



ERASMUS MUNDUS MASTER OF EXCELLENCE
**EUROculture: EUROPE IN THE WIDER
WORLD**

**QUALITY – SUSTAINABILITY –
EMPLOYABILITY**

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Process**



EUROculture: EUROPE IN THE WIDER WORLD

Outline of Presentation

- 1. Euroculture in a nutshell: history, partners, outline
- 2. Quality in Design, Implementation, Delivery and Enhancement
- 3. Sustainability: different models
- 4. Employability: role of tracks – research versus work placements





1. Euroculture in a nutshell: history, partners, outline

- **Started in 1999 as an curriculum development programme**
- **Restructured on the basis of the Tuning methodology: from 60 to 90 to 120 ECTS credits**
- **Originally international network programme of 8 European partners**
- **2006: Obtained Erasmus Mundus status as a fully integrated programme of 6 EU partners**
- **2008: involvement of 4 non-European partners: Osaka, Indiana, Pune and UNAM**
- **2012: Renewal of Erasmus Mundus Status for Consortium of 8 EU Universities and 4 Third-Country partners**

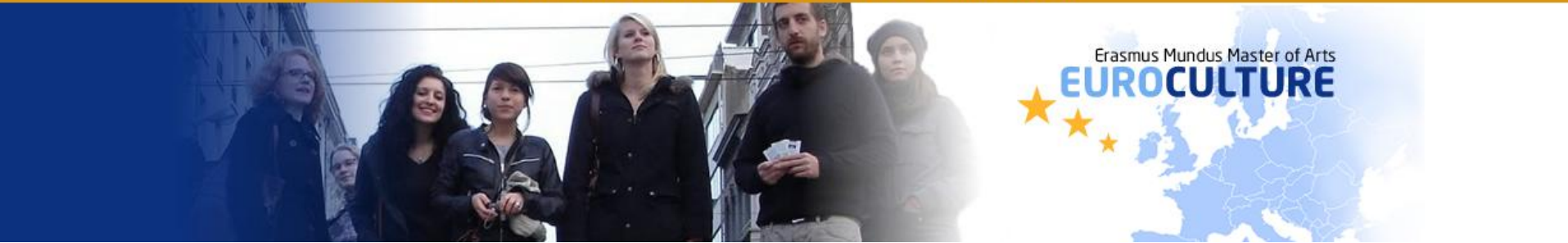


EUROculture: EUROPE IN THE WIDER WORLD

Present Partners:

1. University of Groningen (coordinator)
2. University of Deusto, Bilbao
3. Georg August University Göttingen
4. Jagiellonski University Krakow
5. Palacky University Olomouc
6. University of Strasbourg
7. University of Udine
8. Uppsala University
9. University of Indiana
10. Pune University
11. Osaka University
12. UNAM





Current degree programme

“The mission of the programme is to provide graduates with the following **profile**:

- an analytical understanding of European identity, civil society, the ongoing European unification process in itself, its cultural and social dynamics and the consequences for its citizens and the wider world;
- the ability to identify and problematise what Europe and the EU represent for its citizens and for the wider world;
- the ability to translate analysis of current turmoil regarding the handling of multicultural society issues into feasible solutions.”



Current degree programme structure

OUTLINE OF MA PROGRAMME 2011-2015 (120 ECTS credits)

Year 1	First semester		Location
Acquisition (of key competences)	Core concepts of European culture, society and politics *	25 ECTS	Home university
	Eurocompetence I	5 ECTS	Home university

*Including Intensive Language Course (national language of home institution)

Year 1	Second semester		Location
Development (of professional and research competences)	Eurocompetence II	5 ECTS	Host university
	Research seminar: Europe in the Wider World (specific topic depending on field of specialisation of partner university)	10 ECTS	Host university
	Methodology & Theory seminar including Intensive Programme preparation focusing on current Challenges of Europe	10 ECTS	Host university
	IP Participation	5 ECTS	Selected university



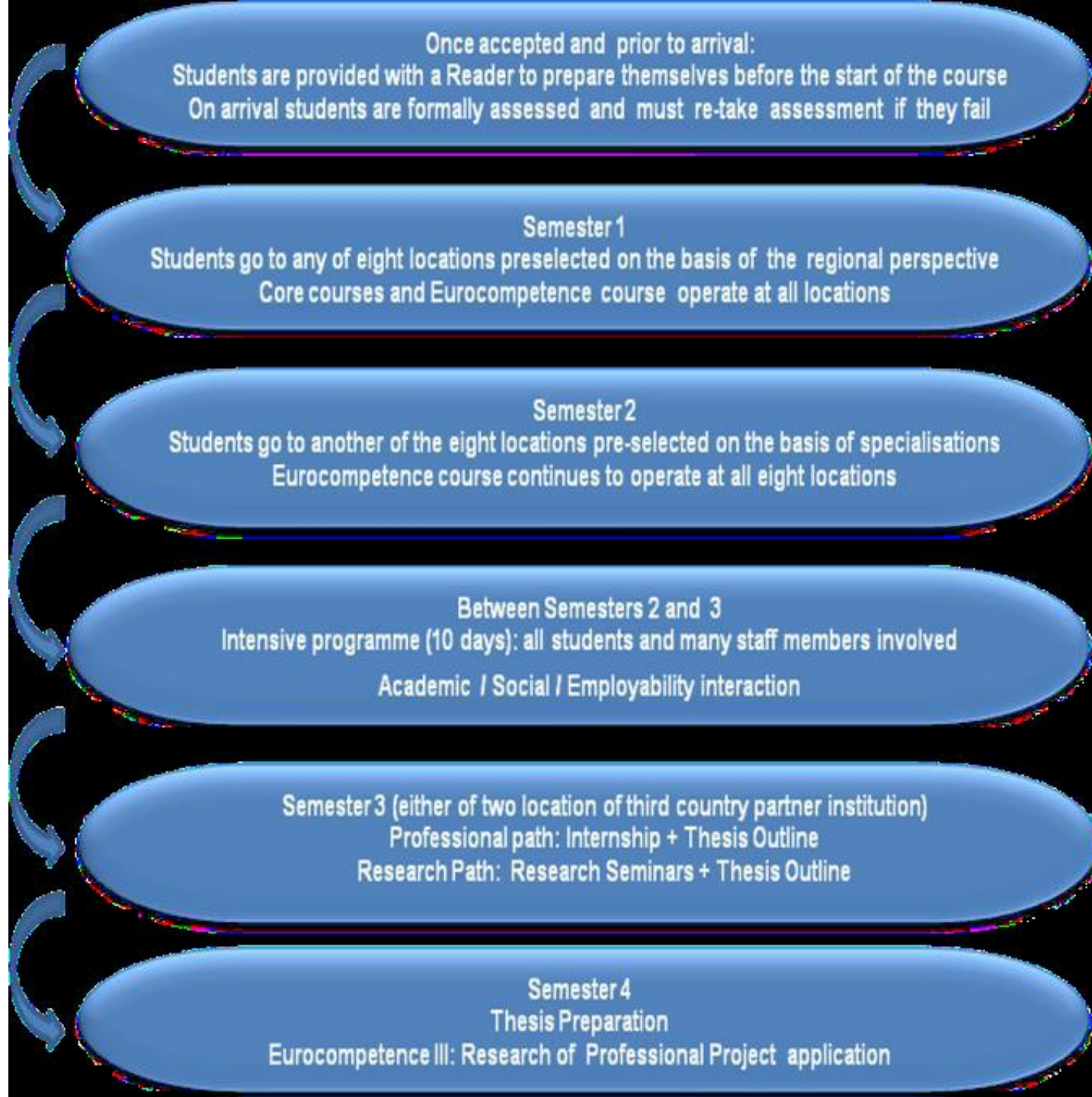
Current degree programme structure

Year 2	First semester		Location
Interaction (of professional and/or research competences)	- Research track: research seminars (home/host/third-country partner institution) or - Professional track: work placement	25 ECTS	Home, Host or Third-country university*
	Preparation of Thesis Outline/Proposal	5 ECTS	Home, Host or Third-country university*

*Indiana University/Osaka University/Pune University/UNAM

Year 2	Second semester		Location
Reflection and Application (of research/professional competences)	Eurocompetence III: Research or Professional Project application preparation and writing (depending on track chosen in the first semester of Year 2)	5 ECTS	Home/Host university
	Thesis completion, including thesis seminar	25 ECTS	Home/Host university

Euroculture Mobility scheme



EURO CULTURE SPECIALISATION PATHWAYS

**Communication
Cooperation
Mobility of citizens
Active citizenship
(sem 1)**

**Cultural identity
Multi-culturality
Migration
Europeanisation
Minorities
Cross-border issues
(thematic options sem 2)**

JAPAN/N.America
or work placement
sem 3

ASIA/America
or work placement
sem 2

GRONINGEN

GOTTINGEN

INDIA / MEXICO
or work placement
sem 3

DEUSTO, BILBAO
UDINE
sem 2

N.America /MED.
or work placement

REGIONAL PERSPECTIVE:

- Western Europe / Atlantic
- Central Europe
- Southern Europe
- Northern Europe

EAST.EUR /MEXICO
or work placement
sem 3

EAST. EUR / JAPAN
or work placement

KRAKOW

OLOMOUC
sem 2

UPPSALA
sem 2

STRASBOURG

NORDIC COUNTRIES
or work placement
sem 3

Western Europe
or work placement



The following scheme gives an overview of the recognition status:

Name of institution	Official name of the degree awarded	Accreditation organisation	Validity
Rijksuniversiteit Groningen	Master of Arts in Euroculture	NVAO (Nederlands-Vlaamse Accreditatie-organisatie)	Until 31 December 2014
Université de Strasbourg	Master European Studies / <i>Euroculture</i>	Accreditation Committee of the Ministry of Higher Education and Research	Until 2012-2013
Univerzita Palackého v Olomouci	Magistr <i>Euroculture</i>	Accreditation Committee of the Ministry of Education, Youth and Sports of the Czech Republic	April 2014
Uppsala Universitet	Master of <i>Euroculture</i>	Under Swedish law Uppsala University is entitled to establish programmes by it self.	Accredited per 13 February 2004 Renewal is not applicable (no ending date)
Uniwersytet Jagielloński, Instytut Europeistyki	MA in European Studies, specialisation: <i>Euroculture</i>	National Authorities	Accredited per 29 May 2002 Accreditation will not have to be renewed.
Universidad de Deusto	Master of Arts in <i>Euroculture</i> (Erasmus Mundus)	Accreditation Committee of the Ministry of Education	Until 2012-2013
Università degli Studi di Udine	Master of Arts in <i>Euroculture</i>	Under Italian law the University of Udine is entitled to establish programmes by it self. Programme has been officially recognised by the University Senate and Board of Directors	Accredited per July 2009. Renewal is not applicable (no ending date)
Georg-August-Universität Göttingen	Master of Arts <i>Euroculture</i>	National Authorities	Until 30 September 2013



2. Quality in Design, Implementation, Delivery and Enhancement

Euroculture is based on the ten steps Tuning approach:

- 1. Determine need and potential**
- 2. Define profile and key competences**
- 3. Formulate Programme Learning Outcomes**
- 4. Decide whether to 'modularise' or not**
- 5. Identify competences and formulate learning outcomes for each module**
- 6. Determine the approaches to teaching, learning and assessment**
- 7. Check whether the key generic and subject specific competences are covered**
- 8. Describe the programme and the course units**
- 9. Check balance and feasibility**
- 10. Implement, monitor and improve**

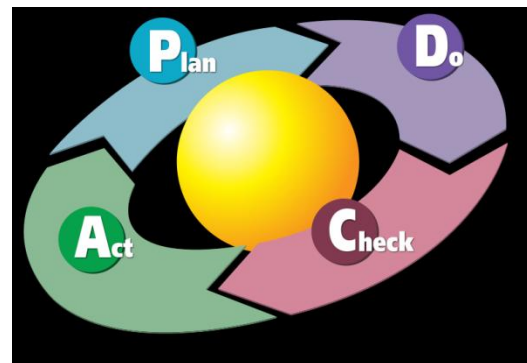
Based on: W. Edwards Deming PDCA Cycle and TUNING Dynamic Quality Development Circle

I. Formulating/Enhancing Programme Profile and Programme Learning Outcomes

II. Design phase : developing programme, that is structure and content based on module LO and LTA-methods

VI. Implementing Enhancement plan

V. Designing Enhancement plan on the basis of evaluations analyses

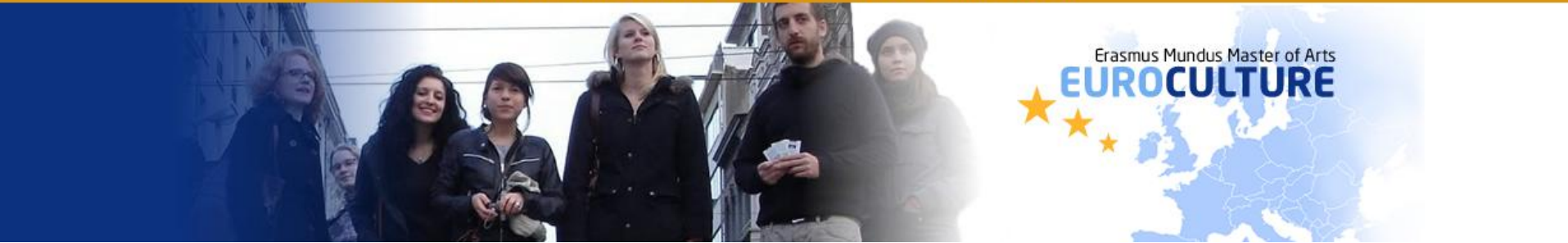


III. Implementation phase: Implementation and consolidation programme in practice

IV. Evaluations on the basis of programme / modules and developments in the employability field and the subject area (feed backward and feed forward)

IVb. Integration of analyses and formulating consistent conclusions for quality enhancement

IVa. Collecting of data evaluations programme implementation , alumni surveys / advice experts



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The Euroculture profile has been translated in Learning Outcomes statements, which are based on the European Qualifications Framework for Lifelong Learning

Distinguished are:

- Knowledge
- Skills
- (Wider) competences

Next slide: Euroculture knowledge related Learning Outcomes



Overview Learning Outcomes based on level 7 of the EQF for LLL

(http://ec.europa.eu/education/pub/pdf/general/eqf/leaflet_en.pdf)

Graduates have achieved the following programme learning outcomes at graduation.

KNOWLEDGE

- highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research
- critical awareness of knowledge issues in a field and at the interface between different fields

Deep understanding of European identity/is, civil society/ies, the ongoing European unification process in itself, its cultural and social dynamics and the consequences for its citizens and the wider world:

- Thorough knowledge and understanding of the phenomena of multiculturalism, national and European identity, current political governance, and evolving social-political processes on the basis of four concepts, namely: Communication, Cooperation, Mobility of Citizens and Active Citizenship;
- Thorough (historical) understanding of the European integration process in a global perspective;
- Thorough knowledge and understanding of theoretical and methodological approaches, in particular comparativism and constructivism, which allow for independent research in the academic field involved;
- Experienced knowledge and understanding of different regional and national perceptions of the European integration process from a cultural-social perspective including awareness of the push and pull factors in the process of European identity formation and in relation to third countries;
- High level of sensitiveness based on knowledge and insight regarding cultural-social differences and comparabilities at group, local, regional, national, European and global level;
- Performing and presentation of the outcomes (in oral and written form) of independent research by making efficient use of primary and secondary sources (e.g. libraries, computerised material, bibliographical material).

2. Sustainability: different models

Conditions for sustainability

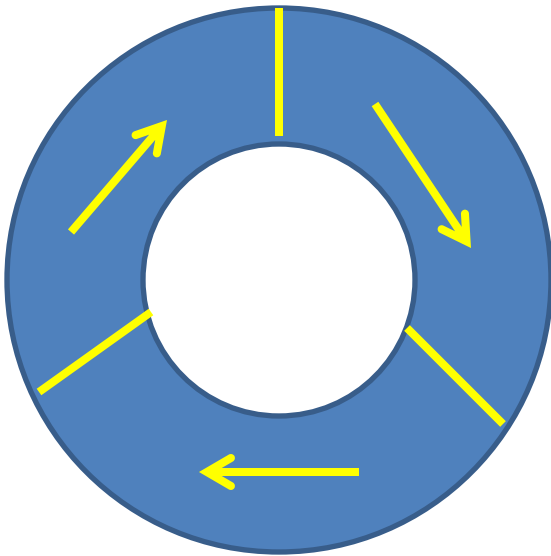
- Structure of Master Course model
- Attractiveness (e.g. mobility / joint degree)
- Academic quality
- Special features
- Employability predict
- Reputation (EMMC Brand Name)
- Publicity strategy
- Internal and External committment / support
- EU support (extra organisational costs)
- Grant scheme
- Competitive fees

Cluster 1

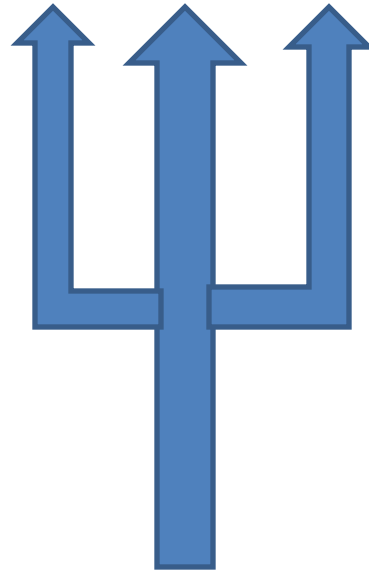
Cluster 2

Cluster 3

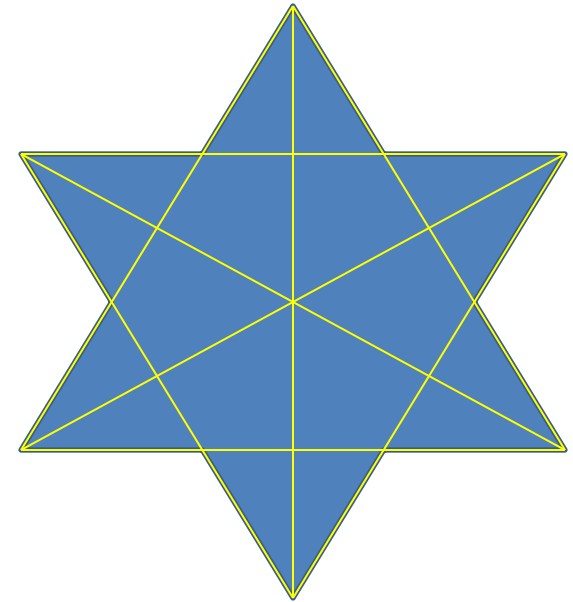
3 typical EMMC models



Circular Model



Fork Model



Star Model

Each model has its own strengths and weaknesses



i. uniqueness



MC should stand out from comparable ones:

- **Identified and recognizable niche**
- **Identified social and economic need: employability predict**
- **Special features: work placements, etc.**
- **TLA: Competence / Learning Outcomes based**
- **Transnational (mobility . IP, joint degree)**
- **Interdisciplinary approach**
- **Focus on selection: indication of high quality**



ii. marketing



Promote Joint MC as a special *brand*:

- Selected by the European Commission: very high competition

Key words:

- Highly selective (student selection)
- Excellence (high level staff)
- Unique
- Preparation for academic / social leadership



iii. Financial aspects



- Obtain financial support to cover extra costs:
 - (Financial) commitment from School / Faculty / University. Argument: unique selling point
 - External organizations / industry
- Competitive student fees
- Set up Consortium Grant Scheme: even limited number attracts attention
 - Covering fees and / or costs of living



European Commission



Continuous responsibility of EC:

- Install /Keep Joint Programme **Erasmus Mundus BRAND NAME** (compare Jean Monnet scholars)
- Guarantee **infrastructure** in place (yearly meetings of coordinators)

Proposal:

- Keep financing for **organizational costs** (covering extra costs for transnational programmes, e.g. € 20.000 p/y)
- Make new **EU grant scheme** available for Joint Programmes (with EM Brand Name)



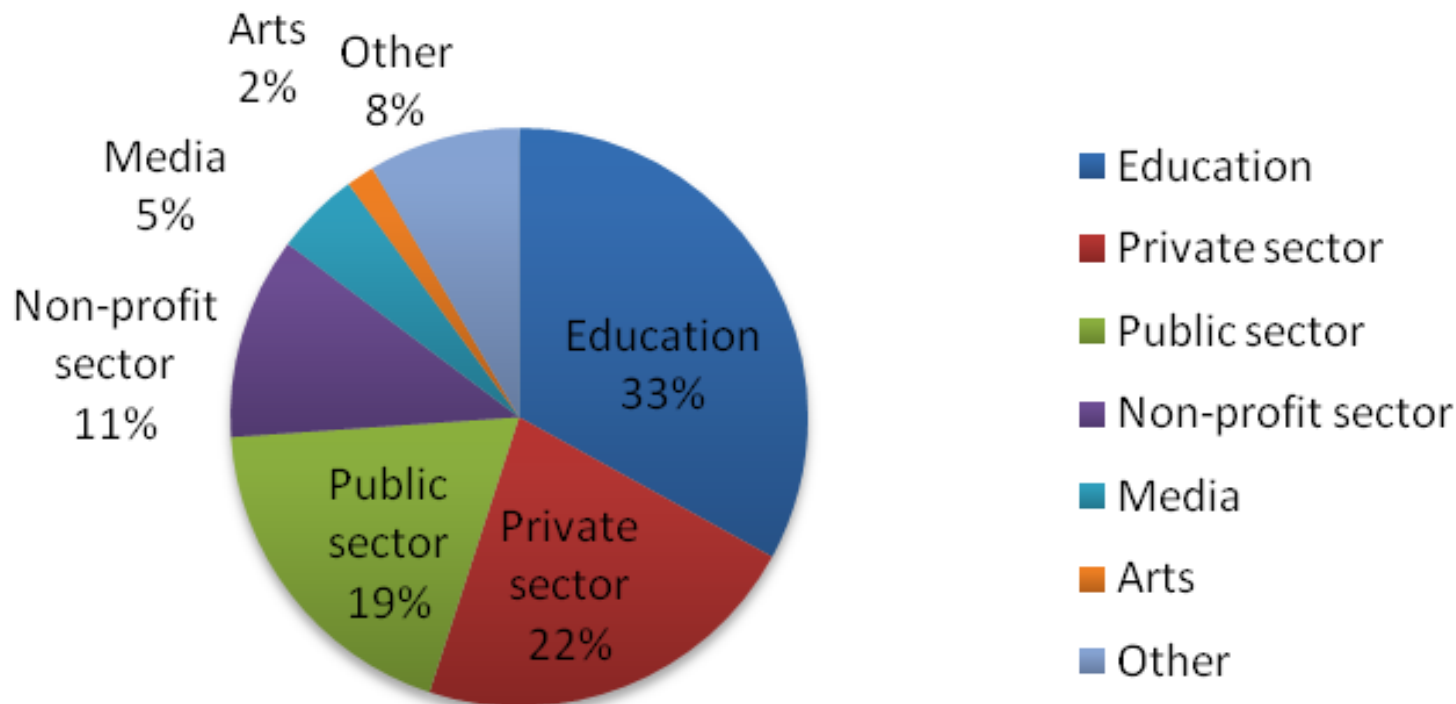
3. Employability: role of tracks – research versus work placements

- **Map employability field(s) > relate to profile / LOs**
- **Include clear tracks focusing on academia and/or professional world (research tracks versus work placements)**
- **Keep record of careers of graduates**
- **Organize surveys for graduates to check employability field / relevance of Competences / Learning outcomes**
- **Make inventory of strength and weaknesses of programme by interviewing stakeholders at a regular basis: employers, graduates, academics and students**
- **Install an advisory board which includes all stakeholders to reflect on joint programme**



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Current employment sectors





Thank you for your attention !





Some questions for discussion: