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

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#### 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 <u>www.emqa.eu</u>
  - 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 Recognition of Degrees flow of expertise EHEA intercultural experience at least three different countries quality

Sustainability and Continuity international academic co-operation

Accelerating quality and innovation

EmployabilityRegional and global cooperation institutional staff mobility Bologna Process joint research project joint curriculum co-operation globally good practices

talented individuals excellence





#### Campus Asia

sharing regional Japan respect
students framework bridge cultural linguistic and structural barriers
partnership meetings South Korea evaluation
quality assurance grading policies Asia Cyber-Campus explore exchange programs
respect autonomy China working groups
invigorate common standards transparency
mobility credit transfers
Seminars academics





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

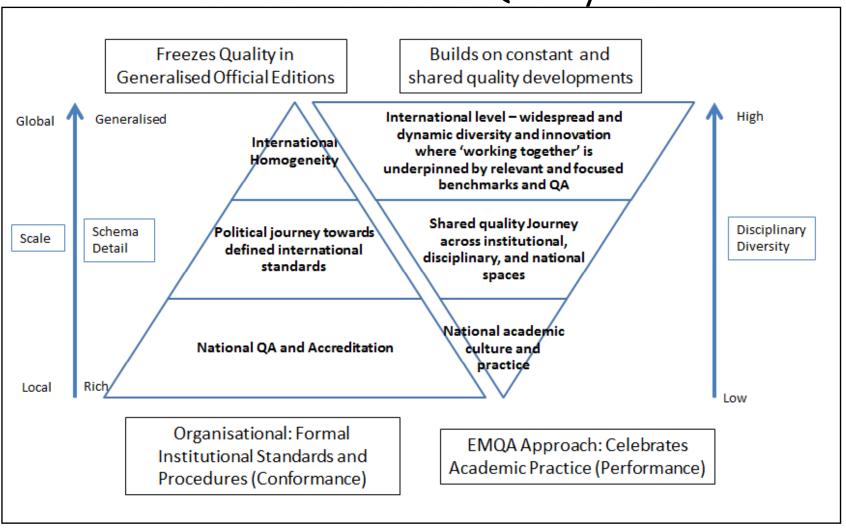


Students and alumni: send 5 words that describe your Erasmus Mundus experience to <a href="mailto:emqa4@uk.ecorys.com">emqa4@uk.ecorys.com</a>





# Erasmus Mundus is Quality Rich







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



Erasmus Mundus Master
QUATERNARY AND PREHISTORY













Erasmus Mundus Master of Mechanical Engineering

International Master in Digital Library Learning (DILL)





Euro Hydro-Informatics and Water Management



International Master of Science in Rural development

Global Studies - A European Perspective

Advanced Masters in Structural Analysis of Monuments and Historical Constructions



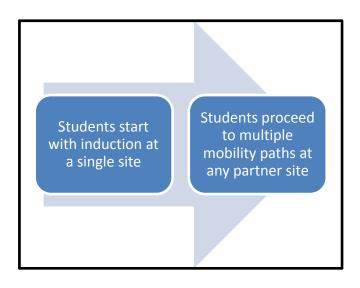
European Masters in Engineering Rheology

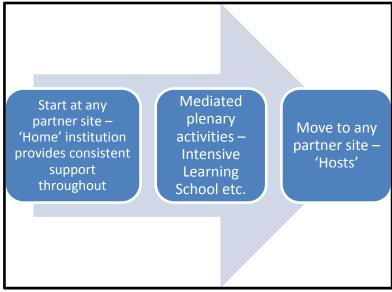


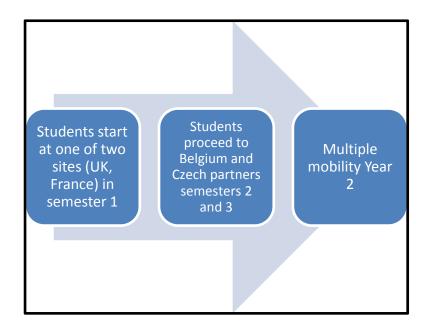




#### Types of Course - Mobility Examples



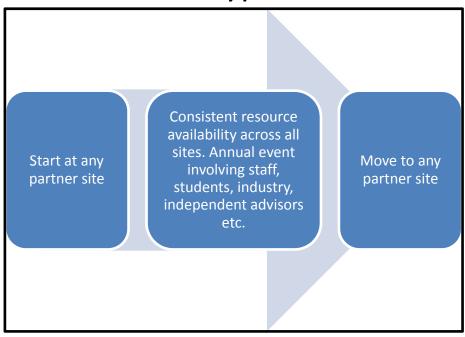


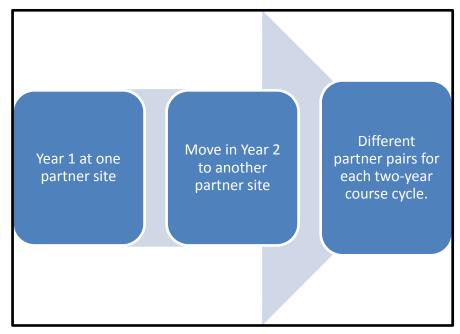






#### Types of Course – Mobility Examples









# **Organisational Structures**

TYPE 1: Club. Small, family business or club model: close relations of trust dominate in a group of players well known to each other and in regular personal contact. Early stages of development as pre-existing academic links

TYPE 2: Trust plus Coordinated Network: More coordinated system evolved on top of trust-based Type 1 model. More network logic - with better developed approaches to information exchange, course integration and cross-accreditation while retaining key properties of the original club. More institutionally embedded. Type 1 still present but in a modified form.

TYPE 3: Corporate with Divisions of Function. Move to larger scale with the need for more formal governance structure over and above - but in addition to - elements of club and network. Stronger integration with functional divisions of labour and multi-layered management and sophisticated information systems across participating sites. Strongly embedded as part of institutional missions of partners. Types 1 and 2 still present but in a modified form.





# **Examples of Course Missions**





 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



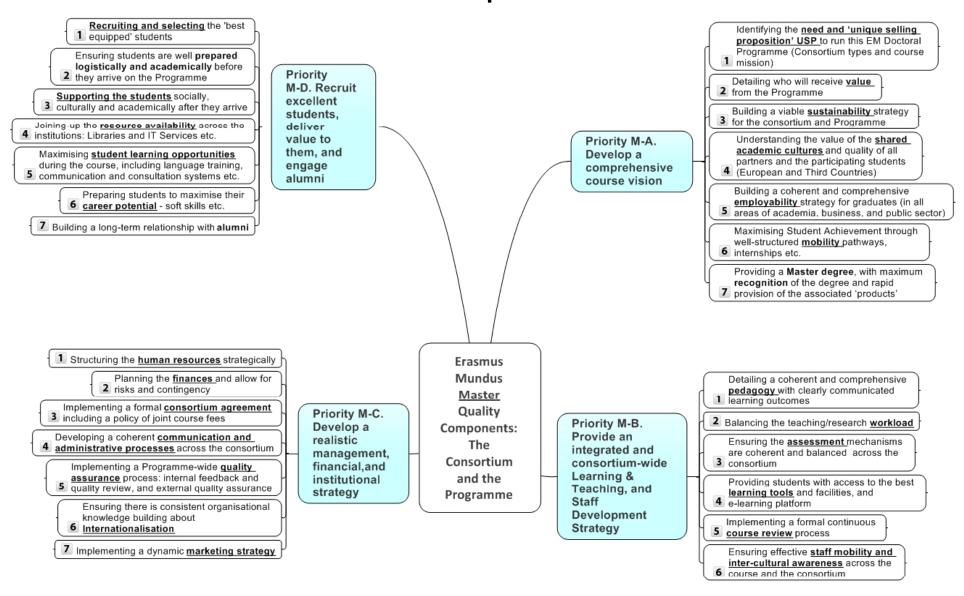


- **M.A.** ① We specify clearly what is the 'Unique Selling Proposition' of our Programme.
  - ② We identify who will receive value from your Programme and why.
  - ③ We detail the plans to build on our USP to ensure that the Consortium and the Programme is sustainable beyond EM funding.
- ④ We identify 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.
  - 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







- **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.
- **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.
- **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.
- **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**

Recruiting and selecting the 'best equipped' students

Ensuring students are well prepared academically and logistically (visas, accommodation, expected research competencies etc.) before they arrive to start research

Supporting the students socially, culturally and academically (into and across

3 consortium doctoral schools) after they arrive

Joining-up the <u>resource availability</u> across the institutions: Libraries, IT Services etc.

Maximising student learning and research training opportunities during the course, including language training, communication and consultation systems etc.

Preparing students (competencies and skills) to maximise their career potential (e.g. 6 publication strategy)

7 Building a long-term relationship with alumni

Identifying clearly and consistently which administrative units are responsible for research students

Planning the <u>finances</u> and allowing for risks and contingency (e.g. 4th year)

Implementing a formal <u>consortium agreement</u> including IPR and ethical issues (e.g. spin-off companies and knowledge exploitation)

Ensuring that doctoral candidates have employment contracts (e.g. dealing with maternity leave, mobility visas, taxation etc.)

Implementing a Programme-wide <u>quality</u>
<u>assurance</u> process: internal feedback and
guality review, and external quality assurance

Ensuring there is consistent organisational knowledge building about

6 Internationalisation

7 Implementing a dynamic marketing strategy

Priority D-D.
Recruit
excellent
students,
deliver value
to them, and
engage
alumni

Priority D-C.

management,

financial, and

institutional

Develop a

realistic

strategy

Erasmus
Mundus
Doctoral
Quality
Components:
The
Consortium
and the

Programme

Priority D-B.
Provide an
integrated
Training,
Research, and
Staff
Development
Strategy

Priority D-A.
Develop a
comprehensive
vision

Identifying the <u>need and 'unique selling</u>
<u>proposition' USP</u> to run this EM Doctoral
Programme (Consortium types and
1 research missions)

Detailing the prime purpose and the underlying research excellence that drives the research proposals and

2 mobility paths

Building a viable <u>sustainability</u> strategy for the consortium and

3 Programme

Understanding the value of the <u>shared</u> <u>academic cultures</u> and quality of all partners and the participating students

4 (European and Third Countries)

Building a coherent and comprehensive employability strategy for graduates (in all areas of academia, business, and

5 public sector)

Agreeing a transparent and equitable policy

6 for the doctoral examination process

Agreeing a clear policy about the <u>doctoral</u> <u>degree</u> to be awarded, and maximising the <u>recognition</u> of the doctoral degrees and the

7 associated 'products'

Developing an effective research programme with balanced supervision processes and workloads
across the consortium (co-located research groups)

Providing a collaborative research and

communication platform across the consortium for staff and students

Ensuring the <u>assessment</u> mechanisms for work leading to the doctorate are coherent and

3 balanced across the consortium

Providing students with access to the best doctoral training, research tools and facilities

Implementing formal continuous research

5 progress monitoring

Ensuring effective staff mobility and inter-cultural awareness across the

6 course and the consortium





# 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	<b>Participants</b>	
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



