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

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Shared or joint efforts?

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

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

<table>
<thead>
<tr>
<th>Bridging differences in fees</th>
<th>Covering costs of programme</th>
<th>Building a sustainable financial framework</th>
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### Regulations for graduation and students’ credentials

<table>
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<tr>
<th>Final exams vs accumulative model of exams</th>
<th>Name of the degree</th>
<th>Format of diploma and Diploma Supplement</th>
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### Administrative burden

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<tr>
<th>University databases (language)</th>
<th>Possibly different financial aspects</th>
<th>Different aspects of working with students</th>
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Award criteria

Relevance of the project - max 30 points (threshold 22.5 points)

- 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

Crucial

Optional
Relevance – know “WHY” and create general framework

"Jointness"/integration, design and structure

Award of the degrees according to the national legislation

Relevance with the objectives of the action

Increasing attractiveness of European Higher Education Area

Contribution to excellence, innovation and competitiveness

Cooperation with HEIs from partner countries

Cornerstones of the academic programme and learning outcomes

Competences and skill relevant to employability

Interaction between EMJMD and non-educational actors in the view of sustainability

Consult EU policy and field related papers
Choice of partners – start thinking of recognition and accreditation before creating a JP

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

Legal status

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

Legal provisions

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

Quality assessment

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
Profile of JP

Description of essential elements pointing to the programme profile

Clear indication of goals and added value of the programme in the joint format and mobility paths
How many mobilities and mobility paths?

Ensure that mobility scheme does not disintegrate group/intake

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

Remember! Two mobilities in EU countries.
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

Learning outcomes

Credits & workload

Coherence comes from programme design and constant evaluation
Learning outcomes

Agreed by the partners

Mobility learning outcomes identified

Description of how they will be tested

Presented in programme description

By whom and when?
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.

Partners must invest considerable efforts to agree on grading

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

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

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

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

**Name and status of institution if different from 2.3 administering studies**

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

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

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

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

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2.1

2.3

2.4

4.1

4.3; 4.4

6.1

8
Quality of the team and cooperation

Fields of expertise - their complementarity and added value

Joint criteria for application, selection and admission; teaching and training activities; quality assurance; examination and performance evaluation

Partners' roles, tasks and management tools

Administrative and financial management described in Consortium agreement

Calculation of participation costs; management of financial resources

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

Customized approach to consortium agreement

Involvement of all actors at the institution

Faculty

Courses taken and marks obtained recorded at coordinating institution

Department

All students enrolled at your institution

Practitioners’ opinions and inputs
QA – institutional Partner 1

QA – institutional Partner 2

QA – consortium level

QA – institutional Partner 3

QA – institutional Partner …

Keep in mind ESG standards!
Programme/institutional QA

Quality assurance system

Plan

Implement

Evaluate

Review and change

DO not forget ESG standards!

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

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

Should ensure continuity and overview and be a recurring process.
Costs of the programme

**Direct**
- Staff & teaching
- Travel
- Publication
- Promotion
- Consultation

**Indirect**
- Utilities
- Computer
- Telephone
- Rent

**Investment**
- Financial planning and consulting
- Administrative fees
- Commissions
- Tax effects

**Scholarships**

**Fees**

**Tuition, enrolment, service**

**Housing, mobility, everyday needs**
Fees and scholarships

State legislation

Institutional policies

Country specific

Institutional or may be consortium?

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

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)

Create reputation (Brand) – focus on academic excellence

Compulsory internships and student networking throughout the programme lifetime
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
No one can whistle a symphony. It takes a whole orchestra to play it. H.E. Luccock