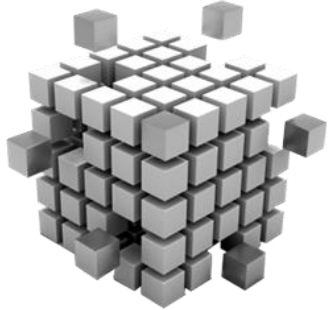


Session 5413 - The impact of joint programmes on institutions and graduates: a comparative study



FRAMEWORK:

2 consecutive Erasmus+ Strategic Partnerships



UMBRELLA:

CLUSTER Consortium & Unite! EUN



ELIGIBILITY PERIODS:

September 1st, 2015 – October 31st, 2017

September 1st, 2018 – December 31, 2021

REDEEM 2 Consortium

Full partners



Associated partners

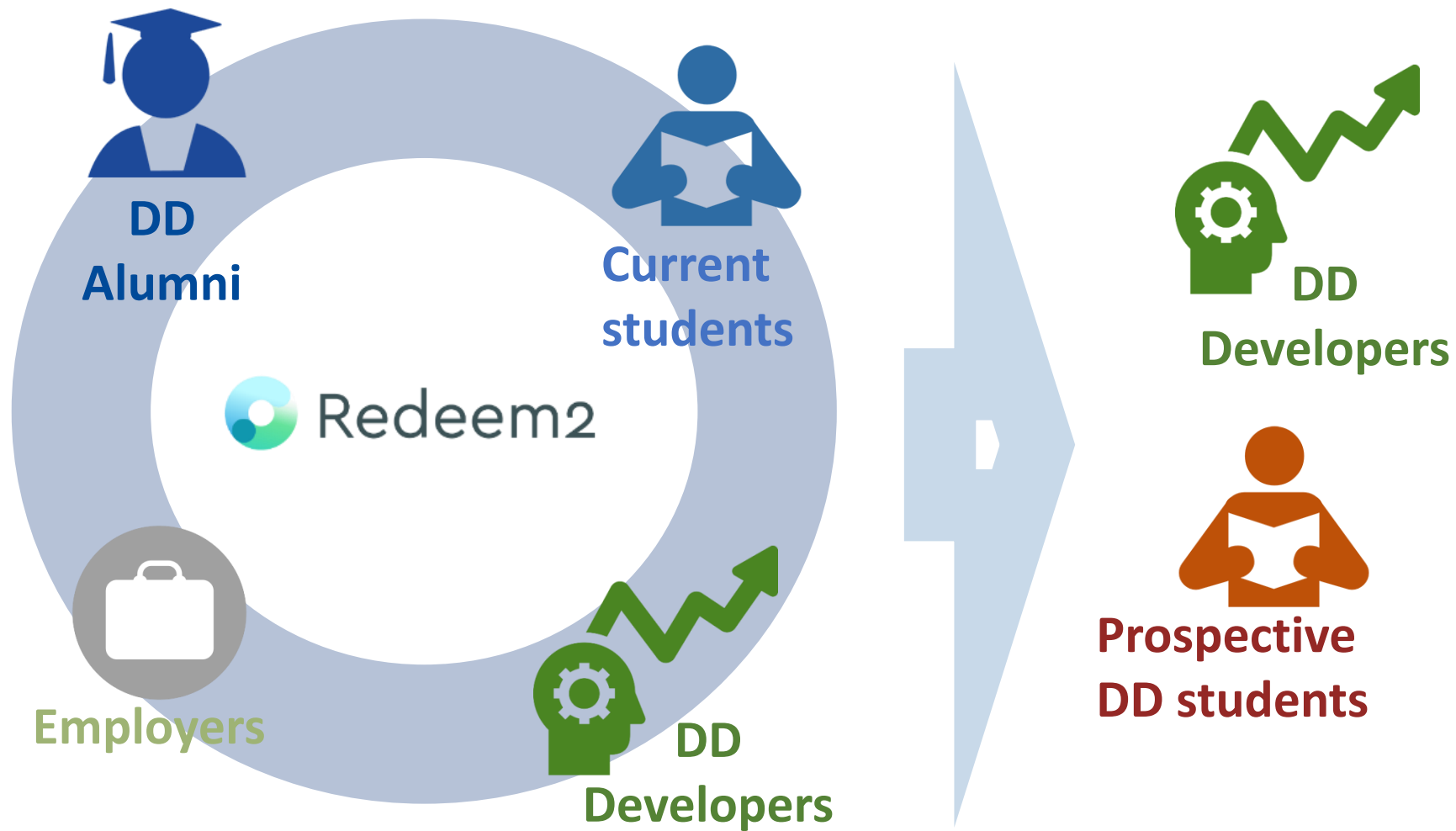


JOINT PROGRAMME *used here as a general term covering all the forms of academic cooperation at any level leading to the deliverance of a programme with **embedded mobility** offered jointly by at least two HEI*

Regardless of the type of diploma(s) issued

No ambition to define the different typologies

Target Groups



Activities & Results



- ① State of the art (Best Practice and Database)
- ② Quantitative analysis (tatistics Alumni and control group)
- ③ Qualitative analysis (interviews with all the stakeholders)
- ④ Manual – guidelines for developers
- ⑤ Training programme for double degree developers, programme directors and administrators
- ⑥ Online filtering tool
- ⑦ Development of new JPs

NOV 2021

ONGOING



REDEEM 2 - Institutional Approach

REDEEM 2 – Institutional survey

PART 1 | GENERAL INFORMATION: number of existing JPs/DDs, structure of the JPs, certification awarded, average number of students enrolled, most popular countries, top fields, typical language of instruction.

PART 2 | STUDENT ENROLLMENT AND SUPPORT: JP alumni chapter/association, enrollment procedures, evaluation system, tutoring.

PART 3 | FUNDING AND SUSTAINABILITY: sustainability, main sources of funding.

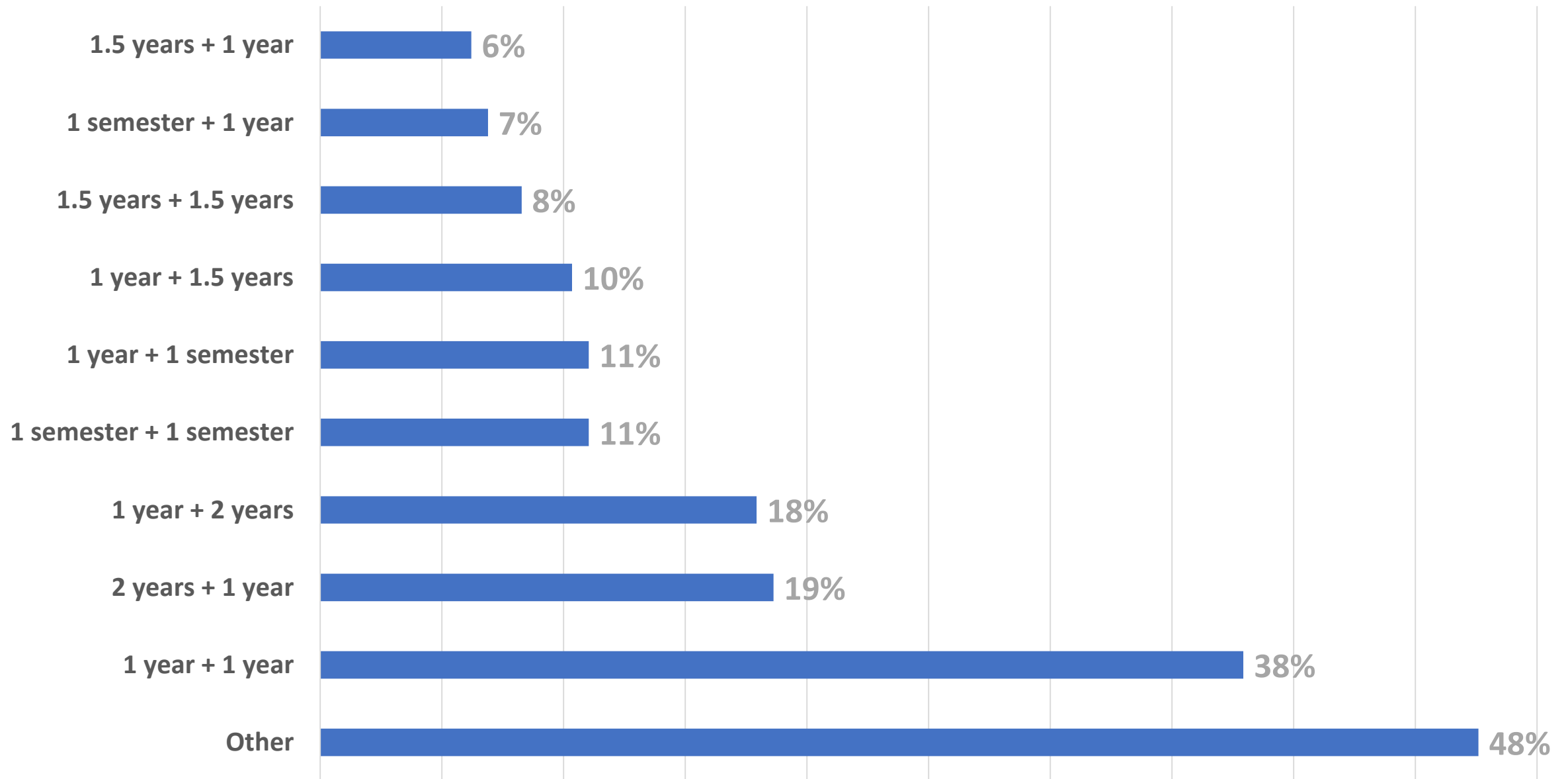
PART 4 | BENEFITS AND CONSTRAINTS: motivations to develop JPs, main perceived benefits, main challenges, legal requirements/constraints that complicate the setting up of JPs.

PART 5 | COMPANIES INVOLVEMENT: how, nature of the collaboration, main benefits, obstacles.

CHARACTERIZATION:

- 140 HEIs worldwide responded
- Geographical distribution: Europe 66%, Asia 15%, LA 12%, Oceania 5%, NA 3%
- Good distribution in term of HEIs size
- Existing JPs/DD per institution:
 - Average: 18
 - Max: 180
 - Ratio DD/JPs: 3,6/1,0

What are the most common structures of the offered JPs?

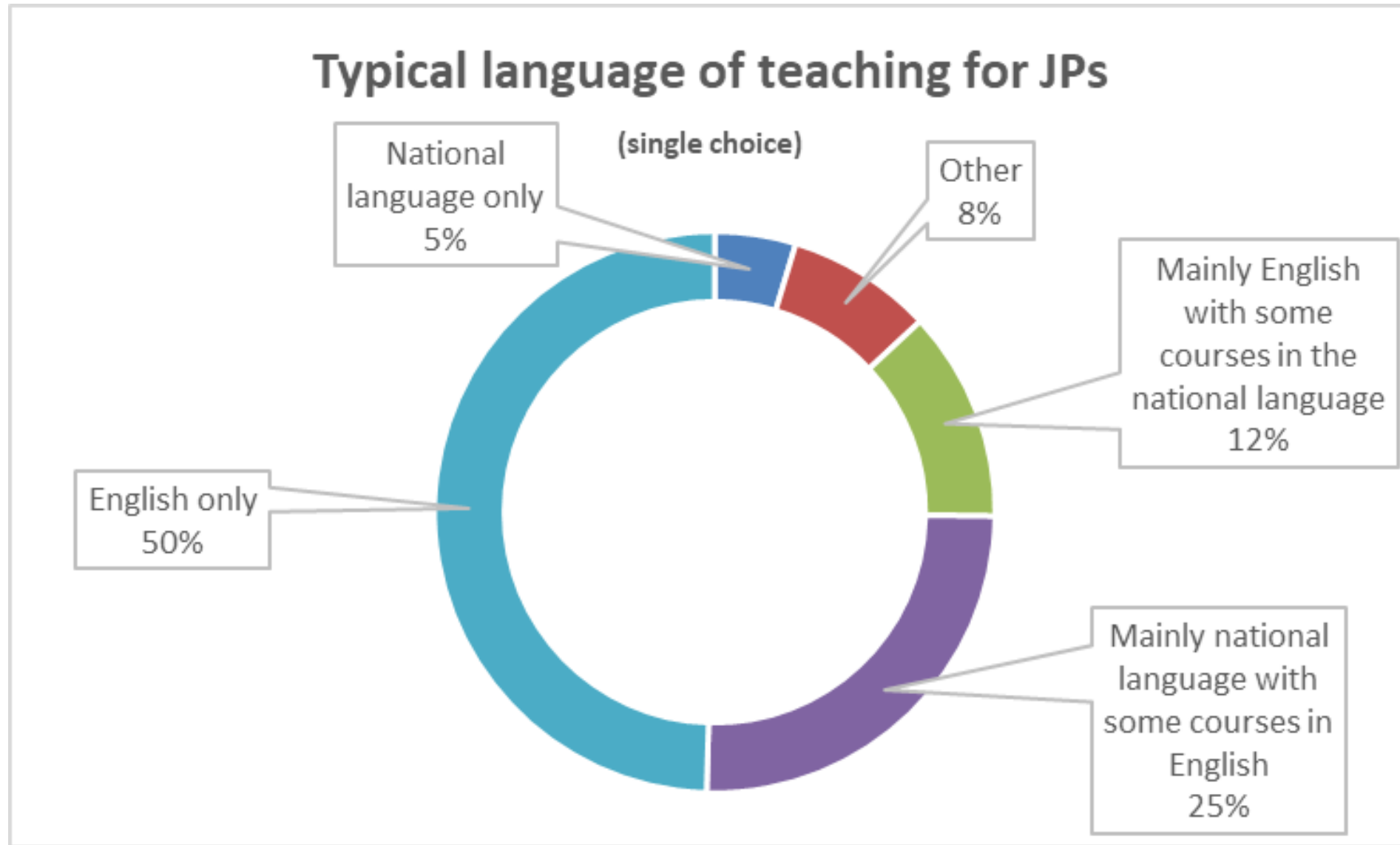


Type of certificate awarded for the Joint Programmes

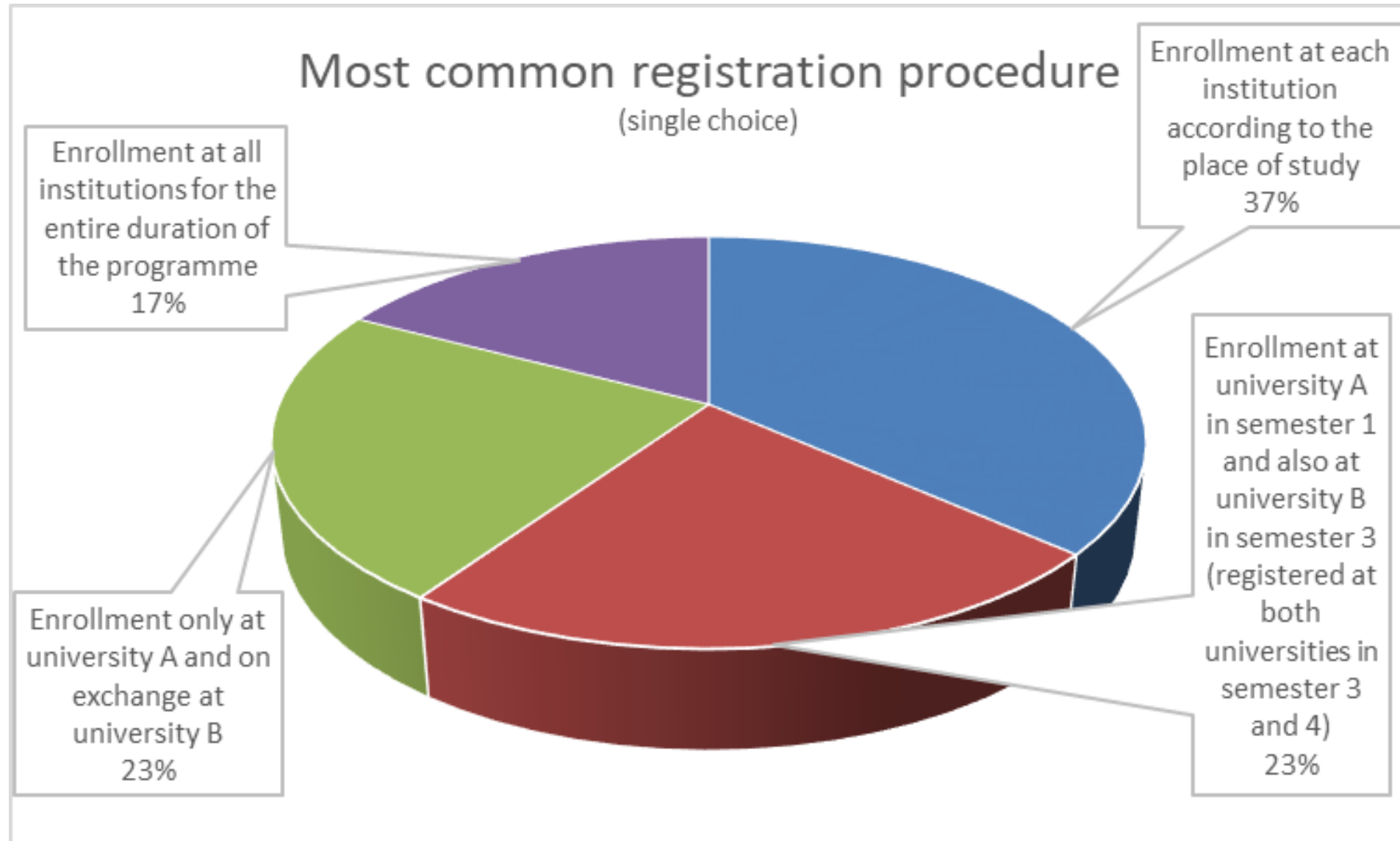
TYPE OF CERTIFICATE	%
Each involved university issues a separate diploma	61,4%
Each involved university issues a separate diploma with the addition of a joint certificate/diploma supplement	24,8%
Only one joint diploma is awarded to the students on behalf of both/all involved universities	17,2%
Other	6,2%



Language of Joint Programmes



The most common registration procedure at your institution



Main motivations to develop Joint Programmes

WHAT ARE THE MOTIVATIONS FOR YOUR UNIVERSITY TO DEVELOP JPS?	AVERAGE (1 - NOT RELEVANT ; 4 - EXTREMELY RELEVANT)
Advancing internationalization	3,7
Raising international visibility/prestige	3,5
Recruit talented and motivated students	3,4
Broadening education offerings	3,3
Strengthening research collaboration with the partner universities	3,1
Increasing foreign students enrollment	3,1
Responding to student demand	2,8
Responding to particular market demand	2,4
Increasing revenue	1,8

■ Institutional rationale ■ Students rationale ■ Employers rationale

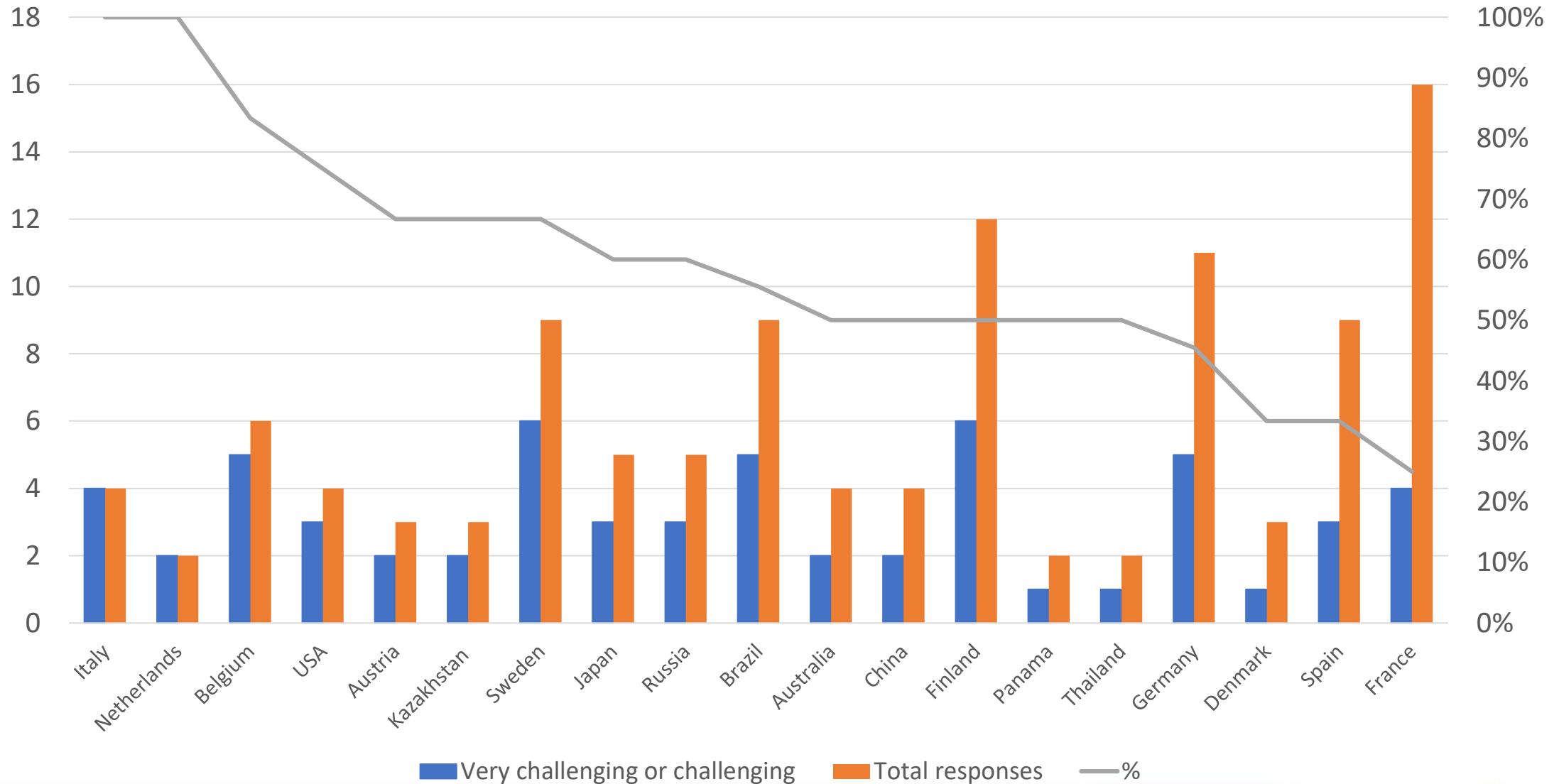


Main challenges to set up Joint Programmes

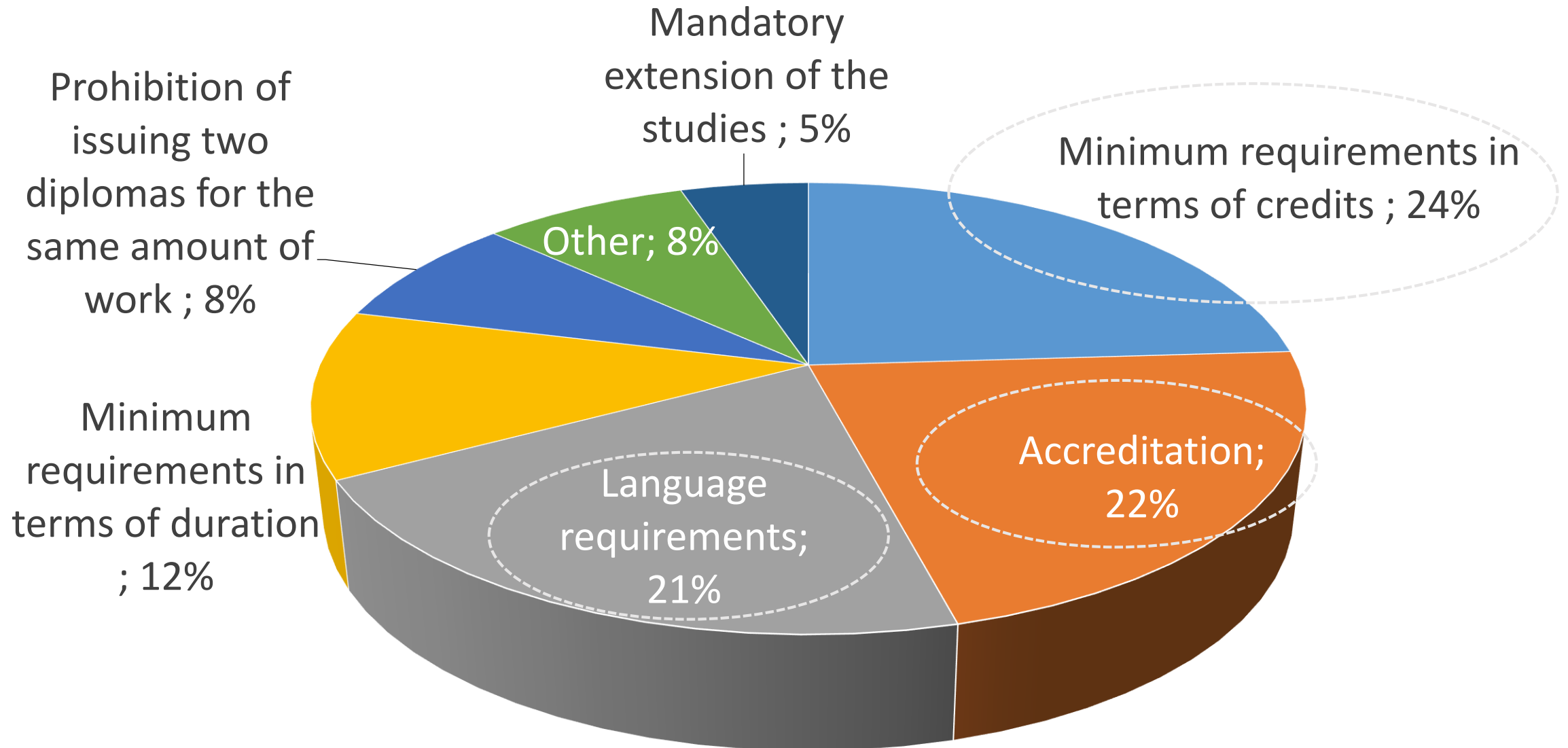
WHAT ARE THE MAIN CHALLENGES ASSOCIATED WITH SETTING UP NEW JP?	AVERAGE (1 - NOT CHALLENGING ; 4 - EXTREMELY CHALLENGING)
Funding	3,2
Sustainability	3,1
Curriculum design	3,0
Legal issues	2,9
Accreditation	2,8
Fees structure	2,6
Academic calendar	2,5
Institutional support	2,5
Degree duration	2,4



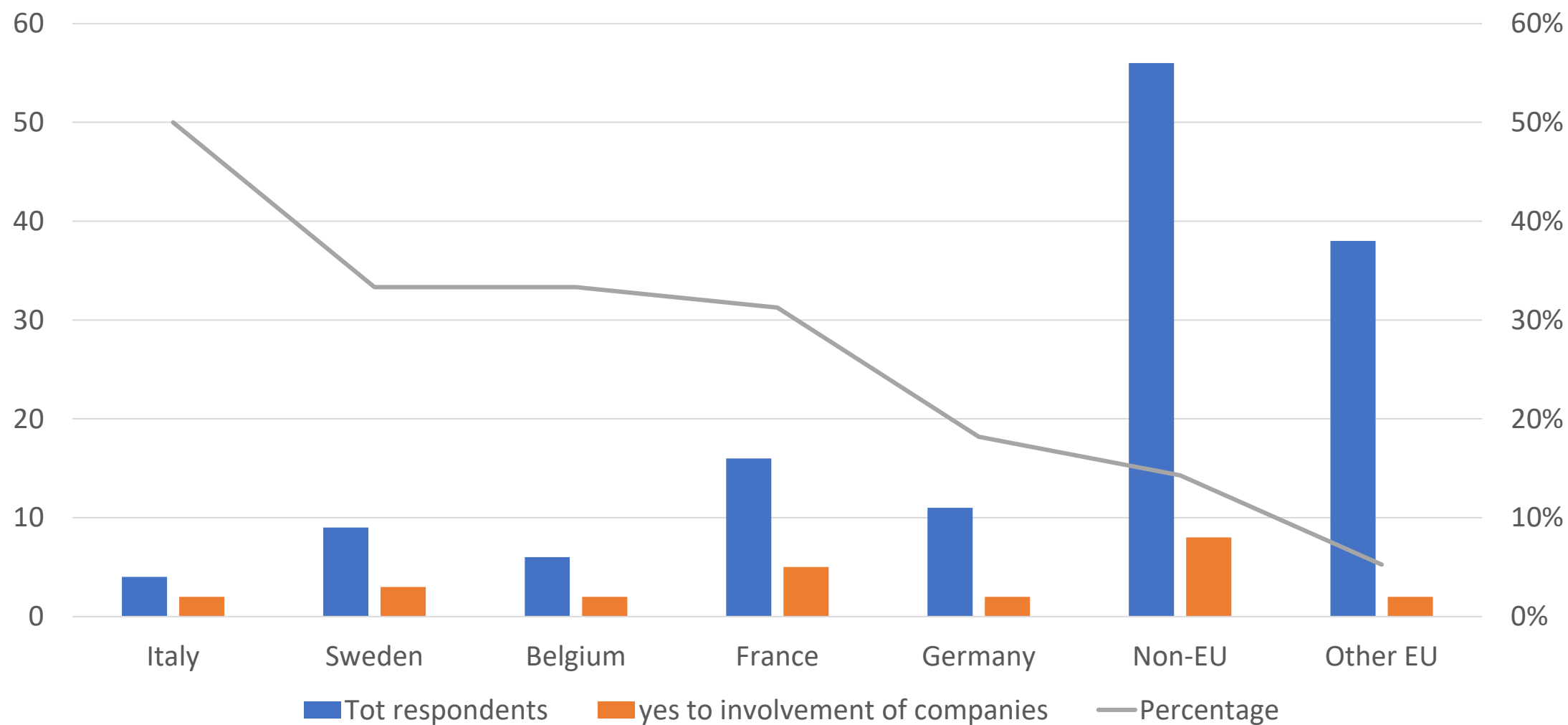
How challenging are national legal issues when setting up new joint programmes in general?



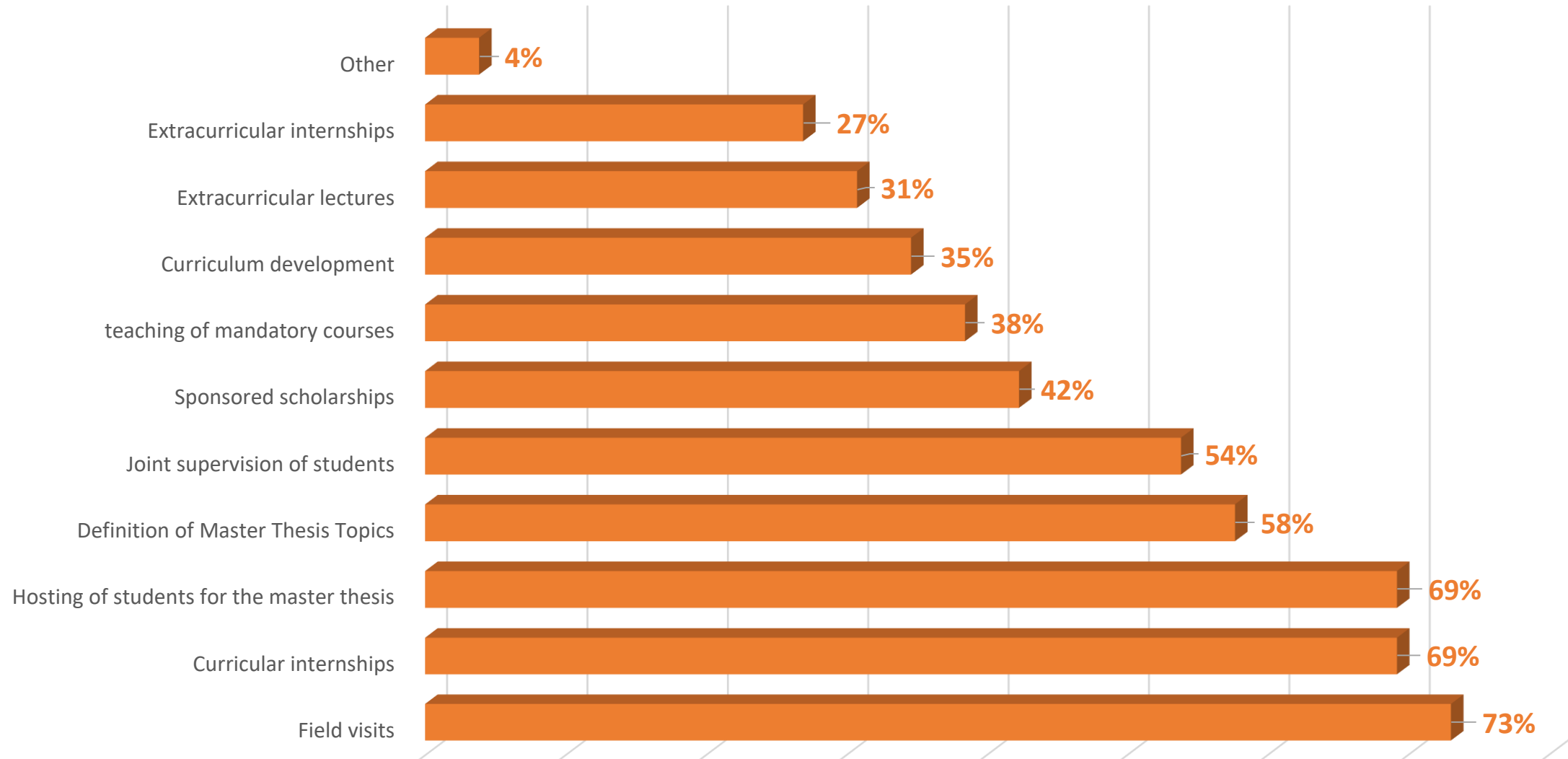
Institutional Regulations that complicate setting up of JP



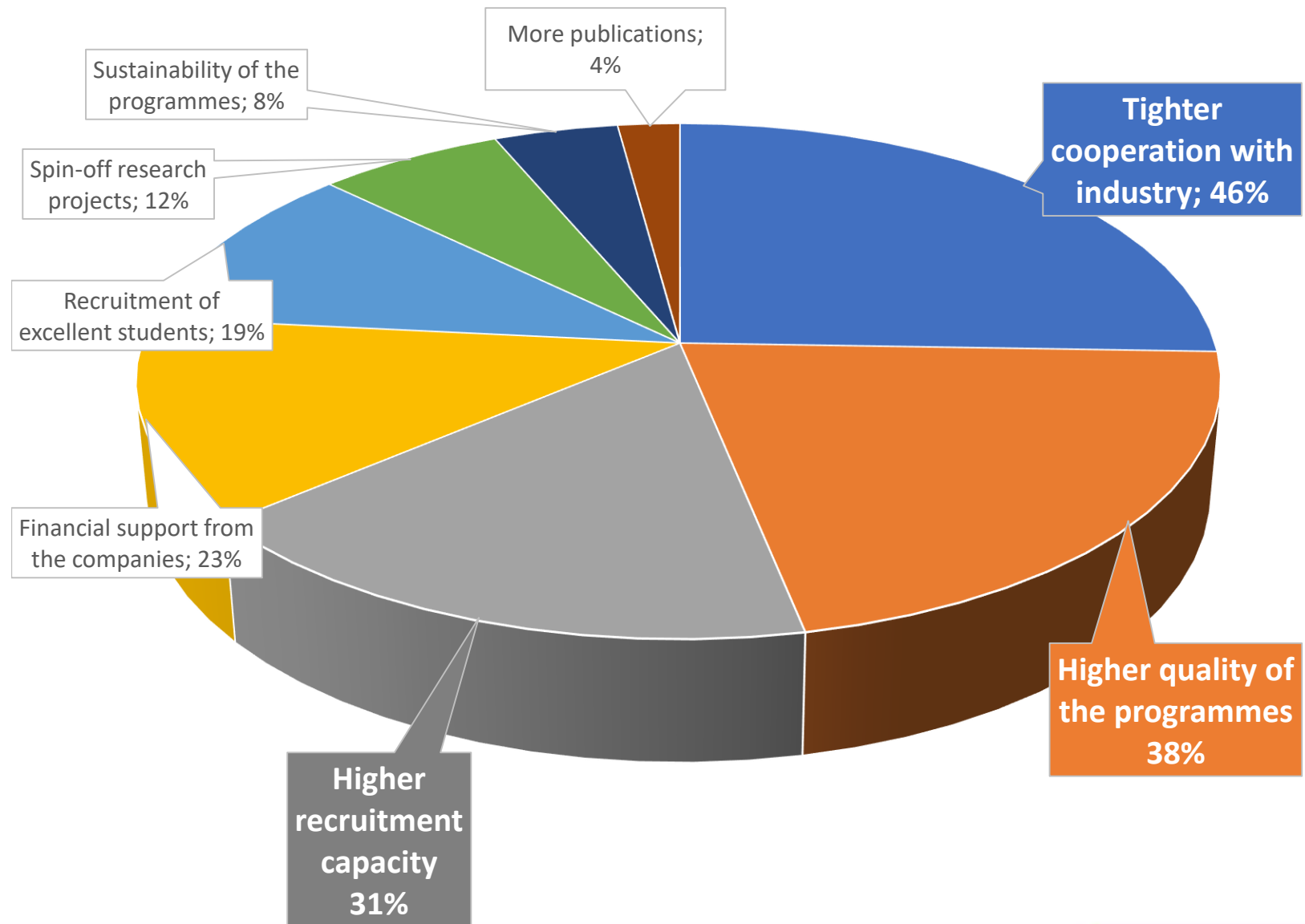
Does your institution offer joint programmes with the direct involvement of companies?



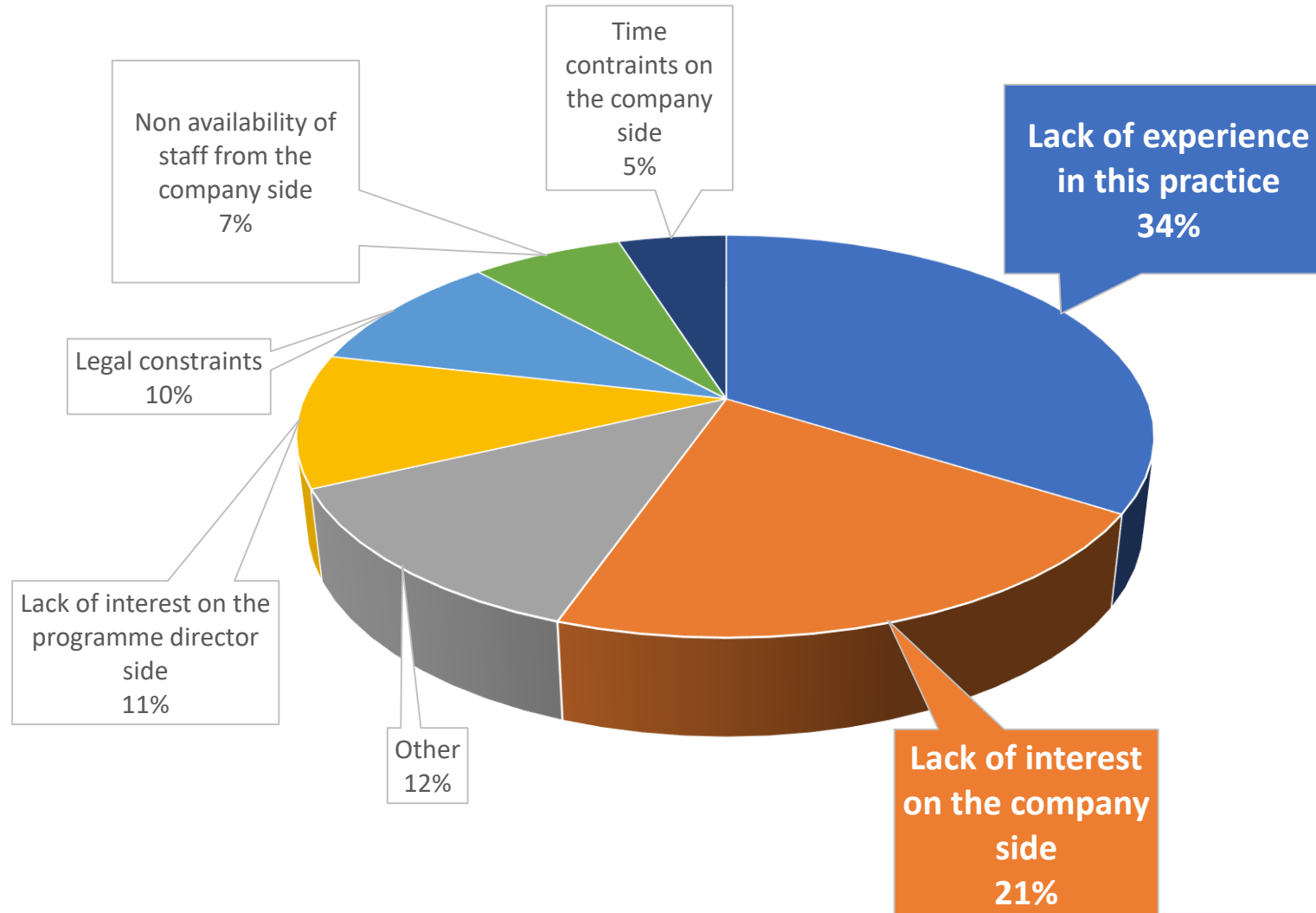
What is the nature of involvement of the companies?



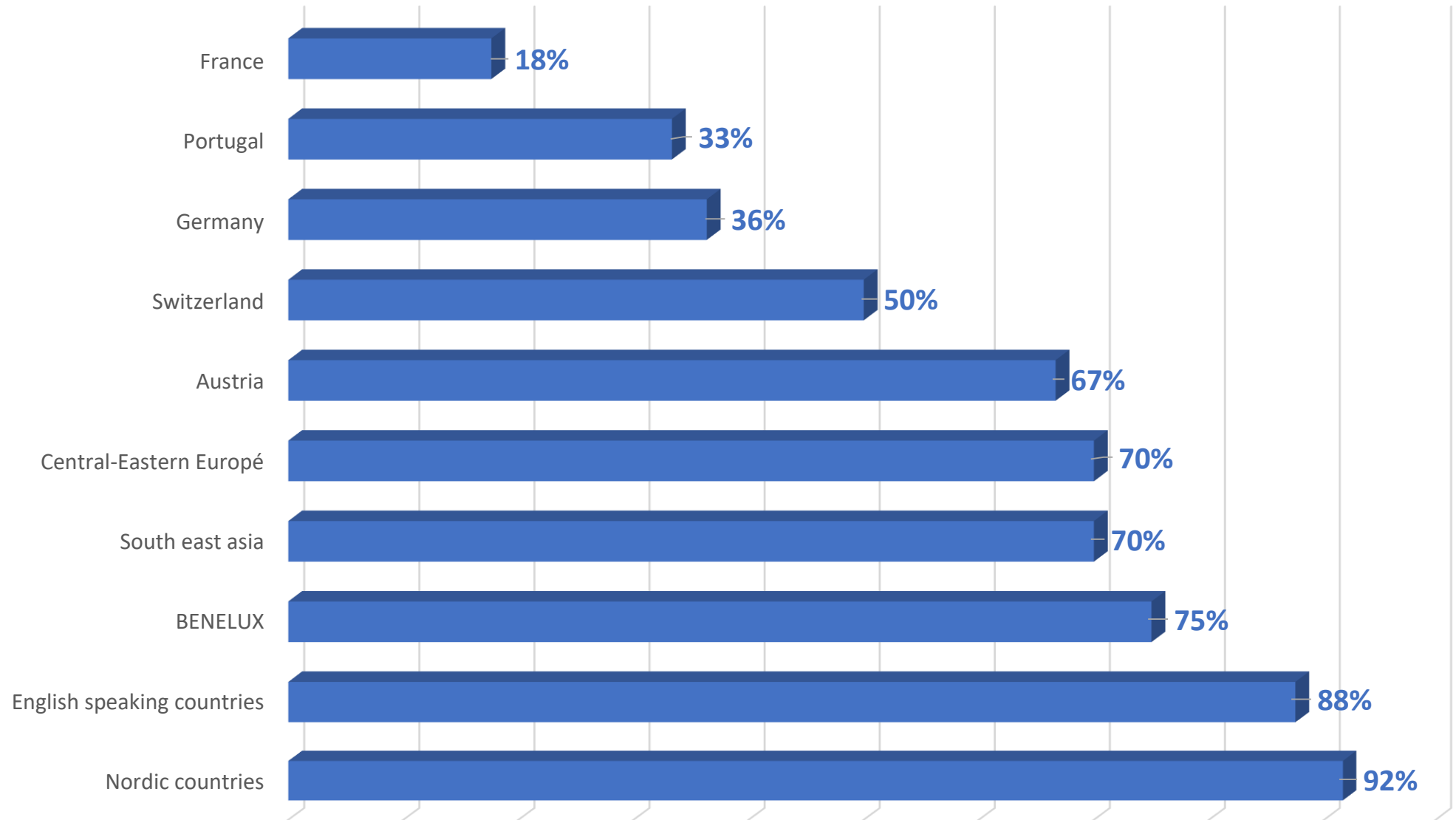
What are the main benefits of direct involvement of companies?



What were the main reasons that prevent the involvement of companies?



Language of instruction: English only





REDEEM 2 - Alumni Survey

What is the nature of involvement of the companies?

How did it help me

[] Please indicate your level of agreement or disagreement with the following statements:

Please choose the appropriate response for each item:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Having a double/joint degree allowed me to earn more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The double/joint degree allowed me to access to more work opportunities and job offers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the job I aspired to thanks to my double/joint degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I work abroad thanks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Distribution: 2 rounds/school | 5 cohorts (by project Team/T.I.M.E. & CLUSTER Board)

Contacts made: around 5000 contacted (estimated)

Answer Rate: 14% to 20% (2 rounds)

Methods: Anonymous (with personal/institutional/JP programme identification)

Surveys: two (Joint Programme Alumni & General Alumni/Control Group)

Approach: Prizes as incentive

Partner	Joint Programmes (JP)			Regular Degrees (RD)		
	n	N	%	n	N	%
Aalto	130	529	25%	164	1153	14%
CVTU	45	93	48%	37	190	19%
IST	112	518	22%	13	160	8%
KIT	77	250	31%	n.a.	n.a.	n.a.
KTH	250	1586	16%	162	852	19%
T.I.M.E. (External)	128	2500	5%	n.a.	n.a.	n.a.
TTU	16	56	29%	161	666	24%
TUD	68	193	35%	144	694	21%
UPC	148	1092	14%	598	4800	12%
Total	974	6817	14%	1279	8515	15%
Total (without External)	846	4317	20%	1279	8515	15%

 *Estimated numbers*

REDEEM 2 – Alumni survey (What is new?)

KEEP PRESENT

- Personal Background, JPs Motivations, Gained Skills with JPs and JPs Satisfaction

NEW

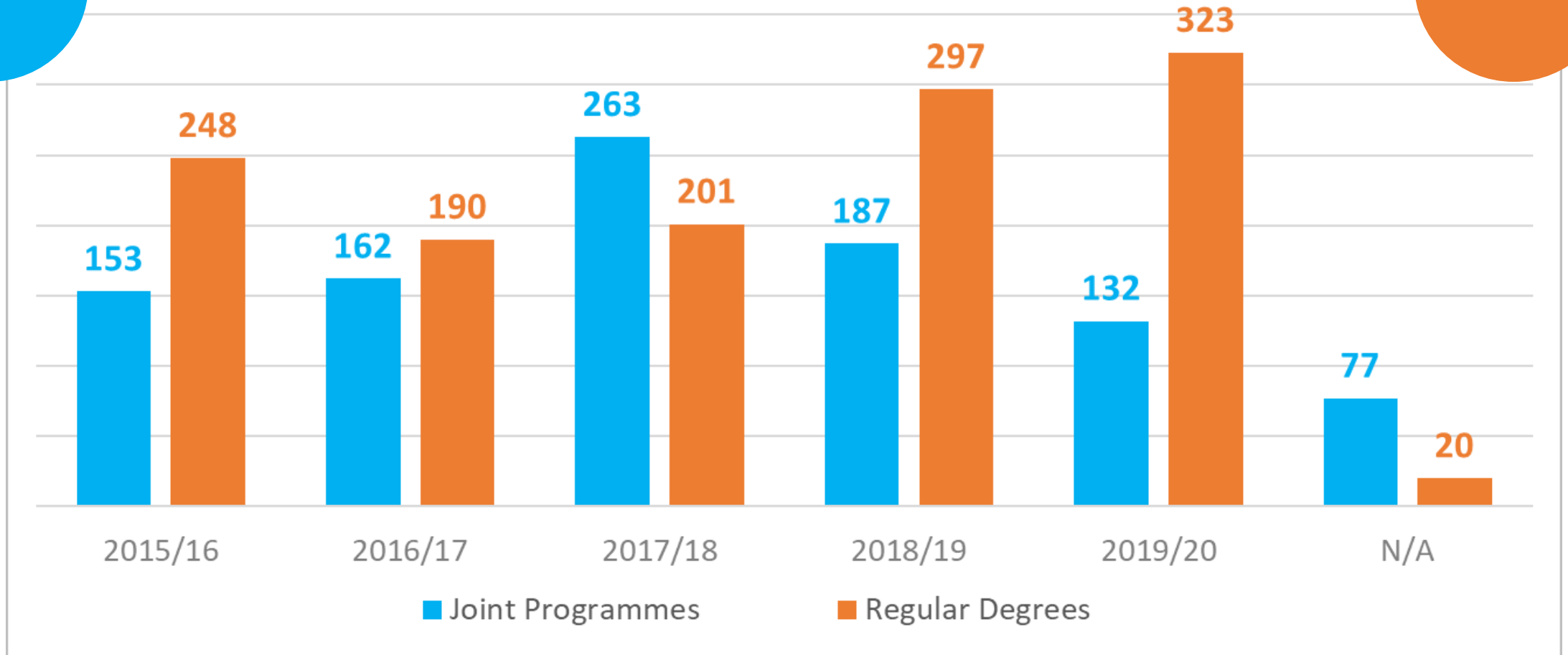
- Family Background
- Break-out per Programme, Region and Scientific Domain of Graduation
- Motivations to Enrol vs Statements vs Improvements
- Break-out Levels of Satisfaction by Institution 1 or 2/3 & Evaluation
- Entrepreneurship and Employability Dimensions
- Demanding areas in JPs

Survey Description | Academic Year

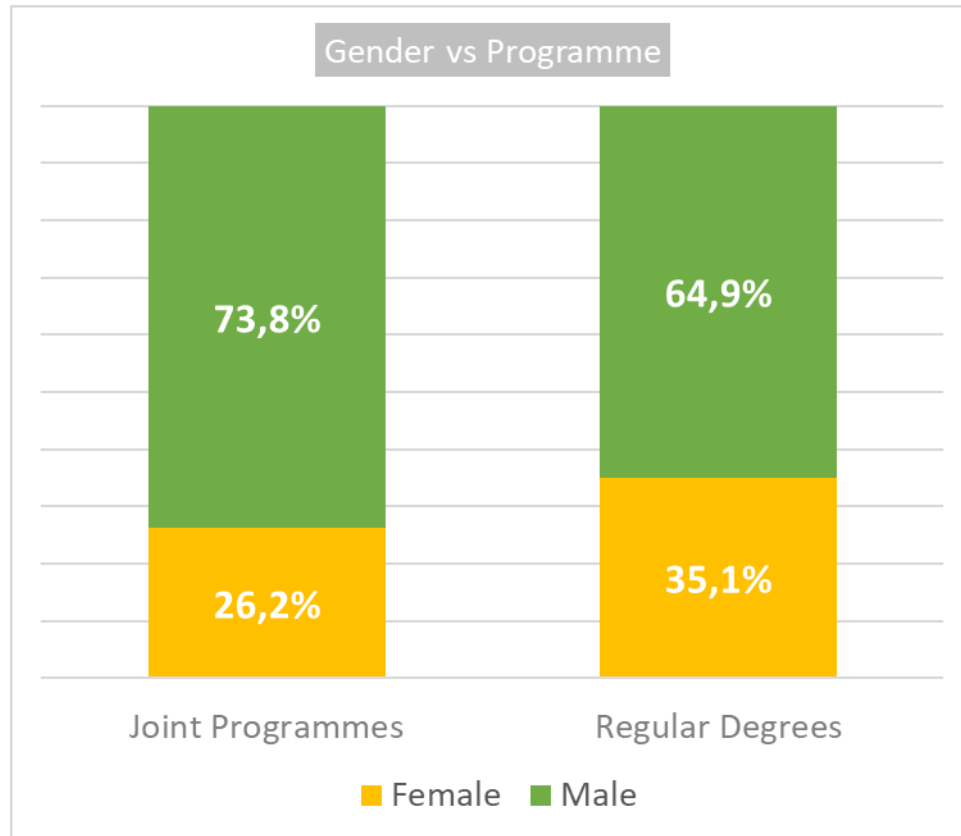
N=974

N=1279

Break Down by Academic Year



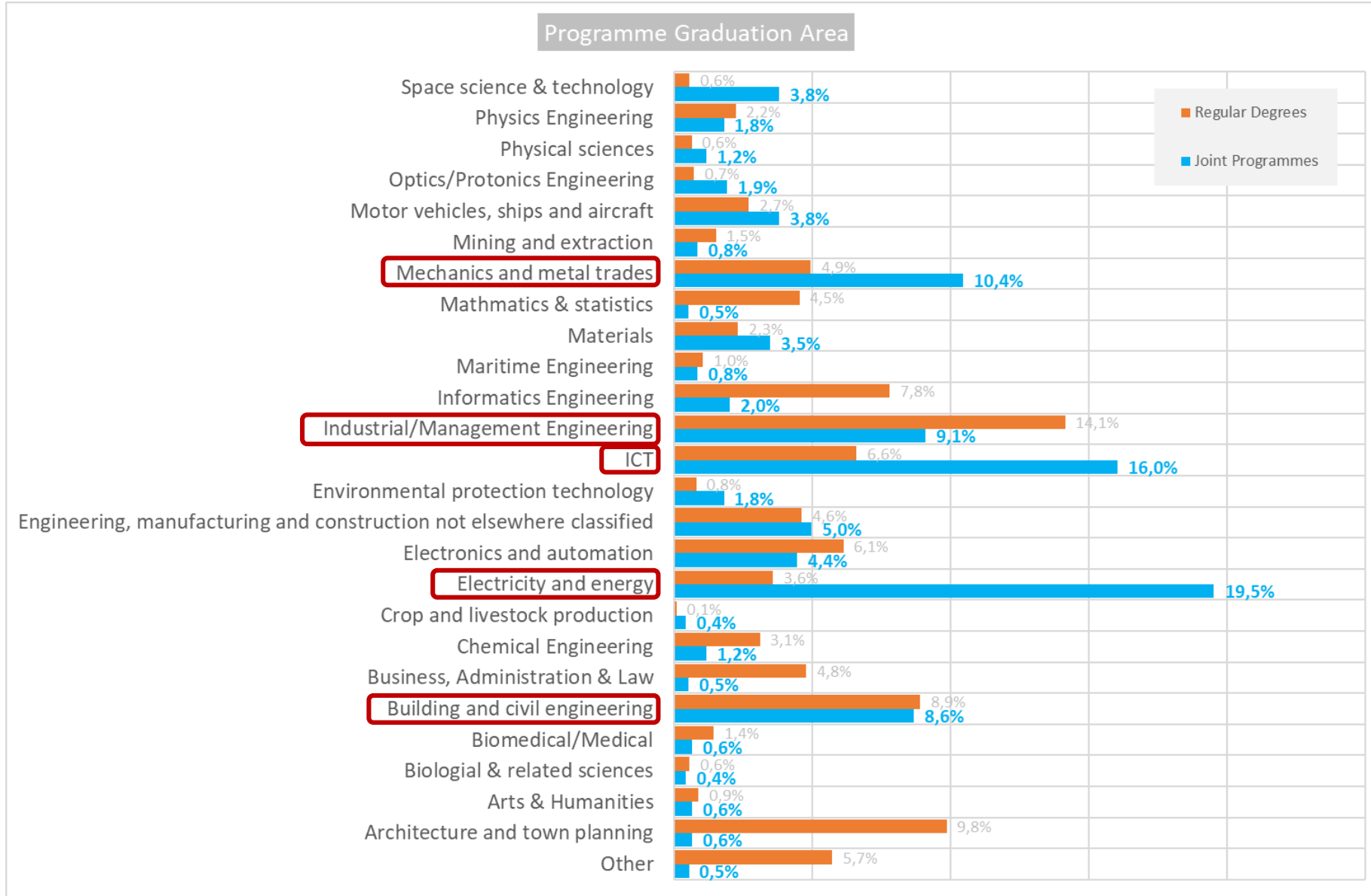
Survey Description | Gender & Age



	Joint Programmes	Regular Degrees
Male	27,0 age	27,0 age
Female	26,5 age	26,8 age

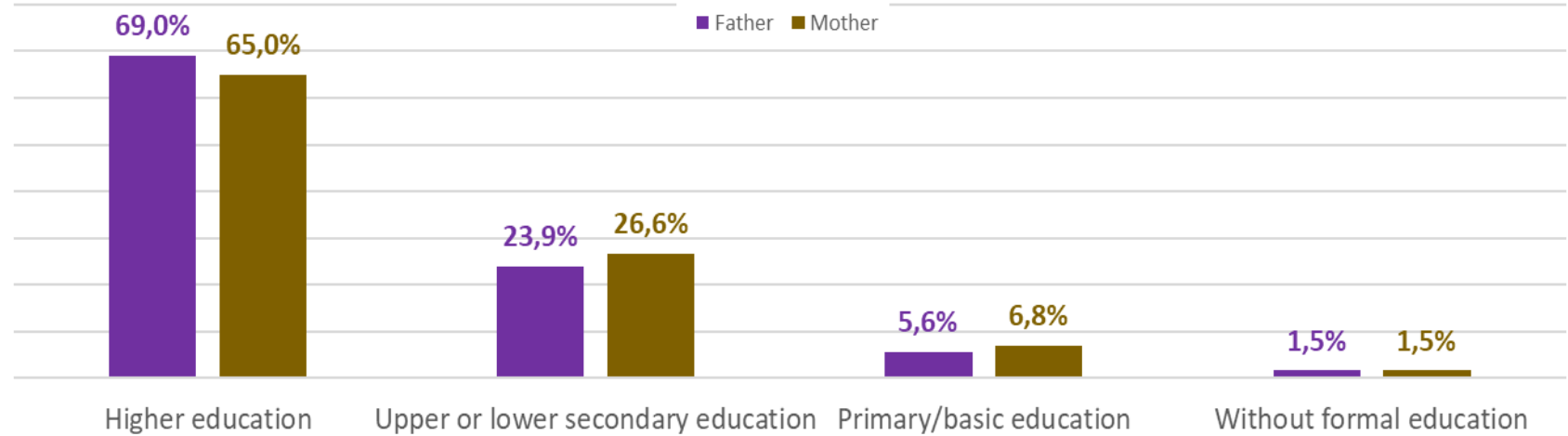
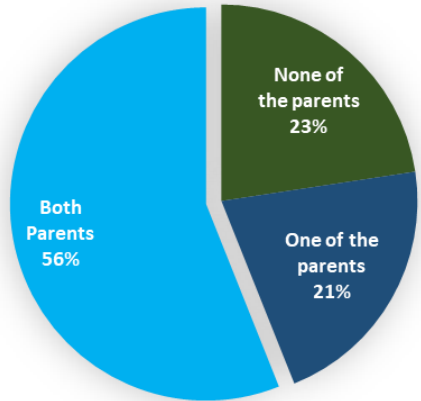
Survey Description | Programme Graduation

ISCED
Classification

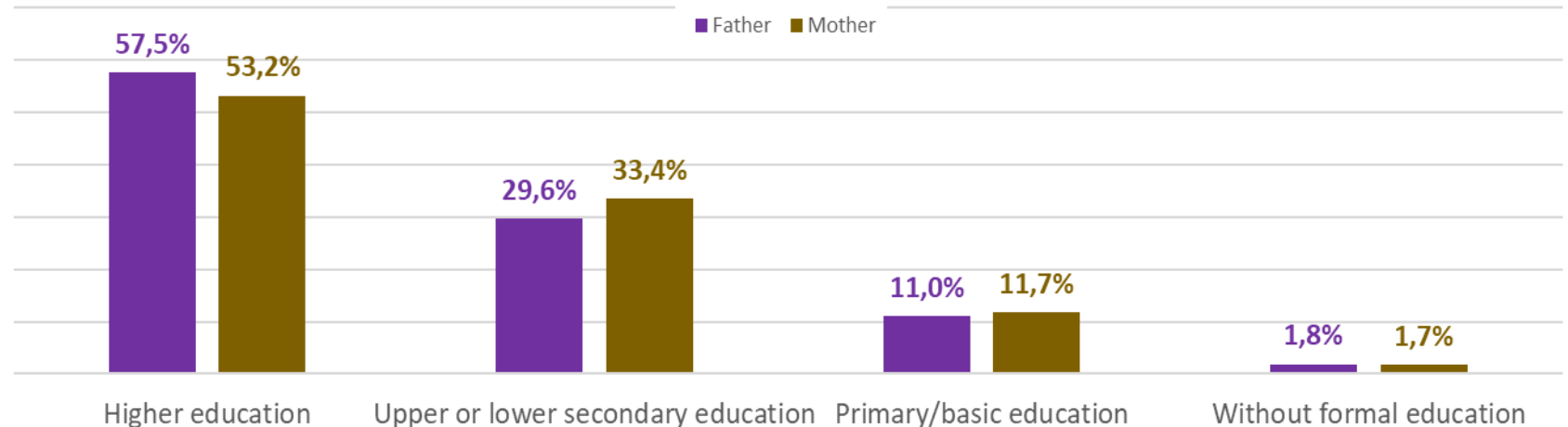
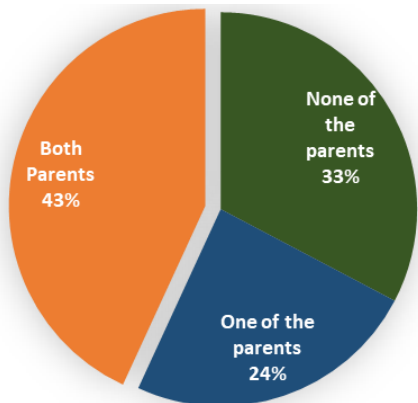


Survey Description | Parents Background Education

Joint Programmes



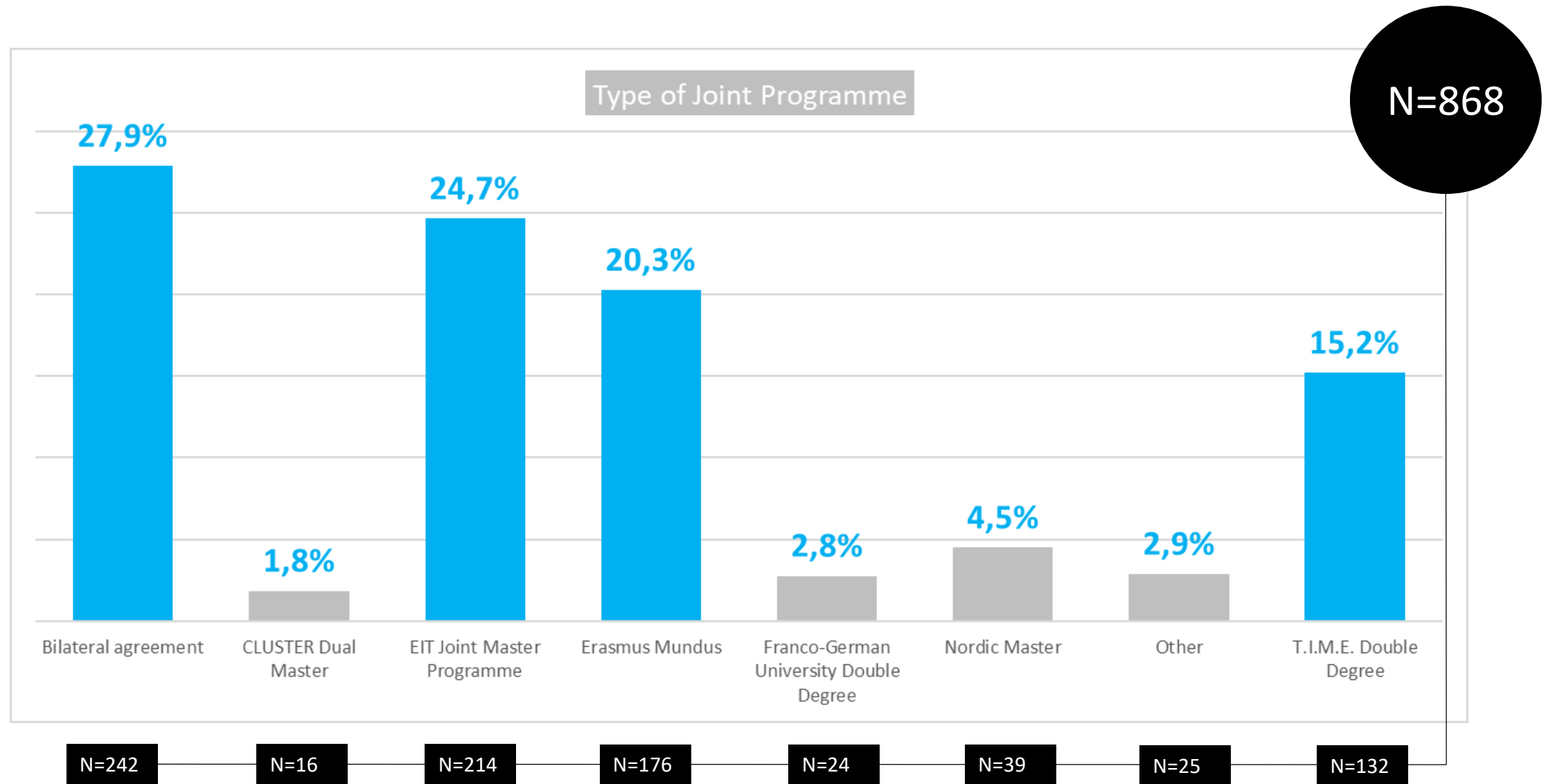
Regular Degrees



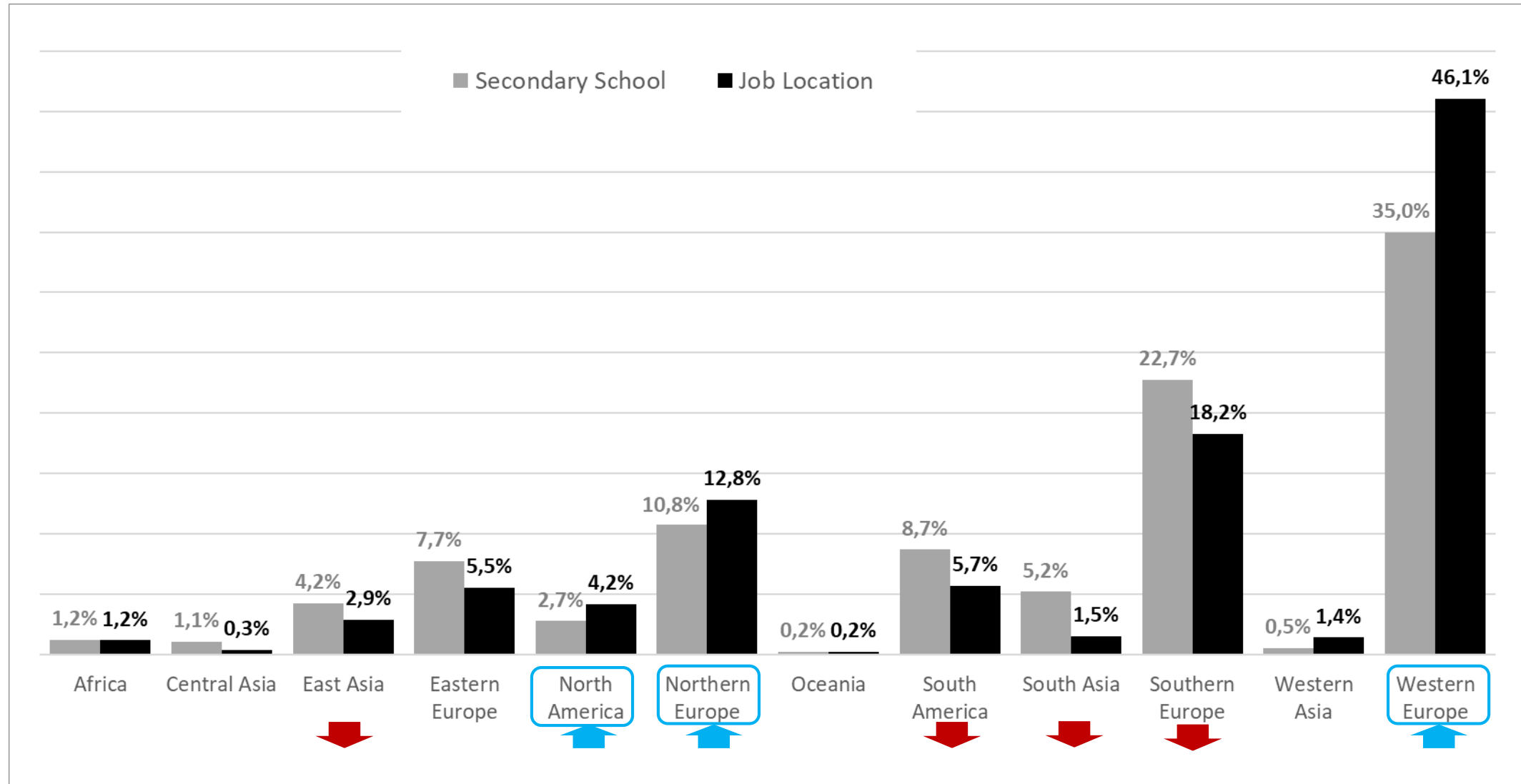
Survey Description | Parents Professional Occupation

Professional Occupation Parents	Joint Programmes		Regular Degrees	
	Father	Mother	Father	Mother
Armed forces occupations	3,2%	2,1%	1,8%	0,8%
Clerical (Clerk/Secretary) support workers	1,6%	9,7%	1,1%	9,1%
Craft and related trades workers	3,5%	2,5%	5,0%	3,2%
Elementary occupations	3,5%	13,0%	6,8%	16,9%
Managers	29,2%	12,6%	25,6%	13,9%
Plants and machine operators and assemblers	3,6%	0,7%	3,4%	0,6%
Service and sales workers	10,4%	17,0%	13,2%	21,8%
Skilled agricultural, forestry and fishery workers	2,4%	0,7%	2,9%	1,1%
Specialists for intellectual and scientific activities	20,8%	27,4%	18,2%	20,6%
Technicians and associate professionals	21,7%	14,5%	22,0%	12,0%

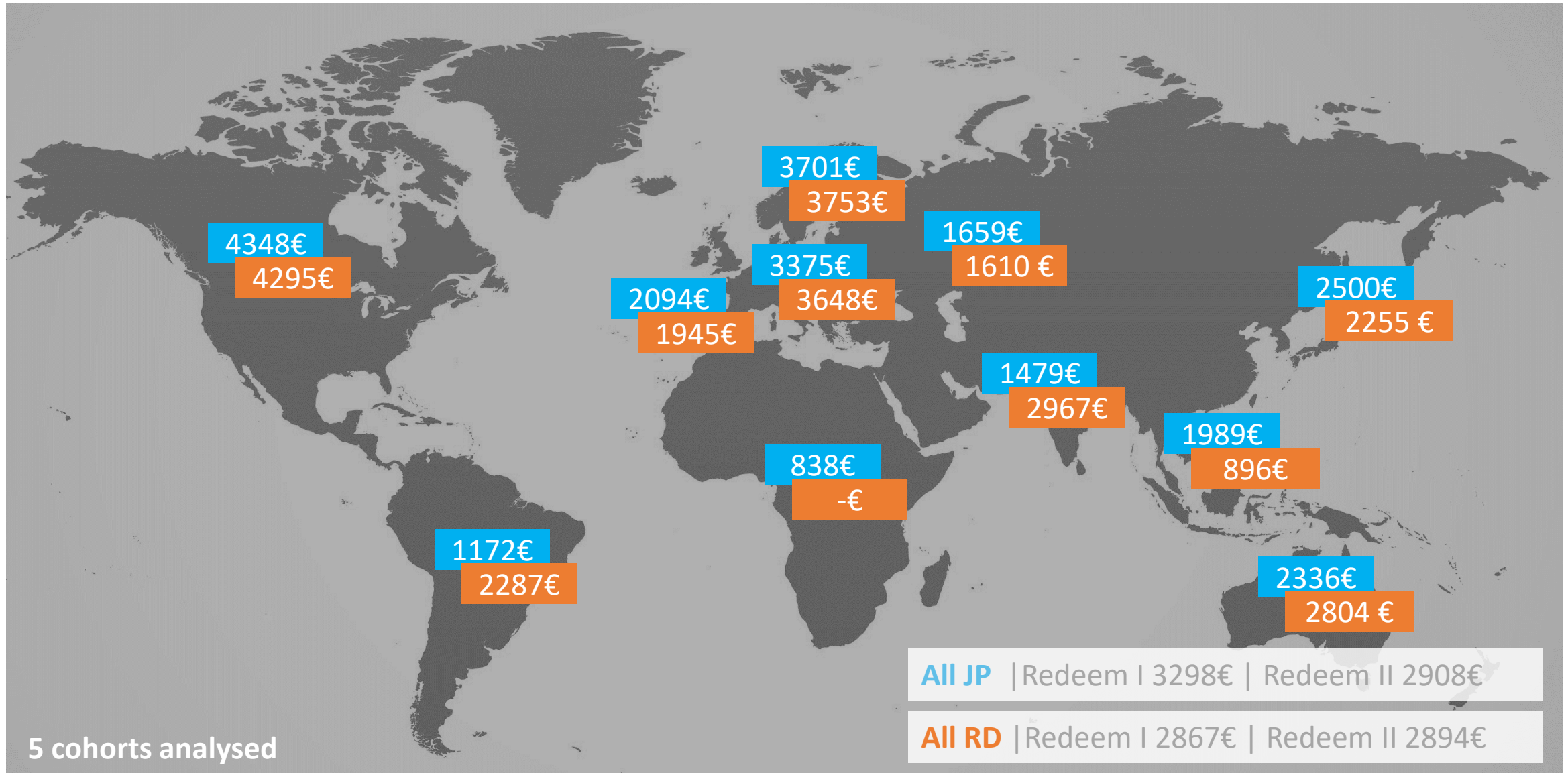
Survey Description | Type of Joint Programme



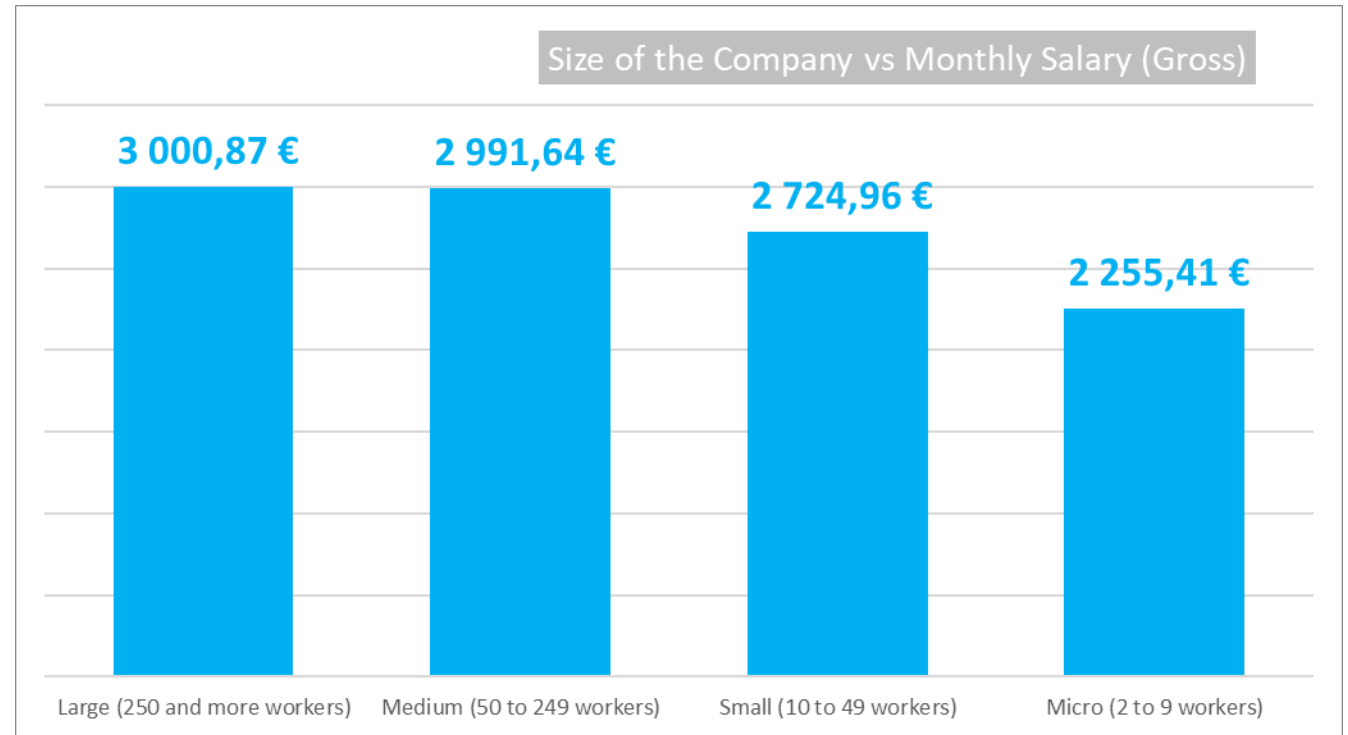
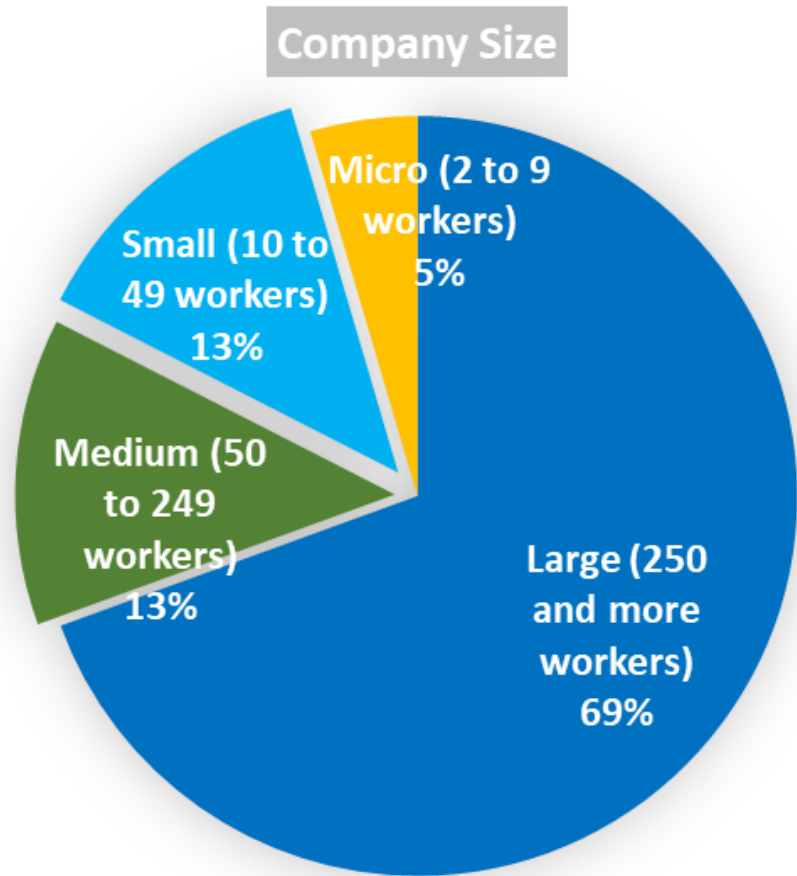
Location Secondary School / Job



Monthly Salary GAP (Gross)

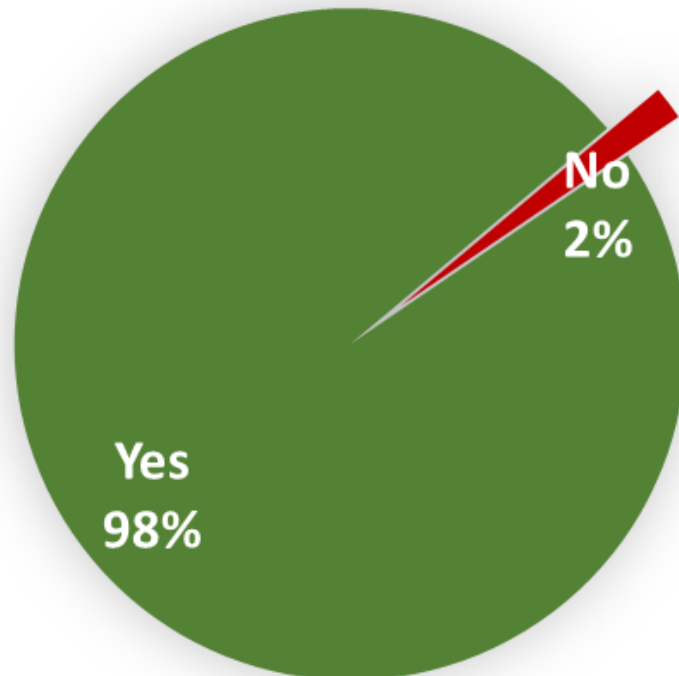


Size of the Company

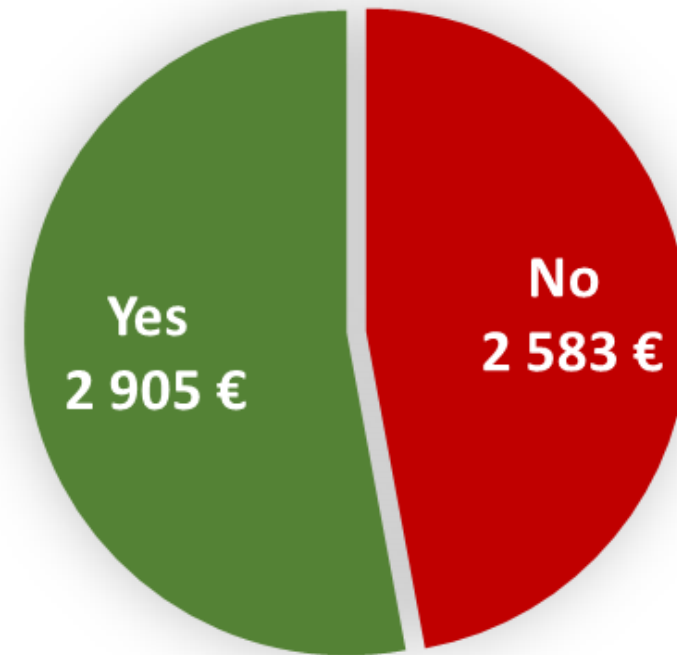


Joint Programme Recommendation

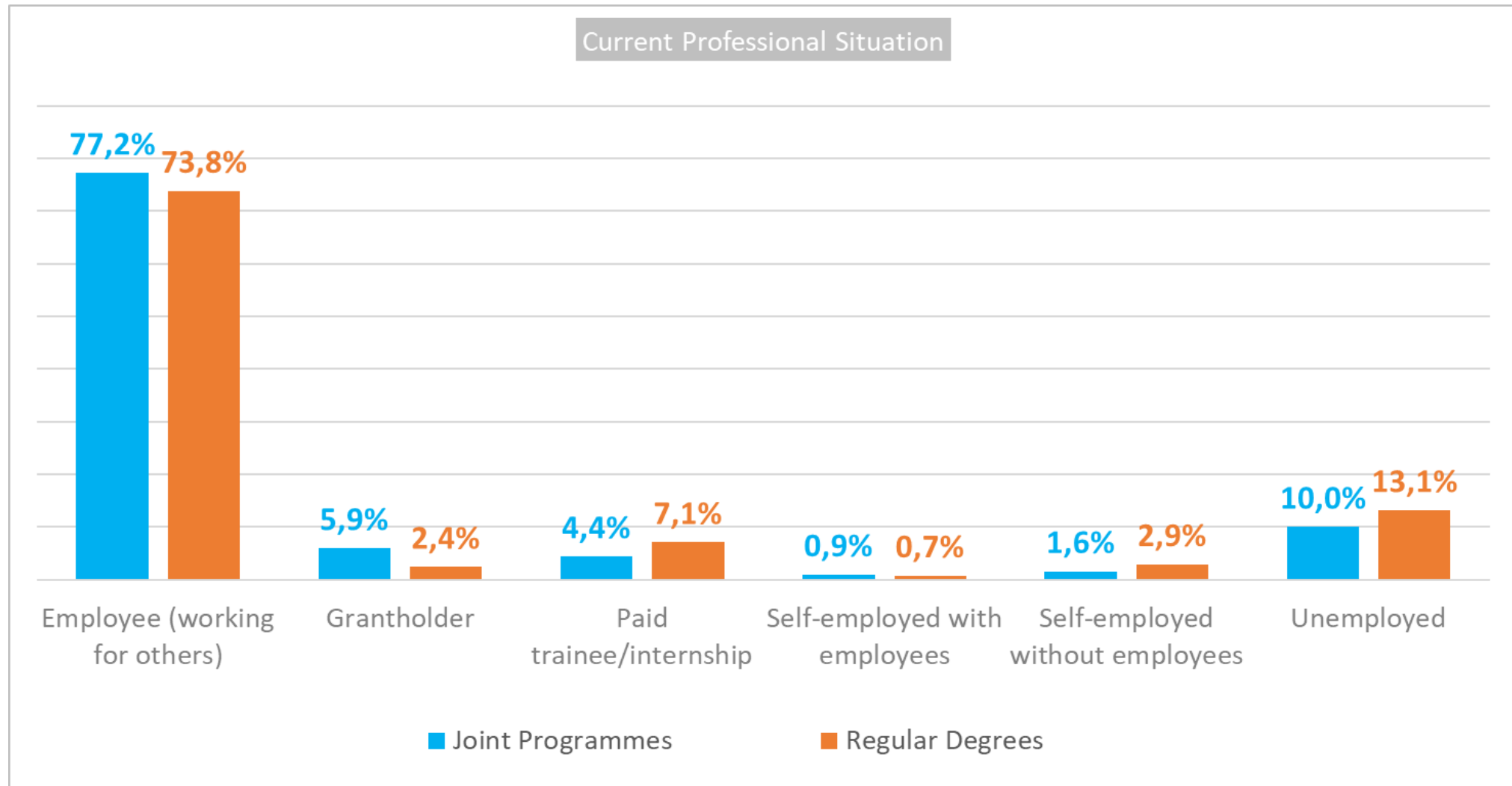
JP Recommendation?



Monthly Salary (Gross) vs JP Recommendation



Current Professional Situation



Career Facts | Redeem I (2016) & Redeem II (2019/20)

Graduates with **a paid activity**

of not employed are currently studying | 2016 | 2019/20 |

REGULAR DEGREES | 63% | 65% | JOINT PROGRAMMES | 55% | 58% |

2016

93%

RD | CONTROL GROUP

91%

JP | REDEEM

2019/20

87%

90%

Working **outside** their country of origin

28%

RD | CONTROL GROUP

52%

JP | REDEEM

28%

68%

Working in scope of **their graduation**

81%

RD | CONTROL GROUP

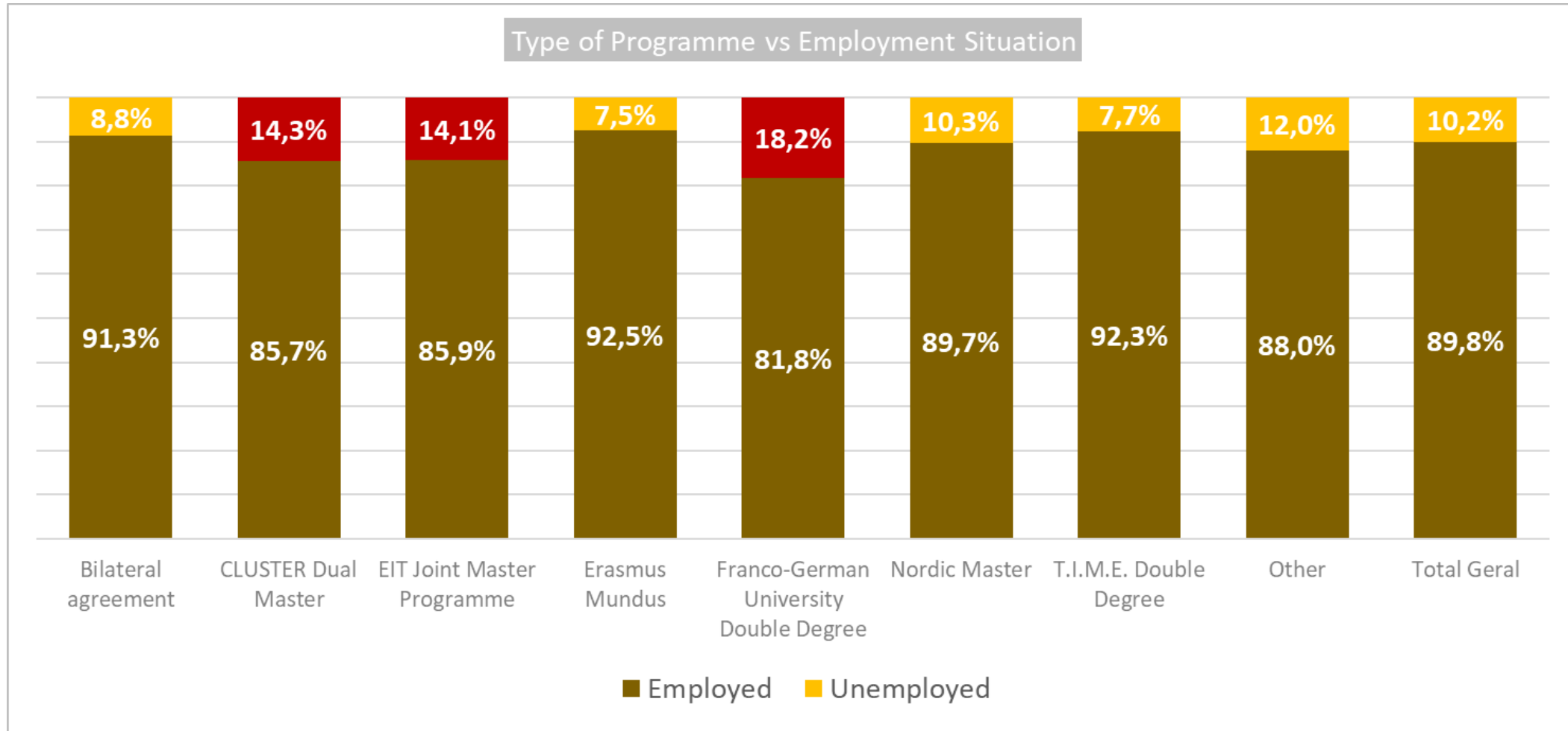
89%

JP | REDEEM

88%

92%

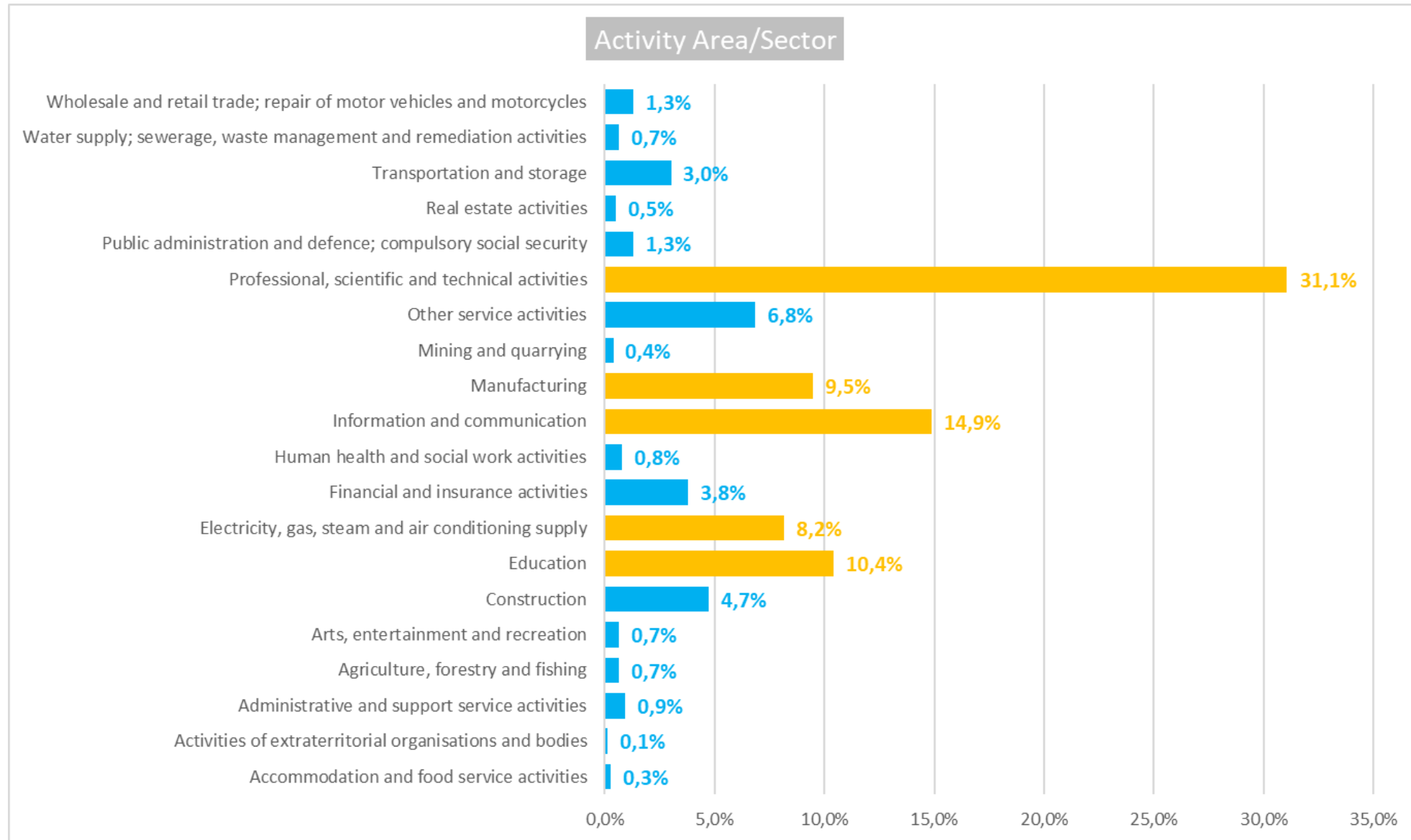
Employment Situation



Job Related with Field of Studies

Job Related with Studies vs Region (Company)	Joint Programmes	Regular Degrees
Africa	4,0	
Central Asia	4,3	3,0
East Asia	3,5	4,7
Eastern Europe	4,2	3,8
North America	4,2	3,9
Northern Europe	4,4	4,3
Oceania	3,0	4,5
South America	3,5	3,3
South Asia	3,9	4,1
Southern Europe	4,1	4,1
Western Asia	3,4	3,5
Western Europe	4,2	4,1
Total Geral	4,1	4,1

Activity Sector/Area



Motivations to enroll in a JP

	Joint Programmes	Regular Degrees
LIVING IN A DIFFERENT COUNTRY DURING MY STUDIES	4,6	4,7
INTERACTING WITH NEW CULTURES	4,3	4,5
ACCESS TO MORE JOB OPPORTUNITIES	4,2	3,6
Experiencing a different education/academic environment	4,2	4,2
Leaving my comfort zone to improve my ability to work independently	4,1	4,4
Better prospects to get the job or jobs I desire	4,1	3,4
Increasing the opportunities for a career in country other than that of my origin	4,1	3,6
To gain deeper insight and knowledge in my study area/field	4,0	3,5
Obtaining two academic degrees by two different higher education institutions	3,9	n.a.
Increasing the possibility to live in a different country more or less permanently	3,8	3,8
Interest in studying a specific programme in an identified field	3,7	2,9
Learning a different/new language	3,7	3,9
Complementing the academic curriculum	3,6	3,9
Interest in studying in a specific higher education institution	3,4	3,0
BETTER SALARY PROSPECTS	3,3	2,6
A SPECIFIC GRANT/SCHOLARSHIP BEING AVAILABLE	2,9	n.a.

*Considering mobility
for credits experience*

Gained Skills in a JP

GAINED SKILLS IN JOINT PROGRAMMES	
Contributed to my personal development	97%
Gave me the ability to work in an international context	95%
Helped me to get a better understanding of a culture other than my own	90%
Improved my ability to socialize with people from different cultural backgrounds	90%
Improved my ability to adapt to the working culture/ethics of a different country	88%
Improved my ability to adapt to and act in new situations	88%
Helped me to improve/gain second language skills	81%
Developed my teamworking skills	79%
Improved my ability to take initiatives	73%
Improved my ability to work autonomously	69%
Made me feel more self-motivated	69%
Gave me a better understanding of the professional activity in my area	67%
Improved my ability to use theoretical knowledge to solve practical challenges	60%

Improvements in Joint Programmes

IMPROVEMENTS IN JOINT PROGRAMMES	
Embedded internships	44%
Wider choice of optional courses	38%
Administrative/bureaucratic processes at institution 1	35%
Employer involvement	32%
Administrative/bureaucratic processes at institution 2	31%
Communication between the programme universities	29%
Language skills of teachers at institution 1	28%
Overall academic quality of the programme	27%
Overall communication with institution 1	23%
Overall communication with institution 2	19%
Double/joint degree students association	18%
Programme workload	16%
Language skills of teachers at institution 2	13%
Lenght of the stay abroad	11%
Support services at institution 2	10%

JP Option Choice & Attractiveness & Satisfaction



95%

Chooosed the Joint Programme as 1st Option

4,4

Satisfied with overall experience *(from 1 to 5)*

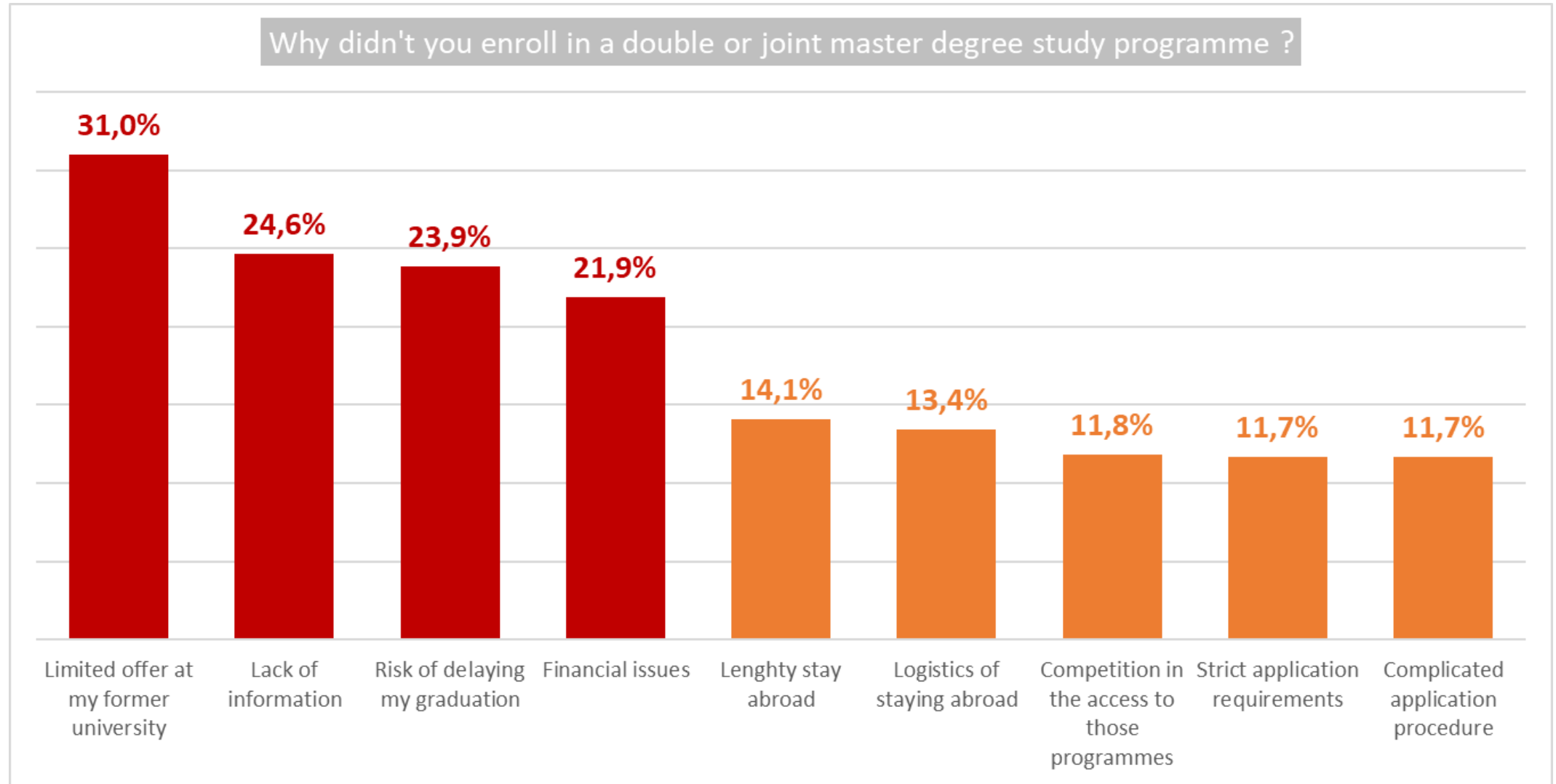
46%

Consider to choose a Joint Programme

68%

Are aware about the Joint Programmes

Regular Degrees reasons to not choose a Joint Programme



98%

Recommends the
JP Experience

- ✓ Because it was a very **rich experience, even if imperfect**.
- ✓ better opportunities available, ideal particularly for people with **diverse interests**
- ✓ Different way of teaching and **problem solving**
- ✓ High quality and relevant content of the program, **excellent networking opportunities with industry** during the number of visitations.
- ✓ Discover (..) new way of working/teaching, meet people from other countries. **Studying in a multicultural environment** is really a different way of living (...).

JP Curricular/Academic Aspects to be included

- Management
- Time Management
- Project Management
- Programming Skills
- Probably a longer dissertation or a lectures talking about the **dissertation preparation**
- No **sport** are proposed, I was quite surprised about this.
- More **optional modules** in Institution 1, local language courses in Institution 2
- More **hands-on classes** (not just theoretical) - building solar panels, a battery, etc.
- **Mandatory language courses**
- **Hot Topics** → Machine learning and data science, the humanities



- ▶ Final project conference in November/December 2021: you are invited!
- ▶ Online Filtering Tool and Interviews Analysis soon available at www.redeem2.eu
- ▶ More information to be provided by the EC European Collaborative Programmes (subscribe to the LinkedIn group)



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rui.mendes@tecnico.ulisboa.pt

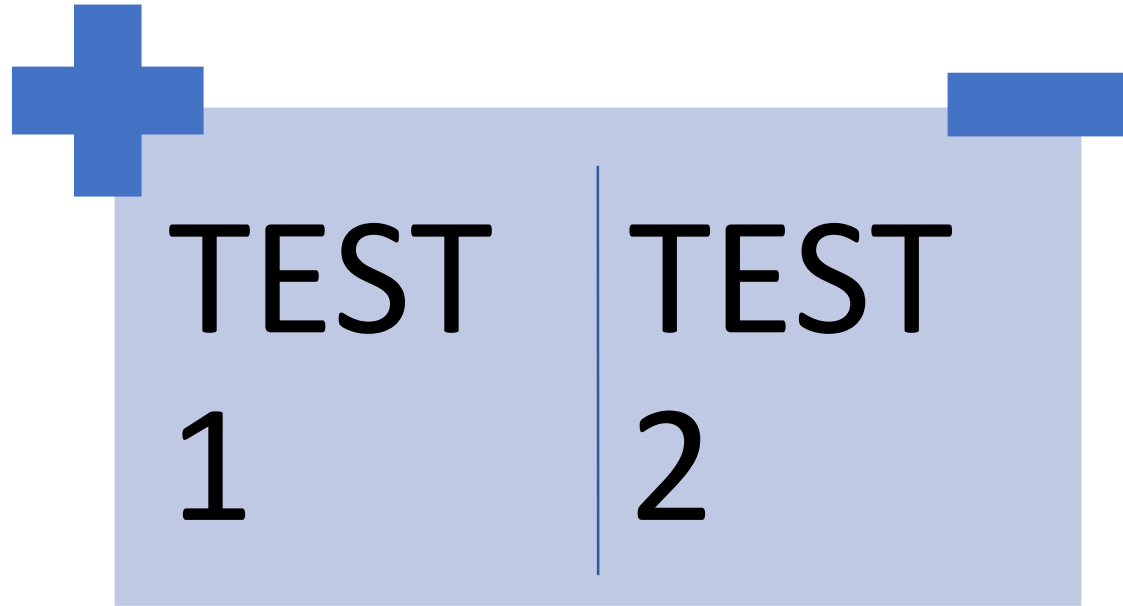


REDEEM 2 - The interview challenges & Tools

Next Steps | Further Info

NUMBER OF INTERVIEWS	Companies	Administrators/ Academics	JP Alumni	JP Students	TOTAL
	# up to 4	# 10	# up to 10	# between 8 and 10	#
AALTO (OK)	0 (1)	11 (0)	0 (1)	5 (3)	16 (5)
CVUT (0)	0 (1)	0 (10)	0 (1)	0 (8)	0 (20)
IST (OK)	0 (1)	9 (1)	1 (0)	8 (0)	18 (2)
KIT	1 (0)	7 (3)	0 (1)	5 (3)	13 (7)
KTH (Ok)	1 (0)	3 (7)	1 (0)	5 (3)	10 (10)
TUD (OK)	0 (1)	2 (8)	2 (0)	3 (5)	7 (14)
TTU (0)	0 (1)	0 (10)	0 (1)	0 (8)	0 (20)
UPC (0)	0 (1)	0 (10)	0 (1)	0 (8)	0 (20)
TOTAL	2 (6)	32 (49)	4 (5)	26 (38)	64 (98)

() missing #



TEST 1	TEST 2
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