



**Erasmus Mundus Master Course in  
Chemical Innovation and Regulation**

# Annual Report 2019

for the Programme Committee

**University of Bologna  
September 20, 2019**





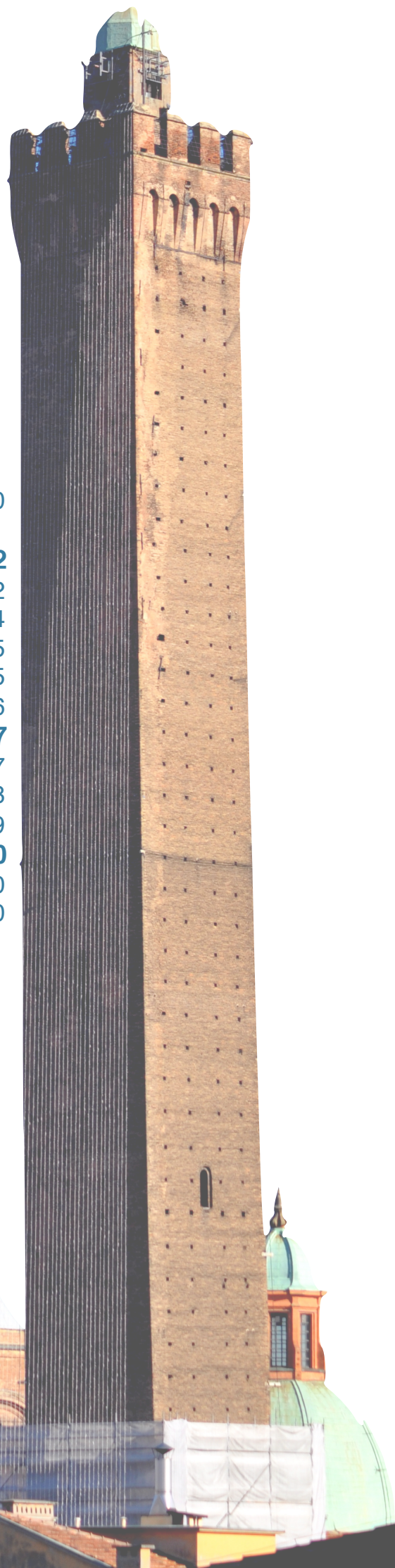
Co-funded by the  
Erasmus+ Programme  
of the European Union

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# Summary

This report summarises the results of the first five editions of the EMMC-ChIR course, from 2013/15 to 2017/19, to be presented to the Programme Committee. During this period the EMMC-ChIR project has been funded by the European Commission through the Erasmus Mundus/Erasmus+ Programme.

The ChIR Consortium has reapplied for Erasmus Mundus funding in 2017 and 2018. In both cases it received an evaluation score which was close to the threshold for selection, but not sufficient.

The Consortium is presently preparing a new application for funding, to be submitted in 2020.



# 1. Introduction

## 1.1 What is the EMMC-ChIR?

The EMMC ChIR - Erasmus Mundus Master in Chemical Innovation and Regulation - is a MSc providing professionals with the key tools and knowledge needed from the scientific, the regulatory and the economic point of view to manage the risks of chemicals responsibly and to address chemical legislation requirements worldwide.



The EMMC-ChIR was created in 2012 as a Joint Degree by the ChIR Consortium of European Universities. As a Joint Degree offered by the ChIR Consortium, it benefits from a much larger offer of contents and facilities than would be possible in a single university. As an Erasmus Mundus project, ChIR also aims to promote research and collaboration in the EHEA supporting the implementation of chemical safety regulations.

The course website provides more detailed information: [www.emmcchir.org](http://www.emmcchir.org).

The EMMC-ChIR is managed by the Consortium of the University of Algarve (UALg), University of Barcelona (UB), University of Bologna (UniBo) and Heriot-Watt University (HWU). The UALg coordinates the project in its first five editions, from 2013 to 2019.

The Masters course has a duration of 2 years and comprise a total of 120 ECTS credits.

There are two main components: first, a fully integrated taught (curricular) part of 60 ECTS credits (one year). Second, a period when the research theses take place (60 ECTS credits, another year). The curricular course is hosted in turn at the European Universities, as such:

Edition	Academic Year	Host University
1st	2013 / 2014	UALg
2nd	2014 / 2015	UB
3rd	2015 / 2016	UniBo
4th	2016 / 2017	UALg
5th	2017 / 2018	UB



The research theses take place in any of the other European Universities of the Consortium, and may be shared with associated partners.

## 1.2 Contents of the course

Staff dealing with the regulation of chemicals need an integrated, interdisciplinary view of the lifecycle of chemical substances, to include: the **Design**, including the most recent technology for the production of alternative materials; the **Industry**, including a solid understanding of the current economy of the chemical industry and the requirements for implementation of new processes; the **Marketing**, including understanding the social perception of the risk of chemicals; the **Assessment**, including a deep understanding of the mechanisms of environmental and human toxicity of chemicals and of the most advanced techniques to evaluate it; and the **Regulation**, including a thorough knowledge of European and non-European legislation related to the use of chemicals.

The ChIR covers these five fields essential to understand chemical innovation and regulation. The course is organised into five large disciplines, within which a number of stand-alone modules is offered.

All modules are optional and students may choose them freely, provided they take a minimum of 3 modules from each discipline and that their choices fulfil all the General Learning Outcomes of the course. The same modules are not necessarily offered every year, but a sufficient number and variety are offered to allow the completion of the General Learning Outcomes. The list of modules is proposed every year by the Programme Management Team and approved by the Programme Committee.

## 1.3 Timeline

The timeline below depicts the main phases of the EMMC-ChIR project, as well as international events affecting the Consortium.

<b>2012</b>	Selection under the Erasmus Mundus II Programme
<b>2013</b>	UALg hosts 1st edition
<b>2014</b>	UB hosts 2nd edition
	Transition to the Erasmus+ Programme
<b>2015</b>	UniBo hosts 3rd edition
<b>2016</b>	UALg hosts 4th edition
	Brexit referendum
<b>2017</b>	UB hosts 5th edition
	Application for EM funding
	Imposition of direct rule from Madrid over Catalunya, following independence referendum.
<b>2018</b>	Application for EM funding
<b>2019</b>	Revision of Agreement of Cooperation. No application for EM funding.

Following the first cycle of 5 editions, the EMMC-ChIR project has been revised and improved. The next edition will take place under a new structure and is expected to start in 2021/22.

The creating of the EMMC-ChIR was justified by the urgent need by industry and regulatory agencies of qualified professionals to deal with the requirements of the recent REACH regulations. The need was particularly urgent due to the calendar imposed by the European Chemicals Agency over manufacturers and importers to submit all dossiers for registration of chemical substances, the last deadline of which was May 2018.

The need for ChIR professionals continues after the registration deadlines. The ChIR is a broad degree providing tools not only on regulations, but also on scientific knowledge on what makes chemical substances hazardous, how to assess them and how to search for better, safer and more sustainable alternatives. These will be permanent concerns in modern societies. The Circular Economy approach to sustainability has become a recent trend which closely relates to the management of chemical substances. Not only the risk posed by chemical substances to human and environmental health must be addressed, but also the accumulation of trace chemical residues in consecutive recycling cycles which may rise to levels which would never be reached in a linear economy. Modules on the topics of

Circular Economy, already taught within the ChIR, will be more clearly organised under a dedicated label.



## 2. Attractiveness

### 2.1 Evolution of students and scholars

ChIR is a project funded by the European Commission through the Erasmus+/Action 1/Erasmus Mundus Programme. The Erasmus Mundus Programme was originally created to promote the European Higher Education Area and attract students from non-EU Countries. A distinction is made between “Programme Countries”, i.e. Countries participating the Erasmus+ Programme<sup>1</sup>, and “Partner Countries”, i.e. all other countries of the world. The Erasmus Mundus Programme supports a number of students each year through studentships/grants for Partner Country and for Programme Country nationals. The number of self-funded/non-grant holder students, initially very low, has increased gradually since the start of the project.

The evolution of the number of students was slow but as expected, considering the project evolved during a period of economic recession in Portugal, Spain and Italy. The total number of applicants was reasonably stable around 150. The slight decrease on the number of non-europeans applicants after the 1st edition is probably due to the ending of the promotion of the Erasmus Mundus programme by the EC, to be replaced by the much larger programme Erasmus+. The number of European applicants has always been much lower than non-Europeans. On one hand, this reflects the fact that non-european students traditionally apply for studying in Europe or the US, while most European students choose to study in their home countries. Also, while the European Commission has invested in promoting the Erasmus Mundus Programme outside the EU, it has not done so among Eu students. The result is that the Erasmus Mundus Programme is not as well known among European students, who frequently distrust a programme that differs so much from the traditional ones.

The evolution of self-paying students was much slower than initially expected. The number of self-paying students, initially very low, has increased gradually since the one in start of the project to 6 in the 5th edition. The austerity measurements certainly caused a reduction on the number of EU candidates to master degrees, in particular degrees as expensive and innovative as ChIR, in comparison to more traditional and “safe” national degrees. Also, the

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<sup>1</sup> Currently, the following countries can participate in the Erasmus+ Programme and as such are Programme Countries: Member States of the European Union (Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, United Kingdom), Iceland, Liechtenstein, Norway, Turkey and the Former Yugoslav Republic of Macedonia.

harsh austerity measurements on Portuguese public institutions from 2010-2014 and beyond made it very difficult for UAlg to manage the consortium funds, as the bureaucratic weight for spending was immense. Promotion of the project suffered, not only because of the inability to spend adequately in promotion, but also because the project staff was repeatedly stuck in bureaucracy.

Table 1 - Student and Scholar Participation

Course Edition	1	2	3	4	5	Total
<b>Student applicants</b>	183	179	149	128	149	<b>788</b>
<b>From Partner Countries</b>	167	150	144	116	144	<b>721</b>
<b>From Programme Countries</b>	16	29	5	12	5	<b>67</b>
<b>Scholarships (Partner Countries)</b>	13	8	11	14	11	<b>57</b>
<b>Scholarships (Programme Countries)</b>	6	5	2	2	2	<b>17</b>
<b>Grant holders (Partner Country)</b>	15	8	11	14	11	<b>59</b>
<b>Grant holders (Programme Countries)</b>	1(2*)	5(6*)	2	2	2	<b>12</b>
<b>Non-grant holders (Partner Countries)</b>	0(1§)	0	2	0	3	<b>5</b>
<b>Non-grant holders (Programme Countries)</b>	0	0(1§)	0(1*)	3	3	<b>6</b>
Total students Enrolled	17	14	16	19	19	<b>85</b>
<b>Grant-holders graduated</b>	16	13	13	16	13	<b>58</b>
<b>Other enrolled student graduated</b>	0	0	2	3	6	<b>5</b>
<b>Total graduated students</b>	16	13	15	19	19	<b>63</b>
<b>Scholars from Programme Countries</b>	2	1	2	1	1	<b>7</b>
<b>Scholars from Partner Countries</b>	4	3	3	2	6	<b>18</b>

§ total number before drop-outs

\* non-Grant holder student was awarded a grant after enrolling, from a drop-out student.

## 2.2 Contribution to raise international attractiveness

One of the main objectives of the Erasmus Mundus Programme has been to increase the attractiveness of the European Higher Education Area. The ChIR has contributed to the international attractiveness of the partner universities in several ways:

- 1) through the prestige of the Erasmus Mundus Label;

- 2) through the addition of an innovative international Joint MSc degree to their course catalogues;
- 3) through the network of excellent ChIR alumni distributed around the world and taking their Erasmus Mundus experience to their friends, colleagues and to the organisations who employ them;
- 4) through the creation of an international Symposium on the topics of chemical safety, sustainability and regulation;
- 5) through the scientific work done by ChIR students, presented in international Conferences and published in Scientific Papers;
- 6) through the development of new research collaborations between partner universities, resulting from co-supervision of ChIR research students;
- 7) Through the collaboration with associated partners from Partner countries, in particular when co-supervising ChIR research students.

## 2.3 Promotion measures

Type	Action
General Promotion	Website: <a href="http://www.emmcchir.org">www.emmcchir.org</a>
Pamphlet	2013 - 1st version 2014 - updated version for Erasmus+
Social Media	Facebook: <a href="https://www.facebook.com/EmmcChirChemicalInnovationAndRegulation">https://www.facebook.com/EmmcChirChemicalInnovationAndRegulation</a>  Linkedin group: <a href="https://www.linkedin.com/groups/8597014/">https://www.linkedin.com/groups/8597014/</a>
Online portals	2012-2015: StudyPortals ( <a href="http://masterportal.eu">masterportal.eu</a> ) 2013-2016: <a href="http://masterstudies.com">masterstudies.com</a> , under a contract with UAlg and later with UniBo
Events	ChIR Annual Symposium: 2015, 2016, 2017, 2018, 2019 <a href="http://emmcchir.org/symposium2017">http://emmcchir.org/symposium2017</a> <a href="http://emmcchir.org/symposium2018">http://emmcchir.org/symposium2018</a> <a href="http://emmcchir.org/symposium2019">http://emmcchir.org/symposium2019</a>
	Participation of ChIR staff in the Helsinki Chemicals Forum 2017 and 2018
	Participation of ChIR students in International Scientific Conferences



Type	Action
Specialized media	Niche (2016) and Full Profile (2017 and 2018) advertisements in the Global Chemical Watch Service Providers Guides 2016, 2017 and 2018 <a href="https://chemicalwatch.com/46609/chir-chemical-innovation-and-regulation">https://chemicalwatch.com/46609/chir-chemical-innovation-and-regulation</a>
Promotional video	1st edition: <a href="https://www.youtube.com/watch?v=u9UuUPedFLO">https://www.youtube.com/watch?v=u9UuUPedFLO</a>
Merchandising material	1st edition: ChIR T-shirt 4th edition: ChIR pins
Networking	Messages on opening applications to the international networks of the partner universities
ChIR ambassadors	ChIR alumni who promote the ChIR among candidates in their home country.

## 3. Quality and Course Integration

### 3.1 Links between universities and other sectors

In addition to the Full Partner universities above, the project involves Associated Partners. The roles of the academic and non-academic associated partners include one or more of the following:

- promoting the course among potentially interested companies and individuals;
- contributing to the self-evaluation and improvement of the course;
- hosting students for part of their research theses.

The following entities currently contribute to the EMMC-ChIR project as associated partners:

Universities:

USP - Universidade de São Paulo (Brazil)

CSU - Central South University (China)

HU - Hokkaido University (Japan)

UPune - University of Pune (India)

Indian Institute of Science - Bangalore (India)

Universidad de La Plata (Argentina)

Universidad de La Republica (Uruguay)

Toyo University (Japan)

National institute for Materials Science (Japan)

Research Centers:

NILU - Norsk Institutt for Luftforskning (Norway), [www.nilo.no](http://www.nilo.no)

CQE - Centro de Química Estrutural (Portugal), <http://cqe.ist.utl.pt/>

CQFM - Centro de Química Física Molecular (Portugal), <http://cqfm.ist.utl.pt>

CIQA - Centro de Investigação em Química do Algarve (Portugal)

CBME - Centro de Biomedicina Molecular e Estrutural (now Center for Biomedical Research, CBMR), Portugal

GRISC - Governance Risk Research Center (Spain), [www.grisc.cat](http://www.grisc.cat)

Associations:

FEIQUE - Federación Empresarial de la Industria Química Española

SEQUI - Sociedade Espanola de Quimica Industrial e Ingenieria Quimica (Spain),  
[www.sequi.es](http://www.sequi.es)

SPQ - Sociedade Portuguesa de Química (Portugal), [www.spq.pt](http://www.spq.pt)

APEQ - Associação Portuguesa de Empresas Químicas (Portugal)

Companies:

Caviro Distillerie SRL (Italy),

Fresenius-Kabi (Italy)

Microperi Blue Growth S.r.l. (Italy)

Endura SPA (Italy)

Metco (Italy)

Hovione (Portugal)

Polycrystalline SRL (Italy)

New associated partners from stakeholders of EMMC-ChIR are welcome. New associated partners are proposed and approved annually in the meeting of the Programme Committee.

### 3.2 Recognition and degree awarding process

During 2015, the ChIR Consortium organized two meetings of the administrative offices responsible for issuing diplomas in all the partner universities: the first meeting took place in UB on February 19, and the second meeting took place in UniBo on July 9. The objective of these meetings was to have the people involved in issuing the diplomas in all universities of the Consortium sitting at the same table, identifying the difficulties related to joint diplomas and proposing solutions. These meetings were extremely important in identifying constraints in the issuing of the joint diplomas and proposing solutions.

It was concluded that UniBo could legally issue a Joint Diploma for the ChIR course, because, due to national constraints, the course had been registered as a specialisation of the MSc in Chemistry. Instead, students hosted by UniBo received a Double Diploma: one diploma issued by UniBo and another issued by the other host university. The Diplomas and corresponding Diploma Supplements clearly indicate that the course is a joint degree.

The original national constraints have been recently lifted, and UniBo is currently working towards creating ChIR as a separate MSc degree, which will allow the issuing of a joint degree in the near future.

The Consortium found incompatibilities between the diploma issuing process between UAlg and UB, and designed a procedure to ensure the flow of information necessary for joint and double diploma issuing. Each university issues a National Diploma Supplement, containing all information regarding the credits it awarded to the student. HWU does not issue diploma supplement, but a certificate instead listing the credits it awarded. The process of issuing a Joint Diploma is started by the Research University where the student graduates, except if



the diploma is to be issued between UAlg and UB, in which case it will be UAlg starting the process.

Regardless of the effort put into it, many ChIR graduates have not yet received their diplomas.

### 3.3 Quality Assessment System

The EMMC-ChIR Quality Management System includes the systematic collection, in the form of questionnaires, of feedback from students and lecturers regarding the quality of each taught module, of the Host Institution and of the course as a whole. New questionnaires were developed in 2017 to assess the quality of the research year. The systematic quality assessment information collected during the academic year is summarized in the ChIR annual report of the corresponding year. In addition, feedback from students is collected by the student representatives, who communicate the students' perspectives to the PMT and the PCm. Industry stakeholders are invited to provide their opinion in the annual PCm meeting, and also during the annual ChIR Symposium. Two External Examiners, Alice Newton and Isabel Perez, provide an independent feedback on the overall project. The feedback from all stakeholders, together with other indicators such as student performance, student workload, diversity and relevance of study contents, and number and diversity of available research topics, is discussed and reviewed by the PCm in its annual meeting, when decisions for the future editions are taken.

Issues raised by the PCm each year are addressed and followed up, and results reported in the following annual report of the EB.

### 3.4 Added value from scholars and their home HEI

**Programme Country scholars** are academic staff from the European Partner universities who visit a non-EU ChIR Partner to promote ChIR through seminars and student interviews and/or developing research projects in collaboration with the non-EU partner, including supervising students who are doing non-EU mobility as part of their research thesis. During the first five years of ChIR Programme Country Scholars visited the University of São Paulo, Brazil, and the University of Hokkaido, Japan. The latter missions have resulted in new research collaborations, co-supervision of research students between UAlg and HU or UniBo and HU, and the mobility of a total of seven ChIR students for short periods of study in HU. These collaborations promoted the establishment of new exchange projects between HU and

the universities of the ChIR Consortium, namely with the UAlg, which received in 2018 and 2018 the visit of groups of Japanese students for short courses.

**Partner Country scholars** are invited to contribute to the course either by offering a specific module within their field of expertise and/or by developing research collaborations with the consortium European partners in the fields of ChIR, which may develop into new shared research topics for ChIR students.

Some Partner country scholars have been instrumental in the consolidation of the collaboration with their home HEI, such as the case of Helena Fortunato from Hokkaido University, Susana Etcheverry and Ignacio Leon from the University of La Plata.

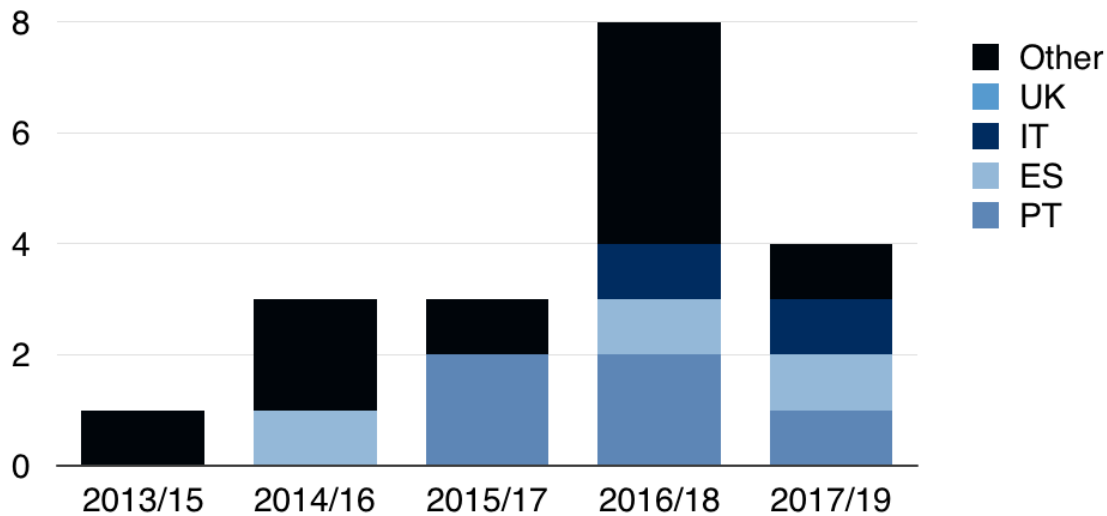
### 3.5 Involvement of non-academic organizations

An important direct contact between the students and local industries takes place during the **study trips**. These are organized by the Host University during the academic year. These visits have proven to be an excellent advertisement of the quality of the course, as students impress industry staff with their high level of questions posed and understanding of the topics.

Chemical industry representatives have been invited to participate in the ChIR Symposia as **keynote speakers**. Companies and associations represented in ChIR symposia: Zobe group (ES), Stahl (ES), Hovione (PT), Nanotechnology Industries Association (EU), Blue Frog Scientific (UK), Environmental Resources Management (UK), FEIQUE (ES), Shell (UK), Microperi Blue Growth (IT), APEQ - Portuguese Association of Chemical Companies (PT), InKemia IUCT (ES), Caviro Distilleries (IT), Puig SA (ES), Fresenius-Kabi (IT), Eley S.r.l. (IT).

**Internships** within the ChIR are voluntary and take place either during the research year or during the summer break. These may be organized as part of the research thesis work, or as training independent from the research topic.

## Evolution of the number of internships



## 4. Student Issues

### 4.1. Student Services Available

Within the same cohort, student had access to exactly the same services.

From cohort to cohort the Host University rotated:

#### **2013/14 and 2016/17 University of Algarve**

Support with visa application before arrival;

Reservation of a room in student residences;

Support with residence permit application;

Support opening a bank account;

Access to the Orientation week for international students;

Induction week for ChIR students;

2-week "survival" Portuguese language course, at no cost for ChIR students;

Access all student facilities: university libraries, study rooms, cafeteria and student's canteen and to eduroam wifi within the campuses.

One administrative secretary dedicated to the ChIR supporting students and scholars on daily needs (getting a locker, accessing faculty infrastructures, etc)

### 2014/15 and 2017/18 University of Barcelona

Support with visa application before arrival;

Support searching for student accommodation;

Support with residence permit application;

Access to university libraries, cafeteria and student's canteen;

Access to eduroam wifi within the campus.

One administrative secretary dedicated to the ChIR supporting students and scholars.

### 2015/16 University of Bologna

Support with visa application before arrival;

Support searching for student accommodation;

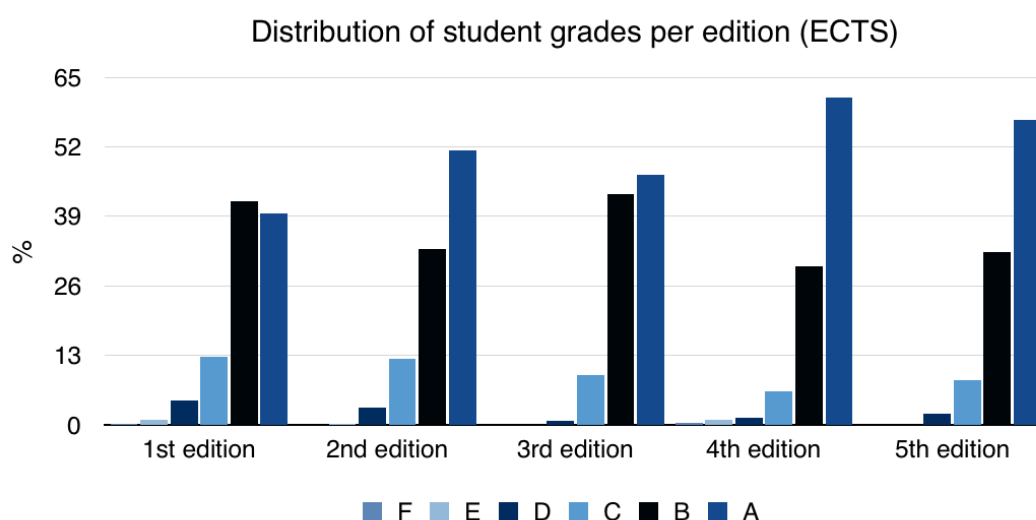
Support with residence permit application;

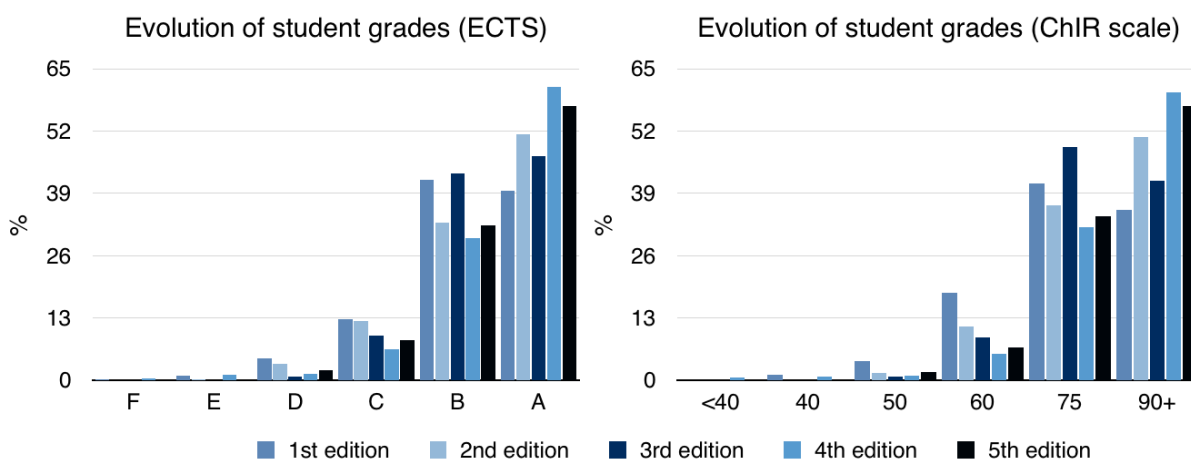
Access to university libraries, cafeteria and student's canteen;

Access to eduroam wifi within the campus.

One administrative secretary dedicated to the ChIR supporting students and scholars.

## 4.2. Student Performance





#### 4.4. Appeals and Complaints

During the induction meeting students are informed of the mechanisms available to them for quality assessment of the course and for complaints. This information was also provided in written form as part of the student guide, within the ChIR Quality Management structure.

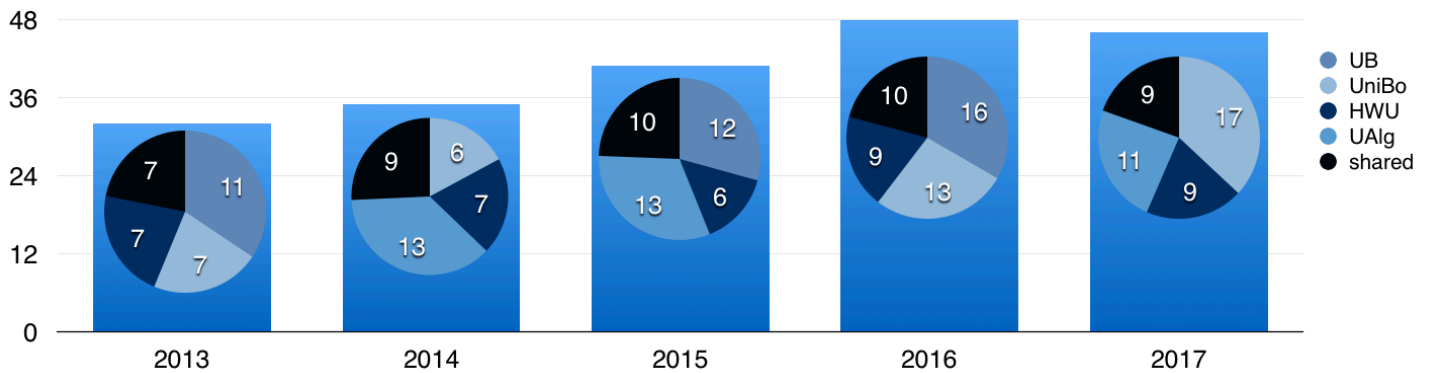
Complaints over the EM Health Insurance by EM students in Spain and also in Italy: most complained of inefficiency of the 24h international contact number provided by the insurance company. Other students complained that insurance covered only reimbursement of expenses, while students had to pay expenses in advance. This may be a problem when a serious and expensive intervention is necessary, such as a surgery. It turned out that the insurance company network does not have hospitals in Barcelona nor Bologna. All health expenses submitted but students were eventually reimbursed. The insurance company has been chosen at the start of the project following a strict tender under the Portuguese legislation, and a contract signed with UAlg for a period of 5 years. Under these conditions, the consortium could not make much more than press the insurance company to hasten the reimbursements.



# 5. Impact, Dissemination and Sustainability

## 5.1. Impact on Research

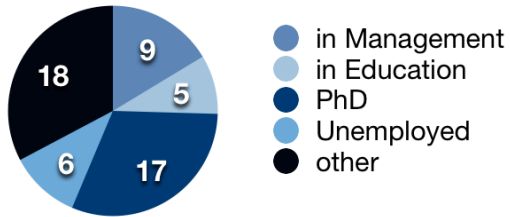
**Offer of Research Topics by the ChIR Consortium**



## 5.2. Tracer studies

The statistics below reflect the population of ChIR graduates, 9 months after graduation. Fifty-five graduates filled the survey, consisting of 87% of the ChIR graduates from the first four editions. Fourteen (88%) of the sixteen graduates of the 1st edition, ten (77%) of the thirteen graduates of the second edition, fifteen (100%) of the graduates of the 3rd edition and fifteen (79%) of the graduates of the 4th edition filled the survey.

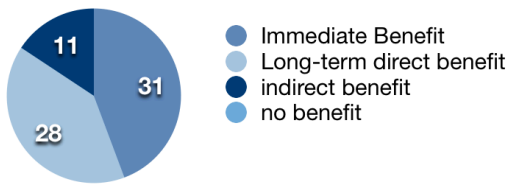
**Current Employment Status**



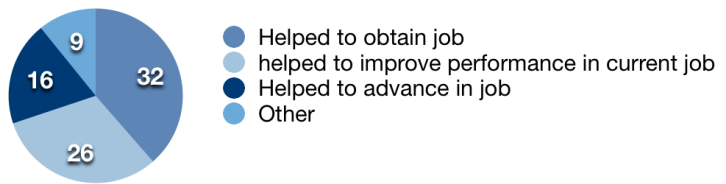
**Responsibility Level**



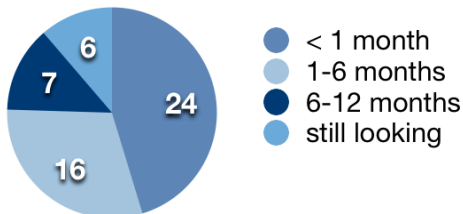
**How did ChIR influence your career**



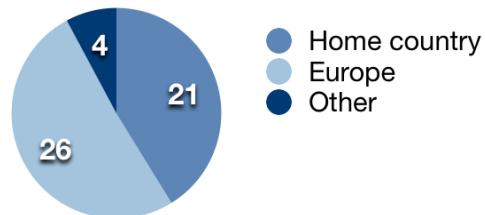
**How did ChIR help in your employment**



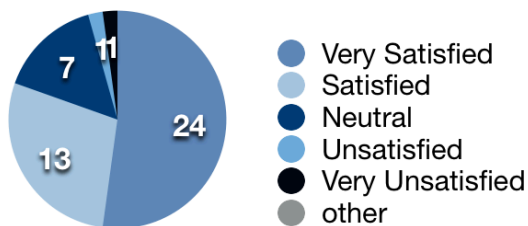
**How long to obtain employment**



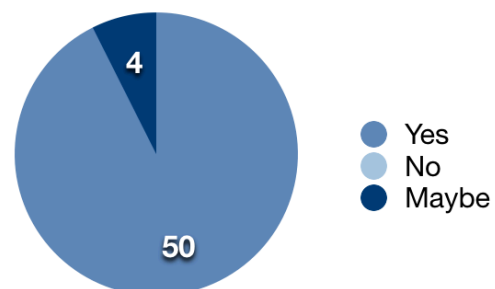
**Where are you working presently**



**Current Job Satisfaction**



**Would you recommend ChIR?**



### Comments from EMMC-ChIR alumni 2016-2018

Thanks for all the amazing experiences, lectures, memories you helped building and left embedded in my heart. You formed us with the broadest background possible, and gave us the chance to grow culturally, personally and professionally. We owe you a lot!

Thanks for everything. I will never forget these 2 years of my life. Best experiences ever. Grateful to all who have been part of my ChIR journey.

It was an amazing experience and I'm very grateful for choosing it.

I wish it will continue to exist. As far as I know, there are no better alternative master programmes (at least in EU) which give this experience, And this is not only my personal opinion, this is what other people say when I introduce them to our programme, the most common comment is "unique ". I do believe that with the help of alumni, with their vision based on their experience, it is very possible to improve, continue and promote ChIR to even higher level.

Great opportunity.

Wish you to get the EU grant this year and start offering scholarships again. I am sure that the program is becoming better and better.

It was an amazing experience with the most qualified professionals. For personal reasons I'm not currently working, but looking forward for an opportunity to apply the skills and knowledge I acquired in the programme.

### Comments from EMMC-ChIR alumni 2015-2017

Well designed program and best experience i have ever had.

Good Program, but some modules and professors need to be seriously revised.

EMMC-ChIR was an excellent program to know how the state of the art in the EU and gave me the tools and knowledge to continue my career as a PhD.

### Comments from EMMC-ChIR alumni 2014-2016

Definitely an extraordinary experience, recommend to all young hearts to take this adventure

Indeed this is an effective program and highly recommended.

The programme is quite interesting, but I suggest that it becomes more direct. In this sense, I mean if it can be splitted into division of innovations and regulations separately, it will make more sense than one jumping into the programme and then picking some many courses in both innovation and regulation and then ending up doing all together a project thesis out of the curriculum courses you had earlier obtained. Let it be streamlined with courses done during the one year that will always be in line with any prospective thesis project topic one could choose at the end of the curriculum.

I wish the course would be backed up with some real industrial intenship in order to facilitate and expand job opportunities.

### Comments from EMMC-ChIR alumni 2014-2016

It is important that a solid internship program is embedded within the program because it is very difficult to find a job with regard to the regulation aspect because most companies are searching for EUROPEANS and those with experience. Through the internship, it can serve as a work experience

Long live EMMC-ChIR; Wish you to get promoted to PhD program

It needs to be perfected in modules and second year projects or in general. It was a great programme and I recommend to the next person but we have had issues about the classes, the projects, the visas and places to stay. I wish other people do not go through these difficulties we experienced.

### Comments from EMMC-ChIR alumni 2013-2015

I will suggest lower number of modules with students more focused on parts that will like to develop interest in. Some modules on biotechnology might make sense to include in the curriculum.

EMMC-ChIR has actually helped me a lot to shape my future career. With my master's degree I have applied a PhD scholarship and got accepted. However, I would like to recommend for considering a kind of mandatory internship in some European regulatory institutions for students after their graduation. I learned a lot from this program but most of my skills are theoretical. This did not help much when I tried to compete in government job recruitment.

Personally, EMMC-ChIR has given me the courage to transition into the regulatory field from the academe. Though I have yet to be formally accepted into my desired position, I am quite excited to try a relatively new field. More than academics (and my experience with my professors are outstanding), the cultural exchange (including new languages) in my mobility program has allowed me to grow as a person, and perhaps that's what pushed me to test the waters of a new career track. So thank you, EMMC-ChIR, for giving me that boost to move forward. God bless and more power!

I enjoyed the ChIR master courses but job opportunities are low. There must be a system to link students with employers in Europe so that the continent will be benefited from students.

It is a life changing program in every aspect.

Thanks for the followup about our current employment status. It could help to improve EMMC-ChIR for the future.

Thanks for the followup about our current employment status. This could assess the weakness and strengths of the EMMC-ChIR program and in turn enables to work for better improvement.

It would be beneficial for ChIR students to have a more detailed description of the possible projects. It might make their choice easier.

It helped a lot my CV.

Great programme- great people-life changing experience











Annual report to the PCm, v0

September 16, 2019