



ERASMUS
MUNDUS



**International quality assurance -
the Erasmus Mundus experience**



Erasmus Mundus - objectives

- Enhance the quality of European HE through international co-operation
- Improve the development of human resources
- Promote dialogue and understanding between peoples and cultures
- Promote Europe as a centre of excellence in learning around the world

Erasmus Mundus - key elements

- Action 1 - Joint Programmes
(including scholarships)
- Action 2 - Partnerships
(including scholarships)
- Action 3 - Promotion of European HE

Erasmus Mundus - joint programmes

- Erasmus Mundus Masters Courses (EMMCs)
- Erasmus Mundus Joint Doctorates (EMJDs)
- Full-study scholarships for students and researchers of exceptional quality (worldwide)
- Scholarships for academics to teach on EMMCs

An Erasmus Mundus course is...

developed and delivered by a consortium of universities...

located in at least three European countries and...

co-ordinated by a European university
(since 2009, non-European universities can be partners)

Erasmus Mundus Masters Courses

Since 2004, more than 500 universities...

have developed 116 joint masters courses...

attended by over 8000 students and 2000 academics...

in a very wide range of disciplines

Erasmus Mundus - thematic disciplines

- Agricultural and Forestry Sciences
- Architecture, Urban and Regional Planning
- Art and Design
- Business Studies, Management Science
- Communication and Information Sciences
- Education, Teacher Training
- Engineering, Technology
- Geography, Earth and Environmental Studies
- Health Sciences
- Humanities
- Languages and Philological Sciences
- Law
- Mathematics, Informatics
- Natural Sciences
- Social and Cultural Sciences, Economics

Erasmus Mundus Quality Assessment

- EMQA project started in 2008, second phase in 2009 and third in 2010
- First EM courses nearing end of 5-year funding period in 2008
- EM is marketed as an “excellence” programme
- aim of EMQA project is to understand the process by which this has been achieved over the life-cycle of an EM course (the “journey to excellence”) and identify good practices

What EMQA is not

- An evaluation exercise - all EM courses are subject to regular monitoring and annual reporting requirements
- An attempt to impose quality standards on EM courses
- A new QA framework at European level

Universities are subject to national QA systems

Erasmus Mundus Quality Assessment

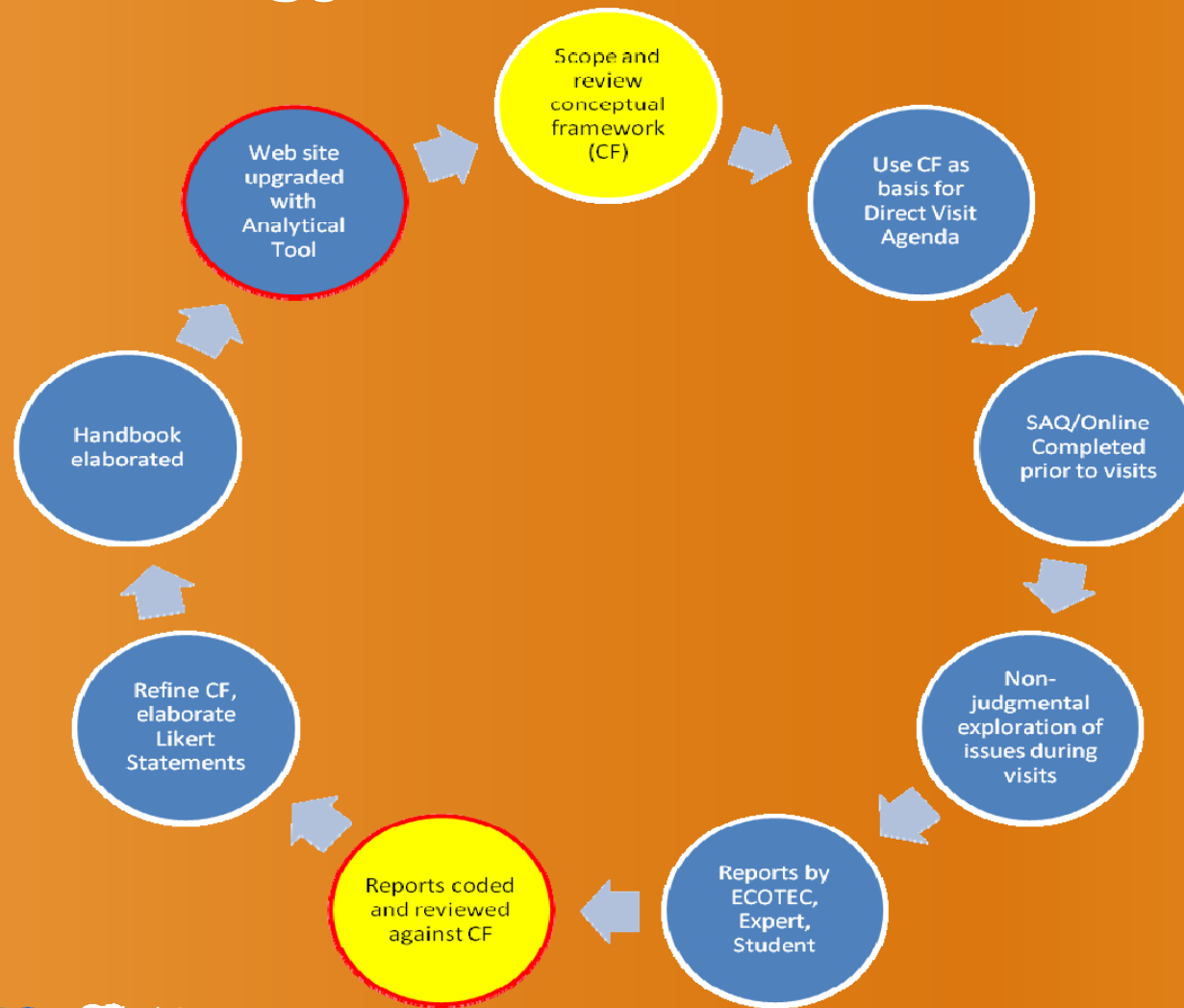
- Project managed by Steering Group (incl. consultants, academic experts, EM course representatives, ENQA, EM alumni, ESN)
- 12 EM courses (which started in 2004 or 2005) covered in 2008 and 2009 - all volunteers
- Visits to co-ordinator of each course + 2 partners, making 36 visits in total (inclusion of partners allowed for differing perspectives)
- Selection of courses based on location, discipline



**Joint European Master in
Comparative Local Development**



Methodology



EMQA - the key players

- Visits led by consultants with academic experience
- Visit team included European Commission or Executive Agency, subject experts, student experts, plus representative of national QA agency where possible
- Received by key actors involved with the course: Academics, Vice-Rectors, International Offices, Libraries, Administrative and Support Staff

EMQA - the visits

- Prior preparation and self-assessment via questionnaire
- Visits on the basis of confidentiality and openness
- Celebrate and acknowledge excellence
- Learn from failures and challenges - share non-critically where the course can improve

EMQA - the visits

- Agenda structured around “Components of Excellence”
- Build trust via an internationally-acknowledged subject expert
- Build trust via a student with EM experience
- Build trust via academic peers as lead consultants
- Build trust via Commission staff who affirm the non-judgmental nature of the visit process

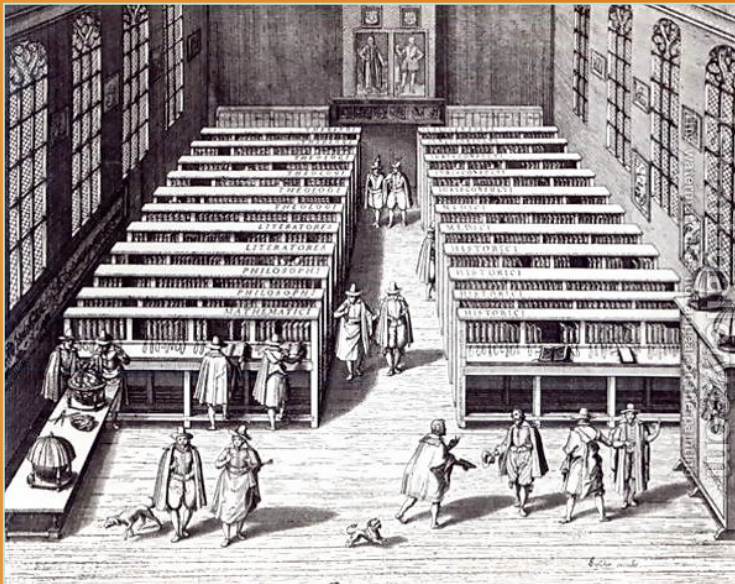
EMQA - 4 "Components of Excellence"

Quality of Teaching and Learning (QATL)



EMQA - 4 “Components of Excellence”

Facilities, Logistics and Finance (FLAF)



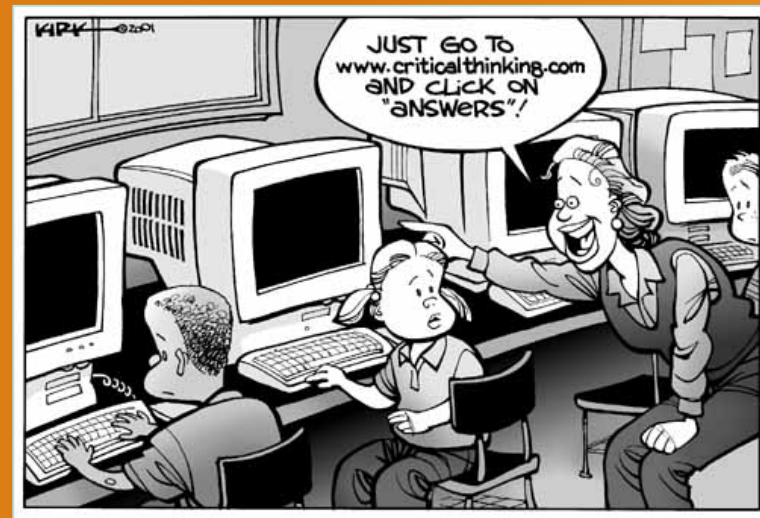
EMQA - 4 “Components of Excellence”

Quality of Leadership and Institutions (QUIL)



EMQA - 4 "Components of Excellence"

Joined-Up Practice and Integration (JUPI)



Quality of Teaching and Learning

- Designing an excellent curriculum
- Communicating course objectives and outcomes
- Developing student competencies
- Developing learning skills
- International learning and working
- Developing linguistic competencies
- Managing the teaching and learning environment

Quality of Teaching and Learning

- Research activity and research facilities
- Consistent teaching practice
- Entrepreneurship and business skills
- Internships contributing to student learning
- Consistent assessment methods
- Formal course review

Facilities, Logistics and Finance

- When students apply to your course
- Verifying student qualifications
- Preparing students academically prior to arrival
- When “third-country” students travel to Europe
- Introducing students to European academic practice

Facilities, Logistics and Finance

- When students move between partner institutions
- Student finances
- Communicating and consulting with students
- Benefitting from alumni

Quality of Leadership and Institutions

- The highest quality academic team
- Creating a strong course “brand”
- Securing and maintaining institutional commitment
- International teaching and research
- Continuity and leadership
- Succession strategies
- Financial sustainability

Joined-Up Practice and Integration

- Selecting students
- Consortium information system
- Policy for course fees
- Division of labour across the consortium
- A consortium-wide quality assessment process
- Managing the consortium
- Policy for awarding the master degree

EMQA - outputs

- Quality Handbook offering guidance to existing or prospective participants
- Online Self-Assessment Tool
- Products based on practical feedback from those who have actually been involved in delivering EM courses
- EM Excellence website - <http://www.emqa.eu>

Erasmus Mundus Excellence - Windows Internet Explorer

http://www.emqa.eu/Home.aspx

File Edit View Favorites Tools Help

Norton Norton Safe Search Search

Swisscom Hospitality Servi... Mike Blakemore - Outlook... Microsoft Outlook Web Ac... Erasmus Mundus Excell...

Erasmus Mundus Excellence

You have currently logged in as **Michael Blakemore**. Click [here](#) to logout.

Home My Account Assess My Course Handbook of Quality Erasmus Mundus Courses

This site provides you with a mechanism to explore, with your colleagues, where you consider you are demonstrating excellence in your Erasmus Mundus Master Course, and it gives you an insight into excellence if you are considering applying for a course. It does this by allowing you to answer a set of structured questions which are not intended to be complete and comprehensive, but they should allow you to explore where you may think that you could prioritise your efforts. Both staff and students can assess a course, using a subset of questions that are directed to the staff and student experiences.

With the questions there is a Handbook of Excellence, with examples of good practice from 12 Erasmus Mundus courses across 36 sites. In the Handbook you can see how they addressed the many challenges in building an excellent course.

You can use the site individually or collaboratively. Details are in the User Manual which can be downloaded from [here](#).

Your use of this site will remain confidential, and information that is identifiable to you and your use will not be shared with others.

Done Internet | Protected Mode: On 100%

Erasmus Mundus Excellence - Windows Internet Explorer

http://www.emqa.eu/Handbook.aspx

File Edit View Favorites Tools Help

Norton Norton Safe Search Search

Swisscom Hospitality Servi... Mike Blakemore - Outlook... Microsoft Outlook Web Ac... Erasmus Mundus Excell... X

Home My Account Assess My Course Handbook of Quality Erasmus Mundus Courses

Introduction Quality of Teaching and Learning Facilities, Logistics & Finance Facilities, Logistics & Finance and Institutions Joined-up Practice & Course Integration Download Handbook

Handbook of Quality - Developing Excellent Erasmus Mundus Courses

Handbook provides you with examples of good practice built from a series of visits to 12 Erasmus Mundus courses across 36 partner sites during 2008 and 2009. To see the courses involved, by year, click below;

[2008](#)

[2009](#)

There are four principal components which have been identified as providing the core framework for quality across Erasmus Mundus courses: Quality of Teaching and Learning (QATL); Facilities, Logistics and Finance (FLAF); Quality of Leadership across Institutions (QUIL); and Joined-up Practice and Integration (JUPI). Each contains a series of sub-components which are specific actions that courses can undertake. This online version of this Handbook has a facility for you to provide information about your own course excellence which can be considered for further versions of the Handbook.

Navigate through the components and the sub-components using the diagram below:

Done

Internet | Protected Mode: On

100%

Erasmus Mundus Excellence - Windows Internet Explorer

http://www.emqa.eu/Handbook.aspx

File Edit View Favorites Tools Help

Norton Norton Safe Search Search

Swisscom Hospitality Servi... Mike Blakemore - Outlook... Microsoft Outlook Web Ac... Erasmus Mundus Excell...

course excellence which can be considered for further versions of the Handbook.

Navigate through the components and the sub-components using the diagram below:

Quality of Teaching and Learning

- Designing an excellent curriculum
- Communicating course objectives and outcomes
- Ensure students are supported in developing the competencies they need
- Developing learning skills
- Specific courses and training on international learning and working
- Developing linguistic competencies across the course
- Managing the Erasmus Mundus teaching and learning environment
- Research activity and research facilities
- Consistent teaching practice across the consortium
- Entrepreneurship and business skills
- Ensuring that internships appropriately contribute to student learning
- Consistent assessment methods
- Formal course review

Facilities, Logistics & Finance

- When students apply to your course
- Verifying student qualifications
- Pre-entry induction documentation on academic preparation
- When Third Country students travel to Europe
- Introducing Students to European Academic Practice
- When students move between partner institutions
- Student Finances
- Communicating and Consulting with Students
- Benefiting from your Alumni

Quality of Leadership & Institutions

- The highest quality academic team
- Creating a strong course 'brand'
- Securing and Maintaining Institutional Commitment
- International Teaching and Research
- Continuity and leadership
- Succession strategies
- Financial sustainability

Joined-up Practice for an Integrated Course

- Selecting students
- Consortium Information System
- Policy for Course Fees
- Division of Labour across the Consortium
- A Consortium-wide quality assessment process
- Managing the Consortium
- Developing a clear and policy for awarding the Master Degree

Erasmus Mundus Excellence

Erasmus Mundus Excellence - Windows Internet Explorer

http://www.emqa.eu/Handbook_2.aspx#Six

File Edit View Favorites Tools Help

Swisscom Hospitality Servi... Mike Blakemore - Outlook... Microsoft Outlook Web Ac... Erasmus Mundus Excell...

Norton Norton Safe Search Search

6 - Developing Linguistic Competencies

The challenge :

" How will students be prepared for the learning standards and practices they will experience at the European universities and what processes and facilities are available to them to cope with the languages spoken at each partner site? "

Should students be expected to start immediately with lectures in a local language that they are only starting to learn? If local language tuition is provided generally for students should separate tuition be provided in another language for those students who are already proficient in the local language?

What should be done if the English language proficiencies of students are greater than those of some teachers? Language therefore is not a simple issue of providing generalised tuition. Language training should be placed within two strategic goals, first that of 'maximising the learning potential and academic achievements of the students', and second that of 'maximising the ability of students to engage with the local societies within which they will live'.

The checklist for action :

- *Ensure that the consortium understands the overall language requirements that will be placed on students throughout their mobility and takes a collective view on how best to deal with any issues arising from site to site;*
- *Understand the differences between language competencies needed for basic local social interaction, and those needed for the academic programme, and makes a distinction in the training that is offered;*
- *Provide students with opportunities to learn languages prior to their arrival in Europe, and prior to their mobilities;*
- *Ensure that there is awareness of the language competencies needed while students are on internships in companies where only the local language is spoken.*

For Courses that are taught predominantly in English, but where the mobility is between countries, a key challenge is for **students to gain competencies in local languages and to engage effectively with the communities they are living and working within**. For example, integration with French students will be limited if there is no ability to engage in conversational French. Language skills also apply to the staff, for there may be instances where the English language skills of some students are better

Done Internet | Protected Mode: On 100%

EMQA - Self-Assessment Tool

- Allows users to assess their strengths or weaknesses in relation to the “Components of Excellence”
- Each assessment criterion based on “Likert statements” - 5 levels of descriptors
- Courses participate in a collaborative process, building and sharing experience, raising the levels of quality and refining the Tool
- Potential applicants can benefit from learned practice, existing courses can accelerate their quality improvements

Erasmus Mundus Excellence - Windows Internet Explorer

http://www.emqa.eu/Assessment.aspx

File Edit View Favorites Tools Help

Norton Norton Safe Search Search

Swisscom Hospitality Servi... Mike Blakemore - Outlook... Microsoft Outlook Web Ac... Erasmus Mundus Excell...

You have currently logged in as **Michael Blakemore**. Click [here](#) to logout.

Home My Account Assess My Course Handbook of Quality Erasmus Mundus Courses

My Course Assessment Summary

The responses you give to the questions are confidential, and will not be disclosed together with your identity and course information to any third party

Click [here](#) to export your results to an Microsoft Excel spreadsheet

If others have allowed you to be their Super User, click [here](#) to export a spreadsheet that provides the responses they have provided. This information is anonymous - only numerical responses will be provided, not the name of the individuals.

Key :

- ✕ Not Started
- ✓ In Progress
- ✓ Complete

Likert	Description	Complete?
QATL	Quality of Teaching and Learning	✓
FLAF	Facilities, Logistics and Finance	✓
JUPI	The Joined-Up Practice and Integration	✓
QUIL	Quality, Commitment and Leadership across institutions	✕

Click [here](#) to clear your responses for the current question set

Diamond of Excellence

Done

Internet | Protected Mode: On 100%

Erasmus Mundus Excellence - Windows Internet Explorer

http://www.emqa.eu/Likert.aspx

File Edit View Favorites Tools Help

Norton Norton Safe Search Search

Swisscom Hospitality Servi... Mike Blakemore - Outlook... Microsoft Outlook Web Ac... Erasmus Mundus Excell... x

Page Safety Tools

Erasmus Mundus Excellence

You have currently logged in as **Michael Blakemore**. Click [here](#) to logout.

QUIL

Quality, Commitment and Leadership across institutions

To save your results, please use the navigation buttons ("Next", "Previous" and "Return to assessment summary") located at the bottom of this screen. Closing your browser or navigating away from this page will not save any selections made.

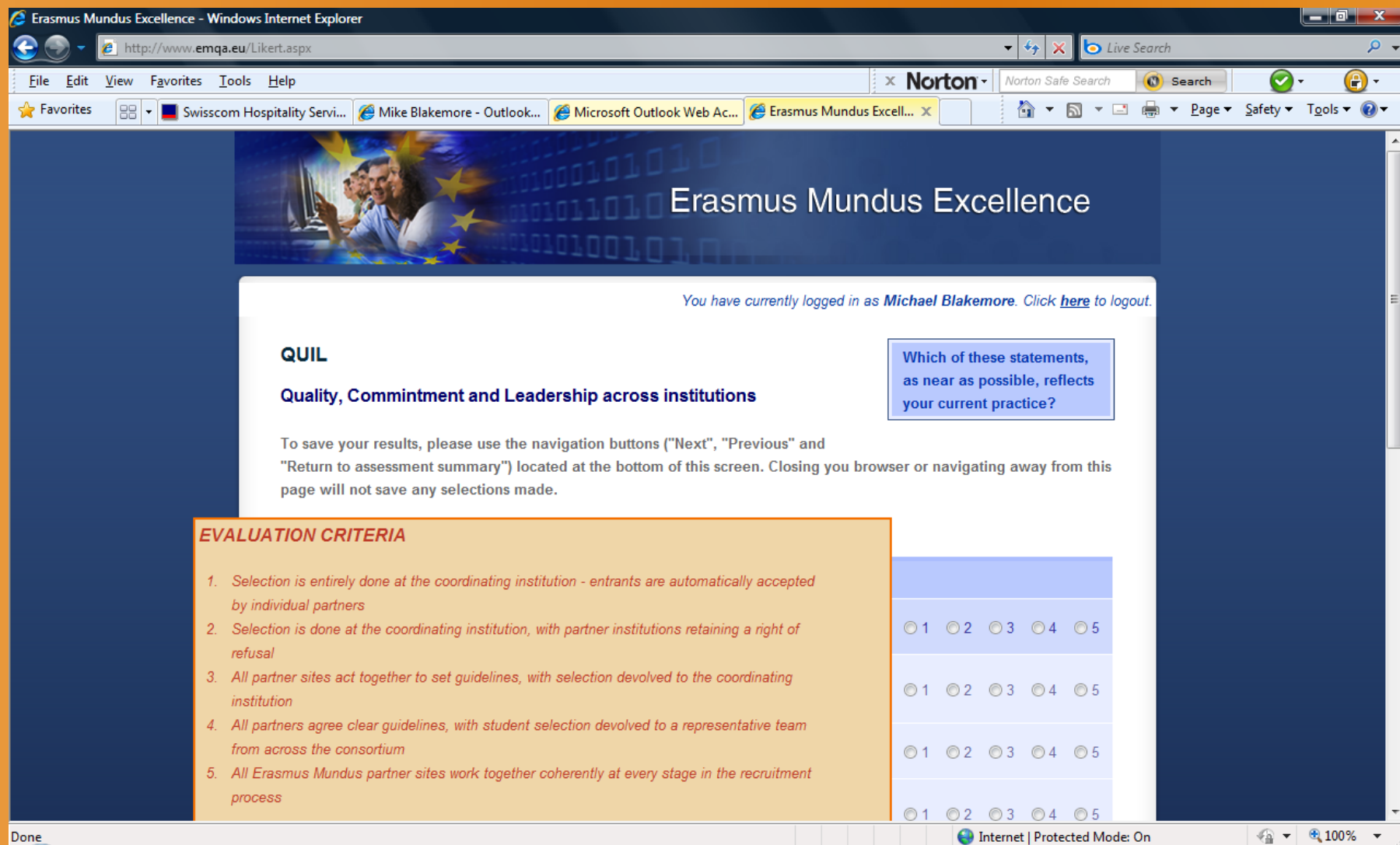
Which of these statements, as near as possible, reflects your current practice?

Hover the cursor over the questions for interpretation notes		
1	How effectively does the consortium select students for the Course in an integrated way?	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
INTERPRETATION NOTES <ul style="list-style-type: none"> There is a clear system to involve all consortium members in the student selection process The duties associated with recruitment – checking of applications, online or Skype interviewing – are spread around all consortium members There is a combined sense of commitment to the new student entrants from having a shared role in their selection 		3 <input type="radio"/> 4 <input type="radio"/> 5
2		
3		3 <input type="radio"/> 4 <input type="radio"/> 5
4		3 <input type="radio"/> 4 <input type="radio"/> 5


Done

Internet | Protected Mode: On






100%

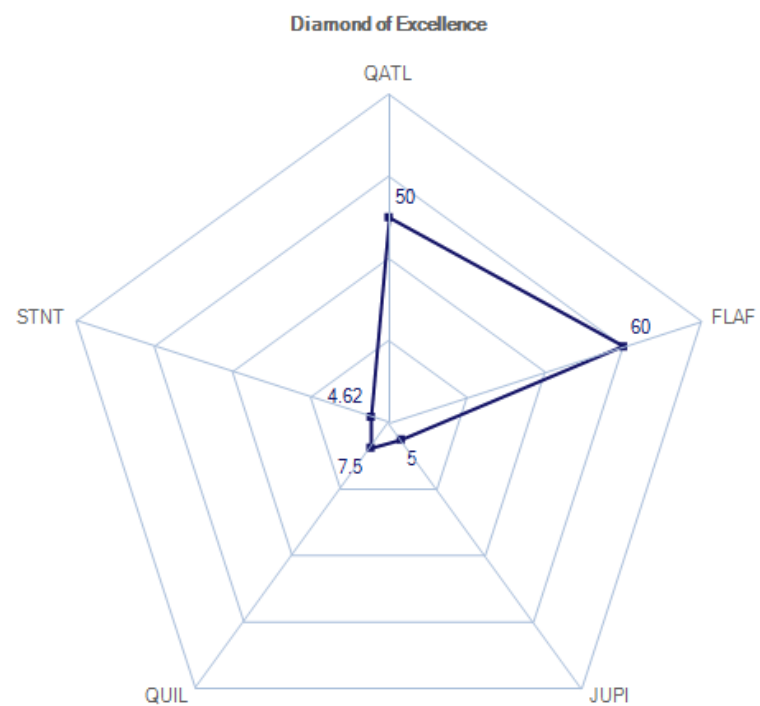


your identity and course information to any third party

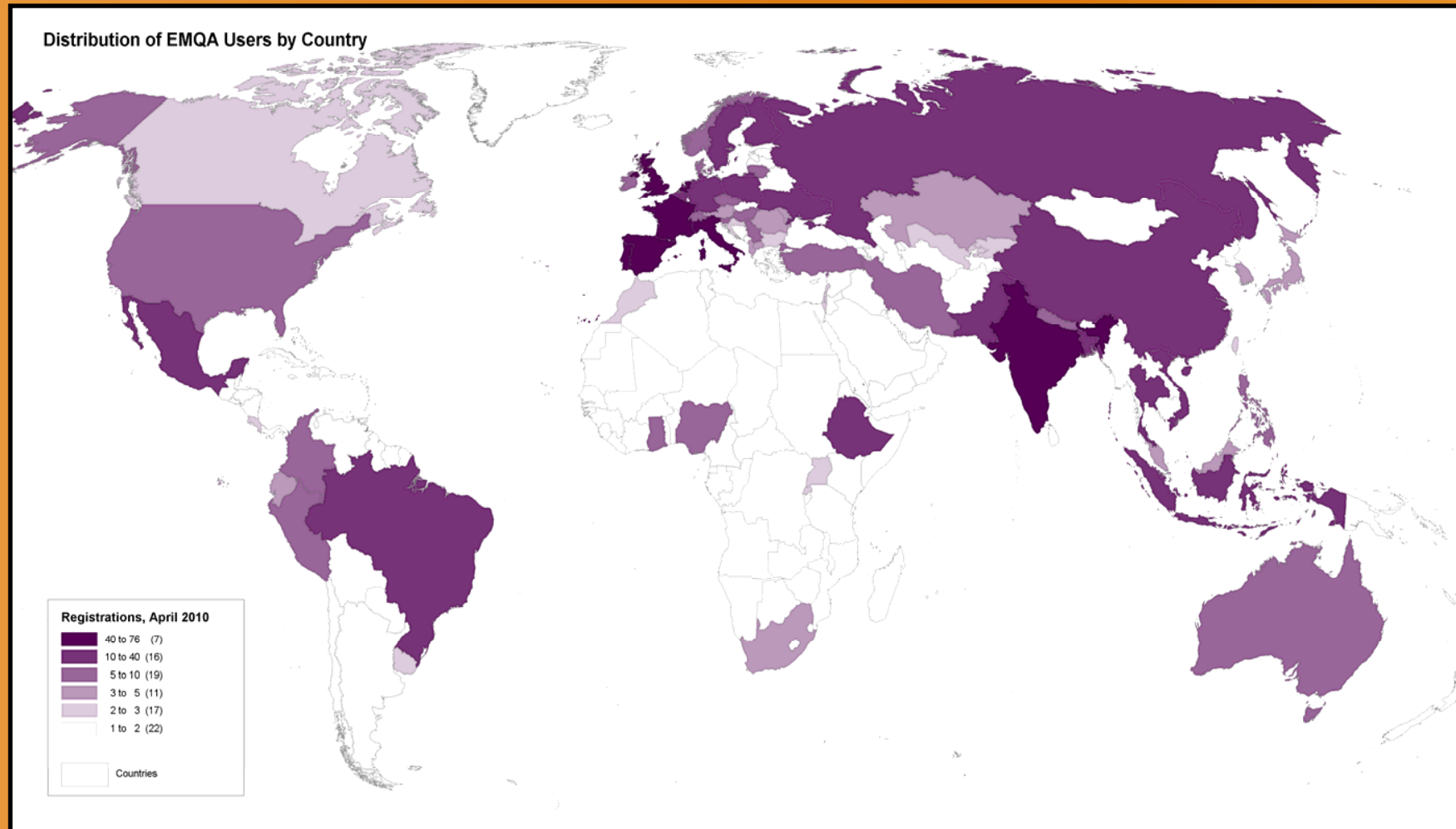
 In Progress

 Complete

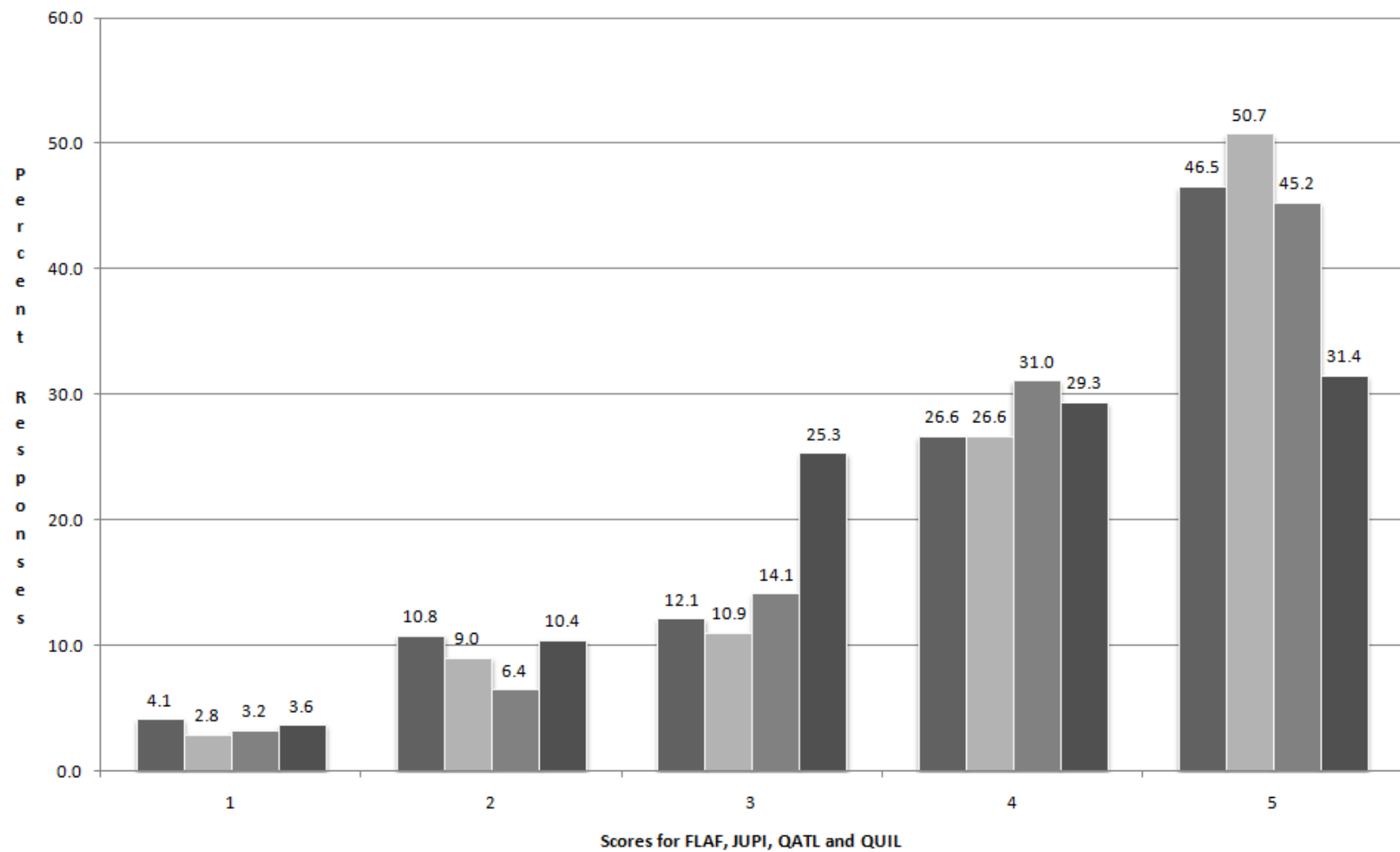
Likert	Description	Status
QATL	Quality of Teaching and Learning	
FLAF	Facilities, Logistics and Finance	
JUPI	Joined-Up Practice and Integration	
QUIL	Quality, Commitment and Leadership across institutions	
STNT	Student Assessment	



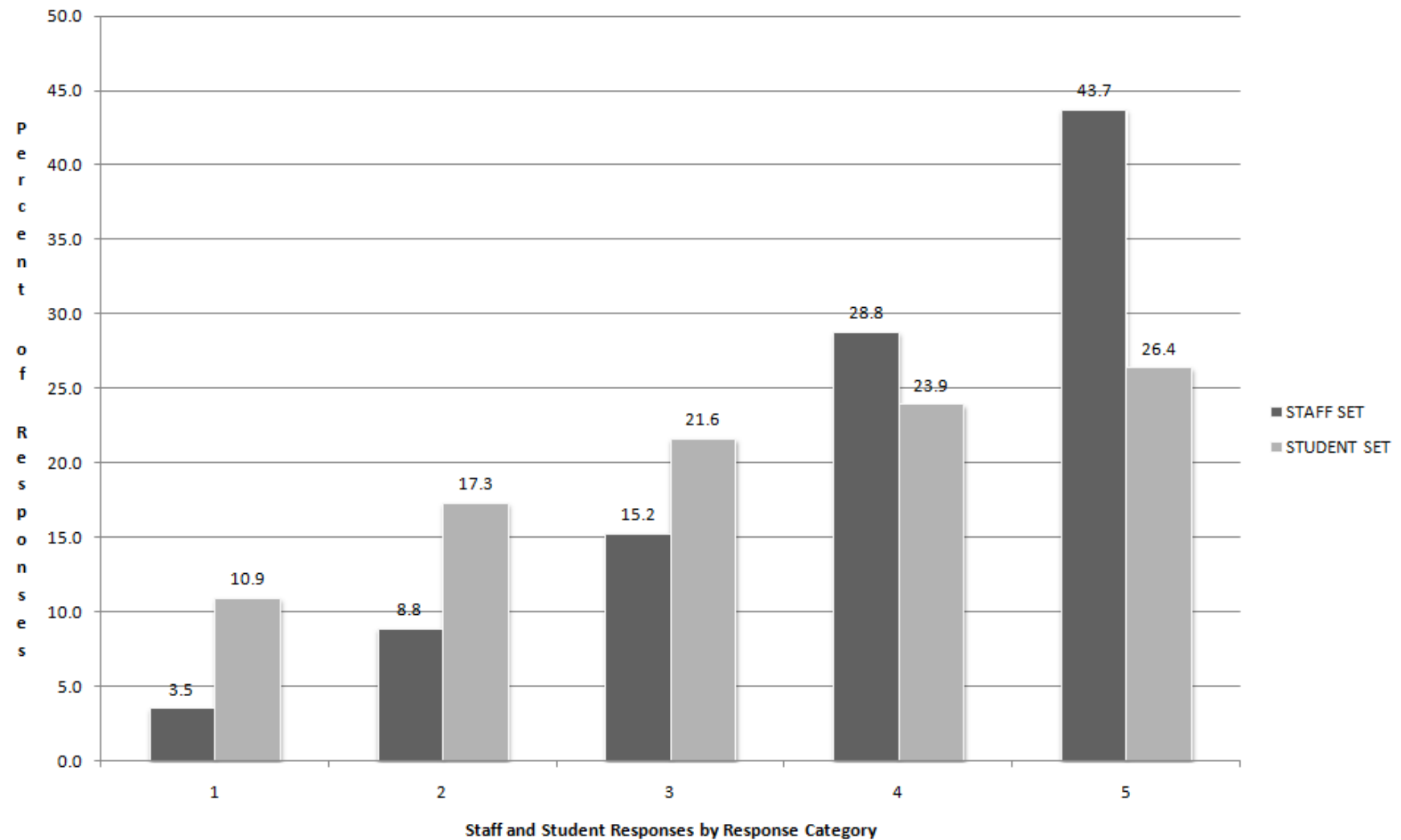
EM Excellence Website - registrations



Responses by Components of Excellence



Comparative Responses for Staff and Students



EMQA - conclusions

- Understand better the flexible and innovative nature of EM courses
- Moving towards a process where a course is following a structured set of practices that has been determined as maximising the chance of delivering an excellent course
- Complementary relationship between national QA systems and EMQA project

QAAs

- Authoritative
- Benchmarking
- Uniformity
- Governance Driven

Dynamic Interaction



EMQA

- Participatory
- Rich and Diverse
- Continuous
- Non-judgmental

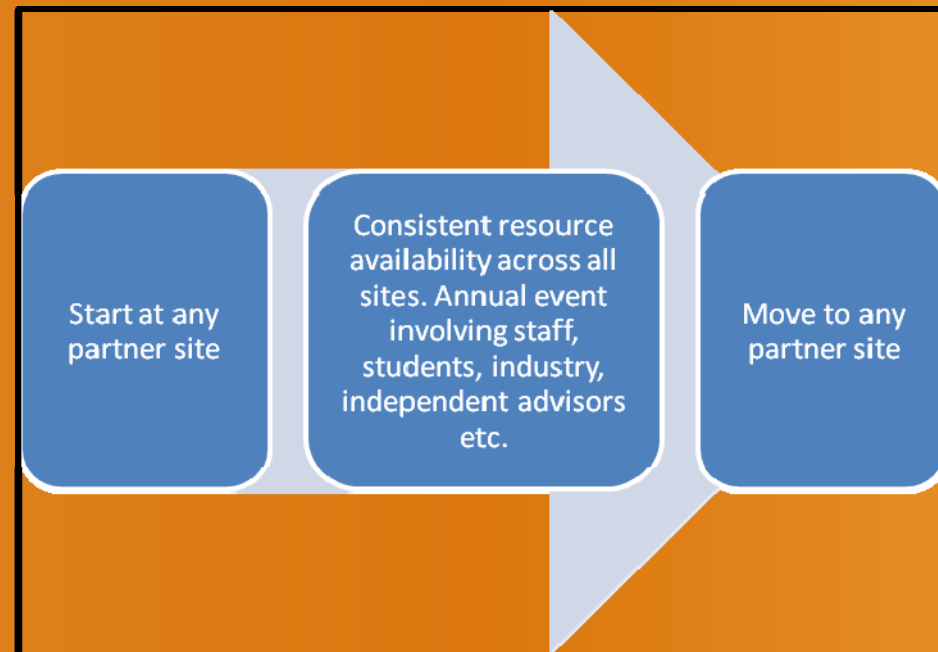
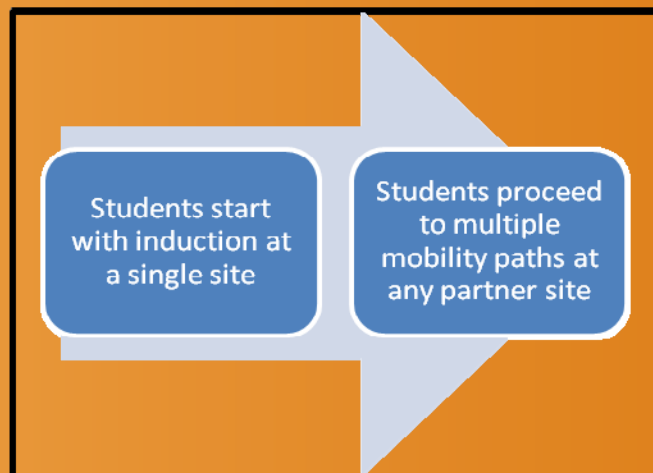
Continuous
dynamic
improvement
in Quality

EMQA - conclusions

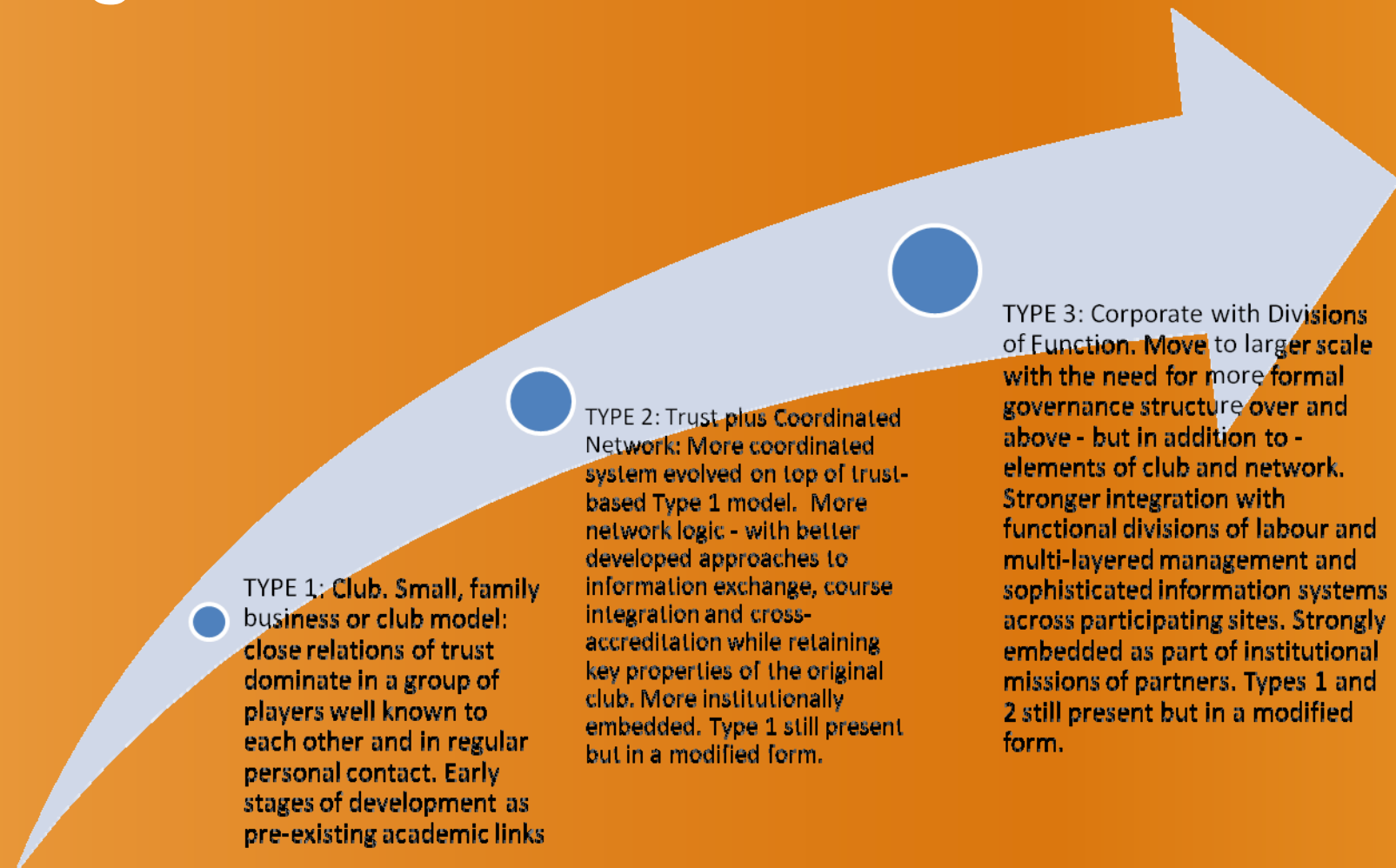
Identification of different types of:

- Course (in terms of mobility track)
- Organisational structures
- Course missions

Types of course - mobility



Organisational structures



Course missions



Mission A

- Capacity Building
- With a broad educational mission to evolve quality teaching and learning as the primary objective – generally in professional mode



Mission B

- Research enhancement
- With an aim to develop entrants towards higher (doctoral) level academic aspirations



Mission C

- Sector Feeders
- With a distinctive ambition to add significant new cohorts of well trained professionals to an industrial or agricultural sector or a public service branch

EMQA added value

- Shared process leading to benefits for all
- Innovative character of Erasmus Mundus would not have been as apparent via fixed standards
- Exchange of dialogue and best practice - EMQA tools not confined to use by EM courses

Future of EMQA?

- Third phase in 2010
- Aim to contribute to long-term sustainability of EM courses
- Further refinement and updating of tools, identification of additional good practices
- Present EMQA outputs as a support resource to a wider community of quality practitioners (in higher education, among socio-economic actors and elsewhere in the world)