Yerun
Young European Research Universities

YERUN
Guidelines for Good Practice in Developing & Running
Joint Programmes at Bachelor and Master Level

YERUN PUBLICATIONS

INDEX

| SUMMARY

SUMMARY

These Guidelines describe the processes involved in setting up and running joint programmes. YERUN acknowledges the importance of joint programmes in strengthening education collaboration within the network and recognises their value as powerful tools to promote quality in education, mutual recognition of qualifications, to enhance the mobility experience of students, to promote multiculturalism and multilingualism, and to enhance the employability of graduates. YERUN fully embraces the EU vision which identifies joint programmes as one of the foundations of the European Higher Education Area (EHEA) and the recommendation to stress the role of joint programmes in the internationalisation strategies of European higher education institutions (*European Higher Education in the World*, Communication of the European Commission (COM 2103)).

The Guidelines describe in detail the different stages required for the establishment of a successful joint programme: proposal, development, management and quality assessment, at Bachelor and Master level. Doctoral education is very different from the first two cycles of the Bologna process; it involves less structured education and training processes, it is intimately linked to research and there is more diversity within Europe as to the formal and content requirements of PhD programmes. A separate YERUN document is being elaborated to deal specifically with joint programmes at PhD level. A summarized version of these Guidelines is also available on the YERUN website[1].

Though originally intended to help and guide YERUN universities in setting up joint programmes, the Guidelines are useful for any university or higher education institution with an interest in developing these kinds of programmes. We describe the different types of joint programmes (double/multiple, joint, etc.), we encourage the use of a common terminology and provide examples of good practices, alongside useful references. The Guidelines include a series of appendixes with a set of common tools, checklists, a model consortium agreement and other forms for the different stages in the development, management and evaluation of joint programmes.

Throughout the document, emphasis is placed on quality assurance, as a joint programme should be a programme of a higher academic standard than each of the partners are able to develop separately. Academic cooperation of this type creates opportunities to achieve excellence in Bachelor and Master programmes through network initiatives, which move well beyond those provided by standard mobility programmes or degrees offered by single institutions. For institutions, they also enhance opportunities for funding (e.g. through the Erasmus Mundus Joint Master Degree programme) and raise their international profile.

YERUN universities are committed to delivering the highest standards of excellence in teaching and learning at the three levels of the higher education cycle. As young research universities, we wish to fully contribute to a stronger, more collaborative, more competitive European Education Area and play a leading role in the renewed agenda for higher education and the challenges faced by EU higher education systems. Joint programmes are a powerful tool to do so.

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[1] www.yerun.eu

| PREFACE

PREFACE
JOINT PROGRAMMES IN YERUN

YERUN's[2] Strategic Plan, as approved in Lisbon (February, 2016), established as one of its aims:

To promote education collaboration *through teaching collaborations, innovation, enhancement activities, academic exchange between staff, and students and the development of dual, multiple or joint international degrees within the framework of the EU's academic partnerships and mobility programmes.*

To achieve this goal, during 2016, YERUN mapped existing teaching links across the network to establish a base line position, gather examples of good practice and establish lines for future and stronger collaboration (joint, double degrees; co-supervision of PhD thesis, etc.) (Strategic Action 3).[3]

The analysis revealed the existence of 129 joint programmes involving YERUN universities.

- Most of the programmes are Master degrees (84), followed by Doctorate (21) and Bachelor (13).

- Most represented study fields are social sciences, journalism and information (36%) and natural sciences, mathematics and statistics (25%).[4]

- Among the different types of joint programmes, double degrees are the preferred option for YERUN members.

Of those, **12** joint programmes were offered jointly by two or more YERUN members (see **Appendix 1** for existing joint programmes within YERUN).[5] The figures and percentages of that initial analysis are summarized in Table 1:

International Joint Programmes in YERUN		
	Multiple YERUN Members	**One YERUN Member**
Total	12	129 (12 + 117)
Level	8 Masters 1 Doctorate 3 Combined (B+M, M+D…)	13 Bachelor 84 Master 21 Doctorate 11 Combined
Study Fields	Social sciences, journalism and information.......................................(36,2%) Natural sciences, mathematics and statistics....................................(24,4%) Business, administration and law...(13,4%) Selected other ....(26,0%)	

Given the importance of joint programmes in strengthening education collaboration within the network, YERUN members decided at their General Assembly (Konstanz, October 2016) to create a specific working group for joint programmes. The group aims to promote activities among YERUN members to enhance the quality of education, innovate in teaching and learning methods, promote a culture of internationalisation among the students and staff, and increase student mobility. The group elaborated the present Guidelines that were approved by the YERUN General Assembly in Ulm in October 2017.

[2] YERUN (Young European Research Universities Network) was established in January 2015 as a partnership of 18 European universities. For more information, see https://www.yerun.eu/
[3] More information on https://www.yerun.eu/strategic-actions/
[4] In order to map mobility and joint programmes across the network, Unesco's ISCED codes were used to refer to fields of education (ISCED-f 2013).
[5] Appendix 1 includes two additional new double degree involving two YERUN partners, starting in September 2017, which makes a total of 14 joint programmes within the network.

1. INTRODUCTION

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1.1 JOINT PROGRAMMES IN EUROPE

Joint programmes have been on the agenda since the beginning of the Bologna process in 1999, but have gained great impetus in the last decade as an essential instrument for the consolidation of the EHEA.

Although mention of joint programmes can be found in all Comuniqués of the meetings of European Ministers since Prague (2001), the Yerevan Comuniqué of the EHEA Ministers (2015) clearly identified joint programmes as one of the foundations of the EHEA, together with a common degree structure and credit system, common quality assurance standards and mobility.[6] Initiatives are being taken by higher education institutions in various European countries to contribute their academic resources and traditions to promote the development of integrated study programmes.

The importance of joint programmes for the EHEA is perhaps most clearly outlined in a Communication of the European Commission published in 2013 *European Higher Education in the World*, which identifies the key areas that should be addressed when developing a comprehensive internationalisation strategy.

Evidence shows that joint and double degrees are powerful tools: to promote quality assurance and mutual recognition of qualifications; to attract talent and deepen partnerships; and to enhance the international experience, intercultural competence and employability of graduates. Therefore, the EU and Member States should provide a strong incentive to enhance the role of joint and double degrees in the internationalisation strategies of European HEIs, drawing on the experience of the almost 700 European and non-EU HEIs which have already benefited from the joint and double degrees provided by the Erasmus Mundus programme (COM 2103: p,9).

The renewed EU agenda for higher education (COM (2017), Brussels, 30.05.2017) stresses the role of effective education and training as the "foundation of fair, open, democratic societies and of sustained growth and employment" (p.2) and the commitment of the EU to strengthen the support to promote international cooperation, exchange and mobility to boost quality (p. 11). Finally, the vision of a European Education Area, beyond 2020, identifies as a key element working towards truly European universities, which are able to network and cooperate seamlessly across borders and compete internationally (COM (2017), Strasbourg, 14.11.2017). Promoting education collaboration in YERUN through the establishment of joint programmes is fully aligned with that ambition.

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[6] All Comuniqués can be found in: http://www.ehea.info/pid34363/ministerial-declarations-and-communiques.html

1.2. JOINT PROGRAMMES: AIMS & PURPOSES

Joint programmes are the result of two or more institutions joining forces with the objective of improving the quality of the teaching and research in the particular subject area covered.

A joint programme should be a programme of a higher academic standard than each of the participating institutions would achieve separately. Joint programmes enhance the mobility of students and staff, offering a truly European (or international) academic experience and when they involve substantial periods of study at participating institutions, provide a multilingual, multicultural experience, and contribute to the development of the European identity, as well as enhancing employability. As such, joint programmes constitute a higher degree of integration and commitment than standard mobility programmes. They involve 'structured' (vs. 'unstructured') mobility.

The added value of joint programmes:[7]

➤ Enhancing employability and offering students access to programmes that can lead to professional accreditation in their field

➤ Developing innovative international education, curricula, and mobility experiences for students

➤ Improving the quality of courses by exposing them to challenging international standards both as to contents and as to teaching methods

➤ Complementarity: offering courses that could not be offered by one institution alone and which complement partners' curricula

➤ Retaining high-potential home students who target to have a study experience abroad (beyond the Erasmus+ exchange programmes)

➤ Attracting international students and promoting multiculturalism and multilingualism

➤ Providing a structured mobility experience for students

➤ Enhancing the European identity by being fully exposed to different higher education systems

➤ International visibility and reputation

➤ Internationalisation of staff (teaching and administrative)

➤ Establishing close links leading to collaboration in other areas (research)

➤ Strengthening links with partner institutions

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[7] This is a selection of answers given by members of the YERUN working group to the questionnaire in **Appendix 2**

2. GLOSSARY & OVERVIEW

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For YERUN partners, we suggest the use of the terminology presented in this section.[8]

2.1 GENERAL TERMS & DEFINITIONS

a) Programme and Degree

'Programme' refers to a set of educational activities in order to achieve a set of learning objectives, while degree refers to a higher education qualification. This distinction is important as the terms ´joint programmes' and 'joint degrees' are often used indistinctively. According to the Lisbon Recognition Convention, programme is defined as:

Programme
A programme refers to a higher education curriculum leading to a degree. It has co-ordinated elements (courses). The completion of a programme provides the student with a higher education qualification.[9]

A comprehensive definition of "degree" is put forward by UNESCO's ISCED:

Degree
Educational qualification awarded upon successful completion of specific educational programmes in tertiary education (traditionally by universities and equivalent institutions).[10]

b) Awarding institution

A higher education institution which issues qualifications, i.e. degrees, diplomas or other certificates. When that qualification is a joint degree, an awarding institution is one of the two or more institutions involved in conferring the joint degree for the joint programme.

c) (Joint programme) consortium

A group of two or more higher education institutions and, potentially, other contributors (e.g. research centres, companies) with the objective of providing a joint curriculum integrating teaching and learning activities in a joint programme, independently of whether a (joint) degree is awarded by all.

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[8] The terminology and definitions given here are mostly taken from Aerden & Reczulska (2013) and are part of the Guidelines published by the European Consortium for Accreditation (ECA) within the context the JOQAR Project ('Joint programmes: Quality Assurance and Recognition of degrees awarded'). See also: http://ecahe.eu/w/index.php/Joint_programme_ter-minology

[9] Council of Europe. 1997. Convention on the Recognition of Qualifications concerning Higher Education in the European Region, p. 4

[10] UNESCO. 2011. International Standard Classification of Education, p. 79. http://www.uis.unesco.org/Education/Pages/in-ternational-standard-classification-of-education.asp

2.2. TYPES OF JOINT PROGRAMMES & OVERVIEW

a) Joint Programme

Aerden & Reczulska (2013) define 'joint programmes' as "…an integrated curriculum coordinated and offered jointly by different higher education institutions and leading to a (double/multiple or joint) degree." While we agree with the basic concepts included in this definition, we propose to extend it to include joint programmes that do not necessarily lead to a degree or qualification (see d) Certificate Programmes). To accommodate those cases, we modify the definition of joint programmes as follows:

> An integrated curriculum coordinated and offered jointly by different higher education institutions, which could lead, but not necessarily, to a (double/multiple or joint) degree.

b) Joint Degree

Aerden & Reczulska (2013) define a 'joint degree' as:

> A single document awarded by higher education institutions offering the joint programme and nationally acknowledged as the recognised award of the joint programme.

- A joint degree is awarded after successful completion of a joint programme.
- The joint degree is awarded jointly by higher education institutions that offer the programme (but not necessarily by all).
- The institutions involved in the joint degree do not award any other (national) degree, indicating that the awarded joint degree is nationally acknowledged as the recognised award of the joint programme.
- The joint degree is the recognised and only attestation of the qualification.

c) Double and Multiple degree

In the case of 'double' and 'multiple degrees', the higher education institutions involved in the joint programme do not award a degree jointly, but award their own degrees individually:

> Separate degrees awarded by higher education institutions offering the joint programme attesting the successful completion of this programme.

When two higher education institutions are involved and two degrees are awarded, we talk about double degrees. However, this term is often confused with 'dual' degrees,[11] which is why Aerden, & Reczulska, (2013) recommend the use of the term 'multiple degree' to cover both double and multiple degrees. We will continue to use the term 'double' only when two institutions and two degrees are involved, given the fact that this term is commonly used.

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[11]The term 'dual' degree is regularly used in American higher education institutions, but there seems to be no agreed definition for it. What seems to define dual programmes is that two degrees are awarded separately for two programmes which have some coordinated elements but not an integrated curriculum. The two programmes involve different subjects (e.g. Business administration and Law; Mathematics and Computer Science) and are often awarded by the same institution.

d) Certificate programme

In the above definition of joint programmes, we included a subtype which does not necessarily lead to a joint or double/multiple degree, but, nevertheless, involves structured mobility as the courses or modules taken by students are predetermined and automatically recognised. 'Certificate Programmes' have some of the advantages of joint programmes, while avoiding some of the complications and paperwork involved in setting up a joint or double/multiple degree programme. They are defined as follows:

> A study programme, integrated into the curriculum of the awarding institution, where students take pre-recognised courses at one partner institution at least in two semesters. Graduates receive a consortium certificate in combination with one degree from the awarding institution.

Figure 1 provides an overview of the different types of international cooperation programmes involving mobility in different degrees of integration and commitment. As mentioned above, developing the type of structured mobility involved in joint programmes constitutes an important tool to consolidate education collaboration within YERUN.[12]
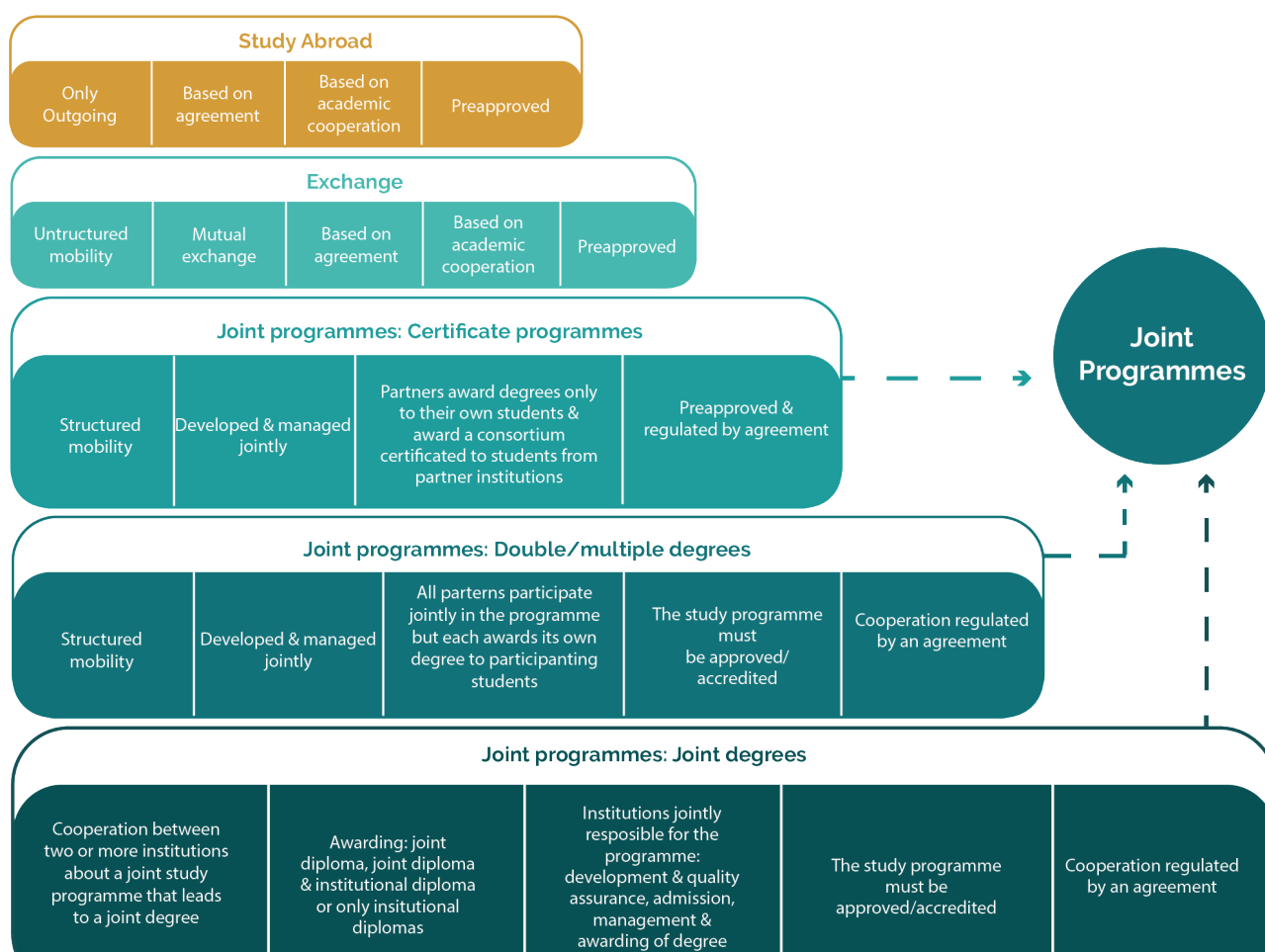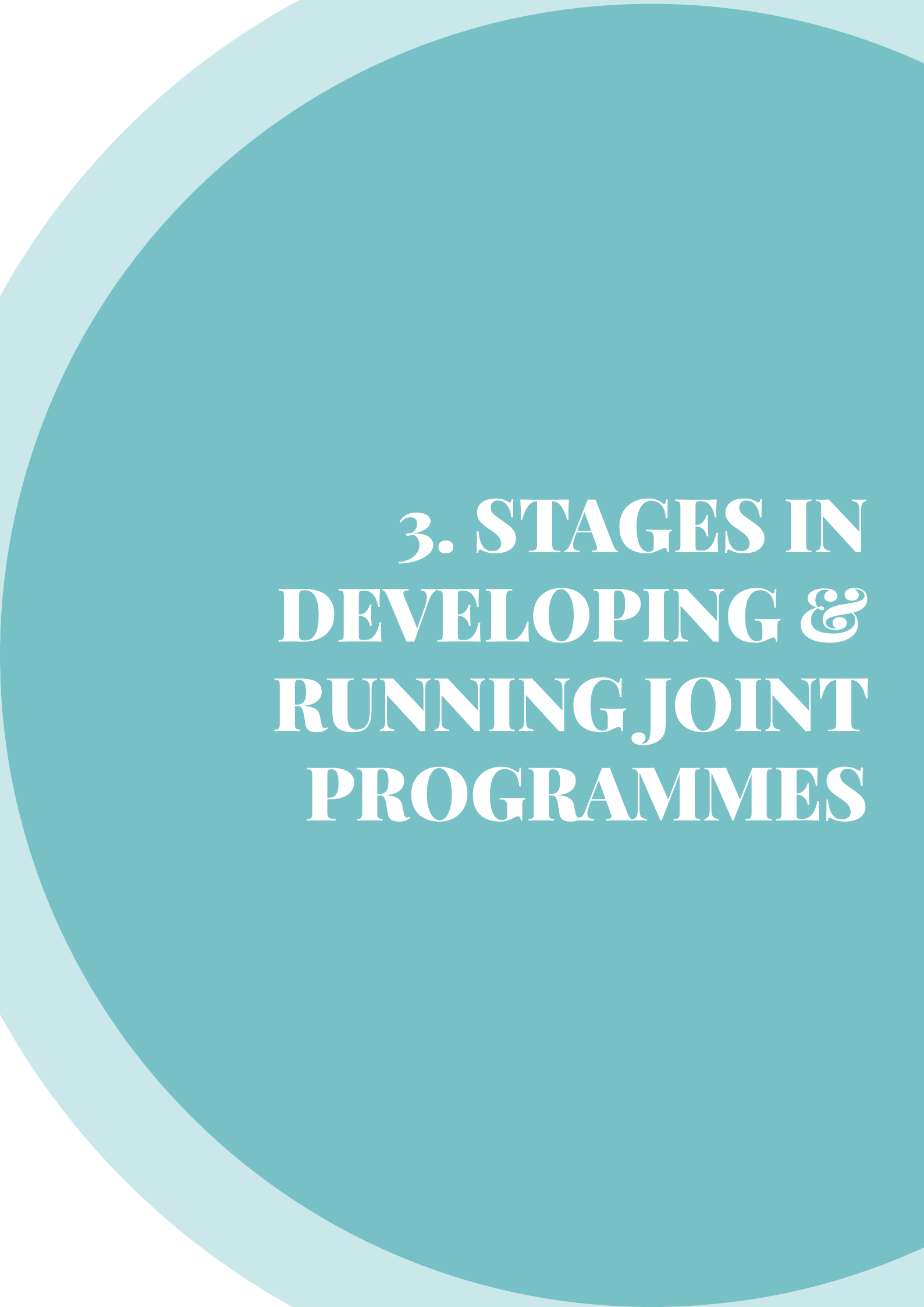

FIGURE 1: MOBILITY PROGRAMMES

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[12] This figure is an adaptation of the one found in the publication by the JOIMAN Network. (2012). We have included a box for Certificate Programmes (not mentioned by JOINMAN) and rephrased the content of the other boxes according to the definitions we have adopted here.

3. STAGES IN DEVELOPING & RUNNING JOINT PROGRAMMES

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Promoting joint programmes is one of the aims of YERUN. Members are advised to consult with the coordinator of Strategic Action 3 and the YERUN office who may be able to assist in developing collaborative links leading to joint programmes.

YERUN recommends a number of stages for the successful formation of a partnership and the successful development of a joint programme, acknowledging that approval processes may vary between institutions. The overarching objective of the various stages is to ensure that the participating institutions have carried out sufficient due diligence and are satisfied with the suitability of their partner(s), quality of the proposed programme and practical viability of its delivery. YERUN recommends that the fulfilment of these objectives is achieved through proposal, development, management and quality assurance stages. We deal with the first three in this chapter, while devoting chapter 4 to quality assurance.

3.1. PROPOSAL STAGE

A carefully conceived joint programme will take advantage of the combined characteristics and strengths of two or more institutions, in order to offer students an outstanding and diverse higher education with additive qualities to those provided by any institution acting alone.

The proposal stage has several purposes including the identification of joint programme opportunities, developing a programme specification and evaluating the viability to progress to the development stage.

3.1.1. Identifying new opportunities and developing the joint programme specification

The YERUN network provides a forum in which identifying new opportunities for joint programmes is itself facilitated by the shared values and characteristics of its member institutions.

One of the goals YERUN contributes to is to act as a creative and collaborative network in which its members can more easily seek out and identify opportunities for new joint programmes within the network.

A new joint programme should demonstrate alignment between the strategic goals of the participating institutions and have institutional commitment. It should also show how comparable subject level expertise at each institution could be used to develop a unique joint programme which

could not be offered by a single institution. For this, partner selection is crucial. Although YERUN membership facilitates partners' choice, it is an advantage if academics in the particular area of the joint programme already have good working relations or if the two institutions have a history of collaboration, for instance, in well-established exchange programmes. The administrative capacity of potential partners is also a factor to be taken into consideration.

There are many factors that complicate the developing of a proposal for a new joint programme by two or more institutions, as they may each have different programme approval processes, procedures and regulations. It is advised that, at an early stage, a common approach to the joint programme approval processes is negotiated and agreed, ideally with roles, responsibilities and timescales clearly articulated and communicated to all those involved.

It is recommended that consideration is given to the following areas as part of the initial proposal:

➤ Programme rationale and complementarity of awarding institutions
➤ Joint programme outline specification
➤ Recruitment and marketing
➤ Costs and resources
➤ Quality assurance and operational arrangements

A more detailed list of points that might be considered under each area is provided in the 'Proposal Checklist' (**Appendix 3**).

3.1.2. Proposal evaluation and decision to proceed to the development stage

The assessment and approval of new joint programmes is a quality assurance process which is important for ensuring high academic standards. Specific processes for evaluating new proposals will vary between institutions. It is recommended, subject to variation in institutional procedures, that assessment and approval of the initial proposal broadly ensure that:

➤ Whatever processes are agreed, they are applied systematically and operated consistently.
➤ The criteria upon which new proposals will be assessed are clear to all partners, and consistent with the design criteria previously set out.
➤ The academic standards and quality of the joint programme satisfy the requirements of each of the collaborating universities.
➤ The requirements of external agencies, such as government departments of education, are met.
➤ There is sufficient external or independent representation in the approval processes.
➤ Where appropriate, students' representatives should contribute to the design and/or evaluation stages of a new joint programme.
➤ The curriculum of the proposed degree adequately reflects the title of the award and, where possible, this is verified and validated against recognised external referents and benchmarks.
➤ Sufficient due diligence has been carried out with regard to academic reputation, market demand and capacity to deliver the proposed programme.

If a decision is made not to approve a new joint programme, then the decision-making panel should determine whether a revised proposal should be considered or not. Where a decision to approve a joint programme is made, consideration should be given as to whether such approval is conditional upon satisfying certain changes. When cases of particular good practice are identified, panels may encourage the partners to disseminate such practice within the YERUN network.

> Decisions to approve or not to approvea programme, with associated conditions and recommendations, should be clearly communicated at the earliest possible opportunity. A clear timeframe should be given as to when re-approval of a new joint programme will be required.

3.2. DEVELOPMENT STAGE

> The consortium **agreement** establishes a contractual relationship between the partner institutions. The agreement regulates the partners' responsibilities within the consortium and towards the joint programme.

The development stage moves from the initial evaluation of the proposal stage (and from a possibly general MoU[13]) into a detailed consortium agreement where the joint programme is described and the partners' responsibilities and contractual obligations are defined. The different issues to be dealt with and agreed upon in the proposal stage (§ 3.1) are here mapped with respect to the consortium agreement, as this document synthesizes the aims and the efforts of this stage. These same issues will be dealt with in the section concerning management stage (§ 3.3) as to their planning and execution, and in chapter 4, regarding quality assurance.

3.2.1. The consortium agreement

1. **Overall programme objectives**, an introductory section where the general objectives agreed in the proposal stage are presented and the degrees to be awarded are indicated.

2. **Joint programme** definition, where the main academic issues are described, including:

> - Learning outcomes
> - Programme structure and course equivalences
> - (Possibly) a reference to national legal qualifications
> - Programme timetable
> - Assessment principles (including grades' conversion table)
> - Exit clause for students leaving the joint programme (including failure in achieving the required outcomes)
> - Final thesis (including the role of the supervisor and the evaluation committee)
> - Degree requirements and final overall grade

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[13] Memorandum of Understanding

3. **Students' services**, where the main aspect concerning students' admissions, enrolment and general students' duties and rights are determined, including:

> ➤ Programme access requirements (possibly set differently between the two partners)
> ➤ Selection process
> ➤ Any preparation and mentoring activities
> ➤ Information to be transferred to the partner university before the exchange starts
> ➤ Information to be transferred to the home university when the exchange ends
> ➤ Reciprocal tuition fees waiver or any other agreement related to tuition fees
> ➤ Any other costs (such as medical insurance) that students might be required (or invited) to take at their own expense
> ➤ Any support given to host students (mainly referred to housing)

4. **Programme management**, where all the issues concerning an effective planning and management of the joint programme are agreed upon, including:

> ➤ Programme management structure (mainly the identification of the coordinator on each side, eventually an academic and an administrative coordinator)
> ➤ Provisions for a joint committee for managing/monitoring the programme
> ➤ Provisions for an academic staff exchange as it is often considered a way to strengthen a common approach to delivering and managing the programme
> ➤ Approach to be followed in the programme launch and marketing
> ➤ Any other initiative related to strengthening the joint programme

5. **Quality assurance**, where all the internal and external quality assessment procedures are agreed upon, in compliance with national accreditation regulations.

6. **Legal clauses**, final section of the agreement where are all the legal clauses required to make the agreement comply with national as well as the institutional regulations, are included:

> ➤ Agreement duration/termination
> ➤ Obligations to be taken by each partner, including the obligation to bring forward each student cohort that will start the joint programme until the end of the programme
> ➤ Conflict resolution and governing law
> ➤ Steps required for changes in the agreement
> ➤ Exit clause/strategy
> ➤ Confidentiality
> ➤ Intellectual property rights
> ➤ Personal data protection
> ➤ Policy statement on equal opportunities
> ➤ Force majeure

3.2.2. The programme definition

The section concerning the joint programme definition in the consortium agreement aims to define an effective programme as to its academic content as well as to comply with the national regulations to issue a given degree. The key issues refer to:

- **Course equivalences**: described either in a single equivalence table (where all the courses of one programme are mapped into courses of the other programme) or in different equivalence tables (one for each programme, where each programme describes the courses that need to be passed by students in order to achieve the degree and defines the equivalences between study plans).

- **Different lengths**: Different lengths for the different types of joint programmes (Bachelor, Master and Doctorate) have to be checked against national accreditation regulations. In case of programmes having different lengths (Bachelor of three vs. four years or Master of one vs. two years), the different degrees can be completed at different times (after three years, students might obtain already a Bachelor at one institution while they have to complete an additional year for the second degree). These differences might be less striking if the partner universities agree on common schemes as, for instance, the following ones:

➤ In case of a one year vs. a two-year master, in the first year, students of both universities do one mobility period of a minimum of 20 credits. After one year, all students obtain the one-year master diploma. In the second year, all students follow the courses of the second year and get the degree certificate.

➤ The university which works according to a "3+2 framework" recognises the fourth year of the partner university, which works according to a "4+1 framework", as the first year of a two-year master programme. This is possible if the requirements for entering into the master programme are met.

- **Programme timetable**: the sequence of the courses and the place(s) where they will be attended by the participating students, either on a shared/synchronized schedule (where all the students of a given cohort are together for the whole period of study) or on a separate schedule (where the students of each partner university follow their own path, and may or may not partially coincide, depending on the structure of the programme).

- **Grades' conversion table**: mutually agreed upon before the start of the programme and based either on the one already used for Erasmus exchanges (if available) or on a dedicated table developed according to the ECTS guide. The consortium might decide to adopt the EGRACONS project guidelines.[14]

- **Final thesis**: given that the final thesis (and its defence) in many countries is considered a key requirement in order to issue the degree, the final thesis needs to be harmonized as to its structure and contents. In double/multiple degrees, normally the final thesis has to be presented/defended only in one institution (normally the institution where students initially enrol). However, there might be cases where more than one thesis and defence are required, to comply with national accreditation regulations.

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[14] For more information see http://egracons.eu/

3.2.3. Conclusions and recommendations

It is recommended that:

- The consortium agreement should address all major academic and non-academic issues ahead of the programme(s) delivery. Dealing with these issues later in the management stage might take long, be less effective and compromise the students' learning experience.

- The consortium agreement should be drawn with the support and involvement of all relevant offices and departments of the university (teaching staff, international relations and administration) because the joint programme will have an impact on their activities.

- Specific academic and non-academic issues should be placed whenever possible in specific appendixes or annexes in the consortium agreement. The procedure to modify these is normally simpler than introducing changes to the agreement.

- The early identification of both an academic and an administrative coordinator, with responsibilities for each role agreed between delivering institutions, is recommended to strengthen the effectiveness of the consortium agreement and to facilitate the implementation of the joint programme.

Appendix 4 is a checklist of aspects to be considered when writing up a consortium agreement for a joint programme. **Appendix 5** offers a sample model of a consortium agreement, based on the comparison of double degree agreements used by YERUN universities, which may be taken as a general reference and adapted to specific cases.

3.3. MANAGEMENT STAGE

A joint programme should be fully integrated in the academic offer of the institution. Partner institutions should preferably avoid creating new management structures for the running of a joint programme independent from regular programme administration structures.

As far as possible, the practical aspects of managing a joint programme should have been clearly defined at the development stage. At the management stage, all those aspects should be accommodated in the governing and management structures of partner institutions. Consequently, there are no predefined management models for joint programmes presented in these Guidelines, but aspects to be taken into account and good practices are presented instead.

It is crucial to decide on the governing model for the joint programme: with a coordinating institution or all partners collaborating on an equal basis. Whether one model or the other is adopted, there will be actions to be carried out jointly and tasks which will be the responsibility of individual partner institutions. All these should be clearly outlined from the onset and communicated both internally and externally.

Both internal (academic staff and administrative units at each university) and external (between the institutions) communication are crucial for the successful management of a joint programme.

Management concerns every process to be dealt with before, during and after the students enrol in the course and complete their degree(s), and it involves administrative, academic and practical issues. A checklist for management is provided in **Appendix 6**. The following are good practices to be established at the very beginning of the process:

➤ The programme should have a dedicated webpage with all the relevant information for (current or prospective) students, academics, administrators and external evaluators.

➤ There should be a management timetable, establishing all the processes and actions to be taken each academic year throughout the entire running of the programme.

3.3.1. Students' application, selection and enrolment

- **Application** processes may be centralised (by the coordinating institution) or decentralised. The consortium should agree on who is responsible for answering questions from potential applicants (usually the coordinator(s) of the programme).

➤ If there are individual application procedures, information should be shared among partners regarding regulatory requirements and how the application system works, as well as the applications received.

➤ For prospective students, the application procedure should be clearly outlined on the programme website.

➤ It is recommended that partners use common admission criteria and that a common letter of admission (or rejection) is sent when the selection process has been completed.

- **Selection** criteria should be clearly outlined in the consortium agreement: academic requirements (level and disciplines or subjects), language proficiency and experience (such as in research).

➤ Motivation and references may be important as these programmes involve extra work as well as study periods abroad.

➤ Information about the appeal procedure and waiting lists should be made available to applicants.

- As for **enrolment**, regulations concerning tuition fees and degree awarding, student visa requirements, etc. are of primary consideration when developing the enrolment and registration approach. Students should ideally be enrolled in all the participating institutions, but since enrolment is typically regulated by national or institutional legislation, this may not be possible.

➤ Where students are enrolled in just one institution, they must be registered in the other partner institution(s), or at least in those in which they spend a period of study.

➤ Registration should ideally confer the same entitlements as enrolment, as these are degree-seeking students.

3.3.2. Teaching, learning and assessment

The learning outcomes of the programme should have been carefully designed at the early stages of developing a joint programme. However, the actual lecturers are not often the initiators of these programmes, so the course content, methodological approach and the evaluation methods are often fully developed at the management stage.

- The structure of joint programmes varies a lot. Students from the same cohort from all partner institutions may be together for the whole length of the programme, for a specific period, or not at all. They may be taught in a separate group, they may be integrated into larger groups at each partner institution, or a mixture of both. Whatever the case is, partners must ensure that the content and structure of the joint curriculum enables the students to achieve the joint programme's learning outcomes. There are different means to ensure that concerning **teaching** and **learning**:

  - A common thread may provide coherence in the curriculum. It would serve the purpose of interconnecting courses across the different institutions. This can be done through topics, skills or particular concepts.
  - Similarly, a common concept of the programme (e.g. student-centred learning) and a common teaching methodology may be adopted to achieve the joint learning outcomes. This does not mean that all partner institutions need to adopt the same teaching methods, but that there should be a certain degree of compatibility in order to strengthen the learning experience of all students.
  - Communication channels for interaction between lecturers across the participating institutions should be put in place, as well as between lecturers and students.

- As for **assessment**, partners should be familiar with the grading system applied in all participating institutions and should make sure students are also aware of it.

  - Partners should agree on a common policy on grading (which does not imply applying the same grading system), which should address how to deal with students failing courses, modules, dissertation and so on. Retaking courses may not be feasible with students moving between partner institutions and resitting exams may not be possible at some institutions.
  - Students should be aware of the appeal procedure at each institution in case they want to appeal decisions such as the results of their evaluation.

3.3.3. Degree and Diploma Supplement

While in certificate programmes, there is only one degree awarded by the home institution, in double/ multiple degree programmes, students will receive a degree certificate from each participating institution. Joint degrees are a special case, as they (should) involve a single document issued by the consortium or the coordinating institution. However, there are no common regulations for awarding joint degrees, since degree awarding powers are still (most often) a national competence.

- ➤ To facilitate the full recognition of joint degrees, these degrees need to be awarded in line with the relevant legal frameworks and in accordance with good practice.[15]
- ➤ Where multiple degrees are awarded, it should be stated (either in each degree certificate or, if not possible, in a separate document) that the degree X has been awarded after the successful completion of a joint programme and that other identified degrees have been also awarded as part of this programme.
- ➤ The Diploma Supplement should facilitate the comprehension of what is involved in the joint programme as clearly and concisely as possible.

3.3.4. Information and marketing

Partners should jointly develop a tailored approach to information and marketing strategies for joint programmes. These programmes have individual characteristics and target specific groups of students.

The marketing plan should emphasize the added value of these kinds of programmes, compared to the regular national programmes, and describe their particular features.

- ➤ Stress the complementarity of participating institutions in the jointly developed curriculum.
- ➤ Information about learning outcomes and employability should be highlighted, particularly when regulated professions are involved.
- ➤ If internships are available, this could also be a major selling point.
- ➤ Where courses are taught in more than one language, marketing materials should be produced in those languages.

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[15] The reader is referred to Aerden and Reczulska (2013) for examples of good practice in awarding joint degrees (European Consortium for Accreditation, in cooperation with the ENIC-NARIC network).

3.3.5. Practical issues concerning students in joint programmes

All relevant information must be provided for students before and upon arrival. This includes at least:

- Information about academic aspects (course catalogue, examination and assessment procedures, introductory courses, language courses etc.) taking specific needs of mobile students into account
- Information about visa requirements throughout the joint programme and availability of scholarships
- Practical information about housing and welfare
- Practical information about the home/host campus and student services.

It is good practice to provide a welcome package with practical information about being a student in this joint programme.

As for student services, joint programmes generally involve mobility. The double nature of these students as both mobile students and as regular students obtaining a degree at the partner institution means that participating institutions must ensure that:

- The programme provides adequate services to students in order to facilitate mobility.
- Students are informed about funding possibilities for their mobility period (often through Erasmus+ mobility programmes).
- Students are provided with a range of integrated services before, during and after their mobility.
- A wide range of extra-curricular services can provide additional support.
- Students are encouraged to learn the language of the host country and are informed about language courses available, in order to promote multilingualism and multiculturalism.

3.3.6. Alumni network

The alumni network is a valuable resource for a joint programme.

- Joint programmes should have dedicated alumni networks, independent from those of the individual programmes they are built on.
- Alumni networks can be used, among other things, for quality assurance purposes, for marketing, for information about career guidance, career-paths and employability.
- Specific members of the network may be asked to act as "joint programme ambassador" in communication activities.

4. QUALITY ASSURANCE

4. QUALITY ASSURANCE

Participating institutions in a joint programme should have a system for evaluation and reporting, as well as a plan for quality assurance adopted at the proposal stage. Evaluation and reporting are part of the internal quality assurance processing, but external quality assurance must also be taken into consideration.

In this chapter, we discuss the standards for quality assurance of joint programmes and provide a summary of the procedure specified in the *European Approach*, approved by EHEA ministers in May 2013 (Yerevan), which is designed to be followed by all EQAR-registered agencies.[16] YERUN partners are advised to take these standards into consideration in their evaluation of joint programmes.

4.1. STANDARDS FOR QUALITY ASSURANCE OF JOINT PROGRAMMES

The *European Approach* to standards and procedures for quality assurance is based on the *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG),[17] while taking into account the distinctive characteristics of joint programmes. Most of the issues included in this section have been dealt with in chapter 3, but are now approached from the point of view of quality assurance. A quality assurance model form (Self-Evaluation Report) is provided in **Appendix 7.**

4.1.1. Eligibility

- **Status**: Higher education institutions offering a joint programme should be recognised as such by the relevant authorities in their country to participate in the joint programme and, if applicable, to award a joint degree. Each participating institution should be legally allowed to offer the joint programme, even if not awarding the degree. This addresses the concern that institutions not officially accredited to offer a particular programme (e.g. a master's programme) can misuse a joint programme to do so.

  While this does not apply directly to YERUN partners, it may apply to third parties in a consortium, which is why it is included in these guidelines.

- **Joint design and delivery**: Joint programmes should be offered jointly; all participating institutions should be involved in the design and delivery of the programme.

  YERUN partners are advised to keep records of the design and delivery process in order to document the involvement of each partner institution in these processes.

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[16] *European Approach for Quality Assurance of Joint Programmes.* October 2014 approved by EHEA ministers in May 2015. Download from: http://bolognayerevan2015.ehea.info/files/02_European%20Approach%20QA%20of%20Joint%20Pro-grammes_v1_0.pdf

[17] Download from: http://www.enqa.eu/index.php/home/esg/

- **Consortium agreement**: The terms and conditions of a joint programme should be clearly laid out in the consortium agreement to ensure the necessary support and commitment from all partners. The consortium agreement should be signed by the competent authorities of each partner institution.

> The YERUN model for consortium agreement is designed to fulfil this requirement in **Appendix 5**.

4.1.2. Learning outcomes

The learning outcomes of the joint programme should be developed and shared by all partners and should specify the knowledge and skills that students are expected to have acquired upon successful completion of the programme.

- **Level**: The learning outcomes of the joint programme should align with the corresponding level in the European Qualifications Framework (as well as national frameworks).[18] This is to ensure that the joint programme is recognised and accredited at Bachelor, Master or Doctorate level.

> For YERUN partners, this is especially important in those cases in which different number of ECTS are required in different countries (see § 3.2.) to achieve the same level in the European Framework.

- **Disciplinary field**: The learning outcomes should comprise the knowledge and skills of the joint programme's field(s) of study and the underlying subject areas or disciplines. These requirements come from (research) development in that field and from the professional field which is relevant to the programme. It is important to specify what knowledge and skills are provided by the joint programme which could not be provided by each partner institution alone.

- **Regulated professions**: If the joint programme's graduates fall under one of the regulated professions specified in the European Union Directive (2005/36/EC amended by 2013/55/EC),[19] the programme should adhere to the education and training requirements specified in that directive.

- **External stakeholders**: The programme's intended learning outcomes should be shared with external stakeholders: alumni, employers, professional organisations and/or a specific professional field.

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[18] The Framework for Qualifications in the European Higher Education Area, FG-EHEA can be downloaded from http://www.ehea.info/cid102842/qualifications-frameworks-in-the-ehea-2009.html

[19] The directive on the recognition of Professional Qualifications can be downloaded from: http://www.europarl.europa.eu/meetdocs/2014_2019/documents/imco/dv/directive2005-36-ec_/directive2005-36-ec_en.pdf

4.1.3. Study Programme

- **Curriculum**: The content and structure of the curriculum ensure the achievement of the joint programme's intended learning outcomes.

- **Credits**: Credit distribution among the different courses/institutions should be clear. A joint Bachelor programme should typically amount to 180-240 ECTS credits; a joint Master programme should comprise 60-120 ECTS; there is no specified credit range for joint Doctorates. The average time to complete the programme should be monitored.

4.1.4. Application, selection and enrolment

- **Application:** The application procedure is outlined on the programme website: timeline, communication, selection criteria, etc. The consortium should agree on responsibilities regarding the verification and evaluation of documents submitted by applicants.

- **Selection**: Shared selection criteria are essential to match students' knowledge and skills with the joint programme's curriculum. It should be clear to all partner institutions who should assess applications on behalf of each of the participating institutions.

- **Enrolment and registration**: Enrolment and registration will vary depending mostly on whether the joint programme leads to a joint degree or not, as specified in § 3.3.1. All partner institutions should be aware of the national or institutional legislations concerning enrolment. The enrolment and registration procedures should be clear for all partner institutions and should be specified in the consortium agreement (see § 3.2.1.)

4.1.5. Teaching, learning and assessment

- **Teaching and learning methodologies**: The teaching and learning methodologies applied should be directed towards the achievement of the intended learning outcomes. Provisions should be made to provide a coherent curriculum across the partner institutions involved (as specified in § 3.3.2.).

- **Assessment**: All partners should ensure students are familiar with examination regulations and assessment methods at their institution. Assessment methods should be clearly specified for all courses and should be applied in a consistent manner. Provisions for student failure should be in place. Students should be made aware of the appeal procedure at each participating institution (see § 3.3.2.).

4.1.6. Student support

- **Information**: The joint programme should have a dedicated website. Partners must make sure that students should be provided with all the necessary information before and upon arrival to ensure success in the programme (see § 3.3.5.).

- **Mobility**: The programme should provide adequate support services to students in order to facilitate mobility (practical and academic). International relations offices should play a key role in providing this support.

4.1.7. Resources

- **Administrative staff**: Partners should make sure they have qualified administrative staff who are familiar with the requirements of the joint programme. Administrative staff at different partner institutions should work together in all relevant activities concerning the management of the programme.

- **Academic staff**: There should be sufficient and adequate academic staff to implement the joint programme. Ideally, they should be familiar with dealing with international students. Staff mobility within the programme is recommended.

- **Facilities**: The facilities should be adequate for the implementation of the programme.

4.1.8. Degree and diploma supplement

- **Degree**: In addition to what has been said in § 3.3.3, double/multiple degrees should be clearly identified as being awarded by a joint programme.

- **Diploma Supplements** must provide recipients of the degree documentation (credential evaluator, employer, professional body, etc.) without prior knowledge of the joint programme with the necessary information needed to understand the characteristics of the awarded degree

4.2. QUALITY ASSURANCE

4.2.1. Internal quality assurance

There are two main approaches towards internal quality assurance:

> a) A system built on existing procedures at the institutional level. Each partner deals with the internal quality assessment of the part of the joint programme they are responsible for. The outcomes of this process are shared among all partners and joint decisions are made on improvement measures.
>
> b) The consortium may have a dedicated quality assurance system for the joint programme, which may be developed from a system in place at one of the participating institutions.

In both cases, the systems implemented should be consistent, reliable and simple, and they should cover both academic and administrative aspects, as both have an impact on quality.

Stakeholders (students, staff, employers and graduates) should play an active part in the internal quality assessment process.

4.2.2. External quality assurance

The *European Consortium for Accreditation* (ECA) offers guidance for quality assurance and accreditation of joint programmes. The joint programme should be evaluated as a whole, to prevent the assessment of only the credits offered at partner institutions, which misses the assessment of the quality of the programme as a whole, and thus, the added value of offering a joint programme for the institutions involved. The participating institutions should select a suitable EQAR-registered agency in one of the countries involved. The assessment of this agency is valid for the joint programme, thus avoiding multiple assessment procedures by different national agencies.

YERUN partners are advised to be familiar with the recommendations of the European Approach for Quality Assurance of Joint Programmes for external evaluation (see note 16).

The **Self Evaluation Report** (SER) jointly submitted by the partner institutions should be the basis for the external quality assurance procedure. It should contain information referring to the standards outlined in §4.1. Additionally, the SER should include reference to the national higher education frameworks of the partner institutions in order for the different agencies to appreciate the positioning of the programme within the national higher education systems. Emphasis should be placed on the added value and distinctive features of the joint programme, when compared to the single national programmes it is based on. A model is provided in **Appendix 7**.

5. CONCLUDING REMARKS

5. CONCLUDING REMARKS

The YERUN Guidelines are intended to help institutions set up successful joint programmes. The content of these Guidelines is based on extensive discussions among the members of the network who have contributed their own expertise and that of the universities they are associated with. In the concluding remarks, we identify ten key aspects for the success of a joint programme:

1 The motivation for the joint programme

Make sure you know why you are setting up a joint programme, what your goals are, and whether a joint programme is the most appropriate way to reach those goals.

2 Choice of partners

Ensure that you know your partners well and that you can establish a good working relation based on communication and trust. A good assessment of similarities/ complementarities is important when deciding on partners' choice.

3 The academic programme

All partners should be involved in developing and defining the programme goals and learning objectives. Student and staff mobility should be planned into the programme. Involvement of stakeholders is crucial at this stage.

4 Institutional support for the programme

The programme must have the full support of the leadership of the institution, as well as that of the academics and administrative staff involved in developing and managing it.

5 Resources

Make sure that sufficient academic and administrative staff resources are available at all partner institutions. The responsibilities of each partner should be clearly established, as well as the responsibilities within each institution.

6 Sustainability

There should be enough financial resources across the consortium for the development and running of the joint programme. Financial planning is crucial for sustainability.

7 Information about the programme

Students should be provided with comparable information from all participating institutions. A dedicated webpage with a description of the programme, admission procedures, mobility schemes, etc. should be designed and made available by partner institutions.

8 Communication

Communication between partners is essential. Make sure you plan sufficient meetings at the planning stage and while running the programme. Internal communication between the different departments within each institution is crucial, too. International relations offices should not be the only ones responsible for the programme, but responsability should be shared with academic departments, students' services, etc.

9 Monitor and review

Quality assurance applies to joint programmes, as well as to any academic programme. Make sure you establish procedures for monitoring and reviewing the programme at each stage. The programme will need to indicate the language(s) of instruction, as well as identify opportunities for students to learn languages during the course of the programme. Questions about language should not be an afterthought of curriculum planning, but a central consideration. Linguistic preparation of mobility periods is an effective way of involving colleagues and departments within institutions, and a variety of language-learning techniques and approaches are possible.

10 Recruitment and marketing

Ensure each partner has a plan for recruiting students, which is based on a good marketing strategy and which highlights the singularities and added value of the joint programme.

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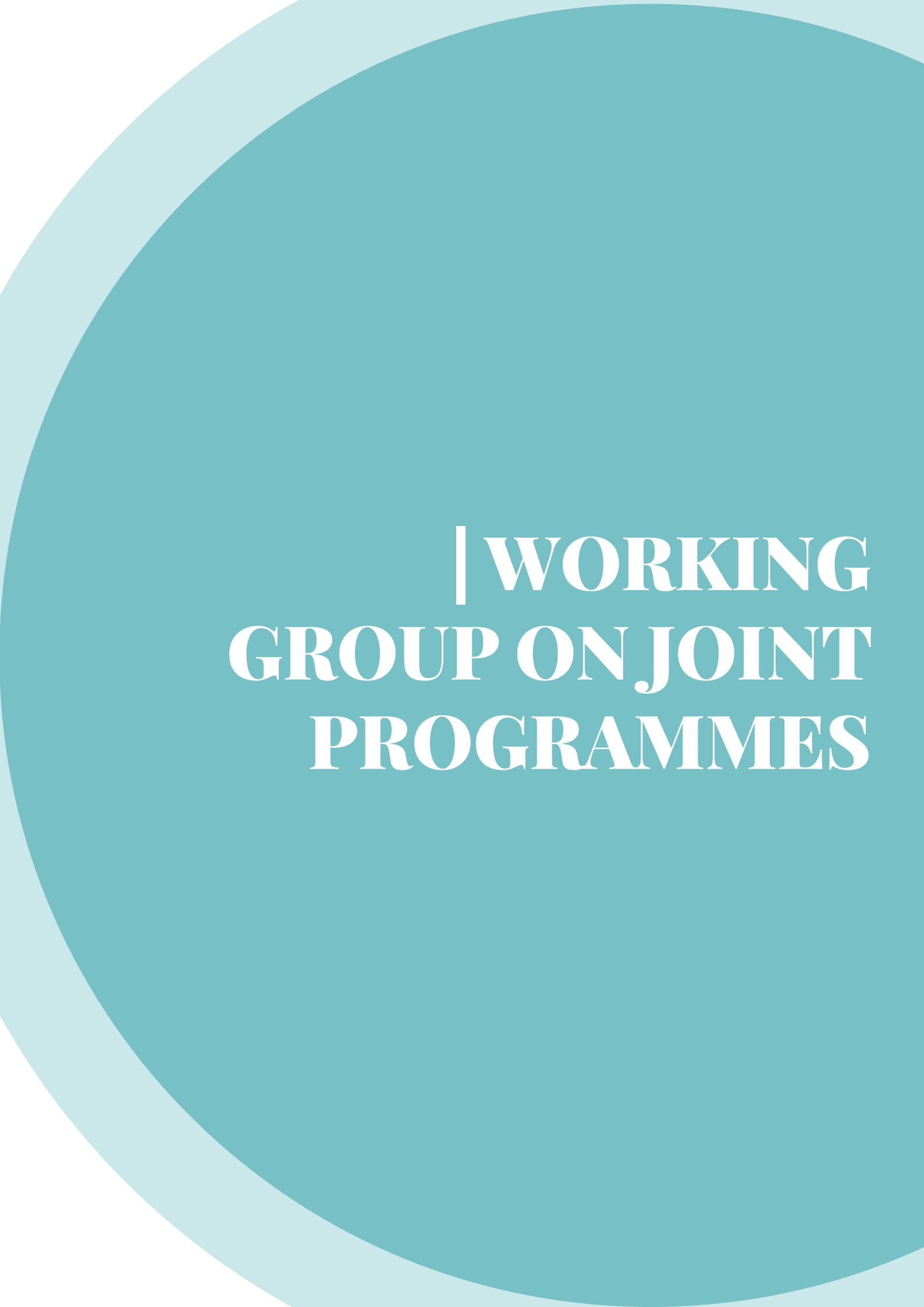
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|WORKING GROUP ON JOINT PROGRAMMES

Yerun
Young European Research Universities

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| APPENDIXES

Yerun
Young European Research Universities

APPENDIX 1*

EXISTING JOINT PROGRAMMES INVOLVING TWO YERUN PARTNERS

Degree	From	Level and type	YERUN Partners
BA in Business and administration	1999	Double Bachelor (B+M1)	Universidad Autónoma de Madrid Université Paris-Dauphine
BA in Economics			
BA in Mathematics			
BA in Law	2017	Double Bachelor	Maastricht University Universidad Autónoma de Madrid
Int. Master in European Studies of Society, Science and Technology (ESST)	1993	Double Master	Maastricht University Universidad Autónoma de Madrid (European Inter-University Association on Society, Science and Technology (ESST))
European Master in Government	2008		Universität Konstanz Universitat Pompeu Fabra
MSc. in International Business	2012		Maastricht University Universidade Nova de Lisboa
MSc. in Economics	2013		
MSc. in Financial Economics			
MA. in Economics	2012		Universität Konstanz University of Essex
MA. in Politics and Public Administration	2013		
Msc in Economics	2017		Universität Konstanz Università degli Studi di Roma 'Tor Vergata'
Master of Leading International Vaccinology Education	2016	Erasmus Mundus Master (joint)	Universitat Autònoma de Barcelona Universitet Antwerpen; (+ U. Claude Bernard Lyon 1; U. Jean Monnet; U. de Barcelona)
Phoenix JDP - PhD in Dynamics of Health and Welfare	2014	Erasmus Mundus PhD (joint)	Universidade Nova de Lisboa Linköpings Universitet (+U. de Évora; École des Hautes Études en S. Sociales)

* All Appendixes can be downloaded separately from the YERUN website: https://www.yerun.eu or obtained from the Yerun General Secretary secretarygeneral@yerun.eu

APPENDIX 2

QUESTIONNAIRE FOR MEMBERS OF THE YERUN JOINT PROGRAMMES WORKING GROUP

1. Does your institution actively promote international study programmes? Are international study programmes part of your internationalisation strategy?

2. What kind of international study programmes (double degree, joint degree…)?

3. What are the main reasons for doing so?

4. What are the characteristics you look for in the partner institution(s)?

5. Are there national regulations for international study programmes? (Please, include the link to those regulations if possible)

6. Do you have specific (university) regulations for international study programmes? (Please, include the link to those regulations if possible)
   If so, specify what your regulations say about:

   - Minimum ECTS to be completed at your institution to award a degree under an international study programme scheme
   - Fees to be paid at your institution and the partner institution
   - Admission to the international study programme
   - Any other aspect which you consider important in order to establish an international study programme

7. How is student mobility funded in these programmes?

8. What problems have you encountered? How have you solved them?

9. Which international study programmes would you say work best and are most interesting to promote, according to your experience?

10. List aspects which, in your opinion, lead to the success of an international degree programme (and the opposite).

Yerun
Young European Research Universities

JOINT PROGRAMMES PROPOSAL CHECKLIST

1. Proposal and rationale

- ☐ Names and addresses of the partner institutions involved in delivering the joint programme and the location where students will undertake their studies
- ☐ Confirmation of the status of each institution and its authority to award joint degrees
- ☐ Departments/Schools/Centres running the joint programme at each partner institution
- ☐ Name and contact details of the joint programme co-ordinator at each partner institution.
- ☐ Proposed duration of the agreement
- ☐ Proposed date for the first students to start the joint programme
- ☐ Rationale for developing the partnership and joint programme (added value of the joint programme)

2. Joint programme details

- ☐ Qualification(s) and title(s)
- ☐ Details of the entry requirements (including language and visa requirements)
- ☐ Embedded (exit) awards (if appropriate), if the student does not achieve the required credits to be awarded the full qualification
- ☐ Details of the relevant regulations/rules at each institution outlining how the results are calculated and awards made and the arrangements for the joint programme
- ☐ Modes of study permissible (full-time, part-time)
- ☐ Length of study at each institution
- ☐ Language of delivery and assessment
- ☐ Details of any external regulatory or professional body accreditation requirements
- ☐ Description of the joint programme, including an outline of the structure of the programme, the course aims and students' learning outcomes, aligned with the corresponding level in the relevant qualifications framework
- ☐ Details of any external regulatory or professional body accreditation requirements

3. Recruitment and Marketing

- ☐ Anticipated student demand/numbers over the first three years of running the joint programme, including evidence of market intelligence undertaken

- ☐ Proposed recruitment strategy for the joint programme

- ☐ What material will be produced jointly and locally on an institutional basis and how will this be communicated to potential and actual students

- ☐ How the application process will be managed including the institution to which students will apply, when they will apply and what joint selection process will be conducted

4. Costs and Resources

- ☐ Staff resources required from each partner institution (academic and administrative) to set-up and maintain the joint programme

- ☐ Teaching staff requirements at each institution

- ☐ Details of any external funding that will be utilised and requirements associated with this

- ☐ Student fees for the joint programme and how they will be paid (for example to each institution for the element of teaching undertaken)

- ☐ Details of any subsidies or scholarships available

- ☐ Library and ICT resources that will be required/available for students

- ☐ Any other non-staff resources needed

- ☐ Details of office accommodation and equipment requirements and associated costs

5. Quality Assurance and Operational Arrangements

- ☐ Staff resources required from each partner institution (academic and administrative) to set-up and maintain the joint programme

- ☐ Details of partners' responsibilities

- ☐ Details of the quality assurance mechanisms for each partner institution for the approval of the joint programme and during delivery of the programme (for example annual monitoring requirements, role of external examiners)

- ☐ How will registration/enrolment be managed, at what stage students will complete this at each institution

- ☐ What support services are available at each partner institution

6. Comments

APPENDIX 4

CHECKLIST TO WRITE UP A CONSORTIUM AGREEMENT

Name Partner 1 and *Name Partner 1*
Name the degree 1 and *Name the degree 1*
Put logos of both institutions in the document header

I. The overall programme objectives

A. PREAMBLE

☐	Refer to a former agreement or cooperation programme (if there is one)
☐	Name of universities, addresses, President and purpose of the agreement
☐	If necessary, give definition of terms

B. GENERAL PROGRAMME OBJECTIVES

☐	Define the objective of the agreement
☐	Define the type of degree awarded/certificate
☐	Give some definitions

II. The joint programme definition

A. PROGRAMME SRUCTURE AND COURSE EQUIVALENCES

☐	Describe the overall study plan
☐	Detail the course equivalences within the programme
☐	Detail the number of credits, the core courses and the electives courses
☐	Explain in which language the courses will be delivered
☐	When the duration of the programme differs at each university (e.g. Bachelor in 3 years or in 4 years), explain what the students need to do in order to complete the programme (an additional year for example).

B. PROGRAMME TIMETABLE

☐ Describe the programme: when the students will study at the partner institutions and how long they will spend in each of the institutions involved

☐ Describe the timetable considering there are two options:
- A shared schedule, where one cohort is created with students from both institutions who will attend their classes together
- A separate schedule: this will be the case if two cohorts are created (one in each of the institutions and where the students will follow their own path)

C. GRADE CONVERSION

☐ Refer to the grade conversion table if needed

D. REQUIREMENT FOR THE EXAM / THESIS

☐ Define the requirement for the final exam in both institutions (type of exam, eliminatory courses, etc.)

☐ Give details about the final thesis (structure, content, requirements)

☐ Define the role of the supervisor and the evaluation committee

☐ Define the rules for the final overall grade to be approved/ validated by both institutions
For the thesis, there are two options:
- The thesis is defended in the home or partner institution (both partners have to agree on a same structure)
- The thesis is defended in both institutions

E. DEGREE OBTAINED

☐ Give precise title of degrees obtained by the students (or certificate)

III. The students

A. ADMISSION REQUIREMENTS

☐ Describe the programme access and admission requirements (in both institutions)

☐ Describe the selection process

☐ Specify language requirements

☐ Describe the role of the selection committee

B. ENROLMENT PROCEDURE

☐ Specify the number of students who will be selected in each institution

☐ Give information about the procedure in each institution
- Information to be transferred to the partner university before the exchange starts
- Information to be transferred to the home university when the exchange ends

☐ Specify where the course will be held (if there is more than one campus)

C. DUTIES AND RIGHTS

☐ Specify tuition fees: in most cases there are no tuition fees as both institutions agree on reciprocity. When there is a major difference in fees to be paid at each institution, students may have to pay some tuition fees at the partner institution

☐ Indicate any eventual cost: give a precise list of other expenses: health insurance, sports activities, access to computer services, access to library, canteen, etc.

☐ Detail any support given to students (for example, housing, language courses, etc.)

IV. The programme management

☐ Identify a list of the programme management team with their precise role (the programme director, the coordinator, the assistant, etc.)

☐ If necessary, establish the list of the professors who will teaching the programme and mention who is in charge of the recruitment

☐ Specify if there will be staff exchanges or if the programme will be taught by local professors

☐ Establish a programme committee, if necessary, and detail the role of the committee (pedagogy and student selection, in charge of the recruitment of the programme team, etc.)

☐ Give details about communication and marketing (advertisement, launch of the programme) and who will be in charge of each action

☐ Explain the internal and external quality assessment processes

V. The legal clauses

Specify the term of the agreement:

☐ Duration of the agreement

☐ Extension

☐ Change of the agreement

☐ Termination

☐ Obligation to be taken by each partner not to affect ongoing activities or any student already engaged in the programme

☐ Copyright, confidentiality and personal data protection

VI. Signature

Put date and signature of both parties

I. The overall programme objectives

☐ Include Annex 1: Course curriculum and study calendar

☐ Include Annex 2: Staff and responsibilities

☐ Include Annex 3: Grade conversion table

APPENDIX 5*

CONSORTIUM AGREEMENT TEMPLATE

LOGO 1	**LOGO 2**

Double/Joint Degree Agreement
between
Partner 1
and
Partner 2

concerning a double/joint degree
Name of degree and **Name of degree**

PREAMBLE

To set up mutual cooperation, share research and educational methods between two higher education institutions, in the context of YERUN (Young European Research University Network)

University *"name" and address"* represented by its President/Rector, *"name of President/Rector"*

and

University *"name" and address"* represented by its President/Rector, *"name of President/Rector"*

hereby agree to this international cooperation agreement ("Agreement").

Hereafter, the *"name of university"* will be referred to as *"Partner 1"* and the *"name of university"* will be referred as *"Partner 2"*.

I: Programme objectives

Following the cooperation on the Bachelor/Master Programme, *Partner 1* and *Partner 2* would like to strengthen their collaboration with the creation of a Double Degree in the fields of: ……………………………

The Double Degree programme will enable students from both institutions to benefit from an international experience on each partner campus. The present agreement outlines the terms and conditions of this new programme.

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* A Word editable version can be downloaded from Yerun webpage www.yerun.eu or obtained from the Yerun General Secretary secretarygeneral@yerun.eu

II: The joint programme definition

A. Programme structure and course equivalences

The programme will be offered to the students enrolled in the *xxx* Bachelor/Master of *Partner 1* and to the students enrolled in the *xxx* Bachelor/Master of *Partner 2*.

Partner 1 students at Partner 2:
Students will attend courses from the *Partner 2* and complete their programme by some compulsory courses at *Partner 1*, as described in the list of courses in the annex "course curriculum".
They will be able to study abroad for *xx* semester(s) during their *xx* year (choosing from *Partner 1* mobility programmes or *Partner 2* mobility programmes).
Partner 1 students will be *exempted/required* to take their bachelor/master thesis at their home university.

Partner 2 students at Partner 1:
Students will attend courses from the *Partner 1* Bachelor and complete their programme by some compulsory courses at *Partner 2*, as described in the list of courses in the annex "course curriculum".
They will be able to study abroad for *xx* semester(s) during their *xx* year (choosing from *Partner 1* mobility programmes or *Partner 2* mobility programmes).
Partner 2 students will be *exempted/required* to take their bachelor/master thesis at their home university.

Courses will be conducted in *English and/or native language* at *Partner 1*.
Courses will be conducted in *English and/or native language* at *Partner 2*.

(ANNEX 1 "Course curriculum").

B. Programme timetable

Students enrolled in the *Partner 1* Bachelor/Master will study at *Partner 2* for a *semester/full academic year* during *the second/third year* of their Bachelor/Master.
They will follow the programme timetable in Annex 1.

Students enrolled in the *Partner 2* Bachelor/Master will study one year at *Partner 1* for a *semester/full academic year* during *the second/third year* of their Bachelor/Master.
They will follow the programme timetable in Annex 1.

Location of the programme
Partner 1 courses will take place on *Partner 1* Campus at ……………
Partner 2 courses will take place on *Partner 2* Campus at ……………

C. Grade conversion

The students' grades will be transferred to each institution at the end of the academic year, and converted into its marking system with the help of conversion tables established by both universities.
(ANNEX 3 Grades conversion table)

D. Assessment

Students will be assessed according to the requirements and regulations of each institution.

For Partner 2 students at Partner 1
They will be assessed according to the *Partner 1* Bachelor/Master programme requirements in advance of the start of the double degree Bachelor/Master programme or after ...... semester(s).

For Partner 1 students at Partner 2
They will be assessed according to *Partner 2* Bachelor/Master programme requirements in advance of the start of the double degree Bachelor/Master programme or after .... semester(s).

E. Final theses

F. Exit clause

G. Degree obtained

Partner 1 students at Partner 2 will obtain:
A Bachelor/Master in .... at *Partner 1* after having completed ....
A Bachelor/Master in .... at *Partner 2* after having completed ....

Partner 2 students at Partner 1 will obtain:
A Bachelor/Master in .... at *Partner 1* after having completed ....
A Bachelor/Master in .... at *Partner 2* after having completed ....

III: The students

A. Admission requirements

Selection:
- *Partner 1* will select the students for the joint programme according to their academic qualifications, motivation and level of English and/or native language.

- *Partner 2* will select the students who will participate in the joint programme according to their academic qualifications, motivation and level of English and/or native language.

B. Enrolment procedure

Cohort
Partner 1 will select up to *XX* students to participate in the joint programme.
Partner 2 will select up to *XX* students to participate in the joint programme.
The first cohort will start in September *20xx*.

Students will be *enrolled/registered* in both universities for the whole duration of the programme/or enrolled in their home institution and registered at the partner institution. Students will receive a student card from each institution to access to students' services for the entire period (to access the library, sports facilities, computer rooms, the canteen, etc.).

The list of students who will participate to the double degree will be given to each partner before the end of *xxx* [Note: early enough to comply with the administrative requirements of the other partner].

C. Insurance

Students will take out individual health and liability insurance for the whole duration of the programme, in accordance with exchange student policies and regulation.

D. Fees

Partner 1 students pay the *Partner 1* established fee for that program and *will not pay anything/will pay the following additional fee to Partner 2*.
Partner 2 students pay the *Partner 2* established fee for that program and *will not pay anything/will pay the following additional fee to Partner 1*.

All/no administrative expenses during the exchange year will be covered by the host institution.

IV: The programme management

A. Each party will appoint a programme director/coordinator (professor) to be in charge of the academic content, including course content, teaching and grades.

B, Each party will appoint a manager in charge of the project development [Note: for instance from the International Affairs office].

C. Each party will appoint a programme assistant (or programme manager) to coordinate the administrative aspects of the programme. The assistant will be in charge of the practical and administrative matters of the programme (logistics).

Annex 2 "Staff and responsibilities"

V: Quality assurance

VI: Legal clauses

A. **Duration**.The initial term of this Agreement will be for *three/five* years, from the date of its signature by both parties. The terms of this Agreement may be modified by mutual written consent at any time. No variation or amendment of this agreement will be effective unless it is made in writing and signed by each party's representative.

   The party desiring an extension will give written notice of its intention to thus extend the term of the Agreement at least *xx* calendar days prior to the end of the ongoing term.

B. **Termination.** The agreement may be terminated upon a *xx*-months written notice by either party. In such an event, the termination of the Agreement will not affect ongoing activities, nor will it affect any of the specific agreements that will end at their respective termination dates or following their anticipated termination processes.

C. **Disputes.** Any differing viewpoints and interpretations of this agreement shall be settled amicably by mutual consultation. In the event of disputes that cannot be resolved by direct informal negotiation and consultation, the conflict shall be submitted to the courts as a last resort after exhausting all the other ways. In that case, the dispute shall be submitted to the courts of the State of the plaintiff. The courts of the country of the defending party are subsequently exclusively competent to deal with any and all (counter)claims related to that (first) claim.

   [Eventually also: Both parties agree not to give the details of any dispute to a third party (other than legal representatives).]

D. **Intellectual Property.** Both parties agree that the Intellectual Property Rights (IPR) in all programme materials created by either of the parties shall remain property of the party responsible for creating and/or developing the relevant materials, unless otherwise agreed in writing between the parties.

E. **Personal Data.** Each institution will comply with the applicable national laws and regulation and in conformity with European Directives in relation to all personal data that one institution receives from the other institution. [Eventually also: The institution who receives the personal data (the "receiving institution") is only obliged to comply with foreign and unknown (applicable) laws and regulations if and after the institution which discloses the personal data (the "disclosing institution") has provided written instructions and compliance is reasonably possible.]

F. **Equal Opportunities.** Both institutions subscribe to a policy of equal

opportunities and will not discriminate on the basis of race, colour, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as veteran.

G. **Force Majeure.** Neither institution shall be liable for failure to perform its obligations under this agreement if such failure results from circumstances which could not have been contemplated and which are beyond the institution's reasonable control (Force majeure).

The present Agreement is established in English in two (2) copies.

Partner 1
President/Rector "name", Title
XX, Month, Day, 20xx

Partner 2
President/Rector "name", Title
XX, Month, Day, 20xx

Annexes

Annex 1: Course curriculum and study calendar

Annex 2: Staff and responsibilities

Annex 3: Grade conversion Table

ANNEX 1
Course curriculum and study calendar

Curriculum
Students of Partner 1 at Partner 2

Students of Partner 1 at Partner 2

SEMESTER XX	
Course	**ECTS**
Elective courses	

Students of Partner 2 at Partner 1

Students of Partner 2 at Partner 1

SEMESTER XX	
Course	**ECTS**
Elective courses	

Calendar

The academic calendar of the Bachelor programme is:

Example:

YEAR 1	SEMESTER 1 Partner 1	SEMESTER 2 Partner 1
YEAR 2	SEMESTER 3 Partner 1	SEMESTER 4 Partner 1
YEAR 3	SEMESTER 5 Partner 2	SEMESTER 6 Partner 2
YEAR 4	SEMESTER 7 Partner 2	SEMESTER 8 Partner 1/Partner 2

ANNEX 2
Staff and responsabilities

Staff involved in the programme management

Staff	Partner 1	Partner 2
Programme Director	*Name and email Phone number*	*Name and email Phone number*
Project Manager	*Name and email Phone number*	*Name and email Phone number*
Programme assistant/ coordinator	*Name and email Phone number*	*Name and email Phone number*
Emergency contact	*Name and email Phone number*	*Name and email Phone number*

ANNEX 3
Grade conversion table

Partner 1 exams are held at the end of each course/in .... month. *Partner 2* exam are held at the end of each course /in .... month (see Annex Curriculum and study calendar).

In case of failing a subject, there will be a re-take exam in *xx* month or a catch-up session in *xx* month.

Staff involved in the programme management

Partner 1 Grade	Partner 2 Grade
Grades are between 0 and *XX* Grade < *?*: fail Student has to take a re-take exam	Grades are between 0 and *XX* Grade < *?*: fail Student has to take a re-take exam

The grades are converted as follows: [Example : *50/100 (Partner 2) is 10/20 (Partner 1)*]

APPENDIX 6

JOINT PROGRAMMES
MANAGEMENT CHECKLIST

1. General aspects

☐ The government model has been decided

☐ Coordinator(s) have been nominated

☐ Adequate internal and external communication channels have been established

☐ All relevant information is on a webpage

☐ A management timetable has been elaborated

2. Students' application

☐ The consortium has established who is responsible for answering questions from potential applicants

☐ Information about application is shared between partners

☐ The application procedure is clearly outlined on the programme website

☐ All partners are aware of regulatory requirements of participating institutions

3. Students' selection

☐ The selection criteria (formal, academic and experience) are those outlined in the consortium agreement

☐ Partners have considered motivation and references in the selection process

☐ The appeal procedure and information about waiting lists is available to applicants

4. Students' enrolment

- ☐ Students are enrolled and/or registered at all participating institutions

- ☐ Partners have made sure that registration confers the same entitlements as enrolment

- ☐ Regulations concerning tuition fees, degree awarding and student visa requirements have been considered when developing the enrolment and registration approach

5. Teaching and learning

- ☐ Partners have ensured that the content and structure of the joint curriculum enables the students to achieve the joint programmes learning outcomes

- ☐ Partners have strived to provide coherence in the curriculum, regarding content, as well as compatible teaching methods

- ☐ Communication channels for interaction between academic staff across the partner institutions have been put in place, as well as between lecturers and students

6. Assessment

- ☐ Partners (and students) are familiar with the grading system applied in all participating institutions

- ☐ A common policy on grading has been adopted regarding how to deal with students failing courses, modules, dissertation and so on

- ☐ The appeal procedure at each institution is known to students

7. Degree and diploma supplement

- ☐ The degree or degrees involved in the joint programme must be awarded in accordance with the legal frameworks of awarding institutions.

- ☐ Good practices have been followed in awarding joint degrees

- ☐ Where multiple degrees are awarded, it is stated that the degree X has been awarded after the successful completion of a joint programme and that other identified degrees have been awarded as part of the programme.

- ☐ All partners are aware of regulatory requirements of participating institutions

8. Marketing

☐ Partners have jointly developed a tailored approach to information and marketing strategies for joint programmes

☐ The marketing plan emphasizes the added value of these kinds of programmes, compared to the regular national programmes, and specify the particular features that make them special

☐ Marketing materials are produced in the language(s) in which the joint programme is taught

9. Information

☐ All relevant information is provided for students before and upon arrival (academic aspects, visa requirements, scholarships, housing and welfare, student services…)

☐ A welcome package is provided for students with practical information about being a student in the joint programme

10. Student services

☐ The programme provides adequate services to students to facilitate mobility

☐ Students are provided with a range of integrated services before, during and after their mobility

☐ Extra curricular services are provided for support

11. Alumni network

☐ The programme has a dedicated alumni network, independent from that of the individual programmes they are built on in the case of double/multiple programmes

12. Comments

JOINT PROGRAMMES
SELF–EVALUATION REPORT
(SER)[1]

1. Consortium

1.1. Partner selection

Partners have been preferentially selected from among the institutions, schools, research groups, or programmes with which good working relationships were already established. If other considerations have influenced partner choice, please comment on this below.

All institutions are recognised and/or accredited as higher education institutions in their (sub)national higher education systems.

Each institution can legally offer this type of programme (level, orientation, discipline) as a joint programme.

The added-value of this joint programme is clear for all potential partners.

Comments:

1.2. The consortium agreement

The consortium agreement is signed by the competent authorities of the partner institutions.

The consortium agreement ensures the necessary and essential support and commitment from all partners.

Comments:

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[1] Based on the checklist provided by ECA (European Consortium for Accreditation) in Aerden (2014).

2. Governance

2.1. Coordination

Each partner has identified a local coordinator or programme director.

> Comments:

2.2. Learning outcomes

The intended learning outcomes are developed and shared by all partners.

The intended learning outcomes align with the corresponding level in the relevant qualifications framework.

The intended learning outcomes satisfy the requirements of the joint programme's (research) discipline(s) and, where applicable, the professional field.

The relevance of the joint programme's learning outcomes is confirmed by alumni, employers, professional organisations and/or a specific professional field.

> Comments:

2.3. Financial issues

The consortium recognises the required financial (and administrative) resources.

The consortium applies clear and transparent budgeting.

> Comments:

2.4. Internal quality assurance

The consortium has a common understanding of the joint programme's internal quality assurance system.

Responsibilities for internal quality assurance are clearly shared and coordinated.

The consortium's quality assurance policy covers both the academic and administrative aspects of the joint programme.

The stakeholders are involved in internal quality assurance activities.

Comments:

2.5. External quality assurance (and accreditation)

The joint programme is offered in accordance with the relevant legal frameworks.

The joint programme is quality assured and/or accredited as a joint programme.

Comments:

2.6. Information provision

The partners agree on the proactive and reactive provision of information.

The consortium has a dedicated website.

Localised information is easily available.

Student information is jointly archived.

Comments:

3 Management

3.1. Application

The application procedure is outlined on the joint programme website.

Whether the application process is organised centrally or whether it is decentralised, all partners are informed of or have access to the application information;

The application procedure is organised transparently for all those involved;

The consortium has agreed on responsibilities regarding the verification and evaluation of documents submitted during the application procedure.

Comments:

3.2. Selection

All responsibilities for (and in) the selection procedure are clearly assigned.

The selection criteria are shared and unambiguously understood by all involved in the selection procedure.

The same evaluation scale and decision rules are used when assessing students' applications.

Comments:

3.3. Enrolment

It is clear where students are enrolled and, if relevant, registered.

The consortium's approach to enrolment and registration takes into consideration the manner in which degree awarding takes place.

Student visa requirements of all the relevant countries are taken into consideration when organising enrolment and registration.

Comments:

3.4. Tuition fees

The consortium has a common policy on tuition fees.

The published fee takes into account any supplementary fees.

Tuition waivers are budgeted and determined before applications open.

Comments:

3.5. Teaching and learning

The content and structure of the curriculum offered across all partner institutions provides the necessary means for achieving the joint programme's intended learning outcomes.

A common thread in the curriculum facilitates mobility throughout the joint programme.

A joint teaching methodology supports the jointly offered curriculum.

Comments:

3.6. Student assessment

Student assessments are joint programme-specific and applied in a consistent manner.

The consortium has a transparent and common policy on grading.

An appeals procedure is available for students.

Comments:

3.7. Students

Students receive all the necessary and relevant information before (and upon) arrival.

The model of student mobility is clearly outlined.

The programme provides adequate services to students in order to facilitate mobility.

The joint programme has a dedicated alumni network.

Comments:

3.8. Degree and diploma supplement

The degree is awarded in accordance with the legal frameworks governing the awarding institutions and is recognised as a degree in the higher education systems of the awarding institutions.

The joint degree is awarded in accordance with good practices.

Multiple degrees are clearly identified as being awarded by a joint programme.

The Diploma Supplement enables individuals with no prior knowledge of the joint programme to fully comprehend the awarded degree(s).

Comments:

4. Evaluation summary and additional notes

Comments:

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