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## ACREDITACIÓ **DE** MÀSTERS

### LA NOVA METODOLOGIA D'AVALUACIÓ INTERNA DE MÀSTER A EUROPA. (EMNEM PROJECT)

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## La nova metodologia d'avaluació interna de màster a Europa. (EMNEM Project)

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## Presentation Overview

- EUA's interest in Joint Programmes/Degrees
- Issues from Joint Masters Project
- Some recent developments
- An approach to quality of joint programmes: the EMNEM Guidelines (authored by Stefanie Hofmann)
- The future of Joint Degrees

...2...

## EUA interest in Joint Degrees...

EUA Survey on Joint Degrees & Master Degrees 2002  
(Rauhvargers and Tauch) revealed:

- lack of knowledge of reality
- legal obstacles to award and recognise joint degrees

EUA is interested in:

- learning more about “European dimension” in action
- helping improve inter-university cooperation
- reflecting on development of “Master” degrees in Europe
- helping both existing and future programmes

...3...

## EUA Joint Master project (2003/4)

- 11 existing programmes
  - 100 + HEIs in 21 countries
  - Diverse profiles: (relative) geographic spread, disciplinary variety
- Main themes:
  - Quality assurance and recognition
  - Student experience and mobility
  - Curriculum development and sustainability

...4...

## Main Findings:

- ***Joint Programmes beneficial to all involved*** = students, academics, institutions, Europe, ***when good reasons exist for programme***
- Creating appropriate conditions requires considerable work & commitment: can't be left to enthusiastic individuals
- Change in the external environment would greatly help (legal, financial, political, etc.)
- Institutional anchoring of programmes critical to success
- Funding/cost issues need to be addressed openly

...5...

## Implications of EUA Project

- Need to consider appropriate arrangements to assure and improve quality of joint programmes
- Follow-up Erasmus Mundus-funded project EMNEM (European Masters New Evaluation Methodology) project (2004 – 5) to develop Guidelines for institutions...

...6...

## Recent developments in joint programme

- Rapid development of joint programmes (Trends IV & DAAD survey): vast majority of institutions either have or are developing joint programmes.
- Driving forces?
  - ✓ Importance of joint programmes in Bologna/EHEA
  - ✓ Perception of financial support for new joint programmes...
  - ✓ Desire to cooperate with known partner institutions and academics
  - ✓ Failure to make significant progress in European mobility of staff and students?

...7...

## Changes in landscape for joint degrees

- Improvement in legal framework: possibility to award joint degrees integrated into many national laws – mainly as a result of Erasmus Mundus eligibility criteria & Bologna interest
- Tendency towards central admissions policy across networks – again a requirement of Erasmus Mundus, & a positive development
- Attention to tuition fee issue as programmes are developed – even if good/fair solutions not easy
- But many problems persist - financial, technical, logistical - and as yet most new programmes lack critical mass (average: 24 students per programme in DAAD study)....

...8...

## Institutional Guidelines for joint master programmes

### OBJECTIVES:

- ✓ Strengthening institutional anchoring
- ✓ Developing internal quality culture
- ✓ Enhancing European perspective
- ✓ Strengthening sustainability
- ✓ Ensuring accountability
- ✓ Containing costs

...9...

## Guidelines: Basic assumptions and starting points

- Responsibility for quality improvement lies primarily within higher education institutions
- *Jointness* implies culture of cooperation
- This means shared aims and objectives, and also shared academic values and principles
- Guided by curiosity and trust in what is different
- Managing quality cultures across national and institutional borders

...10...

### Guidelines: Basic assumptions and starting points

The joint master programme should have:

- valid objectives (The joint degree programme should be the only way of achieving the programme's objectives!)
- appropriate programme concept
- serious implementation
- honest and trustworthy quality monitoring
- improvement strategy over time

...11...

### Guidelines: Basic assumptions and starting points

Level	Responsibilities
Network	Effective coordination
Subject	Appropriate content
Institution	Sustainable institutional anchoring

...12...

## Quality-related questions - Consider all aspects

1. Aims and objectives
2. Concept
3. Programme implementation: tools
4. Quality assessment
5. Improvement and sustainability

...13...

## Starting Point: The specific objectives of the programme

Key Questions:

- How do we ensure that the programme's objectives are explicit, adequate and plausible?
- How do we ensure that they are valid?
- How do we ensure that they are shared – both amongst all cooperating universities and amongst all persons involved (quality culture)?

...14...



## Purpose of questions

- Not putting forward a concept of rigid standards but offering a tool to assess whether the programme is fit for purpose
- No intended as a checklist or a blueprint
- But rather a mirror for each individual joint masters programme
- Reference points

...15...

## Are these questions valid for all programmes?

Yes! But certain integral features of joint programmes will determine whether to additionally focus upon:

- Mobility – both staff and students
- Finances and fees
- Language policy issues and language support
- Managing life - logistics

...16...

## Is there a rosy future for joint programmes?

- Currently a honeymoon period for many new partnerships
- But they will come under pressure:
  - ✓ Will the relationships take the strain?
  - ✓ Some will probably split apart while others will gain strength and develop
- Success factors:
  - ✓ Successfully combine different academic cultures to produce a whole that is greater than the sum of their parts
  - ✓ Fully integrated in a developmental strategy of their institutions – not left on the margins

...17...

## Joint programmes as preparation of EHEA

- Joint programmes facilitate learning between institutions:
  - different ways of approaching issues
  - finding solutions to interaction of different national systems
  - seeing things from the point of view of students: especially with regard to recognition, fair assessment etc
- All contributes to the development of ***trust between people and institutions*** in different countries which needs to underpin the EHEA...

...18...

## Future plans for EUA

- Main challenges:
  - for institutions to use the EMNEM Guidelines;
  - to assess impact they are having
  - to assess impact that joint programmes are having on construction of EHEA
- Also to integrate good use of the Guidelines with external QA procedures...
- EUA is interested in addressing these challenges with our members and ENQA

...19...

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THANK YOU FOR YOUR ATTENTION  
Guidelines on EUA web site: [www.eua.be](http://www.eua.be)

...20...