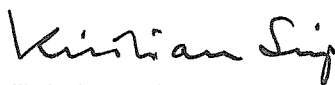


Til rektor

Erasmus Mundus – søknad om "Erasmus Mundus Embedded Computer Systems (EMECS)

IME-fakultetet ber om at Erasmus Mundus-søknaden EMECS – Erasmus Mundus Embedded Computer Systems, som ble godkjent for innsending i 2007, fremmes på nytt ved årets EM II-søknadsrunde. IME-fakultetets Institutt for elektronikk og telekommunikasjon deltar sammen med University of Kaiserslauten i Tyskland, og University of Southampton i England. Som ved forrige søknad er University of Kaiserslauten konsortiets koordinator. Endelig søknad vil være klar for godkjenning av Rektor innen fristen 30.04.09.

Søknaden vil bli sluttbehandlet i IME's ledergruppe tirsdag 21. april 2009.



Kristian Seip
prodekan

Postadresse

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7491 Trondheim

Org.nr. 974 767 880

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Besøksadresse

Sem Sælandsvei 5
7034 Trondheim

Telefon

+ 47 73 59 42 02

Telefaks

+ 47 73 59 36 28

Tlf: + 47

Notat

Til:	Den det måtte gjelde
Kopi til:	Filosofisk institutt
Frå:	Det historisk-filosofiske fakultetet

Erasmus mundus - anvendt etikk - stadfesting frå Det historisk-filosofiske fakultetet

Det historisk-filosofiske fakultetet stiller seg positive til deltaking i søknaden om *Erasmus Mundus Doctorate in Applied Ethics*. Fakultetet beklagar at arbeidet med søknaden ikkje er kome så langt som ein skulle ønskje på dette tidspunktet, men presiserer at søknaden bygger på viktige og gode erfaringar i konsortiet, som mellom anna har gode resultat å vise til frå masternivået. Det historisk-filosofiske fakultetet stadfestar derfor med dette sin stønad til søknaden. Den konkrete stønaden frå fakultetet gjeld følgjande:

- Delfinansiering av stipendiatstillingar, innafor rammene skisserte i søknaden.
- Administrativ kompetanse.

Det historisk-filosofiske fakultetet sin stønad gjeld under følgjande føresetnader:

- At dei andre involverte partane aksepterer eit 3-årig ph.d.-løp.
- At partane kjem til einigheit om ein fellesgradavtale hausten 2009, som skissert i søknaden.

Postadresse

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Org.nr. 974 767 880E-post:
hf-fak@hf.ntnu.no
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Telefon

+47 73 59 65 95

Telefaks

+47 73 59 10 30

Saksbehandlar

Hanne Siri Sund

Tlf: +47 73 59 66 30

All korrespondanse i samband med saksbehandling skal adresserast til den aktuelle eininga ved NTNU og ikkje direkte til einskildpersonar. Ved kontakt ver vennleg og gi opp referanse.

Notat ✓

Til:	Jon Inge Resell
Kopi til:	Filosofisk institutt, Ivar Østerlie, Ola Furre, Unni Röhnes
Fra:	Det historisk-filosofiske fakultet

Erasmus Mundus - bekreftelse fra HF-fakultetet på videreføring av Master of Applied Ethics 2009-2013

HF-fakultetet bekrefter at vi søker om videreføring av Erasmus mundus master i anvendt etikk ved Program for anvendt etikk, med Filosofisk institutt som vertsinstitutt. Søknadsskjema er vedlagt dette notatet.

Bekreftelse fra Filosofisk institutt på ønsket videreføring i ny periode (2009-2013) finnes i samme sak (journalpost 8). Inneværende periode opphører studieåret 2009-2010. Konsortiet i 2009-2013 vil bestå av Universitetet i henholdsvis Linköping (koordinator), Utrecht og Stellenbosch i tillegg til NTNU. University of Stellenbosch i Sør-Afrika er ny som fullverdig medlem av konsortiet, men er i innværende periode (2005-2009) med i Applied ethics-samarbeidet, men da som partner/assosiert medlem.

Masterprogrammet i anvendt etikk er strategisk viktig for fakultetet, og bidrar til å styrke fakultetets internasjonale profil hva angår studier og forskning, og er derfor noe vi ønsker å videreføre.

Med vennlig hilsen

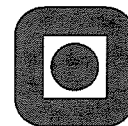
Kathrine Skretting
Dekanus

Ivar Østerlie
fakultetsdirektør

Postadresse	Org.nr. 974 767 880	Besøksadresse	Telefon	Saksbehandler
7491 Trondheim	E-post: hf-fak@hf.ntnu.no	Bygg 2, nivå 5, Dragvoll	+47 73 59 65 95	Anne Marit Skancke
	http://www.ntnu.no		Telefaks +47 73 59 10 30	Tlf: +47 73 59 74 35

All korrespondanse som inngår i saksbehandling skal adresseres til saksbehandlende enhet ved NTNU og ikke direkte til enkeltpersoner. Ved henvendelse vennligst oppgi referanse.

(Vedlegg 4.)



✓

Studieavdelingen
v/Studiedirektør

Saksbehandler
Helge Gravås
Telefon

Vår dato:
14.04.2009

Vår ref.:
09/5301

Deres dato:

Deres ref.:
2009/509

SØKNAD OM ERASMUS MUNDUS - STUDIEPROGRAMMET : READS – Reinventing and Exploring Architectural Density and Sustainability.

Vi gjør oppmerksom på at AB - fakultetet fikk denne saken til behandling den 3. april 2009. På grunn av påskeferien har fakultetet ikke hatt nødvendig saksbehandlingstid til å forberede saken for styret på en tilfredsstillende måte. AB – fakultetet har frist fra sine fremtidige partnere til 21.april med å sende inn den nødvendige dokumentasjon, og vi ber om at det gis nødvendige fullmakter til å fullføre saken.

1. Strategisamsvar.

Etablering av dette studieprogrammet er i samsvar med fakultetets og NTNUs strategiske satsninger.

I fakultetets strategidokument, under visjon, står det følgende:

På grunnlag av relevante og aksepterte indikatorer for evaluering og vurdering innen fagområdene arkitektur og billedkunst skal det dokumenteres at

- *AB - fakultetet er i internasjonal toppklasse på et utvalg av faglige /strategiske styrkeområder*
- *AB - fakultetet er blant de ti ledende skolene som gir universitetsutdanning innen arkitektur, planlegging og billedkunst i Europa*
- *AB - fakultetet er en anerkjent bidragsyter til at NTNU som breddeuniversitet er blant de 150 beste i verden*

Masterprogrammet, READS, er et samarbeid mellom :

- **LI - University of Liechtenstein – ULI**
(Institute of Architecture and Planning, LI)
- **Academie van Bouwkunst – AVB**
(Amsterdam Academy of Architecture, NL)

- sint-lucas architectuur – **SLA**
(Sint Lucas School of Architecture, BE)
- Norwegian University of Science and Technology – **NTNU**
(Faculty of Architecture and Fine Art, NO)
- University College Dublin – **UCD**
(UCD School of Architecture, Landscape & Civil Engineering, IE)

Assosierte medlemmer

- National University of Mexico (UNAM)
- Central Academy of Fine Arts in Beijing, China (CAFA)
- School of Planning and Architecture, New Delhi (SPA)

-

2. Krav til masterprogram i forskrifter

Dette er et studieprogram på 120 ects som tilfredsstillende de kravene som blir stilt i i *Nasjonal forskrift om krav til mastergrad* fastsatt av Utdannings- og forskningsdepartementet 01.12.05 og kravene som stilles i § 20 om mastergrad i *Forskrift om studier ved NTNU* (Studieforskriften) fastsatt av Styret 07.12.05 med hjemmel i uhl. (jfr. *vedlagte lenker til de nevnte forskrifter*).

3. Studieplan, emnebeskrivelser

Undervisningsspråket vil være engelsk, men det gis tilbud om frivillige nasjonale språkkurs.

De emnene som tilbys fra AB- fakultetet, NTNU, er:

Semester A:	AAR4623 Tektonikk 15 sp, AAR4910 Byggematerialer 7,5 sp, Valgemne 7,5 sp
Semester B:	AAR4610 Energi og miljø 15 sp, AAR4915 Energibruk 7,5 sp, Valgemne 7,5 sp
Semester C:	AAR4552 Trearkitektur A, 15 sp, AAR4881 Trearkitektur B, 7,5 sp, Valgemne 7,5 sp
Semester D	Hovedoppgave- (diplom) semester. Studentene kan velge fritt et av de universitetene. Valget vil være avhengig av en relative lik fordeling av studenter mellom universitetene.

Totalt : 120 studiepoeng

4. Fastsettelse av studieplanen.

Studieplanen er vedtatt av AB-fakultetet ved dekanus.

5. Kostnadsberegning og finansiering

Budsjett er under utarbeidelse.

6. Egenbetaling

Prinsippene for skolepenger er beskrevet i søknadens pkt 2.6.

The Consortium, de fem samarbeidende universitetene, benytter skolepenger i henhold til gjeldene nasjonale regler.

Det må her presiseres at for NTNU sitt vedkommende gjelder gratisprinsippet.

7. Antall studenter

”Ferdig utbygd” vil det maksimalt bli 30 studenter som følger studieprogrammet.

8. Opptakskrav og rangeringsregler

Det oppnevnes en programkomite (PC- Programme Committee) som foretar opptaket til studieprogrammet. (januar /juli møte). Opptakskravet er Bachelor i Arkitektur eller tilsvarende.

Opptakskrav og rangeringsregler er beskrevet i søknadens pkt 2.5.

9. Samarbeidende fakulteter

Det er ingen andre fakulteter ved NTNU som bidrar i studieprogrammet.

10. Eksterne samarbeidsparter.

- LI - University of Liechtenstein – **ULI**
(Institute of Architecture and Planning, LI)
- Academie van Bouwkunst – **AVB**
(Amsterdam Academy of Architecture, NL)
- Sint-lucas architectuur – **SLA**
(Sint Lucas School of Architecture, BE)
- Norwegian University of Science and Technology – **NTNU**
(Faculty of Architecture and Fine Art, NO)
- University College Dublin – **UCD**
(UCD School of Architecture, Landscape & Civil Engineering, IE)

11. Fellesgrader og fellesprogram

Etablering av dette studieprogrammet er i samsvar med NTNU strategier og mål for 2010 og 2020 om å øke felles grader og program. I første fase vil det bli gitt "multiple degree", men intensjonene er å arbeide for en fellesgrad (joint degree).

12. Markedsvurdering

Markedsvurderingen av programmet er beskrevet i søknadens pkt 2.

Dessuten er masterprogrammet, READS, meget aktuelt i forhold til flere elementer i EU's 7 rammeprogram:

7th Framework Programme for Research and Technological Development, 1. Cooperation: 6. Environment including Climate Change.

Tore Haugen
Dekan

Helge G. Gravås
Avdelingsleder

Vedlegg:

- Utkast til Erasmus Mundus "READS" søknad
- Letter of Intent

R·E·A·D·S

Reinventing and Exploring Architectural Density and Sustainability

ERASMUS MUNDUS MASTERS COURSES

Consortium Partners (and abbreviations used throughout the text)

- LI - University of Liechtenstein – **ULI**
(Institute of Architecture and Planning, LI)
- Academie van Bouwkunst – **AVB**
(Amsterdam Academy of Architecture, NL)
- sint-lucas architectuur – **SLA**
(Sint Lucas School of Architecture, BE)
- Norwegian University of Science and Technology – **NTNU**
(Faculty of Architecture and Fine Art, NO)
- University College Dublin – **UCD**
(UCD School of Architecture, Landscape & Civil Engineering, IE)

Associated Members

- National University of Mexico (UNAM)
- Central Academy of Fine Arts in Beijing, China (CAFA)
- School of Planning and Architecture, New Delhi (SPA)

A.1.1

The *needs analysis* (including in socio-economic terms) of the joint programme taking into account the current state of the art in the field(s) concerned;

Comment [moreno1]:
INTRODUCTORY STATEMENTS

State, in general terms, what our proposed 'joint and/or multiple degree programme is about – this needs additional editing by all participating partners.

The **READS proposal** presented herein focuses on the development of concepts of 'sustainable growth' in **architecture, urbanism and landscape architecture**. The consortium, consisting of five academic institutions, has set itself the goal to prepare future architects to acquire and internalize specific theoretical knowledge, to explore and develop design methods oriented towards a sustainable development of the built environment that will enable them to compete in ethically responsible ways in an ever changing professional market.

Architecture is a cultural product, and as such, it aims at contributing answers to problems faced by society. Society perceives the ongoing depletion of natural resources, the ever growing needs for energy for the provision of essential services, and a quickening change of climatic patterns, to be of imminent importance to the well-being of future generations living in Europe and throughout the world.

Current growth patterns in Europe and throughout the world do not allow for trans-generational, sustainable developments. There is, therefore, an increasing urgency to change the current growth trajectories. As these changes are likely to affect core aspects of human living, and they will inevitably impact the planning, financing, implementing, and the utilization of the built environment, the use and management of land. Architects can contribute to facilitate these changes by integrating technological and scientific research and development with architectural design, urban and landscape planning.

Academia shares the responsibility to provide solutions to these existential problems, and can contribute through research as well as by providing educational opportunities for gifted students. With the READS academic program proposed herein, we strive to prepare future professional architects to help society to transition to concepts such as 'the net-zero flow' [as defined, for example, by Paul Gilding]. That is to empower the future architects to design and implement a built environment that not only does generate as much energy as it uses, but also one that is infinitely recyclable in as many of its parts as possible. The READS programme will provide knowledge and methodological approaches that allow for efficient and careful use of renewable natural resources, through densification, careful consideration of land use and management, and the application of the latest green technologies.

[There are innumerable academic and professional initiatives that promote environmentally-conscious design techniques in the field of architecture. **There are, however, currently no EMMC programs focusing on sustainable architectural design, urbanism, and landscape architecture.**

Comment [moreno2]:
COMMENT ON THE STATE OF THE ART – in general terms.

This section needs additional editing (HENCE, FEEL FREE TO PITCH IN)

In particular, I think, it needs

1. more issues in the socio-economic realm
2. **specific examples of initiatives promoted by the individual partners** in their various areas of expertise (see below)

This will not only ensure a reflection of the current state of the art. By listing examples of research, R&Ds etc. by the partners, it will also create a legitimizing base for further discussion of our READS proposal.

In many of these initiatives, 'environmental consciousness' focuses on increasing the energy efficiency over the entire life cycle of buildings, with the ideal goal to reduce the energy needs of buildings and increase their ability to capture or generate the energy that they consume. The optimization of efficient heating, ventilating, and air conditioning (HVAC) systems is one of the most important activities in this context, and is pursued in cooperation with industry throughout the world. The development of these 'green technologies' has also become a major focus for political initiatives, since they promise the added incentive of helping the economy out their current slump.

> **needs additional comments here on the importance of urban and landscape design, management, etc., with particular attention to coastal regions (e.g. AVB – Aart, this one is for you ...)**

The partners of the READS consortium promote a rich and varied research and development agenda that reflects the current state of the art in all fields mentioned above. What follows is a list of relevant R&D initiatives that demonstrates the partner's expertise in defining and implementing research initiatives that contribute to the academic excellence of each single partner. These experiences have also shaped the READS proposal in that they lay the foundations for the programme's overall curriculum and course content definition. The researches and tutors involved in these initiatives form the core academic staff and will help to instruct READS students.

Examples of relevant Research and Development Initiatives promoted by the READS consortium partners

- **University of Liechtenstein (ULI)**

> (The following subtitles will be translated

1. **Selbständige Versorgung kleiner Regionen mit erneuerbaren Energien: Liechtenstein als Modell**; September 2009 to September 2010
Principal Investigator: Prof. DI MAAS Peter Droege
2. **Fluiddurchströmte Glasfassadenelemente zur aktiven Energietransmissionskontrolle**, May 2008 to May 2011
Principal Investigator: Prof. Dipl.-Arch. ETH/SIA Dietrich Schwarz
3. **Management von und Design für nachhaltiges Erschliessen und Parken in gemischten Wohngebieten**, January 2008 to January 2011
Principal Investigators: Prof. Dr. Jan vom Brocke, Prof. Dr. Ing. Hans-Henning von Winning
4. **Landscape structures in the Alpine Rhine Valley - their significance and contribution to the qualification of urban sprawl**, since October 2006
PD Dr. Mario F. Broggi, Prof. Dr. Sören Schöbel-Rutschmann (TU Munich)

- **Academie van Bouwkunst (AVB)**

- **sint-lucas architectuur (SLA)**

- **Norwegian University of Science and Technology (NTNU)**

- **University College Dublin (UCD)**

Comment [moreno3]:

All titles and names of principal investigators should be linked with embedded URLs to their respective website, if one is provided by the partner institution.

A.1.2

The *objectives* of the EMMC and its possible contribution to European university excellence and European competitiveness; its *added value* compared with courses that already exist in the same field at national and international level;

Innumerable academic and vocational institutions in Europe and throughout the world do offer a variety of training programs in architecture with a focus on sustainability in architectural design, urbanism, and landscape architecture. These programmes are usually tailored by the specific institution, and many of them reflect the need of these institutions to respond to a growing demand for specialized educational programs in order to attract students in an increasingly competing academic market.

These programmes are, however, also dictated by national interests, and confined to the fulfilment of particular academic needs, and subject to specific, national curricular requirements, while adhering to varying professional standards. Moreover, even within national boundaries, many of the educational efforts are fragmented into independent and competing academic trajectories and degree programs, as well as in separate professional continuing education initiatives.

This fragmentation and separation creates a variety of problems leading, in the long run, to a convergence towards a lowest common denominator in regard to academic performance and excellence.

In addition to the above mentioned systemic shortcomings, the fragmentation poses difficult obstacles for following aspects:

- a difficulty to define European standards of academic excellence in this particular field of interest, and in architectural academic education in general,
- a hindrance to the establishment of validated, European-wide curricular programs in content and structure,
- and an obstacle to pool the best resources located throughout Europe in order to provide optimal and efficient course offerings.

The five institutions of the READS programme have set themselves the goal to provide outstanding academic education through closer collaboration and the pooling of local resources across national boundaries. **Having the opportunity to choose from a pool of talented and highly experienced architects, engineers, and scientists, all of them with a proven record in academic instruction, research and practice , sets the proposed READS EMMC in a unique position to attract the most talented students to Europe from all over the world.** This will prove important during this particular moment in history for which a variety of Asian governments, e.g. China, and the Obama Administration in the U.S. are starting broad initiatives to promote their own national R&D efforts in these fields. Without alternative offerings, international students seeking this kind of education will automatically default to institutions with a proven record of educational excellence. Many of them are, right now, perceived as being located mainly in the U.S.

The proposed READS EMMC will contribute to change this pattern, since it offers a competitive academic environment that overcomes the limitations imposed by national programs through the synergistic effects of pooling the best resources from each partner institution.

The five partner schools offer a variety of **established curricular courses** that differ in content and approach to the regular sustainability design courses offered throughout the world. The most relevant parts of these programmes can be summarized, by partner institution, as follows.

- **University of Liechtenstein (ULI)**
The programmes offered by the Institute of Architecture and Planning of the University of Liechtenstein build upon strong research links with local and international government agencies, industry, and business. The core of the curriculum is the tight integration of formal courses and seminars with the design studio projects. Students can therefore further their theoretical knowledge by testing their approaches in their own design studio work, being continuously challenge to question their personal biases and approaches..

Comment [moreno4]:

This first part is a general commentary on the European situation.

PLEASE DO FILL IN AND ADD WHERE NECESSARY.

It should prepare the stage for a brief list of ADDED competences that the consortium offers in this particular field, that OTHER academic institutions, in Europe and overseas, outside the consortium, do not offer.

- **UrbanSCAPE**

The UrbanSCAPE programme focuses on the design of cities and towns with near and far futures in mind. It combines architecture, landscape and civic design with advanced concepts of local energy and water autonomy, to help fight climate change and other challenges to social, economic and environmental health. Founded on traditions of responsible design, it helps participants conceptualize and manage places as authentic settings with strong genius loci - nurturing global connectedness while building local prosperity at a shrinking ecological footprint.

The program consists of four connected core courses: the FutureDesign Studio; The Renewable City; Responsible Property Development; and Urban Quality: Inquiry, Ideas and Interventions.

UrbanSCAPE stands for **Urban Sustainability, Climate and Planning Education**.

The UrbanSCAPE programme of the University of Liechtenstein is chaired by Prof. DI MAAS Peter Droege.

- **Sustainable Design**

The Sustainable Design Programme of the University of Liechtenstein has as its main objective the conjunction of social, ecological, and economical sustainability in a coherent architectural design project. In practice-oriented design studio courses, students learn to integrate specialized knowledge from the fields of building physics, technology, and construction within their design process. Durable appreciation of buildings, and urban densification combined with infrastructural improvements, do hereby define the basis for socio-cultural reevaluation. Sustainable design and building is therefore defined as the quest for an optimized energy balance throughout the entire lifecycle of a building. This balance includes grey energy for production, energy for operation and maintenance of the building, and its recycling. Careful consideration of these aspects leads to economic construction and maintenance which guarantees positive return of investment for architectural projects.

The Sustainable Design programme of the University of Liechtenstein is chaired by Prof. Dipl.-Arch. ETH/SIA Dietrich Schwarz.

- **Academie van Bouwkunst (AVB)**
- **sint-lucas architectuur (SLA)**
- **Norwegian University of Science and Technology (NTNU)**
- **University College Dublin (UCD)**

A.1.3

The *academic quality* (including the quality of the teaching staff) and structure of the EMMC and in particular the appropriateness and added value of the mandatory mobility periods for the students; if applicable, the added value of the third-country organisations to the EMMC objectives and content;

The proposed READS EMMC builds upon established and proven academic curricula for instruction and research. Each of these curricula has passed rigorous testing by public and/or private accreditation agencies, and is currently part of the academic offerings on a local level. As such, these programmes are continuously assessed by teachers and students, as well as by university officials of the various institutions. The five partner schools have been accredited as follows:

- The curricula of the **Institute of Architecture and Planning of the University of Liechtenstein (ULI)** have been accredited by AQAS (Bonn, Germany) as of 2008. [The official accreditation documents can be found here.]
- **Academie van Bouwkunst (AVB)**
- **sint-lucas architectuur (SLA)**
- **Norwegian University of Science and Technology (NTNU)**
- **University College Dublin (UCD)**

National professional bodies and international associations will contribute to establish a brand name for the READS EMMC programme.

The proposed READS EMMC builds its course offerings from the best building blocks provided by these national programs. READS students will have the opportunity to take advantage of the variety of course offerings, and tailor their academic education to their particular interests in this field.

All the partner institutions have long-standing and proven experience in delivering courses to international students, from the Erasmus exchange programs as well as from other, institution-based international cooperation and exchanges. The READS consortium offers therefore the added benefit for international students to studying at different European locations, providing them with opportunities to gain different perspectives on densification and sustainability in architecture.

The partner institutions offer following curricula from which the READS programme is structured.

- The MSc Arch curriculum of the Institute of Architecture and Planning of the University of Liechtenstein (ULI).
- **Academie van Bouwkunst (AVB)**
- **sint-lucas architectuur (SLA)**
- **Norwegian University of Science and Technology (NTNU)**
- **University College Dublin (UCD)**

The academic staff shouldering the research as well as the teaching efforts has been selected through public appointment procedures conforming to local academic standards. The proposed EMMC READS clusters these existing research as well as teaching and administration credentials, and will secure, in a competitive approach, the highest quality staff from the relevant disciplines across the partner institutions.

The members of the **READS EMMC faculty** have strong research links with academia, industry and business, and can be listed as follows.

Comment [moreno5]:

If possible and available, each partner institution should provide the official accreditation documents and reports.

WE CAN MAKE THEM AVAILABLE ON A PRIVATE WEBSITE FOR READS (to be created yet).

Possible Domain names are:

www.reads-consortium.net
www.reads-consortium.org
www.reads-consortium.edu

Comment [moreno6]:

Note that this aspect is being mentioned various times in the HANDBOOK OF QUALITY by ECOTEC.

CAN WE LIST ANY PROFESSIONAL BODIES AND INTERNATIONAL ASSOCIATIONS THAT WOULD HELP PROMOTING OUR EFFORTS?

SEE ALSO A.1.5 BELOW

Comment [moreno7]:

Each partner institution should provide their official study program.

WE CAN MAKE THE PROGRAMS THROUGH EMBEDDED URLS.

- **Institute of Architecture and Planning of the University of Liechtenstein (ULI)**
- **Academie van Bouwkunst (AVB)**
- **sint-lucas architectuur (SLA)**
- **Norwegian University of Science and Technology (NTNU)**
- **University College Dublin (UCD)**

The five partner institutions see the proposed READS EMMC as an opportunity to further their own academic offerings and their quality by bringing in the brightest and best qualified students and confronting them with the best and most qualified academic teachers. This approach will contribute to brand the proposed READS EMMC and to support its marketing efforts towards attracting additional students from third countries from all over the world.

Comment [moreno8]:

We need a clever way of listing all participating people, with their functions, CVs, and research and teaching records.

This list should be structured as a table.

QUESTION: should we list only the main instructors, or should all participating people with any role in teaching and research be named (I would opt for the second position).

WHAT IS YOUR TAKE ON THIS?

A.1.4

The quality and relevance of the *learning outcomes*, acquired competencies and professional outcomes in the perspective of the students' future academic and/or professional careers;

In order to make the proposed READS EMMC an effective brand that can attract outstanding students, the consortium will offer courses with relevant and robust content, supported by state-of-the-art and standardized course materials. Students will, therefore, experience continuity in their learning experience through a common structure and sequence that underpins the integrated curriculum, independently from the particular teaching location.

Given the great variety of courses that will be offered by the READS consortium, students will be able to choose and assemble their personalized educational trajectory. The READS curriculum will set the minimum requirements for mandatory courses and their sequencing, providing for substantial flexibility for the students' individual developments.

The learning outcomes have been developed on the basis of the existing course offerings provided by the participating institutions, and are also based on the recommendations issued by ENHSA (the European Network of Head of Schools of Architecture), as documented in the ENHSA document *Profiles of the Graduates from European Schools of Architecture*¹, published in September, 2006.

The core elements of the learning outcomes can be structured as follows in three broad categories: (a) generic, (b) professional, and (c) research competences (excerpted from the generic competences of Master of Architecture, as published by ENHSA, 2006, op. cit.).

(a) **generic competences** for Master of Architecture

1. Capacity to develop an analytical and critical thinking and understanding
2. Capacity to apply a spirit of synthesis of ideas and forms
3. Capacity to generate creatively new ideas and forms
4. Ability to develop a trans-disciplinary understanding
5. Personal and social skills in expression and communication by speaking, writing and sketching
6. High level of computing skills including the ability to use the Internet critically as a means of communication and a source of information
7. Capacity to apply knowledge in practice
8. Ability to receive and respond to a variety of information sources (textual, numerical, verbal and graphical)
9. Ability to work in an interdisciplinary team

(b) **professional competences** for Master of Architecture

1. Understanding of the relationship between people and buildings and between buildings and their environments, and of the need to relate buildings and the spaces between them to human needs and scale
2. Adequate knowledge of the history and theories of architecture and related arts, technologies and human sciences
3. Ability to create architectural designs that satisfy both aesthetic and technical requirement
4. Ability to communicate appropriately to a variety of audiences in oral, written and graphic forms
5. Awareness of the issues and themes of present day architectural debate
6. Awareness of the potentials of new technologies
7. Awareness of the need for continuous professional development
8. Understanding of the structural design, construction and engineering problems associated with building design
9. Understanding of the profession of architecture and the role of architects in society, in particular in preparing briefs that account for social factors

¹ The document distills several documents derived from different questionnaires: (a) Inquiry on the state of the art on Architectural education systems of studies applied by the schools of architecture in Europe, (b) Intermediate data processing of questionnaires addressed to academics (September 2006), and (c) Intermediate data processing of questionnaires addressed to professional architects (September 2006)

10. Ability to abstract and present key elements and relationships

(c) **research competences** for Master of Architecture

1. Ability to communicate appropriately in written, oral and graphic forms
2. Ability to evaluate evidence and draw appropriate conclusions
3. Ability to identify and use appropriately sources of relevant information and to identify and use relevant retrieval tools (bibliographical sources, archival inventories, etc.)
4. Ability to use IT and Internet resources (statistical, cartographical methods, database creation, etc.)
5. Ability to reference sources accurately and appropriately
6. Ability to write in one's own language, using correctly the various types of architectural literature
7. Awareness of the highest standards of achievement in architecture, in design, in built work and in scholarship
8. Awareness of the ongoing nature of architectural research and debate
9. Ability to define research topics which will contribute to knowledge and debate within architecture
10. Critical awareness of the relationship between current architectural discourse and practice and the architecture of the past

This approach does not only ensure that course contents will be consistent with and reflect contemporary knowledge in all relevant disciplines, it also roots the learning outcomes in a broader context, addressing issues of relevance, employability, and acceptance within the academic and professional constituency throughout Europe.

Comment [moreno9]:

DO WE NEED TO ADD PARTICULAR LEARNING OUTCOMES FOR READS THAT MIGHT DIFFER FROM THE ONES LISTED HERE?

A.1.5

The joint programme *interaction with the professional (/economic/scientific/cultural) sectors* concerned and, if applicable, the role of associated members in this respect; if applicable, reference should be made to work placements arrangements and/or research activities in the field;

Comment [moreno10]:

SEE MY PREVIOUS COMMENTS ABOVE.

Programmatic interaction with the professional sector needs to be defined first by identifying with whom we will be working with.

IF YOU HAVE ADDED ANY PROFESSIONAL ASSOCIATION FROM YOUR COUNTRY UNDER HEADING A.1.3, THIS WOULD BE THE PLACE TO COMMENT ON POSSIBLE COLLABORATIONS AND INTERACTIONS.

Comment [moreno11]:

Since we do not have any associated members yet, it is difficult to state their role.

IF YOU HAVE ANY IDEAS FEEL FREE TO ADD THEM HERE.

A.2 Course integration (25% of the max. score)

Under this criterion applicants should specify/describe/justify,

A.2.1

The extent to which the joint programme is *truly integrated* (i.e. based on a jointly developed curriculum or composed of modules developed and delivered separately but fully recognised by all the consortium partners) and *fully recognised* (please refer to section 4.2.2 of the Programme Guide and provide, for each of the degree awarding organisations, a description of the degree recognition/accreditation process and, if applicable, a date by which this process should be concluded);

Although the Mundus Master Course READS has been established on the basis of existing courses that are running at the partner universities, the programme has been developed in various steps towards a highly integrated level. This process has been under way for one year, including numerous exploratory meetings in Amsterdam, Vaduz, Brussels and Dublin. All modules are by now recognised by all partners of the consortium.

The integration of all courses will be under constant supervision by all consortium members. Staff exchange and regular meetings will provide for opportunities to adjust content and structure of the courses, and further adaptations of the curricula as needed.

All of the Universities do have accredited Master courses. In order to develop content, structure and curricula of the EMMC furthermore, the consortium will enrol an accreditation process on the European level for the joint programme. This will start end of 2009 and take two full years until the consortium will be able to provide full joint degrees in 2012.

A.2.2

The type of degree(s) awarded and, if applicable, the measure taken or envisaged by the consortium to deliver a fully accredited and recognised *joint degree* (i.e. recognition/accreditation process in the countries concerned and date by which this process should be concluded);

Until the end of 2010, the measures for developing a joint degree will be clarified in all schools. When the first diplomas will be handed out in autumn 2012, the joint degree will be fully accredited and recognised in all countries. All challenges regarding national legislation about degrees and in Institutional policies will have to be overcome in the time until then.

Comment [c12]:
We propose the Joint Degree 2012 for all EMMC Partners

Due to the size of the country, the University of Liechtenstein will be able until 2010 to deliver joint degrees. Today, the University College Dublin is enabled to hand out joint degrees at the national level. Until now, the Netherlands do not have legislation that allows joint degrees. The situation will need a substantial improvement in the national political frameworks. This will be possible in the three years until the first delivery of the EMMC READS joint degree.

Comment [c13]:
Add Degree Situation in Belgium
Norway
Ireland
Netherlands

The ways in which the Erasmus Mundus Master Degrees will be awarded will be set out clearly in the consortium agreement. Full transcripts of student achievement will be provided in a format that is accepted by institutions in their home countries.

A.2.3

The extent to which *ECTS mechanisms* (including the "grading scale") or other built-in mechanisms for the recognition of study periods based on or compatible with the ECTS are fully used;

ECTS credits are used in all universities since many years. The grading scale will be mandatory for all partners as soon as the Mundus Master Course will start in September 2010.

Comment [c14]:
Add ECTS Situation in your country

All associated partners like the National University of Mexico (UNAM), the Central Academy of Fine Arts in Beijing, China (CAFA), and the School of Planning and Architecture, New Delhi (SPA), do work with different credit systems that need a transcript into the European ECTS system.

Comment [c15]:
Add Ideas or experience of a possible transcript

A.2.4

The extent to which the *Diploma Supplement* will be used and issued on behalf of the consortium (if possible, under the form of a Joint Diploma Supplement);

This Diploma Supplement model was developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates, etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended.

All of the Universities do have accredited Master courses with Diploma Supplement. In order to develop content, structure and curricula of the EMMC furthermore, the consortium will enrol an accreditation process on the European level for the joint programme. Until the end of 2010, the measures for developing a joint degree will be clarified in all schools. When the first diplomas will be handed out in autumn 2012, the joint degree will be fully accredited and recognised in all countries. All challenges regarding national legislation about degrees and in Institutional policies will have to be overcome in the time until then.

Comment [c16]:
Do you use Diploma Supplement already?

Content Diploma Supplement:

1. Information Identifying the Holder of the Qualification
2. Information Identifying the Qualification
3. Information on the Level of the Qualification
4. Information on the Contents and the Results gained
5. Information on the Function of the Qualification
6. Additional Information
7. Certification of the Diploma Supplement
8. Information on the National Higher Education System

Comment [c17]:
Add Contents to the Diploma Supplement if necessary

A.2.5

The common standards and mechanisms developed by the consortium for the *application, selection, admission and examination of students* (European and Third-Country); the extent to which these mechanisms are transparent, fair and objective; the provisions to take into account the equity issues, exploring alternative ways of recruitment and considering the LLL requirements;

On the EMMC Mundus homepage will be an online "**competence checker**", which allows interested students to make a reasonable decision about whether to proceed with the application or not. This competence checker will also define the criteria for the admission of students as well as examination procedures and the selection of the students.

The application will be possible on the EMMC homepage online either by filling in an online form or download forms and sending them with the required documents via mail. This Web tool gives the possibility of having total control of the situation of each student record. In the Mundus meeting in January and July the selection of the applications will be discussed and chosen.

Comment [c18]:
Application will be online with a special Web tool – Do you have experience with online applications?

The range of selection criteria are defined by the EMMC consortium and are: study result 30%, adequacy for the course 30%, language skills 20%, quality of home institution 10%, Motivation letter 10%.

Comment [c19]:
Add your comments about this range of selections

In the Mundus meeting will also the examination of the students discussed and reviewed by all the partner institution and the involved institution have to agree in pass or fail decisions

A.2.6

The way *tuition fees and other participations costs* in the joint programme have been calculated (for Third-Country students and European students) and how they will be distributed among the participating institutions;

Tuition fees are balanced on the average level of the regular fees of all schools of the consortium. It is a fact that the *real* costs per student studying architecture do sum up to around Euro 15'000.- per year in average. All countries of the consortium are obliged to cover that for their own students to a high percentage. Third-country students will have to pay a fee that is covering at least two third of these real costs but will still benefit of a substantial subsidy:

- European students will have to pay a fee of Euro 500.- per semester.
- Third-country students will pay a fee of Euro 5'000.- per semester.

Tuition fees will be paid to the university where the student is actually studying. The coordinating institution of the Mundus Master Course manages the distribution.

Comment [c20]: Do you all have tuition fees and how much?
Does the tuition proposal fit in your university fees system?

A.3 Course Management, visibility and sustainability measures (20% of the max. score)

Under this criterion applicants should specify/describe/justify,

A.3.1

The nature and quality of the *cooperation mechanisms* established within the consortium (including the degree of institutionalisation, existence of an “EMMC agreement” between the partner, clearly defined and active role of all partners, established feed-back system, participation of external actors to the supervision boards, etc.);



EMMC READS: A strong network of five partner universities

Five levels of measures will guarantee the cooperation mechanisms within the consortium:

1. The first level of cooperation consists of a constant **exchange of staff members to the intermediate and final reviews of design studio projects** to be held during each semester across the partner universities. By rotation, every partner will send their instructors involved in the EMMC as critics to the other universities. This will happen at least four times per year towards the middle and end of each semester, during one to two days in average. As a first priority action, this will enable all partners to have a close insight to all programs running at the different schools. Through the debate

on student projects, design studios are forced to take a clear position that is evaluated. On top of that, Mundus teachers will strengthen the collaboration between the partner Universities on a professional didactic and methodological level.

2. During the semesters, **additional staff exchange** will strengthen these exchanges between the universities by exposing the students to varying teaching approaches as well as discussions and reviews. These stays will take from one week to two months according to the overall exchange plan that will be fixed every end of the academic year.

3. In addition, bi-annual **Mundus meetings** focusing on the structure of the EMMC, the collaboration between the partner schools and the quality on all levels of interaction will give space to constant reflection about the program. These sessions will take place in the semester breaks in January and July. All open questions concerning technical and financial issues will be discussed at a round table. Protocols of the Mundus meetings will be published on the homepage to ensure a constant flow of information between all partners involved.

4. An **advisory board** consisting of external experts will be established to control the overall quality of the EMMC. Written protocols of the advisory board meetings, including their recommendation for improvements will be distributed among the consortium members. These evaluations will be of highest importance and a core assessment for the constant refinement and adaptation of the EMMC in content, structure, and for its operational aspects.

5. To ensure the proper application of this mechanism, an **EMMC agreement** will be developed by the end of 2009. The roles of all partners will be precisely described in this handbook that will form the basis of all activities.

The READS partnership is looking back on a strong tradition in the organizing Erasmus Intensive Programs. Since 2002, three slightly different partnerships have been engaged in nine different IP's in a row. "**Re-vitalization**", "**Building Anatomy**" and "**Tectonics in Building Culture**" form a successful series of summer workshops dealing with the revitalization of regions of interest, the capability of lost techniques and the potential of building materials. In all workshops, the project briefs reflected the needs of the involved communities. During these workshops, precious experiences in the coordination and organization of a partnership of six to seven schools of architecture have been gathered. Until now, the seven Intensive Programs already implemented were reported to the EU with all necessary data included in the official final reports.

In 2007, a two days audit by an external expert chosen by the EU (Moore Stephens) examined the IP 2004/05 "Building Anatomy: Rope Structures" and stated "the procedures and internal controls set up by Hochschule Liechtenstein provided for adequate financial management of the Project, operated satisfactorily and were in agreement with the legal/contractual basis of the Project. They also provided for the prevention and detection of errors, irregularities and fraud."

More information about the Erasmus Intensive Programs and all brochures can be found on: [Erasmus Intensive Programs 2003-2009](#)

	January	February	March	April	May	June	July	August	September	October	November	December	
Semester Structure		SEMESTER I							SEMESTER II				
Semester Reviews			SEMESTER I REVIEW			SEMESTER II REVIEW				SEMESTER II REVIEW		SEMESTER I REVIEW	
MUNDUS Meetings	MUNDUS MEETING					MUNDUS MEETING						MUNDUS MEETING	
External Evaluation							EXTERNAL EVALUATION						

A.3.2

The way the *scholarship scheme* will be managed among the partners and in particular the financial management of individual grants;

All students' application will be carefully evaluated during the bi-annual Mundus meetings. In addition, to the submission of all diplomas needed, a portfolio showing relevant design projects of the previous years has to be handed in. The coordinator of the consortium will prepare the session in order to ensure fair consideration to all applicants. The consortium will choose the students that conform to the quality standards that are required and propose for the award of scholarships to the commission.

MSc AR Admission Criteria University of Liechtenstein

1. A Bachelor or Diploma Degree in Architecture or related fields
2. Professional Internship
3. Project Portfolio
4. Statement of Purpose
5. English Language Requirements

Academie van Bouwkunst (AVB)

sint-lucas architectuur (SLA)

Norwegian University of Science and Technology (NTNU)

University College Dublin (UCD)

Comment [c21]:
Add your regular application process.

Once the successful applicants have been accepted, the administration of the scholarships is managed de-centrally by their respective "home university". "Home university" is here defined as the school where the student starts the studies and will spend at least 2 semesters. Relevant student data will be filed in a document that is defined by the consortium. The coordinator of the consortium oversees the overall management of the grants. This will guarantee the correct distribution of scholarships according to the Mundus rules. Each semester, all partners have to state the flow of the grants involved to the coordinator in a financial report. All financial distribution mechanisms among the partners will be organised in advance.

The consortium will allocate the finance transparently and efficiently across the institutions so that the money is linked to the delivery of the Course objectives. Already during the recruitment processes, students will be informed in areas of finances. All partner universities will provide support for issues such as insurances and local residency regulations. Banking facilities for the third-country students will be arranged before arrival. The EU insurance scheme will be declared comprehensive enough and will be topped up with additional social security coverage in case of need.

It is planned that the consortium tries to pre-finance the transfer of grants to Erasmus Mundus students especially from third-countries on a monthly basis.

A.3.3

The level and quality of *human, financial and other types of support* provided by the consortium partners to the content-related and administrative aspects of the joint programme;

There will be a **responsible person** in each partner university in charge of the definition of the courses and their content, as well as all administrative aspects of the Mundus programme. This person will coordinate the course tutors that are responsible for all teaching inside the partner universities and will attend all Mundus meetings per year. The University of Liechtenstein will act as the overall coordinator. The administrations of all partner institutions have agreed to provide support through assistants that are experienced in the organization and implementation of international projects.

A.3.4

The nature and quality of the course promotion measures taken by the consortium to ensure the appropriate visibility of the EMMC and reach out to potentially interested candidates (students and scholars);

The EMMC READS is aiming to make Erasmus Mundus a brand that attracts exceptional students, who wish to study at high quality institutions, with high quality staff, on a course with relevant and robust content. All partner universities do agree to Mundus as an opportunity to build their own academic quality by bringing in the brightest and best-qualified students.

A Mundus READS homepage will be implemented to gather all information and data needed to promote the program, to attract students and scholars and to communicate among the consortium. The homepage will be updated permanently with all relevant data around the EMMC and display all activities. This will guarantee a high level of transparency. The Mundus program will be promoted constantly in all yearbooks and semester publications of the partner schools. In addition to that, it is planned to promote the program with a newsletter via mail that is spread to all READS students as well as staff members and alumni on a monthly basis. A print version – similar to the magazine of the University of Liechtenstein *Architecture Liechtenstein* will be published twice a year and inform in a playful way about the program activities.

A.3.5

The consortium development and sustainability plan designed to ensure the proper implementation and continuity of the joint programme beyond Community funding (including implementation timeline, enrolment projections, mid and long term potential benefits for the institutions involved, etc.); the way this plan involves not only the consortium members but also other public and/or private organisations in the countries concerned (and in particular associated members);

There is a clear recognition by all institutions that the EMMC READS has strategic value and that it fits into the learning, teaching, and research strategies of all partner universities concerned. The program will have wide recognition at all institutional levels and will be fully embedded into the university structures. The EMMC not only contributes to making the universities attractive to overseas students but also gives a high reputation on the national and international level, which helps especially in terms of networking and fundraising. In that sense each partner is ensuring that the program fits within its institutional strategy that aims for international activities. All people involved in the participating institutions are working on a long-term engagement for Erasmus Mundus. The most important persons in key academic positions will take on a role as “champions” for the REDS program.

It is planned to integrate the associated members like the National University of Mexico (UNAM), the Central Academy of Fine Arts in Beijing, China (CAFA), and the School of Planning and Architecture, New Delhi (SPA), into the partnership in a second step as full members. This will encourage these third-country universities to link into the process of coordinating courses, structures and strategies with full energy.

A.3.6

The sources and extent of complementary funding provided to the scholarship scheme (through additional part of full scholarships and, if applicable, the provision of funds to top up the difference between the joint programme fees and the maximum programme contribution to these fees;

The consortium will look for complementary fundings in each country. Every partner is encouraged to promote activities that allow the support of Mundus students in addition to the regular scholarships. In this way, the partner universities will be able to use their existing network of private partners as well as other institutional supporters. All activities for additional funding will be reported in the bi-annual Mundus meetings. The distribution of these funds will be coordinated centrally but organised locally.

Comment [c22]:
Possible scholarships in each EMMC Partner University

A.4 Students' services and Facilities (15% of the max. score)

Under this criterion applicants should specify/describe/justify,

A.4.1

The nature and quality of the services provided by the consortium to host students / scholars (e.g. existence of an "international office", housing facilities, coaching, activities aiming at social integration and networking, assistance with visas for third-country students/scholars); the extent to which specific services are available for grantees with a family or with special needs

Each of the EMMC partner universities has an **International Office** that supports all foreign students like Exchange students, Mundus students and students from third-countries with all necessary information. The International Office is also responsible for advising and assisting the foreign students with informations on study program organization, international academic degree, recognition of study achievements, financing, legal aspects for foreigners, living, integration into local social networks and students activities and practical everyday matters.

Each International Office has an own page on the university homepages.

University Liechtenstein - International Office

Amsterdam Academy of Architecture:
Sint Lucas, Department of Architecture:
University College Dublin:
NTNU Trondheim:

Comment [c23]:
Add Link to your
International Office

For the all Incoming EMMC students will be on each partner university "**welcome buddies**". These welcome buddies are home students, who make contact before arrival and help the EMMC students settle in. The "welcome buddies" will be responsible for 10 activities, including meeting students at the airport, taking them to the accommodation, guiding them in registration and general orientation in the city and University.

Once students arrive and are welcome by the buddies, a comprehensive **package of support** is provided to welcome and support students before, throughout and after rotation at each University.

In each EMMC partner universities existing students provides a support service for incoming students on a special blog on the EMMC homepage. This mentoring system encourages students from third countries or studying at other EMMC partner universities to build email relationships with current students.

All partner universities do provide student housing or private apartments that are coordinated as students apartments. Although there is a limited number of available rooms, Mundus students will be given the best chances. More and detailed information about the dorms and housing exchange can be found at the university Liechtenstein under the student homepage Spinnerei, which is uploaded and supplemented mainly before semester break. www.spinnerei.li

Comment [c24]:
Add Comments to your
student housing
/apartments

A.4.2

The nature and coverage extent of the insurance scheme in place to appropriately cover the to EM students against health and accident risks;

The insurance scheme is depending on the different countries and is in each EU country independent. Eu students legally insured in their own country will have the European Health Insurance Card, which is valid in all European countries.

If students enter from a country not having a reciprocal health insurance agreement with EU Countries, the students are required to purchase insurance either in their native country or in the EU

Country. For students, who will not be insurance in their home country, the consortium will offer them an insurance package, which the students can sign in.

All Individuals living longer than three month in **Liechtenstein** are legally required to purchase health insurance. Students legally insured in their home country are exempt from purchasing mandatory insurance upon presentation of the European Health Insurance provider Card or a provisional substitute conformation. Both may be requested from the health insurance provider in the student's home country.

Insurance scheme Netherlands:

Insurance scheme Belgium:

Insurance scheme Ireland:

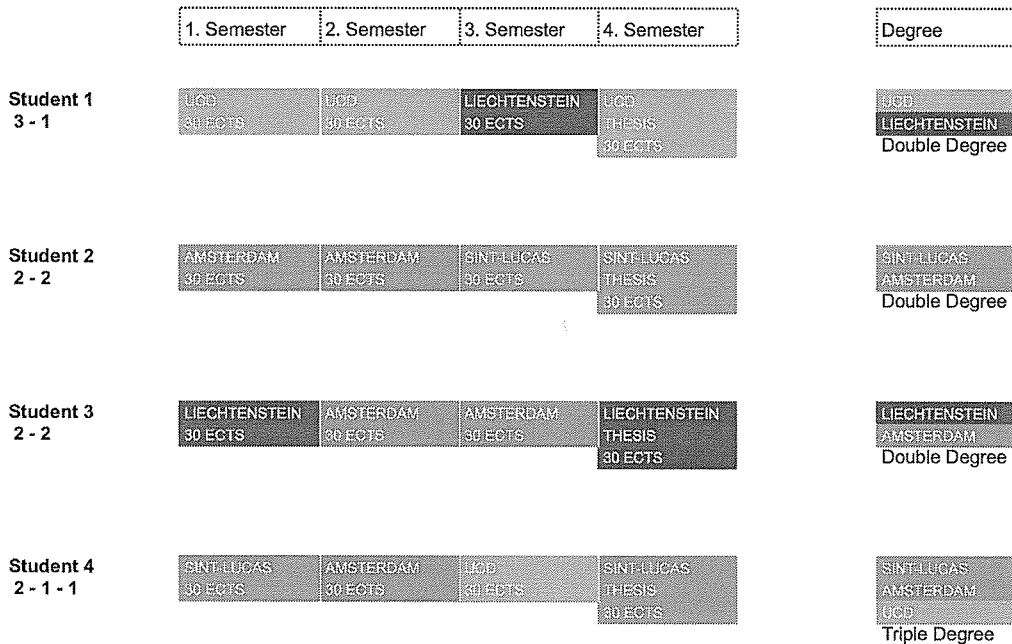
Insurance scheme Norway: [

Comment [c25]:
Add Insurance Scheme of
your country

A.4.3

The way the linguistic aspects of students' mobility have been addressed (e.g. training facilities, mentorship, local language learning, etc.) and the specific *language policy* in place in the joint programme (e.g. integration, availability, costs coverage, recognition of the language courses in the joint programme); the way the consortium intends to meet the objective to offer students the possibility to use at least two different European language;

English is a mandatory language in all partner schools. An English certificate will be required for all EMMC students. Courses and Exams are mainly taught in English to give EU students as well as third-country students full access to the whole course content and give them a good possibility to work in different European countries after finishing the EMMC. Training of the local language is possible in all partner Universities. The partner Universities will offer different **Language Courses** for the foreign students (e.g. German, Dutch, French, ..) in order to give the possibility of communication in a second European language. The University will cover these costs. The language courses will be fully recognized as elective courses. The consortium will offer the possibility to use at least two different European languages. English as the official course language will cover the utmost part of the Master course. All mandatory courses are taught in English. Still, the possibility of taking courses in the local language is offered by the electives integrated in the course curriculum. In all partner Universities, mentors are able to teaching bi-lingual if necessary.



Student Mobility Scheme – all study possibilities packed and shown in a diagram (Semester, ECTS, University)

A.4.4

The nature and comprehensiveness of the *Student Agreement* defining the joint course implementation rules and mechanisms as well as the mutual rights, obligations and responsibilities of the two parties for what concerns the academic, administrative and financial aspects of the student's participation in the joint programme;

The **student agreement** will be a condensed document that is published on the homepage and accessible as part of the information package that helps to work through the application procedure. This Student Agreement will also describe clearly the rights, and the obligations of students and staff when participating in the EMMC Course. All EMMC applicants will have to sign the agreement and hand it in to the consortium. A quick online "Competence Checker" on The EMMC Homepage helps students to see quickly whether they are suited to the EMMC

Comment [c26]:
Add Comments

If successful, it will be signed by the two parties and filed in the students file in the home university as well as in the coordinators' databank. Students do have to decide for their mobility plan in their first semester. This will be an integral part of the student agreement as well as the decision for the University where the thesis will be done.

A.4.5

The measures taken to facilitate *networking* among the Erasmus Mundus students and between these students and other students from the partner institutions

The EMMC will have an own homepage where all informations, meetings and events from each partner will be announced. All EMMC students will also have the possibility to exchange their experiences and informations on a blog on the EMMC homepage and take part on an annual meeting at one of the partner universities. Additional to the homepage EMMC students receive newsletter with the latest activities and news. An Alumni EMMC is also planned to launch with the intent to furnish EMMC graduates a platform for staying in touch and offering a wide range of benefits.

Beside this specified EMMC activities, EMMC students share lessons and courses, tutors and housing with the regular and normal exchange students. One meeting of the consortium students per year is mandatory. It will be organised by the consortium and takes place in one of the partner universities. The rotation of this meeting will enable all schools to offer an overview about their activities around the Mundus programme.

Additional to all EMMC activities students can find informations about current events (sports event, parties), the dormitory and other campus matters on the student organizations like Spinnerei, START and Alumni at the university Liechtenstein.

Comment [c27]:
Add student activities at your university

A.5 Quality Assurance and evaluation (15% of the max. score)

Under this criterion applicants should specify/describe/justify,

A.5.1

The nature of the *internal evaluation* (by the institutions themselves, through student/scholars feedback systems, etc.)

The student evaluation systems are an integrated part of the grading process in all EMMC Partner Universities. Grades and credits of each course are only emitted for the students with a detailed commentary on the staff of the courses. Each semester the evaluation is analyzed by the directors of the Master studies.

Comment [c28]:
Add and describe your evaluation system

The directors of the EMMC Master studies in each University are also obliged to observe the performance of design studios in all reviews as well as theoretical courses during the semester. A report concerning all these impressions, student evaluation results and the quality of teaching will be given by the Master studies directors while the EMMC commission meeting twice a year. Staff will be changed if needed as soon as a negative evaluation is obtained.

A.5.2

The nature and extent of the *external quality assurance* (by e.g. national, international or professional bodies) envisaged; including, if applicable, the extent to which *associated members* are participating in this evaluation exercise (for what concerns both content and structure of the EMMC);

All EMMC Master Design courses are observed and evaluated of a constant **exchange of staff** members to the intermediate and final reviews of design studio projects to be held during each semester across the partner universities. By rotation, every partner will send their instructors involved in the EMMC as critics to the other universities. This will happen at least four times per year towards the middle and end of each semester, during one to two days in average. This action will enable all partners to have a close insight to the quality of all programs running at the different schools. Through the debate on student projects, design studios are forced to take a clear position that is evaluated. On top of that, Mundus teachers will strengthen the collaboration between the partner Universities on a professional didactic and methodological level.

In addition, **bi-annual Mundus meetings** focusing on the structure of the EMMC, the collaboration between the partner schools and the quality on all levels of interaction will give space to constant reflection about the program. These sessions will take place in the semester breaks in January and July. All open questions concerning technical and financial issues will be discussed at a round table. Protocols of the Mundus meetings will be published on the homepage to ensure a constant flow of information between all partners involved.

An **advisory board** consisting of external experts will be established to control the overall quality of the EMMC. Written protocols of the advisory board meetings, including their recommendation for improvements will be distributed among the consortium members. These evaluations will be of highest importance and a core assessment for the constant refinement and adaptation of the EMMC in content, structure, and for its operational aspects.

All **associated partners** like the National University of Mexico (UNAM), the Central Academy of Fine Arts in Beijing, China (CAFA), and the School of Planning and Architecture, New Delhi (SPA) will be integrate into the partnership as full members in a second step. This will encourage these third-country universities to link into the process of coordinating courses, structures and strategies with full energy.

A.5.3

The concrete measure taken by the EMMC consortium to ensure a *balanced gender participation* and the course, access to *disadvantaged students* and to *students/scholars with disabilities or special needs*.

The EMMC commission works toward achieving a balanced representation of woman and men in the operations, teaching and research. Since 1999 the university Liechtenstein represents woman's concerns and its issues opinions on gender equality questions. Empirical values of the last years show a balanced application of female and male in the field of architecture.

Disadvantaged students are encouraged to apply to the EMMC program. All university buildings are equipped with facilities for disadvantaged people. The universities of Brussels, Amsterdam and Liechtenstein are being renovated in the past few years and do follow all rules according to the state of the art of building for disabled people. In addition, measures to achieve a high level of integration of students with special needs are taken as soon as an applicant is chosen for the program.

LETTER OF INTENT

READS RE-INVENTING AND EXPLORING ARCHITECTURAL DENSITY AND SUSTAINABILTY ERASMUS MUNDUS MASTER COURSE

CO-ORDINATING INSTITUTION University Of Liechtenstein
Name of Head of Institution: Rector Klaus Näscher
Project Co-ordinator: Prof. Dipl. Arch. ETH Urs Meister
Department of Architecture
Fürst-Franz-Josef-Strasse, FL 9490 Vaduz

PARTNER INSTITUTION Norwegian University of Science and Technology
Name of Head of Institution: Torbjørn Digernes
Contact person: Ass. Prof. Finn Hakonsen
Faculty of Architecture and Fine art
Department of Architectural Design, History and Technology
Alfred Getz vei 3
7491 Trondheim

The above parties agree to co-operate in the ERASMUS MUNDUS MASTER COURSE

READS RE-INVENTING AND EXPLORING ARCHITECTURAL DENSITY AND SUSTAINABILTY

Both parties agree to abide by the principles and conditions set out in the ERASMUS MUNDUS 2009-2013 Programme Guide for Applicants, the ERASMUS MUNDUS application forms and, if the application is successful, the EMMC agreement. The parties of this agreement confirm their support to the joint programme and their agreement with the submitted application.

CO-ORDINATING INSTITUTION

PARTNER INSTITUTION

Head of Institution (legal representative):

Head of Institution (legal representative):

Signature:

Signature:

Date:

Date:



FINANCIAL IDENTIFICATION

PRIVACY STATEMENT

http://ec.europa.eu/budget/execution/ftiers_fr.htm

ACCOUNT NAME	
ACCOUNT NAME(1)	NORWEGIAN UNIVERSITY OF SCIENCE AND
	TECHNOLOGY - NTNU
ADDRESS	HOGSKOLER INGEN 1
TOWN/CITY	TRONDHEIM
POSTCODE	NO-7491
COUNTRY	NORWAY

CONTACT	HELGE G GRAVAAS	
TELEPHONE	+47 73595769	FAX +047 73595094
E - MAIL	HELGE.GRAVAS@NTNU.NO	

BANK	
BANK NAME	
BRANCH ADDRESS	
TOWN/CITY	
POSTCODE	
COUNTRY	
ACCOUNT NUMBER	
IBAN(2)	

REMARKS:

BANK STAMP + SIGNATURE OF BANK REPRESENTATIVE
(Both Obligatory)(3)

DATE + SIGNATURE ACCOUNT HOLDER :	
(Obligatory)	
DATE	

(1) The name or title under which the account has been opened and not the name of the authorized agent
(2) If the IBAN Code (International Bank account number) is applied in the country where your bank is situated
(3) It is preferable to attach a copy of recent bank statement, in which event the stamp of the bank and the signature of the bank's representative are not required. The signature of the account-holder is obligatory in all cases.



LEGAL ENTITIES

PRIVACY STATEMENT

http://ec.europa.eu/budget/execution/legal_entities_fr.htm

PUBLIC ENTITIES

TYPE OF COMPANY	UNIVERSITY		
NGO	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	(Non-Governmental Organisation)
NAME(S)	NORWEGIAN UNIVERSITY OF SCIENCE AND TECHNOLOGY FACULTY OF ARCHITECTURE AND FINE ART		
ABBREVIATION	NTNU		
OFFICIAL ADDRESS	NTNU NO-7491 TRONDHEIM NORWAY		
POSTCODE	NO-7491	P.O. BOX	
TOWN/CITY	TRONDHEIM		
COUNTRY	NORWAY		
VAT**			
PLACE OF REGISTRATION	TRONDHEIM		
DATE OF REGISTRATION	<input type="text"/>	<input type="text"/>	<input type="text"/>
	DD	MM	YYYY
REGISTRATION No	974 767 880		
PHONE	+47 73 55 02 75	FAX	+47 73 59 50 94
E-MAIL	FAK-ADM@AB.NTNUL.NO		

THIS "LEGAL ENTITIES" FORM SHOULD BE COMPLETED, SIGNED AND RETURNED TOGETHER WITH:
* A COPY OF THE RESOLUTION, LAW, DECREE OR DECISION ESTABLISHING THE ENTITY IN QUESTION;
* OR, FAILING THAT, ANY OTHER OFFICIAL DOCUMENT ATTESTING TO THE ESTABLISHMENT OF THE ENTITY BY THE NATIONAL AUTHORITIES
** IF THIS FIELD IS COMPLETED, PLEASE ATTACH AN OFFICIAL VAT DOCUMENT

DATE: 14.04.09	STAMP
NAME + FUNCTION OF AUTHORISED REPRESENTATIVE HELGE G. GRAVAAS, MSc DEPARTMENT MANAGER	
SIGNATURE Helge G. Gravaas	

Notat

Til: Jon Inge Resell

Kopi til:

Fra: Fakultet for arkitektur og billedkunst

✓

Ekspedering av Vedtak S-sak 68/08: Studieprogramporteføljen 2009/2010

AB-fakultetet har i samarbeid med Bordeaux National Higher School of Architecture and Landscape Architecture og Wasaw University of Technology arbeidet med en Erasmus Mundus søknad innen "Bærekraftig arkitektur" (Sustainable protection and Development of Historic, lived-in architecture)

Grunnet personell situasjonen ved Institutt for byggekunst, historie og teknologi, og usikkerhet hos vår partner i Warsawa, **vil vi ikke fremme en Erasmus Mundus søknad med AB-fakultetet som koordinator med søknadsfrist 30.april.**

Mvh

Helge G. Gravås

Postadresse	Org.nr. 974 767 880	Besøksadresse	Telefon	Saksbehandler
7491 Trondheim	E-post: fak-adm@ab.ntnu.no	Alfred Getz vei 3	+47 73 55 02 75	Helge Gunnar Gravås
	http://www.ntnu.no		Telefaks +47 73 59 50 94	Tlf: +47 73 59 57 69

All korrespondanse som inngår i saksbehandling skal adresseres til saksbehandleren ved NTNU og ikke direkte til enkeltpersoner. Ved henvendelse vennligst oppgi referanse.

(Vedlegg 6)

Dato
16.04.2009

Referanse
2007/8939/JEH

Notat

Til:	Jon Inge Resell
Kopi til:	Institutt for biologi
Fra:	Fakultet for naturvitenskap og teknologi

Fremming av Erasmus Mundus-søkand for Aqua Mundi under EM II

Fakultet for naturvitenskap og teknologi ønsker at Erasmus Mundus-søknaden "European Master of Science in aquaculture" ("Aqua Mundi"), som ble godkjent for innsending i 2007 fremmes på nytt ved årets EM II-søknadsrunde.

NT-fakultetets Institutt for biologi deltar sammen med University of Gent og Wageningen University, og som ved forrige søknad er University of Gent konsortiets koordinator. Endelig søknad vil være klar for godkjenning av Rektor innen fristen 30.04.09. Fakultetet er innforstått med de retningslinjer som gjelder for slike etableringer ved NTNU.

Postadresse	Org.nr. 974 767 880	Besøksadresse	Telefon	Saksbehandler
7491 Trondheim	E-post: postmottak@nt.ntnu.no	Realfagbygget D1, Høgskoleringen 5	+47 73 59 41 97	Jo Esten Hafsmo
	http://www.ntnu.no		Telefaks +47 73 59 14 10	Tlf: +47 73 59 34 01

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