



European
Joint Master's
in
**Strategic
Border Management**

European Joint Master's in Strategic Border Management

Policies & Procedures



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European Agency for the Management
of Operational Cooperation
at the External Borders of the Member States
of the European Union

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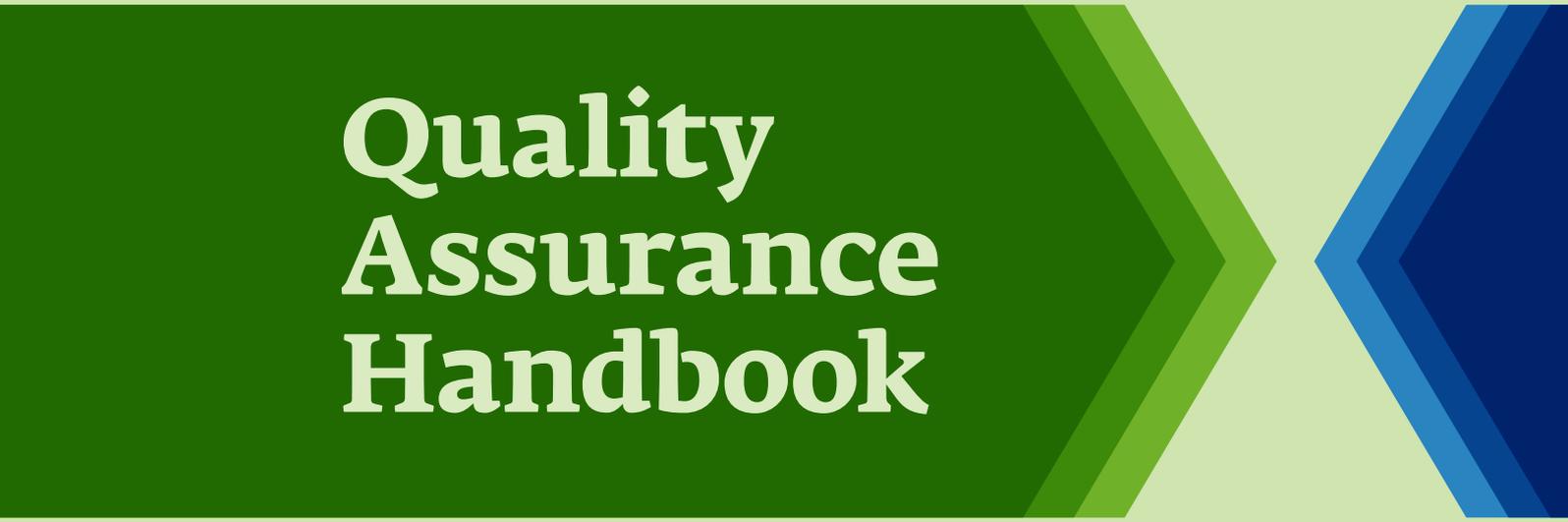
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EUROPEAN JOINT MASTER'S
IN STRATEGIC BORDER MANAGEMENT

Policies & Procedures



Quality Assurance Handbook

The Quality Assurance Handbook for the European Joint Master's in Strategic Border Management is intended to provide guidance and information to all involved in quality assurance across the Degree Programme.

This Quality Assurance Handbook is the primary document for the Degree Programme and consists of five main sections: the Quality Assessment Framework, the Quality Assurance Structure, Tasks and Responsibilities, Quality Assurance and Programme Review. The Quality Assurance Handbook is accompanied by and should be read in conjunction with the Student Handbook, the Teaching Staff Handbooks, the Dissertation Guidelines, and the Teaching and Examination Regulations. In case of contradictions, the Quality Assurance Handbook prevails.

The above-mentioned Handbooks include, among others, the following policies and their corresponding procedures:

access and admission; recognition of prior learning; assessments; disability illness and mitigating circumstances, progression, appeals and grievances, attendance, professional standards, information and documentation; extension and suspension of studies.

The Student Handbook serves as a user manual for the Degree Programme, giving an overview of the options available and the necessary resources. It contains the academic and disciplinary rules that apply to everyone registered on the Degree Programme as well as a set of the Degree Programme's policies and procedures.

The Teaching Staff Handbook includes all the essential information for staff working on the programme, including the rights and responsibilities of the teaching staff and their nomination and assignment.

The Dissertation Guidelines provide direction to students through the dissertation stage of the programme.

The Teaching and Examination Regulations lay down the rules and guidelines regarding content and structure of the programme, admissions, assessment and examination, among other matters.

All other issues not addressed in the above mentioned Handbooks are decided by the Governing Board on a case-by-case basis.

Definitions

Academic Partners are the signatories to the Consortium Agreement which, according to their respective national laws, are permitted to deliver validated programmes and are ultimately responsible for the conferring awards.

Access is construed to mean the right to apply for the Degree Programme, whereas admission means the process by means of which a student satisfies the entry requirements.

Admissions Panel assesses all potential candidates in order to determine eligibility for admission to the Degree Programme in accordance with the admission requirements.

Board of Examiners decides whether students have satisfactorily completed the Degree Programme requirements.

Consortium is the association comprising all Partners collectively. For all intents and purposes, it does not possess any legal personality, which vests in each Partner individually/independently.

Consortium Agreement is a legal contract between all the Partners of the Consortium to deliver the Degree Programme.

Complementary Entities are the affiliate institutions at national level, commonly being the training institution within the national authority with border security responsibilities, which contribute to the ultimate delivery of the programme.

ECTS means the European Credit Transfer System, which is a student-centred system based on the student workload required to achieve the learning outcomes of the Degree Programme

Enrolment is the process by which a student is formally accepted by the Governing Board onto the Degree Programme.

External Examiner is a professional academic responsible for monitoring the reliability and validity of assessment procedures and academic standards.

Governing Board is the central administering organ of the Degree Programme.

National Frontex Point of Contact (NFPOC) is a single point of contact between Frontex and the national services of Member States responsible for border control.

National Training Coordinator (NTC) acts as a permanent contact in training matters between Frontex and the national services of Member States responsible for border control.

Module Convenor is a professional academic responsible for the delivery of the module.

Partners are all the signatories to the Consortium Agreement, including Frontex and the Academic Partners

Programme Administrator is a Frontex representative in charge of all administrative responsibilities with regard to the Degree Programme.

Programme Board is inter alia responsible for the monitoring, delivery and implementation of the on-going Degree Programme. The composition, functions and the specific responsibilities of the Programme Board are described in the Quality Assurance Handbook.

Programme Coordinator is a representative of an Academic Partner or Complementary Entity in charge of administrative, logistical and organisational matters in its Institution.

Quality Assurance Committee reports to and advises the Governing Board on the implementation of policies and procedures relating to quality assurance, enhancement and internal review of quality.

Sending Authorities are the national services of Member States responsible for border control under their national law as represented in the Management Board of Frontex and other relevant Frontex Partner Organizations.

The word '**Student**' has the same meaning as the term 'learner' as defined in the Bologna process.

Validation is the process by means of which the Validating Authorities certify that the Degree Programme enables the student to attain, at the appropriate level, the knowledge, skills and competences that are expected as outcomes of the programme.

Validating Authorities are the entities that ensure that the Degree Programme is of the required academic standards, is supported by the necessary resources and is responsive to European market needs.

1. Quality Assessment Framework

The Consortium values the distributed nature of the programme as an essential part of the learning and recognises that defined procedures ensure a coherent approach to quality assurance for the Programme. The Academic Partners affirm and apply the 'European Standards and Guidelines for Quality Assurance in the European Higher Education Area'.

The Partners implement the quality assurance procedures detailed below and shall cooperate and participate, in a manner appropriate to their respective roles, in these quality assurance procedures.

1.1. Programme Rationale

The EJMSBM is designed to enable mid- to high-level border guard managers across the EU to advance the practice and theory of European border management and to encourage further developments in the field. It prepares participants to collaborate with other professionals in an interdisciplinary and international context within the border management sector.

The underlying rationale for this programme includes the strong demand for higher standards of education in the border management sector, in particular for education which is focused on skills and competences acquired through problem-solving in an applied professional context, as well as evidence-based knowledge developed in formal academic and disciplinary structures.

In response to increasing professionalism in the European Border Management field, the programme responds to the substantial growth in demand for enhancement of interoperability at EU borders and the harmonisation of professional standards while

respecting diversity of Member States' Border Guard organisations.

The academic standards of the programme are commensurate with the highest level of international developments in this sphere.

The bringing together of the knowledge and experience of mid- to high-level border guard managers across Europe is designed to enrich the learning experience for all participants. An ethos of critical self-evaluation and peer review will be fostered. It will also ensure the cross-fertilisation of European and international practice and encourage a comparative approach to national practice.

1.2. Our Vision

The programme aims to advance and promote highest standards in cooperation and interoperability at EU borders and the harmonisation of professional standards, as well as protecting and promoting fundamental rights within border management and border control activities. It aims to empower European Border Guard Managers to rely on and apply professional judgment by equipping them with knowledge and skills that are benchmarked and evidence-based, providing a stimulating and innovative environment for teaching, learning and research.

1.3. Learning and assessment strategies

Our vision will be achieved through: Teaching, learning and assessment strategies designed to support the student in attaining the required standard to achieve his/her academic award through continuous formative assessments and a blended approach to learning which uses learning instruments such as lectures, practical exercises, workshops, case studies and simulations. The programme is designed to capitalise on the knowledge and experience of the participants, who will engage in experiential learning while reflect-

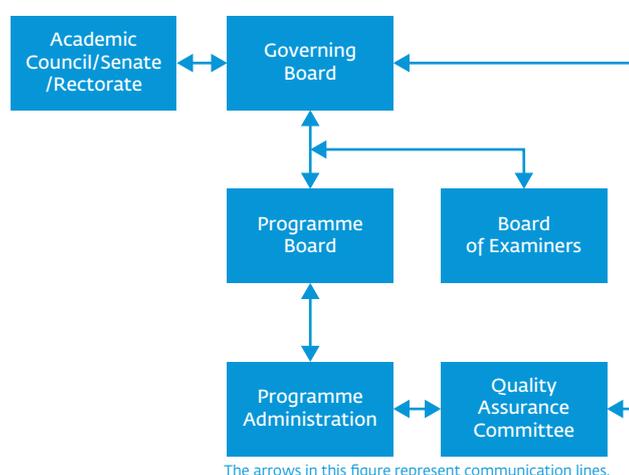
ing on theory. They will be motivated to think critically and creatively and to evaluate all information critically while reflecting on the principles of rigorous peer review. They will scrutinise and use research and, wherever possible, contribute to the development of knowledge relevant to the operational Border Guard environment.

The programme ensures scaffolded development and integration of Mode 1 and Mode 2 knowledge. In this programme, Mode 2 knowledge is considered of equal importance to Mode 1 knowledge and the programme is designed specifically to achieve integration through an appropriate philosophy of learning, implemented through an innovative combination of teaching and learning methodologies, learning support structures and programme structure.

2. Quality Assurance Structure

The quality assurance structure and reporting lines as outlined in Figure 1 will be applied to the Degree Programme.

Figure 1. **Quality Assurance Structure**



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

3.1. Governing Board

3.1.1. Composition

The Governing Board comprises:

- the Head of the Frontex Training Unit, who is the ex officio Chair of the Governing Board;
- one (1) representative from each Academic Partner, who is also a serving member of the Partner's Academic Council/Senate/Rectorate (or equivalent);
- one (1) representative from each Complementary Entity;
- two (2) elected student representatives;
- the Frontex Project Manager; and
- the Programme Administrator

3.1.2. Voting

In principle, the Governing Board takes decisions by simple majority that includes the vote of the Chair. In cases of split vote, the Chair has a casting vote.

3.1.2.1. Voting members of the Governing Board are:

- the Chair of the Governing Board, with one vote;
- representatives of each Academic Partner, with one vote each, except for suspended Academic Partner(s), and the representatives of University of Salamanca and National Distance Education University which have one joint vote. In case one of the Spanish Partners is suspended, the voting right remains with the non-suspended Partner.
- student representatives, with one vote each.

3.1.2.2. Non-voting members of the Governing Board are:

- a) one (1) Representative from each Complementary Entity;
- b) the Frontex Project Manager;
- c) the Programme Administrator;
- d) any other persons that the Chair of the Governing Board deems necessary in order to fulfil its functions.

3.1.2.3. Each Partner has the right to nominate one (1) advisor to attend meetings of the Governing Board.

3.1.3. Meetings

3.1.3.1. Governing Board meetings are convened by the Chair of the Governing Board at least once a year and are in principle held at Frontex headquarters unless decided otherwise by the Chair based on a proposal from any member of the Governing Board.

3.1.3.2. Members of the Governing Board commit to attend all Governing Board meetings and to nominate a delegate to attend in their absence. In accordance to applicable law, the delegate represents the member at a comparable level and enjoys the same rights in the Governing Board. In the case of the Chair, the nominated delegate will take over the responsibility.

3.1.3.3. Each member of the Governing Board informs the Chair of the Governing Board in writing of the contact details of one (1) representative and their delegate.

3.1.3.4. The meeting quorum is validly constituted by at least five (5) voting members of the Governing Board, one of whom is the Chair. If no student representative participates in the meeting, their interests are properly safeguarded by recording their comments in the meeting minutes.

3.1.3.5. Student representatives are excluded from attending the discussions and voting on deci-

sions related to the withdrawal, suspension or expulsion of Academic Partners, the dissolution and amendment of the Consortium Agreement, as well as other comparable, justified cases as decided by the remaining voting members of the Governing Board.

3.1.4. Main tasks

3.1.4.1. The Governing Board takes responsibility for the implementation of all parts of the Consortium Agreement, in particular but not limited to:

- a) ensuring the implementation of the quality assurance procedures for the Degree Programme and addressing issues as they emerge in order to consistently and continuously improve the quality of the Degree Programme;
- b) agreeing on the services to be provided by each Partner;
- c) determining the overall strategic direction of the Consortium in pursuance of the successful fulfilment of the Degree Programme;
- d) agreeing on a resource strategy for each iteration of the Degree Programme; and
- e) initiating a periodic review process by not later than one (1) year before the expiry of the Consortium Agreement.

3.1.4.2. The Governing Board reports annually to the Academic Council/Senate/Rectorate of each Academic Partner and any other entities which the Chair deems necessary.

3.1.4.3. The Governing Board nominates Module Convenors proposed by each Academic Partner for the specific module that they deliver to:

- a) coordinate, lead and organise delivery of the Module of Study;
- b) assume full responsibility for the module quality assurance and ensure quality assurance procedures are implemented at the module level;
- c) liaise with the Programme Administrator, the Programme Coordinator and the Frontex Project Manager;

- d) collect, collate and disseminate all records relating to the module;
- e) serve on the Programme Board;
- f) prepare reports in relation to the module and disseminate them; and
- g) ensure that the Teaching Staff possess the required prior security clearance.

3.1.5. Processes

3.1.5.1. The responsibilities of the Governing Board are as detailed in 3.1.4 and serve the purposes of maintaining and developing academic and quality standards.

3.1.5.2. The Governing Board delegates responsibility for direct monitoring and reporting on quality assurance mechanisms to the Quality Assurance Committee.

3.1.5.3. The Governing Board has no authority to take decisions on the following matters:

- a) decisions in respect of the EU regulations, including the financial regulations applicable to Frontex;
- b) decisions having financial implications, which are subject to written approval by Frontex;
- c) decisions pertaining to the basis upon which the Degree Programme is validated, which are subject to the approval by the Validating Authorities.

3.1.5.4. The Governing Board recognises the distributed nature of the Degree Programme and nominates one (1) of the members of the Academic Partners in the Governing Board to act as Chair of the Programme Board and the Board of Examiners.

3.1.5.5. In order to reflect the distributed nature of the programme, all key functions in the Governing Board, the Programme Board, the Board of Examiners and the Quality Assurance Committee should be representative of different Academic Partners, as far as practicable.

3.1.5.6. The Governing Board determines the allocation of resources and services prior to the enrolment for each programme, including;

- a) proposing External Examiners to Frontex
- b) determining which Academic Partner is to host the Graduation Ceremony;
- c) ensuring access to all relevant resources;
- d) nominating three (3) Module Convenors to conduct admissions procedures;
- e) nominating the Quality Assurance Officer (for all three iterations)
- f) nominating two (2) Module Convenors to be part of the Quality Assurance Committee
- g) determining an equitable distribution of the modules

3.1.5.7. At each meeting the Governing Board:

- a) reviews and assesses reports and recommendations, including those from the Programme Board, the Board of Examiners and the Quality Assurance Committee, relating to Degree Programme implementation;
- b) makes decisions on the measures to be implemented as a result of the quality assurance monitoring and review process
- c) ensures appropriate resource allocation for the programme;
- d) reports to and makes recommendations, where necessary, to each respective Academic Council/Senate/Rectorate.

3.1.5.8. The Governing Board initiates a periodic review of the Degree Programme prior to the commencement of the fifth year from the beginning of the first iteration of the Degree Programme, subject to no prior requests for a periodic review from the Validating Authorities.

3.1.6. The Programme Administrator

3.1.6.1. Frontex appoints the Programme Administrator who acts as secretary to the Governing Board.

3.1.6.2. Tasks:

- a) collects, collates and appropriately disseminates all information related to the Degree Programme including student records, assessments, quality assurance reports;
- b) liaises with the Frontex Project Manager;
- c) liaises with each Module Convenor and with the Programme Coordinators;
- d) acts as a central point of contact for students on the Degree Programme;
- e) acts as secretary to the Programme Board, the Board of Examiners and the Quality Assurance Committee;
- f) gathers and reports on student feedback for the Degree Programme;
- g) ensures distribution of all reports the Governing Board, the Board of Examiners, the Programme Board, and the Quality Assurance Committee;
- h) publishes a schedule for Governing Board meetings on the Virtual Learning Environment and circulates it to all its members; at the beginning of each iteration of the Degree Programme;
- i) collates all documents, reports and draft agenda items and agrees the agenda with the Chair seven (7) working days before each scheduled meeting;
- j) distributes the agenda and all related documents and reports to all members of the Governing Board at least five (5) working days in advance of each meeting;
- k) keeps minutes of all meetings of the Governing Board and circulates draft minutes to all its members within three (3) weeks of the meetings taking place;
- l) communicates resolutions of the Governing Board to the appropriate persons or bodies;
- m) prepares and disseminates the annual report of the Governing Board.

3.1.6.3. After each Degree Programme, the Programme Administrator:

- a) collects and collates student feedback in relation to the whole programme;

- b) collects and collates feedback from each student's Sending Authority; and
- c) reports the results of QA measures to the Quality Assurance Committee.

3.1.7. The Programme Coordinator

3.1.8. The Programme Coordinator is a representative of an Academic Partner or Complementary Entity in charge of administrative, logistical and organisational matters in their Institution. The Programme Coordinators are appointed by the Chair of the Governing Board following the proposal of the Academic Partners and the Complementary Entities and an assessment conducted by the Programme Board.

3.1.8.1. Tasks:

- a) liaises with the Programme Administrator and the Frontex Project Manager
- b) liaises with the Module Convenors on all matters related to the delivery of the modules
- c) acts as a single point of contact for the Programme Administrator and Frontex Project Manager on all non-academic matters related to the delivery of a module in his/her Institution, including but not limited to administrative, logistical and organisational issues
- d) prepares the orientation session for students and external Teaching Staff at the beginning of the module contact week: arranges access to all resources and services available to all students and Teaching Staff at the Academic Partner or Complementary Entity
- e) ensures that the Teaching Staff possesses the required prior security clearance
- f) ensures the smooth implementation of the module
- a) collects, collates and disseminates to the Programme Administrator all information related to the module
- b) acts as a point of contact for students during the delivery of the module;
- c) gathers and reports on student feedback for the module;

3.1.9. Governing Board Subcommittees

The Governing Board has the capacity to establish permanent sub-committee(s) and sub-committee(s) in an ad hoc fashion and to co-opt members to subcommittees:

- a) The ad hoc sub-committees make decisions by simple majority votes
- b) The Chair of the Governing Board does not exercise his/her right to a casting vote
- c) The meetings are not public
- d) Everything discussed is recorded in the minutes of the given meeting

3.1.9.1. Admissions Panel Subcommittee (APS)

3.1.9.1.1. Function:

The Admissions Panel assesses all potential candidates nominated by Frontex in order to determine eligibility for admission to the degree programme in terms of the admission requirements. Frontex is notified of the eligibility status of each potential candidate.

3.1.9.1.2. Detailed procedure on the Admissions process can be found in the Student Handbook

3.1.9.1.3. Composition:

- a) three voting members who are drawn from the pool of Module Convenors; such members are appointed by the Governing Board and report directly to the Governing Board
- b) the Frontex Project Manager in a non-voting capacity who provides advice to the voting members of the APS
- c) the Programme Administrator in a non-voting capacity

3.1.9.1.4. Voting: decisions are made by simple majority vote

3.1.9.1.5. Term: the APS members are appointed for one iteration of the Degree Programme

3.1.9.2. Admissions Appeals Subcommittee (AAS)

3.1.9.2.1. Function:

The AAS considers appeals against decisions of the Admissions Panel Subcommittee with respect to application for admission. An appeal to the AAS must be launched within five working days of the decision of the Admission Panel Subcommittee.

3.1.9.2.2. Composition:

- a) three members (including the Chair)
- b) The AAS is chaired by the Governing Board member appointed by the Chair of the Governing Board. One member is drawn from the pool of Module Convenors and the remaining member is one of the External Examiners.
- c) No member should belong to the Admissions Panel
- d) The secretary of the Governing Board in a non-voting capacity

3.1.9.2.3. The decision is made by simple majority vote

3.1.9.2.4. The AAS members are appointed for one iteration of the degree programme

3.1.9.2.5. Detailed information on the appeals procedure can be found in the Student Handbook

3.1.9.3. Grievance Appeal Subcommittee (GAS)

3.1.9.3.1. Function:

The GAC considers appeals against the decisions of the Programme Board with respect to grievances.

3.1.9.3.2. Composition:

- a) at least three members (including the Chair)
- b) the GAS is chaired by the Governing Board member appointed by the Chair of the Governing Board. The other two members are drawn from the pool of Module Convenors.
- c) no member who is the subject of a grievance can form part of the Grievance Appeals Subcommittee

- d) the secretary of the Governing Board in a non-voting capacity

3.1.9.3.3. Decision is made by simple majority vote

3.1.9.3.4. The GAS members are appointed for one iteration of the degree programme

3.1.9.3.5. Detailed information on the Appeals and Grievances procedure can be found in the Student Handbook

3.1.9.4. Expulsion Appeal Subcommittee (EAS)

3.1.9.4.1. Function:

The EAS considers appeals against the decisions of the Programme Board with respect to expulsion from the Degree Programme.

3.1.9.4.2. Composition:

- a) at least three members (including the Chair)
- b) the EAS is chaired by the Governing Board member
- c) no member that was involved in the expulsion decision can form part of the Expulsion Appeals Subcommittee
- d) the secretary of the Governing Board in a non-voting capacity

3.1.9.4.3. Decision are made by simple majority vote

3.1.9.4.4. The EAS members are appointed for one iteration of the Degree Programme

3.1.9.4.5. Detailed information on the Appeals procedure can be found in the Student Handbook.

3.2. Quality Assurance Committee (QAC)

3.2.1. The Quality Assurance Committee is responsible for issues relating to quality assurance and academic standards. The QAC monitors the effectiveness of quality assurance procedures and can refer major policy issues, areas of concern and issues of strategic importance to the Governing Board.

3.2.2. The Quality Assurance Committee comprises: the Quality Assurance Officer, two (2) Module Convenors, the Frontex Project Manager, and one (1) student representative. The Programme Administrator acts as secretary to the QAC. An external advisor, a stakeholder representative such as a Frontex National Training Coordinator or a high-level decision maker in the field of training of a border guard organisation, may be appointed by the Governing Board in a non-voting capacity.

3.2.3. The QAC meets at least once during every stage of the Degree Programme

3.2.4. The QAC members are appointed for the three (3) iterations of the Degree Programme.

3.2.5. The QAC takes decisions by simple majority.

3.2.6. Main tasks:

- a) reports to the Governing Board on the implementation of policies and procedures relating to quality assurance, enhancement and internal review of quality;
- b) advises the Governing Board on matters relating to quality of programme implementation, including programme review and enhancement;
- c) undertakes periodic and regular reviews (after each iteration of the degree programme);
- d) considers proposed changes and makes recommendations to the Governing Board;
- e) reviews the results of feedback submitted by the various stakeholders (such as students and teaching staff) and makes recommendations for action where necessary;
- f) follows up on any recommendations for improvement as highlighted in the reports submitted to the Governing Board.

3.2.7. The Quality Assurance Officer is a member of the staff of one of the Academic Partners dealing with quality assurance issues, appointed by the Chair of the Governing Board following proposals by the Academic Partners and

an assessment conducted by the Programme Board. The Quality Assurance Officer rotates after every third iteration of the programme. The Officer should also have the relevant academic/educational background, proven expertise with quality assurance processes and procedures and extensive experience with quality reviews, monitoring and quality enhancement in higher education, preferably with joint degrees.

3.2.8. Tasks of the Quality Assurance Officer include:

- a) chairing the Quality Assurance Committee and ensuring a responsive and high-quality service to both internal and external stakeholders
- b) providing leadership, advice and expertise on quality assurance, review and enhancement policies and procedures
- c) leading and assuming responsibility for the planning, preparation and coordination of the processes related to regular and periodic reviews of the Degree Programme
- d) overseeing the implementation and monitoring of quality processes across the Degree Programme
- e) liaising with various internal stakeholders, including the Programme Administrator and the Frontex Project Manager, to improve the consistency of quality processes within the Degree Programme
- f) promoting good practice arising from quality assurance, review and enhancement activity
- g) contributing towards the on-going review of quality assurance policies and procedures to ensure their continuing relevance and effectiveness.
- h) reviewing the results of feedback submitted by the various stakeholders (such as students and teaching staff) and making recommendations for action where necessary;
- i) following up on any recommendations for improvement.

3.3. Programme Board

3.3.1. The Programme Board comprises each Module Convenor, the two (2) student representatives, the Frontex Project Manager and is chaired by a person nominated by the Governing Board. The Programme Administrator acts as secretary to the Programme Board.

3.3.2. The Programme Board meets at least once per year. In principle and unless specified otherwise within the Consortium Agreement or its Annexes, the Programme Board takes decisions by simple majority including the vote of the Chair. In case of a split vote, the Chair of the Programme Board has a casting vote.

3.3.3. The Module Boards are constituent parts of the Programme Board and act to enhance quality assurance and to implement the tasks of the Programme Board at the module level.

3.3.4. Main tasks of the Programme Board:

- a) monitoring the delivery and responsible for the implementation of the on-going Degree Programme;
- b) ensuring adherence to the approved Degree Programme;
- c) examining the effectiveness of support services;
- d) making recommendations on the use of existing resources and the need for new resources;
- e) implementing improvements to the Degree Programme arising from the quality assurance monitoring process;
- f) keeping the content of the Degree Programme continuously under review in light of developments in the different fields of study and the requirements of the Sending Authorities;
- g) making adjustments to the Degree Programme as a result of the programme review, as decided by the Governing Board;
- h) suggesting appropriate external examiners to the Governing Board to play a role in

the monitoring and reviewing of the Degree Programme;

- i) producing the Annual and End of Programme Reports and forwarding these to the Governing Board for consideration.

3.3.5. The Programme Administrator, as secretary to the Programme Board:

- a) informs all members of scheduled meetings;
- b) circulates all submissions, reports and documents a minimum of four (4) days in advance of the meeting;
- c) takes notes and records decisions of the Programme Board;
- d) drafts the Annual and End of Programme Reports to be approved by the Programme Board and forwarded to the Governing Board

3.3.6. The Programme Board may establish permanent sub-committee(s) and ad hoc sub-committee(s) in order to perform specific tasks. Members are co-opted to sub-committees according to need and with the agreement of the Governing Board.

- a) The ad hoc sub-committees take decision by simple majority votes
- b) The Chair of the Governing Board does not exercise his/her right to a casting vote
- c) The meetings are not public
- d) Everything discussed is recorded in the minutes of the given meeting

3.4. Module Boards

3.4.1. The Module Board for each Module comprises a Module Convenor and all Teaching Staff involved in the delivery of the given Module.

3.4.2. In order to ensure quality, continuity and teacher mobility, a minimum of one teacher assigned to each module is from an institution other than the one responsible for the delivery of the given module.

3.4.3. It is expected that, in most cases, the composition of the Module Boards remains relatively stable throughout the three (3) iterations of the Degree Programme.

3.4.4. The Module Board is composed of:

- the teaching staff from the Academic Partner that is delivering the module in the given iteration
- staff from other Academic Partners that have the capacity to convene the respective module as a 'back up' institution or as an alternate (in case of the rotation of module delivery, as decided by the Governing Board in advance of each iteration)
- teaching staff from Complementary Entities and other institutions and organisations, assigned in previous iterations or involved in the development of the Degree Programme, and recommended by the respective Module Convenor.

3.4.5. Such composition of the Module Boards ensures balanced burden sharing of the delivery of the modules between the Consortium Partners. An added value is the mutual support in terms of teaching staff resource allocation, and a benefit for the programme quality assurance results from a relatively stable core teaching staff throughout all the three (3) iterations who are able to implement the lessons learnt and ensure continuity.

3.4.6. An External Examiner is appointed as an additional examiner to review the given assessment when an appeal has been lodged by student.

3.4.7. The Module Convenor for each module:

- a) collects and collates student feedback for the module
- b) collects and collates feedback from all persons involved in the delivery of the module
- c) collects and collates grades and publishes them in the Virtual Learning Environment

- d) considers the assessment performance from a QA and academic standards perspective
- e) forwards a module report with regard to all QA measures to the Programme Administrator for onward consideration by the Quality Assurance Committee
- f) ensures that any decisions he/she makes are transparent and recorded accurately in the minutes of the meeting.
- g) Ensures the overall quality of the module delivery with respect to teaching, learning and assessment strategies and methods as specified in the programme curriculum.
- h) Ensure assessments for the module are graded in accordance with grading rubrics and that the grades are moderated if necessary

3.4.7.1. Detailed information on appealing against the assessment grades can be found in the Student Handbook.

3.4.8. Grievance Subcommittee (GS)

3.4.8.1 Function:

The GS investigates formal grievances submitted by those who seek to resolve any grievance involving an alleged violation directly affecting them committed by any member of the Degree Programme while acting in an official capacity (e.g. teaching staff, administrator, staff members, students), of any of the written policies of the degree programme.

3.4.8.2. Composition:

- a) at least three members (including the Chair);
- b) the GS is chaired by the Programme Board member appointed by the Chair of the Programme Board. The other two members are drawn from the pool of Module Convenors, student representative and a Frontex legal expert;
- c) no member who is the subject of a grievance can form part of the Grievance Subcommittee;

- d) the Programme Administrator in a non-voting capacity.

3.4.8.3. Voting: decisions are made by simple majority

3.4.8.4. Term: the GS members are appointed for one iteration of the Degree Programme

Detailed information on Grievances can be found in the Student Handbook and the Teaching Staff Handbook

3.5. Board of Examiners

3.5.1. The Board of Examiners comprises each Module Convenor, one of whom acts as a dissertation coordinator, the two (2) External Examiners, the Programme Administrator, the Chair (nominated by the Governing Board) and the Frontex Project Manager. Only academic members have voting rights.

3.5.2. In principle and unless specified otherwise within the Consortium Agreement and its Annexes, the Board of Examiners takes decisions by simple majority including the vote of the Chair. In cases of 50% — 50% voting results, the Chair has a casting vote.

3.5.3. The Board of Examiners may establish permanent sub-committee(s) and ad hoc sub-committee(s) in order to perform specific tasks. Members are co-opted to sub-committees according to need and with the agreement of the Governing Board.

3.5.4. Regular meetings of the Board of Examiners take place after each stage of the Degree Programme and always before the Programme Board meeting.

3.5.5. The Board of Examiners and its Subcommittees ensure that any decisions they make are transparent and recorded accurately in the minutes of the given meeting. All examination offences, such as plagiarism, that have

been dealt with should also be reported to the Board and recorded.

3.5.6. Except in cases of illness or other unavoidable emergencies which are beyond control, External Examiners are required to attend the meetings of the Board of Examiners'. When an External Examiner is unable to attend a meeting due to the reasons outlined above, they should be available for consultation by telephone, video conference, or email and should confirm the results of students accordingly. The Board of Examiners cannot sit without the presence of at least one External Examiner.

3.5.7. Main tasks of the Board of Examiners:

- a) ensuring the overall adequacy of standards and compliance with the stated teaching and assessment methods;
- b) determining whether or not the applied procedures for assessment are valid, reliable, fair and consistent
- c) reviewing and deciding on borderline cases
- d) ensuring assessments are graded in accordance with grading rubrics and that the grades are moderated
- e) making recommendations to the Programme Board on matters related to assessment policy and procedures, study ability and academic standards;
- f) ensuring that students with extenuating circumstances have been given due consideration and
- g) ensuring that all the requirements for awarding the degree are met by individual students

3.5.8. The Programme Administrator, as secretary to the Board of Examiners:

- a) informs all members of scheduled meetings;
- b) prepares spreadsheets in advance of the given meeting;
- c) takes notes and records decisions of the Board of Examiners;
- d) drafts a report for the Programme Board.

3.5.9. Recognition of Prior Learning Subcommittee (RPLS)

3.5.9.1. The Consortium recognises previous learning for the purposes of exemption from modules of study in the Degree Programme, where students can offer proof that they have previously achieved the stated learning outcomes of those modules. Previous formal learning will only be accepted as exemption from modules provided that the ECTS credits have not been used to meet the credit requirements of any other major award.

3.5.9.2. The Consortium conducts a graded assessment of prior formal, non-formal or informal learning used as exemption from modules. Such assessment is carried out in accordance with the procedures on Recognition of Prior Learning assessment outlined in the Student Handbook.

3.5.9.3. Where exemption from module(s) is requested on the basis of Recognised Prior Learning, the Learning Outcomes of the successfully completed module(s) will be compared against the expected Learning Outcomes of the module(s) on the programme. Where these are found to be sufficient, an exemption will be awarded and the programme module(s) will be considered to have been completed on a 'grade neutral' basis.

3.5.9.4. Composition:

- a) Three voting members
- b) Two members are drawn from the pool of Module Convenors and the third member is the External Examiner
- c) The Secretary to the Board of Examiners in a non-voting capacity

3.5.9.5. The decision is made by a simple majority vote

3.5.9.6. The RPLS members are appointed for one iteration of the Degree Programme

- 3.5.9.7. Function: The RPLS examines the requests and based on the results of an assessment makes a decision on whether to grant an exemption to the student(s), as they may be eligible to be exempted from one module (five ECTS credits) from each of the first two stages. Possible exemptions are therefore limited to ten ECTS credits:
- a) Stage 1: Leadership and Organisational Development in Border Management (Module 3)
 - b) Stage 2: Global Context in European Border Security (Module 7)
- 3.5.9.8. Procedure: In order to apply for an exemption from the respective module, students complete and return the request to the Programme Administrator within one week from the start of the programme.
- 3.5.9.9. The RPLS examines the requests and based on the results of the assessment decides within two weeks from receiving the request whether to exempt the student from the assessment requirement and require the student to audit the module
- 3.5.9.10. The decision is communicated to the student and to the Programme Board through the Programme Administrator within one month of the start of the Programme. The assessment criteria are included in the Teaching and Examination Regulations.
- 3.5.10.2. At least two of the board members should not be from the same Academic Partner.
- 3.5.10.3. Board members should hold a PhD or have similar qualifications within the relevant field.
- 3.5.10.4. The candidate's supervisor is prohibited from being the Board's chair. The supervisor has no voting rights but can answer questions from other members.
- 3.5.10.5. The decision with regard to the dissertation is made by a simple majority vote
- 3.5.10.6. The members of the Dissertation Board are appointed for one iteration of the Degree Programme
- 3.5.10.7. Function: For the assessment of dissertations, the Board of Examiners appoints a separate Dissertation Board for each dissertation. The committee is accountable to the Board of Examiners.
- 3.5.10.8. The Programme Board recommends members of the given Dissertation Board to the Board of Examiners. Their proposal for the composition of the given Dissertation Board should include a description of how the proposed committee composition covers the relevant subject area. This Subcommittee proposal should be submitted together with the dissertation.

3.5.10. Dissertation Boards

- 3.5.10.1. Every Dissertation Board consists of four members:
- a) the primary supervisor of the student
 - b) a professor (or associate professor) in a relevant discipline (as the Chair)
 - c) one other member from a partner border security organisation or from the Academic Partner depending on the nature of the dissertation
 - d) the External Examiner
- 3.5.10.9. Procedure:
All the members of the Dissertation Board must read and assess the quality of the dissertation as an ordered and logical exposition of the application of knowledge, methods and techniques in the subject of the course to the task performed or to the problem investigated. The (associate) professor must be present or be replaced by another (associate) professor. The Dissertation Board assesses the student's competence with regard to research skills, the professional field, problem-solving skills and practical orientation.

3.5.10.10. Detailed information on the Dissertation can be found in the Dissertation Guidelines

3.6. External Examiners

3.6.10.1. External Examiners are central to the process of monitoring the reliability and validity of assessment procedures and academic standards.

3.6.10.2. External Examiners must have the necessary academic credentials and are selected from institutions other than the Academic Partners and Complementary Entities and show relevant involvement in European Border Security/Law enforcement education and training.

3.6.10.3. Criteria for appointment as an external examiner

To ensure appropriate expertise, experience and independence, subject and course external examiner appointees should normally have:

- a) academic qualifications at the level of PhD;
- b) relevant involvement in European Border Security/Law enforcement education and training;
- c) appropriate academic and/or professional standing, expertise and experience to maintain standards in higher education;
- d) recent experience of examining in higher education, and preferably of acting as an external examiner, or comparable recent experience which provides evidence of competence in assessing students in the learning areas of the Degree Programme;
- e) no family relationships or direct working relationships with the students enrolled in the Degree Programme

3.6.1. The primary duties of External Examiners are to:

- a) review the appropriateness of the intended learning outcomes at all levels of the programme
- b) probe the actual attainment of students, in the context of the actual programme learn-

ing outcomes using information agreed with and supplied;

- c) compare and contrast the programme learning outcomes and the actual attainment of students with the relevant awards standards, with the relevant Qualifications Frameworks, and with corresponding data from other programmes in the same or similar disciplines in other higher education institutions in Europe;
- d) confirm whether or not the applied procedures for assessment are valid, reliable, fair and consistent and that the assessments are in line with the stated learning outcomes;
- e) review intended assessment tasks prior to their assignment to students, in the context of module assessment strategies and pre-requisite prior learning;
- f) advise on consistency of standards and fairness of assessment across the Degree Programme;
- g) report findings and recommendations to the Consortium through the Programme Board;
- h) assess dissertations jointly with the rest of the Dissertation Board appointed for each student;
- i) take part in examinations as required;
- j) submit interim reports (after each stage) on the standard of examinations and a final report at the end of the iteration;
- k) serve as members on the Board of Examiners and its subcommittees

3.6.2. Reports by External Examiners (Interim Reports and End of Programme Review)

3.6.2.1. External examiners submit their reports to the Board of Examiners. The reports are scrutinised to identify any points of concern. The Board of Examiners also considers the examples of good practice raised by the external examiners. Following consideration of the reports, the Board of Examiners provides feedback to External Examiners. The Exter-

nal Examiner reports and feedback are also available on Moodle.

- 3.6.2.2. The Quality Assurance Committee receives the reports of the External Examiners including the comments of the Board of Examiners. The reports should highlight good practice commended by External Examiners and also any significant trends in the external examiners' comments and further action should be taken where necessary.
- 3.6.2.3. External examiners are asked to complete the report using a specified template within one month of the final meeting of the Board of Examiners. External examiners complete the report electronically, where possible. Handwritten reports may be returned if they are not written clearly. Payment will be authorised once reports are received.
- 3.6.2.4. External examiners are reminded that reports will be made available, in full, to students and will be published on Moodle. Individual teaching staff and students should not therefore be named in reports however. If external examiners wish to make positive statements of commendation about members of teaching staff they should do so directly to the Programme Board.
- 3.6.2.5. Should external examiners wish to raise a confidential serious concern directly to the Chair of the Governing Board, a template for this purpose is available to download from Moodle. The confidential serious concerns record will not be published on Moodle, though staff and/or student representatives will be informed of the existence of such a record, or of action arising from it, where this has implications for them.

4. Quality Assurance

Recognising that a joint degree programme is a highly complex, coordinated activity of partners, cooperation and coordination is hence crucial for the realisation of any joint degree programme. The Degree Programme is embedded in a 'culture of jointness' that highlights the fact that the whole is more than the sum of its parts and that the quality of the whole, rather than simply the individual parts, must be taken into account. The notion of quality culture is thus not restricted to one institution, but functions across institutional and national borders ('European guidelines for quality enhancement in EU joint masters programmes', the European University Association, 2006).

Originating from the border guard community and developed in collaboration, the European Joint Master's was designed as a programme where learning has practical application for the MS/SAC border guard organisations which are the ultimate beneficiary. The Master's Programme is completely learner centred, focusing on the relevance of the learning requirements for operational competence. The Joint Master's has the opportunity to draw from the best expertise across the EU, valuing academic cooperation and student / teacher exchanges, but also development of expertise in the border guard field through Degree Programme delivery and development of teachers.

The ethos of the programme has at its core the enhancement of interoperability at EU borders and harmonisation of learning and professional standards while respecting diversity, in line with the Bologna principles. The Master's is inclusive of international expertise for delivery of the programme and accessible to all of the European Union organisations with a border guard function.

The structure of a Joint Degree is well suited to achieving important outcomes for the learn-

ers, the teaching institutions and the agencies involved in this programme. It will bring academic credibility to the expertise that exists in border guard (BG) organisations, foster and enhance collaboration and cooperation across the EU and address challenges faced by BG organisations with a European solution, a flexible learning paradigm that aligns with the training system of each Member State (MS) and creates a standard for collaborative learning.

Learners are exposed to management practices in Border Security across Europe as each class has learners from every Member State / SAC and the programme content is designed and delivered by international experts. The Academic Institutions that form the Consortium for programme delivery will benefit from mutual exchange processes that will enhance theory and practice in the field of border management. The organisations and agencies responsible for border security / border guarding in each MS / SAC will benefit through enhanced capacity for operational cooperation / interoperability at EU borders, which is also one of the key goals for Frontex. The students are offered an opportunity to learn in a context that reflects operational reality, to advance best practice in Border Guarding by studying together and to reinforce the European dimension of the border-guard job while contributing to the creation of a European border-guard culture at higher levels.

The Consortium values the distributed nature of the Degree Programme and recognises that defined procedures must be in place to ensure a coherent approach to the quality assurance of the programme, and the interoperability of the different quality assurance structures of each Partner. It is acknowledged that no single institution has the expertise to deliver this entire programme and it is intended that the Academic Partners will share the programme delivery. The Degree Programme is intended to demonstrate ‘unity’, not ‘multiplicity’, so

the Consortium in essence creates a ‘mini university’ structure for the programme that draws on each Partner, with shared responsibility between all partners as defined in the Consortium Agreement.

The Consortium decides on the Programme delivery for each iteration of the Master’s and the allocation of modules, ensuring a balance between Academic Partners and also aiming to ensure that the programme is delivered in a fair manner to all learners and that all Partners behave in the same way in terms of assessments; the same quality standards should be applied across the Programme by all Partners and the learner’s experience should be at least the same as if they had completed the programme with one Academic Partner.

As a rule there is one main delivering Academic Partner for each module throughout the duration of the Consortium Agreement (three iterations) as well as a backup Partner (for the protection of students, ensuring that the Consortium as a whole has the capacity to deliver the programme and mechanisms to cope with unexpected events). The rotation principle may be considered when there is a strong interest from more than one Academic Partner to deliver the same module, provided that there is evident outstanding expertise available that is to the benefit of the students and of the Degree Programme. The composition of the Module Boards is relatively stable in all iterations of the degree programme, as the same core teaching staff is expected to be involved in the delivery throughout the three iterations, with the exception of the Module Convenor who is assigned by the delivering Academic Partner.

The allocation of the modules in each iteration may consider the following guiding principles and criteria:

- maintaining the same Delivering Partner for a module, as far as practicable, for at least 2 (two), preferably all 3 (three) itera-

tions, so as to enable the implementation of the lessons learnt from the quality assurance monitoring process

- recommendations arising from the quality assurance process and feedback from students and other stakeholders regarding previous performance
- considerable delivering expertise existing in house
- national balance and balance across the Consortium, as far as practicable
- national regulations imposing the obligation to an Academic Partner to deliver a minimum percentage of ECTS credit points out of the total programme
- the opportunity being given to each Academic Partner to deliver at least 1 (one) module in each iteration
- strong interest from an Academic Partner to deliver a particular module in the context of a demonstrated added value
- any other considerations, as deemed necessary by the Governing Board.

The quality-oriented implementation of the joint degree programme, as highlighted by the European Guidelines for Quality Enhancement in EU Joint Master's Programmes requires the observance of a number of key aspects:

- Cooperation on the principles of transparency, trust, inclusiveness, respect for diversity and honesty.
- Shared responsibility of all Consortium Partners in analysing strengths and weaknesses in order to identify necessary fields for change and improvement.
- A distributed nature of the Degree Programme that is reflected in the distributed nature of the delivery, as well as in the quality assurance structure of the programme that identifies all partners in all governing roles and functions. It is acknowledged that no single institution has the expertise to deliver this entire programme and it is intended that the Consortium will share the programme delivery.

- Common agreement on a single set of regulations, policies and procedures that are suitable to this programme and serve its uniqueness, while being in line with each of the different institutions' regulations.
- Commonly agreed quality principles that aim at ensuring that the student's experience is at the same standard across the entire Consortium.
- Programme learning and assessment strategy that builds on the unique expertise that exists in the classroom and encourages peer learning, group work, formative assessments and learning opportunities. Trustworthy communication between all Partners.
- Sense of common ownership of the Degree Programme.
- Networked types of cooperation which ensure the broad involvement and participation of all relevant stakeholder groups.

In line with the European Guidelines for Quality Enhancement in Higher Education, quality is monitored at several levels such as programme and module, and focuses on four main pillars:

- learning outcomes, cohesion and structure of the curriculum;
- study ability of the Degree Programme;
- learning and assessment strategies of the programme, ensuring that they facilitate the achievement of the programme learning outcomes;
- the consistency of the programme delivery across all Academic Partners.

4.1. Assessments

- 4.1.1. All assessments and assessment procedures are fair, consistent, valid and reliable. Assessments are derived from the module learning outcomes and authentic to the subject, with transparent grading criteria that are unambiguous. Each module within the Degree Programme has an assessment strategy as well as the programme as a whole.

4.1.2. Students are familiar with and understand the learning outcomes, the assessment strategies and the grading criteria for all assessments.

4.1.3. Detailed procedures related to assessments can be found in the Student Handbook, Teaching and Examination Regulations and the Module Handbooks.

4.1.4. All assessors, the Board of Examiners and any other persons with a direct role in the assessment of students have the necessary competence for their role.

In higher education, ‘assessment’ refers to any processes that appraise an individual’s knowledge, understanding, abilities or skills. Quality assessment practices are an important element of the student experience, with the outcomes of assessment influencing students’ future careers. The Consortium is committed to promoting good practice, consistency and rigour in assessment by ensuring that the following principles are adhered to:

- Assessment is reliable, with clear and consistent processes for the setting, grading and moderation of assessment exercises. A reliable assessment will produce the same results on re-assessment, and will produce similar results with a similar cohort of students, so it is consistent in its methods and criteria
- Assessment is valid, effectively measuring student attainment of the intended learning outcomes
- Assessment is inclusive and equitable, ensuring that tasks and procedures do not create disadvantages for any group or individual
- Assessment procedures are transparent, and the criteria and methods by which students’ work is judged are made clear to students, teaching staff and external examiners

The Degree Programme includes a variety of assessment types, in order to promote effective

learning and allow a range of learning outcomes to be appropriately addressed.

Assessment is at the heart of the learning experience for students and serves many purposes:

- promoting student learning by providing appropriate feedback on performance;
- evaluating the extent to which students have achieved the desired learning outcomes of their programme or module, in terms of knowledge, skills, and competences;
- providing a grade that enables a student’s performance to be established and which may be used to make progress decisions;
- providing information for employers and higher education providers, indicating whether an individual has attained an appropriate level of achievement;
- providing opportunities for staff to evaluate the effectiveness of teaching/delivery.

4.1.5. The Assessment Process

At its most basic, the assessment process can be broken down into three parts:

1. establishing student learning outcomes for the module or programme element;
2. measuring whether these learning outcomes have been met;
3. using the results to improve teaching and learning in the programme.

4.1.6. Assessment Strategy

The overall programme assessment strategy has been designed to support students’ learning towards attaining the required award standards. There is a combination of ongoing assessment strategies, offering students formative feedback during the module and end of module terminal/summative assessments. Techniques that test understanding, knowledge and skill development which are fundamental to Border Guard management are implemented. There is an emphasis on assessment of higher level competencies such as synthesis, analysis and application. Assess-

ment techniques will be informed by research and international good practice.

The assessment strategy for this programme envisages assessment activities as learning activities where the learning will be attained through performance, observation, engagement, discussion, peer review and feedback. Students learn from performing their assessments, getting feedback on these and observing others, where appropriate.

The distinctive features of the assessment strategy are the range of assessment instruments, the number of assessments and the timing of the assessments. The instruments selected reflect the authenticity of the occupational and statutory requirements of a mid- to high-level border guard manager in combination with reflective assessments that aim to facilitate a greater depth of learning. They include forms of assessment such as written examinations, problem solving using case studies, report writing, strategy development, risk analysis, written self-evaluations, peer evaluation and group work.

Coherence and integration between progression of learning and assessment will be achieved through the use of a range of learning and assessment strategies that are authentic to the real life experience of a Border Guard Manager.

The number of assessments, and their progressive nature, spread throughout a stage, ensure opportunities for learning, scaffolding of learning and enable identification of areas of difficulty at an early stage thus allowing for early intervention. They are designed to be fair and consistent throughout.

Assessments are distributed throughout the programme. The timing of assessments ensures that the student is consistently engaging in the learning process and that their progression of learning is achieved. The timing and

authenticity of the assessments are reflective of the workload that a Border Guard Manager experiences in the work environment.

The linkage between assessment and learning outcomes ensures that the volume of assessment to be undertaken is a fair reflection of the scope of the module and associated student workload as indicated by the number of ECTS credits awarded on successful completion of the programme.

Where a student has failed or missed an assessment in a module, an opportunity to remediate that failure (or sit for the assessment) will be provided at the end of stages 1 and, respectively 2. It is ensured that sufficient time is provided for the student to prepare for the re-assessment.

Student input is essential in the ongoing improvement of quality in the teaching and learning strategies. The programme will ensure coherent and regular student feedback on all modules and this feedback will be an explicit input to the Quality Assurance process. The quality assurance of the programme will rest on three pillars¹: self-evaluation, external review and information to and from the Sending Authorities.

4.1.7. Grading system

All modules involve a combination of competence and skills training and knowledge acquisition. A pass/fail competency approach is taken with regard to the assessments. However, the basis of assessment specifies all the requirements that need to be achieved by the student in order to pass. This grading approach ensures that students, in the event of failure, receive detailed feedback on their learning and the skills that they need to develop further. For the purposes of learning, the use of this grading scale provides valuable feedback

¹ European University Association, 2008.

to students on their learning achievement. This grading scale also ensures fairness and consistency.

Grading in higher education is based on the use of numeric or alphabetic scales which are largely unique to individual national systems or indeed even individual institutions within that nation. Transnational joint degrees must find an agreed grading system that is clear and transparent for all stakeholders and fair to the students. The grades used and what those grades say about the quality of student effort needs to be understood by the students participating in the degree. Just as importantly, staff from different countries need to be able to assess students in a common and equitable manner, particularly if those academic staff are asked to grade within a different grading systems to the one to which they are accustomed (Hager et al 1994).

As student mobility programmes such as Erasmus and Erasmus Mundus began to develop using the common Bologna ECTS system, the EU created an ECTS Grading Scale (2003-2008)

in order to compare different national grading systems. This norm-referenced 7-point system was designed to rank students statistically across two or more programmes on different national grading systems, ranking students' raw scores to a pre-determined distribution (normally a bell-curve) for awarding grades. Norm-referencing assumes a pre-determined grade distribution and the grade that students can achieve is thereby as much influenced by the performance of others as by their own performance. In 2007 it was acknowledged that the ECTS Grading Scale was overly complex and limited in its effectiveness. It was replaced in 2009 by a 5-point ECTS Grading Table and more recently by EGRACONS the European Grading Conversion System. Both of these latter systems are still norm-based statistical approaches.

A basic principle of the educational architecture of the European Joint Master's in Strategic Border Management is an appreciation of the academic knowledge, skills and competences that cross-national students coming from a shared professional sector are able to

Consortium	Consortium A	Consortium B	Consortium C	Consortium D	Consortium E	Consortium F
Learning Descriptor	Work of excellent quality.	Work of very good quality.	Work of good quality.	Work of fair but below average quality	Pass. Work that only just meets the passing (threshold) standards	Unsatisfactory failing work in any study-unit.
	Superior performance showing a comprehensive understanding and application of the subject matter. Evidence of considerable additional reading/research/work	Performance is typified by a very good working knowledge of subject matter. Evidence of a considerable amount of reading/ research/work.	Above average performance, with a good working knowledge of subject matter. Evidence of sufficient reading/ research/work.	Considerable but incomplete understanding of the subject matter. Evidence of a fair amount of reading/research/work.	Performance demonstrates an understanding of the basic concepts of the subject; evidence of limited additional reading/research/work. This grade can also be used for work that is assessed on a pass/fail basis. In this case, the result is Grade Neutral – i.e. does not impact positively or negatively on the student's grade average.	Fail
Estonia	A Suurepärase	B Väga hea	C Hea	D Rahuldav	E Kasin (Avestus for Pass/Fail)	F Puudulik
Lithuania	10 Puikiai	9 Labai Gerai	8 Gerai	7 Pakankamai	6-5 Patenkinamai* – Silpnai	1-4 Visai Blogai – Nepakankamai
Netherlands	10 Uitmuntend	9 Zeer Goed	8 Goed	7 Ruim Voldoende	6.0-5.5 Voldoende	1-5.4 Zeer Slecht – Bijna Voldoende
Spain	10 Matrícula de Honor	9 Sobresaliente	8 Notable	6.5 Aprobado	5 Aprobado	0-4 Suspenso
Latvia	10-9 izcilī (with distinction) – teicami (excellent)	8 ļoti labi (very good)	7 labi (good)	6 gandrīz labi (almost good)	5-4 viduvēji (satisfactory) – gandrīz viduvēji (almost satisfactory)	1-3 neapmierinoši (unsatisfactory)

* This 'telescoping' of the Pakankamai (6) grade and the Silpnai (5) grade is seen in some international programmes where Lithuania is a participant to fit a 5-stage grading structure

demonstrate at the end of module, stage and programme level. Biggs and Tang (2012) describe this as 'outcome-based teaching and learning' which fits well with the fundamental ethos of the Bologna process. Assessment in such an approach needs to judge performance and how well students have met a specified standard of achievement (criteria) rather than being measured against the performance of other students (norm). In cross-national programmes such as this programme, a criterion-referenced structure based primarily on descriptors of performance is indicated. However, for the purposes of clarity and harmonisation, it is helpful for such an approach to have some reference back to the different national grading scales with which assessors are most familiar. However it should be emphasised that such a matrix is supplied only as a reference to the agreed descriptors and the primary assessment judgments need to be graded on the agreed programme descriptors, rather than using the home national grading structure for Consortium assessments.

No up-to-date cross-national grading comparator scale exists that encompasses all the countries participating in the European Joint Master's in Strategic Border Management. The matrix (below) has been drawn up from an exploration of current published national grading structures incorporating, where possible, cross-national or cross-institutional arrangements already in existence in EU higher education. The 6-stage matrix draws together the 6-level descriptors proposed by the Consortium (Excellent — Fail) and matches them to the corresponding national grading levels in each of the Consortium Partners.

Consideration is given to using a simple 6-point numerical scale to accompany the descriptors. The 6-point scale as used by Estonia (A [Excellent] — F [Fail]) seems the most appropriate. This allows a relatively simple overall grade calculation to be set up within Moodle

to calculate and publish the final award derived from component grades awarded within a module. For example Module 1 is based on two components, one worth 30% of the overall grade and one worth 70%. An algorithm is set up within Moodle to calculate the overall final grade of a student gaining different grades in the component assessment. Having a numerical value attached to each of the descriptors simplifies this process.

4.2. Study load analysis

In the higher education literature the concept of 'study ability' is primarily focused on a range of factors that should be considered when assessing the capacity of a student or students to successfully undertake a particular programme of study. In a series of studies of the impact of third-level education on the health and well-being of Finnish students, Knuttu et al² (2001, 2005, 2009) have identified four key domains associated with study ability, the first two largely related to the student's own capabilities and the last two to the standards of the learning environments in which they learn.

1. Personal Resources: including those innate resources of the individual to cope with study such as personality, identity, life situation, social relations and the individual's current health, both physical and mental.
2. Study Skills: this indicates the learning skills and habits of the individual including their study orientation and techniques, their ability to think critically

² Knuttu K, Huttunen T. (2001) 'Korkeakouluopiskelijoiden terveystutkimus' 2000. Helsinki: Kansaneläkelaitos, Sosiaali- ja terveysturvan katsauksia 45
 Kunttu K, Huttunen T (2005) 'Yliopisto-opiskelijoiden terveystutkimus' 2004. Helsinki: Ylioppilaiden terveydenhoitosäätiön tutkimuksia 40.
 Kunttu K, Huttunen T. (2009) 'Korkeakouluopiskelijoiden terveystutkimus' Helsinki: Ylioppilaiden terveydenhoitosäätiön tutkimuksia 45

and to solve problems and their capacity to plan and manage time.

3. **Study Environment:** this domain covers the physical, psychological and social environments in which the student will study and the classes, study groups and other communities (such as study and living surroundings) in which the student operates.
4. **Teaching:** the final area looks at the teaching approaches that will be used and the pedagogical competences of the academic staff on the programme; ancillary educational supports available to the student such as tutoring and services such as extra language, mathematical and writing skill supports also appear in this domain.

Taking these domains and applying them to the proposed programme may be a useful exercise to explore the specific study ability factors that may emerge and how they should be considered in the application process and during the course of the programme.

4.2.1. Personal Resources:

As nomination to this programme is made by the national employing bodies, it will be necessary that the organisational decision to propose potential students to this programme explores the 'personal readiness' of the candidates to undertake a course of study and to support and facilitate students' learning including by reducing their daily workload. The preparedness of candidates returning to study, and how realistic they are about their management of work and study that the programme will demand, will need to be considered in the final decision on choosing the most suitable individuals to undertake the programme from those declared eligible by the Admission panel. This is to give them a reasonable timeframe within which to undertake the programme and, barring serious emergencies, to agree that no extra work be added to that schedule during their time on the programme.

4.2.2. Study Skills:

As a post-graduate programme, all students will already have a primary degree and so will have some awareness of their educational skill-set. The attainment of a Bachelor's degree ensures that the students have a good foundation in topics relevant to the Master's programme. The requirement of a minimum of three years' experience in Border Guarding means that this academic knowledge is augmented by experiential knowledge.

In addition, this cohort of learners will also have undergone many professional courses. These qualifications and their career to date will have developed learning skills and study habits and techniques. Their ability to think critically, solve problems and plan and manage time will also have been developed through this study and through their work as border guard managers. Candidates' applications for the programme will be supported by a recommendation from their sending institution which will testify to the learner's professional performance in terms of the following:

- Long-term career prospects;
- potential for multiplying the learning/experience within the organisation;
- involvement in activities/working groups at EU level i.e. European Commission, European Agencies;
- commitment/drive with regard to personal development/drive to succeed;
- Ability for arrange different work patterns in order to achieve a balance between studying and maintaining a life outside of work;
- prior academic performance.

These considerations ensure that learners have the necessary personal resources and study skills to complete the workload required for this programme.

One of the biggest fears of adult students returning to higher education can be that they have 'forgotten' how to study, so consideration should be given to the provision of some re-

fresher classes on academic writing and referencing and sourcing material both through physical and online library spaces. This will be particularly important given the fast pace of change in the use of online educational resources in recent years. Such study supports may be required both at the start and at intervals throughout the programme and the period prior to the start of the thesis should be noted as a particularly stressful one for students in this regard.

As the programme is delivered through English to those for whom English may not be their first language, the linguistic capacity of the students to cope with the programme is an issue to be considered. The requirement of B2³ on the Common European Framework of Reference for Languages as a minimum should allow students to be able to cope well with all aspects of the programme and to communicate easily with each other. It will be important that academic and support staff contributing to the programme have at least that capacity in spoken and written English.

4.4.3. Study Environment:

In this domain it will be important to ensure that students are supported in order to learn both as individuals in their own countries and also as a cross-national group. The planned week-long sessions will contribute to the formation of a class identity and individual students will need to have reliable ac-

cess to online resources that will allow them to communicate online in order to retain this group dynamic through digital discussion forums. Easily accessible face-to-face and online access to academics and to academic supports will also be important. The fact that all students share similar work-place environments and practice experiences will be an important bonding aspect for the student group and the programme has been designed to allow them to share their practice experiences. This will not only allow for group cohesion, but also improve the confidence of individual students in allowing them to apply theory to practice with which they are familiar.

4.2.4. Teaching:

On developing the programme there has been an emphasis on the application of androgogical principles to the programme's educational design and delivery. This understanding of adult learning styles should enhance the students' experiences on the programme. This approach is supported by the provision of regular formative feedback to students, thus allowing them to understand how they can improve their performance as the programme progresses. As stated above, the emphasis in the curriculum design on encouraging students to draw on their knowledge of practice will also contribute to their engagement with their studies. Care will be taken to collect student feedback on their experiences at different junctures during the programme and to use such feedback to adapt aspects of the programme in consultation with the academics involved in its delivery.

This programme constitutes 90 ECTS credits. 1 ECTS credit reflects 28 hours of student learning activity directly related to the Programme outcomes. It is delivered over three (3) Stages. Each Stage represents one semester of full-time study, carrying 30 ECTS credits. Stage 1 and 2 contain the taught component of the programme and Stage 3 is comprised solely of a dissertation. The programme also incorporates independent learning, an expe-

³ B2 Common European Framework of Reference for Languages

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.

Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.

Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

riential learning element which is applied in the operational context and intensive contact sessions. A schedule of these phases of learning is outlined in the programme schedule.

Each module of the programme begins with an independent learning phase where students will engage in guided self-study. For some modules this self-study involves refreshing their knowledge of Frontex Guidelines and procedures or of research methodologies. In other modules it involves completing online questionnaires to identify their organisation's leadership model or their organisation's risk-assessment tools. These are topics that the learners are already familiar with, the focus here is to relate them to the key concept of the programme. The students will be provided with detailed briefing documents outlining what is required of them. Where the self-study involves reading text, this reading is limited to an average of 10 pages per hour up to a maximum of 220 pages. The purpose of these self-study exercises is to orientate and motivate the students and to stimulate their readiness to learn in advance of the intensive contact week. During the contact weeks the theoretical element of these topics will be explored during the intensive taught sessions. There will be online support available to the students during this self-study phase.

These contact sessions are also designed to encourage discussion, collaboration and cooperation among students. This will contribute to the formation of a class identity, cooperation and critical thinking skills. It will also equip students with the skills and resources to progress their learning in the next phase. Upon completion of the contact week, the programme continues with both independent and experiential learning. Individual students will have reliable access to the online platform that will allow them to communicate online in order to retain this group dynamic and engage in group work. This will not only allow for group cohesion but also improve the

confidence of individual students in allowing them to apply theory to practice with which they are already familiar. The Sending Authority will also support the student in the experiential phase of learning by providing the time and resources to the student in order to complete their assignments.

For detailed information on grading, assessment and re-assessment of modules please refer to the Student's Handbook, the Modules Handbook and the Teaching and Examination Regulations.

4.3. Mentoring

- 4.3.1. The Consortium is committed to providing a supportive and positive environment for all students. However, there might be times in everybody's life when things do not go as well as they wish. In such cases, there is comprehensive support available to help with all kinds of different problems.
- 4.3.2. All students have confidential access to the Module Convenors regarding academic issues, appeals, grievances and all aspects of discipline within the Degree Programme. Students are also always encouraged to discuss any matters with the Programme Administrator who should be the first point of reference if any problems/issues arise.
- 4.3.3. The Module Convenors, the Programme Administrator and the Programme Coordinators, within the scope of each of their roles are available to:
 - a) provide general academic advice in case of concerns of academic ability/study problems;
 - b) give students help and advice on non-academic matters and refer for further assistance if required;
 - c) assist students with the orientation to the programme;
 - d) offer support in questions related to financial, travel and accommodation issues.

4.3.4. Students have a direct contact with the Programme Administrator, a Frontex representative, as well as with the Programme Coordinators and the Academic Partner's representatives, who are responsible for the administrative running of the Master's programme and who will provide guidance to students from the submission of their application right through to the graduation stage.

4.3.5. In addition to the Programme Administrator, students can also always contact their Mentor, the Module Convenor and the Programme Coordinator in case of any questions and/or concerns.

4.3.6. Every Module Convenor is responsible for mentoring 2 or 3 students per iteration of the programme. The students are assigned to a Mentor on a random basis by the Programme Board.

4.3.7. Module Convenors are assigned as Mentors by the Programme Board before the start of each iteration of the programme

4.3.8. The Consortium recognises that the mentoring of students is an integral part of the graduate experience for both. Teaching Staff mentoring is broader than advising a student as to the programme of study to fulfil programme requirements and distinct from formal instruction in a given discipline.

4.3.9. Mentoring encompasses more than serving as a role model. The Consortium has outlined the following mentoring roles to guide the relationship between faculty and students. Teaching Staff and students must realise that, while the Module Convenor will be the primary Mentor throughout the duration of the programme, many of the mentoring 'functions' defined below may be performed by the programme teaching staff other than the Module Convenor. An important consequence to this recognition is that teaching staff must realise that much of their interaction with all students has an im-

portant mentoring component to it. Students also have responsibilities to ensure successful mentoring and these are also indicated below.

4.3.10. Mentoring has been defined as:

- a) guiding students through Degree Programme requirements;
- b) providing a clear map of the Degree Programme requirements from the beginning, making clear the nature of the requirements and assessments, and defining a timeline for their completion;
- c) providing clear guidelines for starting and finishing dissertation work, including encouraging the timely initiation of the dissertation, as well as exploring a wide range of possible fields of research throughout the programme when choosing a topic for the dissertation;
- d) encouraging an open exchange of ideas, including pursuit of the student's ideas;
- e) checking regularly on the student's progress;
- f) evaluating clearly the strengths and weaknesses of the student's academic performance and research competences;
- g) providing and discussing clear criteria for authorship of collaborative research and project work;
- h) being aware of the student's learning and research needs and providing assistance in obtaining required resources.;
- i) providing constructive feedback and advice on the student's performance;
- j) guiding the students through professional development;
- k) providing guidance and serving as a role model for upholding the highest ethical standards;
- l) advising students on the fair and equitable distribution of tasks and a workload within a team;
- m) encouraging peer learning, cooperation, team work and a stimulating learning atmosphere within the student group;
- n) encouraging students to keep in contact with each other throughout the pro-

gramme, meet online, provide mutual support, seek and provide constructive feedback, consult on their group and individual work;

- o) facilitating interactions with other students, the faculty and the wider professional community;
- p) advising students in all matters related to the Degree Programme;
- q) providing support and advice to students on non-academic matters and referring them to further assistance if required.

4.3.11. As partners in the mentoring relationship, students have responsibilities as well. As mentees, students should:

- a) Be aware of their own mentoring needs and how these change throughout the programme. Students should discuss these changing needs with their Mentors.
- b) Recognise that one teaching staff member may not be able to satisfy all of a student’s mentoring needs. They should seek assistance from multiple individuals that are able to fulfil the mentoring roles described above.
- c) Recognise that their mentoring needs must respect their Mentor’s other responsibilities and time commitments.
- d) Maintain and seek regular communication with their Mentors, especially their Module Convenor.

4.3.12. Mentoring Timeline

End of August/ Early September	<ul style="list-style-type: none"> • Mentors receive their list of mentees. • Mentors e-mail their mentees to introduce themselves, offer to answer any immediate questions and arrange a group meeting during Opening Ceremony/Orientation.
Opening Ceremony/ Orientation	<ul style="list-style-type: none"> • Mentors meet with their group at the Frontex HQ to answer questions and to help the mentees to get to know one another • Mentors attend the module orientation events if requested.
Throughout the entire iteration of the programme	<ul style="list-style-type: none"> • Mentors are available via e-mail to answer any questions and pass on useful information as requested
Beginning and end of each stage	<ul style="list-style-type: none"> • Mentors offer to get together with their mentoring group to catch up and offer advice.

4.4. Teaching staff professional development

4.4.1. Continuous teacher professional development is valued and strongly encouraged. The Academic Partners are required to encourage teacher development and create learning opportunities for their staff, as necessary, including the enhancement of English language competences, development of a research community and the extending of the field of research within the border management area.

4.4.2. The field of border management is one of the areas where there is very little or no research history. As this is the first Master’s degree in strategic border management, it covers an existing research gap and it equips border guard managers with knowledge, skills and competences at the Master’s level.

4.4.3. The required expertise to deliver this programme is drawn from both academic and professional resources. Given the nature of the programme and the fact that not all the specialists in border security may necessarily, at this early stage, be experienced researchers, the existing overall capacity of the Consortium to deliver the programme is a minimum of 60 per cent teaching staff with PhD degrees.

4.4.4. Nevertheless, the Consortium aims at increasing the academic credentials before the next re-validation of the Degree Programme by increasing the number of PhD holders on the Teaching Staff by 10 per cent and by increasing the number of PhD holders on the Module Convenors to 100 per cent as well as encouraging the development of a research community by Academic Partners. This will advance the field of knowledge within the border management sector, and also enhance the academic research community of the Consortium by the time of the re-validation of the programme. Frontex will facilitate the enhancement of the academic research and the border guard community through enabling participation

in relevant research events and facilitating contact between the students, teachers and graduates with the European and international border management security research and development community of interests, as far as possible.

4.4.5. The same principle applies to English language competency as, due to its multidisciplinary field of border management, highly specialised professionals are at the core of this programme delivery. As a result, the Consortium requires a C1 level of English language with a goal of Academic Partners continuously supporting and improving the language competence of teaching staff in the view of the degree programme re-validation.

4.4.6. Teacher of the Year Award

The Teacher of the Year Award is given each year to acknowledge and emphasise excellence in teaching. Other scholarly activity such as research and publication records may become a consideration in the selection process, but the main emphasis will be on teaching excellence as judged by Teaching Staff and students.

The Governing Board is to appoint a committee made up of students, Module Convenors and the Project Manager to select outstanding teachers from the Programme. The Evaluation Committee then selects the Teacher of the Year from up to 5 nominees. This teacher's accomplishments will be acknowledged at the annual European Day for Border Guards, an annual event organised by Frontex.

- 4.4.6.1.** The following criteria for selection of the nominees are recommended:
- a) excellence in teaching and mentoring as supported by standard module evaluations and letters from peers;
 - b) the inclusion of other evidence of teaching excellence in addition to module evaluations and letters from peers;
 - c) because so many individuals are potentially deserving of the Teacher of the

Year Award, past recipients will not be considered.

- 4.4.6.2.** In order to provide greater uniformity in the nomination materials provided to the Committee, the following must be prepared:
- a statement from the candidate summarising his or her objectives as a teacher;
 - a summary of evaluation scores;
 - letters of support from students;
 - a letter of nomination from the Module Convenor spelling out the candidate's teaching responsibilities and influence on teaching;
 - a short CV that emphasizes teaching roles.

4.5. Programme Quality Assurance

4.5.1. Student Representation

- 4.5.1.1.** Given the distributed nature of Programme delivery, the Consortium recognises the importance of student representation on the Programme Board, the Governing Board and the Quality Assurance Committee (QAC).
- 4.5.1.2.** Student representatives are students who are chosen by their peers to act as representative on the Governing Board, the Programme Board and the Quality Assurance Committee. They act as a formal channel of communication between the students they represent and the Boards and the Committee.
- 4.5.1.3.** The role of the Student representative is:
- a) to be an advocate for students;
 - b) to provide feedback on various aspects of the Programme and the student experience both to the Programme and Governing Boards and the QAC and to the student body;
 - c) to take an active role in quality assurance by participating in the Quality Assurance Committee
- 4.5.1.4.** Elections of the Student Representatives
Student representatives should be appointed as soon as possible after the start of the Pro-

gramme, ideally during the Orientation session

4.5.1.5. Number of Representatives

There should be four (4) student representatives, two (2) of whom serve as reserves.

4.5.1.6. Election Process

Students who would like to put themselves forward should make themselves known, preferably in advance of the day of the election.

On the day of the election, each candidate should be given an opportunity to speak to his or her peers. Each candidate should be given an equal amount of time. The ballot can be conducted either by a show of hands or by a secret ballot.

Once the representatives have been elected, the students present should be informed about where their contact information will be (Moodle) and reminded of the representative's role.

4.5.1.7. Equal Opportunities

All students must have an equal opportunity to put themselves forward to become representatives. This requires effective communication, fair timing and placement of the election, and absolutely no discrimination on any grounds by those overseeing the election.

To ensure that students from all Member States are represented at the Boards and the QAC, it is strongly encouraged that students from Member States not represented in previous iterations of the Programme put themselves forward to become representatives.

The entire process must also be effectively and accurately communicated from the outset.

4.5.1.8. Low Participation / Difficulties in Using Elections for Selection

It is envisaged that elections will form the basis for selecting students to act as representatives as this method allows for equal-

ity of opportunity for all students. However, there are cases where elections are impractical, perhaps due to small numbers. In these cases, an alternative method of fair selection may be used, as long as all students have the same opportunities to become representatives if they so wish. For example, when only one or two volunteers come forward, they may be appointed as the student representatives by the Governing Board.

4.5.2. Student and Teaching Staff Feedback

4.5.2.1. The Consortium accepts that the involvement of students is key to quality enhancement and will seek feedback from students and teaching staff relating to the development of the Degree Programme, the curriculum and its delivery, as well as operational and non-academic support issues.

4.5.2.2. Students and teaching staff play a critical part in the evaluation, development and enhancement of the quality of this learning experience. Feedback from students allows the Consortium to evaluate how its service provision is viewed by its most important group of stakeholders, namely its students.

4.5.2.3. Feedback from students and the teaching staff is collected after every module, after the taught component and after the end of the Degree Programme.

4.5.2.4. After every iteration of the programme the results of the feedback process are made available and areas for appropriate follow-up action are identified. The results of the student and teaching staff feedback process, as well as the recommendations and the action taken on the basis of such recommendations are important considerations for the programme review which the Consortium is required to undertake.

4.5.2.5. Students and teaching staff complete an online feedback form available in Moodle with an

agreed feedback questionnaire to enable consistency and comparison, on an anonymous basis, after every module, after the taught component and towards the end of the iteration of the Programme. The feedback is collected by the programme administrator after students have been assessed, but prior to publication of results in Moodle.

- 4.5.2.6. The programme administrator collects and collates the feedback and forwards it to the Quality Assurance Committee for the compilation of a report which is to be submitted to the Governing Board by the Quality Assurance Officer. The recommendations and changes proposed by the QAC are communicated to all students and all stakeholders involved.

4.5.3. Feedback from Sending Authorities

- 4.5.3.1. Feedback from students' Sending Authorities in relation to the whole programme is gathered by the Programmes Administrator using online evaluation via Moodle with an agreed feedback questionnaire to enable consistency and comparison. The programme administrator collects and collates the feedback and forwards it to the Quality Assurance Committee for the compilation of a report which is to be submitted to the Governing Board by the Quality Assurance Officer. The recommendations and changes proposed by the QAC are communicated to all the stakeholders involved.
- 4.5.3.2. The feedback from the students' Sending Authorities is collected twice. The first feedback is conducted approximately 3 months after the end of every iteration of the programme and the second feedback is collected one year after the end of every iteration the programme.

4.5.4. Feedback from Alumni

- 4.5.4.1. Feedback from alumni in relation to the whole programme is gathered by the programme administrator using online evaluation via Moo-

dle with an agreed feedback questionnaire to enable consistency and comparison.

- 4.5.4.2. The programme administrator collects and collates the feedback and forwards it to the Quality Assurance Committee for the compilation of a report which is to be submitted to the Governing Board by the Quality Assurance Officer. The recommendations and changes proposed by the QAC are communicated to all the stakeholders involved.
- 4.5.4.3. The feedback from the alumni is collected once, approximately one year after the end of every iteration of the Degree Programme.

4.6. Module Quality Assurance

4.6.1. Student Feedback

- 4.6.1.1. Student feedback on modules has three main objectives:
- a) to provide students with an opportunity to comment on the quality of their learning experiences, and content of the modules as required in preparation for and as part of review processes;
 - b) to assess the success of academic provision in relation to the expectations of students;
 - c) to provide feedback to teachers in order to improve delivery of the modules.
- 4.6.1.2. Students complete a brief online feedback form, on an anonymous basis, towards the end of the given module. The feedback is collected after the students have been assessed on that particular module, but prior to the publication of results.
- 4.6.1.3. Anonymous Feedback from all students is gathered at module level by the Module Convenor using online evaluation via Moodle with an agreed feedback questions to enable consistency and comparison.

- 4.6.1.4. The student feedback focuses on the following issues, among others:
- general questions about the modules;
 - comparison between module description and actual delivery;
 - teaching/delivery methodology;
 - teacher attributes;
 - method of assessment;
 - administration and resources;
 - any additional comments.
- 4.6.1.5. After each module the Programme Administrator collates student feedback in relation to the module and the Module Convenor drafts a report for the QAC.
- 4.6.1.6. Students are also strongly encouraged to provide feedback at any time to the Module Convenor either during contact week or through email, telephone, etc.
- 4.6.1.7. Module feedback is made available on Moodle.
- 4.6.1.8. The Programme Administrator prepares the report and provides it to the Quality Assurance Committee. In case there is a need to introduce changes to the module, the QAC proposes the changes to the Governing Board and tasks the Programme Board to implement the changes for the next iteration of the programme.
- 4.6.1.9. The recommendations and changes proposed by the QAC are communicated to the students and all stakeholders involved.

5. Programme Review

5.1. Regular Internal Review (End of Programme Review)

- 5.1.1. The Quality Assurance Subcommittee (QAC) holds regular reviews of the programme after the end of each iteration of the Degree Programme.

- 5.1.2. The regular internal review of the programme contributes to the periodic review. Regular internal reviews focus on the details of the programme, whereas periodic reviews focus on more overarching themes linked to the strategy of learning.

- 5.1.3. The aspects of the program which the QAC scrutinises are as follows, among others:

5.1.3.1. General

- The Programme has a well-formulated vision, learning outcomes, learning and assessment strategies
- The Programme learning and assessment strategies facilitate the achievement of the learning outcomes, and the module learning and assessment strategies are in line with the programme's higher-level strategies
- The assessments are reliable, transparent and effectively measure the stated learning outcomes, indicating the level of the learning attained by the student
- The aims of the Degree Programme are met
- The learning outcomes of the Degree Programme are met
- Learning and assessment strategy facilitates the intended student learning experience, including progression, and student achievements demonstrate successful completion of the programme;
- Governance structure of the programme and the way it functions
- Admissions: whether the timing/scheduling and communication channels were appropriate during the admission process
- A statement providing details of any changes that have been made to enhance and develop learning and teaching, if applicable
- An update regarding any queries that were raised during the last periodic review
- Study ability (study load analysis)
- Other

5.1.3.2. Resources

13. Feedback from Teaching Staff
14. Non-teaching staff resources (the Programme Administrator, the Programme Coordinator, Moodle, etc.)
15. Support arrangement available to students

5.1.3.3. Programme Information

16. Material provided to students
17. Programme structure
18. Relevance of the learning for the job
19. Opportunity for peer learning
20. Harmonisation and comparability of standards and assessments across the programme delivery in different institutions

5.1.3.4. Assessment

21. Methods of assessment and details of grading scheme
22. External examiner reports, comments on main themes and actions taken
23. Assessment results

5.1.3.5. Feedback from Students

24. Collection and consideration of feedback from students, changes made in response to feedback in order to enhance provision, mechanisms for transmitting this information to students; details of feedback on the current iteration of the programme and any actions taken in response
25. The role of student representation
26. Comparison of students' experience with every Academic Partner and Complementary Entity

5.1.3.6. Results

27. Pattern of assessment results over the Programme iterations, if applicable

5.1.3.7. Sending Authority Information

28. Feedback from students' Sending Authorities
29. Support provided to the students by the Sending Authorities to facilitate the learning

5.1.4. Conduct of the regular internal review

5.1.4.1. Regular internal review of the programme contributes to the procedures for the periodic review of the Programme.

5.1.4.2. The review is started after the end of each iteration of the programme. The conduct of the regular review will normally be as follows:

- a) The Programme Administrator compiles the input and completes the programme evaluation form.
- b) The Quality Assurance Committee reviews and evaluates the material, consulting the relevant Module Convenors where appropriate.
- c) The QAC can also ask for follow up actions and/or seek further clarification on any issue prior to finalising the evaluation.
- d) Quality Assurance Officer considers the review, confirms the final rating and sets the date of the next review and reports to the Governing Board and informs the Programme Board;
- e) Immediate action is taken when a module or any other element of the programme is rated as Poor.
- f) The outcomes of this process are reported to the Governing Board, all students and other stakeholders involved.

5.2. Periodic Review

5.2.1. Periodic review of the programme is conducted after the second iteration of the Programme. While the internal reviews of the programme examine the detail of individual modules and of the programme, periodic reviews are intended to focus on more general overarching themes, for example:

- strategies for teaching, including the learning and support provided for students;
- quality assurance and enhancement processes that ensure the standards of the award;
- consistency and comparability of standards across the programme and across the different iterations.

5.2.2. In summary, the purpose of the periodic review is to ensure that:

- a) The structure, content, academic coherence and assessment procedures for the programme are well defined, made explicit to students and achieve academic standards appropriate to the award.
- b) Through regular and systematic processes of curriculum review and feedback from students, action is taken to introduce improvements to the programme, building on existing strengths and correcting identified weaknesses.
- c) The Programme is exposed to external scrutiny to ensure transparency of processes, to confirm standards and to ensure the programme remains current and valid.

5.2.3. The periodic review will be conducted by two external assessors proposed by the Programme Board and appointed by the Chair of the Governing Board and contracted by Frontex.

5.2.4. Periodic review documentation prepared by the Quality Assurance Committee should include (at a minimum):

- a) copies of the regular programme evaluation forms, including the reviewers and Module Convenors; responses; and extracts from the records of the QAC meetings where the programme review was discussed
- b) information on the views of employers (Sending Authorities) on the graduates, feedback results;
- c) information on how feedback is obtained from the students, on the assessment process and on the overall student experience;
- d) a statement regarding the evaluation of the effectiveness of the procedures for maintaining and enhancing the quality of provision and academic standards;
- e) an evaluation of the appropriateness of the learning outcomes, the appropriateness of the content in supporting the achievement of the learning outcomes, the effectiveness of the teaching and learning in

providing good learning opportunities to support, and the achievement of the learning outcomes and academic standards;

- f) arrangements for orientation;
- g) the identification of and action with regard to any special learning needs;
- h) how feedback is given to students;
- i) the latest set of examination papers;
- j) the availability of resources (including space, equipment and other non-staff costs, and library and computing provision);
- k) an evaluation of the effectiveness of the deployment of human and material resources in supporting the learning of students and the effectiveness of their linkage to learning outcomes;
- l) Teaching Staff feedback on the programme, prizes for teaching excellence, and student progression and failure rates in each year;
- m) students' opinion (e.g. a report from the Student Representative(s) outlining the current concerns of the student body and encompassing comments on the resources for teaching (including IT provision) and on assessment arrangements);
- n) student feedback on access to information (recourse, libraries, and other support offered by Academic Partners);
- o) overall coordination of the programme and/or sharing of responsibilities;
- p) coordination and responsibilities regarding the quality assurance structure;
- q) the European dimension of the programme;
- r) consistency across the programme;
- s) facilities and student support.

5.2.5. Review Procedure

5.2.5.1. The relevant documents are submitted to the external assessors appointed for the review; such assessors are free to request additional information or clarification.

5.2.5.2. Arrangements are made for the assessors to visit one of the Academic Partners for discus-

sions with teaching staff and student representatives and to see facilities.

- 5.2.5.3. The Programme Board, the Board of Examiners or individual members, as may be the case, are asked to prepare a Reaction document in response to the external assessors' reports. The reaction documents together with the assessors' report are then considered by the QAC. The outcome of the periodic review is reported to the Governing Board, all students and stakeholders involved and any instances of good practice are highlighted.

5.2.6. External Assessors' Reports

- 5.2.6.1. Each external assessor will be asked to submit an individual report, based on their impressions gained from the documentation and the discussions during the visit, together with any recommendations thought appropriate, normally within one month of their visit to the Academic Partner.
- 5.2.6.2. External assessors are invited to formulate their reports in the light of the following questions:
- a) Are the learning outcomes of the programme appropriate and achieved?
 - b) Do the learning outcomes match the strategy for learning and the assessment?
 - c) What are the strengths and weaknesses of the programme?
 - d) Are the students adequately supported by the learning outcomes, study skills help, etc.?
 - e) Are the students given adequate high quality and timely feedback on their work and progress
 - f) Are the procedures for maintaining and enhancing the quality of provision and

the academic standards effective? What are the strengths and weaknesses?

- g) Is there adequate support for students, including the provision of personal tutors?
- h) Comments on student experience
- i) Consistency of standards across the programme
- j) Are there adequate mechanisms for student feedback? How are the students informed of any actions that are taken as a result of feedback?

- 5.2.6.3. The review should also be guided by the criteria and standards of the Self Evaluation Report developed by the European Consortium for Accreditation in Higher Education (ECA) Assessment Framework for Joint Programmes in Single Accreditation Procedures – JOQAR methodology in view of the validation

- 5.2.6.4. External assessors are encouraged to highlight examples of good practice, particularly with regard to any aspect of the procedures which might be considered worthy of dissemination.

- 5.2.6.5. The external assessors' reports are made available on Moodle.

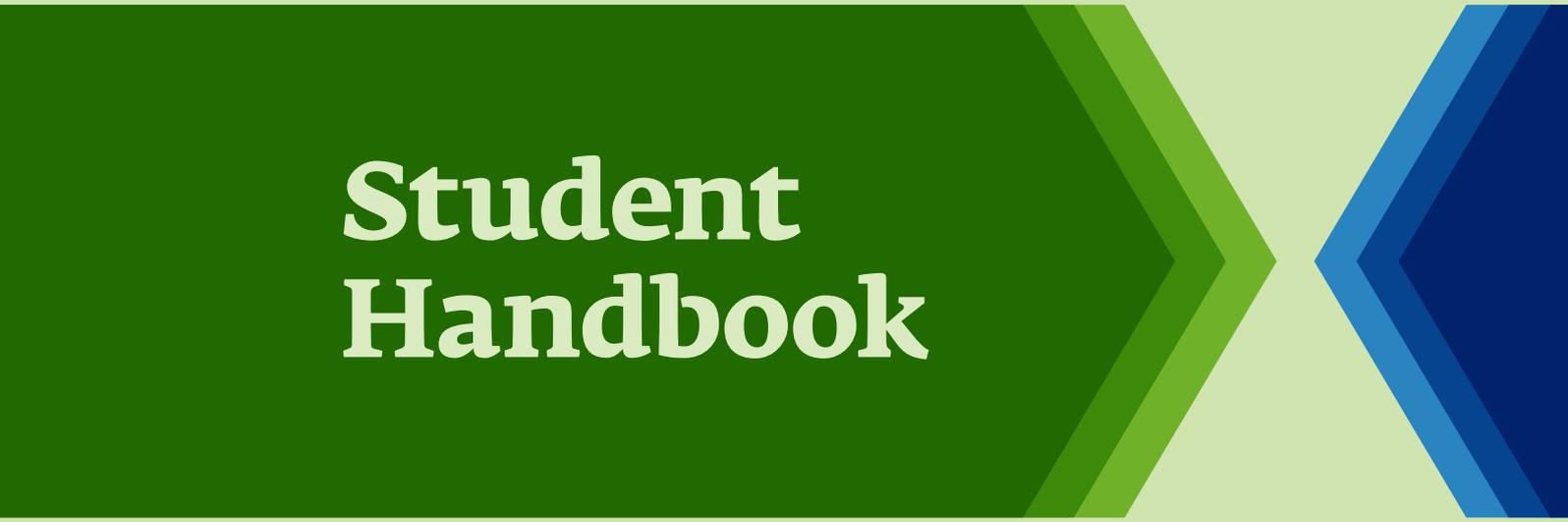
- 5.2.6.6. The Quality Assurance Committee will present the report along with recommendations, if any, to the Governing Board.

- 5.2.6.7. The Frontex Project Manager will form a working group to address recommendations highlighted by the external assessors.

- 5.2.6.8. The outcome is communicated to all students and stakeholders involved.

EUROPEAN JOINT MASTER'S
IN STRATEGIC BORDER MANAGEMENT

Policies & Procedures



Student Handbook

This Student Handbook should be read in conjunction with the Quality Assurance Handbook, the Teaching Staff Handbook, the Dissertation Guidelines and the Teaching and Examinations Regulations.

All information relevant for applicants and registered students including assessment standards and policies, is available on the Frontex website (V-Aula/Moodle). The webpages of the Academic Partners will be linked to V-Aula in order to keep the information consistent.

The Handbook for Students is designed to guide you through the European Joint Master's in Strategic Border Management. It is meant to be a kind of user's manual for the Programme, giving you an overview of the options and the resources available to you.

A quick scan of the Handbook will show you what types of information it contains. This document can be your guide to academic requirements but, more importantly, it clarifies the standards that should inform your conduct within the Programme. It contains the academic and disciplinary rules that apply to everyone registered on the Programme.

This Handbook contains a concise review of the rules and procedures of the Programme with which students are expected to be familiar. It includes the specific requirements for the European Joint Master's in Strategic Border Management and information on a number of services and bodies that have been created to assist you.

The Governing Board makes all decisions concerning all aspects pertaining to the delivery of the Programme. Discriminating against individuals on the basis of race and ethnic origin, colour, sex, sexual orientation, gender identity, religion, age, national origin, political beliefs, veteran status, or disability unrelated to job or programme requirements is strictly prohibited.

While every effort has been made to ensure that this Handbook is accurate and up to date, it may include typographical or other errors. Changes which need to be made periodically to this Handbook will be made available in the online version of this document.

Definitions

Academic Partners are the signatories to the Consortium Agreement which, according to their respective national laws, are permitted to deliver validated programmes and are ultimately responsible for conferring awards.

Access is construed to mean the right to apply for the Degree Programme, whereas admission means the process by means of which a student satisfies the entry requirements.

Admissions Panel assesses all potential candidates in order to determine eligibility for admission to the Degree Programme in accordance with the admission requirements.

Board of Examiners decides whether students have satisfactorily completed the Degree Programme requirements.

Consortium is the association comprising all Partners collectively. For all intents and purposes, it does not possess any legal personality, which is vested in each Partner individually/independently.

Consortium Agreement is a legal contract between all the Partners of the Consortium to deliver the Degree Programme.

Complementary Entities are the affiliate institutions at national level, commonly being the training institution within the national authority with border security responsibilities, which contributes to the ultimate delivery of the programme.

ECTS means the European Credit Transfer System, which is a student-centred system based on the student workload required to achieve the learning outcomes of the Degree Programme

Enrolment is the process by which a student is formally accepted by the Governing Board onto the Degree Programme.

External Examiner is a professional academic responsible for monitoring the reliability and validity of assessment procedures and academic standards.

Governing Board is the central administering organ of the Degree Programme.

National Frontex Point of Contact (NFPOC) is a single point of contact between Frontex and the national services of Member States responsible for border control.

National Training Coordinator (NTC) acts as a permanent contact in training matters between Frontex and the national services of Member States responsible for border control.

Module Convenor is a professional academic responsible for the delivery of the module.

Partners are all the signatories to the Consortium Agreement, including Frontex and the Academic Partners

Programme Administrator is a Frontex representative in charge of all administrative responsibilities with regard to the Degree Programme.

Programme Board is inter alia responsible for the monitoring, delivery and implementation of the on-going Degree Programme. The composition, functions and specific responsibilities of the Programme Board are described in the Quality Assurance Handbook.

Programme Coordinator is a representative of an Academic Partner or Complementary Entity in charge of administrative, logistical and organisational matters in their Institution.

Quality Assurance Committee reports to and advises the Governing Board on the implementation of policies and procedures relating to quality assurance, enhancement and internal review of quality.

Sending Authorities are the national services of Member States responsible for border control under their national law as represented in the Management Board of Frontex and other relevant Frontex Partner Organisations.

The word '**Student**' has the same meaning as the term 'learner' as defined in the Bologna process.

Validation is the process by means of which the Validating Authorities certify that the Degree Programme enables the student to attain, at the appropriate level, the knowledge, skills and competences that are expected as outcomes of the programme.

Validating Authorities are the entities that ensure that the Degree Programme is of the required academic standard, is supported by the necessary resources and is responsive to European market needs.

1. Access and Admission

There will be a minimum of 16 students and a maximum of 40 students per iteration of the Master's Programme, a minimum of one student from the national agencies with border guard responsibilities from each Member States and Schengen Associated Countries as well as from Frontex and Partner Organisations which cooperate with Frontex.

1.1. Admission Requirements

1.1.1. Academic Admissions Requirements:

- 1.1.1.1. To be admitted, candidates must possess at a minimum a first-cycle qualification comprising at least 180 ECTS credits (bachelor degree or equivalent) obtained from a recognised higher education institution. Moreover, the academic degree should be obtained in an area that is related to the subject of this Degree Programme, such as law, business administration, public administration, entrepreneurship, border guarding, border policing, policing, criminology, military sciences, security sciences, sociology, psychology, political sciences, risk and security management and related areas.
- 1.1.1.2. In case the bachelor's degree obtained is in subject areas other than the ones mentioned above, the Admission Panel decides whether the respective field of study is relevant for ensuring the prerequisite learning required for enrolling in the Master's programme, also taking into consideration the applicant's overall professional experience.

1.1.2. Professional Experience Admission Requirements:

- 1.1.2.1. In addition to the aforementioned academic requirements, to be admitted to the Programme, students are also expected to have first-hand knowledge and experience of working in the field of Border Guarding.

- 1.1.2.2. Students must have a minimum of 3 years' experience in an operational border guard function in at least middle management level, including but not limited to the following:
- border surveillance units (all types of borders);
 - border checks units (all types of borders);
 - risk analysis units;
 - cross-border crime units (smuggling of migrants, trafficking of human beings, countering illegal migration, document forgery, investigation units etc.);
 - intelligence related to border crime;
 - immigration control units;
 - return, asylum operational units;
 - headquarters structures coordinating the operational units (as listed above).

1.1.3. Security clearance

- 1.1.3.1. All persons who have access to training materials and assessments related to the Degree Programme must have an appropriate level of security clearance issued by the competent national authority (EU RESTRICTED).
- 1.1.3.2. The selected students will have to be in a possession of the necessary level of security clearance (EU RESTRICTED or equivalent) at the beginning of their studies. The original certificate of security clearance must be submitted to the Programme Administrator who presents it to the Frontex Security Officer. EU security clearance at RESTRICTED level or equivalent level security clearance issued by a national security authority of a Member State (or Schengen-associated country) will be accepted.
- 1.1.3.3. In case students do not possess valid security clearance, they will be requested to undergo a security screening procedure.

- 1.1.4. Applicants should normally be expected to remain in service for a period of at least 5 years after the completion of the Degree Programme.

1.1.4.1. Exceptions to this clause will be considered on a case-by-case basis by the Chair of the Governing Board only for candidates who meet all the other entry requirements. In exceptional cases, such as different types of job contracts among others, this requirement may be waived by the Governing Board if the Board concludes that there are justifiable reasons to warrant such a course of action. Such cases will be reviewed on a case-by-case basis.

1.1.5. English Language Proficiency Requirements

1.1.5.1. All elements of the Degree Programme, including the materials, teaching and delivery, are drafted and conducted in the English language.

1.1.5.2. As a consequence, all lectures, assignments, tests and the dissertation will be conducted in English. If a student is a non-native speaker of English (i.e. his/her first language is not English) that student is required to provide recent evidence of the level of his/her command of the English language at least at the B2 level as defined in the Common European Framework of Reference for Languages (CEFR). The evidence may take the following forms:

- a) substantial education (a minimum of a bachelor's degree or equivalent) conducted in English in a majority English-speaking country;
- b) an internationally recognised, valid certificates are IELTS, TOEFL, or Cambridge. The necessary level is the B2 level of the European Qualifications Framework for Languages.

1.1.5.3. Applicants who cannot provide recent evidence as to the level of their English language proficiency will be required to sit a proficiency assessment.

1.1.5.4. Candidates are required to demonstrate that they:

- can understand the main ideas of complex texts on both concrete and abstract topics,

including technical discussions in a subject area related to border security;

- can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party;
- can produce both orally and in writing a clear, detailed text on a wide range of subjects related to their professional field and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

1.1.5.5. The English language proficiency assessment is administered only to candidates who successfully meet all the other entry requirements.

1.1.6. Candidates need to be citizens of a European Union Member State or Schengen Associated Country.

1.2. Access and Admission Process

1.2.1. Frontex launches a call for proposals for applicants (prospective students). The call is addressed to the National Frontex Points of Contact (NFPOC) and copied to the National Training Coordinators (NTC). In case of Partner Organisations the calls are addressed to the countries' relevant authorities via official points of contact.

1.2.2. Sending Authorities nominate candidates that meet the admission requirements as specified in article 1.1 of this Handbook.

1.2.3. The nominated candidates complete an Application Form, which is provided to the Sending Authorities by Frontex with the Call for Applicants.

1.2.4. The signed application form must be completed in English and be submitted through the National Frontex Point of Contact to Frontex, and include:

- a) a statement from the Sending Authority, signed by a relevant representative, stating

- that the student is expected to remain in service for a period of at least 5 years after the completion of the Degree Programme;
- b) a statement from the Sending Authority, signed by a relevant representative, stating that the student's workload will be decreased to facilitate his/her learning;
 - c) a copy of the applicant's national ID or passport;
 - d) a first cycle bachelor's degree diploma and diploma supplement (legalised copy) or equivalent, or any higher academic degree in a relevant subject area (see also paragraph 1.1.1 of this Handbook);
 - e) a legalised copy of a certificate that proves that the candidate has changed his/her name if the name on the diploma is different;
 - f) a Europass CV;
 - g) a letter from the employer that states the positions and length of service in each position held by the candidate;
 - h) a certificate or any other proof of English language proficiency (if applicable);
 - i) one recent photo in electronic format (jpeg);
 - j) a security clearance certificate or proof that the student is in the process of obtaining it;
 - k) a recognised chronic/temporary disabilities certificate (if applicable);
 - l) a signed declaration on Intellectual Property Rights which indicates that all industrial and intellectual property rights to all works and materials created or developed for the purposes of the Degree Programme belong exclusively to Frontex (see also article 4 of this Handbook).

1.3. Application Timeline

- 1.3.1. The Programme Administrator receives the students' application forms from the Sending Authorities no later than 10 weeks before the start of the academic year.
- 1.3.2. Pre-screening is performed by the Programme Administrator to ensure that all applications are completed according to the checklist in 1.2.4. The pre-screening lists each complete application, including those which require an additional English language proficiency test.
- 1.3.3. The Programme Administrator forwards the list as well as the completed application forms to the Admission Panel in electronic format within 2 weeks.
- 1.3.4. Every application is assessed by each member of the Admissions Panel. Every member of the Admissions Panel makes a decision on the list of eligible candidates (that meet the admission requirements) within 2 weeks from receiving the applications from the Programme Administrator.
- 1.3.5. An assessment of the professional experience admission requirement is to be made in consultation with the Frontex Project Manager
- 1.3.6. The list prepared by each member of the Admission Panel will include eligible candidates (including those who satisfy the language requirements), partially eligible (those who still need to be assessed with regard to language competence) and ineligible candidates. The applicants should be listed in order of Sending Authority.
- 1.3.7. The Programme Administrator makes the necessary arrangements for the identified candidates who need to be assessed with regard to English Language Proficiency.
- 1.3.8. When the results of the language test are submitted, a final online meeting of the Admission Panel takes place at which a decision is made as to the final list of eligible candidates which will also include ineligible candidates with a clear statement with regard to the justification for such ineligibility.

- 1.3.9.** Based on the final list, the Programme Administrator prepares an official communication to the Sending Authorities.
- 1.3.10.** Through the National Frontex Point of Contact, Frontex informs the Sending Authorities of the list of eligible candidates for their Member State, requesting a decision on the student(s) to be enrolled and those eligible to be placed on the reserve list, considering the criteria recommended below (which are not exhaustive):
- a) appraisal report — professional performance of duties assigned;
 - b) long-term career prospects;
 - c) potential for multiplying the learning/experience within the organisation;
 - d) involvement in activities/working groups at EU level i.e. European Commission, European Agencies;
 - e) commitment/drive with regard to personal development / drive to succeed;
 - f) ability to arrange different work patterns to achieve a balance between studying and maintaining a life outside of work;
 - g) prior academic performance.
- 1.3.11.** The names of the selected candidates are published on Frontex Virtual Aula within 3 days from the deadline of receiving the final decision from the Sending Authorities. The list of selected candidates must be published no later than 4 weeks before the start of the academic year.
- 1.3.12.** On completion of their registration form, candidates who have been admitted to the Degree Programme must send this form to the Programme Administrator who will register them as admitted students with each of the Academic Partners. The registration form includes a contract with Frontex regarding issues of Intellectual Property Rights and access to classified information and administrative and logistical information related to the Degree Programme (i.e. travel arrangements, accommodation, and other related information)
- 1.3.13.** Candidates do not individually register with Academic Partners as it is done centrally by the Programme Administrator. The Programme Administrator sends the list of the admitted students to the respective Academic Partners' registrars (or equivalent functions) for registration.
- 1.3.14.** Upon enrolment of their national students, the Sending Authorities sign a declaration stating their acceptance of the terms of the programme, including inter alia:
- a) Financial arrangements
 - b) Conditions for withdrawal
 - c) Recovery of costs
 - d) Commitment to facilitate the student's learning

1.4. Vacant Places

- 1.4.1.** If none of the proposed candidates from Sending Authorities meet the admission requirements, the Admission Panel makes a selection from the reserve list of eligible candidates from other Sending Authorities based on the following additional criteria:
- a) More than one national service responsible for border control under their national law as represented in the Management Board of Frontex
 - b) The size of the Member State's border guard function of the law enforcement organisation
 - The size of the Member State's border function of the law enforcement organisation is proportional to the size of its border and the related challenges posed by the management of such borders including air borders. Hence, the increased need to have qualified staff.
 - c) Consortium Partners
 - Consortium Partners should be offered an opportunity to fill vacant places as they have been heavily involved in the development of the Degree Programme, which required a substantial commitment and effort.

- 1.4.2. The Admission Panel applies the rotation principle and selects candidates from the Sending Authority who have not been previously admitted from the reserve list.
- 1.4.3. Upon exhaustion of the candidates from the reserve list, the remaining vacant places are offered to candidates from Frontex and from Frontex Partner Organisations.
- 1.4.4. In exceptional situations, the Admission Panel reserves the right to change the timeline for the admission procedure, including a situation where there are vacant places. The start date of the Degree Programme will not be affected.
- 1.4.5. Students with a disability, illness or mitigating circumstances
- 1.4.6. In case of a disability, the Admission Panel checks whether a student can, within reason, for the benefit of the student, be given access to the facilities, the delivery environment and the adaptations to the way examinations are taken.
- 1.4.7. Students with a disability, defined as conditions of a chronic or permanent nature (at least for the time being) that represent a structural impediment to studying or taking exams, such as all motor, sensory or psychological disabilities, but also functional disorders such as instance dyslexia, repetitive strain injury, chronic fatigue, depression, chronic illnesses etc., or any temporarily disabilities, might need special arrangements to be made. All Academic Partners are therefore obliged to provide facilities and services to make it possible, for students with a disability to participate in the Degree Programme.
- 1.4.8. Regarding the facilities for students with a disability, the following three areas can be distinguished:
 - a) access to the Partners' buildings
 - b) the delivery environment of the modules
 - c) adaptations to the way examinations are taken

- 1.4.9. Students who need to make use of these additional facilities should inform the Programme Administrator. If necessary, a medical declaration should be provided, stating the nature and extent of the limitation.

2. Appeals against the admission decision

- 2.1. Appeals relating to applications should be addressed to the Programme Administrator within 5 working days from the time the decisions were communicated to the Sending Authorities.
- 2.2. An Appeal Committee will only consider an appeal relating to an application for admission if there is substantive evidence of irregularity in the procedure under which the application has been handled in accordance with these regulations. Appeals will not be considered where the grounds of appeal relate to the nomination procedures of the Sending Authority.
- 2.3. An Appeal Committee, assigned by the Governing Board, takes a decision within 3 working days after the day the appeal is received.
- 2.4. The decision of the Appeal Committee is final.

3. Insurance

All student enrolled in the Degree Programme, must obtain, at their own expense, and keep in effect during the duration of the module being covered at the designated Academic Partner, liability insurance covering bodily injuries and property damage to others arising out of their activities within the Degree Programme unless this liability is already covered by their employer or another authority.

4. Intellectual Property Rights

- 4.1. All industrial and intellectual property rights to all works and materials created or developed for the purposes of the Degree Programme belong exclusively to Frontex, subject to specific agreements, where required, for the protection of industrial and intellectual property rights previously owned by the authors.
- 4.2. Frontex commits to respect the rights of authors (e.g. teachers, professors, academics, students) of the materials by indicating their names on the work created by them.
- 4.3. See also article 1.2.4 (1)

5. Publicity

- 5.1. Any marketing, advertising or dissemination of publically accessible information or materials arising from the subsistence of the Degree Programme must:
 - a) be approved by Frontex;
 - b) be in compliance with Frontex corporate identity guidelines; and
 - c) indicate that the Degree Programme is a result of Frontex funding.

6. Academic Calendar

- 6.1. The academic calendar and schedule for assessments, re-sits and dissertations will be published on Moodle for each academic year.
- 6.2. A provisional timeline for the Degree Programme can be found as an appendix to the Teaching and Examination Regulations.

7. Requirements for the Degree

- 7.1. The Degree Programme is delivered over three (3) Stages. Each Stage represents one semester of full-time study carrying 30 ECTS credits. Stage 3 is comprised solely of a dissertation.
- 7.2. Students who successfully complete all the modules covered during the two stages and the dissertation stage with a letter grade of E in each module shall be eligible for the award of the degree.
- 7.3. The European Joint Master's in Strategic Border Management Degree Programme constitutes 90 ECTS credits. 1 ECTS credit reflects 28 hours of learning activity directly related to the Programme.

8. Recognition of Prior Learning

- 8.1. The Consortium recognises previous learning for the purposes of exemption from modules of study in the Degree Programme, where students can offer proof that they have previously achieved the stated learning outcomes of those modules. Previous formal learning will only be accepted as exemption from modules provided that the ECTS credits have not been used to meet the credit requirements of any other major award.
- 8.2. The Consortium conducts a graded assessment of prior formal, non-formal or informal learning used as exemption from modules. Such assessment is carried out in accordance with the procedures on Recognition of Prior Learning assessment outlined in the Teaching and Examination Regulations.

- 8.3.** Where exemption from module(s) is requested on the basis of Recognised Prior Learning, the Learning Outcomes of the successfully completed module(s) will be compared against the expected Learning Outcomes of the module(s) on the programme. Where these are found to be sufficient, an exemption will be awarded and the programme module(s) will be considered to have been completed on a 'grade neutral' basis.
- 8.4.** Exemption from module(s) with the awarding of ECTS credits will be limited to one-sixth of the ECTS credits for each Stage. No exemptions will apply to the dissertation.
- 8.5.** Students may be eligible to be exempted from one module (5 ECTS credits) from each of the first two stages. Possible exemptions are therefore limited to 10 ECTS credits:
- Stage 1: Leadership and Organisational Development in Border Management (Module 3)
 - Stage 2: Global Context in European Border Security (Module 7)
- 8.6.** A student who wishes to apply for exemption from the respective module, should complete and return the form to the Programme Administrator within one week from the start from the programme.
- 8.7.** The Recognition of Prior Learning Subcommittee examines the requests and, based on the results of the assessment, decides within two weeks of receiving the request whether to exempt the student from the assessment requirement and require the student to audit the module. Detailed information on the Recognition of Prior Learning Subcommittee can be found in the Quality Assurance Handbook.
- 8.8.** Auditing module(s) allows the student to participate in the module without the requirement to complete assessments.

- 8.9.** The decision is communicated to the student and all Academic Partners through the Programme Administrator within one month of the start of the Programme.

8.10. The assessment criteria are included in the Teaching and Examination Regulations.

9. Programme structure

9.1. Stage 1

- Strategy, Planning and Evaluation in Border Guarding (5 ECTS credits)
- Fundamental Rights and Ethics in European Border Security Management (5 ECTS credits)
- Leadership and Organisational development in Border Management (5 ECTS credits)
- EU Border Policies and Strategies (5 ECTS credits)
- Innovation and Technology in Border Security (5 ECTS credits)
- Researching Management Practices in Border Security 5 (ECTS credits)

9.2. Stage 2

- The Global Context of European Border Security (5 ECTS credits)
- Strategic Risk & Threat Management for European Border Security (5 ECTS credits)
- Cooperation in Strategic Border Management (10 ECTS credits)
- Researching Integrated Practices in Border Management (10 ECTS credits)

9.3. Stage 3

- Dissertation (30 ECTS credits)

10. Award

10.1. The European Joint Master's in Strategic Border Management

- 10.1.1.** The Master's Degree is awarded to a student who has been officially registered on the Degree Programme and has fulfilled the assessment requirements of the Programme comprising 90 ECTS credits.
- 10.1.2.** Master Award parchments are issued by one of the Consortium Partners and signed by the Registrars and Rectors (or equivalent officials) of all Academic Partners of the Consortium and are accompanied by a Diploma Supplement describing the nature, level, context, content and the grades obtained for the modules and the dissertation as well as the national equivalent of the degree of the Consortium Partners.

10.2. Transcripts

- 10.2.1.** The transcript indicates both the part of the Degree Programme attended successfully by the student as well as the corresponding study load.
- 10.2.2.** Students who do not complete the Degree Programme may request directly from any of the Academic Partners or through the Programme Administrator a transcript of successfully completed modules.
- 10.2.3.** In case the transcript is issued directly by one of the Academic Partners, the Programme Administrator and the other Academic Partners needs to be informed.
- 10.2.4.** Students who do not complete the Degree Programme may, upon readmission, request exemption from successfully completed modules, provided that the ECTS credits have not been used to meet the credit requirements of any other major award.

11. Programme Progression

- 11.1.** In order to be eligible to progress to the next stage of the Degree Programme, a student is required to pass all assessments (except for assessments that are deemed to have been passed by exemption) in the preceding stages. In exceptional situations, where there are mitigating circumstances, the Board of Examiners may recommend that a student is permitted to progress subject to conditions which the Board of Examiners may impose.
- 11.2.** When students do not obtain all the requirements to proceed regularly to the following stage having been absent for examination with a valid reason they shall progress conditionally, if eligible, and be (re)assessed within a predefined period.

12. Assessments

- 12.1.** All assessments and assessment procedures are fair, consistent, valid and reliable. Assessments are derived from the module learning outcomes and authentic to the subject, with transparent grading criteria that are unambiguous. Each module within the Degree Programme has an assessment strategy.
- 12.2.** Students are familiar with and understand the learning outcomes, the assessment strategies and the grading criteria for all assessments.
- 12.3.** All assessors, the Board of Examiners or anyone with a direct role in the assessment of students will have the necessary competence for their role.
- 12.4.** The assessment of each module may be through coursework, written or oral examination, assignments or combinations of these, to each of which a letter grade is assigned. The method of assessment can be found in the description of

each module as well as in the in the appendix to Teaching and Examination Regulations.

- 12.5.** Assessors state the student's performance in the assessment of all modules, including the dissertation, as a letter grade. For successful completion of each taught module and research component a letter E is required.
- 12.6.** The letter grades are recorded in the student's academic record.
- 12.7.** The learning outcomes of the modules are included in the description of the module together with the method of assessment, duration of the assessment and the assessment periods.
- 12.8.** The following system of letter grades is used to evaluate the student's work. The 6-stage matrix draws together the 6-level descriptors proposed by the Consortium (Excellent – Fail) and refers them to the corresponding national grading levels in each of the Consortium Partners. More information on the grading system can be found in the Quality Assurance Handbook.

12.9. The Module Board informs the Programme Administrator of the results obtained by each student in a particular module.

12.10. The teacher is required to determine the result as soon as possible after the assessment and not later than 10 working days thereafter. The teacher publishes the grades in Moodle and the Programme Administrator shares them with the Academic Partners' registrars or equivalent within 15 working days of the assessment date. If the teacher is not able to meet these requirements due to exceptional circumstances, he/she must inform the Board of Examiners and the Programme Administrator, stating the reasons for the delay. The Programme Administrator will pass this information on to the students.

12.11. Teachers responsible for the assessment are required to give an explanation of the grades awarded. Students are provided with feedback so that they may know the strengths and weaknesses of their performance. Students are entitled to receive feedback on their assessment after the publication of the results and before the re-

Consortium	Consortium A	Consortium B	Consortium C	Consortium D	Consortium E	Consortium F
Learning Descriptor	Work of excellent quality.	Work of very good quality.	Work of good quality.	Work of fair but below average quality	Pass. Work that only just meets the passing (threshold) standards	Unsatisfactory failing work in any study-unit.
	Superior performance showing a comprehensive understanding and application of the subject matter. Evidence of considerable additional reading/research/work	Performance is typified by a very good working knowledge of subject matter. Evidence of a considerable amount of reading/ research/work.	Above average performance, with a good working knowledge of subject matter. Evidence of sufficient reading/ research/work.	Considerable but incomplete understanding of the subject matter. Evidence of a fair amount of reading/research/work.	Performance demonstrates an understanding of the basic concepts of the subject; evidence of limited additional reading/research/work This grade can also be used for work that is assessed on a pass/fail basis. In this case, the result is Grade Neutral – i.e. does not impact positively or negatively on the student's grade average.	Fail
Estonia	A Suurepärase	B Väga hea	C Hea	D Rahuldav	E Kasin (Avestus for Pass/Fail)	F Puudulik
Lithuania	10 Puikiai	9 Labai Gerai	8 Gerai	7 Pakankamai	6–5 Patenkinamai* – Silpnai	1–4 Visai Blogai – Nepakankamai
Netherlands	10 Uitmuntend	9 Zeer Goed	8 Goed	7 Ruim Voldoende	6.0–5.5 Voldoende	1–5.4 Zeer Slecht – Bijna Voldoende
Spain	10 Matrícula de Honor	9 Sobresaliente	8 Notable	6.5 Aprobado	5 Aprobado	0–4 Suspenso
Latvia	10–9 izcilī (with distinction) – teicami (excellent)	8 ļoti labi (very good)	7 labi (good)	6 gandrīz labi (almost good)	5–4 viduvēji (satisfactory) – gandrīz viduvēji (almost satisfactory)	1–3 neapmierinoši (unsatisfactory)

* This 'telescoping' of the Pakankamai (6) grade and the Silpnai (5) grade is seen in some international programmes where Lithuania is a participant to fit a 5-stage grading structure

sit takes place. Scripts are retained for at least six years by Frontex and the Academic Partners after the results have been officially recorded.

13. Revision of the assessment results

- 13.1. Once a grade has been reported to the Academic Partner, it can be changed only upon written request from the responsible teacher.
- 13.2. Students may request the teacher to review a grade that they have received and may also ask to consult with the Module Convenor or with their Mentor. Additionally, they may request that the decision of the revision be elaborated in a detailed report.

14. Appealing assessment result

- 14.1. The Module Board and the External Examiner representing the Board of Examiners are responsible for dealing with student appeals against their grades
- 14.2. In order to make an appeal the student should complete a Student Appeal Form and submit it together with any supporting evidence to the Programme Administrator within 1 week of receiving official notification of the results. A member of the Module Board/External Examiner not involved in the original grading should carry out the review of the module under appeal. The work of the original teacher who graded the assessment is not reviewable by the reviewing academic and a recommendation to alter the results can only be made if the change can be justified by objective criteria.

- 14.3. Students can make an appeal concerning their assessment results on the following grounds:
 - a) academic: that the grade awarded in any given exam or question does not reflect the quality of the answer given;
 - b) that the exam(s) was not conducted in accordance with the relevant instructions, regulations or requirements;
 - c) where new evidence is provided of circumstances which might have adversely affected their performance in the exams;
 - d) arithmetical grade check.

14.4. The student can request an arithmetical grade check if he/she believes that there has been an administrative error when the grades were being recorded. Students are advised that, in the event of any form of administrative error being discovered, it must be corrected, whether it results in the grade in question being adjusted upwards or downwards.

14.5. Students are reminded that if they believe that their performance in exams may be affected by illness (or by other personal circumstances) they should report the matter to the teacher/instructor before sitting the exams. Students should not wait for their results before deciding to notify the Programme Administrator of the situation.

14.6. Information regarding mitigating circumstances received after the exams will not be considered as grounds for an appeal, unless there are exceptional reasons why this information could not be provided at the time. All appeals due to extraordinary mitigating circumstances are only valid when accompanied by comprehensive supporting evidence, including detailed medical certificates where appropriate, and a full explanation of the reason for the original non-declaration.

14.7. The decision of the Module Board is communicated to the student within 5 days by the Programme Administrator, with notice of the

outcome of the appeal also communicated to the Board of Examiners

- 14.8.** On exhaustion of the procedures in relation to the appeals, students are entitled to pursue any further proceedings offered by the Academic Partners.

15. Re-assessment

- 15.1.** Only those students who obtain a fail grade (F) in an assessment at the first attempt are allowed one re-assessment of the failed assessment.
- 15.2.** In principle, the re-assessment takes place at the end of each stage, unless otherwise specified in the Programme Schedule (Academic Calendar).
- 15.3.** Only the final module grade will be shown on the Transcript without indicating whether it was obtained through a re-assessment.
- 15.4.** Students who fail to obtain the ECTS for any module after re-assessment are deemed to have failed the Programme and are required to withdraw from the programme.

16. Expulsion from the Programme

- 16.1.** In cases where a student has failed the programme as stated in 15.4, the Programme Board, in consultation with the Board of Examiners, decides that the student must discontinue his/her studies. Consortium partners and the Sending Authority are also informed.
- 16.2.** A student may also be expelled from the programme if the student has committed academic dishonesty.
- 16.3.** Expulsion from the programme is equivalent in all respects to failing it and makes the student's record unsatisfactory. A notation of EXLD (excluded) on the transcript indicates that the student was not permitted to continue in the course and receives no further ECTS. Students excluded from a programme are denied any right to further course evaluation, including re-sits.

17. Appeals against expulsion from the Programme

- 17.1.** Students should be aware that the only possible outcome of a successful appeal against expulsion is that they are permitted to repeat the Degree Programme in the next iteration starting from the point where they left off, provided that the programme is offered again. Students cannot appeal to progress onto the next stage of the programme, unless the timing allows for the requirements for progressing to the next stage of the programme to be met.
- 17.2.** Appeals will be considered on the following grounds:
- Where there is new evidence of mitigating circumstances which the student had been unable for valid reasons to disclose before the Programme Board made the decision.
 - Where there is evidence that the Programme Board had acted unreasonably in requiring the student to be expelled from the Programme.
 - Where there is evidence that the procedure on expulsion from the Programme has not been correctly followed.
- 17.3.** Appeals against expulsion from the Programme are reviewed by an Expulsion Appeal Subcommittee appointed by the Governing Board as detailed in the Quality Assurance Handbook.

- 17.4.** It must be stressed that all appeals should be supported by a detailed reasoned case stating why the student should be allowed to repeat the iteration. This must include comprehensive supporting evidence of any exceptional extenuating circumstances.
- 17.5.** On exhaustion of the procedures in relation to appeals, students are entitled to pursue any further proceedings offered by the Academic Partners.

18. Submission of Written Work

Students are responsible for ensuring that required written course work is submitted and received within the specified timeframe. All work is submitted electronically through an Internet-based plagiarism detection service such as Turnitin.

19. Plagiarism, Collusion and Cheating

- 19.1.** The Consortium views academic misconduct and plagiarism as serious breaches of academic standards. Plagiarism is defined as: 'The incorporation by a student in work for assessment of material which is not their own, in the sense that all or a substantial part of the work has been copied without any adequate attempt at attribution, or has been incorporated as if it were the student's own when in fact it is wholly or substantially the work of another person or persons'. Allegations or suspected cases of academic misconduct or plagiarism are investigated and managed in accordance with the procedures detailed below.
- 19.2.** The Consortium recognises that the open exchange of ideas plays a vital role in academic endeavour, as often it is only through discussion with others that one is fully able to process information or to crystallize an elusive concept. Therefore, students generally are encouraged to engage in conversations with their teachers and fellow students about their modules, their research, and even their assignments. These kinds of discussions and debates in some ways represent the essence of life in an academic community. And yet, it is important for all to acknowledge clearly when they have relied upon or incorporated the work of others. To ensure the proper use of sources while at the same time recognising and preserving the importance of the academic dialogue, the following policy is adopted:
- 19.3.** It is expected that all home assignments, projects, reports, papers, dissertations and examinations and any other work submitted for academic credit will be the student's own. Students should always take great care to distinguish their own ideas and knowledge from information derived from sources. The term 'sources' includes not only primary and secondary material published in print or online, but also information and opinions gained directly from other people. Quotations must be placed properly within quotation marks and must be cited fully. In addition, all paraphrased material must be acknowledged completely. Whenever ideas or facts are derived from a student's reading and research or from a student's own writings, the sources must be indicated.
- 19.4.** Students must also comply with the policy on collaboration established for each module, as set forth in the module syllabus or on the Programme's website. Unless otherwise stated in the module documentation, when collaboration is permitted within a module, students must acknowledge any collaboration and its extent in all submitted work; however, students need not acknowledge discussion with others of general approaches to the assignment

or assistance with proofreading. If the module documentation or website does not include a policy on collaboration, students may assume that collaboration in the completion of assignments is permitted. Collaboration in the completion of examinations is always prohibited.

- 19.5.** The responsibility for learning the proper forms of citation lies with the individual student. Students are expected to be familiar with the Harvard Guide to Using Sources (<http://using-sources.fas.harvard.edu>) and with the Legal Citation Guidelines of the College of Europe. Students who are in any doubt about the preparation of academic work should consult their teacher, Module Convenor or Mentor before the work is prepared or submitted.
- 19.6.** Plagiarism is defined as the unacknowledged use, as one's own, of the work of another person, whether or not such work has been published or paid for.
- 19.7.** Major cases of plagiarism include:
- Significant unacknowledged copying of text, diagrams, tables, images or other material from any published or unpublished material, lecture slides or handouts, whether such material is in manuscript, print or electronic form.
 - Acquisition of work, designs, or concepts (including buying or commissioning work from third parties/professional agencies) prepared by one or more others and presenting the work in whole or in part as the student's own work.
 - Significant amounts of patch writing (i.e. changing only some of the words, or the order of the words, or redrawing diagrams, etc.) with or without citation. Patch writing should not be confused with paraphrasing, which is the appropriate (and acknowledged) rewriting of ideas present in a source text in the student's own words and should be actively encouraged as a feature reflecting maturity in academic writing.
- 19.8.** Examples of major plagiarism include:
- Copying text or a diagram from another source, failing to enclose the copied text within quotation marks, or taking somebody else's ideas, and failing to correctly acknowledge the source of the text, diagram, or ideas.
 - Purchasing a paper or report; paying others to prepare an assignment but then submitting the work under the student's own name.
 - Copying text but replacing some words or changing word order, whether or not the source is correctly acknowledged; re-drawing diagrams and failing to acknowledge the source.
- 19.9.** Minor offences of plagiarism include:
- Individual in-line citations lacking corresponding entries in the references section, or failure to compile a references section.
 - Demarcated text without in-line citation or instances of incomplete or inconsistent inline citation.
 - Incorrectly written entries in a reference list, when this results in the reader's inability to create a correspondence between the entries in the reference list and in-line citations.
 - Inconsistent citation style, when this results in the reader's inability to identify sources.
 - Unacknowledged borrowing that does not contribute significantly to the text in question.
- 19.10.** Collusion occurs when two or more students collaborate to produce work, where such collaboration is not permitted.
- 19.11.** The examples below indicate the range of acceptable behaviour, but should not be taken as a comprehensive list:
- In supervised examinations, it is expected that students work individually, and no sharing of ideas or material is allowed; only reference to permitted resources is

allowed (such as the text book in an open-book exam) when indicated in the rubric of the exam paper.

- b) In home assignments, unless otherwise specified, it is expected that students work individually, and no sharing of ideas or material is allowed; however, reference to publicly available information is permissible (with appropriate citation).
- c) If a home assignment is an individual assignment, students are permitted to communicate orally so that the problem assigned is understood — however, students are not permitted to share material.
- d) If a home assignment is specifically group-work, it is generally accepted that the work involved will be divided equitably between the students working together; however, students are still expected to collectively take responsibility for the content of their work, and therefore to know and understand the work produced by their team mates. It is not permissible to have students who do not make a sufficient contribution, or who fail to allow their team mates to contribute. Also, communication between teams is generally not allowed, except for oral communication so that the problem is understood. If students working in a group are expected to submit individual work for assessment, then students must acknowledge which aspects of the work are the results of group effort and which are their own. It therefore follows that the students take individual responsibility for the individually submitted contribution, but collective responsibility for the aspects of the submitted work that required a joint effort.
- e) In individual project work, each student is assessed on his or her own contribution; however, the nature of the work often demands assistance from others. Such assistance must be acknowledged, so that the student's individual contribution may be properly assessed.

- f) Any authorised deviations from the limitations of permitted collaboration as specified in the assignment description must be documented by the study-unit coordinator.

19.12. Examples of collusion include but are not limited to:

- a) 'Borrowing' an assignment written by another student and basing your assignment on the borrowed one.
- b) Sharing results of experiments/work performed by others and incorporating them into your own work as though you had performed the experiments/work yourself.
- c) Sharing solutions to problems, or other sections of a report or assignment.
- d) A number of students colluding on an assignment intended to be performed as an individual assignment, such that each student works on a part of the assignment but submits individual reports covering the work performed by all colluding students.

19.13. Students who, for whatever reason, submit work which is either not their own or does not have clear attribution of its sources will be subject to disciplinary action, up to and including requirement to withdraw from the Programme.

19.14. Definition of Cheating

Cheating is defined as fraud, deceit or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question, such as:

- a) Copying or attempting to copy from others during an exam or on an assignment.
- b) Communicating answers with another person during an exam.
- c) Using unauthorised materials, prepared answers, written notes, or concealed information during an exam.
- d) Allowing others to do an assignment or portion of an assignment for you, including the use of a commercial term-paper service.

- e) Submission of the same assignment from a different course without prior approval of all the teachers involved.
- f) Collaborating on an exam or assignment with any other person without prior approval from the teacher.
- g) Taking an exam for another person or having someone take an exam for you.

19.15. Cases of plagiarism, collusion and cheating are examined by the Academic Partner responsible for delivering that part of the study programme in which the plagiarism took place. In the case of the dissertation, the instances are examined by the Academic Partner from which the dissertation supervisor comes. Each Academic Partner has procedures for plagiarism, collusion and cheating in place.

19.16. After the examination of the alleged case of plagiarism, collusion or cheating, the respective Academic Partner advises the Programme Board how to deal with the particular case.

19.17. On the advice of the Academic Partner the Programme Board decides what measures should be taken.

20. Conduct of Students During Examinations

20.1. Students should adhere to the following rules during the administration of examinations:

- During bathroom breaks, students should not use computer terminals, telephones (land line or cellular), or other communications devices.
- Students cannot exit the exam room for the first 30 minutes of the examination.
- In order to avoid any possible suggestion of improper behaviour during an examination, students should refrain from communicating with other students while an exam is in progress.

- Students should also not retain or refer to any books or papers during an examination except with the express permission of the instructor or Teaching Staff.
- Eating and drinking are not permitted in any examination room.
- Personal belongings should be put away and all electronic devices should be turned off.

20.2. In the event of a fire, students should take their personal belongings and leave their exam and meet in the location announced at the beginning of the exam. Students should not discuss the exam with other students during the emergency procedures. Violation of the examination rules or dishonesty in an examination may result in a student being required to withdraw from the Programme. Students who fail to obey instructions are liable to disciplinary action.

21. Late Arrival to an Examination

A student who is late for an exam may be refused admission and reported as absent. No one will be admitted to an examination if any student has already left the examination room. Ordinarily, latecomers will not be allowed to make up lost time.

22. Illnesses During an Examination

22.1. Any student, who becomes ill during an exam, should report the illness immediately to the instructor/teacher. An ill student will be kept under supervision until able to resume the examination. Upon resumption of the examination, the student will be allowed only the balance of time remaining.

22.2. If the student requires immediate medical attention and thus cannot resume the examination, the procedure on the Absence from Examination or Non-Submission of Assignments applies.

23. Attendance

23.1. Student attendance in each learning activity is compulsory and is recorded and monitored. Students who attend less than 80% of contact time of a module may render themselves ineligible to take the assessment for that module, in which case a failing grade is recorded.

23.2. A list of attendance will be provided by the Module Convenor, on the basis of the information given by the teachers after the module has finished, to the Board of Examiners.

24. Absence from Examinations or Non-Submission of Assignments

24.1. If a student is absent from examinations held in the pre-defined period for a proven reason that the Board of Examiners decides to be valid (for instance, illnesses or being faced with an extraordinary situation), they are allowed to take the missed examination at a predefined later period as a first sit or second attempt depending on the case, at a time specified by the Board of Examiners.

24.2. When the mode of assessment is by assignment, and there are valid reasons for non-submission of assignments, such validity being decided on by the Board of Examiners, students shall be given an extension of the deadline as proposed by the Module Convenor.

24.3. If a student is ill or faced with an extraordinary situation he/she (or his/her representative) should always inform the Programme Administrator or Module Convenor about their absence from examination(s) or non-submission of assignments by email within 24 hours. The Programme Administrator or Module Convenor informs the student and the teachers by email that he/she has received this information. Written proof of absence from examinations or non-submission of assignment (such as a medical certificate) has to be submitted to the Programme Administrator or Module Convenor as soon as possible.

24.4. Unavoidable absence from an examination resulting from causes other than illness should be reported and explained in advance to the Programme administrator or Module Convenor.

24.5. It is then for the Board of Examiners to decide whether or not to allow the student to take the examination as scheduled or at a later stage and/or to make up for the authorised absence from the modules. The student will be informed about the decision.

24.6. A student who is absent from an examination or does not submit an excuse or who offers a reason which is not considered sufficient to justify the absence or non-submission, fails the examination or assessment and receives a failing grade (F).

25. Incomplete Grade

25.1. Occasionally, extenuating circumstances occur that prevent students from completing the work during a given module, such as when a student suffers extended illness or unforeseeable circumstances that make it impossible to meet module requirements on time. In such occasions, a student may apply for an incomplete grade for the module. Assigning an in-

complete grade is at the discretion of the Board of Examiners and is available for a maximum duration of one stage following the stage in which the original module was offered. Additional time granted to complete course work will normally not exceed the amount of time lost due to the extenuating circumstances. Final approval or denial of the request is made by the Board of Examiners.

- 25.2.** An incomplete grade request (form available from the Programme Administrator and on Moodle). Application for an incomplete grade must be made prior to the end of the module. Failure to apply before the end of the module will result in denial of the request for an incomplete grade unless a petition is submitted and approved allowing the incomplete grade based on circumstances that prevented filing the application within the stated deadline. The teacher must indicate on the form the work to be completed, due date, and grade to be assigned if the work is not completed by the due date. An incomplete module not completed by the date indicated will be changed to the grade assigned on the incomplete form.
- 25.3.** Extenuating circumstances for the purpose of granting additional time to complete module work include death in the family, serious accident or illness resulting in an inability to do the required work, unusual circumstances surrounding the birth of a child, and similarly mitigating circumstances which could not have been prevented or anticipated by the student and were completely beyond his/her control.

26. Examinations in Absentia

- 26.1.** In exceptional cases, students who cannot be present at the time of an exam or reassessment examination may request permission from the Board of Examiners to take the examination in absentia. Applications are available from the Programme Administrator. Before petitioning to take an examination in absentia, students should consult their Mentor.
- 26.2.** Ordinarily, an examination administered in absentia must be given on the same day and at the same time as the scheduled examination of the Programme and at a place acceptable to the Board of Examiners.
- 26.3.** Students are responsible for arranging for a proctor at the examination site. The proctor is subject to approval by the Board of Examiners. Ordinarily, he/she would be a professional in education (an instructor or administrator). The rules and regulations that apply to examinations within the Programme also apply to in absentia examinations.
- 26.4.** Frontex is not responsible for any fees incurred in the administration of examinations taken in absentia, including proctoring fees, postage, and any extraordinary costs incurred in the delivery or administration thereof (room rentals, media rentals, etc.).

27. Extension of studies

- 27.1.** The Programme Board may grant students enrolled in the Degree Programme an extension of up to six (6) months in order to enable them to complete their studies.
- 27.2.** In special circumstances and on the recommendation of the Board of Examiners, the Programme Board may grant students a further extension of up to (2) two years in order to enable them to complete their studies.
- 27.3.** Requests for an extension of studies signed by the students and the respective Sending Authority, are submitted to the Programme Administrator.

- 27.4. Any request approved by the Programme Board is shared with the Academic Partners' registrars (or equivalent) and the Sending Authority.
- 27.5. All decisions by the Programme Board affecting the duration of the Degree Programme for a student are subject to approval by the Sending Authority.

28. Suspension of studies

- 28.1. For well justified reasons a student may be granted a suspension of studies for a definite period. In such cases, the period of suspension is not taken into consideration for calculating the period of enrolment in the Degree Programme.
- 28.2. If it is not practicable for the student to join the Degree Programme following the suspension, the student may be allowed to join a subsequent iteration if and when the Degree Programme is next offered.
- 28.3. Requests for suspension of studies must be signed by the students and the respective Sending Authority and be submitted to the Programme Administrator.
- 28.4. Any request approved by the Programme Board is shared with the University registrars and the Sending Authority.

29. Readmission into the Programme

- 29.1. Students who drop-out of the programme without any valid reason shall not be re-admitted into the programme.

- 29.2. In case of suspension of studies for justified reasons (medical, operational, personal, etc.) and when the 6 month period has elapsed, the Sending Authority may submit a request to Frontex.
- 29.3. Open spaces for re-admissions are part of the procedure of the resources strategy management of the Governing Board.
- 29.4. Students are encouraged to consult their Mentor when suspending their studies and/or applying for re-admissions.

30. Mentoring and Student Support

- 30.1. The Consortium is committed to providing a supportive and positive environment for all students. However, there might be times in everybody's life when things do not go as well as they might wish. In such times, there is comprehensive support available to help with all kinds of different problems.
- 30.2. All students have confidential access to the Module Convenors regarding academic issues, appeals, grievances and all aspects of discipline within the Degree Programme. Students are also always encouraged to discuss any matters with the Programme Administrator who should be the first point of reference if any problems/issues arise.
- 30.3. Module Convenors, the Programme Administrator and Programme Coordinators within the scope of each of their roles are available to:
 - a) provide general academic advice in case of concerns with regard to academic ability/study problems;
 - b) give students help and advice on non-academic matters and refer them for further assistance if required;

- c) assist students with orientation to the Programme;
- d) offer support in questions related to financial, travel and accommodation issues.

30.4. Students have a direct contact with the Programme Administrator, a Frontex representative, as well as with the Programme Coordinators, the Academic Partner's representatives, who are responsible for the administrative running of the Programme and who will provide guidance to students from the submission of their application right through to graduation.

30.5. In addition to the Programme Administrator, students can also always contact their Mentor, Module Convenor or Programme Coordinator in case of any questions and/or concerns.

30.6. Every Module Convenor is responsible for mentoring 2-3 students per iteration of the programme. Students are assigned to a Mentor on a random basis by the Programme Board.

30.7. Module Convenors are assigned as Mentors by the Programme Board before the start of each iteration of the programme

30.8. The Consortium recognises that mentoring of students by Teaching Staff is an integral part of the graduate experience for both. Teaching Staff mentoring is broader than advising a student as to the programme of study to fulfil programme requirements and is distinct from formal instruction in a given discipline.

30.9. Mentoring encompasses more than serving as a role model. The Consortium has outlined the following mentoring roles to guide the relationship between faculty and students. Teaching Staff and students must realise that, while the Module Convenor will be the primary Mentor throughout the duration of the programme, many of the mentoring 'functions' defined below may be performed by the programme teaching staff other than the

Module Convenor. An important consequence of this is that teaching staff must realise that much of their interaction with all students has an important mentoring component to it. Students also have responsibilities to ensure successful mentoring and these are also indicated below.

30.10. Mentoring is defined as:

- a) guiding students through Degree Programme requirements;
- b) providing a clear map of the Programme requirements from the beginning, making clear the nature of the requirements and assessments, and defining a timeline for their completion;
- c) providing clear guidelines for starting and finishing dissertation work, including encouraging the timely initiation of the dissertation, as well as exploring a wide range of possible fields of research throughout the Programme when choosing a topic for the dissertation;
- d) encouraging an open exchange of ideas, including pursuit of the student's ideas;
- e) checking regularly on the student's progress;
- f) evaluating clearly the strengths and weaknesses of the student's academic performance and research competences;
- g) providing and discussing clear criteria for authorship of collaborative research and project work;
- h) being aware of the student's learning and research needs and providing assistance in obtaining required resources;
- i) providing constructive feedback and advice on the student's performance;
- j) guiding the students through professional development;
- k) providing guidance and serving as a role model for upholding the highest ethical standards;
- l) advising students on the fair and equitable distribution of tasks and workload within a team

- m) encouraging peer learning, cooperation, team work and a stimulating learning atmosphere within the student group;
- n) encouraging students to keep in contact with each other throughout the Programme, meet online, provide mutual support, seek and provide constructive feedback, consult on their group and individual work;
- o) facilitating interactions with other students, the faculty, and in the wider professional community;
- p) advising the student in all matters related to the Programme;
- q) providing support and advice to students on non-academic matters and referring them for further assistance if required.

30.11. As partners in the mentoring relationship, students have responsibilities as well. As mentees, students should:

- a) Be aware of their own learning and mentoring needs and how those change throughout the duration of the programme. Students should discuss these changing needs with their Mentors.
- b) Recognise that one teaching staff member may not be able to satisfy all of a student's mentoring needs. They should seek assistance from multiple individuals that are able to fulfil the mentoring roles described above.
- c) Recognise that their mentoring needs must respect their Mentor's other responsibilities and time commitments.
- d) Maintain and seek regular communication with their Mentors, especially their Module Convenor.

30.12. Mentoring Timeline

End of August/ Early September	<ul style="list-style-type: none"> • Mentors receive their list of mentees. • Mentors e-mail their mentees to introduce themselves, offer to answer any immediate questions and arrange a group meeting during Opening Ceremony/Orientation.
Opening Ceremony/ Orientation	<ul style="list-style-type: none"> • Mentors meet with their group at the Frontex HQ to answer questions and to help the mentees to get to know one another • Mentors attend the module orientation events if requested.
Throughout the entire iteration of the programme	<ul style="list-style-type: none"> • Mentors are available via e-mail to answer any questions and pass on useful information as requested
Beginning and end of each stage	<ul style="list-style-type: none"> • Mentors offer to get together with their mentoring group to catch up and offer advice.

31. Student Records

31.1. The Programme Administrator routinely maintains student records describing and documenting their work and progress. These education records generally include records such as permanent and local addresses, emergency contact information, admissions records, enrolment status, grades, reports and evaluations, completion of requirements and progress toward the degree, records of disciplinary actions, and other correspondence with or concerning the student.

31.2. The responsibility for keeping students' data and performance records accurate and up-to-date is entrusted to the Programme Administrator who disseminates this information to each Academic Partner in a timely manner.

31.3. Each Academic Partner must maintain detailed records for all recipients of the joint award. The Programme Administrator in close collaboration with the Programme Coordinators of the Academic Partners or Complementary Entities ensure that the student records kept by each of the Academic Partners are identical in substance and nature.

32. Access to students records

32.1. All students have direct access to their own academic and personal records.

- 32.2.** Students should direct any questions they have about the accuracy of records to the Programme Administrator. If questions still remain, the matter may be referred to the Registrars of the Academic Partners by the Programme Administrator. The official grading sheets kept by the Programme Administrator are the official record of the results of assessments.
- 32.3.** In case of any discrepancies between this official record and the grades presented to students in other ways, the grades in the official Frontex record apply.

33. Data Protection

- 33.1.** The Consortium ensures that applicants' personal data are processed in accordance with Regulation (EC) n° 45/2001 of the European Parliament and of the Council of 18 December 2000 on the protection of individuals with regard to the processing of personal data by the Community institutions and bodies and on the free movement of such data, OJ L 8/01, 12.1.2001). The purpose of processing personal data is to enable the admissions procedure. The admissions procedure is conducted under the responsibility of the Admission Panel. The controller for personal data protection purposes is the Chair of the Programme Board. The information provided by the applicants will be accessible to the members of the Programme Board. For enrolled students: data is kept for a period of 10 years. All applicants may exercise their right of access to and right to rectify personal data. In the case of identification data, applicants can rectify the data at any time during the procedure. In the case of data related to the admissibility criteria, the right of rectification cannot be exercised after the closing date for submission of applications. Should the applicant have any query concerning the processing of his/her personal data and has substantiated requests, he/she

shall address them to the Programme Administrator by email.

- 33.2.** Applicants may have recourse at any time to the European Data Protection Supervisor (edps@edps.europa.eu).

34. Frontex Code of Conduct

All students and staff of the programme must observe the articles of the Frontex Code of Conduct during their periods of study or work on the Programme. The Frontex Code of Conduct is available at http://www.frontex.europa.eu/assets/Publications/General/Frontex_Code_of_Conduct.pdf and is also available on Moodle.

35. Discrimination

Discriminating against individuals on the basis of colour, sex, sexual orientation, gender identity, religion, age, nationality or race and ethnic origin, political beliefs, veteran status, or disability unrelated to job or Programme requirements is strictly prohibited.

36. Grievance

- 36.1.** The student Grievance Procedure is available to any student who seeks to resolve any grievance involving an alleged violation directly affecting that student by any member of the Programme while acting in an official capacity (e.g. faculty member, administrator, staff member, student), of any of the written policies of the Programme.
- 36.2.** On exhaustion of the procedures in relation to grievances of the Consortium, students are entitled to pursue any further procedures offered by the Academic Partners.

The Grievance process is as follows:

36.3. Phase One: Informal Resolution:

Students wishing to object to an alleged violation of the Programme's policies and procedures must first contact, within 2 weeks of any occurrence giving rise to the grievance or the time when they could reasonably have learned of such occurrence, the person responsible for the matter being objected to and attempt to resolve the problem informally. A student who is uncertain about how to proceed may consult the Programme Administrator or the Mentor who identifies the appropriate person. At the request of the grievant or respondent, the Programme Administrator arranges for a meeting of the parties, attends such meeting(s), and the Frontex Project Manager who assumes the role of a Mediator attempts to resolve the problem.

36.4. Phase Two: Formal Review:

If the attempt to resolve a matter informally is unsuccessful, the student may submit to the Programme Administrator (preferably within 15 working days of the first direct contact he or she had with the Programme Administrator, provided that it was possible to hold the informal mediation meeting) a formal written grievance. The Programme Board appoints a subcommittee of 3 members to investigate the grievance. Detailed description of the Grievance Subcommittee can be found in the Quality Assurance Handbook.

36.4.1. A grievance report must consist of the following:

- the specific written Programme policy(policies)/procedure(s) allegedly violated;
- a description of the facts and evidence supporting the allegation;
- a brief history of the attempts to resolve the grievance;
- a description of the redress that the Grievant seeks.

36.4.2. The Subcommittee meets (such meeting may be a virtual meeting) with the Grievant and with such other persons as deemed appropriate for the purpose of ascertaining the facts and attempting to resolve the grievance

36.4.3. The Subcommittee may declare the grievance to be:

- Valid, which means that the grievance is accepted
- Invalid, which means that the grievance is rejected
- Inadmissible, this means that as a result of procedural shortcomings, the objection will not be taken into consideration

36.4.4. The decision may also be divided: the grievance may be deemed partially invalid and/or partially inadmissible. This will be clearly stated in the decision.

36.4.5. The term within which a written decision on a grievance must be made known is 30 days, starting from the date on which the complaint is registered by the Programme Administrator, with copies to the grievant, the person deemed responsible, the Programme Board and the Governing Board. The decision shall include findings of fact, a statement of the policy that is alleged to have been violated, an opinion on the validity of the grievance and, if appropriate, remedial recommendations.

36.4.6. In special circumstances the procedure may take longer. The student will be kept informed on a regular basis.

36.5. Phase Three: The student may appeal the decision of the Programme Board to the Governing Board by submitting both the written decision and a letter of complaint to the Chair of the Governing Board within 10 working days of receiving the written decision from the Programme Board.

36.5.1. A complaint must consist of the following:

- the written decision of the Programme Board that is being appealed against;
- the specific written Programme policy(ies)/ procedure(s) allegedly violated;
- a description of the facts and evidence supporting the allegation;
- a description of the redress that the Grievant seeks.

36.5.2. The role of the Governing Board in such matters is narrow and strictly procedural. Its function is limited to rendering a decision as to whether the Programme Board did or did not substantively adhere to the specific written policies or procedures cited by the Grievant in its management of a matter.

36.5.3. The Governing Board cannot consider a complaint asking for a review of the fairness, merits, or other subjective aspects of the decision and neither can it substitute its judgment for that of the Programme Board. Furthermore, the Governing Board cannot consider any issues or policies other than those presented in the original grievance. The Governing Board's decision is relevant only to the specific policy questions cited in the grievance and should not be construed as being a statement on the overall manner in which a matter should be managed or as limiting the Programme Board's authority to apply its policies, procedures and judgment.

36.5.4. The Governing Board forms a subcommittee to review the written materials. A detailed description of the Grievance Appeal Subcommittee can be found in the Quality Assurance Handbook. The subcommittee may declare the appeal to be:

- valid, which means that the grievance is accepted
- invalid, which means that the grievance is rejected
- inadmissible, which means that as a result of procedural shortcomings, the appeal will not be taken into consideration.

36.5.5. The decision may also be divided: the appeal may be deemed partially invalid and/or partially inadmissible. This will be clearly stated in the decision.

36.5.6. The subcommittee advises the Governing Board on how to deal with the appeal, following which the Governing Board makes a decision. The student will be informed of the decision within four weeks following the decision.

36.5.7. The decision of the Governing Board is final.

37. Suggestions

Students are given the opportunity to give suggestions for improvement, if necessary anonymously, to the Module Convenor and/or the Programme Administrator. The Module Convenor and/or the Programme Administrator forward the suggestion to the responsible person.

38. Feedback

38.1. Anonymous feedback from all students is gathered at module level by the Module Convenor and after each stage of the Degree Programme by the Programme Administrator.

38.2. Further details with regard to the feedback procedures can be found in the Quality Assurance Handbook

39. Student Representatives

39.1. Given the distributed nature of Programme delivery, the Consortium recognises the importance of student representation on the Programme Board, the Governing Board and the Quality Assurance Committee (QAC).

39.2. Student representatives are students who are chosen by their peers to act as representative to the Governing Board, the Programme Board and the Quality Assurance Committee. They act as a formal channel of communication between the students they represent and the Boards and the Committee.

39.3. The role of the Student representative is:

- a) to be advocate for students;
- b) to provide feedback on various aspects of the Programme and the student experience both to the Programme and Governing Boards and the QAC, and to the student body;
- c) to take an active role in quality assurance by participating in the Quality Assurance Committee.

39.4. Elections of the Student Representatives

39.4.1. Student Representatives should be appointed as soon as possible after the start of the Programme, ideally during the Orientation session

39.5. Number of Representatives

39.5.1. There should be four (4) student representatives, two (2) of which serve as reserves.

39.6. Election Process

39.6.1. Students who would like to put themselves forward should make themselves known preferably in advance of the day of the election.

39.6.2. On the day of the election, each candidate should be given an opportunity to speak to his or her peers. Each candidate should be given an equal amount of time. The ballot can be conducted either by a show of hands or by a secret ballot.

39.6.3. Once the representatives have been elected, the students present should be informed about

where their contact information will be (Moodle) and reminded of the representatives' role.

39.7. Equal Opportunities

39.7.1. All students must have an equal opportunity to put themselves forward to become representatives. This requires effective communication, fair timing and placement of the election, and absolutely no discrimination on any grounds by those overseeing the election.

39.7.2. To ensure that students from all Member States are represented at the Governing and Programme Boards, it is strongly encouraged that students from Member States not represented in previous iterations of the Programme put themselves forward to become representatives.

39.7.3. The entire process must also be effectively and accurately communicated from the outset.

39.8. Low Participation / Difficulties in Using Elections for Selection

It is envisaged that elections will form the basis for selecting students to act as representatives as this method allows equality of opportunity for all students. However, there are cases where elections are impractical, perhaps due to small numbers. In these cases, an alternative method of fair selection may be used, so long as all students have the same opportunities to become representatives if they so wish. For example, when only one or two volunteers come forward, they may be appointed as the student representatives by the Governing Board.

40. Alumni Network

40.1. The mission of the Alumni Network is to provide networking opportunities through various initiatives and events that will foster

relationships among alumni, students, Teaching Staff and Frontex.

40.2. The Alumni will stay connected via an online community in Moodle, where alumni and current students can connect with new and old colleagues, receive information about various events, opportunities and network professionally.

41. Opening Ceremony and Orientation

41.1. The opening ceremony and the orientation programme provide the opportunity for students to prepare for the academic, social and personal aspects of the Programme.

41.2. The opening ceremony will be held at the Frontex HQ in Warsaw at the beginning of each iteration of the Degree Programme.

41.3. During the opening ceremony, students are welcomed and provided with the first opportunity to make connection with other students, Teaching Staff, Mentors and representatives of the Programme. Students also receive all the necessary information about the programme including all the relevant rules and regulations, training on the usage of Moodle and the Frontex Code of Conduct, the structure of the programme and its requirements.

41.4. All students must participate in the general orientation sessions carried out before the start of every module at the premises of the Academic Partner or Complementary Entity where the module takes places.

41.5. At orientation the students:

- a) meet with a Module Convenor, a Mentor, and the Programme Coordinator;
- b) learn about the delivering institutions' services;

- c) make connections and socialise with other students, the Mentors and the Teaching Staff;
- d) orientate themselves with all student support services and resources;
- e) become familiar with the Programme's rules and regulations

42. Students Mobility

42.1. mobility is an essential and integral part of the Degree Programme. Students are expected to attend lectures and other learning activities at the venues designated by Academic Partners. For an exact schedule of the contact time please refer to the programme schedule.

42.2. All costs related to the Degree Programme including enrolment fees, travel expenses (including local travel), accommodation and meals are covered by Frontex.

42.3. Once admitted to the Degree Programme, students are provided with detailed information related to administrative and logistical arrangements related to the Degree Programme.

43. Further Information

For further information please contact:
ejmsbm@frontex.europa.eu

EUROPEAN JOINT MASTER'S
IN STRATEGIC BORDER MANAGEMENT

Policies & Procedures



Dissertation Guidelines

The aim of this document is to guide students following the European Joint Master's in Strategic Border Management through the dissertation stage. Given that this guide cannot cover all the aspects related to the dissertation in detail, students are encouraged to pursue additional reading and are advised to discuss any further queries they may have with their assigned supervisor and co-supervisor.

Students are encouraged to read this guide before the commencement of the dissertation stage as this guide should provide an idea of what is expected from them at this stage of the Joint Master's Programme. Any issues that students are unsure about should be clarified with the assigned supervisors as early as possible in order not to hinder their progress.

1. Purpose of the Dissertation

- 1.1. The purpose of this dissertation is to develop the ability to select, interpret and apply methodology suitable to the chosen field and draw on disciplinary literature to synthesise research. It will enhance the students' ability to reflect on their own practice with reference to international research in the area of border management. Students will develop critical awareness of previous work in the chosen field and contribute to knowledge by exploring, advancing or modifying some additional areas. This means that the students are able to apply and integrate knowledge and problem-solving skills to deal with complex situations in their organisation or in unfamiliar environments. They will be able to present and critique their work in a clear, structured style using logical argument.
- 1.2. The dissertation forms an essential component of this Master's degree. It is a part of the learning process and is considered to be a test of academic skills and the culmination of the Master's Programme. In the dissertation the student has to demonstrate that he/she is capable of carrying out research according to academic standards and of developing his/her own perspective on the subject studied, and also of contributing to new academic insights by independent research.
- 1.3. Incorporating research in the Master's Programme also aims to translate research into practice. Information based on systematic research would make strategic decision-making more effective. In the end it will also stimulate the development of a common border management culture. At the same time, research would be fruitful for creating relations and cross-fertilisation between practice and academic fields.
- 1.4. The dissertation is the last stage of the Master's Programme, but it could also be considered as the first step for a follow-up doctoral

study. Academic Partners should create conditions which allow students to continue to a Doctorate in the areas covered by this Master's Programme. Furthermore, the teaching staff, mentors and module convenors shall ensure that the students are encouraged to explore all topic areas of the programme, throughout the entire programme delivery, with a view to deciding on their research topic after careful consideration of all potential research interests and research gaps within the border security sector.

- 1.5. The learning outcomes for the dissertation state that, upon successful completion, the student would be able to:

A. Knowledge related qualifications:

- Demonstrate advanced knowledge of all the previous modules.
- Review, evaluate and summarise all relevant theories.
- Integrate theories and promote respect for fundamental rights, professional and ethical standards across Border Guard activities.

Furthermore, by the end of the dissertation, the student should gain the following skills and be able to demonstrate an intellectual and critical attitude.

B. Intellectual skills and intellectual and critical attitude:

- Summarise and demonstrate the relevance of other workers' findings to the presented work.
- Employ appropriate (intellectual) tools and techniques to manage all resources, maximising utilisation while balancing organisational goals with national, European and international stakeholders' expectations.
- Apply professional and research skills, drawing from an extensive crucial analysis of related information/data to make evidence-based recommendations to enhance border security in a European context.

- Ensure an intelligence-driven, strategic approach to European border control management.
- Continuously engage in learning opportunities and promote professional development across the organisation.
- Critically evaluate organisational development potential in the context of management principles.
- Promote European cooperation, harmonisation and interoperability in Border Guarding activities.
- Apply critical thinking and demonstrate an appreciation of, and analyse or assess ethical issues in research within this field and respond to them appropriately.

C. Practical skills:

- Demonstrate advanced knowledge of research methods and their practice.
- Plan, manage and conduct a research project within a predetermined time frame.
- Select and evaluate research tools for an organisational issue or problem.
- Communicate effectively in multi-professional and multicultural contexts.
- Present information in a succinct, accurate and logical way.
- Produce, defend and debate a completed research dissertation.

D. Transferable skills:

- Engage confidently in academic and professional communication with others.
- Work effectively, independently and in collaboration with members who hold responsibility for management of border security from other states.
- Be able to assume leading roles and management roles in border guard organisation and related institutions, and contribute to innovation.
- Engage in responsibility for the need to update knowledge and skills.
- Reflect on the quality of the work.
- Use computer-based software and techniques effectively.

It is important that students understand these outcomes and achievable skills, as they will be expected to demonstrate that such learning outcomes and skills have been achieved through the process of completing the dissertation.

2. Structure of the Dissertation Work

2.1. The dissertation is part of the graduation work (30 ECTS) and consists of:

- the choice of a research topic and the writing of a dissertation proposal: 5 ECTS;
- the dissertation, a summary of the dissertation and a final presentation, a total of 25 ECTS.

2.2. The duration for the 30 ECTS will be 20 weeks, including a first week for choosing the research topic.

Figure 1. **Timeline of the Dissertation Phase**



3. The Research Area — Research Topic

- 3.1. The proposed research topic must be within the areas of study covered by the course and must be relevant to the Joint Master's Degree in Strategic Border Management. Students are nevertheless encouraged to choose a topic that they find interesting and should seek to focus on a particular problem/research question that the research will attempt to address.
- 3.2. At the beginning of the second stage, Frontex sends Member States/Schengen Associated Countries and relevant Frontex business units a Call for Proposals for topics for dissertations which fill gaps in the research area and innovation with regard to strategic border management. Following the approval of the Board of Examiners, the list of the selected research areas/topics is published in Moodle after the end of Module 10: Researching Integrated Practices in Border Management.
- 3.3. Researchers from a given domain should formulate broad topics. These should be connected to the border management research field and should be matched with the research area/expertise of the experts.
- 3.4. Following the selection of a research topic, the first step in the dissertation proposal phase is choosing a topic and writing a draft dissertation proposal (approximately 2 pages), that is to be submitted to the Board of Examiners one week after the start of the dissertation phase. On the basis of that draft proposal the supervisor(s) are assigned to the student by the Board of Examiners.
- 3.5. Students can choose any topic from the list published in Moodle or propose a new topic to the Board of Examiners. In the latter case, in the draft dissertation proposal, the student will have to write out the arguments for his/her new topic proposal, and add his/her other

option chosen in the topics listed in Moodle. If the topic proposed by the student is not accepted by the Board of Examiners, the student must present another draft dissertation proposal based on his/her second topic chosen during the week after the response of the Board of Examiners.

- 3.6. The draft dissertation proposal must include the following elements:
 - the subject, global aim and the main research question(s);
 - the approach to the research, including the research strategy, the methods of data collection and data analysis, an overview of the literature that is going to be studied/used.
- 3.7. When selecting and submitting a title, the student must verify that a dissertation with a similar title has not already been submitted in the past or is in the process of being written. Students are required to warn their supervisor(s) if that is the case. While verifying whether a dissertation by the same title has already been submitted, the student is required to consult dissertation titles in all related areas of studies.

4. The Dissertation Proposal

- 4.1. Once the supervisors are assigned, the student enters the third stage with an approved global dissertation proposal. In consultation with the supervisor(s) the student must submit the final dissertation proposal no later than five weeks after the start of the dissertation stage. This final dissertation proposal is then submitted to the Board of Examiners and the Research Ethics Committee for approval.
- 4.2. The dissertation proposal is an important working document which eventually builds the foundation for the dissertation. Used cor-

rectly, the proposal will become the student's road map through the dissertation process.

- 4.3. The main structure of a dissertation proposal will be similar to the final structure of the dissertation, and it should provide the reader with a general idea of the area of study, as well as an indication of the methodology to be used.
- 4.4. The dissertation proposal will show that the student has thought through what the main research aim/questions and underlying objectives are to be, that the main sources of primary and secondary data have been identified and that the student has given due consideration to research methodology and data analysis.

5. The Structure of the Supervision of the Dissertation Proposal

- 5.1. The actual dissertation proposal process is organised in groups of 5-7 students (first 5 ECTSs, during the first five weeks). The supervision is organised around one broad research theme per group, allowing for cross-national comparisons and/or addressing multiple aspects of one research theme in the various dissertations. These thematic approaches require two or three face-to-face seminar meetings in the first five weeks. This enables peer-learning and evaluation, along with learning from supervisors. It is considered the first step in the dissertation phase.
- 5.2. Based on this cycle of seminars each student draws up his/her dissertation plan, which describes the subject and aim research questions(s), both linked and relevant to the border guard management organisation and work field; sets forth the approach to the research (including the research strategy),

methods of data collection and data analysis; provides an overview of the literature to be studied (for examples of important journals, please see the Appendix); gives an indication of the duration (planning, timetable and/or schedule); and provides a general outline of the supervision of the dissertation addressed in the dissertation plan.

- 5.3. The supervision is conducted in two or three face-to-face seminar meetings in groups on location (2 days each) in which the research proposal and the plan for conducting research activities will be discussed and the almost final result will be reviewed in the group by both the supervisor(s) and the peer students.
- 5.4. During the actual research and dissertation writing there will be three more face-to-face or online (virtual classroom) milestone meetings in the dissertation process. In addition to the face-to-face meetings, the groups and the supervisors share a common collaboration space in Moodle where group members can 'meet' and exchange ideas, report on the ongoing work, and provide advice, feedback and encouragement in the spirit of peer mentorship.

The Supervisor(s) shall:

- guide the student in the formulation of the final dissertation proposal;
- establish the schedule for two to three supervisory face-to-face meetings with the group in the dissertation proposal writing phase;
- provide general advice and guidance on the execution of the dissertation and be available to students outside of the face-to-face supervisory meetings on a regular and reasonable basis throughout the dissertation supervision;
- provide feedback on draft written work, within a reasonable time (normally within one week of submission);
- forward, where appropriate, any comments on the performance of the student to the Board of Examiners;

- inform the Board of Examiners when the progress of a student gives cause for concern so that action can be taken in accordance with these regulations;
- where work submitted has been executed in cooperation with others, the supervisor must submit a written statement to the Board of Examiners indicating the extent of the given student's share of the piece of work.

6. The Structure and Content of the Dissertation Proposal

6.1. The research proposal should ultimately provide the reader with a 'detailed skeleton' of the whole dissertation, and should generally include:

6.1.1. Title:

Students should try their best to come up with a title of under 10 words. While this may eventually change, it is recommended that students attempt to find precise wording that helps indicate the focus of the dissertation.

6.1.2. An introduction to the topic and a rationale for the research

This will include a brief description of the topic, the aim, the research objectives and/or the research questions to be addressed.

- a) The **aim** of the research provides a description of what the student wants to achieve from carrying out the research.
- b) The **objectives** of the research should outline the particular issues that need to be addressed in order to achieve the research aim which has been set out. They are more specific than the aim, in that they outline the particular dimensions of the research topic, which are relevant to the overall aim of the research.

- c) The **research questions** are more specific than the research objectives. They should be efficient and specify the various insights/information that need to be collected in order to achieve the objectives and should be given direction to the research. Students should keep in mind that the research question often starts with a 'Why?', 'How?', or a 'What?'.

6.1.3. Brief/preliminary literature review

students are expected to provide a brief literature review and background to the area of study, as this indicates:

- a) that the student has considered the work of the major authors in the research field;
- b) that the student is familiar with the major themes relevant to that subject area;
- c) what further investigations are being proposed by the student to pursue as part of this dissertation.

The student should bear in mind that the review of the relevant literature is necessary in order to be able to develop sharper, more insightful and focused research questions about the research topic. Therefore, the literature review should lead to and justify the research aims, research questions, objectives and/or hypothesis set out by the student.

6.1.4. Research methodology

the methodology section should discuss what methods the student is going to use in order to address the research objectives of the dissertation. The student needs to justify why the chosen methods, and the discussed research qualities, were selected as the most appropriate for the research study.

6.1.5. Proposed work plan

the student should propose a practical work plan which indicates how the student is proposing to complete the dissertation by the submission date. The dissertation proposal is a record of mutual agreement between the student and the supervisors. The dissertation plan structures the student's thoughts on the

subject and his/her work, and lists the activities for the dissertation. The dissertation proposal should include the following elements:

- a) the start date and the planned end date (the student is required to submit the final product on the end date; the end date can be changed if that is considered to be desirable);
- b) the name(s) of the supervisor(s);
- c) the planning of the sequence of activities and a timeline for those activities;
- d) a description of the subject;
- e) a schedule for the supervision meetings agreements (both individual and group meetings);
- f) the period within which the supervisor(s) assess the final product;
- g) possible additional agreements.

7. Extension of the Dissertation Proposal Submission

In exceptional cases an extension to the dissertation proposal submission deadline may be given; the student will take the initiative and apply in writing to the Board of Examiners for an extension. If the Board of Examiners is of the opinion that the conditions for an extension are met, the Board informs the student via the Programme Administrator.

8. Ethics and Confidentiality

- 8.1. It is imperative that students take into consideration any possible ethical implications that the proposed research might have, seeking advice from the assigned supervisors early where there is any degree of uncertainty. Students will not be allowed to do anything which might be considered unethical.

- 8.2. Ethical approval can take a considerable amount of time, so it is of utmost importance to plan in advance and as early as possible. Students must consider questions of confidentiality and the implications of any legislation governing the use of personal data, especially with respect to its storage and manipulation on computers. Students should also acknowledge that they may require permission from any relevant data protection officers.

- 8.3. Students must seek and obtain ethical approval from the Research Ethics Committee (the REC) prior to pursuing any aspect of the study, other than the literature review. More information concerning the procedure to be followed when applying for ethical approval from the REC may be found in Appendix 9 and in Moodle.

- 8.4. The REC is composed of the Frontex Data Protection Officer, the Frontex Fundamental Rights Officer, the Dissertation Coordinator and an additional member (if necessary) from the Frontex Risk Analysis Unit.

9. Permissions for Materials Under Another Copyright and Restricted Use Data

- 9.1. If a student plans to use material which was previously copyrighted and/or restricted to law enforcement, that student will need to obtain permission to do so (even if the material belongs to the Sending Authority of that student).

- 9.2. When requesting permission, the student should precisely describe the proposed use of the material. The objectives are to eliminate any ambiguities and to ensure that the permission encompasses the full scope of the student's needs.

10. Project Management

- 10.1.** It is good practice that students set and try to adhere to deadlines, for their own good as well as for the benefit of those involved in the research. Students should recognise that data collection can take longer than anticipated, and therefore they should allocate adequate time to ensure that it is carried out within a reasonable timeframe.
- 10.2.** Students are encouraged to start as early as possible, in order to help avoid being under unreasonable pressure to finalise data analysis and the write-up of the dissertation. Students should also give due consideration to the cost implications of their study.

11. Dissertation (Proposal) Supervision

- 11.1.** Based on the dissertation proposal and in consultation with members of the Board of Examiners, the Programme Board recommends a primary and a secondary supervisor (if needed). Supervisors are appointed by the Programme Board within 5 working days.
- 11.2.** The primary supervisor is chosen by the Programme Board, but in case of considering a secondary supervisor themselves, students can also propose to the Programme Board logical arguments for a secondary supervisor. The Programme Board may accept the proposal for this secondary supervisor or may appoint a secondary supervisor chosen by the Board.
- 11.3.** The primary supervisor will provide guidance and advice to the student during the dissertation stage (including the research proposal). If the nature/topic of the dissertation requires the input of another specialist, the Programme Board may appoint a secondary supervisor, in which case the two supervi-

sors shall meet the student together to decide how they will divide their responsibility for advice and how future meetings are to be arranged. When a secondary supervisor is appointed, the primary supervisor shall retain the ultimate responsibility for the leadership of the supervision.

Primary Supervisor

- The primary supervisor is a member of the academic staff from one of the Academic Partners appointed by the Programme Board who can guide and support the student through the research process.
- The primary supervisor must have a PhD.

Secondary Supervisor

- The secondary supervisor is a member of the academic staff from one of the Academic Partners or external expert appointed by the Programme Board, who can provide advice on the research. The secondary supervisor is appointed by the Programme Board following consultation with the Primary Supervisor.

Role of the Supervisors

The Primary Supervisor is responsible for organising and scheduling a minimum of three (3) individual supervisory meetings with the student at which the secondary supervisor (if appointed) should be present and keep a record of the minutes of these meetings. It is recommended that the meetings should be scheduled as follows:

1. Prior to submission of the dissertation proposal for ethical approval and to the Board of Examiners:
 - the primary and Secondary Supervisor (if any) evaluate the proposed ethics proposal form and the dissertation proposal
2. Prior to collection of any data (face-to-face or online)

- the primary and secondary supervisor (if any) evaluate the methodology and tools for data collection
3. Prior to submission to the Board of Examiners (BoE) (face-to-face or online)
- the primary and secondary supervisors (if any) evaluate the draft of the written dissertation

The primary and secondary supervisor (if any) are responsible for providing written feedback to the student.

- The Primary Supervisor is responsible for submitting a Student Dissertation Progress Sheet (SDPS) to the Board of Examiners for each of the three (3) meetings [Appendices 1, 2 and 3]. The SDPSs are to be signed by the student and the primary and secondary supervisor (if any).
- Supervisors are not responsible for proof-reading the dissertation and it is not a supervisor's responsibility to ensure that the work presented for examination (the finished dissertation) does not contain plagiarised elements.
- The supervisory role ceases when the dissertation is submitted for examination. The Primary Supervisor will signify formally in writing that he/she is aware that the student is submitting the work for examination by the Board of Examiners [Appendix 4].
- In order to ensure the quality of supervision, the Programme Board must ensure that the maximum number of students for each supervisor does not exceed three.

12. Replacement of Supervisors

Requests for replacement of supervisors may be considered by the Programme Board, if the request can be justified by reasons deemed acceptable by the Programme Board. Re-

quests should be submitted to the Programme Administrator.

13. Progress Reports

Supervisors must submit 'Student Progress Reports' to the Board of Examiners (Appendix 5) for each student under their supervision, at the end of the stage.

Such reports may include recommendations to either:

- a. extend the period of study in order to enable the student to complete the dissertation; or
- b. terminate studies prematurely if the supervisor deems that to be appropriate in the circumstances, provided that
 - i. the extension of the study period referred to in (a) must be in accordance with the provisions of the Student Handbook and the Teaching and Examination Regulations and
 - ii. the Board may not terminate studies prematurely pursuant to (b) until it has first given the student a chance to be heard.

14. Schedule of Events — Dissertation Progress

Please see the attached schedule with timeline and milestones

15. Writing the Dissertation

15.1. Structure and content

Following the approval of his/her proposal by the Board of Examiners and the Research Eth-

ics Committee, the student proceeds with the dissertation writing process as planned and reports on progress to the supervisor(s) according to the schedule in the approved proposal. The student prepares and submits the dissertation and presents and defends the dissertation.

The dissertation is written as a fully independent research report in accordance with the standard academic design.

A dissertation should contain the following **standard components**:

15.1.1. Title Page (example — Appendix 4)

The title page must include the following information:

- the name of the Degree Programme;
- the names of the Consortium Partners;
- the title of the dissertation and its subtitle (if relevant);
- the name of the student;
- the student's email address;
- the name(s) of the supervisor(s);
- the date of completion.

15.1.2. Abstract

An abstract or executive summary should provide an overview of the study in all its aspects. It should be around 250 to 300 words and should answer the following questions.

- What does this research set out to do and why?
- How did it seek to do it?
- What is the research model, strategy, qualities etc.?
- What are the analysis and general findings?
- What do these suggest?
- What conclusions are reached?
- What are the implications of these?
- What is the outline of the dissertation?

15.1.3. Acknowledgements (if applicable)

In this section the student may express thanks to those who assisted in the research. These should be kept to a minimum and include only

academic supervisors and people who participated in the fieldwork. Most people also like to thank family.

15.1.4. Chapters

Introduction

In the introduction the student should introduce the reader to the background of the study and the nature of the problem being considered. It should therefore set the study in context explaining why this study is important and highlighting the significant issues, problems and ideas. The aim and objectives should be stated clearly in this chapter.

Literature Review

In a dissertation a student is expected to provide a critical review of the existing literature (published and unpublished) on the research topic being studied. This does not mean that the student has to indicate every book and article that has been written on the subject, but any the student does read should be referenced appropriately. Nevertheless, the review should indicate that the student has studied existing and recent work in the field. The literature review should be:

- Relevant: literature used should support the student's arguments relating to the student's research question and the aim and objectives of the study
- Up-to-date: the literature must be recent (most literature used has to have been published in the past five years); however, it is important that seminal and important work is also included in the literature review.

Research Methodology

The purpose of the methods chapter is to give a well-documented outline of the methods used so that any other researcher can understand and maybe even replicate the research and assess its validity.

The following elements may be considered with the supervisor's advice:

- A discussion of the chosen methodology relevant to the student's area of research and a discussion of why other methodologies were rejected or not applicable to his/her research.
- Secondary data: (an analysis of the supporting data to be used in the research, such as published studies etc.)
- Primary data: where an in-depth description is given of the tools used (such as fieldwork, document analysis, surveys carried out, etc.) when fieldwork was conducted, its duration, etc.
- The criteria for sample selection: a detailed description of how the sample for the study was chosen. This applies for both qualitative as well as quantitative research.
- Pilot study: study prior to actually collecting the data on which the student is going to base his/her research.
- The need to test the tool for clarity, use of terminology; if this is a pilot study, any changes made to the original tool need to be documented.
- Methods of analysis: a discussion of the methods of analysis used, such as SPSS, content analysis, deconstruction, textual analysis, semiotics, historical analysis, etc.
- Limitations of the methods used, for example access to informants. Students should also show how they have tried to overcome such limitations.
- Nvivo (Qualitative Data Analysis Software)

Analysis and Results

The findings are analysed and the results are presented and discussed with reference to theories and ideas outlined in the literature review.

Discussion of Results, Conclusions and Recommendations

This chapter should draw together all the issues of the research and link back to the aim and objectives which were outlined in the Introduction. Have the aims set at the beginning been met? If not, why not?

What are the implications arising from the findings? Students should be careful with their generalisations and interpretations. All recommendations should be based on evidence. Does the student have suggestions for future research in this area?

The legal framework, in particular international and human rights, obligations, should be considered to be an important part of the research. Conclusions and recommendations should be compatible with European and International legal standards.

References

Full details of all the books and journal articles cited or referenced throughout the dissertation should be included in this chapter. A reader should be able to identify the exact source and refer to it directly.

The Legal Citation Guidelines of the College of Europe should be used for applicable law and EU articles, while for all other documents the Harvard method of referencing is recommended (Harvard Guide to Using Sources <http://usingsources.fas.harvard.edu>).

Appendices

The Appendices should include selective, supplementary material which is distracting when placed in the main body of text. Only material which is necessary for a full understanding of the study should be included. These include important forms, questionnaires or interview schedules, description of equipment or settings, tables and lists of data supportive of the study. The appendices are not part of the dissertation wordage.

15.2. Word Count

The dissertation should have a word count of a minimum of approximately 20 000 words and a maximum of 25 000 words (i.e. 50 to 60 pages of text, excluding appendices); such a dissertation load is equal to 30 ECTS credits (i.e. 840 hours of full study time, including the research proposal). The dissertation may describe work done in conjunction with a supervisor or any other person, but the extent of the student's personal contribution must be certified by the supervisor concerned. Including feedback, here is an example of how a student might allocate his/her time:

- 140 hours of literature study;
- 200 hours of data collection;
- 200 hours to analyse/synthesise data;
- 160 hours to write (draft) chapters;
- 60 hours to produce the final version;
- 20 hours to prepare the presentation;
- 60 hours face-to-face contact.

15.3. Typing and Proof reading

Typographic and other technical errors should be avoided by leaving sufficient time for proof-reading the final draft dissertation; it is not the supervisors' remit to act as proof-readers. It is the students' responsibility to ensure that a high-quality piece of work is presented to the supervisors and, more importantly, to the Board of Examiners.

15.4. Formatting Requirements

Language

The dissertation must be written in English

Page Size and Margins

- Page size must be in the A4 format with a left-hand margin of 3.5 cm and a top and right-hand margin of 1.5 cm.
- A top margin of 5 cm must be to the left on the first page of every division, i.e. chapters, bibliography, etc. Footnote(s) should appear at the bottom of the relevant page or after every chapter.

Font

- Text must be in an embedded, 11 point or 12 point font (Times New Roman).
- A smaller font size may be appropriate for footnotes or other material outside of the main text.
- Black text is recommended, although colour may be appropriate in some limited parts of the document.
- Font requirements apply to all text including captions, footnotes, citations, etc.

Spacing

Document must be double-spaced, with the exception of quotations as paragraphs, captions, lists, graphs, charts, footnotes/endnotes, bibliographic entries, items within tables, and lists in appendices.

Tables

Tables should be consecutively numbered and labelled.

Figures

- Figures should be consecutively numbered and labelled.
- All figures, diagrams, illustrations, tables or charts will be considered to have the same word count as the page space they occupy (one page is equivalent to approximately 200 words).

Pagination

- The main text, including the introduction (if any), the bibliography and any appendices of the dissertation must have Arabic numerals (1,2,3,4,5).
- The title page, dedication (if any), preface, acknowledgements, table of contents, etc. preceding the main text, must have Roman numerals (i,ii,iii,iv,v).

Quotations

Quotations of more than thirty words should be single spaced and form a distinct paragraph without indentation. Do not use quotation marks in such cases.

Quotation Marks

Use single quotation marks throughout, but doubles for a quote within a quote.

Alignment

Text should be left aligned and not justified.

Spelling

Follow the Oxford English Dictionary.

Dates

Use day, month, and year without commas: e.g. 25 December 1930.

Textual Reference Numbers

- Continuous for each chapter.
- Use superscript, without brackets, and following punctuation.

Bibliography

For applicable EU law materials the Legal Citation Guidelines of the College of Europe should be used, while for all other documents the Harvard method of referencing is recommended (Harvard Guide to Using Sources <http://usingsources.fas.harvard.edu>).

For full details on citing EU law materials see the Legal Citation Guidelines included in the Appendix 12.

16. Plagiarism

- 16.1.** Plagiarism is not acceptable in any dissertation. All sources which are utilised in the course of the dissertation must be acknowledged. Plagiarism is the representation of another person's work, without the acknowledgement of the sources. It means using the work of others as if it is one's own without explicitly acknowledging, or referencing, where it came from.
- 16.2.** Plagiarism can also mean not acknowledging the full extent of indebtedness to a source.
- 16.3.** Work can be plagiarised from various sources including books, articles, the Internet, and other students' assignments. Plagiarism can also occur unconsciously or inadvertently.
- 16.4.** Direct copying is definitely plagiarism. Paraphrasing of another work without attribution is also plagiarism.
- 16.5.** Submitting someone else's work or ideas without acknowledgement or attribution is not evidence of the student's own grasp of the material and cannot earn the student any marks.
- 16.6.** Further detailing of the procedure on Plagiarism, Collusion and Cheating can be found in the Student Handbook.

17. Turnitin

- 17.1.** Turnitin is a web-based originality checking service that is used by many universities worldwide. When a student's work is submitted to Turnitin, it is matched against millions of Internet pages, electronic journals, books, and a database of all previously and concurrently submitted assignments. Turnitin then generates an originality report providing a summary of matching or similar text found in the submitted paper.
- 17.2.** Turnitin can be used to check sources have been correctly acknowledged and cited. The student should ensure that, irrespective of the results of the Turnitin originality report, all copyright requirements and the Programme's standard on avoiding plagiarism are met.

18. Important Tips

Last-minute delays through printer failure, corrupted files or breakdowns of computers,

unforeseen problems with statistical software, staff or interviewees being unavailable, or just running out of time to complete writing or analysis are not exceptional circumstances.

- Students should start the dissertation early and have a week-by-week time plan, modify it, but not lose sight of the end date or objective.
- Remember to keep backups of all electronic working and supporting files
- Plan interviews in advance, test the recording device, and check knowledge of when key people will be away
- Students should keep the academic supervisor informed of major delays and interruptions as they occur.
- Allow time for proofreading and printing: these always take longer than one thinks.

19. Dissertation Submission Checklist

The following is a general checklist that students may make use of to ensure that all the main content of their dissertation have been included for final submission:

✓	Title Page: the title of the dissertation, as submitted when seeking approval from the Research Ethics Committee
✓	Declaration: the students must include the official declaration form clearly confirming that the dissertation is his/her own work
✓	Dissertation submission form
✓	Abstract: structured, no more than 300 words long and not longer than one page
✓	Table of Contents: the table of contents should give chapter headings and sub-headings with page numbers. Separate listings should be given for lists of figures and tables.
✓	Abbreviations and acronyms
✓	Definitions of any abbreviations or acronyms used throughout the dissertation, listed in alphabetical order
✓	Definitions of key concepts: definitions of key words and concepts being used throughout the dissertation, listed in alphabetical order.
✓	Chapter 1: Introduction
✓	Chapter 2: Literature Review
✓	Chapter 3: Research Methodology
✓	Chapter 4: Analysis and Results
✓	Chapter 5: Discussion of Results, Conclusions and Recommendations
✓	Chapter 6: References
✓	Appendices

20. Final Submission of Dissertation for Examination

- 20.1.** Before submitting his/her dissertation, the student should apply for an assessment of the dissertation by submitting a completed dissertation submission form at least 15 working

days prior to the oral examination or as specified by the Programme Board.

- 20.2.** The following should be attached to the dissertation submission form:
- an electronic copy of the dissertation;
 - documentation of required permissions;
 - documentation that the Degree requirements have been met;
 - a declaration confirming that the dissertation is the student's own work.
- 20.3.** The student must bring one of his/her spiral bound copies of the dissertation to the oral examination (defending).

21. Extension of the Dissertation Submission Deadline

In exceptional cases, an extension to the dissertation submission deadline may be given. The student must take the initiative and apply in writing to the Board of Examiners for the extension. If the Board of Examiners is of the opinion that the conditions for extension are met, the Board informs the student via the Programme Administrator. For more information please refer to the Student Handbook.

22. Intellectual Property Rights

- 22.1.** All industrial and intellectual property rights to all works and materials created or developed for the purposes of the Programme belong exclusively to Frontex, subject to specific agreements, where required, for the protection of industrial and intellectual property rights previously owned by the authors.

- 22.2.** Frontex commits to respect the right of the authors (e.g. teachers, professors, academics, students) of the materials by indicating their names on the work created by them.

23. Access to Dissertations

- 23.1.** Dissertations are kept by Frontex and are made available for consultation, inter-library loan and photocopying with the approval of Frontex.
- 23.2.** Any staff member who publishes results from a dissertation is required to make a proper reference to the student's work.
- 23.3.** Abstracts of the dissertations are available from the Academic Partner's librarians.

24. Assessment

- 24.1.** Before being admitted to the oral examination, the dissertation must be approved by the Chair of the Dissertation Board.
- 24.2.** The dissertation assessment includes an assessment of the dissertation and the oral examination. The oral examination is the defence of the dissertation that is preceded by the student presenting the results of his/her dissertation.
- 24.3.** The oral examination has a maximum duration of one hour:
- a maximum 15 minutes for the presentation;
 - a maximum 45 minutes for questioning.
- 24.4.** After the oral examination the Dissertation Board deliberates and then communicates the decision to the student.

24.5. The Board of Examiners assigns a date for an oral examination and informs the student of that date at least three weeks before.

24.6. When there are mitigating circumstances, the student can request that the date of the oral examination be changed.

24.7. The oral examination is not open and will be announced as such. Only, teachers, other students, Module Convenors and other people approved by Frontex can observe the oral examination.

There are three stages that are assessed:

24.7.1. Assessment during the research process:

To properly involve the learning process in the final assessment, the supervisor discusses his/her assessment on the progress of the learning process with the student at every supervisory session. The learning process can be assessed by paying attention to the following points:

- personal input into the drawing up of the learning objective;
- critical evaluation of personal learning objective;
- critical evaluation of own activities;
- making use of references in the literature;
- making use of the feedback of the supervisor(s);
- putting critical and reflective questions to the supervisor(s);
- providing input during sessions (face-to face and online sessions).

24.7.2. Assessment of the Dissertation proposal

The dissertation proposal will be assessed as a Go or No Go by the supervisor and the Research Ethics Committee and the content of the dissertation proposal should be taken into account after the five first weeks (see content in previous section).

24.7.3. Assessment of the Dissertation

The dissertation will be assessed. This dissertation experience examines the extent to which students can independently deal with complex problems and uncertain information. The defence is divided into an assessment of criteria and an oral examination. The oral examination has a maximum duration of one hour (a maximum of 15 minutes for the presentation and a maximum of 45 minutes for questioning). With regard to the task of assessing the Master's dissertation the examination board will be guided by:

- the expected learning outcomes of the programme (see the first section);
- the standard components of the dissertation (see the first section)

The following aspects will also be taken into account:

1. Intrinsic:
 - academic contribution;
 - originality and creativity;
 - independence;
 - productivity;
 - analytical and synthetic ability;
 - methodological approach to the research;
 - structure;
 - readability;
 - presentation;
2. Oral presentation:
 - structure;
 - clarity for a wider audience;
 - use of audio-visual aids;
 - defence
 - argumentation of results
 - reference to theory

24.8. Detailed information on the assessment criteria can be found as an appendix in the Teaching and Examination Regulations and in this Handbook as Appendix 13.

25. Dissertation Board

- 25.1.** For the assessment of dissertations, the Board of Examiners appoints a separate Dissertation Board for each dissertation. The Dissertation Board is accountable, via the Programme Board, to the Board of Examiners.
- 25.2.** Module Convenors recommend members of the given Dissertation Board to the Programme Board. The Programme Board proposes to the Board of Examiners the composition of the Dissertation Board, and the proposal should include a description of how the proposed committee composition covers the relevant subject area. This committee proposal should be submitted together with the dissertation.
- 25.3.** Every Dissertation Board consists of four members:
- the primary supervisor of the student
 - a professor (or associate professor) in a relevant discipline (as the chair)
 - one other member from a partner border security organisation or from another Academic Partner depending on the nature of the given dissertation
 - an external examiner
- 25.4.** At least two of the board members should not be from the same Academic Partner.
- 25.5.** Board members should hold a PhD or have similar qualifications within the relevant field.
- 25.6.** The candidate's supervisor is prohibited from being the board's chair. The supervisor shall have no voting rights but can answer questions from other members.
- 25.7.** All members of the Dissertation Board must read and assess the quality of the dissertation as an ordered and logical exposition of the application of knowledge, methods and techniques in the subject of the course to the task performed or to the problem investigated.
- 25.8.** The (associate) professor must be present or be replaced by another (associate) professor. The Dissertation board assesses the student's competence with regard to research skills, the professional field, problem-solving skills and practical orientation.
- 25.9.** Further information on the processes of the Dissertation Board can be found in the Quality Assurance Handbook.

Appendices

(available in electronic form in the programme's virtual learning environment Moodle)

Appendix 1: Student Dissertation Progress Sheet — 1st Supervisory Meeting

Appendix 2: Student Dissertation Progress Sheet — 2nd Supervisory Meeting

Appendix 3: Student Dissertation Progress Sheet — 3rd Supervisory Meeting

Appendix 4: Sample Title Page

Appendix 5: Submission of the Dissertation for Examination

Appendix 6: Student Progress Report

Appendix 7: Student Declaration Regarding Authenticity

Appendix 8: Form Regarding Replacement of Supervisors

Appendix 9: Research Ethics Committee Procedures

Appendix 10: Academic Journals and Other Resources

Appendix 11: Timeline

Appendix 12: Legal Citation Guidelines

Appendix 13: Assessment Criteria; Examination Form

EUROPEAN JOINT MASTER'S
IN STRATEGIC BORDER MANAGEMENT

Policies & Procedures



Teaching & Examination Regulations

1. Standards and Learning Outcomes

Given the extent of the European dimension of the Consortium, academic standards for the Programme are aligned to the Sectoral Qualifications Framework for Border Guarding and the Dublin Descriptors.

1.1. The learning outcomes for the European Joint Master's in Strategic Border Management are defined as:

Knowledge	<ul style="list-style-type: none"> Critically evaluate organisational development potential in the context of management principles as applied to border management Communicate effectively in multi-professional and multicultural contexts
Skills	<ul style="list-style-type: none"> Work effectively, independently and in collaboration with members with responsibility for management of border security from other states Apply professional and research skills, drawing from an extensive critical analysis of related information/data to make evidence based recommendations to enhance border security in a European context
Competence	<ul style="list-style-type: none"> Integrate and promote respect for fundamental rights, professional and ethical standards, across border guarding activities Employ appropriate tools and techniques to manage all resources, maximising utilisation while balancing organisational goals with national, European and international stakeholder expectations Ensure an intelligence-driven, strategic approach to European border control management Promote European cooperation, harmonisation and interoperability in Border Guarding activities Continuously engage in learning opportunities and promote professional development across the organisation

1.2. The learning outcomes for the taught component of the Degree Programme are defined as:

Knowledge	<ul style="list-style-type: none"> Critically evaluate organisational development potential in the context of management principles as applied to border management Communicate effectively in multi-professional and multicultural contexts
Skills	<ul style="list-style-type: none"> Work effectively, independently and in collaboration with members with responsibility for management of border security from other states Integrate and promote respect for fundamental rights, professional and ethical standards, across border guarding activities Employ appropriate tools and techniques to manage all resources, maximising utilisation while balancing organisational goals with national, European and international stakeholder expectations
Competence	<ul style="list-style-type: none"> Ensure an intelligence-driven, strategic approach to European border control management Promote European cooperation, harmonisation and interoperability in Border Guarding activities Continuously engage in learning opportunities and promote professional development across the organisation

1.3. The learning outcomes for Stage 1 of the Degree Programme are defined as:

Knowledge	<ul style="list-style-type: none"> Critically evaluate a broad range of strategic management systems Critically evaluate the integration of fundamental rights, professional standards and ethical principles into border guarding policies, procedures and activities Plan and evaluate Border security management activities
Skills	<ul style="list-style-type: none"> Apply theory, tools and techniques to human and financial resource management Manage change in the context of innovation and emerging technologies Work effectively in collaboration with members with responsibility for management of border security from other states
Competence	<ul style="list-style-type: none"> Adopt a strategic perspective to all border guarding activity Implement quality management standards in border guarding activities Selectively apply a range of leadership styles to achieve organisational goals Ensure that the European mission, vision and values in relation to border security are incorporated into management practices

1.4. The learning outcomes for Stage 2 of the Degree Programme are defined as:

Knowledge	<ul style="list-style-type: none"> • Critically evaluate the European approach to Border Security in the context of global trends and threats • Critically evaluate national strategies for risk and threat management in the context of European and international practice and the capacity for interoperability • Critically review approaches to multi-agency cross-border cooperation for the prevention, detection and investigation of cross-border related crime
Skills	<ul style="list-style-type: none"> • Design intelligence-driven operational strategies for border control and evaluate them in the context of cooperation, harmonisation and interoperability • Work effectively in collaboration with members with responsibility for management of border security from other states in a range of border security related contexts
Competence	<ul style="list-style-type: none"> • Balance the requirements of security, safety, cooperation and information management with protection of fundamental rights and ensuring free movement of people, goods and services within an integrated border management framework • Support and facilitate a range of cooperation partnerships, procedures and networks that enhance integrated border management

2. Requirements for the Degree

- 2.1.** The Degree Programme is delivered over three (3) Stages. Each Stage represents one semester of full-time study carrying 30 ECTS credits. Stage 3 is comprised solely of a dissertation.
- 2.2.** Students who successfully complete all the modules covered during the two stages and the dissertation stage with a letter grade of E in each module shall be eligible for the award of the degree.
- 2.3.** The European Joint Master's in Strategic Border Management Degree Programme consists of 90 ECTS credits. 1 ECTS credit equates to 28 hours of learning activity directly related to the Programme.

3. Award

3.1. European Joint Master's in Strategic Border Management

- 3.1.1.** The Master's Degree is awarded to a student who has been officially registered on the Degree Programme and has fulfilled the assessment requirements of the Programme comprising 90 ECTS credits.
- 3.1.2.** Master Award parchments are issued by one of the Consortium Partners and signed by the Registrars and Rectors (or equivalent officials) of all Academic Partners of the Consortium and are accompanied by a Diploma Supplement describing the nature, level, context, content and the grades obtained for the modules and the dissertation as well as the national equivalent of the degree of the Consortium Partners.

3.2. Transcripts

- 3.2.1.** The transcript indicates both the part of the Degree Programme attended successfully by the student and the corresponding study load.
- 3.2.2.** Students who do not complete the Degree Programme may request directly from any of the Academic Partners or through the Programme Administrator a transcript of successfully completed modules.
- 3.2.3.** In case the transcript is issued directly by one of the Academic Partners, the Programme Administrator and the other Academic Partners need to be informed.
- 3.2.4.** Students who do not complete the Degree Programme may, on re-admission, request exemption from successfully completed modules, provided that the ECTS credits have not been used to meet the credit requirements of any other major award.

4. Admission to the Programme

4.1. Academic Admissions Requirements:

4.1.1. To be admitted, candidates must possess at a minimum a first cycle qualification comprising at least 180 ECTS credits (bachelor degree or equivalent) obtained from a recognised higher education institution. Moreover, your academic degree should be obtained in an area that is related to the subject of this Degree Programme, such as law, business administration, public administration, entrepreneurship, border guarding, border policing, policing, criminology, military sciences, security sciences, sociology, psychology, political sciences, risk and security management and related areas¹.

4.1.2. In case the bachelor's degree is in subject areas other than the ones mentioned above, the Admission Panel decides whether the respective field of study is relevant for ensuring the prerequisite learning required for enrolling in the Master's programme, also taking into consideration the applicant's overall professional experience.

4.2. Professional Experience Admission Requirements:

4.2.1. Next to the aforementioned academic requirements, to be admitted to the Programme, the student is also expected to have first-hand knowledge and experience of working in the field of Border Guarding.

4.2.2. Minimum of 3 years' experience in an operational border guard function in at least middle management level, including but not limited to the following:

- Border surveillance units (all types of borders)

¹ Examples of 'related areas': defence studies, internal security studies, law enforcement

- Border checks units (all types of borders)
- Risk analysis units
- Cross-border crime units (smuggling of migrants, trafficking of human beings, countering illegal migration, documents forgery, investigation units etc.)
- Intelligence related to border crime
- Immigration control units
- Return, asylum operational units
- Headquarters structures coordinating the operational units (as listed above)

4.3. Security clearance

4.3.1. All persons who have access to training materials and assessments related to the Degree Programme must have an appropriate level of security clearance issued by the competent national authority (EU RESTRICTED).

4.3.2. The selected students will have to be in a possession of the necessary level of security clearance (EU RESTRICTED or equivalent) at the beginning of their studies. The original certificate of security clearance must be submitted to the Programme Administrator who presents them to the Frontex Security Officer. EU security clearance at RESTRICTED level or equivalent level security clearance issued by a national security authority of a Member State (or Schengen associated country) will be accepted.

4.3.3. In case students do not possess a valid security clearance, they will be requested to undergo a security screening procedure.

4.4. Applicants should normally be expected to remain in service for a period of at least 5 years after completion of the Degree Programme.

4.4.1. Exceptions to this clause will be considered on a case-by-case basis by the chair of the Governing Board only for candidates who meet all the other entry requirements. In exceptional cases, such as different type of job contracts,

inter alia, this condition may be waived by the Governing Board if the Board concludes that there are justifiable reasons to warrant such a course of action. Such cases will be reviewed on a case-by-case basis.

4.5. English Language Proficiency Requirements

4.5.1. All elements of the Degree Programme, including the materials, teaching and delivery, are drafted and conducted in the English language.

4.5.2. As a consequence, all lectures, assignments, tests and the dissertation will be conducted in English. If a student is a non-native speaker of English (i.e. his/her first language is not English) the student is requested to provide recent evidence as to the level of command of the English language at least at B2 level as defined in the Common European Framework of Reference for Languages (CEFR). The evidence may take the following forms:

- a. Substantial education (a minimum of a bachelor's degree or equivalent) conducted in English in a majority English-speaking country.
- b. Internationally recognised, valid certificates are IELTS, TOEFL, or Cambridge. The level obtained is referenced with the European Qualifications Framework for Languages at B2 level.

4.5.3. Applicants who cannot provide recent evidence as to the level of their English language proficiency, will be required to sit a proficiency assessment.

4.5.4. Candidates are required to demonstrate that they:

- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in a subject area related to border security
- Can interact with a degree of fluency and spontaneity that makes regular interaction

with native speakers quite possible without strain for either party

- Can produce both orally and in writing a clear, detailed text on a wide range of subjects related to a professional field and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options

4.5.5. The English language proficiency assessment is administered only to candidates who successfully meet all the other entry requirements.

4.6. The candidates need to be citizens of a European Union Member State or Schengen Associated Country.

5. Content and structure of the EJMSBM

5.1. The content and structure of the EJMSBM is laid down in the Implementation Regulations included as an Appendix to Teaching and Examination Regulations (TER).

6. Assessment

6.1. Number, times and frequency of assessments

6.1.1. There are two opportunities in each stage for sitting assessments:

- The first opportunity is usually immediately after the teaching period for the module to which the assessment in question relates
- The second opportunity is usually during the re-sit period (at the end of every module), unless specified otherwise in the programme schedule (academic calendar). The frequency of assessments is laid down in the Implementation Regulations. A timetable of all assessments is drawn up on

the basis of one iteration and made available on Moodle

6.2. Sequence of assessments

6.2.1. The sequence in which students are required to sit assessments is set out in the Implementation Regulations.

6.3. Validity of assessments

6.3.1. The result of an assessment is valid for an unlimited period

6.4. The form of assessment and method of assessment

6.4.1. Assessments are set out as described in the Implementation Regulations and the Module Handbooks

6.5. Oral assessment

6.5.1. Only one student at a time will sit an oral assessment, unless the teacher in question specifies otherwise.

6.5.2. A second teacher will be present during oral assessments, unless determined otherwise by the Board of Examiners.

6.5.3. Oral assessments will be held in public, unless determined otherwise by the Board of Examiners in a special case or unless the student has formally objected to the public nature of the examination.

6.5.4. Prior to an oral assessment, the teacher must ask the student to provide proof of his/her identity.

6.6. Determining and announcing the result

6.7. The teacher is required to determine the result as soon as possible after the assessment but within 10 working days at most. The teacher publishes the grades in Moodle and the Pro-

gramme Administrator shares them with Academic Partners' registrars or equivalent within 15 working days of the assessment date.

6.8. If the teacher is not able to meet these requirements due to exceptional circumstances, he or she must inform the Board of Examiners and the Programme Administrator, stating the reasons for the delay. The Programme Administrator will pass this information on to the students.

6.9. Teachers responsible for the assessment are required to give an explanation of the grades awarded. Students are provided with feedback so that they may know the strengths and weaknesses of their performance. Students are entitled to receive feedback on their assessment after publication of the results and before the re-sit takes place. Scripts are retained for at least six years by Frontex and the Academic Partners after the results are officially recorded.

6.9.1. In case there are assessments that are not taken orally or in writing (e.g. simulation), the Board of Examiners will determine beforehand precisely how and within what period of time the student will be notified of the results.

6.9.2. When receiving the result of an assessment, the student will be made aware of his or her right to inspect the results as well as the opportunity to lodge an appeal.

6.10. Appealing the grade

6.11. The Module Board and the External Examiner representing the Board of Examiners is responsible for dealing with student appeals against their grades

6.12. In order to make an appeal the student should complete a Student Appeal Form and together with any supporting evidence submit it to the Programme Administrator within 1 week of

receiving official notification of the results. A member of the Module Board/External Examiner not involved in the original grading should carry out the review of the module under appeal. The work of the original teacher who graded the assessment is not reviewable by the reviewing academic and a recommendation to alter the results can only be made if the change can be justified by objective criteria.

- 6.13.** A student can make an appeal concerning their assessment results on the following grounds:
- Academic: that the grade awarded in any given exam or question does not reflect the quality of the answer given
 - That the exam(s) was (were) not conducted in accordance with the relevant instructions, regulations or requirements
 - Where new evidence is provided of circumstances which might have adversely affected their performance in the exams
 - Arithmetical grade check
- 6.13.1.** The student can request an arithmetical grade check if he/she believes that there has been an administrative error when the grades were being recorded. Students are advised that, in the event of any form of administrative error being discovered it must be corrected, whether it results in the grade in question being adjusted upwards or downwards.
- 6.14.** Students are reminded that if they believe that their performance in exams may be affected by illness (or by other personal circumstances) they should report the matter to the teacher/instructor before sitting the exams. Students should not wait for their results before deciding to notify the Programme Administrator of the situation.
- 6.15.** Information regarding mitigating circumstances received after the exams will not be considered as the grounds for an appeal, unless there are exceptional reasons why this information could not be provided at the time.

All appeals due to extraordinary mitigating circumstances are only valid when accompanied by comprehensive supporting evidence, including detailed medical certificates where appropriate, and a full explanation of the reason for the original non-declaration.

- 6.16.** The decision of the Module Board is communicated to the student within 5 days by the Programme Administrator with notice of the outcome of the appeal also communicated to the Board of Examiners
- 6.17.** On exhaustion of the procedures in relation to the appeals, students are entitled to pursue any further proceedings offered by the Academic Partners.

7. Re-Assessment

- 7.1.** Only those students who obtain a fail grade (F) in an assessment at the first attempt are allowed one re-assessment of the failed assessment. Such students will only be allowed one re-assessment of the failed assessment
- 7.2.** In principle, the re-assessment takes place at the end of each stage, unless otherwise specified in the Programme Schedule (Academic Calendar)
- 7.3.** Only the final module grade will be shown on the Transcript without indicating whether it was obtained through a re-assessment.
- 7.4.** Students who after re-assessment fail to obtain the ECTS for any module are deemed to have failed the Programme and are required to withdraw from the Programme.

8. Studying with a disability

- 8.1.** Students with a disability are defined as conditions of a chronic or permanent nature (at least for the time being) that represent a structural impediment to studying or taking exams, such as all motor, sensory or psychological disabilities, but also functional disorders for instance dyslexia, repetitive strain injury, chronic fatigue, depression, chronic illnesses etc., or any temporarily disabilities might need special arrangements to be made. All Partner Institutions are therefore obliged to provide facilities and services to make it possible for students with a disability to participate in the Master's Programme.
- 8.2.** Regarding the facilities for students with a disability, the following three areas can be distinguished:
- access to the Partners' buildings
 - the delivery environment of the modules
 - adaptations to the way assessments are taken
- 8.3.** Students who need to make use of these additional facilities should inform the Programme Administrator (sufficiently in advance) who will liaise with the registrars concerning the access to the Partner Institutions' buildings and/or the Programme Board if it concerns the structure of the programme and/or the Board of Examiners if it concerns adaption on the way assessments are taken. If necessary, a medical declaration should be provided, stating the nature and extent of the limitation

9. Exemptions

- 9.1.** The Consortium recognises previous learning for the purposes of exemption from modules of study in the Degree Programme, where the students can offer proof that they have previously achieved the stated learning outcomes of those modules. Previous formal learning

will only be accepted as exemption from modules provided that the ECTS credits have not been used to meet the credit requirements of any other major award.

- 9.2.** The Consortium conducts a graded assessment of prior formal, non-formal or informal learning used as exemption from modules. Such assessment is carried out in accordance with the procedures on Recognition of Prior Learning assessment outlined in the Teaching and Examination Regulations.
- 9.3.** Where exemption from module(s) is requested on the basis of Recognised Prior Learning, the Learning Outcomes of the successfully completed module(s) will be compared against the expected Learning Outcomes of the module(s) on the programme. Where these are found to be sufficient, an exemption will be awarded and the programme module(s) will be considered to have been completed on a 'grade neutral' basis.
- 9.4.** Exemption from modules with the awarding of ECTS credits will be limited to one-sixth of the ECTS credit in each Stage². No exemptions will apply to the dissertation.
- 9.5.** Students may be eligible to be exempted from one module (5 ECTS credits) from each of the first two stages. Possible exemptions are therefore limited to 10 ECTS credits:
- Stage 1: Leadership and Organizational Development in Border Management (Module 3)
 - Stage 2: Global Context in European Border Security (Module 7)

- 9.6.** As a student, to apply for exemption from the respective module, you should complete and return the form to the Programme Administrator within one week from the start of the programme.

² This position is adopted due to the differing regulations on RPL between the Academic Partners.

- 9.7.** The Recognition of Prior Learning Subcommittee examines the requests and based on the results of the assessment decides within two weeks from receiving the request to exempt the student from the assessment requirement and require the student to audit the module. Detailed information on the Recognition of Prior Learning Subcommittee is included in the Quality Assurance Handbook.
- 9.8.** Auditing the module(s) allows the student to participate in the module without the requirement of completing assessments.
- 9.9.** The decision is communicated to the student and all Academic Partners through the Programme Administrator within one month from the start of the Programme.

- 9.10.** The assessment criteria are included in the Teaching and Examination Regulations Appendix 3

10. Publication of the Regulations

After being approved/validated by the Governing Board, the Teaching and Examination Regulations, together with the accompanying Implementation Regulations, will always be published on the Moodle website.

APPENDIX 1

Rules and Guidelines — Board of Examiners (BoE)**1. The Board of Examiners standard procedures**

- The schedule of the meetings will be published for each iteration on Moodle
- The meetings are not public
- Everything discussed is recorded in the minutes of the meeting
- Details on the Board of Examiners are included in the Quality Assurance Handbook

2. Establishing of subcommittees, their composition and powers

- The Board of Examiners may establish permanent subcommittees and subcommittees in an ad hoc fashion
- The permanent subcommittees makes decisions on a majority vote basis
- The meetings are not public
- Everything discussed is recorded in the minutes of the meeting
- Details on the Board of Examiners are included the Quality Assurance Handbook

3. The sitting of written or oral assessments

- All assessments constitute a search for evidence of knowledge, insight in skills on the part of the student as well as the assessments of the results of such a search
- In cases where the same assessment is carried out by more than one teacher, such assessment will be based on predetermined assessment strategies. Oral assessment must be performed by two teachers

4. Conduct during examinations

Students should adhere to the following rules during the administration of examinations:

- During bathroom breaks, students should not use computer terminals, telephones (land line or cellular), or other communications devices.
- Students cannot exit the exam room for the first 30 minutes of the examination.
- In order to avoid any possible suggestion of improper behaviour during an examination, students should refrain from communicating with other students while an exam is in progress.
- Students should also not retain or refer to any books or papers during an examination except with the express permission of the instructor or Teaching Staff.
- Eating and drinking are not permitted in any examination room.
- Personal belongings should be put away and all electronic devices should be turned off.

In the event of a fire, students should take their personal belongings and leave their exam and meet in the location announced at the beginning of the exam. Students should not discuss the exam with other students during the emergency procedures. For violation of the examination rules or dishonesty in an examination a student may be required to withdraw from the Programme. Students who fail to obey instructions are liable to disciplinary action.

5. Late Arrival to Examination

A student who is late for an exam may be refused admission and reported as absent. No one will be admitted to an examination if any student has already left the examination room. Ordinarily, latecomers will not be allowed to make up lost time.

6. Illnesses during the Examination

- 6.1. Any student who becomes ill during an exam should report the illness immediately to the instructor/teacher. An ill student will be kept under supervision until able to resume the examination. Upon resumption of the examination, the student will be allowed only the balance of time remaining.
- 6.2. In case the student requires immediate medical attention and thus cannot resume the examination, the procedure on Absence from Examination or Non-Submission of Assignments applies

7. Absence from Examinations or Non-Submission of Assignments

- 7.1. When students are absent from examinations held in the pre-defined period for a proven reason that the Board of Examiners decides to be valid (for instance, illnesses or being faced with an extraordinary situation), they are allowed to take the missed examination at a predefined later period as a first sit or second attempt depending on the case, at a time specified by the Board of Examiners.
- 7.2. When the mode of assessment is by assignment, and there are valid reasons for non-submission of assignments, such validity to be decided by the Board of Examiners, students shall be given an extension of the deadline as proposed by the Module Convener.
- 7.3. When students are ill or are faced with an extraordinary situation they (or a representative) should always inform the Programme Administrator or Module Convener about their absence from examination or non-submission of assignments by email within a 24-hour period. The Programme Administrator Module Convener informs the student and the teachers by email that he/she received this information. A written proof for absence or non-submission of assignment (such as a medical certificate) has to be submitted to the Programme Administrator or Module Convener as soon as possible.
- 7.4. Unavoidable absence from an examination resulting from causes other than illness should be reported and explained in advance to the Programme administrator or Module Convener.
- 7.5. It is then for the Board of Examiners to decide whether or not to allow the student to take the examination as scheduled or at a later stage and/or to make up for the author-

ised absence from the modules. The student will be informed about the decision.

- 7.6.** A student who is absent from the examination or does not submit an excuse or the reason brought forward is not considered sufficient to justify the absence or non-submission, fails the examination or assessment and receives a failing grade (F).

8. Assessment in Absentia

- 8.1.** In exceptional cases, students who cannot be present at the time of an exam or reassessment examination may request permission from the Board of Examiners to take the examination in absentia. Applications are available from the Programme Administrator. Before petitioning to take an examination in absentia, students should consult the Mentor.
- 8.2.** Ordinarily, an examination administered in absentia must be given on the same day and at the same time as the scheduled examination of the Programme at a place acceptable to the Board of Examiners.
- 8.3.** Students are responsible for arranging for a proctor at the examination site. The proctor is subject to approval by the Board of Examiners. Ordinarily, he/she would be a professional in education (an instructor or administrator). The rules and regulations that apply to examinations within the Programme also apply to in absentia examinations.
- 8.4.** Frontex is not responsible for any fees incurred in the administration of examinations taken in absentia, including proctoring fees, postage, and any extraordinary costs incurred in the delivery or administration thereof (room rentals, media rentals, etc.).

9. Suspension of Studies

- 9.1.** For well-justified reasons a student may be granted a suspension of studies for a definite period. In such cases, the period of suspension is not taken into consideration for calculating the period of enrolment in the Degree Programme.
- 9.2.** If it is not practicable for the student to join the Degree Programme following the suspension, the student may be allowed to join a next iteration if and when the Degree Programme is next offered.
- 9.3.** Requests for suspension of studies must be signed by the students and the respective Sending Authority, and be submitted to the Programme Administrator.
- 9.4.** Any request approved by the Programme Board is shared with the University registrars and the Sending Authority.

10. Questions and Assignments

- 10.1.** None of the questions and assignments included in the exam must deal with subjects external to the sources which have been detailed beforehand as examinable. Furthermore, these sources must be largely made known prior to the commencement of the module leading up to the exam in question.
- 10.2.** The questions and assignments in the exam must constitute a balanced representation of the material studied.
- 10.3.** As regards content and form, the exam must represent the appropriate educational goals as formulated in the module handbook.

10.4. The questions and assignments must be clear and unambiguous. The instructions pertaining to the evaluation of the questions and assignments must also be clear and unambiguous and formulated in such a way that it is obvious to the student just how extensive and detailed the answers must be.

11. Evaluation — grading

11.1. The duration allowed for the examination/assignment must be such that students will, by all reasonable standards, have sufficient time to complete it

11.2. The assessment method must be transparent enough for the student to comprehend how the examination result has been arrived at

11.3. The following system of letter grades is used to evaluate the student's work. The 6-stage matrix draws together the 6-level descriptors proposed by the Consortium (Excellent — Fail) and refers them to the corresponding

national grading levels in each of the Consortium Partners. More information on the grading system is included in the Quality Assurance Handbook.

11.4. Detailed information on the common grading system is included in the Quality Assurance handbook.

11.5. If an examination section consists of several parts, the weighting of these separate parts in constituting the final grade is explained in the Component Assessment Breakdown document attached as Appendix in the Teaching and Examination Regulations.

12. The retaining of written assessment papers and examination results

12.1. In conjunction with possible appeal procedures and the periodic review of the programme, all written work must be kept for at least six

Consortium	Consortium A	Consortium B	Consortium C	Consortium D	Consortium E	Consortium F
Learning Descriptor	Work of excellent quality.	Work of very good quality.	Work of good quality.	Work of fair but below average quality	Pass. Work that only just meets the passing (threshold) standards	Unsatisfactory failing work in any study-unit.
	Superior performance showing a comprehensive understanding and application of the subject matter. Evidence of considerable additional reading/research/work	Performance is typified by a very good working knowledge of subject matter. Evidence of a considerable amount of reading/ research/work.	Above average performance, with a good working knowledge of subject matter. Evidence of sufficient reading/ research/work.	Considerable but incomplete understanding of the subject matter. Evidence of a fair amount of reading/research/work.	Performance demonstrates an understanding of the basic concepts of the subject; evidence of limited additional reading/research/work This grade can also be used for work that is assessed on a pass/fail basis. In this case, the result is Grade Neutral — i.e. does not impact positively or negatively on the student's grade average.	Fail
Estonia	A Suurepärase	B Väga hea	C Hea	D Rahuldav	E Kasin (Avestus for Pass/Fail)	F Puudulik
Lithuania	10 Puikiai	9 Labai Gerai	8 Gerai	7 Pakankamai	6–5 Patenkinamai* – Silpnai	1–4 Visai Blogai – Nepakankamai
Netherlands	10 Uitmuntend	9 Zeer Goed	8 Goed	7 Ruim Voldoende	6.0–5.5 Voldoende	1–5.4 Zeer Slecht – Bijna Voldoende
Spain	10 Matrícula de Honor	9 Sobresaliente	8 Notable	6.5 Aprobado	5 Aprobado	0–4 Suspenso
Latvia	10–9 izcili (with distinction) – teicami (excellent)	8 ļoti labi (very good)	7 labi (good)	6 gandrīz labi (almost good)	5–4 viduvēji (satisfactory) – gandrīz viduvēji (almost satisfactory)	1–3 neapmierinoši (unsatisfactory)

* This 'telescoping' of the Pakankamai (6) grade and the Silpnai (5) grade is seen in some international programmes where Lithuania is a participant to fit a 5-stage grading structure

years after the results have been officially recorded by Frontex and the Academic Partners.

13. Passing on and publicising the results of assessments

- 13.1. The teacher is required to determine the result as soon as possible after the assessment but within 10 working days at most.
- 13.2. The teacher publishes the grades in Moodle and the Programme Administrator shares them with Academic Partners' registrars or equivalent within 15 working days of the assessment date.
- 13.3. If the teacher is not able to meet these requirements due to exceptional circumstances, he or she must inform the Board of Examiners and the Programme Administrator, stating the reasons for the delay. The Programme Administrator will pass this information on to the students.

14. Dissertation

- 14.1. Before embarking on Stage 3 of the Programme — the dissertation, the student must complete the form which can be obtained from the programme administrator or online from Moodle. On the basis of this form, the board of examiners will then check, or otherwise ensure, that the student has successfully completed the first two stages and can commence the Dissertation stage.
- 14.2. Detailed information on the dissertation can be found in the Dissertation Guidelines

15. Dissertation board

- 15.1. For the assessment of the dissertation the Board of Examiners appoints a separate Dissertation Board for each dissertation. The committee is accountable, via the Programme Board, to the Board of Examiners.
- 15.2. Module Convenors recommend members of the Dissertation Board to the Programme Board. The Programme Board proposes to the Board of Examiners the composition of the Dissertation Board which should include the description of how the proposed committee composition covers the relevant subject area. This committee proposal should be submitted together with the dissertation.
- 15.3. Every Dissertation Board consists of four members:
 - The first (primary) supervisor of the student
 - (associate) professor in a relevant discipline (as chair)
 - one other member from a partner border security organisation, Complementary Entity or from another Academic Partner depending on the nature of the Dissertation
 - external examiner
- 15.4. At least two of the Board members should not be from the same Academic Partner.
- 15.5. Board members should hold a PhD or have similar qualifications within the relevant field.
- 15.6. The candidate's supervisor is prohibited from being the Board's chairman. The supervisor shall have no voting rights but can answer questions of other members.
- 15.7. All members of the Dissertation Board shall read and assess the quality of the dissertation as an ordered and logical exposition of the application of knowledge, methods and techniques in the subject of the course to the task performed or to the problem investigated.

15.8. The (associate) professor has to be present or be replaced by another (associate) professor. The Dissertation board shall assess the student's competence in research skills, professional field, problem-solving skills and practical orientation.

15.9. Further information on the processes of the Dissertation Board is included in the Quality Assurance Handbook

APPENDIX 2

The Implementation Regulations**1. The study load**

The study load for the full time EJMSBM programme is 90 credits and can be completed in one and a half years

2. The composition of the programme**2.1. Stage 1**

- Strategy, Planning and Evaluation in Border Guarding (5 ECTS credits)
- Fundamental Rights and Ethics in European Border Security Management (5 ECTS credits)
- Leadership and Organisational development in Border Management (5 ECTS credits)
- EU Borders Policies and Strategies, (5 ECTS credits)
- Innovation and Technology In Border Security (5 ECTS credits)
- Researching Management practices in Border Security, (5 ECTS credits)

2.2. Stage 2

- The Global Context of European Border Security (5 ECTS credits)
- Strategic Risk & Threat Management for European Border Security (5 ECTS credits)

- Cooperation In Strategic Border Management (10 ECTS credits)
- Researching Integrated Practices in Border Management (10 ECTS credits)

2.3. Stage 3

- Dissertation (30 ECTS credits)

3. Assessment

The assessments linked to the different modules are to be completed in the way laid down in the module handbook pertaining to the module in question

4. Frequencies, times and sequences of the assessments

The frequencies, times and sequences of the assessments are included in the Programme Timeline

In principle, the re-assessment periods are at the end of the stage in which the module was taught, unless specified otherwise in the Programme Schedule (Academic Calendar)

APPENDIX 3

Assessment Grid (including RPL assessments)

(available in electronic form in the programme's virtual learning environment Moodle)

APPENDIX 4

Timetable

(available in electronic form in the programme's virtual learning environment Moodle)

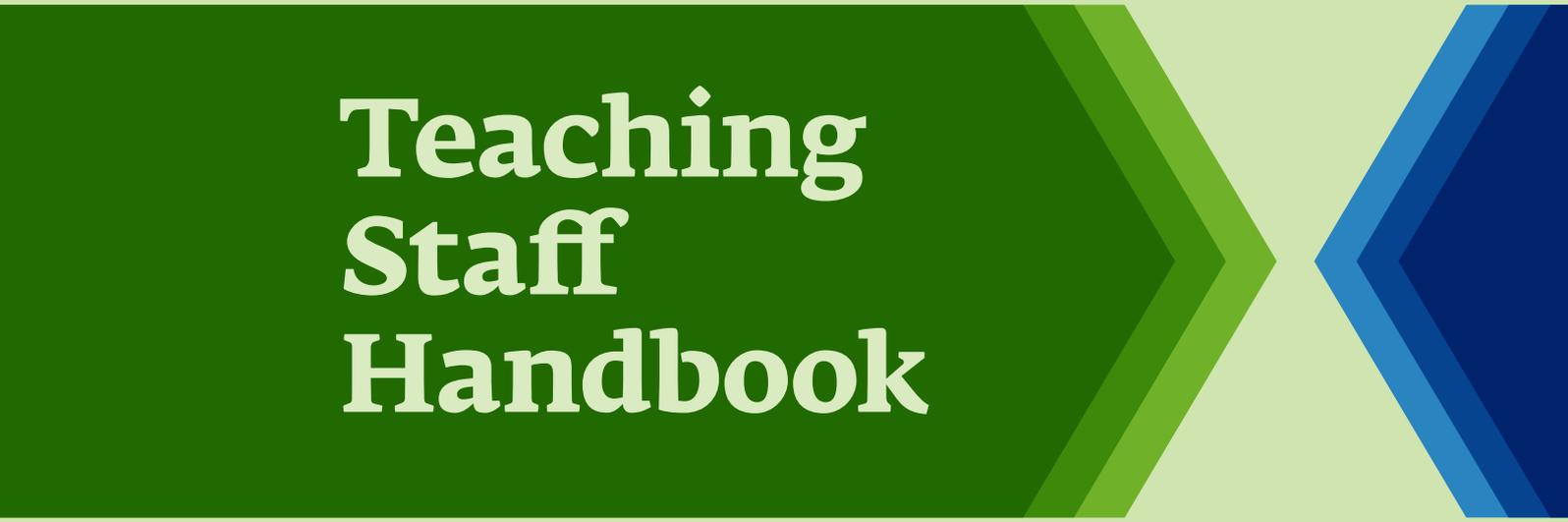
APPENDIX 5

Component Assessment Breakdown document

(available in electronic form in the programme's virtual learning environment Moodle)

EUROPEAN JOINT MASTER'S
IN STRATEGIC BORDER MANAGEMENT

Policies & Procedures



Teaching Staff Handbook

This Teaching Staff Handbook for the European Joint Master's in Strategic Border Management should be read in conjunction with the Quality Assurance Handbook for the Programme, the Student Handbook, Dissertation Guidelines and the Teaching and Examination Regulations (available on Moodle). It is essential that all members of staff working on the programme are fully aware of and implement the principles of these

manuals. If you should have any questions in relation to this or the other Handbooks, please contact the Programme Administrator at ejmsbm@frontex.europa.eu.

All other issues not addressed in the above-mentioned Handbooks are decided by the Governing Board on a case-by-case basis.

Definition of terms

Academic Partners are the signatories to the Consortium Agreement, which according to their respective national laws are permitted to deliver validated programmes and are ultimately responsible to confer awards.

Access is construed to mean the right to apply for the Degree Programme, whereas admission means the process by means of which a student satisfies the entry requirements.

Admissions Panel assesses all potential candidates in order to determine eligibility for admission to the Degree Programme in accordance with the admission requirements.

Board of Examiners decides whether students have satisfactorily completed the Degree Programme requirements.

Consortium is the association comprising all Partners collectively. For all intents and purposes, it does not possess any legal personality, which is vested in each Partner individually/independently.

Consortium Agreement is a legal contract between all Partners of the Consortium to deliver the Degree Programme.

Complementary Entities are the affiliate institutions at national level, commonly being the training institutions within the national authority with border security responsibilities, which contribute to the ultimate delivery of the Degree Programme.

Dissertation Coordinator is one of the Module Convenors appointed by the Governing Board to coordinate and oversee the smooth running of the dissertation stage

ECTS — European Credit Transfer System is a student-centred system based on the student workload required to achieve the learning outcomes of the Degree Programme

Enrolment is the process by which a student is formally accepted by the Governing Board onto the Degree Programme.

External Examiner is a professional academic responsible for monitoring the reliability and validity of assessment procedures and assessment standards.

Governing Board is the central administering organ of the Degree Programme.

National Frontex Point of Contact (NFPOC) is a single point of contact between Frontex and the national services of Member States responsible for border control.

National Training Coordinator (NTC) acts as a permanent contact in training matters between Frontex and the national services of Member States responsible for border control.

Module Convenor is a professional academic responsible for the module delivery.

Partners are all the signatories to the Consortium Agreement, including Frontex and the Academic Partners.

Programme Administrator is a Frontex representative in charge of all administrative responsibilities of the Degree Programme.

Programme Board, inter alia, is responsible for monitoring, delivery and the implementation of the on-going Degree Programme. The composition, functions and the specific responsibilities of the Programme Board are described in the Quality Assurance Handbook.

Programme Coordinator is a representative of an Academic Partner in charge of administrative, logistical and organisational matters in their Institution.

Sending Authorities are the national services of Member States responsible for border control under their national law as represented in the Management Board of Frontex and other relevant Frontex Partner Organisations.

The word '**Student**' has the same meaning as the term 'learner' as defined in the Bologna process.

1. Roles and Responsibilities and Academic and Administrative Staff

1.1. Programme Administrator

The Frontex representative who acts as the Programme Administrator is in charge of all administrative responsibilities of the Degree Programme and is appointed by Frontex.

1.1.1. Roles and Responsibilities

- a) Collects, collates and appropriately disseminates all information related to the Programme including student records, assessments, quality assurance reports;
- b) Liaises with the Frontex Project Manager;
- c) Liaises with each Module Convenor and Programme Coordinators;
- d) Acts as a central point of contact for students and Teaching Staff on the programmes;
- e) Acts as secretary to the Governing Board, Programme Board, Board of Examiners and the Quality Assurance Committee;
- f) Gathers and reports on student and Teaching Staff feedback for the Programme;
- g) Ensures distribution of all reports.

1.2. Programme Coordinator

The Programme Coordinator is a representative of an Academic Partner, a single point of contact for the Programme Administrator in all matters related to the Degree Programme from the Academic Partner's side.

1.2.1. Roles and Responsibilities

- a) Liaises with the Programme Administrator and Frontex Project Manager
- b) Liaises with the Module Convenors on all matters related to the delivery of the modules
- c) Acts as a single point of contact for the Programme Administrator and Frontex Project Manager on all non-academic matters

related to the delivery of a module in his/her Partner Institution, including but not limited to: administrative, logistical, organisational issues

- d) Prepares the orientation session for students and external Teaching Staff at the beginning of the module week: arranges access to all resources and services available to all students and Teaching Staff at the Partner Institution
- e) Ensures that the Teaching Staff has the required prior security clearance
- f) Ensures smooth implementation of the Degree Programme

1.3. Teaching Staff and Module Convenors

There are three categories of Teaching Staff that may be contracted by Frontex:

- a) Academic Staff of Academic Partners and Complementary Entities
- b) Border Guard Officers, operational experts, and other staff of training institutions within the national authorities with border management responsibilities
- c) Other teachers, researchers and experts external to the complementary partners and border guard agencies

In order to ensure quality, continuity and teacher mobility, a minimum of one teacher assigned to each module is from an institution other than the one responsible for the module delivery.

Furthermore, provisions will be made by the Module Convenor for substitute Teaching Staff to deliver a (particular part of) the given module in case of unavailability of previously assigned staff.

1.3.1. Teaching Staff Roles and Responsibilities

- 1.3.1.1. Assignment as Teaching Staff carries with it the rights and responsibilities set forth in this Teaching Staff Handbook, in individual Letters of Assignment and in the Module Handbook.

- 1.3.1.2. Closely related to and complementing teaching is the mentoring of students, which is a critical part of a Teaching Staff assignment; mentoring plays a key role in the students' academic progress.
- 1.3.1.3. The Mentor system is implemented in order to provide information and supervision regarding the educational progress for students. Mentors act as academic counsellors and play a role in study counselling as well as on any problems experienced with regard to study progress. Module Convenors (who are usually Mentors) are assigned a number of students who remain under their supervision throughout the programme. Detailed information on the mentoring system is included in the Quality Assurance and Student Handbooks.
- 1.3.1.4. Teaching Staff responsibilities include but are not limited to:
- a) Instructing on assigned module(s) as scheduled, on the assigned subject, at the assigned level, and according to the degree standards appropriate to that level as specified in the Module Handbook's documents
 - b) Fostering discussion, inquiry and expression while maintaining the module's academic standards
 - c) Being available to students outside of the module contact time on a regular and reasonable basis throughout the duration of the module and/or throughout the dissertation supervision
 - d) Completing in a professional, timely, and responsible manner all teaching, assessing and academic assignments which the member of the Teaching Staff has been assigned, including but not limited to, submitting grades, mentoring or supervising dissertations.
 - e) Positively contributing to the ongoing quality enhancement measures associated with the Programme
 - f) Refraining from using their position to influence students
 - g) Acting as an advisor and mentor to students; providing academic guidance, information and general assistance
 - h) Complying with the Module Handbook, Module documentation (template) and Teaching and Examination Regulations in relation to teaching and assessment instructions
 - i) Following the policies and procedures of the EJMSBM whenever applicable to programme-related activity
 - j) Keeping abreast of developments in the academic domain(s), assigned module(s) and/or dissertation themes drawn upon
 - k) Taking part in the various Subcommittees (permanent and ad hoc), if necessary, when assigned
- 1.3.1.5. Teaching Staff responsibilities include providing grades in the manner and within the deadlines specified in the Academic Calendar, doing so honestly, without bias, and using appropriate criteria and following stated procedures.
- 1.3.1.6. The grade submitted by the Teaching Staff may be adjusted as a result of an appeal procedure, which is designed to protect students against evaluation in which the Teaching Staff uses inappropriate criteria or non-application of the stated procedures and grading system.
- 1.3.1.7. Teaching Staff have a responsibility to cooperate fully with the decisions of the Module Boards regarding the grade appeals conducted according to the procedures.
- 1.3.1.8. The Module Convenor may invoke the provisions of the employing Institution where Teaching Staff fail to turn in grades within the allotted time schedule.
- 1.3.1.9. Detailed description of the assessment regulations is included in the Student Handbook and in the Teaching and Examination Regulations and the Module Handbook.

1.3.2. Module Convenor Roles and Responsibilities

In addition to the Teaching Staff responsibilities and roles, the Module Convenor:

- a) Coordinates, leads and organises delivery of the Module of Study
- b) Assumes full responsibility for the Module Quality Assurance and ensures that quality assurance procedures are implemented at module level
- c) Chairs the Module Boards
- d) Liaises with External Examiners
- e) Liaises with the Programme Coordinator
- f) Liaises with the Programme Administrator and the Frontex Project Manager
- g) Collects, collates and disseminates all records relating to the Module
- h) Serves on the Programme and Examination Boards
- i) Prepares reports in relation to the Module and disseminates them
- j) Ensures that the Teaching Staff complies with the all the programme quality standards, including English language proficiency
- k) Acts as an advisor and mentor to students; provides academic guidance, information and general assistance
- l) Takes part in the various Subcommittees (permanent and ad hoc)
- m) Serves on the Quality Assurance Committee (when assigned)
- n) Acts as Dissertation Coordinator (when assigned)

In addition, for each module, the Module Convenor:

- o) Collects and collates student feedback for the module
- p) Collects and collates feedback from all persons involved in the delivery of the module
- q) Considers the assessment performance from a QA and academic standards perspective
- r) Forwards a module report of all QA measures to the Programme Administrator for

onward consideration by the Quality Assurance Committee

- s) Ensures that any decisions they make are transparent and recorded accurately in the minutes of the meeting.
- t) Ensures the overall quality of the module delivery with respect to teaching, learning and assessment strategies and methods as specified in the programme curriculum.

2. Professional Standards

2.1. Academic Qualifications

EJMSBM Teaching Staff and assessors have the necessary academic qualifications and professional experience to deliver the Programme. All Module Convenors must hold a PhD, or at a minimum be registered and near completion of a doctorate programme. They are significantly experienced in the academic domain the module draws upon as reflected in relevant publications in their field of research interests.

2.2. English Language Proficiency

EJMSBM Teaching Staff and Module Convenors must satisfy the minimum level of C1 of English language according to the Common European Framework of Reference for Languages (CEFR). All nominated Teaching Staff are required to sign a personal declaration on English language competency upon assignment, which can be accessed via Moodle through the respective Module Convenor.

All Teaching Staff and Module Convenors are encouraged to use the language self-assessment tool which is available in Moodle before signing the declaration of English language proficiency at the required minimum level.

The Consortium aims at increasing the academic credentials before the next re-valida-

tion of the Degree Programme by increasing the number of PhD holders on the Teaching Staff by 10 per cent and by increasing the number of PhD holders on the Module Convenors to 100 per cent as well as encouraging the development of a research community by Academic Partners.

3. Selection and Assignment of Module Convenors:

- 3.1. The assignment is offered for a period of one iteration of the Programme (two years) and includes the concrete tasks, responsibilities and entitlement to compensation for the work.
- 3.2. Assigned Module Convenors will have to be in a possession of the necessary level of security clearance (RESTRICTED EU or equivalent). The original certificate of security clearance shall be submitted to the Programme Administrator who will present it to the Frontex Security Officer. EU security clearance at RESTRICTED EU level or equivalent level security clearance issued by a national security authority of a Member State (or Schengen associated country) will be accepted.
- 3.3. In case Module Convenors do not possess a valid security clearance, they will be requested to undergo a security screening procedure.
- 3.4. At least 26 weeks before the start of the academic year, the Governing Board members propose one Module Convenor from their respective delivering Academic Partner in accordance with the allocation of the modules. An additional Module Convenor should be nominated as a reserve, in case the proposed Module Convenor is unavailable.
- 3.5. The Governing Board ensures that the nominated Module Convenors fulfil the required criteria and that are available for the delivery of the Programme according to the established schedule.
- 3.6. The Chair of the Governing Board makes a decision on the final list of the Module Convenors to be assigned by Frontex, following the allocation of the modules for the respective iteration. The decision of the Governing Board is binding.
- 3.7. **The assignment of the Module Convenors includes:**
 - a) Concrete tasks and responsibilities
 - b) Europass CV
 - c) Copy of Security Clearance or a proof that the Module Convenor is in a process of obtaining it
 - d) Signed declaration on English language proficiency at C1 level according to the European Framework of Reference for Languages
 - e) Schedule of the module delivery (including the contact week) with identification of each session
 - f) Estimated lump-sum compensation
- 3.8. At least 24 weeks prior to the start of the degree programme, all the proposed Module Convenors should have their assignments completed by Frontex.

4. Selection and Assignment of Teaching Staff:

- 4.1. The assignment is offered for a period of one iteration of the Programme (two years) and includes the concrete tasks, responsibilities and entitlement to compensation for the work.
- 4.2. Assigned Teaching Staff will have to be in possession of the necessary level of security clearance (RESTRICTED EU or equivalent). The original certificate of security clearance shall be submitted to the Programme Administra-

tor who will present it to the Frontex Security Officer. EU security clearance at RESTRICTED EU level or equivalent level security clearance issued by a national security authority of a Member State (or Schengen associated country) will be accepted.

- 4.3.** In case Teaching Staff do not possess a valid security clearance, they will be requested to undergo a security screening procedure.
- 4.4.** Frontex launches calls for proposals for external experts to be assigned as teachers. The calls are addressed to the National Frontex Points of Contact (NFPOC) and relevant international organisations and institutions and copied to the National Training Coordinators (NTC). In case of Partner Organisations the calls are addressed to the countries' relevant authorities.
- 4.5.** At least 17 weeks before the start of the academic year, the Module Convenors together with the Frontex Project Manager prepare a list of potential Teaching Staff attached to the respective modules, ensuring the fair representation of staff from the delivering Academic Partner, staff from the other Academic Partners (e.g. the ones delivering the module in another iteration), staff from Complementary Entities, as well as any additional experts involved in the development of the Programme or to be engaged in the Programme delivery that are necessary.
- 4.6.** A minimum of one teacher assigned to each module must be from a different institution than the one responsible for the Module delivery. Module Convenors and the Frontex Project Manager also prepare a reserve list composed of all Teaching Staff categories in case assigned Teaching Staff are not available.
- 4.7.** Modules Convenors ensure their nominated Teaching Staff fulfil the required criteria and are available for delivery of the Programme according to the established schedule.
- 4.8.** Once the final draft list is agreed by the Module Convenor and the Frontex Project Manager, the Module Convenors provide the Programme Administrator with the list of potential teaching staff, along with the accompanying documents:
- a) Europass CV
 - b) Copy of Security Clearance or a proof that the teacher is in the process of obtaining it
 - c) Signed declaration on English language proficiency at C1 level according to the European Framework of Reference for Languages
 - d) Schedule of the module delivery (contact week) with identification of each session
- 4.9.** The Programme Administrator forwards the proposals to the Programme Board. The Programme Board, based on the specified criteria, evaluates nominations and proposes the final list of teaching staff, their concrete tasks, responsibilities and entitlement to compensation.
- 4.10.** At least 14 weeks prior to the start of each Programme, the Governing Board establishes the composition of the Teaching Staff of each module based on the final proposal by the Programme Board.
- 4.11.** The Programme Administrator, on behalf of the Governing Board, informs the Academic Partners on the decision regarding the selection and assignment of the teaching staff.
- 4.12.** The Governing Board's decision on the composition of the Teaching Staff is binding.
- 4.13.** At least 11 weeks prior to the start of each Programme, all the selected Teaching Staff should have their assignments completed.

5. Compensation of Teaching Staff and Module Convenors

- 5.1. The Teaching Staff and Module Convenors are compensated with a lump sum corresponding to their workload and responsibilities, as stipulated in the assignment letter, after verification of fulfilment of the tasks and responsibilities assigned by the Module Convenor (in case of Teaching Staff) or the Frontex Project Manager (in case of Module Convenors) and in accordance with the required quality standards.
- 5.2. The amount of the compensation is based on the nature and the amount of tasks assigned to the Teaching Staff and Module Convenor. All Teaching Staff and Module Convenors receive a lump sum that covers the teaching sessions during the module contact time as well as online availability and support to students throughout the duration of the module, as well as participation in various committees and/or Boards, if necessary.
- 5.3. Additional compensation is envisaged for Teaching Staff who assume the role of dissertation supervisors.
- 5.4. Module Convenors receive a supplementary amount to cover their increased tasks and responsibilities.
- 5.5. The compensation entitlement is calculated according to the specific financial procedure developed for this programme and is paid to the private accounts of Teaching Staff and Module Convenors unless national legislation necessitates a different procedure, as indicated by the assigned persons.

6. Teachers' Mobility

- 6.1. The Consortium recognises the added value of teacher mobility to the Degree Programme, the Partners and the European Border Security Sector and facilitates teacher mobility in so far as possible for degree programme delivery.
- 6.2. A minimum of one teacher assigned to each Module is from a different institution than the one responsible for the Module delivery.
- 6.3. All costs related to the Degree Programme including compensation, travel expenses (including local travel), accommodation and meals are covered by Frontex.
- 6.4. Once assigned to teach in the Degree Programme, the Teaching Staff will be provided with detailed information related to administrative and logistical arrangements related to the Degree Programme.

7. Reimbursement of Teachers' mobility

- 7.1. When the Academic Partner or Complementary Entity does not cover expenses related to teacher's mobility, Teaching Staff have the right to receive reimbursement of costs related to teachers' mobility: accommodation, travel expenses and the daily subsistence allowance according to relevant Frontex rules on reimbursement of expenses, attached to the invitation to the activity, incurred by persons invited to Frontex meetings (according to EU ceilings).
- 7.2. All reimbursements are paid to the bank account of the assigned Teaching Staff or to the authority which has covered these costs.

8. Feedback

- 8.1. The Consortium accepts that the involvement of students and Teaching Staff is key to quality enhancement and will seek feedback from students and Teaching Staff relating to the development of the degree programme, the curriculum and its delivery, as well as operational and non-academic support issues.
- 8.2. Students and Teaching Staff play a critical part in the evaluation, development and enhancement of the quality of this learning experience. Feedback from Teaching Staff allows the Consortium to evaluate how its service provision is viewed by its stakeholders.
- 8.3. Further detailing of the procedures can be found in the Quality Assurance Handbook

9. Agreement between the teaching staff's authority and the Academic Partner

When the Teaching Staff involved in the delivery of a module are external to the Academic Partner, both the Academic Partner and the employing authority of the Teaching Staff conclude additional contractual/assignment obligations, if necessary.

10. Insurance

The Teaching Staff and Module Convenors must obtain at their own expense, and keep in effect during the duration of the module they have been assigned to, liability insurance covering bodily injuries and property damage to others, arising out of their activities within the Degree Programme unless this liability is already covered by their employer or another authority.

11. Resignation

When resigning from their assignment, Teaching Staff and Module Convenors should submit a Notice of Resignation at least 2 months before the effective date of resignation unless a shorter notice is mutually agreed in writing by the Frontex Project Manager and the teaching staff.

12. Termination

- 12.1. The assignment of Teaching Staff and Module Convenors may be terminated in writing by the Chair of the Governing Board; such written termination must be communicated at least 2 weeks before the termination takes effect.
- 12.2. In exceptional situations when the conduct of the Teaching Staff and Module Convenors concerned is in contradiction with the Frontex Code of Conduct, the Chair of the Governing Board may terminate the assignment without prior notice.

13. Absence

- 13.1. Teaching Staff and Module Convenors are expected to meet their academic responsibilities throughout the duration of the programme. However, absences may be necessary and are permissible provided that suitable arrangements can be made to ensure that these academic responsibilities can be adequately covered by Teaching Staff and Module Convenors from the reserve list for that particular module.
- 13.2. The request for absence should be submitted to the relevant Module Convenor in case of the Teaching Staff and to the Frontex Project Manager in case of Module Convenor at least 2

months before the planned absence. The Module Convenor or the Project Manager informs the Programme Administrator.

- 13.3.** In case of unforeseen circumstances (i.e. illness, etc.) the Teaching Staff or Module Convenors should immediately inform the Module Convenor or the Frontex Project Manager respectively.

14. Frontex Code of Conduct

- 14.1.** All Programme staff (academic and administrative staff and students of the Degree Programmes) shall observe the articles as stated in the Frontex Code of Conduct during their periods of study or work on the Programme.
- 14.2.** The Frontex Code of Conduct is available at http://www.frontex.europa.eu/assets/Publications/General/Frontex_Code_of_Conduct.pdf and is also available on Moodle.

15. Fair Treatment

All Teaching Staff have the right to be treated fairly, courteously, and professionally by students, peers and all members of the Degree Programme management and leadership, and to be protected from arbitrary or capricious actions on the part of such persons.

16. Academic Authority

- 16.1.** Module Convenors and teaching staff, by virtue of their status, wield significant authority over the students.
- 16.2.** Module Convenors and Teaching Staff may not require students to perform service that

is outside the scope of their module work or assigned responsibilities.

- 16.3.** To avoid unfairly exploiting the power of their position, or appearing to do so, Module Convenors and Teaching Staff are cautioned against asking or allowing students to perform any service for them outside the scope of their module work or duties. If a student performs such a service, the Module Convenor and Teaching Staff should ensure that the arrangement is voluntary and beneficial to the student, that it does not interfere with the individual's workload for the programme, and that it does not influence the teaching staff's evaluation of the student. For similar reasons, Teaching Staff and Module Convenors are cautioned against accepting more than token gifts from students or supervisees.

- 16.4.** If a Module Convenor and/or a member of Teaching Staff has any relationship with a colleague or student outside of the Programme professional relationship that might affect their impartiality, the Teaching Staff must disclose the relationship to his or her Module Convenor and in the case of a Module Convenor to the Frontex Project Manager; he/she may be required to be excluded from certain academic responsibilities with respect to that colleague or student.

17. Confidentiality

All material produced or communicated by students related to the Programme must be treated as 'restricted/limited to law enforcement only', unless marked otherwise. As such, student work, discussions, comments or communication in any format may not be re-used, cited, or included in any publication in any format without the advance written permission of Frontex, the Student, the Student's Sending Authority and any other Institution mentioned or implied.

18. Confidentiality of Student Records

- 18.1.** Student records are maintained by the Programme Administrator to facilitate the educational development of students and to provide transparent, timely and correct information on study progress.
- 18.2.** Teaching Staff may also keep informal records relating to their functional responsibilities with individual students.
- 18.3.** Information from records, files, and data directly related to a student may not be disclosed by any means to anyone outside of the Programme without the prior written consent of the student and the Programme Board. Information contained in such records may be shared within the Programme with programme staff having legitimate educational interest related to this Degree Programme in receiving such information.

19. Intellectual Property Rights

- 19.1.** All industrial and intellectual property rights to all works and materials created or for the purposes of the Programme belong exclusively to Frontex, subject to specific agreements, where required, for the protection of industrial and intellectual property rights previously owned by the authors.
- 19.2.** Frontex commits to respect the rights of the authors (e.g. teachers, professors, academics, students) of the materials by indicating their names on the work created by them.

20. Academic Calendar

- 20.1.** The academic calendar and schedule for assessments, re-assessments and dissertations will be published on Moodle for each academic year.
- 20.2.** Provisional timeline of the Degree Programme is annexed to the Teaching and Examination Regulations.

21. Moodle

- 21.1.** The Consortium uses Moodle as its Virtual Learning Environment. The system is administered and supported by Frontex.
- 21.2.** Frontex offers support and assistance to Teaching Staff and students in using Moodle. If help is needed, in the first instance, Teaching Staff should either contact the Moodle administrator, whose details may be found under the help link or visit the Moodle service support pages. If you are still unsure, please contact ejmsbm@frontex.europa.eu.

22. Graduation Ceremony

Module Convenors and Teaching Staff are invited to attend the graduation ceremony as directed by the Governing Board.

23. Opening Ceremony

- 23.1.** The Module Convenors and other staff invited by the Frontex Project Manager are expected to attend the opening ceremony for each iteration of the degree programme.
- 23.2.** The opening ceremony will be held at the Frontex HQ in Warsaw where all the students, fel-

low Teaching Staff, and representatives of the programme will meet for the first time. All the necessary information about the programme will be provided, including all the relevant rules and regulations, training in use of Moodle and the Frontex Code of Conduct, among others. Module Convenors will meet the students to whom they have been assigned as Mentors.

24. Orientation Session

- 24.1.** All Teaching Staff and the Module Convenor involved in the delivery of the module have to participate in the general orientation sessions carried out before the start of every module at the premises of the Partner where the module takes places.
- 24.2.** Every Programme Coordinator will organise an orientation session for students and external Teaching Staff at the beginning of the module week and arrange access to all resources and services available to students and Teaching Staff at the Academic Partner/Complementary Entity.
- 24.3.** The orientation programme includes:
- a) Meeting the students, the Module Convenor, fellow Teaching Staff and a Programme Coordinator
 - b) Learning about the Partner's services
 - c) Information about services and resources
 - a) Information about the Staff and Office directory
 - b) A Campus Tour
 - c) Information about disability Services
 - d) Information about IT Services
 - e) Information about ID Cards
 - f) Information about library Services
 - g) Information about other resources
 - h) Information about Module resources
 - i) Information about the neighbourhood and surroundings, local attractions, things to do, etc.
 - j) Any other necessary issues

25. Teacher of the Year Award

- 25.1.** The Teacher of the Year Award is given each year to acknowledge and emphasise excellence in teaching. Other scholarly activity such as research and publication records may become a consideration in the selection process, but the main emphasis will be on teaching and mentoring excellence as judged by Teaching Staff and students.
- 25.2.** The Governing Board is to appoint a committee made up of students, Module Convenors, and the Project Manager to select outstanding teachers from the Programme. The Evaluation Committee then selects the Teacher of the Year from up to 5 nominees. This teacher's accomplishments will be acknowledged at the annual European Day for Border Guards, an annual event organised by Frontex.
- 25.3.** The following criteria for selection of the nominees are recommended:
- a) Excellence in teaching and mentoring as supported by standard module evaluations and letters from peers.
 - b) The inclusion of other evidence of teaching excellence in addition to module evaluations and letters from peers.
 - c) Because so many individuals are potentially deserving of the Teacher of the Year Award, past recipients will not be considered.
- 25.4.** In order to provide greater uniformity in the nomination materials provided to the Committee, the following must be prepared:
- a) A statement from the candidate summarising his or her objectives as a teacher.
 - b) A summary of evaluation scores
 - c) Letters of support from students
 - d) A letter of nomination from the Module Convenor spelling out the candidate's teaching responsibilities and influence on teaching.
 - e) A short CV that emphasises teaching roles.

26. Teaching Staff and Module Convenor Grievance procedure

- 26.1.** If the rights of a member of the teaching staff or Module Convenor are violated by an administrative action, they may seek remedy through the Grievance procedure.
- 26.2.** The Grievance procedure is available to any member of the Teaching Staff or a Module Convenor who feels they have been adversely affected in their professional activities as a result of an arbitrary act or failure to act or a violation of the Programme's policies by any member of the Programme while acting in an official capacity (e.g. a faculty member, an administrator, a staff member, a student).

The Grievance process is as follows:

26.3. Phase One: Informal Resolution

A member of the Teaching Staff or a Module Convenor wishing to file a grievance shall first contact, within 2 weeks of any occurrence giving rise to the grievance (or the time they could reasonably have learned of such occurrence), the person responsible for the matter being objected to and attempt to resolve the problem informally. Any Teaching Staff or Module Convenor who is uncertain about how to proceed may consult the Programme Administrator who identifies the appropriate person. At the request of the grievant or respondent, the Programme Administrator arranges for a meeting of the parties and will attend such meeting(s), and the Frontex Project Manager who assumes the role of a Mediator will attempt to resolve the problem.

26.4. Phase Two: Formal Review

If the attempt to resolve a matter informally is unsuccessful, the Teaching Staff or Module Convenor may submit to the Programme Administrator (preferably within 15 working days of the first direct contact they had with

the Programme Administrator, provided that it was possible to hold the informal mediation within that time period) a formal written grievance. The Programme Board forms a subcommittee including the Module Convenor, who will investigate the grievance. When the Grievant is a Module Convenor, or if the Module Convenor is the cause of the grievance, he/she cannot be a member of the Subcommittee and is excluded from the decision-making process of the Programme Board. Detailed description of the Grievance Subcommittee including its composition is included in the Quality Assurance Handbook.

- 26.4.1.** A grievance report must consist of the following:
- The specific written Programme policy (policies)/procedure(s) allegedly violated
 - A description of the facts and evidence supporting the allegation
 - A brief history of the attempts to resolve the grievance
 - A description of the redress that the Grievant seeks
- 26.4.2.** The Subcommittee shall meet (including virtually — online meetings) with the Grievant and with such other persons as deemed appropriate for the purpose of ascertaining the facts and attempting to resolve the grievance.
- 26.4.3.** The Subcommittee may declare the grievance:
- Valid, which means that the grievance is accepted
 - Invalid, which means that the grievance is rejected
 - Inadmissible, which means that as a result of procedural shortcomings, the objection will not be taken into consideration
- 26.4.4.** The decision may also be divided: the grievance may be deemed partially invalid and/or partially inadmissible. This will be clearly stated in the decision.

26.4.5. The term within which a written decision on a grievance must be made known is 30 days, starting from the date on which the complaint is registered by the Programme Administrator with copies to the grievant, the person deemed responsible, the Programme Board and the Governing Board. The decision shall include findings of fact, a statement of the policy that is alleged to have been violated, an opinion on the validity of the grievance and, if appropriate, remedial recommendations.

26.4.6. In special circumstances the procedure may take longer. The member of Teaching Staff or the Module Convenor will be kept informed on a regular basis.

26.5. Phase Three:

The Teaching Staff or Module Convenor may appeal the decision of the Programme Board to the Governing Board by submitting both the written decision and a letter of complaint to the Chair of the Governing Board within 5 working days of receiving the written decision from the Programme Board.

26.5.1. A complaint must consist of the following:

- The written decision of the Programme Board that is being appealed against
- The specific written Programme policy(ies)/ procedure(s) allegedly violated
- A description of the facts and evidence supporting the allegation
- A description of the redress that the Grievant seeks

26.5.2. The role of the Governing Board in such matters is narrow and strictly procedural. Its function is limited to rendering a decision as to whether the Programme Board did or did not substantively adhere to the specific written policies or procedures cited by the Grievant in its management of a matter.

26.5.3. The Governing Board cannot consider a complaint asking for a review of the fairness,

merits, or other subjective aspects of the decision nor can it substitute its judgment for that of the Programme Board. Moreover, the Governing Board cannot consider any issues or policies other than those presented in the original grievance. The Governing Board's decision is relevant only to the specific policy/procedure questions cited in the grievance and should not be construed as being a statement on the overall manner in which a matter should be managed or as limiting the Programme Board's authority to apply its policies, procedures and judgment.

26.5.4. The Governing Board forms a subcommittee to review the written materials. Detailed description of the Grievance Appeal Subcommittee is included in the Quality Assurance Handbook. The subcommittee may declare the appeal:

- Valid, which means that the grievance is accepted
- Invalid, which means that the grievance is rejected
- Inadmissible, which means that as a result of procedural shortcomings, the appeal will not be taken into consideration

26.5.5. The decision may also be divided: the appeal may be deemed partially invalid and/or partially inadmissible. This will be clearly stated in the decision.

26.5.6. The subcommittee advises the Governing Board on how to deal with the appeal, following which the Governing Board makes a decision. The Teaching Staff or the Module Convenor will be informed of the decision within four weeks following the decision.

26.5.7. The decision of the Governing Board is final.

27. Misconduct

- 27.1.** Where there is an allegation of misconduct that does not fall within the remit of the teaching staff's or Module Convenor's employer, the Governing Board reserves the right to conduct an administrative inquiry.
- 27.2.** The purpose of this procedure is to help and encourage Teaching Staff and the Module Convenor to comply with the required standards of programme conduct and quality including but not limited to declared English language competency.
- 27.3.** Failure to fulfil their responsibilities may subject the Teaching Staff to administrative inquiry. The Teaching Staff will be advised of the nature of the complaint and given an opportunity, within reasonable notice, to state their case at an administrative inquiry (including virtually).
- 27.4.** There may be occasions when, depending on the seriousness of the misconduct involved, it will be appropriate to terminate the assignment without prior notice.

28. Administrative Inquiry

- 28.1.** Where there are grounds for considering misconduct by a member of Teaching Staff or the Module Convenor, the Programme Board may appoint a subcommittee to investigate the circumstances. The Subcommittee includes the Frontex legal representative. When the Grievant is a Module Convenor, he/she cannot be a member of the Subcommittee and is excluded from the decision-making process of the Programme Board.
- 28.2.** The purpose of the administrative inquiry is to gather evidence and to enable a decision to be taken.
- 28.3.** If there are witnesses to an incident, or a person makes an allegation against someone else, such persons will be interviewed and notes of the interview or a statement from the individual interviewed will be produced by the Programme Administrator.
- 28.4.** The subcommittee informs the Teaching Staff in writing, at least one week before the date of the administrative inquiry:
- that there will be an administrative inquiry;
 - of the date, time and venue of the administrative inquiry (including online);
 - of the allegations;
 - of the possible outcomes under the disciplinary procedure;
 - enclosing a copy of any statements from witnesses and other relevant evidence;
- 28.5.** The purpose of the administrative inquiry is to give the Teaching Staff or Module Convenor the opportunity to state their case and to answer the allegations that have been made.
- 28.6.** When the administrative inquiry is concluded, the Programme Board may decide:
- to take no action; or
 - to give the Teaching Staff or Module Convenor notice of no compensation for the assignment and issuing of an official Frontex letter to the home organisation/authority detailing the non-compliance with the prescribed conduct and/or the quality standards of the programme; in the case of Teaching Staff assigned to teach during more than one module, the termination of the assignment takes place before the next module starts; or
 - to terminate the assignment without notice when there has been gross misconduct.
- 28.7.** The decision of the Programme Board will be communicated to the Teaching Staff by the Programme Administrator.

29. Appeals

- 29.1.** The purpose of the appeal procedure is to determine whether appropriate procedures were followed in making decisions, rather than to re-evaluate the merits of the decisions themselves. The standard for deciding the appeal shall be limited to determining whether there were procedural errors (such as the failure to bring proper facts and criteria to bear on a decision, or the introduction of improper facts and criteria, or the existence of other procedural defects) that substantially affected the outcome to the detriment of the appellant.
- 29.2.** The right of appeal must be exercised within one week of receipt of the Programme Board decision of disciplinary action.
- 29.3.** The appeal, stating the grounds on which it is made, must be in writing addressed to the Chair of the Governing Board.
- 29.4.** An appeal will be considered by a Governing Board Subcommittee within 3 weeks from the appeal being submitted, unless otherwise agreed.
- 29.5.** The subcommittee may:
- uphold the disciplinary action taken; or
 - withdraw the disciplinary action taken
- 29.6.** The appeal will be a review of the decision taken by the Programme Board. No new evidence may be presented to the Subcommittee, nor any witnesses called.
- 29.7.** The subcommittee advises the Governing Board on how to deal with the appeal, following which the Governing Board makes a decision. The Teaching Staff or Module Convenor will be informed of the decision within two weeks following the decision.
- 29.8.** The decision of the Governing Board is final.





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