



Joint degrees in the Higher Education policy of the EU and the EHEA

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Presentation overview

Looking back over 2 decades of Erasmus Mundus

EC policy goals with joint degrees...

National and institutional perspectives on joint degrees

Rationale for Erasmus Mundus programme

Collaboration and internationalisation

Stimulating quality joint master programmes

- HEIs making best use of different expertise and cultural perspectives to provide attractive programmes (initially aimed at students outside Europe)
- Putting Bologna tools into action... NQF, ECTS, DS, Quality Assurance, (automatic) Recognition

Joint degrees, rather than multiple degrees, **were set as an objective.**

Why joint degrees?

Difference between joint, multiple and double degrees

Joint degree: single degree award (from a joint programme)

Double/Multiple degree: two/multiple awards from participating HEIs

-> Joint degrees illustrate integration of HEIs

-> Multiple degrees illustrate separation of HEIs (and may imply separate requirements for exams etc in order to receive the degrees)

Joint degrees are the logical outcome of joint degree programmes

Multiple degrees may be a more practical outcome in a diverse legislative landscape...

Why joint degrees in Erasmus Mundus?

- European Commission position: accept multiple degrees, but prefer joint degrees
- Hoping to nudge national frameworks and HEI practice to become sufficiently flexible to issue joint degrees

No legal competence at European level, but the stimulus of EM could push positive change

Has Commission approach worked?

- NTT data report shows that legislation in all EU countries now permits joint degrees

=> Significant progress: prior to EM, most countries' legislation didn't cover joint degrees, so unclear whether they were permitted or not

- 55% of EM programmes award joint degrees...
- Included in the 55% are 21% (type D) where a single joint diploma is combined with diplomas from HEIs.. Joint degree? or multiple degree?

National public authority perspectives

Governments are all different... But some common patterns of behaviour on joint programmes/degree

In terms of rhetoric – consistently positive and supportive

In terms of action – reactive or passive

-> eg few countries have prioritised funding mechanisms to cover the additional costs of JD programmes, or to sustain them post-EM funding

Innovations in joint degrees (eg European Approach & European University Alliances) have come from programmes/HEIs, stakeholders and EU - not from national authorities

Importance of Erasmus Mundus

EM is where innovation and interconnectedness have been developed most concretely

Initial emphasis on excellence increasingly complemented with social inclusion

Consistently shining a light on gaps in framework conditions for European cooperation

And also provides the evidence base for why the goal of joint degrees should be pursued...