EUROPEAN
Higher Education Area

bologna
process

BRITISH
COUNCIL

Erasmus+

Focusing on Joint Master Degrees

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

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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.

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- 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 committment

- 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?