which allow **first semester students to be supported by third semester students and alumni**. Also, **current students and alumni act as student ambassadors** who are local representatives that provide information and their personal experiences in the Master's program to interested and prospective students. At <http://geotech.uni-muenster.de/about-us/ambassador>, interested students can click on the country and find the photograph and contact email of the Erasmus Mundus student and/or alumni from the region".

EMMAPA also provides structured services where the students are supported and can self-organise the support activities:

*"Students have chance to study with other Erasmus and/or Balkan project students, including Czech students (in English). This system is important for students study cooperation.*

- *Students have chance to borrow an electronic note-book, internet access is free in students dormitory and all university buildings. Students have free access to copy on-line texts, lectures. Extra – consultation without problem.*
- *Internship is an obligatory part of study program. English speaking members of staff in centres, schools – are communicative in English.*
- *Library is full of books, journals (beside Czech) in English, French, Spanish, German, Polish, Russian languages information.*
- *Conditions for data collection and comparative studies are provided".*

Student mentoring is a key characteristic of many programmes, for example in EU4M:

*"Concerning the integration of the third-country-students on the University campus, in the cities and in the daily European life, EU4M-Consortium offers his TandemPlusSystem (TPS). **TandemPlusSystems means one third-country-student and their local tandem-student plus their mentor** (professor of the Master's program). The Tandemsystem is a well-known system with long term experiences for language learning at the three EU4M-Institutions. All professors, who are participating in this programme know that third-country students need more support*



than European students. Therefore many of them occasionally invite students to show them different aspects of local life. It is important that **students find their Mentor (Personal Adviser) and grow in confidence**. Before the beginning of classes especially in the first year at the home institution there is an orientation phase, including language courses, cultural visits and personalized monitoring system by the Master staff”.

The MAIPR details the induction week programme which focuses both on social and academic issues:

“The induction week aims to introduce students to the core areas of the MAIPR programme in conjunction with a student-led keyword and blog exercise involving students at three universities (Ams, Bel, War). Introductory lectures by staff members from the consortium will provide a path into discussing and assessing the key terms of the programme.

Features:

- Pre-recorded introductory lectures by staff members:
- Performance analysis
- Curating pluridisciplinary festival - experience of Belef 1997 -2000
- Internationalism in Performance
- Student inputs, group work and collaboration across locations
- Mind map exercise
- Creative presentations
- Skype meetings on an informal basis

Preparation

You will receive a mail inviting you to register on the blog <http://maipr2011.blogspot.com>. Please do so and create your blogger profile page by Friday 23 Sep. 2011. Please also mention a skype ID on the blogger profile, where you may be contacted for individual chats.

Think of a keyword or an important concept in any language that relates to the field of international performance research. Prepare a very short (5 minute) oral introduction/explication of this keyword for your co-students on Monday 26.09. The keyword may be related to any of the preparatory readings (see Appendix 3), or a culturally specific term. It should serve as a trigger for reflection, discussion and creative exploration. You may also bring any audiovisual material or physical objects that relate directly to your keyword.

Blog etiquette:

- Label your comments and posts thematically, so they can be searched. Where appropriate, use existing labels.
- Respectful tone, no discriminatory, personalised remarks.
- Mention sources when citing or referring to other sites or published material.
- Posts and comments will not be screened or edited, however they may be removed if they do not follow the blog etiquette”.



## 5.5 Joining up the Institutional Resources

### 5.5.1 Overall Challenge

- We show how we will coordinate resources across partner institutions (libraries, IT facilities) so they are 'joined-up' and the students are provided with a coherent set of resources.

### 5.5.2 Checklist of Actions

- ✓ The consortium shares teaching and learning materials electronically across all participants in the consortium. There is an online teaching and learning platform of key material, for example documents, or well-maintained links to documents;
- ✓ There is consistent, coherent and good quality Programme documentation available in formats suited to the students. The Programme maximises the consistency of style for key learning resources such as lecture notes, bibliographies etc. Reading lists and other core learning materials are updated consistently and coherently across the Programme;
- ✓ Students are allowed to maintain access to Library resources after they have moved to their next mobility location.

### 5.5.3 Good Practice

A joined-up curriculum needs to be underpinned by joined-up teaching and learning – that much has been outlined up to this stage in the Handbook. However, the joining-up also needs to extend to the wider institutional resources such as IT services and Libraries. It is a characteristic policy in many universities that students can only use these resources if they are officially registered there. They can usually only be officially registered if they are physically at the university. So, how can an Erasmus Mundus programme join-up such resources across the consortium? Students on an integrated programme do not appreciate it if they suddenly lose library access and IT resources as they move to the next mobility location.

Many institutions therefore regard Erasmus Mundus students as 'temporary residents' and their registration at that institution lasts only as long as their mobility – and they therefore have access to the institutional learning resources while they are registered. The idea that Erasmus Mundus students could be registered at all mobility locations for the duration of the course is still something that challenges much institutional practice.

This is one area where EMMCs still show a significant element of dis-jointedness. Most institutions still make resources available when students are on-site. Some programmes provide a single email address which students use throughout their studies, and some programmes argue that it is important that students learn to navigate through the institutional and teaching unevenness across institutions. The experience will give them soft-skills that are important in the labour market, and students should not expect that everything is available in one place. On that basis it is a learning challenge for students to experience different library systems, to cope with reading lists that vary across teachers (for example using different bibliographic styles and varying information about online links). However, there can be reasonable expectation by students that resources needed for their learning should be accessible throughout the period of their learning. Otherwise, as noted earlier, students may simply extract learning materials and resources and self-organise them through social networks and cloud storage facilities.



One innovative example is on SAHC at Minho. Minho has a ‘creative commons’ and globally available repository of staff material, theses and publications. RepositóriUM<sup>27</sup> is the University of Minho Institutional Repository and contains a growing collection of the scientific output from the University. The aim of RepositóriUM is to provide a permanent record of the research output of the University and maximise the visibility, usage and impact of this research through open access. This is a resource that is ‘found’ by Google Scholar, and it provides an important resource that alumni in particular can use.

On the MA-LLL course in London students retain access to the IoE Library resources when they go on their mobility to Spain. The Library also has the facility for students to pay for books to be dispatched to them (at the cost of dispatch) if they are away from London.

For GeoTech “UJI’s Informatics Services provides an intranet for all students from the three partners, specially focused on a **shared learning environment** (<http://moodle.mastergeotech.info>). This platform is used to publish and manage all of the course materials and activities including archives of the written theses. This intranet is used to coordinate and integrate all the activities performed in all sites, including calendar, news, and events”. In part, such facilities can help to overcome the disjointed nature of individual library policies across an institution. For example, EUROAQUAE has a central platform for the students including a “Library” which provides access to:

- Books on fundamental sciences (fluid mechanics, numerical and computer methods etc.)
- More than 1000 papers from Journals
- Hundreds of papers published in Conference Proceedings
- Software Documentation comprising workbooks on hydrologic and hydraulic modelling
- Videos on flood events and water management
- Public Documents
- Documents to share
- Software

## 5.6 Languages, Communication and Consultation

### 5.6.1 Overall Challenge

- We provide a rich set of language learning opportunities for students, for example acknowledging language achievements through ECTS credits. We value communication and interaction with them and provide suitable communication and consultation channels for them.

### 5.6.2 Checklist of Actions

- ✓ The consortium understands the overall language requirements that will be placed on students throughout their mobility and takes a collective view on how best to deal with any issues arising from site to site. Language training is provided for students and this is acknowledged through ECTS credits;
- ✓ There is awareness of the language competencies needed while students are on internships in companies where only the local language is spoken;

<sup>27</sup> <http://repositorium.sdum.uminho.pt/>



- ✓ The consortium understands the differences between language competencies needed for basic local social interaction, and those needed for the academic programme, and makes a distinction in the training that is offered;
- ✓ Learning opportunities are provided for information management and intellectual property law and practice;
- ✓ Students have opportunities to work directly with staff on current research projects;
- ✓ All students receive the same training on core and transferrable skills no matter what their mobility path is.

### 5.6.3 Good Practice

In Budapest on the MESPOM Programme, all students attend a course in 'survival Hungarian' and some will opt to take more advanced courses. Compulsory classes in English for academic writing are given to students whose first language is not English, and they receive two **course credits for participating in language classes**. At UoT (Turin) the MERIT modules are taught in English, but the Department offers Italian language classes to MERIT students and six credits can be obtained from the language classes.

Proactive language preparation will also benefit students, so that they arrive at another university with basic language skills. At LUT (AMASE) the Programme provides access to preparatory language learning (for example if students were moving from Sweden to France/Germany/Spain) from an early point. The decision to make **preparatory language learning** available from the first semester was taken as a response to the student Course feedback/evaluation system. LUT also offer intensive courses in the partner languages towards the end of the academic year.

The AMASE students in Nancy said they were well integrated with French students and noted in particular the intensive French course provided for them, as well as the French tuition provided before in Lulea. **Students did value the challenges of learning a new language** and said that it was beneficial to them, so local language tuition was important in helping them to integrate with French students and the local community.

At UCL (MERIT) some 70% of the courses were taught in English as of early 2008 and the migration to full English teaching was progressing. During this time **a teaching assistant was available to students to help them clarify lecture material that is taught in the local language**.

Where students did express concerns was when Course modules were not taught in English. The additional challenge of learning the scientific local language, so that they could understand lectures was too demanding and they felt they lost academic value in the lectures. However, **students also were aware that poor local language skills could restrict their choice of placements and internships**, for example where it is difficult to locate suitable host companies who have enough English speaking competences.

In Lyon on the EMMME Programme the institution (INSA) provides language courses in English during the first semester. The course also makes **a language transition**, with the first month taught in English, and then more and more in French, with the second semester being all French. During the second semester students are given language preparation for their mobility destination, and in future all language tuition will be given course credits. On the DILL Programme language support is available, and in Tallinn students also have the option of learning the Estonian language. Students can receive support in English speaking, and there are optional language courses in English and Italian (**the next mobility language**).



For EMMME students at UPC in Barcelona there is a **private language school** for UPC students to receive 3 hours a week. If they want more they are directed to another school, for example to prepare them in French for mobility to INSA. There is an optional language course in August.

IMFSE specifies that:

*“The **students will however be stimulated to learn a second language apart from English.** At Ghent University, students will be offered a **Language and Culture module**, covering Dutch and the culture, history and social aspects of Belgium. This module is partly taught in Dutch. As students go to Lund in the second semester, they will get in contact with **Swedish**. This corresponds to the objective that Erasmus Mundus students come in touch with at least two European languages. In daily life, **IMFSE students will mingle with local students and inhabitants**, as well as with students of other nationalities, giving them plenty of opportunity to become familiar with other cultures and to be exposed to new languages. All involved universities offer **optional intensive language courses during summer**. In this way, **students can acquire the basics of the local language before the start of the academic year and have the ability to practice their newly acquired language skills and follow more advanced language modules during the academic year**”.*

Communicating with students, and providing flexible communication channels, is important – especially if the students are distributed across partner sites on mobilities. At the most general level Courses can informally consult with students, but that only generates unstructured and general outcomes. While there may be an ‘open door’ policy of access to staff, and occasional staff-student consultation meetings, they provide little differentiation across teaching, learning, and curriculum content. They certainly do not help to identify any uneven standards across the consortium. The IMSE coordination point advertises “*Follow me on the web! Facebook, Twitter, email and Online via skype every Tuesday from 15.00 till 16:00 CET*”. At the personal level, student evaluation requires a clear line of communication. For instance, in MERIT at Torino there is a ‘**Student ombudsman**’ who is formally a component of QA activity and takes their authority from students and colleagues to address any aspects that are not working.

The next level is one of process, where **the nature of the consultation needs to link to outcomes that have value to students**. There is little point in students completing questionnaires about the Course modules, only to receive limited feedback and to be told that the feedback is only assessed locally because there is no formal University process of Course evaluation. This does not encourage students to engage with the evaluation process and as a result, response rates will be low.

So, student assessment should be linked to outcomes relevant to the students and to benefit future students. It should be anonymous and collected effectively, for example where **student feedback is collected online via ‘Survey Monkey’ software**.

For MERIT at Torino the student contribution has clear linkage to outcomes for the staff and anonymous student surveys are used. The student survey system has been in place for more than 15 years. Institutionally, **the performance of individual professors is monitored and appropriate measures are taken where there are problems**. There is an **institutional board for the evaluation of student feedback that includes student representatives**. The explanations provided showed clearly that this analysis of the data results in concrete reactions from the deans of the faculties, for example in the case of staff underperformance.



On EUROAQUAE the **student consultation is consistent across all course partners**. An assessment questionnaire is provided to collect feedback from students. All surveys are anonymous and were online (via a secure server) from 2009 onwards. All course elements are assessed by students, using a ranking of 1-5. They may also contribute comments. The surveys include questions on a wide range of topics including motivation and preparation (i.e. not just about academic modules). A synthesis of results (by semester and location) is included in the QA progress report. Teachers are asked for feedback too, using the system, allowing them to comment on the quality of students as well. Reports are provided to the Management Board then partners have to provide a response where a problem has been identified. The team is working on ways to capture more feedback from industry on internships.

MA-LLL in Copenhagen has student feedback which is formally structured. Students provide an overall evaluation at the end of semester one, which is **summarised and communicated to students along with individual meetings with all students**. The approach to the evaluation results is therefore qualitative and constructive, rather than relying on statistical summaries of a small sample. There also is a meeting with a student representative who can **communicate generic issues**. There is an institutional evaluation of all courses and the end of each semester. Student representatives participate in and present student issues to the Steering Committee in all steering committee meetings.

Programmes can also use plenary events to obtain richer **feedback from students**, for example with EMLE and its mid-term meeting:

*“Each year in mid-February all students of the current academic year and scholars from the partner universities come together in Bologna, Ghent or Hamburg to discuss topics of Law and Economics and the future of the programme. The EMLE Midterm Meeting attracts one of the largest groups of Law and Economics scholars in Europe and is guaranteed to be a great experience, both academically and socially.*

*The meeting usually starts on Friday with a one-day symposium where papers by scholars from the partner universities and other experts are presented and discussed. The symposium provides vivid insights into current research topics in Law and Economics and proves to be a stimulating experience for all those interested in this field. It has become a tradition to **invite the student who in the previous academic year wrote the best thesis to present his or her work at the symposium. All papers are usually published in a Law and Economics series.***

*The symposium culminates in an invited lecture by a distinguished scholar of Law and Economics. For example, the invited lecture was given by Professor Robert Cooter from the University of California, Berkeley in 1995 and again in 1996, by Professor Lucien A. Bebchuk from Harvard University in 2001, and by Professor Mark Grady from George Mason University in 2003.*

*In the evening all participants enjoy the conference dinner, which is among the highlights of the meeting.*

***During the 'Thesis Meeting' on Saturday morning, the students discuss their ideas for a Master Thesis with the third term coordinators and faculty. Thesis titles and supervisors are agreed upon and subsequently confirmed in the EMLE Board Meeting, which concludes the Midterm Meeting on Saturday afternoon”.***

Students report that such events and support are invaluable. For example a EuroAqua student confirmed that *“Newcastle University had a Careers Office where **students could get advice about internships and placements**. As previously mentioned, the coordination of the master course also organised one event to **put students in contact with companies** and I also had informal personal support from professors”*. A EURO CULTURE student observed that *“we had the opportunity to take*



**language classes on a voluntary basis.** As well we had the opportunity to **take classes pertaining to academic writing** and the like. So the support in that respect was excellent". Another EUROCLTURE student noted "I was offered an **internship** at the institute of the director of studies in Göttingen. Other than that we were given tips on where to apply. **Concerning the mobility path we were given certain pros and cons of each partner university, based on past experiences**". IM in NLP & HLT students were positive about the University of Barcelona which "**offered internships** in an NLP company called Inbenta and other research groups such as the NLP group in Universitat Pompeu Fabra in Barcelona".

On IMACs there is a policy of focusing on personalised mobility paths and internships:

**"Mobilities and internships are proposed to the students taking their academic backgrounds into account** and according to his professional project. Lab. Internships (subject, welcoming laboratory) are always assigned after discussing it with the student".

And an IMACS student confirmed that students could "*follow their own path, interest as far it is compatible with program. The **professors always gave the necessary contacts for more information on specific topic.** They introduced to other researchers who could help, if they were not familiar with chosen topic*".

And like many programmes, EMSHIP links the internships to potential thesis topics, and with potential employability in mind:

*"The students can increase their learning opportunities taking internships in the world-leading companies involved in the maritime business including classification societies, shipyards, owners, research centres and the others and paying technical visits to the numbers of companies during the Programme. They are also offered and encouraged to **select interesting and challenging subjects of their master theses, developed partly during their internships at the companies**".*

This characteristic was also confirmed by a student on EMCL:

*"Excellent support from the local coordinators and also the consortium to pursue industrial internships in Europe. Professors are very helpful to **recommend a student to their industrial contacts and collaborators for employment purposes.** For students who want to pursue research careers, training was imparted on how to do independent scientific research. **The master curriculum was also designed as a preparatory program for a PhD for interested students**".*

## 5.7 Maximising Competencies and Skills

### 5.7.1 Overall Challenge

- We provide training in soft-skills and transversal competences that employers value. We build strategic links with key employers who can provide opportunities such as internships, research support, or sponsorship.

### 5.7.2 Checklist of Actions

- ✓ There is an agreed set of hard and soft skills and competencies that are to be provided to all students to prepare them for employment;



- ✓ Internships and placements take place at locations which are putting research into practice. There are clear and transparent criteria for the selection of placement/internship providers. The placement/internship system is flexible and diverse so that both the academic and career needs of the students are satisfied;
- ✓ Students have opportunities to develop business plans and research plans.

### 5.7.3 Good Practice

The EUROAQUAE **Industry Core Group** advises the course directly about **business and research needs**, also helping the course to ensure that the curriculum prepares the students effectively. For example, the Group has recommended that the course improve the Alumni Web site to maximise course-industry linkage. It has recommended that the course again teaches Java programming, rather than Visual Basic – Java had been dropped from the course after it was regarded as too demanding for some students.

EUROAQUAE students are asked to write about **their professional development** every six months, starting from the first week of the course. The outputs are usually quite realistic but changes do occur over the two years of the course. At the end of the second semester, they have to present a project, but also talk about what they want to do with their career, which has an impact on their choice of specialisation for the third semester. Informal and continuous discussions about academic paths are very useful.

On the MERIT Programme at UC Louvain teaching address **transversal competencies on business**, languages (French) and other subjects related to humanities. The business-related subjects are organised in a modular way and include contents for entrepreneurship which are so important in this institution with the tradition to create spin-off companies.

On the EUROCULTURE Programme **employability** is considered during the core 'Eurocompetences' course in Semesters 1 and 2, and is covered also in Semester 4. There are sessions on writing CVs, on promoting themselves to employers, on communication skills, and on being innovative in identifying employment opportunities.

On the AMASE course there is a partnership with Airbus, and 10% of students do internship research in the company in Hamburg. The potentially vital role of internships is therefore a specific heading that follows this section.

The NOHA team in Deusto also highlight the advantages of internships. Deusto have agreements with NGOs for internship periods for its students. These include the Red Cross, MSF, UNICEF, Oxfam and other international NGOs, as well as local NGOs. This **enhances the employability of students** as this is a valuable experience in the labour market. They can also obtain employment in the institution where they undertook the internship.

Internships provide additional value, because the staff in the placement organisations can act as assessors of the competences and skills acquired by the students during the Masters Course, and the relevance of these skills to industry or to professions.

There also is a balance to be found between deciding for students where they will be placed, and encouraging them to explore the options themselves. In Groningen on the NOHA Programme students are encouraged to use the University internship office in person and encouraged to **think creatively about the organisations (not restricting their thinking by the provision of a closed list of organisations) where they would like to undertake their internship and improve their job-**



**searching skills.** Moreover, students come to the programme from very different backgrounds and providing a central list of preferred organisations may not be suitable. Some former NOHA students are currently also now in a position to offer internships to those undertaking the programme.

On the EUROAQUAE Programme **internships are available to all students at any site.** Students are encouraged to search themselves for placements, but they also are referred to a core set of companies which form the 'Club of Friends' and the 'Industrial Core Group'. Industry is therefore fully embedded into the course. The process to **match the right student to the right company is through a research project with a company.** Hydro-informatics modellers are very much in demand so little difficulty in placing students. Internships take place in 4th semester where companies train them, and may offer jobs to them. The course team does screen students against placements, and may advise them against applying for internships. For example, a Nigerian student had a job in a national ministry, so was set a **personalised project in place of an industrial internship.** There is a sensitive focusing of the value of the internship to company needs, and the individual skills and career needs of the students.

EUROCULTURE, with its challenging mobility paths, places importance on internships. In Krakow internships are organised in cooperation with institutions in Krakow and Warsaw. **Students must experience an activity of definable academic value,** for example realistic field-work, organising conferences, PR work etc. The University is building a database of internship providers and student experiences.

Beyond the single component of internships there are wider considerations about the hard and soft skills that students need for their future careers. The GeoTech Programme identifies some of the **networking competences** that students should obtain on completion of the programme:

“At the GeoMundus students conference. In 2009, Erasmus Mundus students had the idea for and organized the first GeoMundus conference. GeoMundus is **a conference by students for students.** Our students invited other students from other Erasmus Mundus Masters programs in the field of “Geo” (Geosciences, Environmental Sciences, Geoinformatics, Agriculture, Forestry). We include GeoMundus planning into the curriculum. Apart from soft skills, GeoMundus provides an excellent opportunity for networking

With representatives from Industry, Government, NGOs, and Academia for contacts for future careers. **Associated partners provide career-building services,** amongst other at the GeoMundus conference (<http://www.geomundus.org> ). By that, students get first networking opportunities to their future job market. Another relevant event where the students attend every year is the gvSIG user conference which is also very interesting for career prospects ([http://jornadas.gvsig.org/home/view?set\\_language=en](http://jornadas.gvsig.org/home/view?set_language=en) )”.

Other programmes will use their associate partners in particular to identify the soft skills needed and to then embed them into the curriculum. On EMSANF:

*“Study advisors will make sure students are able to compose a very good own programme for their future career. In the Summer conference the animal feed **industry will be invited and students will be able to network with them.** For their internship or thesis students have the opportunity to work at future employers, and show their qualities. Academic and professional skills and language training are offered during the entire course”.*



And similarly with EMSHIP:

*“Students can meet potential employers during the SAB meeting and when they perform their internship. The students can **increase their career potential establishing personal links during the internships** in the world-leading companies as well as technical visits to the numbers of companies during the Programme. They also have contacts with the all representatives of the Strategic Advisory Board at least twice during the Programme. They are encouraged to **participate in the conferences SAB**. There is also the **alumni web site’ via the web site they can stay in touch with potential employers”**.”*

IMQP carries on providing career support beyond graduation and “after they finish the master we use email to provide to them with information about career opportunities, grants, etc.”. There also is an understanding that the support needs to be sensitive to the needs of students back in their home countries:

*“A large number of **third country students prepare their professional project during (or even before) their Master course**. The developed dialogue leads to undertake **early contacts** with (i) their former supervisors in their own countries; (ii) the targeted institutions or companies to which they would like to apply and (iii) the consortium’s scientific network in case the student wishes to continue her/his studies (e.g. PhD). **The coordinator, the partners and the specialized group at the partner’s scale is deeply involved in such contacts, and whenever necessary organizes specific trainings that match the student’s purpose”**.”*

Bringing much of this practice together the IMRCEES Programme identifies the overall graduate skills that it aims to develop, expressing them as achievements that students can communicate in their CVs:

*“Importantly, you will acquire and develop skills which will give you a competitive edge when you embark on a career or further study. **Independence, maturity and excellent communication skills are just some of the skills employers are looking for**. An overseas study experience brings many benefits to graduates, in terms of their **added-value through the skills obtained and the international dimension they acquire**.”*

*Graduate skills: **Knowledge and Understanding; Subject Specific Skills; Intellectual Skills; Transferable Key Skills; Knowledge and Understanding**. On completion of the programme, students will have attained:*

- *a **knowledge and understanding of past and present developments** in the socialist and post-socialist area including one or more of the following sub-regions: Central Asian Studies and the Caucasus/Caspian Sea Basin Studies; Baltic Sea Region Studies; Soviet and Post-Soviet Studies; and Central European Studies;*
- *an advanced **knowledge and understanding of specific disciplinary and interdisciplinary approaches** to the study of one or more of the following sub-regions: Central Asian Studies and the Caucasus/Caspian Sea Basin Studies; Baltic Sea Region Studies; Soviet and Post-Soviet Studies; and Central European Studies;*
- *a **working knowledge of one of the region’s languages**, to a level enabling them to read and critically interrogate relevant sources in that language;*
- *a **knowledge and critical understanding of relevant scholarship** in a number of disciplines originating from both within and outside the region;*
- *a **knowledge and critical understanding of key theories, principles and concepts** drawn from relevant contributory disciplines and inter-disciplinary formations within an area studies framework;*



- *within this overall framework, an **extensive, detailed and critical knowledge of two or more specialised areas of interest** (such as: Energy Security Issues; Nationalism, Identity and Minority Politics; Post-EU Enlargement Studies; Political Transformation and International Relations; International Security and Conflict Resolution; Economic and Social Transformation; Media and Democracy; Human Rights; History and Memory; Gender Studies; and Migration and Diaspora).*

On completion of the programme, students should be able: *within a coherent area studies programme framework, to **deploy critically a range of relevant disciplinary and interdisciplinary approaches**, drawing on an awareness of the latest developments in the field;*

- *to **locate one or more of these sub-regions** (Central Asian Studies and the Caucasus/Caspian Sea Basin Studies; Baltic Sea Region Studies; Soviet and Post-Soviet Studies; and Central European Studies) **within a broader global context** whilst retaining an appreciation of the region's internal diversity in a variety of spheres (cultural, economic, ethnic, political, social);*
- *to **integrate a diverse range of appropriate primary and secondary materials** such as literary and historical texts, oral interviews, sound recordings, visual screenings and internet sites;*
- *to **deploy a range of research techniques and methodologies** appropriate to the cultural context of the region and its peoples;*
- *to **read and critically interrogate relevant sources** in one of the region's languages.*

*Intellectual Skills. On completion of the programme, students will have attained:*

- *a capacity for **independent learning**;*
- *the ability to **define and develop creative responses to new research problems**;*
- *the **ability to frame and to test hypotheses**;*
- *the **ability to interpret, synthesise and evaluate** critically data drawn from a range of primary and secondary sources, including those in their original language;*
- *an **awareness of ethical issues** in the conduct of independent research involving human subjects;*
- *a **capacity for language learning***

*Transferable Key Skills. On completion of the programme, students should be able:*

*to demonstrate a capacity for autonomous learning, including the ability to review literature, set and solve problems, process research data by reading critically and analytically;*

*within this context, to demonstrate originality and creativity in the application of knowledge and understanding;*

- *to **meet deadlines and to plan and execute a significant research project** using a range of materials and relevant methodological approaches;*
- *to **present materials coherently in written form**, with clear use of language, professional referencing and use of tables, diagrams and graphics where appropriate;*
- *to **communicate effectively with audiences at different levels** (peer group, academic staff) and present materials orally in a clear manner, using audio-visual aids where appropriate;*
- *to **work flexibly and constructively in groups** including the ability to answer questions on their work and to give and receive constructive criticism;*
- *to **use a range of IT resources**, including word processing, email, database and spreadsheet packages; they should also have the ability to use and evaluate internet sites perceptively and responsibly".*



## 5.8 Our Alumni

### 5.8.1 Overall Challenge

- We aim to have a life-long relationship with our students. We provide the means and motives for our alumni to stay 'connected' with our consortium and Programme.

### 5.8.2 Checklist of Actions

- ✓ A system is in place to build, and manage, a sustainable alumni association for graduates of the Programme;
- ✓ The alumni association is active and energised; for example, providing facilities for career advice, raising finance, providing placements and internships, and dealing with 'post-course' issues for graduates.

### 5.8.3 Good Practice

**Alumni are a rich source of support for current students** and alumni can also enrich a Course through the contacts and skills they can contribute as they develop their careers. Throughout this Handbook there have been examples of how alumni can provide excellent support for current students, can contribute to the provision of finance and internships, and can become potential employers who help to guide the programme development.

The NOHA Alumni Association supports students well after they have finished their programme and offers information about different aspects, such as employment offers. It can also serve as a useful contact point for students who are moving to a new destination and can learn about NOHA students in the area where they are going.

At the level of the Erasmus Mundus Alumni Association, who provided excellent students to accompany us on our visits, course students have also suggested that a wider service function is developed to coordinate advice about such issues as visas and mobility across the whole programme.

The students we met regard the Erasmus Mundus Alumni Association a strategic resource, and the European Commission also is very sensitive to the role of students and alumni as 'soft ambassadors' for Europe. Student representatives attend meetings of the Association. They seek views from their peers locally, although they often receive little response from other students. Instead the students encourage the Alumni Association to become an organisation that focuses on services to its stakeholders. They see **value in it coordinating information relating to visas and mobility, in sharing information across students and in communicating student problems to the Commission**, in a way that generates action.

The EUROAQUAE Programme **Alumni Association is active in the process of career development for current students**, and participates in mock interviews. Members of the Association are often working in the key companies who will take placements and recruit students. Nice provides the Association with space on a Web server. Alumni are firmly embedded into the quality process.

The EUROAQUE Alumni Association is supported formally (i.e. funded) by the department at Nice and plays a key role in sharing knowledge from past experience and in promoting the course. This includes providing a **one-to-one mentor (a previous student) for each new student**. The association is fully



involved in most aspects of the course, although it has taken time to build up to this situation (five years). The Alumni association is strongly linked to the professional sector, and this helps students to secure employment after graduation.

An EMGS (European Master in Global Studies) alumni association exists. It aims at keeping a close relationship both to the graduated and newly enrolled students of EMGS and to the Faculty of EMGS to ex-change ideas and to develop further projects. A first alumni meeting was held at the beginning of June 2009 in Leipzig with the participation of current students of the programme in order to strengthen the network between graduates and fellows. EMGS students also maintaining the forum "Globalistan" which should allow people all over the world to share the way they see the world.



## 6 Conclusions

---

Since 2008 this EMQA project has been reviewing the quality landscape of Erasmus Mundus Master Programmes. This year, 2012, is the last call for proposals for Programmes, which will be selected to start operations in 2013. This means that Erasmus Mundus will still be producing graduates until 2018-2019.

That is a long period in which programmes will continue to innovate and to produce world-class graduates. The shape of EMMCs under the new 'Erasmus for All' strategy has yet to be determined, but it is clear after nearly five years tracking the programmes that they continue to provide a beacon of excellence in international education. Erasmus Mundus has been studied by governments around the World to understand how internationalisation and multi-disciplinarity can generate new HE offerings that meet the complex needs of problems and issues that face contemporary society.

EMMCs have led to richer integration and cooperation across countries and institutions. They have shown how industry and the wider community of employers can be embedded within a curriculum while still leaving the curriculum with its scientific integrity and independence.

Most importantly of all, the EMMCs have shown how excellence can be a collaborative and dynamic process. At the end of 2008 a small subset of programmes had communicated their practices with us, and we shared it with all the other courses (both active and prospective) through the EMQA resource. That helped new programmes to understand where they could innovate faster. That put more pressure on existing programmes to innovate even faster to stay competitive when they applied for renewal of funding. Quality that is shared, and which is dynamically understood, helps to drive continuous quality improvements.

This is, of course, not a radically new approach to quality – it is what Japanese car manufacturers have been doing for decades with the Kaizen principle<sup>28</sup>. However, it is relatively new to HE, where the approach traditionally is on agreeing a quality assurance structure and then assessing programmes against it. Here the quality assurance structure is richer, and the new indicators for 2012 allow a robust benchmarking process to be undertaken. Even here, however, the benchmarking is not intended just as a means of comparing one course to another, and producing a ranking table. The benchmarking is also intended to be used, as EMQA always did, for a programme to benchmark itself by allowing all participants to self-assess the programme. Quality is driven from within, and the quality assessment in the end with Erasmus Mundus is determined by success, or otherwise, in securing the competitive funding from the European Commission.

---

<sup>28</sup> <http://en.wikipedia.org/wiki/Kaizen>



## 7 Annex A: Indicators

---

The online resource [www.emqa.eu](http://www.emqa.eu) contains an online version of this Handbook along with a set of indicators that you can use to self-assess your Programme. The indicators were developed for EMQA by Jeroen Huisman & Paulo Charles Pimentel Bótas, International Centre for Higher Education Management, University of Bath, UK.

The indicators are not meant to be a comparative and normative metric to assess the relative performance of Programmes – there are so many differences between Master Programmes and this makes direct comparability very difficult.

However, what is more important is how a Programme understands its ‘excellence’, how it can review it strategically, and how it can prioritise areas for improvement and innovation. In addition, learning from the excellence of other Programmes (the primary objective of this Handbook) may help Programmes to identify areas for improvement and innovation. And, importantly, the use of the indicators will allow a Programme to understand how quality is perceived across all the participants, from academics, administrators, support staff across the institutions, to the students. The online tool provides an opportunity to build a Programme-wide set of anonymised assessments by a Programme Coordinator.

The full set of indicators is designed to be used by the Coordinating and Partner institutions. In previous versions of the self-assessment exercise various sub-sets of self-assessment questions were provided for coordinators, partners and students. However, these were not always fully suited to all Programmes, so the 2012 set of indicators has the option to declare any of them as ‘not applicable’ – this provides easy customisation for each group.

Lastly, there is not always a single indicator for each sub-component of the quality landscape. Some sub-components are more complex than others and need to be covered by more than one set of questions.

### ***Priority A: Developing a comprehensive course vision***

M-A.1: Identifying the need and ‘unique selling proposition’ to run this EM programme:

Indicator M-A.1.1: Developing the objectives of the programme

- 1) Programme objectives are developed without explicitly considering its unique selling point(s)
- 2) Programme objectives are developed, implicitly considering its unique selling point(s)
- 3) Programme objectives are developed that differ from other (relevant) programmes in a couple of areas
- 4) Programme objectives are developed that differ from other (relevant) programmes in many areas.

Indicator M-A.1.2: Developing the structure of the programme

- 1) A programme structure is developed without explicitly considering its unique selling point(s)
- 2) A programme structure is developed, implicitly considering its unique selling point(s)
- 3) A programme structure is developed that differs from other (relevant) programmes in a couple of areas



- 4) A programme structure is developed that differs from other (relevant) programmes in many areas.

Indicator M-A.1.3: Performing programme need(s) analysis

- 1) The consortium has hardly analysed the need(s)
- 2) The consortium has analysed the need(s) somewhat, but largely on the basis of taken-for-grantedness and unsupported assumptions
- 3) The consortium has thoroughly analysed the need(s) in some respects (one or two from e.g. problem analysis, scientific developments, student needs, labour market expectations)
- 4) The consortium has thoroughly analysed the need(s) in many respects.

M-A.2: Detailing who will receive value from the programme

Indicator M-A.2: Being explicit on stakeholder value

- 1) The programme leaves the value for stakeholders implicit
- 2) The programme addresses some values for a limited set of stakeholders (a few of: students, employers, placement institutions, industry, government[s], public sector organisations, not-for-profits, network partners, lecturers on the programme)
- 3) The programme addresses some values for a large(r) set of stakeholders
- 4) The programme addresses an elaborated and structured set of values for a large(r) set of stakeholders in a consistent way.

M-A.3: Building a viable sustainability strategy for the consortium and the programme

Indicator M-A.3: Building long- and medium term strategies

- 1) The programme mainly focuses on the here-and-now, with limited attention to future sustainability
- 2) The programme monitors some external developments (that potentially affect the sustainability in the medium term) to a limited extent
- 3) The programme monitors external developments (that potentially affect the sustainability in the medium and longer term) to some extent
- 4) The programme has explicit instruments in place to make the programme sustainable in many respects (funding and sponsors, continuous commitment current partners, search for new partners, monitoring student flows and demand, targeted marketing activities, robust governance structure).

M-A.4: Understanding the value of the shared academic and administrative cultures and quality of all partners and the participating students

Indicator M-A.4.1: Dealing with different academic and administrative cultures

- 1) Partners acknowledge different academic and administrative cultures, without finding solutions to emerging cultural problems Partners have noted some cultural differences, that are once in a while addressed.
- 2) Partners have noted some cultural differences, that are once in a while addressed
- 3) Partners have noted the most important cultural differences, that are regularly addressed
- 4) Partners continuously monitor cultural differences and their impacts (e.g. through risk assessments) and these are also continuously addressed and acted upon.

Indicator M-A.4.2: Understanding the quality of partners and their institutions

- 1) The quality of partners is assumed
- 2) The quality of partners is checked once in a while on an ad hoc basis



- 3) Some processes are in place to make the partners accountable for the quality of their input
- 4) A full set of processes (regular reporting, key performance indicators, but also “light-touch” processes as continuous communication and social events) is in place for partners to regularly account for the quality of their input

M-A.5: Building a coherent and comprehensive employability strategy for graduates

Indicator M-A.5: Making the Programme ‘attractive’ for the Labour Market

- 1) It is assumed that students will be responsible for making themselves ‘employable’
- 2) In some of the phases (during the programme, in transition to the labour market or afterwards such as contacts with alumni), there are activities (placements, projects etc.) that focus on employability.
- 3) In many phases (programme design, during the programme, in transition to the labour market or afterwards such as contacts with alumni), there is considerable attention to focusing on generic employability goals.
- 4) Throughout the programme (from design to delivery) the consortium pays structured attention (explicit learning outcomes and competences re employability skills, gathering feedback from labour market including monitoring jobs acquired by graduates, placements/internships, involvement of industry partners in the programme, careers office) to employability skills, and key actors in the labour market are embedded in the Programme (placements, programme content and design etc.).

M-A.6: Maximising student achievement through well-structured mobility pathways, internships, etc.

Indicator M-A.6: Developing structured pathways

- 1) Mobility pathways are based on particular strengths of partners, to a limited extent coordinated at the level of the programme
- 2) Mobility pathways are based on particular strengths of partners, to some extent planned and coordinated at the level of the programme
- 3) Mobility pathways are thought through, building on either coherent overall objectives or structures
- 4) Mobility pathways are significantly thought through, building on coherent overall objectives and structures (exchange of staff across partner sites, balancing integration and differentiation at various sites, high level of transparency for students, placements fitting overall objectives), leaving scope for needs of individual students (tailor-made)

M-A.7: Providing a Master degree with maximum recognition of the degree and rapid provision of the associated “products”

Indicator M-A.7: Supporting degree recognition

- 1) The degree is sum of the parts (no joint degrees, separate certificates only), there is limited attention to broader recognition
- 2) The degree is coherent, but there is limited attention to broader recognition
- 3) The degree is coherent and there is some attention to broader recognition (e.g. ECTS, diploma supplement, learning outcomes specified).
- 4) The degree is coherently organised and presented (joint degrees) with detailed attention to recognition in many facets (ECTS, diploma supplement [in various languages], learning outcomes specified, attention to specific domestic requirements in partner countries, joint degrees, mutually accredited programmes).



**Priority B: Provide an integrated and consortium-wide learning & teaching, and staff development strategy**

M-B.1: Detailing a coherent and comprehensive pedagogy with clearly communicated learning outcomes

Indicator M-B.1.1: Developing coordinated pedagogies

- 1) Each partner in the consortium describes the pedagogies of the part of the programme it is responsible for
- 2) Partners have described the pedagogies and have attempted to coordinate these
- 3) Partners have described the pedagogies in detail and coordinate these
- 4) Partners have described the pedagogies in detail (curricular and extra-curricular activities, mix of pedagogical tools fit for purpose; core programme versus electives) and coordinate these from a seamless overarching pedagogical perspective.

Indicator M-B.1.2: Coordinating learning outcomes

- 1) Each partner in the consortium describes the course contents of the part of the programme it is responsible for
- 2) Partners have described the course contents and have attempted to coordinate these
- 3) Partners have described the course contents in terms of learning outcomes in detail and coordinate these
- 4) Partners have described the course contents in terms of learning outcomes in detail (knowledge and understanding, skills and abilities, attitudes) and coordinate and integrate these in a seamless overarching learning outcomes perspective.

M-B.2: Balancing the teaching/research workload

Indicator M-B.2.1: Providing workload balance for teachers

- 1) Each partner decides on teaching/research workload balances given its national and institutional idiosyncrasies
- 2) Each partner decides on teaching/research workload balances on the basis of the objectives of the programme
- 3) Partners decide collectively on teaching/research workload balances on the basis of the objectives of the programme and institutional and national constraints
- 4) Partners decide collectively on teaching/research workload balances on the basis of the objectives of the programme, institutional and national constraints, and teachers' career perspectives and development

Indicator M-B.2.2: Providing workload balance for students

- 1) Each partner decides on workloads for students
- 2) Each partner decides on workloads for students and communicates this with other partners
- 3) Partners discuss workloads for students and (do their best to) balance this across the partners
- 4) Partners use a consortium-wide mechanisms to assess workloads for students and take care that workload is balanced over time and across partners

M-B.3: Ensuring the assessment mechanisms are coherent and balanced across the consortium

Indicator M-B.3: Ensuring coordinated student assessment

- 1) ECTS procedures guide assessment across the partners
- 2) Different grading systems are communicated across the partners
- 3) Consortium-wide tables (translating marks and gradings) ensure that students are coherently assessed



- 4) Consortium-wide tables and mechanisms (joint and double marking by different partners, involvement external examiners) ensure that students are coherently assessed

M-B.4: Providing students with access to the best learning tools and facilities, and e-learning platform

Indicator M-B.4: Providing access to learning tools and facilities

- 1) Each partner decides and communicates which learning tools and facilities are available
- 2) Partners discuss learning tools and facilities at the consortium level and decide consequently on local learning tools and facilities
- 3) Partners discuss learning tools and facilities at the consortium level in the light of the overall programme objectives and learning outcomes
- 4) Partners discuss learning tools and facilities at the consortium level in the light of the overall programme objectives and learning outcomes, and act upon these by providing tailor-made local learning tools and facilities and a functional e-learning platform at consortium level

M-B.5: Implementing a formal continuous course review process

Indicator M-B.5: Implementing a course review process

- 1) Each partner has its own internal review processes
- 2) Internal review processes are discussed and somewhat coordinated across the partners
- 3) A comprehensive consortium-wide internal course review process is in place
- 4) Comprehensive and continuous consortium-wide internal and external course review processes are in place

M-B.6: Ensuring effective staff mobility and inter-cultural awareness across the course and consortium

Indicator M-B.6: Ensuring staff mobility

- 1) Staff mobility is organised on the basis of volunteering
- 2) Staff mobility is organised on the basis of (course) needs-based considerations
- 3) Staff mobility is coordinated across all partners on the basis of course needs and interest among staff
- 4) Staff mobility is coordinated across all partners on the basis of course needs and interest among staff, additionally there is considerable attention to preparation of staff (cultural awareness, career development)

**Priority C: Develop a realistic management, financial, and institutional strategy**

M-C.1: Structuring the human resources strategically

Indicator M-C.1: Strategically structuring human resources

- 1) Each partner decides on human resources
- 2) There is some discussion and consideration of strategically structuring academic human resources
- 3) There is some discussion and consideration of strategically structuring academic and non-academic resources
- 4) There is structural attention to academic and non-academic human resources (overall coordinator, integrated perspective on needs of students and available human resources).

M-C.2: Planning the finances and allow for risks and contingencies

Indicator M-C.2: Financial management

- 1) Resources are annually allocated to partners by the consortium leader



- 2) Finances are discussed annually and – if necessary – budget allocations are reconsidered
- 3) Resources and finances are carefully planned (annual consideration of budgets) and executed in much detail (financial handbook at consortium level)
- 4) Resources and finances are carefully planned (annual consideration of budgets) and executed in much detail (financial handbook at consortium level, regular monitoring) and an annual risk and contingency analysis takes place at consortium level.

M-C.3: Implementing a formal consortium agreement, including a policy of joint course fees

Indicator M-C.3: Implementing a consortium agreement

- 1) The consortium agreement contains some general guidelines the partners agreed upon, but the agreement is largely a symbolic document
- 2) The consortium agreement contains some general guidelines the partners agreed upon, once in a while the agreement is (re)discussed
- 3) The consortium agreement details all duties and responsibilities of the partners involved
- 4) The consortium agreement details all duties and responsibilities of the partners involved, including a policy of joint course fees and is regularly (re)discussed.

M-C.4: Developing a coherent communication and administrative processes across the consortium

Indicator M-C.4: Developing communication and administrative processes

- 1) Each partner provides the relevant information to (mainly) students
- 2) Information is communicated by each partner to all parties involved (students, staff, administrators)
- 3) Dissemination of information is coordinated by one of the partners of the consortium
- 4) A structured platform (e.g. portal, intranet) is set up to communicate both the basic information on the programmes for students, staff and administrators (possibly separate access levels for different parties) and relevant news/updates.

M-C.5: Implementing a programme-wide quality assurance process

Indicator: Implementing programme-wide quality assurance

- 1) Each partner takes care of internal (partner level) quality assurance (mainly course evaluations)
- 2) Internal quality assurance is coordinated across all partners involved (mainly course evaluations and programme evaluation)
- 3) Internal and external quality assurance is coordinated across all partners involved, focused on course and programme evaluation
- 4) A broad(er) set of evaluation tools (evaluations by students, staff, external partners, quality monitoring boards) at the consortium level are used for both internal and external quality assurance.

M-C.6: Ensuring there is consistent organisational strategy about internationalisation

Indicator: Ensuring an internationalisation strategy

- 1) The internationalisation dimension is taken-for-granted given the programme is offered by an international consortium
- 2) There is explicit attention to take care that an internationally diverse student group enrolls and that equally a diverse set of international faculty is involved in teaching.
- 3) Internationalisation goes beyond international students and staff and is also visible in the curriculum (language courses, [inter]national cultures, internationalisation at home), also staff visit and teach regularly at partner institutions.



- 4) Beyond an integrated perspective on internationalisation (see 3), the internationalisation activities are strongly linked to the overall internationalisation strategies and activities of the partners.

#### M-C.7: Implementing a dynamic marketing strategy

##### Indicator M-C.7: Implementing a marketing strategy

- 1) The programme is promoted by partners, though mainly in a passive way, through various communication mechanisms (web site, folders)
- 2) The programme is consistently and actively promoted by the consortium (web site, folders, fairs, mailings, international and global networks).
- 3) The programme is consistently and actively promoted by all involved (students, staff, university management; course ambassadors).
- 4) Beyond active and consistent promotion, the partners invest seriously in branding the programme and consortium (e.g. alumni network).

### **Priority area D: Recruit excellent students, deliver value to them, and engage alumni**

#### M-D.1: Recruiting and selecting the 'best equipped' students

##### Indicator M-D.1: Recruiting and selecting students

- 1) Students are selected by the consortium on the basis of academic credentials
- 2) Individual partners select on the basis of a portfolio approach (academic credentials, language skills, motivation, attitude)
- 3) Individual partners actively recruit and select on the basis of a portfolio approach (academic credentials, language skills, motivation, attitude)
- 4) Students are actively recruited and selected by consortium on the basis of a portfolio approach (academic credentials, language skills, motivation, attitude)

#### M-D.2: Ensuring students are well prepared logistically and academically before they arrive on the programme

##### Indicator M-D.2: Ensuring students prepare

- 1) The consortium sends the key information on the course to all students
- 2) The consortium sends key information on the course and the expectations to all students
- 3) The consortium sends key information on all academic (course, expectations) and non-academic aspects (visas, accommodation, language) to all students
- 4) The consortium uses a variety of tools (web sites, information packages, personal contact by tutors) to inform students about all academic (course, expectations) and non-academic aspects (visas, accommodation, language)

#### M-D.3: Supporting the students socially, culturally and academically after they arrive

##### Indicator M-D.3: Supporting students socially, culturally and academically

- 1) The partner responsible for the first semester has organised meetings to support students at the start of their course
- 2) The partner responsible for the first semester has organised meetings and has set up a mentor/tutor programme
- 3) Throughout the programme, the students are supported socially, culturally and academically through some planned activities



- 4) Throughout the programme, the students are supported socially, culturally and academically through a range of planned activities (social-cultural events, academic mentoring, student support systems)

#### M-D.4: Joining-up the resource availability across the institutions

##### Indicator M-D.4: Joining up resources

- 1) Each partner assures access to relevant resources
- 2) Consortium partners discuss resources needed and take care they are provided locally
- 3) The consortium partners discuss programme objectives and learning outcomes and match these with local resources (e.g. library, IT, study rooms, social facilities)
- 4) The consortium partners discuss programme objectives and learning outcomes at the course level and explain in detail how these match with local resources

#### M-D.5: Maximising student learning opportunities during the course

##### Indicator M-D.5: Offering student learning and research training

- 1) Each partner has thought through and offers learning and research training opportunities
- 2) There is some planning at the consortium level to offer appropriate learning and research training opportunities to all students
- 3) At the consortium and partner levels, tutoring, mentoring and supervision arrangements are in place to fully support all students to find and make use of the available learning and training opportunities
- 4) Many different arrangements (tutoring, counselling, mentoring, supervision, information sources on web site, peer input, liaisons with business and industry) are in place to offer the students support to find and make use of the available learning and training opportunities.

#### M-D.6: Preparing students to maximise their career potential

##### Indicator M-D.6: Maximising career potential

- 1) Some partners pay attention to life after graduation
- 2) The consortium integrates career issues in the final phases of the programme
- 3) There is considerable attention to career potential through contacts (lectures, internships) with representatives of business and industry, the professions etc.
- 4) There is considerable attention to career potential through contacts (lectures, internships) with representatives of business and industry, the professions etc., in addition to offering students ample leeway to reflect on their own career development (mentoring, tutoring)

#### M-D.7: Building a long-term relationship with alumni

##### Indicator M-D.7: Building relationships with alumni

- 1) Partners are incidentally contacting alumni
- 2) Partners are systematically contacting alumni to monitor their labour market positions
- 3) Partners are systematically contacting alumni to monitor their labour market positions and to involve them in the current course
- 4) Partners are systematically contacting alumni to make use of their input throughout the course (open days, ambassadors; speakers, contributors; graduate feedback)



## 8 Annex B: List of EMMCs

---

Taken from the 10 July 2012 list:

[http://eacea.ec.europa.eu/erasmus\\_mundus/results\\_compendia/selected\\_projects\\_action\\_1\\_master\\_courses\\_en.php](http://eacea.ec.europa.eu/erasmus_mundus/results_compendia/selected_projects_action_1_master_courses_en.php)

(Access the URL above for programme descriptions and links to their websites)

AFEPA - European Master in Agricultural, Food and Environmental Policy Analysis  
<http://www.uclouvain.be/afepa>

AGRIS MUNDUS - MSc in Sustainable Development in Agriculture <http://www.agrismundus.eu>

ALGANT - International integrated Master course in Algebra, Geometry and Number Theory  
<http://www.ALGANT.eu>

AMASE - Joint European Master Programme on Advanced Materials Science and Engineering  
<http://www.amase-master.net/>

ASC - Master of Science: Advanced Spectroscopy in Chemistry <http://www.master-asc.org/>

ASTROMUNDUS - Astrophysics <http://www.astromundus.eu>

ATOSIM - Atomic Scale Modelling of Physical, Chemical and Bio-molecular Systems  
<http://www.erasmusmundus-atosim.cecam.org/>

bhealth - BioHealth Computing EM <http://biohealth-computing.org/>

CEMACUBE - Common European Master's course in Biomedical Engineering  
[www.biomedicaltechnology.eu](http://www.biomedicaltechnology.eu)

CHOREOMUNDUS - International Master in Dance Knowledge, Practice and Heritage  
<http://www.choreomundus.org/>

CIMET - Color in Informatics and MEdia Technology <http://www.master-erasmusmundus-color.eu/>

CLE - Master/Laurea Specialistica en Cultures Littéraires Européennes <http://www.cle.unibo.it/>

COSSE - Computer Simulation For Science and engineering <http://www.kth.se/COSSE>

CSSM - Complex Systems Science [www.warwick.ac.uk/go/emmcs](http://www.warwick.ac.uk/go/emmcs)

CWCN - Crossways in Cultural Narratives <http://www.munduscrossways.eu>

DESEM - Erasmus Mundus MSc in Dependable Software Systems  
<http://www.cs.nuim.ie/courses/desem/>

DMKM - Data Mining & Knowledge Management <http://www.em-dmkm.eu>

ECOHYD - Erasmus Mundus Master of Science in Ecohydrology <http://www.ecohyd.org>



EDAMUS - Sustainable Management of Food Quality <http://www.master-edamus.eu/>

EM SIE - Erasmus Mundus Masters in Special and Inclusive Education <http://www.roehampton.ac.uk>

EM3E - Erasmus Mundus Master in Membrane Engineering <http://em3e.eu/>

EMAE - European Master in Applied Ecology <http://www.master-emaee.org>

EMARO - European Master in Advanced Robotics <http://emaro.irccyn.ec-nantes.fr>

EMBC - Erasmus Mundus Master of Science in Marine Biodiversity and Conservation  
<http://embc.marbef.org>

EMCL - European Masters in Clinical Linguistics <http://www.emcl-mundus.com>

EMCL - European Master's Program in Computational Logic <http://www.emcl-study.eu/>

EMDC - European Master in Distributed Computing [www.kth.se/emdc](http://www.kth.se/emdc)

EMDiReB - European Master in Diagnosis and Repair of Buildings <http://www.emdireb.eu/>

EMECC NURSING - Emergency and Critical Care Nursing <http://masternursing.uniovi.es/>

EMECS - European Master Embedded Computing Systems <http://mundus.eit.uni-kl.de>

EMFOL - Food of Life <http://www.emfoodoflife.eu/>

EMGS - Global Studies - A European Perspective <http://www.uni-leipzig.de/gesi/emgs>

EMIN - Erasmus Mundus Joint Master in Economics and Management of Network Industries  
<http://www.upcomillas.es/emin/>

EMLE - European Master in Law and Economics [www.emle.org](http://www.emle.org)

EMMAPA - Erasmus Mundus Master in Adapted Physical Activity [www.erasmusmundus.be](http://www.erasmusmundus.be)

EMMEP - Erasmus Mundus Minerals and Environmental Programme <http://www.emmep.org/>

EMMIR - European Master in Migration and Intercultural Relations <http://www.emmir.org>

EMM-Nano - Erasmus Mundus Master in Nanoscience and Nanotechnology <http://www.emm-nano.org>

EMQAL - European Joint Master in Quality in Analytical Laboratories <http://cursos.uaig.pt/emqal>

EM-SANF - Erasmus Mundus Master Course Sustainable Animal Nutrition and Feeding  
<http://www.emsanf.eu/UK/>

EMSD - European Master programme in Systems Dynamics [www.europeansystemdynamics.eu](http://www.europeansystemdynamics.eu)

EMSEP - European Masters in Sport and Exercise Psychology [www.jyu.fi/emsep](http://www.jyu.fi/emsep)



EMSHIP - European Education in Advanced Ship Design [www.emship.eu](http://www.emship.eu)[www.anast.ulg.ac.be/EMSHIP](http://www.anast.ulg.ac.be/EMSHIP)

EMTM - European Master in Tourism Management [www.emtmaster.net](http://www.emtmaster.net)

EMTTLF - European Master's in Transnational Trade Law Finance  
<http://www.transnational.deusto.es/EMTTL>

EU4M - European Union Master's Course in Mechatronic and Micro-mechatronic Systems  
<http://www.eu4m.eu>

EUMAINE - European Master of Science in Nematology <http://www.eumaine.ugent.be/>

EURHEO: European Masters in Engineering Rheology <http://eurheo.eu>

EUROAQUAE - Euro Hydroinformatics and Water Management [www.euroaquae.org](http://www.euroaquae.org)

EUROCULTURE - Europe in the Wider World <http://www.euroculturemaster.org>

EUROMIME - Master européen en Ingénierie des Médias pour l'Education <http://www.euromime.org>

EUROPHILOSOPHIE - Philosophies allemande et française dans l'espace européen  
<http://www.europhilosophie.eu/mundus/>

EUROPHOTONICS - Master in Photonics Engineering, Nanophotonics and Biophotonics  
[www.europhotonics.org](http://www.europhotonics.org)

EUROPUBHEALTH - European Public Health Master <http://www.europubhealth.org/>

euSYSBIO - erasmus Mundus Master's Course in euSYSBIO Systems Biology [www.kth.se/eusysbio](http://www.kth.se/eusysbio)

EWEM - European Wind Energy Master <http://www.windenergymaster.eu/>

FAME - Functionalised Advanced Materials and Engineering <http://www.fame-master.com>

FIPDes - Food Innovation and Product Design <http://www.fipdes.eu>

FloodR - Flood Risk Management (FloodRisk) <http://www.unesco-ihe.org/floodriskmaster>

Food ID - European Master Food Identity [www.masterfoodidentity.com](http://www.masterfoodidentity.com)

FUSION-EP - European Master in Nuclear Fusion Science and Engineering Physics  
[www.em-master-fusion.org](http://www.em-master-fusion.org)

GEM - Master of Science course in Geo-Information Science and Earth Observation for Environmental Modelling and Management [www.gem-msc.org](http://www.gem-msc.org)

GEMMA - Master's Degree in Women's and Gender Studies <http://www.ugr.es/~gemma/>

GeoTech - Master of Science in GeoTech Technologies <http://mastergeotech.info/>

GIM - MSc in Global Innovation Management [www.globalinnovationmanagement.org/](http://www.globalinnovationmanagement.org/)



GLITEMA - German Literature in the European Middle Ages <http://glitema.up.pt>

IM in NLP & HLT - International Masters in Natural Language Processing and Human Language Technology <http://mastermundusnlp-htl.univ-fcomte.fr/index.htm>

IMACS - International Master in Advanced Clay Science [www.master-imacs.org](http://www.master-imacs.org)

IMEC - International Master in Early Childhood Education and Care [www.imec.hio.no](http://www.imec.hio.no)

IMETE - International Master of Science in Environmental Technology and Engineering [www.imete.ugent.be](http://www.imete.ugent.be)

IMFSE - International Master of Science in Fire Safety Engineering [www.imfse.ugent.be](http://www.imfse.ugent.be)

IMHS - International Master in Horticultural Sciences [www.imahs.unibo.it](http://www.imahs.unibo.it)

IMQP - International Master in Quaternary and Prehistory Master International en Quaternaire et Préhistoire <https://sites.google.com/a/unife.it/quaternary-prehistory/>

IMRCEES - International Masters in Russian, Central and East European Studies <http://www.gla.ac.uk/erasmusmundus/imrcees>

IMRD - International Master of Science in Rural Development <http://www.imrd.ugent.be>

IMSE - International Master in Service Engineering <http://www.erasmusmundus-imse.eu/>

IT4BI - Information Technologies for Business Intelligence <http://it4bi.univ-tours.fr/>

JEMES - Joint European Master Programme in Environmental Studies <http://www.jemes-cisu.eu/>

M.E.S.C. - Master in Materials for Energy Storage and Conversion [http://www.u-picardie.fr/mundus\\_MESC](http://www.u-picardie.fr/mundus_MESC)

MA LLL - European Masters in Lifelong Learning: Policy and Management [www.lifelonglearningmasters.org](http://www.lifelonglearningmasters.org)

MACLANDS - MAster of Cultural LANDScapes <http://www.maclands.fr/>

MAIPR - Master of Arts in International Performance Research [www2.warwick.ac.uk/fac/arts/theatre\\_s/postgraduate/maipr/](http://www2.warwick.ac.uk/fac/arts/theatre_s/postgraduate/maipr/)

MAMASELF - Master in material science exploring European large scale facilities <http://etudes.univ-rennes1.fr/mamasef>

MAPNET - Masters on Photonic Networks engineering <http://mapnet.sssup.it>

MARIHE - Research and Innovation in Higher Education <http://www.marihe.eu/>

MATHMODS - Mathematical Modelling in Engineering: Theory, Numerics, Applications <http://www.mathmods.eu>



MBIO - Erasmus Mundus Master of Bioethics <http://www.masterbioethics.org/>

MCEMESV - Master Conjoint Erasmus Mundus en Etude du Spectacle Vivant  
<http://performingarts-mundus.eu/http://www.spectacle-vivant.eu/>

MEDEG - Economic Development and Growth [www.uc3m.es/medeg](http://www.uc3m.es/medeg)

MEDFOR - Mediterranean Forestry and Natural Resources Management <http://www.medfor.eu>

MEEES - Masters in Earthquake Engineering and Engineering Seismology [www.meees.org](http://www.meees.org)

MEME - Erasmus Mundus Master Programme in Evolutionary Biology <http://www.evobio.eu/>

MERIT - Master of Science in Research on Information and Communication Technologies  
<http://www.meritmaster.org/>

MESPOM - Master of Science in Environmental Sciences, Policy and Management [www.mespom.eu](http://www.mespom.eu)

MFSc - Master in Forensic Science [www.lincoln.ac.uk/forensic-erasmusmundus](http://www.lincoln.ac.uk/forensic-erasmusmundus)

MIND - Erasmus Mundus Master's programme in Industrial Ecology <http://www.emmind.eu>

MISOCO - Joint European Master in International Migration and Social Cohesion <http://www.misoco.org>

MITRA - Médiation interculturelle : identités, mobilités, conflits <http://mitra.ifres.info/>

MScEF - Master of Science in European Forestry <http://www.europeanforestry.net>

MSPME - Masters in Strategic Project Management (European) <http://www.mspme.org/>

MULTIELE - Multiculturalism: Master degree in Learning and Teaching of Spanish in Multilingual and International Contexts <http://multiele.org/>

MUNDUS JOURNALISM - Erasmus Mundus Masters Journalism, Media and Globalisation  
<http://www.MundusJournalism.com>

MUNDUS MAPP - Erasmus Mundus Master's in Public Policy <http://www.mundusmapp.org/>

MUNDUS URBANO - Interdisciplinary Erasmus Mundus Master Course International Cooperation and Urban Development <http://www.mundus-urbano.eu/>

NEURASMUS - A European Master in Neuroscience: Advanced Courses and Research Training  
<http://www.neurasmus.u-bordeaux2.fr/>

NOHA Mundus - Joint Master's Degree Program in International Humanitarian Action  
<http://www.nohanet.org/>

NOMADS EMMC - exploring without borders-documentary filmdirecting <http://www.docnomads.eu/>

NORDSECMOB - Master's programme in Security and Mobile Computing <http://nordsecmob.tkk.fi/>



PLANET Europe - Joint Masters Programme on European Spatial Planning, Environmental Policies and Regional Development <http://www.planet-europe.eu/>

reCity - Erasmus Mundus Master Course in City Regeneration

REGHEALTH - European Master in Sustainable Regional Health Systems  
<http://ErasmusMundus.tprs.vu.lt>

SAHC - Advanced Masters in Structural Analysis of Monuments and Historical Constructions  
<http://www.msc-sahc.org/>

SEFOTECH nut - European MSc in food science, technology and nutrition <http://www.sefotechnut.org/>

SELECT - Environmental Pathways for Sustainable Energy Systems [www.kth.se/select](http://www.kth.se/select)

SERP-Chem - International Master in Surface, Electro, Radiation, Photo - Chemistry  
<http://www.serp-chem.eu/>

SPACEMASTER - EMMC in Space Science and Technology [www.spacemaster.eu](http://www.spacemaster.eu)

STeDe - Erasmus Mundus Master in Sustainable Territorial Development <http://www.em-stede.eu>

STEPS - Erasmus Mundus Master Course in Sustainable Transportation and Electrical Power Systems  
<http://emmcsteps.uniovi.es/>

SUFONAMA - Sustainable Forest and Nature Management [www.sufonama.net](http://www.sufonama.net)

SUSCOS - Sustainable Constructions under Natural Hazards and Catastrophic Events  
<http://steel.fsv.cvut.cz/suscos/>

SUTROFOR - Erasmus Mundus Masters Course in Sustainable Tropical Forestry <http://www.sutrofor.eu/>

TCCM - Euromaster on Theoretical Chemistry and Computational Modelling <http://www.emtccm.org>

TEMA - Territoires européens (civilisation, nation, région, ville): identité et développement  
<http://www.mastertema.eu/>

TEOS - Transcultural European Outdoor Studies [www.erasmusmundus-TEOS.eu](http://www.erasmusmundus-TEOS.eu)

THRUST - Erasmus Mundus Master's Course in Turbomachinery Aeromechanics University Training  
[www.kth.se/thrust](http://www.kth.se/thrust)

tropEd - European Master in International Health <http://www.em-troped.u-bordeaux2.fr>

VIBOT - Erasmus Mundus Masters in Vision and Robotics <http://www.vibot.org>

VINIFERA EuroMaster - European Master of Science of Viticulture and Enology  
<http://vinifera-euromaster.eu>

VINTAGE - Master International Vintage, Vine, Wine and Terroir management  
<http://www.vintagemaster.com>



WACOMA - Erasmus Mundus Master in Water and Coastal Management  
<http://www2.uca.es/serv/catedra-unesco/erasmusmundus/wacoma/index.htm>

WOP-P - Master in Work, Organizational and Personnel Psychology <http://www.uv.es/erasmuswop/>