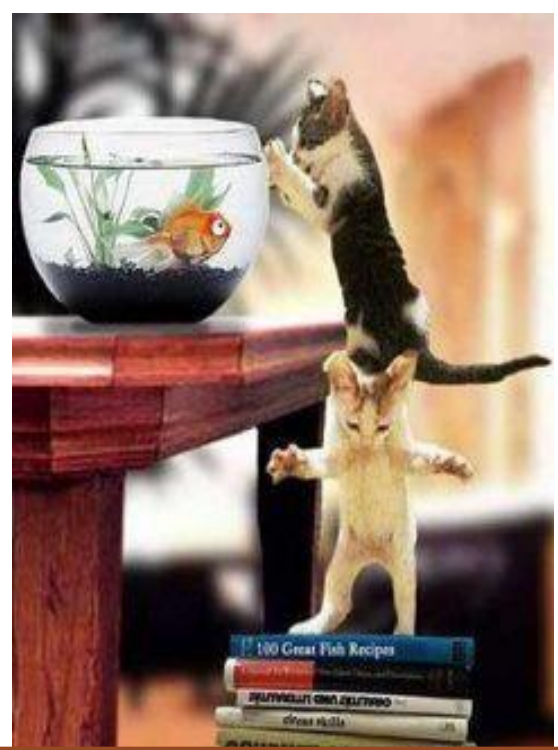# Applying for an E+ Joint Master Challenges, and dealing with the paperwork

Raimonda Markeviciene

Shared or joint efforts?

Shared:
Have in common
Distributed in portions
Added value for students and
for Institutions?

Shared
programmes

Joint
Programmes

Joint:
United or combined
Affecting or involving two or
more. Added value for
students and institutions

EUROPEAN
Higher Education Area

bologna
process

BRITISH
COUNCIL

Erasmus+

Challenges for JP (1)

National regulations

National degree system and programmes	Accreditation and QA issues

University regulations

Deadlines and academic calendar	Language requirements	Possible other restrictions (No of students, different interpretation of definitions)

Different academic cultures

Approaches and expectations	Grading and assessment	Graduation requirements

Challenges for JP (2)

Financial framework

Bridging differences in fees	Covering costs of programme	Building a sustainable financial framework

Regulations for graduation and students' credentials

Final exams *vs* accumulative model of exams	Name of the degree	Format of diploma and Diploma Supplement

Administrative burden

University databases (language)	Possibly different financial aspects	Different aspects of working with students

Award criteria

Relevance of the project - max 30 points (threshold 22,5 points)

Crucial

Quality of the project design and implementation
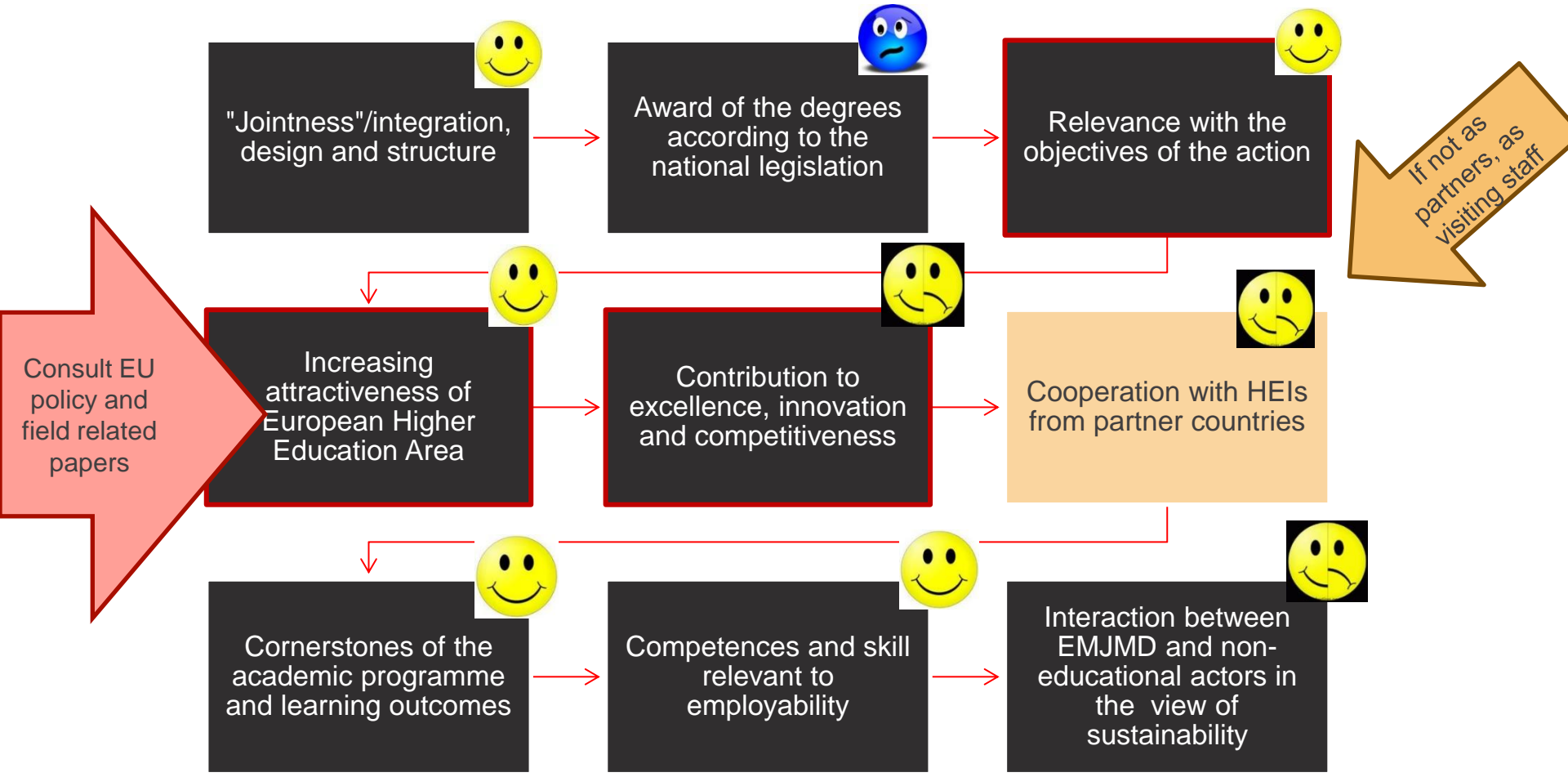max 25 points
(threshold 15 points)

Quality of the project team and the cooperation arrangements
max 20 points
(threshold 12 points)

Impact and dissemination
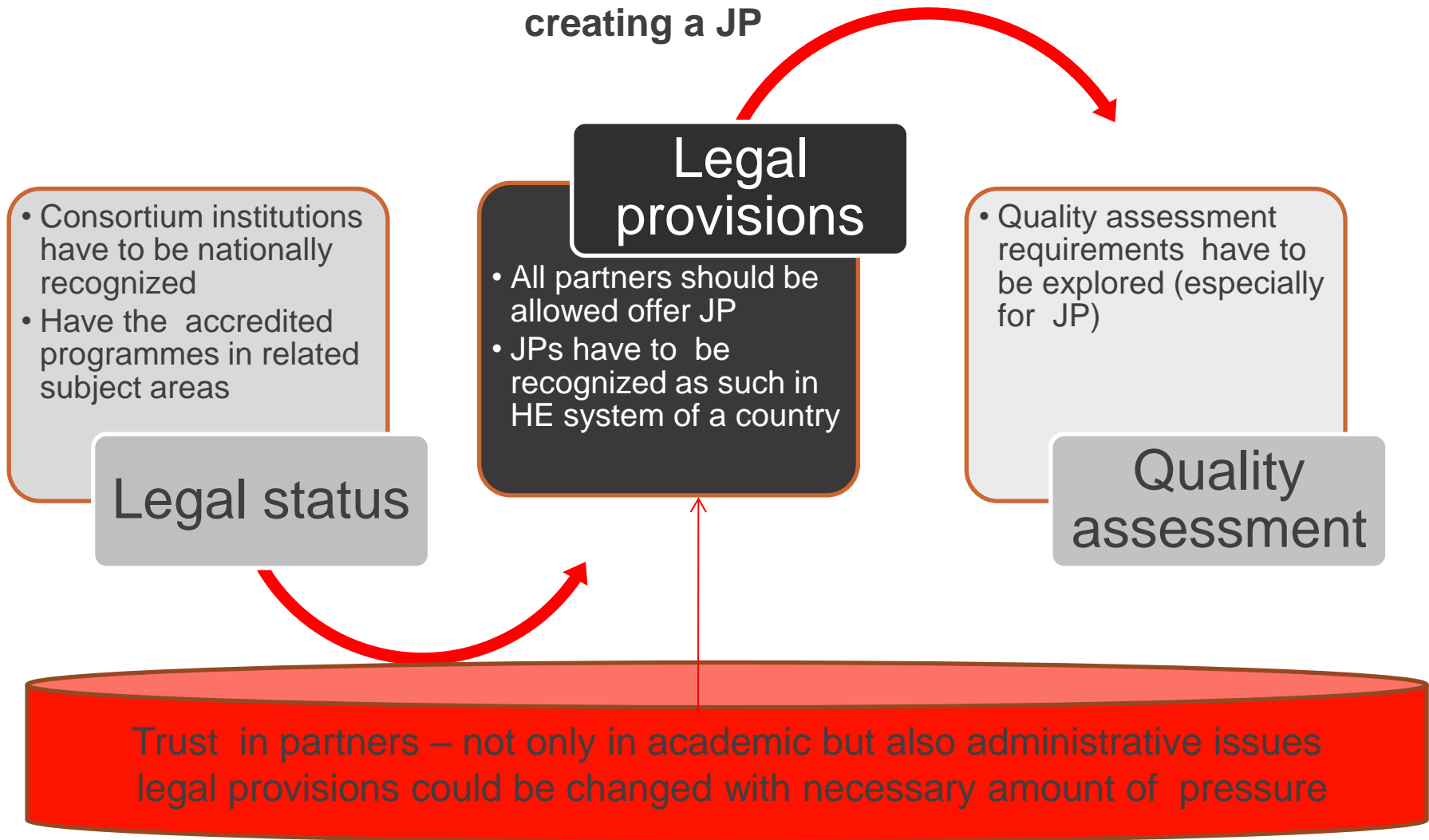max 25 points
(threshold 15 points)

Relevance of the project in the targeted region

Optional

Relevance – know "WHY" and create general framework

```
"Jointness"/integration,        Award of the degrees          Relevance with the
design and structure     →      according to the       →      objectives of the action
                                national legislation
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Consult EU         Increasing              Contribution to            Cooperation with HEIs
policy and    →    attractiveness of   →   excellence, innovation  →  from partner countries
field related      European Higher         and competitiveness
papers             Education Area
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Cornerstones of the        Competences and skill       Interaction between
academic programme    →    relevant to            →    EMJMD and non-
and learning outcomes      employability               educational actors in
                                                        the view of
                                                        sustainability
```

If not as partners, as visiting staff

Choice of partners – start thinking of recognition and accreditation before creating a JP

Legal provisions

Legal status
- Consortium institutions have to be nationally recognized
- Have the accredited programmes in related subject areas

Legal provisions
- All partners should be allowed offer JP
- JPs have to be recognized as such in HE system of a country

Quality assessment
- Quality assessment requirements have to be explored (especially for JP)

Trust in partners – not only in academic but also administrative issues legal provisions could be changed with necessary amount of pressure

Finding the right balance

- Mobility influences programme model
- Programme model influences mobility

- Synchronized individual programmes at each partner country

- Study components can be offered by partners from independent programmes
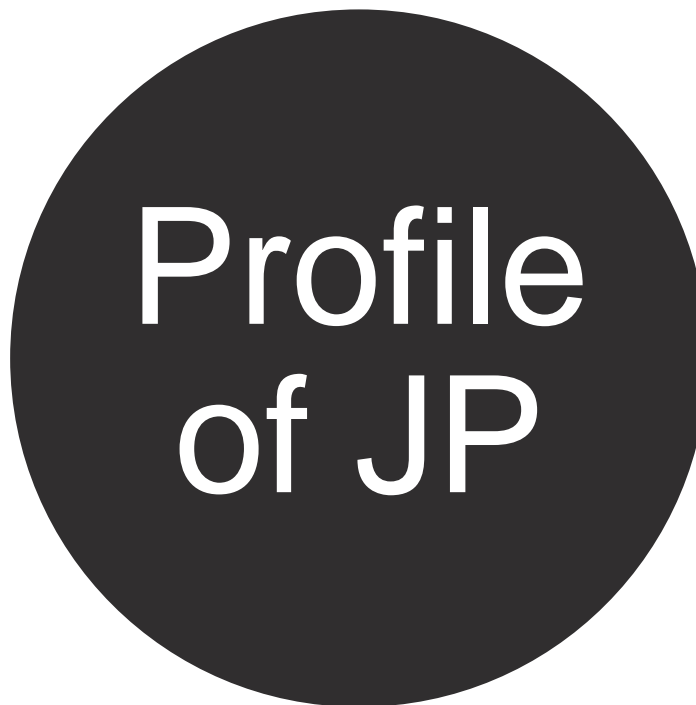
How many mobilities and mobility paths?

Remember! Two mobilities in EU countries.

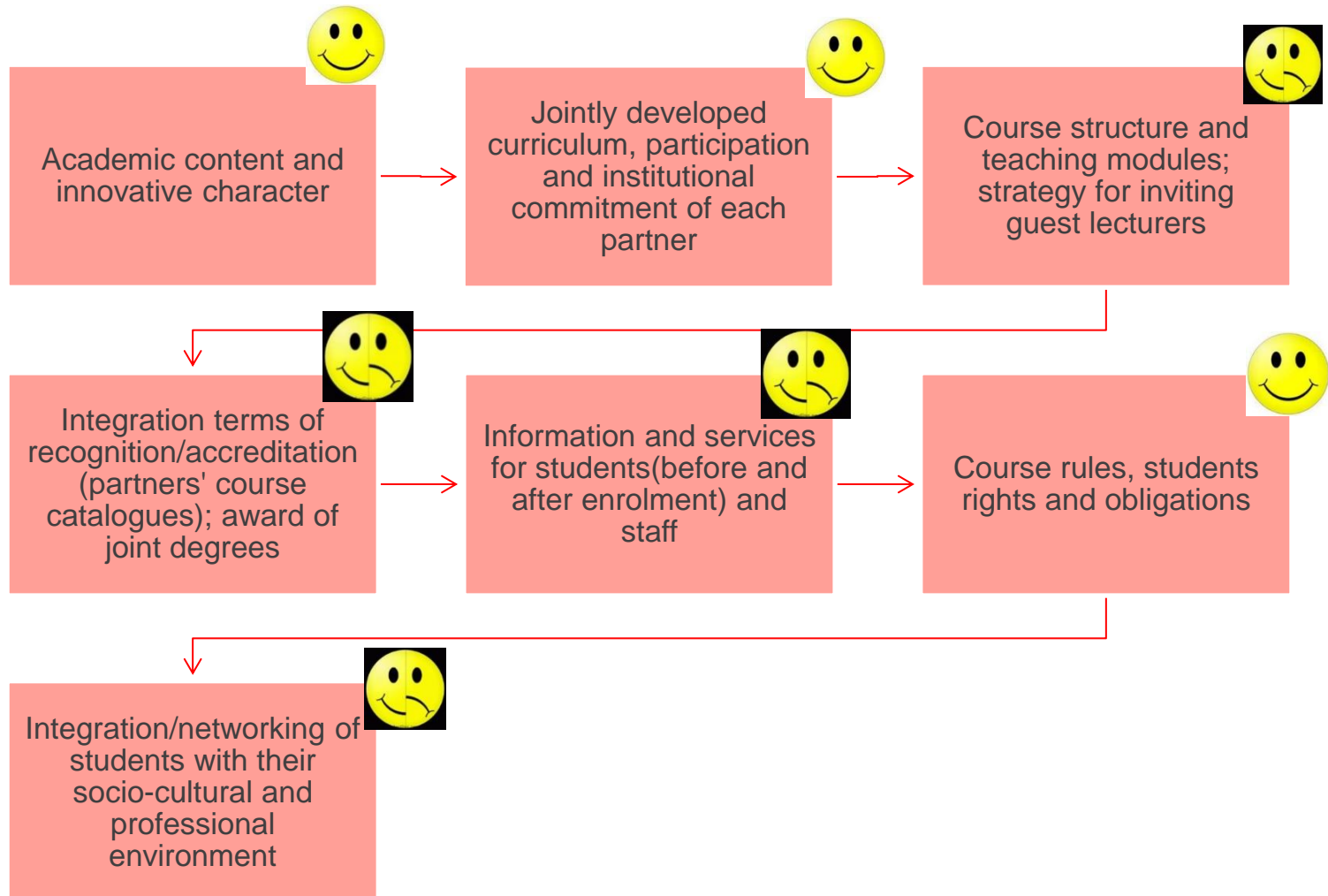Ensure that mobility scheme does not disintegrate group/intake

Reasonable number of mobility paths - programme coherence and design should dictate them

I know where I will go next!

Mobility scheme must be clearly described

Indication of various differences depending on choice of partners

Mobility and profiling should be connected

Quality of design and implementation

Academic content and innovative character

→

Jointly developed curriculum, participation and institutional commitment of each partner

→

Course structure and teaching modules; strategy for inviting guest lecturers

Integration terms of recognition/accreditation (partners' course catalogues); award of joint degrees

→

Information and services for students(before and after enrolment) and staff

→

Course rules, students rights and obligations

Integration/networking of students with their socio-cultural and professional environment

Key Considerations

- Mobility
  - Additional funds for specific services; Cultural integration; Visas; Accommodation; Consultations

- Studies and graduation
  - Academic calendar; Grading scales; Credit transfer; Individual consultations; Graduation documents

- Finance and quality management
  - Agreement on tuition fees; Formation of budget and its division among partners; Diversification of financial support, external funding; Agreement on internal QA system

- Services for applicants and students
  - Application phase; Student selection; Enrolment/ registration, visas; Orientation measures

Match three interdependent elements! Avoid repetition across partners

Competences

Credits & workload
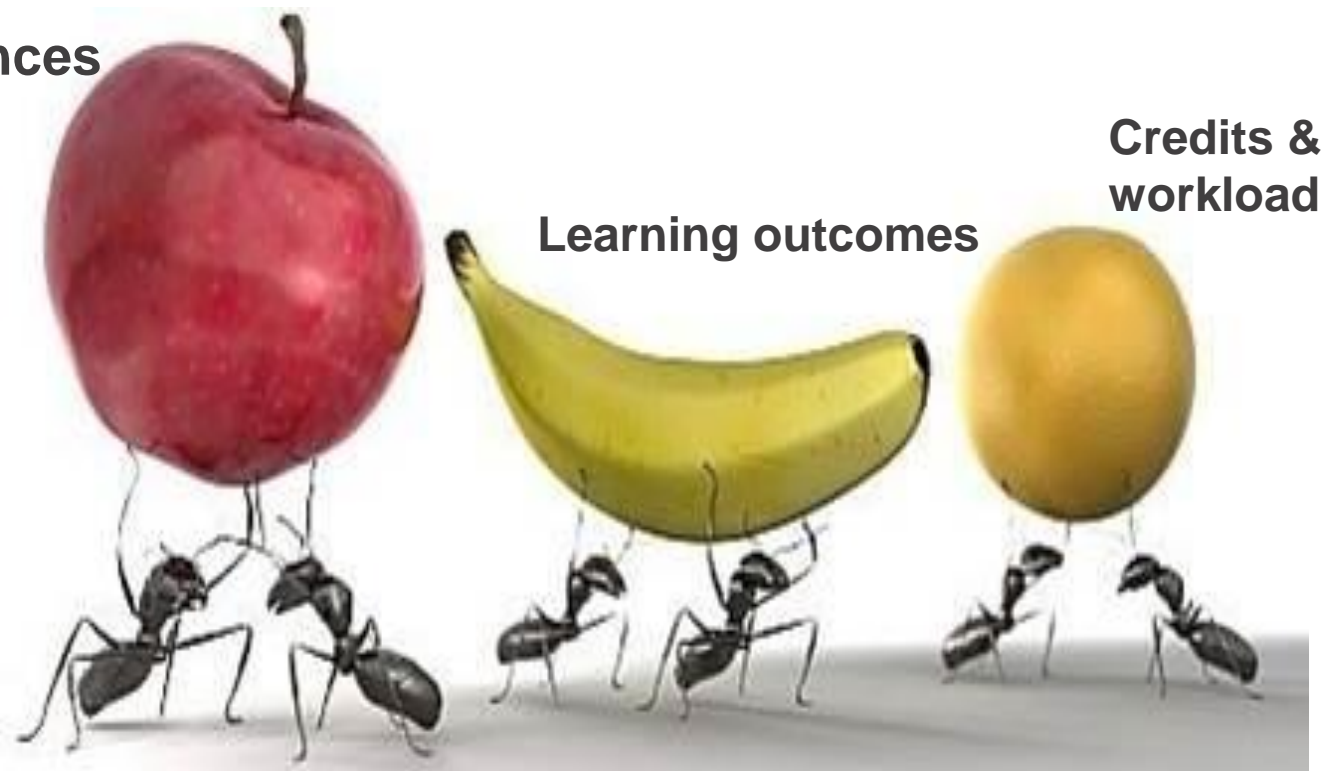
Learning outcomes

Coherence comes from programme design and constant evaluation

Learning outcomes

By whom and when?

Agreed by the partners
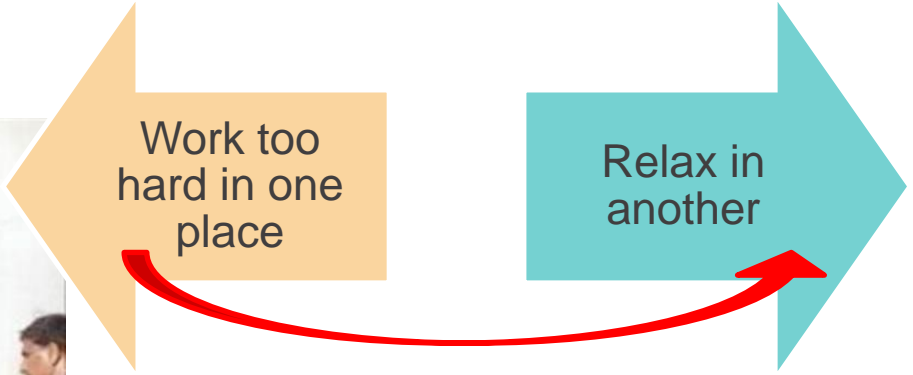
Description of how they will be tested

Mobility learning outcomes identified

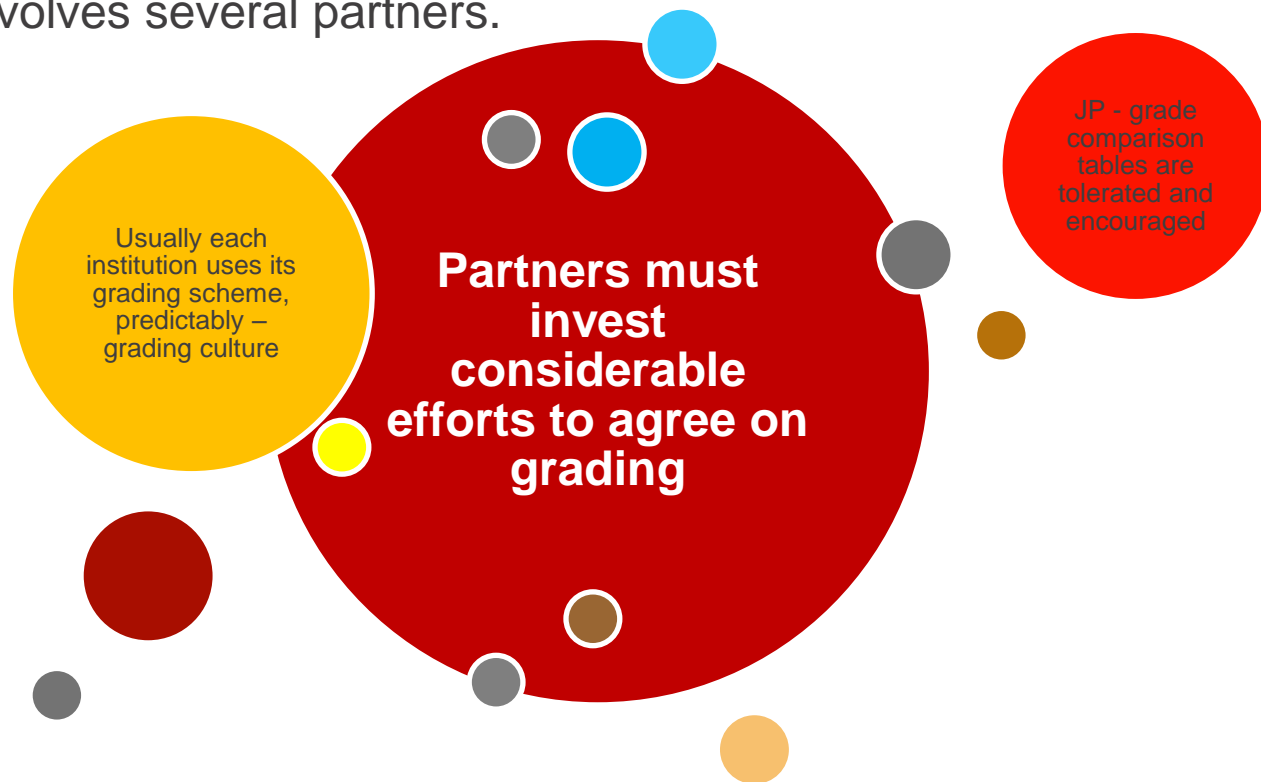Presented in programme desription

SUCCESS

Achieving Balance

Work too hard in one place

Relax in another

Estimation of the real workload and that perceived by the students. How we check this?

How you integrate internships? Do you use summer courses? How they are integrated into the programme?

Assessment and Grading

Consortium applies common examination and grading criteria at all partner institutions (grading tables). Agreed to preferably before the application. Graduation involves several partners.

Usually each institution uses its grading scheme, predictably – grading culture

Partners must invest considerable efforts to agree on grading

JP - grade comparison tables are tolerated and encouraged

Legal provisions

University regulations on JP development and enhancement

Study period at partners' is part of the programme
* One joint diploma or national diplomas
* One common Diploma supplement with clearly identified JOINT programme

Legal provisions of different countries

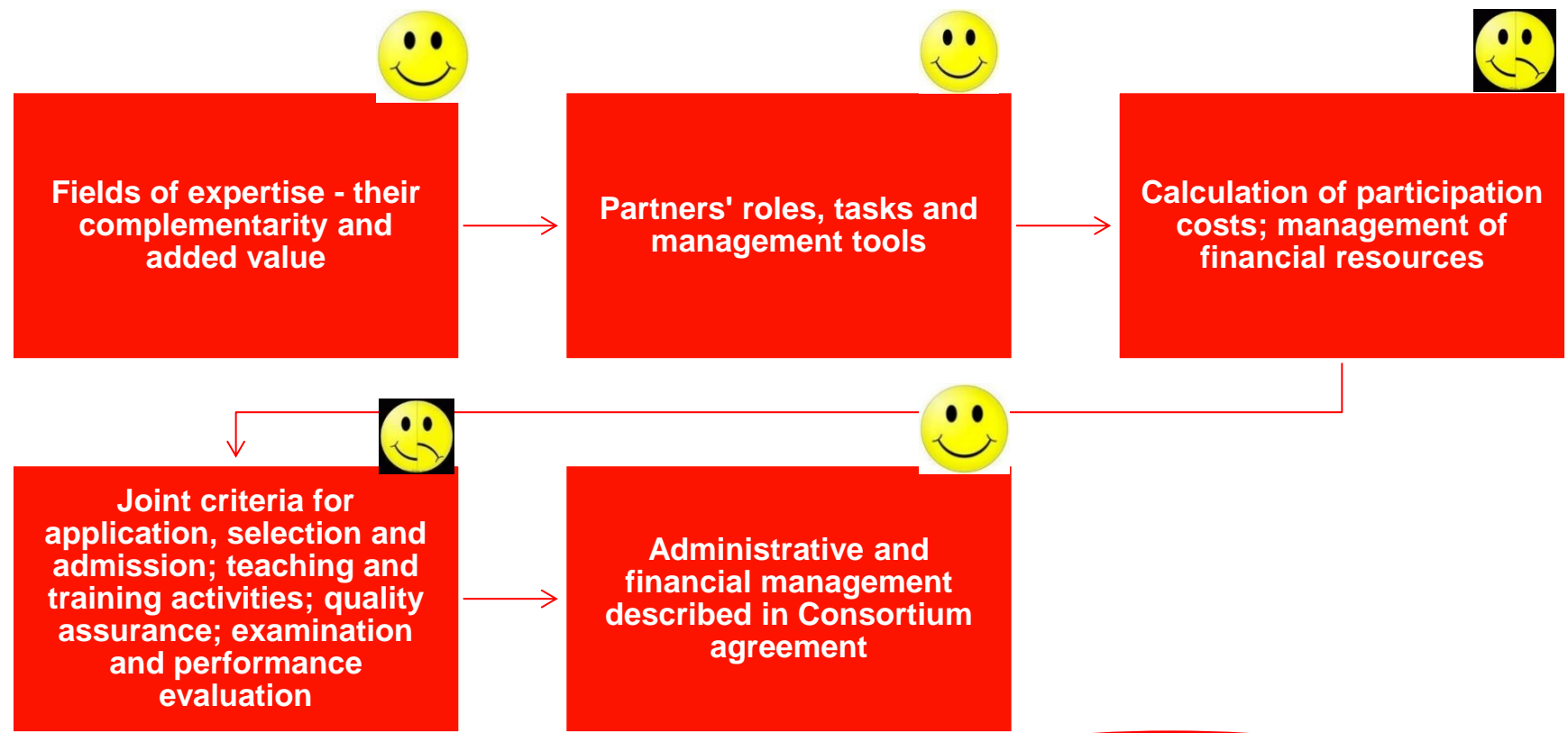**Finding compromise between legal regulations and academic practice and wishes**

Diploma Supplement

2.1 — Name of qualification and title conferred (in original)
- Is the title protected by law
- Indicate if it is a JD

2.3 — Name and status of awarding institution
- Names of institutions issuing degree
- Whether they undergone quality assurance and/or accreditation procedure

2.4 — Name and status of institution if different from 2.3 administering studies
- The section should contain detailed information depending on JP model and mobility scheme used in it

4.1 — Mode of study
- How programme was undertaken: full-time, e-learning, which partners, placements etc.

4.3; 4.4 — Programme details/ grading scheme
- What parts of the qualification have been earned at which institution
- Information on all grading schemes used should be provided

6.1 — Additional information
- Note whether qualification is a joint or double/multiple degree
- Consortium agreement and arrangements for QA could be referred to

8 — Information on the national HE system
- References to the HE systems whose institutions are involved in JP provision

Quality of the team and cooperation

Fields of expertise - their complementarity and added value	**Partners' roles, tasks and management tools**	**Calculation of participation costs; management of financial resources**

Joint criteria for application, selection and admission; teaching and training activities; quality assurance; examination and performance evaluation	**Administrative and financial management described in Consortium agreement**

One application form for the consortium irrespective of the mobility scheme or partners involved; common admission criteria

Agreement is signed with student, mobility paths clarified. Ideally student registered at those institutions upon admission decision

Involvement at all levels

Institution

Courses of partners' at your institution's database

All students enrolled at your institution

Faculty

Customized approach to consortium agreement

Department

Involvement of all actors at the institution

Practitioners' opinions and inputs

Courses taken and marks obtained recorded at coordinating institution

QA for joint programmes

QA – institutional **Partner 1**

QA – institutional Partner 2

QA – consortium level
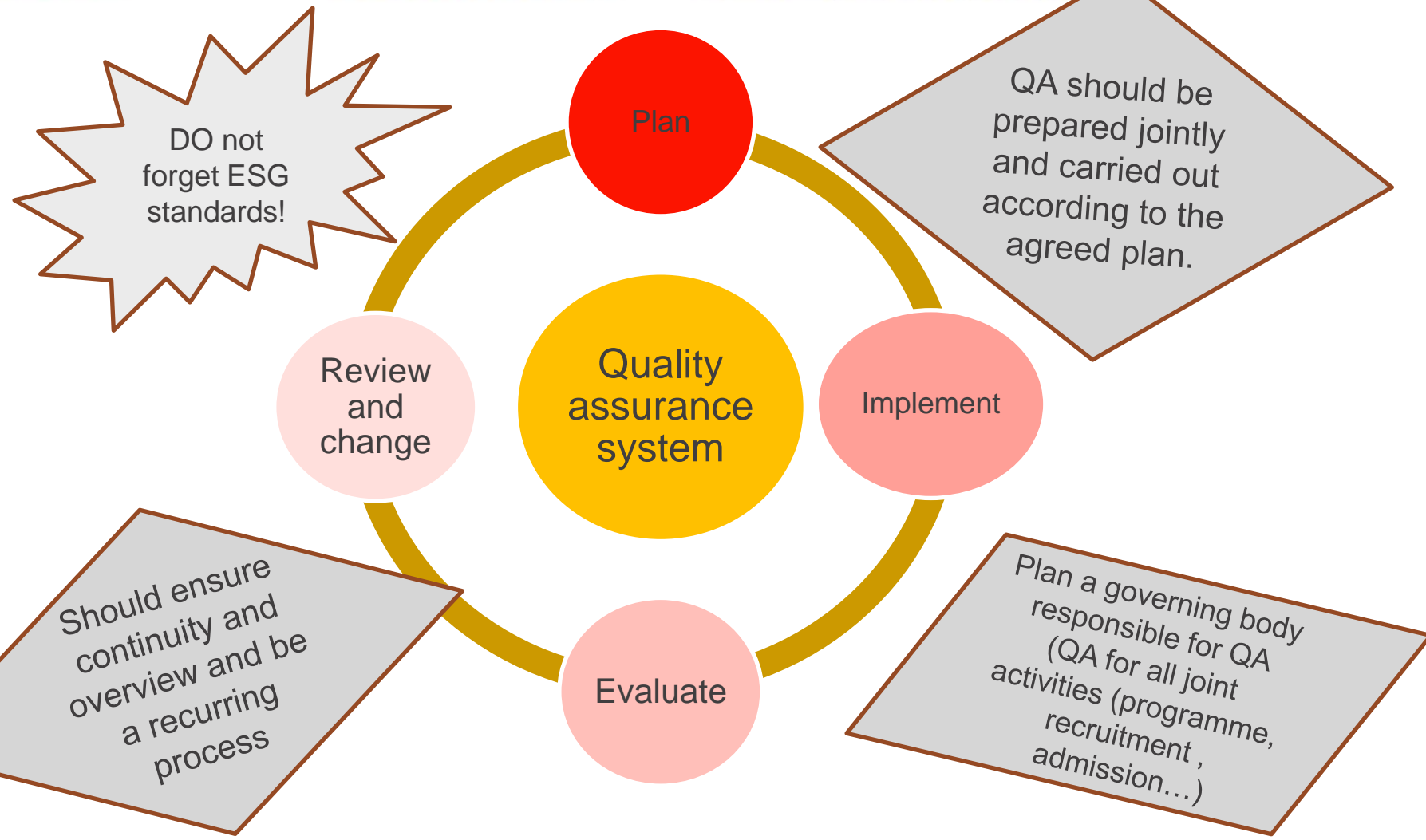
Keep in mind ESG standards!

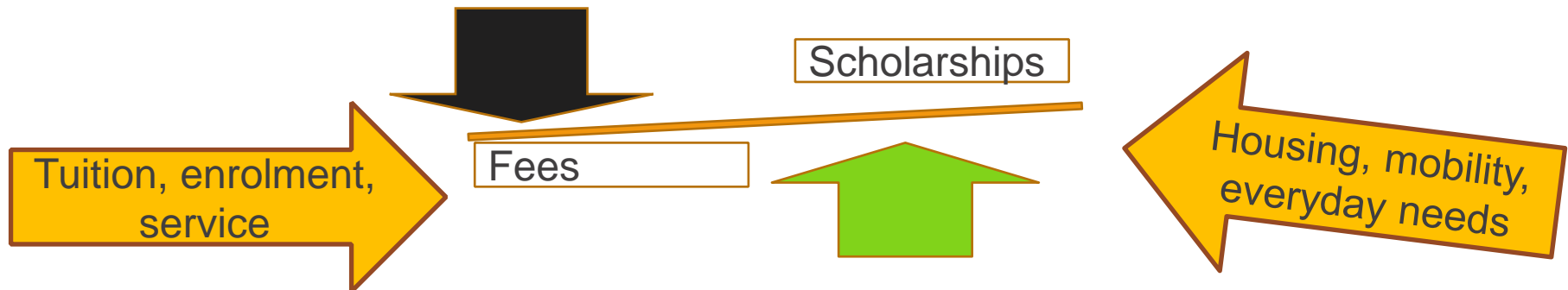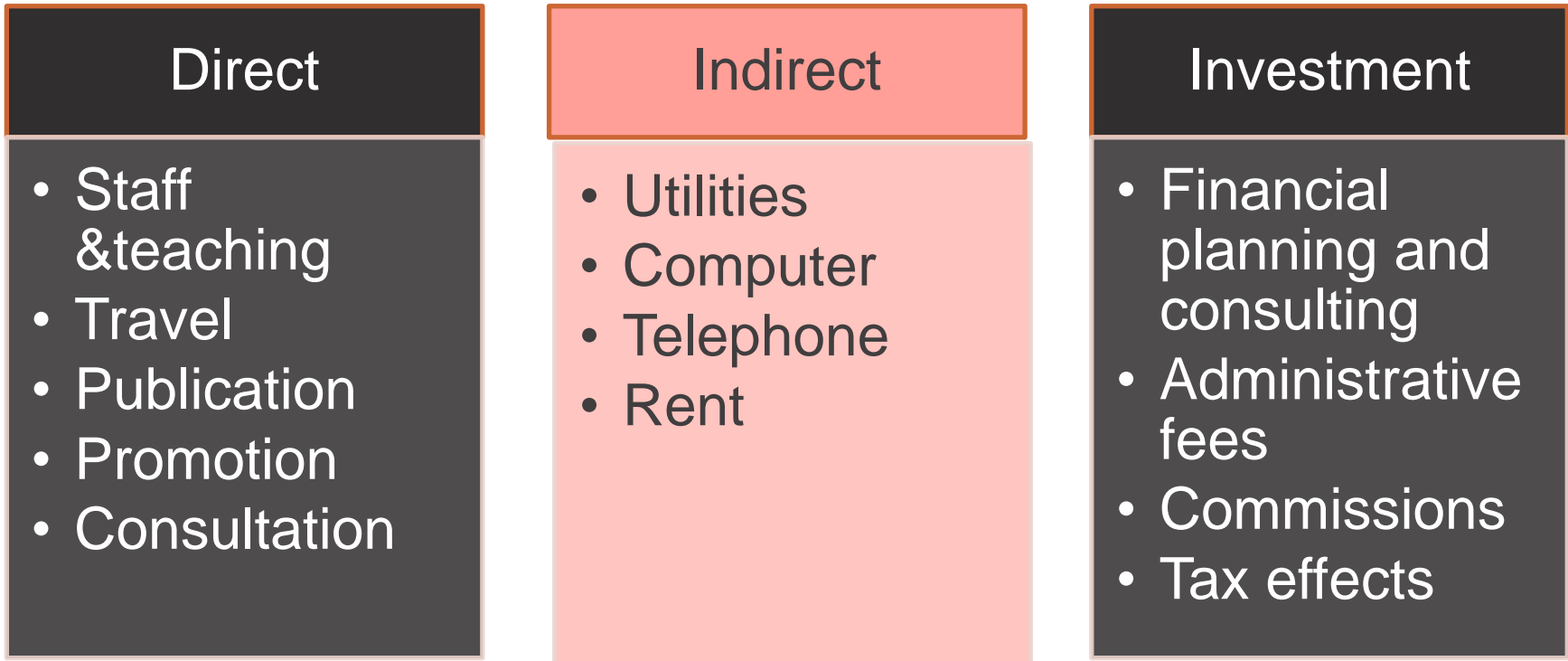QA – institutional **Partner 3**

QA – institutional **Partner …**

Programme/institutional QA

Plan

Quality assurance system

Review and change

Implement

Evaluate

DO not forget ESG standards!

QA should be prepared jointly and carried out according to the agreed plan.

Should ensure continuity and overview and be a recurring process

Plan a governing body responsible for QA (QA for all joint activities (programme, recruitment, admission…)

Costs of the programme

Direct	Indirect	Investment
• Staff &teaching • Travel • Publication • Promotion • Consultation	• Utilities • Computer • Telephone • Rent	• Financial planning and consulting • Administrative fees • Commissions • Tax effects

Scholarships

Tuition, enrolment, service

Fees

Housing, mobility, everyday needs

Fees → **State legislation** | **Institutional policies**

Same tuition for all students? Performance based? Distinguish between EU and Non- EU?

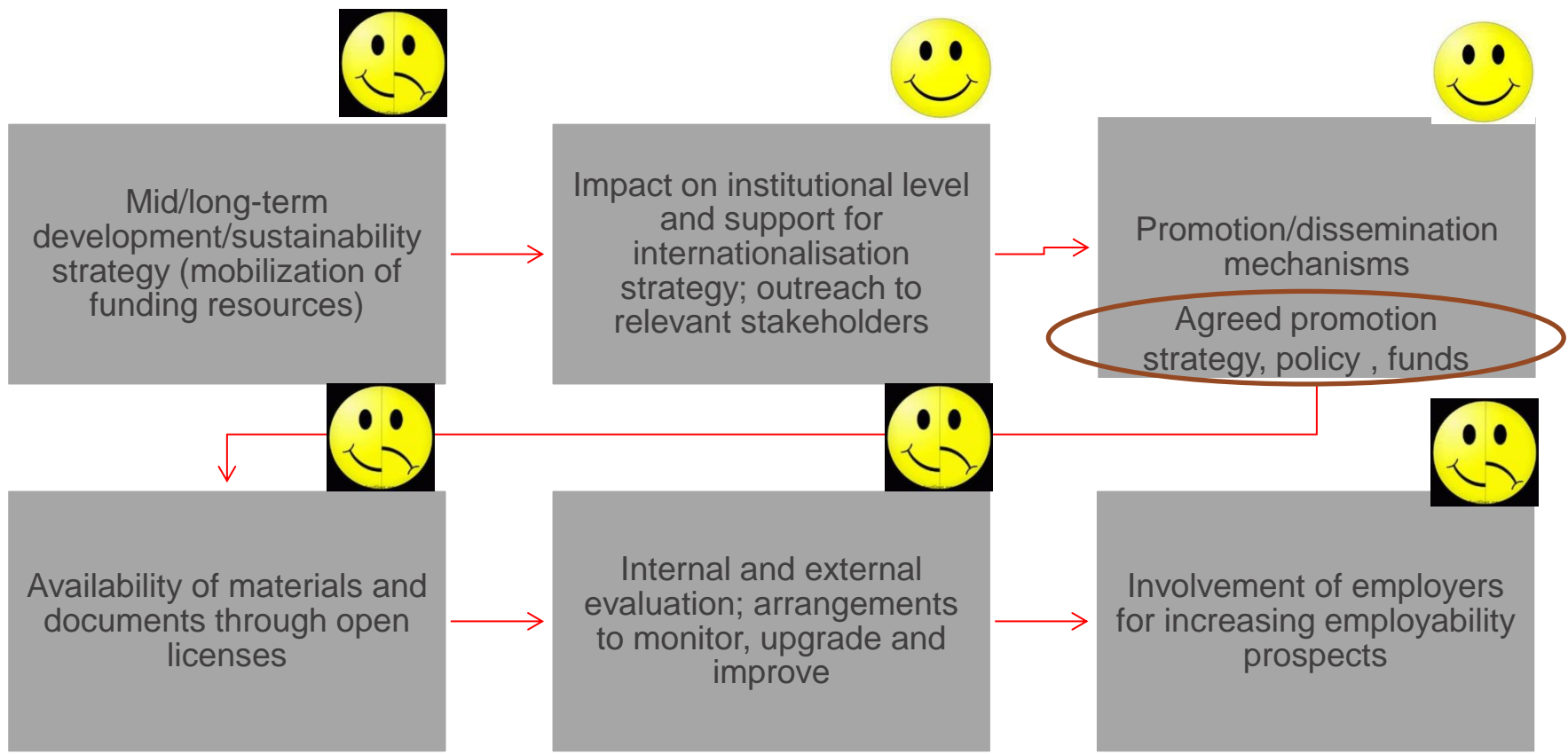Scholarships → **Country specific** | **Institutional or may be consortium?**

Performance based? Bound to mobility? Based on needs? Attract students?

Do we plan a reserve fund?

Consortium policy set in the agreement

Impact and dissemination

Mid/long-term development/sustainability strategy (mobilization of funding resources)	Impact on institutional level and support for internationalisation strategy; outreach to relevant stakeholders	Promotion/dissemination mechanisms Agreed promotion strategy, policy , funds
Availability of materials and documents through open licenses	Internal and external evaluation; arrangements to monitor, upgrade and improve	Involvement of employers for increasing employability prospects

Navigate towards sustainability

- Brand the program within the institution and its context
- Seek the opinions of practitioners
- Adapt programme to the needs of the market; develop alliances
- Institutionalize the processes
- Show the advantages of these type of courses for the University
- "Portfolio" funding
- "In kind" resources; make it easy for students to apply
- Procure benefits for the institutions in several ways (not only economic)
- Sustain the student cohort, keep alumni connected

- Coordinators must know terminology – full costs, revenue reserve, ad hoc funding
- Secure support at the institutional level and full integration at the faculty level

External contacts and employability

Sponsors, disseminators and partners

Networking with industry and business, research institutes professional and scientific associations

Created an advisory board from industry, other universities

Internships and economic clusters (in between local industry and University)

Compulsory internships and student networking throughout the programme lifetime

Create reputation (Brand) – focus on academic excellence

Golden Rules (EUA, Joiman)

- Know why you wish to set up a joint study programme
- Choose partners with the utmost care
- Ensure that the proposed collaboration has a firm academic and administrative foundation at all levels in the institution
- Establish the partners' responsibilities and make sure that sufficient academic and administrative resources are available, both at your own institution and at partner institutions
- Carry out a resource assessment
- Plan and organise sufficient meeting points in advance
- Discuss objectives for the programme and expected learning outcomes
- Develop a plan for recruitment and marketing
- Be in dialogue and be flexible at all involved institutions
- Ensure involvement of academic and administrative staff
- Develop language policy
- Sustainable funding strategy
- …

Key Lessons

- Understand the value of tolerating the 'pains' of applying
- Never assume that the evaluator 'knows'
- Do not be general – give specifics
- Strong Management is essential
- Check that the application is:
  - Balanced
  - READABLE (International English?)
  - Coherent and Complete
  - In line with the criteria and the priorities
  - Justifies clearly the mobility paths etc.
  - Is not repetitious