Erasmus Mundus Master Courses (EMMC)

FPA summary reports - selection 2004/2005

Experience and lessons learnt from the first generation of EMMC

EACEA synthesis evaluation report
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SYNTHESIS ASSESSMENT OF EMMC FINAL REPORTS

Foreword

The following assessment text is the synthesis of 36 individual assessments of final reports submitted by Erasmus Mundus Master Courses (hereafter EMMC) selected in 2004 or 2005, which have been funded for five consecutive editions (/student intakes). This assessment was performed by four independent experts: Lucia Franchi, Sylvia Gómez-Ansón, Michel Jouve and Frank Wilson. It summarises the essential characteristics of these EMMC during their 6 to 7 years of funding, and underlines their most outstanding features, sometimes collective and mostly individual.

Illustrating examples of good practice or problems needing to be addressed are included, which may serve as practical experience and/or guideline for the following generations of EMMC. References to projects\(^1\) are provided in order to facilitate the search for further details and contacts to the coordinating institutions.

INTRODUCTION

The received reports cover the first two selections of Erasmus Mundus Master courses (under Calls for Proposals EAC/21/04 and EAC/22/04). As such, these courses were pioneers and useful lessons have already been drawn by the European Commission and the Executive Agency from their experiences. The analysis of the 36 final reports show that even more lessons can be derived from these reports, in particular from those that have been carefully written by the respective coordinators.

The overall quality of these reports is quite variable. The more illuminating reports demonstrate the following qualities: the whole consortium was consulted before the text was drafted; self analysis, rather than self praise, is the dominant intellectual stance, including self criticism when appropriate; the authors intend to share their experience with aspiring applicants; the authors are capable of summarising significant issues; they go beyond the statement of problems and suggest possible remedies; they concretely provide links to good practices, and points of contact.

The less instructive ones appear satisfied with providing descriptions of already known facts, often recycling material from previously delivered reports. They commonly fail to highlight the lessons learnt from the full implementation of the courses. They appear sometimes to be written by administrative staff with no or insufficient contribution from academics. Another identifiable weakness is that some reports lack a joint perspective, i.e. insufficient contribution of all the partners, despite the recommendations made in the guidelines.

1. CONSORTIUM COMPOSITION AND COURSE MANAGEMENT

Facts and figures

The 36 EMMCs concerned included 143 different European universities, with 167 instances of participation. The minimum eligible consortium consists of full-partner HEIs from three different European countries, at least one of which must be an EU Member State. In fact these pioneer EMMCs were composed on average of 4,7 higher education institutions (the range

\(^{1}\) The full EMMC titles for all abbreviations used in the text are listed in Annex II.
goes from 3 - minimal number according to the programme requirements - up to 8 universities representing 7 different countries).

Because the selection criteria were based exclusively on the excellence of the joint programme (from the management and content points of view), as well as on its added value for the attractiveness of the European Higher Education Area (EHEA), the geographical balance among participating countries was never treated as an award criterion. Despite this, the first two generations of EMMC include universities from 19 different European countries (18 Member States plus Norway) and are coordinated in 12 of these countries².

As shown below, France, Germany and Italy were the most active countries in coordination of these EMMCs, while universities of Germany, France and the United Kingdom were most frequently represented as partners in the consortia.

² With the evolution of the programme and it ever growing reputation, the number of countries involved as coordinators or partner of selected EMMC has considerably grown, with the representation of 26 European countries (17 as coordinators) in the currently existing 131 EMMCs. This is particularly striking for universities from the so called "new Member States" that were almost completely absent from the first generations of EMMCs – with only 4 countries involved, no coordination and less than 5% of the total participation – and are now accounting for more than 10% of the total, with all 10 countries represented and 5 EMMCs coordinated.
While in the second phase of the Erasmus Mundus programme EMMC consortia can also include universities from non-European countries among their partners, this was not the case at the time these 36 EMMCs were selected. However, they had the possibility to apply for an Action 3\(^3\) Partnership funding that would allow them to initiate cooperation activities with non-European universities, and to benefit from scholarships for their European students and academics in order to study, perform research activities, or contribute to the delivery of part of the EMMC in the non European universities concerned.

20 (56\%) out of the 36 EMMCs considered in this report have benefitted from this funding opportunity and have included some 61 additional universities representing 24 different non-European countries, among which China, United States, Australia and South Africa were most frequently represented. A large proportion of these universities have become full partners when the EMMC concerned has continued under the second phase of the programme.

Finally it should be noted that the 36 EMMCs concerned received their last funding for the student cohort starting in the academic year 2009/2010 and had to reapply in order to be able to benefit from a new funding cycle of 5 years (intakes) starting from the academic year 2010/2011. At the start of the 2011/2012 intake, 22 (61\%) of these 36 pioneers continued to be funded under the second phase of the EM programme.

**Management structures**

The overall picture concerning the management of the master courses is one of efficient and correct management.

While only a few minor changes occurred during the implementation, mainly due to the normal changes among the teaching staff, these did not alter the general architecture of the courses. Other administrative changes may have occurred at the end of the first run of the course; they are improvements due to weaknesses observed during monitoring or evaluation of the courses. Several courses required a change of partners, usually consisting of the inclusion of third country partners, as a result of Action 3 collaborations. Overall the large majority of these changes can be considered as positive improvements rather than reactions to difficulties.

Two main models of organisation exist: one is a top down structure, with much or most responsibility lying in the coordinator’s hands; the other relies more on an equal distribution of administrative and pedagogic tasks. On the whole, the idea of a "joint approach" is better maintained with the second solution, as the reports tend to indicate. In the latter case, the project’s management is based on the creation of a series of ad hoc boards, each involving a member of each partner university; most commonly, the boards are under the responsibility of one of the consortium members. The risk of this otherwise laudable organisational pattern is that too many boards can lead to a scattering of efforts and the loss of a cohesive overview; the boards tend to report to each other rather than speak to each other. In the best cases using that type of pattern, a strong management board synthesises the activities and defines the overall policy.

The frequency of board meetings is a debatable matter. In some cases, a strong management board meets three times a year at key moments in the life of the master course. This clearly works well. However, considering the high number of participants, this frequency has a cost

\(^3\) Note that "Action 3" of the first Erasmus Mundus Programme phase (EM I) is different from Action 3 in the current phase of the EM Programme (EM II). Under EM I "Action 3" was a separate action to which only selected EMMCs could apply in order to realise short-term outgoing mobility of students and teachers.
that could be reduced by organising a video conference for the intermediate meeting. Ideally, a balance ought to be found between ICT based and face-to-face meetings to preserve personal contact as well as financial effectiveness. In some cases, the frequency of meetings decreases with time, the first year calling for more meetings to adjust the procedures, following observations made on the early implementation of the course. This is an interesting pragmatic approach, which also serves to knit the partners together when they do not yet know each other well.

In general, the relations within the partnerships are well supported by detailed cooperation agreements stating each individual task.

**Management structure and methods (EMMA)**

EMMA developed a management structure centred around a Board of Studies that constitutes the governing and key operational body of the Consortium. It includes at least two members from each European partner with a mix of senior administrators and professors, and after non-European partners joined the Consortium, the Board of Directors included also a member from each non-European partner. In 2008 student representatives were added to the Board. Each partner institution accepts responsibilities for the coordination of certain aspects of the programme. The tasks are allocated by the Board on the basis of expertise and experience, and to ensure flexibility. The distribution of the workload among the partners is decided after defining task packages, and all information is stored on a web space shared only with one person at each partner university. Additionally, a senior administrator on the Board has been appointed to coordinate relations with the EACEA. Different specific working groups have been established: a joint degree working group; a scholarship working group; an admissions working group, a quality assurance working group, a marketing and website working group and a funding and sustainability working group. Each working group includes representatives of all partner institutions. In 2010, the Consortium established an External Advisory Board. This Board includes five members with experience and knowledge in the field of the EMMC.

**Evaluation mechanisms**

All projects declare that the EMMCs are subjected to some sort of quality control. However, practice varies considerably and on the whole, the reports most commonly fail to provide information on the findings of the quality assurance surveys and on the consequences drawn by the consortia as feedback. Some are nonetheless usefully explicit on the subject, as the following example illustrates.

**Evaluation (MEEES)**

The procedures for internal evaluation of the MEEES consortium are based on the feedback provided by the students, by means of anonymous questionnaires dedicated to each course and to the programme as a whole. In this way the consortium has also the possibility to monitor the local activity with respect to the general activity of the Master. A table summarizes the degree of satisfaction, based on responses by 95% of the enrolled students, and demonstrates the good success of the programme.
The internal evaluation allowed detection and correction of some issues that could not be prevented during the preparatory year, for example the lack of specific courses at one of the institutions; the evaluation was therefore proven to serve as an effective tool for improving the programme.

The best evaluation policies are those where a common approach has been developed, and where quality assurance handbooks have been produced, providing the partner HEIs with mandatory guidelines. In many cases, the consortia indicate that each partner has their own evaluation practice, either institutionally and/or nationally. This is quite legitimate in itself, in order to abide by the local regulations, but the course additionally needs to devise its own specific method as it is a joint European venture.

External evaluation, when it is implemented, is most commonly based upon peer reviews; considering the nature of EMMCs, this appears to be the most effective form. However it is not always clear how these assessment results materialise: evaluators need to formalise their findings in some form of report made available for all actors. Alumni associations are sometimes involved in the evaluation operations, thus providing a broader perspective of the student experience. This type of involvement is particularly helpful as a systematic method to analyse the employment of graduates, and to continue maintaining the links between the EMMC and its former students. These links are even more important in view of the fact that, apart from a few instances, most reports fail to provide clear enough information concerning the employment rate of their graduates, owing to the difficulty of keeping track of them (see below, part 3).

**Quality assurance and rotating peer review (NOHA MUNDUS)**

1. **NOHA Quality Assurance Visitation Procedures or Peer Review:** During the academic years 2004-2009, each NOHA Mundus institution was visited by an academic from another institution. The purpose of the visits is to maintain and assure that each institution is implementing the agreed programme in line with the quality NOHA objectives and at a level and manner that exemplifies a high standard of quality. Visitation reports were forwarded to the Quality Assurance Co-ordinator who prepared and submitted a final report to the NOHA Board of Directors.

2. **Students’ evaluation** of the programme: each of the different course components of the NOHA Master’s programme were the object of quality evaluation by the students. The results of the evaluations served to improve the programme in general and at each university in particular for the next course.

3. **Guidelines and tools:** agreement on content of quality assurance: at course / module level: Tuning
External relations

The reports indicate a much diversified picture of the relations between the EMMCs and their operational environment, whether it be direct (academic institution) or broader (authorities or socio-economic actors).

In some instances, the courses seem to have remained in their “bubble”, either by choice or by force. Local academic habits may prevent internal communication and therefore its influence, leaving the joint courses separate in their institutions. In these cases, the sustainability of the courses is even more problematic, as they are not institutionalised. Admittedly, their local impact is therefore quite small. However, when this isolation results from a very restricted ownership of the course, being in the hands of very few professors, then the consortium is responsible itself for the failed impact of the Master programme.

In contrast, other EMMCs have in a significant number of cases made an active effort to include and advertise the joint master in the normal activities of their universities. This has amplified the influence on either administrative practice, or on pedagogic and/or scientific approaches. The programmes of excellence tend then to become challenges for fellow students as well as for other academics, performing one of the basic functions of EU supported initiatives, namely to raise the general level of higher education.

One very positive spin-off of EMMCs is an increase of interdepartmental relations for academic purposes: most of the EMMCs being multidisciplinary, they served as testing laboratories for new types of study and research pathways that are now becoming more and more frequent in a number of universities and higher education systems, involving facilitated conception and accreditation of innovative master courses.

The involvement of external scholars⁴ has turned out to be very efficient, not simply for teaching purposes, but additionally to facilitate the later professional advancement of the graduates and to provide ideas for future research, therefore creating lasting links between university and industry. Considering the potential of such connections, it is unfortunate that in some cases very little was done to ensure inclusion of economic partners in the general activities of these international joint study and research programmes.

A comprehensive policy of cooperation with enterprises (EUROAQUAE)

The Master has built very close links to companies hungry for the expertise it produces. Companies working in water treatment, conservation of water, and new approaches to water sourcing, provide experts to lecture on courses, to mentor students and to co-supervise theses. These same companies provide internships, often as salaried positions, to ensure students are exposed to latest research and development demands. This strategy of close working with industry provides exposure to real market demands for knowledge and skills, links with professionals in support of career and future research, and concretely, job opportunities. The involvement of industry via this ‘Club Of Friends’, and also via active participation in the QA scheme, ensures top quality graduates ready for key positions in supporting companies. To date, 95% of placements result in employment offers. Around 80% of these work for European companies but are placed at or near their home region where European companies are developing new markets.

⁴ More information on scholars can be found on page 23.
Other types of external connections with public authorities at local, regional or even national level have also been successfully implemented by several EMMCs. This resulted in adding a platform for promotional purposes, inserting the course in the political or economic reality, and more concretely, negotiating and obtaining additional scholarships, which usually benefited European students, thus helping the promotion of the course at national (regional/local) level.

**Involvement of non-academic organisations in the course implementation**

The evident relations with the socio-economic environment demonstrate a contrasted picture, such as was previously described concerning external institutional or academic partners. Some master courses had few connections with the economic sector owing to their subject area, and so their reported external relations were very restricted. However, the majority of EMMCs did offer at least one professional pathway that made it compulsory to establish operational links with the economic sector or with industry. The lowest common denominator for these courses is the inclusion of placements in the students’ assignments; these internships were usually negotiated by the course itself with local enterprises in the concerned countries. In contrast, the best courses are those which have shown the greatest effort to associate the economic partners at all levels of the course implementation: yearly discussion on course content, assessment of the students’ internships and thesis (when relevant), and evaluation of the programme, as well as internships, industry provided lectures, and industry visits to observe practice when relevant.

The professionally oriented EMMCs all satisfactorily include internships, although these are not equally well integrated. In some cases, there seems to be little monitoring of placements; the reports do not clearly illustrate the way in which academic staff collaborate with the concerned enterprises to follow the students during this important part of their curriculum. In contrast, many cases show that the internships are a constructive way to develop and integrate the relations between academic institutions and their economic environment. This relationship is shown to be useful for the future employment of graduates, and also to help devise original pathways for future collaboration at PhD level, where academic and economic interests may address joint issues.

**Connections with external partners and improving employability (GEM)**

The partners had a close collaboration with companies, government and non-government organisations and agencies. Students had on-site visits to organisations, attended presentations and seminars by guest lecturers, and there was a collaboration and co-supervision during internships and individual student projects allied to the business activities of organisations. A large number of theses have involved cooperation with local municipalities, national survey departments, environmental agencies and companies concerned with the impact of their operations on the environment. The EMMC also established a Strategic Advisory Board whose task is to review the programme and advise on industry developments, and on matters relating to external employment opportunities. The programme demonstrates success in employability: all graduates obtained professional employment, started their own entrepreneurial activities or commenced PhD studies.

Statistically 20 out of 36 reports provided some information on traineeships and/or placement periods during the studies. A traineeship or placement period is either a compulsory or an
optional element of an EMMC programme; traineeships were included as a compulsory element in 9 EMMC while in 7 other EMMC a traineeship was optional. Four EMMCs mention that although a traineeship was not officially included in the course program, some students had an opportunity to carry out their thesis research in a company, laboratory or other organisation that could be also considered as traineeship/placement period.

The active involvement of non-academic organisations understandably varies according to the subject area of the course. In the case of masters in humanities, and to a lesser degree in social sciences, few obvious openings exist. The few cases when those in charge made innovative efforts to create links with private or public organisations should be highlighted since they provide useful models for aspiring candidates, and since it goes together with a creative approach to the employability of students that, in these fields, is generally far more problematic.

For most of the EMMCs however, the job market is more open, and linking with enterprises therefore becomes practically mandatory. The most evident involvement of the world of enterprise, apart from lecturing on specific, technical or business subjects, is the organisation of placements. Although most of the time these placements are part and parcel of the whole curriculum, and ECTS credits are allocated to them by many institutions, some courses do not allocate any credits. This is linked to the existence of different classes of internships. Some are considered as “light” experience of work in enterprises: they are short, and often occur in the summer season outside the normal teaching periods. For these, although they are formative, no real recognition is granted. In contrast, very technical subject areas show internships that are highly structured and conceived in common with the non-academic partners. In some cases of highly professionally-oriented masters, non-academic personalities participate in the students’ recruitment: this is an example of good practice because it helps to ensure industry relevance.

Good practice, in the cases of close collaboration, is also seen to involve the non-academic organisations in the supervision of theses, while the placement periods are co-examined and monitored. For internships in relation to specific industrial projects, paid internships could be negotiated. Some master courses indicate that they intend to develop the cooperation to the level of PhDs, possibly EMJDs.

Evaluations of EMMCs have recorded that students are quite satisfied with the intervention of non-academic personalities in the courses.

**Funding**

Apart from the administrative side, funding and resources are the most troublesome stumbling block. The financial support of the EM programme is declared to be absolutely essential for almost all courses. One of them boldly attempted to continue without European support; it ended the year with a deficit.

From the information provided in the reports, it seems that few consortia adopted a real strategy to find additional funding that could have paved the way to a self-sustaining master course after the end of the contract with the Commission. In some cases, though, significant financial support was found either from enterprises or public authorities: this occurred when the subject area of the course corresponded to local economic priorities. In rare cases where the EMMC was strongly backed by the institutions, these even provided scholarships from their own resources. This of course is excellent practice, though not an example which can easily be reproduced universally.
The issue of tuition fees also sometimes proved to be a source of difficulty, yet it was in all cases settled satisfactorily. Considering the diversity of national regulations in this matter, the consortia can be praised for finding pragmatic answers. This may sometimes have been achieved at the cost of perfect initial transparency, since all the consequences of fee distribution had not been completely anticipated (especially in the early days of the programme), but it does not seem to have been significantly detrimental to students. The distribution of fees among the partners was calculated according to various criteria: in some cases, it was calculated according to the number of ECTS credits delivered, in others to the number of students received. In case of English institutions, tuition fees are considerably higher there than in most continental universities. The solution then required awarding a larger share of the collected fees to these institutions, sometimes associated with a limitation of the number of mobilities to England.

In contrast, the situation of Nordic Universities, where the principle of free (/public supported) tuition for all students was in place at the beginning of the programme, led to some difficulties for the universities concerned or even for the national authorities who had to adapt their national regulations in this respect in order to address the increased demand for international joint programmes.

2. COURSE STRUCTURE AND IMPLEMENTATION

Facts and figures

The EM programme does not impose particular requirements on the EMMC structure except that a) it has to lead to an officially recognised joint, double or multiple degree, and b) it has to include a mandatory study (/research) period in two different European countries represented in the consortium.

With these two basic requirements, selected EMMCs have presented a large variety of models. Concerning the duration of courses, out of the 36 pioneer EMMCs, 24 (67%) had a duration of two years equivalent to 120 ECTS, 4 (11%) had a duration of one year equivalent to 60 ECTS and the remaining 8 (22%) had a duration of one year and a half or 90 ECTS. It should be noted that, for the reasons explained below and also because of the implementation of the Bologna recommendation in most of the EU Members States (with a two years master following a three years undergraduate degree), the share of 2 years master programmes represent almost 90% of the 131 EMMCs that will receive scholarships for their 2012 intake.
As already mentioned under the geographical distribution of the participating universities, the thematic balance among selected EMMCs has never been considered a selection criterion. Only the best integrated master courses had to be selected independently from the thematic areas they addressed. Despite this approach, the thematic coverage of the 36 first EMMCs is rather broad going from space science to quaternary and from earthquake engineering to humanitarian aid. Although the vast majority of these EMMCs are pluri- and trans-disciplinary, often combining "hard sciences" (physics, chemistry, mathematics, informatics, etc.) with "soft sciences" (humanities, social, economics and political sciences, business, law, etc.), the share of EMMCs between these two very broad categories is almost balanced. The table below provides a more detailed distribution among specific thematic fields, although as indicated above this does not fully reflect the diverse thematic content of the courses delivered.

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject Description</th>
<th>Total</th>
<th>%</th>
</tr>
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<tbody>
<tr>
<td>6</td>
<td>Engineering, Technology</td>
<td>7</td>
<td>19.4%</td>
</tr>
<tr>
<td>7</td>
<td>Geography, Geology</td>
<td>5</td>
<td>13.9%</td>
</tr>
<tr>
<td>14</td>
<td>Social Science / Humanity</td>
<td>5</td>
<td>13.9%</td>
</tr>
<tr>
<td>11</td>
<td>Mathematics, Informatics</td>
<td>4</td>
<td>11.1%</td>
</tr>
<tr>
<td>12</td>
<td>Medical Sciences</td>
<td>4</td>
<td>11.1%</td>
</tr>
<tr>
<td>1</td>
<td>Agricultural Sc. / Environment</td>
<td>3</td>
<td>8.3%</td>
</tr>
<tr>
<td>15</td>
<td>Communication and Information Sciences</td>
<td>3</td>
<td>8.3%</td>
</tr>
<tr>
<td>5</td>
<td>Education, Teacher Training</td>
<td>2</td>
<td>5.6%</td>
</tr>
<tr>
<td>10</td>
<td>Law</td>
<td>2</td>
<td>5.6%</td>
</tr>
<tr>
<td>4</td>
<td>Business Studies, Management Science</td>
<td>1</td>
<td>2.8%</td>
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</table>
Another feature of the EMMC that was left to the decision of the consortium is the one of tuition language. Although all selected consortia had to provide possibilities for the enrolled students to learn the local language of their European host university, they were free to decide which tuition language(s) would be used for the delivery of the courses. It is not a surprise to note that 35 out of 36 EMMCs had English as tuition language and, for 21 of them, as the only tuition language. Next to English, French followed by German and Spanish are the other three most common tuition languages. While 21 EMMCs (58%) used only English as tuition language, the range of tuition languages offered by the other EMMCs varied from 2 to 6 (including in this unique case, Portuguese, Spanish, Italian, German, French and of course English as tuition languages.)

Finally, although consortia were free to decide to deliver double, multiple of joint degree to their successful students, the Commission and the Executive Agency have constantly encouraged them to aim for the delivery of joint degrees. From a statistical point of view, this encouragement has not been very effective since the evolution towards joint degrees does not appear as a striking figure in the reports submitted by the 36 EMMCS. Although 17 of them claim to deliver joint degrees, either exclusively (in 11 cases) or in combination with double or multiple national degrees, the other 19 EMMCs have not managed to achieve this highest level of integration because of administrative or legal constraints.

**Course structure and mobility**

The 36 observed EMMCs offer a limited variety of course structures, these determining the organisation of mobility. Three types of organisation of mobility can be identified; all display an inner logic. Most commonly (19 EMMC), students could choose the universities from the start to the end of their studies. The number of institutions that they could choose from varied from 2 to 7 for the first year, and from 2 to 8 during the second year for specialisation tracks. The second most commonly used model (9 EMMC) allowed students to start their studies as one cohort in one university. Usually, the students spent their 1st and/or 2nd semester in this first host institution in order then to continue their specialisation tracks in a different university. Sometimes students were regrouped as a cohort at induction course level in one of the partner HEIs, at fieldwork in the beginning of the studies, at a summer school, or at a fieldwork/study period during the summer break.

In the least common model (7 EMMC) all students moved as a cohort during the whole course. Separation of the cohort took place only when students had to undertake a traineeship or had to carry out a research project in a HEI or other organisations of their choice. This model was more common for EMMCs that lasted a shorter time (from 12 to 18 months) and awarded 60 or 90 ECTS.

These models span a wide range of student liberty, from limited to absolute choice; none of the models can a priori be considered as preferable, although each entails constraints in order to achieve all the aims of the EM programme.

The duration of the course may be 2, 3 or 4 semesters, though the tendency observed in recent years is to prefer the 4 semester duration in order to thoroughly cover the ambitions of a master course. The reports seem to support this evolution, insofar as some masters of shorter duration had to find palliatives for observed lacks such as insufficient core knowledge, especially in view of the diversified disciplinary origins of the students; or increased pressure on the students forced to quickly adapt to their successive hosting HEIS. The most common pattern is
that of a first year devoted to core knowledge and a second year to specialisation with a thesis. The second year may be research or practice oriented, both representing different job orientations.

Some courses ambitiously offer a very large range of specialised options and/or of mandatory mobilities. While this seems to be quite appealing for students, it may entail a lack of visibility and unity both in terms of course identity and of student cultural experience; additionally, since a wide option set usually goes together with quite a large partnership, some partners may well find themselves with very few or no EM students at some stage. The cost of that would clearly be a reduced sense of belonging and a slackened cohesion of the consortium.

The module offer is also as diversified as the course structure. It goes from 100% specific EM modules, to 100% modules in common with other locally taught masters. The former option is the most costly one and one which reduces contact between EM students and local ones; the latter indeed offers a unique cultural experience but might tend to transform a joint course into a less well identified patchwork. Consequently, the compromise solution, i.e. some already existing modules combined with specifically conceived new ones offered only to EM students, appears to be most satisfactory.

**Structure of the course (IMRD)**

The IMRD programme has a solid structure (organization, requirements, mobility aspects), organized in five main modules, with a mix of entrance module, advanced modules, study case and master thesis, distributed over four semesters for a minimum of 120 ECTS credits, with a good complementarity among the partners.

<table>
<thead>
<tr>
<th>Table 1: Mobility scheme</th>
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<tbody>
<tr>
<td><strong>GENERAL ENTRANCE MODULE (30-40 ECTS)</strong></td>
</tr>
<tr>
<td>Ghent University, English</td>
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<tr>
<td><strong>ADVANCED MODULE I (20-30 ECTS)</strong></td>
</tr>
<tr>
<td>Rural Economics and Management (Ghent University, English/Dutch)</td>
</tr>
<tr>
<td>Institutional and Resource Economics (Humboldt University, English/German)</td>
</tr>
<tr>
<td>Sustainable territorial approach to Rural Development (Corotoba University, Spain) (from 2010, for EU students: Affiliated TC Partner Institute)</td>
</tr>
<tr>
<td><strong>CASE STUDY (10 ECTS)</strong></td>
</tr>
<tr>
<td>For Non-European Students (Nitra University/Pliva University, English)</td>
</tr>
<tr>
<td>For European Students (Idem (from 2010 at the Affiliated TC Partner Institutes))</td>
</tr>
<tr>
<td><strong>ADVANCED MODULE II (20-30 ECTS)</strong></td>
</tr>
<tr>
<td>Sustainable Agriculture and Rural Development (Agrocampus Ouest, English/French)</td>
</tr>
<tr>
<td>Rural Sociology and Development (Wageningen University, English/Dutch)</td>
</tr>
<tr>
<td>Institutional and Resource Economics (Humboldt University, English/German)</td>
</tr>
<tr>
<td>From 2010 (for EU students) (Option Affiliated TC Partner Institute)</td>
</tr>
<tr>
<td><strong>MASTER THESIS (30 ECTS)</strong></td>
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<tr>
<td>One of the previously visited Host institutes</td>
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</tbody>
</table>

The programme has both multidisciplinary and interdisciplinary elements, exploiting the partners’ competences. The presence of theoretical and well structured practical aspects (study cases) is an added value of the Master, and the possibility of internship or practical experience in non-EU countries is foreseen.

The mobility is compulsory, semester by semester, and the academic calendar is arranged to harmonize the calendars of the individual partners. To strengthen the bonds between the students, a graduation ceremony is foreseen each year at the coordinating institution.
Some EMMCs must be praised for ascribing great importance to the language issue. One obstacle to the above mentioned multiplication of mobilities is connected with the students’ linguistic skills. The most realistic courses are those that concentrate on facing the students with only a limited number of European languages, in general two. An observed tendency is to offer a growing number of courses in English.

Just as for management issues, few changes intervened in the course structures and contents, apart from those resulting from their renewals, when relevant. What appears is that the implementation of the ECTS was consolidated. Following observation of the difficulties encountered by some students, some courses reinforced their language requirements for the students’ selection. The most positive changes which have been recorded are those concerning the method of course delivery, with the consortia moving towards greater collaboration, both within the consortium and with external participants, thus reinforcing the jointness.

Evolutionary nature of EMMCs, interaction with and influence on faculty policy and orientation (CROSSWAYS)

“Over the last 7 years the academic and administrative staff of the partner institutions has learnt to work in close synergy, testing and inventing new international cooperation mechanisms, knitting together course modules and defining dissertation subjects so as to create a more coherent, attractive and smoothly running programme. The past two years have been devoted to numerous discussions about how the Crossways Masters course could be altered and improved in the context of a second generation of EMMCs (Mundus 2). It was decided to replace the old eclectic model (which enabled students to choose “à la carte” not only their mobility track but also their courses from a long list of those available) with an integrated model having a markedly semestral progression. Such a course would not have been possible 7 years ago. It is only because the original partner universities of the consortium have made the Crossways Masters programme an institutional priority that they have managed to orient the evolution of postgraduate training in their respective faculties so that it converges with what the other consortium members propose in the field of literature and the arts. The different course components have been overhauled and new components created well in advance so as to receive the validation of national quality assurance structures. We are therefore now in a position to offer a course with a very real coherence.”

Assessment of student performance

The assessment of student performance could have been a major stumbling block. The courses should be praised for the care with which they dealt with this issue. In all cases the interests of the students have been preserved. Serious negotiations managed to overcome the known striking national differences between scoring cultures. Most commonly the solution consists in the production of a conversion table, thus permitting confident delivery of the final degree with a single overall score. The more recommendable practice consists of each individual university directly delivering the converted grade, together with the ascribed number of ECTS credits, rather than waiting for the later conversion of the scores by a coordinating central examination board. One interesting recorded case (see box below) concerns a course creating its own conversion table from statistical observation made during the first years of the course.
Performance evaluation mechanism (AMASE)

The programme is built on existing programmes at each of the partner universities, and consequently the examination methodology has followed the local rule of each university and the grading scale of each partner was used. An ECTS-grading scale was in place, but in 2011, the Consortium collected a statistical distribution of grades over the period 2007-2011 and used that data to create a conversion table in order to compare individual grades. From now on, the students will get a certificate showing this table (see below).

Several courses also originally agreed on assessment criteria, based on the definition of acquired learning and training competences. In other words, what to expect from students is clarified and advertised, for the ultimate benefit of students. This is a great step forward in general methods of examination where European influence may positively impact on and improve national practices.

Use of ICT for teaching purposes

Minimal use of ICT is standard and mainly used for information and contact purposes. In all cases, students receive an e-mail address as soon as they arrive. The EMMC websites contain information on the courses. Pedagogic information is more likely to be found in the partner university departments’ platforms. All in all, the basic requirements are met.

Some more creative initiatives have been taken by some consortia. They relate to distance learning, in particular for providing upgrading of students’ basic knowledge prior to their arrival. This turns out to be very useful in the cases of shorter course durations (2 or 3 semesters), when the period for core knowledge acquisition is brief or non-existent.

On the whole, it is surprising that the projects seem to make little use of e-learning resources. There clearly is room for increased recourse to ICT for teaching purposes, as a handful of projects demonstrate.
A platform for sharing information (MSNBC)

This master course shows ICT for teaching deployed in a way that supports academic staff, administrators and students alike. Online administration facilities cover every administrative task from application right through to graduation, and so staff at several Universities can take part in a joint programme as if they were on the same campus. The common Database of student records allows full access by the partners from several institutions, with clear access rights and controls. The same platform provides an online learning community, which on the one hand gives staff access to the lecture material for all modules on the course in order to adapt or design modules to be taught, and on the other hand provides a management repository of all key documents, minutes, and course plans. The same platform delivers course material to students for online learning, keeps records of progress, and even provides discussion boards to support student peer support and integration. This system also supports examiners, and so it is a combined Admin, Teaching and Learning Environment, Virtual Community, and tools for QA. The platform is well recognised as good practice and is the subject of several published papers.

Recognition and degree award mechanisms

All master courses have respected the requirements of the EM programme in terms of degree delivery. The reports evidence a great good will and a desire to serve the students’ interests as well as they can.

A dominant feature, however, is that many consortia were faced with heavy administrative difficulties, mostly due to unaccommodating national regulations. In some cases the initial ambitions to ultimately deliver joint degrees were blocked. National authorities reacted to the request to allow joint degree delivery in different ways; the lack of harmony and consultation among European Member States is obvious. This has led to a diversity of pragmatic adjustments on the part of the EMMCs, with resulting variable patterns. In the best of cases, the partnerships that managed to be allowed to deliver joint degrees have done so. In other cases, they stuck by force to their original commitment to deliver at least double or multiple degrees. In still other cases, they delivered a blend of double degrees or multiple degrees, or even joint plus single degrees, according to the student mobility pattern and the national regulations of the visited countries. The overall picture is at best one of motley diversity and at worst of European legislative chaos. Many reports complain about that, since their institutions do not have responsibility or effective impact in this matter.
An interesting contradiction concerns the students’ expectations and the markets’ reception of the diplomas. It has to do with the market value of the EMMC degrees. Some students have expressed their wish to obtain a joint degree, the visibility of which would be more profitable. On the contrary, others have been faced with employers’ doubts about degrees bearing the seal of several universities for one period of studies and one course assignment. Another case is also mentioned: students with a multiple degree, faced with the doubts of employers, rather choose to present only one, selecting the one which to their eyes has the highest market value.

Considering the above-mentioned confusion, the delivery of a Diploma Supplement (DS), joint or attached to the individual degrees, becomes vital in order to demonstrate the rich originality of an EMMC. This has been done by 32 courses out of 36, among which 20 have designed a “Joint DS” covering the entire study period in the different hosting HEIs. In all these cases, the model used is the one agreed by the EU, UNESCO and the Council of Europe, with some adaptation when it covered the joint delivery of the master programme.

An initiative of the Commission in the field of degree recognition is requested by some coordinators. If their desire to see the creation of a European degree seems utopian, it at least reveals a genuine European commitment, and sense of citizenship. National governments ought to be induced to come to some sort of agreement in order to send a message to the rest of the world concerning the homogeneous identity of European higher education and its degrees, in the global competition to attract non-EU students. A reflection on this issue could be initiated by the Commission.

3. STUDENT AND SCHOLAR PARTICIPATION

Facts and Figures

Students' Participation

During the period covered by the reports (from the 2004 to the 2009 intake), more than 6000 students were enrolled in the 36 EMMCs concerned. Disregarding the 2004 intake (for which only 11 consortia offered a limited number of scholarships), the total enrolment figure amounts
to 5770 students with an average number of approximately 32 students per intake and consortium.

Out of these 5770 students, 65% were supported by an EM scholarship and one third enrolled on a self-paying basis or with the support of another funding scheme.

The take up rate of the EM scholarship was around 92% (3,879 used out of 4,216 offered).

Although the scholarships were almost exclusively awarded to non-European students, 26% of the students enrolled were Europeans, among which 486 (9% of the total) were supported by an Action 3 scholarship.

The geographical distribution of the EM scholarship holders during the 6 intakes covered by this report shows a very high proportion of Asian students (almost 40%). Although this very high figure is partly the result of the geographically targeted scholarships (the so-called "windows") offered to Asian students. Although these Asian windows have disappeared since 2008, the share of Asian students among the EM scholarship holders remained quite high in the last two intakes covered by this report (around 30%).

Apart from the Asian students (among which the most frequently represented were Chinese, followed by Indian, Pakistani and Bangladeshi students), the most represented non-European countries were Brazil, Russia, Ethiopia, Mexico and the United States.

Concerning the participation of European students, the nationality distribution matches quite closely the one observed in the composition of the EMMC consortia with German, French, Spanish and Italian accounting for 40% of the European students enrolled. This tends to show that contrary to non-European students, European students tend to be recruited mainly (almost exclusively) locally.

In accordance with the programme requirements, the majority of students (58%) have visited two European countries during their EMMC studies. However, a substantial number have visited three (35%), 4 (6%) or up to 6 (1%) different European countries during that period.

The European countries most often visited by the EMMC students are Germany (visited by 14,1% of the students), the United Kingdom (12%), France (10,2%), followed by Spain, Italy and The Netherlands with approximately 8,5% each.

Concerning the European students supported by an Action 3 scholarship, 14 % visited South Africa, approximately 9% United States or Australia, and 5% China. One interesting characteristic of the Chinese mobility is that the students concerned went usually more than once during their EMMC studies.

Scholars' Participation

In total, more than 900 scholars have received an EM scholarship in the context of one of the 35 EMMCs covered by the report. Approximately 700 of these were awarded to non-European scholars invited by an EMMC for teaching, thesis/project supervision or research activities, and 200 more were awarded to scholars enrolled in European universities partners of the consortium in order to visit non-European partners in the context of an Action 3 partnership.

Concerning the first category, and considering only the intakes 2005 to 2009, each consortium has been able to invite an average of 4 non-European scholars per intake. Scholars from United States represented 14,5%, followed by Indian and Chinese (9,2%), Australian (6,3%), Russian (5,8%) and Brazilian (5,2%). Concerning the European scholars supported by an Action 3

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5 From 2005 to 2008 these "windows" scholarships (offered to Asian students but also students from the ACP countries or from the Western Balkans and Turkey) accounted for approximately 20% of the total number of scholarships allocated to non European students in the context of the EMMCs.
Scholarship. German (16.6%), French (12.8%) and Swedish (11.8%) were the nationalities more often represented.

While the maximum scholar scholarship duration was three months, the average duration of the mobility was 7 weeks and the most frequently visited countries were as expected, those most represented among the consortia, i.e. Germany (13.6%), France (13.5%), Spain (9.5%), the Netherlands and the United Kingdom (9.1% each). The Action 3 supported European scholars visited the United States (17.7%), Australia (15.8%), South Africa (15.3%) and China (13.8%).

From a content point of view, the scholars' activities abroad were mainly dedicated to teaching (lectures), research or thesis/project supervision.

Scholarships

All reports emphasise the incentive represented by the offer of attractive scholarships. Combined with the good name of the programme and the specific reputation of the individual EMMCs, the number of scholarship applicants has grown impressively in the first years of the programme, raising from 3,687 scholarship candidates in 2005 to 11,295 in 2009 (+206%).

The reports also demonstrate that, although with a limited support, a substantial number of European students (26% of the total) were enrolled in the 36 EMMCs. It should however be noted that not all the EMMCs managed to attract significant numbers of European students, and while two of them account for almost one third of the total number of European students enrolled, half of the consortia had less than 5 European students per intake. As a result, it is clear that for a large number of the 36 EMMCs, attracting European students remained a challenge, maybe because of the high tuition fees to which continental students are not normally exposed.

According to some of the reports, the decision to offer scholarships to European students as from 2010 has contributed to further increase the participation of these students in EM, improving thereby the attractiveness of the EMMC for both EU and EU students, and rendering Europe better known and more attractive for third country citizens.

The percentage of unused student scholarships (7.9%) is reasonable but still unsatisfactory in view of the very high demand. Most of this under consumption appears under the "geographic windows" that were reserved for some non European nationalities, leaving therefore no opportunity to use them if the consortia had not received sufficient applications (in number and/or quality) from the countries concerned. In order to avoid this type of situation, some consortia have expressed the willingness to be informed sufficiently early about the number of scholarships offered so that they on the one hand can be in a better position to compete against other scholarship schemes (Fulbright scholarships for instance), and on the other hand they can target specific awareness raising campaigns towards countries covered by specific "geographic windows".

The EMMCs graduation rate is extremely satisfactory, with an overall rate of 88% for all students enrolled and 92% for the EM scholarship holders. According to the reports, this is mainly due to the very careful selection of students, especially after the first cohorts. Reasons for failure are also listed in the reports and relate most frequently to serious health problems, or students having dropped the course because they had found a job.

Although the EM programme provides additional support for students with special needs, very few cases of applications of have been recorded. In these cases, the universities have been highly efficient in providing the appropriate services and support. They have also proved
reactive to unanticipated cases, such as serious illness or accidents during the course duration. In one case in particular, the mobility track was altered in order to take into account the new situation of the student. It may be interesting to analyse the reasons for this limited number of scholarship applications introduced by students with special needs: could it be due to understandable misgivings of those students, or to a lack of advertisement of available services for persons with special needs? In any case, it could be recommended that the existence of such services be advertised together with the course offer.

Profile of non-European students

The reported data concerning the profile of non-European students is predominantly statistical and is typically not elaborated further. The origin of the recruited students is largely determined by the previous contacts of the partner universities. However, most of them broadened the geographic range of recruitment once they had results to advertise. In some cases, the master courses target a specific region of the globe, e.g. Latin America.

It is clear from the data that the least represented continent in the cohorts of students is Africa, with the relative exception of South Africa. One project explains this situation and states that the level of higher education there is still lower than in the rest of the world. Consequently, as the selection procedures are the same for all applicants, African students are at a disadvantage. Nothing much can be done about that deficit, and it may indicate a need for specific cooperation programmes to help upgrade African higher education.

The level of the recruited students is quite homogeneous, although some courses are open to students with different disciplinary backgrounds, and in those cases some sort of initial levelling of the necessary core knowledge has been organised before launching the course properly.

Diverging appreciations are provided concerning the level of non-European students as compared with European students. Some observe that the non-European ones are the best in the modules when they are mixed with the local student population, owing to the strict selection criteria. Others rather think that they are not inherently better, but that they are much more motivated, with consequently quicker progress and better results.

The above differences in view notwithstanding, one difference needs to be addressed and the attention of future applicants should be drawn to it: many incoming students from third countries are faced with different cultural learning habits. Being used to more rigid frameworks, with different learning methods (e.g. importance of learning by heart), they need to adjust to more autonomous ways of acquiring knowledge. It requires from them a capacity of adaptation, which could be supported with specific tutoring, individual or collective.

Course promotion

The awareness raising campaigns have much in common. All courses have dedicated web pages, and most of them also advertise the courses in specialised journals and present them at various types of student fairs. The best promotional actions are multi channel, and rely on the commitment of the consortium.

Many reports give the impression that the consortium feel that they do not receive sufficient support from the Member States’ embassies or consulates in the targeted regions. This reproach encapsulates the lack of understanding of some of these representations concerning the issue of visas.
Course promotion appears to be more efficient when certain regions or countries are targeted. Partner universities there may serve as relays of information, and this further underlines the already observed positive impact of creating EM networks. The following examples illustrate the benefits that can be derived from proactive targeted initiatives.

**Promotion tools & awareness raising strategies (EMMA)**
For this programme, the main marketing and promotion strategies are numerous: website (it is said to be the cornerstone of the programme for marketing and recruitment purposes); advertisement and listing of the programme on student friendly websites, facebook and linkedin groups; direct e-mailing to journalism organisations; contact with embassies and European representations; education fairs; working with alumni; distribution of flyers etc. However the report indicates that the major tool of recruitment has been working with the alumni (alumni recommendations have been responsible for as much as 40 percent of the applications). This good practice shows the benefit of a working Alumni organisation.

**Promotional relocation of some EMMC activities (EMCL)**
The course has used existing links with non-European universities to greatly expand marketing by holding summer schools at those Universities (outside Europe) and this has resulted in identifying high level students from Vietnam and Indonesia, improved research links with the non-European Universities, and high numbers of local graduates entering International programmes.

Some courses insist on the active contribution of the alumni associations, and this should be indicated to other master courses as an example of efficient practice.

**Assessing the efficacy of promotional media (IMRD)**
The effectiveness of the different media exploited for promoting the course has been assessed by carrying out a survey among the students. This is a useful and cost effective practice that could help select the most effective communication channels for countries and topics.

![Image of survey results showing top 10 information sources for candidates hearing from IMRD]
Integration of EM scholarship holders

The integration of scholarship students in the local environment, in particular the student community, cuts across several of the issues previously addressed. Integration is in fact the result of the course structure as much as of specific measures taken by the master course to create opportunities of interaction.

Basically, the first step is to create connections between the EMMC students of one cohort, and then between successive cohorts. The initiative by some to organise meetings at the beginning of each academic year is laudable with participation of year 1 and 2 students, and may also be effective in giving the alumni associations a stronger ground to build on by binding students together. Exchange of experience between them paves the way to good integration and more fruitful study.

In many cases, the courses indicate that on their arrival the incoming students are allocated a mentor from the academic staff, and also a “buddy” student for the more practical issues associated with social life on the campus and in town. This practice ought to be generalised. The following cases combine several of the mentioned practices.

Integration of scholarship holders (EMMA)

In EMMA, the integration of students has been successful: networks are established prior to arrival via the facebook group, then during the introduction week the whole group meets with other international and national students, and then students spend the first year together. Students are introduced to the University and to each other through lectures, talks, tours and a welcome party. The report includes a detailed list of the mechanisms used to facilitate socio-cultural integration among the students: the joint introduction weeks, establishing study groups that are diverse in relation to nationality, participation in joint research and development activities, collaboration on course work with other students, shared visits and shared guest lecturers with other students, and the figure of the mentor (a fellow national student that introduces the EM student to the social and cultural activities on etc.). There is active participation of Mundus Journalism alumni in the Erasmus Mundus Alumni Association in which they contribute to the Board and work with the Magazine. In addition, each institution assigns academic mentors to students, and during the introduction programme a 2-day workshop is arranged where intercultural communication is discussed.

Integration of scholarship holders (WACOMA)

In the WACOMA programme, all courses were shared with local students; language training and cultural visits of local areas were provided, and social networks were exploited to ensure contact of students and alumni. Skype, Facebook and LinkedIn have also been employed to keep the EM students in touch with professors. Moreover, the participants to the Master have a representative in the Erasmus Mundus Students and Alumni Association (EMA). The EMA members provide advice, in their home countries, to the newly selected applicants, and active EMA members are invited to the induction programme to give information about the association. The consortium makes sure that every year one or more
students represent the Master at the general assembly of EMA; in addition, it supports the networking and exchange experiences during the programme.

One course mentions that the non-European students are encouraged to join the local student union. This is a good integrative initiative.

Some EMMCs do not mention the existence of an alumni association. This is a weakness, not simply in principle, but in practical terms. Some courses make active use of these organisations: they play a role in the welcome of the new cohorts; they may participate in the evaluation activities and even in the academic boards where the new orientations of the courses are discussed. The best ones have good address books and are in a better situation than the universities themselves to keep track of graduates, both for promotional purposes and to collect data concerning their employment.

One course mentions that a handbook has been produced, stating the cultural specificities across the partnership. It is doubly useful: for the organisers it provides initial information which will facilitate the first days of the students at their arrival, thus limiting a number of difficulties; for the students it makes their installation less stressful. Other courses would be well advised to follow this example.

### Student services (EMMS)

For this programme, two practices are worth mentioning: the introduction of a “buddy system”, where a national student volunteers to assist the foreign student in settling in and shows him or her around the university campus, city etc.; the production of a Mobility Handbook that provides information about applications, mobility, visas, internship, research activities, abstracts of thesis and also leisure activities.

### Employability

Overall, the employability of EM graduates is very good, but the reports provide uneven detail on this subject. For a small minority of courses this is a matter for concern: either the professional future of students is not a major preoccupation, or the developed competences of the graduates lead to an employment dead end. It ought to be the case that, in their information package, all courses clearly indicate the career paths for their graduates.

The available data are unequally detailed: the best reports provide very detailed statistical information while others make more general, unsupported statements. There is room for improvement in reporting around employability.

### How a Master in Humanities can competently deal with the employability issue, with active contribution of the Alumni Association (CROSSWAYS)

“Semestral “career project meetings”, alumni questionnaires and close cooperation with the Crossways Alumni Association helped us to identify the areas of employment targeted by our
students. Our experience shows that about a third of Crossways Students enrol for a PhD. Most of these students choose a PhD in literature, language and the humanities, though some sign up for a PhD in International Relationships, Cultural Diplomacy or related subjects. The EMJD Cultural Studies in Literary Interzones is proving to be highly attractive for Crossways students. Another third of the students turn to NGOs or international cultural institutions. The remaining third choose a career in the private sector. The art industry, journalism, communications, translation and publishing are the fields that students and graduates find most attractive.

Some of our graduates have already started teaching at higher education level in their home countries. Alumni follow-up has shown that a significant number of students have entered either NGOs (often as interns, some as full-time members of staff) or cultural institutions, as well as the art industry, particularly in China, where the Contemporary Art Sector specially welcomes Crossways graduates. Some ex-students are now working for the European Commission and the United Nations Development Programme. These students have already volunteered to help develop networking between the Crossways Consortium and the institutions of which they are part. Careers in the financial sector and the Energy industry are also an outcome for some of our graduates who are employed at managerial level.”

One of the outstanding remarks appearing in the reports is that it is difficult to keep track of graduate students (and therefore to get usable information on their employment) once they have left, especially as they came from very scattered origins, and mobility has encouraged them to seek jobs on the global and not simply national markets. The EMMCs that get the largest amount of usable information are those that use the alumni associations to obtain responses from graduates. This procedure ought to be encouraged among the on going and new master courses.

The two professional outlets are either continuation to PhD level or jobs in the public or private sectors. The proportion for each of those categories of employment depends largely on the topic and the orientation of the courses, and this is to be expected since the distribution of graduates between these categories is in accordance with the specificity and objectives of the courses as announced in their applications and duly implemented. Their aims therefore have been fulfilled.

Information is generally missing concerning where students pursue their PhD studies. Some students are reported to intend to continue in Europe in a scheme of the EMJD type, which appears to be a logical continuation of EMMCs, with gains of time and efficiency for students, and obviously for the institutions also.

As for jobs in the public or private sectors, it is evident that the courses which established the closest links with enterprises are also those which have the most precise information concerning the future of their graduates, some of whom are employed by the firms or international organisations involved in the course or receiving interns. This fact could be brought to the knowledge of other EMMCs and applicants, in order to induce them to tighten their links with socio economic partners.

**Visiting scholars’ contribution**

All the courses positively report on the contribution of visiting scholars within the EM scheme. Although scholarships have not been so essential for the attraction of scholars as they have been for students, they have played an important role. Universities had been used to inviting
external lecturers in the past, but EM has allowed doing so in a more integrated way, with the necessary financial support to organise it in a more structured manner.

The integration of foreign scholars has been complete, the contribution being not limited to formal teaching, but also adding contributions to research, evaluation and student assessment.

**An example of a thorough integration of visiting scholars (MESPOM)**

In addition to teaching the courses, Erasmus Mundus scholars were involved in course development, for example preparing a textbook on environmental economics, developing a course on sustainable consumption, and on environmental justice. Another very useful activity was assisting in preparation and examination of MESPOM Masters’ theses in Semester 4. Erasmus Mundus scholars were also involved in research together with the MESPOM faculty. They conducted public lectures and seminars. Finally, some were closely involved in the development of the ENVERA Action 3 partnership, which eventually involved their third-country HEIs in MESPOM-2. Other useful partnership and follow up activities were established as a result of these exchanges. Many of the scholars expressed their willingness to contribute to MESPOM during the 2nd phase of its implementation.

The selection may have begun for some consortia with inviting scholars with whom the partners had had previous contacts, but it usually developed into a more diversified recruitment following open calls, and in response to the growing reputation of the courses. This openness is of course the desirable option.

The criteria for selection usually correspond to a deliberate consortium policy, which in many cases was refined during the course implementation. These criteria may reflect some interesting perspectives either in terms of chosen geographic origins or of types of scholars (e.g. blending senior and younger lecturers, with different and complementary impacts deriving from this choice). What the best projects demonstrate is that there is room to provide the course with a specific identity and “flavour” through the way scholar invitation is used.

Most of the EMMCs chose to invite more scholars for shorter stays, rather than use the option of longer visits. The declared advantage is that it is practically easier to secure desirable candidates if they are not taken away from their regular jobs for too long a period. Other academic advantages are also listed, the main one being that a greater diversity of approaches and experiences is offered to the students, and incidentally to European teachers and researchers. A few cases of scholars returning in several consecutive years to different locations are mentioned, and although there may be a good pedagogic reason for that, this practice will reduce the span of the consortia’s networks, and can limit the global notoriety impact of the EM programme and brand name.

In many cases the collaboration with visiting scholars is pursued with electronic means after they have left Europe. Many such connections have developed into lasting research collaborations and collective publications.

Another stated benefit for EU policy is that the links created by the invitation of scholars lead to further collaboration in the framework of other EM actions or even of other EU programmes (e.g. Tempus, Atlantis).
Involvement of non-academic personalities

Understandably, the reports add little new information under this topic, this issue having been already addressed in some of the previous sections.

What is underlined is that the invitations to persons from the socio economic world were most practically fruitful in narrow specialised areas, where their industry or business related approach provided an applied learning complement to the more scientific, theoretical content of the regular courses (e.g. nanotechnologies).

Sometimes, that type of contribution also usefully fostered ideas for theses or research, and opened up future career prospects. The following example illustrates the profit of multi-layered integrated combination of actors.

Full immersion of scholars and visitors (NANO)
The course has shown how to maximize value for students, non-academic experts, and scholars working together. Scholars have lectured in neuroscience, nanotechnology, and other related topics, and have actively worked on collaborative research with students and post docs. In addition, non-academic staff from industry and from research contributed to lecture series where practical presentations of industrial interest added value, covering health, environmental safety, ethics of nano-science, and other hot topics. Non-academic researchers from research labs were also involved in students’ thesis research projects, and speakers from industry have presented lectures on employment, careers in nano-science and industry-related topics. These intensive relationships bring students real-world knowledge and practice, making them ready for research and industry placement. Scholars taking part in the mix return to their institutions armed with new knowledge and links for future research collaborations.

4. PROGRAMME IMPACT AND COURSE SUSTAINABILITY

Although many reports contained interesting remarks concerning the impact of the master courses, a number failed to grasp the intended focus of this chapter. The meaning of “impact” seems to have been misunderstood or overlooked. Consequently for some reports, this section contains mainly repetitions of descriptive elements already presented in the other sections. For future purposes, it would be beneficial to stress the target information requirement in the guidelines.

Impact on the institutional international strategies

The prevailing feeling expressed by the reports is that, owing to the EMMCs, the institutions’ visibility has been increased. In a few cases, they have served as best practice for other initiatives mainly at institutional level. The status of the universities seems to have been enhanced at the micro level of the institution and at the macro level of international academia, but generally less within the higher education sector at national level. However, in some countries, specific EMMCs were used as examples of good practice by the national authorities.
Most commonly, where EMMCs exist, the structure and functioning of the international offices have been improved.

The profile of non-European students has changed for some universities, either due to the higher levels of EM students or to the broader span of geographic diversity, previously largely limited to the countries covered by the institutional international agreements.

An interesting development is indicated by some projects. The model of transnational master courses, as experimented by EM, is being exported to Africa. This comes as a corrective of the previously-mentioned deficit of recruited African students in the EMMCs operated in Europe. This is an interesting track that could be followed to develop EU influence on that continent.

**Academic impact**

When the EMMCs are well integrated in the general academic activities, their impact is real. Unanimously, the reports state that important evolutions have been sparked by the EMMCs. Opening towards other disciplinary approaches and pedagogic practices has been introduced and has had a positive impact on other local master courses, partly due to the higher demands of EM students. In particular, it has created new, innovative possibilities in the conception of PhD studies, with new impetus given to transnational doctorates, co-tutored and with a joint degree. As already mentioned, the development of interdisciplinary curricula has increased in places where such practices were previously very rare or non-existent. Similarly, development of multiple degrees has spread, thanks to EMMCs.

**Stimulating further joint programmes (EUMI)**

The course provides a double degree in Informatics that has been so popular, and so well received within the institutions, that it has generated 9 further double degree programmes amongst its partners.

Flexible teaching methods have been spurred thanks to innovative initiatives resulting from pedagogic needs of the EMMCs. The following example can be mentioned:

**Changes in teaching methods and content (MEEES)**

As a consequence of the EM programme, the partners of the MEEES consortium have developed courses taught in English, which turned out to be attractive also for local students who perceived this as an additional benefit. Moreover, the high level of specialization of the master, which requires a wide range of disciplines, has determined a new approach, based on short, intensive courses that could be taught by specialists chosen among the best in the world, and organized in series. This practice appears to have been effective and potentially is applicable in other fields.
The offer of courses taught in English has also objectively risen, reinforcing if not the attractiveness, at least the accessibility of the universities to third country students. Stronger links have now been established with non-EU partner universities, permitting the building of a sustained continuity between graduate and PhD levels. Clearly, the creation of the EMJDs has been appropriately timed to capitalise on the acquired results and to draw the best advantage of the impact of the EM programme. Some universities are showing the way.

**Impact on the master course beyond EMMC 1**

When successfully implemented, the first run of the EMMCs has permitted consortia to capitalise on the EM brand name and on their own academic reputation. Consequently, when they were renewed, they could count on a significant number of applications, despite the smaller number of offered scholarships.

Out of the 36 EMMCs, 19 were able to renew their Erasmus Mundus funding for the time after their last course edition (2009-2011). Ten courses dropped out completely, and seven dropped out for one edition but managed to secure EU funding again afterwards.

Academically, the renewals have been updated and rendered more relevant, following experience made after the first run. In particular the evolutions of the job market or the experience gained collaborating with socio economic partners have brought about greater attention to the issue of employability.

The inclusion of third country partners in the consortia has broadened the international scope.

The duration of the master courses tends to be two years, in line with the main practical application of the Bologna process.

**Course sustainability**

Course sustainability is not a general result of the EMMCs, and in particular, financial sustainability of the courses is most problematic. All the reports state that, academically, the courses could be successfully continued. But the high demand of resources to implement such a high quality of course is beyond the means of most institutions on their own, especially in times of budgetary restraint. One project that honestly tried to pursue continuity with its own resources plus the collected fees, succeeded academically, but found itself in financial difficulties. It is now going on with an EMMC 2, having been renewed.

There are however some glimpses of hope in this glum picture. The most enterprising courses made efforts to collect additional support from external stakeholders and are in the process of consolidating their course. Two conditions need to be met: first, the financial commitment of socio-economic partners needs to be ensured, and second the master course needs to have made a name in order to attract students based on its reputation.

Concerning the Erasmus Mundus Brand Name (EMBN) courses (i.e. those courses which were not re-selected among the very best but achieved a min. score of 75 points in the selection allowing them to carry the "EM Brand Name") the following observation can be made: out of the 17 courses which were not refunded after their final (= 2009) edition, 14 managed to receive the EM Brand Name for their 2010 course edition, and 6 out of these 14 obtained the EMBN also for a second time, i.e. their 2011 course edition. The EMBN helped most of these courses to sustain their partnership and to continue attracting good Master candidates for their programmes. The EMBN label facilitated course promotion, and thus mobilised support from
other sources (e.g. industry scholarships). Thus, the EMBN label can be considered an important vector of stability when running through a period of non-EU funding for one or two years.

The master courses that intend to continue insist on the fact that the EMBN should be awarded for a long duration as a marketable asset.

Achievement of EM Programme objectives

The grant beneficiaries have been asked to evaluate the extent to which the implementation of the EM Programme has achieved its initial aims and objectives. The feedback given in the reports has been very positive as regards the achievement rate of the five programme objectives to be evaluated, namely:

- **Objective 1**: to enhance the quality of European higher education by fostering cooperation with third countries in order to improve the development of human resources and to promote dialogue and understanding between peoples and cultures;

- **Objective 2**: to promote structured cooperation between higher education institutions and an offer of enhanced quality in higher education with a distinct European added value, attractive both within the European Union and beyond its borders, with a view to creating centres of excellence;

- **Objective 3**: to contribute to the mutual enrichment of societies by developing the qualifications of women/men so that they possess appropriate skills, particularly as regards the labour market, and are open-minded and internationally experienced through promoting mobility for the most talented students and academics from third countries to obtain qualifications and/or experience in the European Union and for the most talented European students and academics towards third countries;

- **Objective 4**: to contribute towards the development of human resources and the international cooperation capacity of higher education institutions in Third Countries through increased mobility streams between the European Union and Third Countries;

- **Objective 5**: to improve accessibility and enhance the profile and visibility of European higher education in the world as well as its attractiveness for third-country nationals and citizens of the Union.

The following chart gives an overview on the ratings per objective as indicated by the project consortia, and summarises the responses given by the 36 EMMC project consortia.
SUMMARISING CONCLUSIONS

Complementary to what has been analysed in the above synthesis, the following outstanding points emerge from the reports.

**Striking elements**

1. The EMMCs have, in all cases, improved the international dimension of the involved institutions. In particular, new networks were created within Europe and with non-European universities, and links were tightened to include scholars for teaching and research activities.

2. Awareness of the added value of multicultural encounters within primarily national academic contexts has been increased.

3. Multidisciplinary curricula have multiplied under the influence of EMMCs.

4. Ways to identify and make the best of excellence have been developed.

5. Services to students have been improved, owing to the highly demanding criteria imposed by EM.

6. Many institutions have learned to involve students more, in order to develop a sense of belonging and partnership.

7. In many cases, the relations with the non-academic environment have become more structured.

**Problematic elements**

1. The sustainability of the courses after the end of the EM financial intervention is not assured.

2. A number of administrative difficulties connected with the mobility scheme are not yet settled. Non EU students are faced with problems to obtain visas, which eats up much of their and the institutions’ time. If anything, these problems have grown in recent years.

3. Several reports mention the time consuming administrative burden as an issue.

4. Many courses faced a problem to recruit European students and non-EU students without a scholarship. The problem is less glaring for the most successful and attractive courses and has tended to become less important in recent years.

5. In some cases, joint and multiple degrees are still insufficiently known and therefore not well recognised, in particular by potential employers, but also even by some higher education institutions.

6. The names of degree titles are not always understandable for all users. An agreed translation between the titles would be a welcome initiative.

7. EM scholarship notifications should be sent to the candidates at an earlier stage, as EM Master courses are in competition with North American universities, whose scholarship offers need to be accepted or rejected before April 15th every year. Timely EM notifications are thus considered crucial in order to avoid losing the best candidates to
other competitors, as EMMC candidates will choose the security of a firm offer in the US rather than wait for an uncertain proposal from a European consortium.

**Support received**

1. The projects are very satisfied with the professionalism of the EAC Executive Agency and the support received at all stages of the process, in particular during the implementation stage.
2. The national contact points are in general praised for their useful help, principally during the preparatory stage, before the application.
3. Most commonly, the reports deplore the small or inexistent support of the Member States’ embassies or consulates.

**Lessons learnt**

1. The actors and their hierarchy have learnt that transnational academic collaboration is possible. Flexibility and positive compromise have been introduced in often previously rigid learning and administrative structures.
2. European universities have acquired a less parochial or local approach to degrees, and have learnt to negotiate with their authorities, in most cases successfully, in order to develop a more tolerant administrative stance.
3. The actors have gained a sense of academic liberty. The transnational collaboration has revealed an unimagined creative space, which has revived their disciplinary approach.

**Further recommendations**

1. The promotion of the programme should be enhanced towards socio economic actors. The feeling is that many economic sectors are still completely ignorant of the advantages of this European programme of excellence. The degree issue ought to be central in this campaign, together with insistence on the acquired language skills and intercultural competences.
2. Negotiations with the Member States should be reinforced in order to obtain the acceptance of non-EU students with a single visa valid throughout the EU, or at any rate the Schengen space.
3. The EU Delegations could be involved to provide more active support of the process.
4. The Commission should reinforce its efforts and influence at EU level in view of facilitating and accelerating the accreditation of European Master Courses and degrees (joint or multiple).
ANNEX I: Expert résumés

Lucia FRANCHI
Lucia Franchi is a researcher at the Scuola Normale Superiore in Pisa, Italy. Her research and publication activities are devoted to Archaeology, European Art, Museology, Cultural Heritage and Cultural Heritage Law. Currently she is leading the medieval-modern research group of the project Thesaurus, addressing the documentation and discovery of ancient and modern shipwrecks in the area of the Tuscan Archipelago. Previously she has curated, or collaborated to several museum displays and exhibitions (the "Marble Museum" of Carrara, Italy; the "Frankincense Museum" of Salala, Oman; the "Artemidorus Papyrus", Turin; the "Beauty of the Greek Art", Mantua), and has participated to the international group for the safeguard of the "Leaning Tower" of Pisa. She has been acting as an expert evaluator, assessing Atlantis and Erasmus programmes for the EC/EACEA since 2005, and as an expert, and lately as a vice-chair, for the People-Marie Curie programme (ITN, IAPP, IOF, IIF, IEF) since 2004.

Silvia GÓMEZ ANSÓN
Silvia Gómez Ansón is Professor of Finance at the University of Oviedo, Spain. She holds a Bachelor Degree in Economics and Business from the Complutense University of Madrid, Spain, Master’s Degree in International Economic Relations from the University of Constanze, Germany and a Ph.D. in Economics and Business Administration from the University of Oviedo, Spain. She has been coordinator of different Erasmus Agreements with German speaking countries of the Faculty of Economics and Business, visiting Professor at the Otto von Guericke Universität Magdeburg, the University of Torino and Europa Universität Viadrina am Frankfurt am Oder. She has acted as expert assessing different programmes for the EC/EACEA since 2004.

Michel JOUVE
Michel Jouve is emeritus professor of the Université Michel de Montaigne, Bordeaux. He became Vice-President of the university between 1989 and 1995, in which position he contributed to the development of the Erasmus programme locally and nationally. In 1994-1995 he was contracted by the EC to coordinate the promotion of the ECTS across Europe. In 1995, the Minister of Education nominated him to create and direct the new French Socrates Agency. At the end of his mandate, in 2000, he became detached national expert, at DG EAC, where he soon was asked to coordinate and develop the evaluation activities for the Socrates programme, producing among other things the interim report of the Socrates programme and the first draft of the impact assessment for the new LLL Programme.

Frank WILSON
Frank Wilson is an advisor in operations research, having previously qualified and worked in Psychology (experimental) and Ergonomics, addressing ICT design and services where human aspects are critical. After working with companies such as Xerox developing new interface technologies, he joined University College London as part of the team forming its technology transfer centre, where he was research consultant and technical manager, as well as research fellow within the college. He now works as an independent design consultant in operations research addressing new technology development and deployment for education, industry, and governmental agencies. He has been advisor to the European Commission on technology and good practice in education since 2004, as well as managing projects concerned with deploying ICT for education since 1999.
## Annex II:

**Erasmus Mundus Masters Courses (2004/2005 selections)**

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ALGANT

International, integrated Master course in Algebra, Geometry and Number Theory

Duration: 2 years (including academic breaks)

Course description:
This two-year international, integrated master course in Algebra, Geometry and Number Theory (ALGANT), was first selected as an Erasmus Mundus Masters Course in 2004. The teaching staff is very active in research and the students will profit from the many connections it entertains with research centres throughout the world.

Traditionally number theory used the methods of algebra and analysis to solve problems such as finding the number of integral of solutions of equations. In recent times geometric methods have been playing a more important role. Also, number theory has found important applications in areas such as cryptography, theoretical computer science, and numerical mathematics. The ALGANT course aims at introducing students to the latest developments of these fascinating subjects.

The consortium involves the universities of Bordeaux (France), Chennai (India), Leiden (The Netherlands), Milano (Italy), Montreal (Canada), Padova (Italy), Paris Sud (France) and Stellenbosch (South Africa), and it offers very good conditions of study. Classes will not exceed twenty students and professors have long office hours.

The ideal candidate must possess an academic degree from a program in mathematics lasting a minimum of three years (Bachelor). A thorough proficiency in English is required. In fact, every student of the ALGANT master will be offered the possibility to follow his entire curriculum in English. For each student a program will be tailored individually, but every student will have to go through at least two hosting institutions of the consortium.

The students having successfully completed the requirements of the ALGANT programme will be well armed to start a research-oriented career, preparing a doctorate or directly applying for a job in the many companies that are looking for the know-how we teach. They will be awarded a double degree, and/or a joint degree composed of two nationally recognised degrees issued by two consortium institutions, completed by a diploma supplement.

Website: http://www.algant.eu

Partners:
UNIVERSITY OF BORDEAUX 1, France (Co-ordinating institution)
CHENNAI MATHEMATICAL INSTITUTE, India
LEIDEN UNIVERSITY, Netherlands
UNIVERSITY OF MILAN, Italy
CONCORDIA UNIVERSITY, Canada
UNIVERSITY OF PADUA, Italy
UNIVERSITY OF PARIS-SOUTH 11, France
STELLENBOSCH UNIVERSITY, South Africa

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AMASE

Joint European Masters Programme in Advanced Materials Science and Engineering

Duration: 2 years

Course description:
This is a full-time Master's programme offered by the University of the Saarland, Saarbrücken (Germany), the National Polytechnic Institute of Lorraine, Nancy (France), the Technical University of Catalonia, Barcelona (Spain) and Lulea University of Technology (Sweden). The Course provides high-level, multinational and research-oriented education in materials science and engineering, along with a well-integrated language and cultural experience.

The programme lasts for two years, including six months working on a Master’s thesis. The various specialities of the partner institutions result in a wide range of study options. Students attend courses at two universities: the first and second semesters take place at the entrance university, and the third semester is spent at the second university. During the fourth semester, students write their Master’s thesis at one of these two universities. The programme covers the broad spectrum of materials science and engineering, with modules in the structure of materials, the characterisation and modelling of materials, the properties of materials, and the technologies of materials. There are also extensive possibilities for specialisation, and the option of arranging internships in industry during holiday periods.

The programme is managed by a Steering Committee consisting of two professors from each institution who organise and harmonise the activities. The consortium has thirteen years of collaboration experience within the very successful EEIGM Programme (European School of Materials Science and Engineering), which has trained over 500 engineers. The programme works in partnership with the Federation of European Materials Societies (FEMS). To promote exchange with third countries, the consortium has established partnerships with third-country universities in Argentina, Australia, Brazil, China, Colombia, Egypt, India, Mexico, Morocco, the Philippines, Russia, South Korea, U.S.A. and Venezuela. These universities collaborate in disseminating information about the Master’s course, in selecting students and in offering mobility opportunities for students.

This course is given in two languages, with the options of English (in Sweden), German, French and Spanish (depending on the selected universities). Language courses are integrated into the programme. A maximum of eighty students from around the world join the course each year, distributed equally between the partner institutions. The programme has an excellent scholar/student ratio (Saarbrücken twelve Professors, Nancy thirty-two Professors, Barcelona sixteen Professors, Lulea fourteen Professors). There is also an alumni association for the Master Programme, which is being run through the “materials club”, a new communication and networking platform created and supported by the German Materials Society.

Students obtain a double Master's degree awarded by the two universities they have attended. A Diploma Supplement is also provided. Admission requirement includes a Bachelor of Science or similar degree with thorough training in mathematics, physics, chemistry, physical chemistry and a basic knowledge of the structure and behaviour of materials. Sufficient knowledge of the language of the university where the students spend the first year is also required.

Website: http://www.amase-master.net/

Partners:
SAARLAND UNIVERSITY, Germany (Co-ordinating Institution)
NATIONAL POLYTECHNIC INSTITUTE OF LORRAINE, France
TECHNICAL UNIVERSITY OF CATALONIA, Spain
LULEA UNIVERSITY OF TECHNOLOGY, Sweden

Contact:
Frank Mücklich
Saarland University - Department Materials Science
University Campus, Building C6.3, 7. Stock, DE-66123 Saarbrücken, GERMANY
CoMundus
European Master of Arts in Media, Communication and Cultural Studies

Duration: 1 year 6 months

Course description:

The CoMundus Masters Course aims to provide qualifications for entry into professions in the area of media, culture and communication. During their studies, CoMundus students cover four main areas of studies:

- Epistemology and Methodology. Social History
- Institutions and Processing. Media and Multimedia
- Contents and contexts. Technologies and Practices
- Audience and Reception. Interactions and Effects

The higher education institutions involved in the Erasmus Mundus Master’s consortium are Roskilde University and the University of Aarhus (Denmark), the University of Burgundy and Stendhal University (France), the University of Kassel (Germany), the University of Florence (Italy) and the Institute of Education at the University of London (UK). This consortium also utilises partnerships with many third country institutions, allowing a selection of European students and scholars to complete some Course work abroad. These partnerships include Arizona State University (USA), the State University of St Petersburg (Russia), and the University of São Paulo (Brazil).

Each university offers a range of courses on the basis of its own distinctive approach, so students can benefit from the different cultural and scholarly experiences they offer. Over three semesters, students attend two different universities, usually enabling them to study in two languages. Each university usually hosts 5-15 Erasmus Mundus students, with a professor/student ratio of approximately 1:14.

On successful completion of the course, a joint European Master's degree is awarded by the Consortium, which is signed by the relevant person/s of the two hosting universities, and is countersigned by the Director of the Consortium. This degree is fully recognised by the participating universities and their countries.

The admission criteria for students interested in following this Masters Course include excellent results during their first degree, theoretical and practical experience in at least one of the Master’s four main areas of study, demonstrated motivation and relevant professional orientation. Language ability will also be taken into account.

Websites: http://www.comundus.net

Partner universities:

UNIVERSITY OF FLORENCE, Italy (Co-ordinating Institution)
ROSKILDE UNIVERSITY, Denmark
UNIVERSITY OF AARHUS, Denmark
UNIVERSITY OF BURGUNDY, Dijon, France
UNIVERSITY OF GRENOBLE 3 STENDHAL, France
UNIVERSITY OF KASSEL, Germany
INSTITUTE OF EDUCATION, UNIVERSITY OF LONDON, United Kingdom

Contact:

Giovanni Bechelloni
University of Florence
Building D5 - room 2.31
Via delle Pandette, 21
IT-50127 Firenze, ITALY
CROSSWAYS

Crossways in European Humanities

Duration: 2 years

Course description:
This integrated Master’s Course is run by a consortium of seven universities: Bergamo (Italy); Nova Lisbóa (Portugal); Perpignan Via Domitia (France), Saint Andrews (UK); Sheffield (UK); Santiago de Compostela (Spain); and Tübingen (Germany). It aims to promote the knowledge of the richness of European diversity and an awareness of a common European identity, while also providing future managers with the top-class expertise required to play a key role in international institutions, national administrations or large media groups. Throughout the Course, students are introduced to a variety of methodological approaches in preparation for doctoral research in the field of the Human Sciences. The Master’s Course is organised as a pedagogical continuum: specialised modules follow upon more general ones presenting the concept of cultural hybridisation and crossovers. Prominent themes include Crossing Territories, Media, Communication and Cultural Imprinting, Literary History and Intercultural Studies, Cultural Identities, and Texts and Contexts.

The mobility scheme covers three partner universities. Semesters one and three are to be spent in the same institution. The second and fourth semesters are spent in two other institutions (it is not possible to study at both Sheffield and Saint Andrews). For certain qualified students, it is possible to enrol directly into the 2nd year. The wide choice of modules offered enables students to pursue an individual study plan adapted to their professional and academic training. The main language of study at each University is the national language. Each university offers an intensive language school during the summer prior to the programme, as well as language training during the Course. About forty students will be selected for the programme, resulting in a ratio of about 1 professor to every 2 students.

The final Master’s diploma takes the form of a multiple degree issued by each of the establishments in which the graduate has obtained at least a third of the required number of ECTS credits. A Diploma Supplement gives details of completed modules and research projects. Only those candidates having obtained the academic or professional equivalent of a First Class or 2.1 Bachelor of Arts Honours Degree, and/or are among the top 5 graduates of their university year will be eligible for selection. Applicants should have knowledge of 3 European languages (ES, IT, PO, FR, DE or EN) as well as Literature. They should show high motivation, and include a statement of purpose and interest.

Website: [http://www.munduscrossways.eu/](http://www.munduscrossways.eu/)

Partners:
UNIVERSITY OF PERPIGNAN VIA DOMITIA, France (Co-ordinating Institution)
UNIVERSITY OF BERGAMO, Italy
NEW UNIVERSITY OF LISBON, Portugal
UNIVERSITY OF SAINT ANDREWS, United Kingdom
UNIVERSITY OF SANTIAGO DE COMPOSTELA, Spain
UNIVERSITY OF SHEFFIELD, United Kingdom
UNIVERSITY OF TÜBINGEN, Germany

Contact:
Jonathan Pollock
Université de Perpignan Via Domitia
52, avenue Paul Alduy
FR-66860 Perpignan, FRANCE
EM SIE

Masters in Special Education Needs

Duration: 1 year (12 months)

Course description:
This one year Master's programme focuses on Special Education Needs (SEN) within Europe and beyond. It is conducted by a diverse consortium of European universities: Roehampton University, London (UK), Charles University, Prague (Czech Republic) and Fontys University of Professional Education, Tilburg (the Netherlands). It looks at the identification and definition of SEN, explores relevant legislation and the range of policies affecting them, and leads its students towards a measured consideration of the nature of provision for SEN within the international context of education practice.

The Course aims to develop the capacity of its students to analyse policy, to engage in research for various levels in education, and to contribute to collaborative exchanges of knowledge, understanding and practice across a range of international contexts.

Students will study in London, Tilburg and Prague. The course is made up of compulsory and elective modules. All students will study research methods, investigate international perspectives in professional educational practice and write a substantial dissertation. Students will also study for two modules on the topic of “inclusion”, either in London, the Netherlands and/or the Czech Republic. Appropriate prior learning may also be accredited in place of one module.

The MA/Mgr SEN will have a maximum of thirty-nine students annually and a minimum of twelve teaching staff. The programme is delivered and assessed in English. There are also opportunities to learn Dutch or Czech. Students will receive a joint degree from Roehampton University and Charles University Prague (Czech Republic), which is recognised internationally.

Applicants need a good first degree recognised by the Masters consortium in a related field of education and/or relevant professional experience. International students whose first language is not English will need to demonstrate adequate proficiency.


Partners:
ROEHAMPTON UNIVERSITY, United Kingdom (Co-ordinating Institution)
FONTYS UNIVERSITY FOR PROFESSIONAL EDUCATION, the Netherlands
CHARLES UNIVERSITY OF PRAGUE, Czech Republic

Contact:
Dr David Rose & Dr Sulochini Pather
School of Education
Froebel College, Roehampton Lane
UK-London SW15 5PJ, UNITED KINGDOM
EuMAS
European Masters Course in Aeronautics and Space Technology

Duration: 2 years

Course description:
The Erasmus Mundus Master's Course in Aeronautics and Space Technology is a two-year programme jointly offered by the University of Pisa (Italy), the Technical University of Munich (Germany), the Technical University of Madrid (Spain), the National Higher Education Institute for Aerospace of Toulouse (ENSAE-Supaero) (France), and Cranfield University (UK). It has two study tracks, aimed at providing world-class instruction in either Aeronautical Engineering or Space Technology. The areas of study include structures and mechanics, fluid dynamics, thermal fluid sciences and aerodynamics, air breathing and rocket propulsion, flight dynamics, orbital mechanics and control, aircraft and spacecraft systems, and mission design.

Each Course cycle is hosted in turn by two of the partner universities. The students spend the first year at one location, then move to another location for the second year. The final Master's project is normally carried out at a third location in a university, research centre or industry placement. The course schedule of each academic year is agreed upon by the Master's Course Scientific Board in accordance with the objectives of the Course and the internal organisation of the hosting institutions.

Instruction is in English. The students also have access to language courses as well as lectures and seminars delivered in the local language of the universities. The student class ranges between twenty-five to forty, with a professor/student ratio of just below 1 professor to 1 student. The degree awarded is a double degree, fully recognised in Europe and in most countries worldwide.

The professional qualification that the students acquire on this Course opens the way to careers in the aerospace industry, in government and international organisations involved in aerospace, and in research laboratories. Students who have completed at least three years of undergraduate education in an engineering discipline or in an applied science are eligible to apply.

Partners:
UNIVERSITY OF PISA, Italy (Co-ordinating Institution)
TECHNICAL UNIVERSITY OF MUNICH, Germany
TECHNICAL UNIVERSITY OF MADRID, Spain
NATIONAL HIGHER EDUCATION INSTITUTE FOR AEROSPACE (ENSAE-Supaero), France
CRANFIELD UNIVERSITY, United Kingdom

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**EMCL**

**European Masters in Clinical Linguistics**

**Duration:** 2 years

**Course description:**
The EMCL is a 24-month full-time interdisciplinary and transnational university programme at the Masters level providing integrated training in theoretical and experimental neurosciences and psycholinguistics with clinical issues. The aim of the Masters programme is to train highly qualified advanced students who are excellently prepared for research work and PhD-programmes in the above fields.

The transnational consortium comprises three universities: Groningen (NL), Joensuu (FI) and Potsdam (DE). The programme consists of three teaching semesters and a fourth semester to do an internship and write the Masters thesis. Students will all start in Potsdam in the first month of the programme (Sept. 1-30) to organize practical arrangements and participate in intensive work-up courses on linguistics, methodology and clinical aphasiology. The rest of the first semester (Oct.1-March 1) will be spent either in Groningen or Joensuu, where two research courses in addition to a language course will be obligatory. All students spend the second term in Potsdam. The first part (March 1-April 15) concentrates on language, clinical neurology and therapy, the second part (April 15-July 15) offers two obligatory research classes. During the semester interval also spent in Potsdam (July 15-Sept. 1), students prepare their thesis exposé in combination with a course on scientific writing and they prepare their internship. During the third term, three obligatory research classes are offered in Groningen and Joensuu. At the beginning of this term, students attend an international conference and workshops organised for the consortium students. To finish the programme, the fourth term is spent at the institution of the thesis supervisor and includes an internship as well as the actual thesis work.

The total number of credits required for completing the programme is 120 ECTS. All courses are taught in English. Students obtain a joint consortium degree recognized in all countries of the consortium partners. The programme recruits students worldwide. The requirement for admission is at least three years of higher education (BA, BSc or equivalent) with an emphasis on speech and language pathology, linguistics, biomedical sciences, psychology or special education.

**Website:** [www.emcl-mundus.com](http://www.emcl-mundus.com)

**Partners:**
- UNIVERSITY OF POTSDAM, Germany (Coordinating institution)
- UNIVERSITY OF GRONINGEN, Netherlands
- JOENSUU UNIVERSITY, Finland

**Contact:**
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Faculty of Human Sciences  
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EMCL

European Master's Program in Computational Logic

Duration: 2 years

Course description:
Computational Logic is a wide interdisciplinary field with its roots in mathematics, computer science, logic, and artificial intelligence. Its breath of scope is anchored in the power and general application of logic-based reasoning across the spectrum of scientific disciplines, and in the practical use of computer-supported automated tools. Consequently, it has its applications in computer science, mathematics, the engineering sciences, humanities and social sciences (including law), as well as in the natural sciences, and in interdisciplinary fields like cognitive science.

The objective of the European Master's Program in Computational Logic is to impart to its students a thorough understanding of both the theoretical and practical knowledge required for professional practice in Computational Logic. The course will give students a profound insight into the various disciplines of Computational Logic and strengthen their ability to work according to scientific methods. The program has an intake of about 100 students per year who are taught by about 65 professors.

The integrated study program distributes its students among the Technische Universität Dresden (Germany, co-ordinator), the Free University of Bozen-Bolzano (Italy), the Technische Universität Wien (Austria), the Universidade Nova de Lisboa (Portugal) and the Technical University of Madrid (Spain). It is based on common and compulsory foundation modules taught at all partner institutions, selected advanced modules based on the specific research strengths of the different partner institutions (thus varying from partner to partner), a study project and a research Master's thesis. The language of instruction is English. The taught elements of the Erasmus Mundus Master's Course last for three semesters, while the fourth semester is assigned to the Master's thesis and its defence.

Because of the modular nature of the Course, students can move for any semester from one partner university to another. Each student will study at two of the partner universities for one year each and will receive a Master's degree from both universities. The awarded degrees are officially-recognised degrees in the issuing countries.

Applicants must satisfy the following study requirements: Proof of an adequate knowledge of English; Bachelor's degree in Computer Science or equivalent; proof of extensive knowledge in foundations of mathematical logic, foundations of artificial intelligence and declarative programming.

Website: http://www.emcl-study.eu/

Partners:
DRESDEN UNIVERSITY OF TECHNOLOGY, Germany (Co-ordinating Institution)
FREE UNIVERSITY OF BOZEN-BOLZANO, Italy
VIENNA UNIVERSITY OF TECHNOLOGY, Austria
NEW UNIVERSITY OF LISBON, Portugal
TECHNICAL UNIVERSITY OF MADRID, Spain

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TU Dresden / Fakultät Informatik
Mommsenstraße 11
DE-01062 Dresden, GERMANY
EMGS

Global Studies - A European Perspective

Duration: 1 year 8 months

Course description:
During the last two decades of the 20th century transnational intertwining increased as the significance of global problems rapidly gained importance. This process is commonly termed 'globalisation'. As a result of an increasing lack of balance with regard to the prospects of independent action, social, political and cultural strategies altered dramatically. These strategies have given rise to a discussion concerning the most suitable paradigms with which to analyse global processes. The M.A. in Global Studies is not restricted to a single method of interpretation but is designed to equip highly-qualified students with the ability to contribute to this forward-looking debate, an essential qualification for enhancing one's prospects in the contemporary labour market. The programme, despite its various approaches their necessary combinations, takes global connections as a starting point for the understanding of globalisation. It views globalisation as follows:

Globalisation is not only a phenomenon of past centuries but requires a greater historical perspective.

It cannot be merely reduced to economic processes and social consequences but must also investigate the approval and disapproval of political and cultural developments.

It cannot only be analysed as a global process of homogenisation but also from the perspective of Regional and Area Studies.

It is also subject to interpretation, perspective and intellectual environment.

The programme aims at qualifying students to deal responsibly and on an advanced scientific level with phenomena of globalisation and its accompanying processes in countries of the North and the South on the basis of findings, theories and methods from the Humanities and Social Science, History and Cultural Science.

Depending on the individual mobility track it is possible to specialise in particular areas of globalisation research e.g. historical as well as comparative analysis of global entanglements, methods of global history, economic and social history of globalisation, global political economy, global governance, analysis of transformation processes in Central and Eastern Europe and development studies.

Upon successful completion of this researched based Master's course, students should have developed their academic abilities to the extent necessary to qualify for PhD studies. Besides the academic career the programme prepares its graduates also for a variety of job opportunities in practice e.g. in cross-national and supranational agencies, non-governmental organisations, as intercultural mediator or in the filed of development cooperation, economy and management.

Website: http://www.uni-leipzig.de/~gesi/joint-projects/emgs/

Partners:
UNIVERSITY OF LEIPZIG, Germany (Co-ordinating institution)
LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE, United Kingdom
WROCLAW UNIVERSITY, Poland
MACQUARIE UNIVERSITY, Australia
UNIVERSITY OF STELLENBOSCH, South Africa
UNIVERSITY OF VIENNA, Austria
ROSKILDE UNIVERSITY, Denmark
DALHOUSie UNIVERSITY, Canada
UNIVERSITY OF CALIFORNIA, SANTA BARBARA, United States
JAWAHARLAL NEHRU UNIVERSITY, India
FUDAN UNIVERSITY, China
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EMLE

European Master in Law and Economics

Duration: 10 months

Course description:
The European Master in Law and Economics (EMLE) is designed to provide students with advanced knowledge in Economic Analysis of Law: the use of economic methods to explain and assess the effects of law. A comparative approach is used to evaluate the strengths and weaknesses of alternative legal rules from an economic perspective. Since differences between national laws have been at the core of European policy making, this Masters course offers unique value concerning the EU’s central ambitions.

The EMLE covers all major fields of economic analysis of law, ranging from private law to public law and economic regulation. Students on this programme will become competent to work for private companies, public organizations, economic advisers and large multinational law firms. Graduates are also well prepared for Ph.D. research in Law and Economics. The language of instruction is English, but the master thesis can also be written in another European language, excluding the student’s mother tongue. The study programme covers one academic year, divided into three terms. In the first two terms, students are distributed among three teaching centres. This leads to an average class size of 35 students given a maximum of 105 admitted students in the entire programme. In the third term, there are more teaching centres and a lower average class size. More than fifty teachers (both lawyers and economists) offer classes and thesis supervision in the Masters course. In the first and second terms, there are both introductory courses and core courses in the major topics in the economic analysis of law; students also attend one specialized course depending on their second-term university. In the third term, students only follow specialized courses and they write their master thesis.

The Consortium has nine members: the Erasmus University Rotterdam (the Co-ordinating institution in NL), the universities of Aix-Marseille (FR), Bologna (IT), Ghent (BE), Haifa (IL), Hamburg (DE), Vienna (AT), the Indira Gandhi Institute of Development Research at Mumbai (IN), and the Warsaw School of Economics (PL). Every partner university awards a Master degree to students who spent at least one term at that university and have successfully completed the one-year programme. The degree is officially recognised in all the countries involved. Applicants must have law degrees or economics degrees from a recognised university. Students with high grades will be preferred as candidates for admission.

Website: www.emle.org

Partners:
ERASMUS UNIVERSITY ROTTERDAM, Netherlands (Co-ordinating institution)
UNIVERSITY OF AIX-MARSEILLE III PAUL CÉZANNE, France
UNIVERSITY OF BOLOGNA, Italy
GHENT UNIVERSITY, Belgium
 UNIVERSITY OF HAIFA, Israel
UNIVERSITY OF HAMBURG, Germany
INDIRA GANDHI INSTITUTE OF DEVELOPMENT RESEARCH, India
UNIVERSITY OF VIENNA, Austria
WARSAW SCHOOL OF ECONOMICS, Poland

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EMMA

Erasmus Mundus Masters – Journalism and Media within Globalization: The European Perspective

Duration: 2 years

Course description:
The aim of this Master's Course is to give participants a new and better understanding of global challenges and their representation in the media. The Course is offered by a consortium of universities: Aarhus University / Danish School of Media and Journalism (Denmark), Swansea University Wales (United Kingdom), University of Amsterdam (the Netherlands), City University London (United Kingdom), and University of Hamburg (Germany). This Consortium also utilises an established research network within Europe and has partnerships with third-country higher education institutions all over the world. Associated partners of the consortium are University of California Berkeley USA, Pontificia Universidad Catolica de Chile, and University of Technology – Sydney, Australia.

The Course enables students to acquire knowledge of European journalism and its scholarly study in a global perspective. They will become familiar with the key contemporary issues and debates in the area of European journalism and will develop the analytical skills and techniques to assess the merits of different approaches and theories. The Course prepares its students for employment in a wide range of contexts, training them to be reflective practitioners and consumers of media content.

The two-year mobility track includes one semester of core course study in Denmark, followed by a second semester of core courses in the Netherlands. Students then divide up into specialised modules for semesters three and four amongst the remaining three universities. The consortium has a close cooperation with national and international media bodies, and optional internships may be offered.

The language of instruction is English. An introduction week is offered at each institution including a survival language course in Danish, Dutch, German or Welsh in the respective countries. The professor/student ratio is on average 1 professor to 14 students.

Students are awarded, on successful completion of the course, a double Masters degree from the institutions where they start and end. A joint degree is offered where national legislations allow it. The degree certificate includes the national titles of the degree as well. The consortium admits highly qualified students from a wide range of countries. Applicants will only be admitted if they have a Bachelor’s degree and the equivalence of at least three months work as a journalist.

Website: [http://www.mundusjournalism.com](http://www.mundusjournalism.com)

Partners:
UNIVERSITY OF AARHUS / Danish School of Media and Journalism, Denmark (Co-ordinating Institution)
UNIVERSITY OF AMSTERDAM, the Netherlands
CITY UNIVERSITY LONDON, United Kingdom
SWANSE UNIVERSITY WALES, United Kingdom
UNIVERSITY OF HAMBURG, Germany

Contact:
Inger Munk
Danish School of Media and Journalism
Olof Palmes alle 11
DK-8200 Århus N, DENMARK
EMMAPA

Erasmus Mundus Master in Adapted Physical Activity

**Duration:** 2 years

**Course description:**
The Erasmus Mundus Master in Adapted Physical Activity – EMMAPA, is a postgraduate university program, providing the state of the art on research and teaching methodology in Adapted Physical activity (APA); and the social, pedagogical and technical aspects of physical activity, adapted to the needs of persons with a disability. The program is organised within the following Universities, that are forming the EMMAPA Master Consortium: The Catholic University of Leuven (KUL), The University of Limerick (UL), the Palacky University Olomouc (UP); Norwegian School of Sport Science (NSSS), the University of Virginia (UV – US); the University of Queensland (UQ - Australia) and Stellenbosch University (US – South Africa). The Master course has a duration of two years, consists in total of 120 ECTS and the official language of instruction is English. The competencies acquired in EMMAPA offer the students a unique opportunity to combine advanced courses in movement, exercise science and applied behaviour analysis to design adapted physical activity programs for individuals with disabilities.

The minimum requirement for applying in the Master Course is a possession of a Bachelor Diploma in Physical Education, Physiotherapy Sport/Movement sciences, and Kinesiology. The first academic year takes place at KUL, while in the second year the students will follow a mandatory mobility period in one of the European consortium universities, choosing from 4 mobility models. An average of 22 third-country students and 18 European students are expected every year. There are approximately 50 full-time professors who will teach in the program. Through bringing together the experts from all over Europe and abroad, the general objective of this Master Course is to prepare the future APA specialist in an open and dynamic education area in order to meet the new demands of the society in this specific field.

The EMMAPA Master Consortium is conferring a “joint diploma”: Erasmus Mundus Master in Adapted Physical Activity - one single diploma, issued by the Co-ordinating institution (KUL) that will carry the logos of all 4 European Consortium Universities and the signature of the Rector of the coordinating University (KUL) on behalf of the other Rectors.

**Website:** [http://www.erasmusmundus.be](http://www.erasmusmundus.be)

**Partners:**
CATHOLIC UNIVERSITY OF LEUVEN, Belgium (Co-ordinating institution)
STELLENBOSCH UNIVERSITY, South Africa
UNIVERSITY OF QUEENSLAND, Australia
THE NORWEGIAN SCHOOL OF SPORT SCIENCE, Norway
UNIVERSITY OF LIMERICK, Ireland
PALACKY UNIVERSITY OF OLOMOUC, Czech Republic
UNIVERSITY OF VIRGINIA, United States

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EMM - Nano

Erasmus Mundus Master in Nanoscience and Nanotechnology

Duration: 1 year 8 months

Course description:
This two year, 120 ECTS Master’s Course provides a top quality and broad multidisciplinary education in the emerging field of nanoscience and nanotechnology, coupled with an individual top-level specialization in one of five defined areas of nanoscience and nanotechnology: nanophysics, nanochemistry, nanoelectronics, biophysics or nanobiotechnology. The Course is organized by the Katholieke Universiteit Leuven (Belgium), Chalmers Tekniska Högskola, Göteborg (Sweden), Technische Universität Dresden (Germany) and the Joseph Fourier Université de Grenoble (France). The course aims to instil in its students the power to work, communicate and think across the boundaries of traditional scientific disciplines.

The course is organized with the support of three associated partners: IMEC in Leuven (Belgium), CEA-LETI in Grenoble (France) and Leibniz Institute for Solid State Materials Research in Dresden (Germany). These institutes are providing access to world class infrastructure for Nanotechnology research and development and opportunities for graduating students to continue their study with a PhD.

The consortium offers a highly integrated programme, based on a jointly developed curriculum and composed of course modules that are fully recognized by all consortium partners. All students start the first year at the KU Leuven, where they follow a set of introductory courses to give them a common starting basis, a compulsory common block of core courses to give them the necessary multidisciplinary background of Nanoscience and nanotechnology, a selection of courses to provide some non-technical skills, and already a profiling block of elective courses, which prepares them for their second year specialization. In the second year university the students select their specialization area (Nanophysics, Nanochemistry, Nanoelectronics, Biophysics or Bionanotechnology) and follow a compulsory set of specializing courses (15 ECTS), combined with a set of elective broadening courses (15 ECTS), and do their master thesis research project (30 ECTS). Since the Master’s course has a strong link with many research groups, the professor/student ratio is very high (more than one professor to every five students).

The language of instruction is English. The Course leads to a joint degree from the two universities at which the student has studied (except for the case of Chalmers where a double degree is given). Application requirements include the completion of a Bachelor’s degree in Physics, Chemistry, Biochemistry, Electrical Engineering or Materials Science with a proven background in mathematics and physics or chemistry. English language proficiency is also a requirement.

Graduate students from the EMM-nano program will be well prepared for both continued research in nanoscience for a PhD degree, and a non-academic career in the rapidly emerging nanotechnology industry. The EMM-nano graduates will also be part of the important and challenging task in the coming decades of bringing today’s nanoscience into tomorrow’s nanotechnology.

Website: www.emm-nano.org

Partners:
CATHOLIC UNIVERSITY OF LEUVEN, Belgium (Co-ordinating institution)
UNIVERSITY OF GRENOBLE 1 JOSEPH FOURIER, France
TECHNICAL UNIVERSITY OF DRESDEN, Germany
CHALMERS UNIVERSITY OF TECHNOLOGY, Sweden

Contact:
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Catholic University of Leuven
Kapeldreef 75
3001 LEUVEN - Belgium
nano@kuleuven.be
EMMS

Joint European Masters Programme in Materials Science

Duration: 2 years

Course description:
The EMMS is a 2-year Master's programme offered by the University of Aveiro (Portugal), the Technical University of Hamburg-Harburg (Germany) and Aalborg University (Denmark) - all members of the ECIU – the European Consortium of Innovative Universities. This full-time programme offers its students a first-rate education at two or three top European universities, closely linking research, theoretical and practical work.

The Master’s Course is an interdisciplinary, research-led programme dealing with relationships between material composition, synthesis, structure, microstructure, physical and chemical properties, and performance of materials in advanced technological applications. It provides students with specialised training in the science and engineering of ceramics, metals, polymers and composites, with specialised emphasis on a variety of subjects such as material for electronics, biomaterials, nanotechnologies, etc. The Course is entirely taught in English and benefits from the wide-ranging expertise available in the three partner universities.

Students may spend one, two or three semesters at two or three partner institutions, experiencing life and work in different European societies. Individual study plans and learning agreements are agreed upon for each student. The Course allows for early specialisation, including the offer of a large number of elective courses involving academic staff of the partner institutions and invited academic staff from other institutions from ECIU and outside the Consortium. With an enrolment rate of only 30 students per year, the Course provides an excellent professor / student ratio.

The Course has a strong research focus. The fourth semester is reserved for thesis work (supervised jointly) and the Course provides a good preparation for further Ph.D. studies. EMMS students also have opportunities to participate in industrial internships, project work and international conferences during the Course.

The Course also offers a comprehensive student service package, including counselling, welfare services, a cultural programme and social activities, buddy-programme and assistance with housing. Free use of public transport (in Hamburg), and a number of student scholarships (in Aveiro) may also be provided. Language courses and humanities courses (such as “European Culture and Civilisation” and “European Integration”) are also available to Erasmus Mundus students.

The Course awards a joint masters diploma recognised in Portugal, Germany and Denmark. Its strong contacts with industry and its broad network of partner universities mean that its successful graduates are highly employable. Applicants require a good Bachelor’s degree or equivalent in Materials Science/Engineering and related areas, e.g. Physics or Chemistry, as well as excellent English language proficiency.

Website: http://emms.web.ua.pt/

Partners:
UNIVERSITY OF AVEIRO, Portugal (Co-ordinating Institution)
TECHNICAL UNIVERSITY OF HAMBURG-HARBURG, Germany
AALBORG UNIVERSITY, Denmark

Contact:
Prof. Vitor Amaral
Universidade de Aveiro
Physics Department
PT-3810-193 Aveiro, PORTUGAL
EuMI
European Master in Informatics

Duration: 2 years

Course description:
The University of Trento (Italy), the RWTH Aachen University (Germany), and the University of Edinburgh (Scotland) are offering a two-year Joint Masters Programme, named European Master in Informatics (EuMI). The objective is to educate professionals who will understand advanced techniques, tools, and methodologies in the field of Computer Science, and who will be able to put this knowledge into practice in key domains of application. In particular, EuMI offers three areas of specialisation in Net-Centric Informatics, Life-Science Informatics, and Embedded Systems Informatics. These are application domains that, being emergent, rapidly evolving, and of growing impact on the society, require specialised competencies not covered by more traditional degree programmes.

For each area of specialisation, a joint curriculum is defined which involves two Universities. The student undertaking the Erasmus Mundus Master’s curriculum will visit both Universities, taking courses focussing on advanced topics in theoretical and practical Computer Science within a selected area of specialisation. Courses are taught in English. Students will also have the opportunity to take courses on the culture and language of the visited European countries. At the end of the programme, a Master’s Thesis will be prepared on a research topic jointly selected with the two host Universities.

On the successful completion of EuMi, students will be awarded a Master of Informatics and will receive a degree from each of the Universities where they spent a part of their study: a “Laurea Specialistica in Informatica” (“Specialist Degree in Computer Science”) by the University of Trento, a “Master of Science in Computer Science” by RWTH Aachen University, a “Master of Science in Informatics” by the University of Edinburgh.

The EuMI programme is intended for a small number of top-level international students. In order to guarantee a ratio between the teachers involved in the Joint Master and the EuMi students of close to one, a maximum of 30 students per year will be selected. Candidates should have a solid background in basic Computer Science disciplines and a keen interest in the fields of Net-Centric Informatics, Embedded Systems Informatics, or Life-Sciences Informatics. Prerequisites are a first level degree in Computer Science or closely-related disciplines and a fluent knowledge of spoken and written English.

Website: [http://www.eumi-school.org](http://www.eumi-school.org)

Partners:
UNIVERSITY OF TRENTO, Italy (Co-ordinating Institution)
RWTH UNIVERSITY AACHEN, Germany
UNIVERSITY OF EDINBURGH, United Kingdom

Contact:
Maurizio Marchese
University of Trento
Department of Information and Communication Technology
Via Sommarive 14
IT-38050 Povo – Trento, ITALY
EuroAquae
Euro Hydroinformatics and Water Management

Duration: 2 years

Course description:
Evolution of human activities, development of technology and economic constraints, in the foreground of climate changes and growing population, induce situations even more complex to manage. Sustainable development and, above all, management of water resources represent a major challenge for postindustrial economy and urban social organization. The essential aim of water management worldwide is to minimize or avoid crisis risks in water supply, waste water treatment, water scarcity, floods, etc.

Initiated in Europe more than 25 years ago, hydroinformatics emerge as the central element for the progress of modeling activities and management of capacities, either on the theoretical side or in the operational field. Development of ICT allows for a synergetic use of simulation tools and communication technologies within a single methodological approach dealing with physical, social and economical aspects. The only successful issue to the above challenge implies common views/actions from decision makers and users (population, governments, administration, elected bodies, NGOs...) and from executive bodies (water companies).

EuroAquae MSc prepares and trains future scientists or executive engineers in charge of modelling/managing in hydro-technological and environmental projects. These professionals have vocation to assist local, national and international bodies and to be involved in private companies.

The master is organized in a pedagogic continuum to provide introduction and common knowledge/soft skills (sem.1 all EU locations), acquisition and use of Hydroinformatics concepts, methods and tools (sem.2 UK), a thematic specialisation: hydroinformatics systems, urban waters management, inland waters management, decision support systems (sem.3 all EU & Third countries locations except UK) and for semester 4 (all locations), a research project or a professional practice. The mobility scheme covers from 3 to 5 locations. Under specific conditions participants can follow lectures and received credits with the non European partner institutions.

A strong partnership established with the leading industrial actors of the water domain offers to the participants multiple opportunities for their careers. Lectures are given in English for 40 participants mixing European and third-country students. The consortium issues a joint degree defined as MSc in Hydroinformatics & Water Management recognized by all the participating countries.

Website: www.euroaquae.org

Partners:
UNIVERSITY OF NICE - SOPHIA ANTIPOLIS, France (Co-ordinating institution)
TECHNICAL UNIVERSITY OF CATALONIA, Spain
BRANDENBURG TECHNICAL UNIVERSITY COTTBUS, Germany
UNIVERSITY OF NEWCASTLE UPON TYNE, United Kingdom
BUDAPEST UNIVERSITY OF TECHNOLOGY AND ECONOMICS, Hungary
ECOLE POLYTECHNIQUE FÉDÉRALE DE LAUSANNE, Switzerland
FEDERAL TECHNICAL UNIVERSITY ZURICH, Switzerland
UNIVERSITY OF INCHEON, South Korea
INDIAN INSTITUTE OF TECHNOLOGY MADRAS, India
NATIONAL UNIVERSITY OF THE LITTORAL, Argentina
NATIONAL UNIVERSITY OF SINGAPORE/TROPICAL MARINE SCIENCE INSTITUTE, Singapore

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EUROMIME
Master européen en Ingénierie des Médias pour l'Education

Duration: 1 year 9 months

Course description:
EUROMIME is a European Master in Media Technology for Education. It trains students to become project managers in the sector of design, development and implementation of training tools using online digital media. It also trains researchers specialised in studies on the usage of these tools. The Master, which qualifies one for subsequent doctoral studies, prepares the students for employment in a commercial or public industrial structure as well as for a university career. Many of the students who have graduated are working in public or private structures involved in distance learning projects.

The course is multidisciplinary. Based on a job competency referential, it is organised into five complementary domains: technology, educational technology, management, research methodologies and tools, communication skills.

EUROMIME proposes high standards in teaching in conjunction with projects involving industrial partners, professional internships, research internships, research seminars, participation at several international symposia and final term dissertations.

The course consists of a preparation stage by correspondence carried out in the country of origin followed by a two-year course in the universities of the consortium (from September of the year N to September of the year N+2).

The master is organised by a consortium of seven universities: three European (University of Poitiers, Technical University of Lisbon and National University for Distance Education of Madrid) and four Latin American universities (National Autonomous University of Mexico, University of Brasilia, Catholic University of Peru at Lima and Los Lagos University in Chile at Osorno). The main part of the studies is carried out in Europe along with study visits to Latin America, which are obligatory for European students and optional for international students. The seven universities of the consortium, which are renowned for their expertise in the field of educational technologies, develop other programmes of study and research actions with which students can be associated.

The course is conducted in the national languages of the institutions concerned (French, Portuguese and Spanish). A very significant linguistic preparation allows English-speaking students who do not have mastery over the three working languages to get admission.

At the end of the course, the students are awarded degrees from the three European universities and receive an additional joint certificate prepared by all the universities of the consortium. The students also receive certificates according to their level of mastery of the three languages of the consortium (TCF, DPLE and DELE).

Website: www.euromime.org

Partners:
UNIVERSITY OF POITIERS, France (Co-ordinating institution)
TECHNICAL UNIVERSITY OF LISBON, Portugal
NATIONAL UNIVERSITY FOR DISTANCE EDUCATION, Spain

Contact:
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IME-LETTRES ET LANGUES
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cerisier@univ-poitiers.fr
GEM

Geo-Information Science and Earth Observation for Environmental Modelling and Management

Duration: 1 year 6 months

Course description:
This Master’s Course has been developed by four leading European institutes in the field of geo-information management. The members of the consortium are the International Institute for Geo-Information Science and Earth Observation (the Netherlands), the University of Southampton (United Kingdom), Lund University (Sweden), and Warsaw University (Poland). The Course caters to two priority research areas of the European Union: “Information society technologies” and “Sustainable development, global change, ecosystems”, highlighting the European aspects of these areas.

Graduates of this programme will emerge with a critical understanding of the necessary technical and scientific tools together with excellent management abilities and personal skills. Such skills include an understanding of the scientific process and the ability to undertake scientific research. Students will also gain a thorough awareness of the European and global environment and its complexity. Taught by staff of international repute, students will use real-world case studies that involve solving problems by applying solid theoretical knowledge, modern technology and management techniques. The course integrates technical skills from various disciplines (including environmental science, remote sensing and GIS) with management and policy. Problem-based teaching methods challenge students to think through and solve problems.

The total duration of the Course is eighteen months. It is organised into fifteen modules all linked through a common geo-information and environment theme. Students reside in the UK, Sweden and the Netherlands. Poland is visited for fieldwork. Both scholars and staff will participate in teaching modules in partner institutions. Students and scholars have ample opportunity for cultural exposure and will have the chance to become familiar with several European languages. English, however, will be the language of instruction. Twenty-six students participate each year. Successful completion of the course will lead to the award of a double degree.

This programme prepares its top-quality graduates for employment in the public and private sector as managers, planners, policymakers, researchers or advisors who can make a difference in environmental management. Applicants should have a Bachelor’s degree in a related discipline from a recognised university, ideally combined with at least two years’ work experience in a relevant scientific field. Candidates are required to have a recognised level of proficiency in English.

Website: [http://www.gem-msc.org/](http://www.gem-msc.org/)

Contacts:

**INTERNATIONAL INSTITUTE FOR GEO-INFORMATION SCIENCE AND EARTH OBSERVATION,**
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UNIVERSITY OF SOUTHAMPTON, United Kingdom
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HEEM

European Masters Degree in Higher Education

**Duration:** 2 years

**Course description:**
In co-operation with several European universities and independent research centres, the University of Aveiro (Portugal), the University of Oslo (Norway) and the University of Tampere (Finland) offer a joint, two-year Masters Course in Higher Education. The programme is focused on the changing functions, policies, and operations of higher education in a comparative perspective. This is a cross-disciplinary programme that aims to promote a clear understanding of higher education across Europe and internationally, and to contribute to the structured training of the next generations of higher education researchers and managers.

The course involves at least one semester of study in Oslo, and a period of study in either (or both) Finland or Portugal. There are also opportunities for selected European students to spend short amounts of time in two partner institutions associated with the consortium: the University of New England (Australia) and Obirin University (Japan). The language of instruction is English. The Course involves a maximum of forty students, with a professor/student ratio of approximately one to four.

The course programme is composed of a combination of modules, including research methods and statistics, the history, governance and management of higher education, economic and international dimensions of higher education and a Master’s thesis. The Master’s Course consortium awards successful students a Joint Master’s Degree.

Entry to the Course requires a university degree based on no less than three years of study (bachelor’s degree) or equivalent educational qualifications approved by the admission commission and an adequate knowledge of English.

**Website:** [http://www.uv.uio.no/hedda/masterprogramme/heem.html](http://www.uv.uio.no/hedda/masterprogramme/heem.html)

**Partners:**
UNIVERSITY OF OSLO, Norway (Co-ordinating Institution)
UNIVERSITY OF AVEIRO, Portugal
UNIVERSITY OF TAMPERE, Finland

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IMQP

International Master in Quaternary and Prehistory

Duration: 1 year 8 months

Course description:
The International Master in Quaternary and Prehistory (IMQP) lasts two years (120 ECTS). It is formed of a partnership of six HEIs with multi-annual experience in prehistoric research and formation: Università degli Studi di Ferrara (Italy, coordinator), Muséum National d'Histoire naturelle (France, partner), Universitat Rovira i Virgili (Spain, partner), Instituto Politecnico of Tomar (Portugal, partner), Universidade de Tras-os-Montes and Alto Douro (Portugal, partner) and University of the Philippines Diliman (Philippines, partner). The main subjects of the IMQP educational program are the following: prehistory, anthropology, human palaeontology, chronology, evolution of fauna and flora, archaeometry and Quaternary geology.

The main objective of the Master is to provide an essential knowledge on Prehistory and Quaternary geology by adopting an interdisciplinary approach and exploiting the scientific specialities of each partner Institution.

The IMQP aims at offering a solid education to students for their future professional placement:
- a valuable preparation to the knowledge and use of scientific methods for a cultural and naturalistic approach to the reconstruction of human history;
- good skills to coordinate multidisciplinary interventions;
- an up-to-date, in-depth and interdisciplinary knowledge of research in Prehistory and Quaternary geology through interaction with the most important European institutions involved in research and formation in these fields of study.

The IMQP Consortium grants to students a joint Master degree ("International Master in Quaternary and Prehistory") signed by all partner institutions and giving access to Doctoral schools. Students will enrol at one of the partner institutions which will become their first institution, and will be automatically registered at all other institutions of the consortium; they will carry out research/fieldwork/laboratory activities by at least one of the partner institutions other than their first one for a period of at least four months (36 ECTS). The mobility periods will be automatically recognised by all consortium partners. Admission fees for all students amount to 1000 Euros per year.

The IMQP official languages are French and English but courses in the national language of each partner institution will also be organised. These will be compulsory for both students belonging to the first institution and mobility students.

Partners:
UNIVERSITY OF FERRARA, Italy (Co-ordinating institution)
NATIONAL MUSEUM OF NATURAL HISTORY, France
ROVIRA I VIRGILI UNIVERSITY, Spain
POLYTECHNIC INSTITUTE OF TOMAR, Portugal
UNIVERSITY OF TRAS-OS-MONTES AND ALTO DOURO, Portugal
UNIVERSITY OF THE PHILIPPINES DILIMAN, Philippines

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International Master of Science in Rural Development

Duration: 2 years

Course description:
The joint International MSc in Rural Development (IMRD) offers the opportunity to study international visions on Rural Development in their diversity of approaches and applications and to make comparative analyses of EU and non-EU Agricultural and Rural Development strategies and policies. The objective is to train European and non-European students, from developed, developing and transition countries to become specialists in Integrated Rural Development with a focus on socioeconomic and institutional aspects.

To achieve this objective, IMRD brings together scholars from leading universities and research institutes worldwide to expose students to different existing paradigms, visions, approaches and practices for the development of rural areas. By forming a Network of Institutes of Excellence, IMRD builds on excellent competencies in the area of Rural Development, strong links with the professional world and extensive experience in joint training programs for foreign students. The EU academic partners of the joint IMRD are Ghent University (Belgium), Agrocampus Ouest (France), Humboldt University of Berlin (Germany), Wageningen University (Netherlands), Slovak University of Agriculture in Nitra (Slovakia), and University of Pisa (Italy). Furthermore the consortium consists of a network of non-European academic institutes (Affiliated Partner Institutes) located in China, India, South Africa and Ecuador and a number of Associated Partner Organisations for case studies, Internships and Master Thesis research projects.

IMRD is a 2 year Master program (of 120 ECTS) and the diploma awarded is a joint international MSc degree in Rural Development. The course consists of a combination of General and Specialised training modules in technical, economic and social sciences, divided over three study periods, a Case Study or Internship of one month in the summer period and an individual Master Thesis research project in the fourth study period. The main language of instruction is English but optional and elective courses are available in the languages of the host institutes. The program is supplemented with language training and cultural exposure activities.

The program includes a high extent of student and scholar mobility, making it possible to learn from specialists within and outside of Europe. Students need to participate in training modules in at least three different host institutes and can add case work or field experiences in non-European countries to their curriculum.

Website: [http://www.imrd.ugent.be](http://www.imrd.ugent.be)

Partners:
GHENT UNIVERSITY, Belgium (Co-ordinating institution)
HUMBOLDT UNIVERSITY BERLIN, Germany
AGROCAMPUS OUEST, RENNES, France
SLOVAK UNIVERSITY OF AGRICULTURE IN NITRA, Slovakia
UNIVERSITY OF PISA, Italy
WAGENINGEN UNIVERSITY, Netherlands
UNIVERSITY OF PRETORIA, South Africa
UNIVERSITY OF AGRICULTURAL SCIENCES GKVK BANGALORE, India
ESCUELA SUPERIOR POLITECNICA DEL LITORAL, Ecuador
NANJING AGRICULTURAL UNIVERSITY, China
CHINA AGRICULTURAL UNIVERSITY, China

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LL.M. EUR

European Legal Practice – LL.M. Eur

**Duration:** 2 years

**Course description:**
The international course named “European Legal Practice”, created in Hanover in 1985, complements the study of the legal system of the student’s home country with the acquisition of knowledge and skills for working in and with various European legal systems, with particular emphasis on the harmonisation and unification of law in Europe. The course, taken in several countries, offers a taste of the local political, economic and social framework conditions and aims to prepare students for an international legal career. It is part of the university co-operation scheme ELPIS (European Legal Practice Integrated Studies) involving more than 30 partner universities in almost all the EU Member States and the EFTA countries.

The Erasmus Mundus Master’s Course (LL.M. Eur. joint degree) is offered by a smaller group involving as degree-awarding partners the Law Faculty of the Leibniz University Hanover (Germany), the Faculty of Law, Economics and Management of the Université de Rouen (France) and the Law Faculty of the State University, Lisbon (Portugal). Three other Universities are non-degree awarding partners: the Mykolas Romeris University Vilnius (Lithuania), the Symbiosis International University Pune (India) and the UNIPLAC Brasilia (Brazil). Until 2011, the programme has been run also by the Université du Havre (France) and the Universidade Católica Portuguesa, Lisbon (Portugal).

Students, who successfully study for a total of at least two years at two of these universities in different countries, are awarded a joint Master’s degree (LL.M. Eur. – joint degree) by all degree awarding partners.

This Master’s course must be preceded by a completed law course of at least three years’ duration at a university in an EU Member State or an EFTA country. Moreover, students with a corresponding university degree from third countries are welcome under the Erasmus Mundus programme. The language of teaching is, in principle, the national language of the host university in question, and sufficient skills of this language is a condition of admission. All the participating universities offer courses in *ab initio* and more advanced German, French or Portuguese, in addition to the law courses, and personal support is tailored to the needs of the students.

**Website:** [http://www.elpis.eu](http://www.elpis.eu)

**Partners:**
LEIBNIZ UNIVERSITY OF HANOVER, Germany (Co-ordinating Institution)
UNIVERSITY OF ROUEN, France
STATE UNIVERSITY, LISBON, Portugal (since 2011)
MYKOLAS ROMERIS UNIVERSITY VILNIUS (Lithuania)
SYMBIOSIS INTERNATIONAL UNIVERSITY PUNE (India)
UNIPLAC BRASILIA (Brazil)

**Former institutional participants:**
UNIVERSITY OF LE HAVRE, France (until 2011)
PORTUGUESE CATHOLIC UNIVERSITY, Portugal (until 2010)
FACULTY OF LAW OF THE CHULALONGKORN UNIVERSITY, Bangkok, Thailand (until 2009)
SHANGHAI UNIVERSITY LAW SCHOOL, China (until 2009)

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MAE

Master of Applied Ethics

Duration: 1 year

Course description:
This Master's Course merges two existing high-quality Master's programmes of applied ethics: The Nordic Master's Programme in Applied Ethics which started in 2001 and the Master's Programme of Applied Ethics at Utrecht University which started in 2003. The objective of the Master's Course is to create and develop ethical reflection and ethical competence with a specifically European dimension. This will involve a mix of relevant theoretical and practical knowledge, understanding, and evaluation.

The consortium implementing this course consists of three universities; Linkoping University (Sweden), Utrecht University (the Netherlands), and Norwegian University of Science and Technology in Trondheim (Norway). Students have a choice of courses and mobility tracks, with the requirement that at least one of the courses chosen and one third of the work must be carried out at a second institution.

Throughout the course, students will be taught to identify and analyse moral problems in different social and professional contexts, to present sound input in public and professional debates on moral issues, to structure and evaluate those debates, and to formulate theory-based policy recommendations and assessments regarding moral issues in specific practices (e.g., health care, law, business, ICT or journalism). In addition, the programme will focus on organising constructive ethical deliberation in institutional and professional contexts, enhancing the quality of applied ethics as an academic field and as in professional practice.

The programme runs over two semesters of full-time study and is mainly conducted in English. The first semester is comprised of different courses in applied ethics while the second semester may include both ethics courses and a Master's thesis or alternatively a more substantial Master's thesis. The thesis may be written in connection with an internship. Students will participate in a class of about fifty, making a ratio of about 1 professor to 5 students.

A double or a multiple degree is awarded by the three institutions and the graduating students also receive a joint diploma supplement. Minimum formal requirements for admission to the programme are a Bachelor's degree (or equivalent), or a professional degree which has involved at least three years of study. The applicants must submit an essay in which they demonstrate basic knowledge of ethics and their affinity for the subject. Selection will be made according to the quality of the student's previous work.

Website: http://www.maeappliedethics.eu/

Partners:
LINKÖPING UNIVERSITY, Sweden (Co-ordinating Institution)
UTRECHT UNIVERSITY, the Netherlands
NORWEGIAN UNIVERSITY OF SCIENCE AND TECHNOLOGY, Norway
Stellenbosch University, South Africa is an associated member of the MAE Consortium

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MEEES

Masters in Earthquake Engineering and Engineering Seismology

Duration: 1 year 6 months

Course description:
The MEEES (Masters in Earthquake Engineering and Engineering Seismology) programme involves 4 participating institutions: The University of Pavia/Istituto Universitario di Studi Superiori and its ROSE School (Italy), the University Joseph Fourier - Grenoble 1 (France), the University of Patras (Greece) and Imperial College (United Kingdom).

The main goal of this Masters course is to provide a multi-disciplinary programme in earthquake engineering and engineering seismology which also includes newly emerging fields in seismic risk mitigation and management. The cross-cutting nature of the programme allows students to develop skills which will allow them to communicate across the wide range of fields which comprise the area of seismic risk assessment and mitigation.

The main characteristics of the programme can be summarised as follows:
- The programme offers 3 different specialization tracks: one in Earthquake Engineering (EE), one in Engineering Seismology (ES) and one in Earthquake Engineering and Engineering Seismology (EEES);
- Every edition of the programme counts 3 semesters. Students on the 12 months EE and ES specialization tracks (60 ECTS credits) attend the first 2 semester and spend them at two different degree-awarding partners earning at least 24 ECTS at each partner. Students on the 18 months EEES specialization track (90 ECTS credits) attend all 3 semesters and can choose to spend semesters at 2 or 3 partner institutions, 2 of which have to be degree-awarding;
- Students on the EE and ES specialization tracks must obtain 48 ECTS credits from taught modules and 12 ECTS from a Master Project. Students on the EEES specialization tracks can choose to submit one 18 ECTS Master Project or two shorter 12 Master Projects, while the remaining of the ECTS credits, i.e. either 72 or 66, must be obtained from taught modules;
- The curriculum of the course includes engineering seismology, geomechanics, geotechnics and soil dynamics, structural dynamics, seismic design and assessment and seismic risk mitigation;
- All successful participants are awarded a Master Degree and a Diploma Supplement jointly awarded by all degree-awarding partners (University of Pavia/Istituto Universitario di Studi Superiori, University Joseph Fourier - Grenoble 1 and University of Patras);
- Professional partners share research activities with the consortium partners thus providing thesis opportunity. Furthermore, they may offer internship opportunities, tough not mandatory, in which students have the possibility of carrying out training and research toward the completion of their theses;

Website: www.meees.org

Partners:
UNIVERSITY OF PAVIA / INSTITUTE FOR ADVANCED STUDY PAVIA (IUSS), Italy (Co-ordinating institution)
UNIVERSITY OF PATRAS, Greece
UNIVERSITY OF GRENOBLE 1 - JOSEPH FOURIER, France
IMPERIAL COLLEGE, United Kingdom (Non degree-awarding partner)

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MEEM

Erasmus Mundus Master of Mechanical Engineering

**Duration:** 2 years

**Course description:**
This Masters Course is comprised of three joint degrees of mechanical engineering issued by Technical University of Catalonia, Barcelona (Spain), Trinity College of Dublin (Ireland) and the National Institute of Applied Sciences of Lyon (France).

The study programme, which lasts two academic years, is focussed on the design and manufacturing of complex mechanical systems with computer aided tools. The first year is devoted to developing basic skills in Solid Mechanics, Fluid Mechanics, System Control, Mechatronics, Vibrations, Heat Transfer, Mechanical Design and Manufacturing. The second year deals with Computer Aided Tools, CAD, CAM, and simulation software in Structural Mechanics. Management is also introduced. The last semester consists of compulsory modules in Manufacturing, Noise of Mechanical Systems, Numerical Modelling of Mechanical Systems, and Automation Engineering.

The students have a choice of four different mobility arrangements between the three institutions offering the Master’s Course, spending a year in two different countries. The languages of instruction will be English, Spanish and French for a group of about 19 third country students and 20 European students. The mean professor/student ratio will be close to 1.

Depending on their mobility arrangements, the students of this Master’s Course will graduate with a Master’s of Mechanical Engineering, consisting of a “diplôme d’ingénieur” accredited by the French and/or the Spanish authorities, and, if time has been spent in Dublin, with a Master of Sciences from Trinity College.

Applicants must have a first academic degree, equivalent to bachelor level. For third country students, a board of examiners from the three institutions will evaluate the academic records of applicants who have graduated with Bachelor’s, Master’s or other degrees, along with the syllabus of the university they attended.

**Partners:**
NATIONAL INSTITUTE OF APPLIED SCIENCES, Lyon, France (Co-ordinating Institution)
TECHNICAL UNIVERSITY OF CATALONIA, Spain
TRINITY COLLEGE DUBLIN, Ireland

**Contact:**
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MERIT

Master of Science in Research on Information and Communication Technologies

Duration: 1 year 10 months

Course description:
MERIT is a multitrack research-oriented master program based on a flexible curriculum that covers a wide area of knowledge in the field of Information and Communication Technologies. The institutions participating in the consortium, located in Spain, Belgium, Germany, Italy and Sweden belong to the CLUSTER (Consortium Linking Universities of Science and Technology for Education and Research http://www.cluster.org).

The Masters Course covers Information and Communication Technologies in a broad sense, including fundamentals such as electromagnetism, signal processing, and information theory, and applications such as communications, remote sensing and image and voice processing. The language of instruction is English and the program includes local language courses up to 6 ECTS per academic year.

The master is organized in three 15-week semesters in which students take courses followed by a fourth semester devoted to completion of the Master Thesis, which is an original research work in the specialization field selected by the student. During the first three semesters the student registers a total of 90 ECTS in courses. The Master Thesis corresponds to an effort of 30 ECTS, so that at the end of the second year the student completes 120 ECTS. The student mobility is organized on a yearly basis so that the students spent the first academic year in one institution and the second year in a different one. The student registers 60 ECTS in each institution that are fully recognized by its counterpart so that, after successfully completing 120 ECTS, the student is awarded with the degree of the two institutions where he or she has carried out the academic and research activities.

The program is research oriented, and thus concentrates on the development of research skills. Graduates of the Course may want to pursue careers in a research institution by completing a Ph.D. degree, joining industrial R&D departments or perhaps starting a technology spin-off company. Therefore, strong emphasis is placed during the Masters Course on the student’s personal work programme, which is focused on developing research skills. Admission is subject to the approval of the MERIT Academic Committee and is restricted to 50 students. All students should have completed a Bachelor’s degree in Electrical or Telecommunication Engineering or related field. Admission criteria include the applicant’s capacity and motivation, recommendations and language skills. Each admitted student is assigned a specialisation track, a compatible mobility plan and an advisor. The student to professor ratio is less than one.

Website: http://www.meritmaster.org/

Partners:
TECHNICAL UNIVERSITY OF CATALONIA, Spain (Co-ordinating institution)
ROYAL INSTITUTE OF TECHNOLOGY, Sweden
TECHNICAL UNIVERSITY OF TURIN, Italy
CATHOLIC UNIVERSITY OF LOUVAIN, Belgium
UNIVERSITY OF KARLSRUHE, Germany

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MESPOM

Master of Science in Environmental Sciences, Policy and Management

Duration: 1 year 8 months

Course description:
The Masters Course in Environmental Sciences, Policy and Management (MESPOM) prepares students for identifying, developing and implementing integrated solutions to environmental challenges, especially in an international context. In addition to their academic work, students develop research, communication and other professional skills, learn to orient themselves in European and worldwide networks of environmental institutions and professionals, and elaborate relevant career objectives and strategies.

Since 2005, MESPOM has been delivered by a Consortium of four premier European universities: Lund University (LU) (Sweden, Co-ordinating institution), the University of Manchester (UoM) (UK), Central European University (CEU) (Hungary), and the University of the Aegean (UoA) (Greece). From 2010, the MESPOM consortium is joined by two North American centres of excellence: the Middlebury College and its graduate school Monterey Institute for Environmental Studies (MC-MIIS) (USA) and the University of Saskatchewan (UoS, Canada).

The Consortium partners have complementary core competencies (CEU – environmental policy, LU – environmental management, the UoM – environmental sciences, the UoA – local sustainable development and ecosystems management, MC-MIIS – training for international environmental leadership and the UoS – community environmental health) as well an extensive cooperation record in creating a world-class, fully integrated and globally relevant Masters Course which has already enhanced the careers of students from some 60 countries of five continents.

The 2-year (120 ECTS) programme is delivered in English and includes three taught semesters and a fourth research semester. The first two semesters, taught at CEU, focus on understanding of environmental issues, technologies and related economic, policy and other social processes to the ability to analyse environmental human-environment interactions in their specific contexts. The Spring Semester includes the Environmental Careers Workshop and the Ecosystems Management course taught at the University of the Aegean on the island of Lesvos.

During the third semester students choose between specialised tracks in either preventive environmental strategies in organizations (at Lund University) or environmental science (at the University of Manchester). Both tracks emphasize hands-on research and practical experience in research laboratories, private and public sector.

During the fourth term, the students conduct their individual research projects and prepare MSc dissertations in any of the six MESPOM partners. This is typically combined with internships at international organizations, government, industry and NGOs. MESPOM graduates receive a joint MSc degree from the four European partners.

Admission is based on academic excellence, career promise and potential contribution to the atmosphere of multicultural and multidisciplinary learning which is a trademark of MESPOM. MESPOM promotes equal opportunities for all applicants and students.

Website: www.mespom.eu

Partners:
LUND UNIVERSITY, Sweden (Co-ordinating institution)
CENTRAL EUROPEAN UNIVERSITY, Hungary
UNIVERSITY OF MANCHESTER, United Kingdom
UNIVERSITY OF THE AEGEAN, Greece
MIDDLEBURY COLLEGE AND THE MONTEREY INSTITUTE OF INTERNATIONAL STUDIES, U.S.
UNIVERSITY OF SASKATCHEWAN, Canada

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MIM
Master of Industrial Mathematics

Duration: 2 years

Course description:
This Master's Programme aims to train students to become professional applied mathematicians capable of applying mathematical methods and computational skills to solve industrial and engineering problems. They will also learn to conduct research in a specific field of applied mathematics and to communicate on an academic level in a multidisciplinary environment. This programme is run jointly by Eindhoven University of Technology (the Netherlands), University of Kaiserslautern (Germany) and the Johannes Kepler University Linz (Austria), under the umbrella of ESIM, the European School for Industrial Mathematics.

Students study at two universities consecutively. There is a joint curriculum, although each of the various locations imparts its own local flavour to the Course. The programme is organised in such a way that students can easily switch locations after one year (and to some extent even within the first or second year).

The first year consists of three parts: an introductory programme, a core programme, with subjects like partial differential equations and numerical methods, and an elective programme with applied and practical courses. The second year also has three parts. The first module involves a research topic in Applied Mathematics. The precise content and size of this module depends on the interests and the needs of the student as well as the local constraints at the location of study. The second part of the year is completely devoted to mathematical modelling and consists of seminars on mathematical modelling, an optional internship, and participation in the International Modelling Week, organised by ECMI (European Consortium of Mathematics in Industry), which takes place at a European university of the ECMI consortium. Students spend the final part of the second year writing their Master's Thesis, which involves an industrial project carried out at an external institute or company.

The total number of students in the programme, more or less equally distributed over the partner universities, is fifty. The professor/student ratio is about one professor to three students and the teaching language of the programme is English.

After having completed the programme successfully, students are awarded two Master of Science degrees recognized world-wide, from the universities where they have done their coursework. To be admitted, students and scholars must be sufficiently fluent in English, both orally and written, and have at least a Bachelor's degree in the field of applied mathematics with sufficient engineering or technical aspects.

Partners:
EINDHOVEN UNIVERSITY OF TECHNOLOGY, the Netherlands (Co-ordinating Institution)
UNIVERSITY OF KAISERSLAUTERN, Germany
JOHANNES KEPLER UNIVERSITY LINZ, Austria

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MScEF

Master of Science in European Forestry

Duration: 2 years

Course description:
Master of Science in European Forestry is a two-year programme that provides academic education in forest science. The course offers a new approach to the markets in forestry and nature management and it connects the increasing number of forest-related issues with European dimension at international as well as national levels. The objectives of the MSc EF programme are to educate professionals who have a thorough understanding in sustainable forestry and in European business culture. The curriculum is specifically designed to take into consideration the needs of potential employers and our graduates are highly appreciated by national and international forest management agencies, governmental bodies, NGOs, research institutions and timber, paper and pulp enterprises.

In this course, seven European forestry universities collaborate intensively to offer joint study modules in addition to their existing curricula. The MSc EF consortium consists of the following universities: Joensuu (coordinator Finland), AgroParisTech (France), SLU (Sweden), Freiburg (Germany), Lleida (Spain), BOKU (Austria) and Wageningen (the Netherlands).

FIRST STUDY YEAR:
Module 1 – Trends in European Forestry
Module 2 – Sustainable Forest Management in Europe
Module 3 – Elective courses
Module 4 – Applied Period in Forest Institutions
Module 5 – European Forestry Field Course
Module 6 – Multifunctional Forestry in Mountain Regions

SECOND STUDY YEAR:
Module 7 – Advanced courses
Module 8 – Master’s thesis

Modules 1, 2, 5 and 6 are fully a joint effort of the consortium and they provide the students with solid understanding of European forestry practices. The students study as one group and get to visit all the consortium universities. Modules 3, 4, 7 and 8 are organised in different consortium universities and they allow students to further improve their competences in their areas of interest related to culturally, ecologically, economically and socially sustainable forestry. For Modules 4, 7 and 8, students are distributed among the consortium universities according to students’ specialisation.

The official language of the course is English with ample opportunities to learn local languages. Upon graduation, each student shall receive a double-degree i.e. two national Master’s degree certificates with a Diploma Supplement. One of the degrees is always issued by the University of Joensuu and the other one is issued by the university where the student has completed the Module 7 studies. The programme is open to highly-motivated students who have completed a BSc in forestry or related fields. A variety of scholarships are available for potential students.

Website: www.europeanforestry.net

Partners:
UNIVERSITY OF JOENSUU, Finland (Co-ordinating institution)
PARIS INSTITUTE OF TECHNOLOGY FOR LIFE,FOOD AND ENVIRONMENTAL SCIENCES,IN ITS ENGREF COMPONENT, France
UNIVERSITY OF NATURAL RESOURCES AND APPLIED LIFE SCIENCES, VIENNA, Austria
UNIVERSITY OF FREIBURG, Germany
SWEDISH UNIVERSITY OF AGRICULTURAL SCIENCES, Sweden
WAGENINGEN AGRICULTURAL UNIVERSITY, Netherlands
UNIVERSITY OF LLEIDA, Spain

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Duration: 1 year 6 months

Course description:
This Master's Course has three main objectives. Firstly, it will prepare future professionals with the capacity to understand the technical underpinnings and business opportunities of the new digital economy through in-depth study of computing and networking technology and specialised e-business techniques. Secondly, it ensures that students acquire essential transferable skills through a substantial six-month research project. Thirdly, it provides students with an opportunity to study in a multi-cultural environment, sharing knowledge with other students from different backgrounds.

The partner institutions involved in this Master's Course are the University of Reading (UK), the Aristotle University of Thessaloniki (Greece), University Carlos III Madrid (Spain) and Trinity College Dublin (Ireland). The Master's programme is organised as a set of five core modules given by the University of Reading (including network computing, computer architectures, and internet software environments), five modules given by the Aristotle University of Thessaloniki (including human-computer interaction, computational intelligence, and e-business), five modules given by the University Carlos III, Madrid (focused on networks and technologies), and finally, a project placement carried out over 24 weeks at one of the partner institutions.

All the courses will be in English and the staff/student ratio is 16 professors to 13 students. Successful completion of the Course is marked by the award of a double degree by the three institutions where modules are offered. The programme is designed for students that hold a first-cycle degree in science or engineering. Other subjects will also be considered provided that the student possesses the necessary computing competences. Professional experience, references, publications in referred journals, and results of a personal interview are taken into consideration. Proficiency in English is required.

Website:
http://www.uc3m.es/portal/page/portal/postgrado_mast_doct/masters/MSc_in_Network_and_e-Business_Centred_Computing

Partners:
UNIVERSITY OF READING, United Kingdom (Co-ordinating Institution)
ARISTOTLE UNIVERSITY OF THESSALONIKI, Greece
UNIVERSITY CARLOS III OF MADRID, Spain
TRINITY COLLEGE DUBLIN, Ireland

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NOHA Mundus

Joint Master's Degree Program in International Humanitarian Action

Duration: 1 year 4 months

Course description:
The NOHA Mundus Joint Master's Degree Programme in International Humanitarian Action is an inter-university, multidisciplinary postgraduate programme that provides high quality academic education and professional competencies for personnel working or intending to work in the area of humanitarian action. It is delivered by seven NOHA Network members (Université Catholique de Louvain, Belgium; Université Paul Cézanne Aix-Marseille III, France; Ruhr-Universität Bochum, Germany; University College Dublin, Ireland; Universidad de Deusto, Spain; University of Uppsala, Sweden; and University of Groningen, the Netherlands) in association with seven third country partner universities (Monash University, Australia; Universidad Javeriana, Colombia; Bangalore University, India; Universitas Gadjah Mada, Indonesia; Saint-Joseph University, Lebanon; University of Western Cape, South Africa; Columbia University, New York, United States) in collaboration with the European Union, non-governmental and inter-governmental organizations, and other humanitarian stakeholders.

The Programme is sixteen months in duration comprising three semesters that extend from early September through to December of the following year (90 ECTS). The programme has four main components, namely:
  o Intensive Programme (5 ECTS): located at the NOHA Coordinating University and takes place during the first two weeks of September;
  o Core Course (25 ECTS): delivered at the NOHA Home Universities and extends from mid-September to the end of January;
  o Orientation Period (30 ECTS): delivered at the NOHA Host universities from the beginning of February to the middle of June;
  o Research and Internship (30 ECTS) at the Home University or at a NOHA third country University and/or in collaboration with a Humanitarian Organisation/Agency linked to the Network. It extends from July to December.

The programme is modularised to enhance flexibility and comparability. The programme is assessed on the basis of jointly agreed learning outcomes built around the profile (knowledge and skills) required of humanitarian professionals. These knowledge and skills are expressed as competencies e.g. problem solving capacities to work effectively in the field. After successfully completing all programme components, students will be awarded a Joint Diploma in International Humanitarian Action from the home and host universities. The Diploma Supplement is given to all students and a Joint Diploma Supplement will be issued when in keeping with national regulations. Languages of instruction are: English, French and Spanish. All candidates are chosen on the basis of common selection criteria, which include; the quality of their education, professional background, experience in and concern for humanitarian issues, multicultural sensitivities, and linguistic abilities.

Website: [http://www.nohanet.org/](http://www.nohanet.org/)

Partners:
UNIVERSITY OF DEUSTO, Spain (Co-ordinating institution)
MONASH ASIA INSTITUTE, Australia
PONTIFICAL UNIVERSITY JAVERIANA, Colombia
BANGALORE UNIVERSITY, India
UNIVERSITAS GADJAH MADA, Indonesia
SAINT JOSEPH UNIVERSITY, Lebanon
UNIVERSITY OF THE WESTERN CAPE, South Africa
RUB UNIVERSITY OF BOCHUM, Germany
CATHOLIC UNIVERSITY OF LOUVAIN, Belgium
UNIVERSITY PAUL CEZANNE AIX-MARSEILLE 3, France
UNIVERSITY OF GRONINGEN, Netherlands
UPPSALA UNIVERSITY, Sweden
UNIVERSITY COLLEGE DUBLIN NATIONAL UNIVERSITY OF IRELAND, Ireland
COLUMBIA UNIVERSITY, United States
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SEFOTECH.NUT

European MSc in Food Science, Technology and Nutrition

Duration: 1 year 9 months

Course description:

The aim of the European MSc course (SEFOTECH.NUT) is to foster and develop knowledge and awareness of scientific trends and health issues in food science, technology and nutrition in a global context.

The course will provide students with a comprehensive knowledge and understanding of global food issues, international trends and food problems, given the globalization of food industry along with highlighting ongoing problems and concerns with regard to food safety, nutrition and environmental issues. In addition, the course will enhance the professional competencies of the students taking cognisance of management and ethics. These skills will enable young professionals to meet current demands for highly-skilled staff in food science, technology and nutrition.

The course is jointly offered by the Catholic University College, Ghent (Belgium), the Dublin Institute of Technology (Ireland), the University of Applied Science of Anhalt in Köthen (Germany) and the Portuguese Catholic University, Porto (Portugal). Associate partners include: TUFTS University – USA, Northwest A&F University – China, National Institute of Public Health of Mexico, Michurinsk State Agrarian University – Russia, National Dairy Research Institute of Karnal – India.

SEFOTECH.NUT is a modular, international four-semester Masters course involving ten course modules, a professional competences module of one semester and a thesis semester. The course is fully integrated through six compulsory modules being offered at two partner institutions and eight optional modules being offered between all four partner institutions. The optional modules allow students to deepen their knowledge in particular food products, food groups, production sectors and in nutrition.

The professional competence module enables to establish partnership and strong links with socio-economic sectors by providing extended theoretical and practical training in a specialized field.

The studies can be taken in a minimum of two partner institutions.

The award of a joint European M.Sc. degree will be based on successful completion of ten modules (60 ECTS), the professional competence module (30 ECTS) and thesis (30 ECTS). The SEFOTECH.NUT course is taught in English.

The minimum entry requirements are an academic B.Sc. degree, or equivalent study, with excellent grades in relevant subjects such as Chemistry, Biological Sciences, Food Science and Technology, Nutrition or Engineering or cognate subject area.

Website: [http://www.sefotechnut.org](http://www.sefotechnut.org)

Partners:
CATHOLIC UNIVERSITY OF APPLIED SCIENCE SINT-LIEVEN, Belgium (Co-ordinating institution)
DUBLIN INSTITUTE OF TECHNOLOGY, Ireland
CATHOLIC PORTUGUESE UNIVERSITY, Portugal
UNIVERSITY OF APPLIED SCIENCE ANHALT, Germany

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SpaceMaster

Joint European Master in Space Science and Technology

**Duration:** 1 year 8 months

**Course description:**
Erasmus Mundus Master Course in Space Science and Technology – SpaceMaster, 120 ECTS opens opportunities for all highly qualified students around the world to study space science and technology on the advanced level at six excellent European universities in a research-oriented environment.

During two years of full-time studies the students obtain cross-disciplinary theoretical knowledge and practical skills by using the available scientific facilities including radar systems, stratospheric balloons, robots, sounding rockets and satellites. Specially organised study visits to European space companies and research organisations help the students to establish direct contacts in the space business.

The Course consists of four semesters, each containing 30 ECTS. The 1st compulsory semester takes place at Julius-Maximilians Universität Würzburg. The 2nd compulsory semester takes place at Luleå University of Technology, Kiruna. During the 3rd semester the students choose a European partner university on the basis of their specialisation. During the 4th semester the students carry out their Master thesis. The thesis work is strongly connected with current space research and is performed in collaboration with the international space organisations, European and national space research organisations and industries.

The Course is given in English. The Master Degree is achieved after successful accomplishment of 120 ECTS. The student who fulfill the requirements for the Master Degree receive a double Master Diploma, i.e. a Diploma certificate from Luleå University of Technology and a Diploma certificate from the second European partner university.

**Website:** [www.spacemaster.eu](http://www.spacemaster.eu)

**Partners:**
LULEA UNIVERSITY OF TECHNOLOGY, Sweden (Co-ordinating institution)
CZECH TECHNICAL UNIVERSITY IN PRAGUE, Czech Republic
AALTO UNIVERSITY, Finland
JULIUS MAXIMILIAN UNIVERSITY OF WURZBURG, Germany
CRANFIELD UNIVERSITY, United Kingdom
UNIVERSITY OF TOULOUSE 3 PAUL SABATIER, France

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TROPED
European Master in International Health

Duration: 1 year

Course description:
The field of International Health is concerned with health issues across regional and national boundaries, with a focus on poverty-related health problems and health systems. The Master course is based on the tropEd European Master of Science Programme in International Health, and is the result of a long-term collaboration of universities with vast expertise in International Health, starting in 1996. The main objective of the tropEd EMMC is to provide new graduates and experienced professionals with a unique learning experience that enable them to respond adequately and appropriately to the health needs and challenges facing populations in low, middle income and transitional countries. This one year programme, conducted by the University of Bordeaux 2 and taught in English, enables students to acquire a distinctive global perspective in providing training in seven European Institutions and three Third Country Institutions, each contributing with specific expertise in a particular area of International Health.

In addition, three partners from the professional and research sector are involved: Global Pharmaceutical company Sanofi Aventis; The Netherlands Red Cross Society; Institut Recherche Développement (IRD). The tropEd EMMC offers five study tracks for specialisation in one particular aspect of International Health: Track 1: Disease Control; Track 2: Health Systems, Health Policy & Management; Track 3: Sexual and Reproductive Health; Track 4: Child Health; Track 5: Health Research Methods. Mobility in two to three European and non European institutions will be offered to students per track. The consortium will deliver a coherent and integrated programme that combines the collective capabilities and experience of the participating institutions, which will enhance participant’s capacity to formulate effective and appropriate responses to complex policy and practice issues. Students will be awarded a joint degree.

Website: [http://www.em-troped.u-bordeaux2.fr/](http://www.em-troped.u-bordeaux2.fr/)

Partners:
- UNIVERSITE BORDEAUX 2 VICTOR SEGALEN, France (Co-ordinating institution)
- UNIVERSITY COLLEGE LONDON, United Kingdom
- QUEEN MARGARET UNIVERSITY - EDINBURGH, United Kingdom
- UNIVERSITY OF COPENHAGEN, Denmark
- CHARITÉ MEDICAL SCHOOL BERLIN, Germany
- UNIVERSITY OF BERGEN, Norway
- FACULTY OF PUBLIC HEALTH, KHON KAEN UNIVERSITY, Thailand
- NATIONAL INSTITUTE OF PUBLIC HEALTH, Mexico
- UNIVERSITY OF CAPE TOWN, South Africa
- ROYAL TROPICAL INSTITUTE AT FREE UNIVERSITY AMSTERDAM, Netherlands

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VINTAGE

Master International Vintage, Vine, Wine and Terroir Management

Duration: 2 years

Course description:
This Master’s programme (120 ECTS) aims to develop internationally trained experts in the wine sector, with a double competency. From the study of wine terroirs to the analysis of consumer behaviour, the comprehensive curriculum combines scientific, technological, economic, organisational and marketing knowledge with field experience. The teaching is based on the scientific reliability of the consortium’s teams (full-time lecturers working in research, laboratories of international repute) and is closely linked with the professional world. The continuous changes and globalisation of the wine market have resulted in new needs for the wine industry. The International Vintage Master’s degree aims to train flexible and innovative executives and top managers with the necessary skills to play an active part in the enhancing of wines from the technical, strategic and commercial points of view at an international scale. Graduates of the Course will be employable at a manager level in European and international companies dealing with the wine sector, or can go for a PhD.

Teaching Languages:
50% in French, 50% in English. Students will also acquire a second foreign language (Spanish, Italian, Portuguese, French, and English).

Involved countries:
France, Italy, Spain, Portugal, Hungary, Romania, Switzerland, Chile, South Africa, Greece

Content:
9 core modules are offered in at least 3 countries (which change each year depending on the rotation established by the Course committee). 1) Applied languages in the wine sector (2 European languages, 5 weeks, 10 ECTS), 2) European viticultural “terroirs” (3 weeks, 6 ECTS), 3) International wine economics, and organisation of the wine sector (6 weeks, 12 ECTS), 4) Wine marketing (6 weeks, 12 ECTS), 5) Viticulture (6 weeks, 12 ECTS), 6) International study trip (3 weeks, 8 ECTS), 7) oenology (10 weeks, 22 ECTS), 8) preparation of the professional project (4 weeks, 8 ECTS), 9) 6 months internship and thesis (professional project, 30 ECTS)

The thirty students accepted each year benefit from an individualised tutorial programme. Non-European students study in at least 3 European partner institutions; European students’ programme includes mobility to a Third country institution of the consortium.

Degrees awarded:
National Degree of Master in France, Spain, Hungary, 2 Italian university Masters of First Level, Portuguese and Romanian master degree. Each student having passed all the modules obtains the French degree jointly awarded with 3 partner institutions of the consortium and 1 to 3 doubles degrees according to the mobility path.

Application criteria include a Bachelor of Science including economical sciences and competency in the 2 teaching languages. The applications will be examined by a committee of selection. The selection process will include an interview with the candidates (possibly by telephone) whose paper application has been selected.

Website: http://www.vintagemaster.com/

Partners:
ANGERS HIGHER AGRICULTURAL EDUCATION INSTITUTE (Groupe ESA), France (Co-ordinating institution)
STELLENBOSCH UNIVERSITY, South Africa
CHANGINS ENGINEERING SCHOOL, Switzerland
PONTIFICAL CATHOLIC UNIVERSITY OF CHILE, Chile
UNIVERSITY OF TRAS-OS-MONTES AND ALTO DOURO, Portugal
UNIVERSITY OF BOLOGNA, Italy
CATHOLIC UNIVERSITY OF THE SACRED HEART, Italy
CORVINUS UNIVERSITY OF BUDAPEST, Hungary
TECHNICAL UNIVERSITY OF VALENCIA, Spain
BUCHAREST UNIVERSITY OF AGRICULTURAL SCIENCES AND VETERINARY MEDICINE,
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WACOMA
Erasmus Mundus Master In Water And Coastal Management

Duration: 18 months

Course description:
The curricular programme is integrated and includes modules offered by all the Universities in the consortium. The Msc WACOMA is a 18 month programme (90 ECTS) running over three semesters. It has been adapted in 2012 to a new 120 ECTS programme. This description is of the initial Erasmus Mundus approved in the first call of the programme in 2004 (Joint European Master in Water and Coastal Management).

1st Semester (Curricular) first academic year: 6 months (30 ECTS) at the University of Plymouth, UK. Curricular core modules focused on Freshwater management, Coastal management and Postgraduate skills. These core modules will prepare the students for all the subsequent option modules and for their dissertation phase.

2nd Semester (Curricular) first academic year: 6 months (30 ECTS) at the University of Cádiz, Spain. Optional modules to be selected by the students on Freshwater, Environmental and Coastal management. The range of option modules will enable the students to specialise in their main area of interest. The modules offered will be provided by experts from our wide network of European and international partners as well as Erasmus Mundus scholars and will be organised into subject specific clusters to ensure the modules offered each year address an appropriate range of topics.

On completion of the taught modules the students will progress to their dissertation during the second year (60ECTS)

3rd semester (research) second academic year 6 month (30 ECTS) to conduct their research at any of the partner institutions: University of Algarve, Portugal, University of Plymouth, UK; University of Cadiz, Spain; University of Bergen, Norway. The EU students can conduct their dissertation period in collaboration with any of the 3rd country partner Universities (Action 3) always in collaboration and co-supervised by one professor from any of the consortium Universities.

Website: http://www2.uca.es/serv/catedra-unesco/erasmusmundus/wacoma/index.htm

Partners:
UNIVERSITY OF ALGARVE, Portugal (Co-ordinating institution)
UNIVERSITY OF Plymouth, UK
UNIVERSITY OF CADIZ, Spain
UNIVERSITY OF BERGEN, Norway

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