

# Strategic interest in joint programmes



Types and definitions

The Bologna Process as a political driver

Strategic interest and global trend

Legal framework



# The Centre for International Mobility CIMO



## Our mission

is to enhance the internationalisation in Finnish society

## Our dream

is a genuinely global-minded Finland

## Services to higher education institutions:

- Programmes
- Expertise
- Information and communications
- Studies and reports
- Resources for marketing of Finnish higher education abroad



# What do we do?



## Competences to and from around the world

CIMO is an expert organization in international mobility and co-operation. We provide reliable information on internationalisation as a phenomenon and the many concrete possibilities that it offers.



### Read more

language courses general education  
culture teacher exchange  
vocational training  
**higher education studies**  
student exchange

19th CIMO Winter School  
CIMO Scholarships  
Finnish Language and Culture  
Training and working abroad  
North-South-South



## Do mobility periods change students' attitudes?

CIMO's Global Mindedness survey maps how students engage with difference.

[Read more on survey's first findings >>](#)





# Joint study programmes - deepest form of integration /internationalization

## Study Abroad

- individual
- based on agreement and on academic cooperation

## Academic Exchange

- mutual
- based on agreement and on academic cooperation

## Study Programme with integrated elements abroad

- one institution „owns“ the programme and degree
- based on agreement with the cooperating institution(s) that provides elements of the programme

## Dual Degree Programme

- cooperation around a study programme developed and managed jointly by two institutions
- **separate admissions**, open to the „own students“ of the partner HEIs
- award degree to their own students (dual degree, double degree)
- cooperation regulated by an agreement

## Joint Degree Programme

- joint learning outcomes**
- integrated study programme developed and managed jointly
- **joint selection and admission**
- Joint structures for quality assurance
- Joint administration
- Joint awarding of the degree and issuing a joint or a multiple diploma
- cooperation regulated by an agreement



# Overview of Definitions – Yerevan, 2015

- **Joint programme** is understood as an integrated curriculum coordinated and offered jointly by different HEIs, leading to multiple or joint degrees.
- **Joint degree** - a single document awarded by HEIs offering the joint programme and nationally acknowledged as the recognised award of the joint programme.
- **Multiple degree** – separate degrees awarded by issuing separate diplomas by the participating HEIs. If two degrees are awarded, it is a “double degree”.

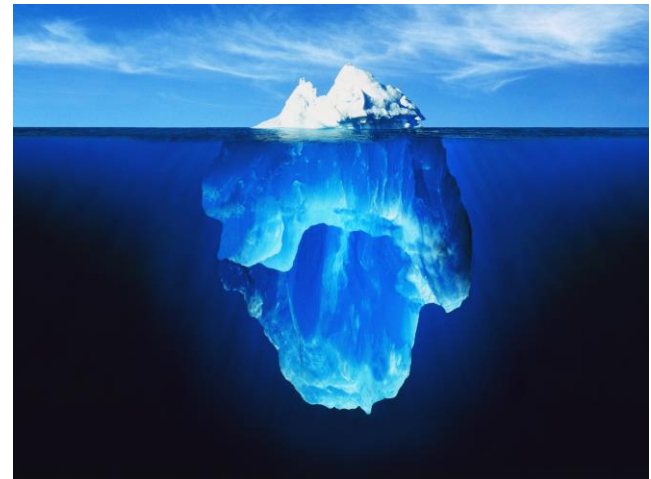


# Joint Programme (Def. for this course)

Integrated curriculum developed and managed jointly between two or more HEIs (incl. joint open selection and admission, jointly offered curricula, administration, awarding of degree)

→ leading to the *award of a joint or multiple degree, attested by one or more diplomas*

In practice, joint diplomas the tip of the Iceberg multiple degrees more common







# The Bologna Process?



# The Bologna Process

→16 years later 48 participating states

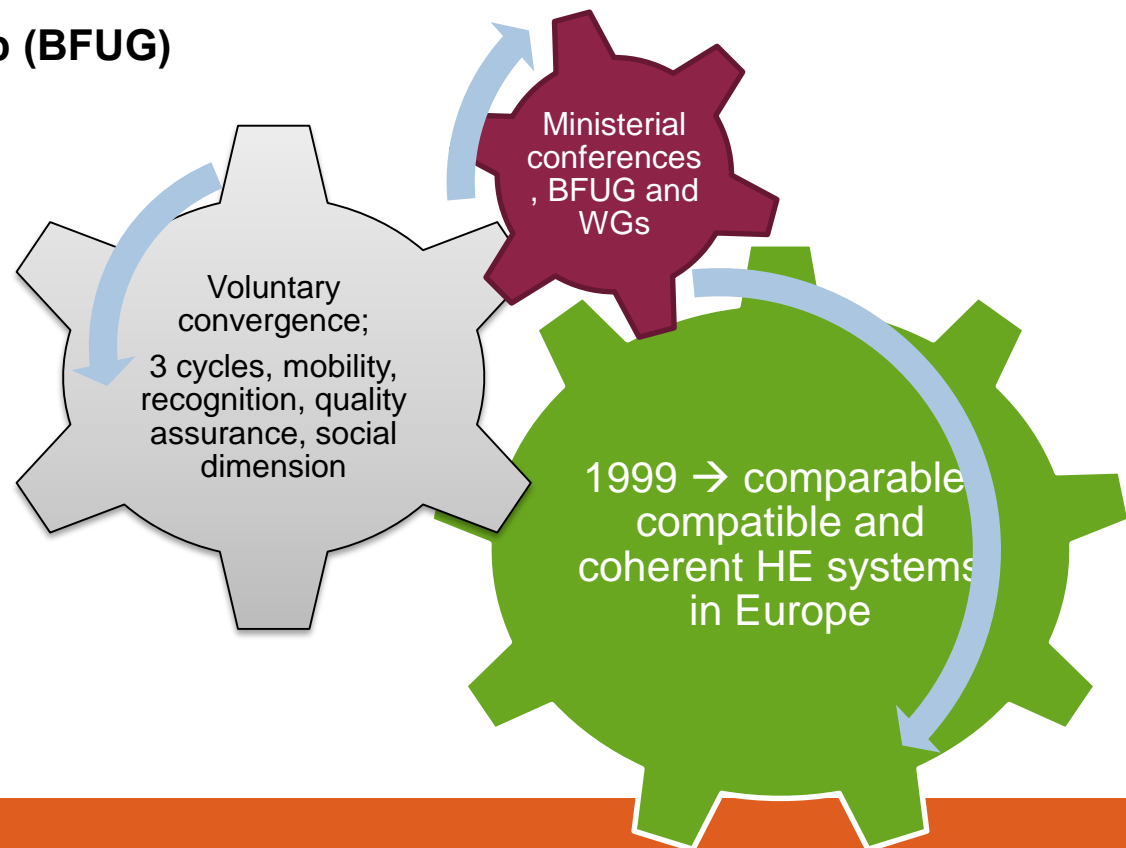
**Unique inter-ministerial process of voluntary convergence, 1999 (Erasmus 1987)**

**Ministerial conferences every second year, Yerevan/Armenia in 2015**

**Bologna Follow-Up Group (BFUG)**

**3 cycle structure**

**Tools ECTS and DS**





# The Bologna Process and joint programmes

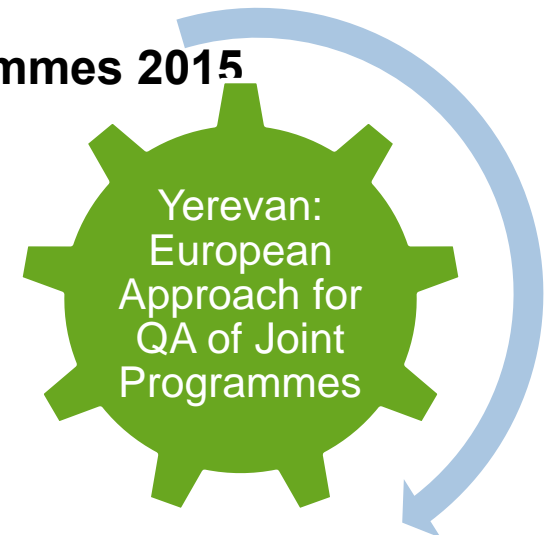
**Instrument for structural harmonization**

**Direct link to several Bologna action lines**

**Listed on the Ministerial agendas:**

- **since 2001, QA\_of curricula leading to joint degrees**
- **recognition of joint degrees in 2005 and 2007**
- **recognition of QA decisions in 2012**
- **European approach to QA of joint programmes 2015**

**→ Funding schemes**





# Bologna Mobility Strategy 2012

**20% of graduates mobile by 2020**

**Bologna Process Implementation Report – [www.ehea.info](http://www.ehea.info)**



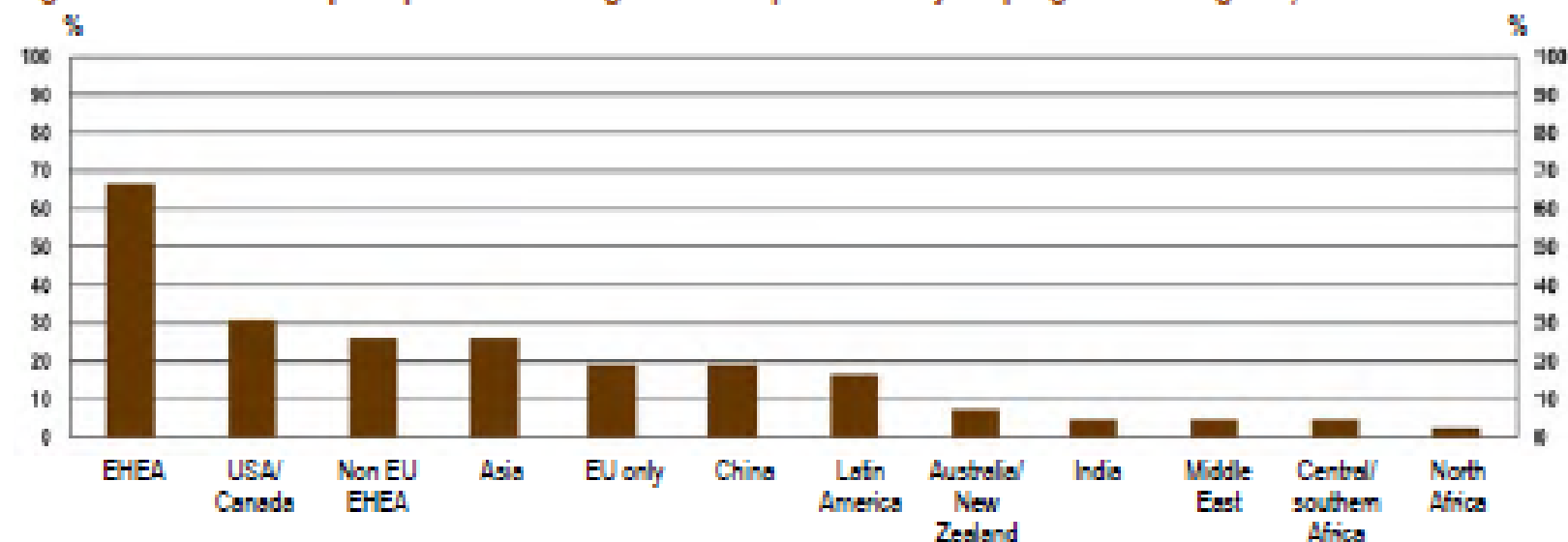


# The Bologna Process and joint programmes

## Cooperation with different regions in joint programmes/degrees

Over 75 % of higher education systems in the EHEA for which data is available (33) were able to provide data on the main regions of cooperation regarding joint programmes and joint degrees (see Figure 7.10).

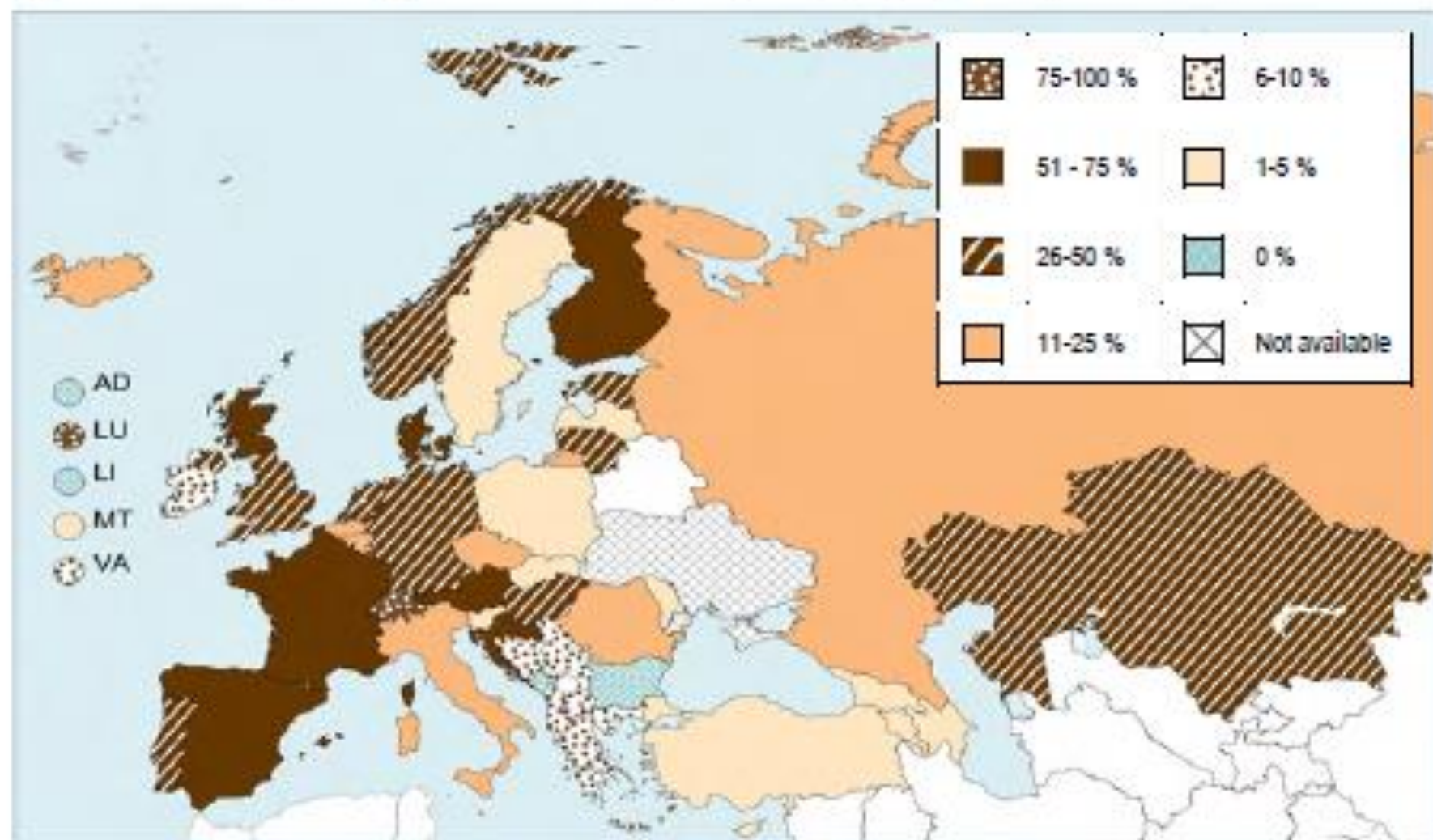
Figure 7.10: Countries' perceptions: Main regions of cooperation for joint programmes/degrees, 2013/14



Source: BFUG questionnaire.



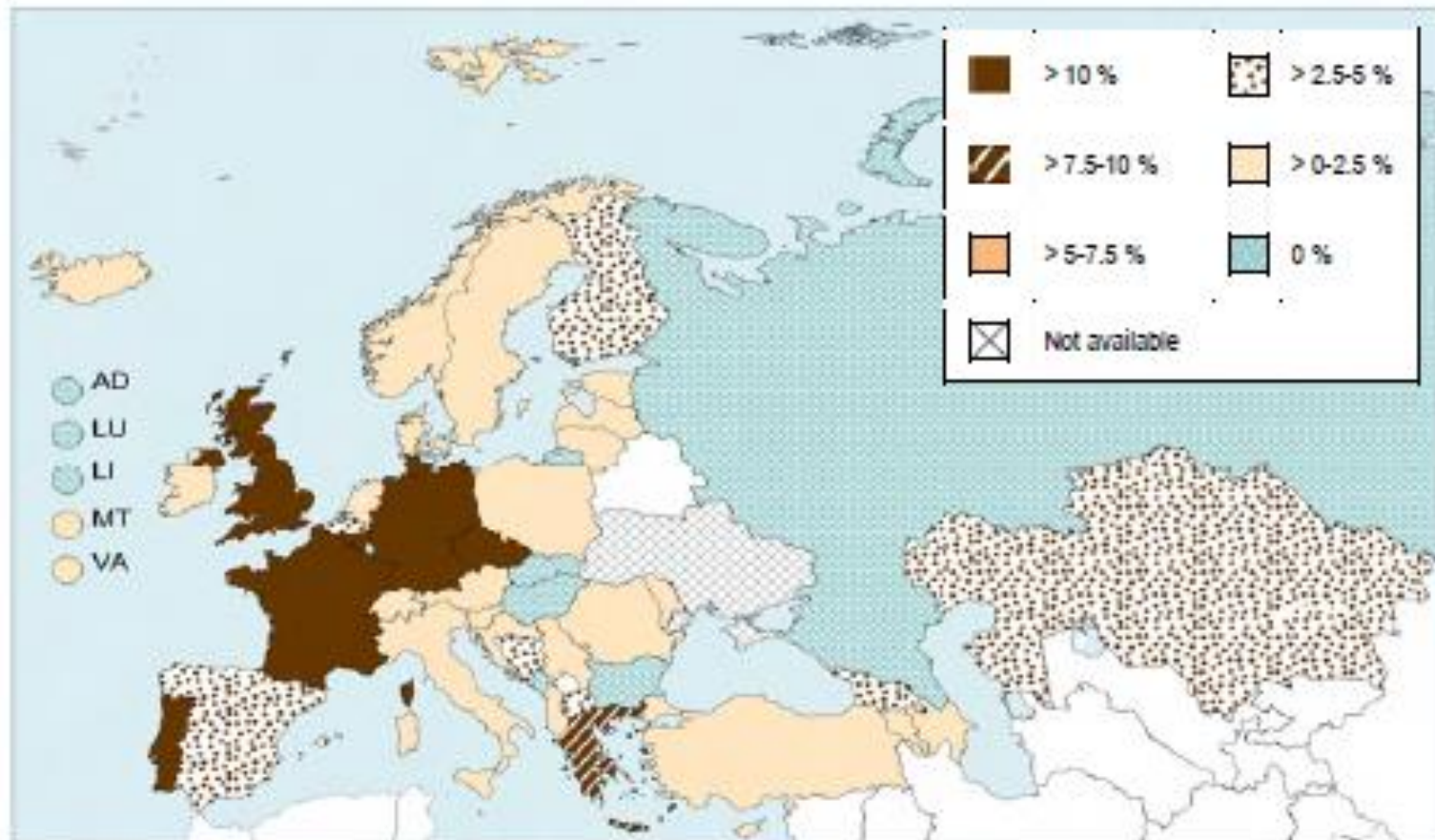
Figure 7.6: Estimated percentage of institutions that participate in joint programmes, 2013/14



Source: BFUG questionnaire.



Figure 7.5: Estimated percentage of institutions that award joint degrees, 2013/14



Source: BFUG questionnaire.



# Continuing global trend

## EAIE Barometer

- *Focus on strategic partnerships*
- *50% mentioned working on joint/multiple degrees with partners*



## IAU Survey 2014

- *Internationalized curricula mentioned as 3<sup>rd</sup> most important activity*

IAU 4th Global Survey (2014)





# Continuing global trend

**Hans de Wit / CIHE, Boston College**

**Study for the EP on the future role of HE based on perceptions of 180 experts**

- A HE system capable of producing global citizens and professionals, respecting other cultures
  - Able to contribute to the development of knowledge economies and socially inclusive societies.
  - Better positioned to address global issues
  - Able to cooperate with the rest of the world, including the emerging regions
- *One enabler is the further development of joint/multiple degrees*





# Continuing global trend

- Regional initiatives (Nordic Joint Masters, Mediterranean), bilateral programmes
- On a European level, increasing amount of institutional guidelines for implementing joint study programmes
- Bologna Stocktaking in 2009: 2500 joint programmes within the EHEA



norden

Nordic Council of Ministers



# Interest in Asia

2009-2010 JICA research project “Cross-border Higher Education for Regional Integration and the Labor Market in East Asia” (ASEAN, China, Korea, Japan, Australia):

- Improving the quality of education is perceived as an important outcome
- Mostly Master-level
- 30% with Western Europe
- Expectations mainly in academic and political domains, not economic
- Risks perceived: administrative capacity, ensuring quality, regulation for credit transfer





# Interest in Asia

- 2009 Campus Asia, Regional initiative similar to Erasmus Mundus in Asia
- 2014 new joint programme legislation in Japan
- 2015 Chinese portal for accredited international joint programmes





# Continuing global trend

Development cooperation, joint programmes and virtual and blended learning





# Interested in reading more?

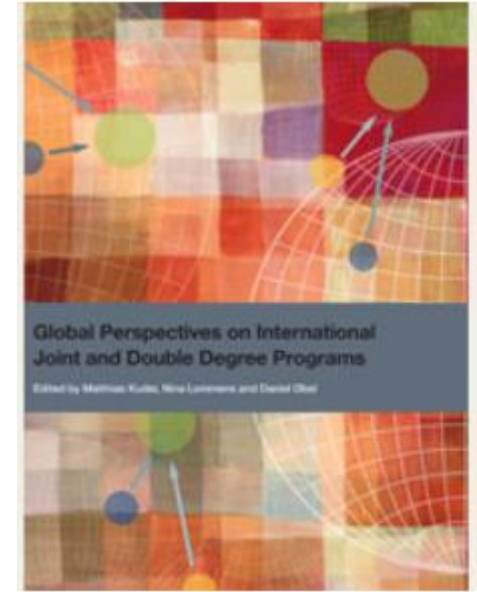


## Institute of International Education Publications

### Global Perspectives on International Joint and Double Degree Programmes, 2014

### Joint and Double Degree programs in the Global Context, 2011

[Link to IIE publications](#)





# Conclusion

**Continuing political and strategic focus on building internationally relevant educational offer  
→ joint programmes an important instrument**

- Increasing amount of legislative change, surveys
- Bologna Ministry meeting in Yerevan 2015
- Continuous support through EU as well as regional and national funding schemes



**Institutional guidelines**



# THANK YOU



Joint programmes are prioritized, but WHY participate?

What are the institutional benefits?



# Legal framework - checklist

**Legal status** of the partners

**Right to award the degree**

**International joint awarding**

Programme-level **accreditation**, if required

**National and institutional** regulations (admissions, fees etc)

→ Ministries of Higher Education

→ ENIC/NARIC network

<http://www.enic-naric.net/>





# Legal framework

National legislation

Institutional guidelines

Financing and tuition fees -  
Eurydice

[Eurydice Report on fees and  
support for higher  
education 2014](#)





# Key players

Legal support

Admissions

International office

Marketing department

Finances

An experienced colleague!





# Recognition and employability

- **CASE** Joint Master in Public Health, regulated profession.
- Finland requires a Bachelor-level degree within nursing or health care to access managerial professions in a hospital.
- However, the UK allows a wide variety of multi-disciplinary Bachelor backgrounds.



Options?



# Importance of accurate admission



## CASE

- Joint study programme with one Swedish partner and two other European HEIs
  - Programme EU **Erasmus Mundus programme requirement** of joint admission and selection procedures, including joint selection committee
  - Swedish student selected and admitted by the international joint selection committee, not by any national body
  - The programme charged fees, and the Swedish student realized he/she was paying for a Swedish degree, which is illegal - and took legal action
- Assessing **Higher Education Authority could not make a judgement on whether the procedure was legal or not** as the student was never officially registered at the Swedish HEI
- The Swedish student ended up with a degree, that was not recognized in Sweden – and he had paid for the degree, which is not normally the case in Sweden