

ANNEX 13

PROGRAMME REQUIREMENTS

FOR THE EUROPEAN JOINT MASTER'S IN STRATEGIC BORDER MANAGEMENT

IMPLEMENTATION

under the Call for Proposals 2023/FPA/TRU/01

The Consortium is expected to fulfil the following requirements:

1. Implement an existing jointly designed and fully integrated curriculum of the European Joint Master's in Strategic Border Management adhering to the Standards for Quality Assurance of Joint Programmes in the European Higher Education Area (EHEA). These standards cover all the key aspects of joint programmes, in terms of joint implementation, delivery and quality assurance.
2. Beyond the Standards for Quality Assurance of Joint Programmes, the consortium must put the emphasis on the following joint/common implementation procedures:
 - a. Joint student admission requirements and application, selection, monitoring, examination/performance evaluation rules/procedures;
 - b. Joint programme integrated teaching activities including a jointly agreed language policy and a joint process for recognition of study periods within the consortium;
 - c. Common services offered to students;
 - d. Joint promotion and awareness-raising activities in order to ensure visibility of the programme as well as of Frontex funding. The promotional strategy should include an integrated and comprehensive specific website in English providing all the necessary information about the programme for students and other relevant stakeholders;
 - e. Joint administrative and financial management by the consortium; coordination and responsibilities of the partners involved regarding management and financial organisation (including funding, sharing of costs etc.)

- f. Joint degree;
 - g. Joint examination regulations, student assessment methods, recognition of credits and degree awarding procedures in the consortium;
3. The necessary institutional commitment of all the organizations participating in the EJMSBM consortium must be ensured prior to the enrolment of the first EJMSBM students to guarantee solid institutional embedding and backing. This commitment takes the form of an EJMSBM Consortium Agreement, which must be signed by all partner institutions (including associated partners if deemed relevant). This EJMSBM Consortium Agreement will have to cover all academic, operational, administrative and financial aspects related to the implementation of the EJMSBM and the management of the EJMSBM funding. A draft Consortium Agreement is provided at application stage.
 4. The admission, selection, recruitment and monitoring of individual students fall under the shared responsibility of the EJMSBM consortium and Frontex. Student selection must be organised transparently, impartially and equitably. Frontex launches a Call for Proposals for applicants (prospective students). The Call is addressed to the National Frontex Points of Contact (NFPOC) and copied to the National Training Coordinators (NTC). In case of Partner Organisations the calls are addressed to the countries' relevant authorities via official points of contact. Sending Authorities nominate candidates that meet the admission requirements. The nominated candidates undergo an admission process conducted by the EJMSBM consortium.
 5. In order to guarantee full transparency, and to define the rights and responsibilities of all enrolled students, both parties (i.e. sending authorities and EJMSBM consortium) must sign a Student Agreement upon student enrolment in the programme. The Student Agreement template must be published on the EJMSBM website.
 6. The consortium must include compulsory physical mobility for all enrolled students: The mobility tracks and the mechanism for recognition of study periods among the partner institutions must have been agreed within the consortium at application stage.
 7. The consortium must promote the exchange of staff and invited scholars to contribute to teaching, training, research and administrative activities.
 8. The successful completion of the EJMSBM must lead to the award of a joint degree (i.e. one single diploma awarded by at least three HEIs from different EU Member States countries).
 9. The degree awarded to graduates must belong to the higher education degree systems of the countries in which the HEIs are based. The degree must be mutually recognized by all the awarding full partner HEIs. Consortia should provide students with a joint Diploma Supplement at the end of their studies, covering the entire content of the EJMSBM.
 10. At application stage, EJMSBM proposals must refer to the already developed EJMSBM Programme Descriptor.
 11. Health Protection Measures
 - Frontex sanitary requirements for are described in Annex 10. This annex describes the need for contingency planning, for COVID testing of learners,

trainers and safety measures applicable to common areas, including lodging areas, canteen, and classrooms.

12. Programme Delivery Facilities

- Students are entitled to learn in an appropriate environment. The consortium commits to make available all reasonable human and physical resources necessary to support learning and the achievement of the learning outcomes to students and teachers involved in the delivery of the programme.
- The consortium provides students and trainers with access to information resources such as reading materials, among others, including electronic resources, for the entire duration of the programme.
- The consortium provides access to the single Virtual Learning Environment.
- The consortium provides students with academic and non academic support normally provided to all other students.

13. Accommodation Facilities

- Accommodation for all the learners offering single occupancy rooms with individual en-suite bathroom.
- Rooms must provide sufficient space and furniture (bed, desk, chair, wardrobe etc.) and high-speed Wi-Fi connectivity;
- Daily cleaning services and weekly change of linens/towels;
- Proposals shall provide accommodation for the entire duration of contact weeks delivered in person (residential). In case the accommodation is outside the premises of the training institution it should be in close proximity. If it is not within walking range - 0.5 kilometre range, daily transport must be provided.
- Temperature control system throughout the premises/accommodation;
- Common leisure area(s).

14. Catering and other logistics

- Catering /eating arrangements for all learners available for the entire duration of contact weeks delivered in person (residential), covering English breakfast (savory and sweet), hot lunch, and hot dinner allowing for different dietary requirements (i.e. vegans, gluten free meals, no pork meat) offering a variety of different types of food (at least 3 side vegetable options) meat and fish both offered for lunch and dinner, soups, pasta/rice, bread, fresh fruits/dessert. At least 3l of mineral water per day;
- Cafeteria providing coffee, tea, water, sandwiches and snacks, fresh fruits twice per day as part of the daily catering (or catering services for twice a day coffee breaks);
- Bed-room services and laundry collection and delivery for sick learners;
- Availability of washing machines and dryers for self-service laundry;
- Medical service, English speaking or with English speaking support, at close distance (max 5 km) including weekends and festivities;
- Health & safety procedures in place, including COVID-19, see annex 10.
- Local transport to/from airport and accommodation
- Transport and catering during field trips

15. Tasks and Responsibilities of the Parties Involved in the Quality Assurance Structure

- a. Governing Board: central administering organ of the EJMSBM programme and takes responsibility for the implementation of all parts of the Consortium Agreement. Main tasks:
- ensuring the implementation of the quality assurance procedures for the EJMSBM programme and addressing issues as they emerge in order to consistently and continuously improve the quality of the EJMSBM programme;
 - agreeing on the services to be provided by each Partner;
 - determining the overall strategic direction of the Consortium in pursuance of the successful fulfilment of the EJMSBM programme;
 - agreeing on a resource strategy for each iteration of the EJMSBM programme; and initiating a periodic review process by not later than one (1) year before the expiry of the Consortium Agreement
- b. Programme Board is inter alia responsible for the monitoring, delivery and implementation of the on-going EJMSBM programme. Main tasks:
- monitoring the delivery and responsible for the implementation of the on-going EJMSBM programme;
 - ensuring adherence to the approved EJMSBM programme;
 - examining the effectiveness of support services;
 - making recommendations on the use of existing resources and the need for new resources;
 - implementing improvements to the EJMSBM programme arising from the quality assurance monitoring process;
 - keeping the content of the EJMSBM programme continuously under review in light of developments in the different fields of study and the requirements of the Sending Authorities;
 - making adjustments to the EJMSBM programme as a result of the programme review, as decided by the Governing Board;
 - suggesting appropriate external examiners to the Governing Board to play a role in the monitoring and reviewing of the Degree Programme;
 - producing the Stage and End of Programme Reports and forwarding these to the Governing Board for consideration.
- c. Module Boards are constituent parts of the Programme Board and act to enhance quality assurance and to implement the tasks of the Programme Board at the module level. The Module Board for each Module comprises a Module Convenor and all teachers involved in the delivery of the given Module.
- d. Module Convenors are responsible for the modules delivery and quality assurance with the relevant academic and professional expertise. All Module Convenors must hold a PhD, or at a minimum be registered and near completion of a doctorate programme. They are significantly experienced in the academic domain the module draws upon as reflected in relevant publications in their field of research interests. In addition to the teaching responsibilities and roles, the Module Convenor:
- Coordinates, leads and organises delivery of the Module of Study
 - Assumes full responsibility for the Module
 - Quality Assurance and ensures that quality assurance procedures are implemented at module level
 - Chairs the Module Boards
 - Liaises with External Examiners
 - Collects, collates and disseminates all records relating to the Module

- Serves on the Programme and Examination Boards
 - Prepares reports in relation to the Module and disseminates them
 - Ensures that the teachers complies with the all the programme quality standards, including English language proficiency
 - Acts as an advisor and mentor to students; provides academic guidance, information and general assistance
 - collect and collate student feedback for the module
 - collect and collate feedback from all persons involved in the delivery of the module
 - collect and collate grades and publishes them
 - consider the assessment performance from a QA and academic standards perspective
 - forward a module report with regard to all QA measures to the Quality Assurance Committee
 - ensure that any decisions he/she makes are transparent and recorded accurately in the minutes of the meeting.
 - Ensure the overall quality of the module delivery with respect to teaching, learning and assessment strategies and methods as specified in the programme curriculum.
 - Ensure assessments for the module are graded in accordance with grading rubrics and that the grades are moderated if necessary
- e. Quality Assurance Committee (QAC) is responsible for issues relating to quality assurance and academic standards. The QAC monitors the effectiveness of quality assurance procedures and can refer major policy issues, areas of concern and issues of strategic importance to the Governing Board. Main tasks:
- reports to the Governing Board on the implementation of policies and procedures relating to quality assurance, enhancement and internal review of quality;
 - advises the Governing Board on matters relating to quality of programme implementation, including programme review and enhancement;
 - undertakes periodic and regular reviews (after each iteration of the EJMSBM programme);
 - considers proposed changes and makes recommendations to the Governing Board;
 - reviews the results of feedback submitted by the various stakeholders (such as students and teaching staff) and makes recommendations for action where necessary;
 - follows up on any recommendations for improvement as highlighted in the reports submitted to the Governing Board.
- f. External Examiner is a professional academic responsible for monitoring the reliability and validity of assessment procedures and academic standards. External Examiners must have the necessary academic credentials and are selected from institutions other than Consortium Partners and show relevant involvement in European Border Security/Law enforcement education and training. The primary duties of External Examiners are to:
- review the appropriateness of the intended learning outcomes at all levels of the programme

- probe the actual attainment of students, in the context of the actual programme learning outcomes using information agreed with and supplied;
 - compare and contrast the programme learning outcomes and the actual attainment of students with the relevant awards standards, with the relevant Qualifications Frameworks, and with corresponding data from other programmes in the same or similar disciplines in other higher education institutions in Europe;
 - confirm whether or not the applied procedures for assessment are valid, reliable, fair and consistent and that the assessments are in line with the stated learning outcomes;
 - review intended assessment tasks prior to their assignment to students, in the context of module assessment strategies and pre-requisite prior learning;
 - advise on consistency of standards and fairness of assessment across the EJMSBM programme;
 - report findings and recommendations to the Consortium through the Programme Board;
 - assess dissertations jointly with the rest of the Dissertation Board appointed for each student;
 - take part in examinations as required;
 - submit interim reports (after each stage) on the standard of examinations and a final report at the end of the iteration;
 - serve as members on the Board of Examiners
- g. Board of Examiners decides whether students have satisfactorily completed the EJMSBM programme requirements. Regular meetings of the Board of Examiners take place after each stage of the EJMSBM programme and always before the Programme Board meeting. Main tasks of the Board of Examiners:
- ensuring the overall adequacy of standards and compliance with the stated teaching and assessment methods;
 - determining whether or not the applied procedures for assessment are valid, reliable, fair and consistent;
 - reviewing and deciding on borderline cases;
 - ensuring assessments are graded in accordance with grading rubrics and that the grades are moderated;
 - making recommendations to the Programme Board on matters related to assessment policy and procedures, study ability and academic standards;
 - ensuring that students with extenuating circumstances have been given due consideration and ensuring that all the requirements for awarding the degree.
- h. Teachers have the necessary academic qualifications and professional experience to deliver the Programme. Teachers with appropriate academic qualifications, professional experience, and a minimum of C1 English level in the fields listed below:
- Strategy, planning and evaluation in border guarding.
 - Fundamental rights and ethics in European border security management .
 - Leadership and organisational development in border management.
 - EU borders policies and strategies (including EU resource policy, resource management).
 - Innovations and technology in border security.
 - Researching management practices in border security.

- Global context of European border security.
 - Strategic risk and threat management for European border security.
 - Cooperation in strategic border management (including cooperation in cross border investigation).
 - Researching integrating practices in border management.
- i. Programme Coordinator is a representative of the consortium, single point of contact for Frontex in all matters related to the EJMSBM programme implementation.
- j. Frontex reserves the right to participate in all the meeting of any of the parties from the quality assurance structure listed in point 16, as observer, and to request access to any of the reports. Any Programme update must be consulted with and approved by Frontex.

ANNEX I

Technical Requirements for the European Joint Master’s in Strategic Border Management implementation

General requirements:	
OVERALL	<p>The Framework Partnership Agreement covers 3 (three) iterations of the EJMSBM programme and lasts up to 48 months.</p> <p>Each iteration lasts 18 months.</p> <p>Grant that covers one iteration may last minimum 18 months and maximum 21 months. Two subsequent Specific Grant Agreements covering one (1) iteration will be signed with a successful beneficiary:</p> <ul style="list-style-type: none"> • first one - for a period of 12 months (without possibility of extension) covering Stage 1 and Stage 2 of the EJMSBM programme, • second one – for the remainder of 6 months covering Stage 3 of the EJMSBM programme + possible max. additional 3 months (without possibility of further extension). <p>Iterations may overlap.</p> <p>Modules (including distant learning phases) in one iteration must not overlap.</p>
TARGET GROUP	<p>It is intended that minimum one place will be offered to each national agency with border guard responsibilities from all Member States and Schengen Associated Countries and possibly to other Partner Organisations which cooperate with Frontex within the area of Justice and Home Affairs.</p> <p>Learners will be drawn from mid- and high-level management, working in the Border Guard field. It is estimated that there will be 30 learners +/- 10% per iteration of the Master’s programme.</p> <p>Access to programme is granted by Frontex to the eligible organisations, following Frontex policy, to ensure the reach out of the intended target group.</p> <p>Frontex will promote the Programme, the winning Consortium will be responsible for learners’ selection and admission.</p>
ENTRY REQUIREMENTS	<p>The admission requirement for this programme is that candidates must possess, at a minimum, a first cycle qualification comprising at least 180 ECTS credits (bachelor degree or equivalent) obtained from a recognized higher education institution (HEI). This degree should be in an area that is related to the subject of this Master’s programme such as law, business administration, public administration, entrepreneurship and border guarding, border policing, policing, criminology, military sciences, security sciences, sociology, psychology, political sciences, risk and security management and related areas.</p> <p>Learners are expected to have a minimum of three years first-hand knowledge and experience in working in an operational Border Guarding function, in at least middle management position.</p> <p>If their first language is not English, they are to provide recent evidence of at least a B2 level as defined in the European Framework of Reference for Languages. If they do not possess such a certificate their level of English will be tested by Consortium.</p>
ADMISSION	<p>A call for candidates will be launched by Frontex through the national points of contact. The sending authorities nominate the candidates that fulfil all requirements. The programme administrator will communicate to the sending authorities the eligible candidates. The process will be led by sending organisations, Frontex will verify the requirements. The Consortium will set up the admission panel to select learners from the candidates.</p>

EXTENSION, SUSPENSION OF STUDIES & DROP-OUTS	<p>The Programme Board may grant students enrolled in the EJMSBM programme an extension of up to three (3) months in order to enable them to complete their studies.</p> <p>For well justified reasons a student may be granted a suspension of studies for a definite period. In such cases, the period of suspension is not taken into consideration for calculating the period of enrolment in the EJMSBM programme. If it is not practicable for the student to join the EJMSBM programme following the suspension, the student may be allowed to join a next iteration if and when the EJMSBM programme is next offered.</p> <p>If a learner does not show up in person for a module implemented on site, the mobility cost regarding the mobility of this learner will be ineligible without any detriment to the educational and administrative unit cost. If a learner shows up, but does not complete the module, the costs of this mobility shall be regarded eligible proportionally to learner's participation. The costs of re-booking flight ticket are ineligible.</p> <p>If a learner drops-out from the programme, the cost of mobilities are eligible proportionally to his actual presence on site. No costs related to the mobility incurred after the date of removal of this participant from the students' list will be eligible.</p>
DELIVERY	<p>No single institution has the expertise to deliver this entire programme and it is intended that the Consortium will share the programme delivery. A Consortium Partner will be nominated to coordinate delivery of each module. Nevertheless, the responsibility for each module will always rest with the Consortium, as it is the Consortium as a whole that is responsible for this programme. In order to ensure quality the delivery of modules will not be shared. In principle, in every iteration of the programme, each Consortium Partner will be responsible for the delivery of at least one module. Convening a module involves the institutional responsibility for the module organization, delivery and quality assurance (QA), the nomination of a local Module Convenor, expert in module area, provision of a number of teaching staff as well as provision of facilities and logistical arrangements.</p> <p>For learners' protection and for ensuring the continuity of the programme, there should be two Consortium Partners nominated able to deliver any given module. One institution shall be the Main deliverer, and the second one - a back-up. In this way, if unforeseen problems arise for the Main Deliverer, the second institution can step in to deliver the module. This strategy for the modules allocation is chosen in order to ensure a certain degree of stability within the programme and the possibility to capitalize on the lessons learnt from the programme quality assurance, but also to ensure a balanced distribution and shared responsibility of all Consortium Partners, given the European nature of this programme.</p>
TEACHERS & EXPERTS	<p>According to the higher education framework:</p> <ul style="list-style-type: none"> • the number of teachers with PhD should be the majority in all modules. • their background must be in line with the disciplines/subjects he/she is going to deliver, • the teacher scientific production that must be in line with the teaching area. <p>Besides these requirements, the teachers' nomination ought to take into account the language skills (C1 English level), gender balance, nationality diversity and research background.</p> <p>Each module convener coordinates the Module, involving three to five professors and/or experts to embrace the vocational nature of the EJMSBM.</p>
ADMINISTRATIVE STAFF	<p>Administrative staff shall have experience in administering similar projects (implementation, management, reporting) and be able to communicate in English.</p> <p>Besides these requirements, gender balance, nationality diversity and research background ought to be considered.</p> <p>It is desirable at least one administrative staff member is responsible for contacts with learners.</p>
FACILITIES AND EQUIPMENT	<p>The learning should take place in the academic formal environment or in the operational-organisational context, for the experiential learning phase. Preferably, the contact week should take place at the premises of the Academic Partner, or, where applicable, at the</p>

	<p>location of the Complementary Entity which is a Police / Border Police / Law Enforcement Academy. Five (out of ten) contact weeks are to be implemented in contact; the reminder shall be delivered online. It is suggested to implement 5 modules with field trips (Module 1, 5, 6, 9, 10) in-person, while the reminder of 5 (Module 2, 3, 4, 7, 8) is to be delivered online.</p> <p>Consortium will be responsible for providing the learners with services to facilitate this mobility (e.g., housing, daily sustenance, transport, field trips, internet connection, etc.).</p> <p>A centralized virtual learning environment must be made available to support the programme administration, and to enhance the flexibility of the learning paradigm that uses a blended learning approach and includes e-learning solutions. This facilitates access to the programme to the busy officers and allows them to remain connected to the operational environment and their job needs, as well as to their study group. The readings and study materials are to be available in the libraries (including virtual libraries) of the partner institutions and/or made available for the learners in e-electronic format.</p> <p>The promotional strategy should include an integrated and comprehensive specific website in English providing all the necessary information about the programme for students and other relevant stakeholders.</p>
<p>COVID-19 HEALTH PROTECTION MEASURES</p>	<p>See Call for Proposals FPA 2023 EJMSBM Annex 10.</p>
<p>TRAINING DELIVERY FACILITIES</p> <p>Classrooms</p> <p>Classroom equipment</p>	<p>Preferably, the contact week should take place at the premises of the Academic Partner, or, where applicable, at the location of the Complementary Entity which is a Police / Border Police / Law Enforcement Academy. Five (out of ten) contact weeks are to be implemented in contact; the reminder shall be delivered online. It is suggested to implement 5 modules with field trips (Module 1, 5, 6, 9, 10) in-person, while the reminder of 5 (Module 2, 3, 4, 7, 8) is to be delivered online.</p> <p>The eLearning platform should be able to support: online lectures and workshops (including division into several working groups/rooms), multiple-choice tests, mini-tests, give an outline of the module aims, the completion of questionnaires, facilitate discussions, hand-in of group reports, online submission of reports, online support from teachers such as feedback, submission of formative feedback to the learners from teachers, a common collaboration space, online presentations from learners, as well as peer-review, and discussions.</p> <p>Libraries (including virtual libraries) of the partner institutions and/or made available for the learners in e-electronic format.</p> <p>Classrooms should have: a projector for presentations, charging capabilities for laptops, capacity for workshops as well as debates, tables, and chairs for all participants, stable internet connection. There should be space for exhibition, when required.</p> <p>The learning and teaching environment should facilitate the participation of students with special needs.</p>
<p>ACCOMMODATION FACILITIES</p> <p>Single rooms with bathrooms</p>	<p>Consortium will be responsible for providing the learners with services to facilitate this mobility (e.g., housing, daily sustenance, transport, field trips, etc.).</p> <p>Regarding the accommodation for teachers/students the intensive and academic nature of the programme should be taken into account. Thus, the accommodation should have adequate lighting and desk for studying, and should be within a short distance of the learning facilities.</p> <p>The learning and teaching environment should facilitate the participation of students with special needs.</p>

CATERING AND OTHER LOGISTICS	Consortium will be responsible for providing the learners with services to facilitate this mobility e.g., housing, daily sustenance, transport, field trips, internet connection, etc.
Full board	Special nutritional requirements should be taken into account.
Coffee breaks	

Requirements per module			
Module 0: Introductory Module	EQUIPMENT AND OVERVIEW		
eLearning platform	ECTS Credits:	EGF Level:	Total learning activity:
	N/A	N/A	10 hours
	Expected Independent Learning: 10 hours.		
	Location: eLearning platform.		
Stage 1			
Module 1: Strategy, Planning and Evaluation in Border Guarding	EQUIPMENT AND OVERVIEW		
eLearning platform	ECTS Credits:	EGF Level:	Total learning activity:
Classroom	5	7	140 hours
Accommodation Facilities	Expected Independent Learning: 60 hours. Two weeks.		
Catering and other logistics	Location: eLearning platform.		
Travelling expenses	Contact learning: 40 hours. One week delivered in person		
A Seminar/Field trip	<ul style="list-style-type: none"> - Lectures: 12 hours - Tutorials/Seminars: 28 hours 		
	Location: Preferably at HEI.		
	Field trip: A seminar (field trip) to an organisation engaged in border management shall take place during the contact week, which will be led by a practitioner and will cover a current border management topic.		
	Experimental learning: 40 hours.		
	Location: At learners' work environment and eLearning platform.		
Module 2: Fundamental Rights and Ethics in European Border Security Management	EQUIPMENT AND OVERVIEW		
eLearning platform	ECTS Credits:	EGF Level:	Total learning activity:
Classroom	5	7	140 hours
Accommodation Facilities	Expected Independent learning: 70 hours.		
Catering and other logistics	Location: eLearning platform.		
Travelling expenses	Experimental learning: 30 hours.		
	Location: At learners' work environment and eLearning platform.		
	Contact learning: 40 hours. One week delivered online.		
	<ul style="list-style-type: none"> - Lectures: 4 hours 		

	- Tutorials/Seminars: 36 hours		
	Location: online		
Module 3: Leadership and Organisational Development in Border Management	EQUIPMENT AND OVERVIEW		
eLearning platform	ECTS Credits:	EGF Level:	Total learning activity:
Classroom	5	7	140 hours
Accommodation Facilities	Expected Independent learning: 60 hours.		
Catering and other logistics	Location: eLearning platform.		
Travelling expenses	Contact learning: 40 hours. One week delivered online.		
	<ul style="list-style-type: none"> - Lectures 30 hours: - Tutorials/Seminars: 10 		
	Location: online		
	Experimental learning phase: 40 hours.		
	Location: At learners' work environment and eLearning platform.		
Module 4: EU Border Policies and Strategies	EQUIPMENT AND OVERVIEW		
eLearning platform	ECTS Credits:	EGF Level:	Total learning activity:
Classroom	5	7	140 hours
Accommodation Facilities	Expected Independent learning: 68 hours.		
Catering and other logistics	Location: eLearning platform.		
Travelling expenses	Contact learning: 40 hours. One week delivered online.		
Visiting the EU institutions	<ul style="list-style-type: none"> - Lectures: 16 hours - Tutorials/Seminars: 24 hours 		
	Location: online		
	Teachers: Some of the lectures are delivered by EU experts involved in the development and implementation of Area of Freedom, Security and Justice policies related to border management.		
	Experimental learning: 32 hours.		
	Location: eLearning platform and visiting EU institutions.		
Module 5: Innovation and Technology in Border Security	EQUIPMENT AND OVERVIEW		
eLearning platform	ECTS Credits:	EGF Level:	Total learning activity:
Classroom	5	7	140 hours
Accommodation Facilities	Expected Independent learning: 50 hours.		
Catering and other logistics	Location: eLearning platform.		
	Contact learning: 40 hours. One week delivered in person.		
	<ul style="list-style-type: none"> - Lectures: 26 hours - Tutorials/Seminars: 14 hours 		

Travelling expenses	Location: Preferably at HEI.		
Field visits	Field visits: Workshop-style activities involving practical on-site visits shall also be included, as well as a practical exercise relevant to management.		
	Experimental learning: 50 hours.		
	Location: eLearning platform.		
Module 6: Researching Management Practices in Border Security	EQUIPMENT AND OVERVIEW		
eLearning platform	ECTS Credits:	EGF Level:	Total learning activity:
Classroom	5	7	140 hours
Accommodation Facilities	Expected Independent learning: 62 hours.		
Catering and other logistics	Location: eLearning platform.		
Travelling expenses	Contact learning: 48 hours delivered in person.		
2 days of field visits	<ul style="list-style-type: none"> - Lectures: 32 hours - Tutorials/Seminars: 16 hours 		
	Location: Preferably at HEI.		
	2 days of field visits: The second part of the module consist of a research visit and fieldwork for two days, at a national border guarding institution for applying the concepts gained in the lectures, including the collection of various forms of quantitative data, analysis, interpretation etc.		
	Teachers: will learn from the specialists involved in a border surveillance organisation (peer learning).		
	Experimental learning: 30 hours.		
	Location: eLearning platform.		
Stage 2			
Module 7: The Global Context of European Border Security	EQUIPMENT AND OVERVIEW		
eLearning platform	ECTS Credits:	EGF Level:	Total learning activity:
Accommodation Facilities	5	7	140 hours
Catering and other logistics	Expected Independent learning: 80 hours.		
Travelling expenses	Location: eLearning platform.		
Classroom	Contact learning: 40 hours. One week delivered online.		
	<ul style="list-style-type: none"> - Lectures: 20 hours - Tutorials/Seminars: 20 hours 		
	Location: online		
	Experimental learning: 20 hours.		
	Location: eLearning platform.		
Module 8: Strategic Risk and Threat Management for European Border Security	EQUIPMENT AND OVERVIEW		

eLearning platform	ECTS Credits:	EGF Level:	Total learning activity:
Accommodation Facilities	5	7	140 hours
Catering and other logistics	Expected Independent learning: 40 hours.		
Travelling expenses	Location: eLearning platform.		
Classroom	Contact learning: 40 hours. One week delivered online.		
	<ul style="list-style-type: none"> - Lectures: 8 hours - Tutorials/Seminars: 32 hours 		
	Location: online		
	Experimental learning: 60 hours.		
	Location: eLearning platform.		
Module 9: Cooperation in Strategic Border Management	EQUIPMENT AND OVERVIEW		
eLearning platform	ECTS Credits:	EGF Level:	Total learning activity:
Classroom	10	7	280 hours
Accommodation Facilities	Expected Independent learning: 130 hours.		
Catering and other logistics	Location: eLearning platform.		
Travelling expenses	Contact learning phase: 80 hours. Two weeks delivered in person.		
Field Visits	<ul style="list-style-type: none"> - Lectures: 22 hours - Tutorials/Seminars: 58 hours 		
	Location: Preferably at HEI.		
	Field visits: simulating different cross-border activities.		
	Experimental learning: 70 hours.		
	Location: At learners' work environment and eLearning platform.		
Module 10: Researching Integrated Practices in Border Management	EQUIPMENT AND OVERVIEW		
eLearning platform	ECTS Credits:	EGF Level:	Total learning activity:
Classroom	10	7	280 hours
Accommodation Facilities	Expected Independent learning: 160 hours.		
Catering and other logistics	Location: eLearning platform.		
Travelling expenses	Contact learning phase: 80 hours. Two weeks delivered in person.		
5 days of structured research visit to a national border guarding institution and operation centres	<ul style="list-style-type: none"> - Lectures: 40 hours - Tutorials/Seminars: 40 hours 		
	Location: Preferably at HEI.		
	Field visits: 5 days of structured research visit to a national border guarding institution and operation centres.		
	Experimental learning phase: 40 hours.		
	Location: eLearning platform.		

Stage 3			
Dissertation	EQUIPMENT AND OVERVIEW		
eLearning platform	ECTS Credits:	EGF Level:	Total learning activity:
Classroom	30	7	840 hours
Accommodation Facilities	<p>The learning hours are divided into:</p> <ul style="list-style-type: none"> - Literature study: 140 hours. - Data collection: 200 hours. - Analyse/synthesize data: 200 hours. - Write (draft) chapters: 160 hours. - Produce final version: 60 hours. - (Prepare) presentation: 20 hours. - Online face-to-face contact: 60 hours. 		
Catering and other logistics			
Travelling expenses	Location: Preferably at HEI and eLearning platform.		
	<p>Defence of the dissertation</p> <p>The oral examination is the defence of the dissertation and has a maximum duration of one hour. 15 minutes presentation of the learner; maximum 45 minutes for questioning.</p>		

PERFORMANCE REPORT TEMPLATE

I - GENERAL INFORMATION

ACTION	European Joint Master's in Strategic Border Management
--------	--

CALL FOR PROPOSAL REFERENCE NUMBER	
------------------------------------	--

REPORTING PERIOD	
Iteration:	
Stage:	
Start-end date:	

NAME OF THE BENEFICIARY	
-------------------------	--

2.3.2. EU and Schengen countries

% Austria	% Belgium	% Denmark	% Estonia	% Romania	% Finland	% France	% Germany	% Greece	% Hungary	% Italy	% Latvia	% Lithuania	% Netherlands	% Norway	% Poland	% Portugal	% Spain	% Sweden	% Switzerland	Total (number of students)	

2.3.3. Gender

% Female	% Male	Total (number of students)

2.3.4. Age Groups

% Under 30	% 31-40	% 41-50	% 51 & Over	Total (number of students)

3. Progression and achievement

3.1. Progression

Stage ¹	Full-time					
	Number of students enrolled	% Pass stage / year ²	% WID ³	% Fail stage / year with retake opportunity	% Fail programme	% Suspension
1						
2						
3						

¹ In case of stage 2 and 3, please enter the relevant data from the previous stage(s) in the iteration in question.

² i.e. can proceed to next stage / year or will successfully graduate

³ Withdrawn students (show permanent and temporary withdrawals)

3.5. Achievement

<i>Stage</i>	<i>Modules</i>	<i>Number of students</i>	<i>% A Work of excellent quality</i>	<i>% B Work of very good quality</i>	<i>% C Work of good quality</i>	<i>% D Work of fair but below average quality</i>	<i>% E Pass Work that only just meets the passing (threshold) standards</i>	<i>Total number of Passes %</i>	<i>% F Unsatisfactory</i>	<i>Total number of Fails</i>
Stage 1	Module 1									
	Module 2									
	Module 3									
	Module 4									
	Module 5									
	Module 6									
Stage 2	Module 7									
	Module 8									
	Module 9									
	Module 10									
Stage 3	Dissertation									

3.5.1. Assessment Extensions, reassessments

<i>Stage</i>	<i>Modules</i>	<i>Number of students granted assessment extension</i>	<i>Number of students NOT granted assessment extension</i>	<i>Global assessment extensions</i>	<i>Reassessment</i>
Stage 1	Module 1				
	Module 2				
	Module 3				
	Module 4				
	Module 5				
	Module 6				
Stage 2	Module 7				
	Module 8				
	Module 9				
	Module 10				
Stage 3	Dissertation				

3.6. Students' workload

Stage	Modules	Ratio of contact and independent work hours	Number of readings in pages (6-10 pages per hour)	Number of individual work tasks	Number of group assessments	Total number of Passes	Mode ⁴ of achievements	Total number of Fails	% Students' satisfaction with workload (calculated as % of agree and agree strongly responses on question: "were able to manage the workload")
Stage 1	Module 1								
	Module 2								
	Module 3								
	Module 4								
	Module 5								
	Module 6								
Stage 2	Module 7								
	Module 8								
	Module 9								
	Module 10								
Stage 3	Dissertation								

3.6.1. Absences

Stage	Module	Number of students	Number of days	Exceeding 20% of the contact week	Reason given
Stage 1	Module 1				
	Module 2				
	Module 3				
	Module 4				
	Module 5				
	Module 6				
Stage 2	Module 7				
	Module 8				
	Module 9				
	Module 10				
Total					

3.7. Dissertations

3.7.1. Interim evaluations

3.7.1.1. Dissertation proposals evaluations

⁴ The **mode** is the value that appears most often in a set of data.

- 1st and 2nd supervisors per in or out of Consortium (no and % calculated of total of 1st supervisors)

<i>In Consortium</i>	<i>no 1st Supervisors</i>	<i>% 1st Supervisors</i>

3.8. Academic Misconduct

Alleged Cases

2.

<i>Cheating in examination</i>	<i>Plagiarism</i>	<i>Collusion</i>	<i>Other</i>	<i>Total number of alleged cases</i>

Upheld Cases

3.

<i>Cheating in examination</i>	<i>Plagiarism</i>	<i>Collusion</i>	<i>Other</i>	<i>Total number of upheld cases</i>

4. Academic staff

4.1. Module convenors

<i>Stage</i>	<i>Modules</i>	<i>Country</i>	<i>Academic rank and scientific degree (if any)</i>				
			<i>Doctor of Sciences, Professor</i>	<i>Doctor of Sciences, Associate Professor</i>	<i>Doctor of Sciences, Senior lecturer</i>	<i>Senior lecturer</i>	<i>Lecturer</i>
Stage 1	Module 1						
	Module 2						
	Module 3						
	Module 4						
	Module 5						
	Module 6						
Stage 2	Module 7						
	Module 8						
	Module 9						
	Module 10						
	Total						

4.2. Teachers

Stage	Modules	Total number of teachers	Home institution		Countries/Organisations	Academic rank and scientific degree (if any)				
			% Member of consortium	% Not a member of consortium		% Doctor of Sciences, Professor	% Doctor of Sciences, Associate Professor	% Doctor of Sciences, Senior lecturer	% Senior lecturer	% Lecturer
Stage 1	Module 1									
	Module 2									
	Module 3									
	Module 4									
	Module 5									
	Module 6									
Stage 2	Module 7									
	Module 8									
	Module 9									
	Module 10									
Total										

4.3. Academic staff professional development

4.3.1. Academic staff language skills development (based on students' responses)

Stage	Modules	Total number of teachers	Total number of teachers	% Positive student's responses on teachers English level, communication skills (N/A calculated as positive)		
				Iteration of Programme (Admission year)		
Stage 1	Module 1					
	Module 2					
	Module 3					
	Module 4					
	Module 5					
	Module 6					
Stage 2	Module 7					
	Module 8					
	Module 9					
	Module 10					

4.3.2. Academic staff research skills development

Stage	Modules	Total number of teachers	Research skills within the border management area			
			Defended PhD	Conference proceedings, among them with students or graduates	Research publications, among them with students or graduates	Research projects, among them with students or graduates
Stage 1	Module 1					
	Module 2					
	Module 3					
	Module 4					
	Module 5					
Stage 2	Module 6					
	Module 7					
	Module 8					
	Module 9					
	Module 10					

5. Quality Management Process

5.1. Students' feedback

5.1.1. Students' feedback about Modules

Stage	Feedback on	Total number of students	% Responses rate	% Positive responses	Comments
Stage 1	Module 1				
	Module 2				
	Module 3				
	Module 4				
	Module 5				
	Module 6				
Stage 2	Module 7				
	Module 8				
	Module 9				
	Module 10				
			Average:		

5.3. Teachers' feedback

<i>Stage</i>	<i>Modules</i>	<i>Feedback on</i>	<i>% Responses rate</i>	<i>Positive responses</i>	<i>Total number of teachers</i>	<i>Comments</i>
				% Overall satisfaction with Module Convenor (very satisfied or satisfied)	% Intended improvements on teaching methods and module content (calculated: teachers indicating will to make changes in relation to teachers who responded on students feedback)	
Stage 1	Module 1	Module convenor				
		Students responses				
		Delivery of module and students LO				
	Module 2	Module convenor				
		Students responses				
		Delivery of module and students LO				
	Module 3	Module convenor				
		Students responses				
		Delivery of module and students LO				
	Module 4	Module convenor				
		Students responses				
		Delivery of module and students LO				
	Module 5	Module convenor				
		Student responses				
		Delivery of module and student LO				
	Module 6	Module convenor				
		Student responses				
		Delivery of module and student LO				
Stage 2	Module 7	Module convenor				
		Student responses				
		Delivery of module and student LO				
	Module 8	Module convenor				
		Student responses				
		Delivery of module and student LO				
	Module 9	Module convenor				
		Student responses				
		Delivery of module and student LO				
	Module 10	Module convenor				
		Student responses				
		Delivery of module and student LO				

5.4. Accreditation results of European Joint Master's in Strategic Border Management in consortium partners countries

<i>Consortium partner name and country</i>	<i>The Agency which conducted an external evaluation</i>	<i>Decision of external evaluation</i>	<i>Decision on accreditation</i>	<i>Term of accreditation</i>

6.2. Improvements of the EJMSBM programmes as result of Programme monitoring and review⁵

<i>Actions</i>	<i>Results / Impact /Outcome</i>

III - BUDGET

7. Please describe the action's financial management and cost effectiveness and provide a short summary of the budget used, including information on tasks, roles and resources allocated and subcontracting. If you encountered difficulties related to financial management, please indicate the type of problems and the solutions found to address them.

Date:	
Name and signature of contact person of the coordinating institution:	
Name and signature of legal representative:	

⁵ Add as many lines as necessary.

ANNEX III

PROGRAMME BOARD REPORT TEMPLATE

	Issue	Information	Source of information	Lessons learnt / Recommendation for improvement	Responsible Board / person	Timeline for implementation
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
etc.						

List of abbreviations:

List of reference documents:

Available in Virtual Learning Environment:

ANNEX IV

REPORT OF THE PROGRAMME BOARD EJMSBM TO THE MEMBERS OF THE GOVERNING BOARD TEMPLATE

Introduction

Scope of the report

EJMSBM the Process of delivery and implementation

Admissions and introduction to the programme

Studyability of the programme

Coherence of the programme

Content of the programme

Group work and assessments

Mentoring and counselling

AOB

ANNEX V

EXTERNAL EXAMINER REPORT FORM TEMPLATE

External Examiner's Name:	
Period Examined:	
Period of Appointment	

External examiners submit their reports to the Board of Examiners. The reports are scrutinised to identify any points of concern. The Board of Examiners also considers the examples of good practice raised by the external examiners. Following consideration of the reports, the Board of Examiners provides feedback to External Examiners. The External Examiners report and the feedback are also available on Virtual Learning Environment.

The Quality Assurance Committee receives the reports of the External Examiners including the comments of the Board of Examiners. The reports should highlight good practice commended by External Examiners and also any significant trends in the external examiners' comments and take further actions, where necessary.

External examiners are asked to complete the report using a specified template within one month of the final meeting of the Board of Examiners. Examiners should feel free to select from the list matters of particular relevance or to make any additional comments they wish to offer, on a separate sheet if necessary. External examiners complete the report electronically, where possible. Handwritten reports may be returned if they are not written clearly. Payment will be authorised once reports are received.

External examiners are reminded that reports will be made available, in full, to students and will be published on Virtual Learning Environment. Individual teaching staff and students should not therefore be named in reports however, should external examiners wish to make positive statements of commendation about members of teaching staff they should do so directly to the Programme Board.

Should external examiners wish to raise a confidential serious concern directly to the Chairperson of the Governing Board, a template for this purpose is available to download from the Virtual Learning Environment. The confidential serious concerns record will not be published on Virtual Learning Environment, though staff and/or student representatives will be informed of the existence of such a record, or of action arising from it, where this has implications for them.

1. Are the programme learning outcomes consistent with the programme title and the programme content?

Yes: No: Partially:

Please provide further information

2. Are the standards set for the award appropriate for qualification at this level, in this subject area?

Yes: No: Partially:

Please provide further information

3. Does the programme represent a coherent body of learning?

Yes: No: Partially:

Please provide further information

4. Do the examinations and other forms of assessment assess all the learning outcomes of the programme?

Yes: No: Partially:

Please provide further information

5. Are the most appropriate forms of assessment used?

Yes: No: Partially:

Please provide further information

6. Is the process for determination of progression, reassessment and award sound and fairly conducted?

Yes: No: Partially:

Please provide further information

7. Comment on the quality of teaching and learning:

8. Comment on the appropriateness of the order of modules:

9. Comment on the assessment process and the schemes for grading; the extent to which assessment processes are rigorous; the equity of treatment of students (including individual grading of the group work); the conduct of examinations in terms of the programme policies and procedures:

10. Comment on the level of performance in students' work, across the modules and where possible compared with previous iterations, including the strengths and weaknesses of this iteration.

11. Do the assessments for individual modules adequately test the stated learning outcomes of the modules?

Yes: No: Partially:

Please provide further information

12. Did you receive an appropriate sample and range of assessed work?

13. Was there sufficient information available to you on assessment criteria and to explain how grades had been awarded?

Yes: No: Partially:

Please provide further information

14. Where assessed work was returned to students, was the feedback to them clear, unambiguous and likely to lead to improvement in future assessed work?

Yes: No: Partially:

Please provide further information

15. Was sufficient time available to scrutinise samples of student's work?

16. Did you receive an adequate response to your last report? (if applicable)

17. Where reports of previous external examiners made available to you in order to provide continuity? (if applicable)

18. Since modules are delivered by different institutions, are the standards set consistent across modules?

Yes: No: Partially:

Please provide further information

19. Was the administration of the examinations, management of scripts, access to materials, time available for grading and impartiality with which the examinations are conducted satisfactory?

Yes: No: Partially:

Please provide further information

20. Good Practice - can you identify any particular strengths or distinctive or innovative features in relation to individual modules, teaching and learning, assessment processes and standards that would be worth drawing the attention to? If so, please provide a description below. If any of your comments relate to a particular person/institution, please specify.

21. Recommendations - please list any specific recommendations for enhancement. If any of your comments relate to a particular person/institution, please specify.

22. General Feedback - you may wish to comment on the following:

- Issues arising from your audit of assessment that might help programme team to enhance further the student experience
- Issues arising from particular modules

23. Was the involvement of the External Examiner, including length of time made available for scrutinising examination papers and reviewing student scripts or studying and comparing grade distribution patterns satisfactory?

Yes: No: Partially:

Please provide further information

24. Was sufficient evidence provided to enable you to fulfil your role as External Examiner?

Yes: No: Partially:

Please provide further information

25. Did the Board of Examiners conduct its business fairly and correctly and apply the appropriate programme policies and procedures?

Yes: No: Partially:

Please provide further information

26. Did you attend meetings of the Board of Examiners?

Yes:		No:		Partially:	
Please provide further information					
27. Any other comments					
28. If this is an end of programme report, please provide a summary of your activities as External Examiner					

Signature of External Examiner: _____ Date: _____

Board of Examiner's Response to the Report:

Signature of the Chairperson
of the Board of Examiners: _____ Date: _____

ANNEX VI

PROGRAMME BOARD REPORT

1. Is the overall adequacy of standards and compliance with the stated teaching and assessment methods ensured?
2. Are the applied procedures for assessment valid, reliable, fair and consistent?
3. Are assessments graded in accordance with grading rubrics and the grades moderated?
4. Make recommendations to the Governing Board on matters related to assessment policy and procedures, study ability and academic standards.
5. Are all the requirements for awarding the degree met by individual students?

ANNEX VII

GENERAL REVIEW OF STUDENTS' FEEDBACK ON MODULES

Date:

Module:

Response rate:

Dissemination:

Next review:

Positive experience of students / strengths of the module(s):

Generalization	Substantiating some students' statements ¹
Applied value of module content	
Connection of theory and practice	
Peer learning	
Teaching methods	
Virtual Learning Environment	
Accommodation	

Negative experiences of students / competences of the modules and convenors needed to be improved and action plan based on the students' recommendations and QAC member's expertise

Generalization	Substantiating some students' statements ⁶	Actions necessary for the improvement	Responsible (board / institution or person)	Implementation timeline	Completed / date
Clearness of assessment (marking) criteria					
Access to the materials of modules					
Learning resources					
Learning methods					
Feedback on students' progress					
Study workload					
Established schedule					
Established programme calendar					
Structure of the curriculum					
Technical services					
Organisational issues					

⁶ Not edited: authentic students' statements

ANNEX VIII

GENERAL REVIEW OF STUDENTS' FEEDBACK ON TEACHING

Date:

Module:

Response rate:

Dissemination:

Next review:

Generalization	Substantiating some students' statements ⁷
Expertise in subject	
Student support / coaching	
Interpersonal relations	
Teaching methods	
Flexibility	
Quality orientation	

Positive experience of students / strengths of the teachers of the module:

⁷ Not edited: authentic students' statements

Generalization	Substantiating some students' statements ⁸	Actions necessary for the improvement	Responsible (board / institution or person)	Implementation timeline	Completed
Relevance to the needs of target group					
English language proficiency for teaching the module					
Speech tempo					
Feedback					
Learning climate					
Assessment of learning					
Time management and guidance					

Negative experiences of students / competences of the teachers and convenors needed to be improved and action plan based on the students' recommendations and QAC member's expertise

⁸ Not edited: authentic students' statements

ANNEX IX - Template for REGULAR EJMSBM REVIEW (SELF-EVALUATION) AFTER EACH ITERATION

Academic years of iteration	
The signature of the leader of the Regular EJMSBM review (self-evaluation) team	
(academic title) Name & Surname, Place	
Month, Year	

1. INTRODUCTION

The introduction should contain the following:

- 1.1. The aim of the regular review
- 1.2. A brief description of the iteration
- 1.3. Reference to the previous regular EJMSBM reviews, if any
- 1.4. The composition of the regular EJMSBM review team

2. ANALYSIS OF THE PROGRAMME

2.1. Intended learning outcomes of the programme

The aim of the evaluation of intended learning outcomes of the programme shall be to ascertain the validity and appropriateness of the programme learning outcomes.

Standard:

The intended learning outcomes align with the corresponding level in the Framework for Qualifications in the European Higher Education Area (the so-called Dublin descriptors) or the European Qualifications Framework.

Sources for the data and evidence: Programme (Modules) description, Reports of External Examiners; student feedback; QAC report to GB; Sending authorities feedback, etc.

Please provide the evidence that the intended learning outcomes of the EJMSBM fit to the above stated standard by evaluating the EJMSBM intended learning outcomes according to the following criteria:

- the programme learning outcomes are consistent with the type and level of studies and the level of qualifications offered*
- most important changes triggered by the previous iteration internal evaluation outcomes*

Standard:

The intended learning outcomes comply with the requirements in the subject / discipline and, where applicable, the professional field.

Sources for the data and evidence: Reports of External Examiners; student feedback; Teaching staff, MC feedback; QAC report to GB; Sending authorities feedback

Please provide the evidence that the EJMSBM intended learning outcomes fit to the above stated standard by evaluating the EJMSBM intended learning outcomes according to the following criteria:

- the programme learning outcomes are based on the academic and / or professional requirements, public needs and the needs of the border guard community*
- most important changes triggered by the previous iteration internal evaluation outcomes*

Strengths of the programme intended learning outcomes

Weakness of the programme intended learning outcomes

Follow up actions for the improvement of programme intended learning outcomes (if relevant)

2.2. Transparency and Documentation

The aim of the evaluation of the programme transparency and documentation shall be to ascertain that the information on the programme is clear, accurate, objective, up-to date and readily accessible.

Standard:

Relevant information about the programme, e.g. admission requirements and procedures, course catalogue, examination and assessment procedures etc. is well documented and publicly available to programme stakeholders.

Sources for the data and evidence: Programme stakeholders feedback; programme documentation; Virtual Aula; Reports of External Examiners; Reports of PB; Reports of BofE

Please provide the evidence that the EJMSBM transparency of information and documentation fit to the above stated standard by evaluating the EJMSBM transparency of information and documentation according to the following criteria:

- information publications, websites, etc. are publicly accessible*
- public resources (information publications, websites, etc.) contains the description of the programme*
- information on programme is useful for prospective and current students as well as for graduates, other stakeholders and the public*
- most important changes triggered by the previous iteration internal evaluation outcomes*

Strengths of the programme transparency and documentation

Weakness of the programme transparency and documentation

Follow up actions for the improvement of programme transparency and documentation (if relevant)

2.3. Student Admission, Recognition and Certification

The aim of the evaluation of the student admission, recognition and certification shall be to ascertain that the admission, recognition and certification procedures are fit for purpose.

Standard:

The admission criteria and selection procedures are in line with the level of the joint programme and discipline.

Sources for the data and evidence: Student feedback; Reports of External Examiners; Reports of PB; Teaching staff, MC feedback; Sending authorities feedback, etc.

Please provide the evidence that the EJMSBM student admission fits to the above stated standard by evaluating the EJMSBM student admission according to the following criteria:

- the admission requirements are well-founded
- access policies, admission processes and criteria are implemented consistently and in a transparent manner
- data on admission to the study programme:
 1. the number of applications for admission;
 2. the number of admissions;
 3. the highest and lowest admission marks;
- data on the students' progress (examination marks) by linking this information to admission marks and attrition (drop-out) rates;
- data on attrition (drop-out) rates (by each year);
- causes for attrition (drop-out);
- most important changes triggered by the previous iteration internal evaluation outcomes

Standard:

Recognition of qualifications and of periods of studies (including recognition of prior learning and recognition of non-formal and informal learning) is applied.

Sources for the data and evidences: Monitoring report of the programme, Appeals of students; other documents, etc.

Please provide the evidence that the recognition of EJMSBM student qualifications fit to the above stated standard by evaluating the recognition of EJMSBM student qualifications according to the following criteria:

- Recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning is fair and ensures the students' progress in their studies.
- Appropriate recognition procedures rely on
 - consortium practice for recognition being in line with the principles of the Lisbon Recognition Convention;
 - cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centres with a view to ensuring coherent recognition across the EU.
- most important changes triggered by the previous iteration internal evaluation outcomes

Standard:

Students are issued the Diploma Supplement explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.

Sources for the data and evidence: Diploma Supplements

Please provide the evidence that the EJMSBM student certification fits to the above stated standard by evaluating the EJMSBM student certification according to the following criteria:

- Students receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.
- most important changes triggered by the previous iteration internal evaluation outcomes

Strengths of the programme student admission, recognition and certification

Weakness of the programme student admission, recognition and certification

Follow up actions for the improvement of programme student admission, recognition and certification (if relevant)

2.4. Programme

The aim of the evaluation of the programme should seek to ascertain the appropriateness of the study plan and its contents.

Standard:

The name of the programme, its learning outcomes, structure, content and the qualifications offered are compatible with each other.

Sources for the data and evidence: Reports of External Examiners; student feedback; teacher, Module Convenor feedback; Reports of PB; Reports of BofE Sending authorities feedback, etc.

Please provide the evidence that the EJMSBM fits to the above stated standard by evaluating the EJMSBM according to the following criteria:

- programme compliance with national / international legal acts and other documents establishing academic or professional requirements or recommendations for the qualifications of specialists trained
- professional activity areas of the specialists trained under the programme in terms of their links to the learning outcomes;
- the content of the Modules is consistent with the type and level of the studies
- the content of the programme reflects the latest achievements in science and technologies
- most important changes triggered by the previous iteration internal evaluation outcomes

Standard:

The distribution of credits is clear, meets legal requirements of consortium partners' national countries, the scope of the programme is sufficient to ensure learning outcomes, the workload is manageable.

Sources for the data and evidence: Reports of External Examiners; student feedback; teacher, Module Convenor feedback, QAC report to GB; legal acts of consortium partners' national countries, etc.

Please provide the evidence that the EJMSBM fits to the above stated standard by evaluating the EJMSBM according to the following criteria:

- *the curriculum design meets legal requirements*
- *the scope of the programme is sufficient to ensure learning outcomes;*
- *the organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes*
- *proportion of students' time allocated to contact hours, independent work, examination; workload of students*
- *most important changes triggered by the previous iteration internal evaluation outcomes*

Strengths of the programme

Weakness of the programme

Follow up actions for the improvement of programme (if relevant)

2.5. Internal quality management system

In evaluating the internal quality management system, it is necessary to ascertain that the programme is properly administered and the internal quality assurance of the programme is effective and transparent.

Standard:

Internal quality management of programme implementation is well defined, fit for purpose and exposure

Sources for the data and evidence: Policies & Procedures, QAC minutes, action plans, feedback of programme stakeholders; QAC report to GB, etc.

Please provide the evidence that the EJMSBM internal quality management system fits to the above stated standard by evaluating the EJMSBM internal quality management system according to the following criteria:

- *responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated;*
- *information and data on the implementation of the programme are regularly collected and analysed;*
- *the outcomes of internal and external evaluations of the programme are used for the improvement of the programme;*
- *the evaluation and improvement processes involve stakeholders;*
- *the internal quality assurance measures are effective and efficient.*
- *documents defining the responsibilities of the programme providers*
- *ways of making the process and outcomes of programme evaluation and improvement accessible to the EJMSBM community and social partners and the impact of such publicity*
- *documents regulating internal quality assurance within the EJMSBM consortium*
- *opinion of the programme's administrative and teaching staff on the distribution of responsibilities*
- *sources of information on the quality of studies*
- *most important changes triggered by the previous iteration internal evaluation outcomes*

Strengths of the EJMSBM internal quality management system

Weakness of the EJMSBM internal quality management system

Follow up actions for the improvement of EJMSBM internal quality management system (if relevant)

2.6. Learning Resources and Student Support

Analysis of the learning resources and student support should seek to ascertain that the learning materials, equipment, facilities of consortium partners and student support are adequate to ensure a successful provision of the study programme.

Standard:

Resources of all consortium partners are fit for purpose, accessible, sufficient, and students are informed about the services available to them.

Sources for the data and evidence: Student, teacher feedback; QAC report to GB, etc.

Please provide the evidence that the EJMSBM learning resources fits to the above stated standard by evaluating the EJMSBM consortium learning resources according to the following criteria:

- *the premises for studies are adequate both in their size and quality (data on the facilities used for the delivery of the programme and their capacity);*
- *the teaching and learning equipment (computer equipment, consumables, etc.) are adequate both in size and quality (data on the equipment used for the delivery of the programme);*
- *teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible (data on the teaching/learning materials available at the institution's library, reading rooms and subject rooms; access to e-publications, etc.);*
- *most important changes triggered by the previous iteration internal evaluation outcomes (information on the updating and upgrading of the learning resources)*

Standard:

The student support provided by all stakeholders of EJMSBM contributes to the achievement of the learning outcomes.

Sources for the data and evidences: Reports of External Examiners; student feedback; teacher, Module Convenor feedback; PA report to GB; Sending authorities feedback, etc.

Please provide the evidence that the EJMSBM student support fits to the above stated standard by evaluating the EJMSBM student support according to the following criteria:

- EJMSBM consortium ensures an adequate level of academic, social and mobility support
- student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources and student support
- students are encouraged to participate in research activities (extent and forms of student participation in research)
- students are informed about the services available to them
- most important changes triggered by the previous iteration internal evaluation outcomes

Strengths of the EJMSBM Learning Resources and Student Support

Weakness of the EJMSBM Learning Resources and Student Support

Follow up actions for the improvement of EJMSBM Learning Resources and Student Support (if relevant)

2.7. Teaching, Learning, and Assessment

The aim of the evaluation of the teaching, learning, and assessment shall be to ascertain that the programme is being implemented by an adequately qualified teaching staff.

Standard:

The composition of the staff (quantity, qualifications, professional and international experience, etc.) is adequate for the achievement of the learning outcomes and meets legal requirements of consortium partners' national countries.

Sources for the data and evidence: Student feedback; teacher, Module Convenor feedback, Programme Monitoring Reports; PA report to GB; legal acts of consortium partners' national countries

Please provide the evidence that the EJMSBM composition of the staff fits to the above stated standard by evaluating the EJMSBM composition of the staff according to the following criteria:

- the programme is delivered by the staff meeting national legal requirements of consortium countries;
- the qualifications of the teaching staff are adequate to ensure learning outcomes (the list of the teaching staff complete with information on each member's academic rank and scientific degree (if any); teaching experience; research interests; subjects taught; practical work experience in the area of the subjects taught)
- the number of the teaching staff is adequate to ensure learning outcomes (student/teacher ratio in the provision of the programme);
- the teaching staff of the programme is involved in research directly related to the programme (information on the teaching staff's involvement in research, action activities directly related to the programme);
- the teaching staff of the programme is involved in international workshops, exchange programmes, long-term visits, etc. (English level of teaching staff);
- the most important changes triggered by the previous iteration internal evaluation outcomes.

Standard:

Staff recruitment processes and conditions of employment are clear, transparent and fit for programme aims and continuous improvement.

Sources for the data and evidence: Teacher, Module Convenor feedback; PA report to GB; Policies and Procedures of EJMSBM, etc.

Please provide the evidence that the EJMSBM staff recruitment processes and conditions of employment fit to the above stated standard by evaluating the EJMSBM staff recruitment processes and conditions of employment according to the following criteria:

- it is set up and followed clear, transparent and fair processes for staff recruitment and conditions of employment that recognise the importance of teaching;
- teaching staff turnover is able to ensure an adequate provision of the programme (data on the teaching staff turnover);
- age profile of the academic staff, Gender ratio: female / male;
- workload of the academic staff (in the provision of the EJMSBM and other programmes; time allocated for research and / or other (professional) activities, etc.)
- most important changes triggered by the previous iteration internal evaluation outcomes

Standard:

Teaching staff support system is sufficient and adequate for the programme aims and continuous improvement.

Sources for the data and evidence: Programme stakeholders feedback; QAC report to GB; PA report to GB; Follow up action plans

Please provide the evidence that the EJMSBM teaching staff support system fits to the above stated standard by evaluating the EJMSBM teaching staff support system according to the following criteria:

- the consortium creates conditions for the professional development of the teaching staff necessary for the provision of the programme;
- methods of professional (educational, scientific, practical) development of the staff;
- professional development areas and statistics of participation;
- scholarly activity to strengthen the link between education and research is encouraged;
- innovation in teaching methods and the use of new technologies is encouraged;
- most important changes triggered by the previous iteration internal evaluation outcomes.

Standard:

The methods (learning and teaching approaches) of the modules are appropriate for the achievement of the intended learning outcomes and students' progress.

Sources for the data and evidence: Reports of External Examiners; student feedback; teacher, Module Convenor feedback, etc.

Please provide the evidence that the methods (learning and teaching approaches) of the modules fit to the above stated standard by evaluating the methods (learning and teaching approaches) of the modules according to the following criteria:

- *the implementation of student-centred learning and teaching*
 - *respects and attends to the diversity of students and their needs, enabling flexible learning paths;*
 - *considers and uses different modes of delivery, where appropriate;*
 - *flexibly uses a variety of pedagogical methods;*
 - *regularly evaluates and adjusts the modes of delivery and pedagogical methods;*
 - *encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher;*
 - *promotes mutual respect within the learner-teacher relationship;*
 - *has appropriate procedures for dealing with students' complaints.*
- *most important changes triggered by the previous iteration internal evaluation outcomes*

Standard:

The examination regulations and the assessment of the achievements of learning outcomes are applied in a consistent manner in all modules and oriented to the intended learning outcomes.

Sources for the data and evidence: Reports of External Examiners; student feedback; teacher, Module Convenor feedback; minutes; QAC reports to GB; Follow up action plans, etc.

Please provide the evidence that the examination regulations and the assessment of the achievements of learning outcomes fit to the above stated standard by evaluating the examination regulations and the assessment of the achievements of learning outcomes according to the following criteria:

- *assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field;*
- *the criteria for and method of assessment as well as criteria for marking are published in advance;*
- *the assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.*
- *students are given feedback, which, if necessary, is linked to advice on the learning process;*
- *where possible, assessment is carried out by more than one examiner;*
- *the regulations for assessment take into account mitigating circumstances;*
- *assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;*
- *methods and strategies applied to tackle the problem of plagiarism and cheating are in place;*
- *a formal procedure for student appeals is in place.*
- *most important changes triggered by the previous iteration internal evaluation outcomes*

Strengths of the EJMSBM teaching, learning, and assessment

Weakness of the EJMSBM teaching, learning, and assessment

Follow up actions for the improvement of EJMSBM teaching, learning, and assessment (if relevant)

2.8. Achievement

Standard:

The intended learning outcomes are achieved.

Sources for the data and evidence: Programme stakeholders feedback; programme documentation; Reports of External Examiners; PA report to GB; QAC reports to GB, etc.

Please provide the evidence that the intended learning outcomes fit to the above stated standard by evaluating the intended learning outcomes according to the following criteria:

- *average cut-off marks per each modules and dissertations;*
- *student retention ratio;*
- *professional activities of the majority of graduates meets the programme providers' expectations*
- *data on the carrier path of graduates who obtained qualifications;*
- *most important changes triggered by the previous iteration internal evaluation outcomes*

Strengths of the achievements of intended learning outcomes

Weakness of the achievements of intended learning outcomes

Follow up actions for the improvement of achievements of intended learning outcomes (if relevant)

3. Annexes

