Focusing on Joint Master Degrees

The core components of relevance, quality, integration, and impact

Michael Blakemore
Some Challenges

• How do we manage visas (incoming and mobility)?
• How do we integrated learning resources?
• What are the soft skills to be provided to all students?
• What language preparation is needed?
• How do we build ‘senior management’ buy-in?
• How do we develop a robust marking practice?
• What provision do we need to develop to ‘welcome’ students?
• Develop an intercultural training strategy
• How do we ‘prepare’ incoming students academically?
• What promotion channels can we consider?
• Relevance (30%) – **The European Context**

• "**Jointness**"/ integration, design and structure
  • What is the USP of your consortium, the programme of study?

• Award of joint degrees

• Relevant with regard to the objectives of the Action
  • What are they? Have you read the Call details?

• Contributes to increasing the attractiveness of the EHEA - European Higher Education Area
  • The Bologna Process, and Tools. Also the E&T Strategy of the Commission
• Relevance (30%) Institutional and Economic Context

• Contributes to **European university excellence**, innovation and competitiveness
  • **Important Policy Context**

• Learning outcomes, relevant competencies and skills that graduates need for **employability**
  • **Detail the employability with tangible examples**

• Interaction between the programme and **non-educational actors** in the course implementation thereby ensuring its future sustainability
  • **Sustainability is mission-critical. Exit trajectory ..**
• Quality – design and implementation (25%)
A fully developed, innovative, and integrated programme

• **Innovative teaching and learning**
  • Read the Communication on Reinventing Education … relevant studies?
  
• A **jointly developed curriculum** detailing the level of participation and institutional commitment of individual partners to the EMJMD
  • Joint – shared and logically structured
  • Showing the excellence from each partner and how it joins up to deliver the USP
• Quality – design and implementation (25%)

• Outlines in detail the course **structure** and the main teaching modules, ... student mobility ... involvement of scholars/guest lecturers
  • Mobility pathways, internships etc., learning outcomes, balanced assessment

• Integrated within the partners' degrees catalogue, defines its current **recognition**/ accreditation status, and (where applicable) outlines the recognition/accreditation plans towards the award of a **joint degree**
  • Clusters Study Report on Recognition
• Quality – design and implementation (25%)

• Explains in detail all relevant information provided to the students/ academic staff prior to course enrolment, and the services offered in terms of support for accommodation, language training, administrative formalities (e.g. visa support), and insurance
  
  • Recruitment strategy and process
  • Ensuring students are well prepared logistically and academically before they arrive on the Programme
• Quality – design and implementation (25%)

• **Clearly outlines** the course rules, students rights and obligations concerning the academic, administrative and financial aspects of EMJMD implementation
  
  • A fully developed student agreement
  • Integrated across the partnership
  • Fees and finances clearly identified, along with banking arrangements etc. (€ and £!)
• Quality – design and implementation (25%)

• Describes the envisaged activities/facilities to ensure the effective integration/networking of the EMJMD students within their socio-cultural and professional environment
  • Supporting the students socially, culturally and academically after they arrive – across the consortium (jointness)
  • Maximising student learning opportunities during the course, including language training, communication and consultation systems etc.
• Quality of the project team and the cooperation arrangements (20%)
• Clearly shows the fields of expertise of the involved partners/staff and how they are active, complementary and of added value for the EMJMD implementation.
  • Shared academic and administrative cultures and quality (whose ‘system’ prevails?)
  • Ensuring effective staff mobility and inter-cultural awareness across the course and the consortium
  • Governing bodies and management tools in place
  • Coherent communication and administrative processes across the consortium
• Quality of the project team and the cooperation arrangements (20%)

• Provides a draft Consortium Agreement describing among others
  • Fees and finances the joint criteria
  • Principles and requirements for student application, selection and admission requirements, the teaching/training activities
  • Quality assurance mechanisms (whose rules?)
  • Student examination and performance evaluation
• Impact and dissemination (25%)

• Offers a convincing mid/long-term development/ sustainability strategy, with realistic projections for the future, including projections of the level of self-funded students and ways to mobilise other funding sources for scholarships. The ambitions of all involved partners in this scenario are defined, and the degree of commitment towards the objectives is clearly underpinned
  • Building a long-term relationship with alumni (Partners? Programme?)
  • Specify institutional impact and commitment
• Impact and dissemination (25%)

• Describes the types and methods of promotion/dissemination mechanisms, its target groups, and the concrete tasks of the partners in the awareness-raising strategy. It explains how it plans to attract excellent students worldwide
  • Implementing a dynamic marketing strategy
  • EM-ACE Project
• Impact and dissemination (25%)

• **Internal and external evaluation methods** of the EMJMD, how they will be put into practice, and how the assessment outcomes will be used to monitor, upgrade and improve the quality of the course

• Describes how **employers** will be involved in the course's implementation, particularly with a view to increasing employability prospects

• If relevant, the proposal describes how the materials, documents and media produced will be made freely available and promoted through **open licences**, and does not contain disproportionate limitations
• Bologna etc.
• Recognition - European Qualifications Framework
  • Validating qualifications of applicants: ENIC-NARIC - validating degrees etc. Non-formal and informal learning
• Europass CVs
• European Credit Transfer and Accumulation System (ECTS)
• Learning Agreements and Inter-Institutional Agreements
• Diploma Supplements
• Student mobility rights
Breakout Groups - Feedback

• Particular approaches and solutions?

• Pervasive Problems?

• What key policy areas need a joint programme to address them?

• How can you build institutional commitment?