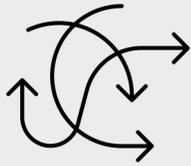


## European Approach for Quality Assurance of Joint Programmes



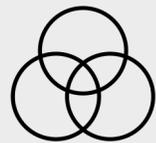
## ABOUT EUROPEAN APPROACH

# Before the European Approach



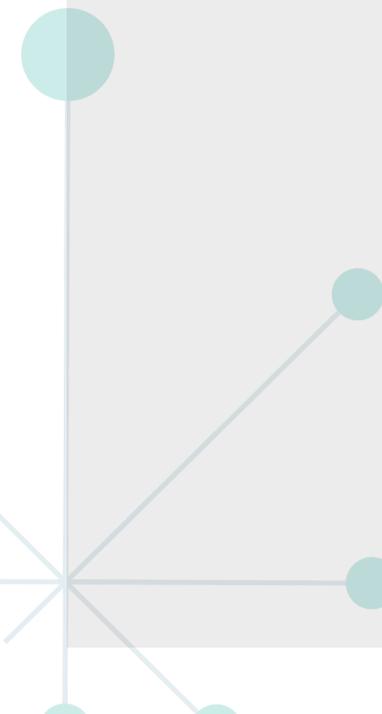
## Different national QA regimes

fragmented assessments, multiple procedures, frameworks, visits, panels, reports, decisions



## ECA project JOQAR (2010-2013)

single accreditation procedures and mutual recognition of accreditation of joint programmes, tested in pilots



# Development of the European Approach

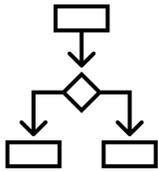
- Bucharest Communiqué (2012): „we will aim to recognise quality assurance decisions of EQAR-registered agencies on joint and double degree programmes“
- Ad hoc-Expert group was asked by BFUG to make proposal
- Involvement of Bologna working groups, stakeholders, BFUG
- European Approach for Quality Assurance of Joint Programmes; adopted in May 2015 by EHEA Ministers in Yerevan

# Essence of European Approach



## European standards and procedure

- Standards and procedure according to ESG, taking “jointness” into account



## Decision/result

- By EQAR-listed agency
- Accepted in other EHEA countries by other agencies



## No additional national criteria!

- “Setting standards...based on the agreed tools of the EHEA, without applying additional national criteria”

# Standards for QA of Joint Programmes

## Eligibility

- Status
- Joint design and delivery
- Consortium agreement

## Learning Outcomes

- Level
- Disciplinary field
- Achievement
- Regulated professions

## Study Programme

- Curriculum
- Credits
- Workload

## Admission and Recognition

## Learning, Teaching and Assessment

## Student Support

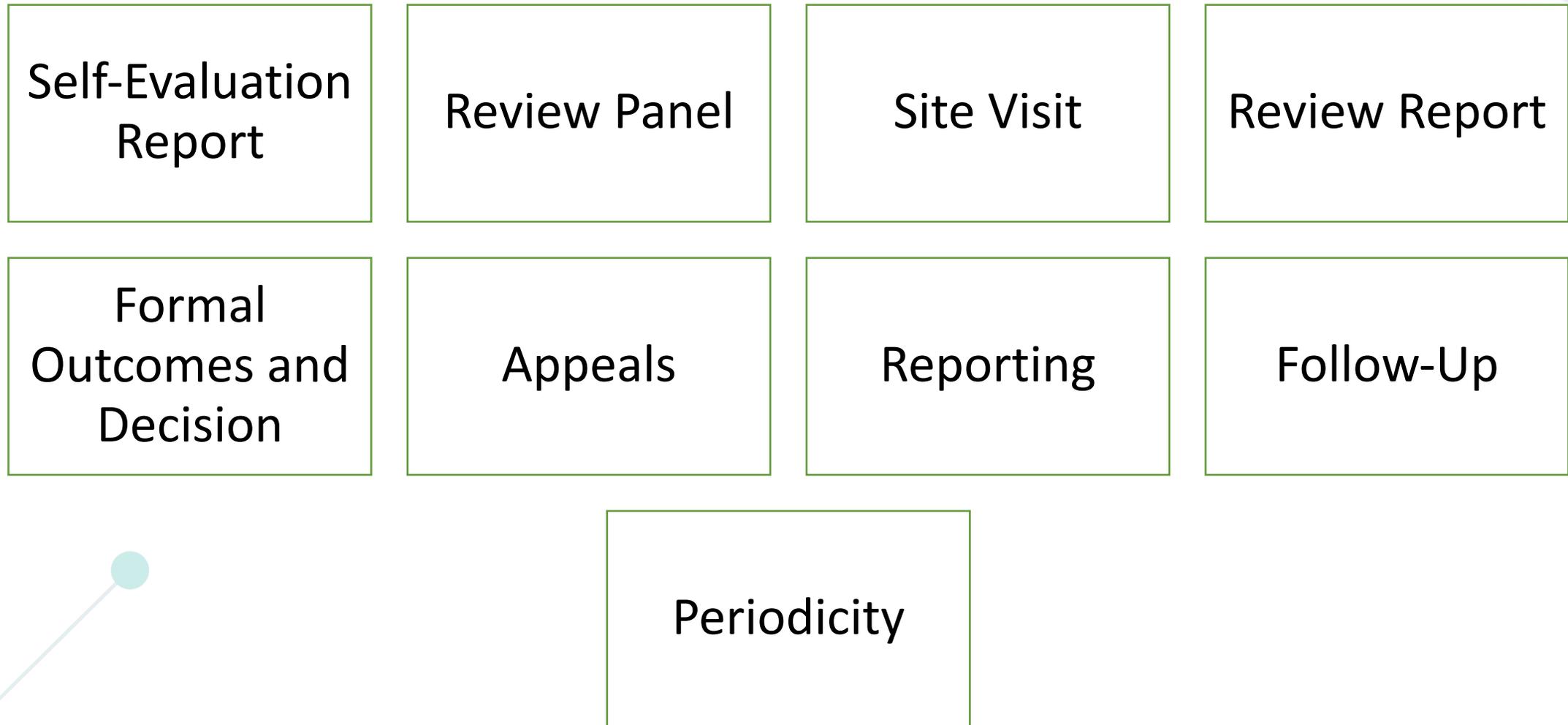
## Resources

- Staff
- Facilities

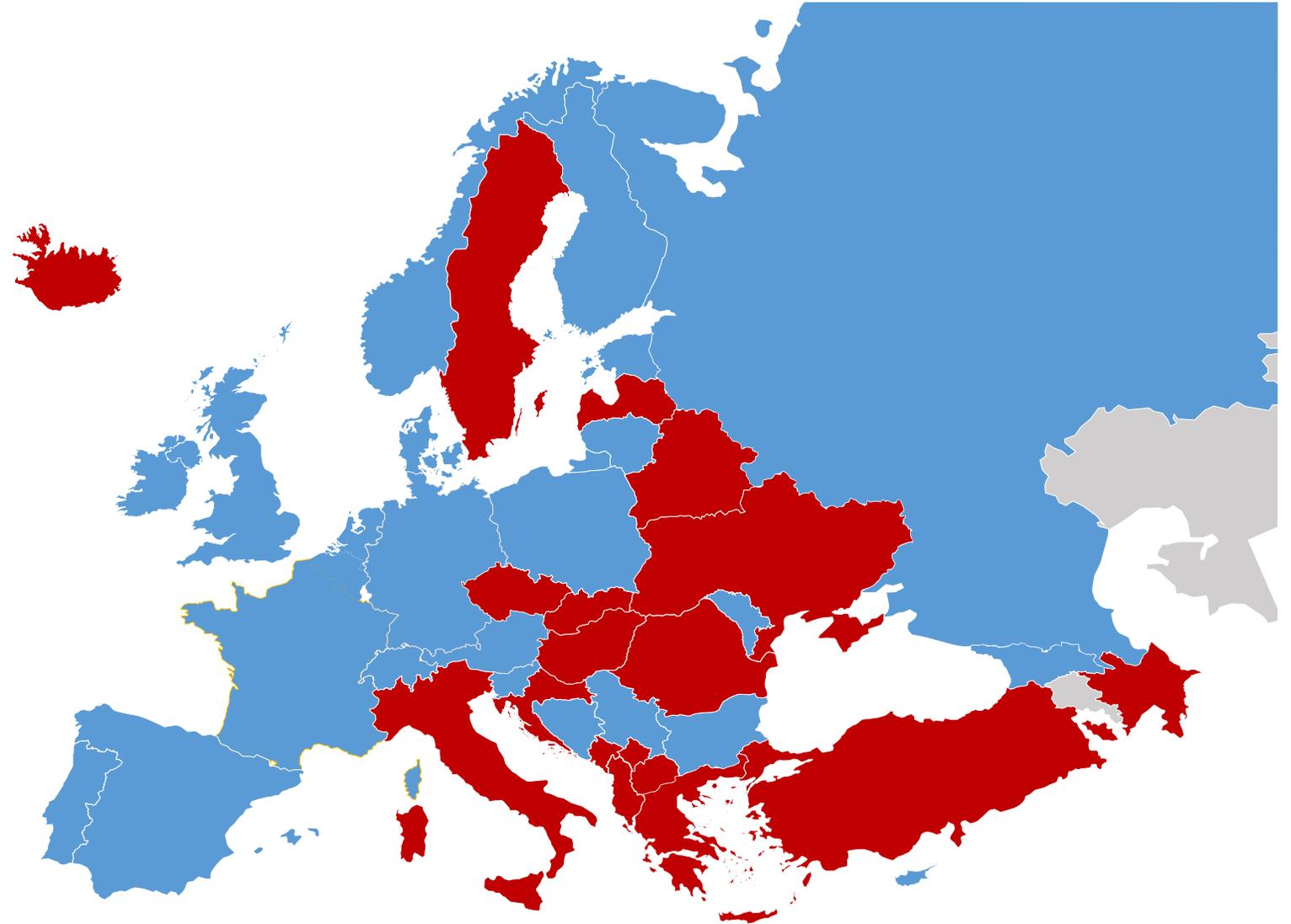
## Transparency and Documentation

## Quality Assurance

# Procedure for external QA of joint programmes



# European Approach in EHEA



EUROPEAN APPROACH ONLINE TOOLKIT

[WWW.IMPEA.EU](http://WWW.IMPEA.EU)



[Introduction](#) ▾

[EA Introductory training](#)

[EA Procedure](#)

[Understanding EA](#) ▾

[Guide for self-evaluation report](#)

[Guide for QA procedure](#)



# European Approach Online Toolkit



# Key documents



**European Approach for  
Quality Assurance of Joint  
Programmes**



**Global Convention on the  
Recognition of Qualifications  
concerning Higher Education**



**Convention on the  
Recognition of Qualifications  
concerning Higher Education  
in the European Region \***



**Erasmus Mundus  
Joint Master Degrees**



**Standards and Guidelines for  
Quality Assurance in the  
European Higher Education  
Area 2015**



**Background Report on the  
European Approach for  
Quality Assurance of Joint  
Programmes**



**Joint Programmes  
from A to Z**

M 6. Decision-making



M 7. Criteria



M 8. stakeholders



M 9. 10 reasons why EA is great



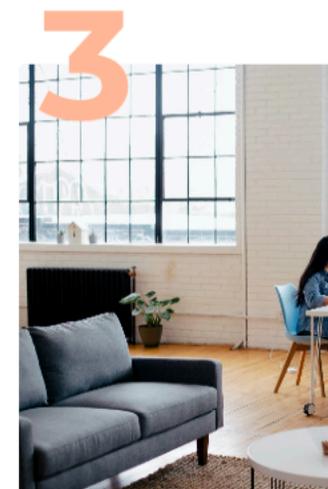
# Understanding EA



**Eligibility**



**Learning outcomes**



**Study programme**

## 5. Study programme

[Go to article](#) ↻

## 4. Admission and recognition

[Go to article](#) ↻

## 5. Learning, teaching and assessment

[Go to article](#) ↻

## 6. Student support

[Go to article](#) ↻

## 7. Resources

[Go to article](#) ↻

## 8. Transparency and documentation

[Go to article](#) ↻

## 9. Quality assurance

### 5.1 Learning, teaching

5.1: The programme should be designed to correspond with the intended learning outcomes, and the learning and teaching approaches applied should be adequate to achieve those. The **diversity** of students and their needs should be respected and attended to, especially in view of potential different cultural backgrounds of the students.

This standard aims to assure the constructive alignment between learning outcome, learning and teaching activities and the assessment procedures in the programme. Each programme is obviously different, however there is common logic in approach to its design, to make sure that this standard is met:

- Programme's learning and teaching approaches should enable to achieve key learning goals
- Curriculum and its learning and teaching methods should aim to achieve the programme's intended learning outcomes
- Pedagogical methods should correspond to the learning outcome of the modules
- The course manuals should explain overall objective, context and themes of the course, include the intended learning outcome and are made available to students
- Each higher education institution participating in the joint programme should be able to demonstrate that the educational goals are achieved
- The programme consortium should regularly evaluate and adjust the pedagogical methods and modes of delivery



Student-centred learning, teaching and assessment also means that the programme consortium must demonstrate how they take the diversity and different needs of students into account. Consider the diversity of students not

Screenshot



The goal is not a complete standardization of learning and grading cultures, but as much transparency and reliability as possible. There are number of ways to achieve that aim. One of the examples could be a regular exchange between consortium partners about criteria and standards and regular joint grading. Such good practice has been established within the EMMIR joint programme offered by University of Oldenburg and their partners. Joint programmes also often do the examination of the final thesis jointly, which is another good example of ensuring that goal.



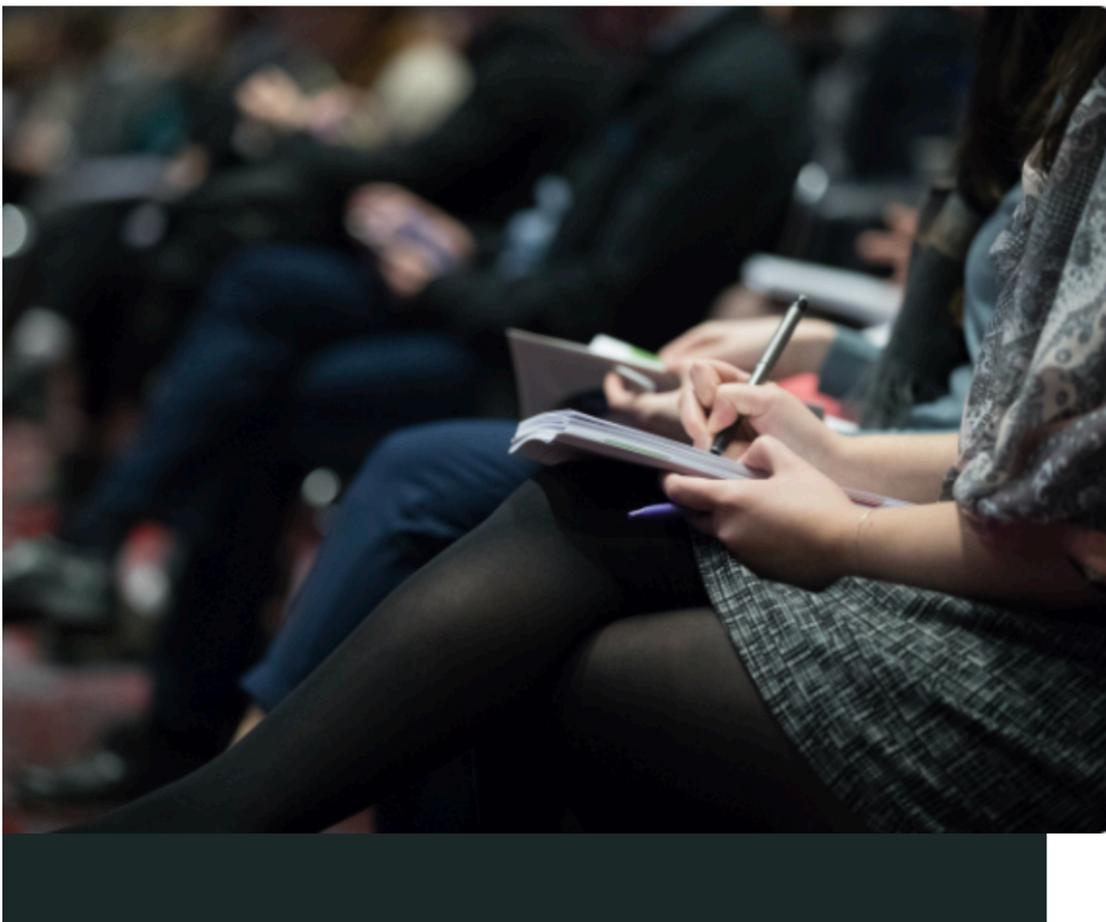
Implement both a grade conversion table and grading grid (for all semester work and for the final thesis). This way all teachers have a tool to compare their standards and criteria. Also, teachers may submit the grade according to the local scheme and for the transcript it is converted easily according to the grade conversion table. Some HEIs have developed a common online gradebook to upload and download marks, so that local coordinators can follow the progress of each student remotely.

Useful examples of Consortium Agreements covering all these aspects can be found at the websites of the Erasmus Mundus Joint Master Degree Programmes. See for example the NOHA Joint Masters in Humanitarian Action Consortium Agreement.

**NOHA Joint Masters in Humanitarian Action Consortium Agreement.**

See document

It is also advisable to define more in detail the programme joint admission criteria, the curriculum (courses, content and structure), and the conditions for successful completion of the joint programme (examinations, assessment and grading system). For this purpose the consortium can adopt joint **Study & Examination Regulations**. These Regulations which are usually subject to the Consortium Agreement established joint criteria which should be in accordance with the policies and procedures locally in force and respecting national law.



## European Approach in my country

European Approach to Quality Assurance of Joint Programmes can be used for accreditation purposes in most of the European Higher Education Area countries. European Quality Assurance Register provides most up-to-date information on the availability of the European Approach across EHEA. This includes also overview of the current local legal conditions or limitations in its use.

Check the EQAR page to learn about the situation in your country:

[EQAR Knowledge base](#)

# Guide to self-evaluation



Self-evaluation report serves as a primary information source for the panel in preparing for the on-site visit, during its interviews with the stakeholders and when assessing the programme. This means that the report will be your presentation card. It will provide the panel the first impression of your programme. However, the process leading to this outcome is more complex than just writing the report, and might cause some difficulties. The below guide aims to provide joint programmes' consortia most relevant information about the process as well as advice on the report.

## 1 Before you begin

### Verify the eligibility of your programme – different national legislations

It is highly advisable to start the preparatory work with verifying if a joint programme is eligible for undergoing accreditation procedure according to European Approach. In order to determine the eligibility it is good to start with understanding the definition of a joint programme in the EA. The following video might be helpful

**the following instructional video might be helpful regarding the eligibility**





## 4 Self-evaluation process

According to the European Approach to Quality Assurance of Joint Programs, the institution provides the basis for the external quality assurance through a self-assessment report and or by collecting other material including supporting evidence.

Quality assurance agency might provide a template or guidelines on how to prepare the self-evaluation report. Should that not be the case the joint programme consortium might use the template developed within the ImpEA project.



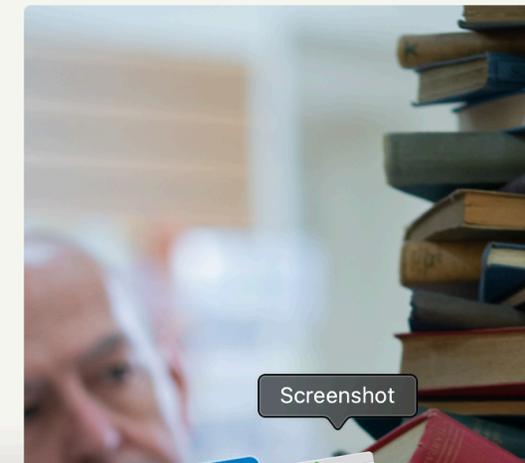
Template for self-evaluation report

**The process of preparing for and writing the SER should be the result of internal consultation within the programme as its own internal quality assurance.**

### 1) Timeframe and planning

European Approach-based accreditation procedure is usually more complex and therefore, time consuming than the regular one. The main reason behind it is that usually it requires engagement of numerous stakeholders and perspectives. Since it is also an international procedure, it requires much more elaborate communication scheme. It is safe to assume that the whole procedure will take approximately one year, from its initiation to the recognition of the decision by every interested quality assurance agency, if possible.

The process of writing the self-evaluation report (SER) can take minimum one, two months depending on the amount of information that is already available, and the level of cooperation among collaborators. It has to be taking into consideration that the



# Self-evaluation report

Name of the programme

Name of the coordinating institution

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**1**

Name of the institution	Higher education institution (yes/no)	Degree awarding institution (yes/no)	Role in the consortium (i.e. coordinator etc.)

**2**

Accreditation status per institution:

Name of the institution	Relevant External Quality Assurance Agency (if any)	European Approach allowed (yes/no)	Additional information

## **2. Learning Outcomes**

### **2.1 LEVEL**

The intended learning outcomes should align with the corresponding level in the Framework for Qualifications in the European Higher Education Area (FQ-EHEA), as well as the applicable national qualifications framework(s).

### **2.2 DISCIPLINARY FIELD**

## **Annexes**

---

### **MANDATORY ANNEXES**

- 1) *Documents supporting the legal status of the partner institutions*
- 2) *Cooperation agreement*
- 3) *Documents supporting each partner's legal basis for:*
  - a) *Participating in the joint programme*
  - b) *(Joint) degree awarding rights (if applicable)*
- 4) *List of intended learning outcomes, including:*
  - a) *Matrix of alignment with Framework for Qualifications in the European Higher Education Area (FQ-EHEA)*
  - b) *Matrix of alignment with applicable national qualifications framework*
- 5) *Course syllabi of all partners*
- 6) *Structure of the curriculum / study plan*
- 7) *Official documents indicating admission requirements and selection procedures*
- 8) *Official documents outlining procedure for recognition of qualifications*
- 9) *Students' assessments regulations*
- 10) *Academic staff CVs (all partners)*
- 11) *Relevant documents constituting internal quality assurance system*
- 12) *Diploma supplement (sample)*

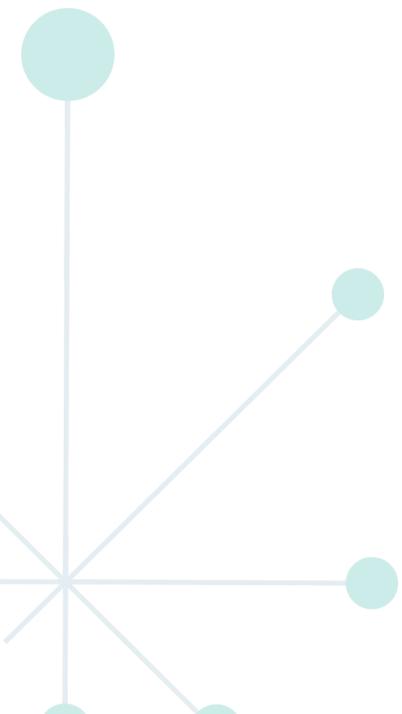
### **ADDITIONAL ANNEXES**

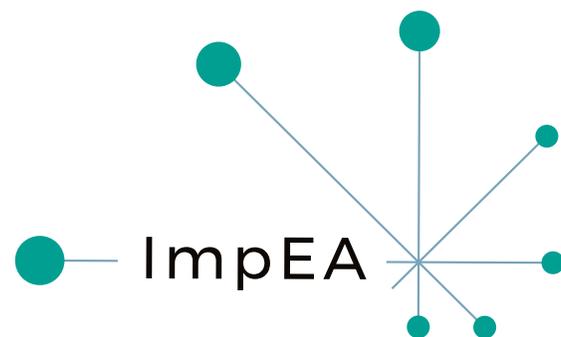
## Workload: Self-evaluation process checklist

- Verify the status of the programme and its eligibility for European Approach procedure
- Contact and inform all partners about the process
- Consult relevant national legal frameworks
- Choose EQAR registered quality assurance agencies for:
  - Coordinating the procedure
  - Recognising the accreditation decision in relevant countries
- Make a list of all the information you need to collect including Mandatory annexes and any other documents that you would like to add
- Discuss and decide with your consortium partners on how to manage the process:
  - the language of the report, having in mind the process of recognition of accreditation decision in each interested country
  - coordination of the process, including putting together contributions and inputs from all the partners
  - timeline, milestones and deadlines for gathering all information,
  - where to keep record of all documents (i.e. cloud drive)
  - division of tasks and responsibilities
- Gather all information and documents
- Start a process of joint consultation to reflect critically on the programme
- Write the report on the basis of the joint consultation
- Share and revise the final draft
- Submit the report

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THANK YOU!

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