

REDEEM – WP 1 – State of the art

Executive Summary

Whereas most studies analyze the importance of diverse student mobility programs in general for employability, the present state of the art focuses on a special type of student's mobility – Joint Programs. Joint Programs represent a significant undertaking for the universities and students involved and are largely more resource intensive and demanding than other student mobility programs. The present state of the art describes the Joint Programs of the participating HEI and places them in the national and European context of HEI policy. The state of the art highlights the current situation of Joint Programs in the respective countries and how they are embedded in their national and university strategies. Moreover, it gives an overview of the Joint Programs of the project partners and suggests common definitions of the terms used for this type of students' mobility.

It is widely held that international mobility has a positive impact on skills and competences as well as on personal development which leads to a better employability and facilitates the transition into the labor market. Joint Programs are enjoying a high reputation due to their complexity and quality level but still the research on the employability of Joint Program students is exceptional. Due to the lack of studies focusing on a special type of students' mobility the state of the art retraces the few existing findings on the impact of Joint Programs on students' employability. As Joint Programs represent a student mobility "par excellence", the impact on students' employment opportunities is assumed to be outstanding. This hypothesis will be tested with the following quantitative and qualitative survey of the project.

All project partners contribute to the state of the art with literature, information about their Joint Programs, their own university strategy as well as their national standpoint.

The state of the art as an introduction to the topic will be completed by the results of the quantitative survey and qualitative interviews during the project.

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1 Joint Programs

1.1 Joint Programs and EU policy

The Trend to collaborate on curricula began in the 1990s and these programs were seen as avant-garde (Goodman, Rüländ: 2013). Since the Bologna process started in 1999, Joint Programs have been on the agenda. In order to strengthen European dimension of HE and graduate employability the call for modules and courses with “European” content and curricula offered in partnership by institutions from different countries and leading to a recognized joint degree was constantly renewed (Prague Communiqué 2001: 2). Whether Bergen (2005), London (2007) or Bucharest (2012), Joint Programs are listed on the agenda of all Bologna conferences with reference to student mobility, curriculum development, recognition and quality assurance supported through several EU-funded programs. The link between higher education and employability is prominent throughout the Bologna process as can be seen in the table below which retraces the Bologna conference and topics (JDAZ 2015: 14; Bologna Process Implementation Report 2015: 2).

Especially ERASMUS MUNDUS (2005), Atlantis experience shows that the EU gives high priority to Joint Programs and encourages the establishment of Joint Programs and joint degrees in the EHEA (Reichert/Tauch 2005). In 2007 60% of institutions in the EHEA offer Joint Programs and 66,3% countries have legislation allowing and encouraging the establishment of Joint Programs and joint degrees. In 2009 2.500 Joint Programs are in place in the EHEA and in 2011 84% of universities worldwide offer Joint Programs (Obst et al. 2011: 10 ; Raugvargers et al. 2007;2009; Croisier et al. 2007). The impetus given from the European level is supported by the national level to remove legislative obstacles to encourage the establishment of integrated curricula that lead to joint degrees. European Higher Education Area has shaped Joint Programs and vice versa (Monné, Morel, 2013:102).

The Bologna Process: from Sorbonne to Bucharest, 1998-2012

Mobility of students and teachers	Mobility of students, teachers, researchers and administrative staff	Social dimension of mobility	Portability of loans and grants Improvement of mobility data	Attention to visa and work permits	Challenges of visa and work permits, pension systems and recognition	Benchmark of 20 % by 2020 for student mobility	Explore ways to achieve automatic recognition of academic qualifications
A common two-cycle degree system	Easily readable and comparable degrees	Fair recognition Development of recognised Joint degrees	Inclusion of doctoral level as third cycle	QF-EHEA adopted National Qualifications Frameworks launched	National Qualifications Frameworks by 2010	National Qualifications Frameworks by 2012	New roadmaps for countries that have not established a national qualifications framework
		Social dimension	Equal access	Reinforcement of the social dimension	Commitment to produce national action plans with effective monitoring	National targets for the social dimension to be measured by 2020	Strengthen policies of widening access and raising completion rates
		Lifelong learning (LLL)	Alignment of national LLL policies Recognition of Prior Learning (RPL)	Flexible learning paths in higher education	Role of higher education in LLL Partnerships to improve employability	LLL as a public responsibility requiring strong partnerships Call to work on employability	Enhance employability, lifelong learning and entrepreneurial skills through improved cooperation with employers
Use of credits	A system of credits (ECTS)	ECTS and Diploma Supplement (DS)	ECTS for credit accumulation		Need for coherent use of tools and recognition practices	Continuing implementation of Bologna tools	Ensure that Bologna tools are based on learning outcomes
	European cooperation in quality assurance	Cooperation between quality assurance and recognition professionals	Quality assurance at institutional, national and European level	European Standards and Guidelines for quality assurance adopted	Creation of the European Quality Assurance Register (EQAR)	Quality as an overarching focus for EHEA	Allow EQAR registered agencies to perform their activities across the EHEA
Europe of Knowledge	European dimensions in higher education	Attractiveness of the European Higher Education Area	Links between higher education and research areas	International cooperation on the basis of values and sustainable development	Strategy to improve the global dimension of the Bologna process adopted	Enhance global policy dialogue through Bologna Policy Fora	Evaluate implementation of 2007 global dimension strategy with aim to provide guidelines for further developments
1998 Sorbonne Declaration	1999 Bologna Declaration	2001 Prague Communiqué	2003 Berlin Communiqué	2005 Bergen Communiqué	2007 London Communiqué	2009 Leuven/ Louvain-la-Neuve Communiqué	2012 Bucharest Communiqué

Today the concept of Joint Programs has spread globally and concerns also the HE systems on other continents. This development may also be seen on response to the European developments (JDAZ 2105: 15; Obst et al. 2011).

Joint Programs represent an essential mean to broaden educational offer, advance internationalization of HEI, reach international reputation and visibility, strengthen academic and research partnerships with strategic partners based on a strong institutional partnership (Goodman, Rüländ: 2013; Obst et al. 2011: 28). Although Joint Programs are enjoying a high reputation they are still not in the center of international activities of HEI because of their complexity and their costs. Comprehensive development, sustainable funding and marketing strategy are needed in the universities to maintain the high standard of Joint Programs (Obst et al. 2011: 39ff.). While Joint Programs have become nowadays a global trend it is too early to assess their impact because of the very small numbers of participating students (Tauch 2009). Student mobility rates show slight increases since the 2012 Bologna Implementation Report, but still only a minority of students benefit from such experience (Bologna Process Implementation Report 2015). Joint Programs may not deliver the substantial increase in mobility that was expected by Bologna reformers. Still it is not possible at the moment to report accurately on whether the EHEA collective target of 20 % mobility by 2020 can be reached or not, as comprehensive and harmonised data collection is not yet fully in place – particularly for credit mobility such as Joint Programs (Bologna Process Implementation Report 2015: 23).

The trend to develop joint and double degree¹ partnerships started in the 1990's in Europe and is now global while emerging countries seem to be the new focus (Obst et al. 2011: 39ff.). New developments especially with ERASMUS+, Europe 2020 strategy, EU education and training programs for 2014-2020 will show how Joint Programs will develop within EHEA and beyond (Monné, Morel: 2013).

1.2 Joint Programs and national policy

The European Union influences national higher education policy through political cooperation and the provision of several important transparency tools to facilitate processes:

- The European Qualifications Framework applies to all to all types of education, training and qualifications and acts as a translation device to make national qualifications more readable across Europe and is based on learning outcomes and competences, and credit ranges in the first and second cycles (JDAZ 2015: 19).
- The application of the ECTS credit transfer and accumulation system goes without saying in HEI offering JP although difficulties can arise when using ECTS grading scheme for the conversion of grades within a Joint Program
- ENIC-NARIC centres, several guidelines as *European Area of Recognition Manual for higher education institutions* and *Multilateral Agreement on the Mutual Recognition of Accreditation Results* regarding Joint Programs enable HEI to check legal status and accreditation of awarded degrees with JP partners
- The Lisbon Recognition Convention – LRC and Diploma Supplement for mutual recognition of educational qualification and degrees
- ENQA standards and guidelines in order to ensure quality assurance in HE

¹ Joint Program – JP ; Double Degree – DD as one possibility of JP

“Even though Joint Programs have an international character, it is important to bear in mind that the legal power related to higher education policy and the implementation of Joint Programs lies within the national or sub-national legislation and applies also to international cooperation activities. It is therefore important to first and foremost carefully check national regulations and not only European regulation. Higher education policy is developed and implemented at the national level by the relevant ministry of education or science.” (JDAZ 2015: 20)

In the following paragraph the national strategies of the REDEEM partners with regard to Joint Programs are illustrated.

Belgium (French-Speaking region): In September 2013 entered into force a decree, “Décret Paysage” (“Landscape Decree”), which profoundly changed the landscape of higher education in French-Speaking Belgium. When it comes to mobility and more precisely to Joint Programs, the new decree is rather accommodating and does not introduce extra requirements in comparison to the prior Bologna Decree that had regulated higher education from March 2004 onward. For example, under Bologna, 20 credits for a first cycle joint degree and 15 credits for a 2nd cycle joint degree had to be obtained in the Belgian institution of the Communauté française. Under the recent decree, each institution of the Communauté française involved in a joint degree programme has to ensure a minimum of 15% of all teaching activities. In the draft version of the decree, the initial proposal was 25% but it was lowered. Furthermore, this restriction does not apply to joint study programmes organised in the framework of the EU such as the Erasmus Mundus programmes. Finally, flexibility is also shown in terms of the type of degrees that can be delivered: one unique degree delivered jointly by all institutions taking part in the programme or several degrees issued by the different partner institutions according to their own laws and competencies.

Germany: In April 2013 the German Federal Government and the sixteen states decided on a joint strategy to further promote the internationalization of German universities. Federal and state governments defined nine areas of activity. The activity area 5 aims on increasing students’ mobility through better recognition of study performances from abroad and international study programs also leading to a double degree. The aim is to go beyond the European target that 20% of all graduates experience mobility until 2020 (Strategiepapier 2013: 16f.). Since the implementation of the Bologna process the German Academic Exchange Service (DAAD) and the Federal Ministry of Education and Research (BMBF) provide the HEI with funding in order to integrate structured mobility in internationally oriented degree programs (Thimme: 2013). DAAD and BMBF started funding study programs that lead to a recognized joint or double degree in 2005 and the latest figures show an important number of JP/DD – more than 500 – with a strong focus on German-French partnerships which are funded through the Franco-German University. Due to the exceptional and well institutionalized partnership between France and Germany DD programs labeled by FGU do have an outstanding position. Most of the JP’s in Germany are on master’s level and conferring two national degrees rather than one joint degree. JP’s in Germany are typically created with European partner institutions followed by Asia and North/South America. DAAD and BMBF are convinced that JP’s contribute to the prestige of a university and provide students with intercultural competences and dual qualification which are highly valued on the labour market that’s why the development of JP’s stays one of the top funding priorities of DAAD and BMBF (Thimme: 2013).

Italy: An important turning point for the development of joint degrees was the approval of the Regulation on university autonomy in 1999. It completed the process of university independence,

also in view of the process of convergence of the policies of the European countries proclaimed by their ministers for education in the Sorbonne and Bologna declarations. The reform was also motivated by the need for the universities to open up internationally. A number of provisions in the Decree no. 270 of 22 October 2004 – that has substituted the previous Regulation no. 509/99 – allow universities to engage themselves more incisively in the international arena: Bsc., Msc. And PhD. classification, the introduction of “university master” programmes (60 ECTS), the possibility to award joint degrees with foreign universities; the recognition of study periods abroad, of credits and qualifications awarded in other countries for the purpose of pursuing further studies; the obligatory study of another language of the European Union and the awarding of credits therefore; the possibility to sit the final degree examination in a foreign language; the introduction of the Diploma Supplement based on the model agreed at the European level...

With specific reference to inter-university cooperation and the award of joint degrees, Article 3 of Decree n. 270/2004 provides that “further to agreements in this regard”, Italian universities may award first and second degrees “also in conjunction with other Italian or foreign universities”. The rules governing “the procedures for the award of joint qualifications” are delegated to the general academic regulations of the university (Article 11, paragraph 7, subparagraph o). In the case of joint degrees with foreign universities, the procedures for the award of the qualification concerned should be expressly regulated in the respective inter-university agreements, given the differences in the national rules among the various countries.

Portugal: The Portuguese Education Ministry has no official policies for the creation or canvass of Double Degree Programmes. The absence of active policies lies on the fact that Double Degree Programmes are financed by the UE or by private entities. Since there’s no Portuguese public funding to Double Degrees, the Portuguese government opted to follow only the EU policies regarding the creation or canvass of Double Degree Programmes.

Sweden: The latest national strategic document directly dealing with internationalization was set in 2004 by the Swedish parliament, *Ny värld – ny högskola* (Proposition 2004/05:162). The document was meant to support the introduction of Bsc., Msc., Phd. qualifications and also to support a credit system that harmonizes well with ECTS. It was also stated that it should be an inquiry on how Sweden could adopt joint degrees. An inquiry was completed in 2008 with recommendations for how to infer joint degrees for Swedish institutions (Ds 2008:80). Joint degrees were added as a possibility for Swedish institutions in January 2010. The purpose of Joint Programs leading to joint degrees was seen, to cite the inquiry, “to gain profits of cooperation for the institutions and to strengthen the international dimension in education”. (Johansson, L: *Gemensam examen*, p 74. Ministry of Education, Ds 2008:80). With joint degree is meant in Swedish legislation a degree that is reached after completing a programme run by two or more institutions with a joint curriculum and where the institutions are responsible for separate defined parts constituting the programme. The national degrees involved must be on the same academic level. The degree certificate must be one joint document, or separate documents that are referring to each other. The joint degree must be regulated in a written agreement that must be signed by the cooperating institutions before admission to the education programme. The joint degree does not mean that the Swedish HEI:s can award degrees different from the nationally accredited degrees. The degrees that each institution is entitled to award and the learning outcomes are the same. The inference of tuition

fees was an even bigger change for the higher education sector. Starting in 2011 the Swedish HEI:s must charge tuition fees from non-European students that cover the full cost of the education, while they must not charge any tuition fees from European students. This is for first and second cycle education while third cycle studies still must have no tuition fees. Previously university education was free of charge in Sweden by law. This reform is obviously a challenge for Swedish HEI:s when it comes to cooperating in joint European programmes.

1.3 Joint Programs and university strategy in REDEEM consortium

The latest study underlines the importance of integrating JP's into the institutional strategy in order to maintain them in the long term (Obst, Kuder et al.: 2011, pp.32-39). "Even though joint degree programs are most often initiated by university professors and are largely motivated by the academic interests of their respective departments, such programs require the support of the university on the whole to provide financing, academic and administrative resources, and marketing measures for the degree programs." (Thimme 2013: 118). JP's demand a high involvement and are often only one part of the internationalization strategies. In the following paragraph the university strategies of the REDEEM partners are illustrated.

Université Catholique de Louvain/École polytechnique de Louvain The UCL School of Engineering (EPL) has had experience in managing double degrees since the mid-1990s. This was done first in the context of the Top Industrial Managers Europe (TIME) network. In the early 2000s, EPL belonged to the small group of universities that designed the canvas for the CLUSTER dual master scheme. In more recent years, internationalization has become a priority in which the school is willing to invest even more time and resources. The development of JPs is an important part of this internationalisation strategy. EPL has been strongly involved in both phases of the Erasmus Mundus programmes and it currently manages 19 double degree agreements (the EU countries involved are France, Germany, Italy, Spain and Sweden; the non-EU countries are Brazil, Canada, Japan and Turkey). Initiatives to develop new JPs result from partners' shared interest.

Instituto Superior Técnico internationalization strategies aims to increase the number and diversity of international students by revising IST curricular offer, focusing it in specific international audiences and at the same time promote partnerships with international companies. Regarding the creation of Double Degrees there is not a particular strategy, the elaboration of new Programmes depends on the common interest in a specific area of knowledge, or on the proposal of one of the partners. In the present moment, the Networks where IST is represented embody a great effort on obtaining Double Degree Programmes, nevertheless, countries that regarding student mobility are emerging countries, such as China or Australia, are IST priorities for the next years.

Karlsruhe Institute of Technology has 24 international double degree programs on Bsc. and Msc. level and a clear preference for double degree programs as real joint degrees are too difficult to set up from an administrative point of view and do not represent a real advantage for the students (labor market recognition, legislation, accreditation of JP's) (Obst et al. 2011: 6). JP's (DD) strategy is embedded into the general internationalization strategy of the university in order to broaden the institutions portfolio, adapt to the globalized labor market demands and raise international visibility in order to attract international talents. The JP clearly contribute to the attractiveness of KIT that's why their development is supported by internal guidelines and the German-French Initiative that has rich experience with German-French double degrees. (More than half of the international DD at KIT are programs with French partner HEI.) Double degrees at KIT are based on strong partnerships and

integrated into existing study programs. The development of new JP's is to be based on already existing meaningful partnerships and be of strategic interest for KIT. Each faculty should offer a high quality international JP's in the future.

Politecnico di Torino has 112 Double/Joint degree Agreement and offers 4 Joint Program at Bachelor and Master of Science level. Even if the national legislation has made it possible to implement integrated curricula at international level and to award joint degrees, considering the complex procedures for the award of joint degrees, Politecnico di Torino prefers double or multiple degrees which generally find no obstacles also in national legislations in the partner university country.

The oldest join program (Diploma Universitario Europeo in Produzione Industriale - European university Diploma in Industrial production) has been launched in 1985 together with University of Brighton; the originality of this programme lies in the innovative nature of the professional it creates as well as in the new educational model adopted: the studies must be planned and organised symmetrically in Italy and in another country. This means the signing of agreements between the universities concerned which specify the resources for realising the integrated project, the study periods to be spent by students in the home and host university, and the mutual recognition of examinations and teaching modules. Also the internship is to be done in two periods, in companies located in two different countries. At the end of the study and training period, students are awarded two qualifications: the Italian Diploma universitario europeo in Produzione industriale and the corresponding foreign qualification from the partner university. During recent year the Joint Program became a Bachelor Degree (according to Bologna Process) developed together with Universitat Internacional de Catalunya- UIC, Barcelona (Spain), Athlone Institute of Technology – AIT, Athlone (Ireland) and École Supérieure de Commerce – IPAG, Nice (France).

KTH Royal Institute of Technology's development plan for 2013-2017 states that the development of structures for dual- and joint degrees for the education programmes on all levels should be intensified (p 12). With Joint Programs are intended mainly international collaborations. A guideline for joint degrees on first, second and third cycle was established in 2014 to guide the aims and requirements that KTH has for establishing joint degree programmes. This guideline was in consequence to the concept of joint degrees inferred by the Swedish government in the Higher Education Ordinance in 2010. Currently a guideline is developed for the initiation of *Cotutelle* cooperation, that is for joint supervision of doctoral students.

To give a historic background KTH started to develop Double Degree exchange already in the 1980:s within the T.I.M.E. Association, a network of engineering schools in Europe established in 1989. Realizing that the member institutions alumni normally become leaders in companies and other organizations, and that these positions more and more demand or at least benefit from intercultural and linguistic competencies, KTH wanted to encourage its engineering students (students studying for the 5 year engineering diploma) to do a longer time of studies abroad to develop an extra home working market. The development of the Double Degree-concept within T.I.M.E. was instrumental for accepting the idea to encourage students to do a very substantial part of their programme in a partner institution, and likewise to award the engineering diploma to students who would come to KTH for the latter part of the programmes only. The T.I.M.E. Double Degree cooperation also proved a good way of attracting very good students to KTH who contribute to the student body, as PhD-candidates, and as alumni. This model of mobility was also used with institutions outside the T.I.M.E.Association.

In parallel KTH decided to support student exchange and have Directors of Studies in place on School-level to be in charge of the study plans and validation of studies. These professors got a comprehensive view of their respective education programmes and together with administrative staff created a “one stop shop” that made it easier for the students to discuss and get approved their Study Plans. At this stage internationalization was still mainly driven on School-level and so was dependent on motivated individuals and other local factors. The central international office was only staffed with three persons. One person was in charge centrally to coordinate the T.I.M.E.-cooperation, but the involvement in the Schools varied. KTH later also developed cooperation centrally for the two years masters’ programmes within the CLUSTER-network. A Convention was signed in 2007. With the signing of the convention KTH supported in principle free mobility between the members masters’ programmes but the mobility has been smaller than hoped for. A template for the bilateral agreements was developed. Within this framework the students study one year at each of the two cooperating institutions to be eligible for both institutions masters’ degrees. This mobility scheme demands a very good match of the two programmes and therefore also motivated programme directors to work on the mapping of the two curricula. The CLUSTER Dual Master turned out to be a good preparation for developing consortia to apply for Erasmus Mundus master course. Mundus was launched in 2004. KTH has been very active in Erasmus Mundus programmes on master- and PhD-level. This was an effort to strengthening KTH position as an international university, and also as a strategy to handle the decline in non-European students following the introduction of tuition fees in Sweden. A part of this transition of the student body into a very international one was the development of teaching in English language. In retrospect this was a prerequisite to become involved in the European Mundus programmes. This basically bottom-up process was started by masters’ programmes that were not satisfied with their recruitment of national students and so wanted to attract international students. The first master programme offered completely in English started in 1994, in environmental engineering and planning, and more and more of the programmes switched into English until it today is standard. 60 out of the 63 master programmes offered in 2016 are taught in English.

Technische Universität Darmstadt is further developing its double degree strategy and is recently planning an official formalization of academic objectives of its double degree programmes. In addition, the TUDa double degree strategy is embedded in the overall internationalisation strategy of the institution. Through double degree programmes TUDa is offering a variety of international and high quality studies, with which the institution wants to be highly attractive for selected students. Cooperation with universities, which have a different focus in engineering education, is adding value in professional terms. Moreover, such programs are a tool to continuously maintain and deepen relations with partner universities. TU Darmstadt aims at the development of selected double degree programs (focus on Master level) with excellent international partner universities under the assumption of an expected corresponding demand.

1.4 Joint Programs and terminology in REDEEM consortium

The REDEEM project members do agree on the added value of JP’s which are stated in literature (Goodman, Rüländ: 2013):

- reach international reputation and visibility
- strengthen academic and research partnerships
- broaden academic offer and Increasing foreign student enrollments

- students gain intercultural competences and language skills
- students obtain a dual qualification

The consortium members of REDEEM have a special interest in Joint Programs and similar experiences which fit with the general findings about JP's (Obst et al. 2011: 6, 29f.). Moreover Joint Programs within REDEEM have common characteristics:

- Minimum of 1 semester prolongation of studies in order to obtain a DD
- High involvement of the partner institutions (choice of partner is important)
- Collaboratively built complementary curricula
- Min. number of ECTS at the home/partner university ranges from 15 to 60 ECTS
- JP is much more demanding than a simple Erasmus stay and selection requires high score
- The majority of the reported Joint Programs are at the master's level
- Most of the Joint Programs are public funding based
- Traditional partners are European countries
- Joint Programs are most common in engineering, business and natural sciences study fields
- Double degrees are much more common than joint degrees. Most Joint Programs involve rather two HEI than multiple partners. But there are also large HEI consortia.
- Participation rate in Joint Programs is rather small (5-25 students per group)
- Main motivations for developing Joint Programs are: Increase internationalization, improve and broaden educational offering and quality, strengthening research collaboration, offer innovative solutions to students and demand of the global labour market, increase visibility and prestige gain for HEI, European identity and citizenship, two diplomas for the price of one, intercultural learning and understanding, added value in academic and political terms

Main challenges for JP's are funding and sustainability as well as accreditation. Moreover in the REDEEM consortium: recruitment, legislative systems, recognitions, tuition and scholarship schemes, mobility balance³, accreditation, language requirements, costs, certification also play a role (Knight 2011; Obst et al. 2011: 32f.). REDEEM partners already show great experience with regard to Joint Programs and confirm what is generally said: Joint Programs are an important component of universities internationalization strategy. As Joint Programs are significantly resource intensive for relatively small student numbers and complex, clear strategies for Joint Programs, as well as procedures, marketing and recruitment tools and most important funding for sustainability are important to further establish Joint Programs (Obst et al 2011: 39).

There is general confusion about the right terminology as they might have different meanings depending on the country or region. That's why we first need to clarify the common understanding which would be used by the REDEEM consortium during the project.

As working definition we should concentrate on the term "Joint Programs (JPs)", to concentrate the focus on the joint development of the program rather than in the award of the final certification (cf. JOIMAN-JOI.CON). As shown above the JP within the REDEEM consortium fit most of the characteristics of JP defined by:

³ "The concept of 'balanced' mobility is increasingly discussed, yet hardly any country can claim to have genuinely balanced degree mobility. Even when flows reach similar numbers, the countries of origin/destination differ significantly." (Bologna Process Implementation Report 2015: 23)

"JDAZ: Joint Programs from A to Z". A reference guide for practitioners 2015

"A Joint Program is a programme offered jointly by several higher education institutions. These institutions can be located either in the same country or in different countries (the focus of this guide). A Joint Program does not necessarily lead to a joint degree. It is only one of the possible awards. After completion of a Joint Program a graduate may be awarded: a single national qualification, a double (or other multiple) qualification or a joint qualification."

REDEEM focuses on international Joint Programs.

REDEEM also adopts the suggested working definitions by Aerden/Lokhoff 2013:

Degree: Any degree, diploma or other certificate issued by a competent authority attesting the successful completion of a higher education programme.

Joint Program: An integrated curriculum coordinated and offered jointly by different higher education institutions and leading to a (double/multiple or joint) degree.

Joint degree: A single document awarded by higher education institutions offering the Joint Program and nationally acknowledged as the recognised award of the Joint Program.

Multiple degree: Separate degrees awarded by higher education institutions offering the Joint Program attesting the successful completion of this programme.

Double degree: Two degrees awarded by higher education institutions offering the Joint Program attesting the successful completion of this programme.

→ A double degree is a specific type of multiple degree.

Dual degree: Two degrees awarded individually, attesting the successful completion of two separate curricula, with potential overlap and efficiencies in course-taking, and, if more than one institution is involved, each institution is primarily responsible for its own degree.

→ A dual degree is not awarded for a Joint Program.

Awarding institution: A higher education institution issuing qualifications, i.e. degrees, diplomas or other certificates. In the case of joint degrees, an awarding institution is one of the two or more institutions involved in conferring the joint degree thus formally recognising the achievements of a student enrolled in the Joint Program.

(Joint Program) consortium: A group of two or more higher education institutions and potentially other contributors (e.g. research centres) with the objective of integrating teaching and learning activities for providing a Joint Program; although not all participants necessarily award a (joint) degree.

More definition can be found in the annexe I.

The table below shows the general setting of Joint Programs in the REDEEM partner universities.

Joint Programs JD/DD in the REDEEM Consortium

	KTH	Polito	UPC	IST	UCL	TUDa	KIT
agreements		112	57	51	19	38	26
Min. ECTS		60	60	60			60
In/out balance	In>out	balanced	In<out	balanced	In>out for Erasmus Mundus In<out for other JP		balanced
Set up of JP	Development of JP is mainly initiated and driven forward by the departments and the professors. The IRD supports the JP's at an administrative level	a) Proposal from Polito professors related to a specific program, with the support of the International Relations Office; b) approval of Vice Rectors for International Affairs and Education; c) Approval of Polito Departments involved in the agreement; d)elaboration of the agreement	Development of JP is mainly initiated and driven forward by the departments and the professors. The IRD supports the JP's at an administrative level		Development of JP is mainly initiated and driven forward by the departments and the professors. The IRD supports the JP's at an administrative level	Development of JP is mainly initiated and driven forward by the departments and the professors. The IRD supports the JP's at an administrative level. Master contracts on the executive level, with some department/pro fession-specific Appendixes	
Management of JP	management of JP's mainly on	The management of	decentralized. International		Decentralized as the IR is also	Decentralized selection of the	management of JP's mainly on

	department level. Administrative support from centralized institutions concerning: setting up the agreement, accommodation , enrolment, student counselling...	the program is centralized: a) the International Relations Office manages the agreement b) the Incoming and Outgoing Mobility Offices implement the activities	Relations (and board of school) at school/faculty level		decentralized. So mainly on the department level	students through the departments Centralized administration of the exchange and contract maintenance with the partner universities (Unit for International Relations and Mobility) Joint Elaboration of new contracts	department level. Administrative support from centralized institutions concerning: setting up the agreement, accommodation , enrolment, student counselling
Traditional partners	Traditional partners are of course in Europe but also cooperations with other non-European countries	Traditional partners are European universities and Latin American Universities. In recent years Politecnico promoted collaboration with non EU universities, mainly Chinese.	Europe (CLUSTER), China	Europe CLUSTER TIME KIC Inno Energy	Traditional partners are European (CLUSTER) but also non-European countries	France and USA	Europe
Future plans	KTH	a) Simplify the proposal and	30 JP under construction.		Transfer of all Master courses	Strengthening DD programs	Strengthen existing

<p>management is working on deepening cooperation with select partners and networks.</p> <p>Work to be more efficient and have better Quality assurance at the University Admin for Joint Programs</p>	<p>development process</p> <p>b) increase the follow up activities in order to have better quality exchange</p> <p>c) Increase the number of Double Degree programs in Latin America</p>	<p>See next internationalization plan</p>	<p>to English. Allow JP's in a wider range of fields. Conversion of MERIT into CLUSTER Dual Master (in progress) To encourage registration in JPs, awarding of merit-based master scholarship</p>	<p>within a newly formulated university strategy</p>	<p>partnerships. Develop JP with non-European countries.</p>
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2 Employability

2.1 Definitions of Employability

Employability is one of the main ideas behind a harmonised higher education system in Europe as declared in Paris 1998 (Sorbonne Declaration 1998). The Bologna process was from the beginning on linked to the intention “to promote European citizens employability and the international competitiveness of the European higher education system” (Bologna Declaration, 1999). The Prague Higher Education Summit focuses on “graduate employability” (Prague Communiqué 2001: 2) and the Bucharest Communiqué highlights the importance of “cooperation between employers, students and higher education institutions, especially in the development of study programmes” in order to augment employability (Bucharest Communiqué 2012: 2). The European Ministerial Conference in Yerevan in 2015 sets employability as a major goal for the European Higher Education Area and underlines mobility as a mean to enlarge competences and career options for graduate. Erasmus+ also pursues the promotion of mobility to enhance personal development and employability (Erasmus + Programme Guide, 2016).

Despite of the unbroken importance of the concept “employability” there is no universally accepted definition. The definitions depend on the context. In Anglo-Saxon countries the term of employability is linked to social-political questions of being able to participate in the labor market. Others define employability in terms of skills. But employability is more complex and should not be defined in such a narrow way.

In the European Higher Education Area the learning process, graduate’s achievement and potential to acquire a job are emphasized. Employability is not only about the actual acquisition of a job rather it is “[...] the ability to gain initial employment, to maintain employment and to be able to move around within the labour market.” as stated by the [Bologna Follow-up group](#).

According to Yorke (2006: 8), employability involves a complex and continuous process of learning. For him “employability goes well beyond the simplistic notion of key skills, and is evidenced in the application of a mix of personal qualities and beliefs, understandings, skillful practices and the ability to reflect productively on experience” (Yorke 2006: 13). He underlines the importance of “a set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy” (Yorke 2006: 8). Brown et al. (2002) also stress external circumstances.

The students’ point of view is shown through the Student Advancement of Graduates’ Employability project (SAGE). The European Students’ Union has developed the following definition of employability: “Employability is a broad concept which includes subject-specific, methodological, social and individual competences which enable graduates to successfully take up and pursue a profession/employment and empower their life-long learning. Employability is also about making graduates more likely to gain employment in their chosen field(s), being able to create/start new businesses, and being able to develop and succeed in their occupations.” (SAGE 2014: 4).

Consequently employability designates a set of internal knowledge, skills, competences and attitudes that have to be maintained, reflected and redefined according to external factors such as new environments and requirements in order to find, fulfill and keep work during work life ([EHEA](#); SAGE 2014; Knight/Yorke: 2006).

The definition given by the Council of Europe seems to take all items into account: “Employability - that is, the combination of factors which enable individuals to progress towards or enter employment, to stay in employment and to progress during their career - is a complex concept, involving not only each individual's characteristics, skills, attitudes and motivation, but also other external factors which lie beyond the scope of education and training policy, such as labour market regulations, demography, the structure of the economy and the overall economic situation (Council of the European Union. 2012a: 10).

3 Joint Programs and Employability in REDEEM consortium

3.1 First survey results

It is widely held that international mobility has a positive impact on the development of competences which leads to better chances on the labor market and more generally to a better employability. Still employability is an issue which is often addressed but not yet sufficiently researched, especially when it comes to Joint Programs (Knight 2011). Due to the juvenility of Joint Programs and small study groups there are very few generations of Joint Program students that are on the labor market now. That's why research on these programs remains limited especially linked to employability. Principally the consortium members do not have results from internal studies on double degrees. More general studies about the effects of mobility on skills and employability give an insight to the topic (EIS 2014; DAAD: 2016). Against the background of economic crisis in EU data shows that higher education graduates have suffered from the crisis but still the unemployment ratio are the lowest for young people with high educational attainment in most countries (Bologna Implementation Report 2016: 208). One can assume that this should be even more right for graduates having two national degrees. Although almost all EHEA countries identify employability as a policy concern, the tools and efforts change from country to country. HEI have great autonomy and an important role to play. Including work placements in the curriculum (preferably abroad), improving career guidance services, monitoring performance with established feedback mechanisms, but also encouraging student mobility or the implementation of Bologna tools (Bologna Implementation Report 2015: 208).

Most of the national and international studies use a mix of quantitative and qualitative methods and define employability through a set of skills and competences. It is striking that there is no consensus about the description of these skills. The **Erasmus Impact Study 2014** used besides empirical the six memo© factors developed by CHE Consult: acceptance of other people's culture and attitudes and adaptability, openness to new experiences, trust in own competence, awareness of own strengths and weaknesses, ability to make decisions and ability to solve problems. These characteristics of personality traits which are most closely related to employability are used to measure real developments in the skills of students after an international experience (DAAD 2016: 38; EIS 2014: 68).

Empirical, perceptual and attitudinal items were combined to explore the effects of Erasmus mobility and Intensive Programs. To conduct this analysis, EIS focuses on the effects of different types of mobility on the development of individual competences and skills of students (which have an impact on employability). One of the most important findings is employer's importance accorded to international experience with regard to employability. In comparison to 2006 where only 37% of the employers included in the study considered international experience important for employability, in 2014 61% of the employers do so (EIS 2014: 136). Employers and alumni confirmed the memo © factors as relevant for employability. More than half of the students (51-52%) that had experienced Erasmus mobility

activities (study, work placement and IP) increased their memo© values. In addition the findings of the qualitative study strongly supported the quantitative findings: students had better soft skills and could also develop their professional skills. Complete immersion and work placements seems to be the most effective for skills development (EIS 2014: 138). The Erasmus Impact Study also reveals that employers value graduates with international experience and assign them greater responsibilities as well as tasks with international character. Mobility proved to have a positive influence on employment, especially for graduates from Southern Europe and also on salary. EIS also points out long term employability due to mobility experience (EIS 2014: 140).⁴

The most recent study in Germany was ordered by the **German Academic Exchange Service (DAAD)** and conducted by the **Cologne Institute for Economic Research (2016)**. Based on a quantitative survey of 1.008 HR managers from all sectors and company sizes and six qualitative in-depth interviews with employers the study explores the acceptance of graduates with study-related international experience on the German labor market.⁵ The keys findings of the study show that in the process of globalization international activities are crucial for company's success today. Employer's estimate that graduates with international experience perform better in general and are more qualified for international tasks such as the use of foreign languages, international contacts and work in international teams. Although employers pay most attention to technical knowledge, social skills and personal attitudes, the international experience can make a difference in the recruitment process (DAAD 2016: 52, 69, 101). Employers see international experience as an important way for personal development in general and with regard to intercultural competence which becomes increasingly important for company's success (ex: productivity of international teams). Moreover employers have a preference for international sojourns from three to six months that integrate work experiences and allow contact to the culture and social relationships. Employers also stress the fact that HEI need to support students in the reflection process of their international experience so that the student is able to value his/her experience and "sell" the mobility experience appropriately to the employer (DAAD 2016:). The DAAD survey shows that international mobility can be a "plus" in the recruitment process but does not necessarily need to have a positive impact on income or career. Therefore micro- and macroeconomic factors have more weight. It is concluded like other research results show that international mobility contributes to long term employability. Still it underlines that international mobility becomes important and especially internationally active companies do search for international profiles (DAAD 2016: 134).

As international activities become increasingly important for companies, JP-students should be their perfect target group for jobs with international orientation. In comparison to the above mentioned Erasmus mobility students, JP students experience study periods with integrated working placement, contact to the country's culture and other local and international students. This immersion should create an even greater impact of their JP mobility on employability (DAAD 2016: 112). Moreover JP's are based on solid partnerships and offer good structures, sometimes even preparation and reflections seminars which should help the students to value their experience (DAAD 2016: 126). Important to note for Joint Program alumni is that employers accept an extension of studies which is often the case for Joint Programs due to different academic calendars and a challenging curriculum (DAAD 2016: 109). **The rather "neutral" position of employers with regard to JP in the DAAD survey makes clear that Joint Programs are not very well known to employers and that there is need to improve the marketing of JP's (DAAD 2016: 121, 125).** Evidence is that international mobility can facilitate the entry on the labor

⁴ Interesting to note is that graduates mentioned a greater European identity – "being Erasmus" (EIS 2014: 138).

⁵ The focus of the study was the employer's perspective in 2015.

market but it cannot outweigh the formal selection criteria such as technical knowledge, cognitive skills, social competence, personal attitude and practical experience. There is still a long way to go for JP's to obtain more recognition from the employers and show the quality of JP's with regard to academic, intercultural and practical education.

There are two surveys focusing JP that will be highlighted here: The **German-French University's employability study (2014)** and **IW consult for DAAD study in 2003**.

The **German-French University's employability study (2014)** is an example of one of the few regularly conducted surveys on students that have done a Joint Program. The survey (2014) led among the alumni of German-French double degree programs shows very positive results. For 60% the double degree was an advantage for finding a job. Particularly engineering students show a high satisfaction rate. 70% of the alumni needed less than 3 months to find an adequate job. More than two thirds are working in an international environment and estimate that the double degree had a positive impact on their professional mobility. "Only" 38% agree that a double degree represented an improvement of their career options. 90 % would recommend their double degree, which is extremely high and a positive feedback for the German-French double degrees (DFH 2014).

IW consult for DAAD study (2003) shows that 50% of the employers recognize double degrees and find them attractive. Business and engineering double degrees are highly demanded. Employers recognize intercultural experience and language skills gained through international mobility. For 60% a double degree makes a difference concerning hiring, especially language skills are important because they enable to work abroad.

3.2 Interest of the project

The Bologna Process was meant to strengthen the competitiveness and attractiveness of the European higher education and to foster student mobility and employability through easily readable programs and degrees. Throughout the Bologna process its agenda was broadened and topics such as quality assurance, employability, industry-academia partnerships, lifelong learning, student centered learning, international openness, mobility, education, research & innovation, as well as data collection, funding of the HE... were introduced (Bergen Communiqué 2005, Leuven/Louvain-la-Neuve Communiqué 2009). With the official launching of EHEA in 2010 the initial topics of the Bologna Process developed a new quality: Besides consolidation of the Bologna Process the Bucharest Ministerial Conference (2012) clearly identifies the higher education as "help to get Europe back on track and generate sustainable growth and jobs" (<http://www.ehea.info/pid34248/history.html>). In the face of economic crisis the Ministers agreed to focus on three main goals: to provide quality higher education to more students, to better equip students with employable skills, and to increase student mobility. The Bucharest Conference states two important goals according to the present thematic: "**Employability** and personal and professional development of graduates throughout their careers by improving cooperation between employers, students and higher education institutions, especially in the development of study programmes that help increase the innovation, entrepreneurial and research potential of graduates" (Bucharest Communiqué 2012: 2) and the further development of **Joint Programs and degrees** as part of a wider EHEA approach. Therefore national rules and practices relating to Joint Programs and degrees will be examined as a way to dismantle obstacles to cooperation and mobility embedded in national contexts (Bucharest Communiqué 2012: 4).

It becomes clear that Europe needs to create jobs and prosperity and HEI with their key tasks of education, research and innovation are identified as crucial actors concerning economic growth by

providing the highly qualified people that Europe needs. But increasing the employability of graduates cannot be done without a dialogue between employers and higher education that's why the European Union, through its Modernisation Agenda (2011), puts forward the cooperation between Higher Education Institutions and business to continuously shape and develop study programs in order to face appropriately the student's and labour market demands.⁶

International mobility as a mean to enhance employability of graduates is also the main topic of the Reforming Dual Degree Programmes for Employability and Enhanced Academic Cooperation (REDEEM) project.

The impact of international mobility experiences on graduates skills and competences are out of question. Transversal skills cherished by employers besides technical field knowledge and work experience are gained during mobility periods abroad. Recent studies (DAAD 2016) show that employers see international experience as an important way for personal development in general and with regard to intercultural competence. Moreover international experience can make the difference in the recruitment process as employers estimate that graduates with international experience perform better in general and are more qualified for international tasks. **As employers have a preference for international sojourns from three to six months that integrate work experiences and allow contact to the culture and social relationships the focus on the link between Joint Programs, as a special form of international student mobility, and employability of graduates becomes interesting.** Because even if the recent Erasmus Impact Study (2014: 14) shows that 64% of employers consider an international experience as important for recruitment, most of the stakeholders also underline the importance of the quality of mobility (DAAD 2016). Given the fact that JP's offer a long term stay in a foreign country often combining study experience and work placement, it is also more likely that students get more in touch with other local and international students and the country's culture. Moreover JP's well-framed programs that are based on strong institutional and personal partnership so that students are more likely to live a high quality international experience. One could assume that international experience through a JP has more impact on the employability of the graduates than conventional Erasmus+ mobility.

Out of the CLUSTER network, which regroups leading universities in the field of Sciences and Technology, the participating REDEEM universities all have a substantial experience with JP's and are keen on examining this question. They consider the quality of their JP central to maintain a competitive advantage in the global education market as students seek out for international competency offered by Joint Programs in order to fit best into the global labour market (Faethe, Brenn-White 2013).

Similar to other impact studies of mobility the REDEEM project is conducting a quantitative analysis measuring empirical data and perceptions of mobility effects on students from all REDEEM partner universities having experienced JP. The results from the quantitative analysis will then provide the basis for the qualitative approach which will consist in focus group meetings with economic stakeholders from the REDEEM countries. During the focus groups the perception and needs of employers concerning JP curriculum, students and their skills as well as employability will be explored. **The innovative character of REDEEM comes from the focus on JP's in six different countries.** The scope of the project is to conduct a study in all participating countries on the impact of Joint Programs (the term includes all the

⁶ Moreover the knowledge triangle between education, research and innovation is at stake in order to improve the continuum between basic and applied research, and transfer knowledge to the market (Modernisation Agenda of Europe's higher education systems 2011: 18).

possible variants according to the here used definition) in Science and Technology from the point of view of the main actors: academics, students and employers.

Does a Joint Program matter? Do students with two diplomas have better employability chances? Do JP-students have better employability chances than non-mobile students?

Finally this approach will also give information about the academic validity of JP which will be used for guidelines to improve the JP in the REDEEM partner universities in order to make JP's more suitable for students and adjust them to employer's needs.

3.3 Implementation and constraints

The table below shows the different contact strategies of the REDEEM partners in order to carry out the alumni survey.

3.3.1 Alumni contact strategy

Response rate 30%	KTH	Polito	UPC	IST	UCL	TUDa	KIT
Management of alumni relation	Alumni relation office	ALUMNI POLITO is an external non-profit association, 11000 members, agreement with Polito concerning collaboration on: Networking with former students (annual meeting) Scholarships Training for Architectural Professional Practice Exam Cultural activities	Schools/faculties UPC Unit: "UPC Alumni	Alumni organization that collects and manages alumni data Employability observatory (OEIST) inquires alumni after 12-18 months, 5 and 10 years Transfer and Technology Office (TT) does activities with alumni	Alumni Association : http://www.ailouvain.be/page/homepage	TU Darmstadt Alumni Network (www.tu-darmstadt.de/alumni)	Alumni network of our French partners
Available data	alumni data base	ALMALAUREA: Consortium of Italian universities: Yearly report on graduates' employment situation	UPC Alumni From the application that manages registrations, transcripts, etc.	OEIST survey results available (no specific feedback from JP but some JP are included in the survey)	Approximately 8.000 alumni records go back beyond the mid-1990s when DD were introduced	Students' reports MoveOn database TU Darmstadt Alumni Survey	German-French JP's, Study of German-French University, integrate REDEEM questions into KIT graduate survey 2016

		No specific analysis on DD but possibility to enhance and deepen the report.					Main challenge is to reach big enough proportion of alumni for statistical validity
Contact procedure	E-Mail, phone	Newsletter, FB page, direct mailing and web site https://www.alumni.polito.it online surveys + Phone interviews + g+, twitter, linkedin	E-Mail, search in the Internet, through social networks, filter form all alumni	E-Mail, internal online survey platform LIMESURVEY install	E-Mail and Phone	E-Mail and Phone	E-mail, include JP question into general alumni survey
Response rate		80%	low	40-50%	30%		
Alumni records		Few activities concerning employability No specific focus on DD		250			

4 Conclusion and Outlook

National and international studies over the past years show that a key profile which is constituted of cognitive, communicational, social and personal competences as well as technical know-how prevail in the recruitment process. Moreover the practical experience of student's plays an important role in the recruitment. Although international experience is highly valued by employers and getting more and more important with the increasing internationalization of the economy, it does not substitute the key profile or the practical experience. International mobility experiences are more a factor of long term employability and enable international working fields and the access to special trainee programs as employers attribute positive effects on personal competences and development. Moreover employers underline that the mobility abroad has to enable the contact with people and the country's culture in a deep way in order to unfold the positive effects on the personal development. According to employers students are missing the ability to positively present their experience.

The discrepancy between perception of employers and the reality of Joint Programs is striking. Joint Programs do offer a study and (most of the time) also a practice period abroad in a well-structured context which means a different length and quality of stay abroad in comparison to conventional Erasmus programs. In that way JP offer the in depth relation to the country and people that's required by employers. Here a vibrant communication gap becomes apparent as JP do not appear on the radar of employers. HEI have to make the benefit of this high quality mobility clear to employers. International offices and career series have to be involved too in the preparation and reflection on JP mobility (DAAD 2016: 143ff.).

Even if Higher Education Institutions are seen as crucial partners in realizing the European Union's Strategy to maintain economic growth and achieve prosperity while developing highly qualified European citizens for a globalized and complex labor market, empirical studies and data remain concerning the impact of mobility remain exceptional (EIS 2014: 21).

With the analysis of students and employers perspective REDEEM wants to contribute to already existing studies of mobility effects on employability of young graduates. Beyond country and European-wide analyses the focus here is the impact of Joint Programs from universities leading in the field of science and technology. We expect the analysis of student's and employer's perspective to confirm the findings of earlier studies which show that students with international experience are more likely to work in international companies and exert activities with an international character such as use foreign languages, handle international contacts and work in internationally mixed teams. Although literature is mitigated about the mobility's impact on job opportunities and income, we expect the Joint Program experience to be a boost for the first job and the income level (EIS 2014: 140). It will be interesting to compare the impact of different mobility's and see whether Joint Programs do have a more important impact on employability than conventional mobility's. It could be envisaged to carry out such a study in regular intervals in order to maintain the quality of Joint Programs and improve their implementation in accordance to the development of the international labor market. The identification of the impact of JP on employability, personal development, attitudes and life pattern will give useful information in order to reform, enhance and promote JP's within the EHEA. A set of recommendations on how to improve existing JP's programs and how program directors can create new effective and attractive ones both for students and employers will help to improve existing programs. Moreover the output will be used as an information and marketing tool to increase the number of JP students.

By this project the REDEEM universities, as Europe's leading Higher Education Institutions in Science and Technology accept the challenge and want to contribute to achieve smart, sustainable and inclusive growth through knowledge.

ANNEX I

Bologna Implementation Process Report 2012

“One of the products of the intergovernmental Bologna Process, the 2012 Implementation Report (p.185), indicates that Joint Programs have all or at least some of the following characteristics:

The programmes are jointly developed and/or approved by several institutions;

Students from each participating institution study parts of the programme at other institutions;

The students' stays at the participating institutions are of comparable length;

Periods of study and exams passed at the partner institution(s) are fully and automatically recognised;

Professors of each participating institution also teach at the other institutions, jointly work out the curriculum, and form joint admission and examination commissions;

After completion of the full programme, the student either obtains the national degrees of each participating institution or a degree awarded jointly by them“

JOIMAN Glossary

Joint Program

“A study programme developed and/or provided jointly by two or more higher education institutions, possibly also in cooperation with other institutions (*Tuning glossary*), leading to the award of a double, multiple or joint degree.

Degree

“A formal qualification awarded by a higher education institution after successful completion of a prescribed study programme. In a credit accumulation system the programme is completed through the accumulation of a specified number of credits awarded for the achievement of a specific set of learning outcomes.” *Tuning glossary*

Diploma

A degree certificate i.e a document certifying the successful completion of a programme of study.

Double degree

“A double degree is TWO or more degrees given by two or more higher education institutions for the same study programme, in one way or another separately developed by and implemented in every participating higher education institution.” *ESU definition*
(<http://www.esib.org/index.php/issues/Academic%20Issues/89-joint-degrees>)

Joint Degree

“A joint degree should be understood as referring to a higher education qualification issued jointly by two or more higher education institutions on the basis of a joint study programme.

A joint degree may be issued as

- a joint diploma in addition to one or more national diplomas,
- a joint diploma issued by the institutions offering the study programme in question without being accompanied by any national diploma,
- one or more national diplomas issued officially as the only attestation of the joint qualification in question.” *Bergen Glossary* (<http://www.bologna-bergen2005.no>)

“A joint degree is one degree given by two or more higher education institutions together, for one study programme jointly developed and implemented by all participating higher education institutions. “ *ESU definition*. (<http://www.esib.org/index.php/issues/Academic%20Issues/89-jointdegrees>)

ANNEX II

List of all JP of REDEEM Consortium (cf. excel table)

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Electronical Resources

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