

**Results of the Survey on
Study Programmes Awarding
Double, Multiple or Joint Degrees**

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1. Context of the Study

In the context of the Bologna project "Joint Degrees – a Hallmark of the European Higher Education Area" supported by the European Commission the German Academic Exchange Service (DAAD) aims at exploring the extent of implementation of double, multiple and joint degree programmes. As one of the means for the collection of relevant information, DAAD undertook a survey in selected countries which have signed the Bologna declaration.

The study was carried out from April 2006 until August 2006 by DAAD in cooperation with the Association for Empirical Studies (GES) in Kassel, Germany.

2. Methodological Approach

2.1 Methods of Data Collection

For the collection of data about characteristics of study programmes awarding double, multiple or joint degrees, a highly standardised questionnaire was employed and sent to universities in 33 out of 45 Bologna countries. For the distribution of questionnaires in the individual countries different modes of operation were employed by DAAD:

a) *Direct mailing of questionnaires via e-mail to central coordinators of universities:* Germany, Bulgaria, Croatia, Romania, Russian Federation, Switzerland and Turkey.

b) *Distribution of questionnaires by partner countries in the Bologna project "Joint Degrees – a Hallmark of the European Higher Education Area":* Austria, Belgium (Flemish), Czech Republic, Denmark, Finland, Hungary, Great Britain, Ireland, Italy*, Norway and Slovak Republic.

c) *Distribution of questionnaires by National Agencies in charge of ERASMUS Mundus:* Belgium (French), Cyprus, Estonia, France, Greece, Iceland, Latvia, Lithuania, Liechtenstein, Malta, Netherlands, Poland, Portugal, Slovenia, Spain and Sweden.

In general, the questionnaire was provided in English. Russian and German versions were made available to universities in the Russian Federation respectively in Germany. The questionnaires were sent out on April 20th, 2006, and the recipients were requested to return the completed questionnaires by the end of June either directly to DAAD or to the coordinating agency in their individual country. After all, 303 questionnaires from 24 countries were filled in and could be used for the following analysis.

As no data is available about the total number of study programmes awarding double, multiple and joint degrees in individual countries, an assessment of the representativity of responses is not possible. Besides, due to the complete lack of responses from some of the

* no answers from universities available

countries and large imbalances in the number of participating programmes, the validity of results has to be regarded with caution. Nevertheless, indications in terms of plausibility of figures give rise to the assumption that respondents to the survey do not belong to an exclusive group of programme providers completely different from the total population of integrated study programmes in the geographical area covered by the study. Thus, the characteristics of those double, multiple and joint degree programmes described in the following sections give, at least, an impression about the possible range of these kinds of programmes and, at best, an almost realistic picture of the current stage of implementation.

2.2 Definition of Terms and Abbreviations

In order to ensure a common understanding of the results of the study it might be helpful to define some key terms used in the following chapters:

- *Integrated Study Programme*: All types of programmes which include periods of study abroad in at least two universities in two different countries.
- *University*: In this study the term "university" covers all types of higher education institutions.
- *Home university*: The university where students first enrol in the study programme, i.e. where they begin their studies.
- *Partner university*: Universities in the consortium offering an integrated study programme.
- *Host university*: Partner university where a student spent a period abroad.
- *Programme director, respondent*: Person in charge of the integrated study programme at one of the universities in the consortium; typically the person who responded to the questionnaire.
- *EU countries*: The 25 member states of the European Union.
- *EU-15 countries*: The 15 EU member states prior to the extension in 2004.
- *New EU members*: The 10 Central and Eastern European countries entering the EU in 2004.
- *EFTA*: The four countries belonging to the European Free Trade Area: Norway, Liechtenstein, Iceland and Switzerland.
- *Non-EU/EFTA countries*: Countries which neither belong to the European Union nor to the EFTA.

3. Results of the Study

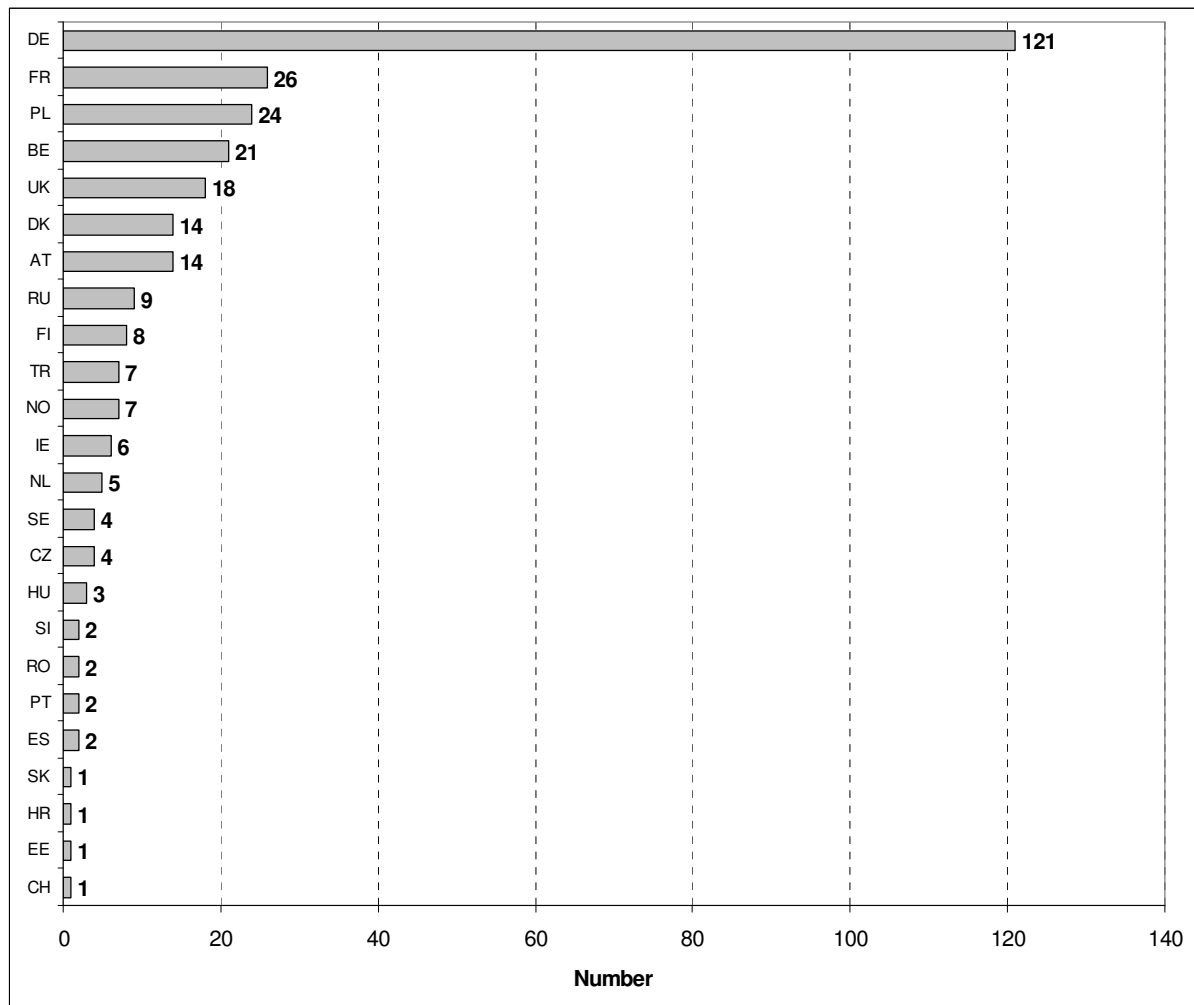
3.1 Basic Profile of Study Programmes

Country of participating universities

Altogether, slightly more than 300 programme directors participated in the survey and returned the filled-in questionnaire to the German Academic Exchange Service (DAAD) by the end of August, 2006 (see Chart 1). About 40 percent of the respondents were from Germany, about 8 percent from France, Belgium and Poland respectively, and 6 percent from the United Kingdom. All other countries are represented by less than five percent of the participants. The outstanding number of Germans taking part in the survey might be a result of the high commitment of German universities to support the activities of DAAD, the most important German actor in the field of the internationalisation of higher education.

Chart 1

Number of programme directors participating in the survey – by country of university



Source: DAAD Survey on study programmes awarding Double, Multiple or Joint Degrees.
Question 1.2: Country of your university

Year of implementation and financial support

One quarter of the integrated study programmes was set up prior to the start of the Bologna process, i.e. before the year 2000, while the majority was started from 2003 onwards. As Table 1 shows, the proportion of programmes implemented prior to 2003 is nearly twice as high in the former EU-15/EFTA countries as in the new member states. Although the statistical basis of the study is not very solid, differences might be a result of the longer tradition of integrated study programmes in Western European countries, fostered mainly by the 1976 Joint Study Programme (JSP) of the European Union.

Table 1
Year in which the study programme was set up - by country of university (percentages)

	Country of university			Total
	EU-15/ EFTA	New EU member states	Non EU/EFTA countries	
Until 1999	25	15	22	24
2000 - 2002	21	9	17	19
2003 - 2004	26	41	39	29
2005 and later	28	35	22	29
Total	100	100	100	100
(n)	(235)	(34)	(18)	(287)

Source: DAAD Survey on study programmes awarding Double, Multiple or Joint Degrees.
Question 2.2: Year in which the study programme was set up

More than two thirds of the programmes of universities from EU-15/EFTA countries were developed with support of external funds. Respective proportions in the new EU member states (54%) and in non EU/EFTA countries (37%) are considerably lower.

Table 2
Receipt of financial support for the development of the study programme - by country of university (percentages, multiple replies possible)

	Country of university			Total
	EU-15/ EFTA	New EU member states	Non EU/EFTA countries	
No financial support	33	46	63	36
National/regional government	36	26	11	33
ERASMUS Mundus	16	6	0	14
Other financial support from the European Union	18	23	21	19
Private organisations	0	9	5	2
Other sources	5	6	11	5
Total	109	114	111	109
(n)	(242)	(35)	(19)	(296)

Source: DAAD Survey on study programmes awarding Double, Multiple or Joint Degrees.
Question 5.1: Did your university receive financial support for the development of your study programme?

Funds were mainly provided by national or regional governments but also frequently by the European Union. About one sixth of the programmes was supported by ERASMUS Mundus, one fifth by other European programmes (see Table 2), such as curriculum development projects under SOCRATES or TEMPUS.

Subject area of study programmes

According to the ERASMUS classification of subject areas, most of the study programmes are concerned with engineering and technology (29%), closely followed by management sciences (28%) and social sciences (19%). However, about one quarter of programme directors stated that more than one subject area is offered by his/her university's programme.

Table 3
Subject area of the study programme (according to the ERASMUS-classification) - by country of university (percentages, multiple replies possible)

	Country of university			Total
	EU-15/ EFTA	New EU member states	Non EU/EFTA countries	
Agricultural Sciences	4	6	0	4
Architecture, Urban and Regional Planning	3	0	5	3
Art and Design	1	0	5	1
Management	24	51	26	28
Education, Teacher Training	3	3	11	3
Engineering, Technology	31	20	26	29
Geography, Geology	1	3	5	2
Humanities	9	3	5	8
Languages and Philological Sciences	6	3	0	5
Law	7	3	0	6
Mathematics, Informatics	6	17	5	7
Medicine, Health Sciences	6	3	5	5
Natural Sciences	12	6	0	11
Social Sciences	16	29	47	19
Communication and Information Sciences	6	3	5	5
Other areas of study	2	3	0	2
Total	136	151	147	139
(n)	(249)	(35)	(19)	(303)

Source: DAAD Survey on study programmes awarding Double, Multiple or Joint Degrees.
Question 2.3: What is the subject area of your study programme (according to the ERASMUS-classification)?

It might be interesting to notice that in new EU member states management sciences (51%) as well as social sciences (29%) are the most common study programmes analysed. This is also the case in a substantial proportion of programmes in non-EU/EFTA countries (see Table 3).

Students enrolment

About two thirds of the programmes provided information on the number of students enrolled in the academic year 2004/05 and the regional background of students. The median number of only 24 students underlines the exclusivity of integrated study programmes leading to double, multiple or joint degrees. No significant differences in this respect could be observed between countries and regions participating in the study.

Table 4
Number of students enrolled in the study programme in the academic year 2004/2005.
- by country of university (Median and Mean)

	Country of university			Total
	EU-15/ EFTA	New EU member states	Non EU/EFTA countries	
Number of students in 2004/05	24	26	16	24
Proportion of domestic students	57,8	75,5	85,8	61,7
Proportion of students from partner universities	41,9	24,5	14,2	38,0
(n)	(175)	(23)	(15)	(213)

Source: DAAD Survey on study programmes awarding Double, Multiple or Joint Degrees.

Question 2.4: Please state the number of students and graduates enrolled in your study programme in the academic year 2004/2005:

On the other hand, the composition of the student body varies considerably in respect to students' regional background. While on average more than 40 percent of students enrolled at universities in EU-15/EFTA countries were incoming students from partner universities, the respective proportion is only one quarter in new EU member states and only about one seventh in non-EU/EFTA countries (see Table 4).

Level of academic degree and duration of study

The majority of programmes are designed for students who wish to obtain a second cycle qualification, i.e. a master level degree. Two thirds award solely degrees on a Master level, another 10 percent offer two options, the award of a first cycle degree on a Bachelor level and the degree on a Master level. Programmes leading solely to a Bachelor level degree were most common in non-EU/EFTA countries (32%), as Table 5 shows.

The duration of the standard period of study differs by level of academic degree. Programmes leading to a Bachelor level degree had an average standard length of 40 months, short master programmes a duration of 22 months, long master programmes a duration of 54 months and doctoral studies a duration of 40 months. None or only small differences in the length of standard periods could be observed in the different groups of countries.

Table 5
Degree awarded in the study programme - by country of university (percentages)

	Country of university			Total
	EU-15/ EFTA	New EU member states	Non EU/EFTA countries	
Bachelor level	22	12	33	21
Master level	68	68	44	66
Bachelor + Master	9	18	11	10
Only Doctoral studies	2	3	11	2
Total	100	100	100	100
(n)	(246)	(34)	(18)	(298)

Source: DAAD Survey on study programmes awarding Double, Multiple or Joint Degrees.
 Question 2.10: Degree awarded in your study programme, standard period of study (months) and number of credits:

Number and countries of partner universities

In almost half of the study programmes partner universities from only two countries cooperate with each other. Another 40 percent of study programmes collaborate with partners from three to five countries, and the remaining seventh include six or even more countries. As Table 6 shows, universities from former EU-15 or EFTA countries more often specified three or more partner countries than universities from new EU member states or from non-EU/EFTA countries.

Table 6
Number of countries participating in the study programme - by country of university (percentages, multiple replies possible)

	Country of university			Total
	EU-15/ EFTA	New EU member states	Non EU/EFTA countries	
Two	41	63	58	45
Three	19	14	16	18
4 - 5	23	17	11	22
6 and more	16	6	16	15
Total	100	100	100	100
(n)	(249)	(35)	(19)	(303)

Source: DAAD Survey on study programmes awarding Double, Multiple or Joint Degrees.
 Question 2.5: Please state the name and the country of each partner university involved in your study programme:

The vast majority of programmes in the sample cooperate exclusively with universities from member states of the European Union or from EFTA countries (85%). Only two percent iden-

tified partner universities solely from non-EU/EFTA countries and the remaining 13 percent mentioned partnerships with universities from both regions.

Cooperations with universities from France were most common (40%), followed by Germany (26%), Spain (17%), United Kingdom (17%), Italy (16%), Sweden (8%) and Poland (7%).

Due to the strong participation of German universities in the survey, however, Germany might be clearly underrepresented in its role as a partner in joint and double degree programmes while other countries will be overrepresented.

Table 7
Country of partner universities - by country of university (percentages, multiple replies possible)

	Country of university			Total
	EU-15/ EFTA	New EU member states	Non EU/EFTA countries	
Austria	3	6	6	3
Belgium	7	3	11	7
Czech Republic	4	0	0	3
Denmark	6	6	0	6
Finland	5	6	0	5
France	43	26	17	40
Germany	22	41	44	26
Hungary	3	6	17	4
Ireland	6	6	0	6
Italy	17	9	11	16
Netherlands	11	6	11	11
Norway	3	6	0	3
Poland	9	0	6	7
Portugal	6	3	0	5
Spain	20	3	6	17
Sweden	9	3	6	8
Switzerland	4	3	6	4
United Kingdom	17	18	11	17
United States	5	3	17	6
Other EU/EFTA countries	4	9	11	5
Non-EU/EFTA countries	10	6	6	9
Total	217	168	183	209
(n)	(246)	(34)	(18)	(298)

Source: DAAD Survey on study programmes awarding Double, Multiple or Joint Degrees.

Question 2.5: Please state the name and the country of each partner university involved in your study programme:

3.2 International Dimension of the Curriculum

3.2.1 Curriculum design

Programmes leading to the award of a double, multiple or joint degree are characteristically offered by a consortium of at least two partner universities from different countries and require student mobility as a mandatory part of the curriculum. Furthermore, it could be assumed that partners offering the study programme would, in advance, agree on educational goals, learning outcomes, i.e. competence profiles of graduates. Actually, the learning paths of students and the contribution of each partner are organised in different ways. Principally three models can be distinguished:

a) *Identical structure and content of the complete curriculum in each participating university*, i.e. parallel and contemporaneous offer of the same courses and modules and sharing teaching, learning and examination methods.

b) *Comparable courses in the study programme and different offers of specialisation by each partner university*, i.e. the core of the curriculum or the initial part is similar in structure and content but each partner university offers a unique area for specialisation.

c) *Complementary courses as mandatory part of the study programme offered by different partner universities*, i.e. the learning paths of students, respectively the curriculum, are divided into two or more separate parts offered by only one of the partner universities.

In terms of flexibility and mobility of students and teaching staff, efficiency of international work-sharing, or promotion of international cooperation in teaching and research etc. each of the models has its strengths and weaknesses. For example, the highest flexibility concerning timing of student mobility and exchange of teachers could surely be reached if the curriculum in each participating university was identical in structure and content. However, in this case student mobility has no added value for the academic outcomes of the study programme.

Table 8
Design of the local curriculum as compared to the curricula of partner universities - by country of university (percentages)

	Country of university			Total
	EU-15/ EFTA	New EU member states	Non EU/EFTA countries	
Identical structure and content	10	16	6	10
Comparable courses and different offers of specialisation	61	52	50	59
Complementary courses as mandatory parts of study programme	29	32	44	31
Total	100	100	100	100
(n)	(238)	(31)	(18)	(287)

Source: DAAD Survey on study programmes awarding Double, Multiple or Joint Degrees.
Question 2.6: To what extent does your curriculum agree with the curricula of your partner universities?

With respect to second or third cycle higher education might be particularly attractive for universities to strengthen their profile by designing study programmes which are not only based on their own personnel capacities but also make use of the resources of domestic and foreign partner universities. Joint curricula based on the expertise of different universities would allow the design of 'tailor-made' curricula for the advancement of specific graduate competence profiles and would prove efficient in terms of national and international work-sharing. However, it cannot be denied that a high degree of specialised work-sharing might be an obstacle for cooperation of staff members from partner universities beyond organisational issues, i.e. with respect to teaching and research.

Curriculum design of the majority of study programmes is equivalent to the second model, i.e. the core of the curriculum or the initial part is similar in structure and content but each partner university offers specific components (59%). Only one tenth of the programmes is characterised by identical structures and content of the curriculum in each partner university, and slightly less than one third is built on complementary components from different partners. A special case of the latter are arrangements mainly between universities from non-EU/EFTA countries with partner universities in the European Union but also in the United States for enrolment of a limited number of second cycle students at a late stage of their studies, i.e. in their fifth or sixth year. These arrangements can hardly be considered as joint programmes in the sense of commonly agreed educational goals and curriculum design but nevertheless lead to the award of double degrees and thus were not excluded from the study. The comparably high proportion of study programmes with a complementary design from non-EU/EFTA countries reflects these kinds of arrangements (see Table 8).

3.2.2 Language of instruction

The vast majority of study programmes do not only offer courses in the national language but also in the languages of partner countries or in a third language (see Table 9). With only a few exceptions of programmes concerned with language studies this third language was English.

On the whole, about 40 percent of courses are taught in the national language, about one third in the language of partner universities and one fifth in a third language. The highest proportion of courses taught in the national language were reported by study programmes from United Kingdom (81%) while respective proportions were lowest in new EU member states but also in smaller EU/EFTA countries. The latter most often used English as a third language for the instruction of students (see Table 10).

Table 9
Language of instruction in courses offered in study programmes - by country of university (percentages)

	Country of university			Total
	EU-15/ EFTA	New EU member states	Non EU/EFTA countries	
Only national language	15	6	6	13
Only language of partner university	17	29	24	19
Only third language	14	21	12	15
National and language of partner university	27	15	41	26
National and third language	12	6	6	11
Language of partner university and third language	2	9	6	3
National, language of partner university and third language	13	15	6	13
Total	100	100	100	100
(n)	(243)	(34)	(17)	(294)

Source: DAAD Survey on study programmes awarding Double, Multiple or Joint Degrees.
 Question 2.8: What are the languages of instruction in courses offered in your study programme?

Table 10
Percentage of different languages of instruction in courses offered in the study programmes - by country of university (mean of percentages)

	Country of university						Total	
	BE	DE	FR	PL	UK	Other EU-15/ EFTA	Other	
National language	56,4	47,2	50,0	31,9	80,7	22,7	26,4	41,5
Language of partner university	26,2	34,7	36,7	40,1	19,3	38,1	48,5	35,9
Third language: English	17,4	17,6	12,6	24,4	0,0	36,9	23,0	21,4
Third language: Other	0,0	0,6	0,7	3,6	0,0	2,4	2,1	1,3
Total	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0
(n)	(21)	(118)	(23)	(23)	(15)	(60)	(28)	(288)

Source: DAAD Survey on study programmes awarding Double, Multiple or Joint Degrees.
 Question 2.8: What are the languages of instruction in courses offered in your study programme?

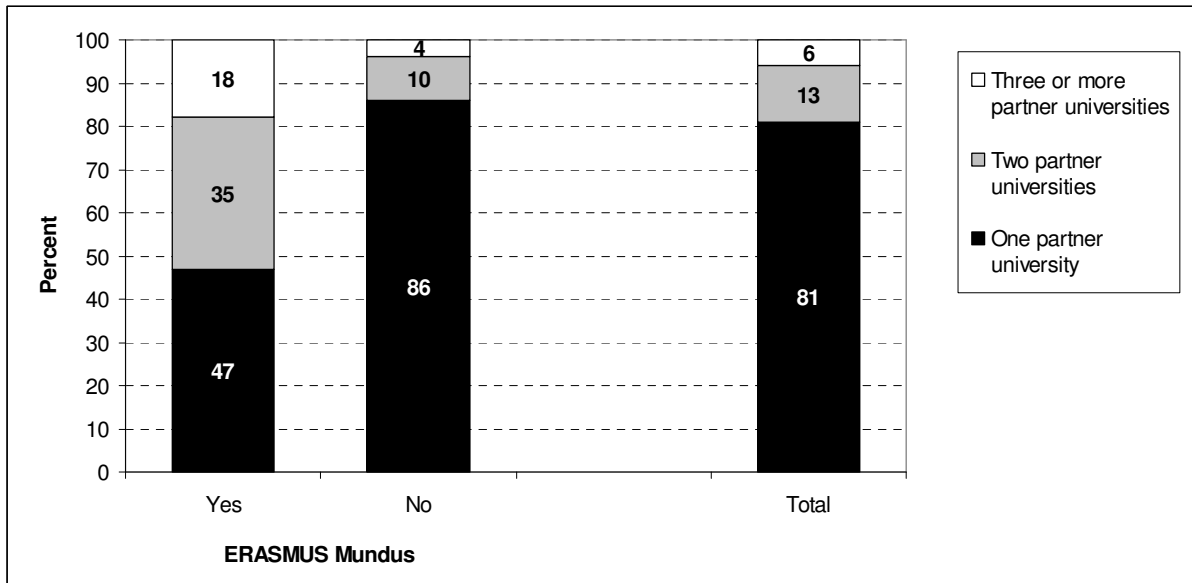
3.2.3 Characteristics of student mobility

Number of host institutions and length of study abroad

In most integrated study programmes students are obliged to spend a study period abroad at only one partner university (81%). In 13 percent of the programmes, however, students have to take courses at two partner universities and in 6 percent at three or more host universities. As Chart 2 shows, ERASMUS Mundus programmes noticeably more often oblige students to study at two or more partner universities than other programmes (53% as compared to 14%).

Chart 2

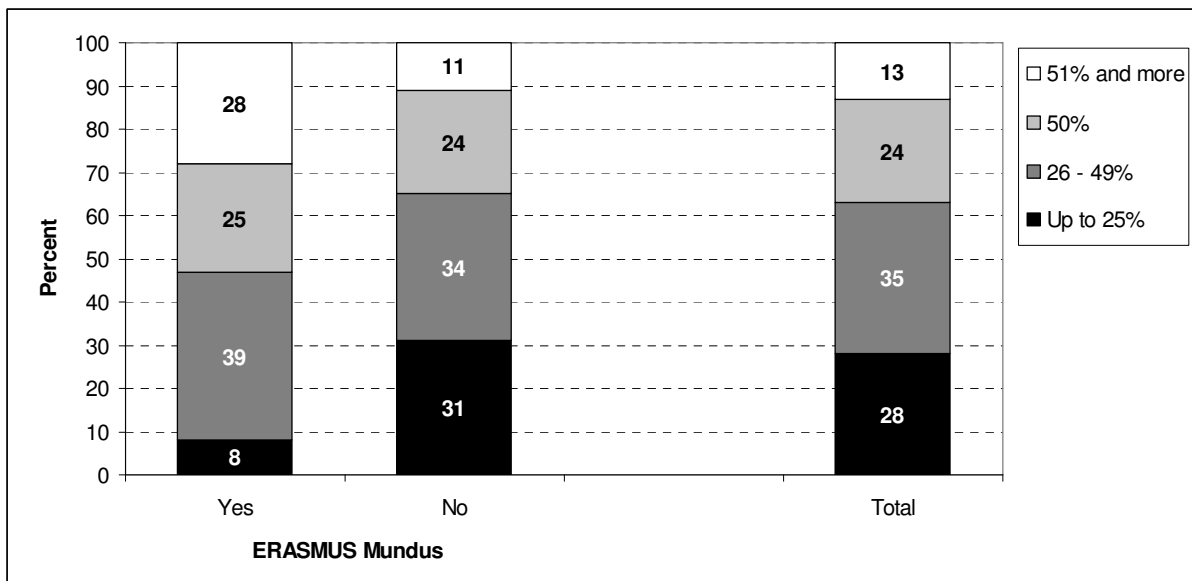
Number of partner universities at which students are obliged to spend a study period abroad - by ERASMUS Mundus (percentages)



Source: DAAD Survey on study programmes awarding Double, Multiple or Joint Degrees.
Question 3.2: At how many partner universities students are obliged to spend a study period abroad?

Table Chart 3

Percentage of the standard period of study students have to spend abroad in order to get the degree - by ERASMUS Mundus (percentages)



Source: DAAD Survey on study programmes awarding Double, Multiple or Joint Degrees.
Question 2.11: How much of their time do students have to spend abroad in order to get the degree?

The average overall duration of periods spent abroad is 12 months which corresponds to 40 percent of the overall duration respectively the standard duration period of the programmes. However, there are large differences in this respect between individual programmes. In more than one quarter not more than 25 percent of the workload has to be taken abroad and in one third of the programmes it is less than 50 percent. Fifty percent of the overall duration of

studies has to be spent abroad in one quarter of study programmes and an even higher proportion was mentioned by 13 percent of the programme directors.

As Chart 3 shows, ERASMUS Mundus programmes require a clearly higher proportion of time abroad than other integrated study programmes.

Activities abroad

In almost all programmes students attend lectures, and in the majority of programmes they worked on their thesis during the stay abroad. Internships or professional training were considered as possible activities by about one half of the programme directors and research training by slightly more than one third. As Table 11 shows, ERASMUS Mundus programmes more often enable students to work on their theses or to take part in research training while other programmes had a stronger focus on internships and professional training.

Table 11
Activities of students during their stay abroad - by ERASMUS Mundus (percentages, multiple reply possible)

	ERASMUS Mundus	Other	Total
Attendance of lectures / courses	100	98	98
Work on thesis	90	67	70
Internships / professional training	28	50	47
Research training	65	33	37
Other	13	10	10
Total	295	258	263
(n)	(40)	(259)	(299)

Source: DAAD Survey on study programmes awarding Double, Multiple or Joint Degrees.
Question 3.1: What are the students' activities during their stay abroad?

Flexibility of students in timing the stay abroad, choice of host university and selection of courses and modules

In one seventh of the programmes students have the flexibility to go abroad at any time they want while other programmes have more or less preset mobility paths. ERASMUS Mundus programmes more frequently leave the decision to students than other forms of integrated study programmes (27% as compared to 16%).

As Table 12 shows, the highest proportion of programmes leading to a degree on Bachelor level oblige their students to stay abroad in the third year of study. In short term Master level programmes students most often have to spend a period abroad in the first year. In long term Master programmes mobility usually starts in the third year.

Table 12
Flexibility of students in their decisions about timing of the period abroad - by level of academic degree and duration of study programme (percentages)

	Level and duration of study programme			Total
	Bachelor level	Short master level programmes	Long master level programmes	
At any time	14	20	9	16
First year	12	50	0	30
Second year	24	20	0	17
Third year	41	9	57	27
Fourth year	9	0	11	4
Fifth year or later	0	0	24	5
Total	100	100	100	100
(n)	(58)	(123)	(46)	(227)

Source: DAAD Survey on study programmes awarding Double, Multiple or Joint Degrees.
 Question 3.3: How flexible are students from your university in their decisions about timing of the period abroad, choice of the host university and selection of courses/modules to be taken abroad?

Table 13
Flexibility of students in their decisions about the choice of the host university - by country of university (percentages)

	Country of university			Total
	EU-15/EFTA	New EU member states	Non EU/EFTA countries	
Only one partner university available	42	58	33	43
Students have free choice between several partners	35	26	17	33
Students are obliged to study at a certain university	23	16	50	24
Total	100	100	100	100
(n)	(243)	(31)	(18)	(292)

Source: DAAD Survey on study programmes awarding Double, Multiple or Joint Degrees.
 Question 3.3: How flexible are students from your university in their decisions about timing of the period abroad, choice of the host university and selection of courses/modules to be taken abroad?

In the majority of programmes consisting of more than two universities students can choose their host institution from a range of available partner universities (58%). However, there is also a high proportion of respective programmes which oblige their students to study at one particular partner university (42%). Programme directors from EU/EFTA countries more often reported students' free choice than programme directors from non-EU/EFTA countries (see Table 13).

Only in a small minority of programmes students are completely free in the selection of courses and modules to be undertaken abroad (5%). A slight majority of programmes allows their students to choose at least parts of the course programme on their own, while in a considerable proportion of programmes learning paths are completely pre-defined by the curriculum. Differences between country clusters are rather small as Table 14 shows.

Table 14
Flexibility of students in their decisions about selection of courses/modules to be taken abroad - by country of university (percentages)

	Country of university			Total
	EU-15/ EFTA	New EU member states	Non EU/EFTA countries	
Completely free to students	5	10	6	5
Partly free	57	55	50	57
Completely pre-defined by the curriculum	38	35	44	38
Total	100	100	100	100
(n)	(242)	(31)	(18)	(291)

Source: DAAD Survey on study programmes awarding Double, Multiple or Joint Degrees.
 Question 3.3: How flexible are students from your university in their decisions about timing of the period abroad, choice of the host university and selection of courses/modules to be taken abroad?

Table 15
Flexibility of students in their decisions about selection of courses/modules to be taken abroad- by ERASMUS Mundus (percentages)

	ERASMUS Mundus	Other	Total
Completely free to students	0	6	5
Partly free	72	54	57
Completely pre-defined by the curriculum	28	39	38
Total	100	100	100
(n)	(39)	(252)	(291)

Source: DAAD Survey on study programmes awarding Double, Multiple or Joint Degrees.
 Question 3.3: How flexible are students from your university in their decisions about timing of the period abroad, choice of the host university and selection of courses/modules to be taken abroad?

None of the curricula of ERASMUS Mundus programmes are completely flexible but a higher proportion as compared to other programmes include optional elements allowing students to select at least part of the courses and modules to be attended at the host university (see Table 15).

3.3 Type of Degree Awarded

The majority of study programmes award double or multiple degrees to students after the successful completion of the study programme (71%), i.e. two or more national diplomas, sometimes accompanied by a joint certification from all partner universities in the consortium. A joint degree either signed by universities where students have studied (8%) or by all universities involved in the study programme (8%) is awarded by only about one sixth of the programmes covered by the study. A small group of universities stated to award a single national degree sometimes with and sometimes without a joint certification from partner universities.

As Table 16 shows, universities in non-EU/EFTA countries and in new EU member states more often award only a single national diploma than universities in the EU-15/EFTA countries. However, differences between the three country groups with respect to Joint Degree Programmes are rather small.

Table 16
Type of degree awarded to students after successful completion of the study programme - by country of university (percentages)

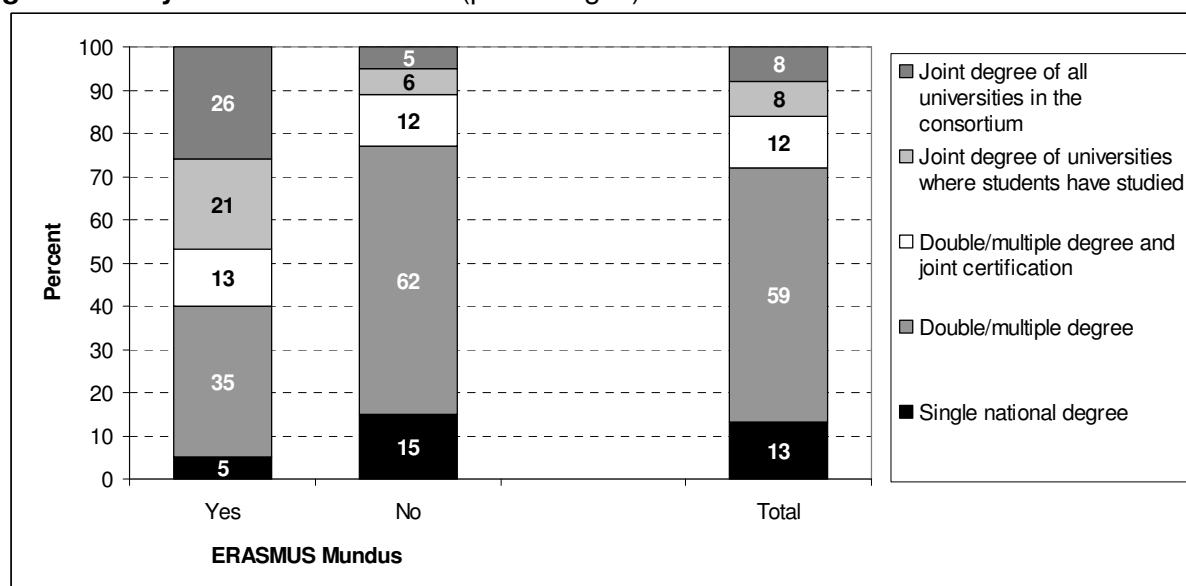
	Country of university			Total
	EU-15/ EFTA	New EU member states	Non EU/EFTA countries	
Single national degree	11	20	35	13
Double/multiple degree	61	57	35	59
Double/multiple degree and joint certification	13	6	12	12
Joint degree of universities where students have studied	7	11	12	8
Joint degree of all universities in the consortium	9	6	6	8
Total	100	100	100	100
(n)	(246)	(35)	(17)	(298)

Source: DAAD Survey on study programmes awarding Double, Multiple or Joint Degrees.

Question 2.12: Which of the following types of degrees is awarded to students after successful completion of your study programme?

It should be noticed that joint degrees are much more common in ERASMUS Mundus than in other integrated study programmes. Nearly half of the participants in ERASMUS Mundus stated the award of a joint degree for successful graduates while the respective proportion is only about one tenth in other programmes (see Chart 4).

Chart 4
Type of degree awarded to students after successful completion of the study programme - by ERASMUS Mundus (percentages)



Source: DAAD Survey on study programmes awarding Double, Multiple or Joint Degrees.

Question 2.12: Which of the following types of degrees is awarded to students after successful completion of your study programme?

As reason for not awarding a joint degree, more than half of the programme directors referred to restrictions of the legislation of their own (39%) or the partner country (21%) which do not allow the implementation of this type of degree. However, a substantial proportion emphasized that a double degree was more attractive to students and would make it easier for them to find employment on the national labour market.

Table 17
Reasons for not awarding a joint degree - by country of university (percentages, multiple replies possible)

	Country of university			Total
	EU-15/ EFTA	New EU member states	Non EU/EFTA countries	
Legislation of your country does not allow the award of a joint degree	34	72	33	39
Legislation of a partner country does not allow the award of a joint degree	22	17	0	21
It is easier for graduates to find employment with a national academic degree	41	6	67	38
Double degree is easier to organise	10	0	0	8
Other reason	13	22	0	13
Total	120	117	100	119
(n)	(126)	(18)	(6)	(150)

Source: DAAD Survey on study programmes awarding Double, Multiple or Joint Degrees.

Question 2.13: If a joint (one single) degree is not awarded, what are the reasons?

Beyond the reasons listed in the questionnaire, a remarkable proportion of programme directors added further aspects under the category "other". Most often, complicated procedures of quality assurance or the organisational burden related to the implementation of joint degrees was mentioned as a major obstacle. In other cases, differences between curricula of the partner universities were seen as too large to award a joint degree. A small number of respondents, however, is preparing a joint degree for the near future.

As Table 17 shows, legislative reasons play a very important role in new EU member states, while the decision against a joint degree in EU-15/EFTA countries more often is led by possible disadvantages of graduates on the national labour market or by complicated and time-consuming organisational procedures.

More than three quarters of programmes provide a diploma supplement as an attachment to the higher education diploma.

3.4 Quality Assurance Measures

Almost all universities participating in the survey had undertaken specific activities to assure the quality of their joint and double degree programmes. Nearly two thirds of the programmes are accredited or in the process of accreditation either by national bodies (46%), by international bodies (8%) or by both, national and international bodies (10%). As Table 18 shows, accreditation most often was reported by universities from non EU/EFTA countries and by new EU member states. About one third of the programme directors confirmed an accreditation of the programme in all countries involved.

A further mean to assure quality is the evaluation of programmes by internal experts from the university or by external experts such as professors from partner universities. Overall, about two thirds of the respondents stated an evaluation of the programme in which, in most cases, not only internal but also external experts were involved. However, evaluation of programmes in non-EU/EFTA countries and in the new member states is slightly more often executed by internal experts alone.

The performance of teachers is also evaluated in most of the programmes (69%). Universities from EU-15/EFTA countries place particularly high emphasis on this mean of quality assurance (72%).

Participants in ERASMUS Mundus programmes less often stated an accreditation by national or international bodies than other programmes but more frequently made use of evaluation measures.

Table 18
Means of quality assurance - by country of university (percentages)

	Country of university			Total
	EU-15/ EFTA	New EU member states	Non EU/EFTA countries	
Accreditation of the study programme				
Only by national accreditation body	43	48	71	46
Only by international accreditation body	8	9	6	8
By national and international accreditation body	9	15	12	10
Not at all	40	27	12	37
Total	100	100	100	100
Regular evaluation				
Only by internal experts from the university	30	36	41	31
Only by external experts	16	3	12	15
By internal and external experts	21	24	18	21
Not at all	32	36	29	33
Total	100	100	100	100
Evaluation of the performance of teachers	72	61	53	69
(n)	(237)	(33)	(17)	(287)

Source: DAAD Survey on study programmes awarding Double, Multiple or Joint Degrees.
 Question 4.1: Which of the following means of quality assurance applies to your study programme?

Table 19
Special agreements for quality assurance with partner universities - by ERASMUS Mundus (percentages, multiple replies possible)

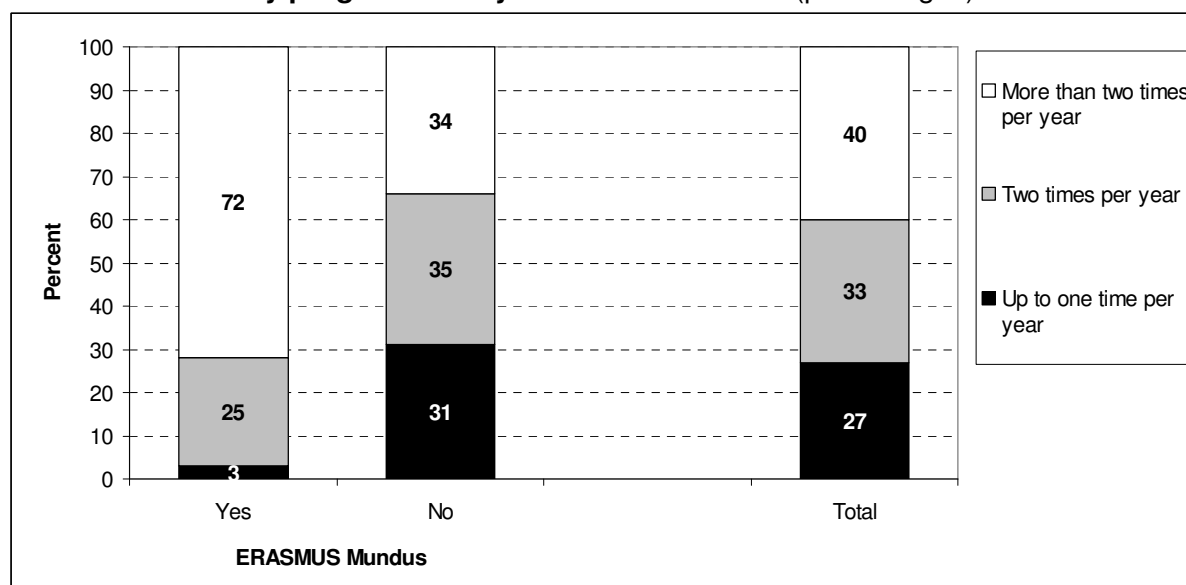
	ERASMUS Mundus	Other	Total
No agreement for quality assurance	18	37	34
Common admission standards for students	80	49	53
Use of the same credit system in all participating universities	83	48	53
Accreditation of the study programme in all countries involved	43	27	29
Common study regulation	53	32	35
Common examination regulation/evaluation	43	28	30
Total	318	221	233
(n)	(40)	(263)	(303)

Source: DAAD Survey on study programmes awarding Double, Multiple or Joint Degrees.
 Question 4.2: Do you have an agreement for quality assurance with your partner university?

Special quality agreements with partner universities were reported by two thirds of the respondents. Most often common admission standards (53%) and use of the same credit system in all participating universities (53%) are mentioned. Common study or examination regulations are less frequent and reported by only about one third of the participants.

ERASMUS Mundus programmes more often have introduced special agreements between the partner universities than other programmes (see Table 19). The vast majority has defined common admission standards (80%) and makes use of the same credit system (83%). Additionally, common study and examination regulations are more frequently agreed upon between participating universities than in other programmes.

Chart 5
Frequency of annual meetings with representatives from partner universities to administrate the study programme - by ERASMUS Mundus (percentages)



Source: DAAD Survey on study programmes awarding Double, Multiple or Joint Degrees.

Question 4.3: How often do you meet with representatives from your partner universities to administrate your study programme?

On average, representatives from each partner university come together to discuss academic and administrative issues of the programme two times per year. About one quarter meet only one time per year, one third two times and 40 percent more than two times. As Chart 5 shows, frequent annual meetings are much more common in ERASMUS Mundus than in other programmes.

3.5 Scholarships and Tuition Fees

The majority of universities introduced special scholarship schemes to support students taking part in integrated study programmes (59%). Differences concerning the availability of scholarships could be observed by country groups. While 61 percent of the universities from EU/EFTA countries have special scholarship schemes, the respective proportion is 51 percent in new EU member states and only 44 percent in non-EU/EFTA countries.

Generally, scholarships are slightly more often available for foreign students than for domestic students (43% as compared to 38%). This general figure is true for universities from EU-15/EFTA and non-EU/EFTA countries (see Table 20) alike. On the other hand, universities

from new EU members states more frequently provide financial support for their own than for foreign students (40% as compared to 22%).

Table 20
Availability of special scholarship-schemes for students of the study programme? - by country of university (percentages)

	Country of university			Total
	EU-15/ EFTA	New EU member states	Non EU/EFTA countries	
Not at all	39	49	56	41
Only for foreign students	23	11	17	21
Only for domestic students	14	29	6	16
For both, foreign and domestic students	23	11	22	22
Total	100	100	100	100
(n)	(243)	(35)	(18)	(296)

Source: DAAD Survey on study programmes awarding Double, Multiple or Joint Degrees.
Question 5.2: Is there a special scholarship-scheme only for students of your study programme?

While ERASMUS Mundus programmes offer scholarships to foreign students, the availability of such kind of support for domestic students is only one quarter.

Table 21
Obligation for students to pay tuition/programme fees - by country of university (percentages)

	Country of university							Total
	BE	DE	FR	PL	UK	Other EU-15/ EFTA	Other	
No fees requested	24	81	29	68	25	40	42	56
Only foreign students	0	5	4	0	6	11	12	6
Only domestic students	29	3	25	23	6	6	12	10
Both, foreign and domestic students	48	11	42	9	63	42	35	28
Total	100	100	100	100	100	100	100	100
(n)	(21)	(119)	(24)	(22)	(16)	(62)	(26)	(290)

Source: DAAD Survey on study programmes awarding Double, Multiple or Joint Degrees.
Question 5.3: Are students obliged to pay tuition/programme fees

Less than half of the programmes request tuition fees from their students. Domestic students slightly more often are obliged to pay fees (38% as compared to 34% of foreign students). The request of tuition or programme fees varies strongly by country (see Table 21). It is highest in Belgium (76%), the United Kingdom (75%) and France (71%) and lowest in Germany (19%) and Poland (32%).

The median amount of tuition fees for foreign students is 4.000€ and thus twice as high as respective fees for domestic students. Although nearly half of the programme directors men-

tioned differences in the amount of tuition fees by individual partner universities in the consortium, only one fifth of them experienced major problems resulting from this circumstance.

3.6 General Observations

In order to explore possible strengths and weaknesses of integrated study programmes, programme directors were asked to state the degree to which they have encountered significant difficulties with respect to five thematic areas:

- Interest and competences of domestic students
- Interest and competences of foreign students
- Quality of students and courses offered from partner universities
- Lack of financial means
- Organisational matters and acceptance of degrees by employers

Interest and competences of domestic students

Considerable proportions of directors stated difficulties caused by a lack of interest of national students to enrol in the study programme (30%), a lack of highly qualified domestic students (24%) or insufficient foreign language proficiency of national students (18%).

Table 22
Encounter of significant difficulties with respect to interest and competences of domestic students - by country of university (percentages*)

	Country of university						Other	Total
	BE	DE	FR	PL	UK	Other EU-15/EFTA		
Lack of interest of national students to enrol in the study programme	35	27	32	9	67	41	9	30
Difficulties to find highly qualified domestic students to attend the study programme	27	23	14	9	60	27	19	24
Insufficient foreign language proficiency of national students	13	17	30	13	47	11	9	18
(n)	(18)	(118)	(21)	(23)	(15)	(54)	(24)	(273)

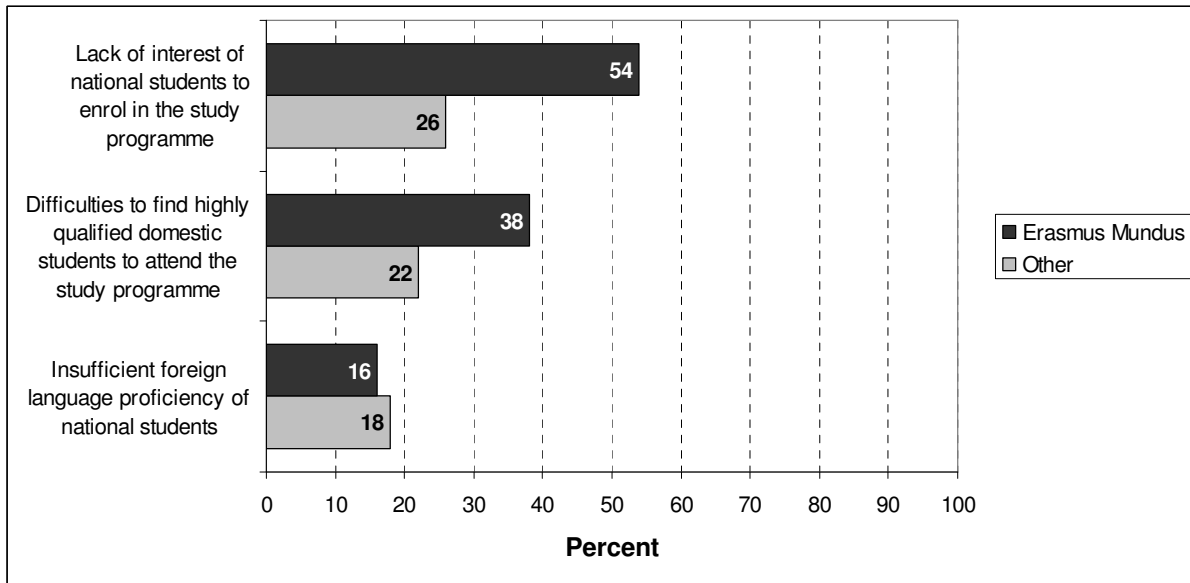
Source: DAAD Survey on study programmes awarding Double, Multiple or Joint Degrees.

Question 6: Did you encounter significant difficulties in any of the following areas with regard to the programme?

* Points 4 and 5 on a scale from 1 = "no problems at all" to 5 = "very serious problems".

Respondents from EU/EFTA countries most frequently reported difficulties with respect to domestic students. As Table 22 shows, respective proportions were highest in the United Kingdom, Belgium and in small EU-15/EFTA countries. On the other hand, only a few programme directors from Poland, from other new member states or from non-EU/EFTA countries encountered problems with national students.

Chart 6
Encounter of significant difficulties with respect to interest and competences of domestic students - by ERASMUS Mundus (percentages*)



Source: DAAD Survey on study programmes awarding Double, Multiple or Joint Degrees.
 Question 6: Did you encounter significant difficulties in any of the following areas with regard to the programme?
 * Points 4 and 5 on a scale from 1 = "no problems at all" to 5 = "very serious problems".

It might be a surprise that more than half of the high quality ERASMUS Mundus programmes obviously are not very attractive to national students (see Chart 6). If this lack of interest is to be correlated with the high academic quality expected from students and respective difficulties of the programmes to find such students (38%) could not clearly be decided on the basis of available data.

Interest and competences of foreign students

Difficulties with regard to foreign students are less often reported than problems concerning domestic students. However, about one fifth of the programme directors stated a lack of interest of international students to enrol in the programme or insufficient language competences of foreign students. Respondents from new EU member states most often complained about the lack of interest of foreign students (see Table 23).

It might be noteworthy that none of the ERASMUS Mundus representatives encountered difficulties to attract foreign students to enrol in the programme.

Table 23
Encounter of significant difficulties with respect to interest and competences of foreign students - by country of university (percentages*)

	Country of university			Total
	EU-15/ EFTA	New EU member states	Non EU/EFTA countries	
Lack of interest of international students to enrol in the study programme	15	40	18	18
Insufficient foreign language proficiency of international students	18	21	11	18
(n)	(226)	(32)	(15)	(273)

Source: DAAD Survey on study programmes awarding Double, Multiple or Joint Degrees.

Question 6: Did you encounter significant difficulties in any of the following areas with regard to the programme?

* Points 4 and 5 on a scale from 1 = "no problems at all" to 5 = "very serious problems".

Quality of students and courses from partner universities

In almost all programmes, academic level of students from partner universities and academic quality of courses offered at partner universities does not give rise to complaints. As Table 24 shows, the proportion of programme directors who encountered significant difficulties in this respect is below five percent.

Table 24
Encounter of significant difficulties with respect to quality of students and course offers from partner universities - by country of university (percentages*)

	Country of university			Total
	EU-15/ EFTA	New EU member states	Non EU/EFTA countries	
Low academic level of students from partner universities	4	4	10	4
Low academic quality of courses offered at partner universities	3	0	8	3
(n)	(226)	(32)	(15)	(273)

Source: DAAD Survey on study programmes awarding Double, Multiple or Joint Degrees.

Question 6: Did you encounter significant difficulties in any of the following areas with regard to the programme?

* Points 4 and 5 on a scale from 1 = "no problems at all" to 5 = "very serious problems".

Lack of financial means

Besides difficulties with domestic students, the lack of financial means was most often mentioned as reason for substantial problems. About one third of the programme directors claimed that they were not sufficiently able to support mobility of incoming or outgoing students and one fourth stated a lack of financial resources for staff mobility and meetings with

partner universities. It might not be a surprise that the highest proportion of respondents who encountered financial difficulties are from non-EU/EFTA countries and from new EU member states (see Table 25).

Table 25
Encounter of significant difficulties with respect to financial means - by country of university (percentages*)

	Country of university			Total
	EU-15/ EFTA	New EU member states	Non EU/EFTA countries	
Lack of financial means to support mobility of incoming students	31	32	55	33
Lack of financial means to support mobility of outgoing students	27	41	75	31
Lack of financial means for staff mobility and meetings with partner universities	22	43	58	26
(n)	(226)	(32)	(15)	(273)

Source: DAAD Survey on study programmes awarding Double, Multiple or Joint Degrees.

Question 6: Did you encounter significant difficulties in any of the following areas with regard to the programme?

* Points 4 and 5 on a scale from 1 = "no problems at all" to 5 = "very serious problems".

Although ERASMUS Mundus programmes are supported by the European Commission, a substantial proportion of programme representatives stated significant problems. Most frequently, complaints about a lack of financial means to support outgoing students (39%) could be noticed, but also the resources for incoming students or staff mobility were criticised (see Table 26).

Table 26
Encounter of significant difficulties with respect to financial means - by ERASMUS Mundus (percentages*)

	ERASMUS Mundus	Other	Total
Lack of financial means to support mobility of incoming students	21	34	33
Lack of financial means to support mobility of outgoing students	39	30	31
Lack of financial means for staff mobility and meetings with partner universities	22	27	26
(n)	(37)	(236)	(273)

Source: DAAD Survey on study programmes awarding Double, Multiple or Joint Degrees.

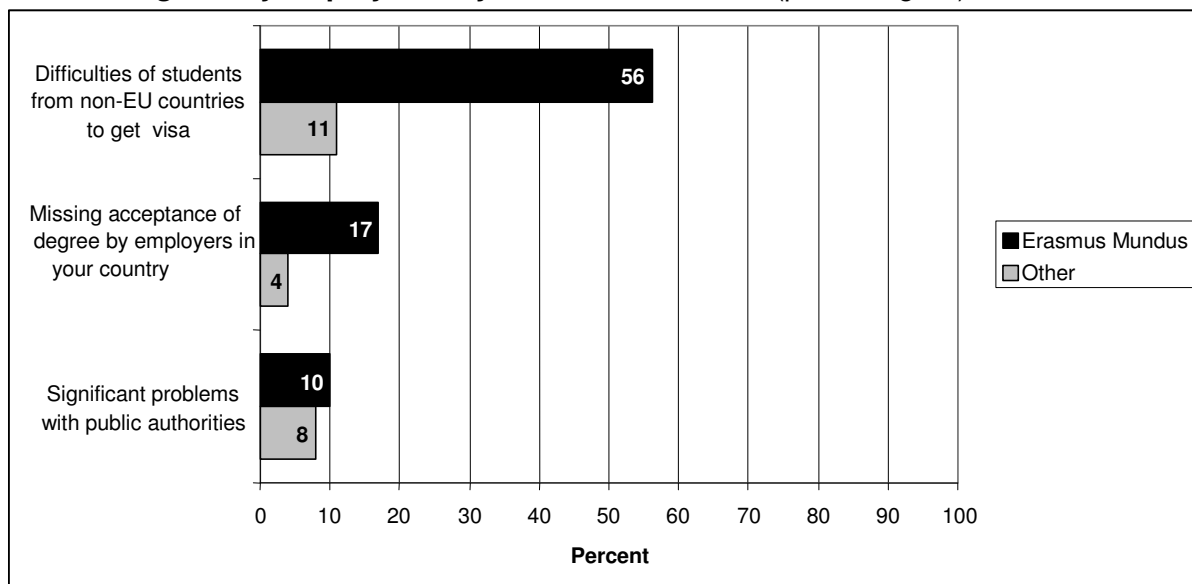
Question 6: Did you encounter significant difficulties in any of the following areas with regard to the programme?

* Points 4 and 5 on a scale from 1 = "no problems at all" to 5 = "very serious problems".

Organisational matters and acceptance of degrees by employers

While significant problems with public authorities (8%) or missing acceptance of the degree awarded by national employers (5%) were only experienced by a small minority of directors, a substantial proportion stated difficulties of students from non-EU countries to get a visa (19%). Particularly ERASMUS Mundus programmes which were implemented with the intention to link European higher education to the rest of the world were confronted by this kind of problem (see Chart 7). More than half of the representatives from ERASMUS Mundus programmes reported visa difficulties of students from non-EU countries.

Chart 7
Encounter of significant difficulties with respect to organisational matters and acceptance of degrees by employers - by ERASMUS Mundus (percentages*)



Source: DAAD Survey on study programmes awarding Double, Multiple or Joint Degrees.
Question 6: Did you encounter significant difficulties in any of the following areas with regard to the programme?
* Points 4 and 5 on a scale from 1 = "no problems at all" to 5 = "very serious problems".

While frequent visa difficulties of ERASMUS Mundus programmes could be explained by their specific international profile, it comes as a surprise that missing acceptance of degrees by national employers is much more often seen as a problem than in other integrated study programmes. In this context it might be interesting to notice that ERASMUS Mundus programmes awarding a joint degree more often expect or encounter acceptance problems than ERASMUS Mundus programmes awarding a double or multiple degree (27% as compared to 9%).