Good Practice Report for the Administration and Management of Joint Programmes

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Agenda

- Introduction to the good practice report
- Recommendations and good practices
JOIMAN: Good Practice Report

Aim of the report
- Overcome existing barriers of the administration of joint programmes (JP) in Europe

Purpose of the presentation
- To present initial results on the study of administration and management in joint programmes
- To comment on the results by giving recommendations
- To raise feedback from the audience

Target Groups
- Academics
- Administrators
- Policy-Makers

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Methodology of the survey

Data Collection

- 2 Online Questionnaires (institutional + JP-based)
- Study visits and interviews
- Collection of:
  - existing cooperation agreement templates
  - data on national legislation on tuition fees
  - institutional guidelines on the development of JPs

Data Analysis

- Analysis of the results
- Major recommendations
The sample

- **Survey on institutional policies and strategies for JPs**
  - 36 institutions responded from 19 countries
  - Institutions represent:
    - 154 JPs at Master level
    - 59 JPs at Doctoral level
    - 29 JPs at Bachelor level

- **Survey on individual joint programmes**
  - 89 complete questionnaires received, covering 75 JPs from 45 institutions
  - 34 Erasmus Mundus Master Courses and 55 non Erasmus Mundus Master Courses

- **Study Visits**
  - 5 site visits to universities and 2 interviews with administrators
Structure of the report

Part I: Introduction, description of the methodology applied, and presentation of the sample

Part II: Presentation of the data and analysis
1. The role of the institution
2. The organisation and management of JPs
3. Student administration timeline
4. Financial management of JPs
5. Quality assurance issues

Part III: 50 recommendations and 15 examples of good practices

Annexes: Questionnaires devised for the 2 surveys
Cooperation agreement template
Guidelines on JPs developed by the University of Lund
ROLE OF INSTITUTION POLICIES AND STRATEGIES TO DEVELOP JPs

DEVELOPMENT PHASE
- Curriculum Development
- Development of Services and Procedures

IMPLEMENTATION PHASE
- Student Administration Timeline

Follow up
Recommendations and good practices

Headings

1. Role of the institution
2. Management and organisation
3. Cooperation agreement
4. Student administration
5. Financial issues
6. Quality assurance
The role of the institution

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The role of the institution (1/3)

Main change: Integration
- At the international level: academics / administrative
- At the internal level: all offices
  = Integration leads to institution: JP are institutional projects!

General recommendations:
- Plan in advanced: implementation/development
- Involved stakeholders
- Institutional support

Good practices:
Be aware of how JP’s are legally approved and accredited
Eurydice database
The role of the institution (2/3)

1. Strategic policies on JPs

Recommendation: a strategic policy on JPs at institutional level has an impact on the development of JPs which
   - Contributes to the systematic development of JPs
   - Anchors the development and running within the HEI at the highest level

2. Guidelines for the development of JPs

Recommendations
   - Guidelines to develop and manage JPs developed at institutional level are a good tool for monitoring the implementation and running of JPs and to ensure transparency of procedures
   - Guidelines should be flexible to allow negotiations with partners

Good practice: Lund guidelines for the development of JPs
3. Institutional support

Recommendations:

- Institutional support to JPs is important for the management and for the sustainability of the programmes. Support could be provided in terms of:
  - Human resources
  - Scholarships or other funds
- Providing required professional training to administrative staff to carry out specialised tasks.

Good practices: Establishment of joint programmes units at central level
Management and organisation

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1. Governance processes (decisions)
Supervision, administrative coordination, follow up of the programme, academic and administrative quality control:
- Mainly performed at consortium level (rather than at central or faculty/department level at the partner university).
- Quality control could be performed at partner level as well, following local rules.

Focus on EMMC vs non EMMC (multiple / bilateral partnership) governance processes
EMMC: performed at consortium level
Non EMMC: performed at faculty/department level

Impact of EMMC model: integration
2. Management
Sharing of responsibilities, division of tasks, provision of services

Models:
- Centralized organisation (coordinating institution)
- Integrated organization (consortium)
- Decentralized organisation (partner institution)

Focus on EMMC vs non EMMC (multiple / bilateral partnership) management
EMMC: Integrated model
Non EMMC: decentralised model

Impact of EMMC model: integration
3. Administrative tasks
Which administrative units are in charge?

- Integrated model:
  - Consortium secretariat - new administrative units which are usually linked to the coordinating institutions

- Decentralised / Centralised models:
  - IRO mainly in charge: mobility and extra curricula activities
  - Student affairs mainly in charge: enrolment/registration and certification
  - Financial office only for financial monitoring

4. Services provided
JPs rarely develop their own services except for:

- language courses
- accommodation
- special activities on arrival for incoming students
- information on health system
Recommendations and good practices

Recommendations:
- Organisation / management and implementation of JPs should be formalised in the cooperation agreement (see JOIMAN template)
- Ensure institutional commitment
- Selection of partners
- Division of roles within the partnerships involving administration
- Verification of national legislation and educational systems
- Involvement of stakeholders

Good practices:
- Site visits to institutions to ensure institutional commitment
- Online management tool for JPs
Cooperation Agreement Template

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A JOIMAN Template has been created and annexed to the report

- This template is not a model as such but a guide for negotiations
- It contains explanations and examples of the content of sections
General considerations on the cooperation agreement

- It should be valid for a reasonable period of time (3 – 5 years) in order to avoid yearly negotiations.
- Periodical revisions could be necessary (e.g.: tuition fees, selection process, examination rules): it is advisable to describe these issues and procedures in flexible annexes.
- The involvement of the administration during the negotiation phase is crucial.
- The cooperation agreement should be transparent and available to students.
Cooperation Agreement Check List

1. Description of the Programme
2. Legal Framework
3. Cooperation aspects
   3.1. Coordinating institution
   3.2. The boards
   3.3. Task forces and committees
4. Promotion of the programme
5. Student’s administration
   5.1. Student application form
   5.2. Criteria for admission
   5.3. Selection procedure
   5.4. Enrolment of students
   5.5. Academic progress and examination of students
   5.6. Mutual recognition within the consortium and the final degree
   5.7. Mobility
   5.8. Students’ rights and responsibilities
6. Financial Management
7. Services
   7.1. Insurance obligations
   7.2. Prevention and safety
8. Quality assurance
9. Faculty and administrative staff exchange
10. Duration
11. Application of law and dispute resolution
12. Intellectual property rights
13. Confidentiality

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Student Administration

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Student administration timeline

- Application
- Selection
- Admission
- Enrolment
- Welcoming
- Teaching
- Mobility
- Dissertation
- Diploma and DS
Application, Selection, Admission processes

These phases did not present particular problems to JP coordinators, when considered during the development phase.

Recommendations:
- To agree on common procedures
- To adopt online application system when addressing international students
- To discuss and adapt deadlines and calendars
- To take into consideration different target students
Enrolment and registration

Recommendations:
- Discussing and harmonising the formal requirements for enrolment.
- Clarifying the meaning of “enrolment and registration” involving registrar offices in the process.

Good practices:
- Mutual trust for enrolment, no need for additional documents at the second enrolment or registration.
- To create and adopt student agreements for all students.
- To use an online database to register/enrol students (particularly for the students who do not study at the coordinating institution).
Most challenging issues:
- Visa issuing
- Residence permit
- Language preparation
- Social integration of students

Good practices:
- Involvement of national agencies and consulates
- Agreements with local authorities for residence permit
- Involvement of students and associations for the organisation of extra curricular activities
- Organisation of intensive programmes
- Provide extra curricular language courses
Examinations / grading

**Recommendations:**

- Knowledge of the partner’s educational system is required. The Eurydice publication on the European Educational System is a good starting point to know more about the partner’s systems.
- Each partner should master the ECTS grading system to use it properly.
- To convert the ECTS grades to a linear grading scale in order to determine the distinction of the student.

**Good practice:**

- Use of online database to centralise data
Awarding of the diploma

**Recommendations:**

- To be aware of national legislations on accreditation and awarding of joint diploma during the development phase, and possibly involve national authorities in order to stimulate changes.
- To combine different “degree awarding solutions” according to the national legislations.
- To determine in the cooperation agreement the process to sign the joint diploma within the consortium.
- To edit and to sign the diploma within a reasonable time or seek an intermediate solution.

**Good practices:**

- To deliver an intermediate certificate at the end of the programme.
- Some examples of joint diplomas are available.
Financial Issues

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Recommendations:

- Choose your partner well:
  - Set the criteria for selecting your partners beforehand
  - Involve administrative aspects (diligence investigation):
    - Legal situation
    - Financial commitment
      (either money or infrastructure/personnel)
    - Qualified administrative staff as reliable partners
Financial issues (2/3)

Recommendations:

- Plan your budget professionally
  - Be aware of the full costs
  - Distribute the income among the partners according to
    - the partner’s full costs and
    - the partner’s contribution to teaching and services
    - Taking into account the partner’s legal constraints
  - Agree on the budget (reserves included) amicably
  - Use tuition fees only for tuition (denomination aspect)
Financial issues (3/3)

Recommendations

- **Award scholarships reasonably**
  - Performance-based allocation
  - Grant should not exceed the average living costs in the region.

- **Think ahead**
  - Sustainability starts in the cradle
  - Let your reserve fund grow (10% of yearly revenue minimum)
  - Establish contacts to business or other sources of funding even with an option to adapt the curriculum to their needs
Quality Assurance

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**Recommendations:** Setting up a **common quality assurance system** for academic and administrative issues (regular evaluation of the academic activities and services).
- General/specific guidance and/or individual counseling should be used to provide information about mobility scheme
- Transparency and accessibility of information on admission procedures

- Initial design should ensure coherence and holistic programme
- Having a periodic evaluation and follow-up systems (like a quality assurance committee, a joint board, students evaluation and assessment)

- Adopting ENQA standards (consortium coordination/done in a decentralized way
- Involve different stakeholder in the evaluation of the JPs: students(EMC/nonEM), academic staff, as well as labour market adjustment of the curricula
ROLE OF INSTITUTION
POLICIES AND STRATEGIES TO DEVELOP JPs
FINANCIAL AND HR SUPPORT JPS

DEVELOPMENT PHASE
CURRICULUM DEVELOPMENT
Institutional commitment
educational and legal system
selection of partners
Involvement of stakeholders
Cooperation with external services
Planning of procedures and services
Budget definition
Setting up quality measures

IMPLEMENTATION PHASE
Application
Selection
Admission
Enrolment/ Registration
Welcoming
Teaching
Mobility
Dissertation
Diploma and DS
Follow up / ex post evaluation

Tool: Guidelines for management of JP
Tool: site visits
Tool: ENQA standards
Tool: Coop. agreement
Tool: JOIMAN cooperation agreement template
Tool: EURYDICE database
Tool: HE Networks
Tool: National agencies (EMNS, ENIC-NARIC, LLP)
Tool: Online application
Tool: student’s agreement
Tool: online management database

QUALITY BUDGET
Thank you for your attention!