Practical Approaches
to the Management of Joint Programmes:

Results from the JOI.CON Training Project

Table of Contents

List of Abbreviations

EHEA   European Higher Education Area

EU   European Union

HEI   Higher Education Institution

JP   Joint Programme

EM   Erasmus Mundus

EMMC   Erasmus Mundus Master Courses

EMJD   Erasmus Mundus Joint Doctorates

DD   Double Degree

JD   Joint Degree

DS   Diploma Supplement

ToR   Transcript of Records

ECTS   European Credit Transfer and Accumulation System

QA   Quality Assurance

IPR   Intellectual Property Rights

1 The Purpose of the JOI.CON Project

The innovative character of JOI.CON – *Joint Programme Management: Conferences and Training* is described by its purpose: to translate the theory of managing Joint Programmes into a practical approach. JOI.CON was based on the findings of the preceding project JOIMAN – *Joint Degree Management and Administration Network: Tackling Current Issues and Facing Future Challenges.* As a Multilateral Network within the Lifelong Learning Programme, JOIMAN investigated good practises and highlighted challenges in the management of JPs. Finally, it provided useful document templates for future JP consortia.[1] JOIMAN identified one main challenge that most JP coordinators and stakeholders had to face at some point: the lack of awareness and foresight in the implementation of Joint Programmes. JOI.CON, funded by the European Commission as a LLP Erasmus Accompanying Measure from October 2011 until the end of 2012, answered this clearly identified need for the training of JP coordinators.

Joint Programmes have become a core element in the internationalisation strategies of Higher Education Institutions. They intensify international partnerships, increase the international visibility of partner institutions, and allow students to benefit from the combined curricular strength of several partners. The interest in implementing JPs is intertwined with strong strategic support on the Higher Education policy level. Many legal frameworks are currently being adapted to enable these programmes. On the European level as well as on the national level, funding resources are made available to promote JPs. In this context, the JOIMAN network acted as a pioneer in addressing the critical need to know more about successful JP management on a comprehensive level.

The aim of JOI.CON was the development of confidence and competence in JP management. As project coordinator, Leipzig University (Germany) got seven European universities and two university networks on board to take JOIMAN one step further and create a practical learning experience. The project offered JP-tailored training to academic and administrative staff members with a wide geographic spread of participants. Trainees were guided to apply the JOIMAN findings and templates in order to simulate the establishment of a fictive JP on either master or doctoral level. Participants were trained to envisage the process and the "life cycle" of a JP and to develop the management know-how needed for their individual profession as well as for their institutions. The training sessions encouraged multilateral collaboration and networking while creating transparency concerning processes and regulations involved.

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[1] The JOIMAN report is available for free download at www.joiman.eu

Figure 1: The JOI.CON project year

2 The JOI.CON Method

2.1 Assimilating Knowledge through Conferences and Dissemination

For a successful training approach, a common knowledge of JOIMAN findings was deemed a necessary prerequisite. During the lifetime of JOIMAN itself, the project had already gained an incredibly high level of visibility and popularity. JOI.CON built up on that success by organising two conferences which shared JOIMAN insights and connected them to the current views of policy makers and programme coordinators. At the same time, the two conferences marked the beginning and the end of the teams' working period by facilitating their first and final physical encounters. As the coordinating institutions of JOI.CON and JOIMAN, the Universities of Leipzig and Bologna were the sites for the project's conferences, which were held in the winter and summer 2012. For both conferences, about 400 colleagues from various European countries were registered.

Beyond those milestones, dissemination remained a core aim within JOI.CON. The direct benefit of the 56 training participants was amplified by the associated networks of the partnership. Dissemination was pursued throughout the whole project with various sessions and key-note speeches in which both JOIMAN and JOI.CON were introduced and experiences were shared. Building up on the concrete training experience of singular participants, a multiplying effect – not only through the partnership but through actual trainees – was an explicit aim anchored in the project concept. Trainees finally featured with their profiles as contact on the project homepage to spread their experience in the landscape of Higher Education.

### 2.2 Developing Competence through Training

Confident and experienced coordinators are crucial to successful JP management. During the collaboration in JOIMAN, it had become apparent that programme coordinators often struggled when suddenly facing unexpected obstacles. The need

to overcome them quickly in order to keep the programme running turned any decision into an even higher risk. The combination of having to make hasty decisions and knowing that they might have a long-lasting impact on the programme increased the pressure on programme coordinators substantially.

Training sessions for coordinators give the participants the necessary competence to anticipate challenges and to deal with those challenges successfully. In this sense, JOI.CON decided to take a vital step from providing mere guidelines and templates to actively training stakeholders. It is the nature of JP to be highly complex, time-consuming, and dependent on the national frameworks. To bring present and future coordinators together in small teams comprising different nationalities seemed to be an ideal way to create a productive learning atmosphere. The safe laboratory situation without the "danger" of actually threatening a real programme completed the setting. Among the JOI.CON teams, participants were allowed to admit insecurities, jointly correct mistakes, and learn from more experienced partners. Following the focus and the material provided in the JOIMAN report, master and doctoral programmes were both defined as suitable pilot programmes for the new approach. The time frame for the training period was set at five months, and two physical encounters were arranged: one as a '"kick-off" to the training period, and one following its conclusion. Just like in real life, communication tools had to be found that were able to support the teams' work flow in between those meetings. In response to this need, the JOIMAN intranet was redesigned to offer interactive communication tools.

Trainers and trainees were the key actors in this simulation project. Their programmes were hypothetical but the efforts to come up with JP documents such as partnership agreement and certification documents were very real. Despite the tight application period, JOI.CON received 116 applications for the training project. The partnership decided to select 60 candidates and build up six teams slightly larger than aimed at to allow for drop-outs. Both academic and administrative staff members were admitted to the training project with the rationale that they ideally join forces in real life JPs. All participants made use of their own institutional and state-level regulations to ensure a significant learning effect concerning their actual situation. Teams were subdivided flexibly during the training process which created working units of 6 to 10 people on average. The trainers' role ranged from frontal instructor and active advisor in the beginning to a mere observer and crisis manager later on. All trainers pooled knowledge resources and helped trainees to make active use of them. They constantly monitored their team's progress and interfered when needed. At the end of the training sessions, the trainers reported that they themselves had gained something very useful from JOI.CON; they had come to recognise the difficulties and questions stemming from various HEI traditions and legal backgrounds.

Figure 2: Roles and responsibilities within JOI.CON
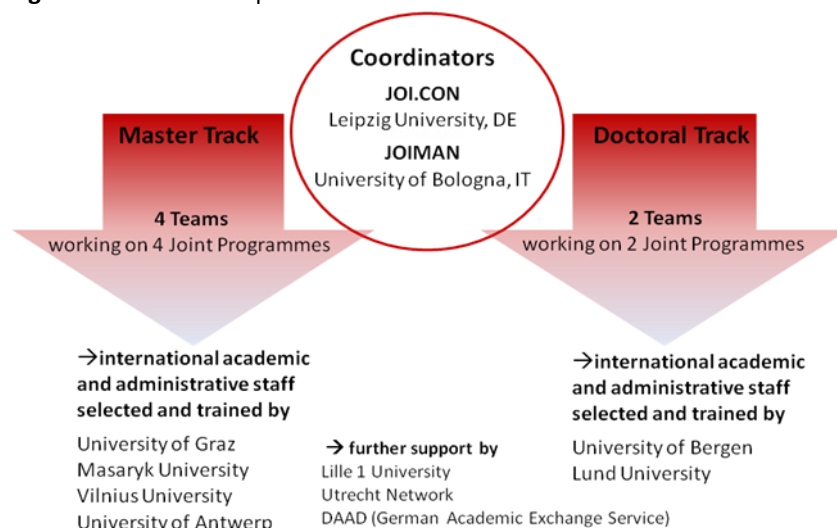
Trainees frequently reported that JOI.CON had helped them to get to know their institutional and national regulations better. In actual fact, that familiarisation process had already been initiated before the first face-to-face meeting in January 2012. Trainees were assigned the task of becoming acquainted with internal documents and regulations before the training started. During the training period, all teams developed a set of questions on their institutional and national regulations. From those questions and their partner's responses, the negotiation base and main tool of each team was developed: the comparison table. In order to find valid responses, participants contacted colleagues at the institutional and national levels and thus also built a knowledge network for their future projects. Finally, the improved flow of information did not stop at institutional boarders. In the survey taken during and after the training period, trainees stressed the networks of their training teams as a source of future information.

All six JOI.CON training teams remained intact until the end of the training period and successfully created a fictitious JP with its own unique documents. Examples are introduced in the following chapters and in the annex of the publication at hand.

2.3 Ensuring Quality by Monitoring Training Progress

The quality of all JOI.CON events and activities was constantly evaluated by Leipzig University in its role as project coordinator. In particular the JOI.CON training progress was monitored at various project stages to ensure maximum benefit for the participants. Based on competence and motivation as crucial factors for analysing learning behaviour and, ultimately, learning progress, trainees were asked to describe their training motivation when applying to JOI.CON. In three follow-up surveys, they had to assess their competences in certain aspects of JP management and comment on their training experience. Trainers also assessed their teams to compare the self-assessments with an external perspective. A few findings from these assessments are pointed out here because they already featured as symptomatic for the situation of current JP coordinators in the JOIMAN surveys.

The initial application statements on motivation had shown rather positive conditions for the training period that lay ahead. The participants' motivation was of a mainly integrated or even intrinsic nature: the participants did not apply because their institutions had told them to do so but rather because they actually wanted to learn something new. That positive prerequisite remained steady in later surveys which showed little external motivation but, again, a high percentage in terms of personal interest. This finding confirms the JOIMAN surveys and interviews which demonstrated that most Joint Programmes stem from individual initiatives rather than from institutional pressure.

Figure 3: Training motivation stated by JOI.CON applicants during the training period
(statements with the strongest contrast of motivation are marked in red)

	JOI.CON Question	not at all		rather not		rather yes		Yes	
		April	June	April	June	April	June	April	June
External	1.1 I take part without any external pressure.	5%	2%	7%	2%	15%	14%	73%	82%
	1.2 I only do what is expected by my institution.	35%	42%	32%	37%	26%	16%	7%	5%
Introjected	1.3 I put pressure on myself to do everything properly.	0%	0%	11%	7%	56%	58%	33%	35%
Identified	1.4 I am aware that I need the training for my job.	4%	2%	11%	12%	45%	46%	40%	40%
	1.5 I am committed to achieve my own objectives.	0%	0%	2%	7%	33%	23%	65%	70%
Integrated	1.6 I enjoy working together as a team.	0%	2%	0%	2%	27%	19%	73%	77%
	1.7 I look forward to learning something new.	0%	0%	2%	2%	9%	16%	89%	82%
Intrinsic	1.8 I consider the task interesting.	0%	0%	0%	0%	29%	30%	71%	70%
	1.9 I want to find out more on that matter.	0%	0%	0%	0%	24%	28%	76%	72%

When trainees were asked to state their competences according to specific tasks, responses once more confirmed JOIMAN findings. Trainees felt least competent in calculating full programme costs and creating a comprehensive budget. Initially, they claimed their highest competence was the ability to create a proper cooperation agreement. Later on, that was slightly outweighed by their confidence in creating degree certification. In their statements, the trainees contend that every single specific competence related to managing a JP improved with their training in JOI.CON, a remarkable result. The perspective of trainers backed up this self-assessment.

Figure 4: Competences stated by JOI.CON teams during the training period

mean values of some general and specific aspects of competence regarding JP
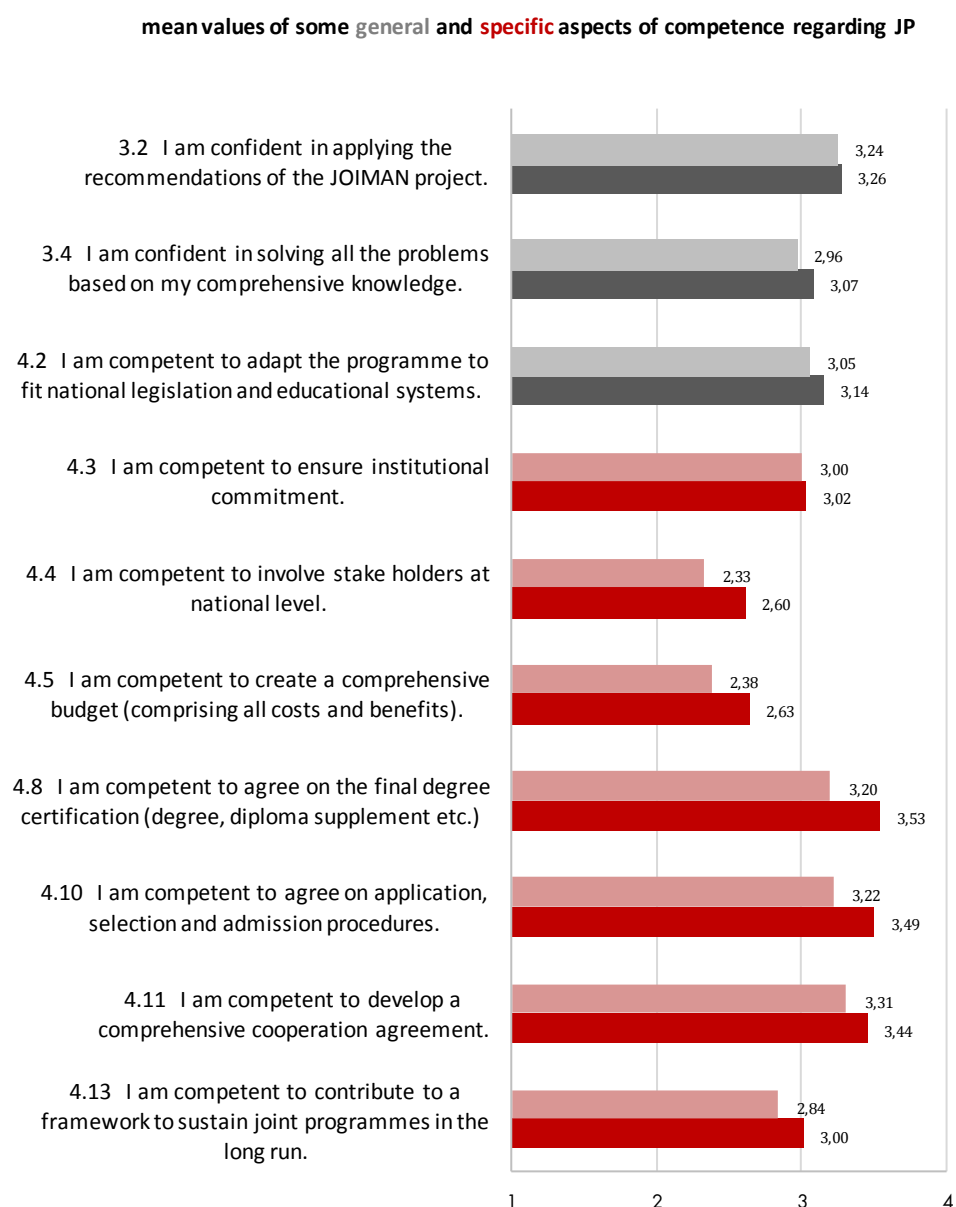
light colours indicate the assessment in March, dark colours stand for responses given in June; the mean value was generated as the average of answers on a scale from -2 to +2

Some trainees appear to have actually benefitted even more from JOI.CON than the surveys demonstrated. According to their explanation, this was because they had started to rate their own competences more critically at the end of the project after they had encountered all of the challenges. Yet despite that effect of increased awareness weighing down positive self-assessment, 98% of the trainees felt that their competences concerning JP had changed for the better after participating in JOI.CON.

Figure 5: Learning outcomes stated by JOI.CON teams during and at the end of the training

Relative Frequencies

■ Second survey, April 2012	■ Third survey, June 2012	

much less competent — 0% / 0%

less competent — 0% / 0%

rather less competent — 0% / 0%

no change — 11% / 2%

rather more competent — 45% / 26%

more competent — 40% / 63%

much more competent — 4% / 9%

(0%, 20%, 40%, 60%, 80%)
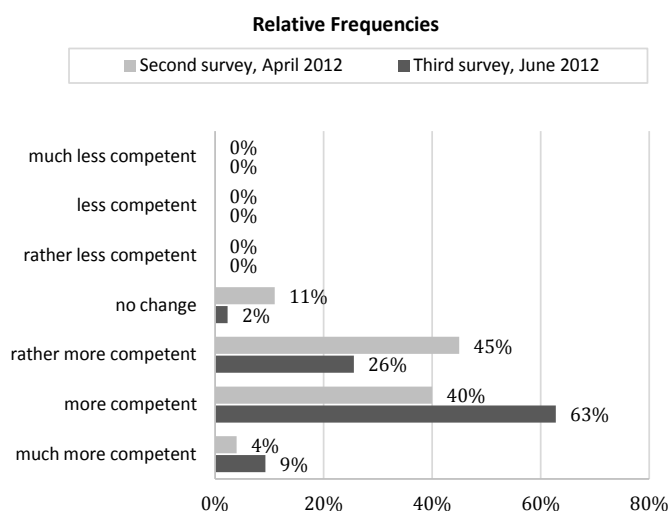
3 Observations from the Training Period: Challenges – Solutions – Tools

The first challenge in setting up a Joint Programme is to answer the question WHY. Why should institutions engage in a complex and time-consuming programme with small student cohorts when students can easily be exchanged on a larger scale through well-known and funded mobility programmes such as Erasmus?

In their discussions, JOI.CON trainees came up with the following reasons:

1. Both university partners and students profit from the academic strength of several partners. Joint Programmes draw from a combination of several academic profiles. One partner should not be able to offer the programme in the same form on their own.

2. Mobility options for students are usually structured in JP and mutual recognition is guaranteed. Students may even have the opportunity to study at more than two partner institutions and are often given access to specific grants (e.g. Erasmus Mundus).

3. JPs specifically prepare students for an international labour market. This statement is often confused with the assumption of higher employment chances purely due to holding a double or joint degree. While the impact of the degree on the employer's choice is still to be proven by surveys, it is a fact that JP students benefit from an intensified international curriculum and from mandatory study periods abroad.

Both JOIMAN and JOI.CON showed that the interest in Joint Programmes is not merely institutionally motivated. JOIMAN surveys and interviews proved that most JPs originated and survived due to the continued efforts of individual stakeholders. In JOI.CON, trainees confirmed this observation by giving motivation statements of mainly integrated and/or intrinsic motivation (compare figure 3). The following chapters will dwell on some of the challenges that the training teams encountered and will outline potential solutions to those challenges.

3.1 Getting to Know Your Partners and Regulations Connected

Challenge Getting to Know Partners

For a successful Joint Programme it is crucial to know your partner well. In the JOICON training, consortia were arranged by trainers on the basis of a questionnaire on their background. In reality, such a top-down approach is probably not standard procedure in most European HEIs. Usually partnerships stem from long-standing fruitful cooperation and mutual trust. Yet that does not necessarily mean that partners are a fit in all aspects connected to a Joint Programme. If well known to each other from the very start – not only personally but also in terms of management routines and legal frameworks – challenges are met more easily. A start is made with a first meeting of all partners including administrative and academic staff. However, the difficulty at the beginning lies in defining the areas to be discussed and within them the exact information needed to form a common foundation to build on.

Solutions and Tools Getting to Know Partners

The central tool developed in the JOI.CON training is the comparison table. In its various forms, it became the working base for the whole training period. Its purpose was to gather and compare information about the internal and external regulations of all the partner institutions. Both administrative and academic issues were analysed this way; similarities were confirmed and disparities were detected

Given below is a snapshot of one part of a doctoral comparison table to demonstrate the nature of questions and responses. Of course, it is possible to add all the necessary elements which consortia find important; doing so will help identify all the possible constraints and options for the joint venture of setting up a joint doctoral programme. A compilation of the doctoral teams' questions is annexed.

Figure 6: Examples for questions and responses leading to the doctoral comparison table
(chosen entries were re-arranged to demonstrate the nature of questions and responses)

	University 1	University 2	University 3
What is the regular duration of your programme?	3 years	4 years	3 years (but depending on student employment)
What legal status do your PhD candidates have (employees, students)?	Doctoral candidates are considered early stage researchers. In most cases enrolled as students in order to have access to all the usual facilities. Both types of employees (with full or half or 3/4 or...post), mostly in Engineering, Natural Sciences, or... Depending on origin, visa and residence permit needed, in case of employment also work permit. Insurance compulsory.	Students (PhD/Doctoral Candidates) with an option of contract based agreement if funding is available. Rights and duties in Supervisor Candidate agreement (provided in copy). Visa is needed and insurance is a prerequisite. In case of work contract work permit is needed.	All of the PhD candidates are students. As they get monthly stipends from the College, most of the time they are required to teach at small problem/discussion sessions after they complete the required course work in 4 semesters at most. They have to pay the national insurance coverage. Students from Non-European Union countries have to get student visa, and students from European Union countries can either get a tourist or student visa [link to homepage].
How are Intellectual Property Rights dealt with in connection to results of doctoral education at your institution?	IPR is dealt with differently in existing cooperation contracts. A typical practical problem seems to be that doctoral candidates have to give talks, project coordinators have to report to donors / public stakeholders, but firms insist on concealment. For research contracts within [national funding line], the legal department advises to use the DESCA model consortium agreement [link to model]. Respective regulations should be included in a double degree cooperation / cotutelle agreement.	Defined in cotutelle: "due to its status of salaried employee, the doctoral candidate's intellectual property rights on results are to be regulated by the own regulations and national legislation of the University that employs the doctoral candidate. Nevertheless, the university undertakes the endeavour in respect of the European Charter for researchers. The diffusion copy and dissemination of the thesis text is subject to a specific agreement between the doctoral candidate and the co-supervising universities".	PhD students have to publish at least one paper in an international peer-reviewed journal. No major rules are defined regarding IPR, but they could be included in the memorandum of understanding and/or in the cotutelle agreement.

The JOI.CON master teams came up with their own detailed comparison tables according to five main phases covered during the training.

Figure 7: Topics in training phases of the JOI.CON master teams

Phase N°	Topic
1	**Student administration: selection, registration and enrolment** (team task: create application form, discuss procedures)
2	**Quality Assurance and accreditation** (team task: create section in cooperation agreement)
3	**Evaluation, recognition[2], grading** (team task: design examination rules and grading policy, discuss recognition)
4	**Graduation** (team task: design certification - Diploma, DS, ToR)
5	**Finances: full cost budget, tuition, scholarships** (team task: create section in agreement and student contract)

A compilation of all comparison tables accompanies this publication for both master and doctoral levels.

The process of completing the comparison table is based on dialogue. That dialogue does not only involve answering questions; partners also need to check whether they really understand the whole detailed content and its implications. Terminology may vary and create confusion and a glossary might have to complement the comparison table. A meeting should be scheduled for clarifying all responses once the table is completed.

Mapping all the elements of the partners' regulations in this way is an extremely valuable exercise for the consortium as it discloses possible options and constraints early on. It is very important that answers are given on the basis of real documents and regulations that the partners can actually provide. Often partners base their answers regarding rules and regulations more on hearsay and common practice than on real legal documents which easily leads to false assumptions. When all the necessary data are gathered, you are ready to start shaping your Joint Programme.

3.2 Implementing Internal Communication and Management

Challenge Communication and Management

Individual and institutional commitment is a key prerequisite when setting up a Joint Programme. All partners need to feel their role and responsibility in the consortium from the very beginning to develop a sense of ownership. That does not only hold true for the consortium itself but extends to colleagues involved at the very same institution. Within the consortium and within your own institution, you need to

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[2] Please note that the term "recognition" in this context refers to the mutual acceptance of students' academic accomplishments at different partner institutions. In this sense of the word, recognition is not related to matters of accreditation.

address both academic and administrative stakeholders as early as possible. If they are involved in the initial stages of setting up the programme, they are more likely to feel responsible to find solutions if challenges arise. Involving colleagues also means assigning responsibilities. Some tasks naturally remain with the coordinator, others need to be negotiated. In order to reach a common understanding of all partner's rules and responsibilities, communication on both levels needs to be clear and transparent from the very beginning.

The JOI.CON teams confirmed that it is vital to invest the necessary time in getting to know all the partners in detail before assigning them specific roles within the consortium. Naturally, the training participants met for the very first time in the initial consortium sessions; by comparison many real-life partnerships will have met in person before they decide to set up a JP. Nevertheless, all trainees confirmed the importance of a face-to-face kick-off meeting as a kind of founding moment for the consortium. Ideally, specific roles are distributed or reassigned at a point when partners have become very familiar with each other. The initial layout of roles within the consortium often remains stable yet it is not set in stone. If partners feel the need for improvement, they have to bring up the topic early and get more involved themselves. That might lead to switching roles or to decentralising activities and sharing tasks differently. One JOI.CON team faced the task of reshaping responsibilities and worked that challenge out well after an intervention from their trainer. In order to take responsibilities seriously, continued physical meetings on a regular basis are very important. All JOI.CON teams suggested that the amount of physical meetings should be increased in further training projects. One doctoral team made use of the mobility concept for students and integrated a yearly consortium meeting in their summer school.

Of course, most of the communication will realistically have to take place without physical meetings. It is crucial to find instruments for virtual communication which everyone in your partnership can actively use. In the case of JOI.CON, the intranet of the JOIMAN network was redesigned to create individual platforms and communication tools for each team. This allowed trainees to share documents and edit them together by means of version histories. Participants could additionally enter a virtual room and get together in flash meetings. Those meetings included various features like jointly viewing documents while discussing them and voting on questions posed by the moderator. Depending on the software available, those meeting can be replaced by other types of conferences but cameras should definitely be used to visualise partners. Partners without cameras often felt left out or misunderstood. No matter which communication software you decide on, the meeting rhythm should be set at regular intervals. JOI.CON teams met on a monthly, some even on a weekly basis. Share points, joint tools for the collaborative collecting and processing of student data are then the next step in implementing the management.

The coordinator should reserve time for testing new technology and prepare partners to remain patient during the try-out periods. JOI.CON trainees reported that the nature of virtual meetings sometimes provoked hasty decisions. If you use them to vote on important issues, this should be kept in mind and the meeting agenda

Solutions and Tools
Communication and
Management

should not be overloaded. If the new technology does not work out four your consortium, traditional communication channels can still be used to get everyone together. If all partners are dedicated to the programme, the channel of communication will not be an obstacle. The fact that a sense of shared ownership of a programme can be upheld via virtual channels for a certain time was confirmed by a training participant: "I guess I wasn't expecting to feel that involved in the programme, considering its mainly virtual nature. In the end, I did truly feel part of a JOI.CON community."

3.3   Defining the Level of Integration

The core of each Joint Programme is the jointly developed curriculum with common learning outcomes. After meeting all of the partners, analysing all of the programme options through the comparison table, and assigning responsibilities within the consortium, you are ready to shape your actual programme.

The level of integration relates to the quantity and quality of elements that partners manage jointly. Sometimes not all partners have the opportunity or even the wish to integrate the JP on the same level within their institution. As long as there is enough "jointness" to make sense as a partnership with mutual degree awards, this is not a hindrance. In nearly all cases, compromises can be found which include all partners with various regulations. Elements of integration might be related to

- curriculum structure/research framework
- curricular add-ons like summer/winter schools
- application and selection processes
- supervision, examination, and assessment
- student administration
- student services
- mobility structure
- tuition fee policy
- financial management

Please note that a high amount of common features in institutional structures and legal frameworks does not necessarily result in a high level of integration. When facing differences among the partners, successful integration can be achieved when discussion and negotiation sessions deal with the differences thoroughly to find solutions.

One central debate related to the level of integration concerns the issue of degree certification. While this is an important topic, its impact on the Joint Programme should not be overestimated. The key to a successful JP are joint *elements*, above all the joint curriculum, and not simply a double or joint degree. However, national regulations come into play when degrees are concerned. While the European Higher Education Area is clearly moving towards supporting joint degrees, not all countries allow universities to issue them yet. Few nations even draw the line at issuing double degrees.

To foster their programmes' integration, the JOI.CON teams came up with cooperation agreements as a direct result of the comparison tables. A good working tool in this phase of setting up the Joint Programme was the "shuffling exercise". In this exercise, identified challenges and obstacles were shuffled among all the potential partners and worked on repeatedly in order to come up with several suitable solutions. In JOI.CON, the teams decided to shuffle around all the tasks in order to have everyone involved in all stages of the programme's development. This strategy generated positive results when it came to finalising the cooperation agreement.

While the preparation of the documents will be elaborated upon in the next chapter, the following section gives examples of integration challenges that the JOI.CON teams identified and met. Most of them are cross-cutting challenges and will therefore be only briefly described below; more elaborate details will follow in the coming chapters. The focus here lies with the specific issues concerning the doctoral teams, since the master teams found their challenges related mostly to the topics this publication deals with in distinct chapters.

One partner in a doctoral consortium was bound to national regulations which demanded that any doctoral programme consist of four years instead of three. The solution found in the consortium was to set a fixed JP duration of three years with an exception for candidates funded by the institution with the four-year obligation. Any candidates wishing to study at that institution would first be accepted exclusively to this partner as their home institution and they would then be enrolled in the Joint Programme after one year. The cotutelle agreement proved a useful tool in this respect. It enabled the candidates to participate like all the other candidates in the Joint Programme; they were thus allowed to partake in summer school, in co-supervision arrangements and in the mobility scheme.

The mobility scheme is often the main focus in a JP. On doctoral level, it might even be the main reason for setting up a collaborative scheme for the doctoral training of one or several candidates. JOIMAN data showed that collaboration on the doctoral level usually starts with short-term mobility. The lowest level of integration hence consists of activities related to mobility in one way or the other. This can involve structures such as the exchange of candidates, or the shared organisation of joint seminars, courses or even summer schools. In JOI.CON, the trainees agreed very early on the idea of a summer school and organised the Joint Programme around it. The annual summer school would gather all doctoral candidates, supervisors, and even the executive board together with the education and research committee. The summer school could hence be characterised as the main focal activity of the programme. In addition, all candidates would spend a year of their doctoral training at one or two partner universities. An example of mobility in doctoral programmes is given below:

Solutions and Tools
Level of Integration

Programme Duration

Mobility Scheme

Figure 8: Mobility concept of the doctoral team *JoDiss*

Semester	Staying at	Work plan
1	University 1	Introduction week, training plan, research plan
2	University 1	Research, seminars, teaching
Summer School: Presentation of research plan; courses		
3	University 2	Research, seminars, teaching
4	University 2 or 3	Research, seminars
Summer School: Presentation of results		
5	University 1	Research, seminars
6	University 1	Research, final evaluation and defence

The concrete example of the summer school relates to the more general question of whether to offer courses as part of doctoral training. In JOI.CON, this turned out to be a rather small dilemma because, early on in the discussions, teams were already agreeing that any courses would be embedded in the summer school as common learning ground for joint seminars and training. The supervisors were to take part in the summer school and were to have the possibility of fine-tuning their common supervision. As mentioned before, the summer school would also function as an annual consortium meeting.

Applying the ECTS

The discussion of ECTS credits in doctoral programmes is an ongoing discussion in many European institutions. However, according to the second set of Salzburg principles[3], it is recommended only to apply the ECTS to formal training elements such as courses. It is not recommended to apply it to the research part of the doctoral training. Some argue that doctoral training is mainly about conducting original research and that it can be difficult to measure such work in ECTS credits. Since the awarding of credits in this field is so different from institution to institution, this is a real challenge. Many institutions do not even offer courses as part of their doctoral training; for those institutions, the only requirements for the doctoral degree are to conduct research and write a thesis.

One doctoral JOI.CON team chose to keep the flexibility in the consortium agreement in order to accommodate the differences among the partners in applying the ECTS to training and research activities. To this end, they included the following statement in their consortium agreement:

> "Training and research activities carried out during the PhD programme can be acknowledged on the basis of the European Credit Transfer and Accumulation System (ECTS) according to each partner's internal regulations."

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[3] For detailed information on the so-called Salzburg principles visit www.eua.be.

The same team decided to apply the ECTS to activities related to the summer school since these were truly joint curriculum activities.

The student status and the employment possibilities of doctoral candidates differ among countries. The eventual agreement on how to deal with the status is dependent on national and local regulations, on routines, and also on the negotiations between partners and funders. Most students finance their doctoral studies through employment or scholarships. Much less common is the option of complete self-funding. For doctoral students it is an advantage to be employed since this entails having the status of a regular tax-paying citizen and being part of the social security system like other employees. Further benefits may be an increased credibility in society that can be of importance for practical issues like renting an apartment. On the other hand, in some countries the student status will be limited once the student is employed. Local regulations and routines seem to play the vital role in determining the final form of the student status. To some extent, it may even depend on the type and amount of funding available. Although it is easier to handle the programme if the student's status remains the same throughout the programme, the type of funding may differ over the doctoral study period depending on the study site. For instance, it may be the case that the student is employed at University 1 but will continue on scholarships while at University 2. It is important, however, that the agreement for joint doctoral training specifies the student status and whether or not employment or scholarships will be available.

The knowledge, results, and innovation generated by the doctoral candidate – and by the research group the candidate has been part of during the doctoral training – belongs to the institution where the candidate has been enrolled, registered for doctoral studies, and trained. If the doctoral training and supervision of a doctoral candidate has taken place at two or more institutions, it is of utter importance to regulate the Intellectual Property Rights (IPR) through an agreement which states the rights to the protection, dissemination, and exploitation of results. As this may be different for each candidate, the IPR agreement could either form part of the doctoral candidate agreement or constitute an amendment of the general agreement.

One of the JOI.CON teams chose to include IPR as part of the doctoral candidate agreement:

> "Knowledge generated by the PhD student under research activities ("Results") belongs to the University Administrative Centre and shall be available for exploitation and dissemination. The University owner of the above mentioned Results shall ensure their protection according to national laws in force.
>
> The Host University shall enjoy the royalty free licence of Results only in relation to academic purposes.
>
> In case Results are generated with the joint intellectual contribution, both of the PhD student and of hosting University's personnel, Results shall belong to both Universities. Both of them shall sign a specific agreement for protection, exploitation and dissemination of Results."

Governance Structure

The level of integration also influences the governance structure of the consortium somewhat and the two doctoral teams ended up with two slightly different models. It is important to note that the choice of structure was not dependent on the type of degree.

The JOI.CON team *Joi.Doc* decided on an organisational structure consisting of five different functions:

- A **consortium committee (board)**, with one representative of each institution, was set to be in charge of all academic issues. A representative of the coordinating institution chairs the consortium committee. The members represent their institutions. The consortium committee is to meet at least twice a year (virtual meetings strongly favoured).

- A **technical secretariat** that provides administration support deals with all administrative questions and is in charge of practical issues. The secretariat consists of one administrative support representative per institution and works under the guidance of the administrative representative of the coordinator. The secretariat was decided to provide the consortium committee with financial information on a regular basis. It further provides the members of the consortium agreement with a financial and administrative handbook as guideline for all procedures to be followed by the institution.

- The **coordinator** was said to be in charge of coordinating the programme and to be responsible for all contacts. The coordinator should take all actions necessary for a good functioning of the consortium and for the fulfilment of the contractual agreement.

- The **academic committee** was decided to consist of every supervisor and one representative from each partner institution. This committee was said to be in charge of academic issues which are subject to national/institutional regulations/authorities. The academic committee should decide if due to unbalanced distribution of the students regulations must be carried out.

- The **quality evaluation committee** consists of one representative of each institution and a student representative. This committee is to be in charge of all quality issues of the programme. It supports the academic committee, the board and the coordinator in developing and improving the programme. The committee should identify best practises within the consortium towards the establishment of more unified Quality Assurance procedures.

The JOI.CON team *JoDiss* chose a similar yet not identical approach:

- The **Executive Board** is the supreme administrative and executive body of the Consortium.

- The **Education and Research Committee** is in charge of the selection of Doctoral candidates and of PhD research projects. It is also in charge of: the training offer; the monitoring of the Personal Career and Development Plans; providing advices and recommendations about the programme.

- The **Doctoral Candidate Committee** is in charge of the organization of networking activities among candidates about common issues and is also in charge of facilitating the communication with JoDiss Boards and Committees.
- The **Executive Secretariat** is in charge of the administrative support to the whole Consortium and to the coordinating University in all matters regarding of the implementation of the programme.

This governance structure allowed the team to handle institutional differences while at the same time securing representativeness within the consortium. Setting up a doctoral candidate committee is a recommended tool in JP management as it can be the glue between the candidates which creates a sense of shared ownership and influence on the programme. This way, the teams built a good network among the candidates and, together with the annual summer schools, candidates were taken on board as active partners in the doctoral programme.

Integrating a programme becomes a real challenge when the issue of finances is tackled. How does the consortium create and share funds? To what extent can and will institutions back up the programme using own means? Those are questions that all JOI.CON teams discussed a lot. Finances remained one of the aspects where legal and institutional regulations influenced discussions most severely and most teams came up with compromises that did not satisfy all partners fully. Tuition fee policies were also discussed and compared in detail. The JOI.CON master team that was coordinated by a British participant elaborated several options which are introduced as the starting point for further discussion in chapter 3.5.

Financial Management

Degree certification is one crucial aspect of integration and needs to be considered at the beginning of the programme. One master team actually decided to shift the order of their 5 themes and start with certification to find out about options as early as possible. While all JOI.CON master teams opted for a joint degree, it was decided to set up the doctoral training in two teams with different tasks concerning the degree certificate. One team was challenged to set up a joint degree programme while the other team had to come up with a joint programme that would end with a double degree. The different goals made the groups work from different angles, thus allowing for comparisons of challenges and solutions. The processes and results showed that, all in all, the task of setting up a joint doctoral programme led to the same main challenges, regardless of the structure of the final degree. Yet the degree structure was a discussion in itself which the teams returned to at several points. The joint degree team came up with a proposal of one diploma where all institutions integrated their seal as part of the diploma. The double degree team had structured their programme with a double diploma from the two institutions which had collaborated on the supervision of the candidate. The documents will be elaborated on in detail in the next chapter.

Degree Certification

Half of the trainees came from institutions and countries which accepted joint degrees. For some of the members who came from institutions with no experience in either awarding joint degrees or in running joint programmes on the doctoral level, however, this seemed to be an almost insurmountable challenge. One participant in fact withdrew from the training project because he felt his institution was not sufficiently prepared for setting up joint programmes and joint degrees at this point.

However, the consortium had offered a realistic solution to retain this partner in the consortium. It suggested an arrangement in which the partner with associated status and would contribute with courses and supervision during the summer school phase of the programme.

In comparing both JOI.CON doctoral teams, the crucial message to be kept in mind is once again that degree certification is of secondary importance; it does not substantially define a programme's character. The true "jointness" lies in programme structure and integration, not in the paper finally handed to the student. Nevertheless, degree certification is elaborated upon further in the next chapter and exemplary documents are included in the annex.

3.4   Preparing all Relevant Documents

While in some regular programmes documents are merely an internal necessity, they become crucial in international collaboration projects. Their benefit is to give the partnership a clearly phrased shape by lining out the programme in a comprehensive manner. They raise awareness of all stakeholders and prevent from misunderstandings. Not only are they a constant point of reference in programmes that involve a large number of colleagues from different backgrounds, they also trigger necessary negotiation processes and discussions. In the case of preparing the JP documents, the journey is indeed the award.

The centrepiece of each Joint Programme is the cooperation agreement. A good cooperation agreement is negotiated actively with all partners and comprises all issues that might create challenges in running the programme.[4] The agreement states the nature of other relevant documents, e.g. certification documents for students. As elaborated before, those need to be considered as early as possible.[5] With this in mind, some JOI.CON teams decided to annex them to their cooperation agreements. Not only does the format have to be decided on (regular, double, joint degree or a mix of several options) but the detailed content also needs to be put into some form. For some institutions, it is mandatory to put certain students' personal data (e.g. birth date) on the degree. Other countries or institutions do not allow such data to be put into writing due to data protection issues. The question of preparing relevant documents goes as far as the actual paper it is printed on, as in some countries the paper itself must be of a certain quality.

Once the degree format is decided on as regular, double, joint, or a combination of several, some detailed questions concerning the degree awarding itself includes:

- In case of double degrees, how will "jointness" be communicated on paper?
- Who issues the diploma and who signs it?
- What role do consortium partners play that were not involved with the student in question?
- How are associated partners included in the degree certification?

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[4] JOIMAN provided a template of a cooperation agreement for free download under www.joiman.eu.

[5] Training examples of cooperation agreements and degree certificates are annexed to this report.

A primarily internal decision is the question of examination regulations and whether legal documents have to be adapted to cover the JP. Maybe it is even necessary to create new guidelines or a whole new set of binding examination regulations.

The JOI.CON teams used the JOIMAN cooperation template as a guide through all of their discussions. They combined it with their comparison table analyses and started off with examples of cooperation and degree documents their own institutions used. While it is common to look for inspiration in already established programmes, this can also pose a threat. Partners often do not feel experienced and confident enough to prepare their own documents and tend to merely copy the documents of other projects. The solution may sound simple but it needs to be recognised by all of the partners: keep in mind at all times that each partnership is unique and follows specific conditions. All documents need to reflect this.

Solution and Tools Preparing all Documents

The master teams focused on articles related to the five phases as listed before; one team even came up with a full agreement version. This team finally went with the following structure (for details compare the full version in the annex):

Cooperation Agreement

Art. 1 Description of the programme

Art.2 Legal framework and national qualifications

Art. 3 Consortium structure

Art. 4 Promotion of the programme

Art. 5 Student administration

Art. 6 Financial arrangements

Art. 7 Services

Art. 8 Quality Assurance

Art. 9 Application of law and dispute resolution

ANNEXES

1) Accreditation and Quality Assurance

2) Examination procedures and grading scales

3) Certificate – template

4) Transcript of Records – template

5) Diploma Supplement – template

6) Financial arrangements under mobility scheme

7) Opportunities for scholarships and/or reduction of fees for each partner institution

In relation to the cooperation agreement, the master teams reported that their final structure did not differ much from one another. What differed indeed was the process of arriving at common decisions to be fixed in writing and which topics evoked the most heated discussions. Those issues are described under each respective challenge.

In the doctoral teams, both final consortium agreements contained more or less the same elements as well. The annexes, however, were created according to the

needs of the individual programme and the consortium. They were perceived as especially useful tools to regulate different aspects of the programme that needed more individual or institutional flexibility. Most of these specific requirements were covered in a cotutelle agreement or in a doctoral candidate agreement. The various documents drafted by *JoDiss* and *Joi.doc* serve as useful examples of several solutions that institutions and consortia might apply to overcome contradictions in doctoral regulations. They are fully annexed to this publication.

Cotutelle Agreement

The doctoral teams soon discovered that they needed to have some flexibility for issues which they could not solve easily within the consortium agreement. The cotutelle agreement is an agreement which is most commonly used as an individual agreement laying out the rights and duties between the institutions involved in the training and supervision of a doctoral candidate. During JOIMAN, the cotutelle agreement was identified as a useful tool for any specific interests or issues relating to one candidate in particular and which were not specified in an overall frame agreement or in a joint doctoral programme outline. In particular, it has proven useful to specify particular decisions related to IPR and research-specific elements such as the right to access to infrastructure and the time spent at each institution. The cotutelle agreement can serve as an advanced doctoral candidate agreement between two or more institutions and can also specify particularities related to the diploma. This way, there may be several institutions in a common frame agreement relating to a joint doctoral programme, but the cotutelle agreement for one candidate in particular may be with only some of the institutions just as the degree awarded to the doctoral candidate will be from the institutions involved with that candidate in particular. The ways to shape and apply a cotutelle agreement are manifold, but the essence of it remains to regulate individual aspects within a larger partnership that undertakes joint doctoral training. In JOI.CON, the cotutelle agreement was once more confirmed as a practical solution. At first, teams put the overall decisions for their JP in a frame agreement; in this process, they decided on the individual necessities for each doctoral candidate relating to particular research projects and, secondly, put this information in the cotutelle. In particular issues like the duration of the programme and the status of the candidate were covered in the cotutelle agreement. Also the difficulties arising from contradictory fee structures were solved on a case-to-case basis and solutions were found for each candidate and the involved institutions. This way, the joint degree team combined joint curriculum elements with very flexible arrangements for regulating practical issues around the mobility and funding of each candidate individually.

Degree Certification

The JOI.CON teams had clarified most of the vital issues during the negotiation process connected to their cooperation agreement and could now create certification documents for their programme. Once the cooperation agreement was negotiated and tricky issues cleared up, the master teams did not find it all too difficult to create the certification documents. Therefore, Diploma, Diploma Supplement, and Transcript of Records were the results of a well-considered cooperation agreement. You find some examples of those documents included in the annex.

In the doctoral teams, on the other hand, the certification documents were discussed a lot. The double degree team found the debate difficult since the partner universities had different regulations. The bottom line was that the certificates issued by the two universities should be in agreement with national regulations but also include the following statement: "This degree was awarded in the joint double[6] doctoral programme Happy Joi.Doc and is only valid in conjunction with the respective other certificate". The team also outlined a non-binding additional certificate to be included.

The joint degree team chose to settle for a joint diploma; however, they had to make exceptions for two of their partners due to different reasons. One partner could not accept a doctoral programme of only 3 years. The solutions found for this challenge was to allow this one partner to award a doctoral degree with an institutional diploma and a diploma supplement which stated that the doctoral candidate had been trained through the *JoDiss* joint doctoral programme. Another partner could not award a joint degree. In this case, the *JoDiss* consortium decided to issue a double degree in his case and to use the joint diploma supplement from the consortium partners as an addition to the institutional diploma and the institutional diploma supplement.

The joint diploma supplement was a solution applied by the consortium in order to explain the differences in the educational systems among the partner institutions. At the same time, this supplement stated the necessary information about the qualifications of the doctoral degree holder.

In addition to these central documents, additional ones might be necessary or simply useful. Depending on the nature of the programme, such documents might include scholarship statements or student agreements with individual work plans.

3.5   Developing Policies for Funding and Fees

Financing is a cross-cutting challenge in setting up JPs because it has a significant impact not only on the mobility scheme and the relevant promotional and sustainability strategies, but also on the daily administration of the project. The question that causes headaches among most consortia is how to fund the programme and accommodate all partners' regulations concerning tuition fees. JOI.CON defined two main preconditions that render the matter of programme finances a tricky one. First, the awareness of the actual JP costs is very low in many institutions. The term "full costs" is an unknown word at many universities. The method of calculating fees should not be "How much can we get?" (the top-down approach) but "How much do we need?" (the bottom-up approach). The latter leads directly to the question "How much is my institution willing to co-fund?". Above all, the consortium needs to be careful to avoid a situation in which students become co-funders of expenses that are not related to their tuition or are obliged to pay fees not directly related to their administration. Partners need to be aware that high tuition fees come with the responsibility of developing appropriate scholarship schemes. Of

**Challenge
Funding and Fees**

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[6] With this phrase, the double degree team decided to stress the joint character of their programme because a double degree was awarded instead of a joint degree.

course, this requires knowledge of the real costs (ideally the full costs) or at least additional costs explicitly associated with the JP. Reserves for sustainability are also to be considered. The second main obstacle in this regard is the diversity in national legislations and various tuition fee policies. If one partner charges enormously high tuition fees while the others are forbidden to do so at all, it is not easy to find a solution.

Solutions and Tools
Funding and Fees

One of the JOI.CON teams decided to use the bottom-up approach for calculating tuition fees and funding. Their first problem was the high tuition fee for non-EU students in Sweden. The team's initial idea was to establish quotas for non-EU students applying to each partner university according to the tuition fee required from each particular partner. Starting with the legal requirements for graduation and accreditation, the Swedish partner came up with another difficulty. In order to award a joint degree diploma, it was mandatory for the partner that each student would complete at least one subject at their institution. It was almost impossible to resolve this in a consortium of eight partners in which this particular institution was not the coordinator. The group came up with the idea to adapt the mobility scheme. Instead of moving all of the students to this particular partner, they created teacher mobility and sent one professor from this university to the coordinator's institution. The condition of all students having at least a few credits from this particular institution was fulfilled. This solution is interesting because it shows that the exchange can and should not only concern students as a target group; indeed, the exchange can also involve professors. Of course, a teacher's mobility raises the cost of the programme because the consortium has to provide a travel grant. In the JOI.CON team which was applying this solution, the scheme did not have to be developed any further because the partner found out that the rule was actually more flexible than assessed in the beginning. In the end, this group came up with a scheme as a potential basis for further discussions on fee distribution including 8,5 % of the whole budget for creating a contingency fund:

Figure 12: Approach to full cost calculation by the master team *Green Chemistry*

Financial Arrangements under mobility scheme

GREEN CHEMISTRY

Mobility scheme and fee distribution

1st semester

Coordinating institution
24 students
(1,225*24=€29,400)

2nd semester

2nd semester partner 1
7 EU + 1 non-EU
(€8,000)

2nd semester partner 2
8 students
(1,100*6=€8,800)

2nd semester partner 3
8 students
(1,000*6=€8,000)

3rd-4th semester

2nd year partner 4
8 students
(900*8=€7,200)

2nd year partner 5
8 (just EU students)
(700*8=€5,600)

2nd year partner 6
8 students
(260*8=€2,080)

FULL 2 YEARS programme cost:

*€ 69,080 partner institutions expenses, which will be distributed by coordinating institution accordingly to the institutional needs;

*€ 9,600 administration expenses (€400 per student). The funds will be transferred by coordinating institution to all partners on the basis of received number of students;

*€ 8400 part time administrator at coordinating institution;

*€ 16,800 for trips/hotel of Joint Committee members (€700 per student)

*at least 8.5% out of full programme cost will be reserved for contingency;

In total: € 113,600

Program fee for students:

EU student fee for 2 years programme is € 4400 (or € 1.100 / 1 semester)

Non-EU student fee for 2 years programme is € 5400 (or € 1.350 / 1semester)

Comment [R2]: Fees are very high for non-EU students

Comment [R1]: € 24,800

Comment [R4]: Fees are too different and very high for non-EU students

Comment [R3]: € 14,880

Comment [R5]: For 24 students

Comment [R6]: Total cost for all 4 semesters (per 7 universities)

Comment [R7]: As Joint Committee is meeting in Italy, just 6 universities need to travel. 16,800 : 7 = €2800 (for 1 yo) / 2years), which means that one trip should cost around €700
If it is more than 24 students, the traveling money will be reserved.

Comment [R8]: If €405 is taken per a student (e.g., 16 EU + 8 non-EU) this will bring € 9.720, which is 8.55%

Comment [R9]: In 24 students programme, with such fees we need 2/3 EU and 1/3 non-EU (if we get more non-EU, "leftovers" from full programme cost (€ 113.600) will be transferred into contingency funds.

Another team's discussion was based on the top-down approach. Considering the diversity in tuition fees in combination with technical aspects such as different currencies involved, the trainees decided to investigate the different possible patterns for fee collection. According to their discussion, there are three main patterns which they summarised as follows:

Figure 9: Possibilities of charging fees, as proposed by the JOI.CON master team *JEMToM*

Possible Solution	PRO	CON
1) Single consortium fee	- consortium remains cohesive - students are treated equally - reserves for sustainability can be collected - collecting fees is an uncomplicated process - JP marketing is transparent	- legal framework of partners might pose obstacles - currency exchange complicates transfers - less attractive for students from countries with lower or no tuition fees - programme might profit inappropriately from fees
2) Fees charged according to study location	- no currency exchange involved - reliable (consistent) funds for institution that really hosts the students - fees are a matter of students' choice	- additional managing costs arise - students do not pay equal amounts - funds are not consistent, additional service fee for consortium might be needed - not all scholarship schemes are eligible
3) Fees charged according to home institution	- students benefit from expensive universities at low cost - no currency exchange involved - scholarship schemes are eligible	- risk of uneven student flow - students might pay high fees while studying at low-fee institutions - funds are not consistent, additional service fee for consortium might be needed

The fee structure was also much discussed within the Doctoral teams of JOI.CON. The teams strived to establish a Joint Programme where all institutions would join their forces and combine the revenues used for their regular candidates and institutional expenses in order to cover the candidates they would receive within the Joint Programme. This proved to be a solution that several of the institutions could go for, since they would pay for their own candidates either as employees or through

scholarships. This would also entail the institutional funding responsibility for their own candidates' mobility costs. Yet this is where the consortium stranded since several of the institutions needed to have their fees covered and could not offer to waive the fees for exchange students or visiting scholars (as for doctoral candidates employed by their institution). In this regard, the consortium needed to depend to some degree on external funding for their JP. The teams reported that this discussion showed them to the extreme the dependency each partner institution had on its own regulations. It was considered useful to tackle the fee question as early as possible in order to start looking for external funding sources or make adjustments to the partnership.

3.6   Tackling Accreditation and Quality Assurance

Emphasis on quality issues in internationalisation has become quite a phenomenon recently. This is all the more true for Joint Programmes. JP are usually set off under an umbrella of mutual trust but in order to secure high standard and international recognition, it is very important to develop a Quality Assurance policy. Both administrative and academic procedures need to be involved in that process. Transnational standards are set by associations such as ENQA (European Association for Quality Assurance in Higher Education, www.enqa.eu).

The JOI.CON master teams grouped the matter of QA together with the question of accreditation. In fact, the teams focused primarily on academic procedures: firstly, they discussed the legal implications in terms of formally necessary accreditation processes. Secondly, they considered accreditation as a system contributing to the quality and sustainability of the programme itself.

The challenges concerning accreditation processes consist in identifying at what level accreditation is organised in the given countries, i.e. at programme level, institution level, or organised in some other format. It is also important to check the special provisions for JPs in national legislation in order to identify the steps that need to be taken in accrediting a programme, and the body that grants the accreditation. In JOI.CON, the most challenging and interesting issue turned out to be whether one accreditation agency recognises accreditation granted by a different accreditation body. This issue relates also to the quality standards set by international bodies such as ENQA or ECA (European Consortium for Accreditation in Higher Education).

Most JOI.CON teams used the comparison table again to explore the options of accreditation for their programme. The conclusion of this exercise was that a new programme – even if built from existing modules within accredited programmes – usually benefits profoundly from accreditation. The question is what model should be selected to get a programme accredited. The possibilities are two-fold:

- Separate national accreditation
- Joint accreditation

In any case, resources and time need to be invested. The first option, however, bears a risk that failed accreditation in one country might have a negative impact on the programme, on the quality of the partnership, and even on the students enrolled.

The JOI.CON team *Yellow Submarine* addressed that risk by including the following statement in their consortium agreement:

> "If, for some reason, one institution is no longer accredited to award the Master's degree after the period concerned, the University will be removed from the programme pending new official accreditation. This will not affect students that are already in the system."

Quality is the reason programmes are run – or at least it should be. It is therefore vital to set principles for internal and external QA measures. Because every university has its own institutional QA measures it is advisable and cost-effective to base the internal QA measures for a Joint Programme on those. The biggest challenge is to harmonise all different forms, effectively share the results, draw conclusions from them, and to secure overall transparency. The detailed challenges are related to both management and content. They involve questions like "Who is going to keep track of everything that goes on?", "How is data collected and shared with the partner institutions without breaching data protection?", and "In case the assessment is based on existing domestic evaluations, how is the international aspect of a JP taken care of?".

One of the JOI.CON teams set the procedures – and tackled the above questions – as follows:

> "1. Each partner organizes its usual internal quality procedure for the courses that are part of the JP. We suggest that for the purpose of the JP, this procedure is organized every year (even if normally this is done only every couple of years). This will allow us to compare the JP students with their non-JP peers.
>
> 2. The consortium develops a set of additional questions that have a direct bearing on the organisation of the JP and the added value of the JP as compared with the existing programmes within the partner institutions. [Examples of such questionnaires must be available for other JPs]."

As for the content of the *internal* quality mechanism, the goals of evaluating study and teaching conditions were identified as follows by another JOI.CON master team:

- taking into account the equality between women and men
- reviewing the curriculum and programme design/content
- identifying the strengths and weaknesses of the courses, modules and teaching units: learning resources, specific needs for different modes of delivery (e.g. full time, part-time, e-learning)
- monitoring the progress and achievements of students
- making the teaching and study activities more transparent
- improving the study and examination process

Regarding the *external* QA measures it was again important to see whether these are organised internally by the institutions or by an external agency. Questions such as "What body would be 'external enough' yet knowledgeable enough to assess the existing programme?" had to be dealt with. In addition to that, it was also critical to define what final competencies the body would have – i.e. whether such a body is able to have a say in defining or fine-tuning learning outcomes or QA. One of the solutions proposed by the JOI.CON teams went as follows:

"1. Identify external stakeholders of the JP. Each partner will suggest a number of stakeholders (affiliated organisations, partners in placements/internships...), from which we will compose a feedback panel and/or advisory board. The panel will either meet on a regular basis (e.g. through video-conferences), or provide feedback via their respective partners within the consortium.

2. Set up an alumni network from which we compose a feedback panel and/or advisory board."

Another team prepared a slightly different model – an external assessment by a group of experts, including a student representative. The group would be created using the following criteria:

- the proposed members should be eminent representatives of their field,
- the variety of the field should be reflected by the members of the peer panel,
- one member should have experience in university administration,
- one member should have relevant professional experience,
- at least one student representative has to be involved in the proceedings.

4 Conclusion

A few statements shall conclude this publication.

1. The JOI.CON experiment of simulating a Joint Programme as an advanced training opportunity for coordinators proved to be a success. All six teams remained active and came up with specific results related to their unique team constellation.

2. JOI.CON lived up to its mission as a dissemination project. Many of the 56 trainees reported multiplying activities with impact inside and outside their institutions. 300 colleagues from all over Europe and beyond were participating in the JOI.CON conferences. More than 4000 colleagues were reached through additional presentations and sessions, through the homepage or via mailing lists.

3. A demand for ongoing training is clearly visible. The need for constant updates concerning legal regulations in JP management had already become apparent in JOIMAN. Furthermore, the changing structures of funding programmes such as Erasmus Mundus require coordinators to reorganise their JPs. Finances are still a vital issue in setting up JP and there is a long way to go to make all of the processes transparent to the stakeholders.

One doctoral training participant summarised the greatest challenge and, at the same time, the greatest reward as "getting rid of the idea to develop a blueprint and learning that, if we join our different views and expertise, we will find a way around challenges which seemed far too big at the beginning of our discussions."

5 Glossary

The following selection of terms has been adopted from the glossary provided in JOIMAN (www.joiman.eu).

Programme

The *Tuning Project* has adopted the term "programme" to designate a complete programme of study leading to a degree (Bachelor, Master, Doctorate).

NB: We suggest avoiding the term "course" to define a programme because in some countries "course" refers to a lecture, a unit, or even a module.

Joint Programme

"A study programme developed and/or provided jointly by two or more higher education institutions, possibly also in cooperation with other institutions, leading to the award of a double, multiple or joint degree." *Tuning Glossary revised by JOIMAN*

Unit

"A self-contained, formally structured learning experience. It should have a coherent and explicit set of learning outcomes, expressed in terms of competences to be obtained, and appropriate assessment criteria. Course units can have different numbers of credits. They, with thesis work and work placements where appropriate, are the building blocks of programmes. " *Tuning Glossary*

NB: In some countries, "course unit" is equivalent to "unit".

Module

"A module is defined as a unit in a system in which each unit carries the same number of credits or a multiple thereof. It is used for 'modularising' the curricula." *Tuning glossary*

Degree

"A formal qualification awarded by a higher education institution after successful completion of a prescribed study programme. In a credit accumulation system the programme is completed through the accumulation of a specified number of credits awarded for the achievement of a specific set of learning outcomes." *Tuning Glossary*

Diploma

A degree certificate, i.e a document certifying the successful completion of a programme of study. *JOIMAN*

Double Degree

"A double degree is two or more degrees given by two or more higher education institutions for the same study programme, in one way or another separately developed by and implemented in every participating higher education institution." *ESU definition*
(http://www.esib.org/index.php/issues/Academic%20Issues/89-joint-degrees)

Joint Degree

"A joint degree should be understood as referring to a higher education qualification issued jointly by two or more higher education institutions on the basis of a joint study programme. A joint degree may be issued as

- a joint diploma in addition to one or more national diplomas,

- a joint diploma issued by the institutions offering the study programme in question without being accompanied by any national diploma,

- one or more national diplomas issued officially as the only attestation of the joint qualification in question."

Bergen Glossary (http://www.bologna-bergen2005.no)

"A joint degree is one degree given by two or more higher education institutions together, for one study programme jointly developed and implemented by all participating higher education institutions. " *ESU definition (http://www.esib.org/index.php/issues/Academic%20Issues/89-jointdegrees)*

Enrolment

Registering the student on the roll of the university in order to fully manage the student's academic career (i.e. fees, study programme, mobility, results, diploma). The student has to pay the fees involved (see Administration Fee). *JOIMAN*

Registration

Entering (exchange) student data in the institution's student database in order to provide the student with a student ID, give access to facilities such as library, electronic learning platform, etc., and to provide them with a transcript. The student does not have to pay any fees. Registration and enrolment may be considered equivalent in countries where no fees are charged for either process. For instance, a student may be enrolled at one of the JP institutions (possibly the coordinating institution) and registered at the other partner institutions at the same time. *JOIMAN*

Tuition Fee

Fee charged for instruction/teaching at a formal institution of learning. *JOIMAN*

Administration Fee

Fee charged to students for the purpose of funding student activities and other non-academic and incidental services apart from tuition (e.g. enrolment fee, service fee, activity fee). *JOIMAN*

Full Costs

Total cost of all academic and administrative resources used or consumed in the process of managing a programme including direct, indirect, and investing costs. *JOIMAN*

Practical Approaches to the Management of Joint Programmes: Results from the JOI.CON Training Project

ANNEX

Table of Contents – Annex

How to Read this Annex

The annex at hand introduces some team results of the JOI.CON training period which took place from January until June 2012. While these are meant to be a valuable resource for current and future coordinators of JP, they are by no means templates of any kind. JOI.CON strongly focused on the process of discussion and negotiation as the true training experience. The training results at hand were thus group-specific processes based on each partner's unique pre-conditions in combination with the team constellations. JOI.CON facilitated those discussions as a starting point for JP management. All documents would have to undergo further development and real-life test trials once the programmes were actually running. Therefore, these are not blueprints to be copied but examples to draw ideas from. All project partners and trainees contributed to the best of their knowledge but no legal check has been carried out.

The annex consists of two parts comprising the results of the master teams (first part) and the doctoral teams (second part). Both sections are headed by a comparison table which is a compiled version of all the individual comparison tables the teams created and later discovered to be their main tool. Due to the large amount of master team results, the selection has been narrowed down to one example per document type. In the case of the doctoral teams, however, all results are introduced to enable the reader to make comparisons between the double degree team and the joint degree team.

To give the training results some faces, one trainee profile per team has been included at the end of this annex. These can only stand symbolically for the 56 dedicated trainees that made the JOI.CON training a success. You will find more voices and the comparison tables as a start to create your own table on our homepage at www.joiman.eu.

JOI.CON Master Teams – Selected Results

Master Teams – Comparison Table

Student administration: selection, admission, and enrolment	Partner X			Partner Y		
Which of the following information do you require from applicants?	original	copy	certified copy	original	copy	certified copy
photo						
personal details (if yes, which in particular)						
passport copy						
high school certificate						
first degree certificate						
transcript of records						
personal statement/motivation letter						
references (give number)						
language proof						
list languages and score required						
other:						
other:						
other:						
What is your academic calendar?						
Do students apply online?						
Do you process and store student data in an admission database and if yes, who has access to that database?						
Do students have to take an aptitude test? If yes, how is it organized (application modus, written test or interview etc.)?						
What is your application deadline? List further deadlines (e.g. aptitude test) if applicable.						
Who selects students and what mechanisms is the selection based on (boards, timing, ranking of criteria etc.)?						
Other comments:						

Student administration: selection, admission, and enrolment	Partner X	Partner Y
Services		
Do you provide a welcome guide? If yes, what does it include?		
Do you provide housing for students?		
Do you provide support with visa and residence issues?		
Do students need to demonstrate that they have the funds to cover living expenses? If yes, to what extent?		
Are students insured while studying at your institution? If yes, to what extent?		
Do you provide language courses for students?		
Do you provide welcome activities for students? If yes, which kind of activities?		
Do you have a tutor/buddy system installed?		
Do you have special provisions for students with disabilities?		
Do you offer career guidance?		
Do you have an alumni network?		
Other comments:		

Quality Assurance and accreditation	Partner X	Partner Y
General questions		
At what level is accreditation organized (programme level, institutional level, any other level)?		
Are there financial provisions for QA and accreditation expenses?		
Is there a distinction between regular programmes and JP?		
External QA and accreditation of study programmes: state level		
Which documents regulate quality, assessment, and accreditation of study programmes?		
What are the state-level QA procedures and which bodies play what role?		
Who has the right to evaluate a JP?		
What are external evaluation procedures?		
Who has the power to accredit a study programme? What is the procedure?		

Quality Assurance and accreditation	Partner X	Partner Y
Are results of other accreditation agencies accepted/recognized and what are the conditions?		
Is there a distinction between regular programmes and JP? If yes, elaborate.		
Other Comments:		
Internal QA and accreditation of study programmes: institutional level		
Describe the QA system at your university.		
How often is a study programme evaluated?		
Who collects information?		
Who performs the evaluation?		
What assessment methods and instruments are used?		
What are the principles of sharing the results of internal QA?		
Who has the power to motivate changes of the programme?		
Does your internal QA system involve externals? If yes, elaborate (self-organized audits etc.).		
Is there a distinction between regular programmes and JP? If yes, elaborate.		
Other comments:		

Evaluation, recognition, and grading	Partner X	Partner Y
State the different assessment methods used/accepted at your institute		
How many times can a student resit an exam?		
What is the format of the final exam in your institution?		
Does the master thesis include a defence?		
What are minimal requirements for the master thesis in terms of pages, amount of ECTS, mandatory internship?		
Does your institute use an ECTS conversion table? Please provide any conversion tables used (including grades and credits).		
Other comments:		

Graduation/certification		Partner X			Partner Y		
Diploma							
Which of the following elements are required on a diploma?		mandatory	not allowed	flexible	mandatory	not allowed	flexible
	name of participant						
	name of study programme						
	birth date						
	place of birth						
	nationality						
	total study duration						
	total credit points						
	grade						
	title of thesis						
	other:						
	other:						
	other:						
Can a diploma be signed for a student who participated in the study programme, but was never enrolled at your institution?							
Who signs the diploma (position of the person)?							
Does the signature have to be original or can it be a scanned version?							
Can the logo be at any place on the document (top, bottom, side…)?							
Is a stamp / seal required?							
Is it sufficient to provide the document in English? If not, what languages are required?							
If the grade is required, what grading system is being used (please provide the scale)?							
Other comments:							

Evaluation, recognition, and grading	Partner X			Partner Y		
Transcript of Records						
Which of the following elements are required on a ToR?	mandatory	not allowed	flexible	mandatory	not allowed	flexible
name of participant						
title of study programme						
date of birth						
place of birth						
Nationality						
Gender						
date of matriculation						
matriculation number						
course unit code						
duration of course unit						
name of instructor						
local grade						
ECTS credits						
explanation of grading scale						
other:						
other:						
other:						
Other comments:						

Finances	Partner X	Partner Y
Calculating full costs and managing budget		
What are the full programme costs of 1 year and what do they include?		
Can the programme be subsidised by your institution? If yes, please explain how.		
Would your university agree if partners divide the lump sum unevenly?		
Would your university agree to put aside 10% of your JP incomes for a programme contingency fund?		
Would your university agree to invest from its own budget into a development and maintenance of the JP website?		
What is the minimum amount of students at your institution which would allow implementing a programme/ a course?		
What is the maximum amount of students in master programmes at your university?		
Can students from different programmes attend the same course?		
Other comments:		
Tuition and administration fees		
Is your university allowed to charge tuition fees and if yes, are there any conditions in doing so?		
What are the tuition fees for national/EU students in your university for 1 year?		
What are the tuition fees for non-EU/EES nationals in your university for 1 year?		
Does your institution need to sign a special approval for the modification of tuition fees?		
What are the administration fees for students for 1 year and what do they include?		
Are there fee differences between programmes and if yes, what do they depend on?		
Does you university have fee waivers? If yes, explain your system.		
Is it possible for EU or non-EU/EES students to get a "discount" (to reduce fees)?		
Is there a scholarship system or onetime grants in your university or from outside, like National Education Ministry, private business, research centres, etc., that could be applied for students from the Joint Programme?		
Other comments:		

Master Teams – Cooperation Agreement

CONSORTIUM AGREEMENT
Master Team *Green Chemistry*

This Joint Master's Programme Agreement (hereinafter the Agreement) is entered into between:

[Italian partner and address] represented by the Rector (hereafter referred to as Coordinating Institution for the Consortium),

and the following degree-awarding Partner Universities:

[Lithuanian partner 1 and address] represented by the Rector

[Lithuanian partner 2 and address] represented by the Rector

[Swedish partner and address] represented by the Vice-Chancellor

[German partner and address] represented by the Rector

[Austrian partner and address] represented by the Rector

[French partner and address] represented by the President

HAVE AGREED to the following terms and conditions, including those in the annexes which form an integral part of this Consortium Agreement.

1 Description of the Programme

The goal of this Agreement is to draw up a Programme aimed at providing students with suitable training and education which will allow them to enter into the professional world with a full and international background.

1.1 Purpose of the agreement

The purpose of this Agreement is to concur with the implementation and management of the Green Chemistry Joint Master's Programme (hereinafter the Programme).

This Agreement shall specify rights and obligations of the parties to the running of the Programme.

All parties are subject to the rules and regulations set up by this Agreement regarding both the responsibilities towards students and other parties to this Agreement.

2 Legal framework and national qualifications

The Green Chemistry Programme is a Master of Science Programme, which is a second cycle degree giving access to doctoral studies.

The Green Chemistry joint study Programme is registered in countries of all partner universities under the national legal order.

The Green Chemistry joint study Programme is initiated when it is legalised in countries of all partner universities obliged to implement the joint study Programme.

Recognition of the degree is a very important issue for the Programme, national authorities are therefore involved in its quality control. Institutional agreements have been made and signed by all Representatives (Rectors, a Vice Chancellor and a President) in order to certify the good practices of the network and to engage the responsibility of each institution in the quality control of the academic part of the Programme. If for some reason one institution is no longer accredited to award the JP Master's degree after the period concerned, the University will be removed from the Programme pending new official accreditation.

3 Consortium Structure

3.1 The Governing Boards

<u>The Steering Committee</u>

Appointed representatives from each of the parties to this Agreement form the Steering Committee of the Consortium, (hereinafter Steering Committee), with one vote per university. The Programme Coordinator acts as the Chairperson of the Steering Committee.

The Steering Committee shall support the Programme Coordinator in the management of the Programme. The Steering Committee shall meet at least once a year at the selection meeting organized annually by the Programme Coordinator.

The Steering Committee shall undertake to:

- Suggest any necessary amendments to the present Agreement;
- Name the Quality Board;
- Name the Selection Committee;
- Annually decide on the Programme fee, based on national and local legislation and requirements as announced by each partner institution;
- Review and amend the scholarship conditions, if any;
- Annually decide on the distribution of the flat rate among the partners, if any;

- Agree on the adaptation and update of the joint curriculum in order to meet recent developments;
- Organize the yearly joint student and scholar selection process.

Concerning selection of the students and scholars the Steering Committee shall:

- Review admission criteria annually and make necessary changes;
- Define the student quota for the Programme;
- Agree on any changes in the selection procedure and methods;
- Agree on the allocation of evaluation tasks between partners;
- Select the students and establish the proposed list of scholarships holders if any;
- Decide on the students' study tracks;
- Select the scholars to be invited and establish the proposed list of scholars.

The decisions of the Steering Committee are taken by a simple majority vote with one vote per partner. The voting can be done at the meetings of the Steering Committee, or in writing by email. The representative of a partner institution can be replaced by a person authorized by the representative. The Programme Coordinator has the deciding vote in the case of an equal vote.

Quality Assurance Board

The Quality Assurance Board consists of one representative of each partner institution and is coordinated by the Consortium Coordinator. The Selection Committee is named by the Steering Committee; it is in charge of quality assurance of the Programme. The Quality Assurance Board meets twice a year virtually or face to face.

The Selection Committee

The Selection Committee consists of one representative academic member of staff from each partner institution which is coordinated by the Consortium Coordinator. The Selection Committee is named by the Steering Committee. The selection meeting should be done via video conference or a face to face meeting.

3.2 Programme Coordinator

All Partners agree to name [Italian partner] as Programme Coordinator.

Obligations of the Programme Coordinator

The Programme Coordinator manages the administrative, legal and financial matters of the Consortium and the Masters Course.

The Programme Coordinator shall report to the partners of the Consortium in such a way that these have full insight into the administrative, legal and financial matters.

The Programme Coordinator shall undertake to:

- Take all the steps necessary to prepare for, perform and correctly manage the programme set out in this Agreement and annexes, in accordance with the objectives of the project;
- Nominate an Academic Coordinator who will be responsible for academic issues and an Administrative Coordinator who will handle those issues of administrative nature that are part of the responsibility of the Programme Coordinator;
- Act as Chairperson of the Steering Committee.

3.3 Obligations of the Partners

The partners are subject to the rules and regulations set up in this agreement and in its Annexes.

The partners shall undertake to:

- Take all the steps necessary to prepare for, perform and correctly manage the programme set out in this Agreement and its annexes;
- Act at all times in good faith and in a manner that reflects the good name, goodwill and reputation of the other partners and in accordance with scientific and academic ethics;
- Communicate to the Programme Coordinator any information or documents required by the latter that are necessary for the management of the project;
- Accept responsibility for all information communicated to the Programme Coordinator, including details of costs claimed and, where appropriate, ineligible expenses;
- Appoint administrative contact persons.

The partners also undertake to:

- Nominate at least one representative to the Steering Committee, Quality Assurance Board and the Selection Committee
- Promptly notify to the Steering Committee any delay in performance or any event that may impact the Joint Masters Course;
- Inform the Steering Committee of relevant information received from third parties as regards the joint Masters Course;
- Participate in a cooperative manner at the meetings of the different bodies under this Consortium Agreement.

3.4 Language of the Consortium

The official representatives of the participating institutions will communicate in English.

4 Promotion of the Programme

The partner universities undertake to collaborate in the active, innovative promotion of the Programme on a national, regional and international level.

The Steering Committee will work with the External Relations/International Development Office/ Marketing/Communications/Publicity officers from each of the institutions to develop a distinctive, unique brand and a variety of promotion tools.

Each of the Partners undertakes to use all its own networks to disseminate the promotion material as widely and as effectively as possible.

A review of the effectiveness of the promotion of the Programme will be undertaken annually by the Steering Committee.

5 Student Administration

5.1 Application procedures

Each year the Steering Committee decides the maximum number of students to be accepted into the Programme and defines the percentage of places open for non-EU students. Places are allocated according to the available resources. The maximum capacity of students to be accepted at each mobility university will be published annually on the website. The number of annual admissions can be changed upon consensual agreement of the Steering Committee.

An English online application is provided for all applicants at no cost.

The coordinating institution will provide the online database free of charge, but it will be paid from the Consortia Budget to maintain the database and to implement the administrative and management tasks of the overall Programme in collaboration with the other Partners when necessary.

Application deadline: April 15th

The selection procedure is scheduled till June 1st at the latest. The result will be sent out to the student and partners by the Coordinator.

 Applicants will provide the required documents by a commonly announced deadline.

5.2 Admission requirements

A student wishing to join the Green Chemistry Masters Programme needs to upload the following documents and send them online to the Coordinator.

- Certificates and Diplomas from previous studies at a recognized higher education institution, or provide documentation indicating that the student will earn his/her first degree (not less than 3 years of full time studies) from such an institution by the time of enrolling in the Programme.
- Transcript of completed courses and grades for each semester (including course-list)
- Proof of English language skills (IELTS 6,5 or equivalent)
- Statement of Purpose
- Curriculum Vitae
- Two reference Letters
- Copy of the passport ID page
- Additional information related to the field

All documents, except for copies of the passport ID page and diploma/degree certificate must be submitted in English. All copies should be certified by the respective institutions, i.e., lawyers, Ministries, etc.

If any of the required documents is missing, the application will not be considered.

Where the degree is not yet conferred, the student will be asked to present proof of his/her status and can present the degree certificate at a later date but before the start of the Green Chemistry Programme.

5.3 Selection procedure

The selection process of the Green Chemistry Joint Programme consists of three complex steps to ensure the involvement of every partner institution in the selection of potential students.

Those steps include the assessment of applications in a gradual flow of choosing the best applications.

First step - Eligibility check

This step is carried out by the administrator at the coordinating institution.

Second step - Definition of a Pre-Nominal list

This step is carried out by the Green Chemistry's Selection Committee who decides on the pre-nomination list of all. Once the pre-nomination list is prepared by the Selection Committee, the list will be sent out to the Steering Committee members to give the final feedback and remarks on the list.

Third Step - Final Nomination List

After final feedback from the Steering Committee, the final nomination list is to be announced by the Programme Coordinator to all candidates within the given deadline.

Selection criteria

The consortium will select the students on the basis of their

- Relevant academic background (bachelor or equivalent):   50%
- Statement of Purpose/Motivation Letter: 30%
- Two reference letters and relevant information: 20%

The Selection Committee decides whether the applicant is nominated to the Programme. There should be a shared understanding and agreement on the calibre of students accepted into the Programme.

In the circumstance that one member of the Committee is not willing to admit an applicant, the (non)acceptance will be decided by simple majority.

If a nominated student withdraws his/her application, the next person from the reserve list moves up to take the free place.

The Admission to the first university is a separate process according to the usual local procedures for matriculation.

In case of non-selection and if a candidate has grounds to believe that his/her application file, although complete, has not been processed through the selection procedure, he/she may engage in an appeal procedure by writing a complaint letter to the Coordinator.

The selection procedure is scheduled till 1st June at the latest and the result should be sent out to the student and partners by the Coordinator.

In order to receive the joint degree signed by all partners, students will attend joint course conducted by all partners during the first semester.

5.4 Enrolment of students

All students will be registered and enrolled at the Coordinating institution, where they will spend the first semester. From the second year on, the students will also be registered at the Partner University where they attend courses.

Each Partner is responsible for maintenance of the student records for its portion of the Programme and provides all students and partners with a Transcript of Records.

In accordance with the principle of recognition of each Partner´s institutional quality procedure, each Partner shall be responsible for the assessment of students during their period of study at the Partner Institution. The normal processes for marking and second marking shall be followed.

Data of all students pertaining to the Joint Masters Degree Programme in Green Chemistry are stored centrally at Coordinating Institution. Each university is granted permission to read the information subject to the data protection acts of each participating country. Partner universities are obliged to provide the coordinating university with the necessary information. By applying to the Programme students agree to this procedure.

All universities store student data according to the respective rules of each University.

5.5 Mobility

Students participating in the Programme must spend the first semester at Coordinating Institution and the other semester in two other universities (equivalent to 30 ECTS for the second semester and 60 ECTS for the third-fourth semesters) in order to obtain the final degree.

All students are obliged to start their first year studies in September at Coordinating Institution.

The mobility scheme will be the following:

1st Semester Courses	[Italian partner]		
2nd Semester Courses	[Swedish partner]	[Lithuanian partner 1]	[Lithuanian partner 2]
3rd-4th Semesters Courses + Final Work	[French partner]	[Austrian partner]	[German partner]

5.6 Students' rights and responsibilities

The Partners undertake to provide information, support and help for the students in preparation for the Programme, obtaining visas, finding suitable accommodation, induction, orientation, language support, personal development, counselling, careers advice, financial matters, health and general welfare.

The consortium is not obligated financially to sponsor students' visas, health insurance, accommodation or language courses which are not mentioned in the curriculum of the Programme.

The students are expected to abide by the laws and customs of the host country and by the policies and regulations of the receiving institution.

Living and travel expenses, other costs related to academic facilities delivered by external bodies (State, Region, etc.) and possible further costs related to the management of the individual academic files will be charged directly to the students.

5.7 Academic Progress Examination of student's transfer of credits

5.7.1 Exam recognition

All partner institutions agree to operate along the principle of "mutual recognition" of exam results and each other's rules and regulations. Students registered in an institution will follow the rules prescribed in the institution for a given year.

Annex 2 defines the examination procedures adopted by Partner Universities.

At the end of each semester students' results will be communicated to the Programme Coordinator including ECTS grades. The Coordinator assumes the responsibility to summarize the results of all partner institutions and publishes (for internal use only) by the end of the second academic semester of each academic year the following information:
1. progress, retakes of exams, or inhibition of grants to students;
number of student degrees awarded.

5.7.2 Grading Scale recognition

The ECTS mechanisms including the grading scale for the recognition of study periods will be fully implemented. Grading systems for partner institutions not employing the ECTS will be translated into the ECTS (A, B, C, D, E for pass and F for fail) grading system. The Grading scales of Consortium Partners and their translation into the ECTS grading system are indicated in Annex 2.

Each Institution grants the student credit transfer to the Consortium coordinator according to the applicable rules, law and regulation of the institution.

Each validated module gives the amount of ECTS credits defined in the curricula and the award of the final degree can be obtained with 120 ECTS credits or more.

5.7.3 Students' careers

In the case that the study abroad Programme is partially incomplete the students will be allowed to extend their stay at the host university for a maximum of another semester and then re-evaluated.

In the case that a student is no longer able to follow the agreed study track in the specified time or a total withdrawal situation occurs, the partners are responsible for notifying the Programme Coordinator immediately.

The Consortium decides on all demands regarding alterations in the specified study track for an individual student. If Programme alteration is not possible, drop-out students are allowed to enrol in one of the Consortium Institutions to which the accumulated ECTS credits will be transferred to permit the student to get the local diploma only.

5.7.6 Joint supervision of Master's thesis

The graduation thesis will be undertaken during the last semester of the Programme in the University students are enrolled in at that time, under the supervision of two academic staff: one from the institution where the student is preparing the thesis and the other belonging to one of the Consortium Institutions where students attended courses. The thesis can be prepared in the University laboratories, as well as in external services or somewhere else with the consent of both Universities.

The topic must be agreed according to the local rules of the University supervising the final work, and it will be evaluated according to local procedures and regulations of the respective institutions.
The Master's thesis must be written in English and presented in English. The thesis defence will take place in the Institution where students are enrolled, possibly in front of both supervisors and one representative from the University belonging to the consortium. If required a video-conference connection can be allowed.

5.7.7 Joint Degrees

Upon successful completion of the Programme, the students will be awarded a joint Master's degree of Science (M.Sc.) in Green Chemistry, recognized by all countries of the Partner Universities (Annex 3). The joint degree certificate will be issued in English as well as in Italian, French, German, Lithuanian and Swedish. Graduates also receive a transcript of records and a diploma supplement from the universities (Annexes 4 and 5). The degree certificate, the transcript of records and the diploma supplement will be awarded in accordance with the study regulations of [Italian partner], [Swedish partner], [French partner], [Lithuanian partner 1], [Austrian partner], [Lithuanian partner 2] and [German partner].

6 Financial Arrangements

6.1 Programme Fees

6.1.1   The Consortium agrees that students who are not citizens of EU member-states will be charged a fee of €5,400 per Programme (or €2,700 per year).

6.1.2   The Consortium further agrees that students who are citizens of EU member-states will be charged a fee of €4,400 per Programme (or €2,200 per year).

6.1.3   The fees will be reviewed on an annual basis by the Joint Committee.

6.1.4   Any changes to the fees level must be agreed by all the Partners.

6.2 General Financial Management

The Partners understand the benefits of an internationalization profile, so they are committed to using their existing institutional resources to create and maintain the Programme (e.g. travel and subsistence for joint meetings will be funded by each institution involved in the meeting).

6.2.1. The fee income and any other funding generated by the Programme will constitute the funding of the Programme and will be distributed between the Partners on the basis of the principles set out in Annex No. 6.

6.2.2 The Programme fee is paid to the coordinating institution during the first week of the fall semester once a year, unless it is agreed differently. If a student withdraws from the Programme after the 1st or 3rd semester, the Consortium is not obliged to return fees paid for the 2nd or 4th semester. These finances will be treated as contingency funds.

6.2.3 It is the coordinating institution's responsibility to distribute funds according to the principles set out in Annex No. 6.

6.2.4 All Partners consent to reserve at least 8.5% of the Programme fees for contingency. If incomes from the fees are bigger than a full Programme cost, the difference will be transferred to contingency funds.

6.2.5 The contingency funds will be at the disposition of the Joint Committee. Every year the remaining contingency funds will be used for the advertising of the Programme, unless it is agreed differently.

6.2.6 Each Partner agrees to keep a full financial record and documentation for all transactions relating to funds distributed under this contract and to make available all requested financial documentation for audit and/or reporting purposes within a maximum of ten days of the request.

6.2.7 The Consortium assents to employ a part-time Programme administrator at the coordinating institution. The foreseen salary is € 8400 for 2 years of the Programme.

6.2.8 The financial arrangement will be reviewed by the partner institutions on an annual basis, as part of the general annual assessment by the Joint Committee.

7 Services

7.1 Services provided to students

The Partner Universities commit to providing the same service to students of the Programme as is offered to their own students.

Each Partner takes full responsibility to inform students about possible scholarships, one-time grants and/or any discount applicable for this Programme in its institution (Annex No. 2).

7.2 Insurance

Each student is required to have adequate medical insurance coverage while in the host country. The host institution shall make available information on required insurance.

8 Quality Assurance

The quality assurance process within the Programme is implemented on three levels: the consortium, the partner university and the department (division of another university), responsible for the implementation of the Programme.

Each Partner will implement their local evaluation systems for courses and Programmes. The feedback and future improvements of the persons responsible for the Programme will be treated at the annual meetings and through a video conference. Partners will cooperate in external evaluation procedures set up by their respective governments and in obtaining accreditation according to the legislation of both countries. See annex 1.

The Quality assurance Board (QAB) has the responsibility of Green Chemistry Quality. The QAB, ensuring the quality of the Programme, analyses the interests of employers as well as the needs of students, implements the supervision of the process of studies in all partner universities, under quality assurance guidelines for the Programme. Quality assurance decisions of the QAB are obligatory and are to be implemented in all partner universities.

Students and staff of the participating universities will engage in ongoing review and evaluation. Both the Programme and the services provided will be subject to evaluation.

9 Application of law and dispute resolution

9.1 Dispute resolution
Should any doubt or dispute arise from the interpretation or implementation of the present agreement, the Parties will strive to achieve a solution by mutual consent. Should this solution not be possible, the Parties will choose a third person to act as a mediator or judge.

9.2 Duration of the agreement
This agreement will enter into force starting from the date of its signature by all partners and will be valid for 5 (five) years. After that period, the programme can be re-evaluated and renewed.

Each partner may terminate the agreement before the agreed expiring date, by giving four months' notice of termination in writing to the other partners. In this case, students still involved in the activities under way before notification will hold the rights provided by this agreement until the concerned activities are completed.

In case of outstanding issues, the Partners will define the rescission terms, the responsibilities for the termination or the interruption of all concerned activities and of all outstanding issues, while maintaining all activities in progress.

Signatures [repeat for all partners]

Signed for and on behalf of:

Signatory and seal (name and also function in block letter):

Date and Place:

Annexes to the Consortium Agreement of Green Chemistry

- Accreditation and Quality Assurance
- Evaluation grading – Final Work
- Certificate Template
- Transcript of record Template
- Diploma supplement Template
- Financial Arrangements under mobility scheme
- Opportunities for scholarship and/or reduction of fees for each partner institution

[Please note that the documents to follow are extracts from various JOI.CON master teams and do not relate to the consortium agreement of *Green Chemistry*.]

Master Teams – Application Form

Logo partner PT	Logo partner GER 1	Logo partner GER 2	Logo partner FR 1	Logo partner FR 2	Logo partner PL	Logo partner UK

Application Form

JEMToM - Joint European Masters in Tourism Marketing

[Portuguese partner] (Portugal)
[British partner] (United Kingdom)
[German partner 1] (Germany)
[French partner 1] (France)
[French partner 2] (France)
[Polish partner] (Poland)

for the programme starting in 2012

1   Personal data

First name_____   Surname _____

Date of birth (dd/mm/yyyy) _____ / _____ / _____ Gender (M/F) _____

Marital status _____

City and country of birth _____ Nationality _____

Type of identity document (identity card or passport) _____

Identity document no. _____ Issued in (country and city) _____

Date of issue (dd/mm/yyyy) _____ / _____ / _____

Correspondence address

Mailing address, street and number _____

Post code _____ - _____ City _____ Country_____

Phone number (include country and region codes) _____ Mobile phone: _____

Fax: _____ Email: _____

Permanent address

Mailing address, street and number _____

Post code _____ - _____ City _____ Country_____

Phone number (include country and region codes) _____ Mobile phone: _____

Fax: _____ Email: _____

Kindly email the administrative coordinator immediately, should any changes to your personal details occur: jemtom@uni-leipzig.de .

2   Academic information and qualifications

Be advised that in order to apply for the JEMToM you must meet the following selection criteria:

a) You must hold a bachelor's degree in Tourism, Marketing, Modern Languages or Management, or be able to specify equivalent work experience.
b) You must be a fluent speaker of English:
     i) English is your native language, or
     ii) you have to have obtained at least 6.5 IELTS score, or its equivalent in another international standardized test, or
     iii) your first degree has been undertaken in English.
c) If you choose to study at [French partner 1 and 2] you will need to pass a French test to show a B1 level in French. In case of a negative result, you will have to attend mandatory free French as a foreign language course parallel to the courses attended in the framework of the degree. Moreover, your will have to register at the Registry. You will have to pay or not (according to the agreement) the tuition fees but the payment of Student Health Care is mandatory (€ 200 in 2010-11), unless you can prove you get an unlimited insurance covering health care (translated into French). You will also have to provide a personal liability insurance valid for internship periods (or pay for it at the local insurance company when registering). You will have to provide your transcripts of records translated into French by a legal translator from a cultural service from a French Embassy.

Qualifications

Name of degree/course studied	School/University	City/Country	Beginning month/year	End month/year	Final grade	Type of Degree (e.g. Bachelor, Master)

Language spoken at your educational institution

English

☐ other (please specify): _____

Academic honours, awards, fellowships

_____

_____

_____

Present activity and professional experience

Kind of professional activity (employee, unemployed, student, etc.) _____

Enterprise / Institution _____

Position / Profession _____

Date of beginning of activity (dd/mm/yyyy) _____ / _____ / _____

Enterprise / institution address _____

_____

Brief description of responsibilities _____

_____

Past professional experience

Beginning of activity (mm/yyyy)	End of activity (mm/yyyy)	Position, institution and brief description of responsibilities

Vocational training courses

Name of training course	Training entity	Duration (hours)	Date

Applicant's publications/conference papers

Authors	Title	Journal/Conference	Year

Language qualifications

What is your first language? _____

What is/was the language of instruction for your first degree? _____

Please provide details of your language qualifications with results obtained and the date you took the tests or will be taking the test. You must provide an original copy of your language test score report with your application.

Name of test (e.g. IELTS, TOEFL [paper version or computer version - please specify], TestDAF, DELF, other).	Language	Score	Date obtained (mm / yyyy)

Language skills (use the words: advanced/average/basic)

Language	Writing	Oral	Reading

How did you acquire your language skills?

_____

_____

Computer skills (advanced/average/basic)

Software	Competence level

3 Course of study

Your choices for course of study help us in the logistics of the programme. Please remember that your choices here are final and cannot be changed without prior acceptance from the Programme Consortium. You will start your studies at the [British partner]. Once you choose your specialization (tourism or marketing) for the second

and third semester, place a check mark (✓) next to the university at which you would like to study. Please note that you cannot choose the same specialization twice (i.e. if you chose marketing during the second semester, you have to choose tourism during the third semester). For the fourth semester mark the university in which you want to choose your supervisor and complete your master's dissertation.

Semester	University and specialization			
Semester I	[British partner]			
	Tourism		*Marketing*	
Semester II	[German partner 1]		[German partner 2]	
	[French partner 1]		[French partner 2]	
	[Polish partner]		[Portuguese partner]	
	Tourism		*Marketing*	
Semester III	[German partner 1]		[German partner 2]	
	[French partner 1]		[French partner 2]	
	[Polish partner]		[Portuguese partner]	
	Completion of the master's thesis			
Semester IV	[German partner 1]			
	[French partner 1]			
	[Polish partner]			
	[German partner 2]			
	[French partner 2]			
	[Portuguese partner]			
	[British partner]			

4   Personal statement

Please use this space to state your reasons for choosing this course.

_____

_____

How did you hear about this course?

_____

_____

Did you apply, or do you intend to apply to other universities besides those involved in this course? If so, please mention which ones.

_____

5   References

Please give the names of your two referees that you have asked for a letter of recommendation. Both references should come from academic members of staff who have taught you at the university level and who have been fully informed about the JEMToM master programme.

Referee 1		Referee 2	
Name		*Name*	
Address		*Address*	
Position		*Position*	
Telephone number		*Telephone number*	
Fax number		*Fax number*	
Email address		*Email address*	

Each letter of reference should be comprehensive. They should be signed by the referees and sent in a sealed envelope to the following address:

Joint European Masters in Tourism Marketing
[coordinator's address]

6   Disability, dyslexia or long-term medical condition

In order to assist us provide suitable support, please indicate if you have a disability. This will not affect judgments concerning your academic suitability for a course, and will be treated confidentially.

None		You have a specific learning difficulty (for example dyslexia)	
You are blind of partially sighted		You are deaf or have impaired hearing	
You use a wheelchair or have mobility difficulties		You have mental health difficulties	
You have a disability that cannot be seen, for example, diabetes, epilepsy or a heart condition		You have two or more of the above	
You have a disability, special need or medical condition that is not listed above		You have an Autistic Spectrum disorder/Asperger Syndrome	
Further details/details about a disability not listed above:			

7   Criminal convictions

Do you have any criminal convictions? Yes ☐ No ☐

8   ERASMUS Mundus scholarship (this is present in the application form of the University of Aveiro

Do you want to apply for an ERASMUS Mundus scholarship Category A Students for JEMToM? (Only possible for applicants who are not resident of one of the 27 EU Member States, the EEA-EFTA states and the candidate countries for accession to the EU, and who have not carried out their main activities (studies, work, etc.) for more than a total of 12 months over the last five years in any of the above countries). Deadline for application: 23 December, 2011 (date of arrival).

Yes ☐ No ☐

Do you want to apply for an ERASMUS Mundus scholarship Category B Students for JEMToM? (Only possible for applicants who are residents of one of the 27 EU Member States, the EEA-EFTA states and who do not fulfil the Category A criteria defined above). Deadline for application: 23 December, 2011 (date of arrival).

Yes ☐ No ☐

9 **Please check that your application is complete and that you have enclosed all the relevant documents**

☐ A chronological curriculum vitae

☐ Bachelor's degree certificate (original or a copy, which is certified to be a true likeness of the original). If the degree certificate is not in English a certified translation into English must be provided

☐ Transcript of academic record (original or a certified copy).

☐ Language test score report(s)

☐ 2 academic references in signed and sealed envelopes

☐ A photocopy of passport. The original passport must be presented when studying at each university for the purpose of identification

☐ A photocopy of your home university student's card.

Be advised that for administrative purposes it may be required to complete an additional enrolment form at each university at which you will spend time.

10 **Declaration and signature**

I certify that, to the best of my knowledge and belief, the information given in this application is complete and accurate and that I have completed this form personally. I undertake to supply any further information which may be required and to inform the Programme Consortium [coordinating partner] of any change in the information given. I understand that if I made a false or misleading statement or have omitted significant information, the Programme Consortium may amend or withdrew any offer or terminate my matriculation. I understand that the Programme Consortium accepts no responsibility for my financial support. I consent to the processing of information provided on this form.

_____   _____

Date   *Signature of the student*

Master Teams – Certificate

Certificate

Student:	Indira Rajkumar
Student number:	43253
Date of Birth:	02-12-1980
Nationality:	INDIA
ID card:	27223425684
Matriculated on:	02-09-2013

Programme of Study: JEMToM (**Joint European Masters in Tourism Marketing**)

JEMToM is offered jointly by the University of [list all partner institutions and indicate country where they are registered] and results in the award of a Joint Masters Degree with full recognition in the seven participating host countries. Holders of this Degree must have studied at at least three of the participating Universities.

Date of Exam	Course Unit taken at:	Course Unit Title	Grade	ECTS
20-01-2014	UN	Organizational Management	C	6
22-01-2014	UN	Quantitative Methods for Marketing	B	4
25-02-2014	UN	Consumer Economics	B	7
30-01-2014	UN	Introduction to Marketing	A	5
30-01-2014	UN	Marketing	B	8
27-05-2014	UL	Introduction to Law	E	4
02-06-2014	UL	Consumer Behavior and Market Research	A	5
06-06-2014	UL	Marketing Plan	D	10
10-06-2014	UL	German Language	D	3
24-06-2014	UL	Communication and Advertising	B	4
29-06-2014	UL	Price Management	B	4

Date of Exam	Course Unit taken at:	Course Unit Title	Grade	ECTS
28-01-2015	AMU	Introduction to Tourism	C	10
20-01-2015	AMU	Tourism Management	C	5
25-01-2015	AMU	Polish Language	B	3
01-02-2015	AMU	Project	B	15
15-07-2015	UA	Master thesis: Xxxx Xxxx Xxxx	C	30

Total ECTS Credits: **123**

Total ECTS credits necessary for completion of master degree: **120**

Grading Scale: see overleaf

I hereby certify that according to the academic records of this University, the above identified student concluded the cited Master Degree, which was delivered jointly by the University of [list all partner institutions with indication of the country they're located in] on **27-07-2015**, with a **final overall classification of 15.** The respective diploma has been requested and all inherent expenses have been paid in full. This certificate is authenticated with the raised stamp of the University of [Portugese partner] and contains 2 pages.

DIRECTOR OF ACADEMIC AFFAIRS SERVICES

_____

(John Stephens)

Grading Scheme

The grading scale applied for JEMToM follows an A-F marks scale, in line with the European system of ECTS credits. In order to pass a course in the JEMToM programme the student must at least obtain an E.

ECTS Grade	Level	Percentage of students receiving this grade	Germany grade/5	Poland/5	Portugal/20	UK grade/100	[include for each partner]
A	Excellent	Best 10 %	1,0-1,5	5	20-19	≥80	
B	Very good	Next 25 %	1,6-2,0	4,5	18	70-79	
C	Good	Next 30 %	2,3-3,0	4	17-14	60-69	
D	Satisfactory	Next 25 %	3,3-3,5	3,5	13-12	50-59	
E	Sufficient	Next 10%	3,6-4,0	3	11-10	40-49	
F	Fail	—	4,1-5,0	2	<10	<40	

Master Teams – Diploma

Logo partner PT	Logo partner GER 1	Logo partner GER 2	Logo partner FR 1	Logo partner FR 2	Logo partner PL	Logo partner UK

Diploma of Higher Education

The **JEMToM** Consortium awards to

Ms. Indira Rajkumar

born on December 12th, 1980 in India

the academic degree

Master of Science (M.Sc.)

after having successfully completed the Second Cycle degree

Joint European Masters in Tourism Marketing

in accordance with the regulations in place in the JEMToM consortium member universities

Mode of study: full time

Date of conclusion: 15 July 2015

The Rector	The Rector	The Rector	The Rector	The Rector	The Rector	The Rector
[Portuguese partner]	[British partner]	[French partner 1]	[Polish partner]	[German partner 1]	[French partner 2]	[German partner 2]

Master Teams – Diploma Supplement

Diploma Supplement

RAJKUMAR, INDIRA

This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates, etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgments, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

1. Information identifying the holder of the qualification

1.1. Family names(s):

RAJKUMAR

1.2. Given name(s):

INDIRA

1.3. Date of birth (day-month-year):

02-12-1980

1.4. Student identification number or code:

Not applicable

1.5. Identity card number/passport:

27223425684

2. Information identifying the qualification

2.1. Name of qualification and title conferred (in original language):

Joint European Masters in Tourism Marketing, Master.

2.2. Main field(s) of study for the qualification:

Tourism, Marketing

2.3. Name (in original language) and status of awarding institutions:

[list all partner institutions and indicate country where they are registered]

Public Universities.

2.4. Name (in original language) and status of institutions (if different from 2.3) administering studies:

Not applicable.

2.5. Language of instruction/examination:

English

3. Information on the level of the qualification

3.1. Level of qualification:

Master of Science (M.Sc.)

3.2. Official length of programme:

2 years full-time study, 4 semesters, 120 ECTS.

3.3. Access requirement(s):

First degree (Bachelor degree) or equivalent in the same or appropriate fields from an internationally recognized university; high academic performance (upper third); certified proof of a thorough command of English or native speaker.

4. Information on the contents and results gained

4.1. Mode of study:

Full-time.

4.2. programme requirements:

The student must satisfy programme requirements as prescribed in the course syllabus and obtain a minimum of 120 ECTS credits. At the end of the studies, in the second year, the student must have completed the master thesis. Student's mobility among the consortium universities is also mandatory. Moreover, the student must undertake at least two national language course of the consortium universities.

Objectives
The interest, opportunity and need underpinning the Joint European Masters in Tourism Marketing (JEMToM) are closely related to the educational perspective of the Bologna process. They also have to do with issues of social relevance, of the market and of scientific and pedagogical development of this area of study in a European Union which aims to be competitive and of free circulation, as announced in the "Lisbon Strategy".

From this perspective, the JEMToM, aims to train professionals and researchers in the domain of the marketing and tourism, developing competences in these areas. The programme will make a more comprehensive view of marketing and tourism problems possible with an interdisciplinary interpretation of the scientific areas involved. It is a further aim of this European Master's Programme to bring students into contact with different training environments, with their specificities and cultural traditions, as well as with different working conditions.

Specific objectives of the JEMToM programme are:
- Xxxx
- Xxxx
- Xxxx
- Xxxx

4.3. Programme details (e.g. modules or units studied), and individual grades/marks/credits obtained:

The detailed list of the subjects taken at can be found enclosed (see Appendix I).

Scientific Areas:

Compulsory: Tourism, Marketing

Optional:

4.4. Grading scheme and, if available, grade distribution guidance:

Grading scale (conversion table) for certificates

The grading scale applied for JEMToM follows an A-F marks scale, in line with the European system of ECTS credits. In order to pass a course in the JEMToM programme the student must at least obtain an E.

ECTS Grade	Level	Percentage of students receiving this grade	Germany grade/5	Poland/5	Portugal/20	UK grade/100	[include for each partner]
A	Excellent	Best 10 %	1,0-1,5	5	20-19	≥80	
B	Very good	Next 25 %	1,6-2,0	4,5	18	70-79	
C	Good	Next 30 %	2,3-3,0	4	17-14	60-69	
D	Satisfactory	Next 25 %	3,3-3,5	3,5	13-12	50-59	
E	Sufficient	Next 10%	3,6-4,0	3	11-10	40-49	
F	Fail	–	4,1-5,0	2	<10	<40	

4.5. Overall classification of the qualification:

Not available

5. Information on the function of the qualification
5.1. access to further study:

Qualifies to apply for admission for doctoral work (PhD).

5.2. professional status:

The M.Sc. degree in this discipline entitles its holder to the legally protected professional title "Master of Science" and to exercise professional work in the field(s) of Marketing and Tourism for which the degree was awarded.

6. Additional information

6.1. additional information:

Additional information on quality label:

not available

Additional information on mobility:

Home university: [British partner], 2nd semester: [German partner 2], 3rd semester: [Polish partner], 4th semester: [Portuguese partner].

Additional Information about the course unit:

Master Thesis: *Title Xxxxx*

6.2. Further information sources:

JEMToM web site

On the institutions:

[links to homepages of all partners]

7. Certification of the supplement

7.1. Date: 25th September 2015

7.2. Signature:

7.3. Capacity:

The Rector	The Rector	The Rector	The Rector	The Rector	The Rector	The Rector
[Portuguese partner]	[British partner]	[French partner 1]	[Polish partner]	[German partner 1]	[French partner 2]	[German partner 2]

7.4. Official stamps or seals:

All pages of this document are officially stamped.

8. Information on the national higher education systems

The description of the four national education systems can be found enclosed (see appendix II).

Appendix I

Detailed list of the units studied
Programme details:

Units Studied	Y	Ac. Year	Date	Grade	ECTS	Obs.
Organizational Management	1	2013/2014	20-01-2014	C	6	UN
Quantitative Methods for Marketing	1	2013/2014	22-01-2014	B	4	UN
Consumer Economics	1	2013/2014	25-02-2014	B	7	UN
Introduction to Marketing	1	2013/2014	30-01-2014	A	5	UN
Marketing	1	2013/2014	30-01-2014	B	8	UN
Introduction to Law	1	2013/2014	27-05-2014	E	4	UL
Consumer Behaviour and Market Research	1	2013/2014	02-06-2014	A	5	UL
Marketing Plan	1	2013/2014	06-06-2014	D	10	UL
German Language	1	2013/2014	10-06-2014	D	3	UL
Communication and Advertising	1	2014/2015	24-06-2014	B	4	UL
Price Management	1	2014/2015	29-06-2014	B	4	UL
Introduction to Tourism	2	2014/2015	28-01-2015	C	10	AMU
Tourism Management	2	2014/2015	20-01-2015	C	5	AMU
Polish Language	2	2014/2015	25-01-2015	B	3	AMU
Project	2	2014/2015	01-02-2015	B	15	AMU
Master thesis: Xxxx Xxxx Xxxx	2	2014/2015	15-07-2015	C	30	UA
Legend: Y - Curricular year; * Units studied under a mobility programme (see section 6.1).						

67

APPENDIX II

INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM (PORTUGAL)

The Framework Law on the Education System (Law nr. 46/86, dated 14 October 1986, further amended by Laws nr.115/97, dated 19 September and nr. 49/2005, dated 30 August) establishes the general legal framework of the Education System.
According to this Law, the educational system comprises three levels: basic, secondary and higher education. Basic
Education is universal, compulsory and free and comprises three cycles, the first cycle lasts for four years, the second lasts for two years and the third lasts for three years. Pre-school education is optional and is for children between the ages of 3 and the age of entering basic education.
Secondary education is not compulsory and it comprises a 3 - year cycle (corresponding to 10th, 11th and 12th year of schooling).

Higher Education Structure

Higher Education includes university and polytechnic education.
University education is offered by public, private and cooperative university institutions and polytechnic education is offered by public, private and cooperative non-university institutions.
Private higher education institutions must be subject to the previous recognition of the Ministry of Science, Technology and Higher Education.

Licenciado degree

Both university and polytechnic institutions confer the degree of licenciado (bachelor). In polytechnic education, the cycle of studies that leads to the degree of licenciado has 180 credits and a normal length of six curricular semesters of students' work. In certain cases namely those covered by internal legislation or by European legislation, the cycle of studies can have up to 240 credits with a normal length of up to seven or eight curricular semesters of students' work.

In university education, the cycle of studies that leads to the degree of licenciado has from 180 to 240 credits and a normal length between six to eight curricular semesters of students' work.
In the 1st cycle of studies, the degree of licenciado is conferred to those that, after concluding all the curricular units that integrate the study programme of the licenciatura course, have obtained the established number of credits.

Mestre degree

Both university and polytechnic institutions confer the degree of mestre (master). The cycle of studies that leads to the degree of mestre has from 90 to 120 credits and a normal length of between three to four curricular semesters of students' work. In polytechnic education, the cycle of studies that leads to the mestre degree must ensure predominantly that the student acquires a professional specialization. In university education, the cycle of studies that leads to the mestre degree must ensure that the student acquires an academic specialization resorting to research, innovation or expansion of professional competences. In university education, the mestre degree may also be conferred after an integrated cycle of studies, with 300 to 360 credits and a normal length of 10 to 12 curricular semesters of students' work, in cases for which the access to the practice of a certain professional activity depends on that length of time established by legal EU standards or resulting from a stable practice consolidated in the European Union. In this cycle of studies the degree of licenciado is conferred to those who have obtained 180 credits corresponding to the first six semesters of work.
The degree of mestre is conferred to those that, after concluding all the curricular units that integrate the study programme of the mestrado course, have obtained the established number of credits, as well as successfully defended in public their dissertation, their project work or their traineeship report.

Doutor degree

The Doutor (doctor) degree is only conferred by university institutions. The degree of Doutor is conferred to those that, after concluding all the curricular units that integrate the study programme of the Doutoramento (doctorate) course have successfully defended their thesis in the public act.

Access conditions

General regime to accede to higher education: National and foreign students wishing to apply through the general regime to the first cycle of studies must fulfill the following conditions:

- Have successfully completed a secondary course or a national or foreign qualification legally equivalent;
- Have set for the entrance examinations required for the degree programme the student wishes to attend and get the minimal mark required (There are higher education institutions that accept foreign tests or exams);

- Have fulfilled the prerequisites for the higher education course the student wishes to attend, if required.

Special conditions

Besides the regime geral (general regime), there are special conditions for top level athletes, Portuguese citizens on an official mission abroad, national or foreign staff in diplomatic mission, permanent staff of the Portuguese Armed Forces and scholarship holders within the framework of cooperation agreements signed by Portugal.

Special Competitions

Besides the general regime and the special conditions there are also special competitions for applicants with certain specific qualifications thus allowing new publics to accede to higher education in a perspective of lifelong learning, namely:

- applicants over 23 years old who have passed a special exam for assessing their capacity to accede to higher education;
- holders of a specialization technological course.

DIAGRAM OF THE PORTUGUESE HIGHER EDUCATION SYSTEM

	POLITECHNIC EDUCATION	UNIVERSITY EDUCATION		
1ST CYCLE OF STUDIES	Licenciatura 180 ECTS (*)	Licenciatura 180 ECTS a 240 ECTS		**LEVEL 5** (ISCED)
2ND CYCLE OF STUDIES	Mestrado 90 ECTS (**) a 120 ECTS	Mestrado 90 ECTS (**) a 120 ECTS	Mestrado Integrado 300 ECTS (***) a 360 ECTS	
3RD CYCLE OF STUDIES		Doutoramento (≥ 180 ECTS)		**LEVEL 6** (ISCED)
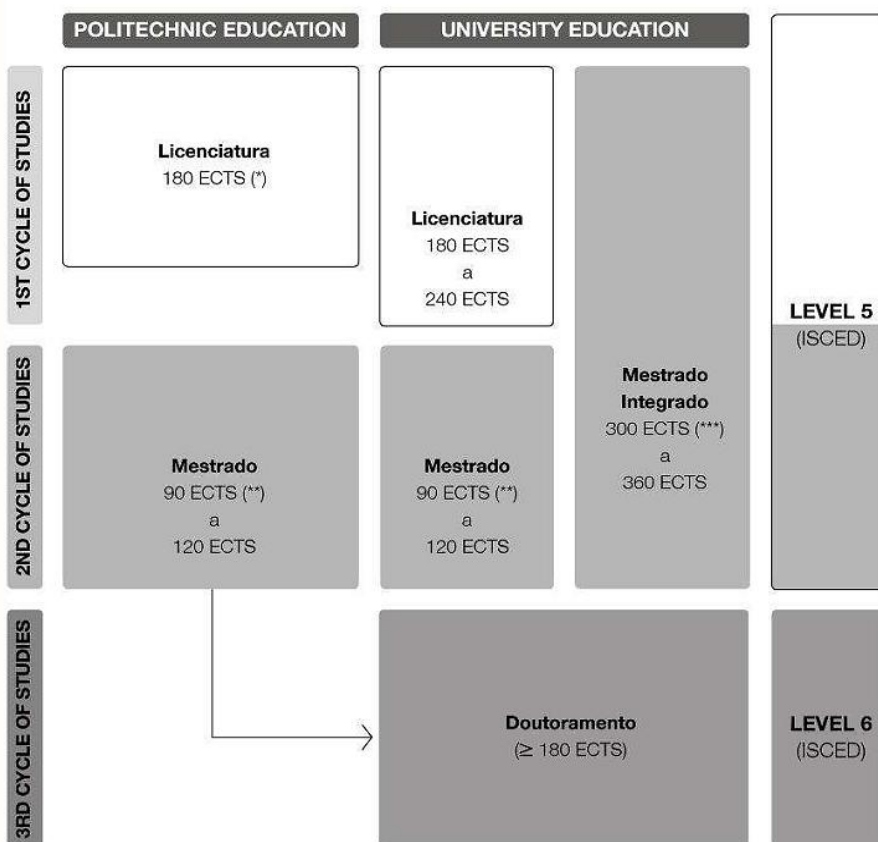
(*) Except when in order to exercise a certain professional activity requiring education and training rating between 210 and 240 ECTS.

(**) In exceptional circumstances, and subject to the fulfillment of every requirement relating to the definition of the objectives of the degree and the conditions for acquiring the latter, a cycle of studies leading to a *Mestre* degree in a specialized field may be amount 60 credits resulting from a stable and consolidated practice in that specific field at international level.

(***) A *Mestre* degree may also be granted following an integrated cycle of studies of which the duration, for the purposes of obtaining access to a professional activity, a) is established by European Union regulations; and b) results from a regular and consolidated practice within the European Union; in such cases, a *Licenciado* degree is granted to students having obtained 180 ECTS (3 years, 6 semesters).

INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

(GERMANY)

https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Germany:Overview

In the Federal Republic of Germany responsibility for the education system is divided between the Federation and the Länder. The scope of the Federal Government's responsibilities in the field of education is defined in the Basic Law (*Grundgesetz*). Unless the Basic Law awards legislative powers to the Federation, the Länder have the right to legislate. Within the education system, this applies to the school sector, the higher education sector, adult education and continuing education. Administration of the education system in these areas is almost exclusively a matter for the Länder.

In addition to the division of responsibilities described above, the Basic Law also provides for particular forms of cooperation between the Federation and the Länder within the scope of the so-called joint tasks (*Gemeinschaftsaufgaben*).

Early childhood education and care is not part of the state-organised school system in Germany but almost exclusively assigned to the child and youth welfare sector. On the federal level, within the framework of public welfare responsibility lies with the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (*Bundesministerium für Familie, Senioren, Frauen und Jugend* – BMFSFJ), on the level of the Länder, the Ministries of Youth and Social Affairs and, in part, also the Ministries of Education and Cultural Affairs, are the competent authorities. As a rule, in the year in which children reach the age of six, they are obliged to attend primary school. All pupils in Germany enter the Grundschule which in almost all Länder covers grades 1 to 4. Following the primary school stage, secondary education in the Länder is characterised by division into the various educational paths with their respective leaving certificates and qualifications for which different school types are responsible. Once pupils have completed compulsory schooling they move into upper secondary education. The range of courses on offer includes full-time general education and vocational schools, as well as vocational training within the *duales System* (dual system). The tertiary sector encompasses institutions of higher education and other establishments that offer study courses qualifying for entry into a profession to students who have completed the upper secondary level and obtained a higher education entrance qualification. As part of lifelong learning, continuing education is assuming greater importance and is increasingly becoming a field of education in its own right. In response to the vast range of demands made on continuing education, a differentiated structure has been developed.

For a brief description of the different levels of the German education system and related topics, please see the Eurydice National System Overview.

Eurypedia provides comprehensive and comparable information on the German education system. Further information may be found on the websites of the Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (*Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland* – KMK) and the Federal Ministry of Education and Research (*Bundesministerium für Bildung und Forschung* – BMBF).

Structure of the national education system
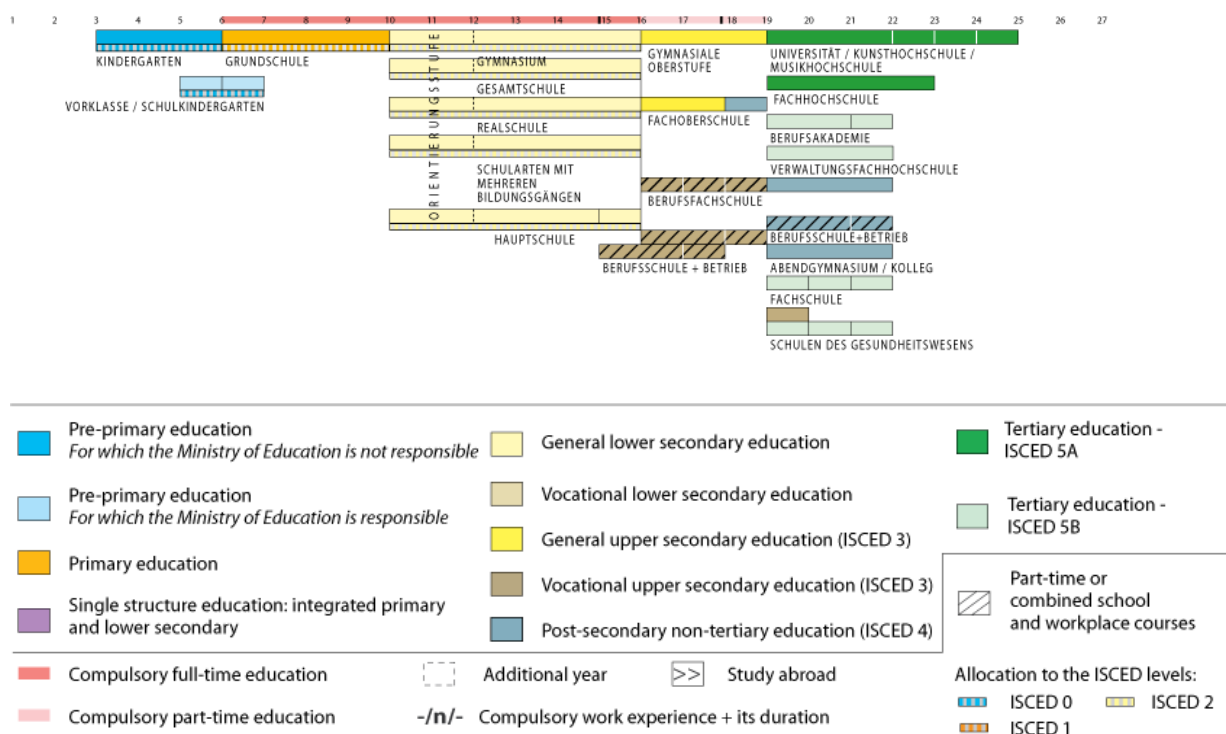
INFORMATION ON THE NATIONAL HIGHER
EDUCATION SYSTEM
(ENGLAND)

https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/United-Kingdom-England:Overview

Overall responsibility for the education service lies with the Department for Education (DfE) and with the Department for Business, Innovation and Skills (BIS). DfE responsibilities include planning and monitoring the education service in schools and early years settings, ensuring the provision of integrated services for children, and bringing together policy relating to children and young people. BIS is responsible for science and innovation, skills, further and higher education and enterprise. The responsibility for the provision of education is decentralised, lying with local authorities, voluntary providers including churches,

the governing bodies of educational institutions and the teaching profession.

Education is compulsory between the ages of 5 and 16 years. It is organised into two phases - primary and secondary education - and four key stages as follows:

- key stage 1 for pupils aged five to seven (ISCED 1) (primary)
- key stage 2 for pupils aged seven to 11 (ISCED 1) (primary)
- key stage 3 for pupils aged 11 to 14 (ISCED 2) (secondary)
- key stage 4 for pupils aged 14 to 16 (ISCED 3) (secondary).

The great majority of young people continue with full-time education after the age of 16. This can be at a school (11 to 18/19), a sixth-form college (16

to 19) or a further education college (16+). The landscape of providers varies according to local arrangements. In all areas of the country young people can select from a wide range of programmes leading to general/academic, pre-vocational or vocational qualifications. The qualifications are provided by centrally regulated awarding bodies, external to the school or college.

Higher education institutions are autonomous and diverse, ranging widely in size, mission and history. They are responsible for their own admissions policy and are able to charge variable tuition fees. Universities are responsible for their own degrees and the conditions on which they are awarded.

Policy relating to education and training for adults focuses on building an internationally competitive skills base.

For a brief description of the different levels of the education system and other related topics such as teachers and special educational needs, please read the Eurydice National System Overview.

Structure of the national education system

INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM (FRANCE)

https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/France:Overview
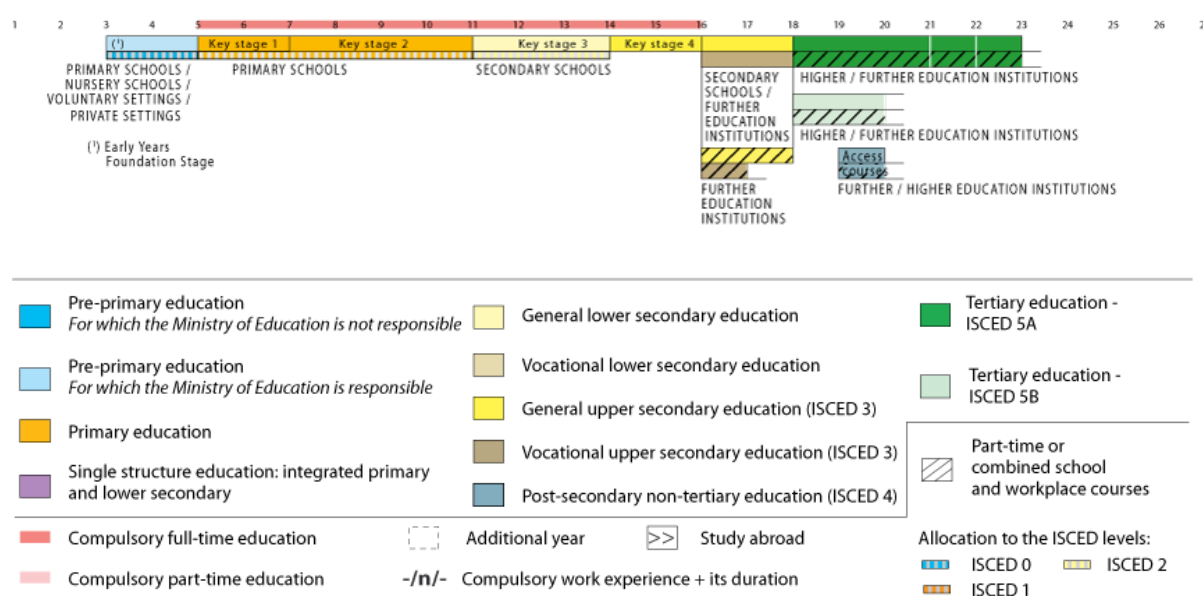
At central level, the French education system is regulated by two departments: the Department of National Education, Youth and Community Life – which oversees the school system – and the Department of Higher Education and Research – which is responsible for higher education and research. They govern within the framework defined by the Parliament, which states the fundamental principles of education (Law no. 89-486 of 10 July 1989 and law no. 2005-380 of 23 April 2005). The State plays a major role in governance, as, by long tradition, the French education system is centralised. Nevertheless, at local level, and since the start of a process of decentralisation of competences in the administration of the educational system in the 1980s, local authorities have been playing an increasingly significant part in governance, ensuring the material operation of the system (construction and maintenance of school buildings, school transport, supply of educational materials, etc.).

Education is **compulsory between the ages of 6 and 16 years**. The French education system is organised into several levels of education:

- **Pre-primary education** (**ISCED 0**)*, which is dispensed at "nursery schools" and take children from 2/3 up to 6 years of age. Almost all children attend nursery school from the age of three, even though it is optional. Such schools therefore form – together with the elementary level - an integral part of the French "primary level of education", which is under the aegis of the Department of National Education.

- **Primary education** (**ISCED 1**), which is provided in "elementary schools" and admits children between the ages of 6 and 11. It marks the start of compulsory schooling, and is secular and free of charge when dispensed in State schools. At the end of this 5-year-course, pupils automatically access to the secondary level of education (there is neither standardised tests nor guidance procedures);

- **Lower secondary education** (**ISCED 2**), which is provided in collèges for 4 school years (pupils between the ages of 11 and 15 years). Education in collèges is compulsory and common to all pupils. A national diploma (the brevet) is awarded at the end of collège schooling. Admission to upper secondary level is not conditional upon success in the brevet. At the end of collège schooling (15 year-old pupils), the school recommends the appropriate scholastic path to families, basing its recommendation on the pupil's school reports and particular interests. Children will continue their schooling either in general, technological or professional education, provided at upper secondary level;

- **Upper secondary education** (**ISCED 3**), which is dispensed in "general and technological lycées" or in "professional lycées", which extends over 3 years

(pupils between the ages of 15 and 18 years). Upper secondary education provides three educational paths: general path (which prepares pupils for long-term higher studies), technological path (which mainly prepares pupils for higher technological studies) and professional path (which leads mainly to active working life, but also enables students to continue their studies in higher education). A national diploma is awarded at the end of secondary schooling: the baccalauréat. It which is both a sign of successful completion of secondary studies and the first step in university education, access to higher studies being conditional upon its obtention. Pupils at professional lycées can prepare the CAP (Certificat d'aptitude professionnelle), a course of study extending over 2 years, after what they can either integrate active working life or prepare the professional Baccalauréat after 2 additional years of studies.

- **Higher education** (**ISCED 5 and ISCED 6**), which is dispensed in higher educational institutions. These institutions have a wide variety of legal statuses that are listed in the French Code of Education (book VII). Courses dispensed at these institutions have different aims and conditions for admission, but most of them are structured into three study cycles (Bachelor's degree, Master's degree and Doctorate) and in ECTS credits, in compliance with the principles of the Bologna Process.
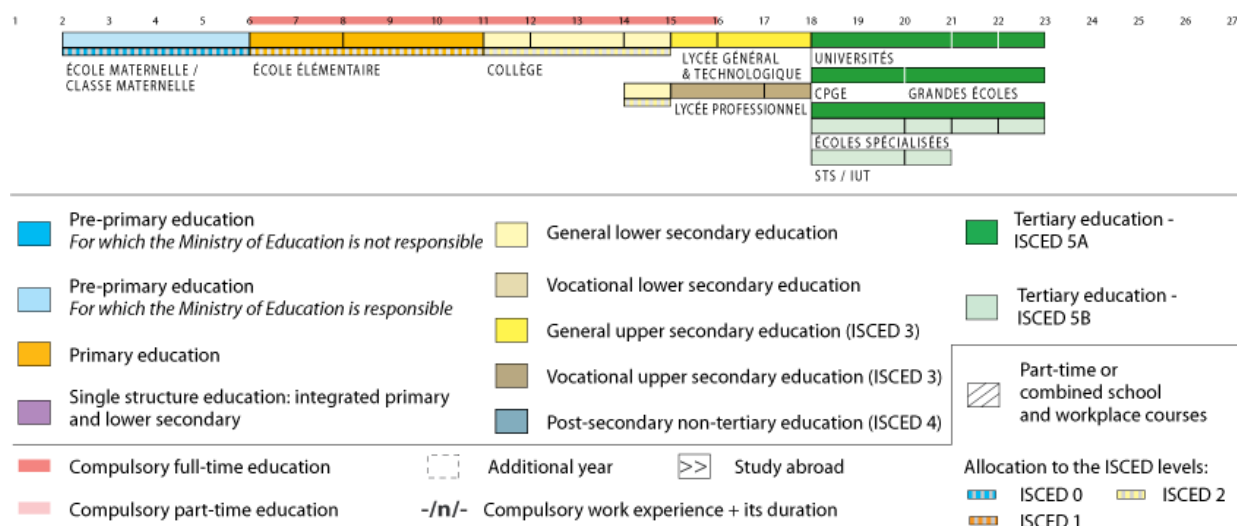
In 2009 (and 2010), the French education system provided schooling for around 15 million schoolchildren, students and apprentices (representing about 23% of the national population); the total budget was of 132.1 billion euro, in 2009 (the equivalent of 6.9% of the Gross Domestic Product). (RERS, 2011)

The official language for education is French.

* The educational structure of the country is presented according to the national organisation and the International Standard Classification of Education (ISCED – 1997 edition).

Structure of the national education system

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |

ÉCOLE MATERNELLE / CLASSE MATERNELLE — ÉCOLE ÉLÉMENTAIRE — COLLÈGE — LYCÉE GÉNÉRAL & TECHNOLOGIQUE — UNIVERSITÉS — CPGE — GRANDES ÉCOLES — LYCÉE PROFESSIONNEL — ÉCOLES SPÉCIALISÉES — STS / IUT

Pre-primary education
For which the Ministry of Education is not responsible

Pre-primary education
For which the Ministry of Education is responsible

Primary education

Single structure education: integrated primary and lower secondary

General lower secondary education

Vocational lower secondary education

General upper secondary education (ISCED 3)

Vocational upper secondary education (ISCED 3)

Post-secondary non-tertiary education (ISCED 4)

Tertiary education - ISCED 5A

Tertiary education - ISCED 5B

Part-time or combined school and workplace courses

Compulsory full-time education

Compulsory part-time education

Additional year

Study abroad

-/n/- Compulsory work experience + its duration

Allocation to the ISCED levels: ISCED 0 — ISCED 1 — ISCED 2

INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM (POLAND)

https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Poland:Overview

The education system in Poland is centrally managed by the **Ministry of National Education** and the **Ministry of Science and Higher Education**. Full-time compulsory education (to be received in school) covers children and young people aged 6-16 years, whereas part-time compulsory education (to be received in school or non-school settings) concerns young people aged 16-18 years. Compulsory education includes the final year of pre-primary education, 6-year primary education and 3-year lower secondary education. **Nursery schools** (przedszkole), **primary schools** (szkoła podstawowa) and **lower secondary schools** (gimnazjum) are administered by commune (gmina) authorities. **Upper secondary schools**, which are not compulsory, are attended by the vast majority of the population in the age group 16-19/20 years and are administered by district (powiat) authorities. Autonomous **higher education institutions** offer mainly first-, second- and third-cycle programmes (long-cycle Master's degree programmes are available only in a few fields of study). **Adult education** is provided by continuing education centres, practical training centres and further and in-service training centres.

For a brief description of the different levels of the education system and other related topics such as the teaching profession and special needs education, please refer to the Eurydice National System Overview.

While Eurypedia provides comprehensive and comparable information on the Polish education system, further information may also be found on the websites of the Ministry of National Education, the Ministry of Science and Higher Education and the Central Statistical Office (statistical data).

Structure of the national education system

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |

PRZEDSZKOLE

ODDZIAŁY PRZEDSZKOLNE

SZKOŁA PODSTAWOWA

GIMNAZJUM

LICEUM OGÓLNOKSZTAŁCĄCE

JEDNOLITE STUDIA MAGISTERSKIE

STUDIA 1 STOPNIA

STUDIA 2 STOPNIA

KN / NKJO / KPSS

SZKOŁY POLICEALNE

LICEUM PROFILOWANE

TECHNIKUM

ZASADNICZA SZKOŁA ZAWODOWA UZUPEŁNIAJĄCE LICEUM OGÓLNOKSZTAŁCĄCE

TECHNIKUM UZUPEŁNIAJĄCE

Pre-primary education
For which the Ministry of Education is not responsible

Pre-primary education
For which the Ministry of Education is responsible

Primary education

Single structure education: integrated primary and lower secondary

General lower secondary education

Vocational lower secondary education

General upper secondary education (ISCED 3)

Vocational upper secondary education (ISCED 3)

Post-secondary non-tertiary education (ISCED 4)

Tertiary education - ISCED 5A

Tertiary education - ISCED 5B

Part-time or combined school and workplace courses

Compulsory full-time education

Compulsory part-time education

Additional year

-/n/- Compulsory work experience + its duration

>> Study abroad

Allocation to the ISCED levels:

ISCED 0   ISCED 2

ISCED 1

Master Teams – Transcript of Records

Transcript of Academic Records

Student:	**Indira Rajkumar**
Student number:	43253
Date of Birth:	02-12-1980
Nationality:	INDIA
ID card:	27223425684
Matriculated on:	02-09-2013
Programme of Study:	JEMToM (**Joint European Masters in Tourism Marketing**)

JEMToM is offered jointly by the University of [list all partner institutions and indicate country where they are registered] and results in the award of a Joint Masters Degree with full recognition in the seven participating host countries.

Date of Exam	Course Unit taken at:	Course Unit Title	Grade	ECTS
20-01-2014	UN	Organizational Management	C	6
22-01-2014	UN	Quantitative Methods for Marketing	B	4
25-02-2014	UN	Consumer Economics	B	7
30-01-2014	UN	Introduction to Marketing	A	5
30-01-2014	UN	Marketing	B	8
27-05-2014	UL	Introduction to Law	E	4
02-06-2014	UL	Consumer Behavior and Market Research	A	5
06-06-2014	UL	Marketing Plan	D	10
10-06-2014	UL	German Language	D	3
24-06-2014	UL	Communication and Advertising	B	4
29-06-2014	UL	Price Management	B	4

Total ECTS Credits: 60   Total ECTS credits necessary for completion of master degree: 120

Grading Scale: see overleaf

DIRECTOR OF ACADEMIC AFFAIRS SERVICES

_____

(John Stephens)

Please note that all documents in this annex are results of individual team constellations from the training sessions. They are by no means templates of any kind. No legal check has been run on content or wording.

Grading Scheme

The grading scale applied for JEMToM follows an A-F marks scale, in line with the European system of ECTS credits. In order to pass a course in the JEMToM programme the student must at least obtain an E.

ECTS grade	Level	Percentage of students receiving this grade	Germany grade/5	Poland/5	Portugal/20	UK grade/100	[include for each partner]
A	Excellent	Best 10 %	1,0-1,5	5	20-19	≥80	
B	Very good	Next 25 %	1,6-2,0	4,5	18	70-79	
C	Good	Next 30 %	2,3-3,0	4	17-14	60-69	
D	Satisfactory	Next 25 %	3,3-3,5	3,5	13-12	50-59	
E	Sufficient	Next 10%	3,6-4,0	3	11-10	40-49	
F	Fail	-	4,1-5,0	2	<10	<40	

Master Teams – Calculation of Full Costs

Example of an approach to full cost calculation by the master team *JEMToM*

> I) **COSTS calculated on a 2-year basis**

Type of cost	Calculation formula	Total
Academic staff (employment at all partner institutions and costs for teaching venues and teaching material)	€ 8,663.37 per student for a capacity of 30 students	€259, 901
Administrative Staff (employment of an administrative officer for the JEMToM management) in Germany	€1,500/month X 12 months X 2 years	€ 36,000
Travel and subsistence cost for JEMToM teachers (oral defence)	7 universities to visit X 2 external teachers per oral defence date X 2 years = 28 mobilities 28 mobilities X €1,000/mobility	€28,000
JEMToM Promotion - website - flyers, posters	€ 5,000 € 1,000	€ 6,000
External audit	€ 6,000	€ 6,000
Office stationary	7 universities X €500	€ 3,500
Computer Equipment of the JEMToM administrative officer at Leipzig - Computer: hardware + software - Printer	€1,000 € 300	€ 1,300
Phone costs (communication)	6 universities X €150 + 1 university (Leipzig) X €250	€ 1,150
Scholarships	€ 8,000/year x 15 students X 2 years	€ 240,000
Bank commission for currency conversion from € to £ and zł	3% of the amount to be converted for each financial transaction	€ 10,000
OVERALL COSTS ON 2 YEARS		€591,851

II) REVENUES calculated on a 2-year basis

University	Tuition fees per year	Tuition fees/semester
UK	Non UE student: £ 13,900 UE student: £ 4,700	Non UE student: £ 4,633.33 (€ 5763,90) UE student : £ 1,566.66 (€ 1,948.93)
GER 1	UE/Non UE students : €0	UE/Non UE students : €0
GER 2	UE/Non UE students : €0	UE/Non UE students : €0
FR 1	UE/Non UE students : €250	UE/Non UE students : € 125
FR 2	UE/Non UE students : €250	UE/Non UE students : € 125
PL	UE/Non UE students : €4,700	UE/Non UE students : €2,350
PT	UE/Non UE : €3,000	UE/Non UE : €1,500

Example of the most expensive academic path chosen by a student on a 2-year basis:
Semester 1@ UK (non European student = £ 13,900/3 = £ 4,633.33 → € 5763,90) + Semester 2 @ PL (€ 4,700/2= €2,350) + Semester 3 @ PT (€ 3,000/2= € 1,500)+ Semester 4 @UK (non European student = £ 13,900/3 = £ 4,633.33 → € 5763,90) = € 15, 377.80

→ If the 30 students choose this academic career: 30 X € 15,377.80 =€ 461,334 (tuition fees to be distributed according to national rules among partners UK, PL, and PT)

Example of the cheapest academic path chosen by the student on a 2-year basis:
Semester 1@ UK (European student = £ 4,700/3 = £ 1,566.66 → € 1,948.93) + Semester 2 @ GER 1 (€O) + Semester 3 @ GER 2 (€0)+ Semester 4 @ GER 1 (€O)= € 1,948.93

→If the 30 students choose this academic career: 30 X € 1,948.93 =€ 58,467.9 (tuition fees to be distributed according to national rules among partners in UK, GER 1, and GER 2).

Average cost of tuition fees between the most expensive academic career choice and the cheapest academic choice: (€15,377.80 + € 1,948.93) = €8,663.37 per student on a 2-year basis	

Type of fund	Calculation formula	Total
Tuition fees	€5,000 X 30 studentsX2 years	€300,000
Private fund raising - ACCOR group/ Club Med - British Airways - Deutsche Bahn - Air Portugal	 € 100,000 €80,000 € 70,000 € 80,000	 € 330,000
Public fund raising - European Union - DAAD -Polish Ministry for HE - Portuguese Ministry for HE - French Ministry for Higher Education (MESR)	 € 75,000 € 15,000 €15,000 €15,000 €20,000	€ 140,000
OVERALL FUNDS ON 2 YEARS		€ 770,000

Difference between costs and funds: € 770,000-€591,851= €178,149.
This profit would allow us to distribute the tuition fees among JEMToM Universities according to their national regulation if all the JEMToM students came to choose the most expensive academic career.

JOI.CON Doctoral Teams – Selected Results

Doctoral Teams – Comparison Table

	Partner X	Partner Y
General Questions		
What is the regular duration of your programmes and are there requirements for minimum/maximum duration?		
What legal status do your doctoral candidates have (e.g. employees, students)?		
What impact does the legal status of the doctoral candidate have on insurance and visa requirements?		
Which accreditation system of doctoral programmes apply to your institution, and how is the accreditation organised?		
Which body decides on the regulation of the doctoral programme at your institution?		
Which formal document is used to regulate the rights and duties of the doctoral candidate, supervisor and institution (e.g. doctoral candidate agreement, cotutelle agreement?)		
Is the doctoral education based on original research only or also on formal courses?		
What is the official degree awarded in doctoral education?		
Is your institution allowed to award a joint degree or a double degree?		
What are the requirements for 1st year students to enrol in your doctoral programmes?		
How are selection and enrolment organised?		
Does the doctoral candidate have minimum teaching duties?		
What is your regular academic calendar (e.g. study/lecture periods, holidays)?		
What are your deadlines (if any) for application, passing through boards, publishing etc.?		
How is the quality of the doctoral education assessed? How are assessment structures organised (e.g. bodies involved, procedures)?		
How are Intellectual Property Rights dealt with in connection to results of doctoral education at your institution?		
Other:		

	Partner X	Partner Y
Supervision		
How do you organise supervision (main supervisor, co-supervisors, teams etc.)?		
Is a personal career development plan compulsory?		
Do you have compulsory monitoring during the doctoral training?		
Do you use other tools for monitoring/supervising your candidates?		
Other:		
Training		
Do you have compulsory courses for doctoral candidates?		
What are the language requirements?		
Do you apply the ECTS? If yes, elaborate. If no, what other credit system is applied?		
How do you organise mobility of doctoral candidates?		
Other:		
Defence		
Which assessment requirements do you apply to the thesis and the defence?		
What is the format of the doctoral thesis (e.g. articles, monograph)?		
How many papers are required?		
What are the requirements for submitting the thesis?		
Do you apply a grading system to the courses and/or the thesis?		
What are requirements for the diploma?		
Describe the requirements for the diploma certificate.		
What is the requirement and format of the defence?		
Other:		
Finances		
How are doctoral education and research activities funded?		
Do you charge tuition fees? If yes, state the fee sum and describe its components.		
Are there differences in tuition fees (concerning programmes, nationality of students etc.)? If yes, what are criteria for distinction?		
Other:		

Joint Degree Team

Consortium Agreement

Doctoral Team *JoDiss*

TABLE OF CONTENTS

ANNEXES

University 1, Italy
University 2, France
University 3, France
University 4, Spain
University 5, Germany
University 6, Sweden
University 7, Germany

University 8, Sweden
University 9, Estonia
University 10, France

having regard to the following legal prerequisites in their respectively applicable versions:

- For the University of ...., national legislation on Research and Education; University internal regulation concerning Ph.D programme ....;
- For the University of ...., ...;
- For the University of ...., ...;

and

in account of the common scientific interests concerning "Science and Safety" and with a view to promote the mobility of students throughout the involved Universities,

agree

to implement a common PhD Programme aimed at awarding the joint PhD degree JoDiss (Joint Doctoral Degree in Science and Safety)**.**

Art. 1 – PhD Programme structure

The PhD programme will have a duration of three/four years according to the JoDiss home University chosen by the candidate.
The programme is structured into a minimum of 3 years or 6 semesters (each semester is equal to 16 weeks) and will start once a year at the beginning of October, for five years.

The scientific topics are the following:

- ....
- ....
- ....

Art. 2 Application and selection procedures

2.1 Applicants will apply through the online procedure available on the JoDiss website, www..................

2.2 Admission requirements

Mandatory admission requirements are:

- **Academic qualification**: a Master's degree in .... [field of knowledge to be defined] or an equivalent recognised degree from an accredited higher education institution.
  The degree must have been awarded by the deadline of the call for applications. Applicants who will be awarded the degree after the deadline will be admitted *sub condicione*. Notwithstanding, they must provide evidence of the Master's degree before the beginning of the PhD programme.

Curricula of applicants from institutions that do not use the ECTS system will be individually evaluated for consistency with this requirement.

- **Language skills**: the main language of the PhD programme is English. The applicant must prove a sound knowledge of spoken and written English, equivalent at least to *B2* according to the Common European Framework of Reference for Languages http://www.coe.int/t/DG4/Portfolio/?M=/main_pages/levels.html.

- **Funding**: provisions concerning financing of the PhD programme will be specified in the call for applications, according to each University's regulations in force.
  The following partner Universities (list of the applicable institutions) mandatorily require the candidates to be financially supported in order to be admitted. In such cases, candidates have to provide proof of how they intend to finance their participation in the entire PhD programme.

2.3 Selection Procedure

Common standards and procedures for admission, application and selection process will be managed by the coordinating institution.

Applicants will be asked to identify their topic/s of interest among those provided by the Consortium in the call for applications. On such topic, they will have to draft and attach a research project/proposal (maximum two A4 pages). The research project will not be binding, having the sole purpose to highlight the applicants' interest and research aptitude.

Common admission procedure:

The Executive Secretariat, at the coordinating institution, will:
- check that the applications fulfil the mandatory admission requirements;
- inform the Education and Research Committee on the outcome.

The Education and Research Committee, in charge of the selection procedures, will evaluate the applications submitted and rank them according to the following criteria:

Criteria	Rate (%)
Relevant academic background in …..…	[0, 30]
Motivation statement	[0, 10]
Any relevant publications, work experience or project in the field	[0, 10]
Mobility (during BA and/or Master's)	[0, 10]
Recommendation letters (max 2)	[0, 10]
Research project:	[0, 30]
TOTAL	[1,00]

Applicants will be ranked on the basis of a three point scale (A, B, C); A = Accepted; B = Waiting list; C = Rejected.

The Education and Research Committee will interview the short-listed applicants (A and B) also via teleconference (Skype or similar tools).

The Executive Secretariat will inform all applicants about the final selection outcome.

On the recommendation of the *JoDiss* Coordinator (or nominee), the Registry at each home University will issue a formal offer of admission specifying the terms and conditions governing the PhD programme, its duration, fees to be paid and rules and procedures for the awarding of the degree.

Prior to the enrolment successful applicants accepting the PhD position will have to sign an individual "Doctoral Candidate Agreement" where aspects and responsibilities related to the participation in the JoDiss programme (research, finance, administration) are clarified and agreed upon by both parties.

The Boards will make sure that no form of discrimination takes place with reference to gender, age, ethnic, national or social origin, religion or belief, sexual orientation, language, disability, political opinion, social and economic conditions.

Art. 3 – Learning methods and activities

3.1 Training and research activities

Training and research activities carried out during the PhD programme can be acknowledged on the basis of the European Credit Transfer System (ECTS) according to each partner internal regulations.

Each candidate's activity will be supervised by two tutors: one from the home University and one from the mobility University.

At the beginning of the first year, each candidate will draw up a research plan, to be approved by the Education and Research Committee.

3.2 Summer Schools

Summer Schools are part of the JoDiss programme.

Since the doctoral candidates must be adequately trained for the labour market, a minimum set of mandatory transversal skills courses will be offered jointly to all candidates through the Summer Schools.

Doctoral candidates, therefore, will get a detailed overview of the JoDiss topics and methodological inputs for their own research projects.

Summer Schools will take place towards the end of June/beginning of July. Their organisation will rotate among the partners according to the Executive Board decision.

During the first Summer School, the teaching staff involved in the programme will introduce themselves presenting their research activities and results obtained. On the other hand, doctoral candidates will be invited to present their research plan together with the objectives/results they want to achieve and, if available, the results already achieved.

During the second Summer School, doctoral candidates will introduce and explain the results obtained so far. Doctoral candidates' ability in public speaking will be evaluated as a learning outcome.

The following ECTS criteria will be applied:

- attendance and presentation = 2 ECTS
- presentation and poster = 3 ECTS.
- poster prize = 1 additional ECTS.

Expert external scientists will be invited as speakers in order to underline the international character of the PhD programme.

Summer Schools (first and second year) attendance is compulsory for all doctoral candidates.
According to funding availability, an abstract book collecting the results of the Summer Schools could be published.

All the expenses related to the organisation of the Summer Schools will be equally shared by the partner Universities. The Executive Board will calculate and decide by majority upon the amount of money to be spent on each Summer School.

3.3 Courses and Lectures

The following courses will be held (m = mandatory; v = voluntary)

1st Year Summer School

- How to prepare the professional career plan (in small groups) (m)
- Advanced academic writing (m)

1st Year Courses:

- Exploitation of results (m)
- How to lead meetings and discussions (m)
- Basic methods of qualitative analysis (v)
- Basic methods of quantitative analysis (v)
- Overview of useful software for researchers (v)
- Managing Bibliographies with EndNote (v – video tutorial)
- Managing Bibliographies with Citavi (v – video tutorial)

2nd Year Summer School

- Entrepreneurship (m)
- How to apply for jobs (m)
- Working in a private company (v)
- Working as a researcher in universities (v)
- Networking strategies (v)

2nd Year Courses

- Advanced presentation-skills for researchers (m)
- Basics of Adobe Illustrator (v)
- PowerPoint presentations(v)
- Advanced methods of qualitative analysis (v)
- Advanced methods of quantitative analysis (v)

Art. 4 – Coordinators and Academic Board

The JoDiss consortium is managed, under the responsibility of the coordinator, through different Boards and Committees with well defined tasks:

a) The **Executive Board** is the supreme administrative and executive body of the Consortium.

b) The **Education and Research Committee** is in charge of the selection of doctoral candidates and of PhD research projects. It is also in charge of: the training offer; the monitoring of the Personal Career and Development Plans; providing advices and recommendations about the programme.

c) The **Doctoral Candidate Committee** is in charge of the organization of networking activities among candidates about common issues and is also in charge of facilitating the communication with JoDiss Boards and Committees.

d) The **Executive Secretariat** is in charge of the administrative support to the whole Consortium and to the coordinating University in all matters regarding of the implementation of the programme.
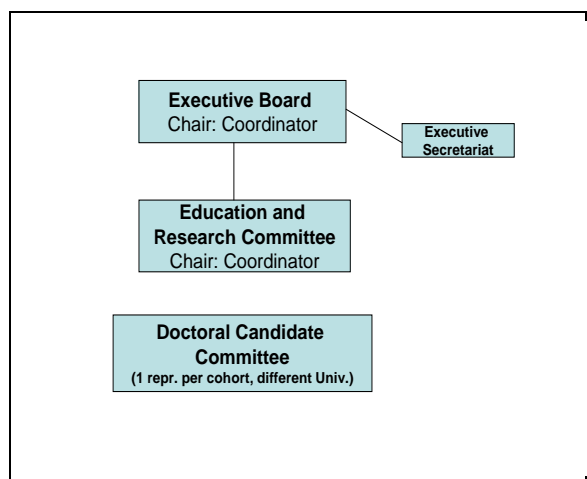

Table 1: JoDiss organizational chart

Governance and decision making:

All partner Institutions are represented in a balanced way in the different Committees, as well as in the chair positions.

e) The **Executive Board** is chaired by the coordinator and is composed of one representative from each partner University.

f) The **Executive Secretariat** is composed of the programme coordinator and two project assistants.

g) In the **Education and Research Committee** all partners are equally represented. It hosts also two representatives from external international socio-economic stakeholders (private sector, NGO, research organizations…) and one expert in the field of European higher education.

The decision making process is based on the consensus method. Virtual attendance of the meetings can be accepted.

The Committee will meet on a regular basis twice a year or more, when needed.

h) In each Institution, JoDiss doctoral candidates elect one representative for the **Doctoral Candidate Committee**. Each representative is elected for one year. The Doctoral Candidate Committee will then appoint one representative to be member of the Education and Research Committee.

Art. 5 – Admission and fees

Successful applicants will be enrolled in the PhD programme in one of the involved Universities and will be exempted from the payment of fees in the mobility/hosting University/ies.

Tuition fees will vary according to the different fees applied by the home University and specified in the call for applications.

Art. 6 – Learning outcomes - Evaluation

The Ph.D candidates will acquire innovative capabilities based on the most updated knowledge regarding: science and safety in all the applicable fields; the role and value of inter-disciplinary study in the solution of complex problems and in the planning and execution of specific research programmes; design and implementation of a research project; capacity of synthesis in the drafting of the thesis and/or papers in peer reviewed journals.

The Ph.D. candidates will also acquire scientific and technological skills and competences on the most updated tools, methodologies, data collection and analysis, interpretation and integration of results, with an improvement of knowledge, analysis capabilities, understanding and strategy development in integrated research fields. This evolution will bring the Ph.D. candidates to realize a new and more advanced professionalism.

At the end of each year, the Education and Research Committee will evaluate the results and the quality of the research carried out by the candidates and will assess the credits required by each Institution for the candidates' admission to the second or third year of the programme or to the final examination/defence of the thesis.

Art. 7 – Mobility scheme and working plan

One of the aims of the JoDiss consortium is to foster international exchange and mobility among research groups and their doctoral candidates.

To this end, the following mobility plan is scheduled.

Semester	Stay at	Workplan
1	University 1	Introduction week, training plan, research plan
2	University 1	Research, seminars, teaching
Summer School: Presentation of research plan; courses		
3	University 2	Research, seminars, teaching
4	University 2 or 3	Research, seminars

Semester	Stay at	Workplan
Summer School: Presentation of results		
5	University 1	Research, seminars
6	University 1	Research, final evaluation and defence

Candidates involved in the JoDiss programme will have to carry out their research activity for at least 12 months in another signatory University.

During the mobility period(s), doctoral candidates will be granted free access to all facilities and services in the mobility/hosting University. Each University may require exchange candidates to pay health insurance costs + [....].

The first semester should give the candidates an overview of the topics of the consortium. If possible, an introduction week should be held via teleconference. All Ph.D candidates will have to participate in the introduction week meetings.

During the second semester, the doctoral candidate will take part in the activities of the research groups being supervised by his/her tutor. Moreover, he/she will attend seminars and, if possible, do some teaching, but not more than two hours a week.

Towards the end of second semester, the first Summer School will take place (see art. 3.2).

The doctoral candidate will have to spend the third and fourth semesters in one or two different partner Universities in order to continue and deepen his/her research activities.

Towards the end of the fourth semester, the second Summer School will take place (see art. 3.2)

During the fifth and sixth semesters, the doctoral candidate will return to his/her home University to draft and complete the thesis.

All the training and research activities carried out by the doctoral candidates at the partner institutions will be fully and automatically recognised by the home University.

Art. 8 – Financial commitment

All partners shall sign a letter of intent indicating the resources to be put into the programme (money, contributions in kind, infrastructures, etc). The Executive Board will be in charge of drafting the central budget including all costs related to summer schools, secretarial services, program website.

By signing the Consortium Agreement all partners agree to pay their equal share of the central budget.

Each partner University will decide upon the availability of scholarships/grants/salaries in compliance with their internal rules and regulations. However, the call for applications will specify in details the funding and the legal status of the Ph.D candidates provided by each home University.

Moreover, all the expenses related to training and research costs, bench fees, mobility of candidates and teaching staff will be borne by each home University.

Costs related to the organization and management of both Summer Schools will be equally shared among all partners.

Art. 9 – Final examination and language of the thesis

The defence of the thesis shall be held at the Ph.D candidate's home University and shall be acknowledged by the other Universities awarding the PhD degree.

The oral defence of the thesis shall be in English.

The examination committee will be composed of members proposed by the involved partner Universities, including the thesis supervisors and at least one external member.

The examination committee will be appointed by the Education and Research Committee.

Art. 10 – Awarding of the joint degree

The examination committee will draft a report certifying that the thesis has been successfully defended.
Each partner University will be provided by the Executive Secretariat with a template of the final report.

After successful completion of all requirements of the PhD programme the PhD candidate will be awarded the Joint PhD Degree in Science and Safety.

Each candidate will receive the joint degree from the participating Universities.

Candidates who attended a fourth year at the University of …., will receive an additional doctoral degree from such University, provided that the defense of the dissertation has taken place in such University. Candidates enrolled at the ……… University, which cannot award a joint degree, will receive a doctoral degree from that university, certified through a diploma with a joint Diploma Supplement from the other universities and one from the ….University (a double degree). The joint and single supplement will both include an official transcript of records from all universities. The Diploma Supplements will also include a statement certifying that the degrees awarded are part of the joint programme.

Art. 11 – Intellectual Property Rights

Knowledge generated by the PhD student under research activities ("Results") belongs to the University Administrative Centre and shall be available for exploitation and dissemination. The University owner of the above mentioned Results shall ensure their protection according to national laws in force.

The Host University shall enjoy the royalty free licence of Results only in relation to academic purposes.

In case Results are generated with the joint intellectual contribution, both of the PhD student and of hosting University's personnel, Results shall belong to both Universities. Both of them shall sign a specific agreement for protection, exploitation and dissemination of Results.

Art. 12 - Confidentiality

Each involved University is bound to preserve confidentiality and not to divulge information, data, know-how, documents or other material coming from other Universities under the activities of this agreement, unless otherwise agreed and with the exception of law prescriptions.

Art. 13 Liability

Each partner shall be solely liable for any loss incurred by, or damage or injury to third parties, resulting from its own actions in the execution of this agreement.

Each partner shall be fully responsible for the performance of any part of its share of the agreement and for the requirements of Insurance and Social Security for its personnel, involved herein.

With respect to any injury to any person or any damage to any property of any person occurring at any establishment of any of the partners in the course or arising out of the execution of this agreement, the partner at whose establishment the injury or damage occurs, shall be solely responsible for the payment of compensation to such extent as this partner shall be under a legal liability in respect of such injury or damage. This article shall not apply with respect to any such injury or damage, the causing of which is attributable to any act of a servant or agent of any of the partners, committed with the intention of causing harm to any person or property or with reckless disregard for the consequences of his act.

Art. 14 – Settlement of disputes

This Consortium Agreement shall be governed by the law of the country of establishment of the home University identified as University Administrative Centre.

Any dispute between the parties arising from this Consortium Agreement, including interpretation and application of the Agreement, and which cannot be settled amicably by the parties, shall be tried by the competent court according the applicable law.

Art. 15 – Duration and amendments

This Consortium Agreement will be effective for five years from the date of its last signature.
It can be amended or extended by mutual consent in writing by the parties.

The agreement may be withdrawn by either party giving at least six months notice to the other parties in writing.

This agreement is drawn up in _____ originals, each of them written in English, and it is legally binding.

Date and signatures [Repeat for every partner]

For the University of _____

      The legal representative

……………………………………………………………………………………………

Annex I   Application Form

Dear Applicant,

Please fill in this form in English: fields marked * must be completed. Unmarked fields can be completed on a voluntary basis if you feel it is relevant to your application.

Information provided will only be used inside the Consortium for evaluation purpose.

Deadline for submission is…...

Personal details

Title*

First name*

Last name*

Other name

Gender

Date of birth*

Civil status

Birthplace

Nationality*

Contact address:

Street and number*

Postal code, City*

Country*

Phone*

Mobile

Fax

E-mail*

If you have one, add your skype-id

Education*   Please indicate the degrees you hold and the Universities attended

Universities/Colleges*

Bachelor's degree obtained in*:

BA duration (years)*

Date*

Total ECTS (if available)

Universities/Colleges*

Master's degree obtained in*:

MA duration (years)*

Date*

Total ECTS (if available)

If you have other diplomas/certificates please add this information here below:

Honours, scholarships, prizes

List any awards relevant to this application giving dates and a short description

English proficiency*

Please note that you should provide us with one of the following certificates in order to prove your knowledge of the language

☐ A recent TOEFL Certificate: minimum score: 570 points (Paper) or 87 points (Internet)
☐ A recent IELTS Certificate: minimum score: 6.5
☐ A recent First Certificate in English of the University of Cambridge
☐ A recent proof that the candidate attended at least 2 years of higher education taught in English
Other languages:

Level (according to the Common European Framework of Reference for Languages)

Research experience*

Please indicate title and brief description of any research project carried out either during your studies (BA thesis, honours projects, MA thesis, etc) or after them if you already have professional experience.

Also list publications, if any

Scientific interests*

Please describe your research interests (200-300 words)

Recommendation letters*

Please add the contact details of two academics who will write your recommendation letter.

Templates for the recommendation letter can be downloaded here.

They should be sent by regular mail or e-mail to the JoDiss Secretariat:

☐ e-mail: secretariat@.JoDiss.org

☐ Regular mail:

JoDiss Secretariat

Recommendation letter 1

Prof./Dr

University of

E-mail

Contact details

Recommendation letter 2

Prof./Dr

University of

Email

Contact details

Other information

Curriculum Vitae*

Please, upload your curriculum vitae (European cv format) in pdf file

Universities of your choice*

Please choose at least two universities from the list provided

Declaration of honour

I hereby certify that the information provided in this application is accurate and complete. I understand that inaccurate, incomplete or illegible information may affect my selection.

Misrepresentation of this information is ground for admission denial, expulsion from the JoDiss doctoral programme.

I understand that the information provided through this application form will be accessed by members of the JoDiss evaluation committee and the JoDiss secretariat for evaluation purpose. I also understand that the JoDiss Secretariat may in case of selection forward parts of the provided information to the partner Universities academic services.

Date --

The declaration is considered automatically subscribed with the submission of the application

Annex II   Enrolment Procedure

(To be attached by all partner institutions)

Annex III   Doctoral Candidate Agreement

Joint Doctorate in Science and Safety

University XXXXXXX

University XXXXXXXX

I. Preamble

1. Scope: This agreement defines the academic, research, financial and administrative modalities of the doctoral candidate's participation in the Joint Doctoral Programme in Science and Safety *(JoDiss).* The parties commit to comply with local rules and customary practices.

2. Doctoral candidate:

Name: ……………………… Surname: ………………..

Nationality: ……………….. Date of birth: ………………...

The candidate's work will have to be performed in at least two partner universities of the Consortium in different countries. The doctoral candidate is bound to comply with the regulations in force in the universities where he/she carries out the research.

3. Supervisors

The following researchers jointly take full responsibility for the supervision of the candidate's work and commit to fully assume their role of study and research director.

Supervisor 1

Name: ………………..   Surname: ………………..

Title: ………………...

Affiliation [research unit/department, university]: ………………..

Supervisor 2

Name: ………………...   Surname: ………………..

Title: ………………..

Affiliation [research unit/department, university]: …

II. Academic issues

The Doctoral programme of the candidate will be the following:

4. Subject of the thesis

Indicative title of the thesis: ………………..

Subject [abstract]: ………………..

5. Thesis work

The doctoral candidate acknowledges that his/her research work is a full-time activity.

5.1 The duration has to be coherent with the subject and with the funding available. The duration of the thesis work will be 3/4 years.

5.2 Research project [including state of the art in the field of the thesis – position of the Project within the research unit activities – scientific objectives – milestones – methods and means foreseen to complete the thesis – potential learning opportunities for the candidate – mobility scheme].

5.3 Language:

The thesis shall be written in English. When relevant, the doctoral candidate will provide additional executive summaries in any other language of the consortium institutions: French, German, Italian, Spanish or Swedish as per local regulation.

6. Academic training

6.1 Scientific exposure

Each candidate will have an individual Training Plan (included in the Personal Career Development Plan) that will be supervised by the Education and Research Committee. The candidate will be strongly encouraged to participate in conferences, seminars, classes that are organized by his/her host universities, along with activities organized by the Education and Research Committee. The candidate's attendance at the JoDissS Summer Schools and the participation at least in one international conference are mandatory items.

6.2 Joint scientific activities

The Consortium will organize two joint scientific events (Summer Schools) whose attendance will be mandatory for the candidate.

7. Assessment of work progress

7.1 Doctoral Candidate Committee

The candidate's work will be monitored by the Education and Research Committee, whose composition is available in the Consortium Agreement, and by his/her supervisors. The Education and Research Committee may suggest ways of improving the candidate's (scientific) performance.

7.2 Duties of doctoral candidate

The doctoral candidate must draft reports on his/her work in progress every six months presenting the (preliminary) results obtained both at the first and second Summer School. The report will include a list of the various courses, seminars, conferences or other relevant activities that the candidate has attended/participated in.

7.3 Duties of supervisors

The supervisors shall ensure that the candidate is in the best possible situation to complete his/her work according to the foreseen plan. Supervisors will assess work in progress every six months, by jointly going over the reports prepared by their candidate. They shall then submit a report on the candidate's progress to the Education and Research Committee. The candidate's performance will be measured against the milestones defined in the research project. In addition, supervisors will keep each other informed of the candidate's progress on a regular basis, and at least once every three months.

8. Final examination

The thesis will be subject to only one examination (thesis defence), at the end of the third year (or – according to each University's internal regulations – at the end of the fourth year), recognized by all degree awarding institutions. In some cases it might be delayed one year if adequately justified. The thesis defence shall take place at the home University where the candidate is registered and will be governed by local rules.

8.1 Authorization to defend the thesis

Prior to the thesis defence, the doctoral candidate shall submit his/her work to the Education and Research Committee that will follow local rules according to the requirements for the awarding of the joint (or double) doctoral degree.

Authorization to defend will be granted by the university hosting the defence, which will set a date and an examination committee respecting the rules of the degree awarding universities.

8.2 Composition of the final examination committee

The committee shall be composed by minimum three, maximum eight members, including at least two members from the degree awarding universities (tutors), and at least one external examiner, an internationally recognized scholar in the field of the thesis.

The Education and Research Committee will be in charge of making sure that the composition of the final examination committee complies with the relevant university/ies regulations.

9. Diploma awarding

9.1 Type of degree

Candidates who meet the conditions set by the programme and successfully defend their thesis, are awarded the JoDiss doctoral degree issued by:

    University 1, Italy
    University 2, France
    University 3, France
    University 4, Spain
    University 5, Germany
    University 6, Sweden
    University 7, Germany
    University 8, Sweden
    University 9, Estonia
    University 10, France

Universities that cannot award a joint degree will award their own degree in collaboration with the joint one.

The diploma will be awarded by the academic authorities empowered to do so. The University 1 will be responsible of issuing the joint diploma and the Diploma Supplement.

9.2 Diploma Supplement

A complete Diploma Supplement is attached to the degree certificate. The Diploma Supplement describes the work performed to obtain the degree awarded. The purpose of the DS is to facilitate recognition and accreditation of the *JoDiss* degree when seeking employment and to make explicit reference to the added value provided by the international environment of the *JoDiss* programme.

10. Intellectual Property Rights

The doctoral candidate hereby agrees that his/her thesis essay's title and abstract will be posted on the *JoDiss* website when his/her degree is awarded.

The doctoral candidate hereby agrees that the degree awarding universities may store and protect the thesis essay, either as a hardcopy or as a softcopy following their respective procedures.

Moreover, the doctoral candidate will be asked to sign a disclosure agreement that will allow *JoDiss* libraries and e-libraries to make his/her thesis available to the research community. This agreement is not exclusive and the candidate may revoke it at any time. The disclosure agreement will not be deemed as a copyright transfer. The results of the candidate's work belong to their author and will thus be protected by intellectual property rights laws.

III. Administrative issues

11. Candidates' status

The *JoDiss* consortium partners will propose either contracts covering salary, holidays, parental leave, social security and pension rights in accordance with national employment law and practice, or fellowhips/grants. Each grantee will be contracted by the *JoDiss* home University.

12. Duties of partner institutions

The candidate shall be a full member of the University/Research unit in which he/she performs his/her work. As such, the candidate shall be assisted with incoming procedures (visa, permits, housing, insurance, access to a bank account) and will be granted the means necessary to conduct research (research facilities, laboratorial instruments/facilities, libraries, computing facilities).

The candidate shall also be made part of institutional social activities and shall be represented within the institutional bodies.

The supervisor and the research unit director shall make sure that such measures are taken.

The *JoDiss* Consortium will make sure that the non-EU candidates subscribe to proper medical care, personal liability insurance policies and check that these are effective and covering mobility and transition periods.

The Consortium helps the candidate planning and organizing his/her mobility.

The Consortium organizes activities specifically aimed at maximizing the candidate's high-level employment opportunities. Among other activities, the Consortium will accompany the candidate's introduction in research and professional networks, and provide project management seminars, tutorials on career development and intellectual property as well as teacher's training, as provided in the Summer Schools activities.

IV. Financial issues

13. Source(s) of funding and payments to the candidate

13.1 Sponsors

The candidate's work will be funded through the following:

> for University 1, Italy …………………….
> for University 2, France ……………………….
> for University 3, France ……………………….
> for University 4, Spain ……………………….
> for University 5, Germany ……………………….
> for University 6, Sweden ……………………….
> for University 7, Germany ……………………….
> for University 8, Sweden ……………………….
> for University 9, Estonia ……………………….
> for University 10, France ……………………….

13.2 Payment of salary/stipend

Once mandatory taxes have been paid, resulting total funds allocated to the student amount to … €. More precisely:

Over the period from ……... [date] to ……... [date], the candidate will receive a monthly allowance of … € as fellowship/work contract.

The sum given above may be modified over the years due to changes in the applicable regulations. Such modifications will have to be brought to the attention of all the parties to the present contract.

13.3 Additional support

In addition, depending on the availability of extra funding at each participating University, candidates may be granted travel and installation expenses and a fee contribution.

13.4 Candidate's bank coordinates

All above-mentioned amounts, if due by any of the Consortium's partners, shall be transferred on the bank account mentioned in the financial identification form attached. The candidate is responsible for submitting the correct data concerning his/her bank account. If the bank account details appear to be wrong, subsequent bank fees will be charged to the candidate.

The home University may stop the (monthly) payments after adequate warning, in case the candidate:

1. does not pay the required fees (see below);

2. deviates from the original research project without the Education and Research Committee's approval;

3. fails to participate in the mandatory programme activities;

4. fails to present satisfactory progress reports;

5. makes unsatisfactory progress, or does not comply with the general rules of conduct implicit in his/her registration at the institution;

6. fails to fulfil her/his obligations.

14. Candidate's contribution fees to the doctoral programme

If applicable, the candidate shall pay fees according to the following scheme:

Year 1, xxxxxxxx

Year 2, xxxxxxxx

Year 3, xxxxxxxx

Fees are due to:

IBAN:

BIC :

Code banque/Bank code :

Account number:

Domiciliation

V. Modification, mediation and cancellation

It is the signatories' responsibility to inform in writing the JoDiss Coordinator of any changes this agreement may need. The Education and Research Committee shall be informed of any amendment.

If one of the supervisors changes, or if a major change in the candidate's research project seems necessary - such as an extension of the duration or a major change in the topic, then a new agreement must be drawn up requiring the consent of the Education and Research Committee. The contract may be cancelled if the candidate does not fulfil the scientific requirements and other obligations set out in the agreement.

All changes in the financial conditions have to be brought to the attention of all parties to the present agreement, who shall work collectively towards warranting the doctoral candidate the best possible conditions under the existing constraints. Once these (new) conditions have been determined, they will have to be included into an amendment of the present agreement.

In the event of minor changes to this agreement, an amendment may be proposed by the party concerned and incorporated to the agreement as an annex signed by all parties.

Any breach of contract by the doctoral candidate may lead to the cancellation of this agreement.

Any conflict among the parties signing this agreement should be brought to the attention of the *JoDiss* programme's coordinator, who shall seek the best way to resolve it in collaboration with the Education and Research Committee.

This agreement shall include the following annexes:

- annex 1: The European Charter for Researchers and The Code of Conduct for the Recruitment of Researchers

- annex 2: Candidate's financial identification form

- annex 3: *JoDiss* Consortium Agreement

The JoDiss Secretariat is responsible for the formalization of the agreement upon the candidate's arrival and registration at each main institution.

A signed copy of this agreement shall be registered and stored by the Secretariat.

Signatures:

_____   _____

The candidate   The *JoDiss* Coordinator

_____   _____

Date   Date

_____   _____

Supervisor 1   Supervisor 2

_____   _____

Date   Date

_____   _____

Representative of University 1   Representative of University 2

_____   _____

Date   Date

[Repeat for third partner if applicable]

Annex IV   Personal Career and Development Plan (PCDP)

The Salzburg principles state that doctoral education must be an individual journey!

The doctoral candidates are the leaders of their research projects. They must conduct their activities autonomously in order to become professional young doctors, able to integrate a wide range of career options in various sectors.

JoDiss has developed a standardized supervision and monitoring procedure, **the JoDiss – PCDP**, to accompany the doctoral candidates in the definition of their personal doctoral tracks.

The PCDP is a standardized document proposed by the JoDiss consortium to help doctoral candidates and supervisory teams think about, define and then manage the PhD project.

It is organised in four sections:

- The research project
- The individual training plan
- The supervision plan
- The professional project.

The JoDiss - PCDP must be regularly updated: in the first semester, at mid-term and before final defence. Each version is used by the consortium to assess and monitor the progress of the PhD project.

First ☐   Mid-term ☐   Final ☐

BASIC INFORMATION	
Name of PhD candidate	
First institution	
Second institution	
Principal supervisor (1st)	
Co-supervisor(s) (1st)	
Principal supervisor (2nd)	
Co-supervisor(s) (2nd)	
Project title	
Date of enrolment	
Expected date of submission/defense?	

Part A: Research project plan

Short PROJECT DESCRIPTION	
Background	
Hypothesis and aim	
Description of methods	
Publication	(planned, submitted, published)

MOBILITY PERIODS	
When	**Where**

103

Part B: Individual training plan

TRAINING ([...] ECTS credits minimum)		
Mandatory courses	**Institution**	**ECTS**
• Introduction		
• Summer schools		
• Other		
In-depth courses		
Transferable/ Professional Skills		
Total courses		

DISSEMINATION OF KNOWLEDGE		
Type	**What/ Where/when**	**ECTS**
Teaching (% of full time)		
Presentation(oral, poster) at conferences		
Conferences, Seminars and workshop		

Part C: Individual supervision plan

AGREEMENTS ON SUPERVISION, COMMITMENTS, AND RESPONSIBILITIES*)	
Meetings with "daily" supervisor	
Meetings with supervision committee	
Preparation of meetings	
Urgent matters	
Feed back on manuscripts	
Data collection	
Discussion on progress and planning	
PERFORMANCE REVIEWS	
The PhD candidate has been given the opportunity to discuss her/his work and working situation with the nearest superior outside the supervisory group: Yes/No	

*) clearly state who is responsible for organizing what task

Part D: Professional project

PERSONAL AIMS

Future perspective: what kind of position would you prefer after your PhD study (make answers **bold**)

☐ research   ☐ in basic science   ☐ non-profit sector   ☐ home country

☐ education   ☐ in applied science   ☐ industry/business   ☐ abroad

☐ management   ☐ outside science   ☐ self-employed

Learning targets: what do you want to learn during your PhD study at …….. given your future ambitions

Final Synthesis:

TIME SCHEDULE

Include a Gantt diagram with time schedule for both the research and the education plan, including mile stones, deliverables, etc.

DATE AND SIGNATURES			
	Date	**Name**	**Signature**
Principal supervisor 1st Inst.			
Co-supervisor 1st Inst.			
Principal supervisor 2nd Inst.			
Co-supervisor 2nd Inst.			
PhD student			
Approval			
[...] Education com			
Local grad School 1			
Local graduate school 2			

Annex V   Diploma Supplement

> *This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.*

1 INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

1.1 Family name(s):
1.2 Given name(s):
1.3 Date of birth *(day/month/year)*:
1.4 Student identification number or code *(if available)*:

2 INFORMATION IDENTIFYING THE QUALIFICATION

2.1 Name of qualification and *(if applicable)* title conferred *(in original language)*:
Doctor of Philosophy/Agriculture
2.2 Main field(s) of study for the qualification: Science and Safety
2.3 Name and status of awarding institution *(in original language)* …………..
2.4 Name and status of institution *(if different from 2.3)* administering studies *(in original language)*: Not applicable
2.5 Language(s) of instruction/examination: English

3 INFORMATION ON THE LEVEL OF THE QUALIFICATION

3.1 Level of qualification: Third Cycle
3.2 Official length of programme: three years (six semesters) – may be extended to four years
3.3 Access requirements(s): second-cycle qualification (at least 300/240 ECTS); knowledge of English.

4 INFORMATION ON THE CONTENTS AND RESULTS GAINED

4.1 Mode of study: Full-time equivalent
4.2 Programme requirements:
Scope:
A Doctor of Philosophy in Science and Safety is awarded after the candidate has completed ………….

Outcomes:

Knowledge and understanding

For the degree Doctor of Philosophy in Science and Safety the third-cycle candidates shall have demonstrated:
- broad knowledge and systematic understanding of the research field as well as advanced and up-to-date specialized knowledge and in a limited area of this field,
- familiarity with research methodology in general in the methods of the specific field of research in particular.

Competence and skills

For the Degree Doctor of Philosophy in Science and Safety the third-cycle candidates shall have demonstrated:
- the capacity for scholarly analysis and synthesis as well as to review and assess new and complex phenomena, issues and situations autonomously and critically,
- the ability to identify and formulate issues with scholarly precision critically, autonomously and creatively, and to plan and use appropriate methods to undertake research and other qualified tasks within predetermined time frames and to review and evaluate such work,
- the ability to make a significant contribution to the formation of knowledge through his or her own research through a dissertation
- the ability in both national and international context to present and discuss research and research findings authoritatively in speech and in writing and in dialogue with the academic community and society in general
- the ability to identify the personal need for further knowledge
- the capacity to contribute to social development and support the learning of others both through research and education and in some other qualified professional capacity.

Judgment and approach

For the degree Doctor of Philosophy in Science and Safety the third-cycle candidates shall have demonstrated:
- intellectual autonomy and disciplinary rectitude as well as the ability to make assessment of research ethics, and
- specialized insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used.

Research thesis (doctoral thesis)

For the degree Doctor of Philosophy in Science and Safety the third cycle candidates shall have been awarded a pass grade for a research thesis (doctoral thesis).

4.3 Programme details: (e.g. modules or units studied), and the individual grades/marks/credits obtained:

  (if this information *is available on an official transcript this should be used here)* See Degree Certificate

4.4 Grading scheme and, if available, grade distribution guidance:

  Examinations included in third-cycle education are to be assessed in accordance with the grading system prescribed by the higher education institution. The grade is to be determined by a teacher specially appointed by the higher education institution (an examiner).

4.5 Overall classification of the qualification *(in original language)*:

  "Dottore di ricerca in _____"

5 INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to further study: Not applicable.

5.2 Professional status *(if applicable)*: Not applicable.

6 ADDITIONAL INFORMATION

6.1 Additional information:

6.2 Further information sources:

7 CERTIFICATION OF THE SUPPLEMENT

7.1 Date:

7.2 Signature:

7.3 Capacity:

7.4 Official stamp or seal:

8 INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

Information on the national higher education system in _____ (Partners' countries)

Annex VI   Joint Degree Template

JoDiss

European Joint Doctorate Education

[Logo of consortium]

_____

CIVIC REGISTRATION NUMBER

[Candidate's name] has completed third cycle studies jointly organized by [University 1], [University 2] and [University 3] and is hereby, on [month, date, year], awarded the degree of doctor of philosophy in the subject Science and Safety.

[Logo of coordinating university]

Name, function, date

Signature

[Logo of partner university]

Name, function, date

Signature

(number and placement of logos depend on the actual constellation)

[Logo of partner university]

Name, function, date

Signature

[Logo of consortium]

[Logo of coordinating university]	**FILOSOFIE DOKTORSEXAMEN** EXAMEN PÅ FORSKARNIVÅ OMFATTANDE 240 HÖGSKOLEPOÄNG ÄMNE: VETENSKAP OCH SÄKERHET
[Logo of partner university]	**DEGREE OF DOCTOR OF PHILOSOPHY**
[Logo of partner university]	**DEGREE OF DOCTOR OF PHILOSOPHY**

THIS SECTION IS INTENDED FOR REQUIRED SPECIFICATIONS IN NATIVE LANGUAGE ETC.

NAME

_____

CIVIC REGISTRATION NUMBER

999999-0000

HAS PASSED ALL EXAMINATIONS PRESCRIBED, WORTH XX ECTS (EQUIVALENT TO XX HIGHER EDUCATION CREDITS), AND FURTHERMORE WRITTEN A DOCTORAL THESIS THAT WAS APPROVED BY THE EXAMINATION COMMITTEE ON [DATE, MONTH, YEAR].

THESIS TITLE: [THESIS TITLE]

_____ HAS THUS FULFILLED THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN ACCORDANCE WITH NATIONAL LEGISLATIONS IN THE COUNTRIES OF THE DEGREE AWARDING UNIVERSITIES, [COUNTRY 2], [COUNTRY 3]. FOR FURTHER INFORMATION SEE THE ATTACHED DIPLOMA SUPPLEMENT.

Annex VII   Quality Assurance Scheme
(including survey/questionnaire template)

1. Purpose and principles

The JoDiss consortium is committed to the regular yearly evaluation of the programme offered in order to assure itself of the continuing quality and validity of the programme.

The Quality Assurance Scheme (QAS) aims at providing a framework against which doctoral candidates, supervisors, representatives from the Education and Research Committee and external evaluators (chosen from the International Advisory Board) – for the purposes of impartiality - can evaluate the quality of the training and research programmes offered by the JoDiss consortium.

The results will be collected and assessed by the Executive Secretary in order to be submitted to the Executive Board.

The Executive Board will then draft a Quality Assurance Report highlighting strengths and weaknesses and making proposals for improvements.

2. Survey

The aim of the QAS is to bring together a variety of perspectives on the JoDiss programme including academic views (both internal and external) and doctoral candidates perspectives. The JoDiss consortium will make use of an on-line survey tool in order to gather the feedbacks of the stakeholders involved.

The content of the questionnaire will basically focus on:

a) On the doctoral candidates' side

- learning opportunities and support;
- supervising activities;
- courses and summer schools;
- conferences;
- facilities and services provided by the hosting university/ies

b) On the academics' side

- timely completion of scheduled activities;
- work progress;
- learning outcome;
- communication skills.

The JoDiss Executive Secretary will provide the Executive Board with the following data:

- Results of the candidates survey
- Results of the academics survey
- Other information upon request by the evaluators.

The Executive Board will produce an overview report including:

- the identification of any issues, common themes, good practices;
- evaluation of the effectiveness of the JoDiss programme;
- recommendations for further actions

Doctoral candidates - Evaluation questionnaire

This evaluation questionnaire is strictly confidential and anonymous.
Please read carefully and tick the box that best reflects your response. Feel free to add any additional comment in the last section.

1. Where did you carry out your PhD activities_____**?**
_____

2. Would you recommend your host institution to other candidates?   Yes ☐   Maybe ☐   No ☐

3. Did your host institution academically meet your expectations?   Yes ☐   Maybe ☐   No ☐

Please explain why
_____
_____

4. How would you rate the support provided by the host institution during your stay?

Better than expected ☐   As expected ☐   Less than expected ☐

Please explain why
_____
_____

5. Please rate the following:

	Poor	Average	Good	Excellent
Courses offer	☐	☐	☐	☐
Content of courses	☐	☐	☐	☐
Study and research arrangements	☐	☐	☐	☐
Teaching methods (seminars, summer schools)	☐	☐	☐	☐
Academic support provided	☐	☐	☐	☐
Transferable skills	☐	☐	☐	☐
Evaluation procedure and criteria	☐	☐	☐	☐
Facilities (internet, libraries, laboratories, etc.)	☐	☐	☐	☐
Accommodation availability and quality	☐	☐	☐	☐

6. How would you rate your overall experience as a JoDiss PhD candidate?

Poor	Average	Good	Excellent
☐	☐	☐	☐

7. According to your experience, what do you consider the best element(s) of the JoDiss programme?

_____
_____

8. According to your experience, what do you consider the worst element(s) of the JoDiss programme?

_____
_____

9. What could be improved in the JoDiss programme?

_____
_____

10. If applicable, how would you improve it?

_____
_____

Comments:

Academic staff - Evaluation questionnaire

This evaluation questionnaire is strictly confidential and anonymous.

Please read carefully and tick the box that best reflects your response. Feel free to add any additional comment in the last section.

1. Where did you carry out your supervision activities?

_____

2. Was the candidate's academic background adequate?

Yes ☐   No ☐

Please explain why

_____
_____

3. Did the PhD candidate you supervised meet deadlines and timetables?

Better than expected ☐   As expected ☐   Less than expected ☐

Please explain why

_____

_____

4. Please rate the following:

	Poor	Average	Good	Excellent
Progress in research project and activities	☐	☐	☐	☐
Learning outcomes	☐	☐	☐	☐
Communication skills	☐	☐	☐	☐

5. How would you rate your overall experience as a JoDiss PhD candidate supervisor?

	Poor	Average	Good	Excellent
	☐	☐	☐	☐

6. According to your experience, what do you consider the best element(s) of the JoDiss programme?

_____

_____

7. According to your experience, what do you consider the worst element(s) of the JoDiss programme?

_____

_____

8. What could be improved in the JoDiss programme?

_____

_____

9. If applicable, how would you improve it?

_____

_____

Comments:

Double Degree Team

Consortium Agreement

Doctoral Team Joi.Doc – The happy double degree

Logo partner AT	Logo partner GER 1/2/3	Logo partner FR 1/2	Logo partner CZ	Logo partner IT 1/2

This agreement is made and entered into by and between:

[Austrian partner], whose registered office is at [address] lawfully represented by Prof. Dr. X Y, hereinafter referred to as "**coordinator**", and

[German partner 1], whose registered office is at [address] lawfully represented by Prof. Dr. A B, hereinafter referred to as "**partner**", and

[Turkish partner], whose registered office is at [address] lawfully represented by Prof. Dr. A B, hereinafter referred to as "**partner**", and

[French partner 1], whose registered office is at [address] lawfully represented by Prof. Dr. A B, hereinafter referred to as "**partner**", and

 [German partner 2], whose registered office is at [address] lawfully represented by Prof. Dr. A B, hereinafter referred to as "**partner**", and

[Czech partner] whose registered office is at [address] lawfully represented by Prof. Dr. A B, hereinafter referred to as "**partner**", and

[German partner 3], whose registered office is [address] lawfully represented by Prof. Dr. A B, hereinafter referred to as "**partner**", and

[French partner 2], whose registered office is [address] lawfully represented by Prof. Dr. A B, hereinafter referred to as "**partner**", and

[Italian partner 1] whose registered office is [address] lawfully represented by Prof. Dr. A B, hereinafter referred to as "**partner**", and

[Italian partner 2] whose registered office is [address] lawfully represented by Prof. Dr. A B, hereinafter referred to as "**partner**"

(Hereinafter referred collectively to as "**partners**" or "**consortium**").

The core text of the agreement describes a number of issues as structure, organization, finance, cooperation in general terms rather than in detail. More details are given in a number of separate annexes. In order to maintain maximum flexibility and to consequently incorporate experience built up during the consecutive years the programme is given, changes will be met by changes in relevant Annexes rather than through changes in core text. Subsequent versions of annexes will be approved.

Article 1.   Summary of Joi.Doc "The happy double degree" (Joi.Doc)

Joi.Doc is a response to the need for highly qualified researchers, as well as to the need to adapt education systems to the demands of the knowledge society, and to enhance the attractiveness and visibility of European Higher Education world-wide.

The focus of Joi.Doc is the combination of the specific expertise of the partner universities in the multiple aspects of natural sciences. The synergy among the partners and their various scientific domains of specialisation will give doctoral candidates the unique opportunity to develop knowledge and be initiated to the research in a very wide range of branches of natural sciences and to generic respectively transferable skills.

At the same time the doctoral candidates will be fully integrated in the international scientific community, a fact that represents an important first step for their future career. The Joi.Doc graduate will be trained to formulate and provide effective and appropriate responses to these challenges. The Joi.Doc offers quality higher education in natural sciences with a distinct European added value, which is attractive for doctoral candidates from all over the world.

The instruction language of the doctoral double degree programme is English. An opportunity to study other European languages and to become familiar with European cultures will be provided.

Doctoral candidates will conduct their study at least at two institutions of the consortium. The duration of each stay at one institution should take half the time of the duration of the doctoral double degree programme. Doctoral candidates will be awarded two fully nationally recognized doctoral degrees together with a diploma supplement. The national installation of the curricula for a double degree programme is agreed. Joi.Doc will be open to well-motivated doctoral candidates who have completed Master or an equivalent degree in natural sciences and related fields and good knowledge in English.

Article 2.   Aim and structure of the programme

Our double degree programme proposes to contribute to the teaching and research of natural sciences at the European level by combining the specific expertise of the partner universities in the multiple aspects of natural sciences. Hence, it is intended to be a significant component of the European research space. The synergy

among the partners and their various scientific domains of specialisation will give doctoral candidates the unique opportunity to develop knowledge and be initiated to the research in a very wide range of branches of natural sciences: a goal that cannot be achieved within the currently existing doctoral courses in this field. At the same time the doctoral candidates will be fully integrated in the international scientific community, a fact that represents an important first step for their future career.

The aim of the proposed Joi.Doc doctoral programme is to provide a high level multinational research in natural sciences, in close relation to the research activities of the partners. The combined and harmonised teaching and research of the partner universities offer a great variety of competence in the field. The doctoral programme is organized according to three basic objectives: give an advanced background in natural sciences, strengthen the doctoral candidates in scientific research and offer applied training in generic skills. To guarantee, that the curricula are compatible, a template which has to be modified by national / institutional specifications is provided as appendix to the consortium agreement.

The curricula include qualification profiles and the learning outcomes of the dedicated courses / modules specially taught as well as advanced courses / modules already taught at the partner universities as part of their local doctoral programmes/schools. All courses / modules will be given in English. Furthermore, we will do intensive supervision of doctoral students during the whole programme of their doctoral studies.

Article 3.   Organisational structure and responsibilities

Joi.Doc is governed by the following management structure:

A consortium committee (board), with one representative of each institution, is in charge of all administrative issues. The consortium committee is chaired by the representative of the coordinator. The representatives are mandated by their institution and are in charge of organisational and financial issues. If needed due to regulations of the respective institution, the consortium committee submits its proposals on topics, mentioned above, to the relevant body of the institution for approval or decision. The consortium committee is meeting at least twice a year (virtual meetings are allowed and strongly favoured) and nominates among its members persons in charge of specific issues that need to be regulated.

A technical secretariat will provide administration support and will treat all administrative questions and problems and will be in charge of practical issues such as arrival of doctoral candidates, mobility arrangements, administrative tasks concerning study progress, collecting the marks of doctoral candidates, organisation of the selection procedure, and organisation of meetings of the managing bodies, communication, financial reporting and report writing. The secretariat will consist of one administrative support representatives of the institutions and will work under the guidance of the administrative representative of the coordinator. The secretariat will provide the consortium committee with financial information on a regular basis. The technical secretariat will provide the members of the consortium agreement with a Joi.Doc financial and administrative handbook as guideline for all procedures to be followed by the institution. This Joi.Doc financial and administrative handbook will become an integral part of the consortium agreement in future.

The coordinator is in charge of coordinating the programme and responsible for all contacts. The coordinator will take all actions necessary for a good functioning of the consortium and for the fulfilment of the contractual agreement. The representative of the coordinator will chair the consortium committee. The coordinator will guide the technical secretariat.

The academic committee consists of every supervisor and one representative of each institution, is in charge of academic issues (such as admission) but those which are subject to national/institutional

regulations/authorities. The academic committee is chaired by the representative of the coordinator. The representatives have received a mandate by their institution and are in charge of evaluating the documents of incoming doctoral candidates, study programmes of doctoral candidates, advice on dissertation topics. The academic committee decides if due to unbalanced distribution of the doctoral candidates regulations must be carried out. The academic committee is meeting at least twice a year (virtual meetings are possible and strongly favoured) and nominates among its members persons in charge of specific issues that need to be regulated.

The quality evaluation committee, consists of one representative of each institution and a doctoral candidates representative, is in charge of all quality issues of the programme and supports the academic committee, the board and the coordinator in development and improvement of the programme. The quality evaluation committee will meet regularly (at least twice a year) to identify best practise within the consortium towards the establishment of more unified quality assurance procedures (quod vide quality assurance).

Article 4.   Administrative organisation

4.1   Admission criteria

The Joi.Doc programme is open to well-motivated doctoral candidates. Every academic year a maximum number of 15 (fifteen) doctoral candidates can be accepted as doctoral candidates of the programme. Doctoral candidates are required to have a Master degree in natural sciences or related fields. All doctoral candidates are required to prove their language proficiency at C1 level according to CEF (Common European Framework) Accepted tests and scores are listed as follows:

a) Cambridge Certificate in Advanced English,

b) Cambridge Certificate of Proficiency in English,

c) "International English Language Testing System" (IELTS) minimum "Band 6",

d) minimum score 550 points "Test of English as a Foreign Language" (paper-based TOEFL),

e) minimum score 220 points "Test of English as a Foreign Language" (computer-based TOEFL),

f) minimum score 83 points "new internet based TOEFL - Test of English as a Foreign Language" (TOEFL iBT),

g) UNIcert level „III",

The coordinator in collaboration with the admission department in Innsbruck finally selects the doctoral candidates that meet the legal admission criteria of the participating universities.

4.2   Application procedure for Joi.Doc

The consortium has established a central application procedure at the Joi.Doc coordinator, using a joint application form. Doctoral candidates can apply through a standard application form which can be downloaded from the webpage and can be sent on request or can be obtained from the institutions awarding the degree. The research themes / subject matter and also the degrees to which the research projects lead are also available on this homepage, so that candidates are perfectly informed. The coordinating institution could provide first-hand support via telephone or e-mail for all questions regarding the application and further information (e.g. IPR). Applications are made available to the members of the academic committee electronically as they arrive. The application form contains all elements necessary for further selection (such as letter of motivation, full academic background containing a list of courses followed, dissertation project

proposal, obtained grades, information about the ranking of the doctoral candidates in their previous studies, language skills, motivation, publications) applications. The coordinator collects all application forms, checks whether doctoral candidates fulfil basic diploma requirements and prepares an overview for the selection by the Joi.Doc academic committee. The admission department in Innsbruck scrutinizes the applications.

4.3   Admission of doctoral candidates

The doctoral candidates (using the admission criteria as defined in 4.1), after checking eligibility by the coordinator, are selected by the academic committee. Minutes of the selection meeting are made and circulated to all partners. The doctoral candidates finally selected will get an official letter of admission signed by the coordinator. Admission also depends on actual enrolment with respect to the maximum numbers of doctoral candidates per institution as a percentage of the total number of doctoral candidates. All admitted doctoral candidates can enrol under the conditions set for enrolment. Enrolment is only official after the payment of the programme contribution / administrative costs to the account of the consortium.

4.4   Enrolment of Joi.Doc doctoral candidates

Doctoral candidates are enrolled per semester at the institution according to the regulations in the addendum where they part(s) of the Joi.Doc programme. Registration however always takes place administratively at the coordinator's institution. For basic insurance and studentship regulations they are subscribed throughout the whole number of semesters at the Austrian studentship association (ÖH) and the Innsbruck University. The Innsbruck University provides throughout the whole period an immutable e-mail account. Additional formal national enrolments are defined in the agreement about the installation of a double degree.

4.5   Funding of doctoral candidates

Since the consortium considers them as early researchers, the doctoral candidates should in addition be employed as staff members at those universities where this is possible. Employment will take place at the university where the student enters the programme and continue until graduation, meaning that the student does not need to be re-employed at the second university during his / her mobility phase. Specific regulations for employment will be carried out within the cotutelle agreement.

4.6   Education / Research

All partners are responsible to provide appropriate education and research, teaching research and examination within the framework of Joi.Doc.

4.7   Mobility

Doctoral candidates are allocated to the partners by institutions with respect to their personal research interest. Each participating institution can be a hosting institution for doctoral candidates and can offer both thesis opportunities and large variation of elective subjects. In order to meet the requirements for a double degree, doctoral candidates will conduct the major part of their training at least at two institutions of the consortium. If a student does a minor part of the study at a third institution it has to be clear, that the third university does not award an additional degree. Both, local representatives of the technical secretariat (see section 3.2) and the office of the coordinator has to be informed in time. In the context of this international double degree programme it is not possible to graduate at two national universities. All partners have considerable experience in welcoming and hosting international doctoral candidates and are in charge of information on facilities and services regarding visa application for third-country doctoral candidates and scholars and other matters related to studying at the Joi.Doc consortium. Additionally the technical secretariat will distribute specialized agenda to experts at certain sites. Each institution has an office administering international student affairs, and each administration will support scholarship holders in their visa application process. Further, admitted doctoral candidates get information about housing facilities, welfare services and

language courses. Overall, doctoral candidates from elsewhere get special facilities and services so they can be successful in their studies.

4.8 Insurance

National and / or institutional insurance policy does apply. Each partner provides sufficient information material. Information can also be downloaded from the webpage and can be sent on request or can be obtained from the institutions awarding the degree (quod vide section 4.4)

4.9 Duration and Transfer of credits

The programme lasts for three years, according to 180 ECTS-credits. In the case of Turkey, the programme lasts for four years. The duration for doctoral candidates wishing to study at a university with a three year programme and having Turkey as a second university, is regulated by the cotutelle due to national specifications. The ECT-System of grading is used as outlined in the ECTS Users' Guide (ISBN: 978-92-79-09728-7; doi: 10.2766/88064).

4.10 Examination and thesis

For each subject, the examination criteria of the host institution where the subject is taken apply. Marks are communicated to the local representatives of the technical secretariat to be recorded in the general student monitoring database. Doctoral candidates will be given the opportunity to participate in (re-)examination of subjects of one institution while they are staying at another institution during their double degree programme under supervision of local faculty members. Examinations are fully recognised by all consortium partners following the mutually agreed Joi.Doc regulations.

4.11 Supervision

Supervisors and doctoral candidates are obliged to perform the activities / duties / requirements that are defined in the cotutelle agreement. The doctoral candidates are allocated supervisors from two partner institutions. In case of a student wanting to study at a university with 3 years and Turkey (4 year programme), the cotutelle will regulate the duration due to national specifications.

4.12 Dissertation and dissertation defence

For the dissertation defence, a common monitoring and joint evaluation procedure is organised by the supervisors.

For each individual subject, the examination criteria of the hosting institutions do apply. Monographs as well as accumulative dissertations are accepted. Quality standards / guidelines for accumulative dissertations are put down in writing and are provided as appendix to the consortium agreement (annex curriculum). Examinations are fully recognised by all consortium institutions. The dissertation can only be defended when all other requirements to obtain the degree are fulfilled, so that the commission can be mandated to award the degree or not. The common monitoring process and, when applicable, a description of the joint evaluation procedure will be described in detail and after approval by the consortium committee added to the agreement as annex. The number of the members of the defence committee will be written down to the hands of the cotutelle, but will not exceed the figure eight.

4.13 Awarding the degree of Joi.Doc

The degree awarding institutions will be those institutions where the supervisors are located, i.e. the persons who supervise the thesis and form the defence committee. After a student has successfully defended his / her thesis, the consortium committee will recommend the relevant body of the institutions to issue the respective degree as defined in the consortium agreement. Awarding the degree is based on mutual trust of the partner

institutions in the application of the commonly decided standards and quality criteria. Details are given in the consortium agreement.

The Diploma Supplements will be signed by the respective officials of the institutions. The Diploma Supplement will mention the name and the degree of the training in English. The Supplement will contain the full transcript of records obtained during the doctoral programme. Each academic year, the doctoral candidates will receive a copy of the transcript of records of the modules / courses completed that academic year.

4.14 Quality assurance

The Joi.Doc consortium and the organising institutions will ensure the high quality of the programme, evaluating the outcomes annually in the consortium committee. Each of the partners follows its own quality assurance procedures according to its national rules to ensure that the programme maintains its high academic standards. Recognition is a very important issue for the programme, and national authorities are therefore involved in its quality control. In most cases, this system also involves a site visit by a peer review commission.

An international advisory board with representatives from the working field / research areas is installed to advise the Joi.Doc consortium committee and the quality evaluation committee on the set-up of the Joi.Doc double degree programme and the relevance for the professional practice (quod vide article 3). If for some reason, one partner is no longer accredited to award the doctoral degree, the partner will be removed from the programme pending new official accreditation. This will not affect doctoral candidates that are already in the system.

At the start of the Joi.Doc programme, each student is interviewed to ensure the study plan meets the needs of the student (tailor made programme) and that the study plan is also feasible and suitable for the two partner universities chosen. After one year of, there is a project evaluation. In case of low evaluation advice can be that special action should be taken or that the study should be stopped.

4.15 Promotion

The promotion of the programme is the responsibility of all partners. Each partner agrees to the use of its name and logo for the purpose of promotional material and other documentation of the programme. The strategy for promoting the programme will be discussed annually by the board (consortium committee).

Article 5.   Costs and financing

The costs charged by institutions are different due to differences in national policies. However, all Joi.Doc doctoral candidates will have to pay the same programme contribution / administrative costs to the consortium irrespective of their institutions of study. Within the consortium, arrangements have been made to divide the fee and additional costs over institutions to ensure that all institutions receive an appropriate amount of money (covering local tuition fees and compensation for additional activities for the Joi.Doc programme). The programme contribution / administrative costs doctoral candidates will be published on the homepage if the double degree programme in the moment of application.

The programme contribution / administrative cost include the following costs of the doctoral candidates:

- registration in the institutions (including institutional subscription fees, university overheads, language courses announced in the curricula…)
- costs for additional lectures
- the extra costs for organising the double degree programme

Every year the consortium committee will decide on the amount of the programme contribution / administrative costs and on the distribution of the incoming money of the consortium.

Other costs (e.g. insurances, language courses, mobility, extra educational programme contribution / administrative costs) are at the charge of the doctoral candidates. The doctoral candidates are to cover their installation, living and subsistence costs by themselves.

Programme contribution costs / administrative costs of all Joi.Doc doctoral candidates are paid to the account of [coordinating partner] on a semester per semester basis. The coordinator will transfer money to each institution according to their internal policy and tasks they will be in charge of. The budget repartition between partners will be reviewed every year and will be approved by all partners.

The costs of the Joi.Doc course are based on a number of fixed and variable costs. In addition, a number of scenarios with varying numbers of EU as well as third country doctoral candidates and varying distribution among institutions with higher or lower institutional fees were used to make a best estimate of the fees needed to cover the costs of Joi.Doc. Yearly adjustments in programme contribution / administrative costs will be made to keep within budget or to compensate for likely events such as introduction of institutional fees in institutions currently not having such fees. Yearly, a new budget will be composed, and proposed to the consortium committee for approval.

The technical secretariat is located at the place of the coordinator and will be paid by the coordinator. Financial and administrative coordination of the doctoral programme will be done by the Joi.Doc technical secretariat of the programme under supervision of the coordinator. The coordinator is keeping the accounts and reports regularly to the partner institutes / institutions. The consortium committee decides every year on the proposed budget, the allocation of specific tasks and the spending of the money. The amounts mentioned in this agreement can be changed at any time on proposal of the consortium committee by simple majority of the partners, also by a simple majority. All administrative and financial processes will be described in the Joi.Doc financial and administrative handbook as guideline for all procedures to be followed by the institutes/partners.

Article 6.   Liability

6.1.   Each partner shall be solely liable towards the other partners and towards third parties for loss, damage or injury resulting from its own actions in the execution of this agreement. However, no partner shall be responsible to any other partner for indirect or consequential loss or damage such as, but not limited to, loss of profit, loss of revenue or loss of contracts.

6.2.   Each partner shall be fully responsible for the performance of any part of its share of the agreement and for the requirements of insurance and social security for its personnel, involved herein.

6.3.   With respect to any injury to any person or any damage to any property of any person occurring at any establishment of any of the partners in the course or arising out of the execution of this agreement, the partner at whose establishment the injury or damage occurs, shall be solely responsible for the payment of compensation to such extent as this partner shall be under a legal liability in respect of such injury or damage. This article shall not apply with respect to any such injury or damage, the causing of which is attributable to any act of a servant or agent of any of the partners, committed with the intention of causing harm to any person or property or with reckless disregard for the consequences of his act.

6.4   Each partner shall be solely liable for any breach of, or non-compliance with, its legal obligations arising from the present agreement. If the coordinator has to pay damages due to such breach or non-compliance by a partner, the coordinator shall be entitled to full reimbursement from the partner concerned.

Article 7. Entry into force and termination

This agreement shall come into force as of the date of its signature. The partners agree on preparing and publishing (due to national regulations) all documents required until December 2012 so that the application for the first doctoral candidates can start in January 2013. The first doctoral candidates will start their programme / activity in October 2013. If a partner should want to leave the agreement, this partner will discuss this with the consortium and subsequently, when applicable or appropriate, by the legal representatives of the partners. This is not the case if the partner should leave by force majeure. Partners can discard one study year after the written cancellation of the contract has reached the board, but doctoral candidates have to have the possibility to finish the programme within the duration of the programme plus one academic year. The duration of the agreement lasts at least 5 years of doctoral candidates and elongates automatically for further 5 years if it is not discharged.

Article 8. Applicable law and Competent Court

The settlement of any difference or conflict arising from or in connection with this agreement shall be attempted by an amicable effort from the partners. Only the courts of Brussels are competent to decide on the disputes which remain unresolved. The Joi.Doc student is bound to the rules and regulations from the institutions at which she/he is enrolled.

Article 9. Amendments

The consortium committee has the mandate to add amendments to this agreement when necessary. For all things not stipulated in this agreement the consortium committee can decide, subject to approval by the official bodies of the signing partners. Formal approval by the consortium committee and subsequently, when applicable or appropriate, by the legal representatives of the partners, including a thorough audit trail of all versions will be documented by the coordinator.

Article 10. Annexes

Enclosed annexes are an integral and binding part of the consortium agreement.

Signatures [Repeat for every partner]

Signed for and on behalf of:
Signatory and seal (name and also function in block letter):
Date:
Place:

Annex I   Cotutelle Agreement

In consideration of laws and regulations governing the co-operation between public institutions of a scientific, cultural and professional nature and other public or private organisation in .... (Country of University A) and .... (Country of University B);

In consideration of the consortium agreement of "Joi.doc, the happy double degree";

In consideration of .... (laws and regulations concerning issue of Doctoral degree in the University A);

In consideration of............................ (laws and regulations concerning issue of Doctoral degree in the University B);

In consideration of............................ (national laws and regulations concerning issue of Doctoral degree in the University A);

In consideration of............................ (national laws and regulations concerning issue of Doctoral degree in the University B);

between the **......... (name of University A)**

with registered office in................... (address of university A), represented by its Rector,

and **…………………………… (name of University B)**

with registered office in ……………………… (address of university B),, represented by its Rector,

in view of their common intention to promote the scientific co-operation through the mobility of their doctoral candidates, it is decreed as follows

Article 1

To come into force in the Academic Year ……………. and remaining in effect for a term of ……… years, a procedure of cotutelle thesis is established towards

Name and surname of the doctoral candidate …………………….................

Matriculation number ....

Research program ....

hereinafter indicated as the doctoral candidate, in possession of the university degree in ………………………… issued by ....,

Article 2

The preparation of the thesis shall take place both at.........(University A) and at..........(University B), during work stages to be conducted alternatively in ………………(Country of University A) and in................. (Country of University B).

The length of the time spent in each Institution has been defined jointly by both Institutions according to the following approximate calendar:

From..............to................at...............(University A)

From..............to................at...............(University B)

The doctoral program will last ....(3 or 4 years).

The period of work in each university shall last no less than 12 months.

Article 3

Budget

In case of employment of the doctoral candidate the salary will be entirely paid by the university of…………… / will be paid by university of ………………………… from ……… (date) to ………. (date) and by university of ………………………… from ……… (date) to ………. (date).

Article 4

The joint supervisors of the thesis shall be Prof. …………………………, Professor of ……………………………………………… in the Department of ……………………………… at the ……………………………… (University A) as main supervisor and Prof. …………………………………….., Professor of ………………………………… at the ....(University B); they assume this responsibility in joint form in the behalf of the doctoral candidate.

The supervisors will explain the respective roles of the academic supervisor and of the other member/s of the supervisory team.

The supervisors and the doctoral candidate will identify who is responsible for arranging meetings or other formal contact and agree the agenda for these structured interactions. The formal contact between doctoral candidate and supervisor or supervisory team should be at least 10 structured interactions per year, normally monthly. It should be noted that additional meetings may be initiated if necessary.

It is the responsibility of the doctoral candidate to make a record of the formal contact with their supervisors along with a list of any agreed action points.

The supervisors will ensure that the doctoral candidate is advised of appropriate both Universities health and safety policy and procedures. The doctoral candidate agrees to observe these requirements.

Article 5

The supervisors will give guidance about the nature of research and the standards expected, the planning of the research programme, literature and sources, requisite techniques, and the avoidance of plagiarism.

The doctoral candidate will accept responsibility for their own research activity and learning under the direction of their supervisors. The doctoral candidate will be responsible for submitting a project proposal within the timescale established by the Faculty and to maintaining the progress of his/her work in accordance with the stages agreed.

Any circumstances which might require the mode of study to be modified or for University registration to be suspended or withdrawn should be brought to the attention of the supervisors by the doctoral candidate

The supervisors and doctoral candidate will identify who is responsible for obtaining any ethical clearances required by the research project as well as who is responsible for any matters relating to Intellectual Property Rights (IPR).

Article 6

It is agreed that the doctoral candidate's specific training needs, both personal and project related, will be identified.

It is the responsibility of the doctoral candidate to participate in identifying their personal training needs and to attend training programmes provided by Universities.

It is the responsibility of the supervisors to make the doctoral candidate aware of the importance of continued research training and to identify opportunities for training in accordance with Faculty guidelines.

Article 7

The supervisors will ensure that the doctoral candidate is made aware of any inadequacy in his/ her progress or standards of work below that generally expected, confirming this in writing to the doctoral candidate and arranging any supportive action necessary.

It is the duty of the doctoral candidate to comply with good academic practice as outlined in good scientific practice and the duty of the supervisor to point out practices which are below the standard expected.

An annual progress review is required for all research doctoral candidates in order to continue on the programme. The supervisors will ensure that the doctoral candidate is aware of the requirements for progression including, where appropriate, the procedure for confirming candidature. The supervisors and doctoral candidate will agree to participate and fulfil the requirements for progression.

The supervisors and doctoral candidate will agree any deadlines for submission of written work and the times involved for supervisor feedback.

The supervisors will outline the extent of assistance that will be given for doctoral candidates to prepare reports, presentations and the responsibility they will have to report annually on the doctoral candidate's progress.

Article 8

The defence / assessment committee will meet at the University of the main supervisor. The number of the members of the defence / assessment committee will be ___from University A and ___from University B (the number will not exceed 8).

Article 9

The thesis shall be written in English.

Article 10

The parties of this agreement undertake to grant the doctoral candidate, further to a sole dissertation, the title of Research Doctor released both Institutions.

The certificate will clearly state that the degree was jointly supervised and will carry the crest of JOI.DOC and of both partner institutions.

Article 11

The submission and any reproduction of the thesis shall be subjected to the regulation in force at both partner institutions.

All matters not provided for in this agreement shall be governed by the Regulation on the Doctoral Research Program of the ....(University A) and by the Regulations of the...........(University B).

.... (place), ……………… (date)   .... (place), ……………… (date)

Prof. …………   Prof. …………

Rector of the   Rector of the

…………………………………..   …………………………………

_____   _____

Seals of the Institutions, names and signatures:

Prof. …………   Prof. …………

Main supervisor   Supervisor

_____   _____

Doctoral candidate

_____

Annex II   List of Degrees Awarded by Partners

[Austrian partner]:

Doctor of Philosophy, abbreviated "PhD"

[German partner 1]:

Doktor rerum naturalium, abbreviated „Dr. rer. nat."

[Turkish partner]:

Doctor of Philosophy, abbreviated "PhD"

[French partner 1]:

Doctorat (phD) en Scicences de l'Universtité Paris Sud ; Mention Biologie

[German partner 2]:

Doktor rerum naturalium, abbreviated „Dr. rer. nat."

[Czech partner]:

Doktor, abbreviated "Ph.D"

[German partner 3]:

Doktor rerum naturalium, abbreviated „Dr. rer. nat."

[French partner 2]:

Doctorat sciences, technologies, santé en Biologie végétale

[Italian partner 1]:

Doctor of Philosophy, abbreviated "PhD"

[Italian partner 2]:

Dottorato (PhD) in Scienze degli Alimenti

Annex III   Curriculum Template

Curriculum for the

Double Degree Programme "Joi.Doc, The happy double degree"

at the Faculty of XX of the University of XX

§ 1 Description of the Double Degree Programme "Joi.Doc, The happy double degree" and its organization

(1) According to the consortium agreement (Framework Agreement 201X-0XX/0XX of XX.XX.201X, Annex X, Part X), the doctoral programme is structured and organized as a double degree programme.

(2) Courses / Modules and examinations shall be organized by and according to the legal provisions and procedures of the university where they are taken.

(3) The doctoral candidates are allocated supervisors from two partner institutions. In case of a student wanting to study at a university with 3 years and Turkey (4 year programme), the duration will be regulated due to national specifications by the cotutelle agreement.

(4) For organizational reasons, it is possible that modules are offered at a location different from the two universities.

§ 2 Qualification Profile

(1) The programme belongs to the group of studies of the natural sciences.

(2) The programme aims at educating and training for researching and teaching at universities and associated institutions as well as for other higher occupational positions.

(3) Central educational objectives of the programme include a systematic understanding of the research discipline and grasp of the pertinent methods. Through their submission of an original piece of scientific work, graduates of this programme are required to make their own contribution to research which widens boundaries of knowledge and conforms to the evaluation standards of international experts. In so doing, they develop scientific questions and independently subject these to critical analysis. This requires the competence of independently designing and carrying out significant research projects with scientific integrity.

(4) As qualified junior scientists, the graduates of the doctoral programme are able to organize scientific forums, to discuss findings from their special areas with colleagues and doctoral candidates as well as experts and to present and explain these findings to an academic as well as non-academic audience. The quality and international orientation of these studies are to promote the graduates' mobility and to sharpen their perception beyond the boundaries of their special field; the key qualifications acquired should empower them to adapt their expertise to fast-changing requirements without uncritically subordinating themselves to short-lived trends.

§ 3 Length and scope

The programme lasts for three years, according to 180 ECTS-credits. In the case of Turkey, the programme lasts for four years. Doctoral candidates wishing to study at a university with a three year programme and having Turkey as a second university, the duration of the programme is regulated by a cotutelle due to national specifications.

§ 4 Admission, number of doctoral candidates and selection procedure

(1) Valid proof of the necessary academic level for admission to the doctoral programme must be provided. This includes proof of completion of relevant diploma or master programs, of completion of relevant diploma or magister programs at a university of applied science or

(2) completion of other equivalent studies at an accredited post-secondary educational institution. If equivalency is given in principle, and only a few elements are missing for full equivalency, the rector's office of the coordinating partner is entitled to combine the determination of equivalency with the obligation to pass certain examinations in the course of the doctoral programme.

(3) Equivalent studies according to par. 1 are all studies in the field of natural science whereas equivalence is given in case of study duration of five years respectively 300 ECTS credit points.

(4) According to the consortium agreement (Framework Agreement 201X-0XX/0XX of XX.XX.201X, Annex X, Part X) the number of doctoral candidates is limited to 15.

(5) The admission of doctoral candidates will be performed once by the rector's office of the coordinating partner. The admission procedure based on the contract to establish the programme (consortium agreement) will be disclosed by the rector's office separately.

§ 5 Language

Language of the programme is English. Doctoral candidates have the opportunity to take language courses in the respective countries of their programme.

§ 6 Types of courses

(1) Lectures are courses where lecturers present certain areas of a discipline.

(2) Seminars are courses which aim at consolidating subject-specific knowledge and focus on the professional discussion and presentation of topics and hypotheses. They require independent and methodically reflected work on the respective question.

(3) Discussion classes are courses which aim at the discursive consolidation of schools of thought, research approaches, theories, or research topics.

(4) Practicals are courses which aim at giving doctoral candidates hands-on experience in their field of research.

§ 7 Mandatory and elective modules

The following modules – equal to XX ECTS credits – are mandatory:

Example	Mandatory Module: Generic Skills	Sem. hours	ECTS credits
	Courses, as defined in the cotutelle agreement, equal to XX ECTS credits have to be completed. One course must be chosen from the field of "Equality and Gender". Additionally, courses are offered which develop didactic skills and competences for subsequent knowledge transfer, which enhance occupational qualifications, and which are necessary for working and reflecting on the dissertation. Suitable options are marked in the course catalog.	–	XX
	Total	–	XX
	Learning objectives of the module: After successful completion of this module, doctoral candidates command advanced theoretical and practical qualifications which help them succeed in their future careers.		
	Admission requirements: none		

§ 8 Dissertation

(1) In the course of the doctoral programme, a dissertation has to be written, which equals 120 ECTS credits. The dissertation is a scientific piece of work which – in contrast to a master thesis – serves to prove the student's ability to cope with scientific questions in an independent way.

(2) The dissertation topic has to be chosen from the field of natural sciences and in accordance with the research areas of the two supervisors. In addition, interdisciplinary topics are possible.

(3) The dissertation can consist of articles that are related in terms of subject matter or methods. In this case, the dissertation must consist of a minimum of three scientific articles. A minimum of two of these articles have to be accepted for presentation by a reviewed international conference. The latter is not necessary, if at least one scientific article has been published or has been accepted for publication in a peer reviewed journal. The articles must be preceded by an introduction which explains how they are related in terms of subject matter or method. If the articles were written by several authors, the doctoral student's own contribution must be shown in the introduction, as well. In their expert opinions, the evaluators of the dissertation have to examine both the subject matter of the articles and adherence to the requirements of a dissertation which consists of several scientific articles as stated above.

(4) The dissertation has to be registered at the two universities, where the student is registered.

(5) The statutes of the universities where the supervisors are situated determine topic approval, supervision and evaluation of the dissertation.

(6) The student has to propose a team of supervisors, consisting of two people (dissertation committee), and to nominate one of them as the supervisor mainly responsible (main supervisor). It is permissible to propose supervisors (with the exception of the main supervisor) from subject-related fields.

(7) Prior to beginning the work, the student has to communicate the dissertation topic and names of the supervisors in writing to the coordinator. Topic and supervisors are considered as accepted, if the Director of Studies does not veto them by means of a decree within one month after the receipt of the proposal.

(8) Intellectual Property Rights see consortium agreement

§ 9 Written exams and other written work

(1) In written exams and other written work (i.e. reports), doctoral candidates are to show that, on the basis of their fundamental knowledge, they are able to solve problems and handle subjects in their field of expertise in a limited amount of time and with a limited amount of additional resources.

§ 10 Further forms of examinations

(1) An oral presentation is an independently prepared presentation, which is to be supported by suitable materials. The length of a presentation should be between 10 and 45 minutes. The presentation can be followed-up by a scientific discussion.

(2) Scientific protocols comprise in writing, the systematic reflection of a subject-related event, including a critical discussion of the topics.

§ 11 Academic degree

Graduates of the doctoral programme are awarded a double degree, which is awarded by both universities. Each university issues a degree certificate that is formally valid in conjunction with the degree certificate of the partner university.

Graduates of the University of XX are certainly awarded the academic degree of "Doctor of Philosophy", or "PhD" in brief.

§ 12 Implementation

This curriculum comes into force on 1 October 2013.

For the Curriculum Committee: For the Senate:

Annex IV   Financial and Administrative Handbook

The technical secretariat will come up with a financial and administrative handbook

Annex V   Diploma Supplement, Transcript of Records, Certificate

University of […]

Diploma Supplement

This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international "transparency" and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

1 Information identifying the holder of the qualification	
1.1 Family name(s)	
1.2 Given name(s)	
1.3 Date of birth (DDMMYYYY)	
1.4 Student identification number	
2 Information identifying the qualification	
2.1 Name of qualification, title conferred	Philosophiae doctor
	Ph.D.
2.2 Main field(s) of study for the qualification	
2.3 Name and status of awarding institution	
2.4 Language(s) of instruction / examination	
3 Information on the level of the qualification	
3.1 Level of qualification	
3.2 Official length of programme	
3.3 Access requirement(s)	

3.4 Information on international dimension and special character of programme	
4 Information on the contents and results gained	
4.1 Mode of study	
4.2 Programme requirements	
4.3 Programme details (courses, modules or units studied, individual grades obtained)	
4.4 Grading scheme, grade translation and grade distribution guidance:	Grading Assessment
4.5 Information on the double degree	
4.6 Overall classification of the qualification	
5 Information on the function of the qualification	
5.1 Access to further study	
5.2 Professional status conferred	
6 Additional information	
6.1. Additional information	
6.2. Further information sources	
7 Certification of the supplement5 Information on the function of the qualification	
7.1 Date	
7.2 Signature/name	
7.3 Position	
8 Information on the higher education system	

TRANSCRIPT OF RECORDS

FIELD OF STUDY: Doctoral programme Happy Joi.Doc

Area of dissertation:

number ECTS credits

NAME OF INSTITUTION:

contact information

website

Last name of student:

First name:

Date of birth: 19XX-XX-XX Sex:

Admission date: 2010-X-X

Matriculation number:

E-mail address:

ACADEMIC YEAR 2012/2013

№	Title	Duration	Local grade	ECTS credits

ACADEMIC YEAR 2013/2014

№	Title	Duration	Local grade	ECTS credits

ACADEMIC YEAR 2014/2015

№	Title	Duration	Local grade	ECTS credits
Total number of credits:				

Date:

On behalf of

Prof. Dr.

[position]

seal of institution

On the official certificates of each university it has to be written:

This degree was awarded in the joint double doctoral programme Happy Joi.Doc and is only valid in conjunction with the respective other certificate.

Beside the certificates issued due to national regulations an additional document (which is not legal binding) will be added:

[logos of the universities and of the programme]

Certificate

In accordance with [paragraph on federal law]

the director of studies/the Faculty of … of the University of …

confers upon:

name last name

date of birth: XX August 19XX, nationality: …

the academic title of:

Philosophiae Doctor (Ph.D.)

on the successful completion of the

joint double Ph.D. programme Happy Joi.Doc

and all compulsory examinations, the doctoral dissertation

[title of dissertation]

and the oral defense/rigorosum/oral examination

the grade [add grade]

according to the doctoral regulations…

Names of the supervising professors:

name   **name**

university   **university**

place, date   place, date

Dean, Faculty of …   Rector/President

university seal

Annex VI   Intellectual Property Rights (IPR)

1. Preamble

Within the doctoral programme, Intellectual Property Rights mainly concern the home university (Party 1) and the host university (Party 2) of a doctoral candidate, since these two universities are in charge of the doctoral candidate's research activities, which are incorporated into an agreed research agenda of the two institutions.

2. Background Knowledge

Background knowledge shall remain the exclusive ownership of the owner Party who remains free to exploit it, commercially or in any other way.

3. Ownership of Results

The Party whose personnel, including doctoral candidates, solely generate results, shall be the exclusive owner of these results and shall have the right to exploit such results freely.

Results that were generated commonly by the home university (Party 1) and the host university (Party 2) of a doctoral candidate within an agreed research agenda shall be co-owned by both Parties in proportion of their respective intellectual and financial contributions, since both Parties are in charge of structuring the doctoral candidate's research activities which are incorporated into the larger joint research programme of the two Parties. Neither of the two Parties is entitled to dispose of its share of the jointly generated results without the prior consent of the other Party. Whenever possible, applications for protective rights shall be filed in co-ownership, in the joint name and to the joint benefit for both Parties. The names of the contributors / inventors shall be mentioned on the protective right. Each Co-owner shall share the costs of filing an application, of the award procedure, of maintaining and of extending the protective right in proportion of its respective contribution.

If the results of the research activity carried out by a doctoral candidate or other research staff of the two parties can be patented, or protected by other industrial property rights, the parties will immediately inform the other partners and associate members of the consortium, which may express their interest in each of the said property rights within 30 days starting from the communication. Party 1 and Party 2 will jointly discuss ownership and exploitation issues, whereas Party 1 (the home university) enjoys a pre-emption right on patent grant or licence registration. If it is not interested in patenting or registering the results of the research activity, the pre-emption right would move to Party 2. If Party 2 is not interested either, any other partner or associate member may apply for the patent or licence registration. In this case, the interested institution can acquire the ownership of the patent paying a fee (to be negotiated) and will then register the patent at its own expense. In case of two or more interested parties, the coordinator of the doctoral programme would act as a mediator.

The general provisions for ownership and user rights herein are applicable also to software, subject to a written assignment of rights when required, in accordance with the laws and regulations in force.

4. Use of Results and Exploitation

Each partner shall be free to use own results. For purpose and duration of this agreement, the parties shall grant each other the free license to use such results. Further licenses can be granted under fair and reasonable conditions.

In case the results were created jointly by two owners, they shall commonly decide on the best way for the exploitation of results commonly owned. In case of an indirect exploitation through licenses, the parties agree to offer, in preference, the option of a royalty-bearing license to use the rights in results to one of the industrial

partners involved in the doctoral programme. In any case, the parties shall receive financial returns in proportion of their rights on results, and a license agreement shall be signed. In addition, it will be agreed that the two parties shall benefit from a free of charge, non-exclusive and irrevocable right to use the results developed within the doctoral programme for their own research purposes, without the right to grant any sub-licenses.

Regardless of which institution finally enjoys the ownership of the patent or licence, it will grant to Party 1 and Party 2 the right to use any information about the patent / licence for scientific publications and internal research activities for free, except the time needed for registration. Likewise, the right of the author or inventor to be quoted in all official records will be guaranteed in all the above mentioned cases. All the procedures have to assure to the doctoral candidate the publication of his/her works and the defence of the doctoral thesis.

5. Access Rights

Access rights will be reciprocally granted by the parties on their own background knowledge, to the extent that appears reasonable and necessary for the implementation of the doctoral programme, as well as on proper results and on their share of common results generated during the doctoral programme, on a free of charge basis and without any right to grant sub-licenses.

If use of background knowledge, proper results or common results generated during the doctoral program implementation ownership would be necessary to commercially exploit results, the parties undertake to favour, in respect of third-party rights, such exploitation. If an agreement is found, a license agreement will be concluded in order to specify requirements and financial conditions to use such background knowledge, proper results or common results.

6. Intellectual Property Rights of Doctoral Candidates, Thesis

The doctoral candidate's intellectual property rights in results are to be regulated by the national legislation in the countries the parties are located. Both parties, the home university and the host university, respect the European Charter for Researchers and the Guide to Good Practice.

The diffusion, copy and dissemination of the thesis text is subject to a specific agreement between the doctoral candidate and the co-supervising universities, to be agreed on a case-by-case basis, respecting the possible confidentiality of information contained in the text.

National Intellectual Property Rights are to be respected and the settlement of any difference or conflict arising from or in connection with this shall be attempted by an amicable effort from the partners. In that case, Belgian law shall apply. Only the courts of Brussels are competent to decide on the disputes which remain unresolved. The Joi.Doc doctoral candidate is bound to the rules and regulations from the institutions at which she/he is enrolled.

The Faces behind the Documents – Some Insights from Trainees

Dr. Muriel Helbig

Institution	Bauhaus-Universität Weimar, DE Head of International Relations
Name of your JOI.CON Team	Master Team *Green Chemistry*
Your Role in the Team	Coordinator Phase "Graduation"
What will you keep in mind when you remember the whole JOI.CON training period?	That mutual understanding and liking is the key to the setting up of a Joint Programme.
Why did you apply for the JOI.CON training?	The development of Joint Programmes is one of the goals of our institution's internationalisation strategy.
What parts of the training did you enjoy most?	The teamwork during the training sessions in Leipzig and Bologna.
What was the greatest challenge and how did you solve it?	The training was very time-consuming. Solved with discipline and a wonderful student assistant.
Which insights surprised you most?	Insights I gained about my own university and how different the rules are from country to country.
How does – or will – JOI.CON affect your daily work?	I am now part of a network and know where to find information and ask for help.

Arne Van Overloop

Institution	University of Antwerp, BE Internationalisation Expert
Name of your JOI.CON Team	Master Team *European Integration*
Your Role in the Team	Overall Coordinator
What will you keep in mind when you remember the whole JOI.CON training period?	I met many enthusiastic people trying to find solutions to everyday problems to make Bologna really work.
Why did you apply for the JOI.CON training?	My international office encouraged me as we were preparing an Erasmus Mundus proposal. Good practices were beneficial.
What parts of the training did you enjoy most?	Getting together on the video calls inventing a virtual programme with any feature one would want in reality.
What was the greatest challenge and how did you solve it?	Combining law in Flanders, France, Slovenia, Lithuania and the Czech Republic was actually not so hard. Probably actual dissemination of information between partners could still be difficult. We agreed that all partner institution had to really support the programme before starting the development. We based sharing information on mutual trust.
Which insights surprised you most?	That we are doing it all a bit different, but always having in mind good education for our pupils.
How does – or will – JOI.CON affect your daily work?	I familiarized myself with the internal structure of my university. This will help me solve problems faster in the near future.

Véronique Debord-Lazaro

Institution	Université Bordeaux Segalen, FR International Cooperation Officer
Name of your JOI.CON Team	Master Team *Yellow Submarine*
Your Role in the Team	Coordinator Phase „Selection/Registration/Enrolment"

What will you keep in mind when you remember the whole JOI.CON training period?

JOI.CON has been a very rewarding programme, in terms of acquired professional competences as well as networking. It was also a great personal experience that gave me the opportunity to try out my intercultural skills.

Why did you apply for the JOI.CON training?

When I applied, I had been only recently appointed at the university to follow the development of international joint degrees. Even though there was already expertise within the university on this subject, I felt that I would really need to get external in-depth training to be able to pertinently support our teachers/researchers in the setting up of Joint Programmes (administrative issues, budgeting, relations with partners). I expected from my participation to the training to identify the critical steps in the development of a joint degree and to benefit from the experience of others as regards the management of transnational consortia.

What parts of the training did you enjoy most?

The lively, sometimes harsh discussions with my team partners to overcome institutional difficulties while preparing our consortium agreement.

What was the greatest challenge and how did you solve it?

The time-consuming nature of the project was real and it was sometimes hard to accommodate the demands of the programme with our already fully booked agendas. However, I believe you only get from training what you are willing to put into it, and JOI.CON was definitely worth the efforts!

Which insights surprised you most?

I guess I wasn't expecting to feel that involved in the programme, considering its mainly virtual nature. In the end, I did truly feel part of a JOI.CON community.

How does – or will – JOI.CON affect your daily work?

I believe my understanding of international study programmes has significantly improved, which of course helps me a lot when discussing with teachers who wish to develop this type of degrees.
I also feel that JOI.CON has given me a reliable methodology to implement within my home institution.

Ian Jones

Institution	University of Nottingham, UK International Officer for Partnership Development
Name of your JOI.CON Team	Master Team *JEMToM*
Your Role in the Team	Overall Coordinator
What will you keep in mind when you remember the whole JOI.CON training period?	The fantastic training team.
Why did you apply for the JOI.CON training?	To learn more about the opportunities for UK institutions to collaborate with European universities.
What parts of the training did you enjoy most?	Working with a small team of European colleagues.
What was the greatest challenge and how did you solve it?	The greatest challenge was overcoming differences between the financial arrangements for Higher Education in the United Kingdom and those in most other European countries.
Which insights surprised you most?	The extent to which European countries currently work together.
How does – or will – JOI.CON affect your daily work?	It has given me a much clearer idea of what countries in Europe – outside of the UK - see as important when developing joint masters degrees.

Mireia Galí

Institution	Autonomous University of Barcelona, ES International Welcome Point Coordinator
Name of your JOI.CON Team	Doctoral Team Joint Degree *JoDiss*
Your Role in the Team	Team Member
What will you keep in mind when you remember the whole JOI.CON training period?	Team working, improvement of my skills, great trainer, great colleagues from whom I learnt a lot.
Why did you apply for the JOI.CON training?	I already have certain experience in developing Joint Master Programmes. Yet in my country, doctorate studies are currently being adapted to the Bologna process and this implies the start of developing new Joint Doctorates. I was highly interested in knowing how these Doctorates are being developed in other countries and learn from their experience.
What parts of the training did you enjoy most?	Discussions and trainer inputs.
What was the greatest challenge and how did you solve it?	Fees policy. We solved it in a way that did not satisfy myself very much, but it was the only acceptable one for the most part of the partners: Separate fees.
Which insights surprised you most?	The wide experience in Doctoral Schools in other countries. Especially Career Development Plans were new to me, among other interesting tools that I did not know.
How does – or will – JOI.CON affect your daily work?	It will facilitate my daily work, as now I have a wider knowledge of possible resources.

Randolph Galla

Institution	Ruhr University Bochum, DE Staff Member of Quality Assurance in Education
Name of your JOI.CON Team	Doctoral Team Double Degree *Joi.Doc*
Your Role in the Team	Team Member
What will you keep in mind when you remember the whole JOI.CON training period?	Besides learning a lot: Interesting discussions and interesting people, energetic project end, fun of intercultural learning, reflecting and giving value to the process (as opposed as being too strongly focused on producing results).
Why did you apply for the JOI.CON training?	To enhance my competences in setting up joint degree programmes.
What parts of the training did you enjoy most?	The final two training days in Bologna.
What was the greatest challenge and how did you solve it?	Getting rid of the idea to develop a blueprint – accepting that a lot of compromises are needed to find solutions. You don't end up with the perfect solution, but you find one, and that's what matters at the end of the day.
Which insights surprised you most?	Learning that if we join our different views and expertise, we will find a way around challenges which seemed far too big at the beginning of our discussions.
How does – or will – JOI.CON affect your daily work?	Positively, I assume. Let's see...