



Conference Reader



First Regional Conference

"Joint study programmes – facilitator for university internationalisation"

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CONTENTS:

PART 1. Definitions.....	3
PART 2. Joint study programmes – selection of articles	6
PART 3. EU-funded projects dealing with joint study programmes	13
PART 4. REFERENCES	17

PART 1. Definitions

There are several alternative definitions/models of joint study programmes and joint degrees:

JOINT STUDY PROGRAMME

(1) Joint study programme means: a study programme which curriculum has been jointly developed and agreed upon by two or more higher education institutions and is regulated by a specific institutional agreement. Students undertake defined periods of study in at least two of the institutions participating in the joint study programme. At the end of the program, the students are awarded a degree and diploma – single (issued by one HEI only), double (issued separately by two HEIs), multiple (issued separately by more than two HEIs), or joint (a single document confirming qualification signed by awarding HEIs).

Definition created by the INTERUV consortium for the purposes of INTERUV survey on joint study programmes and their role in the institutional strategies of higher education institutions.

(2) 1. A joint study programme refers to situations where two or more institutions collaborate on a joint study programme, but where each institution is responsible for admission and awarding of degrees to its own students. The programme is developed and managed jointly, but each institution “owns” its own students.

(3) 2. A joint study programme refers to situations when two or more institutions cooperate on a joint study programme that leads to a degree at one of the partner institutions.

Two or more institutions collaborate on a study programme leading up to a degree at one of the institutions. One institution is responsible for the degree and issues the degree diploma. This institution has academic responsibility for the contents of the study programme. The course descriptions must be approved by the institution that issues the degree, and this institution is responsible for assessing the basis for the diploma in relation to the descriptions of learning outcome in the programme description. The institution issuing the diploma is responsible for academic approval of the course and for the quality of the programme¹.

While collaboration on a joint study programme is less of a commitment than a joint degree, many of the same academic, administrative and practical challenges must be discussed and solved by the partner institutions.

JOIMAN – Joi.Con project: Guide to developing and running joint programmes at bachelor and master’s level - A template; (developed by the University of Bergen and Lund University); p. 4-5

¹http://www.uhr.no/documents/En_h_ndbok_for_fellegradssamarbeid_rev_2009_2_.pdf

JOINT DEGREES

- (1) A **joint degree** refers to a collaboration between two or more institutions on a joint study programme leading to a joint degree. This means that all partner institutions are responsible for the entire programme and not just their own separate parts. A joint degree can be documented by issuing a joint diploma, a joint diploma plus two or more institutional diplomas, or two or more institutional diplomas. This is in line with the definition in the Lisboa Convention.

JOIMAN – Joi.Con project: Guide to developing and running joint programmes at bachelor and master’s level - A template; (developed by the University of Bergen and Lund University); p. 4-5

- (2) A **joint degree** should, for the purposes of this Recommendation, be understood as referring to a higher education qualification issued jointly by at least two or more higher education institutions or jointly by one or more higher education institutions and other awarding bodies, on the basis of a study programme developed and/or provided jointly by the higher education institutions, possibly also in cooperation with other institutions.

A joint degree may be issued as:

- a. a joint diploma in addition to one or more national diplomas,
- b. a joint diploma issued by the institutions offering the study programme in question without being accompanied by any national diploma
- c. one or more national diplomas issued officially as the only attestation of the joint qualification in question.

Council of Europe, Convention on the Recognition of Qualifications concerning Higher Education in the European Region (The Lisbon Recognition Convention), p.4

- (3) **Joint degree** – a single diploma issued by at least two higher education institutions offering an integrated programme and recognised officially in the countries where the degree-awarding institutions are located; in accordance with the Erasmus Mundus Programme Decision, “programmes resulting in the award of joint degrees shall be promoted”.

ERASMUS MUNDUS 2009-2013 Programme Guide for the attention and information of future applicants and beneficiaries, p. 11-16

COTUTELLE / JOINT PHD DEGREE

- (1) A **cotutelle** is an individual contract for joint academic supervision at PhD level that regulates the partners' responsibilities, also with regard to evaluation and defence of doctoral theses. A cotutelle agreement is individual. A personal agreement for each PhD candidate will always be required. Additional institutional agreements, national agreements or framework agreements on cotutelle can still be formulated, referring to general procedures and systems. Quality assurance, admission, assessment and diplomas are aspects such agreements could naturally cover.³
- A joint PhD degree must contain joint supervision, but it can also entail collaboration on joint research training. In the Erasmus Mundus II programme, it is possible to apply for joint PhD programmes.

JOIMAN – Joi.Con project: Guide to developing and running joint programmes at bachelor and master's level - A template; (developed by the University of Bergen and Lund University); p. 4-5

- (2) **Co-tutelle** – joint supervision of doctoral studies by two universities from different countries; if successful, the doctoral candidate will be awarded a joint or double doctoral degree awarded by the two institutions.

ERASMUS MUNDUS 2009-2013 Programme Guide for the attention and information of future applicants and beneficiaries, p. 11-16

PART 2. Joint study programmes – selection of articles

***DEVELOPING JOINT MASTERS PROGRAMMES FOR EUROPE
RESULTS OF THE EUA JOINT MASTERS PROJECT (MARCH 2002-JAN 2004);
European University Association; p. 23-24***

The EUA Cluj Conference in September 2003, where the preliminary results of the Joint Master project were tentatively presented for the first time, highlighted the fact that interest in joint degrees is extremely high and growing among European universities. This may be partly the result of much “high level” talk about the importance of developing joint degrees, and in part the effect of anticipating the launch of the European Commission’s Erasmus Mundus programme. Many universities in Central and Eastern Europe also expressed their desire to become active partners in new joint programmes, and to use such opportunities to modernise their curricula and improve cooperation with western European institutions.

It can be expected that many universities will be looking to develop new joint Master degree programmes. It is hoped that this report will be of some assistance to those starting this process.

Encouragement mixed with some cautious advice is offered in the following golden rules:

1. Know why you are setting up the programme

New programmes should think very carefully of their motivation. Is there a gap at national or European level which needs to be filled? Is a joint programme the most appropriate mechanism? What is the anticipated academic value-added?

2. Choose your partners carefully

There can be many different ways of finding institutional partners, and the choice may have extremely important effects, extending beyond the initial reasons for establishing a programme. Strong communication and trust is essential to develop common learning objectives and standards. Communication is also important in ensuring that all study periods at partner institutions are fully recognised. Consider issues such as how many institutional partners would make sense for the programme, and how similar or diverse the institutions should be.

3. Develop well-defined programme goals and student-learning outcomes with your network partners

For a network to be balanced, it is important that all partners are involved in developing and defining the programme goals. As well as being part of a common learning process, it is much easier to identify with a programme in which all intellectual contributions are valued - rather than simply taking part in the implementation of a ready-made concept/product. This implies the establishment of an effective joint curriculum, tailor-made for its purpose. It is important to ensure, through curriculum arrangements, that all students have the opportunity to study in at least two different countries.

4. Make sure that all the institutions (and not just academic colleagues) fully support the goals and objectives of the programme

Institutional support of all partners is essential from the outset if a programme is to have a long-term future. At an absolute minimum this should require a letter of support from the Rector outlining the

tangible contributions which will be made by the institution, such as commitment to staff and students in the programme and financial support. Such a letter of commitment should be renewed periodically.

5. Ensure that sufficient academic and administrative staff resources are involved in the programme

The burden of work should not fall entirely upon the shoulders of a minority of dedicated staff. Involvement of a wider group of staff within an institution will help to maintain institutional commitment. Since teaching staff mobility is also fundamental to these programmes, consider the effects of staff absences upon normal curricula. Consider the consequences if a key player within the institution were to change post. Would the institutional commitment remain? If not, the staff base for sustainable development is certainly not sufficiently broad.

6. Ensure that a sustainable funding strategy for the programme is in place

Such a strategy should think about resource management issues not at the level of individual institutions but across the network as a whole. Are resources within the network sufficient? Are they equitably distributed? Is it possible to do more to support partners facing particular difficulties?

7. Take care that information about the programme is easily accessible to students

Comparable information should be provided to students from all participating institutions. In addition to course information and admission criteria and procedures, requirements in terms of mobility should be specified, including how issues such as accommodation should be addressed, and clear information should be provided about the qualification/degree that will be awarded. Consideration should be given to accessibility for economically disadvantaged and physically disabled students.

8. Organise and plan sufficient meetings in advance

Developing a joint programme takes time. Sufficient meetings should be foreseen for network partners to develop ideas together and to assess collaboratively the coherence of the study programme. Make sure that there is agreement on learning outcomes, use of ECTS (including a common value of a credit), and use of the Diploma Supplement. Where there are doubts about how to use these instruments, make sure that learning processes are in place and information is available.

9. Develop language policy and encourage local language learning

The programme will need to make decisions about the language(s) of instruction, as well as about how to best exploit opportunities for students to learn languages during their programme. Questions about language should not be an afterthought of curriculum planning, but a central consideration. Linguistic preparation of mobility periods is an effective way of involving colleagues and departments within institutions, and a variety of language-learning techniques and approaches are possible.

10. Decide who is responsible for what

A clear division of tasks and responsibilities will help networks to function effectively. Not all institutions need to have the same level of involvement in programmes, and diversity of contributions can allow the network partners to focus upon particular strengths. A clear division of labour will help to ensure that there is minimum duplication of tasks as cost and time efficiency will be important to achieve. Often this may be achieved by the establishment of a centralised agency to administer the programme, operating under the generalized control of the network partners.

An Erasmus Mundus Master Course must:

- Last minimum one and maximum two academic years and must therefore carry between 60 and 120 ECTS credits at master level;
- Be fully developed at the time of the application and be ready to run for at least five consecutive editions as from the academic year following the application year (e.g. an EMMC application submitted in April of year “n-1” must be able to start the first edition of the joint course as from August/September of year “n”);
- Involve European and third-country students and reserve every year a certain number of places for Erasmus Mundus scholarship holders; this number will vary from one year to another and will be communicated to selected EMMC consortia in the autumn of the year preceding the academic year concerned²;
- Start at the earliest in August of “year n” and end at the latest by the end of October of “year n+1” (60 ECTS courses) or “year n+2” (120 ECTS courses); the end date includes the communication of the student's final results;
- Have joint student application, selection, admission and examination criteria; the students' selection procedure and criteria designed by the consortium will have to be approved by the Agency prior to issuing the first specific grant agreement; the students' application procedure and deadline should be designed in such a way that it provides the students with all the necessary information well in advance and with enough time to prepare and submit his/her application (i.e. in principle 4 months before the deadline);
- Agree whether or not to establish tuition fees, in accordance with its members' national legislation. When tuition fees are established, EMMC consortia should ensure that these fees are transparent and clear to applicant students; two different fee amounts can be charged, on the one hand to European and on the other to third-country students. In setting tuition fees, consortia should bear in mind the maximum contribution to the EMMC participation costs included in the scholarship (see 4.4 below). If the tuition fees established by the consortium are higher than this amount, the consortium should grant the Erasmus Mundus scholarship holders a fee waiver for any fee amount in excess of this maximum contribution;
- Ensure that all full partners are in a position to be a hosting institution for EMMC students and deliver at least the number of ECTS specified hereafter;
- Be designed in a way that allows students to carry out a mobility period in at least two of the European countries represented in the consortium; each of these mandatory mobility periods must include a volume of study/research or equivalent (e.g. field work, laboratory activities, work placement or thesis research, etc.) corresponding to at least 20 ECTS for one-year EMMCs and 30 ECTS for EMMCs of a longer duration;
- Without prejudice to the language of instruction, provide for the use of at least two European languages spoken in the countries visited by the students during their EMMC studies and, as appropriate, offer language preparation and assistance for students, in particular by means of courses organized by the institutions in question;

² As an indication, the number of students scholarships will most probably vary between 7 and 17 scholarships per edition depending on the "seniority" of the EMMC.

- Guarantee the award on behalf of the consortium of joint, double or multiple degree(s) to all successful students³⁷ (covering the entire study programme); programmes resulting in the award of joint degrees will be promoted; this/these degree(s) must be recognised or accredited by the European countries in which the participating institutions are located. This eligibility condition must be fulfilled at the latest at the time of enrolment of the first Erasmus Mundus students; failure to do so may lead to the cancellation of the Erasmus Mundus funding;
- Have put in place an insurance scheme that guarantees that students are adequately covered in case of accident, injury, illness, etc. while participating in the EMMC;
- Implement the necessary measures to assist Category A students and third-country scholars in obtaining their required visa and residence permits;
- Develop a common and clear promotion and visibility strategy for the course including, in particular, a dedicated EMMC website referring explicitly to the Erasmus Mundus Programme and providing all necessary information about the course from the academic, financial and administrative points of view;
- Be based on an EMMC Agreement signed by the appropriate governing body of the partner HEIs and covering the most relevant aspects of the course implementation, financing and monitoring;
- Offer the necessary facilities to students (e.g. international office, housing, coaching, assistance with visas, etc.), including where necessary services for family members of grantees and grantees with special needs.

Although EMMCs can operate in any field of study, from single specialised subjects to broader multi-track study areas, applicants are nevertheless invited to consult the annual Calls for Proposals in order to identify possible thematic priorities for the selection year concerned.

Recommendation on the recognition of joint degrees, Council of Europe, Strasbourg, 9 June 2004; p. 8-9

This part of the Recommendation seeks to define joint degree as a generic term and to explore the main types of joint degrees. It is worth noting that the EUA study on joint degrees found that there is no common definition in use today, whether explicitly or implicitly, but a joint degree can be said to have all or some of the following characteristics:

- the programmes are developed and/or approved jointly by several institutions;
- students from each participating institution physically take part in the study programme at other institutions (but they do not necessarily study at *all* cooperating institutions);
- students' stay at the participating institutions should constitute a substantial part of the programme;
- periods of study and examinations passed at the partner institutions are recognized fully and automatically;
- the partner institutions work out the curriculum jointly and cooperate on admission and examinations. In addition, staff of participating institutions should be encouraged to teach at other institutions contributing to the joint degree;

- after completing the full programme, students either obtain the national degree of each participating institution or awarding body or a degree (usually an unofficial “certificate” or “diploma”) awarded jointly by the partner institutions

2. The main kinds of joint degrees may be illustrated by a number of examples, which may include very different levels of actual cooperation in curriculum development and mobility of staff and students.

Thus, joint doctoral degrees may range from joint supervision of thesis by professors from different countries to actual joint doctoral programmes where parts of the research towards the doctoral degree are carried out at different universities in different countries. At first and second degree level at one end of the spectrum there are examples of (virtual) universities established in cooperation between two or several countries with a view to offering joint curricula leading to joint degrees, such as the Transnational University of Limburg between the Flemish community of Belgium and the Netherlands, the Öresund University between Sweden and Denmark or the Interuniversity Europe Centre established in Bulgaria and Romania with the assistance of Germany. At the other end of the spectrum one will find cooperation on joint degrees which is rather a franchise of one country’s degrees in another country (e.g. several cases where British degrees are awarded at Dutch *hogescholen*).

Several broader joint degrees consortia are known that have a curriculum jointly approved by all consortium members, organize studies for each student at two or more partner institutions and issue unofficial joint degree certificates on top of a national qualification (e.g. a joint degree consortium in construction engineering). However, most commonly, due to legal difficulties and formal regulations, the joint curriculum with study periods at several institutions still lead to just one national degree.

While this relatively wide definition is aimed at allowing and facilitating the recognition of degrees from past as well as current and future arrangements, it should be emphasized that the further development of joint degrees as powerful instruments to further the European dimension of higher education and the establishment of the European Higher Education Area will depend on basing joint degrees on a high level of institutional cooperation, including the development of integrated curricula, and the review of national funding systems for higher education.

The term “joint degree” is used as the established term for the qualifications covered by the present Recommendation. The term “diploma” designates the official document attesting the qualifications.

Guide to developing and running joint programmes at bachelor and master's level - A template; (developed by the University of Bergen and Lund University); p. 6-7

Degree of integration and commitment of the cooperation

Study Abroad

- only outgoing
- based on agreement
- based on academic cooperation
- preapproved

Exchange

- mutual exchange
- based on agreements
- based on academic cooperation
- preapproved

Joint study programmes

Main partner:

- owns the degree and programme and has the academic responsibility for content and quality
- the study programme must be approved/accredited
- must have an agreement with the cooperating institutions

Supporting partner:

- provides elements of the programme, i.e. courses, supervision, etc

Joint study programmes

- developed and managed jointly, but each institution "owns" their own students
- all partners own the programme, but award diplomas only to their own students
- the study programme must be approved/accredited
- the cooperation must be regulated by an agreement

Joint degrees

- cooperation between two or more institutions about a joint study programme that leads to a joint degree
- can be documented by awarding a joint diploma, a joint diploma and institutional diplomas, or only institutional diplomas
- the cooperating institutions are jointly responsible for the programme, this includes development and quality assurance, admission, management and awarding of degree
- the study programme must be approved/accredited
- the cooperation must be regulated by an agreement

7. Conclusions

1. The challenges of managing a joint programme with non-European partners could be expected to increase proportionally to the partners' distance. This seems hardly to be the case with the joint programmes investigated.
2. Instead of clear distinctions between European and non-European partners, personal bonds, close mentalities or familiarity with structures seem to be crucial.
3. Mutual trust and flexibility are inevitable conditions for a successful joint programme run with non-European partners.
4. Issues caused by educational differences are reduced when countries are included in EHEA and have implemented the Bologna principles.
5. Most joint programmes choose a pragmatic approach. Bilateral joint programmes and smaller consortia seem to cope with the issues better.
6. Although the Erasmus Mundus Master courses are characterised by a high level of integration, this remains a European concept, with little impact on the non-European partners (so far).
7. For the successful management of a joint programme, the coordinating university plays a crucial role in maintaining communication among the consortium.
8. No full costs are calculated; the sustainability of many joint programmes is directly connected to the availability of external funding for grants, in order to attract mostly non-European students. How sustainable is the Erasmus Mundus Master course model and the integration of non-European partners beyond the funding period?
9. Mobility: strong unbalances between European and non-European students are recorded in both student cohorts and incoming/outgoing student flows.
10. Scholarships: global mobility is in search of grants for non-European and European students alike. Preference is given to 'a little to everybody' rather than 'a lot to few'!

PART 3. EU-funded projects dealing with joint study programmes

INTER-HED *(ongoing)*

The aim of the INTER-HED project is to create a training course targeted at the administrative staff who are interested in managing international programmes and projects and in collecting information about the Higher Education Systems and internationalisation policies, with focus on Erasmus Mundus. Since the course is targeted at the administrative departments and is aimed at providing professional guidance, it will be administered on-line and will analyse real cases, with reference to the different models of Higher Education and to the different management methods of joint courses. Each course unit will foresee practical exercises.

INTERUV: Joint programmes – facilitator for university internationalisation *(ongoing)*

INTERUV: Joint Programmes - facilitator for university internationalisation is an initiative of Erasmus Mundus National Structures from 15 European countries (Austria, Czech Republic, Estonia, Finland, France, Greece, Hungary, Italy, Latvia, Netherlands, Norway, Poland, Spain, Slovakia and United Kingdom).

The INTERUV project focuses on:

- the promotion of the idea of joint study programmes among higher education institutions (HEIs) from the EU and third countries from the geographical regions neighbouring the EU;
- supporting HEIs in introducing joint study programmes into their institutional strategies for internationalisation;
- the capacity building of institutions acting at present as Erasmus Mundus National Structures and National Tempus Offices in order to help them in the transition period of preparation for the new programme Erasmus for All to be implemented in years 2014-2012.

The INTERUV project is going to support the international cooperation, development and implementation of joint programmes of European universities together with higher education institutions coming from the following regions:

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

JDAZ: joint degrees from A to Z *(ongoing)*

Joint degrees are high on the internationalisation agenda in the European Higher Education Area and a lot has been published over the last years about setting up and managing joint degrees. JDAZ is a new project funded by the Erasmus Mundus programma. It aims to provide clarity by developing a reference guide on joint degrees.

By now there have been so many publications and good practices, that if you want to set up a joint degree, it takes some effort to collect all the information you need.

To provide guidance in the publications and initiatives available, a group of Erasmus Mundus National Structures (EMNS, the national information points on Erasmus Mundus) will develop a joint degrees reference guide. The guide will include different aspects of setting up joint degrees such as establishing and sustaining partnerships, accreditation of the programmes and recognition of the qualifications awarded.

The guide should assist both those involved in setting up a joint degree as well as those who are already running a joint degree programme. The guide will make use of existing material: it does not aim to reinvent the wheel, but piece the wheel together from the different publications available and refer to these.

The guide will be developed by the six EMNS from Austria, Finland, Lithuania, Norway, Poland and the Netherlands that is coordinating the project. They will be assisted by two external experts from two major joint degree projects with extensive experience on various aspects of joint degrees, including accreditation, administration and management of partnerships. The guide will aid the EMNS in their daily work, and the network will play an important role in the dissemination of the guide.

The guide is expected to be ready by spring 2015. In the meantime, preliminary results will be distributed to relevant stakeholders and their feedback will be included in the project.

JOQAR - Joint programmes: Quality Assurance and Recognition of degrees awarded *(ongoing)*

The overall purpose of the JOQAR project is to ensure that Erasmus Mundus programmes (and joint programmes in general) are facilitated in two specific areas - accreditation and recognition. The external quality assurance (QA) and accreditation (A) of joint programmes is a challenge for both joint programmes and QA/A agencies as it normally includes multiple national accreditation procedures. The project instead seeks to promote single accreditation procedures through:

1. the development of a multilateral recognition agreement regarding QA and accreditation results and
2. by the establishment of a European coordination point for external QA and accreditation of joint programmes.

There are currently also a lot of problems with the recognition of the degrees awarded by joint programmes which the project seeks to solve through the following specific objectives:

- Awareness-raising among higher education institutions and joint programmes about ENIC-NARICs' expectations regarding joint programmes, the design of the degree they award and the content of the diploma supplement.

- The establishment of a common ground among ENIC-NARICs regarding the recognition of degrees awarded by joint programmes.

Read online, and download a Handbook of Excellence that guides them through the issue, as well as contribute their own excellent practice and add to the body of evidence that will continue to develop the 'components of excellence'.

BRIDGE: Best Recognition Instruments for the Dialogue between Global Experts *(completed)*

The main purpose of the Bridge project is to enhance the dialogue and establish a stable connection between the Network of the Erasmus Mundus National Structures and the NARIC, ENIC and MERIC Centres, as well as to provide practical tools and suggestions for the Erasmus Mundus consortia creating joint programs. Finally, the project aims at awarding of double, multiple and joint degrees by Erasmus Mundus consortia.

European Area of Recognition *(completed)*

EAR stands for the **E**uropean **A**rea of **R**ecognition. The project is co-funded by the Lifelong Learning Programme and the different ENICs and NARICs that are involved in this project.

The main outcome of this project is the EAR recognition manual, a practical manual containing the standards and guidelines on all aspects of the international recognition of qualifications.

The aim of the project has been to tackle the current differences in which the criteria of the Lisbon Recognition Convention are applied by the ENICs and NARICs, and which are an obstacle to student mobility.

To improve this situation the EAR project aimed to make a bridge from theory (the LRC criteria) to practice, making use of the LRC criteria, recommendations and studies on recognition from the last decades. The result has been the above mentioned EAR recognition manual.

The Ministers responsible for higher education in the European Higher Education Area in the Bucharest Communiqué recommended the use of EAR Manual as a set of guidelines for recognition of foreign qualifications and a compendium of good practices.

The completed recognition manual can also be accessed via the website: www.eurorecognition.eu

EMAP & EMAP 2 - Erasmus Mundus Active Participation, Vol. 1 & 2 *(completed)*

The EMAP & EMAP 2 - Erasmus Mundus Active Participation, Vol. 1 & 2 projects aimed to enhance and facilitate the participation of higher education institutions (HEIs) from less represented countries and their partners in the Erasmus Mundus Action 1 by improving the quality of their applications for Erasmus Mundus joint study programmes. The project also intended to contribute to the capacity building and networking of participating Erasmus Mundus National Structures in order to support

their daily tasks, i.e. providing general information on the programme, advice to applicants, and cooperation and liaison activities.

EMQA – Erasmus Mundus Quality Assurance for International Higher Education Master and Doctoral Programmes *(completed)*

The underlying principle of the EMQA project is that international courses are innovating constantly and that this innovation needs to be communicated directly back to the HE sector. As the result of this participatory approach a website was created to allow the beneficiaries to understand the 'landscape' of quality challenges that international courses encounter and self-assess their own courses or programmes against a series of structured questions. They can also see in detail examples of excellent practice from 21 Erasmus Mundus Master Courses studied in depth over three years,

Joiman – Joi.Con *(completed)*

The Joiman Network (Joint Degree Management and Administration Network), composed by partners and people with relevant experience in the management of Joint Programmes, investigated obstacles and challenges usually faced by coordinators of Joint Programmes at Master and Doctoral level. After two years of activities, which included surveys, analyses, and international conferences and seminars, the Network has produced a set of results. These findings are shared with the Higher Education Community at large with the aim to support institutions in overcoming administrative and management difficulties in the development and implementation of Joint Programmes.

The positive feedback and demand for practical solutions persuaded the network to start a second phase of the project, turning the JOIMAN results into an innovative training method. This training method is realized in the JOI.CON project (Joint Programme Management – Conferences and Training) which aims at training present and future coordinators of Joint Programmes. Its milestones are two international conferences and an embedded training.

PART 4. REFERENCES *(all links were valid on 26 April 2013)*

1. Council of Europe; Convention on the Recognition of Qualifications concerning Higher Education in the European Region (The Lisbon Recognition Convention)
2. European University Association; Developing joint masters programmes for Europe. Results of the EUA joint masters project (March 2002 - Jan 2004)
3. ERASMUS MUNDUS 2009-2013 Programme Guide for the attention and information of future applicants and beneficiaries
4. JOIMAN – JOI.con project; Guide to developing and running joint programmes at bachelor and master's level – A template (developed by the University of Bergen and Lund University)
5. How to manage joint study programmes? Guidelines and Good Practices from the JOIMAN Network, Joiman network
6. Recommendation on the recognition of joint degrees, Council of Europe, Strasbourg, 9 June 2004
7. Bridge – Best Recognition Instruments for the Dialogue between Global Experts
8. ECCE MUNDUS
9. European Area of Recognition
10. EMAP & EMAP 2 – Erasmus Mundus Active Participation, vol. 1&2
11. EMQUA – Erasmus Mundus Quality Assurance for International Higher Education Master and Doctoral Programmes
12. INTER-HED
13. INTERUV – Joint Programmes – facilitator for university internationalisation
14. JDAZ: joint degrees from A to Z
15. Joiman – Joi.Con
16. JOQAR, Joint Programmes: Quality Assurance and recognition of degree awarded