Erasmus+ Joint Master Degrees

Guidance for Applicants

27 February 2014
Lessons learned from Erasmus Mundus

How to write a successful proposal / Selection criteria

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Guidance for Applicants

27 February 2014
Lessons learned from EM
INTERUV
Selection criteria
Tuition fee scenarios
Lessons learned from Erasmus Mundus

EMMC 1 generation 2004-2006 57 EMMCs assessed by 7 independent experts

Three key aspects:
• Jointness
• Employability
• Sustainability

→ Achievements & Recommendations
Lessons learned from Erasmus Mundus

ACHIEVEMENTS

• **Structured cooperation, curriculum integration, promotion of international dimension in European HEIs**
• **Internationalization of teaching**
• Visiting scholars offered students state of the art research outcomes worldwide
• **Student employability** enhanced
• Performance evaluation mechanisms harmonized
• **Worldwide promotion**, awareness-raising to ensure the best students
• Opening EM modules to local students → raising level of HE, inter-cultural dialogue, integration of students in the local community
Lessons learned from Erasmus Mundus: RECOMMENDATIONS

• to set a **clear time line**
  • for achieving **targets** in performance evaluation and recognition
  • to ensure firm commitment of all partners from the start
  • ECTS allocation jointly decided and evenly distributed, development of joint DS

• to develop more ambitious **internship programmes** and comprehensive long-term strategy regarding the **participation of non-academic partners**

• to **assess** course **promotion**, student **recruitment** and **visibility**:
  • quality assessment metrics, impact analysis of the awareness raising plans on regular basis
Lessons learned from Erasmus Mundus: Recommendations

- **to collect data and disseminate results**
  - to set clear targets and indicators of success and satisfaction for students, visiting scholars, staff members, employers

- **to publish final reports** summarizing key success factors, challenges and opportunities

- **to secure longer term sustainability** and impact by developing of business model for ensuring academic and financial sustainability

- **to develop outreach activities** for visibility and acceptance of the degrees among academia and business community
Lessons learned from Erasmus Mundus: Recommendations

• to build **common e-learning platforms**, collaborative areas between all students, supervision, tutoring / use of ICT

• to include **interactive functions** to the programme websites and monitor the number of visitors

• to structure training to develop **complementary skills/competences**
  → course components tailored for the specific student population

→ **SUSTAINABILITY THE MAIN CHALLENGE**
Erasmus Mundus: Thematic Clusters

- **Sustainability**
- Recognition of Degrees
- **Employability**
- Regional Cluster on Asia
- Thematic Cluster on climate change

Including

- Survey
- Workshop
- Practical guidelines & good practice examples
- Website
Sustainability: Recommendations

Sustainability = financial and non-financial

Achieving sustainability with alternative finances

Costs of sustaining the consortium and delivering the programme

• Develop a robust sustainability strategy

• Consortium sustainability through institutional embedding

• Portfolio approach to sources of finance

• Convince students by making the employability benefits clear to them
Achieving non-financial sustainability

Quality, continued cooperation
• Maximise the involvement of the employers from the beginning, research employability needs
• Maintain focus on core markets
  • Innovative pedagogical content
  • Constantly review and adapt the programme
• Develop strategic alliances
• Market your programme strategically
INTERUV: Joint Programmes - facilitator for university internationalisation

Supporting the higher education cooperation with the following regions:

- **Eastern Neighbouring Region** (Armenia, Azerbaijan, Belarus, Georgia, Moldova, Russia, Ukraine)
- **Southern Neighbouring Region** (Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, occupied territory of Palestine, Syria, Tunisia)
- **Central Asia** (Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan)
- **Western Balkans** (Albania, Bosnia & Herzegovina, Kosovo, Montenegro, Serbia, Croatia, FYROM)

Regional conferences, study on joint programmes, country fact-sheets, Compendium of expressions of interest

Erasmus Mundus Action 3 project, 15 European countries in the consortium

Read more: [http://www.interuv.eu/](http://www.interuv.eu/)
INTERUV: Joint Programmes - facilitator for university internationalisation

3rd regional seminar
21-22 May 2014 Hague, Netherlands
Targeting Western Balkan countries:
Albania, Bosnia-Hertsegovina, Kosovo, Montenegro, Serbia, Croatia, FYROM (Macedonia)

Building contacts, information on national higher education systems and cooperation possibilities, focus on joint programmes

6 places for FI HE-representatives, chosen by CIMO
Accommodation, meals and participation costs covered

Express your interest to participate on 31 March the latest via:
INTERUV: Study on joint programmes / Finland

Study on joint study programmes in international strategies of the HEIs in 15 European countries (Austria, Czech Republic, Estonia, Finland, France, Greece, Hungary, Italy, Latvia, Netherlands, Norway, Poland, Slovakia, Spain, United Kingdom)

FINLAND

• 22 FI HEIs answered
• 100% FI HEIs have either a specific internationalisation strategy or as part of an overall strategy
• 73% mentioned joint study programmes in their strategy (only EE higher 100%)
• 82% implemented joint study programmes, 5% do not know (no centralised collection of data)
• Most involved 1-20 students

Read more: http://www.interuv.eu/study-on-joint-programmes/
72% implemented joint study programmes with no external financial support
Are any non-academic partners involved in the implementation of the joint study programmes at your institution (business partners, research institutions, public bodies, other non academic institutions)?

- Yes
- No
- Information not available

- 72% (13)
- 22% (4)
- 6% (1)
What types of non-academic partners are involved in the joint study programmes?

- **Business partners**: 50% (2)
- **Research institutions**: 75% (3)
- **Public bodies**: 50% (2)
- **Other**: 0%
Do any of the joint study programmes implemented by your institution include non-EU partners?

- Yes: 67% (12)
- No: 33% (6)
Erasmus + award criteria and focus on employability

<table>
<thead>
<tr>
<th>Erasmus+</th>
<th>Erasmus Mundus</th>
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</thead>
<tbody>
<tr>
<td>Relevance 30 p – 15 pages</td>
<td>Academic quality 30%</td>
</tr>
<tr>
<td>Project design and implementation 30 p</td>
<td>Course integration 25%</td>
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<td>Student services and facilities 15%</td>
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<tr>
<td>Quality of the project team and cooperation arrangements 20 p</td>
<td>(Academic quality, management, joint student administration)</td>
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<tr>
<td>Impact and dissemination 20 p</td>
<td>Management, visibility, sustainability 20%</td>
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<td>Quality assurance 10%</td>
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Relevance 30 p
A.1 (1-6)

- Min. 22.5 points required for step 2 assessment
- Relevant to the objectives of the Action (see section "What are the aims of a Joint Master Degree")

1. Relevant with regard to learning mobility for individuals
   - Mobility instrumental for specific learning, unique learning experience

2. Increases the attractiveness of the EHEA and is linked to identified and relevant needs in a European/worldwide context
   - Objective facts, EU strategies

3. Contributes to European university excellence, innovation and competitiveness, and to the cooperation expectations of the non-European Partner Countries
   - Position of Europe in a specific field
   - Complementarity of expertise, interlinking of research missions
   - Awareness of other similar initiatives
→ How is your programme answering these needs?
4. Defines the academic **programme and learning outcomes** of the JMD and the way in which the course provides relevant competencies and skills that graduates need for **employability** in the related academic and non-academic sectors.

5. Outlines the types of **interaction between the JMD and non-educational actors** in the course implementation thereby ensuring its **sustainability** beyond its initial funding period.

6. **Jointness and integration** of the programme; which elements from application to graduation, integrated learning mobility

← review all the rest of the award criteria
Holistic vision of promoting employability

- Start by **developing an attractive study programme**
- Building the cooperation based on objectively defined **needs** of learning outcomes/competences in (international) society/labour market, long-term or futuristic perspective
- Look for involving/consulting several non-academic stakeholders within your subject field to guarantee labour market/societal/research relevance *already during the planning phase*
- Creating a comprehensive course vision and **unique selling points**
- Clear added value of the consortium model, complementing expertise of each participating HEI
- Coherence with strategy and mission of each partner HEI
- Building institutionalized marketing strategies, financial strategies, human resource plans
- Recruiting excellent students and engaging alumni
Integration of labour-market related elements

- **Advisory board** from industry and other HEIs.
- **Sponsors**, disseminators and partners
- **Networking** with industry and business, research institutes, professional and scientific associations.
- **Visiting scholars, non-academic guest lecturers**
- **Thesis cooperation**
- Non-academic partners involved in kick-off/initial intensive course /summer school
- Company, employer visits
- Practical, “real-life” project-based learning and research projects
Integration of labour market-related elements

• **International thematic networking, social media networks**
• **Alumni contacts, surveys, up-to-date employability statistics**
• **Career development sessions** by career services, personal discussions with academics, intercultural awareness
• The consortium as mediator in the employment process – employers send concrete profiles and offers, HEI forwards them to potential candidates
• Employer fairs on campus to create a meeting forum
• **Integrated placements;** Erasmus+
• Mentoring during the placements connects practical results to educational offer, feedback from internship mentors
Quality of project design and implementation 30 p (1-4)

1. Outline in detail the **course structure** and the main teaching modules, define how the student **mobility** is organised and instrumental to the course objectives, and present effective involvement of **scholars/guest lecturers**

2. Describe to what extent the course is based on a **jointly developed curriculum**, and what is the level of participation and institutional commitment of individual partners to the JMD
   - Describe how the JMD integrates within the partners' degrees catalogue, and define its recognition status, **type of degree, DS**
   - Explain the common methods for the examination of students as well as the use of ECTS or other built-in mechanisms for the recognition of study and performance assessment
3. Explain in detail all relevant information provided to the students/academic staff prior to course enrolment, and the services for accommodation, language training, administrative formalities, and insurance. Clearly present the course rules, and the students' rights and obligations concerning the academic, administrative and financial aspects of the JMD in the student agreement.

4. The proposal describes the envisaged activities/facilities to ensure the effective integration/networking of the JMD students within their socio-cultural and professional environment.
Quality of the team and cooperation arrangements 20 p (1-4)

1. Clearly show the **fields of expertise** of the involved partners/staff and how they are complementary and of added value for the JMD implementation
2. Describe the **role and tasks of each partner** in the JMD implementation, and the working mechanisms of the governing bodies and **management** tools
3. Outline common criteria and practical mechanisms for jointly managing the **student application/selection process**
4. Explain how the students' participation costs have been calculated, and provides a description on how the **financial resources** including complementary funding will be mobilised, allocated and managed within the partnership
1. Explain the **impact** at institutional level (faculty/university), and how the JMD will support the **internationalization strategy** of the consortium partners and facilitate their outreach towards relevant stakeholders at national/European/international level.

2. Describe the types and methods of **promotion/dissemination** mechanisms, target groups, and the concrete tasks of the partners in the **awareness-raising strategy of the JMD**
   - If relevant, materials freely available and promoted through **open licences**, and does not contain disproportionate limitations.

3. Describe the **internal and external evaluation methods** of the JMD and how the assessment outcomes will be used to monitor, upgrade and improve the quality of the course.
4. The proposal offers a convincing **mid/long-term development/sustainability strategy**, with realistic projections for the future (including ways to mobilise other funding sources for scholarships).

5. The proposal describes **how employers will be involved in the course's implementation**, particularly with a view to increasing employability prospects.
What makes the difference?

- A convincing needs analysis, clear European added value
- Distinctive academic quality; involved academics dynamic, internationally active with links to society and research. Clear area of expertise and complementing role of each partner.
- Active dialogue with the employers/surrounding society, and concrete information of their involvement.
- Constructive approach to past performance (renewals)
- A well written proposal (links between the different parts of the proposal) and a well explained project (activities and content are clear)
- Evidence of a common will to build an integrated programme
- The opportunity for students to live a unique experience
• Reflect on different employment scenarios and graduate destinations during the planning and implementation phase (← recognition, information to students)

• Strong and clear marketing strategy for student recruitment

• **Comprehensive information on employability, statistics of graduate destinations** → motivates excellent students that your programme justifies them in paying fees or seeking finance.

• **Recognition of degrees** is at the heart of maximising employability and building reputational capital for a programme. This involves providing graduates with Quick degree issuing with relevant accompanying information (Diploma supplements etc.).

• **Inform students about how to get degree recognized in home country (ENIC/NARIC network)**
Alumni contacts

- Alumni surveys
- Programme Advisory Board
- University-industry networks
- Career guidance events
- Mentoring and tutoring
- EMA, the Erasmus Mundus students and alumni network, includes more than 10 regional chapters in all parts of the world, as well as thematic networks.
- OCEANS Network is a network for students and alumni of specific bilateral programmes between the European Union and some industrialised countries.
1. **No fees** for European students (legal but hinders cooperation, possible in a Nordic context. Ie NordSecMob)

2. **Programme-level fee waivers for European students** (if negociable, partly lost income for partners)

3. **Additional scholarships / fee waivers** for European students provided by individual HEIs (tuition fee income still possible for other partners)

4. **No European students to Finland** on mobility → restricts the learning mobility and results in inequality (if FI is degree-awarding, physical presence might be required)

5. **“Participation fees” for all but never paid to Finnish HEIs**, neither are Finnish HEIs invoicing for teaching-related costs. Has long been a common structure, with scholarships and consequently no costs occurring for European students (semi-legal situation and has never been tried in court in Finland).

6. Other?
More information:

EACEA:
JMD Call 2014
DG EAC:
http://ec.europa.eu/programmes/erasmus-plus/
On-going 138 EMMCs:
Action 3 projects:
CIMO:
http://www.cimo.fi/ohjelmat/erasmusplus_korkeakoulutukselle/avaintoimi_1_yhteiset_maisteriohjelmat
More information:

Erasmus Mundus / Good practices:

Erasmus Mundus / Thematic Clusters:

Quality Assurance:
http://www.emqa.eu/

ECA Good Practices in Awarding Joint Degrees