



The management and administration of joint programmes : introduction to the results of the first year investigations.

Prof. Boas EREZ, Université de Bordeaux

Vilnius, 29th of October 2010



Education and Culture DG

Lifelong Learning Programme

Contents

Contents

- Introduction
- Back to basics: what is a degree?
- Double and joint degrees
- Joint programmes
- JOIMAN findings and recommendations
- On the role of administration



Education and Culture DG

Lifelong Learning Programme

Introduction

Introduction

- The JOIMAN network:
15 European universities, 3 EM NCP

Introduction

- The JOIMAN network:
15 European universities, 3 EM NCP
- Collection of data in the first year:
2 questionnaires, study visits, collection of
cooperation agreements

Introduction

- The JOIMAN network:
15 European universities, 3 EM NCP
- Collection of data in the first year:
2 questionnaires, study visits, collection of
cooperation agreements
- Analysis of data

Introduction

Questionnaire on institutional policies and strategies for JP:

36 institutions from 19 countries, covering
28 JPs at *bachelor* level, 154 JPs at *master* level, and 59 JPs at
doctorate level

Questionnaire on JP management:

89 valid questionnaires received, from 45 institutions, covering
75 JPs, among which
34 EMMC and 55 not EMMC.

Introduction

Originality:

The Report is the first attempt to investigate the administration and management of joint programmes.

Introduction

See

www.joiman.eu

for the *complete report*

(some very readable 91 pages)

Introduction

Remark: in the first year

- only master courses
- only European universities

Introduction

Why?

Introduction

Why?

We are encouraged to set-up joint programmes.

Why?

We are encouraged to set-up joint programmes.

1) *Erasmus Mundus*

Why?

We are encouraged to set-up joint programmes.

- 1) *Erasmus Mundus*
- 2) *Institutional policies (see Report p. 19)*

Introduction

Why?

Why?

Cooperation in the EHEA

Attractiveness

Please the labour market

...

Why?

JOIMAN says:

*“How” will tell you a lot about “what” and “why”
(meaning = use)*

Introduction

Example 1: She said “double degrees are degrees on sale”

Introduction

Example 1: She said “double degrees are degrees on sale”

Example 2: The VP said “double degrees are incompatible with autonomy”



Education and Culture DG

Lifelong Learning Programme

Back to basics: what is a degree?

Back to basics: what is a degree?

A degree is a degree.

Back to basics: what is a degree?

A degree is a degree.

$$1 = 1$$

Back to basics: what is a degree?

A degree is:

- a piece of paper

Back to basics: what is a degree?

A degree is:

- a piece of paper
- what you get at the graduation

Back to basics: what is a degree?

A degree is:

- a piece of paper
- what you get at the graduation
- the result of a lot of work

Back to basics: what is a degree?

A degree is:

- a piece of paper
- what you get at the graduation
- the result of a lot of work
- the proof that you went through this and that

Back to basics: what is a degree?

So you see that actually:

$$1 \neq 1$$



Education and Culture DG

Lifelong Learning Programme

Double and joint degrees

Double and joint degrees

The arithmetic of love:

$$1 + 1 = 3$$

Double and joint degrees

Double degree

Joint degree

Double and joint degrees

Double degree

1 + 1

<

Joint degree

1 0 1

Double and joint degrees

Double degree

1 + 1

good

<

Joint degree

1 o 1

better

Double and joint degrees

Double degree

1 + 1

good

<

Joint degree

1 o 1

better

Exercise: rank in increasing order: 1+1+1, 1o1o1 and (1o1)+1

Double and joint degrees

Multiple and joint degrees are about:

- doing things with others
- cooperating

Double and joint degrees

Multiple and joint degrees are about:

- doing things with others
- cooperating

They are part of *joint programmes*.



Education and Culture DG

Lifelong Learning Programme

Joint programmes

Joint programmes

- Have been around for a long time.

Joint programmes

- Have been around for a long time
- Now benefit from new *tools* and a favourable *environment*

Joint programmes

- *Tools: ECTS, ...*

Joint programmes

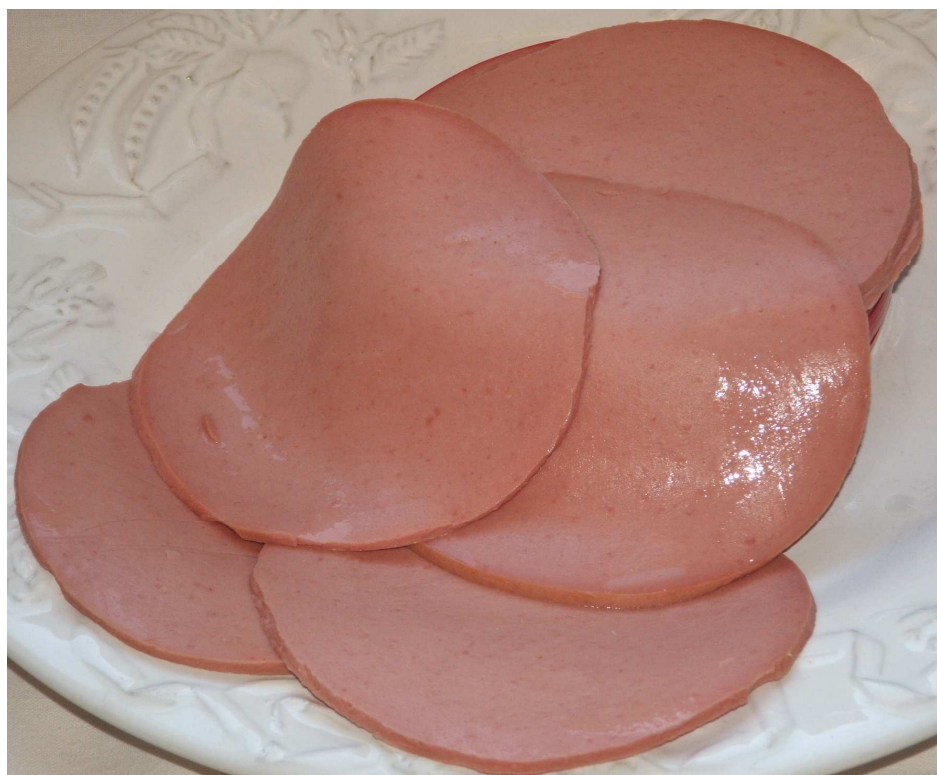
- *Tools:* ECTS, ...
- *Environment:* Bologna process

Joint programmes

What is Bologna?

Joint programmes

What is Bologna?



Joint programmes

What is Bologna?

$$3 + 2 = 0$$

Joint programmes

Remember:

- Vilnius University was founded in 1579
- The Bologna process is only 10 years old



Education and Culture DG

Lifelong Learning Programme

JOIMAN findings and recommendations

JOIMAN findings and recommendations

There are many different kinds of JPs:

- *single with some outside input*
- *bilateral*
- *national network*
- *Erasmus Mundus type*
- *...*

JOIMAN findings and recommendations

If you have a superficial look at the *Good practice report*, you might say to yourself:

Think twice!

JOIMAN findings and recommendations

One important message from JOIMAN is:

Think first!

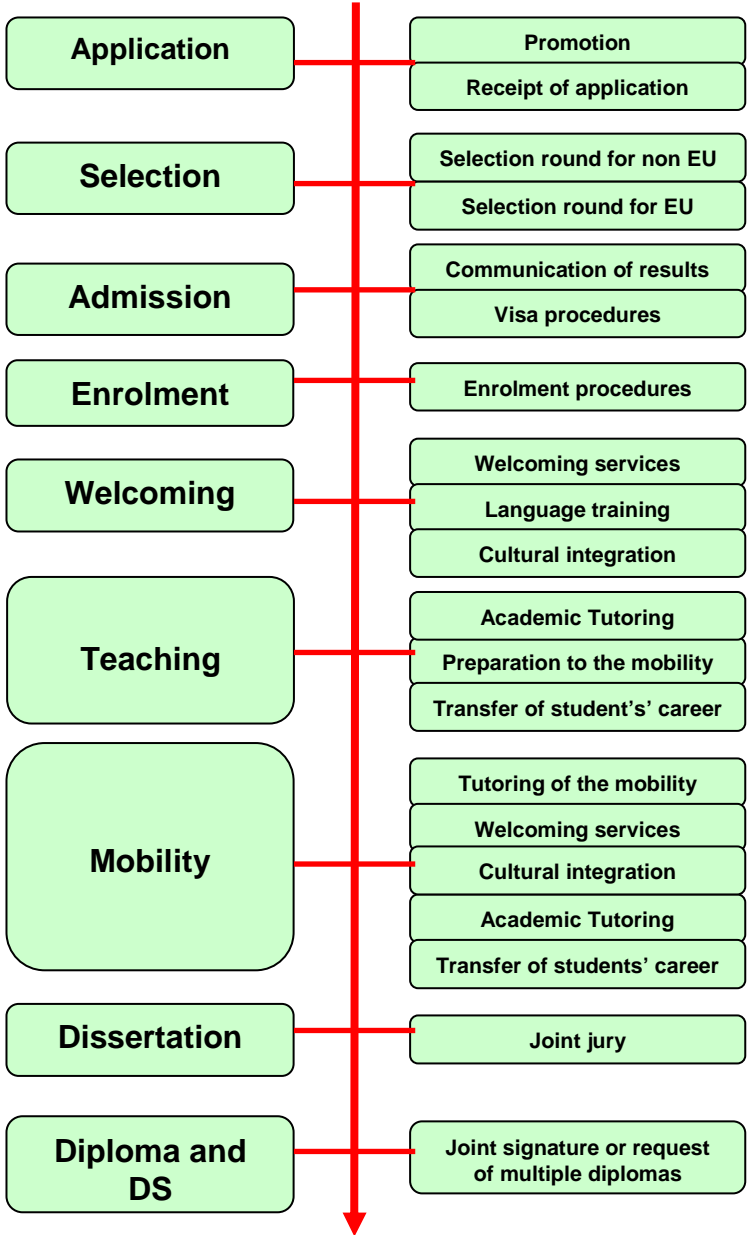
JOIMAN findings and recommendations

An analysis of the *implementation phase* of a joint programme, tells you how to prepare its *development phase*.

IMPLEMENTATION PHASE

Students' administration timeline

Transversal processes



QUALITY ASSURANCE MEASURES

- Quality in the application phase: transparency
- Quality of the selection
- Quality management tools
- Evaluation of teaching
- Evaluation of services
- Ex post evaluation: student's career
- Ex - post evaluation: feedback from the labour market
- Overall evaluation of the programme

FINANCIAL MANAGEMENT

- Sharing of the budget
- Management and distribution of fees
- Management of scholarships
- Reserves for sustainability
- Accounting / reporting

JOIMAN findings and recommendations

- a) The importance of the selection of partners
- b) Verification of national legislation and educational systems
- c) Ensuring institutional commitment
- d) Involvement of stakeholders
- e) Establishing cooperation with external services or institutions
- f) Creating a budget of the programme and calculating costs
- g) Setting up a quality assurance system

JOIMAN findings and recommendations

- h) Setting up specific services in support to mobility
- i) Division of roles within the partnership
- l) Negotiations on procedures
- m) Developing a good, comprehensive cooperation agreement

- n) Develop a strategic policy on JPs at institutional level
- o) Develop a framework to sustain the JP in the long term



Education and Culture DG

Lifelong Learning Programme

On the role of administration

On the role of administration

- Apply rules

On the role of administration

- Apply rules
- Know rules

On the role of administration

- Apply rules
- Know rules
- Adapt rules

On the role of administration

- Apply rules
- Know rules
- Adapt rules → creativity!

On the role of administration

Indispensable for setting up and for running successful JPs.

Thank you for your attention!

www.joiman.eu