



# Erasmus+ Programme (ERASMUS)

## Application Form

### Technical Description (Part B)

### (ERASMUS UN Erasmus Mundus Joint Masters)

Version 1.0  
25 February 2021

#### Disclaimer

This document is aimed at informing applicants for EU funding. It serves only as an example. The actual web forms and templates are provided in the Funding & Tenders Portal Submission System (and may contain certain differences). The applications (including annexes and supporting documents) must be prepared and submitted online via the Portal.





## IMPORTANT NOTICE

### What is the Application Form?

The Application Form is the template for EU grants applications; it must be submitted via the EU Funding & Tenders Portal before the call deadline.

The Form consists of 2 parts:

- Part A contains structured administrative information
- Part B is a narrative technical description of the project.

Part A is generated by the IT system. It is based on the information which you enter into the Portal Submission System screens.

Part B needs to be uploaded as PDF (+ annexes) in the Submission System. The templates to use are available there.

### How to prepare and submit it?

The Application Form must be prepared by the consortium and submitted by a representative. Once submitted, you will receive a confirmation.

#### Character and page limits:

- page limit normally 40 pages for calls for low value grants (60 000 or below); 70 pages for all other calls (unless otherwise provided for in the Call document/Programme Guide)
- supporting documents can be provided as an annex and do not count towards the page limit
- minimum font size — Arial 9 points
- page size: A4
- margins (top, bottom, left and right): at least 15 mm (not including headers & footers).

Please abide by the formatting rules. They are NOT a target! Keep your text as concise as possible. Do not use hyperlinks to show information that is an essential part of your application.

 If you attempt to upload an application that exceeds the specified limit, you will receive an automatic warning asking you to shorten and re-upload your application. For applications that are not shortened, the excess pages will be made invisible and thus disregarded by the evaluators.

 **Please do NOT delete any instructions in the document. The overall page limit has been raised to ensure equal treatment of all applicants.**

## TECHNICAL DESCRIPTION (PART B)

### COVER PAGE

Part B of the Application Form must be downloaded from the Portal Submission System, completed and then assembled and re-uploaded as PDF in the system.

**Note:** Please read carefully the conditions set out in the Call document/Programme Guide (for open calls: published on the Portal). Pay particular attention to the award criteria; they explain how the application will be evaluated.

PROJECT	
Project name:	Transnational German Studies EMJM
Project acronym:	TNGS-EMJM
Coordinator contact:	[name NAME], [organisation name]

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<b>PROJECT SUMMARY</b>	

**Project summary (in English)**

The aim of the Transnational German Studies (=TNGS) EMJM is to improve the quality of German Studies by offering a master programme with an historically grounded, comparative European approach and structured connections to the world of work.

The TNGS EMJM promotes internationalisation through mobility in DE, IT, LU and PT, providing 100 students in four course editions with different European perspectives of an academic field traditionally viewed as a ‘national philology’, thereby allowing them to understand how German culture and identity can best be understood within the wider European context. This transnational course, with key input from professional Associated Partners in four countries, will provide students with competences important for their future employment: students will be participating in an innovative German Studies environment in which they will gain the necessary transcultural awareness and acquire all-important competitive competences for today’s globalized labour market.

The course offers a two-year integrated study programme which has been accredited as a Joint Degree at the Universities of Luxembourg, Mainz, Palermo and Porto. The students, who study for a semester at each of the participating HEIs (with integrated internship schemes), take three taught modules (1. Culture and Language; 2. Literature; 3. Employability & Promotion of Competence) and present a final dissertation. This structure enables students to deepen their knowledge in fundamental areas of German Studies and specialise in domains which they find of particular interest, while also honing skills for their future careers.

The TNGS EMJM envisages a high degree of interdisciplinarity, underscores European core values and will allow students in German to master those competences necessary for professional success.

The consortium’s activities are underpinned by a number of Associated Partner universities outside Europe and important cultural and media institutions in the EU.

**1. RELEVANCE****1.1 Background and general objectives****Background and general objectives**

*Describe the project general aims and objectives.*

*Explain the project relevance in relation to the objectives of the EMJM.*

**Introduction**

The consortium, which is composed of four HEIs (Université du Luxembourg, LU [=ULuxembourg]; Johannes-Gutenberg-Universität Mainz, DE [=UMainz]; Università degli Studi di Palermo, IT [=UPalermo] and Universidade do Porto, PT – Coordinator [=UPorto]), was formed with the objective of establishing an EMJM in Transnational German Studies (= TNGS). The partnership’s general aim with this EMJM is to offer students an innovative learning experience through a new master programme in German in four European HEIs with an historically grounded, comparative approach which will allow students to understand the extent to which German culture and identity can best be understood within the wider European context. In addition, the course will attempt to harness the intercultural potential of this programme in German and show the students, through structured connections to the world of work (with internships), how such a transnational approach to this academic subject will stand them in good stead for their future as professionals in a globalized society. In so doing, the TNGS partnership’s overriding objective is to offer a new type of second cycle course in German which will be a valid alternative to the existing offer of some 350 master cycles in German around the world.

The consortium believes that innovation in the field is necessary since, although the number of undergraduates in German and students learning German is high and has, over the last few years, remained stable (with currently over 15 million students learning German worldwide: cf. <https://p.dw.com/p/3d8Nh>), the number of participants in master courses in *Germanistik* [German Studies] (both in and outside German-speaking countries) has, in the last twenty years, sunk quite dramatically (cf. Ulrich Ammon, 2015: *Die Stellung der deutschen Sprache in der Welt*, Berlin, p.

154). As the wide-ranging needs analyses described below (in 1.2) have demonstrated, this reduction is due, on the one hand, to the lack of a clear employability strategy in the existing master courses (students seem to have been turning their back on traditional courses in German Studies as they have been unable to understand the professional advantages such a course might offer) and, on the other, to an often somewhat, untimely, outdated approach to the subject area at most HEIs. As is demonstrated below (in 1.3), the university teaching of *Germanistik* (as *In-* or *Auslandsgermanistik*) is often still dominated by the traditional ‘national philological’ approach to the subject area: it is a perspective which has informed the scientific outlook and institutional structures of this academic domain since its inception in the early 19<sup>th</sup> century.

#### **An historically grounded, comparative European approach to *Germanistik***

The TNGS consortium, with specialists in comparative germanist studies from both in *In-* and *Auslandsgermanistik*, believes that, from a number of viewpoints, this traditional approach is fundamentally flawed: from the very outset of its development, German culture and identity have been influenced in a most fundamental way by a series of cultural transfer processes from other language areas in Europe. This has been true over the centuries, since that time, in the eight century, when the German language was first recorded in its written form and it is still the case today: it is clear that the development of German language, culture and literature of the last twelve centuries, as indeed the aesthetic manifestations of that idiom in most recent times, cannot be properly understood if separated from the wider European – and global – context. And indeed the complex construct of ‘German identity’, understood today within the framework of those nation states which have German as (one of) their mother tongue(s), can only be fully comprehended by grasping the way in which the origins of this ‘identity’ are the result of nationalist movements which spread throughout Europe during the late 18<sup>th</sup>, 19<sup>th</sup> and 20<sup>th</sup> centuries. Indeed, in German-speaking countries, it was the nationalist movement itself which gave birth to the subject area of *Germanistik*<sup>1</sup> and at the beginning of the 21<sup>st</sup> century, at a time when dangerous populist tendencies are gaining strength in many parts of Europe, it is vital that the subject area of *Germanistik* should position itself not as an academic domain dedicated to the study of German within a national paradigm, but that it should be realigned so that German Studies can take their rightful place within the wider transnational European context to which they rightly belong. It is with this objective in mind that this proposal has been developed by specialists in European *Germanistik* at universities in four EU countries who approach their object of study from a common innovative, historically grounded, yet comparative European perspective: it is this approach which, they believe, will enrich the subject area and make it more attractive to students in *Germanistik*, both for native and non-native speakers.

#### **Structured connections to the world of work**

The other major consideration for the development of the TNGS EMJM is the fact that degree courses in *Germanistik* (both in and outside of the German-language environment) have not, in general, given sufficient attention to the question of the employability of the graduates: as questionnaires sent out in the framework of the TALC\_me Erasmus+ Strategic Partnership (which was an initiative to prepare for the present application and which is described in greater detail below in 1.2), the general feeling among the HEIs in and outside the German-speaking countries is that, after having completed their studies in German, the students most probably (after having taken post-graduate courses in pedagogics, etc.) will find jobs as German language teachers in secondary education or (after having taken a type of placement) will look for some other type of employment related to German.

The TNGS consortium does not believe that this is satisfactory way to approach the question of the employability of graduates in German. In particular, developments over the last 60 years have shown how it can often be difficult to find teaching positions in German (both as a mother-tongue or foreign language instructor), and teaching should therefore not be viewed as the principal future employment activity for German Studies’ graduates. In addition, the search for a suitable placement can be very frustrating and often does not lead to satisfying employment.

Thus, before developing the curriculum of the TNGS Course, the consortium explored the employability potential of German Studies’ graduates. To this end, needs analyses were carried out by the Consortium (described in greater detail below in 1.2) and these have demonstrated the extent to which employers and students feel that academic courses in German Studies require components which include structured contacts with the professional environment (including focused internships), in order to assure that students are properly prepared for the challenges they will encounter during their future careers.

Given the above, the consortium has developed a joint Master degree of excellence in German Studies which provides an historically grounded, comparative European perspective of this academic field underpinned by relevant input from the world of work. The overall objective of the TNGS EMJM is thus to enhance the quality of German Studies through a structured, transnational Masters course which will promote internationalisation of education in this academic field through an innovative, high quality and attractive comparative study programme in Transnational German Studies which is underpinned by mobility in four European countries and provides students with important insights into and

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<sup>1</sup> The very first lectures in a course in *Germanistik* were held at the University of Berlin, in 1805.

experience of their future employment potential through structured internships and mentoring schemes with a range of professional bodies in all of the four different countries.

As will be demonstrated below in 1.3, no similar course exists anywhere in or outside German-speaking countries: it thus represents a change of paradigm in German Studies and will doubtless lead to an enhancement of the level of competence and skills of German Studies' graduates. Indeed, students will be able to study in an innovative and international academic environment, gain intercultural awareness and acquire new competitive skills that will make the difference in today's globalized labour market.

### **Background of the Development of the TNGS EMJM**

Underpinning the overall objectives and informing the integrated approach of the TNGS EMJM is the consortium's common experience of a number of highly successful joint study projects which have been developed over the last 20 years within the framework of a number of national and EU-funded initiatives:

- 2002-05: A Curriculum Development Project in German Studies, funded by the Socrates Programme (with the university partners Bremen, Galway, Ljubljana, Mainz, Palermo, Porto [co-ordinator], Santiago), leading to the development of a European Master;

- 2006-17: The European Master / Intensive (Study) Programmes in German Studies, an additional qualification of a consortium of HEIs from 12 countries (AT, CZ, DE, ES, IRL, IT, LU, NL, PT, SE, SI, UK);

- 2010-16: The GLITEMA (= German Literature in the European Middle Ages) Erasmus Mundus Master Course, with double degrees awarded by a partnership made up of the University of Bremen, of UPalermo and of UPorto [co-ordinator].<sup>2</sup>

From 2006/07 to 2016/17, in total over 300 students from 15 programme and 40 partner countries participated in the different joint study activities of the wide-ranging European Master and EMMC (having gained either a double degree or an additional academic qualification): of these 300 students, 75 were Erasmus Mundus scholarship holders.

- 2015-18: Erasmus+ TALC\_me [Textual and Literary Cultures in Medieval Europe] Strategic Partnership, funded by the DAAD and the European Commission (<https://www.talcme.uni-mainz.de/>). The consortium (which was made up of ten HE partners – Universities of Mainz [co-ordinator], Amsterdam, Luxembourg, Olomouc, Palermo, Porto, Urbino, Salzburg, Santiago, Stockholm – and three non-university partners / employers – FAZ / Frankfurter Allgemeine Zeitung; Gutenberg-Museum, Mainz; Institut Français, Mainz), further advanced the earlier / on-going joint study projects with three principal objectives (all of which were fully realised during the Strategic Partnership), the development of:

1. Employability / Intercultural Skills Modules (to be used independently, within courses in the humanities) (<https://www.talcme.uni-mainz.de/einzelmodule-interkulturelle-kompetenz-und-berufsfeldorientierung/>);
2. Tools as support for these modules, with the publication of *Guidelines for Teaching Career-Oriented Competences in the Humanities* (<https://www.talcme.uni-mainz.de/leitlinien/>);
3. A Joint Masters Degree of four of the partner universities in TNGS (<https://www.talcme.uni-mainz.de/joint-master-degree-transnational-german-studies/>)

During the final phase of the TALC\_me Erasmus+ Strategic Partnership, the partners agreed that the planned joint masters degree in TNGS should expand its object of study from the Medieval and Early Modern German periods (as had been the case in the earlier GLITEMA Erasmus Mundus study project): responding to feedback from both students participating on the existing study programmes and the other actors involved in the TALC\_me Strategic Partnership (employers of future graduates, cultural stakeholders, etc. – cf. below Needs Analysis in 1.2) it was decided to include the study of Modern and Contemporary German Studies and particularly emphasizing the connections to the European context to which German culture is so intimately linked: in this new course it was also agreed to underpin the academic programme with a module on Employability which would – through theory and practice (i.e. internship) demonstrate to the students the importance of intercultural skills for today's labour market.

### **Structure of the new TNGS EMJM Study Plan**

Therefore, the partnership agreed that the new study plan should consist of three large study areas: one dedicated to German Language and Culture in the European Context (with German language tuition for non-native speakers, and considerations on multilingualism and German culture in the European frame of reference, also including the possibility to learn another language or in another language), one to German Literature in the European Context (from

<sup>2</sup> The GLITEMA EMMC ran very successfully from 2009/10-2015/16; at the end of the cycle (i.e. after five editions of the course), the consortium was, after a 'Quality Review' by the EACEA offered limited funding for three further editions. Although, based on the results of this 'Quality Review' the GLITEMA EMMC was one of the most highly classified consortia in the area of the Humanities, the partnership decided to decline the offer (due to serious delays in publishing the results and given the low level of finance offered by the Commission) and continued to offer the course (until 2017/18) without Mundus funding. Two members of the consortium (UPalermo and UPorto), together with the other partners of the TALC-me Strategic Partnership decided to develop the new TNGS joint degree, which was started running in 2020/21.

both synchronic and diachronic perspectives), one to Employability and Promotion of Competences (with an internship at one of the associated partner institutions) and one to the elaboration of the master dissertation. Thus, the teaching component of the programme is made up of three modules (taught over the first three semesters of the four semester course), each with a different number of ECTS credits, given the relative importance of each of these components in the academic programme; the final semester is dedicated to the research and writing up of the master dissertation.

#### **TNGS EMJM Partner Universities**

The partnership agreed that it would be advantageous, from a strategic standpoint, for the new joint degree to be accredited by two of the HEIs from the earlier GLITEMA EMMC partnership (UPalermo and UPorto – thus building on previous valuable cooperation experience to ensure consistency in the proposal), and two more recent partners from the TALC\_me consortium. It was considered important that one of the new partners accrediting the master should, given the subject area, be a German-speaking university (UMainz was, because of its expertise in a number of pertinent academic fields and its experience in questions relating to student employability, thought the best option) and the fourth HEI selected was ULuxembourg, given its competence in Franco-German cultural relations and in providing placements for students as well as the strategic importance of allowing students in a course on a transnational approach to the field to study at an HEI in which is located in a site in which three languages are spoken (French, German and Luxembourgish).

#### **Mobility trajectories**

It was further agreed that, given the experience of the earlier partnership's Erasmus Mundus master course, it would be advantageous a) for all students to have a mobility period at each of the participating HEIs, and furthermore, with a view to building a good group spirit among the students, that each cohort should follow the same mobility trajectory, starting and ending the course in countries in which German is not the native language (i.e. in Italy and Portugal) and staying in German-speaking environments for the second and third semesters. Given the excellent research facilities in German and European culture and literature at the UPalermo, it was further decided that the final semester, which is dedicated to the dissertation, should be in Palermo; the first semester would be at the coordinating institution (UPorto) and the second and third semesters (in which the students would be able to participate at an internship) would be respectively in Luxembourg and Mainz. The teaching staff, it was decided, teach not only at their own site, but are also mobile, teaching classes at the other sites, as well as engaging in supervision activities, much of this pedagogical activity is done through team-teaching by the lecturers and professors at the four sites. The invited scholars / lecturers / professors will also be integrated into this staff mobility formula.

#### **Curriculum Development and Accreditation**

Having decided, by 2018, at the end of the TALC\_me Strategic Partnership, on the TNGS partnership, the general outline of the curriculum and the mobility strategy, in the period 2018/19 the consortium worked on the details of the study plan and concentrated on the accreditation process of the new Joint Master Degree at the four partner institutions. The accreditation process at both institutional and national levels was a complex operation as it involved four different national accreditation systems: the accreditation of the joint degree was finally completed at all four HEIs in July 2019. The first student intake of the new TNGS degree took place in the academic year 2020/21: this first student intake (with students from the EU) has allowed the consortium to further fine-tune the programme in readiness for an intake of Erasmus Mundus scholarship holders.

#### **Relevance in relation to the objectives of the EMJM.**

The TNGS study programme is relevant to the EMJM Action in that it a) enhances the attractiveness and excellence of European higher education by providing a very high-level integrated transnational Master programme in German Studies delivered by a consortium of four European HEIs from four countries with different HE traditions and practices. These HEIs have cooperated on a joint, institutional level in order to develop a Joint Degree (which has been accredited as such in Germany, Italy, Luxembourg and Portugal), and are thus able to attract talented students and scholars to Europe; b) showcases European excellence in higher education in the field of German Studies, as it affords students a uniquely new transnational perspective of a study area which has traditionally been regarded from a national philological viewpoint, with a master course which is delivered by four internationally renowned HEIs from a comparative perspective; c) permits individual mobility for all students taking part in the course in all four countries, with EU-funded scholarships for the best students applying. This mobility is structured in such a way that it is underpinned by significant input from a number of professional, non-academic Associated Partners in the four countries, thus allowing the students to participate on traineeship schemes and thereby providing them with important insights and experience in future employment openings inside and outside of academia; d) helps contribute, through its Joint Degree, to the integration of the European Higher Education Area and, in conjunction with the Associated Partners outside the EU (international academic organisations and HEIs of high standing in Asia and North and South America), thus further advancing the internationalisation of the EHEA. This integration will also be facilitated given the participation of the four HEIs in three different European University Alliances (UMainz and UPalermo in the Forthem Alliance, with partners in Dijon, Opole, Jyväskylä, Riga and Valencia; UPorto in EUGLOH Alliance, with partners in Lund, Munich, Paris and Szeged; ULuxembourg in the UNIVERSEH Alliance, with partners in Cracow,

Düsseldorf, Luleå and Toulouse), with a total of 17 HEIs from 12 different EU states working towards closer integration.

## 1.2 Needs analysis and specific objectives

### Needs analysis and specific objectives

*Explain the project rationale and the needs analysis on which the proposal is built, How these needs were identified?*

*What issue/challenge/gap and specific objectives does the project aim to address in academic terms, and with regard to societal and labour market needs.*

#### Needs Analyses

The rationale for the TNGS EMJM proposal is based a) on the considerations noted above with regard to existing courses in *Germanistik* (i.e. that they are, on the one hand, untimely and not sufficiently comparative and European in their approach, and, on the other, not sufficiently geared towards questions of the employability of the graduates) and b) on the results of a number of wide-ranging needs analyses, which were an integral part of the Erasmus+ TALC\_me Strategic Partnership which had been formed with, among other aims, the specific objective of developing an innovative joint degree in the subject area of German Studies.

The objectives of these analyses were to know i) what students, academics and future employers expected of a post-graduate study course in this area, ii) which competencies were of most use to graduates later in their lives, in particular with regard to their most common career paths, iii) the way master degree programmes in German Studies were designed at institutions in Europe and iv) which elements the degree should contain in order to better prepare our students with the skills they need to be successful.

In the framework of the Strategic Partnership, and with a view to developing the new joint degree, students, academic staff in German Studies and representatives of career paths in the area of humanities were brought together for a workshop. Based on the results of this workshop, questionnaires and sets of interview questions were developed: these were sent to students, alumni, teachers and employers in various fields in the field of German Studies across Europe.

#### Needs analysis methodology

##### a) Student / alumni needs analysis methodology

Questionnaires were sent to: i) alumni of the former Erasmus Mundus GLITEMA Master Degree; ii) current students and alumni of Master degree courses in German Studies at the TALC\_me Strategic Partnership institutions and their contacts; iii) students who participated in the three Intensive Study Programmes which were organised for German Studies students in the framework of TALC\_me (in Porto, in Palermo and in Olomouc).

##### b) Teaching staff needs analysis methodology

The questionnaires and sets of interview questions were undertaken with: i) Teaching staff members who had taught on the Erasmus Mundus GLITEMA Master Degree Course; ii) Teaching staff members from the TALC\_me Strategic Partnership; iii) Teaching staff members from other German Departments with master degrees in German.

##### c) Employers' needs analysis methodology

The set of interview questions was sent to employers in most European countries and subsequently online interviews were organised. Through these interviews it was possible to identify a core group of competencies which are key to the employability of humanities' graduates. These core competencies then became the basis for an electronic survey, which was sent to employers in EU countries. To supplement the needs analysis, degree coordinators at universities in 15 European countries were asked about the measures they take in their institutions to promote employability and to develop a best practice model from a variety of approaches.

#### Needs analysis conclusions

From these wide-ranging consultations, it was possible to reach the following conclusions:

- **Student / alumni** considered it important for future second level degree courses in German Studies to include i) teaching on all periods of German culture and literature, ii) a focus on the relationship of German culture to that of the wider European context, iii) training in the adaptability of German Studies to the wider professional environment. In addition, German native speakers underlined the importance of training in the use of English (as an international *lingua franca*) and the learning of other languages; furthermore, non-native speakers of German emphasized that it was vital for there to be intensive language training at an advanced level in German. Both native and non-native speakers of German underscored the relevance of specific coaching in writing skills in academic German.

- **Academic staff** were of the opinion that post-graduate courses in German Studies should be academically rigorous in those subjects which constitute central aspects of the area of German (i.e. in language, culture and literature) from both diachronic and synchronic perspectives; it was also generally accepted that the course should focus on the modern and contemporary periods (while, at the same time, not neglecting the study of the earlier epochs). Some respondents

(particularly those from outside German-speaking areas) noted that it was important for German Studies to be less centred on a ‘national philological’ approach and be more comparative (i.e. setting German Studies into their wider, transnational European context). The teachers from non-German speaking universities underlined the importance of training in the German language itself: it is a generally held view that it is important that by the end of the course all students should master the idiom with fluency (to level C2). In addition, all those university staff questioned were of the opinion that students should be provided with high quality training in the writing of academic German. A large majority of academics opined that the field of studies should be more closely related with the professional environment: many teaching staff saw advantages in the organisation of internship and mentoring schemes and also the formal teaching of soft skills within the framework of this post-graduate course, as well as of the teaching of some subjects in English (particularly in associated subjects and areas which might be of importance for the students’ professional careers) and in the training of less widely spoken European languages.

- **Employers** emphasized the significance of a broad-based training in the specific subject knowledge in the area of German, but noted that this training should be underpinned by coaching in a range of transferable skills, such as communication and analytical skills, self-management (i.e. the ability to pursue goals consistently), conceptual and strategic thinking (i.e. the ability to develop plans, to think things through, and to weigh consequences), criticism skills (i.e. the ability to give and receive constructive feedback), teamwork skills and role competence (i.e. the ability to define the field of action), writing skills and general intercultural skills.

#### **Rationale**

The results of the needs analyses (with feedback from students, alumni, academic staff and employers)<sup>3</sup> informed the rationale of the new study project in TNGS: given the identified needs and having reviewed all the available study offers in the wider academic field (cf. below in 1.4), it was recognised that it was necessary to offer a new second cycle degree programme at masters level in German Studies which would fill an evident gap in the range of existing degrees in the area.

In academic terms, the new degree provides a transnational, historically grounded conceptual focus on a subject area which is traditionally approached from a narrow ‘national philological’ perspective and, on the other, an innovative mixture in the training in ‘hard’ and ‘soft’ skills with a clear connection to the world of work though integrated traineeship and monitoring schemes in a number of different national environments. The rationale foresaw an integrated course structure, which features the academically rigorous teaching of the subjects associated with German language, literature and culture, with modules on a) Culture and Language (courses on German culture in the European context, in-depth German language skills, or – for German native-speakers – Portuguese Beginners’ language skills, academic writing and stylistics in German and neighbouring subjects of Multilingualism and Philosophy, the latter taught through the medium of English), b) Literature (courses on literary history, theory and methodology, and comparative and culturally oriented literary science), c) Employability and Promotion of Competences (a range of courses in differing formats with regard to diverse professional fields, on the acquisition of job-related soft skills, an entrepreneurial mindset and experience and the formation of networks (with practical seminars and structured internship schemes in Luxembourg in Mainz).

In this way, the new course will be able to fill a gap in the international academic offer (since no such course exists with this transnational make-up and or these societally important objectives) and respond to the labour market needs in that the graduates would have been provided with coaching in a range of transferable and more specific professional skills which would prepare them for the world of work.

#### **Objectives**

Given the above, the TNGS project has a number of overriding objectives which aim to respond to academic, societal and labour market needs. Thus

- a) in academic terms, the overall objective of the master course is to provide a degree at master level in German Studies which is grounded in a fundamentally interdisciplinary and transnational European approach to the subject area in linguistic, cultural and literary studies taught by staff from a range of philological traditions with often quite different scientific and professional discourses, within a framework of academic-professional training (and with linkage to neighbouring scientific areas). To this end, the specific objectives of the course are to a) analyse German culture from within the context of European intellectual history in sufficient historical depth, on the basis of an innovative specialization; b) evaluate the diachronic and synchronic intercultural transfer processes which have, from the very beginning, underpinned the development of German culture; c) offer a high proportion of interdisciplinarity with clear trans-European content on a professionally advanced level through open education and training while making appropriate use of digital media and e-learning.

<sup>3</sup> The full results of the needs analyses are to be found online in the booklet *Guidelines for Teaching Career-Oriented Competences in the Humanities* (cf. [https://www.talcme.uni-mainz.de/files/2017/08/TALCme\\_Guidelines\\_Englisch.pdf](https://www.talcme.uni-mainz.de/files/2017/08/TALCme_Guidelines_Englisch.pdf)).

- b) in societal terms the overall objectives of the TNGS master are to provide a course which is interculturally stimulating and provides training in language and intercultural communication techniques and which is underpinned by structured and integrated mobility of both students and staff in four different countries in central and southern Europe, thus contributing to the development of the societally important promotion of intercultural and linguistic competences. These societally important objectives include the students' expansion of their linguistic expertise particularly in German, but also in other EU languages, the development of transversal skills, including, a sense of initiative, curiosity, creativity, innovative and critical thinking, and taking responsibility in a free and fair society and stimulating the attainment of intercultural competences gained by interacting with peers from different nationalities and backgrounds and by exchanging academic, cultural and personal experiences and know-how, in academic and social contexts, thereby sponsoring active citizenship, the promotion of civic competences and mutual understanding.
- c) in terms of the labour market needs, the overall objectives of the TNGS master are to respond to the needs noted above in the needs analysis by preparing graduates for their professional futures, by encouraging the development of transversal skills and intercultural competences mentioned above while promoting the relevant high-quality skills of graduates in German Studies by providing them with hands-on work experience in the form of internship schemes which will allow them to enhance their competences with regard to their employability and their student-to-work transition, in a way that they can monitor and readjust their competences throughout their working lives, encouraging also the formation of professional networks leading to creative entrepreneurship. Furthermore, the TNGS EMJM course will also respond to labour market needs by facilitating transparency and recognition of qualifications.

Given the background of the proposal and these overarching aims, the objectives of the TNGS EMJM are to provide best Master graduates worldwide with a wider, more inclusive, inspirational and transnational perspective of German Studies by:

- a) Analysing German culture from within the context of European intellectual history in sufficient historical depth, on the basis of an innovative specialization;
- b) Evaluating the diachronic and synchronic intercultural transfer processes in Europe which have, from the very beginning, underpinned the development of German culture;
- c) Offering a high proportion of interdisciplinarity with clear trans-European content on a professionally advanced level through open education and training while making appropriate use of digital media and e-learning;
- d) Expanding linguistic expertise particularly in German, but also in other EU languages;
- e) Encouraging the development of transversal skills, including, a sense of initiative, curiosity, creativity, innovative and critical thinking and responsibility taking;
- f) Stimulating the attainment of intercultural competences gained by interacting with peers from different nationalities and backgrounds and by exchanging academic, cultural and personal experiences and know-how, in academic and social contexts, thereby sponsoring active citizenship, the promotion of civic competences and mutual understanding;
- g) Promoting the relevant high-quality skills of graduates in German Studies necessary to enhance their competences with regard to their employability and their student-to-work transition, in a way that they can monitor and readjust their competences throughout their working lives, encouraging also the formation of professional networks leading to creative entrepreneurship;
- h) Facilitating transparency and recognition of qualifications.

Furthermore, the one of the specific objectives of the course is that the students attain a set of Learning Outcomes on the completion of the TNGS EMJM. These Learning Outcomes (representing the knowledge, competences and skills to be achieved during the course) were established by the partnership having taken into account the results of the needs analyses mentioned above and having consulted with different actors (teaching staff, former students, employers): after these consultations, it was possible to ascertain what the learning objectives of the course would be and develop, from these objectives, a list learning outcomes which should be achieved in order to be certain not only of academic success but of professional realisation: these Learning Outcomes were “tuned” in order to enhance compatibility and transparency of the educational structure.

One of the specific objectives of the TNGS EMJM is, therefore, that on completing the four modules, the students will, on finishing the course, have acquired hard skills in German and soft - transferable - skills in a number of communication (i.e. the ability to understand and to be understood), analysis (i.e. the ability to grasp and break down complex topics and recognize relationships between different aspects of a topic), self-management (i.e. the ability to pursue goals consistently without distraction), conceptual and strategic thinking (i.e. the ability to develop plans, to think things through, and to weigh consequences), criticism (the ability to give and receive constructive feedback), teamwork (i.e. the ability to work productively in cooperation with others), role competence (i.e. the ability to define your position and field of action), organisation (the ability to structure projects, gauge their progress, and steer them if necessary), writing (the ability to express oneself in various textual formats) and intercultural competences (i.e. the ability to change

perspective and understand other points of view).

### 1.3 Complementarity with other actions and innovation — European added value

#### Complementarity with other actions and innovation

*To what extent will the project foster excellence and innovation from an academic and non-academic point of view, both for the HEIs involved and in the targeted field(s) of study?*

*Describe how the project supports the modernisation and internationalisation strategy of the partner HEIs.*

*Explain the project uniqueness and added value when compared with the existing offer of master programmes.*

*Explain how the project will contribute to the attractiveness, integration and internationalisation of the European Higher Education Area (EHEA).*

*Explain how the proposal will work towards the achievement of the policy objectives of the European Higher Education Area such as automatic recognition of academic qualifications and learning periods abroad, the Bologna key commitments, multilingualism.*

#### Excellence and innovation from an academic and non-academic point of view

The TNGS EMJM is anchored in the academic domain of German Studies and naturally the focus of the programme is primarily on this subject area (i.e. on the language, culture and literature in German-speaking countries). The innovative academic aspects of the course are to be found in the transnational, comparative – European – , but historically grounded approach to this academic domain: as was noted above, one of the central objectives of the TNGS EMJM is to demonstrate the extent to which German-speaking culture is inherently linked to culture of the other language areas in Europe and thereby to reinforce, from, an historical-comparative perspective, the idea of German identity being integrally connected with that of its neighbours in Europe. At the heart of the course offer is the study of the historical development (from the Middle Ages to the 21<sup>st</sup> century) of the cultural and literary manifestations in German and the fundamental relationship – through transfer processes – of these to those of other European language areas. These academic subjects will be taught from both theoretical and practical standpoints by academically experienced and internationally recognised staff who have specialised in the theory and practice of these transfer processes from different ‘national’ viewpoints.

As was mentioned above, the teaching component of the programme is made up of three taught modules (taught over the first three semesters of the four semester course: a. Culture and Language; b. Literature; c. Employability and Promotion of Competences), the final semester being dedicated to the module on the research and writing up of the master dissertation. Academic excellence is assured since, from the viewpoint of its subject area, it is centred on a linguistically defined core domain (i.e. the studies are centred on German): this ensures sufficient disciplinary depth, but it does this from a transnational perspective of the subject area and this is reflected in the course’s interdisciplinary and comparative approaches with regard to culture and language and literature. The excellence and innovative components of the programme are to be seen in its main thrust which is constituted by

- a) the teaching of hard skills in German Studies, with taught modules on ‘Culture and Language’ and on ‘Literature’: these modules represent vital components of a master course in German Studies for both native and non-native speakers of German and are therefore highly relevant in the context of the academic field. The study of German language, culture and literature are central to any German Studies master course, both within and outside of German-speaking environments. The competitiveness of the targeted academic disciplines (German language, culture and literature) will clearly be enhanced by the TNGS EMJM since the new course will be offering a much wider, trans-European perspective of a study area which, as was mentioned above, is generally viewed from a much narrower national angle;
- b) the training of soft skills and professionally relevant competences: thus, in the third taught module in the TNGS EMJM on ‘Employability and Promotion of Competences’ the underlying conception for the excellence and innovation strategies of the course are that students can best be helped in finding success in their future professional fields not merely through their purely academic achievements, but also through an exhaustive exploration of the links which can be established between the academic area of German Studies and the wider world of work. This is achieved a) through an analysis in class of those occupations which are more commonly linked with this area of studies (with important input from professional experts), as well as b) internship schemes and a mentoring programme (organised in conjunction with a wide range of Associated Partners from a number of different organisations in four countries).

These modules represent vital components of a master course in German Studies and are highly relevant in the context of the academic field: the study of German language, culture and literature are central to any German Studies master course, both in German-speaking countries and around the world.

The excellence of the academic programme is ensured through the high quality teaching and research staff who are engaged on the course at the four partner HEIs, since the German Departments in Luxembourg, Mainz, Palermo and



Porto are among the leading academics in the field (each of these departments has received high scores in international rankings); this academic excellence with regard to the partners is further reinforced by the participation of guest professors from the Associated Partner Universities – and will be further underlined by the guest scholars who will be invited to join in the teaching programme.

Given the above, from both academic and non-academic viewpoints, the new TNGS EMJM fosters excellence and innovation in the field as, by targeting the relevant disciplines of German language, culture and literature from a comparative and transnational perspective and conjoining their study to an in depth investigation (with practical application and professionalizing framework) of the employability potential of the academic domain of German Studies, the targeted field of study (i.e. *Germanistik*) will clearly be enhanced.

Furthermore, the development of this course has encouraged excellence at the four partner HEIs as the interconnection of a purely academic programme with a module dedicated to employability is innovative, having been used as a model for the development of other courses in different disciplines of the humanities: in particular, the development of the Employability / Intercultural Skills Modules (cf. <https://www.talcme.uni-mainz.de/einzelmodule-interkulturelle-kompetenz-und-berufsfeldorientierung/>) and the publication of the *Guidelines for Teaching Career-Oriented Competences in the Humanities* (<https://www.talcme.uni-mainz.de/leitlinien/>) (to be used independently, within courses in the humanities), which are both outcomes of the TALC-me Strategic Partnership (in the framework of which the TNGS EMJM was developed, have, at the HEIs involved, been instrumental in leading to new course structures.

#### **Project uniqueness and added value when compared with the existing offer of master programmes**

The academic field of *Germanistik* [German Studies] (be it either *In-* or *Auslandsgermanistik*) is dedicated to the study of the language and culture of the most widely-spoken mother tongue in the European Union: German is a significant language of culture, trade and science and also the idiom of some of the richest and economically most important and technologically most advanced countries in the world. Master degree courses in German are taught at nearly all German-speaking HEIs and at many universities around the globe. In the generic field of German, there are more than 350 master courses worldwide. The majority of these are on offer in HEIs in German-speaking countries: 180 in Germany, 17 in Austria and twelve in Switzerland. As the table below demonstrates, these courses offer a range of different types of study cycle to native speakers of the language:

#### **Master Courses in German in German-speaking countries**

*Germanistik* (including German Literature, German Linguistics, German Philology):\* AT: 7; CH: 7; DE: 67 = 81

German (for teachers of German as a mother tongue): AT: 3; CH: 1; DE: 61 = 65

German (for teachers of German as a foreign language): AT: 1; CH: 1; DE: 24 = 26

German (for translation and interpretation): AT: 5; CH: 3; DE: 17 = 25

German combined with other study areas; Austrian Studies: AT: 1; DE: 11 = 12

Total = 192

\* - a number of the courses in *Germanistik* also provide training for teachers of German as a mother tongue

From the above, it is clear that the majority of courses are either in the ‘traditional’ study areas of *Germanistik* (German Philology, Literature, Linguistics) or offer training to future teachers of the German language (as a mother tongue or as a foreign language) or to translators / interpreters. A few courses link German to intercultural studies (e.g. at Bayreuth or Göttingen, where it is offered together with teaching German as a foreign language), and other courses combine *Germanistik* with the study of the culture of other specific language areas: German-Dutch Studies (at Münster), German-French Studies (e.g. at Saarbrücken), German-Italian Studies (e.g. at Bonn), German-Japanese Studies (at Halle), German-Polish Studies (at Görlitz), German-Portuguese Studies (at Frankfurt/M) or to a certain specific geographical / ‘national’ area (e.g. Austrian Studies, at Vienna). However, no courses in German-speaking HEIs focus on firmly situating the diverse vectors involved in the study of *Germanistik* within their European context.

Outside German-speaking countries, over 150 master courses focus on German:<sup>4</sup> the majority of these are at HEIs in the USA (with 49 courses), but universities in countries as diverse as Australia, Brazil, Canada, China, Croatia, the Czech Republic, Egypt, Hungary, India, Ireland, Israel, Italy, Japan, Korea, Namibia, the Netherlands, New Zealand, Poland, Portugal, Romania, Russia, Slovakia, Slovenia, South Africa, Sweden, Ukraine and the UK each provide one or more master level courses in German. Although these courses are clearly adapted to non-native speakers, the majority of them either follow the same academic pattern as the traditional courses (in *Germanistik*) at German-speaking universities (although often in a ‘lighter’ form), or are dedicated solely to the study of the German language (often linking it to linguistics in the framework of translation and interpretation study cycles). At a number of these HEIs (particularly in the USA), the study of German at master level does not require knowledge of the language itself (as, for example, German literature is read only in translation). A minority of these 150 courses are specifically on the

<sup>4</sup> Many other HEIs outside of the German-speaking world offer master courses with some optional subjects in German language or culture, but they cannot be considered to be courses which focus on German as such.

relations between German culture and that of the country in which the HEI is situated (e.g. Chinese-German Studies at Beijing, French-German Studies at Dijon; Irish-German Studies at Limerick; Italian-German Studies at Florence; Portuguese-German Studies at Braga)<sup>5</sup>. There is, however no course currently on offer at universities outside German-speaking countries which provides a specifically European perspective of German Studies.<sup>6</sup>

It is clear that the university teaching of *Germanistik* (as *In-* or *Auslandsgermanistik*) is often still dominated by a traditional ‘national philological’ approach: this perspective has informed the scientific outlook and institutional structures of this academic area since its inception in the early 19<sup>th</sup> century. Although clearly wide-ranging and significant changes have taken place in this subject field in the last 50 years, the long-established ‘national philological’ perspective is – and perhaps surprisingly, given the increased importance of comparative studies – often still prevalent, particularly in German-speaking HEIs.

Of the 350 Master courses in German worldwide, none provides a similar academic profile: existing master courses do not have the same aims and objectives, do not have the same academic content, with The innovation of this proposal, when compared to similar academic offers in German Studies at other HEIs, is to be found in:

- a) the cutting edge, interdisciplinary, comparative scientific content of the course;
- b) the importance of the European approach for a subject area which is often viewed from within the narrow framework of a ‘national philological’ perspective;
- c) the significance of the wide-ranging evaluation of the diachronic and synchronic intercultural transfer processes which have underpinned the development of German culture;
- d) the transnational, structured mobility which underpins the social engagement of an academic community from both in- and outside German-speaking HEIs (in *In-* and *Auslandsgermanistik*), thereby allowing a combination of different perspectives and scientific discourses in the subject area;
- e) the novel pedagogical models used (with recourse to e-learning and team-teaching by staff from different countries and outcome oriented learner-driven paradigms);
- f) the importance played by external actors from the professional world and the mentoring of students by professionals from outside academia;
- g) the importance attached to employability of the graduates and the outreach to potential employment sectors;
- h) the intensive training provided to students in transferable skills.

Such a multifaceted course, with this unique combination of content, study track and learning outcomes does not exist in this area at either a national or international levels and is therefore highly innovative. In German-speaking Universities the study of *Germanistik*, in general, follows a national paradigm and is not, on the whole (other than courses in German as a Foreign Language, which are purely language courses), particularly aimed at students from outside German-speaking countries. Master courses in German Studies delivered outside German-speaking countries follow a similar pattern, but, as they are taught in smaller departments, they tend to be more generalist in approach. Thus, there are no Master courses in German Studies which concentrate on the European context of that culture, are designed to cater for either a) students who have either taken their first cycle course at a German-speaking university or b) students who have an academic background outside a German-speaking environment and emphasize the importance of the employment prospects of the graduates. In regard to the state of the art, the present proposal therefore represents a highly innovative approach.

#### **The TNGS EMJM in the framework of the modernisation and internationalisation strategy of the partner HEIs**

The four partner HEIs have to a degree convergent, but also, given the unique characteristics of each institution, slightly different, modernisation and internationalisation strategies. It is clear, however, that the establishment of the multinational degree in ‘Transnational German Studies’ (as a Joint Degree which studies a ‘national’ object from an historical, intercultural perspective fits in perfectly with the important strategy goals of each of the four participating HEIs. At all four universities, one of the major internationalization and modernization objectives is their common goal to shape the four institutions as truly European Universities and this is proven by the participation of the four universities in three different European University Alliances (FORTHEM – UMainz and UPalermo, with partners in Dijon, Opole, Jyväskylä, Riga and Valencia; UPorto in EUGLOH, with partners in Lund, Munich, Paris and Szeged; ULuxembourg in UNIVERSEH, with partners in Cracow, Düsseldorf, Luleå and Toulouse) with a total of 17 HEIs from 12 different EU states working towards closer integration). In order to participate in these three Alliances, the four partner HEIs have agreed to work toward the establishment of Joint Degrees, of which the TNGS is a prime example.

<sup>5</sup> Many of these study cycles are offered in conjunction with German HEIs, thus, for example, the Chinese-German master is a double degree organised between the Universities of Beijing and Göttingen.

<sup>6</sup> The University of Limerick planned a one-year taught master course in ‘German Language & Culture’, with a total of 18 ECTS credits in ‘German-language Culture in Europe’ (and with number of electives, including in Irish-German Studies), but this course is not running.

Specifically, for the ULuxembourg, which is embedded in a culturally diverse environment, an important part of its modernisation and internationalisation strategy is the fact that it intends to become a unique laboratory of intercultural collaboration and institution building: the development of the TNGS EMJM, which provides an transnational, intercultural perspective of a significant study area which is taught at the university, is in perfect alignment with the objective with this idea of creating this laboratory. Furthermore, part of the modernisation and internationalisation strategy at the ULuxembourg is to develop as a European hub for research and teaching and be well integrated in the framework of international consortia: the partnership established with the UMainz, UPalermo and UPorto in the framework of this TNGS EMJM Project, will help the ULuxembourg achieve this goal. Finally, as multilingualism is an important aspect of the University's make-up, another of the institution's objectives in modernising and internationalising is the linguistic enrichment of both teaching and research through the unique plurality of perspectives which is embedded in the culture of the institution: the ULuxembourg believes that the development of the TNGS EMJM will go a long way to helping the institution reach this aim.

For the UMainz, the institution's 'European character' (deeply ingrained in the institutional DNA of the university since it was reopened by the French military regime in 1946) unquestionably demands giving students a deeper understanding of how Europe has become what it is today and the TNGS EMJM degree programme aims at conveying this knowledge of Europe's cultural history and language history. Furthermore, quite apart from the specific content/curricula of TNGS programme, the new multinational degree corresponds to the goal of expanding UMainz's network of bi- and multinational co-operational degrees, which is ranked very high in its internationalization strategy (see [https://university.uni-mainz.de/files/2020/01/Internationalization\\_Strategy\\_JGU.pdf](https://university.uni-mainz.de/files/2020/01/Internationalization_Strategy_JGU.pdf), p. 5). Given the experience of the wide-range of bi-national and tri-national study programmes at UMainz, the TNGS EMJM represents a further improvement of institution's offer of international courses (<https://www.studying.uni-mainz.de/international-courses/>). Indeed, through participation in the framework of this master programme, staff at the institution are led to further rethink their international teaching and learning portfolio and thereby shift previous boundaries towards an even more multinational study experience, which is part of the institution's modernization strategy.

For the UPalermo, internationalisation plays a crucial role in the institution's strategic plan: this focuses on the educational offer and research, through the promotion of mobility of the entire university community (students and staff). Since the strategic goals of the internationalisation and modernisation of the UPalermo are a) the internationalization of the educational offer, b) an increase the number of Joint Master Degrees, c) an increase in the number of degree courses taught in other major European languages (i.e. other than Italian), d) internationalisation and mobility for students, e) internationalisation and mobility for staff, and f) the promotion of the full recognition of qualifications, according to the Lisbon Recognition Convention, it is clear that the the TNGS EMJM (which foresees mobility of students and staff, the establishment of a Joint Master Degree) is aligned with this strategy.

For the UPorto, internationalisation is a key aspect of the modernisation strategy and is one of the institution's key pillars and objectives, allowing the development of existing collaborations, as well as the establishment of innovative cooperation activities through the creation of active links with institutions from all over the world. The establishment of the TNGS EMJM is considered to be one of the important elements of this collaboration: in recent years, UPORTO has coordinated and been involved in several projects, namely Erasmus+ (particularly International Credit Mobility, Erasmus Mundus Joint Master Degrees, Capacity Building and Strategic Partnerships) and Erasmus Mundus projects, and has opened its doors to the world by consolidating its internationalisation process through the development of projects and initiatives with HEIs from nearly 150 countries. The TNGS EMJM is considered a particularly significant part of this development as it represents the implementation of a mobility programme with physical mobility in which mutual academic recognition in ensured. Furthermore, the TNGS EMJM further aligns with the key aspects of the UPorto's internationalisation and modernisation strategy in that this joint initiative will allow the sharing of the European values and the consolidation of multidisciplinary and multilingual environments already present at the U.Porto. Additionally, it will also enable the UPorto's academic community to converge with its peers in Europe, through the development of innovative pedagogical tools and methods, as well as the reinforcement of the visibility of the European Higher Education in the world, thus indisputably contributing to the objectives established by the institution as a fundamental part of its internationalisation and modernisation strategy.

From the above, it is clear that the TNGS EMJM is in perfect alignment with the aims and objectives of the modernisation and internationalisation strategies of the four partner HEIs and will definitely support them and lead to their further consolidation. Thus, the cooperation which underpins the TNGS EMJM is be strongly reflected in the internationalisation strategies of the four partner HEIs. These strategies have common strands which are clearly attuned to the objectives of the proposed course as they intend to promote student mobility and enhance the potential to attract talented international students and professors, foster the increase of jointly taught international cooperation, promote the participation of international stakeholders, disseminate good practice and support sustainability of international projects.

### **Contributing to the attractiveness, integration and internationalisation of the EHEA**

The TNGS EMJM contributes to the attractiveness, integration and internationalisation of the European Higher Education Area (EHEA) by a) bringing together a consortium of HEIs in German Studies with different national academic backgrounds, but all with wide experience in good practice cooperation with other European HEIs; b) following guidelines of the Bologna Process and accompanying actions; c) fostering the quality, inclusiveness and competitiveness of a higher education degree in German Studies; d) significantly strengthening mobility of students and staff in German Studies; e) providing high quality student-centred learning with excellent staff-student ratios; f) sharing a long-term strategy and promoting European values and identity and motivating students to collaborate across languages, borders and disciplines to develop a strong European identity; g) pooling expertise and resources to deliver modules as part of a joint curriculum in German Studies; h) contributing to sustainable development by allowing students in German Studies to cooperate closely with actors from a wide range institutions from outside academia thereby finding solutions to a wide range of societal challenges. The anticipated project results will strengthen innovation and excellence in the HEIs involved since, through the organization of the course, the participation of teaching staff from the participating HEIs and from scholars from around the world, and the graduation of four intakes of students with Erasmus Mundus stipends, the new TNGS EMJM will become firmly established internationally as an innovative and high quality degree course: it will doubtless provide a best practice model particularly for other subject areas in the social sciences and the humanities in the four HEIs directly involved. Since the course combines the transnational, comparative perspective of what traditionally has been viewed as a 'national' subject area with interdisciplinary content and an employability module it can easily be used as an innovative academic prototype at the four HEIs that may well be successfully replicated beyond the partnership, thus generating positive collateral effects building on the expected synergy effects and added value inherent to the structured mobility scheme. This will definitely have a knock-on effect at these universities since it will emphasize the academic excellence at an international level of this area of studies and strengthen the role of this academic field in the involved institutions.

The results will further contribute to the attractiveness and internationalisation of the European Higher Education Area since it will provide an educational and pedagogical paradigm for courses in the humanities. These results will be disseminated beyond this consortium, in particular through the Associated Partner HEIs (Seoul National University, Rikkyo University - Tokyo, Federal University of Rio de Janeiro, Tongji University - Shanghai, University of Toronto), through the associated academic partner the *Internationale Vereinigung für Germanistik*, but also through the wider networks of the four HEIs, specially through their respective European University Alliances: the FORTHEM Alliance, to which both UMainz and UPalermo belong (with other partners in Finland, France, Latvia, Poland and Spain), the EUGLOH Alliance, to which UPorto belongs (with other partners in France, Germany, Hungary and Sweden) and the UNIVERSEH Network (with other partners in France, Germany, Poland and Sweden). The common objectives of these three Alliances are the development and implementation of joint study programmes, the encouragement of reflections and improvements in classroom practices and the motivation to tackle pedagogical challenges using innovative, student-centred methods, also providing support and novel incentives for educators and learners and fostering multilingualism (including proficiency in the mother tongue, several other languages and versatile literacy skills). These objectives are clearly attuned to the aims of the Transnational German Studies EMJM and the results of the course will feed into the Alliances' activities, extending its outreach and thereby strengthening the European higher education system and, as such, contributing to the attractiveness, integration and internationalisation of the EHEA.

### **Contributing to the policy objectives of the EHEA**

The TNGS EMJM will contribute to the policy objectives of the EHEA as the degree is part of the three-cycle system compatible with the QF-EHEA and scaled by ECTS, is in compliance with the Lisbon Recognition Convention (LRC) and employs quality assurance in conformity with the European Standards and Guidelines (ESG). Furthermore, in the framework of the course, the TNGS EMJM assures automatic recognition of academic qualifications and learning periods abroad. The TNGS EMJM also contributes to the policy objectives of the EHEA as it a) strengthens cooperation based on partnership and intensifying policy dialogue in the area of German Studies; b) brings four different HEIs closer together by developing a joint study programme; c) emphasizes the importance of mobility for students in the area of German Studies from Partner and Programme Countries; d) ensures that European higher education acquires a world-wide attractiveness by concentrating on an academic area which studies one of the continent's cultural traditions from a transnational perspective; e) underlines the importance of intercultural understanding and respect in the area of German Studies with teaching staff and students from the Programme and Partner Countries; f) shares experience of the joint degree with HEIs from the Partner Countries, in particular through the Associated Partner Universities (the Seoul National University, the Rikkyo University - Tokyo, the Federal University of Rio de Janeiro, the Tongji University - Shanghai, the University of Toronto); g) enhances mobility in German Studies through improvements in understanding cultural diversity, transparency, compatibility, quality in education, accessibility and recognition.

## 2. QUALITY

### 2.1 PROJECT DESIGN AND IMPLEMENTATION

#### 2.1.1 Concept and methodology

##### Concept and methodology

*Describe how elements of jointness/integration are incorporated into the design of the EMJM, and the chosen methodology with regard to:*

##### Academic programme

*Describe the curriculum and highlight the elements that guarantee the academic excellence of your project.*

*Describe how the curriculum and the EMJM degree articulate with the current academic offer of the HEIs involved.*

*How will you ensure an integrated and innovative approach in the teaching and the learning experience/method?*

##### Study periods and recognition

*Describe the organisation of the study periods, and how the minimum mobility requirements and the mutual recognition of the learning outcomes/credits will be ensured.*

##### Management of students

*Explain the foreseen joint student admission requirements and application, selection, monitoring, mentoring, and examination/performance evaluation rules/procedures.*

*Describe the rules of participation in the programme, including students' rights and obligations concerning academic, administrative and financial aspects of the programme (Student Agreement).*

*Describe the information and services offered to students before and upon arrival, as well as during their study periods at the host institutions. How will the services be managed across the partnership?*

*Illustrate the arrangements for student insurance.*

##### Management of staff/scholars

*Describe how staff mobility (academic and non-academic, if applicable) will be ensured and how it will improve the quality of the academic programme and/or its administrative organisation.*

*Describe the contribution of invited scholars in the teaching, training or research part of the programme.*

*For both aspects describe the qualitative and quantitative objectives.*

##### Inclusiveness

*How will the EMJM promote equal and inclusive access to participants (students and/or staff/invited scholars)?*

*Describe the measures foreseen to facilitate the participation of students and/or staff/invited scholars with fewer opportunities and/or special needs.*

##### Concept and methodology

##### Academic programme

Through the offer of a jointly developed, two-year, integrated study programme, recognized in all four participating countries as a Joint Degree, the TNGS EMJM attempts to achieve the overall aims and specific objectives set out above in 1.1: i.e., the provision of a master level course in German Studies which a) is both grounded in an interdisciplinary, transnational European approach to the subject area and interculturally stimulating; b) is underpinned by structured and integrated mobility of both students and staff, c) responds to the needs of the labour market by preparing graduates for their professional futures, d) provides the graduates with a relevant set of learning outcomes (knowledge and competences, hard and soft skills).

To this end, the TNGS EMJM is targeted at (both mother-tongue and German foreign language) students from around the world. In order to achieve the above-noted objectives, the course (with 120 ECTS credits) has developed a programme of academic excellence, composed of three taught modules ('Culture and Language', with 42 credits; 'Literature', with 31 credits and 'Employability and Promotion of Competences', with 17 credits) and one module, in the form of a dissertation (with 30 credits), written under supervision of TNGS teaching staff on an object of study of the students' choice and which is part of one of the programme's subject areas. Each of the logically structured modules is integrated so as to ensure the excellence of its academic content: each of the three taught modules is each made up of a number of (obligatory and optional) curricular units (i.e. disciplines) with specific Learning Outcomes. While the three modules are taught at all three sites, each of these curricular units (which make up these three modules) are taught at one specific site, and in this way it is possible to potentialise the specialisations in German Studies at each of the partner HEIs. In addition, and in order to further integrate the nature of the modules, teaching of the curricular units often takes the form of team-teaching by lecturers from more than one site (either through physical mobility of the staff or also by taking advantage of the opportunities of blended learning techniques, with online interaction in combination with traditional place-based classroom methods).

In this way, during the first three semesters, the teaching of the three lective modules ('Culture and Language';

‘Literature’; ‘Employability and Promotion of Competence’) is spread over the three sites, at UPorto in the first semester, at ULuxembourg in the second semester and at UMainz in the third semester, with each site providing specific curricular units, according to their particular subject-related strengths: in the final semester (while at the UPalermo) students write and defend their dissertation. The table below lists these curricular units in alphabetic order per module (explaining where each is taught, i.e. the site, in which semester they are taught, and the number of ECTS credits with which they are weighted):

**TNGS - Study Programme (Modules, Curricular Units, Teaching Site; Semester; ECTS Credits)**

Module	Curricular Units	Site	Sem	ECTS
<b>Culture and Language</b> (42 ECTS credits)	Academic Writing	UL	2	3
	Culture and German Language	UM	3	10
	German C1 ( <i>optional</i> ) or Portuguese A1 ( <i>optional</i> ) <sup>7</sup>	UPo	1	6
	Interculturalism	UL	2	7
	Introduction to German Culture in the European Context	UPo	1	6
	Introduction to Philosophy	UL	2	3
	Multilingualism	UL	2	7
<b>Literature</b> (31 ECTS credits)	German Literature	UPo	1	6
	Intertextuality and German Literature, <i>with obligatory</i> Intertextuality (2 ECTS) <i>and options of either</i> Pre-Modern German Literature (7 ECTS) <i>or</i> Modern and Contemporary German Literature (7 ECTS)	UM	3	9
	Matters and Motives of German Literature in the European Context I	UPo	1	6
	Matters and Motives of German Literature in the European Context II	UL	2	7
	Methods and Themes in German Literary and Cultural Studies	UPo	1	3
<b>Employability and Promotion of Competences</b> (17 ECTS credits)	Employability and the Promotion of Competencies I (in German Studies)	UPo	1	3
	Employability and Promotion of Competences II ( <i>with optional</i> Internship) <sup>8</sup>	UL	2	3
	Employability and Promotion of Competences III, <i>with optionals</i> : Accounting and Controlling (4 ECTS); Corporate Finance and Investment (4 ECTS); English Language Course I (2 ECTS); English Language Course II (2 ECTS); Introduction to Political Theory (2 ECTS); Introduction to Economics and Society (2 ECTS)	UM	3	6
	Practical Project ( <i>with optional</i> Internship) <sup>9</sup>	UM	3	5
<b>Dissertation</b> (30 ECTS credits)	Dissertation	UPa	4	30
<b>Total</b>				<b>120</b>

As can be seen from this table, the taught modules, which are offered at three different sites during the first three semesters, have differing numbers of curricular units, each with differing credit weightings: a) ‘Culture and Language’, with a total offer of eight curricular units, of which students must take seven<sup>10</sup> (making up a total of 42 credits); b) ‘Literature’, with a total offer of seven curricular units (of which students must take six, thereby completing 31 credits;

<sup>7</sup> Students choose between German C1 and Portuguese A1; Portuguese A1 is for those students who already have sufficient competence in German at C1 level (e.g. native speakers of German).

<sup>8</sup> Students take an internship in either Semester 2 (at ULuxembourg) or Semester 3 (at UMainz) at one of the Associated Partners.

<sup>9</sup> Students take an internship in either Semester 2 (at ULuxembourg) or Semester 3 (at UMainz) at one of the Associated Partners.

<sup>10</sup> The students must choose between the options of German C1 or Portuguese A1; they must frequent a further seven curricular units in this module.



c) ‘Employability and Promotion of Competences’, with a total offer of ten curricular units (three of which, making up 11 credits, are obligatory while students must choose from an optional list of further curricular units, so as to make up a total of 17 credits for this module). The different credit rating per taught module indicates the workload and, consequently, their relative importance in the framework of the overall study programme: the credit weighting of each module and the curricular units, was, as noted above in 1.2 decided following an evaluation of the needs analyses, during the TALC\_me Strategic Partnership preparatory phase of the TNGS EMJM.

The TNGS course has been designed in such a way that, by taking the curricular units mentioned above, the skills and competences which students have gained during their undergraduate courses are successively improved, enhanced and strengthened during the first three (taught) semesters of the study programme. This progressive solidification of knowledge, skills and competences during the first three semesters will be underpinned, in the fourth semester, by intensive training in research techniques and this will provide the students with the necessary expertise in order to complete and defend their dissertation at the end of the course. The four tables below provide an overview of the curricular units per semester, indicating the module to which they belong (C&L = ‘Culture and Language’; L = ‘Literature’; E&PC = ‘Employability and Promotion of Competences’) and their respective learning outcomes.

After an introductory week at UPorto at the beginning of the semester, during which the organisation of the programme is presented, scientific methodologies are reinforced and concepts of academic integrity and EU values are explained (which helps ease the adaptation of the students, specifically those from Partner Countries to European standards), Semester One Curricular Units focus on strengthening basic skills and consolidating the students’ previous knowledge with regard to German language, culture and literature.

#### Semester One (UPorto)

Curricular Unit	Module	Learning Outcomes
Employability and the Promotion of Competencies I (German Studies)	E&PC	- understand the perspectives of those professional areas which are relevant for graduates in German Studies; - comprehend the practical requirements of graduates in German Studies for different professional field.
German C1 ( <i>optional</i> )	C&L	- communicate in German at advanced level, both orally and in writing.
German Literature	L	- recognise key topics in German literature; - trace developments in German literature; - analyse literary texts in German.
Introduction to German Culture in the European Context	C&L	- reflect at an initial stage on processes of representation of German language culture within the framework of neighbouring cultural areas in Europe.
Matters and Motives of German Literature in the European Context I	L	- comprehend and explain, at an initial level, cultural and literary manifestations in German within the European context; - describe, at both an initial, German-speaking literary history in the European context;
Methods and Themes in German Literary and Cultural Studies	L	- apply diverse theoretical models to analyse texts, and contexts in German literary and cultural studies with regard to cultural and literary manifestations
Portuguese A1 ( <i>optional</i> )	C&L	- communicate in Portuguese at beginners’ level, both orally and in writing

Although the entry requirements for the TNGS course (as set down in the Consortium Agreement) specify a certain number of credits in each of a set of academic domains at first-degree level, it is clear that students (from diverse international backgrounds) start with differing degrees of prior knowledge in German (language, literature and culture). Since it is aware of such imbalances, the consortium will pay particular attention to cross cutting issues such as the need to positively discriminate the most vulnerable by helping them to reach the quality standards demanded by the TNGS programme. Therefore, one of the principal objectives of the curricular units in the first semester in the ‘Culture and Language’ and ‘Literature’ modules is to allow all the students to reach similar competence levels and have a common understanding of these academic fields. To this end, the curricular units in ‘Introduction to German Culture in the European Context’, ‘German Literature’, ‘Matters and Motives of German Literature in the European Context I’ and ‘Methods and Themes in German Literary and Cultural Studies’ provide an overview and an overall grounding in order to lay the foundation for a deeper understanding which will be furnished through the curricular units in Semesters Two and Three. With regard to the question of competence in the German language itself, as the TNGS course has both native and non-native speakers of German, language training at C1 level is obligatory for those students who, at undergraduate level, have reached only B2 level (which is the minimum entry requirement), while students who are at a higher level (e.g. German native speakers) take a curricular unit in Portuguese, thus allowing them to learn (at A1 level) one of the most widely spoken languages in the world. This multilingual approach also links the TNGS EMJM with the overarching objectives of the Erasmus+ Programme. In relation to the Employability and Promotion of Competences module, students are, in the first semester (through the curricular unit in ‘Employability and the Promotion of Competencies I: German Studies’), provided with the preparatory expertise and competences on a series of professional practices and on the knowledge and skills German Studies’ graduates need to master in order to follow

specific career paths. To this end, outside professionals from two Associated Partners in Porto (the important cultural institution, *Goethe Institut*, Porto, with headquarters in Munich, and a German-Portuguese Consultation Firm, *EurA Consult*, with offices in Porto, Brussels and various sites in Germany) will provide students with practical input a) on the organisation of German cultural events in a foreign language environment and b) on development and application and funding possibilities for European cultural projects by German enterprises outside of a German-speaking environment.

### Semester Two (ULuxembourg)

Curricular Unit	Module	Learning Outcomes
Academic Writing in German	C&L	<ul style="list-style-type: none"> <li>- develop quickly and effectively scientific texts in German in relation to core contents, patterns of argumentation and to recognize formal strengths and weaknesses;</li> <li>- implement methods in German of technical citation, bibliography, text structuring, etc</li> </ul>
Employability and the Promotion of Competencies II (with optional internship)	E&PC	<ul style="list-style-type: none"> <li>- understand the perspectives of different relevant professional areas which are relevant for graduates in German Studies;</li> <li>- explore career alternatives prior to graduation;</li> <li>- assess interests in the field of study by integrating theory and practice;</li> <li>- learn to appreciate work and its function in the economy and develop work habits and attitudes necessary for job success.</li> </ul>
Interculturalism	C&L	<ul style="list-style-type: none"> <li>- carry out exemplary analyses of intercultural phenomena using cultural-scientific, linguistic and literary-historical knowledge;</li> <li>- develop an awareness of the constructive character of different cultural 'realities' and critically weigh them against each other.</li> </ul>
Introduction to Philosophy	C&L	<ul style="list-style-type: none"> <li>- practice, guided by philosophical-cognitive processes, critical discourse and reasoning;</li> <li>- comprehend English in a theoretical context at a more advanced level</li> </ul>
Multilingualism	C&L	<ul style="list-style-type: none"> <li>- develop an awareness of the historically different assessment of multilingualism and reflect on it;</li> <li>- comprehend different linguistic dimensions of multilingualism;</li> <li>- understand typological categorizations of languages;</li> <li>- differentiate linguistic variety especially with regard to German with particular reference to the situation in Luxembourg.</li> </ul>
Matters and Motives of German Literature in the European Context II	L	<ul style="list-style-type: none"> <li>- comprehend and explain, at an advanced level, cultural and literary manifestations in German within the European context;</li> <li>- describe, at an advanced level German-speaking literary history in the European context.</li> </ul>

Semester Two curricular units deepen the students' knowledge in German literature in the European context (through the curricular unit on 'Matters and Motives of German Literature in the European Context II') and provide, within the framework of the Culture and Language Module, a comparative perspective on the subjects of culture and language, respectively with the curricular units on 'Interculturalism' and 'Multilingualism'. Linguistic skills in German are trained with regard to writing for academic purposes through the curricular unit in 'Academic Writing in German I' which is targeted at all students (i.e. both native and non-native speakers of German), although care will be taken to provide differentiated instruction to students from different linguistic backgrounds. In addition, the interdisciplinarity and multilingualism of the TNGS course is strengthened through the curricular unit on the 'Introduction to Philosophy' which provides students with a systematic / inductive presentation of central aspects of philosophical thought (philosophy of mind, philosophy language, epistemology, ontology, metaphysics, ethics) and the critical analysis of selected questions on the basis of philosophical processes of reasoning: this curricular unit is taught through the medium of English as it is considered important that the students improve their argumentative capacity in the primary international *lingua franca*, English. Within the 'Employability and Promotion of Competences module', students participate in a practical seminar, which has already been successfully tested at ULuxembourg in the framework of other master courses (which allows students to make contacts with well-known representatives from the professional fields of culture, language, journalism and politics and who provide insights into their professional practice) or they can also participate in an internship with one of the Associated Partners, either at the *Institut Pierre Werner* (an institution which represents both the *Goethe Institut* and the *Institut Français* in Luxembourg) and organises cultural events or at the Luxembourg *Nationaltheater*: students will thereby be able to assess their interests and abilities by integrating theory and practice and learn to appreciate work, develop work habits and attitudes.

### Semester Three (UMainz)

Curricular Unit	Module	Learning Outcomes
Accounting and Controlling (optional)	E&PC	- apprehend insights into accounting and financial control
Corporate Finance and	E&PC	- understand basic concepts of corporate finance and investment

Investment ( <i>optional</i> )		
Culture and German Language	C&L	- judge critically the cultural upheavals and continuities of European cultural history which have identified patterns for the development national identities (in particular with regard to German national identity).
English Language Course I & II	E&PC	- deepen (or deepen further) English language skills and expand their potential field of activity in this linguistic area
Intertextuality and German Literature	L	- understand the intertextual networking of European literature and of cultural differences in literary representation; - reach a deeper understanding of German literary history within the European context
Introduction to Political Theory ( <i>optional</i> )	E&PC	- comprehend political theory at an initial level
Introduction to Economics and Society ( <i>optional</i> )	E&PC	- recognize essential aspects of economic and social thinking
Modern and Contemporary German Literature ( <i>optional</i> )	L	- analyse literary texts in German of modern and contemporary periods using cultural-scientific, literary-theoretical and literary-historical knowledge; - practice critical discourse and reasoned argumentation on literary studies; - find and process independently and critically relevant research contributions on a topic or a question and make contextualizations in different fields of literary knowledge; - identify and critically assess the cultural upheavals and continuities of modern and contemporary German literary history, as well as the relevant patterns for the development and resolution of cultural liabilities; - recognize in-depth literary and cultural-historical knowledge of the German modern and contemporary period.
Practical Project ( <i>with internship</i> )	E&PC	- understand the special requirements of professional practice (work sharing, feedback culture, critical ability, willingness to cooperate, liability of collusion); - see the value of clear and target group specific communication, testing it in practice; - test their abilities and skills acquired so far in study and non-university contexts; - recognize strengths and weaknesses and reflecting on professional goals; - reflect on the contribution to society as a whole which can be made with individual abilities and skills - explore career alternatives prior to graduation; - assess interests and abilities in the field of study by integrating theory and practice; - learn to appreciate work and its function in the economy and develop work habits and attitudes necessary for job success
Pre-Modern German Literature ( <i>optional</i> )	L	- analyse literary texts in German of the pre-modern period using cultural-scientific, literary-theoretical and literary-historical knowledge; - develop questions and research interests against the background of the current state of research; - find and process independently and critically relevant research contributions on a topic or a question and make contextualizations in different fields of literary knowledge; - identify and critically assess the cultural upheavals and continuities of pre-modern German literary history, as well as the relevant patterns for the development and resolution of cultural liabilities; - recognize in-depth literary and cultural-historical knowledge of the German pre-modern period.

Following on from the introductory / consolidation curricular units in German language, cultural and literary studies and employability in Semester One and the more subject specific, interdisciplinary, comparative and practical curricular units in Semester Two, the Semester Three curricular units concentrate on deepening knowledge already gained and complementing skills already learnt by offering students a wide range of optional subjects in the core area, thus allowing them to personalise their study path and follow up on individual interests. Within the framework of the 'Literature' module, all students take a curricular unit on 'Intertextuality and German Literature' (thus reinforcing the TNGS course's emphasis on the comparative perspective of the interconnectedness of literature from different linguistic-cultural backgrounds); students then choose if they wish to specialise in pre-modern or modern-contemporary literature in German (selecting the curricular units either in 'Pre-Modern German Literature' or in 'Modern and Contemporary German Literature'). In the 'Employability and Promotion of Competences' module, all students take a 'Practical Project', in which they are required to produce a palpable 'product', based on the students' technical skills by, for example, imparting knowledge or providing a service; in the framework of this curricular unit,



students who did not do their placement in the second semester will be able to do so in the third semester at one of the Associated Partners (either at the *Frankfurter Allgemeine Zeitung* newspaper, at the *Gutenberg-Museum, Mainz*, at the *Südwestdeutscher Rundfunk (SWR)* radio station or at the *Institut Français, Mainz*: at all these organisations, the placement will be within the area of media, cultural or intercultural activities). Finally, in the most interdisciplinary part of the TNGS programme, students then choose from a list of curricular units (the exact number of curricular units taken by the student depends on the ECTS weighting of each) on more ‘technical’ subjects of potential importance for their professional futures, with curricular units on the ‘Introduction to Political Theory’, on the ‘Introduction to Economics and Society’, on ‘Accounting and Controlling’ and on ‘Corporate Finance and Investment’ or one or two ‘English Language Courses’ (thus allowing students who so wish to further perfect their language competence in English). By selecting those curricular units which they feel most reflect their career aims and objectives, the students are allowed to define their own academic study path with a view to fine-tuning their professional profile.

#### Semester Four (UPalermo)

Curricular Unit	Module	Learning Outcomes
Dissertation	C&L / E&PC / L	<ul style="list-style-type: none"> <li>- understand and discuss at an advanced level a theoretical and /or practical problem in relation to the language cultural / literary production in German within the European context within an academic and/or professional context;</li> <li>- produce a dissertation proposal with a researchable topic related to a theoretical or practical aspect in the field of the to the language or cultural / literary production in German within the European context and within an academic or professional context, with appropriate research methodology, and critical literature review;</li> <li>- complete research leading to a dissertation on a theoretical and / or practical problem within an academic or professional context.</li> </ul>

Finally, in the fourth semester, the students work under the supervision of professors from the UPalermo (with the option of also working under the co-supervision of professors from one of the other three partner HEIs and with possible input from participants from the - professional and academic - Associated Partners) to initiate, develop and complete research leading to a dissertation on a theoretical or professionally practical problem in the area of German Studies: as an integral part of this research, the students produce a proposal, with appropriate research methodology, and critical literature review in German. At the end of the semester, after having written the dissertation, the students then defend it in German.

Given the above, it is clear that over the four semesters of the study plan, through the three taught modules and the preparation and defence of the dissertation, the TNGS EMJM successively builds upon the learning outcomes achieved from semester to semester, thus providing those students who successfully complete the requirements of each curricular unit and each Module of the programme with a academically solid, professionally grounded course of excellence with consistently high standards which is taught by eminent academics at leading universities in the field of German Studies (at the full and Associated Partners) and through contact with leading professionals at the Associated Partners in Luxembourg (*Institut Pierre Werner; Nationaltheater*), Germany (*Frankfurter Allgemeine Zeitung, Gutenberg-Museum, Mainz; Institut Français, Mainz Südwestdeutscher Rundfunk, SWR*) and Portugal (*EurA Consult, Porto*). This collaboration with professional bodies with a view to developing a practical approach to the dissertation is further underpinned at UPalermo by contacts with the professional- cultural Associated Partners in Italy which both play an important role with regard to cultural ties between the German- and Italian speaking worlds (the *Biblioteca centrale della Regione siciliana ‘Alberto Bombace’* with its valuable bibliographical collection and the *Goethe Institut, Palermo*); in addition, the international association of Germanists (*Internationale Vereinigung für Germanistik*), which is based in Palermo and is also an Associated Partner, will also provide research assistance to students during their final semester. Furthermore, two organisations which are autonomous institutions of the UPalermo (but given their legal status therefore not permitted to be official Associated Partners), which are important for German-Italian cultural relations (the *Orto Botanico di Palermo*, famous because of its connections to Goethe, and the *Sistema Museale di Ateneo*, with its historically significant collection of Germanic publications) will also provide professional back-up from a cultural perspective.

#### The TNGS EMJM - articulation with regard to the current offer at the partner HEIs and added value

German is an important subject area and has a long tradition at all the TNGS EMJM partner HEIs: the four universities have undergraduate and postgraduate degrees in German, and all four can look back on a long history in German Studies: German has been taught since the very beginning of the study of modern languages at Luxembourg (founded in 2003), at UMainz (founded in 1946), at UPalermo (since 1880) and at UPorto (since 1919).

With regard to the existing master degrees in German on offer at the four partner HEIs, the TNGS EMJM represents a significant innovation: as is shown below, at all the four partner HEIs, there are Master Courses in the generic area of *Germanistik*: all consortium members have offered Master / post-graduate specialization courses in German Studies for a large number of years (and some of these degrees are organised as double / multiple degrees in cooperation with

HEIs from other partner countries):

**Master degrees in the generic area of German Studies at the TNGS Partnership**

**ULuxembourg:** *Literatur-, Kultur- und Sprachgeschichte des deutschsprachigen Raums* (in cooperation with Saarbrücken and Metz) / *Theaterwissenschaft und Interkulturalität* (in cooperation with Trier)

**UMainz:** *Germanistik / Etudes Germaniques* (in cooperation with Dijon) / *Germanistik / Deutsch als Fremdsprache*

**UPalermo:** *Lingue e Letterature Moderne dell'Occidente e dell'Oriente*

**UPorto:** *Estudos Alemães*

As can be seen from the above, each of the partner HEIs has master courses dedicated to the generic field of German Studies: in Mainz there are three such study cycles, one for the teaching of German as a foreign language, one a double degree with the University of Dijon (taught in German and French) and one a more or less traditional course in *Germanistik* (with specialisations in either Literary or Linguistic Studies).<sup>11</sup> The ULuxembourg also offers more than one course in the field, with, on the one hand, the Master in Literature, Culture and Linguistic History of the German-Speaking World, as a joint programme of the ULuxembourg with the Saarland University and the Lorraine University in Metz and, on the other, a course linking drama with interculturality. Both UPalermo and UPorto have one master course in German: at UPalermo and UPorto Bologna style second cycle courses in German Studies have been on offer since 2007.

Within the framework of the TALC\_me Strategic Partnership, when developing the TNGS EMJM, the consortium built on the experience in postgraduate courses in German Studies at the four universities in order to use the accumulated know-how and practice accrued over many years to fine-tune the innovative aspects of the new course. Given the synergies developed within the TNGS EMJM, taught by staff from four HEIs, the new study cycle has a significantly different profile when compared to the existing master courses at the ULuxembourg, UMainz, UPalermo and UPorto: the TNGS EMJM is a joint degree with a wider partnership, a more diverse academic offer in German, and a broader transnational, comparative approach than any of the other master degrees at the four HEIs. Furthermore, by including a module in employability, the TNGS EMJM is able to provide an innovative training course which is unique in the framework of the courses on offer and .

**Ensuring an integrated and innovative approach in the teaching and learning experience**

With regard to the teaching / learning methods in the TNGS EMJM, an admixture of both traditional and pedagogically highly innovative methodology is used. Thus, while many classes are taught through formal lectures, in seminars and in tutorials, this generally takes place in the form of team teaching (also by use of blended learning), with professors from different HEI partners joining forces to prepare, teach and evaluate classes together, thereby providing students in the same classroom not only with different transnational perspectives of the academic subject area, but also by confronting them with differentiated 'national' teaching styles. Furthermore, teaching through collaboration, is often used, encouraging student collaboration for various learning projects and fostering this type of pedagogy by requiring students to join in groups with specific work, study and learning objectives: these groups consist of students from different 'national' backgrounds, which enrich the learning experience on an intercultural level. Experience has demonstrated how enriching it can be to have students from Europe and different continents debating their different points of view, which are naturally moulded by their regional perspectives. In addition, other more pedagogically innovative teaching techniques are, depending on the curricular unit, used. This includes extending the teaching experience outside the formal class-room setting, with recourse to cross over teaching, linking the educational content, in a more informal setting, to the experiences the students are having. This pedagogical form has proved to be particularly useful in the teaching practices for a number of curricular units in the 'Employability and Promotion of Competences' module, in which students are thereby able to enhance their learning experience in more practical, professionally oriented situations. Furthermore, the pedagogical practice in these classes is one of student-centred learning in which classroom flipping often takes place, whereby the students are made active participants of the learning process by passing the onus of learning on to them, requiring the professor to relegate to the role of resource providers and requiring the student to take the responsibility for gathering information. In this way, students, often using various tools of technology, are encouraged to construct knowledge, bringing their own experiences and realities into the learning process, filling in the information gaps and make inferences on their own as and when needed. In particular, the differentiated, interdisciplinary nature of many of the curricular units (especially those in the 'Employability and Promotion of Competences' module) often encourage the use of more innovative learning tools as they are at the intersection of areas of knowledge which require quite specific approaches and which favour dynamic learning processes (i.e. not just the acquisition of knowledge, but the sharing of and use of knowledge to build more knowledge).

The TNGS EMJM also provides further student-centred pedagogical innovation through the use of e-learning

<sup>11</sup> The UMainz also offers a Master of Education course for students wishing to be teachers of German as a mother tongue.

technology in and outside the classroom, thereby helping students engage with different types of stimuli and creating an activity-based learning environment. The traditional classroom teacher-student relationship is, in the framework of the majority of the curricular units on offer in the course, underpinned by Moodle, which allow students and professors, through the use of their dashboards, to have access to a wide range of information on work already completed by the student, to provide feedback and, in certain curricular units, permit the use of professor-led training sessions and assignments.

By centring the teaching-learning experience on the learner, the innovative pedagogical approach of the TNGS EMJM gives students the opportunity to take greater advantage of the overall pedagogical process, thereby increasing student autonomy and a readiness to problem-solve in teams, thus helping the student to prepare for the final phase of the course: the skills and competences which are trained through autonomous student-centred learning help to lay the groundwork for the research activities which are necessary for the elaboration of the dissertation. This research activity is, naturally, supported – in a more traditional way – by the supervisor (who is a professor at UPalermo) and – at a distance, by dint of diverse forms of e-teaching – by a co-supervisor from one of the other partner HEIs, and (depending on the subject area) also with the possibility of input from experts in the professional Associated Partner institutions. Thus, also at the stage of the dissertation, team-teaching and student-centred learning inform the research and dissertation elaboration process.

The TNGS EMJM provides innovative features in the academic field since it conjoins study areas which are not traditionally connected (i.e., cultural and literary studies in German with, among others, the study of interculturality, multilingualism and employability) thereby not only reinforcing the students' knowledge, skills and competences in German Studies within the wider European context, but also developing their capacity for initiative, critical thinking and intercultural awareness (gained in academic and other creative social contexts), and thus sponsoring in German Studies the graduates' active citizenship and the promotion of civic competences while also enhancing their competences and awareness with regard to their employability and the formation of professional networks (with a view to supporting sustainable creative entrepreneurship).

#### **Organisation of the study periods and recognition**

As was noted above in 1.1, given the experience of the earlier GLITEMA Erasmus Mundus Master Course, it was decided from the outset that, given that this is a Joint Degree, it would be advantageous for all students to have a mobility period at *each* of the four participating HEIs, and furthermore, with a view to building a good group spirit among the students, that each cohort should follow the *same* mobility trajectory. When designing the mobility flow, the consortium members decided that, given the transnational nature of this course in German Studies, the first and final semesters should be spent outside the German-speaking environment (thereby underpinning the intercultural character of the course). Due to the importance of studying in a German-speaking environment, the two central semesters (2 and 3) are spent at HEIs in which German is either one of the official languages (ULuxembourg) or the national language (UMainz). The decision to start the study trajectory at UPorto was taken given this University's role as coordinator (since students would be beginning the mobility track at this HEI). Thus, each of the course cohorts starts and ends the study cycle in countries in which German is not the native language (i.e. in Italy and Portugal) and spend the second and third semesters at HEIs in which there is a German-speaking environment. Given a) the excellent research facilities in German and European culture and literature at the UPalermo, b) the historically important libraries and archives in Palermo with significant collections of works on German and European cultural history, and c) in view of important role which the city of Palermo has played in the development of European culture, and especially its place, over the centuries, as a central setting in Germanic / German relations with Southern Europe (as can still be witnessed today in the buildings, i.e. the Norman Palace, the monumental tombs of the imperial family of Germany in Palermo Cathedral, or indeed, for example, in the significance of Goethe's stay in Palermo and his palm at the *Orto Botanico* etc.), it was further decided that for the final semester the ideal intercultural location for the students to do research for their dissertations would be at UPalermo. Therefore, the first semester is spent at the coordinating institution (UPorto) and the second and third semesters (in which the students are able to do an internship in a German-speaking environment) are respectively in Luxembourg and Mainz and the final semester, for the dissertation is spent in PALERMO. Thus, as table XI demonstrates, all EMJM students spend one semester and gain 30 credits at each partner HEI:

In this way, within the framework of the mobility structure of the TNGS EMJM, all students registered on the course have a mobility period at each of the four partner HEIs for one semester and take curricular units at each HEI which award them 30 credits: the mobility requirements for EMJM courses are therefore fully respected.

Mutual recognition of the learning outcomes/credits will be ensured: as was defined in the Consortium Agreement notes, examinations passed at one of the Partner Institutions as part of the Degree Programme are fully and automatically recognized as part of the student's Degree Programme to the extent in which this automatic recognition corresponds to local rules and regulations. All modules are weighted according to the ECTS system and in conformity with national regulations: the four partner institutions have agreed to accept differences in national regulations among the participating HEIs concerning the weighting of ECTS credits and they recognise the number of ECTS credits awarded by Partner Institutions as a part of the Degree Programme without further conversion. All grades will be

converted and recognised in conformity with the joint conversion table for grades as established in the Study, Teaching and Examination Regulations. After having obtained 120 credits (30 credits at each partner HEI) the students will obtain a Joint Master Degree Diploma awarded by all four institutions.

### **Management of students**

#### **Jointly organised student application/selection procedure**

The Consortium Steering Committee oversees the organization of all aspects concerning the application, selection and admission of students and ensures that the mechanisms adopted are transparent, fair and objective. In order to assure transparency, a Joint Admissions Committee (with representatives from each participating HEI) is appointed by the Steering Committee. The Joint Admissions Committee recommends to the Steering Committee the names of students selected with due justification (following the process described below); the final decision is, however, made jointly by the Joint Admissions Committee in liaison with the Steering Committee. The timetable for the publicity of the Course and the application, selection, admission and enrolment procedure will be established annually by the Consortium in order to take account of the academic calendars at the partner universities and the requisites of the EMJM programme.

The Consortium ensures that the Course is adequately publicised within the EU and beyond, in particular by pinpointing centres of study where German Studies is taught at an undergraduate level in the Programme and Partner Countries and using the Associated Partners in Asia and North and South America (in Rio de Janeiro, Seoul, Shanghai, Tokyo and Toronto), the three European University Alliances as well as a further network of partners in the EU and Partner Countries and the Santander Group of Universities. In addition, alternative ways of recruitment are explored and, to this end, the *Deutscher Akademischer Austauschdienst* (as one of the most important international German academic organisations) has been contacted (as through its worldwide network of *Lektoren* a more direct link with potential candidates can be established). Furthermore, the Associated Partners *Goethe Institut* and *Internationale Vereinigung für Germanistik* – both cultural-academic organisations with representations all over the world will be contacted to publicise the TNGS EMJM.

To ensure the quality of the TNGS internal procedures, a website and information management system that UPorto has been developed to ensure transparency and an adequate management of the EU grants. This will also be the most relevant tool for communication between the partners and with the applicants and future scholarship holders. The website (<https://transnationalgermanstudies.eu/>) will include detailed information on the course, relevant information for interested students and additional materials such as guidelines and tutorials that provide details regarding the application steps, eligibility criteria, deadlines, compulsory documents, selection process and information about scholarship amounts. This detailed information will be made available in the public area of the website to all interested applicants to ensure that candidates take informed decisions. The call for applications will be launched shortly after the project is approved and the online form will be open and widely disseminated in the public part of the website so that students from different countries can easily access it. The form includes relevant personal, academic/scientific and professional information and requires documents to prove the eligibility of the mobility proposal. Candidates must upload the documents required in order to validate the application directly onto the online application site (including diploma, transcripts, ID document, CV, photo, motivation letter, proof of proficiency in German and English and any additional documents): these documents must prove that they fulfil the admission requirements (i.e. a first degree or equivalent in the humanities, which is recognised at all partner universities with at least 50 ECTS or an equivalent quantity in the field of German Studies; certified proof of German language proficiency at the level B2 of the CEFR and proof of English language proficiency at the level B1). In addition, candidates must supply a cover letter which explains their interest in German Studies and their future career plans (including proof of any relevant career experience). A letter of recommendation from a German Studies professor is also required, but candidates must ask their referees to upload recommendation letters onto the site themselves. An e-mail address ([meal@letras.up.pt](mailto:meal@letras.up.pt)) is available for applicants to ask any questions in relation to the application procedure. All candidates that submit an application receive a confirmation e-mail with a copy of it.

Once the deadline is over, the validation (eligibility check – validity and compliance of the application and the supporting documents) is done by the consortium (a process to be managed by the TNGS Secretariat and the academic authorities and this process takes into consideration all the specific programme rules included in the information package publicized during the application period. The consortium will take the necessary measures to prevent any conflict of interest.

Students are selected by the Joint Admissions Committee according to the criteria established in the Cooperation Agreement (cf. Art. 5), the details of which are, for the sake of transparency, published on the TNGS website. Once the Admissions Committee has reached a decision, which is formulated in the form of minutes signed by the Committee chair, and has been ratified by the Steering Committee, the candidates are informed of this decision through a system of automatic e-mails to all candidates (selected, reserve and not selected). The minutes are published on the website and the successful candidates can begin preparing for their participation on the programme. There is a statutory period in which unsuccessful candidates can request further information on the application process and the results and can, on providing sufficient justification, also seek a reappraisal of their application: any such reappraisal will be undertaken

by the Joint Admissions and Steering Committees and the final decision, with clear a justification, will be sent to the candidate in question in a timely manner.

### **Monitoring, mentoring, and examination/performance evaluation rules/procedures**

#### **Academic induction and cohort interaction**

During the first week of the semester (which is generally the third week of September), the new students are introduced to their new academic environment at UPorto: a Welcome and Orientation Week is organised for all new students. During this event, an overall induction to the programme is provided, with an onsite visit, networking meetings and personal interviews with course coordinators. In this context, personal tutors, who will have been designated for each student, will provide guidance for their social and academic integration; timetables will be explained and academic duties (including teaching methodology, assessment obligations, etc) will be elucidated. Students from the second year of the previous cohort (whose semester at UMainz starts only at the beginning of October) will also attend, as will selected alumni, and this will provide the opportunity for an exchange of views and experience on a number of different levels between different student cohorts. All incoming students will be assigned a buddy who will assist in their social integration. Particular care will be taken with those students coming from partner countries as they sometimes have greater difficulty in understanding and coming to terms with the existing cultural differences: for these students a more personalised cultural adaptation programme will be on offer.

Similar induction weeks will also be held at ULuxembourg at the beginning of Semester 2, at UMainz at the beginning of Semester 3 at at UPalermo at the beginning of Semester 4. At each of the other sites the incoming students will be assigned a buddy.

Careful mentoring of students takes place during the whole duration of the course: one the one hand, this is through the buddy system which has been established at the four HEIs, but on the other also through designated tutors, who are members of staff at each HEI and to whom the Steering Committee has nominated one or more students of the cohort. In addition, the mentoring programme is also extended to the professional Associated Partners who will – before, during and after the students' internship – mentor those students who do a placement at their organisation. Contact will be maintained between the (buddy, HEI teaching staff and Associate Partner staff) mentors and the local programme coordinators at each partner HEI with a view to ascertaining the progress and level of satisfaction of the students, taking care, however, not to be intrusive (and will be done in full compliance with the regulations for data protection).

#### **Examination/performance evaluation rules/procedures**

The Study, Teaching and Examination Regulations (cf. Annex IV) regulate and outline the application, selection and admission procedures in detail, including the eligibility and selection criteria, the language requirements, the joint application procedure, the admission procedure and the workings of the Joint Admissions Committee.

With regard to the mechanisms for performance evaluation, the language of examinations is set in accordance with the regulations at the four partner HEIs: each partner establishes examination regulations that conform to the conditions specified in the Cooperation Agreement and follow national and institutional regulations and examinations, including with regard to the dissertation, which takes place according to the regulations, policies and procedures of UPalermo (the partner institution conducting the examination).

Any considerations of extenuating circumstances affecting assessment (e.g. illness, parental leave) will be considered and processed by the relevant partner university in accordance with that universities legal framework.

All partner universities use the ECTS evaluation system and grades are converted according to an agreed conversion table (cf. Annex IV, p. 15): credits obtained in accordance with the TNGS EMJM study plan are recognized by all partners without further validation.

All module or curricular unit exam grades and the credit points obtained within the modules or curricular units are equally counted towards the overall grade. The final examination for the degree, which consists of a written dissertation and an oral defence, are completed at UPalermo according to the local rules. Additionally, it has been agreed that the registration for the final examination (i.e. the dissertation and defence) shall be done at the local coordination office at UPalermo. The theme of the thesis should be decided upon by the end of the third semester and the registration should be normally completed by the beginning of the fourth semester. The dissertation will be supervised by two reviewers from the partner universities (one at the UPalermo). The reviewers will represent two partner universities. All reviewers take part in the dissertation defence as examiners (participation via videoconferencing is acceptable.) Students are given up to four months to complete their dissertation: it is to be handed in by 15th June, for defence in July, or at the very latest, by 15th September (for defence in October): an extension of four weeks is possible in special cases.

The dissertation defence takes 30 minutes and consists of a student presentation of approx. 10 minutes and questions by the examiners and by further examiners who form the examination committee. The dissertation and its defence are to be assessed according to the Italian grading system. The grade for the dissertation will be reached by averaging both reviewers' scores. The student's performance at the dissertation defence will not be graded separately. If the average grade for the thesis is between possible grades, the committee will round up or round down and can add or subtract one point according to the assessment of the thesis defence. The total grade for the final examination will be reached by the

grade for the dissertation in combination with the assessment of the thesis defence. The total grade for the dissertation defence and the dissertation will be recorded on the student's transcript as 25% of the overall grade (30 of 120 ECTS points). Students are considered to have successfully completed the programme when they have passed the examinations to the courses laid out in agreed Study Plan (cf. Annex I, p. 11) as well as the master dissertation and the dissertation defence.

#### **Rules of Participation in the Programme / Jointly agreed Course Rules**

Article 6 of the Cooperation Agreement (Annex I) clearly outlines the course rules; these, together with the student rights and obligations are also set down in the Student Agreement (cf. Annex V), which clearly stipulates the obligations and rights of the students and the TNGS consortium: a draft of this Agreement is sent to the student on selection, but before registration on the course and all aspects of it are explained again during the induction week.

The Consortium established that, in order to graduate from the TNGS EMJM course, students must follow a mobility track and agreed study plan, made up of modules (which themselves consist of a number of curricular units) weighted in ECTS credits. In attributing these credits, account was taken of the relation between workload and contact hours at each of the participating HEIs. As has already been noted, in order to successfully complete the course programme, students must follow the mobility flow as foreseen in the study programme (1<sup>st</sup> Semester: UPorto; 2<sup>nd</sup> Semester: ULuxembourg; 3<sup>rd</sup> Semester: UMainz; 4<sup>th</sup> Semester: UPalermo), attend the required classes of the curricular units at these institutions, provide any academic work which is deemed necessary, take any tests, examinations or present work as required; finally, students must write and defend a dissertation.

Work is assessed and examinations taken, including that of the dissertation, according to the regulations, policies and procedures of the partner institution conducting the assessment / examination: this assessed work can take the form of written and oral exams, project reports, seminars, presentations, posters, etc., depending on the respective course unit, as set out in the Module Handbook. Examinations, etc. assessed as "not passed" can be retaken up to twice.

All partner universities use the ECTS evaluation system: grades are converted according to an agreed conversion table (cf. Annex IV, p. 15). Credits obtained in accordance with the agreed study plan are recognized by all partners without further validation. All module or curricular unit exam grades and the credit points obtained within the modules or curricular units are equally counted towards the overall grade. The final examination for the degree, which consists of a written dissertation and an oral dissertation defence, is to be completed at UPalermo, according to UPalermo's rules. Students have successfully completed the programme when they have passed the examinations to the courses as laid out in the TNGS Study, Teaching and Exam Regulation (Annex IV) as well as the master's thesis and the thesis defence.

Upon successful completion of the programme, each student will receive a Master's Degree Certificate, approved by all the partner universities and jointly issued by the partner universities and signed by the official representatives of each Partner.

At the end of each semester, the grades which the students achieved will be transferred via a common secure database, to which the responsible administrators at each of the partner universities will have access. All grades will be converted into all four grading systems using the conversion tables in (cf. Annex IV, p. 15). The students will be duly and previously informed about the data transfer between the universities, in full compliance with the regulation for Data Protection in Europe.

#### **Student obligations and rights**

When undertaking their academic work, students will be required to follow a strict code of conduct with regard to intellectual integrity, ethics and intellectual property rights: any misconduct (including proven cases of fraud) will be dealt with by the academic authorities of the institution where this misconduct occurred, in accordance with the respective national legislation.

In addition to completing their academic obligations, students will be obliged to provide all necessary administrative documents for registration and scholarship payment by sending all documents to the secretariat or uploading them directly in the scholarship holders' section of the website and management system.

Students have the right to a) high quality education within the framework of the agreed TNGS EMJM study plan; b) logistical support from the TNGS Secretariat and at the four TNGS EMJM teaching sites before, during and after mobility; c) full information, provided in a timely manner, on academic and administrative and financial issues (e.g. scholarship payments) and insurance coverage.

#### **Financial aspects of the programme**

The management of the scholarships will be the responsibility of the coordinating institution (UPorto), which manages a large number of international programmes, has wide experience in scholarship management and which has the financial responsibility for the programme. In practical terms, payments will be made through the finance office of the University by transfer to the bank account opened by the student on their arrival in Porto. Regulations on the management of the scholarship are detailed in the Student Agreement: on the students' personal (password-protected) page on the TNGS EMJM website, the student will have access to all the information regarding the payment of the scholarship. The monthly allowance of the EMJM scholarship is transferred on a monthly basis at the beginning of



each month to the student's European bank account.

The Consortium also provides a number of excellent, self-funded students (i.e. students not funded by the EMJM Programme or by national bursaries) with TNGS Consortium scholarships which cover part or all of the participation costs and, in certain circumstances, can also make a contribution to the students' travel costs. Application for these TNGS Consortium scholarships is made on-line once the students' have been accepted on the course. The decision on which students are to receive these scholarships (and the amount of these scholarships) is made by the Steering Committee.

The TNGS Secretariat will also assist self-funded students on the programme in finding other sources of funding: national (e.g. *Fundação Gulbenkian*; *Fundação Marion Ehrhardt*) and international (e.g. *Deutscher Akademischer Austauschdienst*).

### **Student services**

Students will be admitted to the Course by the Consortium and will, following the rules in force at the consortium institutions, be enrolled on the joint degree course at all the partner universities. Once the selection is completed, grantees will be offered full support and will be requested to read very carefully the Scholarship Holder Guide for an adequate preparation of their mobility. All relevant information regarding the registration procedures and preparatory measures the student should take will be available on the TNGS website. In addition, the TNGS Secretariat will contact all successful candidates a) to provide them with the necessary documentation (including the formal acceptance letter) in order for them to be able to proceed to apply for a visa and b) to inform them as to how they should go about completing all the necessary formalities. Once confirmation of the scholarship lists has been received from the Agency, the student will also receive proof of being an EM scholarship holder. Selected students will also receive a login to the scholarship holders section of the website and management system where they can download a copy of the Student Agreement with details about the rights and obligations of the student and of the TNGS EMJM. Self-funded students must complete additional procedures. It is important to highlight that visa issuing is one of the main constraints for mobility. To ease it, immediately after the selection process, UPorto will provide the EU Delegation in the partner countries, as well as to the Portuguese Embassy and Immigration Office with a list of the selected students, to ease the process (the entire process will be done in full compliance with the regulations for data protection - GDPR).

### **Support for accommodation, language training, administrative formalities and insurance**

Support arrangements for arriving students will be overseen by the TNGS Secretariat in conjunction with the partner institutions. With regard to social security, students enrolled will have to follow the rules in force at the hosting institution. Travel arrangements for Mundus scholarship students participating in the Course can, at the request of the scholarship holder, be organised by the Consortium: this is particularly important for those students who do not have sufficient funds for the initial outlay of the travel costs (which can, in certain circumstances, be very high). In these cases, the costs originally paid for by the Consortium will be reimbursed by the student once the scholarship has been received: in this way we can be certain that the most vulnerable (namely at socio-economic level) TNGS EMJM students will be able to participate in the course and all in a timely manner.

The TNGS Secretariat, in collaboration with the International Offices of the members of the Consortium, will provide incoming students with all necessary information and back-up with regards to procedures such as assistance in obtaining a visa, providing information on language courses, housing and canteens as well as activities aimed at allowing students to be fully integrated in the academic environment at the partner universities. To support in the organization and promotion of integration activities (with local students and with other international students), each partner will count on the close collaboration of students' associations such as local associations, ESN – Erasmus Student Network and EMA – Erasmus Mundus Association, to mention just a few. Additionally, for participants coming from partner countries, an additional support will be provided by the UPorto Team in all administrative procedures required to open a bank account in Portugal (considering that all students will spend their first semester in Porto).

Partner institutions will: a) provide extra-curricular language classes, at A1 level in Portuguese, at UPorto (for those students for whom this is not obligatory), in Luxembourgish at ULuxembourg and in Italian at UPalermo for Erasmus Mundus scholarship students participating in the course; b) assure that adequate student facilities are available and sufficient housing facilities are provided for students participating in the course; c) provide course students with the necessary initial coaching and tutoring sessions and the support of the local student welfare network to assure integration in the local academic and student community. In addition, each student shall enjoy the privileges and be subject to the regulations of the host institution during the period of completion of study at the host institution.

With regard to accommodation and student services at each of the universities, a) the ULuxembourg guarantees accommodation for EMJM participants at one of the University Halls of Residence near the Belval Campus, and will provide special accommodation for grantees with a family or with special needs; furthermore, the ULuxembourg has wide-ranging student services (refectory, sports and leisure facilities) on the campus which EMJM students and scholars will be able use. The ULuxembourg will also organise initial tutoring sessions with EMJM participants and designate a mentor and a buddy for each visiting student and scholar; b) the *Studierendenwerk* at the UMainz

guarantees that it will find accommodation in one of the many University Halls of Residence or, if preferred, in private accommodation, for EMJM participants and will provide special accommodation for grantees with a family or with special needs; furthermore, the University has wide-ranging student services (refectory, sports and leisure facilities) which EMJM students and visiting scholars will be able use. The UMainz will also organise initial tutoring sessions with EMJM participants and designate a mentor and a buddy for each visiting student and scholar; c) the UPalermo, through the Casa UNIPA organisation, will find accommodation for EMJM participants in private housing and will assist in finding suitable accommodation for grantees with a family or with special needs; the university has wide-ranging student services on the *Viale delle Scienze* Campus (with refectory, sports and leisure facilities) which EMJM students and scholars will be able use; in addition, UPalermo will organise initial tutoring sessions with EMJM participants and designate a mentor and a buddy for each visiting student and scholar; d) the UPorto guarantees accommodation in the *WorldSRU* Halls of Residence for EMJM participants and will assist in finding suitable accommodation for grantees with a family or with special needs. In addition, the university has been developing its social support network for vulnerable students and currently the Rector's Team includes a Pro-Rector in charge of social support, health and wellbeing that integrates a service dedicated to supporting students with special needs. Moreover, another Pro-Rector has been appointed to support the quality of life of the UPorto students and staff (with special initiatives devoted to international participants). Included in the support system of the university, EMJM students and scholars will have access to a wide-range of services (refectory, sports and leisure facilities). The university will also organise initial tutoring sessions with the TNGS participants and will designate a mentor and a buddy for each visiting student and scholar.

#### **Student insurance**

Students who are holders of a Mundus scholarship will be provided with insurance by the consortium so as to assure that they are given the necessary cover for their participation during the whole TNGS EMJM course. The private insurance which for Erasmus Mundus scholarship holders will be provided by Marsh Insurance Co. and gives worldwide health and accident insurance cover as required by EMJM, including medical treatment assistance abroad with medical cover for emergencies (also for accompanying spouses/partners and children) accidents, baggage loss and civil liability. In addition it provides coverage including death or severe permanent disablement, medical and emergency repatriation expenses, personal belongings, personal liability, emergency replacement of passport, visa, travel documents etc. Students will be provided with an insurance certificate before they start their course. The UPorto, as coordinating institution, will be responsible for contracting the insurance cover for the EMJM students and renewing it at the end of the first year.

#### **Staff Mobility**

Teaching staff mobility is a vital component of the TNGS EMJM: it has been proved that teaching staff mobility helps lecturers develop a range of skills and competences, leads to the strengthening of the cooperation with partner institutions and the creation of new networks, thus improving professional activity. By participating on staff mobility, lecturers themselves become mobility ambassadors and facilitate student mobility. As was noted above, although on the TNGS EMJM many classes are taught through formal lectures, in seminars and in tutorials, these generally take place in the form of team teaching, with professors from four HEI partners joining forces to prepare, teach and evaluate classes together, thereby providing students in the same classroom not only with different transnational perspectives of the academic subject area, but also by showing them different academic teaching styles. The consortium wishes to encourage teaching staff mobility, promoting it also as an integral part of blended learning.

Each year for the four editions of the TNGS EMJM (i.e. 2022/23-23/24; 2023/24-24/25; 2024/25-25/26 and 2025/26-26/27), it is estimated that during each semester ten teaching staff will be mobile, which, over the four editions of the course adds up to a total of 100 teaching staff mobilities; in addition, there will be mobility for non-academic staff and coordinators, which, it is estimated, will totalize 50 mobilities for the duration of the course.

#### **Invited scholars**

The participation of invited scholars is of the greatest importance for the success of the academic programme: academics in German Studies, who are well-known for their relevance to the subject area and coming from outside the partnership (from Partner and Programme Countries) will be invited to apply for a place as scholar at one of the four partnership sites. Information on the TNGS EMJM Scholar Programme will be available on the consortium's website, so that scholars can apply for a stipend independently. The decision on which scholars will be invited to participate on the programme will be made by the Steering Committee. The consortium's minimum criteria for selecting scholars and guest lecturers encompass the minimum requirements set by the European Commission, including, but not limited to, the following requirements: the proposed scholar/guest lecturer must bring concrete added value to the delivery of the Programme at one of the partner HEIs and must not be in receipt of payment from other EU funding schemes (including other Erasmus+ actions) for the same activity or activities covered by the grant supplied by the TNGS EMJM Consortium. The participation of the scholars / guest lecturers on the programme will take the form of a research and teaching visit for a pre-agreed period. The scholars / guest lecturers will be expected to teach a short course as part one of the curricular units (on a subject of their specialism) and carry out research in a specific area of

German Studies. The participation of these scholars will be of clear benefit for the students in that, as specialists in German Studies from very different cultural backgrounds, they will provide the students with unique insights into the subject area from very different perspective, and thereby enriching, even further, the academic experience of the participants.

The TNGS Secretariat will provide the scholars with all the necessary documentation to complete any visa requirements, etc. formalities and will provide lists of accommodation available at the different sites and other logistical considerations. Contacts of the responsible professors at the host institutions will be provided as well as details on the timetables of the classes to be taught, libraries, office space and other facilities at their disposal, etc

Each year for the four editions of the TNGS EMJM, it is estimated that during each semester two scholars / guest lecturers will participate on the course, which, over the four editions of the course will add up to a total participation of 20 scholars /guest lecturers.

#### **Promotion of equal and inclusive access**

The TNGS EMJM will follow strictly to Article 21 of the EU Charter of Fundamental Rights, not permitting any discrimination based on any grounds such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age, sexual orientation or nationality. In addition, the partnership will pay particular attention to cross cutting issues such as the need to ensure a balanced gender participation on the course. To this end, at the selection stage, if two candidates of different genders have the same academic quality, the choice will be made for that candidate whose gender is least representative in the TNGS EMJM student population. The same considerations will be made with regard to not permitting any discrimination based on the grounds mentioned above when scholars / invited lecturers participate on the TNGS EMJM.

#### **Measures to facilitate the participation of students, staff/invited scholars with special needs**

For the TNGS EMJM consortium all students and staff are equal and entitled to experience academic life to the full: to that end, the TNGS Secretariat and the consortium members will provide extra support for students and scholars with disabilities or special needs, facilitating any logistical, technical, practical or educational assistance required. The four partner HEIs share this understanding and, at each of the four sites provisions have been made to assure that students, staff/invited scholars with special needs are not disadvantaged. Thus, at ULuxembourg an Inclusion Office has been set up which offers advice to staff, students and visitors and strives to promote inclusivity across the University: whenever possible reasonable adjustments are made for staff and students with special needs, and steps are taken to make sure that a student or staff member with a disability is not put at a disadvantage compared to other students or staff without a disability: specific support is provided for anyone with special needs, including specific learning difficulties, mental health needs and with physical and unseen disabilities. The UMainz endeavors to ensure that all students are offered equal opportunity. To this end, an Office of Accessibility was established and has served as a port of call and advocate for all students who are handicapped, chronically ill or have mental health issues. The Office advises and supports with planning and organization of exams within the context of a writing time extension for exams by way of compensation for disadvantages due to handicap or chronic illness, by dealing with personal problems and crisis situations and by looking into legal questions concerning the application for accommodation. At the UPalermo, all efforts are made to provide equal opportunities for all, guaranteeing the protection of the right to study reducing existing barriers. In this regard a specially formed Orientation and Tutorship Centre (*COT*) aims at providing psychological counselling, personalized tutorship and peer-to-peer activities, with particular regard to students with special needs. In addition, Operating Unit Different Skills Office (*U.O.A.D.: Unità Operativa Abilità Diverse*) coordinates, monitors and supports all activities in favor of the inclusion of students with disabilities. Finally, at the UPorto, an Office for Students with Special Needs (*GAENEE.UP*) has been established which provides technical and educational support to students who have special needs. The rights of students with special needs are established in the Statute of Students with Special Needs (*EENEE*) of UPorto. The four partner institutions also share the belief that equal opportunity includes the design of the campus and its buildings. Thus, at all four sites, most buildings are wheelchair accessible and ever higher standards of accessibility are implemented, especially with new constructions. The TNGS EMJM consortium will, in conjunction with the relevant offices at each site, provide any students and visiting staff with special needs with an overview of the accessibility of buildings, lecture halls, seminar rooms and media rooms at the four HEIs.

## **2.1.2 Project management, quality assurance and monitoring and evaluation strategy**

### **Project management, quality assurance and monitoring and evaluation strategy**

*Describe the foreseen internal and external quality measures of the master programme. How will they be implemented and exploited*



for the EMJM? Specify the timeline and stakeholders planned in the quality assurance strategy.

In general terms, explain the extent to which the jointly designed and fully integrated curriculum adheres to the Standards for Quality Assurance of Joint Programmes in the European Higher Education Area.

What type of degree(s) (joint/multiple/double degrees) and diploma supplement will be provided to the EMJM graduates? Explain the arrangements for the mutual recognition of the degree(s) by all the awarding full partner HEIs.

If applicable, outline the envisaged steps towards accreditation/evaluation of an EMJM joint degree. Describe how the consortium will overcome any remaining obstacles, and if it intends to implement the European Approach for Quality Assurance of Joint Programmes.

 Please ensure coherence with the information on degrees and accreditation provided in other parts of the application.

### **Internal and external quality measures of the EMJM**

Monitoring is key to ensure the quality of the mobility flows and the project activities so the quality assurance standards of the TNGS EMJM have been set down in the Consortium Agreement (cf. Article 7). While it is clear that each partner follows their own procedures for institutional quality assurance to ensure the maintenance of high quality standards, the consortium has agreed on a European Approach, which is compatible with the Standards and Guidelines for Quality Assurance in the European Higher Education Area and the European Approach for Quality Assurance of Joint Programmes.

In addition, to ensure the quality of the procedures in place, the consortium will follow the procedures jointly decided especially regarding application, selection and admission. Furthermore, the implementation of the foreseen activities and all processes will be supported by a website and information management system that UPorto has developed to ensure transparency and an adequate management of the EU funding. The website and management system includes an intranet that allows the TNGS authorities and course coordinators to check and monitor all the steps of the project implementation. This ensures full transparency within the partnership and strengthens the sense of ownership.

Furthermore, at regular intervals, the Steering Committee will monitor, by reviewing existing processes and internal and external evaluation reports, the academic content and curriculum, implementation, application and admission procedures, student assessment and progress, financial management, and dissemination of the programme so as to optimize quality control and to improve these points during implementation. To this end, a Joint Quality Assurance Committee has been appointed which is made up of the Programme Coordinator, one academic member from each of the four participating universities, one member of the student body and one external member (Lydia Miklautsch, Professor of German at the University of Vienna, has already been appointed as the current external evaluator). This Committee will have full access to the information available in the website and management system (through the project's intranet) to ease the monitoring. The Committee will also be responsible for reviewing academic standards and administrative practices of the programme on an annual basis and making recommendations to the Steering Committee to ensure that the high standards of quality are maintained. It has been agreed (cf. Article 7, § 1 of the Cooperation Agreement) that the Steering Committee, in cooperation with the partner universities and their quality assurance systems, will adopt mechanisms (questionnaires, regular monitoring meetings with staff and students) which will allow it to monitor the results, the process, the context, and the impact (both long- and short-term) of the programme. These measures aim at adopting an early stage approach by anticipating and mitigating all potential less positive situations. In case a participant is not satisfied with his/her integration or the academic performance is not going as expected, he/she will be asked to attend a meeting with the project's team to solve any issue they are facing, so as to ensure the necessary conditions for full academic achievement.

In order to be able to have a sufficiently broad overview, the members of the Joint Quality Assurance Committee will have at their disposal the results of these questionnaires, of the regular monitoring meetings with staff and of the student evaluation meetings. There will be anonymous student evaluation questionnaires for each of the curricular units on offer in the framework of the course (with questions on content, organisation, teaching quality, level of support) as well as more general anonymous student questionnaires on the general organisation of the programme and on administrative and logistical support.

In addition, the teaching staff will be required to fill in evaluation questionnaires. The Joint Quality Assurance Committee will have the results of these QA mechanisms at their disposal and these results will be fed into the Annual Report. This Annual Report will be presented to the Steering Committee within three months of the end of each academic year. Taking into account the conclusions of this Annual Report, an Annual Assessment of the degree programme activities will be prepared, in a timely manner, by the coordinator and the Steering Committee and transmitted to each of the partner institutions. This document will highlight the best practices to be maintained and further developed, as well as justify any proposals for changes to course content and implementation or to procedures in order to upgrade and improve the overall quality of the TNGS EMJM. Both documents will be published in the project's website for transparency reasons.

It can therefore be seen that, as part of the monitoring process, evaluation will be carried out from the beginning of the programme implementation, on both an internal and an external level. Internal Evaluation: as noted above, the Steering Committee will organize wide-ranging internal evaluation procedures through questionnaires, evaluation meetings and reports. These will be directed at students, scholars, lecturers, and administrators engaged on the programme. The

results will be analysed by the Joint Quality Assurance Committee which will make recommendations to the Steering Committee to introduce any necessary changes. External evaluation: as noted above, Prof. Lydia Miklautsch (University of Vienna) has been appointed as the external academic evaluator and she will participate in the meetings of the Joint Quality Assurance Committee and help draw up the Annual Report. In addition, the Steering Committee will request annual external evaluation reports from an international evaluation organization after the first year of the implementation of the programme.

#### **Timeline and stakeholders planned in the quality assurance strategy: accreditation and degree awarded**

In addition to the annual evaluation procedures established by the Consortium and the participating institutions, in the framework of the re-accreditation procedures at the four partner HEIs, the TNGS EMJM will be the object of a wide-ranging evaluation at national / institutional level. The date for this re-accreditation depends on the differing time-scales for such a procedure at the four institutions. As is noted below, the first of the participating institutions to re-accredit the course on a national level (re-evaluating it institutionally) is UPalermo, in 2022; the other three HEIs will re-accredit – and re-evaluate the course – in 2025.

The recognition and accreditation processes for the joint degree in Transnational German Studies followed different time-scales at the four partner HEIs and this depended on the different institutional and national processes and deadlines imposed by the respective institutions, national Ministries and accreditation authorities. The university recognition processes at the four partner HEIs themselves were also different, thus:

- a) At ULuxembourg recognition was provided by the University Board of Governors (*Conseil de Gouvernance*) of the University, following approval by the respective Faculty (*Faculté des Lettres, des Sciences humaines, des Arts et des Sciences de l'Education*) and the Vice-Rector for Academic Affairs. Date of accreditation: 05/04/2019; Reaccreditation by: 04/04/2025
- b) At UMainz, university recognition of the degree was provided by the University Senate (*Senat*) after approval at the respective Faculty (*Fachbereich 05 – Philosophie und Philologie*). As UMainz has, since 2010, been officially system-accredited and has its own quality assurance system, accreditation was internal and undertaken by the University's Center for Quality Assurance and Development (*ZQ: Zentrum für Qualitätssicherung und -entwicklung*). Date of accreditation: 01/10/2019; Reaccreditation by: 30/09/2025
- c) At UPalermo, university recognition of the degree was provided by the Academic Senate of the University (*Senato Accademico*) and the Administration Council (*Consiglio di Amministrazione*) after approval at the respective Faculty (*Dipartimento di Scienze Umanistiche*). The Ministry (*Ministero dell'Istruzione dell'Università e della Ricerca*) accredited the degree, after it received approval from the national accreditation agency (*CUN – Consiglio Universitario Nazionale*). Date of accreditation: 13/06/2019; Reaccreditation by: 22/10/2022
- d) At UPorto, university recognition of the degree was provided by the Senate of the University (*Senado*) after approval at the respective Faculty (*Faculdade de Letras*). The Ministry (*Ministro da Ciência, Tecnologia e Ensino Superior*) accredited the degree following approval by the national accreditation agency (*A3ES – Agência de Avaliação e Acreditação do Ensino Superior*): the degree is registered with the *Direção Geral do Ensino Superior* (Directorate General for Higher Education). Date of accreditation: 07/05/2019; Reaccreditation by: 06/05/2025

The four HEIs award a common Joint Master Degree, with a single diploma signed by the Rectors / Presidents of the four institutions (accredited as a *Master* at the Université du Luxembourg, as *Master of Arts (M.A.)* at the Johannes Gutenberg-Universität Mainz, as a *Laurea Magistrale* at the Università degli Studi di Palermo and as a *Mestrado* at the Universidade do Porto) (cf. Annex III). In addition, the consortium will also provide a common Diploma Supplement.<sup>12</sup>

#### **Standards for Quality Assurance of Joint Programmes in the European Higher Education Area.**

The European Approach for Quality Assurance of Joint Programmes has, as is well-known, been developed with the aim of easing the external quality assurance of Joint Programmes, having established a common denominator in the European Higher Education Area Standards and Guidelines for Quality Assurance. Following the partner's determination towards quality assurance, it is expected that, within the implementation period of the TNGS EMJM programme, all the universities in the consortium will be subject to an evaluation within the framework of the European Higher Education Area Standards and Guidelines for Quality Assurance, which will facilitate future quality assurance and re-accreditation procedures.

<sup>12</sup> Although the final Joint Degree Diploma has been agreed upon, the TNGS Partnership is still working on the Diploma Supplement: given that it was originally agreed that the DS should be in four languages (DE, EN, IT and PT), this makes the document very long and discussions are ongoing if the DS can be in only one language (i.e. EN).



### 2.1.3 Project teams, staff and experts

#### Project teams and staff

Describe the project teams and how they will work together to implement the project.

List the staff included in the project by function/profile (e.g. project manager, senior expert/advisor/researcher, junior expert/advisor/researcher, trainers/teachers, technical personnel, administrative personnel etc. and describe shortly their tasks.

#### Working together to implement the project

A clear strength of the proposed TNGS EMJM is to be seen in the fact that the partners share common research and teaching interests, but each one has their own expertise and, in respect to both teaching and research, there is evident synergy in the consortium. These academic complementarities enrich the programme as they allow the students to have an overall perspective of the area, while at the same time giving them the invaluable opportunity of following a given specialism of their choice.

In addition, each of the four HEIs participating in the EMJM has, among its staff members involved in the present proposal, high-ranking Germanists with solid track records in publishing and robust teaching experience in international education and transnational projects. Moreover, all are / have been involved in projects which aim to enhance the employability of graduates in the humanities.<sup>13</sup>

While the four coordinators are all leading, internationally recognised Germanists, they all play institutionally relevant roles at their respective universities: two are at present Vice-Rectors for didactics at their HEIs (Stephan Jolie at UMainz and Laura Auteri at UPalermo) and two (at Heinz Sieburg at ULuxembourg and John Greenfield at UPorto) are heads of their respective German Departments. Furthermore, outside of Erasmus+ projects (in which, as is noted below, all play significant roles), all the coordinators have been involved in international German Studies networks: the coordinator from one of the HEI's (Laura Auteri at UPalermo) is the President of the important *Internationale Vereinigung der Germanistik* (International Association of German Studies), which is an Associated Partner in the consortium, another (John Greenfield at UPorto) is on the Board of that organisation (an organisation to which the other local coordinators – in fact most germanists worldwide – belong); the coordinator from the UMainz (Stephan Jolie) is director of the Mainz-Dijon degree and the leader of the FORTHEM European University Alliance (in which UPalermo is also a partner); the coordinator from the ULuxembourg (Heinz Sieburg) is responsible for the Luxembourg-Trier degree. All four coordinators are backed-up by dedicated teams of Germanists and international officers.

At the ULuxembourg the TNGS EMJM is organised in the German Department (*Institut für deutsche Sprache, Literatur und Interkulturalität*), which is part of the the Faculty of Humanities, Education and Social Sciences (FHSE) and is located at the university's new Belval Campus. The key TNGS EMJM teaching staff at the ULuxembourg are all in the German Department, which is made up ten teaching staff members (professors and lecturers), ten post-doctoral researchers and administrative staff: Heinz Sieburg (the local coordinator and professor of German) is an expert in German literature and interculturality, with special interests in variety linguistics ('*Luxemburger Standarddeutsch*'), multilingualism, word formation, sociolinguistics and language and gender; Dieter Heimböckel (professor of German) specializes in modern and contemporary German literature, and has a particular interest in interculturality, literary and cultural theory, drama and theatre, literature and knowledge/non-knowledge and modernism; Amelie Bendheim (lecturer in German) works in the fields of German language and literature with particular emphasis on (historical) narratology and poetics, intercultural Medieval Studies, German literature during the Luxembourg dynasty; since the interdisciplinary component of the course is important at ULuxembourg, Frank Hofmann (professor of Philosophy) is also a key teacher in the framework of the course (with specialisms in central fields of theoretical philosophy: philosophy of mind, epistemology, ontology / metaphysics, philosophy of language / rationality and reasons / meta-ethics). The administrative back-up is provided by the Department Study Programme Administrator Anne Besslich who liaises with Sylvain St-Amand, at the University's International Office, and the TNGS EMJM transnational coordination team at UPorto.

The German Department (*Deutsches Institut*) at the UMainz, which is the largest in the TNGS EMJM Consortium, has over 60 teaching staff members (professors, lecturers, assistants) and is part of *Fachbereich 05* (Philosophy and Philology). The key staff involved in the TNGS EMJM at the UMainz are: Stephan Jolie (local coordinator, professor for German Literature), who is a renowned specialist in the edition and study of texts of the medieval period, and has – as Dean and, since 2018, as Vice President for Didactics – been particularly involved in the internationalization of student affairs and the development of innovative teaching methods; he coordinated the TALC-me Erasmus+ Strategic Partnership (2014-17) and is spokesperson and project leader of the EU-funded European University Alliance FORTHEM; Winfried Eckel (professor of Comparative Studies), a specialist in comparative literary studies, a leading

<sup>13</sup> Given a lack of space, a selection has been made of the large number of professors and lecturers from the partner HEIs who participate on the TNGS EMJM (those selected teach in the obligatory curricular units).

member of the Gutenberg Institute for World Literature and Written Media, and co-founder of the Centre for the Study of French at UMainz, was strongly involved in the strategic development of study programmes and teaching methods; Jessica Quinlan (lecturer in German literature), who is a specialist in German literature and committed to a comparative approach to German language and literature in the European context, is also Departmental Coordinator of the Mainz-Dijon binational degree programmes, oversees Dijon student affairs at departmental level and teaches regularly in Dijon; Ludmila Samochwalow (administrative assistant responsible for the systematisation of external mobility) provides administrative back-up and is the contact person of the TNGS EMJM project at UMainz and liaises between Birgit Weiß, at the UMainz international office, and the transnational coordination of the TNGS EMJM at UPorto.

At the UPalermo, the German Studies Unit is integrated into the Department of the Humanities (*Dipartimento di Scienze Umanistiche*) and is located in the Viale delle Scienze campus. The key staff involved on the TNGS EMJM at UPalermo are Laura Auteri (local coordinator, professor of German, Vice Rector for Didactics at the University and President of the International Association of Germanists) is a specialist in German literature and culture of the 16<sup>th</sup>-18<sup>th</sup> centuries and also on alterity and national stereotypes; Arianna Di Bella is professor for German culture and intercultural studies: she has specialised in exile literature, contemporary literature and the relationship between literature and cinema and has played an important role in international programmes as Erasmus Coordinator; Natascia Barrale is professor for German literature in the European context and specialised in questions of censorship, translation studies and literary translation: she is herself a translator of works of contemporary German literature; Sabine Hoffmann, who is professor of German Language and Didactics with special interest in the development of MOOCs in foreign language courses, is a key figure in the consortium at UPalermo as she, together with the departmental secretary Teresa Bellina, is the liaison person between the TNGS EMJM project, the Director of the International Office at UPalermo, Massimo Albegiani and the EMJM transnational coordination at UPorto.

At the UPorto, the German Department (*Departamento de Estudos Germanísticos*) is part of the Arts Faculty and is located in the Campo Alegre campus. The key staff involved on the TNGS EMJM at the UPorto are: John Greenfield (transnational coordinator and professor of German, Head of Department and, between 2009-16 transnational coordinator of the GLITEMA EMMA and a number of Erasmus Intensive Programmes), a specialist in German culture of the medieval and modern periods, he researches on intercultural relations between the Germanic and the Romance worlds: he has also worked widely on the role medieval literature played in nationalist movements in Europe in the 19<sup>th</sup> and 20<sup>th</sup> centuries and has coordinated a number of transnational cooperation projects; Isabel Rodrigues (professor of German cultural studies), specialist in intercultural studies with research on multimodality in face to face interaction from an ethnographic and psycholinguistic perspectives, gesture studies and conversational/discourse analysis; Ana Isabel Boura (professor of German culture and literature) concentrates on 19<sup>th</sup>-20<sup>th</sup> century German literature, particularly on women authors; as key administrative staff, Mafalda Gomes will be the TNGS EMJM Secretary, with responsibility to support the Transnational Coordinator, liaise with the Faculty Academic Office, the Erasmus Management Office, the University's International Office and the Finance Office. Raquel Matos (at the Arts Faculty Academic Office, with responsibility to verify application documents and oversee the administrative issues regarding student registration, etc.), Carla Augusto (at the Arts Faculty Erasmus Management Office) who, in collaboration with Ana Reis (of the University's International Office), will provide the necessary backup for international liaison issues. The officer at the University who will be responsible for all financial aspects of managing the project, including the management of the EMJM stipends, is Maria Teresa Rodrigues.

From the above it is clear that the TNGS EMJM consortium provides complementarities with regard to the study areas taught and researched by the staff members at the partner HEIs: each of the partners has key specialisms and strengths, which testify to rich diversity on the course, but the staff at these institutions form a convergent group which, through a dynamic synergy, puts together a coherent programme of excellence which will doubtless represent added value for the EMJM implementation. In addition, this complementarity is also to be found in the interaction between teaching and administrative staff at the levels of both internal and external contacts (i.e. inside the four HEIs themselves and inter-institutionally).

Name and function	Organisation	EMJM Role/tasks	Professional profile and expertise
<b>Albegiani, Massimo</b> Head International Office	UPalermo	Liaison between International Office and TNGS Secretariat	Wide experience in administrative issues for mobility programmes; coordinator of Erasmus+ Programmes
<b>Carla Augusto</b> Administrative Officer, Faculty Erasmus Office	UPorto	Liaison between UPorto Admin., Finance & International Office and TNGS Secretariat	Wide experience in administrative issues for mobility programmes
<b>Auteri, Laura</b> Vice-Rector (Didactics) / Professor	UPalermo	Local teaching staff member Teacher & local coordinator / Local TNGS EMJM coordination;	Specialist field: Relations between 16 <sup>th</sup> /18 <sup>th</sup> c. German and Italian literature; cultural transfer processes in Europe

<b>Bellina, Teresa</b> Administrative Officer	UPalermo	Liaison UPalermo Admin., Finance & International Office and TNGS Secretariat	Wide experience in administrative issues for mobility programmes
<b>Barrale, Natascia</b> Professor	UPalermo	Local teaching staff member Teacher	Specialist field: German culture and literature in the European context; contemporary literature;
<b>Bendheim, Amelie</b> Lecturer	ULuxembourg	Local teaching staff member Teacher	Specialist field: German language and literature; Franco-German literature in Luxembourg
<b>Besslich, Anne</b> Administrative Officer	ULuxembourg	Liaison ULuxembourg Admin., Finance & International Office / TNGS Secretariat	Wide experience in administrative issues for mobility programmes
<b>Boura, Ana Isabel</b> Professor	UPorto	Local teaching staff member Teacher	Specialist field: German- Portuguese cultural and literary relations; 19 <sup>th</sup> -20 <sup>th</sup> century German literature;
<b>Di Bella, Arianna</b> Professor / Coordinator, student orientation centre	UPalermo	Local teaching staff member; Teacher	Specialist field: German intercultural studies; literature and cinema; Departmental Erasmus+ Coordinator
<b>Eckel, Winfried</b> Professor	UMainz	Local teaching staff member; Teacher	Specialist field: comparative literary studies; coordinator: Gutenberg Institute for World Literature and Written Media
<b>Gomes, Mafalda</b> Secretary	UPorto	Administrative staff: Secretarial support to the transnational coordinator	Wide experience in mobility programmes
<b>Greenfield, John</b> Professor / Head of Department	UPorto	Local teaching staff member Teacher, transnational coordinator	Specialist field: German literature; literary transfer processes; Coordinator of Erasmus+ projects
<b>Heimböckel, Dieter</b> Professor	ULuxembourg	Local teaching staff member; Teacher	Specialist field: modern and contemporary French & German literature; interculturality;
<b>Hofmann, Frank</b> Professor	ULuxembourg	Local teaching staff member Teacher	Specialist field: theoretical philosophy; epistemology; metaphysics, philosophy of language; rationality and reasons;
<b>Hoffmann, Sabine</b> Professor	UPalermo	Local teaching staff member Teacher	Specialist field: German Language and Didactics; Development of MOOCs Coordinator of Erasmus+ Projects;
<b>Jolie, Stephan</b> Vice-Rector (Didactics) / Professor	UMainz	Local teaching staff member Teacher & local coordinator / liaison with transnat. coordinator	Specialist field: edition and study of texts of the medieval period;; spokesperson: FORTHEM EU Alliance
<b>Matos, Raquel</b> Head, Faculty Academic Office	UPorto	Overview of administrative processes for student application, registration, etc.	Wide experience in administrative issues for mobility programmes
<b>Rodrigues, Isabel</b> Professor	UPorto	Local teaching staff member Teacher	Specialist field: intercultural studies; multimodality; psycholinguistics; gesture studies and
<b>Rodrigues, Maria Teresa</b> Financial Officer		Liaison between Faculty Finance Office and TNGS Secretariat	Wide experience in financial aspects of mobility programmes
<b>Quinlan, Jessica</b> Lecturer	UMainz	Local teaching staff member Teacher	Specialist field: European context of German literature (German – Nordic – Slavic); comparative literature;
<b>Reis, Ana</b> International Officer		Liaison between International Office and TNGS Secretariat	Wide experience in administrative issues for mobility programmes
<b>Samochwalow, Ludmila</b> Administrative Officer	UMainz	Administrative liaison between UMainz Administration, Finance & International Office and TNGS Secretariat	Wide experience in administrative issues for mobility programmes
<b>Sieburg, Heinz</b> Professor / Head of Department	ULuxembourg	Local teaching staff member Teacher & local coordinator / Local TNGS EMJM coordination;	Specialist field: German literature and interculturality, variety linguistics; multilingualism; word formation;

<b>St-Amand, Sylvain</b> International Officer	ULuxembourg	Liaison between International Office and TNGS Secretariat	Wide experience in administrative issues for mobility programmes; coordinator of Erasmus Programmes
<b>Weiß, Birgit</b> International Officer	UMainz	Liaison between International Office and TNGS Secretariat	Wide experience in administrative issues for mobility programmes; coordinator of Erasmus Programmes

#### Outside resources (subcontracting, seconded staff, etc)

*If you do not have all skills/resources in-house, describe how you intend to get them (contributions of members, partner organisations, subcontracting, etc).*

Not applicable (details on the role of the Associated Partner Organisations has been supplied below in 2.2.1

## 2.1.5 Risk management

#### Critical risks and risk management strategy

*Describe critical risks, uncertainties or difficulties related to the implementation of your project, and your measures/strategy for addressing them.*

*Indicate for each risk (in the description) the impact and the likelihood that the risk will materialise (high, medium, low), even after taking account the mitigating measures.*

**Note:** *Uncertainties and unexpected events occur in all organisations, even if very well-run. The risk analysis will help you to predict issues that could delay or hinder project activities. A good risk management strategy is essential for good project management.*

Risk No	Description	Work package No	Proposed risk-mitigation measures
1	Students unable to obtain a visa	2	Institutional contacts Consulate, etc.
2	Staff or students unable to travel	3	Classes taught online / substitute teacher

## 2.2 PARTNERSHIP AND COOPERATION ARRANGEMENTS

### 2.2.1 Consortium set-up

#### Consortium set-up

*Explain the rationale of the consortium composition; how the partners (including associated partners if relevant) complement each other in order to achieve the project objectives; and how the consortium partners will benefit from their project participation.*

*How will the academic strengths of individual partners be reflected in the designed curriculum, and what will be their added value for the EMJM implementation?*

*Describe the institutional expertise and professional experience that render the EMJM consortium unique and innovative. Explain to what extent partners with different levels of experience in Erasmus Mundus have been involved.*

*If applicable, mention whether the partners have worked together in previous international projects and how any existing partnership has been enhanced in the current EMJM.*

*If applicable, describe how the cooperation with non-educational stakeholders is organised and for which purpose.*

*Describe the roles, the distribution of tasks and the cooperation arrangements among partners.*

#### Rationale of the consortium composition

As was noted above in 1.1, the partnership of four HEIs agreed, within the framework of the TALC\_me Strategic Partnership (which had been established and funded by the Commission and the DAAD with the objective of creating a new Joint Degree course in German Studies), that it would be advantageous, from a strategic standpoint, for the TNGS EMJM to be accredited by two of the HEIs from the earlier GLITEMA EMMC partnership. Thus, UPalermo and UPorto were included in the new consortium, so as to build on previous valuable cooperation experience and to ensure consistency in the proposal. It was further agreed that for a Joint Degree, four HEIs would be the ideal number of partners (given that four partners would allow students to spend one semester of a two-year degree at each HEI). It was considered important that one of the new partners accrediting the master should, given the subject area, be a German-speaking university (UMainz was, because of its expertise in a number of pertinent academic fields and its experience in questions relating to student employability, thought the best option) and the fourth HEI selected was ULuxembourg,

given its academic competence in transfer processes and Franco-German cultural relations: furthermore, the ULuxembourg has the strategic advantage of allowing students in a course on a transnational approach to the field to study to attend an HEI which is located in a site in which cultures meet and in which three languages are spoken (French, German and Luxembourgish).

In composing the consortium, the academic strengths, areas of excellence and scientific potentialities of the four TNGS EMJM partner HEIs were a primary consideration. All four institutions are renowned centres for German Studies, but each has distinctive specialisations in the subject area: at the four HEIs the central scientific domain of cultural transfer processes (between German and French, Iberian, Italian, Nordic and Slavic language areas) are all covered. This is a unique academic composition. In addition, each HEI offers differing possibilities for interdisciplinary interaction and diverse types of possible collaboration with non-academic actors. As the table below demonstrates, the expertise of the four partner HEIs clearly complement each other in order to achieve the project objectives.

#### **Overview of Expertise at the Partner HEIs**

Site	Country	Expertise
ULuxembourg	LU	All periods of German culture & literature; German-French & German-Luxembourgish relations; Internships & practical placements; Multiculturalism and multilingualism; Research supervision; Employability
UMainz	DE	All periods of German culture & literature; Cultural Transfer theory; German-French, German-Nordic & German-Slavic cultural relations; Internships & practical placements; Research supervision; Employability
UPalermo	IT	All periods of German culture & literature; German-Italian relations; Networking & research supervision
UPorto	PT	All periods of German culture & literature; German-Iberian relations; Employability; Networking & research supervision

Given the complementarity of expertise at the four HEIs, it is clear that all the consortium partners will, from an academic viewpoint, greatly benefit from their project participation with regard to their research in cultural transfer processes.

#### **Added value of the academic strengths of the partners in the curriculum**

Given the complementarity of expertise with regard to the questions of cultural transfer and employability at ULuxembourg, UMainz and UPorto, the consortium decided that, in the interests of equity and transparency, the three taught modules should take place at the three teaching sites. In addition, since UPorto has wide experience in offering excellent language instruction and of providing high quality introductory courses in the subject area to non-native speakers of German, it was considered advantageous for the first semester to be organised at that HEI. Given the research involvement in intercultural and multilingual studies of the Germanists at ULuxembourg, it was thought appropriate for the curricular units in these subjects to be on offer at this partner site. The UMainz has the largest German Department in the TNGS EMJM consortium and is therefore the ideal site to offer more wide-ranging literary options in German; furthermore, given that the university can provide curricular units in different study areas taught through the medium of German, most of the interdisciplinary curricular units are offered here. At all three sites where teaching takes place, there are close ties with non-academic actors, but that the vast majority of employers in the regions of both Luxembourg and Mainz are German-speaking means that in the Employability module, more intensive contacts at these two sites are planned than at UPorto. As was noted above, given and the excellent research facilities in German and European culture and literature at the UPalermo, and the historically important libraries and archives in Palermo with significant collections of works on German and European cultural history, it was further decided that for the final semester the ideal intercultural location for the students to do research for their dissertations would be at UPalermo.

#### **Cooperation with Associated Partners: educational and non-educational stakeholders**

The consortium of four full member HEIs has requested the assistance of 15 Associated Partners: Letters of Intent and Memoranda of Understanding have been signed with all these organisations. Of these 15 partners, five are HEIs and ten are non-educational stakeholders. The HEI Associated Partners are the Brazil (Rio de Janeiro Federal University), Canada (University of Toronto), China (Tongji University, Shanghai), Japan (Rikkyo University, Tokyo) and Korea (Seoul National University); all of these HEIs are important centres for the study of German. The contact persons at these HEIs are all renowned professors of German (Álvaro Bragança, Rio; Markus Stock, Toronto; Yun-Young Choi, NUK; Jin Zhao, Tongji; Ide Manshu, Rikkyo) and will, on the one hand, be helping the consortium find high quality students for the master degree in Europe, and on the other participating on the TNGS EMJM, as guest lecturers and also by giving valuable advice on dissemination and sustainability issues.

The other Associated Partners are from professional organisations which will help with employability module: the table below demonstrates the contribution of these non-academic Associated Partners:

Institution	Contact Person	Role in the partnership
<i>Goethe Institut, Porto</i>	Gabi Ellmer	Information on the institution; students allowed to observe the organisation of events
<i>EurA PT (Brussels &amp; Portugal)</i>	Marina Oliveira	Mentoring; information on the institution; students allowed to observe the organisation of events and projects
<i>Biblioteca centrale della Regione siciliana</i>	Carlo Pastena	Mentoring; information on the institution; students allowed to observe the organisation of events
<i>Goethe Institut, Palermo</i>	Heidi Sciacchitano	Mentoring; information on the institution; students allowed to observe the organisation of events
<i>Frankfurter Allgemeine Zeitung</i>	Eva-Maria Magel	Participation in the internship scheme, mentoring; information on the institution; observation in the organisation of events
<i>Institut Français, Mainz</i>	Katharina Greuel	Participation in the internship scheme, mentoring; information on the institution; observation in the organisation of events
<i>Gutenberg-Museum, Mainz</i>	Annette Ludwig	Participation in the internship scheme, mentoring; information on the institution; observation in the organisation of events
<i>Südwestdeutscher Rundfunk (SWR)</i>	Susanne Dereser	Participation in the internship scheme, mentoring; information on the institution; observation in the organisation of events
<i>Institut Pierre Werner (IPW)</i>	Diane Krüger	Participation in the internship scheme, mentoring; information on the institution; observation in the organisation of events
<i>Nationaltheater (TNL)</i>	Patrick Thill	Participation in the internship scheme, mentoring; information on the institution; observation in the organisation of events

The cooperation of these institutions with the TNGS EMJM brings considerable added value to the consortium's activities as they all provide valuable assistance in the framework of the Employability module.

In the case of *EurA PT* and the *Goethe Institut, Porto*, they will - during the first semester - help prepare students for their first direct contact with the world of work (which they will have in the internships in semesters two and three), by giving them insights into the preparation of international projects and the organisation of cultural events.

In the cases of the *Frankfurter Allgemeine Zeitung*, the *Gutenberg-Museum, Mainz*, the *Institut Français, Mainz*, the *Institut Pierre Werner, Luxembourg*, the *Nationaltheater Luxembourg* and the *Südwestdeutscher Rundfunk (SWR)* they will, in the second and third semesters, provide internship places for the students in the professional areas of media and cultural management: these institutions have agreed to organise structured activities in close collaboration with the teaching staff at ULuxembourg and UMainz, to whom also they will supply an assessment of the student's activity (this assessment will be used in the evaluation of the students at the end of the respective curricular unit - either 'Employability and the Promotion of Competencies II' at ULuxembourg or 'Practical Project' at UMainz). It is planned that each of these organisations will take four or five of the TNGS EMJM students (students will be given advice by their teachers on which organisation best suits their profile).

In the cases of *Biblioteca centrale della Regione siciliana 'Alberto Bombace'* and the *Goethe Institut, Palermo*, German-speaking staff at the institutions will, during the final semester in which the students are preparing their dissertations, be able to mentor the students, by following-up on the students' involvement in the internships with regard to the knowledge and competences gained during their work experiences. In relation to the staff at these two institutions in Palermo, as with those who work at the professional Associated Partners in Portugal, Luxembourg and Germany, the students will be encouraged to keep in touch with a view to building contacts and established a professional network which will support them professionally once they have finished the TNGS EMJM course.

#### **Unique and innovative character of the EMJM consortium**

Given the very particular admixture of academic and intercultural competences of the TNGS consortium (bringing together specialists from ULuxembourg, UMainz, UPalermo and UPorto in transcultural German Studies), and associating it with the expertise and professional experience of a wide range of non-educational Associated Partners (in the areas of culture, media and project development), it is clear that this EMJM course is constituted by a very unique combination of scientific, theoretical and professional know-how which will provide the students with very valuable intellectual and practical assets thus equipping them for their futures in a globalized world of work.

#### **Levels of experience in Erasmus Mundus and other international projects**

All of the full partners in the consortium have had experience of the Erasmus Mundus Programme: all four have been involved as partners in a number of Action 2 consortia and, as has been noted above, two (UPalermo and UPorto) were partners together in the earlier GLITEMA EMMC. All four were then linked in the the TALC\_me Strategic Partnership (which itself was a later development of the earlier GLITEMA Mundus project).

The collaboration of the consortium members has indeed led to new partnerships: this is most notable with regard to the European University FORTHEM Alliance in which both UMainz and UPalermo are major players. It was because of the highly fruitful cooperation in the framework of the TALC\_me Strategic Partnership (which prepared the present

TNGS EMJM application) that the two local coordinators, Laura Auteri and Stephan Jolie (both of whom are Vice-Rectors for didactics at their respective institutions), decided to join forces in the new European University initiative. It can therefore be seen that the existing partnership has been enhanced through the current EMJM proposal.

### Distribution of Roles & Tasks among the EMJM Partners

The roles and tasks of the partner HEIs will be distributed as follows:

#### Distribution of Roles

Partner HEI	Tasks of the HEI partner	Roles & responsibilities
UPorto	<ul style="list-style-type: none"> <li>- Transnational coordination and budget management;</li> <li>- Coordination and budget management at UPorto;</li> <li>- Organisation of the application procedure, checking and validation of documentation, transmission of results to candidates, register of students, support for successful candidates in applying for visas, etc., for travel from home country and between sites, for opening bank accounts, etc.;</li> <li>- Organisation of stipend payments to students and scholars;</li> <li>- Overall organisation of the study plan, staff and student mobility;</li> <li>- Delivery of the courses at UPorto;</li> <li>- Collection, conversion, transfer and register of results.</li> </ul>	<ul style="list-style-type: none"> <li>- Transnational coordinator, responsible for the day-to-day running of the TNGS EMJM, for transnational and local financial management of the project (in collaboration with the UPorto Finance Office), for the academic</li> <li>- Chair of the Consortium Steering Committee;</li> <li>- Chair of the Admissions Committee;</li> <li>- Participation in the Joint Quality Assurance Committee, the Course Development, Sustainability and Dissemination Committee and the Staff-Student Consultative Committee.</li> </ul>
ULuxembourg	<ul style="list-style-type: none"> <li>- Delivery of the courses at ULuxembourg;</li> <li>- Management of local budget at ULuxembourg;</li> <li>- Participation in the Steering Committee, Admissions Committee, the Joint Quality Assurance Committee, the Course Development, Sustainability and Dissemination Committee and Staff-Student Consultative Committee</li> </ul>	<ul style="list-style-type: none"> <li>- Local coordinator and responsible for the day-to-day running of the TNGS EMJM at ULuxembourg;</li> <li>- Participation in the Steering Committee;</li> <li>- Chair of the Staff-Student Consultative Committee.</li> </ul>
UMainz	<ul style="list-style-type: none"> <li>- Delivery of the courses at UMainz;</li> <li>- Management of local budget at UMainz;</li> <li>- Organise the sustainability strategy;</li> <li>- Design mechanisms for alumni networking, finding scholarships, initiating sponsorship programmes;</li> <li>- Put forward proposals for course developments;</li> <li>- Proposal and implementation of outreach activities;</li> <li>Organise the dissemination / promotion strategy;</li> <li>- Production of promotional material;</li> <li>- Proposal and implementation of outreach activities</li> <li>- Participation in the Admissions, Joint Quality Assurance and Staff-Student Consultative Committees</li> </ul>	<ul style="list-style-type: none"> <li>- Local coordinator and responsible for the day-to-day running of the TNGS EMJM at UMainz;</li> <li>- Participation in the Steering Committee;</li> <li>- Chair of the Course Development, Sustainability and Dissemination Committee.</li> </ul>
UPalermo	<ul style="list-style-type: none"> <li>- Organisation of dissertation supervision at UPalermo;</li> <li>- Management of local budget at UPalermo;</li> <li>- Organise the QA strategy at internal and external levels;</li> <li>- Implementation of the review procedure;</li> <li>- Participation in the admission process, quality assurance procedures, course development and sustainability and Staff-Student Consultative Committees.</li> </ul>	<ul style="list-style-type: none"> <li>- Local coordinator and responsible for the day-to-day running of the TNGS EMJM at UPalermo;</li> <li>- Participation in the Steering Committee;</li> <li>- Chair of the Joint Quality Assurance Committee.</li> </ul>

The administration and day-to-day management of the overall TNGS EMJM is primarily in the hands of the Transnational Coordinator, with the support of the TNGS Secretariat and the logistical (financial, administrative) back-up of the Coordinating Partner HEI (UPorto), in collaboration with the Partner HEIs. The Secretariat will be the day-to-day central contact point for staff and students, responsible for logistical questions: it will, in collaboration with the finance office at the coordinating institution, be in charge of payments at the coordination level, including monthly stipend payments to the student scholarship holders and to guest lecturers / scholars.

## 2.2.2 Consortium management and decision-making

### Consortium management and decision-making (if applicable)

*Illustrate the joint governing bodies and management/communication tools in particular concerning the administrative and financial management. Explain how the students will be involved in the management structures of the EMJM.*

*Explain the state of development of the partnership agreement, and how it will contribute to an effective management.*

Describe the expected institutional support from the management bodies of the partner institutions for the implementation of the EMJM. Describe the arrangements adopted among the partners for the financial management of the EMJM, in particular:

- the policy for student participation costs/fee
- how the EMJM funds will be managed and allocated within the consortium
- the extent of each partner's own financial contribution and how it will be managed.
- how complementary funding will be mobilised and managed?

### **Consortium management**

#### **Partnership agreements**

The Rectors / Presidents of the four HEIs signed a framework Partnership Agreement (Annex I) in preparation for the accreditation of the TNGS Joint Degree in 2019: this Agreement, valid for five years, set down the objectives, legal framework, degree structure and programme, overall coordination structure, student administration, academic regulations and examinations, quality assurance measures, student support, programme costs and student finances, promotion of the programme, data transfer, agreement validity, etc. However, given the specificities in the new Call (for example in relation to Erasmus Mundus scholarship holders' non payment of fees) the Consortium has drawn up a more specific TNGS EMJM Consortium Agreement, which is still in draft form (cf. Annex II), which provides more specific details with regard to the management and governance of the consortium. Given the short time between publication of the Call and the deadline for applications, it has not been possible for the TNGS EMJM Consortium Agreement to be signed by the legal representatives of the four partner HEIs, but this should take place in a timely manner.

#### **Joint governing bodies**

In accordance with draft TNGS EMJM Consortium Agreement, and in order to achieve effective implementation of the Course, the Transnational Course Coordinator (John Greenfield) and the Local Coordinators (Heinz Sieburg at ULuxembourg, Stephan Jolie at UMainz and Laura Auteri at UPalermo) are supported by a central Secretariat at UPorto and five Committees: four of these Committees are decision-making – and therefore represent governing bodies of the Consortium – , one is merely consultative. In the interests of transparency, the scope, make-up and competences of these Committees have been provisionally agreed upon by the partnership and Article 4 (Programme governance) of the draft TNGS EMJM Consortium Agreement (cf. Annex II) clearly defines the role to be played by them in the organisational structure of the partnership.

#### **TNGS EMJM Governance**

<b>Committee</b>	<b>Composition</b>	<b>Tasks</b>
Consortium Steering Committee	Chair: Transnational Coordinator Other participants: Local Coordinators at ULuxembourg, UMainz and UPalermo	General administration, day-to-day organisation and coordination; Programme implementation; Technical and financial reporting
Joint Admissions Committee	Chair: Transnational Coordinator Other participants: Local Coordinators at ULuxembourg, UMainz and UPalermo	Selection of students; Follow-up of selection and admission procedures; Adaptation of admission criteria; Reporting.
Joint Quality Assurance Committee	Chair: Local coordinator at UPalermo Other participants: Transnational coordinator & representatives of ULuxembourg and UMainz; External member: Miklautsch; alumnus..	Internal and external QA; Implementation of review procedure; Performance monitoring; Development of the European Approach; Reporting
Course Development, Sustainability and Dissemination Committee	Joint chair: Local coordinators at UMainz (Course Promotion & Dissemination) and ULuxembourg (Course Development & Sustainability) Other participants: Transnational coordinator & representatives of ULuxembourg and UPalermo; representative of the Associated Partners; student.	Organising alumni networking; Searching for financial resources; Finding scholarships; Attracting self-financing students; Producing promotional material; Initiating sponsorship programmes; Putting forward proposals for course developments; Proposing and implementing outreach activities; Organising dissemination events; Producing promotional material; Marketing strategies; Outreach activities with the academic and media organisations; Reporting
Staff-Student Consultative Committee	Chair: Transnational coordinator Other participants: Representatives of ULuxembourg, UMainz and Palermo; Two Students.	Discussing student issues (academic / logistical / social problems); Making suggestions for improvements to the TNGS EMJM.



### **Programme Management**

The academic, administrative and financial rules and procedures which relate to implementation and monitoring of the TNGS EMJM have been jointly agreed upon by the Consortium and have been laid down in general terms in the Cooperation Agreement (Annex II) and in more specific terms in the Draft TNGS EMJM Consortium Agreement (Annex III).

The overall running and administration of the programme is undertaken primarily by the Transnational Coordinator with the assistance of the TNGS EMJM Secretariat and the administrative, financial and logistical support of the coordinating institution. The Transnational Coordinator is a member of the Consortium Steering Committee, which consists of four members (one appointed by each of the participating HEIs, as foreseen in the Consortium Agreement): the Consortium Steering Committee makes all the important policy decisions for the consortium, oversees the organisation of the Consortium, is responsible for the coordination of delivery, monitoring, assessment and overall financial management of the programme. Decisions with regard to the admissions process, to quality assurance mechanisms and to questions relating to future development of the course and sustainability strategies and to the dissemination of the course will be made respectively by the Joint Admissions Committee (chaired by the ULuxembourg local coordinator, consisting of the transnational coordinator and two further members from UMainz and Upalermo), the Joint Quality Assurance Committee (with six members, one staff member per partner HEI, one student and one external member, a well-known germanist from the University of Vienna, Prof. Lydia Miklautsch), the Joint Course Development, Sustainability and Dissemination Committee (with six members, one staff member per partner HEI, one student and one member from among the Associated Partners). These committees will be appointed by the Consortium Steering Committee: the Joint Admissions' Committee will consist exclusively of staff from the four partner HEIs; the Joint Quality Assurance, Joint Course Development, Sustainability and Dissemination Committee will also have members from outside the full partnership and one student; the Joint Quality Assurance Committee will also have a representative of the alumni. Minutes will be made of the discussions held and the recommendations in the meetings from these Committees' Discussions from made by these committees (with regard to course admissions, questions of QA, course development, sustainability and dissemination) will be discussed with the Consortium Steering Committee and require validation by this Committee. Furthermore, there will be a Staff-Student Consultative Committee made up of two staff and two student members (the latter from the first and the second year of the Course) elected by their pars. Meetings of all the Committees mentioned above take place physically or via skype / zoom at regular intervals during the year. Minutes will be drawn up at these meetings and agreed on by those present: in the interests of transparency, the minutes will be made available to the respective Committee members and to the members of the Consortium Steering Committee.

### **Student Involvement**

Students are involved three of the Committees described above (the Staff-Student Consultative Committee, the Course Development, Sustainability and Dissemination Committee and the Joint Quality Assurance Committee): the consortium believes that it is very important to involve the students in as many decision-making bodies as possible as, in this way, the students can be empowered since, by playing this pivotal role in the consortium they can be provided with authentic opportunities to practice skills and to make positive change within the framework of their academic course. This allows the professors intentionally to foster the competences that students need to engage effectively and in a sustainable way in their role as a valuable member of the academic community.

### **Communication tools**

Sharing of information will be assured through a series of different tools: face-to-face meetings – in person or via zoom – will be organised on a regular basis (the Consortium Steering, Course Development, Sustainability and Dissemination, Joint Quality Assurance and Staff-Student Consultative Committees will meet at least twice per year, the Joint Admissions Committee once per year);

An intranet platform, which will be linked to the TNGS EMJM website, will be used as an internal work tool for the storage of data relating to the course, for preparation, for selection, for notification of results of the selection procedure, for registration of results, for course content, etc.

### **Institutional support**

There is clear and unequivocal commitment to the consortium and to the implementation and joint delivery of the TNGS EMJM programme on an institutional level at all four partner HEIs. During the development phase (i.e. in the framework of the TALC-me Strategic Partnership), meetings were held with all the four coordinators at the highest institutional level at UMainz, ULuxembourg, Upalermo and UPorto and decisive support was given: the Rectors and Presidents of the four institutions confirmed their categorical commitment to supporting the accreditation and future implementation of the transnational programme. Proof of this support is to be seen in the fact that, since the end of the TALC-me Strategic Partnership, the TNGS EMJM was accredited at the four participating HEIs (and this accreditation

was underpinned by the signing of the Cooperation Agreement, cf. Annex I). Furthermore, the local coordinators have important positions in each of their respective institutions (two of them are Vice Rectors / Presidents of the Universities of Palermo and Mainz, while two are Heads of the German Department). There is, therefore unquestionable institutional support for the TNGS EMJM at the highest management level at all four participating institutions.

### Financial Management

Student participation costs are not charged to EMJM scholarship holders; participation costs are, however, charged to **non**-scholarship holders. These costs have been calculated by the Consortium, taking into account the fees and other charges which must be paid by students at the four sites for their stay; although fees as such are only paid at UPalermo and UPorto, certain other charges (semester costs, programme costs, etc.) are also due at ULuxembourg and UMainz. In order to clarify the amount of costs, the logistics of payment, the division and the transfer of funds, the partnership has drawn up a Financial Agreement (cf. Annex VI), as an addendum to the Consortium Agreement, in which these points are elucidated; the exact amounts to be paid by students and the exact amounts to be transferred by the coordinating HEI (UPorto) to the other three partners explained in a Financial Table (cf. Annex VII) which is provided as an addendum to the Financial Agreement. In accordance with the Agreement and Table, EU students must pay participation costs amounting to 625 € per semester; however, Partner Country students must pay 2.000 € per semester (taking into account the much higher rate of fees paid by non-EU students at UPorto). Both Programme and Partner Country students must also pay an additional 1€ per semester for insurance costs. Overall, therefore, **non**-scholarship from the EU students pay 2.504€ for the four semesters of the course, while those from outside the EU 8.004€ for the four semesters.

### Allocation of EMJM funds per budget head

The UPorto is the coordinator of the TNGS EMJM project and is responsible to the Agency for the financial management of the funds: it is the UPorto's responsibility to pay the scholarship holders' stipends on a monthly base in a timely manner and to transfer those funds necessary from the Institutional Contribution to the three partner HEIs. A financial agreement on how much is to be transferred to each partner and at what intervals (for the payment of fees, local staff costs and administrative overheads, travel, etc.) will be agreed and set down in a financial agreement once the results of the Call have been published: the allocation per partner will be equitable, fair and transparent.

The consortium has, however, already come to a decision about the funds to be distributed per heading, by calculating a total 60 (10 Programme and 50 Partner Country) scholarship students:

Budget heading / year	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	Total
Students' fees & insurance	0	70.000	140.000	140.000	140.000	70.000	560.000
Scholars	0	25.000	50.000	50.000	50.000	25.000	200.000
Administration costs	75.000	75.000	75.000	75.000	75.000	75.000	450.000
Staff costs	20.000	40.000	40.000	40.000	40.000	20.000	200.000
Travel costs	15.000	30.000	30.000	30.000	30.000	15.000	150.000
Promotion & dissemination	20.000	20.000	20.000	20.000	20.000	20.000	120.000
Other costs	20.000	20.000	20.000	20.000	20.000	20.000	120.000
Total	150.000	280.000	375.000	375.000	375.000	245.000	1.800.000

Fees to be Paid by the Consortium to the partner HEIs for the scholarship students:

(Partner country = 50 x 8.000 =) 400.000 + (Programme country = 10 x 2.500 =) 25.000 = 425.000

Insurance for students: 60 x 2.250 = 135.000

Scholars: 16 scholars x 12.500 = 200.000

Administration, staff, travel, promotion, dissemination and other costs to be shared proportionately between the partners.

### Other financial contributions

The four partner institutions will attempt to provide further stipends from their own funds in order to support socially disadvantaged students: it is planned to fund at least one extra stipend per year and although these scholarships will not be as generous as the EMJM scholarships, they will allow the per year to attend the course without paying tuition fees and also cover the costs inherent to mobility and accommodation in the four teaching sites.

Each of the partner HEIs to an extent 'subsidizes' the course in a number of different ways, mainly by providing teaching and administrative staff, thereby assuring wide-ranging support for the EMJM. Each partner contributes in kind with academic, administrative and logistical back-up for the Master: the cost per institution for this assistance is difficult to calculate, but the teaching at the four partner HEIs alone occupies over 500 hours per cohort: this represents a sizeable investment by each of the partner institutions – this becomes particularly clear when the salaries of the administrative staff who also are working on the services at the four universities are taken into account.

The consortium has already approached a number of public and private organisations in Germany, Italy, Luxembourg and Portugal with a view to securing complementary funding for the partnership. Given the significant interest already demonstrated by the *Robert Bosch-Stiftung*, the *Volkswagen-Stiftung* and, most importantly, the *DAAD* in Germany, we

are confident that the external funds will be made available to the consortium. Similarly, contact has also been made with the *Fundação Calouste Gulbenkian* and the *Fundação Marion Ehrhardt* in Portugal, the *Fondation Martenbourg* and the *Fondation Eté* in Luxembourg and the *Fondazione Federico Secondo* and the *Fondazione Ignazio Buttitta* in Sicily. All of these organisations provide finance for cultural and educational projects and the reactions so far have been very promising. These funds will be managed by coordinating institution and used to provide further stipends for students.

### 3 IMPACT

#### 3.1 Impact and ambition

##### Impact and ambition

Describe the expected impact of your EMJM at system level (in and outside academia, including impact on the general public and wider society); institutional level (partner organisations); and individual level (with particular emphasis on employability). Refer to the 'Expected Impact' section of the Call.

Quantify the number of students you are planning to enrol during the project lifetime, and the rationale for this number.

Describe how you will reach this target, and how you will ensure country balance in the enrolment of students.

 Please ensure coherence with the information provided in the detailed budget table.

##### Level of Impact

The development of the TNGS EMJM is already having a strong and lasting impact at system, institutional and individual levels. Thus, as was noted above, through the development of a master programme in the specific area of German Studies, the project has encouraged the academic cooperation of four HEIs within the EHEA: this has had knock-on effects (as seen in the FORTHEM European Universities Alliance). Furthermore, outside the European Higher Education Area, the proposal is also having a lasting impact: the project results have already been disseminated at conferences, such as a talk given by the transnational coordinator on *Fremdheitserfahrung und Berufsfähigkeit in der germanistischen Lehre* [Experience of Otherness and Employability in German Teaching], at a Congress of the *Internationale Vereinigung für Germanistik* in 2019 (the text of which was subsequently published in the *Jahrbuch für internationale Germanistik* LII, I, 2020, pp. 43-50). This dissemination activity has led directly to five HEIs from outside the EHEA (in North and South America and in Asia: the Universidade Federal do Rio de Janeiro, Brazil; Rikkyo University, Tokyo; the Seoul National University, Korea; the Tongji University, China and the University of Toronto, Canada) requesting to join the TNGS EMJM consortium as Associated Partners. These HEIs from outside Europe have done this in the belief that, by associating themselves with this academic project, support will be provided for joint teaching initiatives and quality improvements in education. The TNGS EMJM will thus improve the international dimension of higher education due to the cooperation between institutions in Europe and beyond and in this way will be able to facilitate mobility for the best students worldwide. It will therefore be made easier for learners to move between countries, thereby removing barriers to learning. Furthermore, through the integrated placement scheme, which has been developed by the TNGS EMJM consortium, synergies have also been produced between higher education and non-academic actors, thus responding to societal and labour market needs and contributing to the development of innovative education policies.

At an institutional level, the development of the TNGS EMJM has improved the quality of the Master programmes on offer at the four participating HEIs. Given the ongoing cooperation at the four partner institutions, the project has clearly increased the internationalisation of the participating organisations and has encouraged the creation of new cooperation networks. Furthermore, the TNGS project has led to developments in the internationalisation policies of the four partners, thus increasing the attractiveness of the participating organisations for talented students.

On an individual level, the course has – through its integrated employability module – enhanced the students' key competences and skills, thereby improving their career opportunities. Through the internships and networking opportunities, the course will doubtless improve the graduates' potential to find high quality employment, since the non-academic associated partners help students to build networks or to improve their networking capacities.

Having developed this course, the partners now offer an innovative, ground-breaking joint degree which is acting as a catalyst for new ideas in German Studies at the faculty level in all four HEIs. Furthermore, the degree fosters new practices, enhances competences and skills for students and teaching staff alike as they will all profit from the cutting edge nature of the programme on offer.

Furthermore, the course is important as it offers a model of best practice with regard to the transnational process of the accreditation of a joint degree. The development of this type of qualification, which has clear advantages when

compared to a national degree, will doubtless have a knock-on effect as it will lead to further such collaborative courses of study in other academic domains at the four HEIs. Administrators at these universities have also been impacted by the development of this EMJM as it has forced them, through collaboration with administrators at the other partners, to rethink processes and put into effect new, streamlined procedures.

As was noted above, the ongoing cooperation within the framework of the TNGS consortium has already had clear knock-on effects both at ULuxembourg and UPorto (with the development of an important research project on heritage culture) and at UMainz and UPalermo (with the development of the FORTHEM European University Alliance). It can therefore be seen that the development of the TNGS EMJM has had an important multiplier effect on both the external and internal relationships of these four universities. Thus, the development of the TNGS EMJM has not only left a lasting mark of the internationalisation activities of the four HEIs involved, but will also impact on the EHEA as a whole: the exemplary nature of the new course will also have multiplier effects on the wider transnational educational panorama. Thus, impact over on a wider scale will be felt in questions such as automatic recognition of academic performance, transparent conversion of grading systems, transnational quality assurance and good practice in the structured mobility of both students and scholars. Furthermore, the course will impact the EHEA through the transfer of intercultural outcomes over a broader area, with its emphasis of the importance of European values for the future development of international education.

#### **Level of Ambition: student numbers**

After discussions between the partners, it was decided – and subsequently set down in Article 3 of the Consortium Agreement (Annex I) – that the annual intake of students on the TNGS Master Course should not exceed 25. This number was agreed upon as the consortium was concerned that, if a higher number were enrolled, students would not be given sufficient supervision, care and support: in addition, teaching at this level (particularly in seminar groups) requires a very personalized approach. Furthermore, it is not easy to find a large number of high quality internships for all the students in the second or third semesters. Therefore, in order to maintain consistently high standards, it was decided to limit each cohort to 25 students: of these, the majority (15-20) are expected to come from Partner Countries, with between 5 - 10 per year coming from the Programme Countries.

### **3.2 Communication, dissemination and visibility**

#### **Communication, dissemination and visibility of funding**

*Describe the promotion strategy of the EMJM to attract excellent students worldwide (including information on target groups, tasks of the partners, how students will be encouraged to contribute to the Erasmus identity/community).*

*Illustrate how relevant stakeholders (including potential employers and the Erasmus Mundus students and alumni community), will be targeted by this promotion strategy and/or involved in promotion.*

*Describe the dissemination and exploitation strategy of the project results (outcomes/outputs). This includes a description of the nature and role of the key players involved.*

*Describe how the visibility of EU funding will be ensured.*

#### **Attracting Excellent Students**

Promotion of the TNGS EMJM (enhancing the Course's visibility and attractiveness) is of central importance to the Consortium, as is the dissemination of the project results. To achieve both the promotion and dissemination of the Course, the Development, Sustainability and Dissemination Committee will work together with the Steering Committee in further developing a concerted strategy which will consist of:

##### **Promotion**

For promotion of the Programme, the website ([www.transnationalgermanstudies.eu](http://www.transnationalgermanstudies.eu)) will be an important tool and it be further developed; in addition social media (Facebook, Twitter, Instagram) will be used to promote the course; promotional material, such as flyers, posters, etc. will be produced and distributed worldwide, targeting:

- a) German Departments around the world, in particular with the assistance of the academic Associated Partners, i.e. HEIs in Brazil (Federal University of Rio de Janeiro), Canada (University of Toronto), China (Tongji University), Japan (Rikkyo University) and Korea (Seoul National University);
- b) the other relevant Associated Partners (the *Goethe Institut* and the *International Vereinigung der Germanistik* [International Germanist Association]);
- c) international organizations such as the *DAAD*, the *OeD*, also contacting their *Lektoren* at HEIs around the world;
- d) the scholars who had taught and researched in the framework of the TNGS EMJM.

Furthermore, the media organisations which are professional Associated Partners of the consortium will also help in

promoting the course: thus it is planned that the *Frankfurter Allgemeine Zeitung* will publish an article and the *SWR* radio station will produce a programme on the TNGS EMJM: these two important media events are planned to coincide with the Kick-Off Meeting, which will take place during the preparatory year (in December 2022) at the UMainz. Leading representatives of German Studies will be invited to attend, and it is at this conference that the TNGS EMJM will be officially launched (prior to the first student application round)

Furthermore, during the annual induction weeks in Porto (in the mid September in 2022, 2023, 2024 and 2025), Germanists from other HEIs in different countries will be invited to participate at UPorto, thereby learning about the about the programme and acting as multipliers.

Given the wide-ranging promotional activities, in Germany, but also in many other countries, it will doubtless be possible to promote the Course, thereby attracting the interest of high quality students and scholars.

#### **Dissemination and exploitation with key players**

The results of the Master will be disseminated to a large number of groups (academics, including Germanists, researchers, national and international funding bodies, HE decision makers and future employers). This dissemination will start in the first quarter of the project lifetime, in particular after the first cohort of students has graduated. To this end a first dissemination event is planned for Palermo in July 2024, when the first students (who started the TNGS EMJM in September 2022) will have completed their courses.

Dissemination and exploitation Dissemination will also occur at congresses and meetings of Germanists which will taking place over the next years at various locations in and outside German-speaking countries.

At the end of the funding period a large conference will be held at the coordinating HEI, to which actors from different academic and professional backgrounds will be invited to attend, and at which the final results of the Programme will be actively disseminated at an international level, with a view to exploiting the results in a sustainable way.

It is planned that the output of this conference will be a publication (in paper and electronic form) on the importance (and success) of an academic approach which brings together transculturality and employability.

Particular importance will be given to targeting relevant stakeholders, especially potential employers: to this end the four full partner HEIs will contact a diverse group of actors from the professional world. These contacts will be underpinned by non-academic Associated Partners partners at local and national level for the purposes of dissemination and exploitation of the project's results. It is planned that the important media concerns, which are Associated Partners (*FAZ* and *SWR*), will also play a significant role in the dissemination and exploitation of the results.

#### **Contributing to the Erasmus identity & community**

The students and staff who take part in the TNGS EMJM will be encouraged to participate fully in the Erasmus experience and to see themselves as Erasmus Ambassadors, thus feeling they belong to the Erasmus community: for the students this means becoming an active member of EMA (the Erasmus Mundus Association) and if possible becoming an EMA Voluntee, fostering interaction with Erasmus Mundus students and alumni, thereby understanding that they belong to a global network and should attempt spread the Erasmus message around the world.

#### **Visibility of EU funding**

The Coordinator will take all necessary measures to ensure that the European Union financing is publicized in such a way that it is it clearly visible (on the TNGS EMJM website and any TNGS publication) that the Commission has financed the Programme.

### **3.3 Sustainability and continuation**

#### **Sustainability and continuation**

*Describe the consortium's mid- and long-term strategy for ensuring financial and operational sustainability of the EMJM after the EU funding period, and how it will be implemented.*

*How will the consortium mobilise self-funded students and seek scholarship funding from other (non-EU) sources in order to address the sustainability of the master beyond the period of EU funding?*

*Do you foresee synergies/complementary with other (EU and non-EU funded) activities that can build on the project results?*

#### **Sustainability**

As was noted above, the four partner HEIs have all been running Master Courses in German: some are double degrees, some simply single national master degrees. None, of course, are as ambitious and ground-breaking as the present proposal and the partnership is certain that, in the long run, once the course has taken off and has become sufficiently well-known world-wide, under the Erasmus Mundus Label, it will easily be sustainable.



Central to the consortium's rationale is the thinking that, after the Mundus funding has finished, the Course will continue to be delivered: the administrations of the participating HEIs have signalled their strong support for the course and there is every reason to believe that this support will continue.

Nonetheless, it is clear that from the very outset of the funding period, the Consortium will adopt strong and innovative development and sustainability strategies. New academic offerings in the Humanities often find it more difficult to survive than those in the hard sciences and the partnership understands that the sustainability of the Course depends, to a great extent, on its dynamics, its innovation potential and on its future development plans – and, of course, on the way it can be 'sold' on the worldwide market. As was noted at the beginning of this application, there are at present some 15,000,000 learners of German as a foreign language worldwide and many of them are looking to deepen their competence in the language and their knowledge of the culture – and to do this in the framework of a course which provides them with concrete answers to questions about their professional futures. Once the TNGS EMJM Course has become established, it is natural that that it will be able to assert itself, as a solid yet energetic and ground-breaking course in academia.

### **Continuation**

In order to be assured of success in the medium- and long-term, after Mundus funding has finished, as was noted above, the Consortium will appoint a Course Development, Sustainability and Dissemination Committee which will look into ways of obtaining sustainable funding in the form of endowments and grants from those private and public organisations which are interested in supporting a transnational course in German Studies with connections to the world of work. Contacts have already been established with a number of organisations (e.g. in Germany the *Robert Bosch-Stiftung*; the *Volkswagen-Stiftung* and the *DAAD*; in Portugal, the *Fundação Marion Ehrhardt* and the *Fundação Calouste Gulbenkian*; in Luxembourg, the *Fondation Marienburg* and the *Fondation Eté* and, in Italy, the *Fondazione Federico Secondo* and the *Fondazione Ignazio Buttitta*. All these organisations have expressed interest in supporting the TNGS EMJM consortium once the course has found its feet and been provided with sufficient 'seed money' so that it can generate enough interest from its potential clients, the students.

Furthermore, the consortium's sustainability strategy foresees the continuation of the TNGS EMJM within a wider, global framework with greater involvement of the some non-academic actors, and also with the development, as a spin-off, of degree formations with HEIs in countries outside the EU: strong interest has already been expressed by some of the Associated Partner HEIs – in places as far apart as Brazil, Japan and Korea – to develop a joint master course in this subject area with those universities.

### **Mobilising self-funded students**

Through the academic Associated Partners to which they belong, the members of this consortium are very well connected to Germanists around the world and to international Germanist organisations (such as the *Internationale Vereinigung der Germanistik*). Given these connections, it will not be difficult to mobilise self-funded students. As was noted above, a fruitful avenue to explore in this context is the world-wide system of *DAAD* and *OeD Lektoren*: there are German language instructors from these two organisations at some 600 at universities all over the world. Once the TNGS EMJM has been properly established, there is no doubt that with the help of these *DAAD / OeD Lektoren* it will be possible to mobilise a large number of self-funded students.

### **Synergies with other (EU and non-EU funded) activities**

There are clear synergies for the TNGS EMJM within the framework of a number of EU funded activities: this is particularly the case with the European Universities alliances. As has already been noted, it is one of the primary objectives of these alliances to increase the number of Joint Degrees: two of the partner HEIs in the TNGS EMJM consortium (UMainz and UPalermo) belong to one of these Alliances, and the other two belong to two other Alliances. The European Universities initiative is now emerging from its pilot phase, and this is therefore a strategically important moment for the alliances themselves (with considerations on enlargement, repositioning, etc.) and the TNGS EMJM partnership believes that this Joint Degree – which could potentially bring together three different Alliances – would, as an Erasmus Mundus Master Course, doubtless take advantage of the anticipated synergies in the next few years.

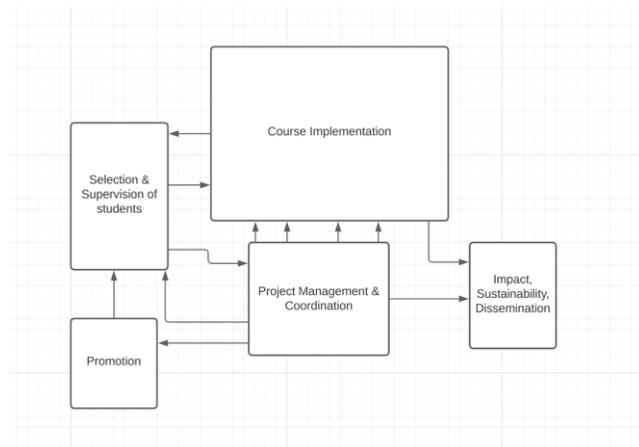
## 4. WORK PLAN, WORK PACKAGES, TIMING AND SUBCONTRACTING

### 4.1 Work plan

#### Work plan

Provide a brief description of the overall structure of the work plan (list of work packages or graphical presentation (Pert chart or similar)).

TNGS EMJM Overall Structure: Graphical Representation



### 4.2 Work packages and activities

#### WORK PACKAGES

*This section concerns a detailed description of the project activities.*

*Group your activities into work packages. **A work package means a major sub-division of the project.** For each work package, enter an objective (expected outcome) and list the activities, milestones and deliverables that belong to it. The grouping should be logical and guided by identifiable outputs.*

*Projects should have 5 fixed work packages. WP1 Management and coordination should cover management and coordination activities (meetings, coordination, project monitoring and evaluation, financial management, progress reports, etc) and all the activities which are cross-cutting and therefore difficult to assign to another specific work package (do not try splitting these activities across different work packages). WP2 should cover Selection and supervision of students, WP3 Curriculum implementation, WP4 Promotion of the master programme and WP5 Impact, sustainability and dissemination of results.*

 *Enter each activity/milestone/output/outcome/deliverable only once (under one work package).*

**Work Package 1**

<b>Work Package 1: Project management and coordination</b>		
<b>Duration:</b>	M1 – M72	<b>Lead Beneficiary:</b> UPorto
<b>Objectives</b>		
<i>List the specific objectives to which this work package is linked.</i>		
<ul style="list-style-type: none"> <li>▪ To coordinate the Project</li> <li>▪ To monitor and evaluate the Project</li> <li>▪ To manage the financial aspects of the Project</li> <li>▪ To organise meetings</li> <li>▪ To organise the website (internet/intranet), etc.</li> <li>▪ To keep academic records</li> <li>▪ To issue the Diploma and Diploma Supplement</li> <li>▪ To prepare Progress and Final Reports</li> </ul>		
<b>Activities (what, how, where) and division of work</b>		
<i>Provide a concise overview of the work (planned tasks). Be specific and give a short name and number for each task.</i>		
<i>Show who is participating in each task: Coordinator (COO), Beneficiaries (BEN), Affiliated Entities (AE), Associated Partners (AP) and others, indicating <b>in bold</b> the task leader.</i>		

Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T1.1	Coordination	Overall coordination / management of the Project	Auteri; Gomes; <b>Greenfield</b> ; Jolie; Sieburg	COO BEN	n/a
T1.2	Meetings	Organisation of / Participation in Project coordination meetings	Auteri; Gomes; <b>Greenfield</b> ; Jolie; Sieburg	COO BEN	n/a
T1.3	Evaluation	Evaluation and monitoring of Project activities (teaching, processes, content, outcomes). Internal QA of the course will be supplemented with input from an external evaluator who will, on an annual basis, evaluate the consortium activities, the teachers, their teaching methods and the content of the classes, with a view to improving the quality of teaching.	<b>Auteri</b> ; Greenfield; Jolie Miklautsch; NN; Sieburg	COO BEN OTHER	n/a
T1.4	Financial management	Financial management of the Project; planning and control of Project funds	Auteri; Besslich; Bellina; Gomes, <b>Greenfield</b> ; Jolie; Samochwalow Sieburg Rodrigues;	COO BEN	n/a
T1.5	Website development	Further develop the existing website <a href="https://transnationalgermanstudies.eu/">https://transnationalgermanstudies.eu/</a> with necessary functionalities	<b>Bendheim</b> ; NN; Barrale; Gomes; Samochwalow	COO BEN OTHER	
T1.6	Management of academic records	Maintain and update the academic records of all the students	Bellina; Besslich; Gomes; Matos; <b>Greenfield</b> ;	COO	n/a
T1.7	Delivery of the degree diploma and diploma supplement	Issue the degree diploma and diploma supplement	Albeggiani; <b>Auteri</b> ; Bellina	BEN	n/a
T1.8	Progress & Final Reports	Preparation of Progress & Final Reports	Auteri; Sieburg <b>Greenfield</b> ; Jolie; Gomes	COO BEN	n/a
<b>Milestones and deliverables (outputs/outcomes)</b>					

**Milestones** are control points in the project that help to chart progress. Use them only for major outputs in complicated projects. Otherwise leave the section on milestones empty.

Means of verification are how you intend to prove that a milestone has been reached. If appropriate, you can also refer to indicators.

**Deliverables** are project outputs which are submitted to show project progress (any format). Refer only to major outputs. Do not include minor sub-items, internal working papers, meeting minutes, etc. Limit the number of deliverables to max 10-15 for the entire project. You may be asked to further reduce the number during grant preparation.

For deliverables such as meetings, events, seminars, trainings, workshops, webinars, conferences, etc., enter each deliverable separately and provide the following in the 'Description' field: invitation, agenda, signed presence list, target group, number of estimated participants, duration of the event, report of the event, training material package, presentations, evaluation report, feedback questionnaire.

For deliverables such as manuals, toolkits, guides, reports, leaflets, brochures, training materials etc., add in the 'Description' field: format (electronic or printed), language(s), approximate number of pages and estimated number of copies of publications (if any).

For each deliverable you will have to indicate a due month by when you commit to upload it in the Portal. The due month of the deliverable cannot be outside the duration of the work package and must be in line with the timeline provided below. Month 1 marks the start of the project and all deadlines should be related to this starting date.

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EU classified — RESTREINT-UE/EU-RESTRICTED, CONFIDENTIEL-UE/EU-CONFIDENTIAL, SECRET-UE/EU-SECRET under Decision [2015/444](#).

Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description		Due Date (month number)	Means of Verification
MS1	Progress Reports Completed	1	UPorto	After drawing up Progress Reports, notification received from the Agency that they have been received		M13; M25; M38; M50; M62	Letter of acceptance from the Agency
MS2	Final Report Completed	1	UPorto	After drawing up the Final Report, notification from the Agency that it has been received		M72	Letter of acceptance from the Agency
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D1.1	Coordination Meetings	1	UPorto	R	SEN	M1; M5; M13; M17; M25; M29; M35; M41; M 47; M53, M59; M65; M 72	Agenda, signed presence list; participants: 5
D1.1	Website upgrade	1	ULuxembourg	DEC	PU	M3; M15; M27; M39; M51; M63	Website electronic
D1.2	Evaluation Report	1	UPalermo	R	PU	M34; M46; M58; M69	Report, electronic, German drawn up by the external evaluator with input from

							staff, students and external stakeholders
D1.3	Progress Reports	1	UPo	R	SEN	M13; M25; M38; 50	Electronic; English Report drawn up by the trnasnational coordinator with input from partners
D1.4	Final Report	1	UPo	R	SEN	M72	Electronic; English Report drawn up by the trnasnational coordinator with input from partners

**Estimated budget — Resources**

For Unit Grants, see detailed budget table/calculator (annex 1 to Part B; see [Portal Reference Documents](#)).

**Work Package 2**

**Work Package 2: Selection and supervision of students**

**Duration:**

M3-M72

**Lead Beneficiary:**

UPorto

**Objectives**

*List the specific objectives to which this work package is linked.*

- To organise the student application process on an annual basis
- To select each student cohort on an annual basis
- To receive and register students on an annual basis
- To supervise students

**Activities (what, how, where) and division of work**

*Provide a concise overview of the work (planned tasks). Be specific and give a short name and number for each task.*

<i>Show who is participating in each task: Coordinator (COO), Beneficiaries (BEN), Affiliated Entities (AE), Associated Partners (AP) and others, indicating <b>in bold</b> the task leader.</i>					
Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T2.1	Application process	Organization & check of the online application process	<b>Greenfield</b> ; Gomes; Matos	COO	n/a
T2.2	Student selection	Selection of the student cohort after reception and check of applications; students informed of results	Auteri; <b>Greenfield</b> ; Jolie; Gomes; Sieburg	COO BEN	n/a
T2.3	Support for incoming students	Students are given support for visas, travel, accommodation, etc	Boura, Gomes, <b>Greenfield</b> , Matos	COO	
T2.4	Student reception / register	Arrival & reception in UPo of the student cohort: students register, open bank accounts, etc.	<b>Greenfield</b> Gomes Matos; NN	COO	n/a
T2.5	Student reception / register	Arrival & reception ULuxembourg of the student cohort: students register, etc	Bendheim; NN; Besslich; <b>Sieburg</b>	BEN	
T2.6	Student reception / register	Arrival & reception in UMainz of the student cohort: students register,	<b>Jolie</b> ; Quinlan; Weiß	BEN	
T2.7	Student reception / register	Arrival & reception in UPalermo of the student cohort: students register:.	<b>Auteri</b> , Bellina, Di Bella; NN	BEN	
T2.8	Student supervision	Supervision of the students at ULuxembourg, UMainz, UPalermo and UPorto	Auteri, Bellina, Bendheim, Boura, Di Bella; Gomes, <b>Greenfield</b> , Jolie; Quinlan; Sieburg; Weiß	COO BEN	

**Milestones and deliverables (outputs/outcomes)**

***Milestones** are control points in the project that help to chart progress. Use them only for major outputs in complicated projects. Otherwise leave the section on milestones empty.*

*Means of verification are how you intend to prove that a milestone has been reached. If appropriate, you can also refer to indicators.*

***Deliverables** are project outputs which are submitted to show project progress (any format). Refer only to major outputs. Do not include minor sub-items, internal working papers, meeting minutes, etc. Limit the number of deliverables to max 10-15 for the entire project. You may be asked to further reduce the number during grant preparation.*

*For deliverables such as meetings, events, seminars, trainings, workshops, webinars, conferences, etc., enter each deliverable separately and provide the following in the 'Description' field: invitation, agenda, signed presence list, target group, number of estimated participants, duration of the event, report of the event, training material package, presentations, evaluation report,*

feedback questionnaire.

For deliverables such as manuals, toolkits, guides, reports, leaflets, brochures, training materials etc., add in the 'Description' field: format (electronic or printed), language(s), approximate number of pages and estimated number of copies of publications (if any).

For each deliverable you will have to indicate a due month by when you commit to upload it in the Portal. The due month of the deliverable cannot be outside the duration of the work package and must be in line with the timeline provided below. Month 1 marks the start of the project and all deadlines should be related to this starting date.

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Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description		Due Date (month number)	Means of Verification
MS3	Arrival student cohort	2	UPorto	All students in cohorts I, II, III & IV arrive and are settled		M12; M24; M36; M48	Check arrival of students
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D2.1	Induction week	2	UPorto	R	PU / SEN	M12 M24 M36 M48	Event (in DE) with agenda & presence list; target group: students; estimated participants: 30 Duration: 1 week report; presentations, evaluation report; feedback questionnaire.
D2.2	Welcome days	2	ULuxembourg	R	PU / SEN	ULuxembourg M18; M32; M42; M54; UMainz M24; M36; M48; M60 UPalermo: M30; M42; M54; M66	Event (in DE) at ULu, UMa and UPa, with agenda & presence list; target group: students; estimated participants each : 30 Duration each : 2 days report; presentations, evaluation report; feedback questionnaire.

**Estimated budget — Resources**

For Unit Grants, see detailed budget table/calculator (annex 1 to Part B; see [Portal Reference Documents](#)).

**Work Package 3**

<b>Work Package 3: Curriculum implementation</b>					
<b>Duration:</b>	M3 – M72	<b>Lead Beneficiary:</b>	UPorto		
<b>Objectives</b>					
<i>List the specific objectives to which this work package is linked.</i>					
<ul style="list-style-type: none"> <li>▪ To prepare the Course Catalogue</li> <li>▪ To prepare the teaching programme</li> <li>▪ To deliver classes</li> <li>▪ To assess the students</li> <li>▪ To prepare the internship</li> <li>▪ To supervise the dissertation</li> <li>▪ To examine the dissertation</li> <li>▪ For the students to evaluate the teaching / teachers</li> </ul>					
<b>Activities (what, how, where) and division of work</b>					
<i>Provide a concise overview of the work (planned tasks). Be specific and give a short name and number for each task.</i>					
<i>Show who is participating in each task: Coordinator (COO), Beneficiaries (BEN), Affiliated Entities (AE), Associated Partners (AP) and others, indicating <b>in bold</b> the task leader.</i>					
Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	

T3.1	Preparation of the Course Catalogue	Collation of information about courses (objectives, content, learning outcomes, teaching methods, evaluation, ECTS credits, etc., with details of teachers: the Course Catalogue will be updated on an annual basis and in a timely manner.	<b>Greenfield;</b> Gomes; Auteri; Jolie; Sieburg	COO, BEN	n/a
T3.2	Preparation of the teaching programme	Teachers prepare their classes, preparation of team-teaching sessions, blended learning, etc.	<b>Auteri; Barrale;</b> Bendheim; Boura; Bragança; Di Bella; Choi; Eckel; Greenfield; Heimböckel; Hofmann; NN; Hoffmann; Ide; Jolie; Rodrigues; Quinlan; Sieburg; Stock; Zhao	COO, BEN, AP, OTHER	n/a
T3.3	Classroom delivery	Classes taught at three sites (also in team teaching / blended learning, etc.) as foreseen in the Course Catalogue	Auteri; Barrale; Bendheim; Boura; Bragança; Di Bella; Choi; Eckel; <b>Greenfield;</b> Heimböckel; Hofmann; NN; Hoffmann; Ide; Jolie; Rodrigues; Quinlan; Sieburg; Stock; Zhao	COO, BEN, AP, OTHER	
T3.4	Assessment	Assessing the students (through essays, exams, tests, etc.) according to the rules set down in the TNGS EMJM Study, Teaching and Exam Regulations	Auteri; Barrale; Bendheim; Boura; Bragança; Di Bella; Choi; Eckel; <b>Greenfield;</b> Heimböckel; Hofmann; NN; Hoffmann; Ide; Jolie; Rodrigues; Quinlan; Sieburg; Stock; Zhao	COO, BEN, AP, OTHER	
T3.5	Internship	Preparing of the internship and networking possibilities	<b>Jolie,</b> Oliveira,	COO,	

		in collaboration with teaching staff from the four partner HEIs	Rodrigues, Pastena, Schicchi, Sciacchitano, Greuel, Ludwig, Dereser, Krüger, Thill, Di Bella, Sieburg	BEN, AP	
T3.6	Dissertation supervision	Supervision of the students during their final semester at UPalermo: co-orientation by teaching staff at the four partner HEIs with possible input by the guest lecturers from the Associated Partner HEIs and the staff of the professional Associated Partners.	<b>Auteri; Barrale; Bendheim; Boura; Bragança; Di Bella; Choi; Dereser; Eckel; Greenfield; Greuel; Ide; Heimböckel; Hofmann; Hoffmann; Jolie; Krüger; Ludwig; Oliveira; Pastena; Quinlan; Rodrigues; Sieburg; Schicchi, Sciacchitano, Thill, Stock; Zhao</b>		
T3.7	Examination of the dissertation	Examination of the dissertation according to the rules set down in the TNGS EMJM Study, Teaching and Exam Regulations	<b>Auteri; Barrale; Bendheim; Boura; Di Bella; Eckel; Greenfield; Heimböckel; Hofmann; Hoffmann; Jolie; Rodrigues; Quinlan; Sieburg</b>		

**Milestones and deliverables (outputs/outcomes)**

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Means of verification are how you intend to prove that a milestone has been reached. If appropriate, you can also refer to indicators.

**Deliverables** are project outputs which are submitted to show project progress (any format). Refer only to major outputs. Do not include minor sub-items, internal working papers, meeting minutes, etc. Limit the number of deliverables to max 10-15 for the entire project. You may be asked to further reduce the number during grant preparation.

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*of pages and estimated number of copies of publications (if any).  
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Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description		Due Date (month number)	Means of Verification
MS4	Student Graduation	3	UPalermo	The graduation of the students is one of the main objectives of any educational course and the successful completion of a course is an indicator of the success of the TNGS EMJM.		M30; M42; M54; M66	If the students have successfully completed their master course
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D3.1	Course Catalogue	3	UPorto	R	PU	M4 (reeditons: M16; M28; M40; M52)	Information on course objectives, content, learning outcomes, credits, teaching methods, evaluation, etc., with details of teachers: the Course Catalogue will be updated on an annual basis and in a timely manner.

Estimated budget — Resources
For Unit Grants, see detailed budget table/calculator (annex 1 to Part B; see <a href="#">Portal Reference Documents</a> ).

**Work Package 4**

Work Package 4: Promotion of the Master Programme					
<b>Duration:</b>	M1 – M72	<b>Lead Beneficiary:</b>	1-UMainz		
<b>Objectives</b>					
<i>List the specific objectives to which this work package is linked.</i>					
<ul style="list-style-type: none"> <li>▪ To liaise with academic partners, international organisations, media, etc in order to attract excellent students and staff</li> <li>▪ To advertise the TNGS EMJM worldwide and to produce promotional material</li> <li>▪ To organise promotional events</li> </ul>					
<b>Activities (what, how, where) and division of work</b>					
<i>Provide a concise overview of the work (planned tasks). Be specific and give a short name and number for each task.</i>					
<i>Show who is participating in each task: Coordinator (COO), Beneficiaries (BEN), Affiliated Entities (AE), Associated Partners (AP) and others, indicating <b>in bold</b> the task leader.</i>					
Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T4.1	Promoting the Course with international bodies	Liaison with academic partners (HEIs), international organisations (IVG, DAAD, Goethe Institut, OeD, etc.), media ( <i>Deutsche Welle, FAZ, SWR ZDF</i> , etc.) in order to attract excellent students and staff	<b>Auteri; Bendheim; NN; Barrale; Dereser; Ellmer; Gomes; Greenfield; Jolie; Magel; Samochwalow; Sciacchitano; Sieburg</b>	COO, BEN, AP, OTHER	n/a
T4.2	Producing promotional material	Publicising the TNGS EMJM worldwide, developing	<b>Bendheim; NN; Barrale; Gomes;</b>	COO, BEN,	n/a

		marketing strategies and producing promotional material	<b>Jolie;</b> <b>Samochwalow</b>	OTHER	
T4.3	Kick Off Meeting	Organisation of Kick-Off event at UMainz with partner HEIs, Associated Partner HEIs, Associated Partners	<b>Auteri; Bendheim;</b> <b>NN; Barrale;</b> <b>Greenfield;</b> <b>Gomes; Jolie;</b> <b>Samochwalow</b>	COO, BEN, OTHER	n/a
T4.4	Promotional events	Multiplier events at ULu, UPa and UPo and participation in international academic fairs and at conferences to publicise TNGS EMJM	<b>Auteri; Bendheim;</b> <b>NN; Barrale;</b> <b>Greenfield;</b> <b>Gomes, Sieburg</b>		

**Milestones and deliverables (outputs/outcomes)**

**Milestones** are control points in the project that help to chart progress. Use them only for major outputs in complicated projects. Otherwise leave the section on milestones empty.

Means of verification are how you intend to prove that a milestone has been reached. If appropriate, you can also refer to indicators.

**Deliverables** are project outputs which are submitted to show project progress (any format). Refer only to major outputs. Do not include minor sub-items, internal working papers, meeting minutes, etc. Limit the number of deliverables to max 10-15 for the entire project. You may be asked to further reduce the number during grant preparation.

For deliverables such as meetings, events, seminars, trainings, workshops, webinars, conferences, etc., enter each deliverable separately and provide the following in the 'Description' field: invitation, agenda, signed presence list, target group, number of estimated participants, duration of the event, report of the event, training material package, presentations, evaluation report, feedback questionnaire.

For deliverables such as manuals, toolkits, guides, reports, leaflets, brochures, training materials etc., add in the 'Description' field: format (electronic or printed), language(s), approximate number of pages and estimated number of copies of publications (if any).

For each deliverable you will have to indicate a due month by when you commit to upload it in the Portal. The due month of the deliverable cannot be outside the duration of the work package and must be in line with the timeline provided below. Month 1 marks the start of the project and all deadlines should be related to this starting date.

The labels used mean:

Public — fully open (⚠ automatically posted online on the Project Results platforms)

Sensitive — limited under the conditions of the Grant Agreement

EU classified — RESTREINT-UE/EU-RESTRICTED, CONFIDENTIEL-UE/EU-CONFIDENTIAL, SECRET-UE/EU-SECRET under Decision [2015/444](#).

Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification
MS5	Kick-Off Meeting	4	UMainz	Kick-Off Meeting as the public starting gun for the TNGS EMJM: presentation of the course at local, national & international	M3	Meeting takes place as planned

Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
				level with full and Associated Partners, with invitations to different stakeholders, (academics, institutional representatives, media, potential employers and students)			
D4.1	Promotional Material	4	UMainz	R; DEC	PU	M3 (reeditions at M12; M24; M36; M48)	Flyers, brochures in EN and DE in print (1.000 ex.) and electronic form; development of web- material, etc.
D4.2	Kick-Off Meeting	4	UMainz	R	PU	M3	Public TNGS EMJM: presentation in DE of the TNGS EMJM at local, national & international level with full and Associated Partners, with invitations to different stakeholders, (academics, institutional representatives, media, potential employers and students) with 150 participants
D4.3	Promotional events	4	ULuxembourg	R	PU	ULux: M4 UPal: M4 UPor: M4	Public presentation of the outputs of the TNGS EMJM at local & national level with local Associated Partners, with invitations to different stakeholders, (academics, institutional representatives, media, potential employers and students), in DE, EN and PT each with 30 participants

<b>Estimated budget — Resources</b>
For Unit Grants, see detailed budget table/calculator (annex 1 to Part B; see <a href="#">Portal Reference Documents</a> ).

**Work Package 5**

<b>Work Package 5: Impact, Sustainability and Dissemination of Results</b>					
<b>Duration:</b>	M 6 – M 72	<b>Lead Beneficiary:</b>	1- ULuxembourg		
<b>Objectives</b>					
<i>List the specific objectives to which this work package is linked.</i>					
<ul style="list-style-type: none"> <li>▪ To organise dissemination and outreach events</li> <li>▪ To organise alumni networking</li> <li>▪ To initiate sponsorship programmes with different actors and stakeholders</li> <li>▪ To attract funding from outside bodies with a view to the sustainability of the TNGS EMJM</li> <li>▪ Mobilising self-funded students</li> </ul>					
<b>Activities (what, how, where) and division of work</b>					
<i>Provide a concise overview of the work (planned tasks). Be specific and give a short name and number for each task.</i>					
<i>Show who is participating in each task: Coordinator (COO), Beneficiaries (BEN), Affiliated Entities (AE), Associated Partners (AP) and others, indicating <b>in bold</b> the task leader.</i>					
Task No (continuous numbering linked to WP)	T4.Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T5.1	Initiating sponsorship programmes	Making contacts with stakeholders from different	<b>Auteri; Bendheim;</b>	COO, BEN	n/a

		institutional backgrounds with a view to establishing sponsorship programmes for non-scholarship holders	Greenfield; Jolie; Samochwalow; <b>Sieburg</b>		
T5.2	Organising alumni networking	Contacting with TNGS EMJM graduates with a view to organising an alumni network	Bendheim; Boura; Gomes; Barrale; Samochwalow; <b>Sieburg</b>	COO, BEN	n/a
T5.3	Mobilising self-funded students	Making contacts with HEIs in Programme and Partner Countries and international cultural and education organisations (.g. DAAD, OeD Goethe Institut) with a view to attracting self-funding students to the TNGS programme after the EMJM funded has finished.	Auteri; Bendheim; <b>Greenfield</b> ; Jolie; Samochwalow; Sieburg		
T5.4	Attracting funding	Making contacts with stakeholders from different institutional backgrounds (governmental and private organisations and foundations in DE, IT, LU and PT) with a view to establishing programmes to find financial backers for the TNGS programme after the EMJM	Auteri; Bendheim; Greenfield; Jolie; Samochwalow; <b>Sieburg</b>	COO, BEN	
T5.5	Organising dissemination material	Production of dissemination material	Auteri; Bendheim; Gomes; Greenfield; Jolie; NN; <b>Sieburg</b> Samochwalow;	COO, BEN OTHER	
T5.6	Organising a Dissemination Conference	Organisation of a final Dissemination Conference at which the outputs of the TNGS EMJM Project will be presented to an international audience of different stakeholders (from a variety of academic, professional and cultural backgrounds) at the UPalermo.	<b>Auteri</b> ; Bendheim; Di Bella; Greenfield; Jolie; Samochwalow; Sieburg	COO, BEN	
T5.7	Organising Multiplier events	Multiplier events for the dissemination of the outputs of the TNGS EMJM Project will be presented to national audiences of different stakeholder at ULuxembourg, UMainz and UPorto.	Bendheim; Gomes; Greenfield; Jolie; Samochwalow; <b>Sieburg</b>	COO, BEN	
T5.8	Pinpointing synergies	Identifying synergies with organisations (HEIs, international academic institutions) in both Programme and Partner Countries to underpin the future development of the TNGS Project after Mundus funding has finished.	Auteri; Bendheim; Di Bella; <b>Sieburg</b> Greenfield; Jolie; Rodrigues; Samochwalow;	COO, BEN	
<b>Milestones and deliverables (outputs/outcomes)</b>					

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Means of verification are how you intend to prove that a milestone has been reached. If appropriate, you can also refer to indicators.

**Deliverables** are project outputs which are submitted to show project progress (any format). Refer only to major outputs. Do not include minor sub-items, internal working papers, meeting minutes, etc. Limit the number of deliverables to max 10-15 for the entire project. You may be asked to further reduce the number during grant preparation.

For deliverables such as meetings, events, seminars, trainings, workshops, webinars, conferences, etc., enter each deliverable separately and provide the following in the 'Description' field: invitation, agenda, signed presence list, target group, number of estimated participants, duration of the event, report of the event, training material package, presentations, evaluation report, feedback questionnaire.

For deliverables such as manuals, toolkits, guides, reports, leaflets, brochures, training materials etc., add in the 'Description' field: format (electronic or printed), language(s), approximate number of pages and estimated number of copies of publications (if any).

For each deliverable you will have to indicate a due month by when you commit to upload it in the Portal. The due month of the deliverable cannot be outside the duration of the work package and must be in line with the timeline provided below. Month 1 marks the start of the project and all deadlines should be related to this starting date.

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Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification
MS6	Dissemination Conference	5	UPalermo	The closing conference as the concluding presentation of the course at local, national & international level with full and Associated Partners, with invitations to different stakeholders, (academics, institutional representatives, media, potential employers and students)	M 69	Conference takes place with the participants as planned
MS7	Self –funded students	5	ULuxembourg	The TNGS course has attracted a sufficiently large number of self-funded students for the next intake for the Course to be sustainable after Mundus funding has ceased.	M72	Self-funded students register in sufficient number for the Course.
MS8	Attracting funding	5	ULuxembourg	After having made contacts with different stakeholders from various institutional backgrounds (governmental and private organisations and foundations in DE, IT, LU and PT) the consortium will have attracted sufficient funding so that the Course will be able to continue without	M72	A sufficient number of institutions commit funds to the Course for it (together with the contribution of the self-funded students) to become sustainable and provide a limited number of

Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	financial assistance from the Mundus programme		Due Date (month number)	stipends.
				Type	Dissemination Level		Description (including format and language)
D5.1	Dissemination Conference	5	UPalermo	R	PU	M69	Closing conference in DE on the outputs of the course, with at local, national & international stakeholders, with full and Associated Partners, with 150 participants.
D5.2	Multiplier events		UPorto	R	PU	M70	Closing meetings in EN, DE and PT (at ULuxembourg, UMainz & UPorto) on the outputs of the course, with local & national stakeholders & Associated Partners, each with 30 participants.
D5.3	Dissemination material	5	ULuxembourg	R DEC	PU	M69	Flyers, brochures in EN and DE in print (500 ex.) and electronic form; web-material, etc. Publication of a book on the outcomes of the TNGS EMJM Project (1,000 ex print & electronic form)
D5.4	Alumni Organisation	5	UPorto	R	PU	M72	Organisation of former students to help with dissemination and sustainability of the TNGS EMJM Project.

**Estimated budget — Resources**

For Unit Grants, see detailed budget table/calculator (annex 1 to Part B; see [Portal Reference Documents](#)).

To insert work packages, copy WP1 as many times as necessary

### Events and Trainings

#### Events and trainings

This table is to be completed for events that have been mentioned as part of the activities in the work packages above

Give more details on the type, location, number of persons attending, etc.

Event No (continuous numbering linked to WP)	Participant	Description					Attendees
		Name	Type	Area	Location	Duration (days)	Number
E1.1	UMainz	Kick-Off Meeting	Conference,	Objectives of the TNGS EMJM	Mainz	2	150
E1.2	ULuxembourg	Promotional Event	Workshop	Objectives of the TNGS EMJM	Luxembourg	1	30
E1.3	UPalermo	Promotional Event	Workshop	Objectives of the TNGS EMJM	Palermo	1	30
E1.4	UPorto	Promotional Event	Workshop	Objectives of the TNGS EMJM	Porto	1	30
E1.5	UPalermo	Closing Meeting	Conference,	Outputs of the TNGS EMJM	Palermo	2	150
E1.6	UMainz	Dissemination Event	Workshop	Outputs of the TNGS EMJM	Mainz	1	50
E1.7	ULuxembourg	Dissemination Event	Workshop	Outputs of the TNGS EMJM	Luxembourg	1	30
E1.8	UPorto	Dissemination Event	Workshop	Outputs of the TNGS EMJM	Porto	1	30

### 4.3 Timetable

Timetable (projects of more than 2 years)																								
<i>Fill in cells in beige to show the duration of activities. Repeat lines/columns as necessary.</i>																								
<b>Note:</b> Use actual, calendar years and quarters. In the timeline you should indicate the timing of each activity per WP. You may add additional columns if your project is longer than 6 years.																								
ACTIVITY	YEAR 1				YEAR 2				YEAR 3				YEAR 4				YEAR 5				YEAR 6			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
Task 1.1 - Coordination																								
Task 1.2 – Meetings																								
Task 1.3 Evaluation																								
Task 1.4 - Financial management																								
Task 1.5 – Website development																								
Task 1.6 – Management of academic records																								
Task 1.7 - Delivery of the degree diploma and diploma supplement																								
Task 1.8 – Progress and Final Reports																								
Task 2.1 – Application Process																								
Task 2.2 – Student selection																								
Task 2.3 – Support for incoming students																								
Task 2.4 – Student reception / register																								

Task 2.5– Student reception / register																				
Task 2.6 – Student reception / register																				
Task 2.7 – Student reception / register																				
Task 2.8 – Student supervision																				
Task 3.1 – Preparation of the Course Catalogue																				
Task 3.2 - Preparation of the Teaching Programme																				
Task 3.3 – Classroom delivery																				
Task 3.4 - Assessment																				
Task 3.5 – Internship																				
Task 3.6 – Dissertation Supervision																				
Task 3.7 – Dissertation Examination																				
Task 4.1 – Promoting the Course																				
Task 4.2 – Producing promotional material																				
Task 4.3 – Kick-Off Meeting																				
Task 4.4 – Promotional events																				
Task 5.1 – Sponsorship Programmes																				



## 5. OTHER

### 5.1 Ethics

<p><b>Ethics (if applicable)</b></p> <p><i>If the Call document/Programme Guide contains a section on ethics, describe ethics issues that may arise during the project implementation and the measures you intend to take to solve/avoid them.</i></p> <p><i>Describe how you will ensure gender mainstreaming and children's rights in the project activities.</i></p>
Not applicable

### 5.2 Security

<p><b>Security</b></p>
Not applicable.

## 6. DECLARATIONS

<b>Double funding</b>	
<p><b>Information concerning other EU grants for this project</b></p> <p> Please note that there is a strict prohibition of double funding from the EU budget (except under EU Synergies actions).</p>	<b>YES/NO</b>
We confirm that to our best knowledge neither the project as a whole nor any parts of it have benefitted from any other EU grant (including EU funding managed by authorities in EU Member States or other funding bodies, e.g. Erasmus, EU Regional Funds, EU Agricultural Funds, European Investment Bank, etc). If NO, explain and provide details.	Yes
We confirm that to our best knowledge neither the project as a whole nor any parts of it are (nor will be) submitted for any other EU grant (including EU funding managed by authorities in EU Member States or other funding bodies, e.g. Erasmus, EU Regional Funds, EU Agricultural Funds, European Investment Bank, etc). If NO, explain and provide details.	Yes

<p><b>Financial support to third parties (if applicable)</b></p>
Not applicable.

## ANNEXES

### LIST OF ANNEXES

#### Standard

Detailed budget table/Calculator (annex 1 to Part B) — *mandatory*  
CVs (annex 2 to Part B) — *not applicable*  
Annual activity reports (annex 3 to Part B) — *not applicable*  
List of previous projects (annex 4 to Part B) — *not applicable*

#### Special

Proof of accreditation — *mandatory*  
Draft model of Diploma Supplement — *optional*  
Draft Student Agreement — *optional*  
Blank copies of the proposed master degree diplomas — *optional*

## LIST OF PREVIOUS PROJECTS

### List of previous projects

Please provide a list of your previous projects for the last 4 years.

Participant	Project Reference No and Title, Funding programme	Period (start and end date)	Role (COO, BEN, AE, OTHER)	Amount (EUR)	Website (if any)
[name]					
[name]					

### HISTORY OF CHANGES

VERSION	PUBLICATION DATE	CHANGE
1.0	25.02.2021	Initial version (new MFF).