

Recent Developments in the Erasmus Mundus Programme - Building Quality, Recognition and Global Impact

Professor Michael Blakemore

Ecorys UK Ltd and UK Bologna Expert

www.emqa.eu



Some context

- Whatever I say has no official attribution
- My presentation comes from my participation since 2008 in Erasmus Mundus through:
 - The EMQA Project 2008-2010 and 2012
 - EACEA Clusters Project on Recognition and Sustainability
 - My role as a UK Bologna Expert
 - My role as a UK academic
- Sites
 - EMQA www.emqa.eu
 - Clusters
http://eacea.ec.europa.eu/erasmus_mundus/clusters/index_en.php

Current Challenges for 'Erasmus Mundus'

- Building on an international 'quality rich' reputation
 - 'Continuity and change'
 - Erasmus for All – Rationalisation with risks
 - But Erasmus Mundus operates until the end of the decade
- Maintaining momentum
 - Doctoral Programmes and Marie Curie
 - One year (2013) without a Call for Proposals for Action 1
- Maximising EU Member State participation
 - Bologna Reforms
 - Strategic role of Actions 2/3 (CfP 2013)

Current Challenges for 'Erasmus Mundus'

- Maintaining the 'first mover advantage' when others will be competing with similar brands
 - Science Without Borders "To qualify 100 thousand Brazilian students and researchers in top universities worldwide until 2014"
 - Campus Asia
- Focusing on EACEA Clusters themes and recommendations
 - Sustainability
 - Recognition
 - Employability
 - Plus the geographical and thematic themes

Commissioner Vassiliou at the EP June 19

- 'Erasmus for All' will largely be **implemented at national level, through a single national coordinating agency for each country**. Implementation will be closer to beneficiaries than at present.
- We are proposing a lean and flexible legal base, one which will allow for – and, indeed, encourage – **synergies across different educational sectors**. This means that most actions will be open to all sectors.
- **We need to be consistent**; but an integrated programme is not consistent with keeping the brand names of the existing sub-programmes.
- 'Erasmus for All' can send a clear signal to all European engaged in formal, informal or non-formal education that Europe is there for them, that it works to improve the quality and relevance of their **education, training and youth activities**.
- In the end, we should ask ourselves what we want most from a name. **Do we want a definition or a brand?** Do we want a set of words that describes every part of what the programme does, or do we want a name that resonates with people and symbolises some of Europe's most basic values: opportunity, openness and exchange.

Characteristics of Erasmus Mundus

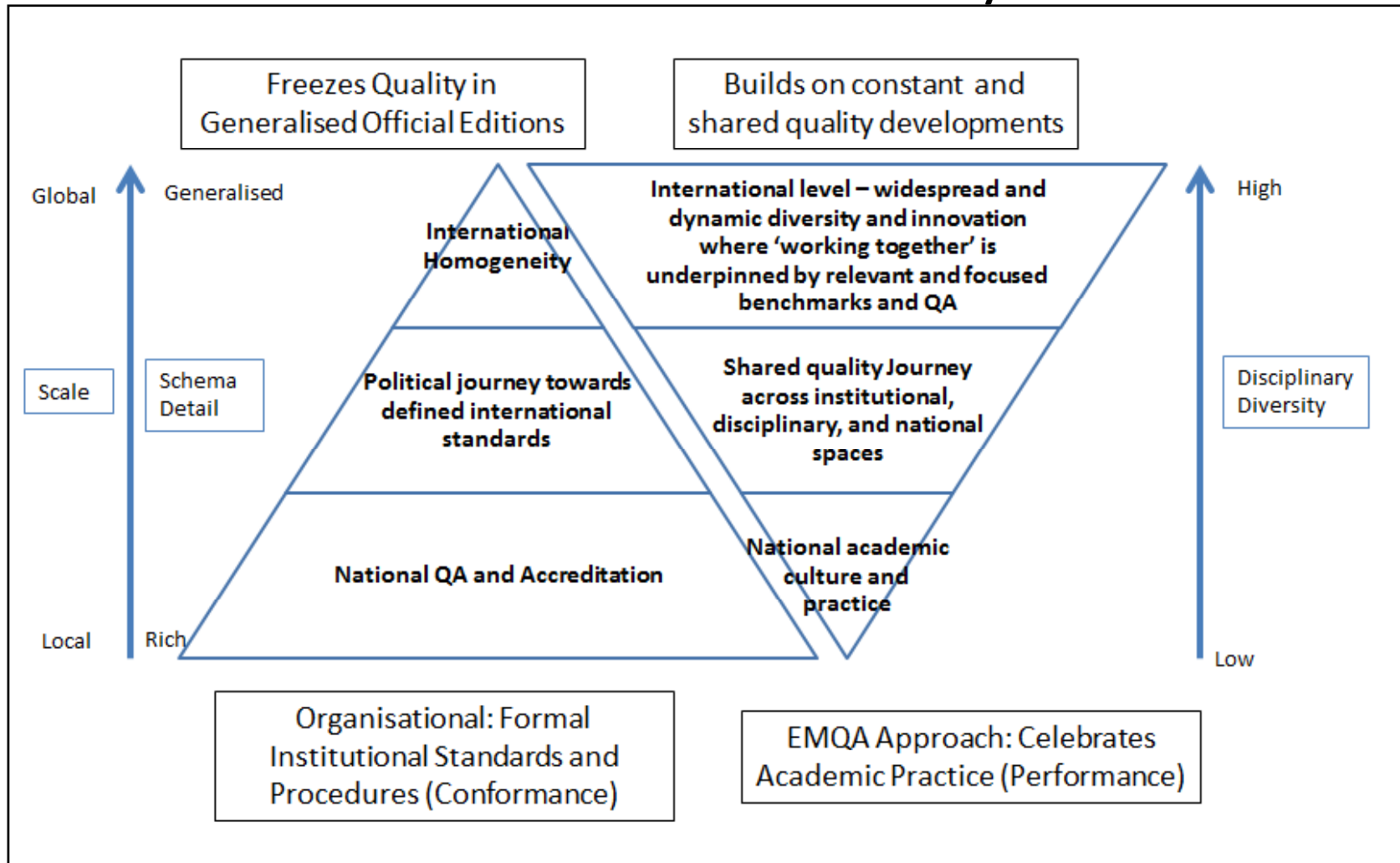
institutional reform added value
top universities bring together
highly competitive student mobility
Recognition of Degrees flow of expertise EHEA
intercultural experience academic mobility
at least three different countries quality
Sustainability and Continuity international academic co-operation
Accelerating quality and innovation
Employability Regional and global cooperation
institutional staff mobility Bologna Process
joint research project joint curriculum
co-operation globally good practices
talented individuals
excellence

What the students and alumni are starting to say ...



Students and alumni: send 5 words that describe your Erasmus Mundus experience to emqa4@uk.ecorys.com

Erasmus Mundus is Quality Rich



EMQA 1-3 worked intensively with 21 Master Courses EMQA4 consulted all operational Programmes



**Joint European Master in
Comparative Local Development**



Masters of Environmental Science, Policy and Management




NOHA
International Association of Universities

European Master in Nuclear Fusion Science and Engineering Physics



**M.A. Economics of
International Trade
and European Integration**



MERIT
European Master of Research on Information
and Communication Technologies

Discover
AMASEI
amase master

Erasmus Mundus Master
QUATERNARY AND PREHISTORY

WOP-P
European Master on Work,
Organizational and Personnel Psychology

EuMAS
European Masters Course in Aeronautics and Space Technology

Erasmus Mundus Master of Mechanical Engineering
European Excellence

International Master in Digital
Library Learning (DILL)

tropEd
European Network
for Education in
International Health

EUROAQUAE
Euro Hydro-Informatics and Water Management
www.euroaquae.org



SUFONAMA
European Erasmus Mundus MSc

International Master of Science
in Rural development

Global Studies - A
European Perspective

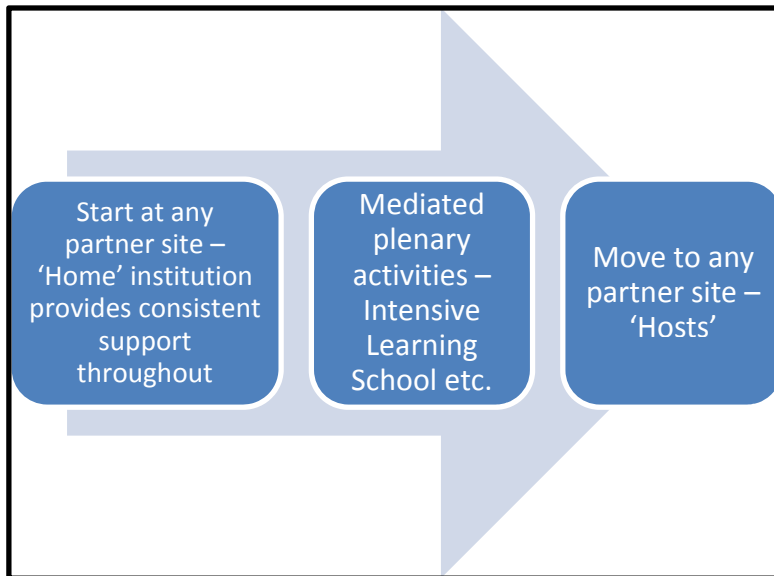
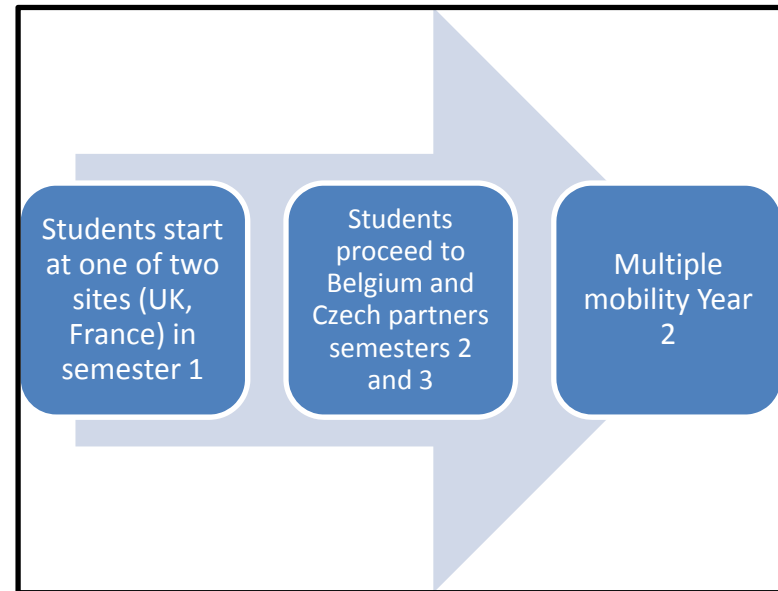
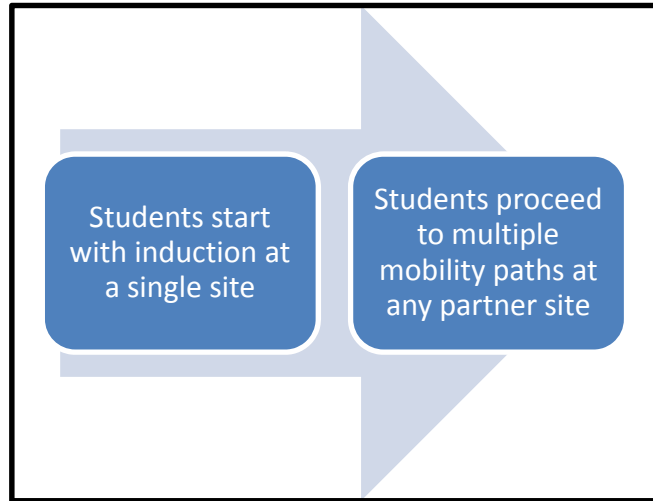
Master of Arts in
Euroculture

European Masters in Engineering Rheology

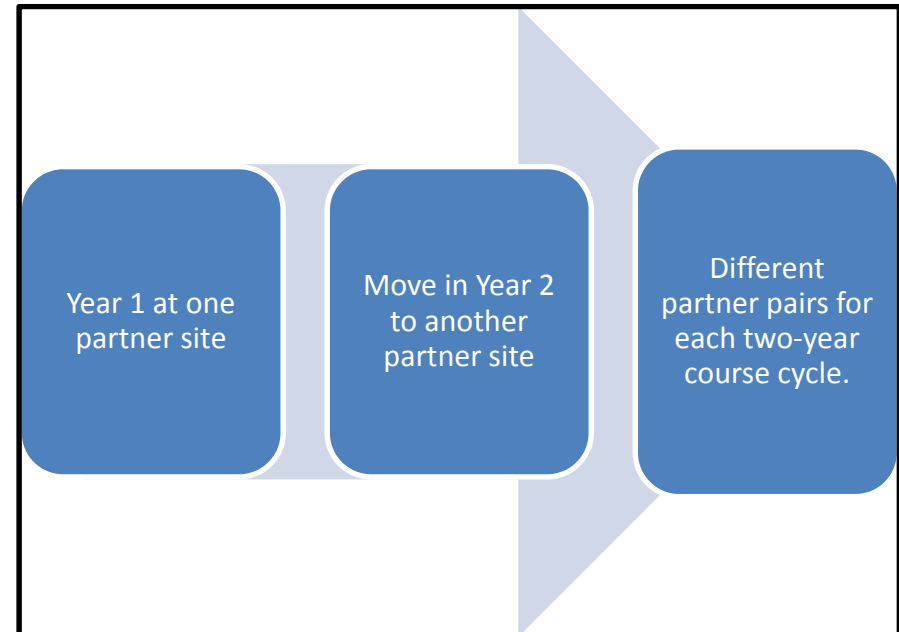
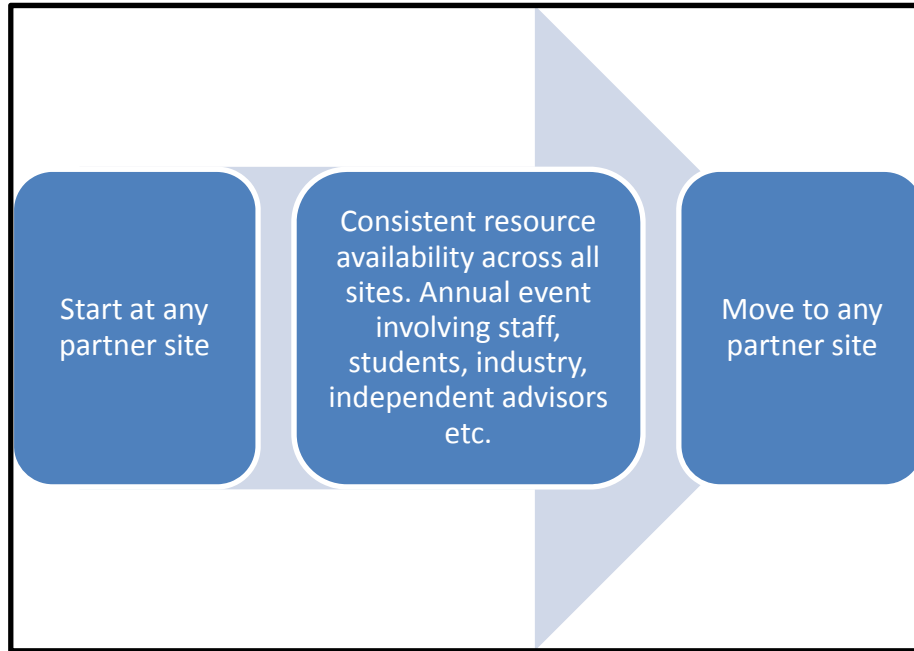
Advanced Masters in Structural Analysis of
Monuments and Historical Constructions

MA LLL European Masters in
Lifelong Learning:
Policy and Management

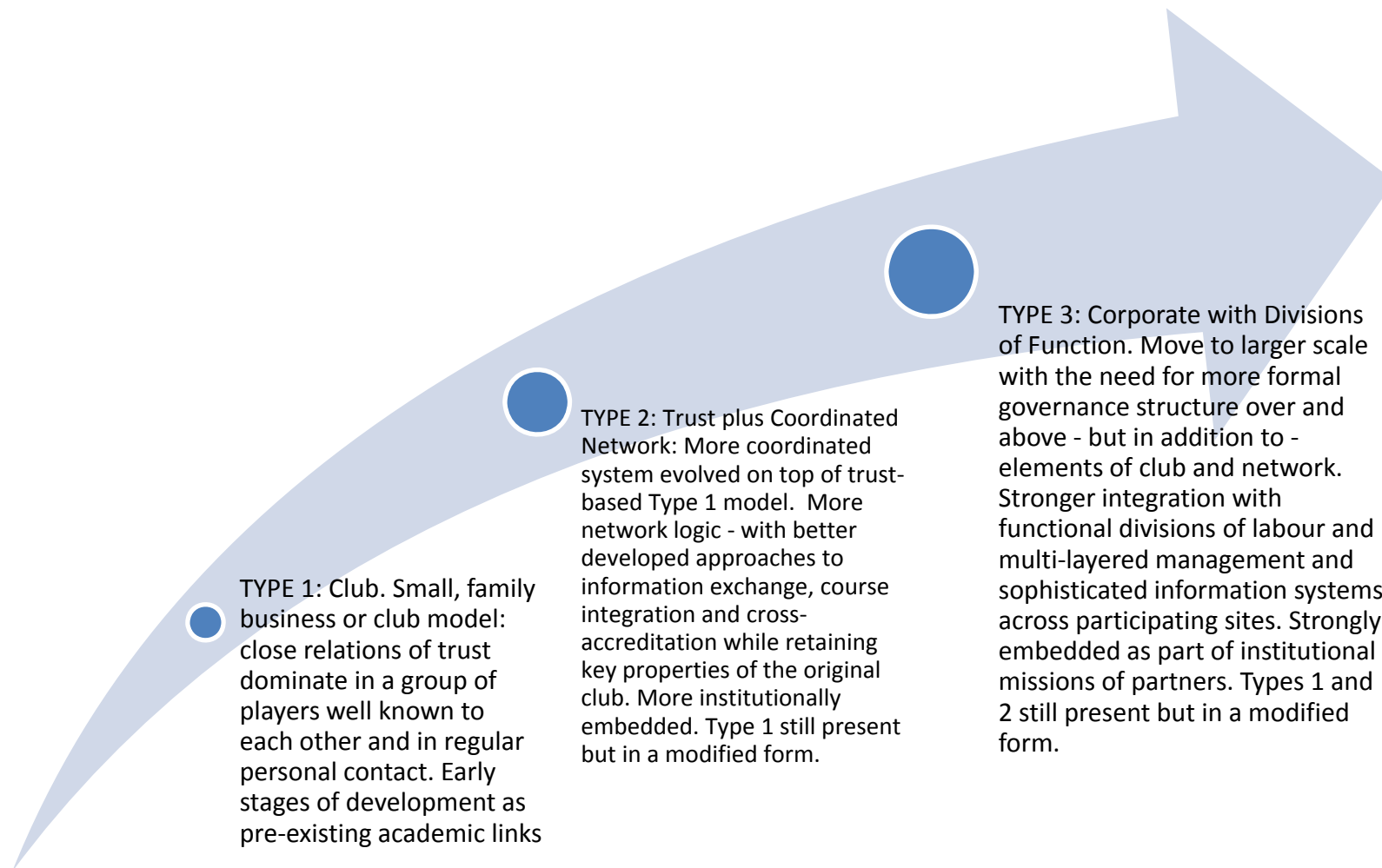
Types of Course - Mobility Examples



Types of Course – Mobility Examples



Organisational Structures



Examples of 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

Early outcomes from EMQA4 and Clusters

- Doctoral is different – very different
 - More bespoke, more focused, with bigger challenges of consortium identity and integration
 - Significant challenges regarding supervision policy, assessment and examination processes
- A clearer pathway through quality
 - Critical Paths are ‘driven’ by the quality framework
 - Sequences of actions building an EM Programme
 - Handbook follows critical paths
 - Indicators follow critical paths
- Recognition of a ‘cloud of degrees’ from EM Programmes
- Sustainability of complexity is challenging, but achievable

M.A. ① We specify clearly what is the 'Unique Selling Proposition' of our Programme.

② We identify who will receive value from your Programme and why.

③ We detail the plans to build on our USP to ensure that the Consortium and the Programme is sustainable beyond EM funding.

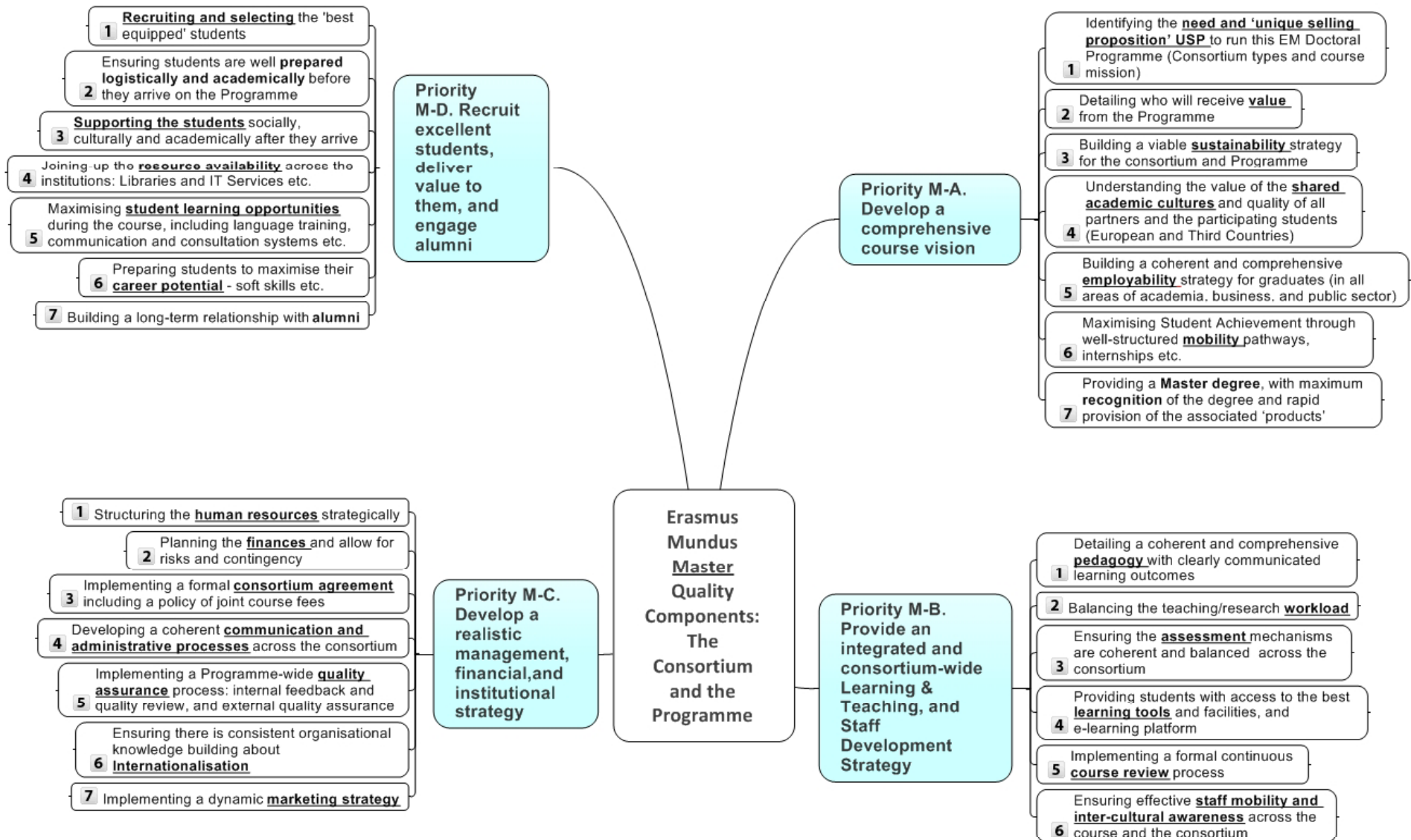
④ We identify why is it important that our consortium should deliver the Programme. We can state the European and Global value we bring, and how we will 'join up' our value through our shared academic cultures.

⑤ We document our detailed understanding of how our graduates are employable, and by who and why they are employed.


⑥ We map out the mobility paths available for students, linking them to how they will deliver the intended value and outcomes for graduates.

⑦ We detail how students are provided with recognisable degrees and associated information such as Diploma Supplements. We identify how these are effectively 'joined up' across all partners.

QA Landscape - Master




① **D.A.** We understand clearly why our Programme must be operated under the Erasmus Mundus 'brand'. We identify the 'unique selling proposition' USP, who needs it, why our consortium should run it, who will need our graduates, what will be special about the mobility pathways, how we will 'examine' the doctoral candidate, and how we will award students a degree that is clearly recognised.



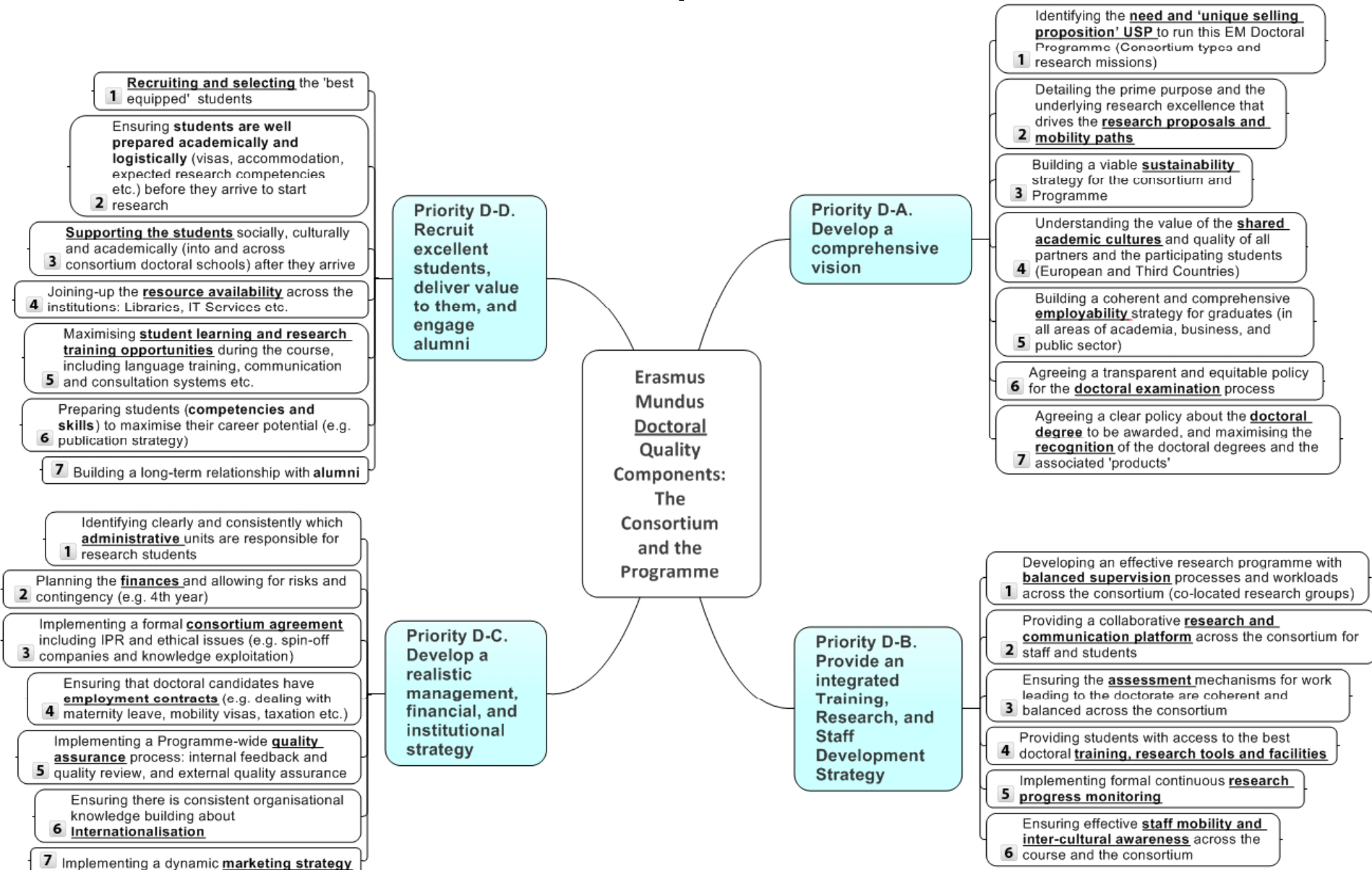
② **D.B** We understand how we can create 'jointness' in the supervision process, how it functions across partners so that all doctoral candidates are part of the same research community, how we train them, and coherently monitor and assess their progress, and consider what is needed to make our entire course team work across cultures.

③ **D.C.** We ensure our participating institutions can work together to provide coherent and comprehensive support for our Programme in the areas of management, finance and administrative support. We have formalised the partnership through a documented agreement, and understand how we will deal with IPR issues. Doctoral candidates will be provided with a clear employment contract. We ensure there is a strong commitment to internationalisation. Then, when all is in place, we will market the Programme professionally.



④ **D.D.** Now, we focus on the doctoral candidates. We will recruit the best qualified' graduates. We understand that they will come with variable competences, so we encourage them to 'study in advance' of arrival. We welcome them on arrival, making sure that they are 'ready to study' and are not distracted by such issues as residence permits or accommodation problems. We provide them with integrated facilities, learning support and language training, listen to them (quality assurance and course review) and value their views. We prepare them effectively for their future careers.

QA Landscape - Doctoral



Indicators and online self-assessment, e.g.

- M-A.2: Detailing who will receive value from the programme
 - Indicator M-A.2: explicitness on stakeholder value
 - 1) The programme leaves the value for stakeholders implicit
 - 2) The programme addresses some values for a limited set of stakeholders (a few of: students, employers, placement institutions, industry, government[s], public sector organisations, not-for-profits, network partners, lecturers on the programme)
 - 3) The programme addresses some values for a large(r) set of stakeholders
 - 4) The programme addresses an elaborated and structured set of values for a large(r) set of stakeholders in a consistent way.
- M-A.3: Building a viable sustainability strategy
 - Indicator M-A.3: long- and medium term strategies
 - 1) The programme mainly focuses on the here-and-now, with limited attention to future sustainability
 - 2) The programme monitors some external developments (that potentially affect the sustainability in the medium term) to a limited extent
 - 3) The programme monitors external developments (that potentially affect the sustainability in the medium and longer term) to some extent
 - 4) The programme has explicit instruments in place to make the programme sustainable in many respects (funding and sponsors, continuous commitment current partners, search for new partners, monitoring student flows and demand, targeted marketing activities, robust governance structure).

Participation challenges

Country/Region	Participants
USA	69
Global Organisations	53
Brazil	39
China	33
Canada	26
Australia	23
Japan	22
India	21
Russia	18
South Africa	17
Mexico	10
Thailand	9
Argentina	8
Chile	9
Morocco	7
Tunisia	6
Uganda	5
Algeria	4
Bangladesh	4
Colombia	4
Israel	4
Serbia	4
South Korea	4
Ukraine	4
Pan-Africa	3
Costa Rica	3
Egypt	3
Indonesia	3
Kenya	3
Malaysia	3
New Zealand	3
Vietnam	3
Pan-Asia	2

Cuba	2
Georgia	2
Hong Kong	2
Kazakhstan	2
Lebanon	2
Nepal	2
Peru	2
Phillippines	2
Senegal	2
Turkey	2
Venezuela	2
Azerbaijan	1
Cambodia	1
Croatia	1
Ecuador	1
Ethiopia	1
Ghana	1
Guinea	1
Moldova	1
Mongolia	1
Nicaragua	1
Nigeria	1
Singapore	1
Sudan	1
Tanzania	1
Uruguay	1
Botswana	1
Uzbekistan	1
TOTAL	468

EUROPE	Participants
France	226
Germany	152
Spain	134
Italy	134
UK	101
Netherlands	94
Sweden	73
Belgium	72
Portugal	71
Pan-EU	32
Hungary	31
Poland	29
Czech Republic	27
Denmark	27
Finland	25
Norway	20
Ireland	18
Switzerland	17
Greece	15
Austria	13
Slovenia	10
Romania	9
Estonia	5
Latvia	5
Luthuania	4
Iceland	2
Turkey	2
Europe Total	1352
TOTAL	1820

Final Points

- There is not a single model to follow
 - Mobility paths; Interdisciplinary mix; Consortium structure
 - Pedagogy – for example free to specify or accreditation requirements?
 - Requirements of beneficiaries and end-users
 - Constant innovation so the quality assurance needs to learn constantly
- But, there is a need to be comprehensive and coherent
 - Multi-national, multi-institutions, multi-disciplinary: a challenging mix
 - High expectations of funders and students – increasingly competitive
- Will the quality follow the quality and also the money?
 - Brand names – continuity and replacement (Erasmus or Erasmus and Sub-Brands), transition (Snickers and Marathon)
 - Continuity and change – the constant policy challenge