



NetCu Handbook

Guidelines for organising networked curricula

NetCu



Education and Culture DG

Lifelong Learning Programme



NetCu handbook

Guidelines for organising networked curricula

Authors

1. Introduction: Piet Henderikx (EADTU)
2. General Model: Piet Henderikx and George Ubachs (EADTU)
3. Goals: Patricia Mata, Beatriz Malik and María Luz Cacheiro (UNED)
4. Partnerships: Sirje Virkus (Tallinn University) and Fred Truyen (KU-Leuven)
5. Students and students characteristics: Beatriz Malik, María Luz Cacheiro and Patricia Mata (UNED)
6. Models and Formats: Fred Truyen (KU-Leuven)
7. Design: Dario Assante (Uninettuno)
8. Legal frameworks: Sandra Caeiro, Ana Paula Teixeira Martinho, Lina Morgado, Alda Pereira (Universidade Aberta)
9. Quality assurance in Higher Education in Europe: Alda Pereira, Lina Morgado, Sandra Caeiro, Ana Paula Teixeira Martinho, (Universidade Aberta)

Partner institutions

European Association of Distance Teaching Universities (The Netherlands), Universidad Nacional de Educación a Distancia (Spain), Open Universiteit (The Netherlands), Tallinn University (Estonia), FernUni in Hagen (Germany), KU-Leuven (Belgium), Anadolu University (Turkey), Open University Cyprus (Cyprus), Universidade Alberta (Portugal), VUB (Belgium), Hungarian e-University Network (Hungary), CADUV (Czech Republic), Moscow State University of Economics, Statistics and Informatics (Russia), Formation universitaire à distance (Switzerland) Kaunas University of Technology (Lithuania), Uninettuno (Italy)

Final editing:

Miriam Goes (CC-Onderwijs)
Erato Ioanna Sarri (Open University Cyprus)
Fred Truyen (KU-Leuven)
George Ubachs (EADTU)
Annette Diederer (EADTU)

Coordinated by:

George Ubachs (EADTU)

Correspondence:

European Association of Distance Teaching Universities (EADTU)
att George Ubachs, Managing Director
Valkenburgerweg 177, 6419 AT Heerlen / P.O. Box 2960, 6401 DL Heerlen, The Netherlands
Tel: +31 (0)45-5762214 / e: secretariat@eadtu.eu / i: www.eadt.eu

© 2012 EADTU / ISBN: 978-90-79730-11-7

You are free to share, copy, distribute and transmit the work under the following conditions:

- Attribution. You must attribute the work in the manner specified by the author of licensor (but not in any way that suggests that they endorse you or your use of the work)
- Non-commercial. You may not use this work for commercial purposes.
- No derivative works. You may not alter, transform, or build upon this work.
- Reuse. For any reuse or distribution, you must make clear to others the license terms of this work.



The NetCu project is carried out with the support of the European Commission, Directorate-General for Education and Culture, under the Lifelong Learning programme. However the sole responsibility of the information contained in these pages lies with the authors and the Commission is not responsible for any use that made of the information.



8. Legal frameworks

Authors: Sandra Caeiro, Ana Paula Teixeira Martinho, Lina Morgado, Alda Pereira (Universidade Aberta)

8.1 e-learning at European level

At European level the Council Resolution of 13 July 2001 on e-learning defines the guidelines for Member States' employment policies for 2001, stressing that, in connection with developing skills for the new labor market in the context of lifelong learning, Member States should aim at developing e-learning for all citizens. This Resolution aims to foster the European dimension of joint development of ICT-mediated and ICT-complemented curricula in higher education. It also invites the Commission to:

- i) continue supporting existing European portals and to encourage the development of other portals to facilitate access to educational content and to promote collaboration and exchange of experiences in the area of e-Learning and pedagogical development, especially with a view to supporting transnational virtual meeting places, stimulating European networking at all levels and in this context establish and provide networks for the benefit of teacher training, supporting directories of existing quality Internet resources;
- ii) to support the development of European multilingual educational resources, platforms and services, taking into account, when necessary, education and training-related aspects of intellectual property rights and the use of new distribution methods, and the development and promotion of internationally accepted standards and open source software (CR, 2001).



8.2 Networked curricula for formal learning at European level

Within the strategic framework for European cooperation in education and training ('ET 2020') the creativity and innovation, including entrepreneurship, at all levels of education and training should be enhanced. Well-functioning cooperation using new, transparent ways of networking is needed not only between the relevant EU institutions but also between other international institution (CE, 2009).

The European Commission has different international co-operation programs that enhance/recommend joined curricula for formal learning in higher education. These are:

- Erasmus Mundus: enhancing quality in higher education through scholarships and academic co-operation worldwide;
- Tempus: building co-operation between the EU and neighboring regions;
- Alfa: supporting co-operation between higher education institutions in the EU and Latin America.

Erasmus Mundus (already introduced in Chapter 2) is a co-operation and mobility program in the field of higher education. It aims at enhancing the quality of European higher education and promoting dialogue and understanding between people and cultures through cooperation with third countries in accordance with EU external policy objectives in order to contribute to the sustainable development of third countries in the field of higher education. The Education, Audiovisual and Culture Executive Agency (EACEA) is responsible for the implementation of the Erasmus Mundus Program. Erasmus Mundus supports top-quality programs at postgraduate level (Master and Doctoral). A minimum eligible consortium consists of full-partner High Education Institutions (HEIs) from three different European countries, of which at least one must be an EU Member State.

Erasmus Mundus Master Courses and Joint Doctorate Programs are designed and implemented by consortia of HEIs from Europe and any other parts of the world. Enrolled students will study in at least two of the European countries represented in the consortium and will be awarded joint, double or multiple degrees on behalf of the consortium after the successful completion of their studies. Several criteria must be fulfilled for an Erasmus Mundus course/programme:

- include similar working load (ECTS);
- be recognized or accredited by the European countries in which the participating institutions are located;
- have tuition fees, in accordance with its members' national legislation;
- have joint student application, selection, admission and examination criteria;
- include training/research mobility periods;
- provide for the use of at least two European languages spoken in the countries where the HEI involved in the programs are situated and
- have an adequate quality assurance and evaluation procedure (EC, 2010).

The Tempus program supports the modernisation of higher education and creates an area of co-operation in countries surrounding the EU. Established in 1990, the scheme now covers 27 countries in the Western Balkans, Eastern Europe and Central Asia, North Africa and the Middle East. One of the key actions funded by Tempus is about “Joint Projects”, which involve partnerships established between higher education institutions in the EU and partner countries. These joint projects are all about the development, modernization and dissemination of new curricula, teaching methods or materials, as well as aim to boost quality assurance and management of higher education institutions (EC, 2011b).

The ALFA program, now in its third phase, ALFA III, is a program of co-operation between Higher Education Institutions of the European Union and Latin America. The program’s main objective is to promote Higher Education in Latin America as a means to contribute to the economic and social development of the region (EC, 2011c).

At European Level there are several guidance and recommendation reports for the implementation of joint master or doctoral degrees (EACEA, 2011), namely the following:

- EUA (European University Association) Survey on Master Degrees in Europe and information material on joint doctorate developments in Europe (information available at <http://www.eua.be/publications/>)
- Good Practice Report for the Management and Administration of Joint Programmes (JOIMAN) (information available at <https://www.joiman.eu/resources/default.aspx>)
- Erasmus Mundus Excellence: Handbook and evaluation website for the implementation of excellent EMMCs (information available at <http://www.emqa.eu/>)
- European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers (especially section 2) (information available at http://ec.europa.eu/eracareers/pdf/am509774CEE_EN_E4.pdf)
- "Salzburg II Recommendations: European universities' achievements since 2005 in implementing the Salzburg Principles" (information available at http://www.eua.be/Libraries/Publications_homepage_list/Salzburg_II_Recommendations.sflb.a sh)

8.3 Networked curricula for Informal or non-formal courses at European level

Definitions and understandings of what counts as non-formal and informal learning can vary between countries. At European level, the following definitions are used:

Non-formal learning is not provided by an education or training institution and typically does not lead to certification. However, it is intentional on the part of the learner and has structured objectives, times and support.

Informal learning results from daily activities related to work, family life or leisure. It is not structured and usually does not lead to certification. In most cases, it is unintentional on the part of the learner (EC, 2011a).

The decision 1720/2006/EC establishing the Lifelong Learning Program (LLP), Chapter V, Article 33 (the transversal program) article 1(e) mentions under the key activity of policy cooperation and innovation in lifelong learning: "...action to support transparency and recognition of qualifications and competences including those acquired through non-formal and informal learning, information and guidance on mobility for learning purposes, and cooperation in quality assurance, as referred to in Article 5(1)(f), which may include: (i) networks of organizations which facilitate mobility and recognition, such as Euroguidance and National Academic Recognition Information Centers (NARICs)" (ECDG/EACEA, 2010).

In order to enable European wide mobility of staff and students it is of increasing importance that people who have qualifications based on recognition of prior learning (RPL) will be recognized within the European Union, as well as abroad. This is especially pertinent in view of the current Lifelong Learning agenda of the European Commission in which recognition of competences (whether they are gained through formal, informal or non-formal ways) play a key role. To foster mobility it is therefore desirable that there is a European practice or at least a common understanding regarding recognition of RPL in this field.

REFNILLO: Recognition of Formal, Non- and Informal Learning: use of Learning Outcomes project from Education and Culture DG - Life Long Learning and Education Audiovisual & Culture Executive Agency (EACEA) addresses this clear need for European cooperation in the field of international recognition of RPL and for recommendations on what information should be included in order for NARICs to be able to evaluate these. Currently there is no agreed European practice on how to recognize RPL certificates and the aim of REFNILLO is to formulate recommendations on how evaluations can be undertaken. According to the REFNILLO project RPL certificates should include information like Learning outcomes and ECTS and reference to QA procedure/body (ECDG/EACEA, 2010).

Of equal importance is the European Qualification Framework (EQF), which acts as a translation device to make national qualifications more readable across Europe, promoting workers' and learners' mobility between countries and facilitating their lifelong learning. The EQF aims to relate different countries' national qualifications systems to a common European reference framework. Individuals and employers will be able to use the EQF to better understand and compare the qualifications levels of different countries and different education and training systems. The EQF applies to all types of education, training and qualifications, from school education to tertiary education, professional and vocational training. It also encourages lifelong learning by promoting the validation of non-formal and informal learning. In 2009, the "European guidelines on the validation of non-formal and informal learning" were published by Cedefop, the EU's reference center for vocational education and training. Based on common principles adopted by the Council in 2004 and the work of the cluster on the recognition of learning outcomes (now the Learning Outcomes Group), these guidelines provide a support tool for the development of validation practices (EC, 2011a).

8.4. Legal frameworks or recommendations at European countries level

The EACEA has a Eurypedia site - The European Encyclopedia on National Education Systems, where information is available. The site covers 38 European education systems within the 33 countries participating in the EU's Lifelong Learning Program (all 27 EU Member States as well as Croatia, Iceland, Liechtenstein, Norway, Switzerland and Turkey). By choosing a country from the interactive map, users gain access to specific national education system information, either in English or in the native language of the country. The site is available at http://eacea.ec.europa.eu/education/eurydice/eurybase_en.php

Within each European country different legal aspects are applied for networked curricula in e-learning/distance learning regime. In Table 8.1 we go through some representative countries as examples.

A general web search (at European level) was also carried out for the purposes of this project. However, it seems that there is no legal framework specifically focusing on networked curricula (formal, informal or non-formal), even less focusing on e-learning. Some countries encourage the development of networked curricula, although not specifically for e-learning.

Table 8.1 – Some examples of legal frameworks at European Countries level.

Country	Formal courses	Informal or no formal courses (1)	Links for more information
Finland	<p>At the Finnish National Board of Education website there is no reference to e-learning or networked curricula regulations. Nevertheless this institution (namely through the Centre for International Mobility) supports network cooperation between higher educational institutions namely with Nordic countries, China and India.</p>	<p>– Finnish National Board of Education has a "quality management recommendation for vocational education and training", but this document doesn't present anything about network curricula and e-learning.</p> <p>In Finland, the national quality management system in vocational education and training (VET) comprises quality management of VET providers, national steering of VET and external evaluation of VET.</p>	<p>http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/FI_EN.pdf</p> <p>http://www.observal.org/observal/documents/finland-fd-4-quality-management-vet</p>

Country	Formal courses	Informal or no formal courses (1)	Links for more information
Italy	<p>The Italian HE study system is regulated by Law 270/2004, based on the Bologna process, for both traditional and distance Universities. The only reference on networked curricula is in Section 3, Paragraph 10: "On the basis of specific agreements, the Italian Universities can issue the titles listed in the current section, also jointly with other Italian or foreign Universities". Listed titles are bachelor, master degree, specialization courses and PhD.</p> <p>The Law 240/2010 could produce some modifications of the legal framework regarding networked curricula. Applicative acts about this aspect have to be released in the next future.</p> <p>Italian distance learning system is ruled by Ministerial decree of April 17th 2003. It anyway covers technical and organizational aspects and doesn't cover curricula design or Academic cooperation, since this is under other laws (actually n° 270/2004).</p>	<p>There is no legislation about network curricula in informal and no formal courses.</p>	<p>http://www.miur.it/0006Menu_C/0012Docume/0098Normat/4640Modifi_cf2.htm</p> <p>http://www.unitn.it/files/download/3973/DMIUR_17_aprile_2003.pdf</p>

Country	Formal courses	Informal or no formal courses (1)	Links for more information
Lithuania	<p>Resolution no 60 of the government of the republic of Lithuania has an approval of regulations of assessment and academic recognition of foreign qualifications giving access to higher education and higher education qualifications. There is an Lithuania national report about e-learning. They have a modernisation of the Education and Training Systems towards the 2010 common goals of the EU.</p>	<p>In May of 2010 the Minister of Education and Science orders to form a working group to prepare “Guideline: Common Principles for the Assessment and Recognition Of Non-Formal and Informal Learning at Universities”.</p> <p>There is a “Procedure of assessment of non-formal, informal and self-education learning achievement and competence recognition” approved by Kaunas College Director, January 24th, 2010, No. 1-329.</p>	<p>http://www.european-agency.org/country-information/lithuania/lithuania-docs/education_lithuania.pdf</p> <p>http://promitheas.iacm.forth.gr/fe-cone/docs/national%20reports/Lithuania.pdf.</p> <p>http://www.smm.lt/svietimo_bukle/docs/apzvalgos/EC_LLL_report_final_ENG.pdf</p> <p>http://gk.kauko.lt/files/neformal_mok_tvarka_2010.pdf</p>

Country	Formal courses	Informal or no formal courses (1)	Links for more information
The Netherlands	There is a general national qualifications framework for the Netherlands as well as accreditation procedures and requirements. There is also a Protocol for joint degree applications.	There are several regulations about Informal or non-formal courses but all in Dutch.	http://nvaio.com/nqf-nl http://nvaio.com/three_steps_of_accreditation http://nvaio.com/page/downloads/Assessment_frameworks_for_the_higher_education_accreditation_system_6_Dec_2010.pdf http://www.nvaio.net/page/downloads/Protocol_Joint_Degree_tno_ENGLISH_7_juni_2010.pdf

Country	Formal courses	Informal or no formal courses (1)	Links for more information
Norway	<p>Norway does not have a separate open university but there is the Norwegian State Institution for Distance Education, that somehow regulates e-learning and flexible ICT-supported courses. Norway Opening Universities (NOU) was established in 1999 as a national collaboration and networking agency, supported by the Ministry of Education and Research. A national distance education network in higher education (SOFF) was established in 1990, and is responsible for distant ICT-supported learning, working with stimulation through public grants for development and networking.</p>	<p>All higher education, both public and private, in Norway is subject to the Act relating to Universities and University Colleges No. 15 of 1 April 2005. Two sections concern the validation of non-formal and informal learning, for admission and for exemption.</p>	<p>http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/NO_EN.pdf</p> <p>http://www.observal.org/observal/documents/norway-formal-documents-1-2008-lawsstatisticspublications</p>

Country	Formal courses	Informal or no formal courses (1)	Links for more information
Slovenia	<p>The Slovenia Government has several Multilateral Programs and Initiatives. The Higher Education Act (2004, last amendments 2006) introduces joint degree programs.</p>	<p>The Council of Experts of the Republic of Slovenia for Vocational and Technical Education proposes vocational standards and catalogues, passes a methodology for the creation of vocational standards and catalogues on the basis of the long-term needs of the labor market, proposes training programs for members of commissions for the license acquisition.</p> <p>Professional, technical and other tasks in the field of vocational standards and catalogues are, for the relevant council of experts, performed by the National Institute for Vocational Education and Training (NIVET).</p>	<p>http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/SI_EN.pdf</p> <p>http://www.observal.org/observal/documents/slovenia-formal-documents-1-2008-national-vocational-qualification-act-2000-en</p>

Country	Formal courses	Informal or no formal courses (1)	Links for more information
Spain	<p>Universities follow the common legislation on higher education (LAW 1393/2007), which is then adapted to each institution. There is no specific framework about networked curricula but universities are autonomous to propose and create their own degrees and syllabus, following the basic criteria, including the possibility of establishing Joint programs with other Spanish or foreign universities. These can be Bachelors', Master's or Doctoral Studies, and require signing an agreement. The new Doctoral legislation (LAW 99/2011) encourages joint programs and mobility of students, both graduate and postgraduate.</p>	<p>LAW 5/2002</p> <p>This law establishes, among others, two instruments fundamental to carry out the proposed tasks: the National Catalog of professional Qualifications that will order identifications in the productive system based on the appropriate competitions for the professional exercise and a procedure or device of recognition, evaluation, accreditation and registry of the professional qualifications.</p> <p>LAW 2/2006</p> <p>The law makes a significant insistence in the necessity to recognize and to validate not only the learning acquired in the labor experience but also in the experience in social activities. But these documents didn't present anything about networked curricula and e-learning.</p>	<p>http://www.boe.es/boe/dias/2011/02/10/pdfs/BOE-A-2011-2541.pdf</p> <p>http://www.boe.es/boe/dias/2007/10/30/pdfs/A44037-44048.pdf</p> <p>http://www.boe.es/boe/dias/2010/08/06/pdfs/BOE-A-2010-12621.pdf</p> <p>http://www.observal.org/observal/documents/spain-formal-documents-1-2008-legislation</p> <p>http://www.observal.org/observal/documents/spain-formal-documents-2-2008-legislaci%C3%B3n-es</p>

Country	Formal courses	Informal or no formal courses (1)	Links for more information
Switzerland		<p data-bbox="699 450 1059 801">National VPL Guidelines drafted on the basis of lessons learnt from OPET's national VPL project. The National VPL Guidelines serve as a reference and working tool for anyone wishing to establish qualification procedures to validate prior learning in the upper-secondary level VET or tertiary-level PET sectors.</p> <p data-bbox="699 842 1059 1155">The new Federal Act of 13 December 2002 on Vocational and Professional Education and Training (VPETA, SR 412.10) came into force on 1 January 2004, opening the way for the validation of prior learning (referred to as other qualification procedures).</p> <p data-bbox="699 1196 1059 1655">The new Federal Ordinance of 19 November 2003 on Vocational and Professional Education and Training (VPETO, SR 412.101) came into force on 1 January 2004. This legislative text provides more information about what is meant by "other qualification procedures" mentioned in VPETA but this document didn't present anything about networked curricula and e-learning.</p>	<p data-bbox="1086 450 1428 584">http://www.observal.org/observal/documents/switzerland-formal-documents-2008-validation-prior-learning</p>

Country	Formal courses	Informal or no formal courses (1)	Links for more information
United Kingdom		<p data-bbox="699 450 1058 517">UK has different laws/regulations:</p> <ul data-bbox="699 551 1058 1368" style="list-style-type: none"> <li data-bbox="699 551 1058 685">- Guidance on the recognition of prior learning within the Qualifications and Credit Framework <li data-bbox="699 719 1058 819">- The Recognition of Prior Learning in the European Union <li data-bbox="699 853 1058 1066">- A contribution to the Metropol is 2008 Workshop on different approaches to the integration of professionals in national labor markets <li data-bbox="699 1099 1058 1267">- Piloting National And European Guidelines Designed To Encourage The Take Up Of The Recognition Of Prior Learning Outcomes <li data-bbox="699 1301 1058 1368">- The Scottish Credit And Qualifications Framework <p data-bbox="699 1402 1058 1538">But these documents didn't present anything about networked curricula and e-learning.</p>	<p data-bbox="1086 450 1430 584">http://www.observal.org/observal/documents/uk-formal-documents-1-guidance-recognition-prior-learning</p> <p data-bbox="1086 618 1430 752">http://www.observal.org/observal/documents/uk-formal-documents-2-recognition-prior-learning-european-union</p> <p data-bbox="1086 786 1430 920">http://www.observal.org/observal/documents/uk-formal-documents-3-recognition-prior-learning-outcomes</p> <p data-bbox="1086 954 1430 1099">http://www.observal.org/observal/documents/uk-formal-documents-4-scottish-credit-and-qualifications-framework</p>

1) According to European Observatory of Validation of non-formal & Informal learning (http://www.observal.org/observal/search_formal_docs?keys=&tid%5B%5D=8&tid%20%5B%5D=55)

8.5 Lessons learned from the questionnaires

The networked curriculum case studies are surveyed on results of joint courses and pilot projects. Three to five of the projects are still in their first pilot phase, the future will tell if these projects are sustainable and successful. Four of the curricula are collaborating on the level of one or more joint courses. A minority of the partners are already involved in a joint or double degree and open courses.

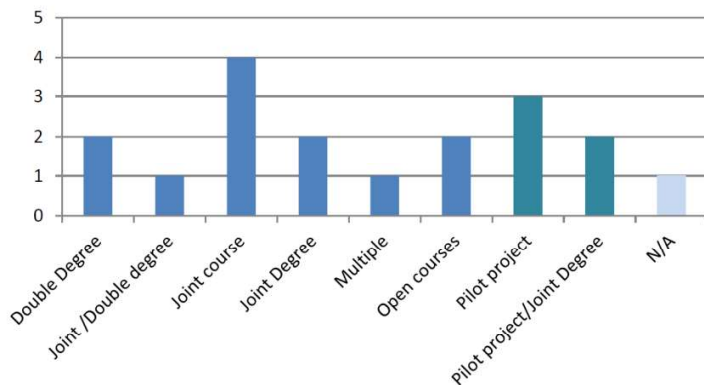


Figure 8.1 - Kind of program.

As shown in Figure 8.2 most of the partners are collaborating in formal courses at master level, but bachelor and PhD are represented as well.

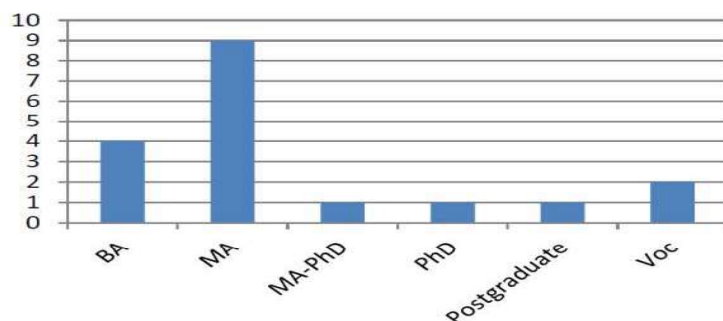


Figure 8.2 - Level of the program (BA - Bachelor, MA - Master, PhD - Doctoral, Voc - vocational training).

Analysis of the data collected from the questionnaires shows that, most of the partners (63%) have identical or similar university regulations and procedures with respect to program design, offering and accreditation, which makes collaborating easier. 63% of the NetCu showcases is using the well-known European ECTS system, which facilitates study recognition and improves mobility exchanges (Figures 8.3 and 8.4) 58% of the partners were required to accredit the networked curriculum program established as part of the collaboration.

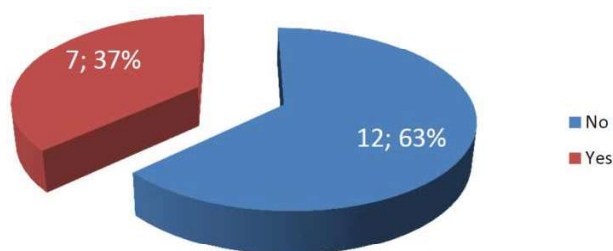


Figure 8.3 - Are all the partners under the same (or similar) University law?

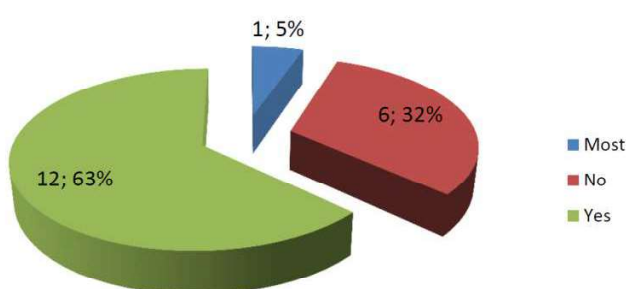


Figure 8.4 - Do all the partners use the ECTS system?

8.6 Decisions to make and steps to take

8.6.1 Decisions to make

With respect to the legal framework that should be in place when embarking upon a collaboration to design and/or offer networked programs, one of the most important decision to make is at what **type** of program you take on the initiative: at formal level, informal or non-formal. In case of formal programs, that lead to the award of a degree, the decision to make is the **academic level** (undergraduate, master or PhD). Networked curricula can also just concern a particular module that is part of a formal academic programme or can also concern short courses (i.e. Erasmus intensive programmes). The type and level of the networked programme have an impact on the management of the partnership and the level of complexity of the academic and administrative issues and aspects of its offering.

Another key decision to make is the **kind of program** (example: pilot, Integrated curricula degree, double/multiple degree, open course). Having reached a consensus on the type, level and kind of program to be designed and offered as part of a networked collaboration, the next step is to research all legal requirements and/or other constraints at each partner country level.

According to earlier analysis and bibliographic search there is no specific legislation at European level about networked curricula, even less in the e-learning regime. At European level there are only recommendation documents about e-learning, cooperation between higher education institutions and Life Long Learning. Also at country level the laws that deal with university partnerships, networked curricula and qualifications framework are even scarcer. One good example to follow is the Erasmus Mundus guidelines that include detailed criteria and directions on how to structure a joint course. In terms of homogenization of work load and credits, the ECTS system and the general principles of the Bologna process should be applied.

8.6.2 Steps to take

- During the initial stages of designing a networked curriculum and parallel to the definition of its goals, format, model and design, it is very important for the consortium to research any legal aspects and constrains (e-learning, network curricula, type, level) that might exist at partner level.
- Even if there are no legal constraints based on University or national rules and legislation, it is still important for the success of the networked curricula to adopt/create your own rules, set those up like the Erasmus Mundus and follow them, especially when formal courses are created. Moreover, as a consortium you can apply the guidelines of the Lifelong Learning Program, in case of informal or non-formal courses. Nevertheless each university should always take into account its own validation and accreditation procedures. As a guiding tool we advise the use of the manual that independent experts use for the purposes of assessing Erasmus Mundus Action 1 proposals - Implementation of Joint Programs (EACEA, 2011). This manual includes a useful list of assessment criteria that partners can use when designing their networked programme.
- In case a partner has institutional constraints and particular legal requirements that must be followed, then the consortium should take those elements into consideration and follow those requirements;
- In case where each partner member in a consortium has difference legal constraints and regulations/procedures that need to be followed for the design, offering and accreditation of networked curricula, each partner should respect its own regulations but, in addition to this, it is important to set-up a working group with the mandate to find the best possible consensus, especially for formal courses.
- All the partners should agree on the course work load in terms of ECTS.

8.7 Problems and suggestions

In the following table we list possible legal problems that might arise when designing networked curricula and respective suggestions to effectively address them.

Table 8.2 - List of possible legal problems and suggestions within network curricula establishment.

Problems	Suggestions
<ul style="list-style-type: none"> • There are no legal aspects at any partner, so what guidelines to follow? 	<ul style="list-style-type: none"> • Follow Erasmus Mundus guidelines and use ECTS. In case of informal or non-formal course follow the guidelines of the European Lifelong Learning Program.
<ul style="list-style-type: none"> • Legal aspects exist at just one partner. 	<ul style="list-style-type: none"> • All the consortium members should use that legal recommendations.
<ul style="list-style-type: none"> • Legal aspects exist at just one partner but are not easy to apply, or are not applicable at all the partners. 	<ul style="list-style-type: none"> • Only the partner with the legal aspects should follow their specific legal requirement. The others should follow European recommendations and a common framework.
<ul style="list-style-type: none"> • Legal aspects are different in each partner 	<ul style="list-style-type: none"> • Work in consensus, study and compare the different legal aspects of each partner and built a common framework.

References

CE (2009). Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ('ET 2020'). (2009/C 119/02). Official Journal of the European Communities.

CR(2001). COUNCIL RESOLUTION of 13 July 2001 on e-Learning (2001/C 204/02). Official Journal of the European Communities.

EACEA (2011). Expert Assessment Manual for the assessment of proposals for Joint Masters Courses (EMMCs) and Joint Doctorate Programmes (EMJDs) (Action 1 A & 1 B) submitted under the Erasmus Mundus programme. Education, Audiovisual and Culture Executive Agency. Available at: http://eacea.ec.europa.eu/erasmus_mundus/programme/programme_guide_en.php.

EC (2010). Erasmus Mundus Programm. ERASMUS MUNDUS 2009-2013. Programme Guide for the attention and information of future applicants and beneficiaries. European Commission.

EC (2011a). European Commission Education & Training. Validation of non-formal and informal learning. In http://ec.europa.eu/education/lifelong-learning-policy/doc52_en.htm In 6/12/11.

EC (2011b). European Commission Education & Training. Tempus: modernizing higher education in EU neighbors. In http://ec.europa.eu/education/external-relation-programmes/doc70_en.htm 7/ European Commission 12/11.

EC (2011c). ALFA - European Commission Development and Cooperation. Building the Future on Education. In http://ec.europa.eu/europeaid/where/latin-america/regional-cooperation/alfa/alfa2_en.htm

ECDG/EACEA (2010). REFNILLO. Recognition of formal, non- and informal learning: use of learning outcomes. Education, Audiovisual & Cultural Executive Agency and Education and Culture DG of the European Commission. Lifelong Learning Programme.