



Education, Audiovisual and Culture Executive Agency

Erasmus+: Higher Education – Erasmus Mundus Joint Master Degrees

Brussels, 13. 07. 2016
EACEA/A3/KH/ (2016) 574362

Dr. Esteban Morcillo Sánchez
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AVENIDA BLASCO IBANEZ 13
ES - 46010 VALENCIA
España

Subject: Erasmus+: Key Action 1 – Erasmus Mundus Joint Master Degrees (EMJMDs)
Call for proposals 2016 (EAC/A04/2015)

Title: Master in Work, Organizational and Personnel Psychology

Ref.: 574362-EPP-1-2016-1-ES-EPPKA1-JMD-MOB
(Please quote this number in all correspondence)

Dear Dr. Esteban Morcillo Sánchez,

You have submitted an application to the Erasmus+ programme, 2016 call for proposals for the Action specified above. The call for proposals closed on 18 February 2016. The Education, Audiovisual and Culture Executive Agency (EACEA) received **89** eligible applications for this call.

I am writing to inform you about the selection decision taken by the Head of Department of the Executive Agency, acting in her capacity as authorising officer, based on the recommendations of an Evaluation Committee assisted by external experts, who had assessed your application against the award criteria specified in the call for proposals. The selection decision is based on the quality of the proposal, its relative position in comparison with the other proposals submitted and the budget available. Applications were assessed on a scale from 0 to 100 points and were ranked according to merit.

As a result, given the available budget, the funding threshold has been set at **78/100 points**.

I am pleased to inform you that your application has been selected for EU co-funding. It received **81/100 points**. For your information, out of the 89 eligible applications, **27** have been selected for funding, and **3** have been placed in a reserve list.

The list of all selected projects will be published on the following website of the Executive Agency when all applicants have been notified about the selection results:

http://eacea.ec.europa.eu/erasmus-plus/selection-results_en

Attached to this letter you will find an evaluation report based on the opinion of the external experts. Please take into account that most of the evaluation reports were written by non-native speakers. The Executive Agency will not elaborate further on these assessments.

The maximum amount of funding to be awarded to your project is **2.377.000 EUR**.

Please note that taking into account the total number of scholarship requests received and the budget available, the number of scholarships you have applied for has been revised and corresponds to **36 Heading 1 EMJMD scholarships (6 Programme Country + 30 Partner Country), 8 Heading 4 EMJMD scholarships** and **3 EDF EMJMD scholarships**.

The process of awarding a grant can only be finalised once the Executive Agency has received and validated the **Bank Account File (BAF)** as requested in Annex 2. The BAF must be submitted within a period of 10 working days from the date of receipt of this letter and be sent to the functional mailbox:

EACEA-EPLUS-EMJMD@ec.europa.eu

In addition, your organisation's data and your **Participant Identification Code (PIC)** need to be validated before the Executive Agency can grant you EU-funding (see Annex 3). In case your organisation holds a validated PIC, the PIC validation process is not relevant for your organisation.

Furthermore, it is very important that you provide us with the link to your EMJMD project website as soon as this is available, so that this link can also be published on the Executive Agency's website. If you have amendments to make to the project description after publication, please let us know via the above-mentioned EMJMD functional mailbox.

The Executive Agency organises a kick-off meeting for newly selected projects every year. We would like to inform you about the organisation of the 2016 EMJMDs Coordinators' meeting, which will take place in Brussels during two consecutive days around mid-November. Your travel and accommodation costs should be covered from the project management lump-sum, subject to the signature of the Grant Agreement. Please note that for organisational reasons we cannot allow the participation of more than two representatives of your project. A full programme of the event and practical information will follow in due time.

This letter does not represent a financial or legal commitment of the Executive Agency. The offer of an award is confirmed only when the legal representative of the Executive Agency signs the Grant Agreement associated with this application.

Please do not hesitate to contact us should you have any further questions.

Yours sincerely,



Klaus HAUPT
Head of Unit

Annexes:

- Annex 1: Evaluation report – Comments from the external experts who assessed your proposal
- Annex 2: Bank Account file: Financial Identification Form (FIF)
- Annex 3: Information for applicants about PIC validation process (if relevant)

Cc: (by email) **Dr. Vicente Martínez Tur**
Vicente.Martinez-Tur@uv.es

Proposal number:	574362-EPP-1-2016-1-ES-EPPKA1-JMD-MOB574362-EPP-1-2016-1-ES-EPPKA1-JMD-MOB
Proposal title:	Master in Work, Organizational and Personnel Psychology
Applicant organisation:	UNIVERSITAT DE VALENCIA
Contact person:	Vicente Martínez Tur

Award Criteria	Score:	81/100
A.1 Relevance of the project		
<p>The application builds on an existing Erasmus Mundus Master course that started in 2006. It focuses on four main improvements that provide a convincing rationale for further developing the programme (extension of the number of participating institutions, extension of the geographical zone to attract students, extension of the number of institutions able to award a joint degree, new developments and new trends in the fields covered by the Master programme). These are accompanied by detectable alterations as compared to the previous editions (e.g. 6 new partner organisations from outside Europe and new internships).</p> <p>The complexity of the integrated approach is clearly evidenced by three different reference models that are tailor-made for the course underlying a scientist-practitioner model. The approach demonstrated is characterised by an established ‘joint’ approach, based on long-standing collaboration between several of the partners. At the heart of this is the Consortium Agreement.</p> <p>The orientation towards commercial sector is clearly defined, with the requirement that all EMJMD students complete a work-based internship, with employers playing a central role in providing them with support. This offers a convincing demonstration of a joined-up approach, the active role of employers in training students being evidenced by compulsory professional internships (20 ECTS).</p> <p>The integrative character of the study programme is embedded elsewhere in the proposal. For instance, in research, the thematic fields of intervention and a common ‘Winter School’. The involvement of all partners in the organisation and decision making processes of the project (consortium agreement, shared web platform, coordinating committee, QA, etc.) is a further indication that the partners are fully aware of the need highlight collaborative action within the delivery of the proposed EMJMD.</p> <p>It could be argued that, whilst each of the attributes demonstrating ‘jointness’ are described in good detail, they do not go beyond what could be regarded as accepted ‘good practice’ to include innovative measures, which demonstrate that the consortium’s thinking has continued in a progressive way.</p> <p>The Masters degree being continued within the proposed project is well established within the national catalogues of two countries and the individual institutions within the consortium. All four partners are accredited to deliver a national Master programme and the two Spanish partners can already deliver a Joint Master degree. It is anticipated that new consortium partners will be accrediting the Masters programme during the next cycle. However, the proposal does include an acknowledgement of the fact that there will be legal and bureaucratic hurdles to overcome in securing recognition of a Joint Degree in the case of some of the partners in the consortium.</p> <p>An attractive feature of the proposal is the thorough and systematic needs analysis that has been undertaken by the consortium. The need analysis integrates the results of a survey conducted with former students from previous editions of the EMJMD, as well as the identification of the trends and new developments in work psychology and human resources management. This is well supported by evidence from significant international reports and research studies. The needs analysis has identified a number of newly emergent relevant issues; these include sustainability, innovation, entrepreneurship and project management, multiculturalism and global thinking and diversity, inclusion and humanitarian approaches. There is also a concise effort within the proposal to demonstrate that added value will accrue as a result of the actions within the EMJMD – examples of these are provided within the narrative.</p>		

On the debit side the proposal could give greater clarity to the way that academic study in the specified field will connect with the world of work in order to address some of the issues identified in the needs analysis. For example, although competencies are mentioned and illustrated, they are sometimes too generic to be able to recognise them in a specific work-related context.

The overall framework and delivery format of the content to be taught is given. This illustrates how all three main fields of the proposed EMJMD are to be covered. The proposal, for the most part, provides a clear correspondence between competences and the modules where they will be incorporated.

Many of the mechanisms suggested in the proposal are overtly 'outward-looking', allowing students and staff to participate in cooperative activities as an integral feature of the programme to be offered, for example, the use of joint-tutoring is embedded within the academic organisation of the course delivery. The learning outcomes are effectively demonstrated and are broken down into competence descriptions at course level. In terms of innovation, research training, the winter school and professional internship opens up a set of intertwined activities facilitating the transition to postgraduate R&D. Minor weaknesses relate to the absence of sufficient detail regarding the contribution of the project's associated partners and to the current evolution of the status of psychologists, especially regarding the clinical and personal aspects of their practice.

The consortium emphasises a broad range of novel teaching and learning methods, establishing a dialogue amongst all of the actors involved, making effective connection with global developments in learning and teaching. There is a demonstrable understanding of the integration of the mobility scheme within inter-cultural scenarios, which are targeted towards internationalisation and learning performance by students. Soft skills are considered the cornerstone of successful international teamwork and collaboration, hence the education of transferable skills, situational conditions and adaptive learning and training scenarios are at the centre of attention in this EMJMD proposal.

The widening of the geographical zone, covered by associated partners, reinforces internationalisation within the proposal and consolidates the future professional profile and orientation of participating students. However, the long-term impact could have been reinforced. For instance, other information, beyond students' employability, could have been introduced, including possible developments of joint research projects among partners, PhD co-tutelles, creation of networks and so on.

B.1 Quality of the project design and implementation

The proposal offers a detailed explanation of the academic credentials of the intended EMJMD offer. There is an appropriate level of emphasis on the twenty competences that inform engagement in the Work, Organisational and Personnel aspects of Psychology. The proposer demonstrates convincing research-based, adaptive teaching and learning methods that require the design of a new intervention for a new problem.

The participating students are being viewed as active agents in their own learning, with the participation of more than 30 prestigious professors coming from 20 European countries. There is a strong and justified emphasis on learning by doing, with this approach being exemplified, for instance, by the 'Winter School'. The proposal indicates that the curriculum follows the recommendations of several international psychologists' associations and networks in order to offer the best possible content in this field. Academic excellence is also promoted by encouraging students to contribute to journals, although the process for doing this could be given greater structure.

The consortium involved has given a detailed level of attention to putting in place a range of quality assurance mechanisms. External evaluation is to be undertaken by an Advisory Board, although its composition is only described in very general terms. This particular aspect is less convincing and specific details should have been provided. Academic quality issues are a core concern of the Coordinating Committee, in the form of an Annual Quality Report. This is adequately addressed.

There are structured opportunities for students to interact as a group, thus promoting intercultural learning and the value-added aspects of exposure to widely different cultural traditions. However, the proposal could be enhanced by the provision of more concrete detail of these processes.

Plans are also outlined to ensure that the expertise of guest scholars and lecturers is maximised. The idea of having an 'in-company tutor' during the internship is an excellent approach.

The student mobility scheme is complex though potentially beneficial for students, as it will permit students to have two tutors from two different research departments in two countries during mobility periods 1 and 2. The specific academic induction of the students, especially those coming from Partner Countries will be ensured by an orientation course (4 ECTS).

The mobility scheme is based on the principle of parallel cohorts: 1st semester at one partner institution chosen by the students, 2nd semester in another partner institution and 3rd semester in the same place as the 1st semester. The main meeting point is the yearly Winter School, during which all students of the two on-going intakes spend two weeks together. Although the mobility scheme is clearly presented, it is difficult to see how the two pillars of the EMJMD programme that are claimed to be the basis of its design (1- work, organisation and personnel; 2- explanatory and intervention or change-oriented) are blended with so many possibilities of mobility. Induction activities are, however, foreseen at each place and are standard.

The procedure for recruiting and selecting students is provided, though mainly quite generically. The criteria for selection are outlined, although again there is a lack of specificity regarding selection criteria. For example, it is relatively unclear as to how the consortium is going to ensure balance amongst the student background (for example, in respect of gender or of cultural background). The application/selection procedure will be jointly organised. The coordinating Institution has a full-time administrator dedicated to course, and all partner institutions also have administrative support. The details are however described in a very general way. For instance, the relative weight of criteria and the detailed interview protocol should have been specified, since all partner institutions can hold interviews with students who want to start at their institution. There is also little detail provided concerning the consortium's support for those applicants that have either social disadvantages or specific learning needs. Thus, whilst it is stated that 'all partner institutions have special services for the attention to individuals with disabilities or special needs', there are no specific arrangements highlighted to ensure that they have opportunities to apply/be selected for the EMJMD.

The consortium plans to make available a substantial (50-page) document that will provide incoming students with a comprehensive set of information regarding the EMJMD. Support before arrival and during students' stay is of current European standards, including family facilities if necessary. Language training is foreseen but only for the first mobility period, which is not necessarily sufficient because students may need to speak up to two foreign languages. The insurance scheme follows the EMJMD requirements.

The consortium's partners have an agreed allocation of ECTS credits for the courses that they offer. The jointly agreed course rules are evidenced by the same scheme of courses and ECTS provided by all awarding institutions. A table of equivalence that formalises this mutual recognition is mentioned and said to be presented in the annex: however, it should be described in greater detail in the main body of the application. The obligations of stakeholders are listed in the Student Agreement.

There is a clear understanding and communication policy of the examination and re-sit options at the partner institutions. There is clarity on the scholarship management procedures; i.e. the coordinating institution is responsible for the payment, but the coordinator of each institution will monitor the grant-holding students.

The proposal provides the main principles of course rules that are detailed in the Consortium Agreement. Reference is made to the arrangements to be established to support student internships – further detail on this aspect of mobility is desirable. The impression currently given is that individual institutions and companies establish their own agreement, which may not be an effective or realistic way of ensuring that the internship is a fully integrated student experience.

The existing network, established as a result of the well-established links between the partners in the consortium, will offer a major opportunity for new mobility students to draw on the experiences of past students. The alumni organisation of the EMJMD now has over 200 members. The proposal could be more explicit in indicating how these individuals are to come in contact with new students.

The Consortium makes a significant effort to develop international professional internships. Networking activities are less elaborated and the role of associated partners and scholars/guest lecturers could be better demonstrated as regards the programme specific context and related inputs.

Support to the preparation and supervision of the internship is foreseen, to enable students to secure the title of Psychologist. Associated partners and alumni play a relevant role in creating an individual professional network for each student. Non-educational actors play an important role in the overall course design. Hence, the course design strongly builds on the expertise of the most relevant professional psychology associations in Europe (EFPA), which have established the criteria and competences to be considered in the training of the MA students. Support will also be forthcoming from up to 32 professionals, who are involved as tutors in the mandatory internship.

There should be more information to indicate how students will be able to draw benefit from the opportunities to be derived from engaging directly with employer associations (outside of their course-

related internships). Whilst the 'In Company' tutor is a nice idea, it would be helpful to have information to show how students were enabled to interact with business/employers beyond their own internship. Only suggestions, rather than concrete examples, are provided to illustrate this.

B.2 Quality of the project team and the cooperation arrangements

It is stated that during previous editions, the partner universities have acquired profound expertise in the management of the existing EMJMD, such as the joint diploma, and international internships. Likewise, there is confirmation that the consortium has examined the challenges to be tackled in the proposed forthcoming edition. The individual descriptions of the partners involved in the consortium (both from Partner and Programme Countries) indicate that there is a high level of expertise in thematic applications of Psychology that is central to the academic programme. Complementarity between partner institutions is demonstrated by the fact that any semester spent at one place is recognised as equivalent to the same study period anywhere else, which is remarkable for such an wide consortium (10 partners distributed in 7 countries).

The revised version of the academic programme incorporates four key areas of academic activity that add considerable value to the EMJMD; these are sustainability, innovation, entrepreneurship and project management, multiculturalism and global thinking and, finally, diversity, inclusion and humanitarian approaches. The proposed curriculum is the product of the consortium partners maximising the benefits of a considerable amount of prior collaboration within the designated thematic area. There could, however, be more information on the partners' individual contribution to the curriculum development. In a similar vein the proposal should have provided precise information on scholars' and guest lecturers' contribution to the teaching part of the course.

The Consortium Agreement provides the basis for the cooperation between the consortium partners. This is illustrated in a separate Annex. The roles and tasks performed by each of the partners are outlined in the Consortium Agreement. Four levels of partner are identified (Programme Country, Partner Country, Associate and Internship). A Scientific and Professional Advisory Board will address all issues regarding academic content and students will be represented; little overt mention is made of the representation or inputs to the EMJMD's management by industry associates or by mobility staff however. Given the emphasis on work-based learning linked to the academic programme, this aspect could have been given more prominence.

The specific role of the (associated) partners needs to be further elaborated, particularly in respect of their individual contributions to the governing bodies of the consortium. Furthermore, it is recommended that the tasks and activities related to course promotion/marketing, outreach to associated partners, organisation of student internships, induction courses, summer schools, scholarship payments, course evaluations, administrative support, financial resources are each allocated more transparently across all partners in the consortium.

The Consortium Agreement outlines the mechanism whereby student applications are processed. This is to be achieved via a common e-platform, thus maximising efficiencies and promoting equity. The criteria for entry to the EMJMD are clearly defined. The proposal should provide more details of the measures to be invoked to ensure representation by students with additional needs/disabilities within the EMJMD cohorts to be selected. The student application, selection and admission criteria and the related procedure are clearly outlined and embedded in the consortium's joint working mechanisms. There is mention of common performance assessments and examination methods that will be reinforced in the envisaged EMJMD; The proposal should have provided evidence how it will be achieved in concrete terms. The thesis defence mechanisms are clearly outlined and are aligned to international standards.

The proposal presents a very detailed provisional budget, calculated on the basis of the previous funding period and past real costs. A detailed budget table is provided, accompanied by a supporting rationale. The budget calculation (based on a financial "needs analysis") of the consortium's estimated costs and income is efficiently demonstrated. Thus, registration fees has been established at 3500 € per year for programme country students and 9000 € for others. The overall budget foresees more than 100 K€ of positive margin that will serve to support self-financed student mobility.

The consortium has been able to identify some additional sources of funding, examples of which are defined in the proposal. There is evidence of complementary funding sources, however, this is not reflected in the budget since the consortium has decided to pay these financial aids directly to the students. The allocation of funds within the consortium is convincing.

B.3 Impact and dissemination

The proposal provides an overview account of the ways that, on the basis of a pre-existing tradition and alumni network, the consortium is likely to attract increasing numbers of students from diverse global settings. Currently, there are nine strategic regions targeted comprising mainly Third Countries that would require EC support. Information should have been provided about potential continuation scenarios without community funding.

The proposal should have provided adequate response concerning the measures to be undertaken by partners to support the further development and sustainability of the EMJMD, including financial sustainability. Indicators about funding from other (non-EU) sources to support students with scholarships should have been included. From the proposal's content, it is apparent that the proposed EMJMD cannot run without EU funding, and this aspect regarding self-funding students should have been clarified.

The European universities will clearly benefit from an extended opportunity to collaborate within a traditional field of study (Psychology) be enhanced by new approaches to its application in the contemporary world. This will bring status to individual institutions and also enable them to form powerful alliances with others in the field, although these are more inferred than made substantive in the proposal. There is some information on possible generic impact at institutional and consortium level, which is informed by the experiences from the previous EMJMD editions. However, the proposal could be more specific on the partners' benefits in terms of academic quality, internationalisation and cross-disciplinary collaboration. The impact in respect of professional usefulness over the past funding period is concretely described: employability is demonstrated by statistics that suggest that only 8 % of graduate students are unemployed one year after graduation. Many of the mechanisms (for example, the International Teaching Workshops, the Winter School and the promotion of internships with international enterprises) will, de facto, promote even greater international opportunity but this could be further amplified in the proposal.

The consortium has been proactive in gathering the views of employers in a systematic way, via a set of interviews (a description of which is contained in Annex 1). The importance of the employer survey is quite profound, in that it enables the consortium to refine and further focus the non-academic competences that EMJMD graduates will require to meet employer needs. One issue of some importance is that the proposal does not clearly articulate the ways in which enterprises are embedded within the overall management of the project. There is also less clarity on the necessary steps that should be undertaken to involve interested players from the public and/or private sector for strategic advice. In curricular terms, "Innovation, entrepreneurship and project management" has been defined as one of the further evolutions of the Master programme on the basis of the needs analysis described above. The proposal should have more clearly demonstrated how the results of this are to be integrated in the modules being developed. On the positive side, the rate of employability confirms the very good correspondence between employers' expectations and learning outcomes.

A dedicated website is established and this will be updated, complying with recommendations provided by the Erasmus+ programme. The consortium will also establish a 'promotion action plan'. There is mention of standardised promotion and dissemination activities, however, more prolific activities undertaken by the partners would be useful to ascribe the project a compound package of awareness-raising strategies. One of the strong points is the alumni community that can act as amplifier of the promotion campaign by forwarding information in their own networks and this is convincing. Exploitation of results is not forgotten and remains fairly traditional in approach but nonetheless relevant. There is mention of a prospective open access policy. However, there should have been more indicators about the course direction on creative common licences and its adjoining regulations. Moreover, it is recommended that the consortium look into the country-specific regulations of creative commons and to further investigate open publishing and the academic journal publishing reform. An emphasis will be placed on ensuring that the best Masters theses are included in these outputs.

C. Relevance of the project in the targeted region(s)

The ambition is to reach and attract students from all over the world, as is has been the case during the first funding period. This ambition is served by a well-structured network of national and international psychologists' associations that are listed for each region, but also by alumni members who come from targeted regions and countries. The consortium seeks to utilize actively social networks in the targeted regions, and describes some of the generic ways by which it will do this. More specific indication of

the pathways for achieving this would be an asset. The voluntary involvement of 112 alumni is testimony to the secure groundwork that has been done in securing a positive critical mass of support from the student community. The consortium has instigated a wide range of activities together with associations from the target regions to explore opportunities for dissemination among candidates and scholars, and potential mutual benefits. The proposer clearly outlines the way the EMJMD will encourage cooperation, and pave the way for international internships, which will be considered one of the added values. A potential shortcoming is that the consortium is targeting a large and diverse range of countries and the consortium will need to ensure that its efforts are not spread too thinly across the target regions and build in strategies to counteract this.

Overall comments

The proposal presents a proficient, mainly detailed account of an EMJMD course. Its structure is clearly outlined and the planned activities suggest potential for the continuing development of a Joint Degree and a fresh look into the existing course design and its scientific content.

The proposal is characterised by concrete evidence of ‘jointness’, enhanced by the long-standing collaboration of the partner institutions.

A sound analysis of needs is provided, which indicates that the focus has been clearly shifted towards a green economy transition through social responsibility. The mobility scheme entails scenarios that are targeted towards internationalisation and learning performance by students.

Throughout the proposal there is evidence of the value added benefits of the prior collaboration between the partners and the sense of development of the curriculum content offered, highlighted by four ‘applied’ aspects of Psychology. The proposal builds on an established Erasmus Mundus course, which has shown a considerable international profile. Hence, the quality of the project design and implementation is informed by excellent academic content and pertinent internal and external evaluation methods for further monitoring upgrading and improving the course quality. The diversity of the mobility tracks is a further positive, as also are the services and support offered to students before arrival and during their stay

There are some points that should have been better explained, exploiting the accumulated experience of the previous funding period. More detail could have been provided, for example, to demonstrate the partners’ specific actions in the EMJMD and their individual contribution to the curriculum development. In a similar vein the proposer should have provided precise information on scholars’ and guest lecturers’ contribution. The external evaluation process should be more specific, whilst the language and cultural preparation should cover all languages.

There also needs to be an enhanced focus on ensuring that the opportunity to participate is made available to the widest community of learners (i.e. including those with disabilities and from disadvantaged backgrounds). In addition, the proposal needs to be much clearer regarding the role of non-academic partners in the overall project management.

Finally, there is a lack of clarity about the overall strategy of securing recognition for a Joint Degree across the whole consortium, and a need to offer further detail regarding the connection of academic content to work-place operations.