Joint Programmes from A to Z

A reference guide for practitioners

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1. Introduction

1.1   Aim of the guide

The aim of this guide is to provide an updated and integrated practical reference guide for practitioners on all aspects that need to be taken into account when developing and managing joint programmes with one or more partners in another country. The guide focuses on programmes leading to a joint, double or multiple degree, and offered by higher education institutions in different countries. The guide is rooted in a European context, but most aspects covered are basic elements that need to be taken into account in joint programme development around the world. The guide is relevant for all joint programmes, whether or not they are funded by Erasmus Mundus. The main focus is on bachelor and master levels, since joint doctoral programmes are less structured.

The guide is based on the major relevant information that is publicly available. By bringing together references to the latest relevant sources of information and good practice guidelines, the guide will contribute to coherent expertise development of (potential and current) joint programme coordinators, the National Agencies Erasmus+, and other advisory organisations.

This guide is an update of the [Joint Programmes from A to Z ('JDAZ') guide](#) (2015), which was co-funded with European funding and developed jointly by the JDAZ Consortium that consisted of Nuffic and the National Agencies Erasmus+ of the Netherlands (project leader), Finland, Austria, Lithuania, Norway and Poland. I acknowledge their input into the original guide. The 2015 JDAZ guide has been widely used as a standard reference work throughout Europe. Five years later, it is time for an update. The updating of this new guide was also co-funded by the European Commission, under the [FaBoTo+ project](#).

This guide is not meant to be prescriptive, but suggests guidelines for higher education staff on the different aspects that need to be taken into account when developing and managing joint programmes. While this guide aims to address all aspects from A to Z, this is done at a general level and it cannot provide solutions to specific contexts.

The chapter structure of this guide follows a check list of all aspects that need to be taken into account in joint programme development. It starts with the points that need to be taken into account in the orientation phase. However, it must be emphasised that many aspects mentioned later in the guide (such as funding, sustainability, quality assurance and recognition) are important elements that already need to be considered at an early stage in the development process.

I have partly changed the chapter structure of the original JDAZ guide, which brought together many different issues in 'development' and 'management' chapters since many aspects need to be considered already at an early stage in the development process. This updated guide presents the key aspects within separate chapters because many participants in the joint programme training courses that I have given in and outside of Europe, asked for a practical list of steps to take.

1.2 Context

Joint programmes as part of the Bologna Process

Joint programmes (and joint degrees) have been encouraged by the Bologna Process as a key element in encouraging internationalisation of higher education institutions. Launched in 1999 with the signing of the Bologna Declaration, the Bologna Process is a voluntary inter-governmental process at European level aimed at ensuring more comparable, compatible and coherent higher education systems in Europe. The 'Bologna Process' is now officially referred to as 'the implementation of the European Higher Education Area (EHEA)' in all 48 states that make up the EHEA.

At the Bologna conference in Berlin (2003), the EHEA education ministers agreed to support the development and quality assurance of integrated curricula leading to joint degrees. References to improving recognition of joint degrees were included in 2005 and in 2007, and in the Bucharest Communiqué (2012) ministers committed to 'recognise quality assurance decisions of EQAR-registered agencies (registered in the European Quality Assurance Register for Higher Education) on joint and double degree programmes'. In the Yerevan (2015) and Paris (2018) Communiqués, the education minsters agreed to implement the European Approach for Quality Assurance of Joint Programmes, although various EHEA countries still have to act on this agreement by removing existing legislative hindrances.

Joint programmes continue to play an important role in the Bologna Process since they support various Bologna action lines: joint programme development automatically leads to increased collaboration not only in joint curriculum development, but also in supporting student mobility, automatic credit transfer, and collaboration in quality assurance and recognition.

Joint programmes in the EU context

The development of joint degree programmes was stimulated strongly by the launch of the EU-funded Erasmus Mundus programme in 2004. This led to the creation of a range of Erasmus Mundus Joint Master Degree (EMJMD) programmes and Erasmus Mundus Joint Doctorates. Starting some years after the Bologna Declaration, Erasmus Mundus has – in turn – been a strong driving force for further European-level efforts to encourage joint programme developments, for instance in the area of quality assurance.

Joint programmes also play a potentially significant role in the recent European Universities Initiative, which is based on a vision set out by the European Council and Commission to strengthen strategic partnerships between universities across the European Union (EU). This initiative encourages the creation by 2024 of approximately twenty 'European Universities', consisting of bottom-up networks of universities across the EU that would enable students to obtain a degree by combining studies in several EU countries.

International interest

There is no accurate account of the number of joint programmes in Europe, since most countries do not collect these data. Worldwide, the interest in joint programme development appears to have been gradually increasing.

Worldwide, the percentage of higher education institutions offering double and multiple degree programmes continues to be higher than the percentage of institutions offering joint degree programmes (IAU 5th Global Survey). This is the case at all degree levels. In most EHEA countries, fewer

than 25% of higher education institutions participate in joint programmes, and less than 5% award joint *degrees* with large differences in joint programme engagement between countries, according to the 2018 Bologna Process Implementation Report (p. 246).

Most joint programmes enrol relatively small student numbers. The REDEEM project indicates that 60% of surveyed joint programmes had fewer than 15 students enrolled; a third of surveyed joint programmes had fewer than 5 students enrolled (often in double degree programmes).

The main challenges

The main challenges faced by institutions in developing and running joint programmes are related to funding, making the programme sustainable, differences between consortium institutions in degree duration, credit transfer, accreditation, and language requirements (according to the REDEEM project).

Funding schemes for joint programme development

There are regional and national funding schemes for joint programme development.

The Erasmus Mundus Joint Master Degree (EMJMD) funding scheme is the EU funding scheme for joint programmes between European partner institutions, and between partner institutions in and outside of Europe. Information can be found here:

- the European Commission/EACEA Erasmus Mundus Joint Master Degrees (EMJMD) website includes information on the funding scheme, including details on eligibility and application time tables, and
- the European Commission/EACEA EMJMD Catalogue (of Erasmus Mundus programmes).

Other regional funding schemes for joint programme development include, among others, the Nordic Masters Programme, funded by the Nordic Council of Ministers, the French-Italian University, and the Finnish-Russian Cross-Border University.

In some countries, separate national government support is available to develop joint programmes. One example is Germany, where DAAD funding is available for joint programme development between German universities and non-European partners.

Joint programme networks

The Consortium of International Double Degrees (CIDD) is a member organisation where business schools collaborate to adopt and promote double degree programmes. Its current members are located mainly, but not only, in Europe.

The Association for the Promotion and Development of Joint International Programmes in higher education (ProDeJiP) is a member organisation that supports development of, and exchanges expertise on joint international programmes in higher education.

1.3   Sources

Key sources

Consortium of International Double Degrees (CIDD) (for business schools).

Erasmus Mundus Association website.

European Commission/EACEA (2020) Erasmus Mundus Joint Master Degrees (EMJMD) website. Includes information on the funding scheme, including details on eligibility and application time tables.

European Commission/EACEA (2020) EMJMD Catalogue of Erasmus Mundus Joint Master Degree programmes.

Eurydice/EACEA (2018) 2018 Bologna Process Implementation Report.

ProDeJiP - Association for the Promotion and Development of Joint International Programmes in higher education.

REDEEM project website.

Other sources

Banks, C., M. Kuder and D. Obst (2011) Joint and Double Degrees in The Global Context: Report on an International Survey, Institute of International Education, New York.

EQAR-registered agencies (registered in the European Quality Assurance Register for Higher Education).

European Commission/EACEA/Eurydice (2018) The European Higher Education Area in 2018: Bologna Process Implementation Report, particularly pp 245-248.

European Higher Education Area.

European Universities Initiative.

Finnish-Russian Cross-Border University.

French-Italian University.

Gacel- Ávila, G. (2009) Joint and Double Degree Programmes in Latin America: Patterns and Trends, OBHE.

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Kuder, M., N. Lemmens and D. Obst (2013) Global Perspectives on International Joint and Double Degree programs, Institute of International Education, New York.

Kuder, M., and D. Obst (2009) Joint and double degree programs in the transatlantic context, Institute of International Education & Freie Universität Berlin.

Marioni, G. (2019) IAU 5th Global Survey on Internationalization of Higher Education: An Evolving Landscape Locally and Globally. Summary. Paris: International Association of Universities.

Matross Helms, R. (2014) Mapping International Joint and Dual Degrees: U.S. Program Profiles and Perspectives, American Council on Education, Washington D.C..

Nordic Masters Programme.

2. Definitions

This chapter gives an overview of the main definitions in the field of joint programme development.

2.1. Key messages for practitioners

1. Start your cooperation by clarifying explicitly what you mean by a joint programme, and the joint or multiple degrees that your programme may lead to, in your own context.

   This is important as there is confusion around terminology: several national and international organisations have developed their own, contradicting definitions.

2. The most officially recognised definitions in Europe are those that are included in the European Approach for Quality Assurance of Joint Programmes, as this document has been adopted by the ministers of the European Higher Education Area (EHEA) in 2015.

3. Always be clear to your partners whether you talk about the joint *programme* (the curriculum), the *degree* (the award), or the *diploma* (the document). These are separate things. Clarify this in every relevant meeting, both within your consortium and with colleagues within your institution, to ensure that you are speaking about the same thing.

2.2. Joint programme

The European Approach for Quality Assurance of Joint Programmes defines a 'joint programme' as 'an integrated curriculum coordinated and offered jointly by different higher education institutions from EHEA countries, and leading to double/multiple degrees or a joint degree'. (source: definition on EQAR website). This is the most official definition of a joint programme, although clearly a joint programme can be offered by institutions from different countries, whether or not (some of) these institutions are located within or outside of the EHEA.

2.3. Jointness of a programme

'Jointness' of a programme refers to the extent to which the programme has been developed jointly by all partners involved, and the level of programme integration between the partner institutions, including curriculum, quality assurance, marketing, selection and admissions, management, quality assurance, exam regulations, and funding.

2.4. Joint degree

The European Approach for Quality Assurance of Joint Programmes defines a 'joint degree' as 'a single document awarded by higher education institutions offering the joint programme and nationally acknowledged as the recognised award of the joint programme'. (source: definition on EQAR website)

However, it is important to note that a 'degree' is an award, not the document (the diploma) providing evidence of having obtained the degree. It is possible to issue a joint degree, as evidenced by issuing separate documents (the diplomas).

2.5. Double / multiple degrees

The European Approach for Quality Assurance of Joint Programmes defines 'double or multiple degrees' as 'separate degrees awarded by higher education institutions offering the joint programme attesting the successful completion of this programme (if two degrees are awarded by two institutions, this is a 'double degree')'. (source: definition on EQAR website)

2.6. Dual degree

A dual degree is not awarded by a joint programme, but the definition is included in this guide because many prospective joint programme coordinators ask about the difference between a double and a dual degree.

A 'dual degree' refers to 'two degrees awarded individually, attesting the successful completion of two separate curricula, with potential overlap and efficiencies in course-taking, and, if more than one institution is involved, each institution is primarily responsible for its own degree'. Students complete the requirements for two degrees from one or two institutions, with efficiencies in course taking. A dual degree is thus awarded for two programmes separately, and these two programmes have some coordination and coordinated elements, but there are two separate curricula that are not integrated. (source: ECA definition)

The two main differences between a dual degree and a double degree are the following:

- a dual degree is not awarded by a *joint programme*, and
- in many cases, issuing a dual degree does not require a joint international admission procedure developed by the partner institutions; instead, students are chosen from the students that already have been admitted to the home institutions.

2.7. Joint diploma

In this guide, a 'joint diploma' refers to 'a document issued on successful completion of the programme, indicating that the degree holder has obtained the degree'.

2.8. Joint qualification

ECA defines a 'qualification' as 'the formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards'. ECA definition

In this guide, a 'joint qualification' refers to 'one single qualification that a joint programme may lead to'. In this case, the degree-awarding universities issue a joint/double/multiple degree leading to the same qualification (e.g. bachelor of arts, bachelor of science, master of arts, master of science, master in laws, PhD).

Note that a joint programme can also lead to one joint degree and two different qualifications. One example is the joint programme European Master in Law and Economics (EMLE), that leads to one joint master degree, where several degree-awarding universities (at the moment: four) issue a joint degree with the qualification 'LLM European Master in Law and Economics', while the other partner-universities (at the moment: six) award separate degrees with different qualifications, including 'Master of Science' and 'Master of Arts'.

2.9. Accreditation

In this guide, 'accreditation' is defined as 'a formal and independent decision indicating that a programme and/or an institution meet(s) certain predefined quality standards.

2.10. Recognition

In order for the degree to be considered valid abroad by the competent authority of another country, it has to be recognised. In this guide, 'recognition' is defined as 'a formal acknowledgement and acceptance by a competent authority of the value of a (foreign/joint) educational qualification with a view to access education or employment'.

2.11. Sources

Key sources

Definitions in the European Approach for Quality Assurance of Joint Programmes.

ECA Joint Programme Terminology.

ECA Glossary.

Other sources

Knight, J. (2011) Doubts and Dilemmas with Double Degree Programs, UOC.

3. Checklist orientation phase

Where do you start when you consider developing a joint programme? This chapter offers a checklist of aspects to take into account, and steps to take.

3.1. Key messages for practitioners

Checklist orientation phase:

1. What do you wish to achieve with your joint programme?
2. Is there a relevant student market and labour market opportunities for your joint programme?
3. Is it allowed? Does your institution / national law allow joint programme development?
4. Consider your choice of partners.
5. Does the joint programme fit within your preferred consortium countries?
6. What do you need, in terms of funding, knowledge, and support?
7. Discuss with your partner(s):
   - the desired level of curriculum integration & the student mobility paths,
   - student admission: decide whether to organise jointly or separately?,
   - the management model,
   - choices on accreditation and funding.

These are the basic questions you need to start your orientation phase with.

Other key messages:

8. Keep in mind that planning a joint programme often needs more time than anticipated, until its launch (sometimes over two years).

9. Institutional support (strategic and practical) and flexibility at all levels within your institution are crucial. This support must be secured at the start of the joint programme development phase.

10. Select partners based on their academic expertise, mutual trust (through open communication and a shared understanding), and institutional strategic commitment. Know your partner institutions' academic and administrative strengths and weaknesses.

11. Map the process at each partner institution to identify weak points and discrepancies to be addressed before starting the programme (e.g. academic calendar, tuition fees, intellectual property rights, and thesis defence).

3.2. Steps to take, questions to ask

Paragraph 3.1 indicated the basic questions that you need to ask – and discuss with your partners – when you start considering joint programme development.

1. Question 1: *What do you wish to achieve with your joint programme?*
   > is discussed in [Chapter 4](#).

2. Question 2: *Is it allowed? Does your institution / national law allow joint programme development?*
   > is discussed in [Chapter 5](#).

3. Point 3: *Consider your choice of partners*.
   > is discussed in [paragraph 3.3](#).

4. Question 4: *Does the joint programme fit within your preferred consortium countries?*
   > is discussed in [Chapter 5](#).

5. Question 5: *What do you need, in terms of funding, knowledge, and support?*
   > check what you need in relation to the points mentioned in Chapters 5-14 in this Guide

6. Point 6: *Discuss with your partner(s):*
   - *Is there a relevant student market and labour market opportunities for your joint programme?*
     ➢ *See* [Chapters 6](#) and [7](#).
   - *The desired level of curriculum integration & the student mobility paths*
     ➢ See [Chapter 6](#).
   - *Student admission: decide whether to organise jointly or separately?*
     ➢ See [Chapter 7](#).
   - *The management model*
     ➢ See [Chapter 9](#).
   - *Choices on accreditation and funding*
     ➢ See [Chapter 12](#) and [Chapter 10](#).

The Norwegian Association of Higher Education Institutions has also published a useful [Handbook on Joint Degrees](#) with suggestions on steps to take, timelines for joint programme development, regulations, agreement structure, funding, practical matters, and student administration and registration.

3.3. Selecting partners

Partners in a joint programme should first and foremost be chosen on the basis of a complementary, specific academic expertise that enriches the joint educational offer. Other important aspects to consider when selecting partners are: mutual trust, levels of commitment, open communication, resources, administrative capacity, reliability, and possible access to new student markets.

The REDEEM project guide offers a [checklist](#) on partner selection (p. 5).

The [JOI.CON guide](#) stresses the importance of knowing beforehand both the partners and the regulations of the countries involved. The JOI.CON Annex includes a [Comparison Table](#) (pp. 37-42) that may help institutions explore potential obstacles to joint programmes beforehand.

We advise to consider carefully the number of consortium partners you wish to have. Large consortia often started off with a small number of partners. Ensure that each partner brings a distinct added value to your joint programme.

If your joint programme is externally funded, for instance by Erasmus Mundus, it may be wise to have one more partner than the funding programme requires. If one partner, for one reason or another, is no longer able or willing to participate in the consortium, at least the consortium will have sufficient partners to continue offering the joint programme.

You can also include *associated* partners who only participate in parts of the programme, e.g. through external lecturing, offering internships or financing scholarships. The more partners in a consortium, the harder it can be to coordinate collaboration and the higher the need is for formal organisational structures.

Institutional commitment

Institutional commitment is one of the cornerstones of the development and sustainability of a joint programme. The personal commitment of individual academic staff may sometimes be the starting point for a joint programme, but without institutional support at all levels most such initiatives will be short lived. Some universities anchor joint degrees in university legislation, and make joint programme development mainly a departmental responsibility, with the central offices assisting by providing funding. Other universities may provide funding and clear regulations, and allocate staff members to joint programmes, these programmes are firmly anchored within the university.

3.4. Sources

Key sources

[EQAR country information](#) on the implementation of joint programme-related quality assurance per country.

European Commission/EACEA/Eurydice (2018) [The European Higher Education Area in 2018: Bologna Process Implementation Report](#).

JOI.CON (2012) [Practical approaches to the management of joint programmes: results from the JOI.CON Training Project](#). Example of a comparison table in the Annex, pp. 37-42.

Norwegian Association of Higher Education Institutions (2014) [Handbook on Joint Degrees](#).

REDEEM project consortium (2017) [Guidelines for creating and reforming joint programmes to enhance student employability and academic cooperation](#).

Other sources

Kuder, M. and Obst, D. (2009) Joint and Double Degree Programs: An Emerging Model for Transatlantic Exchange.

4. Reasons and added value

This chapter sets out the main reasons for developing joint programmes, and the benefits and added value joint programmes may bring to different regions in the world, higher education institutions, academics and students.

4.1.   Key messages for practitioners

1. Define clearly, within your institution/department, the advantages, disadvantages, and *the added value* that the joint programme will bring to you.

    There is no general answer to what the added value of your joint programme will be in your specific situation. However, there are clear questions that you need to ask when you consider developing a joint programme:
    - what added value does the joint programme bring you *within your particular context*,
    - *within your institutional policy*,
    - *and with your specific set of foreign partners*.

    What added value the joint programme brings to you, depends on these three elements.

2. Decide, within your institution/department, what you wish to achieve with your joint programme. In other words, know the aims of your joint programme.

    Discuss whether you could achieve these aims better in another way, or whether a joint programme is the most relevant, effective and efficient form to realise your goals.

3. Discuss with your partner(s) what you wish to achieve with your joint programme, both in the short term and in the long term. Start with an idea, find a niche and be innovative.

4. To be successful, a joint programme must be anchored in your institution's strategy and internationalisation policy.

4.2.   Region-specific reasons

The reasons for developing joint programmes can vary between regions and countries.

At the European level, the Erasmus Mundus Joint Master Degree programme encourages joint programme development to enhance internal European higher education cooperation, increase the attractiveness of the European Higher Education Area, and promote cooperation with other world regions. For higher education institutions in Europe, improving graduate employability through joint programmes is an important rationale that is less prevalent in other regions.

For Latin American universities, the main reasons for developing joint programmes are internationalisation of the curriculum, increasing student mobility, raising student employability and broadening educational offer.

In China, joint programme development is encouraged by a government funding programme that appears to be focussed on high-reputation partner institutions and on economic priority areas and subject areas that experience a gap in domestic public higher education courses.

Joint programmes contribute to capacity building of institutions in developing countries, help improve the quality of teaching and research, and establish mutually beneficial networks between the North and the South.

4.3. Benefits for institutions, staff and students

Institutions considering developing joint programmes must ask themselves *why* they wish to develop joint programmes, what the added value will be, and to which extent joint programmes help to realise the institutional strategy. It is also useful to consider the added value of joint degree programmes compared to double or multiple degree programmes. Joint degree programmes may take more effort to develop since all aspects are developed jointly, but are, therefore, also seen as a deeper form of internationalisation.

There can be many reasons to develop a joint programme. The main reasons for higher education institutions to develop joint programmes are the following.

At the institutional level, to:

- raise the international visibility and reputation of the institution;
- increase global student recruitment and the level of internationalisation;
- deepen and institutionalise cooperation with consortium partners and establish more sustainable strategic relationships;
- build networks of excellence to strengthen (strategic) international research collaboration;
- to attract good quality doctoral candidates from 'feeder' joint master programmes; and
- gain access to quality benchmarking with peer institutions, on all aspects of running a study programme.

At the programme level, to:

- broaden or deepen education offering;
- develop a more internationalised curriculum, in the realisation that a truly international / European course cannot be delivered by one institution or institutions from one country;
- strengthen strategic partnerships with other regions in the world;
- improve the quality of the curriculum (and of research elements in the case of joint doctoral programmes);
- offer a specialist, innovative curriculum by combining the education and research strengths of individual institutions (so that the whole is greater than the sum of its parts);
- increase cross-cultural competencies of students and staff, not only through mobility, but also by enhancing internationalisation at home;

- improve graduate employability through curricula that respond to labour-market demand (preparation for an increasingly global labour market, e.g. through cross-cultural competencies);
- raise the international visibility and prestige of the course programme;
- provide an important label of quality that strengthens an interdisciplinary case for funding from other sources;
- attract new groups/nationalities of target students; and
- gain access to the expertise of a partner institution and its research networks, thus providing critical mass and a basis for strengthening research collaboration.

The REDEEM project found that institutions offering joint programmes do not consider 'increasing revenue' as a benefit of a joint programme, which corresponds to discussions among joint programme coordinators in the field. Higher education institutions offering joint programmes realise that developing and running joint programmes often (though not always) involves relatively high costs and generally does not lead to generating income.

Benefits for academics

Reasons for academic staff to become involved in joint programmes are that these programmes – either through staff mobility, joint curriculum development/coordination, or incoming student mobility – offer them:

- opportunities to learn about other contexts and teaching and learning methods;
- student diversity in the classroom;
- networks for future teaching collaboration;
- research contacts;
- professional development opportunities; and
- intercultural competences.

The REDEEM project found that institutions offering joint programmes have not always fully exploited the multiplier effect potential of joint programmes yet: joint programmes have not yet led to new research projects with involved academics at the partner university, not have they always resulted in greater collaboration between administrative staff in consortium institutions.

Benefits for students

The main benefit for students is to take advantage of an international jointly developed curriculum, combining academic expertise available in different countries through a study programme guaranteeing automatic recognition of the period spent abroad, and resulting in a joint / double / multiple degree.

Some students believe that a joint programme is of higher quality than a common single degree programme, given that the expertise of more than one institution has shaped the academic programme.

Others are interested in gaining 'two degrees for the price of one'; however, the Diploma Supplement clearly states what curriculum parts a student has studied and passed, and what amount of time a student has spent at which institution. Moreover, an advantage of a joint programme over a regular study abroad experience is that there is no time loss or risk that credits are not accepted. For doctoral (and some master) candidates, joint programmes offer good opportunities to cooperate with high-

quality researchers with complementary knowledge and skills, to enter into new academic networks, and to work in a part of the world that matches their interests.

The REDEEM project results show that the top reasons for students to enrol in a joint programme are based on mobility aspects: (i) living in a different country during my studies, (ii) interacting with a new culture, and (iii) experiencing a different education / academic environment. Other important reasons (in the REDEEM project outcomes) relate to employability aspects: (iv) gaining access to more job opportunities, (v) gaining better perspectives to get the job the student aspires to do, and (vi) increasing job opportunities in a country other than the student's home country. In the REDEEM study, students indicated that the academic content of the joint programme formed a less important reason for enrolling in a joint programme; these less important reasons included (vii) interest in studying a specific programme in a specific field, (viii) complementing my home curriculum, and (ix) studying at a specific institution.

4.4.   Sources

Key sources

European Commission (2016) Erasmus Mundus Joint Master Degrees: The story so far.

REDEEM project website.

Other sources

Feng, G. and Gong, S. (2006) Sino-Foreign Joint Education Ventures: A National, Regional and Institutional Analysis, OBHE, pp.8 and 24.

Gacel- Ávila, G. (2009) Joint and Double Degree Programmes in Latin America: Patterns and Trends, OBHE, p.39.

King, J. (2018) 'The case for evolving from dual to joint degrees', in: University World News, 25 May.

Obst, D., Kuder, M. and Banks, C. (2011) Joint and double degree programs in the global context: Report on an international survey, IIE.

5. The legal framework

This chapter describes the European and national legal contexts. The chapter looks at the European Union (EU), the inter-governmental Bologna cooperation and agreements, and national legislation.

5.1. Key messages for practitioners

1. The legal power for allowing and regulating implementation of international joint programmes lies at the level of national or sub-national ministries of education.

2. When planning joint programme cooperation, universities need to take into account both the national legislative frameworks and the institutional regulations, guidelines and screening processes of all partner institutions.

3. Develop a chart of the internal work process, with time lines for each unit involved, within each of your partner institutions, and proactively communicate your process internally.

4. Develop – at the institutional level – templates for agreements, contracts, appendices and/or inter-institutional agreements, both in the local legal language and in the teaching language.

5. Check the criteria and procedures in the European Approach for Quality Assurance of Joint Programmes, and the EQAR website as it includes relevant information on the situation on adoption of the European Approach for Quality Assurance of Joint Programmes in national legislations. The adoption of the European Approach in national law is a central element in the legislative environment.

6. The European Area of Recognition (EAR) manual (2020) offers good guidelines on recognition of qualifications, including joint, double and multiple degrees.

5. The following relevant information related to joint programmes can be found through the ENIC-NARIC network:
   - information on the legal status of the partner institution,
   - the degree-awarding rights of the partner institution,
   - advice on the future recognition of the jointly awarded degree, and
   - advice on modalities of joint issuing of diplomas.

5.2.   EU competences in higher education

The EU influences higher education policy through political cooperation. This cooperation has led to the formulation of common targets and initiatives, which are supported by the Erasmus+ funding programme. The European Commission has no legislative power on higher education. Its funding scheme rules (e.g. on admission, selection and tuition fees) are subordinated to national legislation.

The European Commission provides information and a [database of regulated professions](#) within the EU internal market. Graduates from joint programmes preparing students for one of these regulated professions may need to have their degrees accredited by a relevant professional accreditation authority.

The European Qualifications Framework (EQF)

[The European Qualifications Framework](#) (2008) is an EU initiative that functions as a translation device to make national qualifications more readable across Europe. The EQF relates national qualifications systems of different countries to a common European reference framework. Levels of national qualifications are placed at one of the central reference levels, ranging from basic (Level 1) to advanced (Level 8). The higher education bachelor-level cycle corresponds to the learning outcomes for EQF level 6. The master-level cycle corresponds to the learning outcomes for EQF level 7 and the doctoral-level cycle to EQF level 8.

The Framework for Qualifications in the EHEA (2005), an EHEA initiative, comprises three cycles, generic descriptors for each cycle, based on learning outcomes and competences, and credit ranges in the first and second cycles. The first, bachelor-level, cycle ranges from 180-240 ECTS credits and the second, master-level, cycle typically include 90-120 ECTS credits, with a minimum of 60 ECTS at the level of the 2nd cycle.

ECTS credit transfer and accumulation system

Several joint programme consortia offering a joint programme have adopted the European Credit Transfer and accumulation System (ECTS). One year within the ECTS system equals 60 credits with one credit equalling 25-30 hours of work, including self-study.

The [ECTS Users' Guide](#) (2015) offers guidelines for implementing ECTS, links to useful supporting documents, and examples of grade conversion (in Annex 2 of the ECTS Users' Guide).

Some care must be taken when using the ECTS grading scheme for the conversion of grades within a joint programme, as difficulties may arise. One difficulty is that the ECTS scale has a statistical basis and depends on the population of students to be considered. Unless all students are registered at all the participating consortium institutions (even at the universities they may never visit), the student population in the joint programme will be different at each partner university, and one student may end up with two conflicting final grades in two different institutions. The joint registration of all students at all the partner universities will solve this issue, but this may not be possible in all cases, e.g. when there are two universities in the same country and/or when national legislation does not allow a student to be registered in more than one country.

The [EGRACONS tool](#) offers a web-based system for grade conversion that is freely available for higher education institutions who supply their degree grade distribution tables. It enables a transparent interpretation of student achievements obtained abroad.

5.3. Inter-governmental cooperation and agreements

The Bologna Process

For information on joint programmes as part of the inter-governmental Bologna Process, see section 1.2.

The Diploma Supplement

The European Diploma Supplement is a document attached to a higher education diploma aimed at improving transparency and facilitating recognition. It describes the nature, level, context, content and status of the studies that were successfully completed by the individual named on the original diploma to which this supplement is appended. The Diploma Supplement (DS) gives a detailed overview of the partner universities where the individual student (the DS holder) studies at what period in time, the courses and exams the student took, and specific information on the thesis.

The tool was initiated by UNESCO and jointly revised by UNESCO, the European Commission and the Council of Europe. Graduates in all the countries taking part in the Bologna Process are entitled to automatically receive the Diploma Supplement in a 'major' European language.

The joint programme partnership is advised to issue a joint Diploma Supplement, including information on the jointness of the educational offer (see ECA's Guidelines for Good Practice for Awarding Joint Degrees, 2014).

Recognition of degrees awarded by joint programmes

The Lisbon Recognition Convention (LRC) – in full: the Convention on the Recognition of Qualifications concerning Higher Education in the European Region – came into existence in 1997. One of the fundamental principles of the LRC is that 'foreign qualifications shall be recognised unless there is a substantial difference between the foreign qualification for which recognition is sought and the corresponding qualification in the host country'.

It has been ratified by 47 member states of the Council of Europe, except for Greece and Monaco (and, outside of Europe, the United States). The LRC is a binding international treaty and serves as the foundation of recognition in the European region. Several subsidiary texts have been adopted since, the most relevant ones being:

- Recommendations on Criteria and Procedures (2001) by ENESCO/CEPES, and
- Revised Recommendation on the Recognition of Joint Degrees (2016).

In November 2019, the Global Recognition Convention (GRC) was adopted by UNESCO member states. This convention is an umbrella convention for all regional conventions, including the LRC, and in line with the LRC. The GRC includes the right for qualification holders in the signatory countries to have their degrees recognised in all signatory countries, including qualifications of joint programmes. This will be important to keep in mind when the ratification process starts and the treaty enters into force.

For more details and practical guidelines on recognition of joint degrees, see Chapter 13 of this Guide.

5.4. National legislation

The legal power to set higher education policy and implement joint programmes lies within the national or sub-national legislation. When developing a joint programme, it is thus important to check national regulations carefully first.

Information on national higher education systems in Europe can be found through EQAR, Eurydice and the ENIC-NARICs.

National Qualifications Frameworks

All countries of the European Higher Education Area have developed National Qualifications Frameworks compatible with the overarching framework of the European Higher Education Area. The Ploteus website offers a tool for comparative views of national qualifications frameworks.

Ensuring the legal status and the degree-awarding power of the partner institutions

Before entering into joint programme cooperation, you need to check whether partner institutions are authorised to award qualifications that are accepted for academic and professional purposes in their home country, and also, where applicable, in other countries potentially relevant for future programme graduates.

The European Area of Recognition Manual for higher education institutions (EAR HEI) (2020) offers guidelines on checking the status of the institution (p. 26), and lists relevant information sources. If the requested information cannot be found in the available resources, higher education institutions should contact the competent authority in a given country, such as the ENIC-NARIC centres.

It is important to check the institutional guidelines of all partner institutions related to degree awarding, i.e. whether a certain minimum period of enrolment or physical stay at the degree-awarding institutions is required, and whether multiple enrolment (i.e. enrolment at more than one institution) is allowed in the national and institutional context.

Ensuring the legality of the programme offered / accreditation

When developing the joint curricula and programme, it is important to be fully aware of national legal frameworks and institutional requirements on all aspects of running and implementing a study programme.

That process should cover at least the following aspects:

- ensuring the legal status of all partner institutions involved;
- ensuring the legal status of the degrees proposed as part of the joint programme;
- checking national and institutional regulations related to jointly awarding degrees;
- checking national and institutional regulations on the content of the programme, such as minimum length of the dissertation/thesis, requirements of labour-market related elements, and dissertation/thesis defence;
- ensuring that appropriate national admission requirements are being adhered to; and
- in terms of students rights, checking that national tuition fee requirements are being met.

Accreditation of individual study programmes is required in some countries, but not in all. There are variations in accreditation procedures, accreditation criteria, cost, length, and the nature of the

decision (conditional/unconditional). Please refer to Chapter 12 of this guide for more information on accreditation.

In countries where individual programme accreditation is not required, the higher education institution is responsible for continuous quality monitoring of the programme and is usually reviewed by the national quality assurance agency.

Financing and tuition fees

There are great variations within and between countries regarding higher education funding and tuition fee policies, which are regulated by national legislation and institutional rules. You can find information on tuition fees and student support systems in European countries in the 2018 Eurydice report on national student fee and support systems in European higher education.

Quality assurance systems

The processes for ensuring quality within the higher education system vary from one country to another. One distinction is whether the main focus of quality assurance is on institutions, on programmes, or on both. Another distinction is between internal and external quality assurance. Information on approaches within internal and external quality assurance within the 48 Bologna countries can be found in the 2018 Bologna Process Implementation Report (chapter 4). More details on quality assurance in joint programmes are available in Chapter 12 of this guide.

Legal situation on awarding joint degrees and joint diplomas

Issuing a single joint diploma (i.e. one single document) on completion of the joint programme is legally possible in some countries, and according to institutional regulations of some higher education institutions. According to the 2018 Bologna Process Implementation report, in three EHEA countries (Azerbaijan, Belarus and Croatia) it is not legally possible for higher education institutions to award joint *degrees*. In several EHEA countries, ambiguity remains about the legal possibility to award a joint *degree*, due to a lack of a clear basis and/or additional regulations to operationalise and implement joint *degrees*.

It is important to check national legislation on this point already during the planning phase of the joint programme cooperation, in order to ensure the legal status of the awarded degree and to ensure degree recognition for future graduates. The most reliable information on the modalities of awarding degrees and issuing diplomas can be obtained from the ministries of education and the ENIC-NARIC-centres, or be found in the institutional regulations of the partner institutions.

Student admission

In joint programmes, even though there is often a joint selection committee, the admission decision needs to comply with national and institutional guidelines, unless exceptions exist for joint programmes. Adhering to national legal admission requirements is crucial to guarantee that the awarded degrees will be recognised. As a general rule, it is recommended that the joint admission criteria meet the requirements of the strictest partner, provided they do not clash with national or institutional criteria.

Institutional guidelines

In addition to adhering to the national legislative framework, institutions developing joint programmes must also take into consideration the institutional guidelines. In many countries, higher

education institutions have institutional autonomy, so it is vital to consult institutional guidelines on issues such as student admission, assessments, credits and diplomas.

Several institutions have elaborated institutional guidelines on, and authorisation processes for, setting up international joint programmes. Know these details, and ask your (potential) partners if they have guidelines. Next, share their guidelines and your own with all (potential) consortium partners. When starting a joint programme consortium, it is important that one of the partners takes the lead in ensuring that all partners assemble and share their institutional guidelines and processes.

The REDEEM project guidelines offer a [checklist and recommendations](#) relating to the legal framework and inter-institutional agreements (pp. 5-6).

Screening and authorising joint programmes

While joint programme coordinators need to check institutional regulations on joint programme development, institutional staff at the central institutional level will come across staff proposals to develop a joint programme. Being prepared to properly assess their merits is important and will support successful implementation and sustainability. The screening process can be geared towards multiple objectives, including for instance:

- ensuring that all important factors have been considered,
- increasing the strategic alignment of individual initiatives with central university priorities,
- maintaining shared governance,
- reducing unnecessary work in the proposal-writing stage,
- increasing buy-in across the campus, and
- reducing the set-up time of the programme.

The screening process can consider the following elements:

1. the rationale behind the joint programme,
2. the curriculum,
3. the partner institution(s),
4. students and academic standards,
5. learning,
6. faculty and courses,
7. resources,
8. financial support,
9. administration and programme governance,
10. degree requirements for the general announcements,
11. the launch of the programme,
12. academic support,
13. potential liabilities and other risks, and
14. measures of progress and success.

5.5. Sources

Key sources

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Chevallier, A. (2013) A Process for Screening and Authorising Joint & Double Degree Programs, IIE.

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European Area of Recognition (2020) EAR HE Manual (3rd edition).

EGRACONS tool (European Grade Conversion System).

ENIC-NARIC network.

EQAR, European Quality Assurance Register for Higher Education.

European Approach for Quality Assurance of Joint Programmes.

European Commission database of regulated professions within the EU internal market.

European Commission (2015) ECTS Users' Guide.

European Commission/EACEA/Eurydice (2018) National student fee and support systems in European higher education 2018-2019.
European Commission/EACEA/Eurydice (2018) The European higher Education Area in 2018: Bologna Process Implementation Report, particularly pp 245-248.

European Union, The European Qualifications Framework.

Eurydice website.

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Other sources

European Commission/EACEA/Eurydice (2018) The European Higher Education Area in 2018: Bologna Process Implementation Report, particularly pp 245-248.

European Commission, database on regulated professions.

The Convention on the Recognition of Qualifications concerning Higher Education in the European Region (The Lisbon Convention).

UNESCO/CEPES (2001) Recommendations on Criteria and Procedures.

6. Joint curriculum development

This chapter focuses on aspects to take into account when developing a joint curriculum.

6.1. Key messages for practitioners

1. Jointly define the need for the programme, its added value, the learning outcomes, and length of the programme.

2. Jointly identify your target students, also in terms of knowledge and skills. A clear definition of your target students will contribute to the overall quality of the programme, not only academically, but also with regard to visa, marketing and admission procedures.

3. Jointly develop the joint curriculum, consider recognition and access to further studies. Define the level of integration and anticipate degree awarding.

4. Involve non-academic, labour-market actors in (i) helping to formulate learning outcomes in relation to employability, (ii) including labour-market elements into the curricula, (iii) realising internship provision, and (iv) exploring potential financial cooperation to ensure programme sustainability.

It is important to develop a coherent joint curriculum. According to the REDEEM project, incoherent curricula and teaching quality formed some of the main challenges faced by gradates in their joint programme. Overall, joint programme graduates were more satisfied with teaching quality in the more integrated joint degree programmes, compared to (the often less integrated) double degree programmes.

The Erasmus Mundus Handbook of Excellence Master programmes (pp. 8-14) offers good practices on developing a comprehensive course vision for a joint programme. Important aspects to take into account when developing a comprehensive course vision, are the following:

- identify the unique selling proposition of running a joint programme, including the type of consortium and the academic content;
- further develop the description of the rationale and the mobility paths;
- work on a sustainability strategy;
- develop a common vision on shared cultures, both academic and administrative;
- work on a thorough employability strategy for candidates;
- agree upon the examination process, taking into consideration transparency;
- agree upon the degree awarded and maximise its recognition.

It is important to define the student target group for your joint programme. This is a delicate and strategic exercise as it is closely connected to finances. Attracting students from all over the world

requires well-defined marketing plans, investments and fundraising activities in order to sustain the programme.

The REDEEM project guidelines offer helpful [checklists and recommendations](#) on the following issues:

- developing a joint vision of the joint programme (p. 10),
- matching different curricula into one joint programme (pp. 10-11),
- structuring the study plan (pp. 11-12), and
- teaching methods in joint programmes (p. 12).

6.2. Learning outcomes and the European Qualifications Framework

In joint programme development, it is easiest to develop the curriculum based on student outcomes. In this paragraph, learning outcomes are introduced through two qualification frameworks and the thematic approach through the [Tuning](#) project.

The [Qualification Framework for the European Higher Education Area](#) (QF EHEA) is an overarching framework that has been adopted in 2005. The member countries have developed [national qualifications frameworks](#) that are compatible with the QF EHEA. The QF EHEA comprises three cycles, including generic descriptors for each cycle, based on learning outcomes and competences, and credit ranges in the first and second cycles. The QF EHEA framework is based on the Dublin Descriptors (2004).

The [European Qualifications Framework](#) (EQF) has been adopted by the European Union in 2008. The EQF is a meta qualifications framework consisting of 8 levels comprising all education levels. National qualification frameworks (NQFs) can be referenced to the EQF to provide transparency and offer comparability of NQFs on a general level. The EQF, like the QF EHEA, developed descriptors for all levels. In principle, the EQF levels 6, 7, 8 are similar to the QF-EHEA cycles 1, 2 and 3.

In their [Guide to formulating degree programme profiles](#), Lokhoff et al. (2010) describe the concept of a 'degree profile', within the context of the Bologna Process, as an essential tool for communication about, and transparency and recognition of a degree. Degree profiles consist of 'programme competences' and 'learning outcomes', where a competence is "a quality, ability, capacity or skill developed by and belonging to the student". A learning outcome is "a measurable result of a learning experience, which allows us to ascertain to which extent / level / standard a competence has been formed or enhanced". The guide offers templates and manuals on how to formulate learning outcomes, interlaced with examples.

As a requirement of European (Erasmus Mundus / Erasmus+) funding, a joint partnership has to define joint learning outcomes for the entire joint programme, to be fulfilled regardless of where the students start their courses. The [JOIMAN report](#) indicated that over 80% of surveyed institutions define the learning outcomes of joint programmes jointly at the consortium level.

Tuning

The [Tuning](#) methodology has a thematic, learning outcomes-based approach and is a platform to develop reference points at subject area level. Its guidelines on identifying competences and setting

learning outcomes can be very useful in joint programmes. The Tuning approach has the following characteristics:

1. Description of the programme objectives and the learning outcomes in terms of knowledge, understanding, skills and abilities;
2. Identification of the generic and subject-specific competences that should be obtained in the programme;
3. Translation into the curriculum: content (topics to be covered) and structure (modules and credits);
4. Translation into educational units and activities to achieve the defined learning outcomes;
5. Deciding on the approaches to teaching and learning (types of methods, techniques, formats and, when required, the development of teaching materials), as well as the assessment methods; and
6. Development of an evaluation system intended to continuously enhance its quality.

6.3. Mobility paths

It is important to have an academically relevant mobility track in place for both students and lecturers. Both the student and staff mobility tracks are depending first and foremost on the learning outcomes of the programme, the academic relevance, eventual specialisation, and added value of a particular path, on which institutions are degree-awarding, and on their institutional guidelines.

Good practice is to define different mobility models and jointly discuss in the consortium their positive and negative aspects. The mobility models can be based on student choice or be defined by the partner institutions. The mobility path options may be simple or complex, depending, for instance, on the number of partner institutions, and/or on the number of participating students. If your joint programme targets non-EU/EEA students, the mobility paths may also be shaped by visa regulations in the consortium countries.

The Erasmus Mundus Handbook of Excellence Master programmes (pp. 23-27) includes helpful information on developing mobility pathways.

There are several models of international student mobility in joint programmes:

1. Students can travel together as a group, starting in one location and transferring to another;
2. Students can start their studies at different locations and then mix/merge with the others at one or more participating institutions;
3. Students are individually mobile, collecting credits as they like at different universities that do not have exactly the same curriculum.

JOIMAN elaborates on this, and considers four models of student mobility:

1. Programmes with common courses offered by some or all universities, where students can start the programme, plus one mobility period for specialising one-semester courses, with students returning to their home institutions for the research period;
2. 'Trip programmes', with fixed mobility and with all students starting at the same institution. Students are together from the beginning to the end of the programme;

3. 'Bilateral mobility programmes', where students spend one year at the starting institution and one year in the second institution, including dissertation/thesis research. The mobility options are either fixed (depending on the starting institutions) or free; and

4. Programmes with joint intensive modules: in this model, students can have mobility periods on the basis of the above models, and an intensive residential module, usually organised outside the lecture periods, in which all students are together.

It is efficient to organise study programme events, such as rotating Summer or Winter Schools or workshops, in such a way that each partner could benefit from networking through the mobility of teaching staff, visiting scholars and students.

Examples of mobility structures

This section gives examples of four models of international student mobility within joint programmes.

Model 1. Students are moving together from partner A to B to C, with common curricula for all. Creates a feeling of togetherness among the students, but offers no specialisation.
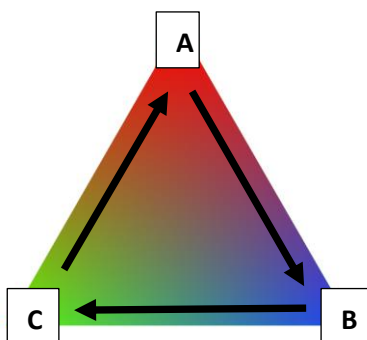
Model 2. This model shows several possible mobility paths, allowing specialisation tracks.

Students start together at partner A, move to different locations (B, C or D) for the second mobility (allowing specialisations), and ultimately either return to partner A, or go to finalise the dissertation/thesis at a third partner.
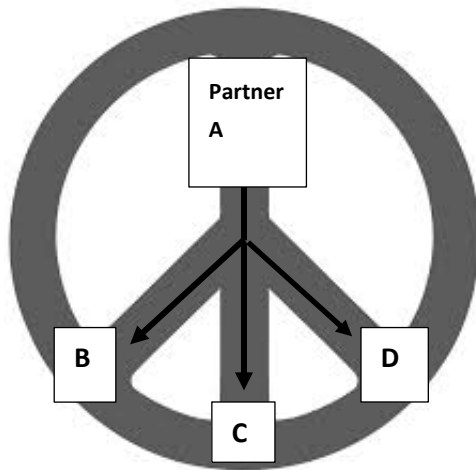
Model 3. A more complicated model, allowing several special mobility tracks. In this model, students start at different locations but there are still common components, and a connection between the home/starting university and the final hosting university through joint dissertation/thesis supervision.
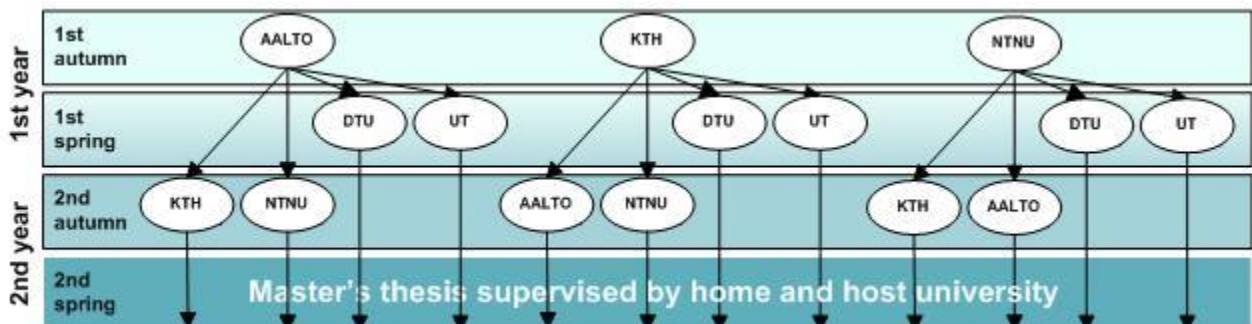
Model 4. The final model presents a tight mobility pattern, where students study at four or five locations within two years. The students are represented by 'X'. In this example, all students start at university A and then move together to university B. After that, they are free to choose a university to supervise/do their internship. In the second year, they all start together at university C and can choose from universities A, B and D to complete their last semester.

	1st Semester	2nd Semester	Internship	3rd Semester	4th Semester
Partner A	X		X		X
Partner B		X	X		X
Partner C			X	X	
Partner D			X		X
Partner E			X		
Partner F			X		

Academic calendar

Different academic calendars can present problems for student mobility, and solving mobility issues requires detailed collaboration between partners. On the other hand, different academic calendars provide more opportunities for faculty exchange.

Flexible solutions are required when dealing with different academic calendars: sometimes Summer Schools are organised, or distance learning is offered as an option. Others adjust the course duration, e.g. by lengthening or shortening the semester. A lot depends on staff willingness to leave their normal calendar behind them and start, for instance, early, before the official start of the academic year.

Quality assurance in programme development

A tool that can be used during the curriculum development phase is the Joint Programme Checklist, which is based on good practices in quality assurance by the European Consortium for Accreditation (ECA). JOIMAN also offers suggestions on how to set up a quality assurance system, ranging from adopting ENQA standards and setting up a joint evaluation structure with a joint board, students and a quality assurance committee, to, for instance, the need to assure the flexibility of the curriculum. For more details, see Chapter 12.

Recognition of the future degree

When developing a joint curriculum, the consortium needs to identify the career options available for future graduates of the new study programme. Consider at an early stage the future recognition of your degree. Check, for instance, the regulations on access to further studies or professions in all the partner countries.

Quality assurance of the joint master programme will add to broad recognition of the degree awarded. The European Area of Recognition EAR HE Manual (2020) includes a chapter (chapter 19) on the recognition of qualifications awarded by joint programmes, with information for credential evaluators on how to assess a joint qualification.

For further information and tools on recognition issues, please consult Chapter 13.

6.4. Academic and labour market relevance

The rationale and academic and labour market relevance of a joint programme are often the guiding principle in joint curriculum development.

Academic and labour market relevance is an important aspect within the EU funding schemes. The Erasmus Mundus Joint Master Degree selections assess relevance criteria in the first selection phase. Partnerships applying for funding are asked to justify the proposed cooperation in terms of academic relevance, employability, inter- or multidisciplinary emerging fields and added value, compared to existing programmes.

In many countries, the national accreditation decision also strongly focuses on the relevance and added value of proposed new joint programmes. It is therefore advisable to involve and consult non-academic stakeholders within your subject field during the development phase, to ensure that the joint programme you are planning is relevant to the labour market, society or research. JOIMAN stresses the importance of engaging private sector contacts from the beginning of the development trajectory, in order to secure financial reserves or other means to sustain the programme.

A practical website is that of the Erasmus Mundus Joint Master Degree Cluster meeting on sustainability and employability (June 2017). It includes relevant examples of good practice on activities supporting the employability of Erasmus Mundus students and alumni. The European Commission report Structural Indicators on Graduate Employability in Europe offers examples of ways to involve labour market stakeholders in the curriculum.

Promoting employability through links with non-academic actors

Promoting employability is important: joint programme graduates need appropriate jobs, and good graduate employability rates enable the programme to increase its prestige and rely on alumni for promotion, participation in teaching or provision of internships. However, given the integrated mobility and the international nature of joint programmes, students rarely have time to form stable relationships with the local labour market and employers.

The REDEEM project guidelines offer a checklist and recommendations on:

- involving employers in the joint programme (p. 13),
- including internships (p. 14), and
- supporting student transition to the labour market (p. 14).

The follow-up REDEEM 2 project (2018-2021) is developing guidelines for including companies in joint programmes, with criteria, formats and tools to be published later in 2020.

The Erasmus Mundus Practical Guidelines on Employability also offer recommendations and concrete examples of involving non-academic partners in the planning and implementation phase. For instance, integration of labour-market elements can be done through:

- an advisory board from industry,

- sponsors and partners,

- networking with industry and business, research institutes, professional and scientific associations,

- visiting scholars, especially non-academic guest lecturers,

- dissertation/thesis cooperation,

- non-academic partners involved in kick-off/initial intensive courses/Summer Schools,

- company, employer visits,

- practical, 'real-life' project-based learning and research projects,

- 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,

- employer fairs on campus to create a meeting forum,

- integrated placements, and

- mentoring during the placements to connect practical results to educational offer, feed-back from internship mentors.

Career orientation during the study programme is important to enable students to find appropriate employment after course completion. This can be done by asking students to find their own internships, but it is advisable for consortia to help arrange internships since this helps to guarantee both the quality of the internship and internship continuity for the following years. Internships are highly appreciated in terms of employability, 84% of the Erasmus Mundus graduates assess an internship experience as profitable for their future career, according to the 2011 Erasmus Mundus Practical Guidelines on Employability.

When planning the course structure, realise that too much mobility can hinder students in their career orientation and in developing links to local labour markets. Also, programme learning outcomes are often geared towards answering global social-economic needs of an internationalised working life. Consequently, *global networking* during studies are essential for ensuring good employability perspectives, and for providing potential for future research cooperation and follow-up programmes.

Networking can be done through social media, tutoring by senior students, alumni networks and involvement of international external scholars, who can later facilitate the professional advancement of graduates.

6.5. Sources

Key sources

Aerden, A. (2014) Joint Programme Checklist: inspired by quality assurance, ECA.

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European Commission (2012) Erasmus Mundus Handbook of Excellence Master programmes:
- pp. 8-14 include good practices on developing a comprehensive course vision,
- pp. 23-27 include information on developing mobility paths,
- pp. 54-56 include information on staff mobility and intercultural awareness.

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Other source

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7. Marketing, Recruitment and Admission

This chapter addresses the marketing, recruitment and student admission to joint programmes.

7.1. Key messages for practitioners

1. Ensure regular and clear communication between all involved institutions. Insufficient communication between partner institutions is one of the main problems faced by joint programme students.

Marketing

2. Develop a joint marketing strategy with partner(s), involving all levels within the institution and the marketing departments. For all your marketing activities, try to make use of already existing resources (e.g. communication, media and press units) at your institution.

3. Use a tailored approach to different audiences. Use alumni and partner networks as primary channels. Do market research, make an inventory of relevant related 'feeding' study programmes (bachelor into master).

4. Global networking activities are essential to increase the awareness and visibility of the joint programme among future employers and enhance employability. At the same time, do not forget national marketing.

5. Be transparent about employability options in all communications (e.g. indicating whether there are particular restraints in terms of regulated professions due to the joint international curricula).

6. Emphasise the programme's competitiveness.

7. Define your unique selling points. These selling points consist of the added value of this joint programme versus national study programmes. Stress the complementarity of partner institutions, the jointly developed curriculum, interdisciplinary, the integrated programme. Communicate the added value of 'soft skills'.

8. Implement a quality assurance cycle to all marketing activities (to evaluate and improve).

Recruitment / Application

9. Whether the student application process is centralised or decentralised, all partners must be informed of / have access to the application information.

Selection and Admission

10. It is recommended to adopt a common selection procedure, and set up a joint selection committee with harmonised selection procedures.

11. For the selection process, involve the academic department and your central institutional administration.

7.2. Marketing

It is useful to develop a marketing plan involving all relevant institutional stakeholders: the management level, the marketing and communications department, and the programme level. The content of this plan will depend on the institutional strategies and target groups of the joint programme.

Marketing plans for joint programmes should clarify the added value of the joint programme to potential applicants. It is useful for institutions to emphasise information on the learning outcomes of the programme, and the level of employability that can be expected to strengthen students' position on the job market after completion of the programme. Indicate – in your marketing messages – what your alumni think of the added value of their joint programme, and where they have found employment and where they work now. Emphasising students' labour market opportunities will also be an advantage in highlighting collaboration with the business community and public bodies in connection with recruitment.

Here are some helpful links to information on marketing:

- The [Erasmus Mundus Handbook of Excellence Master programmes](#) (pp. 76-78) offers good practices on developing a joint programme marketing strategy.
- The REDEEM project offers a [checklist and recommendations](#) on marketing on the academic value of the joint programme (pp. 14-15), on marketing on employability (p. 15), and on using the experiences of alumni and staff in promoting the joint programme (p. 16).
- NOHA Consortium (2017) [Joint Consortium Agreement](#), article 10, pp. 20-21.
- Global Minds Consortium (2017) [Memorandum of Agreement](#), article 5 ('promotion of the programme') on p. 6 indicates what is mentioned on marketing in this consortium agreement.
- The EMAP project website includes a [slide presentation and short film](#) on the visibility and promotion of Erasmus Mundus joint master and doctoral programmes.

7.3. Joint Student Recruitment and Application Process

A shared web portal for a joint student recruitment process is a student recruitment tool. Such a portal should offer all relevant information on the programme, including learning outcomes, employability prospects, partner expertise, mobility options, target group, admission criteria, application process and selection criteria. The aim is to centralise and unify admissions information and encourage applications by promoting transparency and consistency in the information provided.

The [Erasmus Mundus Handbook of Excellence Master programmes](#) (pp. 79-84) offers good practices on student recruitment to joint programmes.

The [JOIMAN report](#) sketches a time-line of administrative processes relating to student recruitment and registration and gives an overview of issues that can lead to conflicts in the administration of joint programmes (pp. 54-60).

The [JOIMAN report](#) is one of the few sources on the practicalities of the application process (pp. 187-189). The report suggests:

- that online application procedures are essential to attract international students;
- that verification of documents should be done only by the first institution, with other destination institutions relying on this screening; and
- to involve registrar or admission offices to ensure that all selected students meet the formal general registration requirements.

To avoid inequalities in admission, we recommend to use a centralised student application process. However, whether the student application process is centralised or decentralised (i.e. each partner organises its own procedure), it is important that all partners are informed of, or have access to, the application information (according to ECA's joint programme checklist).

The JOI.CON project has developed an sample application form (pp. 53-59) for a joint European master degree (and for a joint doctoral degree on pp. 93-105).

7.4. Admission

Student selection acts as a gatekeeper to the joint programme and requires the involvement of all partner institutions. Thus, it is essential that all responsibilities for (and in) the selection procedure are clearly assigned.

The two most important recommendations in the student selection process for institutions offering a joint programme are:

- to adopt a common selection procedure, and
- to set up a joint selection committee with harmonised selection procedures.

Partners usually perform the pre-selection, with the final decision referred to a joint selection committee.

Here are several links to more information on student admission:

- The REDEEM project guidelines include a checklist and recommendations on assessing and selecting students (p. 16).
- Global Minds Consortium (2017) Memorandum of Agreement, Annex 3 ('selection, admission and enrolment'), pp. 24-31, indicates what is included in the consortium agreement on issues of student eligibility criteria, student selection and admission procedures, student applicant interview questions and evaluation form, enrolment and registration.
- International Master in Innovative Medicine Consortium Agreement, article 6.1, pp. 12-13, indicates what is included in the consortium agreement on student application, selection and admission.
- NOHA Consortium (2017) Joint Consortium Agreement, article 6.1, p. 11 includes similar information.
- The EMAP project (Erasmus Mundus Active Participation) offers several recorded videos of coordinator presentations on partnership and student selection.

Student registration

Concerning student registration, the idea is that, in a joint programme, all degree awarding partner institutions are jointly responsible for the students and the entire study programme. Students normally are degree students at the institutions they attend during the programme. A student registers at each institution where (s)he studies, and possibly also at the coordinating consortium institution (even when the student never actually studies at the coordinating institution). Different approaches to registration are possible, but must comply with national laws and institutional guidelines on awarding a degree.

Other guidelines on admission procedures are the following:

- when formulating joint admission criteria, the partner institutions must be aware that some institutions may have stricter laws and less flexibility, and that it may be necessary to obtain special permissions or exemptions from their University Board to meet the requirements of participating institutions;
- institutions must clarify which admission document requirements of all partner institutions of the consortium they need;
- when developing admission procedures and targeting non-EU students, take into account the necessary visa procedures for non-EU students;
- the partner institutions must agree not only on admission procedures, but also on application deadlines and appeal procedures.

See the JOIMAN report for information on student registration (p. 60) and for an overview of common selection criteria and of different approaches between Erasmus Mundus and non-Erasmus Mundus joint programmes (pp. 58-59).

7.5. Sources

Key sources

Aerden, A. (2014) Joint programme Checklist: Inspired by quality assurance, ECA.

European Commission (2012) Erasmus Mundus Handbook of Excellence Master programmes:
- marketing strategy (pp. 76-78)
- student recruitment (pp. 79-84)

JOI.CON sample application form for a joint European master degree (pp. 53-59) and for a joint doctoral degree (pp. 93-105).

JOIMAN (2012) How to manage joint study programmes? Guidelines and Good Practices from the JOIMAN Network:
- time-line of & information on administrative processes relating to student recruitment and registration (pp. 54-60),
- student selection criteria (pp. 58-59),
- student registration (p. 60),
- information on the practicalities of the application process (pp. 187-189).

REDEEM project consortium (2017) Guidelines for creating and reforming joint programmes to enhance student employability and academic cooperation.

Other sources

EMAP project slide presentation and short film on partnership and student selection.

Global Minds Consortium (2017) Memorandum of Agreement.

International Master in Innovative Medicine Consortium Agreement.

NOHA Consortium (2017) Joint Consortium Agreement.

8. Student administration – other aspects

This chapter focuses on other issues related to student administration, including information provision to students, monitoring student progress, student agreement templates, student assessment and grading, credit accumulation, housing, student guidance, visa and residence permits, language support, insurance, and awarding the degree and the diploma supplement.

8.1. Key messages for practitioners

1. All consortium institutions must offer students the same information on their websites.

2. Identify a central consortium information point for answering questions from applicants.

3. Find agreement on how to develop joint communication and administration, and on how to prepare students academically and logistically for their joint programme.

4. Ensure regular and clear communication between all involved institutions. Insufficient communication between partner institutions is one of the main problems faced by joint programme students.

5. Decide who is responsible for the monitoring of students, procedures regarding lack of study progress, and rules for leaves of absence, and how this will be communicated to other consortium partners.

6. Know the relevant national legislations on awarding the joint degree and the joint diploma; let the consortium partners consult the national ENIC-NARIC offices, and communicate the legal rules back to the central consortium level.

7. Develop a shared policy on assessment and grade calculation, and develop a grade conversion table.

8. Integrate student services for joint programme students within the regular student services, but do offer clear student guidance on joint programme-specific issues.

8.2. Information and monitoring

Joint student administration

Additional structures are necessary to handle the student administration of joint programmes. Before the implementation of the programme, administrative procedures must be in place. Partner must agree on how to communicate with each other and with which tools. Online tools, such as [Moodle](#), [dokuWiki](#), [Skype](#), and [videoconference Adobe Connect Pro (ACP)](#), can be helpful to support the joint administration and communication.

Here are two examples of the ways in which joint student administration is addressed in joint programme consortium agreements (including issues of student application, selection and admission, mobility, EMJMD scholarship management system, performance monitoring, final degree, student services, and students' rights and responsibilities):

- International Master in Innovative Medicine [Consortium Agreement](#), article 6, pp. 12-17,
- NOHA Consortium (2017) [Joint Consortium Agreement](#), article 6, pp. 11-17.

Information to students

All relevant information must be clearly presented to students and be easily accessible before and upon arrival. Literature sources suggest the following guidelines:

1. Partners must agree on who is responsible for answering questions from potential applicants. There should be only one focal information point (usually the coordinator).

2. Offer appropriate information in English and the home language(s) of the partner institution(s) to potential students. Keep this information up-to-date on the central joint programme website and the central joint programme recruitment portal (or on the relevant individual institutional websites and recruitment portals; we recommend using one central website and recruitment portal to avoid differences in information and inequalities in recruitment).

3. All participating institutions should offer comparable information to all joint programme students.

4. The information offered should include details on:
   - admission criteria and procedures,
   - entry points,
   - credit weighting and workloads (incl. information on the ECTS system for non-European students),
   - learning outcomes,
   - employability,
   - mobility requirements (e.g. how accommodation issues are addressed),
   - the degree and qualification that will be awarded,
   - course structure and coordination,
   - accessibility of the programme for economically disadvantaged and disabled students, and
   - information on visa procedures, which differ per consortium country (note that it takes some time and effort to assemble this information).

5.   Students are subject to the academic policies of the institution where they are in residence. When students move back and forth, this rule should be clearly stated.

The REDEEM project guidelines include a [checklist and recommendations](#) on offering joint programme information to students (pp. 8-9). Four main recommendations are to:

- develop a handbook for your joint programme with all above mentioned information;
- develop 'welcoming and study guidelines' (at the central institutional administration) for all your joint programmes to be provided to incoming students;
- provide orientation activities (such as an orientation week) for your joint/double/multiple degree students. This could be implemented in cooperation with other activities for exchange students; and
- be aware that the content of information is important, but also to have this information delivered in a timely manner, to avoid unnecessary stress or discussions.

The [Erasmus Mundus Handbook of Excellence Master programmes](#) offers good practices on communication and administrative processes (pp. 65-67), and on how to prepare students academically and logistically for their joint programme (pp. 84-94).

Monitoring student progress

Participating institutions must agree on who is responsible for the monitoring of students, procedures regarding lack of study progress, and rules for leaves of absence. Participating institutions must be informed about the different institutional procedures, so that they can all recognise the procedures at the respective institutions. If possible, strategies, procedures and guidelines should be jointly formulated in order to ensure the best monitoring.

The [JOIMAN report](#) (2012) suggests that in most cases, monitoring of academic progress is performed by the institution that delivers the course programme. Students on joint programmes are then assigned a local coordinator who is responsible for monitoring their academic progress. Further, all academic staff, teaching in the programme, are responsible for monitoring courses and examinations. Local coordinators generally report their observations to joint programme boards or quality assurance boards.

However, we recommend to identify one staff member at the central consortium level to monitor academic progress, since a local coordinator only sees a small part of the whole joint programme. Having a central coordinator monitoring academic progress helps to ensure the coherence of students' academic progress throughout the joint programme.

8.3.   Student agreement templates and degree awarding

A joint programme consortium normally defines the obligations of the student and the consortium in a 'student agreement', which is signed by the student and the consortium at the start of the programme. This student agreement includes a personalised study plan, that is normally developed between the academic coordinator and the student. The [REDEEM project guidelines](#) indicate that this

process can be time consuming, and recommends to develop ideal or typical study tracks on which students can base their own study plans. Examples of student agreements are available here:

- European Commission/EACEA, Erasmus+ Guidelines for EMJMD Student Agreement,
- Student Agreement, Choreomundus Erasmus Mundus Joint Master Degree, and
- Student Agreement, SANF Erasmus Mundus Joint Master Degree.

Jointly awarding a degree and particularly issuing one diploma (and diploma supplement) remain the main challenges for joint degree programme coordinators. This is largely due to differences in national legislations. The main recommendation to keep in mind is to be fully aware of national legislation on this, and to consult the national ENIC-NARIC offices. In addition, the national ministries of education or the national university organisation may also be able to provide information to technical questions in relation to formulating and issuing the joint diploma and the Diploma Supplement. For details, refer to section 13.5.

8.4. Assessment and grading

Assessment and grading

Participating institutions must have a clear and shared policy on assessment and grade calculation. This policy must state whether the completion requirement framework is based on e.g. the number of completed course credits, the student workload, or required learning outcomes. It is recommended to develop a grade conversion table.

The Erasmus+ ECTS Users' Guide (2015) includes:
- information on grade distribution and grade conversion (pp. 39-41), and
- examples of grade conversion (pp. 80-81).

One example of a grade conversion table is the table developed by the Erasmus Mundus Master in Security and Mobile Computing (NordSecMob), a joint programme offered by five universities in northern Europe. Figure 3 illustrates the NordSecMob grade conversion model and table. Please note that this is an example of a grade conversion model that works for this specific master programme; each joint programme consortium needs to develop its own grade conversion model.

Figure 3: Example of a grade conversion model in a joint master programme offered by five universities

University 1 uses a credit system equal to ECTS credits. The grading scale is from 1 to 5. It also uses Pass/Fail grades.

University 2 uses higher education credits where 1 higher education credit equals 1 ECTS credit. The grading scale is: A-Excellent, B-Very Good, C-Good, D-Satisfactory, E-Sufficient, F-Fail.

University 3 uses a letter-based credit system in correspondence with ECTS. Grades are on a scale from A-F (A is best, F is Fail). The university also uses the scale Passed/Not Passed.

University 4 uses a 7-grade scale, which is entirely comparable with the ECTS point scale. The university also uses the scale Passed/Not passed.

University 5 uses an ECTS credit system and a letter-based grading system on a scale from A-F. The university also uses a Pass/Fail grades.

The following grade conversion table is used when transferring the credits:

ECTS	University 1	University 2	University 3	University 4	University 5
A, best 10%	5	A	A, 90-100	12	A-excellent
B, next 25%	4	B	B, 80-89	10	B-very good
C, next 30%	3	C	C, 60-79	7	C-good
D, next 25%	2	D	D, 50-59	4	D-satisfactory
E, next 10%	1	E	E, 40-49	02	E-sufficient
F, fail	0, failed	F	F, 0-39	00, -3	F-insufficient

Taken from: NordSecMob Student Handbook, version 21-06-2012. Note: the NordSecMob programme is offered by five universities (the Aalto University School of Sciences, Finland; KTH Royal Institute of Technology, Sweden; the Norwegian University of Science and Technology, Norway; the Technical University of Denmark, Denmark; and the University of Tartu, Estonia).

To provide clarity for students, participating institutions must clearly indicate their grade conversion model in the joint programme student handbook. The student handbook must also clearly state whether the participating universities will take care of the transferring of credits between the universities. The NordSecMob Student Handbook, for instance, clearly indicates that the participating universities will transfer credits between the universities. The student handbook can also indicate where – at each participating institution – students can order credit transcripts.

The best results are achieved when academic staff meet regularly at programme level events to discuss course content, teaching and joint supervision methods, and evaluation practices in view of achieving greater harmonisation in grading the learning outcomes.

Having an independent external assessor to ensure compatibility of grading standards across courses and modules can be useful. Co-supervision of the master dissertation/thesis supports the common approach to assessment, as well as a joint, international jury for the dissertation/thesis defence.

The grading policy must also clearly state what constitutes a failure. Course failure may vary between institutions and this must be clearly communicated to partners and students. Sufficient opportunities to re-sit exams and re-take courses must be available, as agreed by the partners. Partner institutions must agree on the rules for dismissal in case students perform well at one partner, but not at the other. In some programmes, a dismissal by one partner means a dismissal from the entire programme. The partners should also discuss re-admission policies.

The EGRACONS tool is a web-based instrument for grade conversion, available to higher education institutions (in Europe and beyond) that give their degree grade distribution tables. The system was developed in close relation to the guidelines of the ECTS User's Guide, and enables a transparent interpretation of student achievements abroad.

Credit accumulation

The approach of double or triple counting the same student workload (i.e. counting the same credits at different consortium universities) can jeopardise the academic integrity of the programme. We advise joint programme consortia to regulate and avoid the double counting of credits by indicating clearly in the Diploma Supplement the modules and exams the student passed, and period of time the student spent at each partner university. For credit accumulation in the European area, you can use the European Credit Transfer System as explained in the ECTS Users' Guide (2015), which is regularly updated.

8.5. Student services

The REDEEM project guidelines offer helpful checklists and recommendations for offering support to what the guide terms 'outgoing' joint programme students (p. 7) and 'incoming' joint programme students (p. 8).

Welcoming students

At the start of their joint programme, it is useful to send students the necessary academic, practical and social-cultural information. Ideally, services provided for joint programme students are integrated in the general service provided to all students (avoiding 'special lanes'), according to the JOIMAN report.

Since several joint programmes are supported by highly competitive scholarship schemes, it is necessary to indicate – in the welcoming information – the application deadlines of potentially relevant scholarship schemes. This helps to ensure students can apply for relevant scholarships on time.

Housing

The REDEEM project showed that housing is one of the most problematic issues for joint programme students, since students move from country to country during their study programme. Recommended practice is to guarantee accommodation for students as most joint programmes have a relatively fixed curriculum with an intense, pre-set mobility structure. Housing support is normally offered as part of the general student services.

It is important to communicate clearly to students that in many university cities it is difficult and expensive for students to obtain short-stay accommodation for e.g. four months. We advise to publish, on the central joint programme website, information on short-term accommodation possibilities and procedures, and on the average monthly renting price per partner university,

Student guidance

Due to the jointly developed, relatively fixed curricula with integrated mobility, it is recommended to ensure proper student advice and guidance during the studies, preferably at departmental level. Students can have junior academic tutors, but it is also advisable to arrange regular meetings with senior staff who monitor progress and offer support.

Career guidance is also important since joint programme students are highly mobile, and therefore have few opportunities for local networking with employers. Some Erasmus Mundus programmes have developed a career guidance plan, combining individual guidance with programme-level events such as career fairs involving employers or alumni events. For suggestions on how to promote employability, see section 12.6.

Visa and residence permits

It is important to look at the visa and residence regulations at an early stage of the joint programme development and management. Knowing these regulations is crucial to advise students well, and the regulations may influence the design of mobility paths in the curriculum. The JOIMAN report recommends that institutions offering joint programmes try to develop close cooperation with embassies/consulates and local authorities on visa and permit issues.

The EU Directive 2016/801, adopted by 25 EU member states in May 2016, in principle makes it possible for non-EU/EEA students to spend time in more than one EU country for higher education purposes on one single visa. This Directive is useful for non-EU/EEA students enrolled in joint programmes in the EU because it allows them to study in one EU country for a few months, and then in another EU country, without having to apply for a new student visa. The Directive established the conditions of entry and residence of third-country nationals for the purposes of research, studies, training or educational projects in the EU. The directive is applicable to:

- third-country nationals (i.e. non-EU/EEA nationals),
- coming to one of the EU Members States applying the Directive (excluding the United Kingdom),
- for more than 90 days.

More details on the Directive can be found on this European Commission webpage on migration and home affairs.

Language support

It is good to properly assess language proficiency at the admission stage to ensure smooth progression. Language support and courses on academic writing and methodology can be offered.

Few data are available on language support provided specifically to students on joint programmes. It is likely that the language support they receive is part of general language support services for

international students. Several joint programme consortia offer language training to students at both the home and the partner institution(s).

The European Commission/EACEA expects Erasmus Mundus Joint Master Degree Programmes to offer free language courses to their students, at least in the national language of the country where students are studying at a particular time (i.e. German when students are in Germany; Italian when they study in Italy). Experience shows that joint programme students often like to start studying the local language, but since these language courses are not official credit-bearing modules and the regular joint programme workload is high, students do not always complete these language courses.

Insurance

The consortium must consider how and through which institutions students are insured for the full length of their programme. Some national health insurance schemes fully cover visiting students.

Sometimes the partners will have to find an insurance company that can provide global insurance cover. This guide does not recommend insurance companies, since institutional experience shows that the services provided by various globally active companies differ from country to country in terms of content and quality.

The European Commission/EACEA has set minimum requirements for the compulsory health and accident insurance coverage for students who have received an EU grant to study in an Erasmus Mundus Joint Master Degree course (EMJMD). These minimum requirements are sufficient for insurance coverage for Erasmus Mundus scholarship holders, but they can also be used for non-Erasmus Mundus scholarship holders and in non-EMJMD joint programmes. An Erasmus Mundus consortium is required to buy this insurance package for its Erasmus Mundus scholarship holders.

8.6. Sources

Key sources

EGRACONS tool for grade conversion.

ENIC-NARIC offices.

EU Directive 2016/801 and explanation in the European Commission webpage on migration and home affairs.

European Commission (2015) ECTS Users' Guide.

European Commission (2012) Erasmus Mundus Handbook of Excellence Master programmes,
- good practices on communication and administrative processes (pp. 65-67),
- information on how to prepare students academically and logistically for their joint programme (pp. 84-94).

European Commission/EACEA (no date) Minimum requirements for the health and accident insurance coverage provided under Erasmus Mundus Joint Master Degrees.

JOIMAN (2012) How to manage joint study programmes? Guidelines and Good Practices from the JOIMAN Network.

NordSecMob Consortium (2012) NordSecMob Student Handbook.

REDEEM project consortium (2017) Guidelines for creating and reforming joint programmes to enhance student employability and academic cooperation.

Student Agreement examples:

- European Commission/EACEA, Erasmus+ Guidelines for EMJMD Student Agreement,
- Student Agreement, Choreomundus Erasmus Mundus Joint Master Degree,
- Student Agreement, SANF Erasmus Mundus Joint Master Degree.

Other sources

International Master in Innovative Medicine Consortium Agreement, article 6, pp. 12-17,

NOHA Consortium (2017) Joint Consortium Agreement, article 6, pp. 11-17.

Wagenaar, R. (2018) Workshop Grading: from policy to practice (powerpoint).

9. Management model

This chapter focuses on the governance and management model of a joint programme consortium.

9.1. Key messages for practitioners

1. There are no pre-defined management models; all joint programme coordinators need to consider their specific context and develop their own suitable model. Identify all the partners in the programme, identify their tasks and responsibilities, and accommodate them in the management and governance structures of the programme. Partners can include degree or non-degree awarding higher education institutions, non-university partners, professional bodies, and alumni.

2. The joint programme consortium should avoid creating committees that are not necessarily needed. Establish the management structure based on the *set of tasks for which joint arrangements are needed* as compared to regular programme administration:

   - joint coordination and external representation of the consortium,
   - joint development and monitoring of the academic content of the programme,
   - joint quality assurance (academic and administrative; internal and external),
   - joint financial administration and decisions,
   - joint student administration (joint selection and complaints handling procedure),
   - joint admission, registration, assessment, grading and examinations, transfer of credits, archiving of student records for future enquiries, etc.),
   - joint promotion of the programme and joint student recruitment.

3. Take into account the structure of the partner institutions (decentralised versus centralised), consider the pros and cons of different models in your cooperation. Examples of management models are provided in the source list of this chapter.

4. Examples of management models of Erasmus Mundus Joint Master Degree programmes are available from the Global Minds Consortium (p. 64), the IMIM Consortium (pp. 5-10), and the IMSISS Consortium. Other examples can be found online via a web search (using key words as 'joint programme governing structure', 'joint programme management structure', or 'joint programme consortium agreement').

9.2. Governance and management structures

It is important to consider how to form the governance and management structure of a joint programme because it determines how the roles, power and responsibilities are assigned, controlled and coordinated, and how information flows between the different management levels.

It is advisable to spread the workload among the consortium partners, particularly among the larger partner institutions: for instance, central management/coordination at one partner, internal quality assurance coordinated by a second partner, marketing coordinated by a third partner – all jointly, but with coordination responsibilities spread out over the degree awarding partner institutions.

The governance and management structure depends on the strategic aims of the joint programme. In a centralised structure, the top management has most of the decision-making power, with tight control over players in the joint programme consortium. In a decentralised structure, the decision-making power is distributed, and partners may have different degrees of independence.

The JOIMAN report (2012) offers a chapter on the management and organisation of joint programmes. The report provides an overview of the involvement of different administrative units in the management of joint programmes and of the division of responsibilities among partners. Normally, the coordinating institution is in charge of receiving applications, sending letters of acceptance, financially monitoring the programme, and collecting and distributing fees. The consortium subsequently screens applications, decides on admission, organises the mobility, and issues the certificate. The partner institutions (at the central level) are in charge of enrolment, visas, accommodation, certification, delivery of the degree certificate and the diploma supplement; and (at faculty/departmental level) the partner institutions are in charge of the organisation of extra-curricular activities, examination, Master dissertation/thesis, transfer of marks and of records.

ECA's Joint Programme Checklist recommends that – in addition to the central joint programme consortium director/coordinator – each partner identifies a person to act as the local coordinator and take responsibility for the joint programme within the institution. This local coordinator also acts as the main contact person for the other consortium partners.

The REDEEM project guidelines include a checklist and recommendations on issues relating to joint programme management. The guidelines advise to:

- Assign clear tasks and responsibilities. Each partner institution should appoint an academic coordinator responsible for the content of the joint programme and organisational tasks at the respective department. These tasks could be divided between the professor responsible for the joint programme and an administrative staff member who is responsible for the organisation and administration in the department; and
- Determine a clear procedure for decision making for the cooperation (e.g. the way of voting).

The key sources in the next paragraph show examples of joint programme consortium management and governance structures. Some examples include an indication of the types of members included in each board/committee, and the roles and duties of the coordinating institution, the partner institutions, and the management committees.

9.3. Sources

Key sources

Aerden, A. (2014) Joint programme Checklist: Inspired by quality assurance, ECA.

Global Minds Consortium (2017) Governing Structure (Erasmus Mundus Joint Master Degree programme). Example on p. 64.

IMIM Consortium (no date) Article 4: Programme Governance (Erasmus Mundus Joint Master Degree programme), pp. 5-10.

IMSISS Consortium (no date) Consortium Management and Governance (Erasmus Mundus Joint Master Degree programme).

JOIMAN (2012) How to manage joint study programmes? Guidelines and Good Practices from the JOIMAN Network, see pp. 45-50 on management and organisation of joint programmes.

REDEEM project consortium (2017) Guidelines for creating and reforming joint programmes to enhance student employability and academic cooperation.

10. Financial management

This chapter addresses issues to take into account when developing a sound financial management model.

10.1. Key messages for practitioners

1. When joint programme income and costs are relatively balanced between partner institutions, you may be able to work in a zero-sum arrangement, avoiding an elaborate joint financial model. However, you do need to divide tasks evenly between partners.

2. Most joint programmes impose extra costs, and full-cost budgets must be calculated from the beginning, including running costs.

   Arrangements for tuition fees, scholarships, cost-sharing and the financial sustainability of programmes need to be negotiated. In the case of tuition fees, different national regulations must be taken into account. Be aware of distinctions between home countries or nationalities when setting a fee policy.

10.2. Financial budgeting

To develop a joint programme budgeting plan, start by asking the following questions:

- What are the full costs of running your joint programme? Or at least, what are the additional operational costs?
- Where do you get your income from?
- You have funding coming in;
  - Does every partner keep their own income?
  - Or are you going to divide the income between the consortium institutions? If yes, based on which principles?

The answers to these questions partly depend on the division of tasks among the consortium partners. When some partners have bigger joint programme tasks than others, often there is money to be divided, with larger sums to be allocated to those partners responsible for the bigger tasks.

Two partner institutions working with a zero-sum arrangement

When your joint programme consortium consists of only two degree-awarding partner institutions, working with a zero-sum arrangement (where partners are not paying each other, but instead each partner pays for their own costs and keeps their own income), it may be possible to develop a simple financial model. In a simple model, each institution keeps its own income and pays for its own costs, but you may need to reach a consortium agreement on which partner will pay for e.g. marketing, and who will pay for joint student recruitment abroad.

There are consortia where each partner is responsible for their own marketing of the joint programme, and there are consortia working in a zero-sum arrangement, where one partner does the joint programme recruitment, and the other student admission. In such cases, consortium partners can agree that one partner is responsible for recruitment, and the other for admission. When working with a zero-sum arrangement, make sure to review the financial balance between the partners every two years or so, to check whether there is still an agreeable financial balance between partners, or whether it is necessary to shift some tasks or funds between partners.

More partners: a financial model needed

When your joint programme consortium is larger, and there is no balance between the partner institutions in terms of programme income and costs, you do need to develop a sound joint financial model for your joint programme.

This is important because joint programmes often impose extra running costs for aspects such as joint curriculum development, marketing, mobility, assessments, administration, and relatively high costs of short-term accommodation. The implementation of a joint programme becomes complicated when multiple countries and partners with different tuition fee policies are involved. Arrangements for cost-sharing, tuition fees, scholarships and the sustainability of programmes need to be negotiated. In situations where revenue generation is possible, it is necessary to sign an agreement for income distribution.

If all consortium countries allow it, it is advisable to determine one joint, common tuition fee for all joint programme students. If a consortium adopts different local fees for students on the same joint programme, difficulties will arise over at what partner institution students wish to register: students normally wish to register at the cheapest partner institution, while the consortium hopes to register them at the partner charging the highest fee. To avoid such problems, it is advisable to charge one common tuition fee to be paid to the consortium; the consortium then divides the tuition fee income over the partner institutions, for instance partly based on numbers of students, credits and thesis supervision taken at that institution. It is advisable to set a fixed calculation basis for dividing the tuition fee income among partners, for at least a couple of years, in order to avoid annual discussions on changing this.

Identifying costs and income

It is important to set up a full-cost budget for the joint programme, including all running costs. When it is impossible to establish a full-cost picture, make sure in any case to determine the *additional* costs involved in the joint programme. Additional operational costs may be necessary for curriculum development, student and staff mobility, short-term student accommodation, administration, IT costs for joint student administration, and potentially for additional activities such as a Summer School.

The JOI.CON report offers:

- a comparison table for 'calculating full costs and managing budget' and for comparing 'tuition and administrative fees' (p. 42), and
- a paragraph on developing policies for funding and fees (paragraph 3.5, pp. 21-25).

When you have identified costs, you need to define, together with your partners, what you consider as 'income' for the joint programme, where you intend to attract your income from, and your expected level of income. Sources of income can include tuition fees, a joint programme development

fund (from within your institution or government), or a time investment by an existing part-time international office staff member.

Preferably, costs and income are more or less evenly shared and divided between consortium partners.

If the joint programme is funded by an external party, check for any specific rules and conditions that come with the provided funding. For instance, in the case of Erasmus Mundus Joint Master Degree programmes, the existing differences between programme and partner countries in Erasmus+.

The Erasmus Mundus Handbook of Excellence Master programmes (pp. 60-63) includes good practices on the financial strategy for joint programmes.

The REDEEM project guidelines offer a short checklist on identifying funding opportunities (pp. 16-17).

An EUA report (2008) on developing joint masters in Europe suggests that funding should be managed at programme level, allowing staff with relevant knowledge and experience to have direct responsibility for funding.

The Global Minds Consortium Memorandum of Agreement (2017), Annex 10, pp. 48-50, gives an example of a multi-annual consortium budget for this particular consortium.

Financial sustainability

The European Commission report Sustainability of Erasmus Mundus Master Courses (2017) offers suggestions on means to ensure the financial sustainability of Erasmus Mundus Joint Master Degree programmes after EU funding stops (pp. 14-15). This includes suggestions to raise funding through tuition fees, public funding from national authorities or local institutions, or private sector funding. The report includes brief accounts of institutional sustainability strategies (pp. 30-32). These include for instance (i) increasing strategic partnerships with private partners in joint programme courses, (ii) securing a number of paid internships for students, and (iii) asking consortium institutions to allocate annual scholarships.

The Erasmus Mundus Handbook of Excellence Master programmes (pp. 14-16) offers good practices on developing a general sustainability strategy for your joint programme.

10.3. Tuition fees

In some cases, the extra investment needed to offer joint programmes can be raised by increasing tuition fees. It can be difficult to reach an agreement with partner institutions on tuition fees due to different national and/or institutional tuition fee policies. The EU funding schemes for joint programmes require a common tuition fee policy, which forms an added challenge to the existing legal situation. ECA's Joint Programme Checklist (p. 24) offers three suggestions on tuition fees:

- The consortium has a common policy on tuition fees;
- The published fee takes into account any supplementary fees; or
- Tuition waivers are budgeted and determined before applications open.

The JOI.CON report indicates that joint programme consortia must make a thorough inventory of the legal side of tuition fees in each participating count. The report offers:

- A [comparison table for comparing tuition and administration fees](#) between consortium institutions (p. 42), and
- [Suggestions for calculating tuition fees](#), including a figure identifying possibilities of charging tuition fees, with advantages and disadvantages per option (pp. 21-24).

The different possibilities of charging tuition fees – as identified by [JOI.CON](#) – include (i) charging a single consortium fee, (ii) fees charged according to study location, and (iii) fees charged according to home institution.

Institutions can collect tuition fees in different ways. One way is that fees are paid to the coordinating institution, which then divides tuition revenues among partner institutions. However, this is not legally allowed in all countries. Some institutions apply different approaches, depending on the academic level: at postgraduate level, students pay at each institution, whereas at the undergraduate level, students only pay the home institution.

When implementing a joint programme, it is good to bear in mind the following tuition-fee related issues:

- If charging tuition fees, European partner institutions should discuss whether all students should pay the same amount or whether to differentiate between European and non-European students;
- Independent approval of the University Board may be required for charging separate tuition fees;
- It is essential to check the legal situation of potential partners before implementing a joint programme. Involving administrative and/or legal offices can be helpful at this stage.

An essential tool for information on different higher education funding schemes and tuition fee policies is the [Eurydice website](#), where tuition fee and financial support policies in European countries are regularly updated.

10.4. Scholarships

The [JOIMAN report](#) (2012) indicates that 90% of 89 surveyed institutions offer some form of scholarship to (some or all of their) students. This scholarship funding mostly consists of a combination of EU and public or other sources. 30% of the surveyed institutions distribute scholarships on a performance-based system, followed by programmes using a mix of performance, needs and other considerations.

Most scholarships (Erasmus Mundus and non-Erasmus Mundus) cover tuition waivers and funding for (partially) covering travel, housing and living costs.

10.5. Sources

Key sources

Aerden, A. (2014) Joint programme Checklist: Inspired by quality assurance, ECA.

European Commission (2017) Sustainability of Erasmus Mundus Master Courses.

European Commission (2012) Erasmus Mundus Handbook of Excellence Master programmes, pp. 60-63 include good practices on the financial strategy for joint programmes.

Eurydice website: including information on tuition fee and financial support policies in European countries.

JOI.CON (2012) Practical approaches to the management of joint programmes: results from the JOI.CON Training Project,
- example of a comparison table for 'calculating full costs and managing budget' and for comparing 'tuition and administrative fees' (p. 42),
- developing policies for funding and fees (paragraph 3.5, pp. 21-25).

REDEEM project consortium (2017) Guidelines for creating and reforming joint programmes to enhance student employability and academic cooperation.

Other sources

ECA (2014) Joint Programme Checklist, p. 24.

European University Association (2004) Developing Joint Masters Programmes for Europe.

Global Minds Consortium (2017) Memorandum of Agreement, Annex 10, pp. 48-50.

JOIMAN (2012) How to manage joint study programmes? Guidelines and Good Practices from the JOIMAN Network.

11. Cooperation agreement

11.1. Key messages for practitioners

1. Draw up a cooperation/consortium agreement as early as possible, and make it flexible as it will require frequent updating. A possible solution is a general and simple agreement with references to more detailed annexes regulating different issues in the cooperation.

2. The cooperation agreement should address the elements mentioned in paragraph 11.2. Clearly describe the ways in which the *jointness* of all joint programme aspects has been developed. The jointness of decisions, curriculum development, and other issues, also is an important element in external quality assurance procedures (for instance, in the European Approach for Quality Assurance of Joint Programmes).

3. Check existing templates and examples of consortium agreements.

11.2. Elements to include in the cooperation agreement

Draw up a cooperation agreement as early as possible and make it flexible as it will require frequent updating, and you may wish to avoid asking the director for permission for relatively small changes on an annual basis. A possible solution is a general and simple agreement with references to more detailed annexes (that can be changed more easily than the main agreement text). It is useful to include the following issues in the cooperation agreement:

1. Purpose and scope of the agreement,

2. Legal framework and national qualifications – include documentation in the annex,

3. Structure and organisation of the cooperation, and division of tasks,

4. Programme structure (learning outcomes, course units, methodology, mobility),

5. Degree and diploma – include template in the annex,

6. Student admission, selection, registration and examination,

7. Financial management (including tuition fees, and distribution of net-income among the partners; include documentation in the annex),

8. Quality assurance (include documentation in the annex),

9. Intellectual property rights,

10. Renewal, termination and amendment and resolution of disputes, and

11. Application of law and dispute resolution.

The European Commission / EACEA has published Erasmus+ Guidelines for Erasmus Mundus Joint Master Degree Consortium Agreements and good practices for the consortium agreement in its Erasmus Mundus Handbook of Excellence Master programmes (pp. 63-65).

Templates and examples of cooperation agreements:

- EMLE Consortium (2017) Cooperation Agreement (Erasmus Mundus Joint Master Degree programme).

- Global Minds Consortium (2017) Memorandum of Agreement (Erasmus Mundus Joint Master Degree programme).

- International Master in Innovative Medicine Consortium Agreement (Erasmus Mundus Joint Master Degree programme).

- JOI.CON project template (on pp. 43-52) of cooperation agreements for joint programmes at master (and doctoral) level.

- NOHA Consortium (2017) Joint Consortium Agreement (Erasmus Mundus Joint Master Degree programme).

- TEEME Consortium (2011) Consortium Agreement (Erasmus Mundus Joint Master Degree programme).

- University of Helsinki, Finland, Agreement template.

More good joint programme consortium agreement templates are available on the internet via a web search.

11.3. Sources

Key sources

EMLE Consortium (2017) Cooperation Agreement.

European Commission (2012) Erasmus Mundus Handbook of Excellence Master programmes, pp. 60-63 include good practices on the financial strategy for joint programmes.

European Commission/EACEA (no date) Erasmus+ Guidelines for EMJMD Consortium Agreements.

Global Minds Consortium (2017) Memorandum of Agreement.

International Master in Innovative Medicine (no date) Consortium Agreement.

JOI.CON (2012) Practical approaches to the management of joint programmes: results from the JOI.CON Training Project), pp. 43-52.

NOHA Consortium (2017) Joint Consortium Agreement.

TEEME Consortium (2011) Consortium Agreement.

University of Helsinki, Finland (2018) Agreement template.

12. Quality Assurance and Accreditation

This chapter focuses on the internal and external quality assurance issues that need to be taken into account when developing and managing joint programmes. It discusses the Revised European Standards and Guidelines (2015), the European Approach for Quality Assurance of Joint Programmes, the Erasmus Mundus Quality Assurance tool, and internal and external quality assurance aspects, including the use of alumni.

12.1. Key messages for practitioners

1. Start your cooperation by discussing what you (and your university and department) mean by 'quality' and how it can be jointly defined and measured within your joint programme.

2. Be(come) fully aware of national quality assurance and accreditation legislation in all the countries where parts of the joint programme are offered.

3. Look for common reference points to monitor quality. One approach is to jointly discuss quality based on the Revised European Standards and Guidelines for Quality Assurance (ESG, 2015) – see section 7.2.

4. Consider using the European Approach for Quality Assurance of Joint Programmes, a single programme assessment that can save a lot of time. It is particularly useful when more than one of your degree-awarding consortium partners are located in a country requiring programme-level accreditation. Start by checking the European Approach eligibility, standards and procedures, and the EQAR website.

5. The use of alumni in monitoring the quality of joint programmes is crucial, since they are the only ones who have followed the entire mobility path with diverse learning environments.

6. A tool to consult is ECA's Joint Programme Checklist, which is based on good practices of quality assurance.

7. Check the REDEEM guidelines on quality assurance (pp. 9-10).

12.2. The Revised European Standards and Guidelines (ESG) 2015

The European Standards and Guidelines (ESG) for Quality Assurance in the European Higher Education Area were developed as part of the Bologna Process and adopted by European ministers of higher education in 2005. In 2015, the ministers approved the Revised European Standards and Guidelines.

These were developed by seven stakeholder organisations, including the European Association for Quality Assurance in Higher Education (ENQA), the European Students' Union (ESU), the European University Association (EUA), the European Association of Institutions in Higher Education (EURASHE), Education International (EI), BUSINESSEUROPE, and the European Quality Assurance Register for Higher Education (EQAR).

The Revised ESG include three parts, covering standards and guidelines for:

- internal quality assurance,
- external quality assurance, and
- external quality assurance agencies.

The Revised ESG for internal quality assurance cover the following topics:

- policy for quality assurance,
- design and approval of joint programme and award,
- student-centred learning, teaching and assessment,
- student admission, progression, recognition and certification,
- quality assurance of teaching staff,
- learning resources and student support,
- information management,
- public information,
- ongoing monitoring, and periodic review of programmes, and
- committing to cyclical external quality assurance.

Consortia using the European Approach for Quality Assurance of Joint Programmes (see paragraph 12.5) do not have to check the Revised ESG, since the revised ESG already have been included in the European Approach.

12.3. Internal quality assurance

We advise to base the internal quality assurance measures for a joint programme on the existing internal QA measures. One option is to mutually recognise the internal quality assurance schemes of the participating institutions, and include this in the agreement between the institutions. The consortium can develop additional criteria that further investigates aspects related to the 'jointness' of a joint programme, such as the ways in which the consortium *jointly* has shaped the curriculum, organisation, and quality assurance of a joint programme.

It is advisable, however, to develop a joint system of internal quality assurance, using e.g. student surveys, elected student representatives, and Consortium Board discussions in every Board meeting (two or three times a year).

The JOI.CON project indicates that for joint programmes to secure international accreditation, it is essential to develop a quality assurance policy, including administrative and academic procedures. JOI.CON describes additional goals for the internal quality assurance process, such as reviewing the curriculum, identifying the strengths and weaknesses of the courses, modules and teaching units,

monitoring student progress and achievements, increasing the transparency of teaching and study activities, and improving the study and examination processes.

The EMAP project (Erasmus Mundus Active Participation) offers recorded videos of [presentations on setting up internal quality assurance systems](#) by joint programme coordinators.

12.4. External quality assurance

Joint programme coordinators need to find out beforehand which external quality assurance systems are valid for their joint programme, which aspects this system covers, and which aspects it does not cover. The national external quality assurance processes for higher education vary from country to country, with some countries having institutional accreditation or review, and others programme accreditation or evaluation, or a combination of both. Information on approaches to external quality assurance within the 48 Bologna countries can be found in the [2018 Bologna Process Implementation Report](#) (chapter 4).

The requirements and procedures for programme-level accreditation vary between national systems. This has made accreditation of joint programmes a challenge.

12.5. The European Approach for Quality Assurance of Joint Programmes

The [European Approach for Quality Assurance of Joint Programmes](#) (EA) is based on one single joint programme accreditation that – in principle – is recognised in all EHEA countries involved. This approach should replace the separate national programme accreditations in the joint programme consortium countries. The EA is based on European agreed [standards and procedures](#) that genuinely reflect the joint character of joint programmes. The main characteristics of the European Approach are as follows:

> • If some of the cooperating higher education institutions are required to undergo external quality assessment or accreditation at programme level, then the co-operating institution should select a suitable quality assurance agency from the list of [EQAR-registered agencies](#);

> • This agency will then use the agreed standards and procedures of the European Approach to carry out a single evaluation or accreditation of the entire joint programme;

> • The external quality assurance decision is to be accepted and recognised in all EHEA countries where the programme is offered. Countries should not apply any additional national criteria.

In the [2015 Yerevan agreement](#), the education ministers of the European Higher Education Area have agreed to adopt the European Approach. The importance of implementing the EA was repeated at the [EHEA ministerial meeting in Paris](#) in 2018. Since then, however, only some countries have acted on this agreement and removed additional national accreditation requirements from their national legislation and regulations, to implement the European Approach.

The [2018 Bologna Process Implementation Report](#) indicates that 22 EHEA countries reported that the European Approach for Quality Assurance of Joint Programmes is not permitted by their legislative framework. The more updated [EQAR website](#) indicates that 13 EHEA countries allow the EA to be used

by all higher education institutions, 20 EHEA countries do not allow use of the EA, and 16 EHEA countries allow the EA only to *some* higher education institutions or under specific conditions.

This can still make it somewhat difficult for joint programme consortia, quality assurance organisations and ministries of education to adopt the European Approach in practice. However, progress is being made, and by early 2020, 10 European joint programme consortia already have gained European Approach accreditation.

EQAR offers:

- an [overview of national implementation of the European Approach](#), and
- an [overview of joint programmes that used the European Approach](#) (although it should be noted that for some joint programmes the approval was conditional; the overview currently does not yet make clear for how long approval has been given, under which conditions, and which joint programmes have been approved without any condition).

The Flemish Council of the Universities and Universities of Applied Sciences (VLUHR) has published a useful [manual for the European Approach for Quality Assurance of Joint Programmes](#) for joint programme coordinators, quality assurance staff at universities, and assessment panels. The manual covers guidelines on (i) the structure and content of the self-evaluation report, (ii) the selection criteria for the assessment panels, and (iii) the assessment process. It also includes three appendices, including (i) independence requirements for assessment panels, (ii) an ethical code and code of conduct for assessment panel members, and (iii) regulations for the internal assessment report appeals procedure.

In recent years, implementation of the European Approach has been encouraged by the [ImpEA project](#) (2017-2020). The project has supported quality assurance agencies in running EA accreditation procedures, and four joint programme consortia in pursuing EA accreditation. Its [background report](#) on implementing the European Approach includes information on (i) the EA, (ii) national policies and legislation on the EA, (iii) the main challenges in implementing the EA, and (iv) the added value of the EA. [ImpEA project seminar presentations](#) (March 2018) offer experiences with using the European Approach. The ImpEA project is currently developing an EA implementation toolkit, to be published on its [website](#).

The European Approach is also supported by the European Commission (EC). The [Erasmus+ Programme Guide](#) (2020) now includes an invitation (or implicit recommendation) for programme coordinators of Erasmus Mundus Joint Master Degrees (EMJMDs) to use the EA. The EC has also organised two EMJMD Joint Programme Cluster meetings on the EA (see [Outcomes October 2018 Cluster Meeting](#) and [Outcomes of the June 2019 Cluster Meeting](#)), focussed on peer learning among EMJMD programme coordinators.

Throughout Europe, several other peer support meetings have been organised on the EA, which have resulted in identification of challenges and offering solutions and good practice approaches:

- [final report](#) HERE-ES project Quality Assurance of Joint Programmes, Salamanca, 2015
- [final report](#) International Conference 'single accreditation of joint programmes', Vilnius, 2017
- [final report](#) FaBoTo+ Peer Learning Activity on the European Approach, The Hague, 2017

- the [FaBoTo+ Peer Learning Activity on the European Approach](#), The Hague (2019). See bottom right corner of the webpage for the [final PLA report and powerpoint presentations](#) on joint programme consortium experiences (incl. good practices and tips) with the European Approach.

The Flemish Ministry of Education and Training has made it a legal requirement for Flemish-foreign joint degree programmes to gain European Approach accreditation. The European Approach is legally required for new international joint degree programmes, first accreditations of international joint degree programmes, and for international joint degree programmes if an institutional review outcome was negative. This is a very interesting requirement as it means that international consortium partners within new Flemish-international joint degree programme consortia are also required to use the European Approach.

12.6. Alumni, sustainability and employability

Monitoring alumni career paths

To ensure long-term relevance and quality of the learning outcomes achieved through the joint curricula and the mobility structure, individual joint programme coordinators often conduct alumni surveys (some as often as every 6 months). Alumni may be invited to Programme Advisory Boards, participate in university-industry networking and career guidance events, and act as tutors for younger students.

The [Erasmus Mundus Alumni Organisation](#) (EMA) implements an annual [Graduate Impact Survey](#) to monitor the impact of participating in Erasmus Mundus programmes on career development and personal growth. The survey might serve as a basis for similar surveys in individual joint programmes.

Individual joint programme coordinators often develop their own network of their joint programme alumni, and often give them a role in panels to review the quality of the programme.

Erasmus Mundus Cluster on Sustainability and Employability

The Erasmus Mundus Joint Master Degrees (EMJMD) Cluster on Sustainability and Employability, established by the European Commission EACEA, organises cluster meetings and offers good practices on how to support the sustainability and employability of joint programmes. The main good practices are the following.

European Commission, EACEA (2017) [Sustainability of Erasmus Mundus Master courses, Best practice guide](#). This report lists the following strategies to improve the sustainability of a joint programme (pp 30-32):

- A strategic move, usually bringing advantages both to higher education institutions (in terms of structural cooperation) and to the students (in terms of job opportunities), is to develop partnerships with private entities and with a network of stakeholders;
- Collaboration with target countries and specific institutions (including research labs) can help to increase student numbers and expand opportunities for students and staff, for instance in participating in joint research projects;
- Enlarging the consortium strengthens the position of the programme in terms of available resources and visibility;

- If possible, spending resources to promote the development and growth of the programme (e.g. by hiring a marketing officer to identify new markets) can be a good investment;
- Identifying the programme's position in the market and the development of a marketing plan are essential to determine the real potential of the programme and to make strategic decisions; and
- Recruitment of students can be promoted through dedicated agents and webinars.

Other good practices from the European Commission, EACEA EMJMD Cluster include:

- European Commission, EACEA (2017) Erasmus Mundus Joint Master Degree Cluster meeting on Sustainability and Employability: Conclusions

- Good practices on employability (EMJMD Cluster meeting conclusions, 2017)

- Good practices on sustainability and impact (part a, EMJMD Cluster meeting conclusions, 2017)

- Good practices on sustainability and impact (part b, EMJMD Cluster meeting conclusions, 2017)

- Building a business plan and exploring financial cooperations (EMJMD Cluster meeting conclusions, 2017)

- Securing institutional support and building the institutional "reputational capital" through excellence, visibility and promotion (EMJMD Cluster meeting conclusions, 2017)

- Career guidance for students and graduates (EMJMD Cluster meeting conclusions, 2017)

- European Commission (2016) Erasmus Mundus Joint Master Degrees: The story so far. (Chapter 1 on employability of joint programmes, incl. added value, trends and needs. Chapter 3 on quality assurance, recognition and accreditation of joint degree programmes).

12.7. Sources

Key sources on the European Approach for Quality Assurance of Joint Programmes

Becker, R.F.J. (2020) The European Approach for Quality Assurance of Joint Programmes – Outcomes Peer Learning Activity 2-3 December 2019, The Hague. This final report and the PLA powerpoint presentations on joint programme consortium experiences (incl. good practices and tips) with the European Approach are available at the bottom right corner of the FaBoTo+ website.

Database of External Quality Assurance Results (DEQAR) and accreditation decisions in other countries.

EQAR country information on the implementation of quality assurance.

EQAR-registered quality assurance agencies.

EQAR information on the European Approach for Quality Assurance of Joint Programmes.

EQAR Overview of joint programmes that used the European Approach.

EQAR Overview of national implementation of the European Approach.

EHEA ministers (2014) European Approach for Quality Assurance of Joint Programmes (October 2014), approved by the EHEA ministers in May 2015.

EHEA (2014) Background report on the European Approach for Quality Assurance of Joint Programmes (July 2014).

European Commission (2019) Implementing the European Approach for Quality Assurance of Joint Programmes. Conclusions, follow-up event Brussels, 28 June 2019.

European Commission (2019) Erasmus+ Conclusions EMJMD Cluster Meeting on the European Approach for Quality Assurance of Joint Programmes, 24-25 October 2018.

ImpEA project website (2019) Facilitating implementation of the European Approach for Quality Assurance of Joint Programmes.

ImpEA project (2018) Implementing the European Approach for Quality Assurance of Joint Programmes, ImpEA project report.

ImpEA project seminar presentations (2018), seminar 'Implementation of the European Approach for Quality Assurance of Joint Programmes, Brussels, 1-2 March 2018.

VLUHR (2018) Manual for the European Approach for Quality Assurance of Joint Programmes.

Key sources general quality assurance of joint programmes

Aerden, A. (2014) Joint programme Checklist: Inspired by quality assurance, ECA.

ECA (2007) Principles for Accreditation Procedures regarding Joint Programmes.

European Area of Recognition

European Area of Recognition (2020) EAR HE Manual.

European Commission/EACEA/Eurydice (2018) The European Higher Education Area in 2018: Bologna Process Implementation Report, chapter 4.

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European Commission, EACEA (2017) Good practices on sustainability and impact (part a, EMJMD Cluster meeting conclusions)

European Commission, EACEA (2017) Good practices on sustainability and impact (part b, EMJMD Cluster meeting conclusions)

European Commission, EACEA (2017) Building a business plan and exploring financial cooperations (EMJMD Cluster meeting conclusions).

European Commission, EACEA (2017) Securing institutional support and building the institutions' "reputational capital" through excellence, visibility and promotion (EMJMD Cluster meeting conclusions)

European Commission, EACEA (2017) Career guidance for students and graduates (EMJMD Cluster meeting conclusions)

European Commission (2016) Erasmus Mundus Joint Master Degrees: The story so far. (Chapter 1 on employability of joint programmes, incl. added value, trends and needs. Chapter 3 on quality assurance, recognition and accreditation of joint degree programmes).

European Commission (2012) Erasmus Mundus Handbook of Excellence Master programmes (pp. 67-72 include good practices on quality assurance of joint programmes).

European Standards and Guidelines (2015), adopted by the education ministers of the EHEA.

REDEEM project consortium (2017) Guidelines for creating and reforming joint programmes to enhance student employability and academic cooperation.

Key sources on employability (from the European Commission, EACEA EMJMD Cluster)

European Commission, EACEA (2017) Erasmus Mundus Joint Master Degree Cluster meeting on Sustainability and Employability: Conclusions.

Good practices on employability (EMJMD Cluster meeting conclusions, 2017)

Good practices on sustainability and impact (part a, EMJMD Cluster meeting conclusions, 2017)

Good practices on sustainability and impact (part b, EMJMD Cluster meeting conclusions, 2017)

Building a business plan and exploring financial cooperations (EMJMD Cluster meeting conclusions, 2017)

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Other sources

Becker, R.F.J. (2017) The European Approach for Quality Assurance of Joint Programmes – Outcomes Peer Learning Activity 5-6 October 2017, The Hague.

Erasmus Mundus Active Participation (EMAP) project presentations on setting up internal quality assurance systems.

Erasmus Mundus Alumni Organisation (2018) Graduate Impact Survey.
European Commission (2019) Erasmus+ Programme Guide 2020.

European Commission/EACEA/Eurydice (2018) The European Higher Education Area in 2018: Bologna Process Implementation Report, pp 141-142.

Frontex (2018) Single accreditation of joint programmes – Turning the Bologna Guideline into Reality, final report of the International Conference 'Single accreditation of joint programmes', Vilnius, 2017.

HERE-ES project (Higher Education Reforms in Spain) Quality Assurance of Joint Programmes (2015) PLA Outcome.

JOI.CON (2012) Practical approaches to the management of joint programmes: results from the JOI.CON Training Project.

13. Recognition

When joint programme students obtain their degree, their qualifications will need to be recognised in the countries where they want to pursue further studies or find employment.

13.1. Key messages for practitioners

1. Multidisciplinarity can cause challenges for recognition of qualifications. Therefore, consult the national ENIC-NARIC office, and if necessary, the national education ministries:
   a. when drafting the joint diploma and Diploma Supplement, and
   b. on rights to professions and access to further studies.

2. Check the European Area of Recognition HEI manual (3rd edition, 2020).

3. Consult ECA's Guidelines on Good Practice on awarding Joint Degrees.

13.2. The Lisbon Convention

The Lisbon Recognition Convention (LRC) – in full: the Convention on the Recognition of Qualifications concerning Higher Education in the European Region – came into existence in 1997, and is a convention of the Council of Europe and UNESCO. It has been ratified by 47 member states of the Council of Europe, except for Greece and Monaco (and, outside of Europe, the United States). The LRC is a binding international treaty and serves as the foundation of recognition in the European region.

Several subsidiary texts have been adopted since. The most relevant ones, in the context of this publication, are the:

- Recommendations on Criteria and Procedures (2001);
- Revised Recommendation on the Recognition of Joint Degrees (2016).

One of the fundamental principles of the LRC is that 'foreign qualifications shall be recognised unless there is a substantial difference between the foreign qualification for which recognition is sought and the corresponding qualification in the host country'. In short, substantial differences are differences considered so severe that they most likely will prevent students from succeeding in getting their qualifications recognised. The burden of proof to determine a substantial difference lies with the competent recognition authority. Transparent procedures and information provision are guaranteed to students and graduates.

In November 2019, the Global Recognition Convention (GRC) was adopted by UNESCO member states in Paris, France. This convention is an umbrella convention for all regional conventions, including the LRC, and in line with the LRC. The GRC includes the right for qualification holders in the signatory countries to have their degrees recognised, including qualifications of joint programmes. This will be important to keep in mind when the ratification process starts and the treaty enters into force.

13.3. The European Area of Recognition (EAR)

The LRC and the accompanying recommendations (see above) are legally binding for the states that ratified the treaty, but its principles leave room for interpretation. This has led to differences in recognition practices between countries, which is one of the major obstacles for fair recognition of qualifications and, hence, for student mobility in the European region.

To offer a solution, various initiatives have been launched to streamline recognition practices in the EHEA. One of the examples is the European Area of Recognition (EAR) project that offers a practical translation of the LRC principles to the ENIC-NARICs. The EAR manual has been recommended by the ministers of education in the Bucharest Communiqué in 2012, and will be updated in 2020. In 2014 a new version of the EAR manual, specifically geared towards higher education institutions, was published: the EAR HEI manual (3rd edition, 2020).

13.4. Recognition of accreditation decisions following the European Approach for Quality Assurance of Joint Programmes

The European Approach for Quality Assurance of Joint Programmes (EA) is based on one single joint programme accreditation that – in principle – is recognised in all EHEA countries involved. For details, see section 12.5.

13.5. Guidelines for good practice on awarding joint degrees

The European Consortium for Accreditation (ECA) has developed Guidelines for Good Practice for awarding Joint Degrees. The main aim of these guidelines is to facilitate and improve the full recognition of joint degrees. The guidelines describe the information ENIC-NARICs indicated they need to evaluate a degree resulting from a joint programme.

The Consortium

The following guidelines specify the 'requirements' the consortium needs to fulfil.

ECA Guidelines for Good Practice:

- all institutions in the consortium are recognised and/or accredited as higher education institutions in their (sub)national higher education systems,
- all higher education institutions in the consortium fully recognise the joint programme as a programme offered by their institution,
- each higher education institution in the consortium is entitled to legally offer this type of programme (level, orientation, discipline) as a joint programme, even if that institution is not involved in the awarding of the joint degree (that this programme may lead to).

The Joint Programme

The guidelines below specify the 'requirements' for the joint programme.

ECA Guidelines for Good Practice:

- the joint programme is offered in accordance with the legal frameworks of the relevant (sub)national higher education systems,

- the joint programme is quality assured and/or accredited as a joint programme.

The Joint Degree

In case a joint programme leads to a joint degree, the ECA guidelines recommend, among other things, that:

- the degree is awarded within the legal framework and the relevant higher education systems,
- the diploma refers to all relevant (sub)national legal frameworks,
- institutional references and signatures must be limited to the degree-awarding institutions,
- the diploma includes the full name of the degree as recognised within all legal frameworks.

The Diploma Supplement

There are detailed guidelines listing particular information to include in the Diploma Supplement (DS) of a joint programme, indicating the exact section of the DS. In cases the Diploma Supplement is not issued (for example for countries outside the EHEA), it is recommended to provide this information in a similar document to be issued alongside the degree.

Erasmus Mundus guidelines

The Erasmus Mundus report Practical Guidelines on the Recognition of Degrees and Joint Degrees offers helpful guidelines for (Erasmus Mundus) joint programme coordinators on how to build recognition of their joint programmes. The main guidelines are:

1. Clearly communicate the strategic value of (Erasmus Mundus) joint degrees,
2. Develop integrated consortium practice,
3. Ensure employers recognise the value of an Erasmus Mundus joint degree,
4. Provide clear information to students and graduates on the recognition of their joint degree, and
5. Provide Detailed Diploma Supplements and supporting documents rapidly after graduation.

The Erasmus Mundus Handbook of Excellence Master programmes (pp. 28-33) also includes good practices on recognition of degrees.

13.6. Sources

Key sources

Aerden, A. and J. Lokhoff (2013) Framework for fair recognition of joint degrees, ECA.

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European Area of Recognition

European Area of Recognition (2020) EAR HE Manual (3rd edition).

Lisbon Recognition Convention Committee (2001) Recommendations on Criteria and Procedures.

Revised Recommendation on the Recognition of Joint Degrees (2016).

UNESCO (2019) Global Recognition Convention (GRC).

Other sources

European Area of Recognition (EAR) project.

14. Joint doctoral programmes

This chapter deals with aspects that need to be taken into account when developing and managing joint doctoral programmes. The joint doctoral programmes are presented in a separate chapter to highlight the differences with joint bachelor and master programmes: the doctorate often has a more unstructured format, and the nature of research, development and supervision is often more complex.

14.1. Key messages for practitioners

1. Get to know your consortium partners and their national regulations well, before you start developing the joint doctoral programme.

2. Develop balanced supervision processes across the consortium, and formal monitoring procedures to monitor candidates' research progress.

3. A personal joint supervision (*cotutelle*) agreement is required, regulating each partner's responsibilities with regard to joint supervision, evaluation and doctoral thesis defence. A joint doctoral programme must include joint supervision, but can also entail collaboration on joint research training.

4. Create a research and communication platform where doctoral candidates and staff can collaborate throughout the consortium.

5. Provide doctoral candidates with relevant training and research tools and facilities.

6. Where legally allowed, arrange employment contracts for the candidates.

7. Set up a consortium agreement regarding intellectual property and spin-off activities.

8. Appoint an ombudsman as a go-between between management and doctoral candidates, and a committee to deal with ethical questions.

9. The Euraxess website offers information for doctoral candidates and higher education administrators.

14.2. Character and added value

Doctoral programmes are intensely research focused, and therefore have different characteristics compared to master programmes. For instance, there is a closer relationship between doctoral candidates and academic staff. Doctoral programmes are more focused on research creation and advancing new thinking.

Compared to the reasons stated for joint bachelor and master programmes (see Chapter 4), joint doctoral programmes have two additional elements of added value:

- they can give a stable structure to longstanding research collaborations between institutions in different countries (taking the joint supervision experience a step further);
- joint doctoral programmes contribute to institutional research development and may contribute to improving research quality.

14.3. Development of joint doctorates

Practical steps

The Erasmus Mundus Quality Assurance (EMQA) Handbook of Excellence – Doctoral Programmes gives a comprehensive overview of seven practical steps to take when developing joint doctoral programmes, including:

- define which administrative bodies are responsible for the candidates,
- plan the finances taking into account contingencies,
- set up a consortium agreement regarding intellectual property and spin-off activities,
- arrange employment contracts for the candidates,
- set up and implement a quality assurance system for the programme,
- develop a consistent internationalisation strategy, and
- develop and implement a marketing strategy.

Know your partners and national regulations

JOIMAN gives recommendations on aspects relating to doctoral programme partners (pp.171-173). The JOI.CON guide stresses the importance of knowing beforehand both the partners and the regulations of the countries involved. The JOI.CON Annex includes Comparison Tables to help institutions explore all potential obstacles to joint doctoral programmes beforehand (pp.81-139).

Developing a comprehensive course vision

The need for a comprehensive course vision on joint doctorate programmes is described in the EMQA Handbook. It offers a seven-point overview:

- identify the unique selling proposition of running a joint programme, including the type of consortium and the academic content,
- further develop the description of the rationale and the mobility paths,
- work on a sustainability strategy,
- develop a common vision on shared cultures, both academic and administrative,
- work on a thorough employability strategy for candidates,
- agree on the examination process, taking into consideration transparency, and
- agree on the degree awarded and maximise its recognition.

Developing an integrated academic strategy

The EMQA project has developed ways to provide an integrated academic strategy, including staff development, training and research components. The EMQA Handbook provides a comprehensive overview of issues a consortium should address:

- develop balanced supervision processes across the consortium,
- make sure to have a research and communication platform where students and staff can collaborate throughout the consortium,
- look after the assessment mechanisms for the work of doctoral candidates, and make sure that these mechanisms are coherent and balanced throughout the consortium,
- provide candidates with training, research tools and facilities,
- set up a formal procedure to monitor the candidates' research progress, and
- pay attention to effective cultural awareness in the course and research trajectory, and the consortium – and make sure staff mobility effectively contributes to that.

A clear organisational structure

The JOIMAN report notes that a clear organisational and managerial structure for joint doctorates is key for success. An example of the organisational structure and partner responsibilities of a joint Erasmus Mundus doctoral programme with four institutions, is given on the Erasmus Mundus Active Participation EMAP website. The website also includes a slide presentation and short film on the course management, visibility and sustainability of Erasmus Mundus joint doctorates.

The JOIMAN report suggests that it is good practice to appoint an 'ombudsman' as go-between between management and doctoral candidates, and a committee to deal with ethical issues.

Student recruitment and selection

The EMQA Handbook describes the need to focus on how to recruit the best doctoral candidates, provide value, and keep them linked to the programme once they are alumni. Not only the academic point of view must be considered, but also practical issues such as housing and visa. The handbook suggests the following seven activities to undertake:

- recruit and select those candidates that are best equipped for the programme,
- look at the candidates' preparation, both academically and logistically,
- set up a supporting network for social, cultural and academic activities,
- share IT, library and other services between the consortium,
- provide other learning opportunities such as language training and communication,
- prepare candidates for their postdoctoral career by offering competences and skills training, and
- establish a good relation with alumni.

To select joint doctoral candidates, the JOIMAN report indicates that in some cases, a special committee was set up to select applicants, and that the selection committee is generally composed of representatives of all partner institutions. The report notes that the selection of joint doctoral candidates may consist of two processes by two separate groups of persons. The selection procedure may include a formal interview in which candidates present their research project to two professors, a language assessment and a motivation check. Some institutions do their pre-selection on the basis of CVs, draft research plans and reference letter(s). The final selection, however, is jointly done by all partner universities.

The JOI.CON training project provides an example of an application form for a joint European doctoral degree.

Work permits and taxation

In those countries / cases where doctoral candidates have a formal employment (rather than student) status, work permits and taxation are often a difficult issue, and those involved in developing joint programmes must be aware of the fact that work permit and taxation regulations are set at the national level. Euraxess offers details on taxation issues for doctoral mobility.

Cotutelle / joint supervision agreements

In joint doctoral programmes, a cotutelle / joint supervision agreement is individual. This means that a personal agreement for each PhD candidate is always required. The cotutelle contract regulates the partners' responsibilities with regard to joint supervision, evaluation and doctoral thesis defence. Additional institutional, national or framework agreements can still be formulated, referring to general procedures and systems. Quality assurance, admission, assessment and diplomas are aspects such agreements could cover. A joint doctoral programme must contain joint supervision, but it can also entail collaboration on joint research training.

The French-Dutch Academy offers a guide for joint doctorates between France and the Netherlands. The guide is a first approach to work towards a bilateral agreement and identify issues that need to be agreed on. The guide sets out obligations for doctoral candidates and supervisors, and addresses issues of mobility, defence and jury regulations, the PhD diploma, social security and taxes, intellectual property, and quality assurance.

14.4. Templates

Through an internet search, it is fairly easy to find examples of joint PhD agreement templates. Some examples are listed here.

Joint doctorate partnership agreement templates:
- Partnership Agreement governing the joint supervision and awarding of a doctorate diploma (Free University Brussels, Belgium),
- Memorandum of Agreement for a joint PhD (University of Heidelberg, Germany),
- Guidelines PhD International Agreements (Polytechnic University of Milan, Italy),
- Joint doctoral degree model agreement (Leiden University, the Netherlands),
- Guidelines for jointly awarded PhD programmes (University of Edinburgh, Scotland),
- Memorandum of Agreement for Joint PhD Degree (Universitas21, South Korean template).

Cotutelle / joint supervision agreement templates:
- Cotutelle Agreement / joint doctoral supervision: policy, criteria and elements to be included in the partnership agreement (Aalto University, Finland),
- Cotutelle model agreement (Leiden University, the Netherlands).

Doctorate degree, diploma supplement, and joint application form:
- an example of a joint doctorate degree and of a Diploma Supplement of a joint doctorate;
- an example of an application form for a joint European doctoral degree.

14.5. Sources

Key sources

Erasmus Mundus Active Participation (EMAP) project website, including slide presentation and short film on the course management, visibility and sustainability of joint doctorates.

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The templates in section 14.4.

Other source

EMAP website.

15.   List of templates and examples

<table>
<tr><td colspan="2"><h3>Templates and Examples for Joint Master Programmes</h3></td></tr>
<tr>
<td>Comparison Table

(to compare elements and processes between partners)</td>
<td>JOI.CON (2012) <u>Practical approaches to the management of joint programmes: results from the JOI.CON Training Project</u>. Example in Annex, pp. 37-42.</td>
</tr>
<tr>
<td rowspan="7">Joint Degree Consortium Agreement

(master programme)</td>
<td>EMLE Consortium (2017) <u>Cooperation Agreement</u> (Erasmus Mundus Joint Master Degree programme).</td>
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<tr>
<td>Global Minds Consortium (2017) <u>Memorandum of Agreement</u> (Erasmus Mundus Joint Master Degree programme).</td>
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<tr>
<td>International Master in Innovative Medicine <u>Consortium Agreement</u> (Erasmus Mundus Joint Master Degree programme).</td>
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<tr>
<td>JOI.CON (2012) <u>Practical approaches to the management of joint programmes: results from the JOI.CON Training Project</u>, Leipzig University, 2012. Example in Annex, pp. 43-52.</td>
</tr>
<tr>
<td>NOHA Consortium (2017) <u>Joint Consortium Agreement</u> (Erasmus Mundus Joint Master Degree programme).</td>
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<tr>
<td>TEEME Consortium (2011) <u>Consortium Agreement</u> (Erasmus Mundus Joint Master Degree programme).</td>
</tr>
<tr>
<td>University of Helsinki, Finland, <u>Agreement template</u></td>
</tr>
<tr>
<td>Joint Programme Application Form
Joint Master</td>
<td>JOI.CON (2012) <u>Practical approaches to the management of joint programmes: results from the JOI.CON Training Project</u>. Example in Annex, pp. 53-59.</td>
</tr>
<tr>
<td>Comparison Table

to compare institutional elements, for (i) comparing tuition and administrative fees and for (ii) calculating full costs and managing budget</td>
<td>JOI.CON (2012) <u>comparison table for 'calculating full costs and managing budget' and for comparing 'tuition and administrative fees'</u> (p. 42).</td>
</tr>
<tr>
<td>Calculation Full Cost Budget
Joint master</td>
<td>JOI.CON (2012) <u>Practical approaches to the management of joint programmes: results from the JOI.CON Training Project</u>. Example in Annex, pp. 79-80.</td>
</tr>
<tr>
<td rowspan="2">Student Agreement
Joint Master</td>
<td>European Commission, EACEA, Erasmus+ <u>Guidelines for EMJMD Student Agreement</u>.</td>
</tr>
<tr>
<td><u>Student Agreement</u>, Choreomundus Erasmus Mundus Joint Master Degree.</td>
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</table>

	Student Agreement, SANF Erasmus Mundus Joint Master Degree.
Joint Diploma Master	JOI.CON (2012) Practical approaches to the management of joint programmes: results from the JOI.CON Training Project. Example in Annex, p. 62.
	Global Minds Consortium (2017) Diploma Supplement (Erasmus Mundus Joint Master Degree programme). Example on pp. 62-63.
Diploma Supplement	JOI.CON (2012) Practical approaches to the management of joint programmes: results from the JOI.CON Training Project. Example in Annex, pp. 63-76.
	Global Minds Consortium (2017) Diploma Supplement (Erasmus Mundus Joint Master Degree programme). Example on pp. 51-60.
Joint Transcript of Records	JOI.CON (2012) Practical approaches to the management of joint programmes: results from the JOI.CON Training Project. Example in Annex, pp. 77-78.
Templates and Examples for Joint Doctorates	
Joint Doctorate Comparison Table (to compare processes between partners)	JOI.CON (2012) Practical approaches to the management of joint programmes: results from the JOI.CON Training Project. Example in Annex, pp. 81-82.
Joint Doctorate Consortium Agreement	JOI.CON (2012) Practical approaches to the management of joint programmes: results from the JOI.CON Training Project. Example in Annex, p. 83.
Joint Application Form Doctorate	JOI.CON (2012) Practical approaches to the management of joint programmes: results from the JOI.CON Training Project. Example in Annex, pp. 93-95.
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EQAR Overview of joint programmes that used the European Approach.

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