

Lessons learned from the first generations of Erasmus Mundus Master Courses

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 - The Bologna Process
 - The students employability prospects
 - The courses sustainability prospects
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Background

- Contractual obligation at the end of the 5 years (/cohorts /editions) covered by the FPA
- 57 EMMCs concerned so far (FPAs 2004 to 2006)
- Global picture on the impact, results achieved and remaining challenges
- Food for thoughts for future Joint Master Degrees under Erasmus for All.

Facts and Figures – The Consortia

- 57 EMMC consortia (>>> 45 still on-going)
- 261 participations of Eur. HEIs (4.6 / EMMC)
- 192 HEIs from 21 different Eur. countries
- FR, BE, IT, ES as main coord.; ES, DE, FR, UK as main partners
- 32 EMMCs with a former Action 3 partnership
 - 62 non EU HEIs from 35 differ. non Eur. countries (most repr.: USA, CN, AU, SA).

Facts and Figures – The Joint Courses

- Duration
ECTS 120 (72%), 90 (18%), 60 (10%)
- Thematic fields (most EMMCs multi/pluri-disciplinary)
life & natural sc. (21%), engineering (20%), soc sc./ huma. (13%), educ. (13%), maths / IT (11%)
- Languages
99 % in EN (63% only EN); FR, ES, DE as most frequent additional languages; 7 other languages offered
- Degrees: the majority remains "*double*" but 37% of EMMCs deliver a "*joint*" degree (and 21% as only degree)

Facts and Figures – Students & Scholars

- 9174 students enrolled in 298 intakes (31 stud. / intake); 89% graduation rate
- 73 % non Eur. (IN, CN, US, BR) - 27 % Eur. (DE, FR, ES)
- 5980 EM scholarship holders (98% non Eur)
- Scholarship take up rate 93% (83% for Cat B)
- 40 % of the students have visited 3 countries or more (FR, DE, NL most visited)
- 1439 visiting scholars (out of which 300 Europeans)

EMMCs contribution to Bologna (1)

- **Internationalisation & Attractiveness of the EHEA**
 - EM recognised as a worldwide brand
 - Increased visibility of participating HEIs (/departments)
 - Promotion of the European dimension of HE
- **Convergence of Eur. HE systems at masters level**
 - Inter-institutional transfer of knowledge in teaching, supervision, evaluation (QA) and recognition practices
 - Focus on learning outcomes and student centred learning
 - Stronger links to research and professional sector
 - Impact on national legislation (e.g. Joint Degrees)

EMMCs contribution to Bologna (2)

- **Mobility as an integer feature of the joint course**
 - Build on the strengths of participating HEIs
 - Increased quality of services to mobile students
 - Contribution to multicultural awareness
 - Increased coherence and compatibility in performance evaluation and recognition mechanisms (ECTS, DS)
- **Students at the centre of the project**
 - Involved in EMMC management and evaluation bodies
 - Student centred learning and multi(/inter-)disciplinary curricula (increasing professional/research prospects)
 - High employment rates

EMMCs contribution to Bologna (3)

- **Improved HEI governance**

- Pooling and sharing resources
- Increased participation of the professional sector (incl. research) in

the management of the EMMC, its evaluation, the delivery of courses/seminars, the offer of internships, its financial support and the students' employment prospects

- Strategic management of the joint programme

(with business plans, exploitation/marketing plans, impact analysis on sustainability and relevance, risk assessment, etc.)

Employability of EMMC graduates (1)

- **Stronger QA and EMMC relevance evaluation**
 - Involving students and professional sector
 - Adapting the course content and structure to the students' (/market) needs (>> required by the students' profiles)
 - Course delivery based on learning outcomes and competence acquired.
- **Interdisciplinarity** contributed to
 - broadening the students competences/skills and opening the professional career prospects
 - Offering complementary skills (entrepreneurship, communication, negotiation, languages, IPR, ethics, etc.)

Employability of EMMC graduates (2)

- **Practice based activities** (internship, field work, placement)
 - Closely linked to the professional (/research) environments
 - Strong involvement of hosting enterprise (/professional org.)
- **Career guidance**
 - Involvement of professional sector in EMMC events (poster sessions, seminars, job fairs, etc.)
- **High employment rates**
 - EM employability survey (2011) : only 3% of 2006 graduates were unemployed
 - High percentage of scholarship holders continue to PhD (20 to 30%)

EMMCs sustainability prospects (1)

- **Promotion and awareness raising**
 - Internet and social media
 - Link to socio-economic environment (international, national, regional and local levels)
- **Attracting high level (paying) students**
 - 35% of non EM scholarship holders in average per intake
 - EM Scholarship attractiveness for non Eur. students (5 to 10% success rate) >> how to keep the others interested ?
 - Necessity to attract more European students

EMMCs sustainability prospects (2)

- **On-going relevance and attractiveness evaluation**
 - adaptation of the course content (/structure) to the students (/market) needs and expectations
- **Business Plans / Viability study**
 - EM grant envisaged as seed funding
 - Contribution from participating HEIs, external (public/private) sponsors and students (enrolment fees)
- **Sustainability role of visiting scholars & alumni**
 - For setting up international research projects
 - For linking students to employers and professional sector.

Joint Masters : Remaining challenges (1)

- **Improve joint QA and course evaluation methods**
With measurable success and satisfaction indicators, within clearly defined business models and plans
- **Create stronger links with the professional sector and socio-economic environment**
For internships, provision of complementary skills, career guidance and financial support to the consortium (/the students)

Joint Masters : Remaining challenges (2)

- **Facilitate access to and mobility within the EHEA**
Revision of the EU Directive 2004/114/EC and 2005/71/EC on the admission of third-country nationals in the EU for study or research
- **Pursue the efforts towards joint degrees**
More coherence in the legal and administrative constraints.
Improve the users' (students, employers, HEIs) perception
- **Consortia need to move fast(er).**
Setting up a sustainable, attractive and excellent joint master degree takes time and EU resources are limited

More Information

- **Synthesis report on 2004 FPAs**

http://eacea.ec.europa.eu/erasmus_mundus/beneficiaries/documents/action1/fpa_synthesis_report_final.pdf

- **EM Clusters** (recognition, sustainability, employability, etc.)

http://eacea.ec.europa.eu/erasmus_mundus/clusters/index_en.php

- **FPAs 2004-2006 Synthesis Report Seminar**

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