



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

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

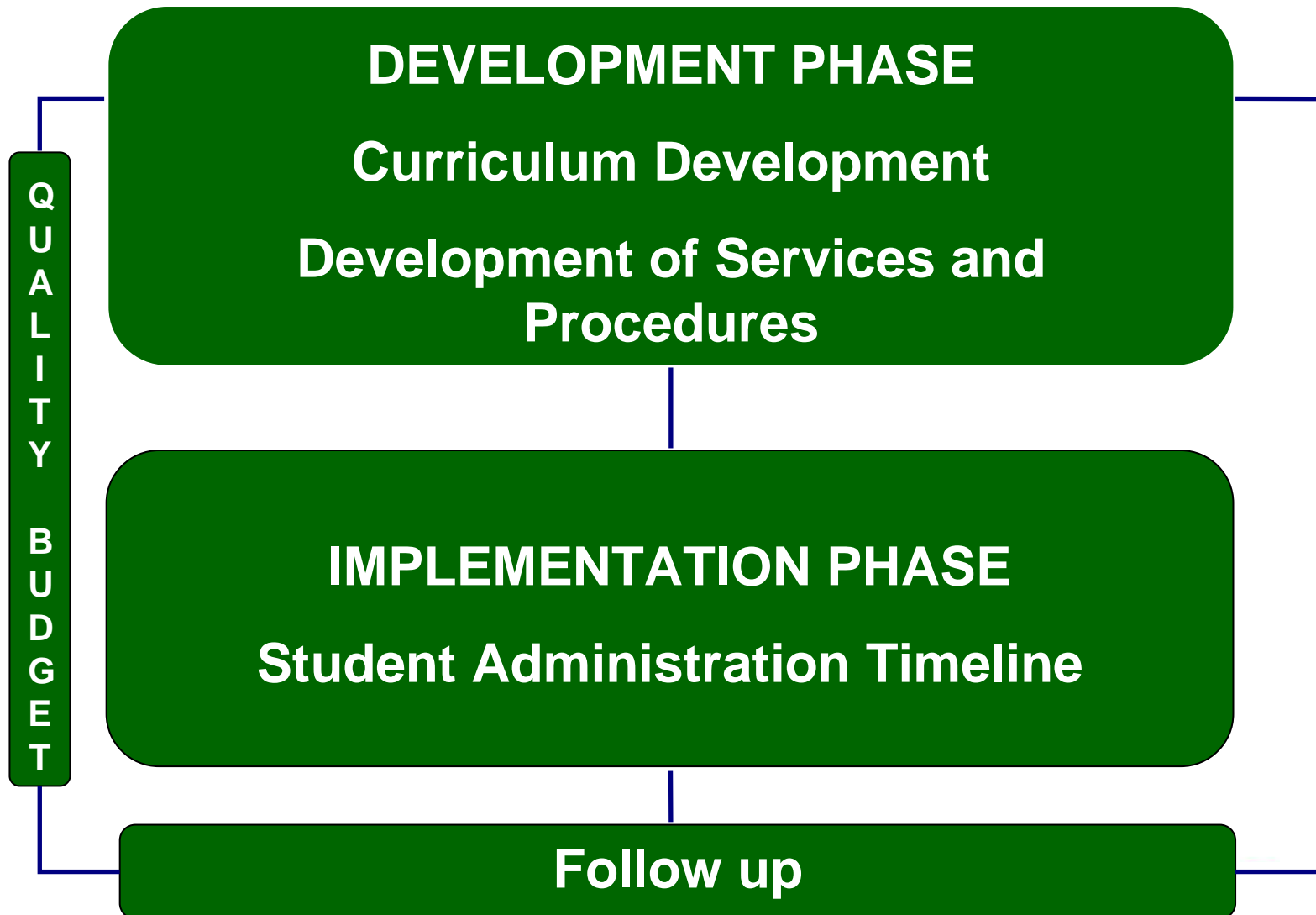
Part III: 50 recommendations and
15 examples of good practices

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



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/developement
- 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

The role of the institution (3/3)

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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State of the art / tendencies 1/3

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*

State of the art / tendencies 2/3

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*

State of the art / tendencies (3/3)

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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Cooperation Agreement (1/3)

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

Cooperation Agreement (2/3)

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

Student Administration

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Rome, 13th November 2009



Education and Culture DG

Lifelong Learning Programme

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).

Welcoming

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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Rome, 13th November 2009

Financial Issues (1/3)

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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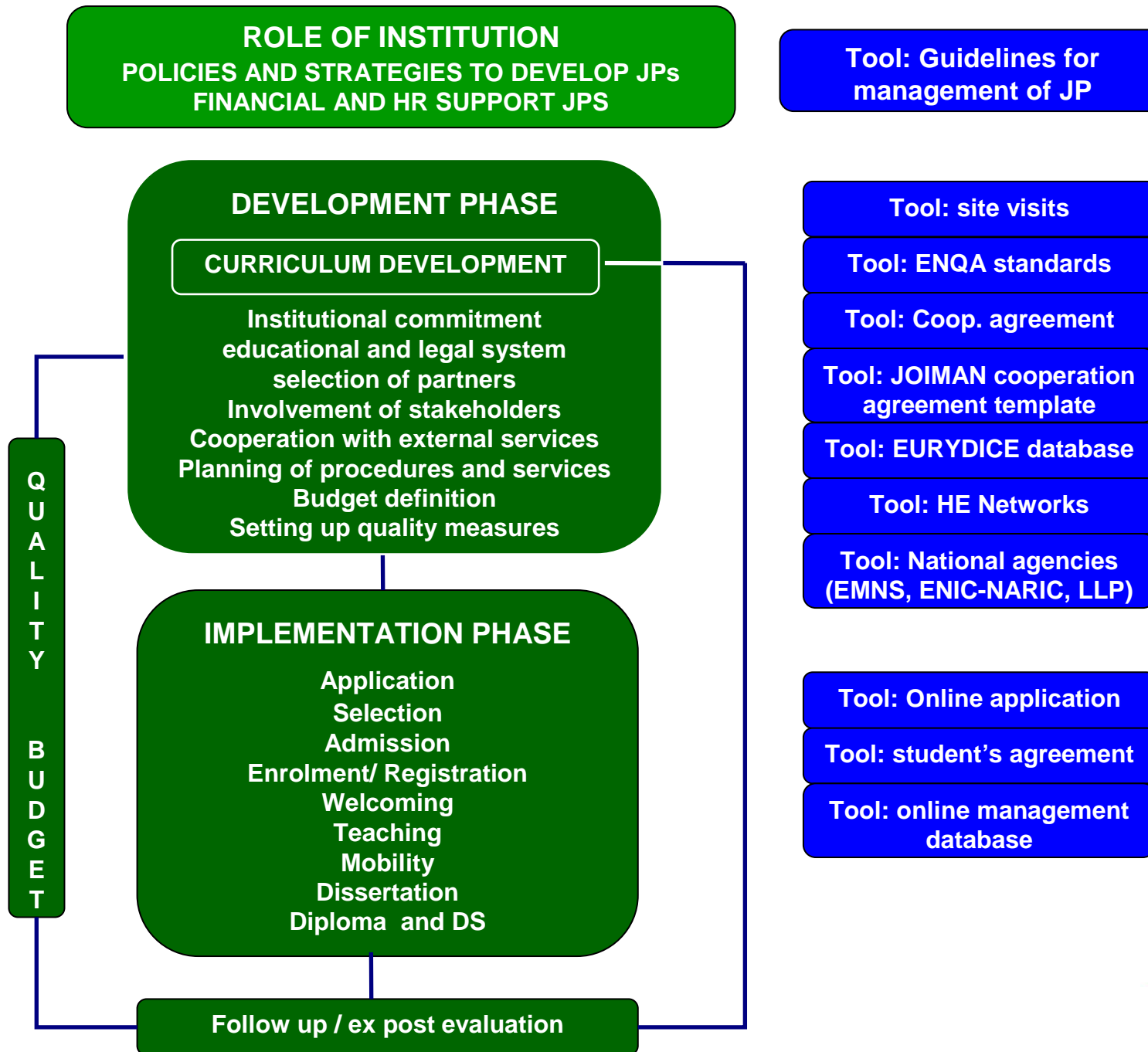
Quality assurance

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 stakehold in the evaluation of the JPs : students(EMC/nonEM), academic staff, as well as labour market -adjustment of the curricula



Thank you for your attention!