

Transnational Mobility in Bachelor and Master Programmes

Starting question:

Does the implementation of tiered study structures and degrees have a negative impact on student mobility?

Comparative analysis in eleven European countries:

Austria, France, Germany, Hungary, Italy, Netherlands, Norway, Poland, Spain, Switzerland, United Kingdom.

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Six central questions:

- (1) State of implementation of Bachelor and Master programmes?**
- (2) Impacts of curricular (and other) factors on mobility?**
- (3) Measures to increase outgoing mobility?**
- (4) Measures to attract international students?**
- (5) Development of student mobility in past and future?**
- (6) Good practice models and examples?**

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Approach and Methods of the Study

Two questionnaires: institutional q. and programme q. sent to a representative sample of higher education institutions in the eleven countries.

Identification of further 20 degree programmes (at Bachelor and Master level) through different channels for in-depths telephone interviews with academic staff responsible for the programmes.

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Good Practice Examples

- (1) Include an obligatory period of study abroad.**
- (2) Programmes with optional periods of study abroad:**
 - no curricular determination for one semester**
 - combination of study and work placement abroad**
 - additional certification**
 - practice credits**
 - study abroad preceded by a short visit to get to know host**

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(3) Accompanying measures important:

- foreign language training
- use of ECTS (or comparable credit point system)
- attractive host institutions
- financial support for study abroad
- availability of counselling, advice, information
- diploma supplement
- English language taught programmes at host institution

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Problems and Barriers for Mobility

Visa and admission into a study programme

Affordable housing

Funding and tuition fees

Foreign language training (in particular for UK students)

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Conclusions

- (1) Tiered study programmes have no negative impact on student mobility.**
- (2) German higher education institutions have the most negative expectations with regard to student mobility in the future.**
- (3) Modularisation is expected to have a positive impact on incoming and outgoing mobility.**

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- (4) No increase of vertical mobility is expected by a majority of institutions responding to our questionnaire.**
- (5) One third of our respondents expect a shorter period of study abroad in the future.**
- (6) Half of the new study programmes included in our survey have introduced obligatory study periods abroad of mostly one or less semester in Bachelor programmes and mostly seven months or longer in Master programmes. Typical time windows are the fifth (Bachelor) and the third (master) semester.**

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(7) The new study structures have no negative impact on student mobility but also no positive impacts per se. It is necessary to pay more attention to the accompanying measures. Curricular integration of study abroad and improved recognition are the corner stones to assure and increase student mobility.

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Thank you very much for your attention.

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