

Transnational Mobility in Bachelor and Master Programmes



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International Study on Transnational Mobility in Bachelor and Master Programmes

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Introduction

Dr. Siegbert Wuttig, DAAD

The borderless mobility of students in the European Higher Education Area is one of the political aims of the Bologna Process. The Ministers responsible for Higher Education in the 45 signatory Bologna countries agreed that this ambitious goal can only be reached by removing existing obstacles to mobility and by creating a common “architecture” for European higher education systems with a readable and comparable degree structure. However, the results of an international conference held by the German Academic Exchange Service (DAAD) in 2005 and the findings of some surveys (e.g. TRENDS IV) made clear that the introduction of Bachelor and Master programmes does not automatically imply an increase of cross-border student mobility. On the contrary, there was some evidence that the “shorter” and more compact study programmes could have a negative impact on transnational mobility.

In order to get a clearer and empirical picture of the effects of Bachelor and Master programmes on student mobility, the DAAD commissioned the Centre for Research on Higher Education and Work at the University of Kassel and the Association of Empirical Studies in Kassel to carry out a study in eleven Bologna countries. The main findings of this study can be found in this publication and were discussed by higher education experts of more than 30 Bologna countries in an international conference on “Transnational Mobility in Bachelor and Master Programmes” organized by the DAAD on 29 and 30 May 2006 in Berlin.

The conference report by Jochen Hellmann and Courtney Peltzer-Hönicke which is also included in this publication summarizes the results of the conference’s presentations and discussions as well as presents a number of steps countries and institutions can (and should) take to encourage and increase transnational mobility in Bachelor and Master programmes. Interestingly enough, the conference report shows that many conference participants see a negative impact of the two-tiered system on mobility in contrast to the findings of the Kassel study. This dissonance is most likely due to the fact that a number of the interviewees for the study are involved “in good-practice programmes, which have already established mobility as a key asset and many of which are double-degree programmes or have mandatory mobility units”. Therefore, the concluding message of the conference rapporteurs is clear: “We reiterate that there is no time to lose when it comes to implementing mobility schemes. It would be a serious mistake to concentrate at this juncture only on re-designing curricula to conform to the Bologna Process and then at a later date attempt to introduce mobility into a rigid structure. These two tasks must be carried out simultaneously”.

Last but not least, I would like to express my sincere gratitude to the authors of the Kassel study, the conference rapporteurs and all conference participants including the National Agencies for their continuous support and efforts to make our project a success. Special thanks go to our Federal Ministry of Education and Research for funding the study and the conference.

Conference Report

Transnational Mobility in Bachelor and Master Programmes

**by Jochen Hellmann and Courtney Peltzer-Hönicke
University of Hamburg**

On 29/30 May 2006 representatives from more than 30 Bologna signatory countries met in Berlin at a conference sponsored by the German Federal Ministry of Education and Research (BMBF) and organised by the German Academic Exchange Service (DAAD) to discuss the effect the Bologna Process has had thus far and will possibly have on transnational mobility in Bachelor and Master Programmes. Questions raised and discussed at the conference included: How far along are we with Bologna? What are those countries already 'transformed' experiencing with regard to mobility? Do Bachelor and Master programmes have different effects on mobility? What can we do to offset any negative effects and encourage mobility? Where do the obstacles lie? And can these issues be resolved while at the same time upholding the Bologna ideals?

This report shall briefly summarise these questions, the results of the conference's presentations and discussions as well as present a number of steps countries and institutions can (and should) take to encourage and increase transnational mobility.

Where are we at with Bologna and mobility?

As the saying goes, the proof of the pudding is in the eating. On that note, the proof of Bologna is in the mobility numbers. We must remember that at the core of the Bologna Process lies the concept of an open European Higher Education Area, where students can travel between countries for their education. Should there be no increase in the number of students moving between countries, then the process is obviously flawed. By observing the effects the Bologna transformation is having on transnational mobility from the early stages, we will be able to readily counterattack any negative signals before any fossilising of these occurs. On the other hand, success in mobility enhancement in any single area is a sound argument in favour of the process itself.

In order to determine the current Bologna state of affairs and what viewpoints and predictions institutions in different European countries have about the process and mobility, the International Centre for Higher Education Research and the Association for Empirical Studies (GES) conducted a study on "Transnational Mobility in Bachelor and Master Programmes" (Kehm/Maiworm, Kassel 2006) and presented the results of this study at the conference. This study confirms that with regard to the Bologna structures and the state of transformation the participating countries can be divided into three groups: a) transformation completed (i.e., the Netherlands); b) transformation in progress (i.e., Austria); c) transformation in the start phase (i.e., Spain). As a part of the study, ERASMUS coordinators from eleven Bologna countries were interviewed on their thoughts about mobility and Bologna; furthermore, coordinators of good practice programmes in each of these countries were also interviewed.

Key questions posed to the ERASMUS coordinators included the following:

- Are there study programmes available at the institution where mobility is embedded in the curriculum?
- How has mobility developed in the past five years?
- How will outgoing mobility develop in the future?
- What, if any, measures are being taken to enhance the attractiveness of study programmes for international students?

In addition, the good practice programme coordinators were asked about the following:

- learning outcomes for the programme in question
- the integration of mobility into the study programme
- credit recognition mechanisms for the programme
- mobility numbers

These good practice programmes, all recognising the positive side of mobility, encompass a variety of ways to integrate such components. That is, not all programmes focussed on using joint curricula or have mandatory mobility in place to persuade students to go abroad. Yet all have found ways to encourage mobility. Included as examples of good practice were programmes such as the following:

- The “Master in Pharmaciens-Ingénieur” programme offered by the École Nationale Supérieure des Techniques Industrielles Albi-Carmaux (France) requires students to go abroad for a twelve-week industrial placement between years 1 and 2. In addition, students may choose to go abroad during the fourth semester for an additional placement.
- The “Bachelor in Information and Communication Management” programme, serving as a good practice programme for Germany, is offered jointly by the University of Applied Sciences Zittau/Görlitz (Germany), the Technical University of Liberec (Czech Republic) and the Wrocław University (Poland). Students in the 3-year programme spend one year at each of the partner institutions.
- The Norwegian “Bachelor in European Studies” programme offered by the University of Bergen does not require its students to go abroad; however, three semesters of the six-semester programme are open to a stay abroad. In addition, the third semester is held open for a stay abroad as the curriculum during this semester consists of electives.

The key claim of the Kehm/Maiworm study is that the two-tiered system is not having a negative impact on mobility; however, the practical experience of many conference participants proves that often the opposite is true. This dissonance stems most likely from the fact that, as stated above, a number of those interviewed for the study are involved in good-practice programmes, which have already established mobility as a key asset and many of which are double-degree programmes or have mandatory mobility units. These programmes show us, of course, what succeeds, but perhaps more realistic would be to see how ‘average practice’ programmes perceive mobility and Bologna. ‘Average practice’ refers here not to programme quality, but rather to programmes where the particular purpose of creation of mobility is not a special focus or programmes which have only recently been restructured.

In short, while it is still too early to draw any definitive conclusions regarding the state of mobility in Europe, the study does provide us with ideas about what is working or not working in these countries.

Moving on to another key issue, a frequent roadblock in discussing methods to enhance mobility is that we often fail to differentiate between Bachelor and Master programmes as they are defined in the Bologna Process; we must remember that Bachelor and Master refer to two separate and different tracks. In many countries, or at least at many institutions, this concept does not seem to have been internalised. Such institutions do not realise that in the future a large number of Bachelor graduates will not immediately enrol in a postgraduate programme nor necessarily have the desire to stay at the home institution should they choose to pursue a Master’s degree. This will, however, be the case. Indeed, it is one of the core concepts of the Bologna Process as well as one of its key benefits. As such, the possibility for **vertical mobility** in Master programmes will most likely increase; that is, students will complete their Bachelor’s degree in Country A and move to Country B to carry out a Master programme. Although many fear a ‘brain drain’, we should not be afraid of losing good students through this process. Rather, we should congratulate ourselves as vertical mobility is a major asset of the Bologna Process and we should concentrate on making our Master programmes attractive to excellent international candidates. We should not forget that brain drain can also mean brain gain. Moreover, many Master programmes have included mobility phases in their curriculum as a way to further enhance mobility at the postgraduate level and this is to be recognised and encouraged. As such, many Master’s students will have the opportunity to combine vertical and horizontal mobility, an ideal situation to say the least.

Perhaps more important than the Master programmes is, then, our problem child, namely the Bachelor programmes. We must work on solving the potential problem of decreased mobility at this level, especially in three-year Bachelor programmes. The Kehm/Maiworm study identified a number of factors that hinder or could potentially hinder mobility in these 3-year programmes, all of which were confirmed by conference participants:

- Time window for mobility might be too short. Many feel that due to the compactness of the Bachelor programmes it will be nearly impossible to find a spot in the programme where students can be sent abroad for a longer period of time (i.e., for a semester or year).
- Density of workload could be a barrier. Based on the increased workload, many students may be hesitant to 'waste time' by going abroad.
- Lack of curricular flexibility could lead to recognition problems. If institutions are unwilling to accept foreign coursework as compatible to their own, students are not going to be willing to put forth the effort a period of study abroad requires.
- In some cases, the scheduling of courses could prevent mobility (i.e., Course A, a programme requirement and prerequisite for Course B, is only offered every other summer semester). Students may back out of going abroad for fear of having to repeat an entire year upon their return.

Ironically, the Bologna Process offers solutions to problems which themselves traditionally have been a factor favouring mobility in some countries, such as Germany. The long, unstructured programmes of the past, generally lacking transparency and clear learning outcomes, facilitated individual outgoing mobility in many cases. Students were free to plan a longer stay abroad without fear of losing time and without the pressure of making sure every course completed abroad was accounted for when returning to the home institution. What we need to master is how to overcome the disadvantages the past programmes had without losing the beneficial side effects of the 'ancien régime'.

By identifying the obstacles we can now pinpoint ways of eradicating them. On the one hand, none of these factors poses a problem that cannot be solved – they can, without a doubt, be overcome. On the other hand, these problems are or will be exacerbated due to the introduction of tuition fees in many countries; students in said countries who want to be mobile will demand quick solutions as time literally becomes money. Those countries and especially those institutions facing tuition fees are called upon to sit up and take notice of this.

In addition to the above factors, a number of mobility obstacles were mentioned that do not directly have to do with the Bologna structures. That is, these problems existed pre-Bologna and are not a direct effect of the process; nevertheless, the process may be able to assist us in solving them as it has raised awareness outside of Study Abroad and ERASMUS Coordination Offices of their existence. These obstacles include:

- Affordable housing for incoming international students. This was noted as a continuing problem by almost all participants.
- Funding and financing of incoming and outgoing students. This has particularly been a problem for students from Eastern Europe. In addition, with the introduction of tuition fees in many countries Western European student mobility might find the financial issue to be detrimental to study abroad plans.

- Language of instruction. Many, perhaps even an increasing number of students are unwilling to take courses in a foreign (i.e., non-English) language. In our linguistically diverse European Higher Education Area it is now, more than ever, of utmost importance that students be trained in a foreign language in addition to English. Study programmes conducted in English outside of an English-speaking country should take care to meet two important linguistic criteria: a) the level of English used in instruction must be of the highest quality. Too often we see marketing materials for English-language programmes in non-English speaking countries where it is clear that the language level of the programme is intermediate at best; b) language courses in the language of the host country must be a component of the programme. An essential element of studying abroad is getting to know the host culture, and without knowing the language of the host country, it is almost impossible to complete this task. At the very least, being able to read a tabloid or make small talk or, perhaps more importantly, complete simple business transactions in the host language causes one to develop a cultural awareness that would otherwise be lacking.
- Visa problems and administrative bureaucracy. Although the opening of the European Union to Eastern Europe has alleviated this problem in some respects, there are still many difficulties for incoming students from outside the EU, especially those participating in programmes where instruction itself is transnational, i.e., takes place in more than one country.

How to boost transnational mobility

Now that some of the key problems facing mobility have been identified or, as it were, re-identified, it should be evident that in order to increase mobility in Bachelor and Master programmes, universities and other higher education institutions must be willing to implement a number of measures. Based on suggestions and ideas brought forth by conference participants, we present ten schemes to increase mobility. Following the 'one size does not fit all' concept, these can or could be used in various combinations to find the perfect fit for individual programmes and institutions:

1. Mandatory mobility elements: in many cases, the implementation of a mandatory period abroad into a programme is the most feasible way to ensure mobility. Subjects such as foreign languages or intercultural/international studies are particularly suited to this method.
2. Inclusion of a sufficient number of electives in Bachelor/Master programmes so that students can use these electives during a mobility phase: we can only get more students to go abroad if we can assure them that doing such will not result in a significant loss of time for them. By including more general electives, especially in Bachelor programmes, student fears about credit recognition and missing out on major courses at home can be alleviated.
3. Mobility units that go above and beyond programme-based mobility. That is, developing cross-subject mobility programmes that cover such electives for students in various fields. An example of such a programme would be an Intercultural Studies semester where Hamburg students majoring in the languages, history, political science, art history or media studies would spend four weeks in Paris, four weeks in Venice and four weeks in Budapest taking courses in Intercultural Studies. The credits they would receive could then be used to fulfil elective requirements.
4. Developing European-based curricula. Using this model, institutions in different countries use the same curriculum for a given programme. Students from Country A could

then spend a semester at an institution in Country B without losing any time or needing to repeat coursework upon returning to their home institution. An example of this would be the Euro-Bachelor in Chemistry.

5. Integrated programmes: the further development of joint or double degree programmes is, in some ways, the best approach to ensuring increased mobility, although it is perhaps one of the most difficult to realise. Within such programmes, students are required to spend a period of time abroad, and through curricula developed by both or all partner institutions, there are few if any problems in credit recognition. A different, perhaps less ambitious type of integrated programme is a non-double-degree programme; here separate degree programmes are carried out by different partner institutions. Students from each institution travel to the partner to complete certain modules, particularly in subjects/fields not offered at the home institution.
6. Acceptance of shorter mobility periods. Although going abroad for 1 year is better than 2 months, 2 months is better than nothing. Moreover, a student who goes abroad for a six week summer course is more likely to later go abroad for a longer period of time, be it for his/her studies or for his/her career. Thus, these short periods can be viewed as an 'introduction to life-long mobility'.
7. Improved transparency / Diploma Supplement: recognition will be made easier if clear information about course content exists. In order to assist those who must make decisions about credit transfers, we call upon institutes and institutions to provide detailed course descriptions to partner universities and to also make these available via internet. Even more importantly, many conference participants expressed the need for all institutions to develop **learning outcome oriented** curricula. In addition to its many other advantages, this approach to curriculum development will also ease transparency problems. The University of St. Gallen (Switzerland) has also established a recognition system that is to be highly praised and could and should be copied for use elsewhere. At this institution, a database has been developed which registers courses taken abroad and the course credit received at St. Gallen. This database system shortens the time and bureaucracy needed for recognition matters and could also be used as an advising tool for students preparing to go abroad.
8. Bridge mobility: mobility units in the phase between Bachelor and Master or between Master and PhD with the option of returning to the home university. Bridge mobility schemes have been overlooked in the past; this is unfortunate as they provide not only opportunities for outgoing students who perhaps were unable to go abroad during the first tier of their studies or who wish to go abroad for a longer, 'freer' period, but also recruiting opportunities for the guest institution. A bridge mobility unit could be designed, for example, as a year-long direct exchange programme with a partner institution where each partner sends one (or several) highly qualified students to the other institution. These students would remain enrolled at their home institution, either as graduate or non-degree seeking students; should they choose to return to their home institution or continue on at the guest institution, some, if not all, credits for coursework completed could be recognised.
9. 3-year Bachelor programmes are still viewed too strictly with regard to the number of years. Instead, programmes should be viewed by the number of credits. 180 credits do not have to be completed within 3 years – they can be completed in 3, 3.5 or 4 years if valid reasons exist for needing an extra semester or two. Certainly a semester or year abroad must be considered as belonging to this group of reasons! This 'credits not years' concept alleviates the 'too little time' problem so often stated as a reason for not going abroad.

10. Marketing! Within the individual institution mobility programmes and opportunities must be properly advertised. The seeds of awareness for the importance of international education and for the significant role life-long mobility plays must be planted and nourished amongst students, faculty members and industry. Potential outgoing students must be identified and 'cultivated' before going abroad and returning outgoings must be fostered afterwards as they serve as perhaps the best ambassadors for an institution's mobility efforts.

A final word

Although the Bologna countries have completed different distances on the Bologna road, all are well on their way to reaching the Process's goals. To continue down the road of progress, it is becoming readily apparent that much of the responsibility for success now lies on the shoulders of the institution. Each institution must decide which mobility shoes fit its many programme feet: individuality and flexibility will remain the crucial road signs for walking this path successfully.

In addition, we re-iterate that there is no time to lose when it comes to implementing mobility schemes. It would be a serious mistake to concentrate at this juncture only on re-designing curricula to conform to the Bologna Process and then at a later date attempt to introduce mobility into a rigid structure. These two tasks must be carried out simultaneously!

International Study on

Transnational Mobility in Bachelor and Master Programmes

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Summary of Main Findings and Conclusions

Context and methodology of the study

The reforms triggered by the Bologna Declaration in the European higher education systems continue and extend the promotion of student mobility which started already in the mid 1980s with the ERASMUS and SOCRATES Programmes. In spite of the efforts to create greater transparency and uniformity of study structures and hence to ease student mobility, there are some indications that the conversion of the old study programmes into the new tiered study programmes implicates difficulties with regard to transnational student mobility. Therefore the German Academic Exchange Service commissioned a comparative study including eleven European countries (Austria, France, Germany, Hungary, Italy, Poland, Norway, The Netherlands, Spain, Switzerland and the United Kingdom) to look into the effects of the introduction of tiered study programmes and degrees on student mobility. The study was carried out from October 2005 until March 2006 by the Centre for Research on Higher Education and Work at the University of Kassel in cooperation with the Association of Empirical Studies in Kassel.

The methodological approach of the study was designed in a way which allowed to gather representative and comparable data for the eleven target countries, on the one hand, and to gather information on Bachelor and Master programmes serving as good practice examples for the organisation of transnational student mobility, on the other hand. Altogether, about 200 universities and 150 Bachelor and Master programmes filled in highly standardised questionnaires. Furthermore, 21 representatives of good practice programmes, two per target country (only one in Austria), were interviewed by phone.

State of implementation of Bachelor and Master programmes

The state of implementation of Bachelor and Master Programmes in the eleven countries selected for this study varies considerably. Taking into account country reports on the progress of introduction of the new degree structure as well as responses from universities it is possible to divide the target countries into three categories:

- (a) *Transformation completed*: Italy, Norway, Switzerland, and the Netherlands;
- (b) *Transformation in progress*: Germany, Austria and Poland;
- (c) *Transformation at the beginning*: Spain, France and Hungary.

The vast majority of the universities started with the reorganisation not earlier than in the year 2000 (85%). Only in Germany, Hungary and Poland, a remarkable proportion of higher education institutions introduced first Bachelor or Master programmes in the 1990s.

For the setting of standard periods of Bachelor and Master programmes most universities established the 3+2 model, i.e. the usual duration of Bachelor programmes is three years while Master programmes have a duration of two years. Bachelor programmes with a duration of more than three years are most common in Hungary, the Netherlands, Poland, and the United Kingdom while Master programmes with an average duration of less than two years are mainly offered by Dutch and British universities.

Measures to ensure and to enhance student mobility of own students

More than half of the universities offer at least one study programme in which student mobility is a mandatory part of the curriculum: 39 percent of the universities participate in double degree programmes, 20 percent offer study programmes with a joint curriculum, but without the possibility to obtain a double degree, and 30 percent offer programmes with a mandatory period abroad which is not integrated in a joint curriculum. Study programmes with a mandatory period abroad are most common at universities in the Netherlands and in Germany while it is an exception in the new EU member states Poland and Hungary. It might also be noteworthy that mobility in Master programmes is more often compulsory than it is in Bachelor programmes.

The use of ECTS is meanwhile standard and a precondition for the recognition of study achievements at host institutions abroad. Very useful for a successful stay abroad and a likewise successful recognition of study achievements is the conclusion of a learning agreement in advance. Even if this procedure is described as very time-consuming for all participants, students are guaranteed that the study achievements gained abroad will be recognised.

Many universities offer their students attractive opportunities to spend a study period or an internship abroad at partner institutions inside or outside Europe (83%), partly in the form of organised stays within the ERASMUS programme but also in the form of free-mover mobility. While most of the institutions in Western European countries are able to present a wide range of partner institutions, this is not always the case at universities in Central and Eastern Europe.

Financial support either in the form of scholarships or public grants and loans may help the students to decide in favour for mobility. The majority of universities stated that respective financial means are available or that state regulations allow the use of public grants for study abroad (70%).

Institutions from Norway and from Austria (88%) put high emphasis on assistance and advice of students while Dutch (42%), Italian (55%), Spanish (56%) and Swiss universities (57%) least often considered counselling and assistance as key elements of enhancing student mobility.

Measures to enhance the attractiveness for incoming international students

Almost three quarters of the universities participating in the survey offer at least some lectures, courses or modules in the English language. A comparison by country shows, that English has become a widespread language for teaching in Europe, apparently with the exception of countries from the Romance language area.

Especially German speaking countries put high emphasis on the provision of comprehensive and clear information about their Bachelor and Master programmes. More than three quarters of Austrian, German and Swiss universities produced material and information sites to attract international students while the respective proportion is only about half as much in France and Spain.

The majority of universities from the Netherlands and Poland states that special visa regulations and admission procedures were introduced to ease the enrolment for international students from non-European countries.

The provision of a Diploma Supplement as a possible mean to attract international students is reported most often by the universities from Norway, the Netherlands and Poland. On the other hand, it plays only a minor role in the United Kingdom and in Southern Europe, i.e. France, Italy and Spain.

Most universities do not only have an international office in charge of assistance and support of foreign students but also offer special orientation or introductory courses. Germany and Austria are the leading countries in this respect.

More than half of the institutions are able to provide affordable accommodation to international students. Respective proportions are at highest in the new EU member states Poland (81%) and Hungary (62%), closely followed by Germany (61%) and Italy (60%). Only limited provisions of accommodation by their host universities can be expected by students aiming to study in Spain (22%) or in the Netherlands (33%).

Almost each third university offers specialised study programmes to attract foreign students. Countries with comparably high proportions of universities providing such programmes are Spain (56%), Austria (41%), France (41%), and Germany (39%). On the other hand respective proportions are lowest in Switzerland (8%), the United Kingdom (13%) and Norway (17%).

Expected impact of Bachelor and Master programmes on student mobility

By and large, mobility experts from universities expect more positive than negative impacts due to the European wide introduction of Bachelor and Master programmes. Two thirds suppose a positive effect of the modularisation of curricula on outgoing student mobility and about 60 percent considered it positive to facilitate the admission of foreign students. In contrast to our original assumption, only one quarter of the universities fears a decrease of mobility as a result of shortened study periods, a high density of the curricula, or a lack of flexibility in Bachelor and Master programmes to integrate achievements acquired abroad. However, German universities are most critical about the positive effects of curricular changes in the new programmes and a significant proportion of higher education institutions stated their reservations with regard to all aspects. Doubts about the positive impacts of modularisation of the curricula were also comparably high in Austria and France, while universities from the Netherlands expect difficulties for mobility due to short standard periods of study and dense curricula.

Financial support is supposed to be an incentive to foster transnational student mobility by nearly three quarters of the universities. However, large differences could be observed between individual countries. While the vast majority of institutions from Central, Eastern and Southern European countries considered financial support as an appropriate means only slightly more than half of the German and Austrian institutions agreed and less than half from Norway.

Apart from the variety of factors expected to have an impact on student mobility, the questionnaires also yielded results concerning general mobility patterns which can be summarised as follows:

- (a) Concerning horizontal mobility, two thirds of the experts answering to our questionnaire expected a positive impact of the new Bachelor and Master programmes on outgoing student mobility, about 60 percent expected a positive impact on incoming student mobility, and only a quarter feared a general decrease in mobility as a result of the various factors listed above.
- (b) An increase in vertical mobility (i.e. moving abroad for a whole Master programme) is expected in particular by Swiss (58%), Dutch (50%), and German (44%) universities, while higher education institutions in Southern Europe and Norway expect such an increase clearly less often.
- (c) A significant change in students' preferences concerning the duration of study abroad is expected by only a minority of experts. One third of the universities considered tendencies towards shorter periods abroad (e.g. less than three months) as realistic while the majority is either ambivalent or disagrees to such a scenario. Hungarian (54%) and German universities (47%) most often could imagine that students in Bachelor and Master programmes will prefer shorter periods abroad as students in traditional programmes.
- (d) The emerging time windows for study abroad tend to be in contrast to what was assumed at the beginning of the study. In general, it can be said that the longer the standard period of study in a given degree programme is, the earlier the students tend to go abroad. The programme questionnaire yielded the following results in this respect: In 3 and 3.5 year Bachelor programmes students go abroad dominantly in the 5th semester; in 4 year Bachelor programmes they dominantly go abroad in the 4th semester; in 1.5 year Master programmes they mostly go abroad in the 3rd semester, and in 2 year Master programmes in the 2nd semester.

Development of student mobility: past and future

The transformation of traditional structures of study programmes and degrees in the framework of the Bologna Process has led to a heightened awareness of the issue of student mobility and its improvement. Development of actual mobility figures before and after the introduction of the tiered system of programmes and degrees give a clear indication of this. In the majority of countries, outgoing mobility has increased during the last five years to a considerable extent. This includes increased outgoing mobility to countries outside Europe as well. Exceptions here are the UK and the Netherlands. These two countries are also those in our sample which put the highest emphasis on attracting incoming students. The majority of institutions expects a further general increase in incoming and outgoing mobility in the future. Growing numbers of international students from non-European countries are more common in Master programmes than in Bachelor programmes.

Obviously however, those universities still in the phase of transforming their degree programmes to the new structures, i.e. offering some Bachelor and Master programmes already but having not yet completed the implementation of the tiered structure of programmes and degrees, feel the highest degree of scepticism in terms of possible positive impacts of the new degree structure on future mobility. In this particular group of institutions, only five percent of universities expect a further increase of mobility in the new Bachelor and Master programmes as compared to the overall development in the last five years, 60 percent expect no change and about one third fear that mobility will decrease. Interestingly, the expected negative impacts are less pronounced with regard to incoming mobility and more pronounced with regard to outgoing mobility.

General conclusions

The majority of universities from most of the target countries are optimistic about the future of student mobility in the framework of tiered study programmes. However, there is no clear evidence that shows that increasing student mobility is directly related to the implementation of the Bachelor and Master programmes. The survey as well as the interviews have shown that the Bologna reforms triggered a higher attention to support measures which would make study abroad more attractive. This is true for incoming as well as for outgoing mobility in the majority of the countries included in the study. Support measures include improvement of recognition, use of ECTS or equivalent credit point systems and Diploma Supplement, better information, advice and counselling as well as the selection of attractive partners.

Differences between countries are at least partly depending on national or institutional strategies to focus more on incoming than on outgoing students like the United Kingdom or the Netherlands. The state of transformation of traditional programmes to Bachelor and Master programmes also plays an important role. Universities from countries currently in progress or at the beginning of the transformation process more often expect negative impacts than institutions from countries having more or less already completed the transition.

Our findings also show a tendency of German universities to be sceptical above average as concerns the introduction of a tiered structure of study programmes and degrees and its anticipated effects on the development of student mobility. It is interesting to note that the programme directors of the new tiered study programmes anticipate a clearly lower extent of negative impacts than the experts at the central level. Overall, we come to the conclusion that the introduction of tiered study structures and degrees has no negative impact on the mobility of students

1. Background

The introduction of tiered study programmes and degrees is part of the Bologna Declaration, signed in June 1999 by the Ministers for Education of 29 European states. It forms the basis for the creation of a European Higher Education Area by 2010. With the introduction of tiered study programmes and degrees, generally known as Bachelor and Master programmes, it is expected that study programmes and degrees in Europe will become more transparent, and increased student mobility as well as better recognition of study abroad periods will be facilitated. Furthermore, it is hoped that European universities will become more attractive for foreign students and more competitive on a global scale.

The Bologna Declaration was preceded by a conference at the Sorbonne University in Paris in May 1998 at which the Ministers for Education of Italy, France, Germany and the UK signed an inter-state declaration on the “Harmonization of the Architecture of European Higher Education”. This was the first time that “harmonization” had been accepted as a goal by European Ministers who until that time had always insisted on diversity and difference. The plan to harmonize the European higher education systems was, however, targeted to the structures (“architecture”) only in order to make European higher education more attractive and competitive in the global higher education market.

With the Bologna Declaration the aim of “Harmonization of the Architecture of European Higher Education” became concrete. The following objectives have been agreed:

- „Adoption of a system of **easily readable and comparable degrees**, also through the implementation of the Diploma Supplement, in order to promote European citizens employability and the international competitiveness of the European higher education system.
- Adoption of a system essentially based on **two main cycles**, undergraduate and graduate. Access to the second cycle shall require successful completion of first cycle studies, lasting a minimum of three years. The degree awarded after the first cycle shall also be relevant to the European labour market as an appropriate level of qualification. The second cycle should lead to the master and/or doctorate degree as in many European countries.
- Establishment of a **system of credits** – such as in the European Credit Transfer and Accumulation System (ECTS) – as a proper mean of promoting the most widespread student mobility. Credits could also be acquired in non higher education contexts, including lifelong learning, provided they are recognised by receiving Universities concerned.
- Promotion of **mobility** by overcoming obstacles to the effective exercise of free movement with particular attention to:
 - for students, access to study and training opportunities and to related services
 - for teachers, researchers and administrative staff, recognition and valorisation of periods spent in a European context researching, teaching and training, without prejudicing their statutory rights.
- Promotion of **European cooperation in quality assurance** with a view to developing comparable criteria and methodologies. Promotion of the **necessary European dimensions in higher education**, particularly with regards to curricular development, inter-institutional cooperation, mobility schemes and integrated programmes of study, training and research” (European Ministers for Education 1999: 3-4).

The reforms triggered by the Bologna Declaration in the European higher education systems are continuing and extending the promotion of student mobility which started already in the mid-1980s with the ERASMUS Programme. The programme provided and continues to provide incentives and instruments for organised student mobility and recognition of study abroad periods, for example, the design of curricula with integrated time windows for temporary periods of study abroad and the development and implementation of a European Credit Transfer System (ECTS) to support mobility.

There is a broad consensus that the experience of transnational cooperation of higher education institutions within European mobility programmes is central for the Bologna Process.

Experts agree that without ERASMUS, the Bologna Declaration would most probably never have been formulated. As a matter of fact, the experiences and instruments of transnational cooperation constitute the basis for the implementation of tiered study programmes. Reichert and Tauch (2005) in their Trends IV Report state that the majority of countries which signed the Bologna Declaration have introduced ECTS or a comparable credit point system. This is often connected to a modularisation of curricula. Up to now there are no detailed statistics available about the implementation of ECTS in the different European countries. The use of ECTS before the Bologna reforms especially allowed the transfer of credits between partner institutions. The use of ECTS in the framework of the Bologna Process is intended to become generally accepted, similar to a currency which can be exchanged everywhere (cf. Gehmlich/Tauch 2003: 107).

In spite of the efforts to create more transparency and uniformity of study structures and hence to ease student mobility, there are some indications that the conversion of old study programmes into new tiered study programmes implicates difficulties with regard to transnational student mobility. Reichert/Tauch (2005) as well as Alesi et al. (2005) emphasize in particular

- that the conversion of study structures tends to lead to a substantial overload of the contents in the first study cycle so that electives are reduced and that there is a lack of time windows for a temporary period of study abroad (cp. Reichert/Tauch 2005; Alesi et al. 2005);
- that in the second cycle the study period is shorter and the thesis is more demanding than in the first cycle which leads to time problems as well;
- that the uniformity of European study structures (especially with regard to duration and character of Bachelor and Master programmes) does not increase to the extent expected and hence constrains vertical mobility (cp. Alesi et al. 2005: 29).

Although there is a wide agreement that student mobility is an important element of a good education and that it contributes to the development of personality, cultural competences as well as later employability of students, the results of the two largest comparative studies about the effects of the Bologna reforms in terms of student mobility gave cause for concern. Therefore the German Academic Exchange Service commissioned a comparative study including eleven European countries to look into the effects of the introduction of tiered study programmes and degrees on student mobility.

The study was carried out from October 2005 until February 2006 by the Centre for Research on Higher Education and Work at the University of Kassel in cooperation with the Association of Empirical Studies in Kassel.

2. Objectives and Design of the Study

2.1 Aim of the study

The aim of this study was to investigate the development of transnational student mobility in the two-tiered system of study programmes and degrees in eleven European countries. The countries included in the study are Austria, France, Germany, Hungary, Italy, Poland, Norway, The Netherlands, Spain, Switzerland, and the United Kingdom.

The German Academic Exchange Service specified the following terms of reference:

- to show whether and how higher education institutions in the selected countries integrate study abroad periods of different types and duration in Bachelor and Master study programmes;
- to select for this purpose study programmes of different lengths and in different subjects;
- to identify difficulties the two-tiered system might implicate.

With regard to the above mentioned terms of references the study intended in a first step to give a comparative overview about the implementation of the two-tiered study structure at the national (legal) level of the participating countries and at the level of universities. Based on this overview national characteristics with regard to the handling of student mobility were elaborated.

In a second step, the study aimed to investigate curricular characteristics of good practice study programmes such as the typical point in time to make a stay abroad, the duration of programmes, the degree of curricular integration of study abroad periods, and possible barriers to student mobility in the two-tiered system. Closely connected are questions of recognition of study achievements abroad, i.e. which measures and instruments are used for the recognition.

In a third step, the studies purpose was to identify good or innovative solutions for general problems of student mobility, i.e. the curricular integration of periods abroad, the recognition of study achievements, measures to enhance voluntary student mobility, the choice of co-operation partners etc.

2.2 Design of the study

The study used two different methods which have been integrated as far as possible for the report. Firstly, a written questionnaire was sent to a representative sample of higher education institutions in each of the countries included. With this "institutional" questionnaire the ERASMUS coordinators were addressed and asked to answer it. At the same time ERASMUS coordinators received a second questionnaire, the "programme" questionnaire", and were asked to send it to those members of academic staff responsible for Bachelor and Master programmes which could in their opinion serve as examples of good practice for student mobility in our study. Due to time constraints, the original design of the study, namely to identify in a second step two examples of good practice in each country and carry out in-depth interviews with those responsible for these good practice programmes, had to be changed. The 22 examples of good practice (two from each of the eleven countries included in the study) had to be identified parallel to the questionnaire phase and were therefore selected independently from the sample of programme questionnaires. The typology of models of good practice and statistical information in chapter 5 has been developed from the programme questionnaire sample.

Secondly, in-depth interviews have been carried out with academic staff responsible for 22 specific Bachelor and Master programmes which had been selected to serve as examples of good practice with respect to student mobility. The process of and criteria for selection of these examples will be described in section 2.2.2.¹

2.2.1 Survey on higher education institutions

2.2.1.1 Selection of higher education institutions, mailing of questionnaires and return rate

As one of the methods for the collection of information about transnational mobility in Bachelor and Master programmes, a highly standardised questionnaire survey on a representative sample of universities² in the eleven target countries was employed. The survey should serve two purposes:

- (a) to provide comparable and quantifiable information on the implementation of Bachelor and Master Programmes on institutional level, i.e. on the extent of transformation of study programmes, the curricular and other means introduced to ensure and to enhance student mobility and the expected impact of the new programmes on the development of outgoing and incoming mobility;
- (b) to help identify Bachelor and Master programmes which could be considered as examples of good practice in terms of transnational student mobility and to provide some programme details on curricular integration of mobility, recognition of achievements gained abroad and expected future development of mobility.

Due to the two levels of information which have to be covered by the survey, i.e. institutional and programme level, two types of questionnaires were developed: One addresses the ERASMUS coordinators at the institutional level ("institutional questionnaire") and the other the heads of individual study programmes ("programme questionnaire").

Both questionnaires were translated into three languages: English, German and French. Recipients in Austria, Germany, France and the United Kingdom were provided the questionnaires in their domestic language. Solely, the English language versions were sent to the Netherlands and Norway, whereas packages containing two language versions were sent to Hungary, Poland (German and English version each), Italy, Spain (English, French) and Switzerland (German, French).

It was decided at the beginning of the study that the survey should not address all but only a sample of higher education institutions in each of the target countries which are representative in terms of type of institution, number of students, range of subject areas and regional spread. The selection of a sample of universities from the total population of higher education institutions in each country, i.e. all higher education institutions holding a SOCRATES/ERASMUS charter, was supported in most cases by experts from national SOCRATES agencies. The size of samples drawn for the individual countries ranged from about 40 to 100 depending on the total number of eligible higher education institutions (see Table 2.1). Finally, the samples from all target countries contained 740 higher education institutions.

¹ Shortly before submitting the final report of this study it turned out that one of the two Austrian study programmes which had been selected as an example of good practice upon recommendation of the National Austrian SOCRATES Agency as well as the responsible person in the Austrian Ministry for Education, Science and the Arts and about which an in-depth interview had been carried out was not accredited. The study programme, currently in its second year, will be closed in the near future and could therefore no longer be included in the study.

² In this study the term "university" covers all types of higher education institutions

Table 2.1
Overall number of higher education institutions in the TAO-database and sample size by country (absolute numbers, ratios in percent)

| | Overall number of eligible institutions | Sample size | Ratio (%) |
|----------------|---|-------------|-----------|
| Austria | 77 | 38 | 49.4 |
| France | 437 | 99 | 22.7 |
| Germany | 276 | 96 | 34.8 |
| Hungary | 49 | 49 | 100.0 |
| Italy | 139 | 70 | 50.4 |
| Netherlands | 61 | 50 | 82.0 |
| Norway | 47 | 47 | 100.0 |
| Poland | 215 | 100 | 46.5 |
| Spain | 84 | 50 | 59.5 |
| Switzerland | 42 | 42 | 100.0 |
| United Kingdom | 179 | 99 | 55.3 |
| Total | 1,744 | 740 | 42.4 |

Due to small numbers all higher education institutions from Norway, Hungary and Switzerland were included into the survey while in other countries the samples represented between 23 percent (France) and 82 percent (the Netherlands) of the total population of higher education institutions.

Packages, each with one institutional questionnaire and three programme questionnaires, were sent to the ERASMUS coordinators of the selected higher education institutions. The coordinators were asked to fill in the institutional questionnaires by themselves and to examine if there were any Bachelor or Master Programmes at their institution, in which student mobility is particularly well organised. They were further asked to pass on the programme questionnaires to the heads of the respective programmes. The questionnaire packages were sent out on November 11th, 2005, and the recipients were requested to return the completed questionnaires by the end of the month. A reminder email was sent to all institutions which had not returned the institutional questionnaires within five weeks. In response to the feedback from several recipients about difficulties to fit into the time schedule, the deadline was expanded until the mid of January 2006. Finally, all questionnaires returned until mid of February were accepted and used for the statistical analysis.

Altogether, five questionnaires were returned because the addresses or the names of contact persons were invalid. Thus, the net sample was reduced to 735. In addition, 28 emails were received from ERASMUS coordinators who refused to participate in the survey: 16 because of staffing difficulties, lack of time or the multitude of survey requests. Further twelve respondents had either no Bachelor or Master programmes, or student mobility did not take place. Within three months after the first mailing, 201 higher education institutions had returned the institutional questionnaire. In the same time span, 162 programme questionnaires were received. Thus, the return rate of institutional questionnaires was about 27.3 percent (see Table 2.2). The following reasons explain the low degree of participation:

- Due to the early stage of the process of transforming traditional degree structures into the Bachelor and Master structure in several target countries, very limited or no information on the objectives of the study was available at the time the survey was carried out. In the case of Spain, only nine institutional questionnaires and none of the programme questionnaires were returned. This might be due to the fact that the implementation of two cycle study programmes had just been started in 2005 (cf. the National Report of Spain to the Bologna process from January 14th, 2005) and most universities were not in the position to contribute to the objectives of the study;

- the time span given to the respondents to return the questionnaires was relatively short and unfavourable, because this period comprised the holiday season (Christmas, New Year's Day);
- a multitude of surveys about mobility in higher education, the development of European exchange programmes and related topics were carried out in the last few years, so that the willingness to participate in surveys has decreased. ERASMUS coordinators who are often used as access points to universities by researchers were getting "survey tired"; such feedback was given especially from the Netherlands and Germany.

Table 2.2
Number of higher education institutions in the sample, returned institutional and programme questionnaires by country (absolute numbers, percentages)

| | Sample size | Returned institutional questionnaires | Return rate institutional questionnaires (%) | Returned programme questionnaires |
|----------------|-------------|---------------------------------------|--|-----------------------------------|
| Austria | 38 | 17 | 44.7 | 15 |
| France | 99 | 18 | 18.2 | 13 |
| Germany | 96 | 39 | 40.6 | 32 |
| Hungary | 48 | 13 | 27.1 | 8 |
| Italy | 70 | 11 | 15.7 | 8 |
| Netherlands | 50 | 12 | 24.0 | 10 |
| Norway | 46 | 23 | 50.0 | 15 |
| Poland | 98 | 27 | 27.6 | 23 |
| Spain | 50 | 9 | 18.0 | 0 |
| Switzerland | 42 | 14 | 33.3 | 19 |
| United Kingdom | 98 | 18 | 18.4 | 7 |
| Total | 735 | 201 | 27.3 | 150 |

As Table 2.2 shows, lowest return rates can be observed in the case of Italy, France, Spain and the United Kingdom while highest participation rates can be found in the cases of Norway (50%), Austria (45%) and Germany (41%).

Return rates of the programme questionnaires cannot be examined, because the size of the basic population is unknown, i.e. the total number of good practice programmes in the countries. Altogether, 162 programme questionnaires were returned until the mid of February 2006. However, twelve of these had to be excluded from the analysis, because student mobility did not take place. Of the remaining 150 study programmes, 35 had to be excluded from the analysis of questions related to actual student mobility, because they were newly implemented and no student enrolment or mobility had taken place at the time the survey was carried out.

2.2.1.2 Basic characteristics of participating higher education institutions

The highest share on the total pool of higher education institutions responding to the survey has Germany (19%), followed by Poland (13%) and Norway (11%). On the other hand, the proportion of institutions from Italy and from Spain were only about five percent each.

As Table 2.3 shows, nearly all institutions offer academic degrees on the Bachelor level (90%), most of them also offer degrees higher than a Bachelor (80%). Only a minority does not have Bachelor programmes, but Master programmes (4%), or neither Bachelor nor Master programmes (6%), i.e. degrees below the Bachelor level or only PhD programmes.

Table 2.3
Degrees awarded at participating higher education institution – by country (percentage)

| | Country | | | | | | | | | | | Total |
|---------------|---------|------|------|-----|------|------|------|-----|------|------|------|-------|
| | AT | CH | DE | ES | FR | HU | IT | NL | NO | PL | UK | |
| Only BA | 6 | 23 | 0 | 11 | 6 | 23 | 9 | 11 | 9 | 19 | 6 | 10 |
| BA and higher | 71 | 69 | 89 | 78 | 59 | 62 | 91 | 89 | 91 | 74 | 94 | 80 |
| MA and higher | 6 | 8 | 3 | 0 | 12 | 8 | 0 | 0 | 0 | 7 | 0 | 4 |
| No BA and MA | 18 | 0 | 8 | 11 | 24 | 8 | 0 | 0 | 0 | 0 | 0 | 6 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Count (n) | (17) | (13) | (37) | (9) | (17) | (13) | (11) | (9) | (23) | (27) | (18) | (194) |

Question 1.5: Which degrees can be obtained at your institution?

Source: Institutional questionnaire

The overall number of students enrolled at universities is more than 9,000 on average. Nearly one quarter of the institutions have up to 1,000 students, another quarter 1,001 up to 3,000 students. Between 3,001 up to 10,000 students (24%) or even more than 10,000 (29%) are enrolled at the other half of the institutions.

2.2.2 The examples of good practice

2.2.2.1 Selection of the examples of good practice

In order to select two study programmes as examples of good practice in each of the eleven countries included in the study³, a multi level and multi-dimensional approach was applied:

- In a first step the national SOCRATES/ERASMUS Agencies in each of the selected countries were asked to name four or five higher education institutions in their respective country of which they knew or assumed that these institutions might offer Bachelor or Master programmes that could serve as examples of good practice with regard to the organisation of student mobility. The national agencies were also asked to provide us with the contact details of the ERASMUS coordinators of those higher education institutions they had proposed.
- The ERASMUS coordinators at the respective higher education institutions were then asked to select one or two Bachelor and Master study programmes at their institution and to provide us with the contact details of the persons responsible for the selected study programme.
- Additionally, the national accreditation agencies in those of the selected countries in which accreditation of new study programmes has been established were asked to make a judgement which Bachelor and Master programmes in their country could be included in our study.
- Furthermore, additional information about the study programmes selected as examples of good practice was gathered through their respective websites and an analysis of relevant documents was carried out.
- The quantitative part of the study was also intended to contribute to the identification of the examples of good practice. The questionnaire for the institutions addressed to the SOCRATES/ERASMUS coordinators included the request to identify a Bachelor and a Master study programme at their institution that could serve as an example. But due to the limited time in which the study was carried out, this approach was only of limited use since the return of the questionnaires was later in time than the identification of exemplary study programmes.
- The final selection of examples was also affected by the aims to cover as wide a range of institutional types as possible and to include Bachelor and Master programmes of different duration and in different subjects.

³ The study includes only 21 examples of good practice. Please see footnote on p.5.

Those actors who were asked to identify potential examples of good practice in their country were also provided with a list of criteria to help them in their choice and recommendation of degree programmes. The recommended programmes were supposed to fulfil as far as possible the following criteria as possible:

- New conception of curriculum (incl. interdisciplinary approach or joint curriculum with partner institution abroad),
- Based on student workload and ECTS,
- Modularised curriculum,
- Teaching in a foreign language (all or parts of the curriculum),
- Automatic supply of diploma supplement,
- Study or placement period abroad (mandatory or optional),
- Duration of period abroad,
- Cooperation with partners in European and possibly non-European countries,
- Number of outgoing and incoming students,
- Proportion of mobile students,
- Measures and instruments of recognition and degree of recognition of study periods abroad.

Following the identification of Bachelor and Master programmes with the potential to serve as examples of good practice telephone interviews were set up with the person responsible for each of the programmes. The interviews lasted between 20 and 70 minutes and included inquiries into the details concerning the structure and characteristics of the study programme, the cooperation partners, the recognition of study achievements abroad and the experience with regard to mobility.

2.2.2.2 Basic characteristics of the examples of good practice

The selection of good practice examples consists of twelve Bachelor and nine Master programmes. Six programmes are double or joint degree programmes and in three programmes students have the option to take part or to apply for a double degree programme. Three study programmes have been developed as joint curricula programmes. The degree Bachelor or Master of Science is the predominant degree type (in ten cases) followed by Bachelor or Master of Arts (in three cases). The other types of degrees vary between subject specific or regional degrees.

The standard period of study varies at the Bachelor level between three and four years (about half and half). At the Master level the variation is less. Seven out of nine Master programmes have a standard study period of two years, and two programmes only go on for one and a half years.

In all study programmes ECTS or an equivalent credit transfer system is used.

Characteristic for the selected good practice examples is that these programmes are very new programmes. 14 out of 21 study programmes were established in 2003 and later, another three study programmes between 2000 and 2003.

Six out of 21 study programmes are offered at universities of applied sciences and 13 at Universities or Universities of Technology.

Common to the majority of the selected study programmes is the high emphasis on language abilities. In seven cases English is the language of instruction (four cases are joint or double degree programmes, the UK is excluded) and in 14 cases this is the respective national language. Additionally in ten programmes courses or single modules are held in foreign languages. The high emphasis on language abilities becomes also apparent with regard to the language courses. In 18 study programmes mandatory (6) or at least optional (12) language courses are included.

3. State of Implementation in Countries and Universities

The procedures of implementation of the Bologna objectives have not been definitely scheduled by the signatory states yet. The legal framework for the introduction of the tiered study structure as one part of the Bologna objectives has been set in all countries which participate in this study. But this has taken place at different times and the actual transformation of study programmes and degrees at the institutional level varies considerably. Thus, the state of implementation of the Bologna objectives, in particular the transformation from traditional degree programmes into two cycle Bachelor and Master structures, has to be analysed on the national level as well as on the institutional level.

3.1 Implementation of Bachelor and Master programmes in the context of the Bologna Process

The state of implementation of Bachelor and Master Programmes in the context of the Bologna process in the eleven countries selected for this study varies considerably. In the following sections the status of implementation in the different countries is briefly described. Therefore the countries are divided into three groups: (1) *countries which completed the transformation*, (2) *countries in progress of the transformation* and, (3) *countries at the beginning of the transformation*. In many countries study programmes in subjects like medicine or law, for example, are not converted into the two cycle structure.

(1) Countries having completed the transformation

Italy

Officially all study programmes at Italian universities started according to the two cycle structure with the beginning of the academic year 2001/02. Thus, the conversion into the structure of tiered study programmes is already completed: "In Italy all study programmes (100%) are based on the Bologna BA/MA/PhD structure" (Agenzia Nazionale Socrates Italia 2005: 153). After finishing the Bachelor programmes the first students started their second cycle Master programmes in the academic year 2004/05.

Nevertheless, the experiences with the new degree structure and student mobility in the study programmes at the Bachelor and the Master level vary according to the academic year in which the respective study programmes started.

The Netherlands

The conversion took place very quickly in the Netherlands. The new higher education law of 2002 converted all educational programmes at "Hogescholen" into Bachelor programmes with the beginning of the academic year 2002/03. The law also defined that study programmes at universities have to be changed into Bachelor and Master programmes with the option to do this step by step until the year 2007. An additional article has been included in the law at the end of 2004 stipulating all Higher Education Institutions to deliver all students a Diploma Supplement automatically.

By now most of the Dutch study programmes are offered in the Bachelor/Master structure and these newly developed programmes often include international elements, for example in the form of a study period or internship abroad. Due to the intention of accessing foreign students, higher education institutions in the Netherlands offer an increasing number of study programmes in English (especially Master programmes): "In the academic year 2004-2005, 647 master's programmes at Dutch universities are being provided in English" (NUFFIC 2005, p. 209). Because of the relatively quick and comprehensive implementation of the tiered study structure the Dutch universities have already gained considerable experience with the development of student mobility in the new structure of study programmes and degrees.

Norway

With the Act on Universities and University Colleges and the Act on Private Higher Education (both enacted in June 2001; entered into force as from 1 July 2002) the Norwegian Government established the legal basis for the introduction of tiered study programmes and other important measures which allow transnational student mobility. Some of the Norwegian higher education institutions converted their traditional study programmes or introduced new ones according to the Bachelor and Master model already in the academic year 2002/03. Full implementation was achieved in the academic year 2003/04.

Exceptional in the Norwegian legislation is that it defines that “all students should be given the opportunity to carry out an exchange period abroad, including at the Bachelor level” (Norwegian Council for Higher Education (SIU) 2005: 215).

With the implementation of the tiered structure of study programmes and degrees which also included doctoral education and training as the third cycle in the academic year 2003/04, Norwegian universities have already gained some experiences with the new study structure. The study programmes are especially interesting with regard to student mobility since they must facilitate a period of study abroad for all students.

United Kingdom

In contrast to the other higher education systems in Europe the traditional degree structure in the UK is a three cycle structure of Bachelor, Master and PhD. The dominant length of Bachelor programmes is three years⁴ and the duration of the Master degree programmes is mostly one calendar year or slightly longer. There are also second cycle Master degrees which take two years but these study programmes usually include a substantial research component. Another difference is the possibility to get into a PhD programme directly after successfully completing a Bachelor degree.

The fact that the British higher education system does not have to undergo substantial reforms of its study and degree structure does not mean that there is no need for change and improvement, especially with regard to the international dimension and student mobility. Only “a range of degrees certainly consider international elements. These would include language degrees, area studies degrees, International Relations programmes, joint degrees (involving partners in another country) – all of which are likely to include study or a work period abroad or language training. It must be stressed that only a minority of UK students are involved in such programmes [...]” (UK SOCRATES/ERASMUS Council University of Kent 2005: 314).

(2) Countries in progress of the transformation

Austria

With the Federal Act on the Organisation of Universities and their Study Programmes (Universities Act 2002) the Federal Austrian Government provided the legal basis for the introduction of tiered study programmes, the implementation of ECTS, and the Diploma Supplement. With an amendment of the Fachhochschule Studies Act (FHStG) in 2002/03 the legal basis for the introduction of Bachelor and Master programmes was also established for universities of applied sciences in Austria.

In the winter semester of 2004/05 about 25 percent of all study programmes at Austrian universities had been converted into the two cycle structure. Among them were 173 Bachelor and 217 Master programmes (BMBWK 2005: 85). The same proportion of study programmes (i.e. 25 %) had been converted into the tiered structure at universities of applied sciences (Bacher 2005: 1), 36 study programmes at the Bachelor and three study programmes at the Master level in the winter semester of 2004/05 (Fachhochschulrat 2004: 9).

⁴ „In Scotland, first cycle honours degree programmes are normally four years in duration. In the rest of UK, the normal duration of first cycle Bachelor degrees is three years but there are a significant number of first cycle degrees which last for four years and in the case of certain professional subjects for a longer period, e.g. most Modern Language first cycle degrees last for four years; Engineering degrees last for four years. There is a range of other degrees which last for four years or more” (UK SOCRATES/ERASMUS Council University of Kent 2005: 313)

Austrian universities and universities of applied sciences have not finished the implementation of the two cycle structure yet but first experiences with the process and its effects as well as with the development of student mobility in the tiered structure are available.

France

In France a quite different form of implementation of Bachelor and Master programmes has been chosen, based on several ministerial decrees issued in Spring 2002. The process is taking place in chronologically consecutive regional waves in which only a certain amount of universities is allowed to implement the tiered study structure. The first wave concerned 23 universities and started in 2003. So far, about 75 percent of French universities have already begun to implement the two-tiered structure and only 18 universities are not in the process of conversion yet. "Even if the large majority of universities started to implement new programmes a large range of 'old programmes' are still taught" (Agence Socrates-Leonardo da Vinci France 2005: 118).

The experiences with the new study structure also vary considerably among the French universities and it is difficult to assess the status of implementation.

Germany

The legal framework for the introduction of Bachelor and Master programmes was established in October 2003 by the Standing Conference of the Ministers for Education of the 16 Federal States (KMK). The intention is to complete the process of conversion by 2010. At the beginning of the winter semester 2005/06 altogether 3,797 Bachelor and Master programmes (i.e. 34% of all study programmes) are offered at German universities (cf. HRK 2005: 5). Compared to the beginning of the previous winter semester (2004/05) this was an increase of 7.4 percent. Predominantly, the duration of the Bachelor programmes is three years. The duration of the Master programmes differs between one, one and a half and two years with a clear tendency to two year programmes.

German universities and universities of applied sciences have not completed the implementation of the two cycle structure yet but first experiences are available also with regard to the development of student mobility.

Poland

The legal situation of higher education in Poland is changing currently. In accordance with the Higher Education Act from 1990 three types of study programmes are offered: "Master's degree programmes as one cycle programmes lasting from 4 to 6 years [...], Bachelor's degree programmes lasting from 3 to 4 years, and Master's degree programmes as second cycle programmes for holders of a Bachelor's degree lasting from 1,5 to 2 years (later referred to as second cycle Master's degree programmes)" (National Agency SOCRATES/ERASMUS 2005: 221). The draft for an amended Higher Education Act which will oblige all institutions of higher education to introduce tiered study programmes (except in certain subjects) is presently under discussion.

The range of Bachelor and second cycle Master degree programmes varies among the Polish higher education institutions according to type of institution and subject. Especially public institutions proceed with the conversion. Of 60 public institutions⁵ about ten percent introduced two cycle programmes in all subject areas, about 50 percent of the institutions introduced the tiered study programmes in at least half of their subject areas and 37 percent of the public institutions introduced Bachelor and second cycle Master programmes in less than half of all subject areas. This is a sharp contrast to the private higher education sector in which 57 percent of the institutions have not yet introduced any Bachelor and second cycle Master programmes.

Considering these data it can be concluded that public higher education institutions in Poland are in the process of reforming their study structures and have gained already some experiences with the new study programmes and degrees.

⁵ This number refers to the amount of public institutions which have provided data. Two public higher education institutions did not provide data. The total amount of higher education institutions in Poland is 62 (ibid. 222).

Switzerland

Soon after the Bologna Declaration of 1999, Swiss higher education institutions began with the preparation for the conversion. Already in the academic year 2001/02 the first Swiss university reorganised all study programmes to the tiered study structure. With 152 Bachelor and 126 Master programmes at the beginning of the winter semester 2004/05, about 53 per cent of all study programmes offered by Swiss universities had been reorganised according to the two cycle structure. Thus, Swiss universities are right in the middle of the conversion of study programmes into the new two cycle structure. The Swiss legal framework requires universities to finish the planning of *new programmes* by the end of 2005 and to implement them by 2010 (cf. Schweizerische Universitätskonferenz 2003: 2; ERASMUS Information and Coordination 2005: 304). The conversion of the *remaining traditional study programmes* has to take place until the start of the academic year 2006/07 (ibid. 304).

The situation is different at the seven Swiss universities of applied sciences: Bachelor programmes started in the winter semester 2005/2006 and Master programmes will follow three years later.

Hence the Swiss universities gained a certain amount of experience with the tiered study programmes and with student mobility in the new programmes.

(3) Countries at the beginning of the transformation

Hungary

The Hungarian government established the legal framework for the introduction of tiered study programmes in the framework of the Bologna process with the Government Decree 381/2004. (XII.28.) (Dinya 2005: 1). In August 2004 the first two pilot Bachelor programmes started and the Hungarian higher education institutions are now in the process of converting their traditional study programmes into the two cycle structure. The new Bachelor programmes started at the beginning of the academic year 2005/06 (TEMPUS Public Foundation 2005: 148). The basic structure of Master programmes is currently developed by the National Bologna Committee but no Master programmes have actually been implemented so far. Thus, the Hungarian universities are at the very beginning of the conversion of traditional study programmes into Bachelor and Master programmes. Hence there are also very few experiences with student mobility in Bachelor programmes.

Spain

With a Royal Decree in January 2005 the Spanish government established the legal frame for the new structure of higher education programmes consisting of three cycles: first cycle (grado), master and doctoral studies (postgrado). "The transition from the traditional to the new degree study programmes will take place from 2005 to 2007 at both public and private institutions" (ERASMUS National Agency Spain 2005: 295). The transition shall be completed in 2010. As the process of conversion is at its very beginning there are hardly any experiences with student mobility in the new study programmes as yet.

3.2 Implementation of Bachelor and Master programmes at universities

As already described in the previous section the state of transformation of traditional study programmes into the two-tier structure differs from country to country. In order to get an impression how individual universities progress in this process, the ERASMUS coordinators were asked to select one out of four scenarios which best describes the current state of transformation in the institution:

- 22 percent reported that the institution traditionally offers Bachelor and Master programmes;
- 32 percent stated that the university has already transformed all of their traditional study programmes into the two cycle structure;
- 30 percent declared that the institution is in the process of transformation, i.e. that only a part of study programmes were reorganised into Bachelor or Master programmes;
- 16 percent stated that the transformation has not been started yet.

Beside British universities, which traditionally offer Bachelor and Master programmes, a surprisingly high proportion of Polish universities stated a longer tradition with these types of programmes (see Table 3.1). The state of transformation of universities from the remaining countries corresponds to the overall implementation in individual countries described in the previous section:

Table 3.1
Scenario of establishment - by country of university (percentages)

| | Country of university | | | | | | | | | | | Total |
|---|-----------------------|------|------|-----|------|------|------|------|------|------|------|-------|
| | AT | CH | DE | ES | FR | HU | IT | NL | NO | PL | UK | |
| Our institution traditionally offers BA/MA Programmes | 0 | 7 | 3 | 0 | 11 | 23 | 9 | 17 | 13 | 52 | 100 | 22 |
| All study programmes have been transformed | 12 | 71 | 15 | 0 | 39 | 31 | 82 | 58 | 78 | 4 | 0 | 32 |
| Some of the programmes have been transformed | 65 | 21 | 74 | 0 | 11 | 15 | 9 | 25 | 9 | 30 | 0 | 30 |
| Transformation has not been started yet | 24 | 0 | 8 | 100 | 39 | 31 | 0 | 0 | 0 | 15 | 0 | 16 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Count (n) | (17) | (14) | (39) | (9) | (18) | (13) | (11) | (12) | (23) | (27) | (18) | (201) |

Question 2.1: Traditional degree programmes at European universities will be transformed into Bachelor and Master Programmes until 2010 in the context of the Bologna process. Which of the following scenarios describes best the current situation at your institution?

Source: Institutional questionnaire

(a) **Transformation completed:** The vast majority of universities from Italy (91%), Norway (91%), Switzerland (80%), and the Netherlands (75%) either offers Bachelor and Master Programmes traditionally or completed the transformation.

(b) **Transformation in progress:** German (74%), Austrian (65%), and Polish (45%) universities stated most often that only a part of their study programmes have already been transformed and that the process will continue. On average about half of the traditional programmes are currently offered as Bachelor or Master programmes. However, the proportion of students enrolled in the new programmes is only about 20 percent each in Bachelor and Master programmes.

(c) **Transformation at the beginning:** In Spain, the transformation of study programmes was just at the beginning. Further countries with comparable high proportion of universities which are just at the beginning of the transformation process are France (39%) and Hungary (31%),

Standard period of study of Bachelor and Master programmes

For the setting of standard periods of Bachelor and Master programmes most universities established the 3+2 model, i.e. the usual duration of Bachelor programmes is three years while Master programmes have a duration of two years. Variations from the 3+2 model by subject area are only marginal which might be at least partly due to the fact that study programmes in certain disciplines, e.g. medicine or law, in most countries are exempted from the transformation into the two cycle structure.

Table 3.2
Average duration of the standard period of study of Bachelor programmes - by country of university (mean*)

| | Country of university | | | | | | | | | | Total |
|---|-----------------------|------|------|-----|-----|------|------|------|------|------|-------|
| | AT | CH | DE | FR | HU | IT | NL | NO | PL | UK | |
| Agricultural Sciences | - | 3.0 | 3.1 | - | 3.0 | 3.0 | 4.0 | 3.0 | 3.5 | - | 3.2 |
| Architecture, Urban and Regional Planning | 3.0 | 3.2 | 3.1 | 3.0 | 4.0 | 3.0 | 3.7 | 3.0 | 4.3 | 3.3 | 3.3 |
| Art and Design | 3.0 | 3.0 | 3.1 | 3.5 | 4.0 | 3.0 | 3.8 | 3.0 | 3.0 | 3.2 | 3.3 |
| Management | 3.0 | 3.0 | 3.1 | 3.1 | 4.0 | 3.0 | 3.7 | 3.0 | 3.2 | 3.4 | 3.2 |
| Education, Teacher Training | - | 3.0 | 3.0 | - | 3.3 | 3.0 | 3.8 | 3.0 | 3.1 | 3.5 | 3.2 |
| Engineering, Technology | 3.0 | 3.0 | 3.2 | 3.0 | 3.5 | 3.0 | 4.0 | 3.0 | 3.4 | 3.7 | 3.3 |
| Geography, Geology | 3.0 | 3.0 | 3.0 | 3.0 | 4.0 | 3.0 | - | 3.0 | 3.0 | 3.0 | 3.0 |
| Humanities | - | 3.0 | 3.1 | 3.0 | 3.5 | 3.0 | 3.5 | 3.0 | 3.4 | 3.5 | 3.2 |
| Languages and Philological Sciences | - | 3.0 | 3.1 | 3.0 | 3.6 | 3.0 | 3.0 | 3.0 | 3.0 | 3.7 | 3.1 |
| Law | - | 3.0 | 3.3 | - | - | 3.0 | 3.5 | 3.0 | 3.4 | 3.4 | 3.3 |
| Mathematics, Informatics | 3.0 | 3.0 | 3.1 | 3.0 | 3.5 | 3.0 | 3.5 | 3.0 | 3.3 | 3.3 | 3.2 |
| Medicine, Health Sciences | 3.0 | 3.0 | 3.1 | - | 4.0 | 3.0 | 3.6 | 3.0 | 3.2 | 3.4 | 3.3 |
| Natural Sciences | - | 3.0 | 3.0 | - | 4.0 | 3.0 | 3.3 | 3.0 | 3.2 | 3.3 | 3.2 |
| Social Sciences | - | 3.0 | 3.1 | 3.0 | 3.5 | 3.0 | 3.6 | 3.0 | 3.0 | 3.3 | 3.2 |
| Communication and Information Sciences | 3.0 | 3.0 | 3.3 | 3.0 | 3.5 | 3.0 | 3.8 | 3.0 | 3.2 | 3.4 | 3.3 |
| Average duration of all Bachelor programmes | 3.0 | 3.0 | 3.1 | 3.3 | 3.5 | 3.0 | 3.7 | 3.0 | 3.2 | 3.3 | 3.2 |
| Count (n) | (10) | (12) | (31) | (8) | (9) | (10) | (10) | (19) | (22) | (11) | (142) |

*Question 2.3: If numbers are available or easily accessible, would you please provide an overview of Bachelor and Master Programmes offered at your institution by subject areas (according to the ERASMUS categories)?
Source: Institutional questionnaire

Some differences in the length of the standard period can be observed by country (see Tables 3.2 and 3.3): Austria, France, Italy, and Norway follow relatively strict the 3+2 model. Tendencies to organise Bachelor programmes longer than three years can be observed in Hungary, the Netherlands, where the standard period of study at Hogescholen is always four years, Poland, and the United Kingdom. Master programmes with an average duration of one and a half years are mainly offered by Dutch universities, but are also frequent in Germany and Switzerland. Master programmes with a standard period of only one year are offered in particular in the United Kingdom.

Table 3.3
Average duration of the standard period of study of Master programmes - by country of university (mean*)

| | Country of university | | | | | | | | | | total |
|---|-----------------------|-----|------|-----|-----|-----|-----|------|-----|------|-------|
| | AT | CH | DE | FR | HU | IT | NL | NO | PL | UK | |
| Agricultural Sciences | - | - | 2.0 | - | - | 2.0 | 1.5 | 2.0 | - | - | 1.9 |
| Architecture, Urban and Regional Planning | 2.0 | 2.0 | 1.8 | 2.0 | - | 2.0 | 1.0 | 1.0 | 2.0 | 1.2 | 1.6 |
| Art and Design | - | - | 1.9 | 2.0 | - | 2.0 | 1.3 | 2.0 | 2.0 | 1.1 | 1.7 |
| Management | 2.0 | 1.8 | 1.8 | 1.8 | 1.5 | 2.0 | 1.2 | 1.9 | 1.9 | 1.0 | 1.7 |
| Education, Teacher Training | 2.0 | 2.5 | 1.8 | - | - | 2.0 | 1.2 | 2.0 | 1.5 | 1.4 | 1.8 |
| Engineering, Technology | 1.9 | 1.5 | 1.8 | 2.0 | - | 2.0 | 1.5 | 2.0 | 2.0 | 1.0 | 1.8 |
| Geography, Geology | 2.0 | 1.8 | 2.0 | 2.0 | - | 2.0 | - | 2.0 | 2.0 | 1.0 | 1.9 |
| Humanities | - | 2.0 | 1.8 | 2.0 | - | 2.0 | 1.5 | 2.0 | 2.0 | 1.3 | 1.8 |
| Languages and Philological Sciences | - | 2.0 | 1.9 | 2.0 | - | 2.0 | 1.5 | 2.0 | 2.0 | 1.0 | 1.7 |
| Law | - | 1.8 | 1.5 | - | - | 2.0 | 1.2 | 2.0 | - | 1.0 | 1.6 |
| Mathematics, Informatics | 2.0 | 1.8 | 1.8 | 2.0 | - | 2.0 | 1.8 | 2.0 | 1.9 | 1.0 | 1.8 |
| Medicine, Health Sciences | 2.0 | 1.5 | 1.8 | - | - | 2.0 | 1.5 | 2.0 | 2.0 | 1.0 | 1.6 |
| Natural Sciences | 2.0 | 1.7 | 1.9 | - | - | 2.0 | 1.5 | 2.0 | 2.0 | 1.0 | 1.8 |
| Social Sciences | - | 2.0 | 1.9 | 2.0 | - | 2.0 | 1.4 | 2.0 | 1.9 | 1.1 | 1.8 |
| Communication and Information Sciences | 2.0 | 2.0 | 1.8 | 2.0 | - | 2.0 | 1.0 | 2.0 | 1.9 | 1.0 | 1.6 |
| Average duration of all Master-programmes | 2.0 | 2.1 | 1.9 | 1.9 | 1.5 | 2.0 | 1.4 | 1.9 | 2.0 | 1.3 | 1.8 |
| Count (n) | (8) | (9) | (28) | (5) | (1) | (9) | (8) | (16) | (8) | (10) | (102) |

*Question 2.3: If numbers are available or easily accessible, would you please provide an overview of Bachelor and Master programmes offered at your institution by subject areas (according to the ERASMUS categories)?
Source: Institutional questionnaire

The year of establishment of the first Bachelor or Master programme indicates the starting date of the transformation process. As Table 3.4 shows, the vast majority of the universities started with the reorganisation not earlier than in the year 2000 (85%). Only in Germany, Hungary and Poland a remarkable part of universities introduced first Bachelor or Master programmes in the 1990s. The early implementation of the Anglo-Saxon degree structure at some universities in Poland and Hungary is probably related to the general process of transformation of the higher education systems in Central and Eastern European (CEE) countries after the political changes at the end of the 1980s. With financial support from the TEMPUS programme of the European Commission and in cooperation with Western European universities many universities in the CEE countries took the opportunity to create new study programmes and to reform their curricula.

Table 3.4
Year of establishment of the first Bachelor or Master programme - by country of university⁶
 (percentages)

| | Country of university | | | | | | | | Total |
|-----------------------|-----------------------|------|------|-----|-----|-----|------|-------|-------|
| | AT | CH | DE | FR | IT | NL | NO | HU/PL | |
| Before 1990 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 3 |
| Between 1990 and 1999 | 0 | 8 | 32 | 0 | 0 | 0 | 0 | 25 | 12 |
| 2000 and later | 100 | 92 | 68 | 100 | 100 | 100 | 95 | 75 | 85 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Count (n) | (12) | (12) | (30) | (8) | (8) | (8) | (20) | (8) | (109) |

Question 2.2: When was the first Bachelor or Master Programme established? (Only institutions which have transformed all or a part of their study programmes)

Source: Institutional questionnaire

⁶ The United Kingdom is excluded.

4. Student Mobility in Bachelor and Master Programmes

4.1 Measures to ensure and to enhance student mobility

During the past 20 years student mobility was an important issue in European and national education policies. Partly with the assistance of mobility programmes, e.g. ERASMUS, the vast majority of universities in most European countries substantially increased the number of incoming and outgoing students and introduced special measures for the support of mobile students on the central and departmental level. The organisation of incoming and outgoing mobility within the two cycle structure of Bachelor and Master programmes will certainly not completely devalue the already existing infrastructure and other measures to foster mobility. However, universities may have to adapt their strategies to the new conditions and possibly will have to reorganise and to extend them. Basically, the following measures seem to be appropriate to contribute to the mobilisation of students:

- integration of the period abroad as a mandatory or optional part into the curriculum,
- recognition of study achievement acquired abroad, e.g. through the introduction of ECTS and other useful means, in order to avoid a prolongation of the overall duration of study,
- offering of attractive study opportunities abroad, e.g. ERASMUS partner universities,
- support of students prior to and during the period abroad by providing information and advice,
- provision of financial aid to cover the additional costs of study abroad.

In order to attract international students for study programmes taught also different means could be taken into consideration:

- provision of comprehensive information about study opportunities in English,
- special study programmes for foreigners or the use of English as language of instruction,
- intensive supervision and orientation programmes,
- cheap accommodation, etc.

In the institutional questionnaire developed for this study, the universities' ERASMUS coordinators were asked to state both, measures undertaken to enhance or to ensure mobility of own and of international students.

4.1.1 Curricular integration of student mobility

Mandatory study abroad

Integration of study abroad as a mandatory part of the curriculum is the most effective way to ensure that own students will acquire international experiences and education. This way of integration is most often used in language or regional studies, or in study programmes aiming to provide graduates with substantial international competences. The latter is often the case in the fields of engineering and business studies, and it is not surprising that the respective study programmes were offered in cooperation with one or more partner universities in other countries on the basis of joint curricula. Some of these study programmes offer the possibility for students not only to obtain the academic degree of their home university but also the academic degree of the partner university (double degree programmes).

More than half of the universities responding to the survey offer at least one study programme with a mandatory period abroad as an integrated part of the curriculum:

- 39 percent of the universities participate in double degree programmes,
- 20 percent offer study programmes with a joint curriculum, but without the possibility to obtain a double degree and
- 30 percent offer programmes with a mandatory period abroad which is not integrated in a joint curriculum.

Table 4.1
Integration of student mobility - by country of university (percentages, multiple reply possible)

| | Country of university | | | | | | | | | | | Total |
|---------------------------------------|-----------------------|------|------|-----|------|------|------|------|------|------|------|-------|
| | AT | CH | DE | ES | FR | HU | IT | NL | NO | PL | UK | |
| Joint curricula with double degree | 29 | 29 | 67 | 56 | 39 | 23 | 27 | 75 | 26 | 22 | 28 | 39 |
| Joint curricula without double degree | 18 | 14 | 18 | 22 | 28 | 8 | 45 | 33 | 22 | 7 | 28 | 20 |
| Mandatory study abroad | 18 | 29 | 62 | 11 | 11 | 23 | 18 | 67 | 26 | 4 | 33 | 30 |
| Other curricular measures | 0 | 21 | 10 | 0 | 11 | 0 | 9 | 25 | 13 | 0 | 22 | 10 |
| No curricular measures | 53 | 36 | 13 | 44 | 39 | 62 | 45 | 8 | 39 | 74 | 33 | 39 |
| Total | 118 | 129 | 169 | 133 | 128 | 115 | 145 | 208 | 126 | 107 | 144 | 139 |
| Count (n) | (17) | (14) | (39) | (9) | (18) | (13) | (11) | (12) | (23) | (27) | (18) | (201) |

Question 2.5: Does your institution offer study programmes, in which student mobility is embedded in the curriculum? If possible, please state the type of study programme (multiple reply possible).

Source: Institutional questionnaire

Double degree programmes and also other study programmes with a mandatory period abroad are most common at universities in the Netherlands (75% and 67%) and in Germany (67% and 62%) while this kind of programme is more the exception in the new EU member states Poland and Hungary (see Table 4.1).

Compulsory mobility is more often integrated in Master than in Bachelor programmes. Taking into account only universities which offer both, Bachelor and Master programmes, we note that not only institutions which have already completed the transformation process more often integrate mandatory periods abroad in Master programmes (43% as compared to 36% in Bachelor programmes) but also universities which are still in the process of transformation (50% as compared to 39%). The relative low proportion of the latter offering traditional programmes with a compulsory mobility component (29%) could be an indicator for the use of the reorganisation and transformation process to strengthen the international profile of new degree programmes. However, it could also not be excluded that study programmes with a mobility component were the first in the process of transformation and thus, the remaining traditional programmes are those which also in the past were characterised by limited student mobility, e.g. law and medicine.

Every tenth university used the possibility to provide information to an open question and stated further curricular measures to enhance mobility. In most cases optional study abroad, internships or language courses were mentioned. Some universities also made recommendation in the study plans about the semester the best suitable for mobility of students.

4.1.2 Non curricular measures employed to enhance outgoing student mobility

Introduction of ECTS

Recognition of achievements acquired abroad can be considered as a precondition to encourage students to study in another country without taking the risk of prolonging the overall duration of their studies. As a formal mechanism to ease recognition the European Commission has developed the European Credit Transfer System (ECTS) in the 1990s and has supported universities with financial and consultancy means to introduce the system. The Bologna declaration also put demands on higher education institutions to make use of a credit transfer system like ECTS.

Responses to the questionnaire survey show that the vast majority of universities had introduced ECTS during the last decade (86%). Almost all universities in Austria, Switzerland, Italy, the Netherlands, Norway, and Poland make use of ECTS or of an equivalent credit transfer system. On the other hand, the respective proportion is the lowest in the United Kingdom (63%), Germany (74%), France (76%), and Spain (78%).

Offer of study opportunities abroad

Many universities offer their students attractive opportunities to spend a study period or an internship abroad at partner institutions inside or outside Europe (83%), partly in the form of organised stays abroad within ERASMUS but also in the form of freemover mobility. While most of the universities in Western European countries are able to present a wide range of partner institutions, this is not always the case at universities in Central and Eastern Europe. Only slightly more than half of the higher education institutions in Hungary and Poland are in the position to offer attractive opportunities to their students (see Table 4.2).

Financial support of mobility

Because a study period abroad is usually accompanied by extra costs for travel, accommodation, etc. the socio-economic background of students plays an important role in the decision to spend a period of study in another country. Thus, financial support either in the form of scholarships or public grants and loans may help the students to decide in favour of mobility. The majority of universities stated that respective financial means are available or that state regulations allow the use of public grants for study abroad (70%).

Table 4.2
Measures and regulations to facilitate student mobility - by country of university (percentages, multiple reply possible)

| | Country of university | | | | | | | | | | | Total |
|--|-----------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | AT | CH | DE | ES | FR | HU | IT | NL | NO | PL | UK | |
| Introduction of ECTS | 100 | 100 | 74 | 78 | 76 | 83 | 100 | 100 | 96 | 92 | 63 | 86 |
| Broad variety of attractive partner universities | 88 | 86 | 100 | 100 | 76 | 58 | 64 | 83 | 91 | 58 | 88 | 83 |
| Financial aid can be taken abroad | 100 | 71 | 76 | 33 | 76 | 50 | 64 | 75 | 91 | 62 | 38 | 70 |
| Increase of counselling/supervision | 88 | 57 | 71 | 56 | 82 | 58 | 55 | 42 | 91 | 73 | 63 | 70 |
| No deduction from standard period of study | 6 | 14 | 29 | 33 | 0 | 42 | 36 | 25 | 74 | 50 | 44 | 34 |
| Other measure | 18 | 29 | 13 | 11 | 12 | 0 | 18 | 25 | 13 | 8 | 19 | 14 |
| Total | 400 | 357 | 363 | 311 | 324 | 292 | 336 | 350 | 457 | 342 | 313 | 357 |
| Count (n) | (17) | (14) | (38) | (9) | (17) | (12) | (11) | (12) | (23) | (26) | (16) | (195) |

Question 4.2: Have you taken special measures or regulations to make studies or internships abroad easier to apply for or more attractive for your students?

Source: Institutional questionnaire

Financial aid is most common in Austria (100%) and Norway (91%), followed by Germany (76%), France (76%) and the Netherlands (75%). On the other hand, only about one third of the British and Spanish universities can offer scholarships or grants to their students.

A further way of indirect financial support was also stated by a few institutions: the exemption from tuition fees at the home university during the stay abroad.

Counselling and supervision

An increase of counselling of students prior to the study period abroad as well as assurance of assistance while abroad, e.g. support in finding accommodation, choosing appropriate courses, etc., was mentioned by 70 percent of the universities as one of the measures to make studies or internships abroad easier for their students. Especially institutions from Norway (91%) and from Austria (88%) put emphasis on assistance and advice of students while Dutch (42%), Italian (55%), Spanish (56%), Swiss (57%), and Hungarian (58%) universities least often considered counselling and assistance as key elements of enhancing student mobility.

4.1.3 Measures to enhance the attractiveness for incoming international students

Provision of clear information about study opportunities

After the principal decision to study abroad, the selection of a host country and a host university is of primary importance. During this orientation phase students strongly depend on access to quality information about study programmes offered by individual universities. In order to support and attract international students, most higher education institutions offer a substantial bulk of information (69%) not only in the domestic language of the country but also in English at the internet or in form of information brochures.

Especially German speaking countries put high importance on the provision of comprehensive and clear information (see Table 4.3). More than three quarters of Austrian, German and Swiss universities produced material and information sites to attract international students while the respective proportion is only about half in France and Spain.

Table 4.3
Measures to enhance the attractiveness of study programmes for international students - by country of university (percentages, multiple reply possible)

| | Country of university | | | | | | | | | | | Total |
|---|-----------------------|------|------|-----|------|------|------|------|------|------|------|-------|
| | AT | CH | DE | ES | FR | HU | IT | NL | NO | PL | UK | |
| Lectures/courses held in English language | 65 | 62 | 79 | 33 | 29 | 92 | 50 | 100 | 87 | 81 | - | 71 |
| Comprehensive and clear offer of information | 82 | 77 | 82 | 56 | 47 | 62 | 60 | 67 | 70 | 65 | 67 | 69 |
| Intensive supervision and orientation or introductory courses | 82 | 62 | 95 | 22 | 65 | 46 | 40 | 42 | 52 | 35 | 53 | 60 |
| Cheap accommodation, student halls of residence, etc. | 59 | 38 | 61 | 22 | 53 | 62 | 60 | 33 | 52 | 81 | 40 | 55 |
| Implementation of a Diploma Supplement | 53 | 46 | 58 | 33 | 6 | 62 | 20 | 75 | 87 | 73 | 7 | 52 |
| Facilitated admission procedures | 35 | 15 | 50 | 44 | 29 | 23 | 60 | 58 | 52 | 58 | 53 | 45 |
| Specialised study programmes for foreigners | 41 | 8 | 39 | 56 | 41 | 31 | 20 | 33 | 17 | 27 | 13 | 30 |
| Other | 24 | 15 | 8 | 11 | 12 | 8 | 10 | 17 | 4 | 4 | 13 | 10 |
| Total | 482 | 354 | 508 | 344 | 282 | 423 | 370 | 492 | 439 | 446 | 380 | 427 |
| Count (n) | (17) | (13) | (38) | (9) | (17) | (13) | (10) | (12) | (23) | (26) | (15) | (193) |

Question 4.3: Do you take special measures, to enhance the attractiveness of your study programmes for international students?

Source: Institutional questionnaire

Facilitated admission procedures

The access to a country or the admission to a university can be very difficult for international students. Thus, in some European countries special visa regulations and admission procedures were introduced to make it easier for international students from non-European countries to enrol at universities. Slightly less than half of the institutions responding to the survey stated the introduction of facilitated admission procedures. Universities in Italy (60%), the Netherlands (58%) and Poland (58%) most often ease the admission for international students while this issue plays only a minor role in Switzerland (15%), Hungary (23%), and in France (29%).

Lectures taught in English

The introduction of English language taught degree programmes in non English speaking countries is not a new phenomenon related to the Bologna process because this has already started in the 1990s (see Maiworm/Wächter 2002). Almost three quarters of the universities participating in the survey offer at least some lectures in the English language. A comparison by country shows that English has become a widespread language for teaching in Europe, apparently with the exception of countries counting to the Romance language area. While all of the Dutch universities and a majority of Hungarian, Norwegian, Polish, and German institutions offer lectures in English, the proportion is below average in the case of Austria (65%) and Switzerland (62%), and far below average in Italy (50%), Spain (33%), and France (29%).

Special study programmes for foreigners

Almost every third university offers specialised study programmes to attract foreign students. Countries with comparable high proportions of universities providing such programmes are Spain (56%), Austria (41%), France (41%), and Germany (39%). On the other hand, respective proportions are the lowest in Switzerland (8%), the United Kingdom (13%) and Norway (17%).

Provision of a Diploma Supplement

One of the major goals of the Bologna declaration is the adoption of a common framework of readable and comparable degrees supported by the implementation of the Diploma Supplement. As described by the European Commission "The Diploma Supplement is a document attached to a higher education diploma aiming at improving international 'transparency' and at facilitating the academic and professional recognition of qualifications (diplomas, degrees, certificates, etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. It is a flexible non prescriptive tool which is designed to save time, money and workload. It is capable of adaptation to local needs" (European Commission 2005).

The provision of a Diploma Supplement as a possible mean to attract international students is reported by about half of the universities. Large differences in this respect could be observed by country. While most of the universities in Norway (87%) and about three quarters of Dutch and Polish institutions provide Diploma Supplements, it is more an exception in the United Kingdom (7%) and France (6%) but also not very common in other southern European countries, i.e. Italy (20%) and Spain (33%).

Assistance and guidance

Intensive supervision and guidance could help international students to cope with new demands and experiences in a foreign country. Thus, most universities have not only an international office in charge of assistance and support of foreign students but also offer special orientation or introductory courses (60%). Germany is the leading country in terms of the proportion of universities providing special offers for the integration and supervision of international students (95%). Also strongly engaged in this area are the vast majority of institutions from Austria (82%) and to a somewhat lesser extent France (65%) and Switzerland (62%). Universities from Spain (22%) and Poland (35%) are least often concerned with assistance and guidance of international students.

(Affordable) accommodation

The availability of cheap accommodation in the host country, e.g. in a students' hall of residence, is important in particular for students with limited financial resources or students, who can not apply for a grant or scholarship. Overall, more than half of the institutions are able to provide affordable accommodation to international students. Respective proportions are highest in the new EU member states: Poland (81%) and Hungary (62%), closely followed by Germany (61%) and Italy (60%). Students aiming to study in Spain or in the Netherlands can

expect provisions of accommodation only from a limited number of universities (22% and 33%).

4.2 Expected impact of Bachelor and Master programmes on student mobility

With the progress of the Bologna Reforms and the increasing transformation of traditional study programmes into Bachelor and Master programmes, a growing debate on the achievements of goals but also on undesired side effects can be observed in political and academic arenas. Some of the major topics in the discussions about impacts on transnational mobility are:

- advantages and disadvantages due to curricular reforms (modularisation, shortening of study periods),
- possible changes of students' preferences regarding duration and timing of study abroad,
- the value of ECTS to ensure recognition of study achievements,
- the increase of financial incentives to foster mobility.

In order to explore the views and experiences of mobility experts and programme directors, several statements on the most relevant issues were formulated and included in the institutional and the programme questionnaires.

Impact of curricular reforms on student mobility

The debate about curricular impacts of Bachelor and Master programmes on transnational mobility primarily concentrates on four topics:

a) *Reduction of the duration of the standard period of study:* The transformation of traditional study programmes into the two cycle structure follows in most cases the 3+2 model, i.e. the standard period of Bachelor programmes is set to three years and that of Master programmes to two years. Taking into account that in both types of programmes a substantial proportion of the curriculum usually has to be taken at the home university, e.g. basic courses, courses in the area of specialisation and writing of the thesis, the time window for going abroad might become very small.

b) *Density of the syllabus:* First enquiries on the transformation of traditional study programmes into the new structure have shown, that especially universities formerly only offering programmes on the master level, i.e. research oriented higher education institutions, have a tendency to overload the curricula of new Bachelor programmes. Thus, the extensive workload could be a barrier for the mobility of students.

c) *Modularisation of curricula:* An increased modularisation of the curriculum could lead to a higher flexibility of puzzling together courses attended at the home university and abroad. However, modularisation as such is no guarantee for more flexibility. If modules are implemented in a way requiring participation of students over a long period of time, e.g. some hours per week over a duration of one or two semesters, modularisation will rather prevent mobility than support it.

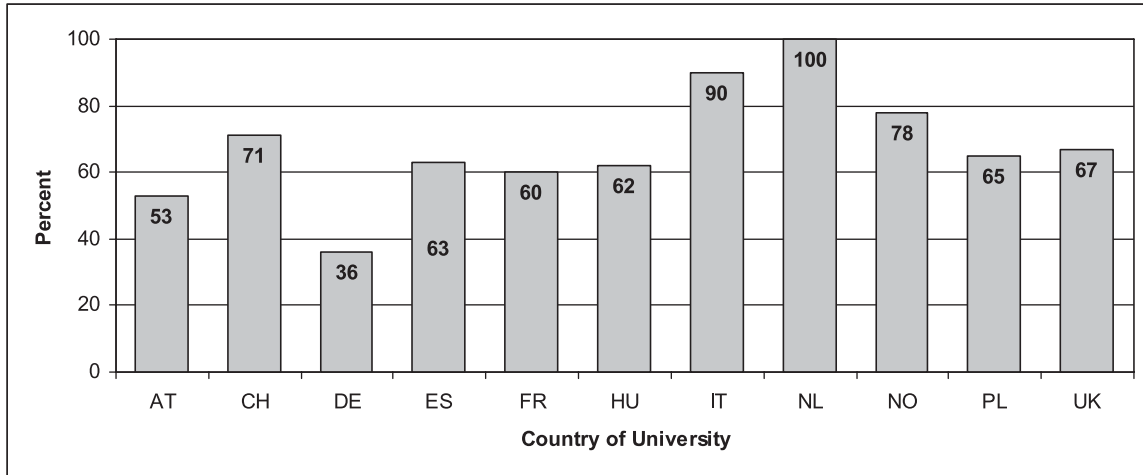
d) *Flexibility of the curricula:* The reduced duration and the high density make it more difficult to integrate elements into the curricula which could be taken abroad easily, e.g. optional lectures and seminars or internships, without taking a high risk in terms of difficulties with recognition after return.

Following the expectations of academic experts responding to the survey, the Europe wide introduction of Bachelor and Master programmes will have more positive than negative impacts. Two thirds of the experts assume a positive effect of the modularisation of curricula on outgoing student mobility and about 60 percent considered it positive to facilitate the admission of foreign students. On the other hand, only one quarter of the universities fears a decrease of mobility as a result of shortened study periods, a high density of the curricula or a lack of flexibility in Bachelor and Master programmes to integrate achievements acquired abroad (see Chart 4.1).

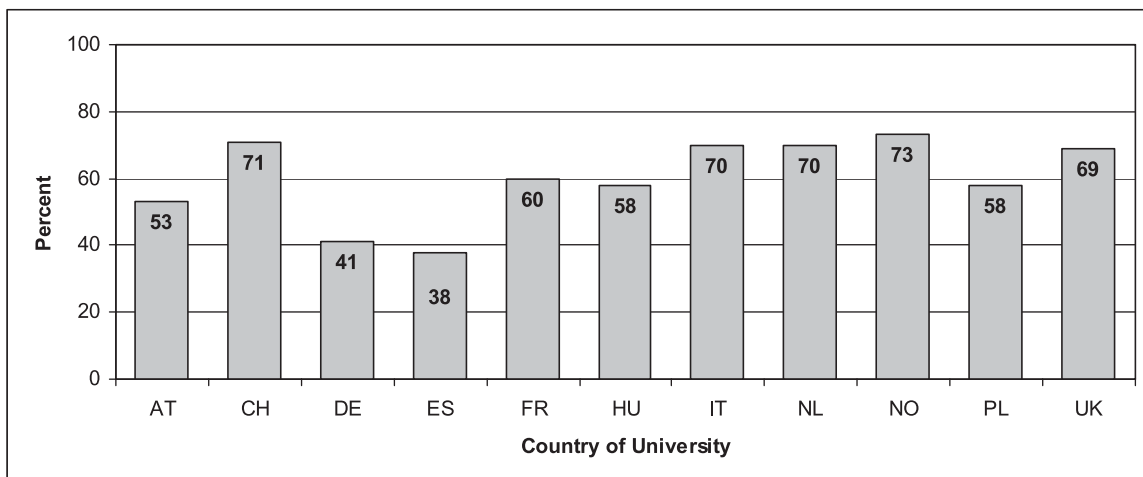
Chart 4.1

Agreement to statements about the impact of curricular reforms on student mobility - by country of university (percentage*)

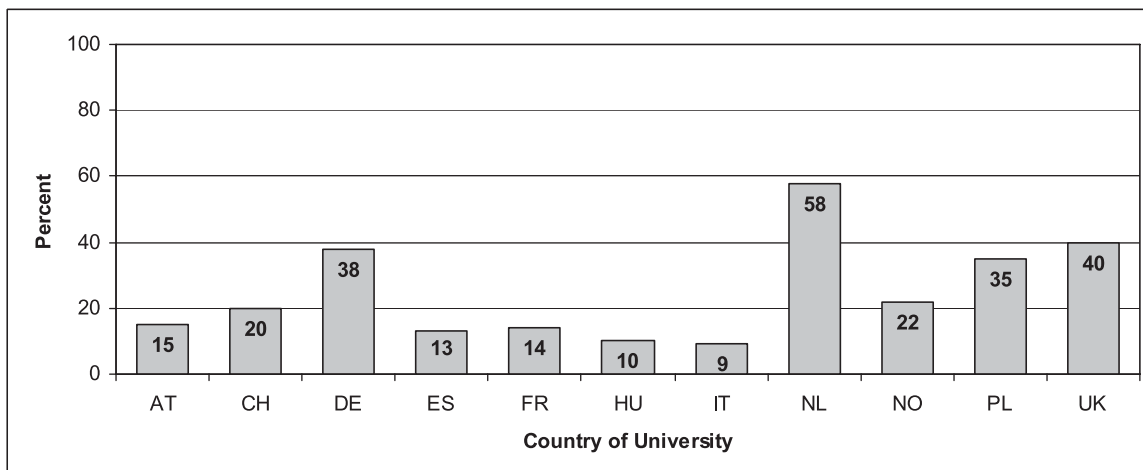
a) The modularisation of curricula helps students to better integrate a study period abroad in their time schedule



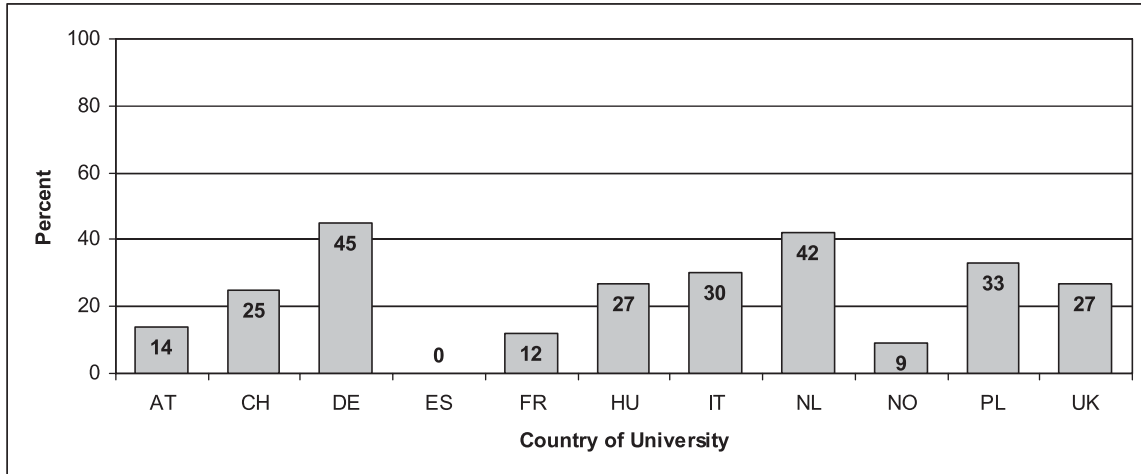
b) The modularisation of curricula facilitates the admission of international students wanting to conduct parts of their studies at the institution



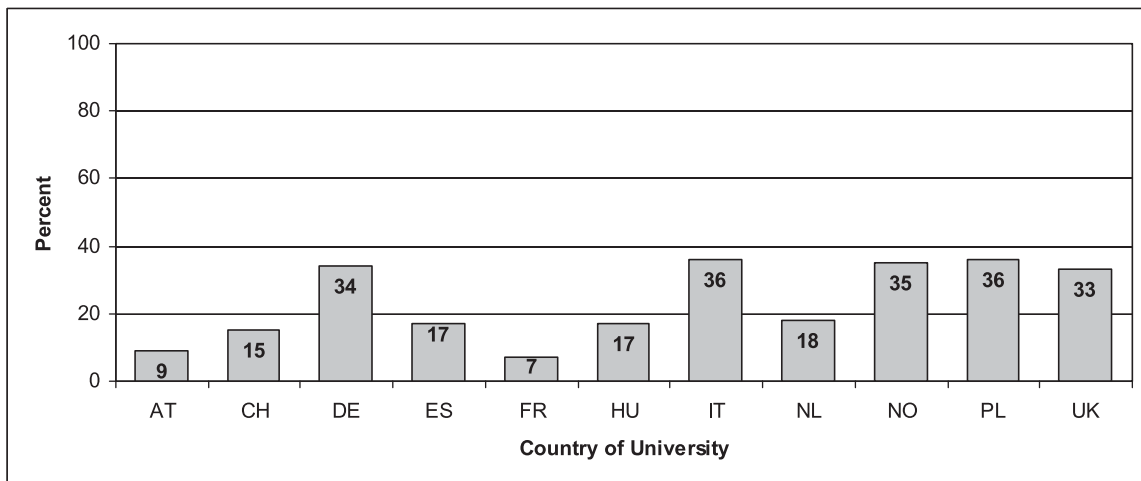
c) Shortened standard periods of study will lead to a decrease in the number of students going abroad to study or do an internship



d) The curricula are too dense to let the students go abroad for a limited period of time



e) Bachelor or Master Programmes are not flexible enough for easy integration of achievements gained abroad



Question 5.5: To what extent do you agree to the following statements concerning Bachelor and Master programmes and the future development of transnational mobility at your institution?

* Points 1 and 2 on a scale from 1 = "Totally agree" to 5 = "Completely disagree".

Source: Institutional questionnaire

A comparison of responses from individual countries shows that

- German universities are least often convinced about the positive impacts of modularisation of curricula (36%). A comparable high proportion of universities from Austria and France were also sceptical in this respect but less sceptical with regard to the other aspects. Also with regard to the impacts of the modularisation of curricula, the shortened standard period of study and the density of the contents of study programmes German universities are comparatively sceptical.
- More than two thirds of the Norwegian, Swiss, Italian, Dutch, and British institutions suppose that modularisation will have a positive effect on the admission of international students. On the other hand, less than half of the German and Spanish institutions shared this view.
- Dutch (58%), British (40%) and German (38%) experts most often considered a decrease of outgoing mobility as a result of the shortening of study periods.
- German (45%) and Dutch (42%) respondents most often stated that the new curricula would be too dense to allow students to spend a study period abroad.
- About one third of the Hungarian, Italian, Norwegian, German and British directors do not think that Bachelor and Master programmes are flexible enough to integrate achievements gained abroad easily, compared to an average of 13 percent of the experts from the other countries.

The use of similar statements about curricular impacts in questionnaires addressed to ERASMUS coordinators (institutional questionnaire) and directors of good practice programmes (programme questionnaire) allows a direct comparison. As Table 4.4 shows, directors of good practice programmes less often had problems to mobilise their students due to dense or inflexible curricula. This is not surprising because most of the programmes had mobility either integrated as a mandatory part or offer the flexibility for optional periods abroad (see Chapter 5). The role of modularisation of the curricula as a measure to ease mobility is assessed similarly by ERASMUS coordinators and directors of good practice programmes.

Changes of students' preferences regarding duration and timing of study abroad

It is expected, that the reduction of the length of standard periods of study programmes, overload of syllabuses and modules of long duration could have an impact on students preferences for studying abroad in two directions:

a) In order to avoid a prolongation of the total duration of their studies more students will decide in favour of short periods abroad, i.e. periods of less than three months or intensive courses of one or two weeks.

Table 4.4
Agreement to statements about the impact of curricular reforms on student mobility - by type of respondent (percentages*)

| | Type of respondent | |
|---|---------------------------------|-------------------------------------|
| | Representative of central level | Director of good practice programme |
| The modularisation of the curriculum helps students to better integrate a study period abroad in their time schedule | 65 | 61 |
| The short duration of the study programme will lead to a decrease in the number of students going abroad to study or do an internship | 27 | 18 |
| The curriculum is too dense to enable students to go abroad for a limited period of time | 26 | 17 |
| The curriculum of the study programme is not flexible enough to carry out part of the courses abroad | 26 | 14 |
| Count (n) | (195) | (119) |

Question 4.4/5.5: To what extent the following statements concerning Bachelor and Master Programmes and the future development of transnational mobility are applicable to your study programme?

* Points 1 and 2 on a scale from 1 = "totally agree" to 5 = "completely disagree"

Source: Institutional and programme questionnaire

b) The relatively short duration of Master programmes could prompt students to attend a complete Master programme instead of a limited time period abroad, i.e. at least partly a shift of the timing of mobility from Bachelor to Master programmes and, thus, an increase of so called "vertical mobility".

A tendency towards shorter periods abroad is expected only by one third of the universities while the majority is either ambivalent (23%) or disagrees to such a scenario (45%). Similar figures could be observed with respect to an increase of own students completing a full Master programme abroad. Only 30 percent considered such a development as realistic while 24 percent had no clear vision and 47 percent disagreed.

As Chart 4.2 shows, Hungarian (54%) and German universities (47%) most often could imagine that students in Bachelor and Master programmes will prefer shorter periods abroad than students in traditional programmes. An increase of vertical mobility is most often expected by Swiss (58%), Dutch (50%) and German universities (44%) while institutions from southern European countries but also from Norway least often expect such a development.

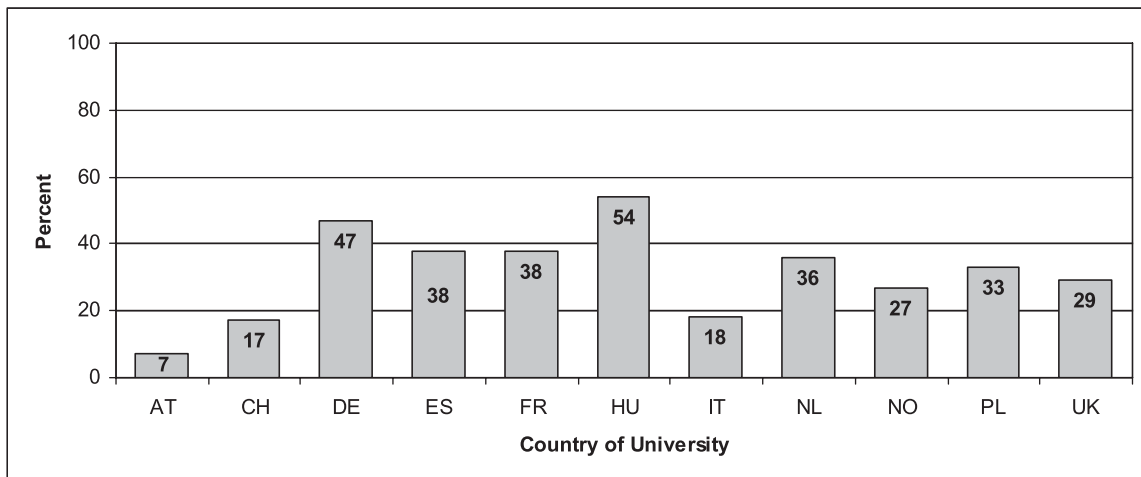
Differences between central levels of universities and the good practice programmes are low, but visible. While about one third of the ERASMUS coordinators in the institutions expects both, shorter periods abroad and more vertical mobility, respective proportions are about one

quarter among directors of good practice programmes. The lower agreement of the latter to a reduced duration of stays abroad might be due to the fact, that in a substantial proportion of good practice programmes the length of the study period abroad is more or less fixed. No evidence could be provided on the driving factors behind the different views on the development on vertical mobility.

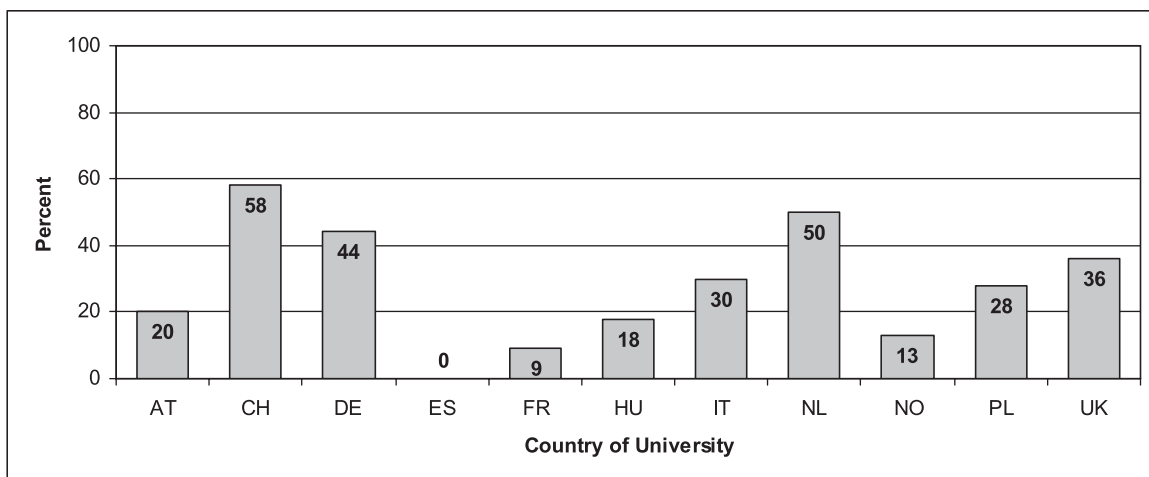
Chart 4.2

Agreement to statements about changes of students' preferences regarding duration and timing of study abroad - by country of university (percentages*)

a) In the future students will go abroad for a shortened time-span



b) For many students it is more attractive to go abroad to attend a complete Master Programme instead of spending a limited period of time abroad



Question 4.4: To what extent do you agree to the following statements concerning Bachelor and Master programmes and the future development of transnational mobility at your institution?

* Points 1 and 2 on a scale from 1 = "Totally agree" to 5 = "Completely disagree".

Source: Institutional questionnaire

The value of ECTS to ensure recognition

The introduction of ECTS is expected to facilitate the recognition of study achievements gained abroad. However, some experts are concerned that ECTS mainly quantifies the workload allocated to courses and lectures, but does not give any information on the quality of training provided. Thus, the acceptance of ECTS is strongly based on the principle of mutual trust and confidence between higher education institutions.

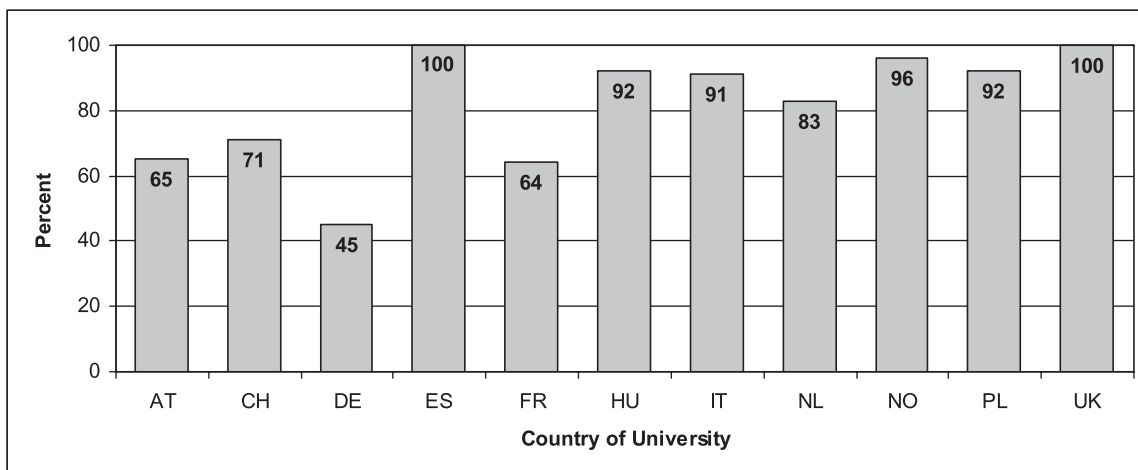
The uniformity and egalitarianism in many national systems in Europe have ensured that the average quality of universities, while generally homogeneous, is comparatively good. However, in the future not only a growing competition between universities is expected but also a

diversification of study programmes with respect to contents and quality. This development could question the basis for the application of ECTS.

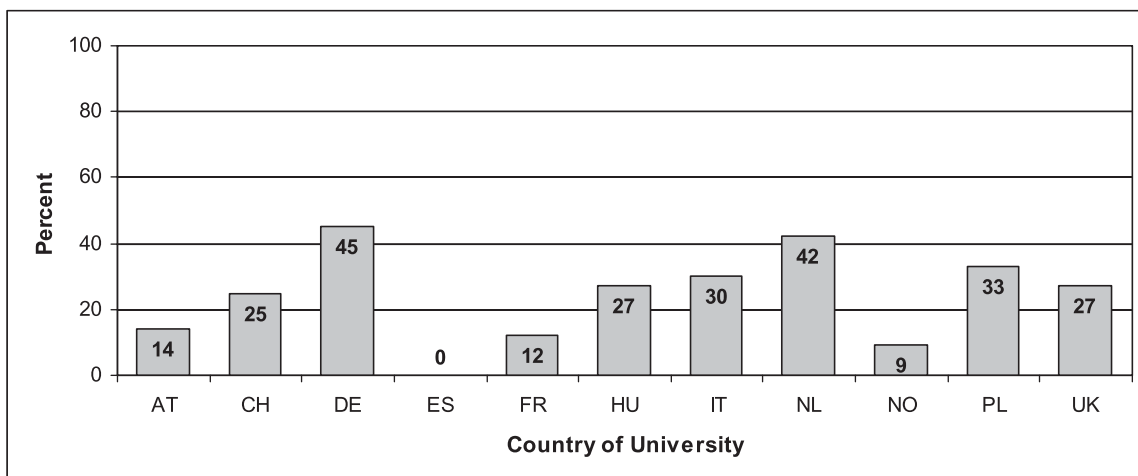
Chart 4.3

Agreement to statements concerning the value of ECTS to ensure recognition - by country of university (percentages*)

a) The introduction of ECTS made it much easier to recognise academic achievements acquired abroad



b) The recognition of achievements or qualifications gained abroad is not automatically guaranteed, because responsible persons at the institution question the quality of study programmes in other countries



Question 4.4: To what extent do you agree to the following statements concerning Bachelor and Master programmes and the future development of transnational mobility at your institution?

* Points 1 and 2 on a scale from 1 = "Totally agree" to 5 = "Completely disagree".

Source: Institutional questionnaire

More than three quarters of universities considered ECTS as a successful instrument to facilitate the recognition of achievements gained abroad (see Chart 4.3). Fears, that recognition through ECTS is not automatically guaranteed because responsible persons at the institution might question the quality of the study programme attended by the students, were expressed by only one quarter of the respondents.

The lowest agreement to the usefulness of ECTS to ease recognition came from German (45%), French (64%) and Austrian (65%) universities. Concerns about the quality of study programmes in other countries were also most common among German universities (45%), closely followed by Dutch institutions (42%).

As Table 4.5 shows, respondents at the central level of universities came to the same assessment of the utility of ECTS as an instrument for recognition as directors of good practice

programmes. On the other hand, directors of good practice programmes expressed less concern about the academic quality of the host universities of their students (11% as compared to 26% of the central levels). The development of joint curricula and close cooperation with partner universities might have contributed to a more positive view of programme directors.

Table 4.5
Agreement to statements concerning the value of ECTS to ensure recognition - by type of respondent (percentages*)

| | Type of respondent | |
|---|---------------------------------|-------------------------------------|
| | Representative of central level | Director of good practice programme |
| The introduction of ECTS made it much easier to recognise academic achievements acquired abroad | 78 | 77 |
| The recognition of achievements or qualifications gained abroad is not automatically guaranteed | 26 | 11 |
| Count (n) | (195) | (119) |

Question 4.4/5.5: To what extent the following statements concerning Bachelor and Master Programmes and the future development of transnational mobility are applicable to your study programme?

* Points 1 and 2 on a scale from 1 = "totally agree" to 5 = "completely disagree"

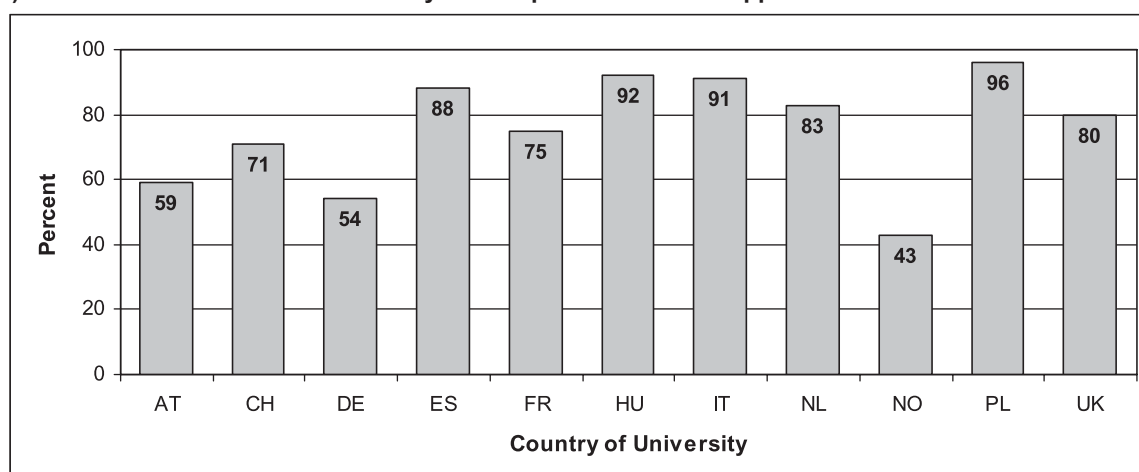
Source: Institutional and programme questionnaire

Increase of financial support to foster mobility

An increase of financial support is supposed to be an incentive to foster transnational student mobility by nearly three quarters of the universities. However, large differences could be observed between individual countries. While the vast majority of universities from Central, Eastern, and Southern European countries considered increased financial support as an appropriate means to attract more students to spend a period of study abroad, only slightly more than half of the German and Austrian institutions agreed and less than half from Norway (see Chart 4.4).

Chart 4.4
Agreement to a statement concerning the increase of financial support to foster mobility - by country of university (percentages*)

a) To attract more students for a study abroad period financial support has to be increased



Question 4.4: To what extent do you agree to the following statements concerning Bachelor and Master programmes and the future development of transnational mobility at your institution?

* Points 1 and 2 on a scale from 1 = "Totally agree" to 5 = "Completely disagree".

Source: Institutional and programme questionnaire

Respondents representing the central level of universities more often expressed the need of more financial aid than directors of good practice programmes: about three quarters as compared to two thirds.

4.3 Student mobility: past and future

4.3.1 Outgoing mobility

Overall, the majority of universities responding to the survey experienced an increase in the development of mobility of own students spending a study period or an internship in another European country (70%) or outside Europe (58%) over the past five years. At most of the remaining institutions the extent of outgoing mobility was more or less stable while only a few universities observed a decrease (less than 10%). As Table 4.6 shows, the mobility in Bachelor and Master programmes was slightly less often characterised by an increasing number of outgoing students (59%). However, substantial differences in this respect could be observed between countries on the one hand and types of programmes on the other hand.

The past performance of universities from individual countries with regard to student mobility is only partly related to the Bologna process and the transformation of traditional degrees into the new two cycle structure. Various other aspects like institutional strategies or country specific conditions might have influenced the importance of mobility as a special study opportunity and the interest of students to go abroad. Thus, we can only note the comparably worse development of outgoing mobility in the United Kingdom and in the Netherlands but we are not in the position to provide evidence on the driving factors behind these data.

Table 4.6
Increase of outgoing mobility in the last five years - by country of university (percentages*)

| | Country of university | | | | | | | | | | | Total |
|----------------------------|-----------------------|----|----|-----|----|----|-----|----|----|----|----|-------|
| | AT | CH | DE | ES | FR | HU | IT | NL | NO | PL | UK | |
| Overall | | | | | | | | | | | | |
| within Europe | 67 | 73 | 79 | 100 | 63 | 60 | 75 | 44 | 70 | 91 | 33 | 70 |
| outside Europe | 50 | 45 | 68 | 75 | 67 | 50 | 40 | 56 | 81 | 36 | 38 | 58 |
| Bachelor programmes | | | | | | | | | | | | |
| within Europe | 67 | 44 | 63 | 0 | 57 | 33 | 67 | 44 | 68 | 80 | 36 | 59 |
| outside Europe | 50 | 33 | 50 | 0 | 57 | 50 | 50 | 44 | 80 | 23 | 42 | 50 |
| Master programmes | | | | | | | | | | | | |
| within Europe | 43 | 67 | 40 | 0 | 63 | 67 | 100 | 80 | 50 | 94 | 23 | 59 |
| outside Europe | 33 | 33 | 33 | 0 | 88 | 50 | 33 | 50 | 47 | 42 | 9 | 40 |

Question 3.1: How did student mobility at your institution develop in the last five years?

* Points 1 and 2 on a scale from 1 = "very strong increase" to 5 = "very strong decrease", 3 = "no change"

Source: Institutional questionnaire

For the background of the major question of this study, i.e. the future development of student mobility in the framework of Bachelor and Master programmes, universities currently in the process of transformation, i.e. some of the study programmes are already offered in the tiered degree structure while others are still offered traditionally, are of special interest because they had to base their assessment of past performance on both, experiences with the old and with the new study programmes. An analysis of responses of this special group of universities supports the fears that the introduction of Bachelor and Master programmes could lead to a decrease of outgoing student mobility: Only about five percent of the universities currently in the process of transformation considered a higher increase of mobility in

Bachelor or Master programmes as compared to the overall development, about 60 percent noticed no differences but about one third stated a decrease (see table 4.7).

Table 4.7
Comparison of the development of mobility in Bachelor- and Master-programmes with the overall development in the last five years at institutions in process of transformation (percentage*)

| | Outgoing | | Incoming | |
|----------------------------|---------------|-------------------|-------------------------|------------------------|
| | Within Europe | Outside of Europe | From European countries | From outside of Europe |
| Bachelor programmes | | | | |
| Increase | 3 | 7 | 28 | 14 |
| Equal | 61 | 67 | 69 | 86 |
| Decrease | 35 | 27 | 3 | 0 |
| Total | 100 | 100 | 100 | 100 |
| Count (n) | (31) | (30) | (29) | (28) |
| Master programmes | | | | |
| Increase | 4 | 4 | 35 | 33 |
| Equal | 56 | 57 | 50 | 58 |
| Decrease | 40 | 39 | 15 | 8 |
| Total | 100 | 100 | 100 | 100 |
| Count (n) | (25) | (23) | (26) | (24) |

Question 3.1: How did student mobility at your institution develop in the last five years?

* Scale from 1 = "very strong increase" to 5 = "very strong decrease", 3 = "no change"

Source: Institutional questionnaire

A rather worse performance of outgoing mobility in the new study programmes was most often stated by German universities (more than half). It might be interesting to note that the development of incoming mobility in the new degree programmes is assessed either similar or better in comparison to the overall development (for details see next chapter) by universities currently in the process of transformation. A generalisation of this finding would lead to the conclusion, that the introduction of Bachelor and Master programmes rather affects the mobility of outgoing than that of incoming students.

Asked about their anticipation of the future development of the mobility in Bachelor and Master programmes most universities were optimistic: More than half expect an increase of the number of own students spending a period abroad, about one third believes that the number of mobile students will not change and only about one tenth fears a decrease. As Table 4.8 shows, German and Italian universities look most sceptical into the future while universities in Spain, France, Hungary, Norway, and Poland are most optimistic.

Table 4.8
Future development of outgoing mobility in Bachelor and Master Programmes - by country of university (percentages*)

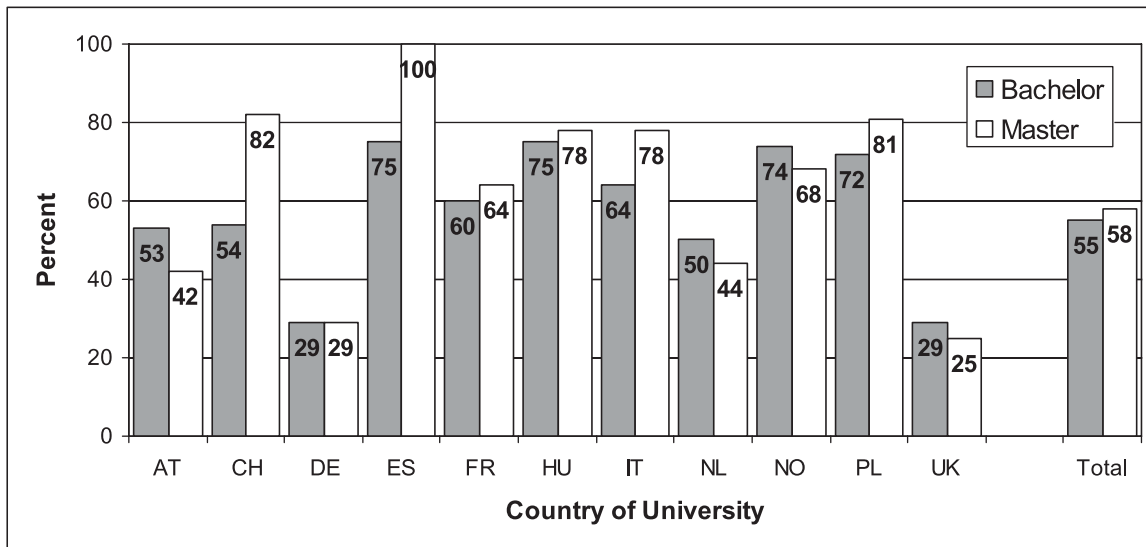
| | Country of university | | | | | | | | | | | Total |
|--------------------------------|-----------------------|------|------|-----|------|------|------|------|------|------|------|-------|
| | AT | CH | DE | ES | FR | HU | IT | NL | NO | PL | UK | |
| Bachelor programmes | | | | | | | | | | | | |
| Mobility within Europe | | | | | | | | | | | | |
| Increase | 53 | 54 | 29 | 75 | 60 | 75 | 64 | 50 | 74 | 72 | 29 | 55 |
| No change | 40 | 38 | 32 | 25 | 40 | 25 | 9 | 42 | 26 | 28 | 65 | 34 |
| Decrease | 7 | 8 | 39 | 0 | 0 | 0 | 27 | 8 | 0 | 0 | 6 | 10 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Count (n) | (15) | (13) | (31) | (8) | (15) | (12) | (11) | (12) | (23) | (25) | (17) | (182) |
| Mobility outside Europe | | | | | | | | | | | | |
| Increase | 43 | 54 | 35 | 38 | 57 | 30 | 33 | 33 | 70 | 53 | 25 | 45 |
| No change | 57 | 38 | 35 | 50 | 43 | 60 | 17 | 58 | 30 | 47 | 69 | 45 |
| Decrease | 0 | 8 | 29 | 13 | 0 | 10 | 50 | 8 | 0 | 0 | 6 | 10 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Count (n) | (14) | (13) | (31) | (8) | (14) | (10) | (6) | (12) | (23) | (17) | (16) | (164) |
| Master programmes | | | | | | | | | | | | |
| Mobility within Europe | | | | | | | | | | | | |
| Increase | 42 | 82 | 29 | 100 | 64 | 78 | 78 | 44 | 68 | 81 | 25 | 58 |
| No change | 50 | 18 | 43 | 0 | 36 | 11 | 11 | 44 | 32 | 19 | 69 | 33 |
| Decrease | 8 | 0 | 29 | 0 | 0 | 11 | 11 | 11 | 0 | 0 | 6 | 8 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Count (n) | (12) | (11) | (28) | (8) | (14) | (9) | (9) | (9) | (19) | (21) | (16) | (156) |
| Mobility outside Europe | | | | | | | | | | | | |
| Increase | 42 | 82 | 29 | 100 | 64 | 78 | 78 | 44 | 68 | 81 | 25 | 58 |
| No change | 50 | 18 | 43 | 0 | 36 | 11 | 11 | 44 | 32 | 19 | 69 | 33 |
| Decrease | 8 | 0 | 29 | 0 | 0 | 11 | 11 | 11 | 0 | 0 | 6 | 8 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Count (n) | (12) | (11) | (28) | (8) | (14) | (9) | (9) | (9) | (19) | (21) | (16) | (156) |

Question 4.1: Which impact will the introduction of Bachelor and Master Programmes in Europe probably have on student mobility at your institution?

* Scale from 1 = "very strong increase" to 5 = "very strong decrease", 3 = "no change"

Source: Institutional questionnaire

Chart 4.5
Expectation of increase in outgoing mobility within Europe



Question 4.1: Which impact will the introduction of Bachelor and Master Programmes in Europe probably have on student mobility at your institution?
 * Points 1 and 2 on a scale from 1 = "very strong increase" to 5 = "very strong decrease", 3 = "no change"
 Source: Institutional questionnaire

The anticipated development of outgoing mobility in Bachelor programmes as compared to Master programmes did not differ substantially in most countries. Thus, the thesis of growing vertical mobility, i.e. a shift of mobility from undergraduate to postgraduate study, is not in accordance with the expectations of the majority of ERASMUS coordinators at the universities.

Study periods or internships abroad in countries outside Europe seem to be on the agenda of a substantial number of universities. About half of the respondents stated an increase in the past five years and also expected a similar development for the future. It might be interesting to note that for the future an increase of own students spending a period of study outside Europe is more often related to Master programmes than to Bachelor programmes (58% as compared to 45%).

4.3.2 Incoming mobility

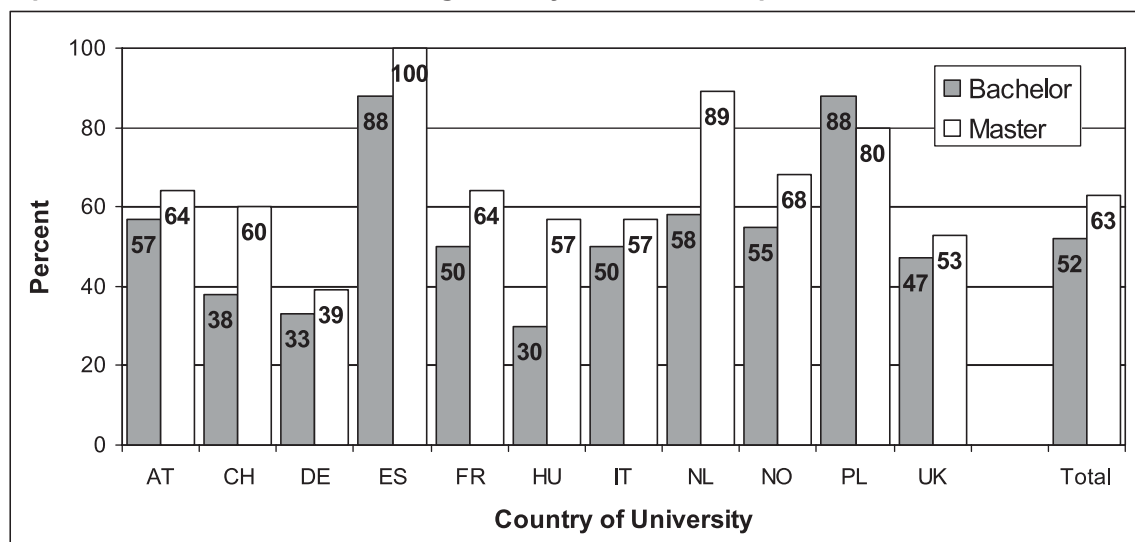
Over the past five years the overall number of incoming students increased in the majority of universities: about two thirds noted growing numbers from Europe and slightly more than half an increased enrolment of international students from non-European countries. Most of the remaining universities observed no significant changes and only a handful of institutions experienced decreasing numbers. In most countries included in the study, the increase of incoming students from other European countries was more often reported than the increase of international students from overseas. The only country with an opposite profile is the United Kingdom where the majority of institutions have a strong focus on students from non-European countries.

The development of incoming mobility in Bachelor and Master programmes lacks slightly behind the overall figures (see Table 4.9). 57 percent of the universities offering Bachelor programmes experienced an increase of incoming students from European countries as well as 55 percent of the universities with Master programmes. Growing numbers of international students from non-European countries were more common in Master than in Bachelor programmes (53% compared to 45%).

Fears about possible negative impacts of Bachelor and Master programmes are lower for incoming mobility than for outgoing mobility. Only slightly more than five percent of the universities currently in the process of transformation considered on average the past development of incoming mobility in Bachelor and Master programmes worse than the overall devel-

opment. However, strongest reservations could again be observed in Germany where universities were especially concerned about the decrease of the number of international students in Master programmes (30%).

Chart 4.6
Expectation of increase in incoming mobility from non-European countries



Question 3.1: How did student mobility at your institution develop in the last five years?
* Points 1 and 2 on a scale from 1 = "very strong increase" to 5 = "very strong decrease", 3 = "no change"
Source: Institutional questionnaire

Table 4.9
Increase of number of incoming students in the last five years - by country of university (percentages*)

| | Country of university | | | | | | | | | | | Total |
|--|-----------------------|----|----|-----|----|----|-----|-----|----|----|----|-------|
| | AT | CH | DE | ES | FR | HU | IT | NL | NO | PL | UK | |
| Overall | | | | | | | | | | | | |
| international students from European countries | 75 | 62 | 62 | 100 | 75 | 50 | 86 | 67 | 68 | 84 | 47 | 68 |
| international students from non-European countries | 55 | 33 | 52 | 75 | 75 | 43 | 60 | 67 | 50 | 38 | 69 | 55 |
| Bachelor programmes | | | | | | | | | | | | |
| international students from European countries | 78 | 45 | 53 | 0 | 63 | 67 | 83 | 60 | 60 | 53 | 40 | 57 |
| international students from non-European countries | 56 | 20 | 47 | 0 | 75 | 50 | 60 | 50 | 30 | 30 | 62 | 45 |
| Master programmes | | | | | | | | | | | | |
| international students from European countries | 71 | 71 | 31 | 0 | 56 | 67 | 100 | 86 | 35 | 69 | 50 | 55 |
| international students from non-European countries | 50 | 33 | 25 | 0 | 56 | 50 | 100 | 100 | 59 | 50 | 55 | 53 |

Question 3.1: How did student mobility at your institution develop in the last five years?
* Points 1 and 2 on a scale from 1 = "very strong increase" to 5 = "very strong decrease", 3 = "no change"
Source: Institutional questionnaire

For the future, most universities expect an increase of international student numbers in Bachelor and Master programmes (see Table 4.10). Higher education institutions from Spain, the Netherlands and Poland are most optimistic about the positive impact of the new degree structure while remarkable proportions of German universities expect a decrease or no change in the number of incoming students.

The experts from the universities assume that the new Master programmes will attract more international students in the future than Bachelor programmes. This view is shared by experts from all countries and could be generalised for all incoming students, independently of their regional background, i.e. European or non-European.

4.3.3 Patterns of future mobility

In the previous sections we have already discussed the anticipation of future development of mobility in Bachelor and Master programmes with a focus either on incoming or outgoing students. Because perceptions of future mobility do not only reflect fears and hopes related to the impact of the transformation of formerly diverse degree structures into a Europe wide harmonised system but also provide an insight into the strategic goals of universities it might be interesting to look on the relation of expected growth of numbers of incoming and outgoing students.

Basically, three mobility patterns can be distinguished:

- Pattern 1: Balanced numbers of incoming and outgoing students;
- Pattern 2: Focus on incoming students;
- Pattern 3: Focus on outgoing students.

Table 4.10

Expected future development of incoming mobility - by country of university (percentages*)

| | Country of university | | | | | | | | | | | Total |
|---|-----------------------|------|------|-----|------|------|------|------|------|------|------|-------|
| | AT | CH | DE | ES | FR | HU | IT | NL | NO | PL | UK | |
| Bachelor programmes | | | | | | | | | | | | |
| International students from European countries | | | | | | | | | | | | |
| Increase | 53 | 54 | 37 | 75 | 50 | 73 | 82 | 75 | 74 | 73 | 47 | 60 |
| No change | 47 | 38 | 40 | 25 | 43 | 27 | 9 | 17 | 17 | 27 | 41 | 31 |
| Decrease | 0 | 8 | 23 | 0 | 7 | 0 | 9 | 8 | 9 | 0 | 12 | 9 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Count (n) | (15) | (13) | (30) | (8) | (14) | (11) | (11) | (12) | (23) | (22) | (17) | (176) |
| International students from non-European countries | | | | | | | | | | | | |
| Increase | 57 | 38 | 33 | 88 | 50 | 30 | 50 | 58 | 55 | 88 | 47 | 52 |
| No change | 43 | 54 | 53 | 13 | 50 | 60 | 38 | 33 | 36 | 12 | 53 | 42 |
| Decrease | 0 | 8 | 13 | 0 | 0 | 10 | 13 | 8 | 9 | 0 | 0 | 6 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Count (n) | (14) | (13) | (30) | (8) | (14) | (10) | (8) | (12) | (22) | (17) | (15) | (163) |

Master programmes

International students from European countries

| | | | | | | | | | | | | |
|-----------|----|----|----|----|----|----|----|----|----|----|----|----|
| Increase | 67 | 80 | 45 | 88 | 64 | 71 | 90 | 89 | 84 | 85 | 59 | 71 |
| No change | 25 | 20 | 38 | 13 | 36 | 14 | 0 | 0 | 11 | 15 | 35 | 22 |
| Decrease | 8 | 0 | 17 | 0 | 0 | 14 | 10 | 11 | 5 | 0 | 6 | 7 |

| | | | | | | | | | | | | |
|-----------|------|------|------|-----|------|-----|------|-----|------|------|------|-------|
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Count (n) | (12) | (10) | (29) | (8) | (14) | (7) | (10) | (9) | (19) | (20) | (17) | (155) |

International students from non-European countries

| | | | | | | | | | | | | |
|-----------|----|----|----|-----|----|----|----|----|----|----|----|----|
| Increase | 64 | 60 | 39 | 100 | 64 | 57 | 57 | 89 | 68 | 80 | 53 | 63 |
| No change | 36 | 40 | 43 | 0 | 29 | 29 | 29 | 0 | 26 | 20 | 47 | 30 |
| Decrease | 0 | 0 | 18 | 0 | 7 | 14 | 14 | 11 | 5 | 0 | 0 | 7 |

| | | | | | | | | | | | | |
|-----------|------|------|------|-----|------|-----|-----|-----|------|------|------|-------|
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Count (n) | (11) | (10) | (28) | (8) | (14) | (7) | (7) | (9) | (19) | (15) | (15) | (143) |

Question 4.1: Which impact will the introduction of Bachelor and Master Programmes in Europe probably have on student mobility at your institution?

* Scale from 1 = "very strong increase" to 5 = "very strong decrease", 3 = "no change"

Source: Institutional questionnaire

However, it has to be taken into account that patterns of mobility might differ by type of study programme, i.e. Bachelor or Master, or by target country of mobility, i.e. host country or country of origin within or outside of Europe.

A classification of countries by the dominant mode of expected future mobility at universities leads to following results (see Table 4.11):

Balanced increase of incoming and outgoing students is the dominant aim in Spain, France, Hungary, and Poland. However, in most of these countries other patterns play a role as well:

- Spanish and Polish universities expect a positive balance of incoming students from non-European countries in Bachelor programmes;
- Hungarian universities will probably send more of their own Master programme students abroad to study in non-European countries than they will receive.

A clear focus on incoming students could be observed in the United Kingdom and in the Netherlands. Further countries primarily expecting a stronger increase of incoming students are Austria, Germany and Italy. While Austrian and German universities expect a dominance of incoming students especially in Master programmes, the Italians consider a higher interest at the Bachelor level and a stronger increase of mobility of their own students at the Master level.

Table 4.11
Expected increase of future incoming and outgoing mobility in Bachelor and Master Programmes- by country of university (percentages*)

| | Country of university | | | | | | | | | | | Total |
|--------------------------------|-----------------------|----|----|-----|----|----|----|----|----|----|----|-------|
| | AT | CH | DE | ES | FR | HU | IT | NL | NO | PL | UK | |
| Bachelor programmes | | | | | | | | | | | | |
| Mobility within Europe | | | | | | | | | | | | |
| incoming students | 53 | 54 | 37 | 75 | 50 | 73 | 82 | 75 | 74 | 73 | 47 | 60 |
| outgoing students | 53 | 54 | 29 | 75 | 60 | 75 | 64 | 50 | 74 | 72 | 29 | 55 |
| Mobility outside Europe | | | | | | | | | | | | |
| incoming students | 57 | 38 | 33 | 88 | 50 | 30 | 50 | 58 | 55 | 88 | 47 | 52 |
| outgoing students | 43 | 54 | 35 | 38 | 57 | 30 | 33 | 33 | 70 | 53 | 25 | 45 |
| Master programmes | | | | | | | | | | | | |
| Mobility within Europe | | | | | | | | | | | | |
| incoming students | 67 | 80 | 45 | 88 | 64 | 71 | 90 | 89 | 84 | 85 | 59 | 71 |
| outgoing students | 42 | 82 | 29 | 100 | 64 | 78 | 78 | 44 | 68 | 81 | 25 | 58 |
| Mobility outside Europe | | | | | | | | | | | | |
| incoming students | 64 | 60 | 39 | 100 | 64 | 57 | 57 | 89 | 68 | 80 | 53 | 63 |
| outgoing students | 42 | 82 | 29 | 100 | 64 | 78 | 78 | 44 | 68 | 81 | 25 | 58 |

Question 4.1: Which impact will the introduction of Bachelor and Master Programmes in Europe probably have on student mobility at your institution?

* Points 1 and 2 on a scale from 1 = "very strong increase" to 5 = "very strong decrease", 3 = "no change"

Source: Institutional questionnaire

The only country with a tendency to focus on outgoing students is Switzerland. While the development of mobility within European countries is expected to be balanced, a substantial proportion of universities from Switzerland expect a stronger increase of students going to non-European countries.

Patterns of mobility in Norway are too diverse to put the country under one of the main categories. Norwegian universities stated a balanced increase of mobility to European countries in Bachelor programmes and to non-European countries in Master programmes. A dominance of outgoing students in the mobility with non-European countries is expected in Bachelor programmes while in Master programmes more students from Europe are expected to enrol at Norwegian universities than own students will study at universities in other European countries.

5. Models of Good Practice

5.1 Definition and identification of “good practice”

One aim of the study was to identify study programmes as models of good practice with regard to the organisation of transnational student mobility and to characterise them. This was done in two ways by questionnaire and by interviews with respective programme coordinators.

In the framework of the questionnaire the ERASMUS coordinators of higher education institutions, which had been pre-selected by the national ERASMUS agencies (see chapter 2.2.1), were asked to look through the study programmes offered at their institution in order to identify Bachelor and Master programmes with efficient or innovative solutions to organise or promote student mobility. Since the curricular integration of student mobility is an attribute which indicates good practice, the ERASMUS coordinators were asked not only to take into account programmes with a mandatory stay abroad such as double degree or joint degree programmes, but also Bachelor or Master programmes having other solutions to promote or facilitate student mobility. Overall ERASMUS coordinators were encouraged to select as large a variety of programmes as possible and pay attention to particularly innovative solutions to overcome problems and barriers for mobility.

The directors of the identified good practice programmes were asked to complete a questionnaire covering questions about general characteristics of the study programme, forms of curricular integration of student mobility, the situation regarding the recognition of achievements gained abroad and the development of student mobility in the last five years as well as the future prospects of student mobility in Bachelor and Master programmes.

The interviews with programme coordinators were based on a different sample of good practice models which had been identified independently from the questionnaire (cf. section 2.2.2). Particular emphasis was put on the identification of a broad spectrum of student mobility within the programmes, i.e. mobility within and outside the ERASMUS programme, mobility outside Europe, internships abroad, and different durations of periods abroad. Programme coordinators were interviewed about the same issues and aspects of their programmes as in the questionnaire but a more flexible and in-depth approach could be chosen. The two samples of good practice programmes form the pool for gathering exemplary solutions for curricular, organisational and practical matters of student mobility.

5.2 Outline of a basic typology of models

In order to arrive at a basic typology from which good practice models could be derived three elements or dimensions were chosen:

- the type of curricular integration, i.e. compulsory or optional study abroad;
- the systematic integration of courses offered abroad as part of the curriculum, i.e. joint curricula between two or more universities;
- the extent of student mobility, i.e. the proportion of students going abroad.

All three elements affect the structure and organisation of other elements (e.g. recognition, support, time windows etc.) of student mobility in the new Bachelor and Master programmes. The good practice programmes identified through the questionnaire had mobility either integrated as a mandatory part or offer the flexibility for optional periods abroad. Good practice models can be further divided into those, which offer to study within a joint curriculum with partner universities abroad and those, which do not have such agreements with partner institutions. Study programmes with optional mobility can be further differentiated by the proportion of students going abroad among all students enrolled in the programme. In the context of the study, a proportion of one quarter and less of all students is considered as ‘low optional mobility’, while a higher proportion is considered as ‘high optional mobility’.

Although the sample of good practice programmes with which interviews were carried out is too small for statistical analysis, the same basic characteristics can be found as well: mandatory and optional periods abroad, joint or double degree programmes, and programmes without such agreements.

Four basic models which describe how student mobility takes place in the good practice models can be derived from the questionnaire sample: joint curriculum, mandatory mobility, high rate of optional mobility, low rate of optional mobility.

As Table 5.1 shows, in one half of the good practice models student mobility is integrated as a mandatory part of the curriculum, while it is optional in the other half:

- 37 percent offer study abroad within the framework of a joint curriculum,
- 14 percent have a mandatory period abroad, but no joint curriculum,
- in 28 percent mobility is optional, and a high rate of students goes abroad,
- in one fifth mobility is optional, and only a low rate of students takes the opportunity for a study or an internship abroad.

A comparison by country shows that

- mandatory mobility is most common among German (78%), Italian (63%) and French (63%) good practice programmes;
- the ratio between mandatory and optional mobility is balanced among the Dutch and British programmes, while
- mobility is predominantly optional among the programmes from Norway (66%), Switzerland (64%), Hungary (63%), Poland (61%), and Austria (60%).

Table 5.1
Models of good practice - by country (percentages)

| | Country | | | | | | | | | | Total |
|------------------------|---------|------|------|------|-----|-----|------|------|------|-----|-------|
| | AT | CH | DE | FR | HU | IT | NL | NO | PL | UK | |
| Joint Curriculum | 33 | 21 | 50 | 62 | 25 | 63 | 40 | 13 | 39 | 0 | 37 |
| Mandatory mobility | 7 | 16 | 28 | 0 | 13 | 0 | 10 | 20 | 0 | 43 | 14 |
| High optional mobility | 60 | 32 | 19 | 23 | 38 | 25 | 40 | 33 | 13 | 14 | 28 |
| Low optional mobility | 0 | 32 | 3 | 15 | 25 | 13 | 10 | 33 | 48 | 43 | 21 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Count (n) | (15) | (19) | (32) | (13) | (8) | (8) | (10) | (15) | (23) | (7) | (150) |

Question 3.1: Has your study programme a joint curriculum with one or more partner institutions abroad? Question 3.2: Are students of your study programme obliged to spend a mandatory study period or an internship abroad?

Source: Programme questionnaire

With regard to the four basic models of good practice it can be stated that

- Italian (63%) and French (62%) good practice models offer most often study abroad within a joint curriculum, followed by Germany (50%);
- a mandatory period abroad without a joint curriculum can be mainly found among the British good practice models (43%);
- optional mobility connected with a high proportion of outgoing students is the prevalent model among Austrian study programmes (60%) and clearly above the average in the cases of the Netherlands (40%) and Hungary (38%);
- optional mobility and a rather low rate of students going abroad is above the average among the Polish (48%), British (43%), Norwegian (33%), and Swiss (32%) models of good practice.

5.3 Profiles of good practice programmes

This section provides a basic profile of the Bachelor and Master programmes which have been identified as models of good practice regarding transnational student mobility.

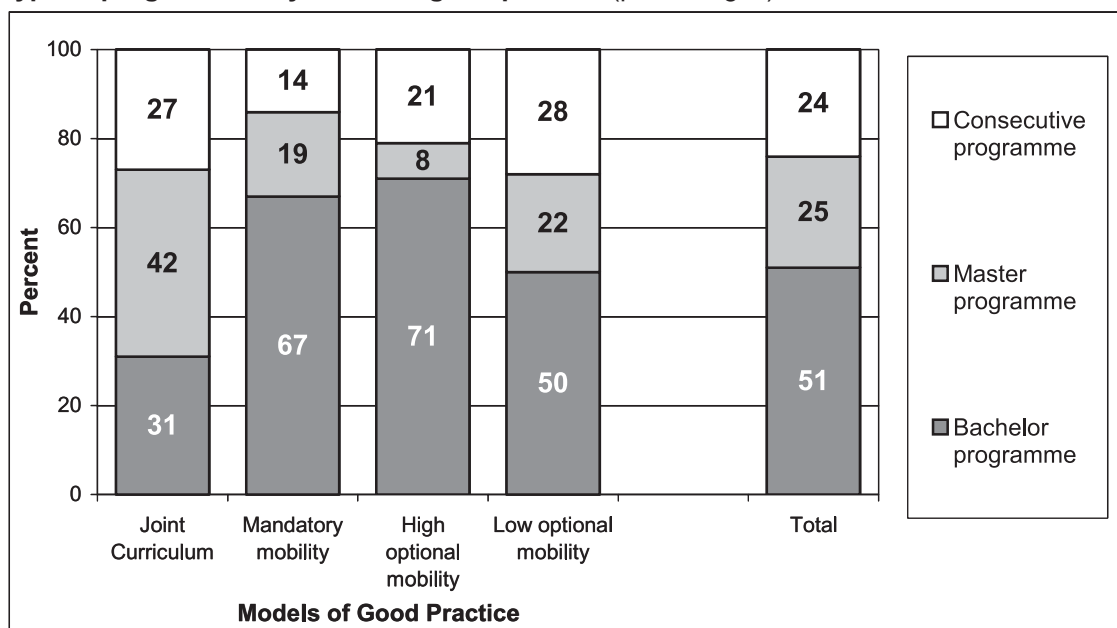
Type of Degree

Slightly more than half of the good practice programmes are Bachelor programmes, a fourth are Master programmes and the remaining fourth are consecutive Bachelor/Master programmes (see Chart 5.1).

Most of the good practice programmes offering a joint curriculum are Master programmes, while the majority of programmes with mandatory mobility without a joint curriculum as well as the two types of optional mobility are Bachelor programmes. Table 5.2 further shows, that more Master programmes than consecutive programmes can be found among good practice models with mandatory mobility, whether with or without a joint curriculum, and vice versa regarding optional mobility.

Chart 5.1

Type of programme - by model of good practice (percentages)



Question 2.2: Which degrees can be obtained after successful completion of the study programme?

Source: Programme questionnaire

Table 5.2

Scenario describing best the establishment of the study programme - by model of good practice (percentages)

| | Model of good practice | | | | Total |
|--|------------------------|--------------------|------------------------|-----------------------|-------|
| | Joint Curriculum | Mandatory mobility | High optional mobility | Low optional mobility | |
| Offered as a Bachelor or Master programme for a long time | 20 | 15 | 12 | 23 | 18 |
| Replaces a traditional programme | 27 | 30 | 51 | 42 | 37 |
| Newly developed as a Bachelor or Master programme (after 1999) | 51 | 55 | 34 | 29 | 42 |
| Other scenario | 2 | 0 | 2 | 6 | 3 |
| Total | 100 | 100 | 100 | 100 | 100 |
| Count (n) | (55) | (20) | (41) | (31) | (147) |

Question 2.3: Which of the following scenarios describes best the establishment of your study programme?

Source: Programme questionnaire

Scenario of establishment

As Table 5.2 shows, the good practice programmes were in most cases newly developed as Bachelor and Master programmes after the year 1999 (42%) or replaced traditional degree programmes (e.g. diploma, Magister, etc.) as a result of reorganisations in the framework of the Bologna process (37%).

Differences between the four basic models of good practice:

- more than half of the programmes with a joint curriculum or another form of mandatory mobility have been newly developed since 1999;
- the majority of the programmes with optional mobility mainly replaced traditional degrees as a result of the Bologna regulations.

Overall, in 78 percent of all study programmes students first enrolled later than 1999, 14 percent between 1990 and 1999, and the remaining eight percent were established before the year 1990 (see Table 5.3).

A comparison of the four basic models of organisation of mobility shows, that particularly good practice models with optional mobility and a high share of outgoing students started their first courses in the year 2000 or later (90%).

Table 5.3
First year of student enrolment in the study programme - by model of good practice
 (percentages)

| | Model of good practice | | | | Total |
|-----------------------|------------------------|--------------------|------------------------|-----------------------|-------|
| | Joint Curriculum | Mandatory mobility | High optional mobility | Low optional mobility | |
| Before 1990 | 12 | 5 | 3 | 10 | 8 |
| Between 1990 and 1999 | 16 | 16 | 8 | 21 | 14 |
| 2000 and later | 73 | 79 | 90 | 69 | 78 |
| Total | 100 | 100 | 100 | 100 | 100 |
| Count (n) | (51) | (19) | (39) | (29) | (138) |

Question 2.5: In which year did the first students enrol in the Bachelor or Master Programme?

Source: Programme questionnaire

Subject area

Most of the study programmes offer courses in a single subject area (80%), while one fifth is interdisciplinary. Overall, 40 percent of the programmes are related to management or engineering. The other programmes are in the field of humanities (without languages, 19%), social sciences (without management) and natural sciences (15% each), languages (7%) and special interdisciplinary courses (4%).

With regard to the four basic models of mobility (see Table 5.4) it can be stated, that

- good practice models offering a joint curriculum are mainly related to management and engineering (together 57%), but seldom to languages (7%) or natural sciences (4%);
- among programmes with mandatory mobility without a joint curriculum, management (29%), languages (24%) and natural sciences (19%) are represented above average;
- programmes with optional mobility and a high rate of participation can be found in particular in the humanities (without languages, 29%) and natural sciences (26%);
- most of the programmes with a small share of outgoing students are related to the humanities (without languages, 28%) and social sciences (without management, 22%).

Table 5.4
Subject area of the study programme - by model of good practice (percentages)

| | Model of good practice | | | | Total |
|-------------------------|------------------------|--------------------|------------------------|-----------------------|-------|
| | Joint Curriculum | Mandatory mobility | High optional mobility | Low optional mobility | |
| Management | 20 | 29 | 5 | 6 | 14 |
| Management + other | 13 | 0 | 14 | 13 | 11 |
| Other social sciences | 16 | 14 | 10 | 22 | 15 |
| Engineering | 24 | 5 | 10 | 13 | 15 |
| Natural Sciences | 4 | 19 | 26 | 16 | 15 |
| Languages | 7 | 24 | 2 | 0 | 7 |
| Other humanities | 13 | 5 | 29 | 28 | 19 |
| Other interdisciplinary | 4 | 5 | 5 | 3 | 4 |
| Total | 100 | 100 | 100 | 100 | 100 |
| Count (n) | (55) | (21) | (42) | (32) | (150) |

Question 2.4: What is the subject area of your study programme (according to the ERASMUS-categories)?
 Source: Programme questionnaire

5.4 Curricular characteristics

This section provides relevant curricular characteristics of the Bachelor and Master programmes that have been identified as models for good practice.

Standard period of study

The standard period of study of Bachelor and Master programmes is an important subject of discussions because of the general assumption that higher density of study contents in each cycle of study leads to a smaller time window for a study period abroad and hence to a prolongation.

Regarding the standard period of study programmes, the predominating model is a three year Bachelor (81%) and a two year Master (52%) degree programme, respectively a five year (3+2) consecutive programme (93%). Even if this is true for the majority of the programmes, some cases differ from this model.

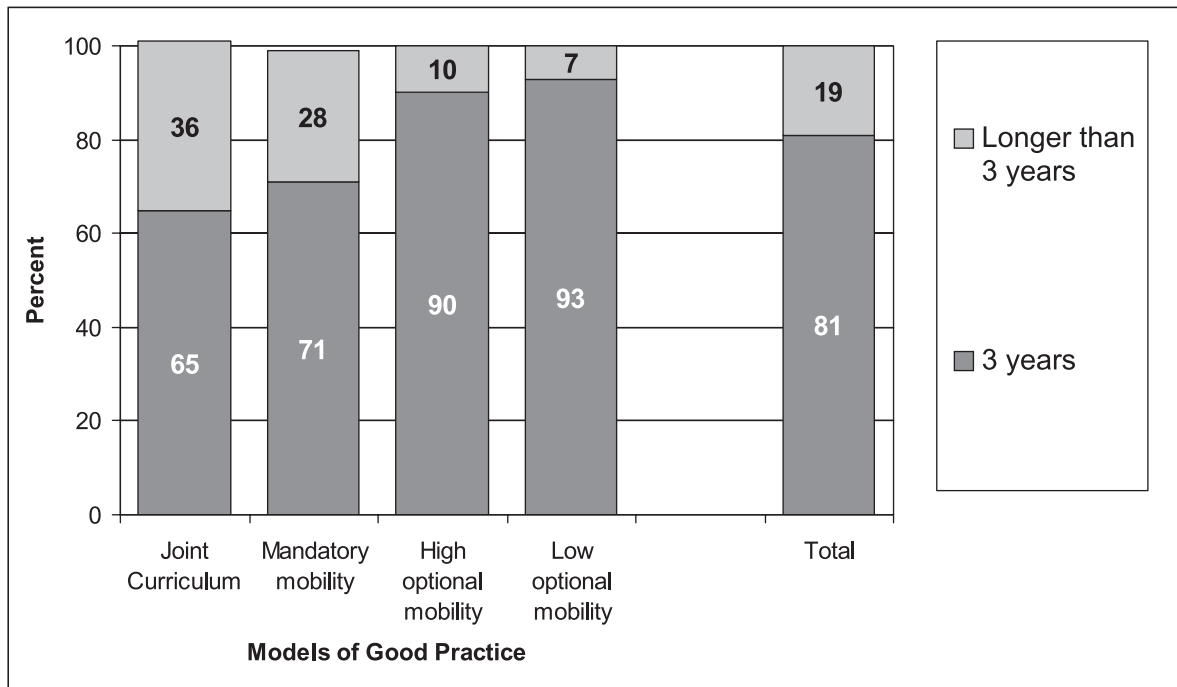
Bachelor degrees can be obtained after three years, three and a half years, four years and, in one case, after five years. In the case of Master programmes a shorter duration than two years is possible. Some cases differ substantially from the average, offering a Master degree programme which requires four years, five years or even six years of study. Most of these programmes are in special subject areas like medicine, music, etc. which in most countries were excepted from the Bologna regulations. Among the consecutive programmes, differences from the five years (3+2) model are marginal.

The assumption, that a longer standard period of study could be due to the curricular integration of a mandatory period abroad, can only be approved in the case of Bachelor programmes (see Chart 5.2); while no clear picture emerges in the cases of Master programmes and consecutive programmes.

A typical example for such Bachelor programmes in which a study period abroad is usually connected to a prolongation of the standard period of study is the BA in *Electrical and Electronic Engineering* at Swansea University (UK). Students can opt to go abroad in the third year of their study either studying or in the framework of an internship. The programme coordinator decides after their first semester whether they have then to extend their programme to four years or if they are good enough to finish their degree after three years, which is an exception. Although this Bachelor programme in practice leads in most cases to a prolongation it theoretically offers a certain degree of flexibility concerning the duration.

Chart 5.2

Duration of the standard period of study in Bachelor programmes - by models of good practice (percentages)



Source: Programme questionnaire

Key Skills and Qualifications

The intention underlying the attempt to increase the number of students going abroad for a study period or an internship is to give more students the opportunity to acquire international and intercultural competences. The acquisition of skills and qualifications related to internationalisation, i.e. foreign language skills and international experience, is getting more important against the background of actual trends like Europeanisation and globalisation.

In a ranking of the importance of key skills and qualifications, foreign languages and international experiences appear at the bottom of the list (66% each), while most respondents agreed on the importance of other qualifications like broad subject related skills (91%), followed by methods and techniques (86%), specialised subject-related knowledge (80%) and soft skills (75%).

Anyway, regarding only the study programmes with a joint curriculum or a mandatory period abroad, knowledge of foreign languages and international experiences are important for a broad majority of the respondents (see Table 5.5):

- International experience plays an important role for most of the good practice models with a mandatory period abroad or a joint curriculum (84%), compared to only one half among good practice models with optional mobility and a high rate of student mobility and 40 percent in the case of programmes with a low rate of optional mobility;
- foreign language skills are seen as an important learning outcome by more than three quarters of the directors of good practice models with a mandatory period abroad or a joint curriculum, while 62 percent of the heads of programmes with optional mobility and a high share of students going abroad and only 45 percent of those with a low mobility rate stated the same.

Table 5.5
High importance of learning outcomes - by models of good practice (percentages*)

| | Model of good practice | | | | Total |
|---------------------------------------|------------------------|--------------------|------------------------|-----------------------|-------|
| | Joint Curriculum | Mandatory mobility | High optional mobility | Low optional mobility | |
| Broad subject-related skills | 87 | 100 | 98 | 84 | 91 |
| Methods and techniques | 84 | 86 | 90 | 84 | 86 |
| Specialised subject-related knowledge | 78 | 81 | 79 | 84 | 80 |
| Soft skills (key qualifications) | 81 | 76 | 81 | 57 | 75 |
| Foreign language skills | 72 | 86 | 62 | 45 | 66 |
| International experience | 83 | 86 | 51 | 40 | 66 |
| ICT skills (e.g. usage of internet) | 58 | 67 | 66 | 71 | 64 |
| Count (n) | (55) | (21) | (42) | (31) | (149) |

Question 2.11: How important are the following learning outcomes in your study programme?

* Points 1 and 2 on a scale from 1 = "very important" to 5 "not important at all"

Source: Programme questionnaire

The importance of foreign language skills is also emphasized by the majority of the programme directors who were interviewed. Of the 22 study programmes the language of instruction is English in seven cases (British programmes excluded), four of which are joint or double degree programmes, and in 15 cases the respective national language. Additionally in ten programmes single courses or modules are taught in a foreign language. The high emphasis on language skills becomes also apparent with regard to the language courses. In 18 study programmes mandatory (6) or at least optional (12) language courses are included. In the interviews the improvement of foreign language skills and the acquisition of intercultural competences were mentioned repeatedly as important qualifications which can be acquired during periods of study abroad. As further important aspects of a period of study abroad the possibility to attend courses which are not available at the home university and the development of the personality were underlined. The following citations illustrate the wide range of skills which can be acquired during a stay abroad:

„The meaning is to have another experience in other contexts, to know different kinds of agriculture. We have a broad attitude in our conception and in our consortium we try to force students to deal with agriculture from Scandinavia to the Mediterranean countries and so our students have the possibility to study agriculture in different contexts, geographical contexts and social economic contexts in Europe. This is a real European approach to study agriculture.“

“Es gibt Studenten, die ihre Karriere selbstbewusst aufbauen und die wählen das sehr gerne. Einmal die Sprache und zweitens die Kultur, die sie dort lernen. In Deutschland ist es z.B. diese technische Kultur. Es gibt sehr viele Firmen in Ungarn, die in deutschen Händen sind, also Tochterfirmen von Siemens usw., und dort werden diese Studenten sehr gerne genommen.“

“They get the clear knowledge about what is the European market. There is no national market anymore. It's a European market, a huge market with the possibility to cooperate and to work in any of these countries. There will be a huge competition in the future because not only the Polish students come to France to work but also the French students who will go to Poland and get a position in the administration, in companies and so on.“

„For the students it is really good because they are taking classes with the best professionals in this area.“

“I think the main reason for which a student wants to go abroad is first the goal to learn a second language. In some cases the students know that in some universities are some courses on specific topics and they want to attend these courses. A third reason is that it is a good reason to spend a year away from all the others. In any case it is a good experience.“

5.5 Curricular patterns of student mobility

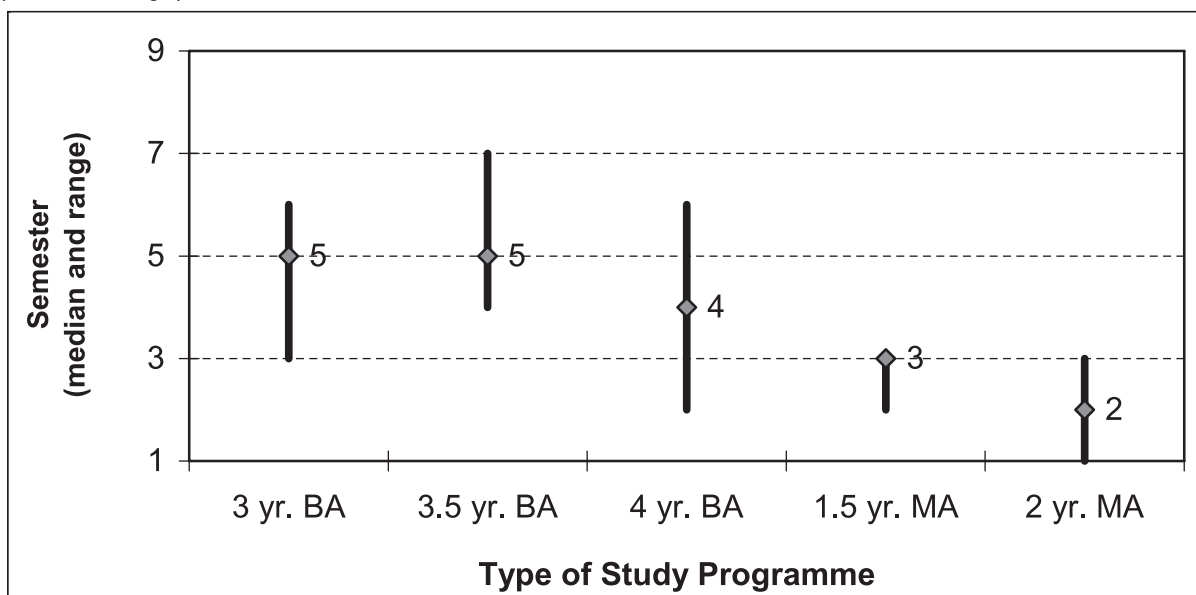
Timing and duration of mandatory periods abroad

The good practice programmes with mandatory periods abroad have different requirements for their students regarding the time schedule and the main activities during the stay abroad. Most of the programmes envisage a period abroad in the fifth semester (37%) or in the third semester (28%). In the case of Bachelor programmes, the stay abroad is mainly scheduled in the fifth semester, in Master programmes in the third and in consecutive programmes various time windows can be found, most often in the fifth semester or later.

In general, students are sent abroad no earlier than in the second semester and no later than in the seventh semester. This might relate to the students' main activities during their stay abroad. In some cases students are obliged to go abroad twice or more often, for example, during the third and fourth semester to visit lectures and again during the seventh and eighth semester for the preparation of the Master thesis.

In good practice programmes with mandatory mobility students usually had to go abroad in their fifth semester in the case of Bachelor programmes and in the second or third semester in Master programmes. As Chart 5.3 shows, the interrelationship between the duration of the standard period of study and the timing of study abroad is rather the opposite as one could expect: The longer the standard period lasts the earlier students have to go abroad. Bachelor programmes with a duration of seven semesters (3.5 year BA) send the students abroad during the fifth semester, while the median point in time is earlier than the fifth semester in Bachelor programmes with a duration of eight semesters (4 year BA). A similar pattern could be observed for Master programmes. However, due to small numbers of good practice programmes with mandatory mobility and the methodology for sampling the programmes it might be difficult to draw general conclusions from this findings.

Chart 5.3
Semester in which the mandatory stay abroad should take place – by type of study programme
 (median, range)



Question 3.4: In which semester should the mandatory stay abroad take place?
 Source: Programme questionnaire and models of good practice; (n=52)

In more than half of the study programmes, the duration of the mandatory period abroad is between four months and half a year (47%) or shorter than four months (11%). One quarter of the study programmes requires a stay abroad between seven months and one year, further 18 percent a period longer than one year (see Table 5.6).

Most of the Bachelor and consecutive programmes allow their students to go abroad for one semester or a shorter period, while a longer stay is required in 61 percent of the Master programmes.

The average duration of the required study period or internship abroad is about nine months, half a year in the case of mandatory mobility and nearly one year in the case of joint curricula. The minimum duration is one month, while the maximum duration is two years. On average, a student has to spend one quarter of his study period in another country.

Table 5.6
Duration of the mandatory stay abroad - by type of study programme (percentages, mean, ratio)

| | BA | MA | Cons. | Total |
|--|------|------|-------|-------|
| Duration of the stay abroad | | | | |
| 1-3 months | 11 | 11 | 10 | 11 |
| 4-6 months | 56 | 28 | 60 | 47 |
| 7-12 months | 19 | 39 | 10 | 24 |
| More than 12 months | 15 | 22 | 20 | 18 |
| Average duration of the stay abroad | 7,7 | 11,5 | 9,3 | 9,2 |
| Relative duration of the stay abroad (%)* | | | | |
| Up to 10 percent | 15 | 13 | 50 | 21 |
| 10 to 19 percent | 56 | 0 | 20 | 32 |
| 20 to 29 percent | 15 | 31 | 10 | 19 |
| 30 percent and more | 15 | 56 | 20 | 28 |
| Total | 100 | 100 | 100 | 100 |
| Count (n) | (27) | (18) | (10) | (55) |

Question 3.3: What is the duration of the mandatory stay abroad?

* Proportion of the duration of the period abroad relative to the duration of the entire study programme

Source: Programme questionnaire

The extent of the curricular integration of student mobility varies considerably in the selection of the twenty-two “good practice” examples of the qualitative study. A number of programme directors who were interviewed pointed out the high degree of flexibility with regard to mobility. Mandatory periods abroad can be study or internship or both, within Europe or outside, often periods abroad are organised at more than one partner institution in different countries consecutively. This is not only the case for the ERASMUS Mundus programmes included in the sample but also for other programmes. An example is the *Bachelor in Information and Communication Management* offered by the HS Zittau-Görlitz – University of Applied Sciences – in Germany. Students spend their first year in the Czech Republic, their second year in Poland and their third year in Zittau-Görlitz. In addition, students have the option to do their internship in other countries in Europe as well as outside Europe. Thus, they spend two years of their three year programme abroad and might spend their 20 week internship abroad as well.

Apart from the joint or double degree programmes, student mobility is most strongly integrated in the curriculum of the study programme *Bakkalaureat FH in International Economy and Management* at the University of Applied Sciences in Kufstein Tirol (Austria). This study programme includes mandatory courses in two languages, a compulsory ten week internship abroad in the fourth semester and a study abroad period in the fifth and sixth semester. The long duration of the study abroad period allows students to go to countries with strong cultural differences and for which more time is needed to adapt to the new environment (e.g. China, India, South America, etc.).

In the Master programme *Pharmacien-Ingénieur* at the École Nationale Supérieure des Techniques Industrielles in Albi-Carmaux (France), students have to go abroad for at least

twelve weeks. This can be an internship or a semester of study. Students also have to take English courses and to pass an examination in English as a requirement for their graduation.

The structure of the *Bachelor of European Studies* at the University of Bergen (Norway) enables students to study abroad in the third semester which is “empty” for elective courses or a period of study abroad. In this way a study abroad period is integrated into the curriculum without being mandatory.

These examples of strong curricular integration of mobility have in common that they offer a certain time window for a stay abroad. The examples also show variations in the integration of mandatory periods abroad and provide evidence that periods abroad can easily be adjusted to educational requirements.

Main activity during the mandatory stay abroad

The students’ main activity during the mandatory period abroad is the attendance of lectures/courses (91%), followed by internships (41%), the attendance of language courses (20%) and other activities (16%), mainly the preparation or completion of the master thesis (six out of eight cases).

In more than half of the cases the students have to achieve (or have to chose between) more than one activity. The most frequent combination of activities is the attendance of lectures and an internship, followed by the threefold combination of lectures, internship and a language course. Internships as well as language courses are more often required in consecutive study programmes than in Bachelor or Master programmes, often in combination with two or more other activities (see Table 5.7).

Table 5.7
Main activities during the mandatory stay abroad - by type of study programme
 (percentages, multiple reply possible)

| | BA | MA | Cons. | Total |
|--------------------------------|------|------|-------|-------|
| Attendance of lectures/courses | 89 | 94 | 91 | 91 |
| Internships | 41 | 28 | 64 | 41 |
| Attendance of language courses | 15 | 17 | 36 | 20 |
| Other | 15 | 28 | 0 | 16 |
| Total | 159 | 167 | 191 | 168 |
| Count (n) | (27) | (18) | (11) | (56) |

Question 3.5: What are the students’ main activities during their mandatory stay abroad?

Source: Programme questionnaire

Special measures to enhance optional mobility

In good practice programmes with optional mobility special measures can be applied to promote mobility, such as exchange programmes or financial support. As Table 5.8 shows, all of these programmes with ‘optional mobility’ take part in the ERASMUS Programme.

Further measures are

- other exchange or partnership programmes, which are offered by 80 percent of the good practice programmes;
- financial aid for the period abroad, which is granted by half of the programmes and
- the exemption of fees charged by the home institution (14%), which does not play a role in countries, in which institutions do not raise fees (e.g. Germany).

Table 5.8
Special measures to enhance transnational mobility of the own students - by models of good practice (percentages, multiple reply possible)

| | Model of good practice | | Total |
|--|------------------------|-----------------------|-------|
| | High optional mobility | Low optional mobility | |
| Offers of participation in ERASMUS Programmes | 100 | 100 | 100 |
| Offers of participation in other exchange or partnership programmes | 90 | 66 | 80 |
| Financial aid for the study period/internship abroad | 60 | 41 | 51 |
| Exemption of fees charged by the home institution during the stay abroad | 5 | 25 | 14 |
| Total | 305 | 269 | 289 |
| Count (n) | (42) | (32) | (74) |

Question 3.6: If study periods or internships abroad are not a mandatory part of the curriculum, do you have special offers or incentives to enhance transnational mobility of your own students?

* Only study programmes, in which it is optional to spend a study period or internship abroad

Source: Programme questionnaire

Clear differences between programmes with a high and those with a low share of outgoing students can be observed

- with regard to the available exchange or partnership programmes other than ERASMUS as well as
- regarding the possibility to grant financial aid for the stay abroad.

This might indicate the importance of these two measures as incentives to enhance mobility. From another perspective it can be stated, that among good practice programmes offering additional partnership and exchange programmes other than ERASMUS there are nearly two thirds with a high mobility rate, while the respective figure among programmes without such an offer is only one quarter. Again, two thirds of the programmes offering financial support for the stay abroad have a high proportion of students participating in mobility, while the proportion is less than half among programmes without this possibility.

A number of creative approaches to support and enhance optional mobility by providing additional incentives were found in the sample of programmes in which the interviews were carried out.

The *Bachelor in Social Work* at Bern University of Applied Sciences in Switzerland offers an Additional Certificate in Community Education Studies, called ACCESS Europe, which is awarded by an association of presently 21 partner institutions. It consists of four modules which include the promotion of foreign languages, European Community Studies, joint bi- or multi-lateral courses and a study period or internship abroad.

Another interesting example is the allocation of so-called "practice credits" offered in the *Master of International Affairs and Governance (MIA)* at the University of St.Gallen in Switzerland. If a student does an internship during his or her semester vacation time in the field of politics, society, economics or law, his or her performance can be recognised and integrated into the study programme. Students can gain three practice credits during a twelve week internship. The internship is not integrated into the curriculum but the job performance can be recognised for the subject matter Contextual Studies⁷ which is a mandatory part (25%) of all study programmes at the University of St. Gallen. Most students electing this option spend this internship abroad.

⁷ "Contextual Studies situates the more specialized study in the core disciplines within the relevant social, political, historical, philosophical, and aesthetic context. By so doing, it introduces the "studium integrale" as a complement to "specialization gained through the study of specific majors" (University of St.Gallen 2006).

Within the Bachelor programme *Electrical and Electronic Engineering* in Swansea (UK), students have the possibility to receive 10 out of 60 credits for attending a foreign language course in French, Spanish or German, a fact that is also an incentive for going abroad afterwards.

Within the *Bachelor in Preschool Teacher Education* at the University of Stavanger (Norway) SOCRATES-funded short periods abroad (intensive programmes) are offered for small groups of students accompanied by academic staff members. The groups travel to a partner institution in another country for two weeks and take part in an international seminar. The “International Week” of the Comenius-Association⁸ also offered in the programme has a similar structure. Each partner offers a course with an interesting topic. During the International Week students are housed by the students of the host institution and only students willing to house a student for this week are allowed to take part. In this way first personal contacts can be made and some students having participated in the International Week later go on a three month exchange at the host institution where they have been during the International Week. The examples show further measures to enhance optional student mobility, namely additional certification, curricular incentives, and intensive personal support. These and the results of the survey (a wide range of exchange or partnership programmes and financial aid) imply that at the levels of institution, study programme, and personal supervision a range of measures can be taken to make a period abroad more attractive.

Language of instruction as one special measure

In three quarters of the study programmes, the classes are held at least partly (59%) or completely (17%) in one or more foreign languages, while in the other study programmes the language of instruction is solely the domestic language. English is by far the dominant foreign language in teaching. It is used in 89 percent of the programmes (British programmes excluded). Other languages appear as marginal in this respect.

A clear correlation exists between the proportion of international students among all students of a study programme and the courses taught in a foreign language – normally the English language – solely or in combination with the domestic language (see Table 5.9). Lectures held in English as the lingua franca (not only) in academia seems to be an effective measure to attract international students for a certain study programme.

Table 5.9
Languages of teaching - by proportion of international students (percentages)

| | Proportion of international students | | | | Total |
|------------------------|--------------------------------------|-----------|--------|---------------|-------|
| | None | Up to 10% | 11-30% | More than 30% | |
| Only domestic language | 80 | 41 | 18 | 7 | 32 |
| Only foreign language | 0 | 5 | 18 | 57 | 17 |
| Both | 20 | 54 | 64 | 36 | 51 |
| Total | 100 | 100 | 100 | 100 | 100 |
| Count (n) | (5) | (41) | (22) | (14) | (82) |

Question 2.8: What are the languages of teaching?
Source: Programme questionnaire

We can also note differences between the basic models of curricular integration of outgoing student mobility concerning the language of instruction (see Table 5.10). There are more programmes than the average taught solely in a domestic language among the good practice

⁸ “The Comenius Association would like to develop further the intercultural aspects of teacher training for future teachers in Europe particularly in the inter-relational, educational and methodological areas” (<http://www.associationcomenius.org>). The focus lies on promoting an open European spirit. The Comenius Association has currently 20 European teacher training institutions as members.

programmes with optional mobility while the respective proportion among programmes containing a compulsory stay abroad remains below the average.

Table 5.10
Languages of teaching - by models of good practice (percentages)

| | Model of good practice | | | | Total |
|-------------------|------------------------|--------------------|------------------------|-----------------------|-------|
| | Joint Curriculum | Mandatory mobility | High optional mobility | Low optional mobility | |
| Domestic language | 16 | 14 | 33 | 34 | 25 |
| Foreign language | 22 | 33 | 10 | 6 | 17 |
| Both | 62 | 52 | 57 | 59 | 59 |
| Total | 100 | 100 | 100 | 100 | 100 |
| Count (n) | (55) | (21) | (42) | (32) | (150) |

Question 2.8: What are the languages of teaching?
Source: Programme questionnaire

It should be noted that due to the fact that study programmes with a joint curriculum are provided by institutions in more than one country, the language of instruction is predominantly English.

An interesting example is the *Master of Science in Agroecology* at the University of Tuscia in Italy with partners in France and Norway as well as another Italian partner university. The second term of the first year of study in this two year programme is taught completely in English.

5.6 Cooperation

Interview partners frequently pointed out that a close contact between cooperation partners is a very important aspect with regard to international student mobility because it allows insights into the quality of the syllabus and of teaching and facilitates the recognition of study achievements. Furthermore it enables better support of students when preparing their stay abroad and while they are abroad. Finally, good knowledge of the provisions and their quality offered at partner institutions abroad enables the sending institution to better advertise for a period of study abroad at a partner institution. Close cooperation makes different courses and specialisations accessible at the host institution and allows for a sharing of resources. In the framework of nine study programmes included in the interviews, seminars or lectures with teachers from partner institutions are offered.

The basis for cooperation is often formed through ERASMUS partnerships or other European projects, in networks or simply in personal relationships. In some cases the cooperation with partner institutions is managed centrally for the whole institution by the international relations office.

Similarity of the syllabus of instruction, high quality and an attractive regional distribution of partners or long standing relationships were mentioned as criteria for the choice of cooperation partners. One interview partner said that partners are chosen by the extent of their student mobility in order to avoid the problem of imbalance. Some interview partners also mentioned close cooperation with industry, including enterprises abroad for student internships. In some cases the curricula of the study programmes were developed together with partners in industry.

The impacts of close cooperation are visible in the two Norwegian examples of good practice programmes. For the *Bachelor of European Studies* at the University of Bergen a special cooperation was build up with the Jagiellonian University in Krakow, Poland. One of the results of the efforts of this cooperation is a language course in Polish exclusively for students

of the Norwegian programme. The close cooperation seems to have also an influence on the students: twelve out of eighteen students decided to study in Krakow in the current term.

It is interesting to note that an intensive cooperation of partners as is the case between these two universities can make an exchange in a certain country more attractive. Students benefit from the close cooperation not only through the exclusive language course but also through an intensive support at their home university and the host university. Additionally, the recognition of study achievements is easier and the quality of the study programme is well known. In the *Bachelor in Preschool Teacher Education* at the University of Stavanger (Norway) the cooperation and collaboration with international partners is also very close. Joint seminars at the different places are an integral part of the syllabus. Also, the membership in the Comenius Association facilitates cooperation. This Bachelor programme is one of the very few programmes having more incoming than outgoing students. Only three out of 27 incoming students did not come from a partner institution of the Comenius Association or its associated partners.

The cooperation partners in the *Erasmus Mundus Programme EURO-AQUAE* in Nice (France) were chosen very strategically with the aim to have partners all over the world. The aim is to address the English and Spanish speaking world with a partner in the United Kingdom and Spain and to have one partner in Germany. In their view it is also important to have one partner in the East of Europe (Hungary), one in South East Asia (Singapore being the most active place in this region and being able to cooperate also with China) and in South America.

The *European Master in Food studies* at Wageningen University (Netherlands) is characterised by close cooperations with industry. This cooperation allows students to spend the eight months research period for their thesis in an industrial research laboratory abroad with industry partly sponsoring their travel costs.

The examples of cooperation described above were chosen to demonstrate different types of cooperation with different types of partners (academic and industrial partners). Close cooperation among partners can enhance outgoing as well as incoming mobility. It can also be build up according to strategic criteria to make a stay abroad more attractive and to make a study programme more attractive because of interesting partners all over the world.

5.7 Recognition

The recognition of achievements gained abroad can be seen as a precondition for student mobility. The introduction of the European Credit Transfer System (ECTS) as a standardised instrument to measure study results and requirements is intended to ensure the recognition of achievements gained abroad.

A majority of 87 percent of the study programmes have already introduced the ECTS, further nine percent are using an equivalent system and only five percent do not use any credit point system.

Achievements acquired abroad will normally be completely recognised in the study programmes (92%), predominantly without any problems (84%). No noticeable differences can be found between programmes using ECTS or an equivalent system and those using no credit point system (see Table 5.11).

Table 5.11
Recognition of achievements acquired abroad - by model of good practice (percentages)

| | Model of good practice | | | | Total |
|--|------------------------|--------------------|------------------------|-----------------------|-------|
| | Joint Curriculum | Mandatory mobility | High optional mobility | Low optional mobility | |
| Achievements gained abroad normally | | | | | |
| will be completely recognised without any problems | 86 | 90 | 78 | 84 | 84 |
| will be completely recognised, but with major difficulties | 2 | 5 | 15 | 9 | 8 |
| will be recognised only partly | 13 | 5 | 8 | 6 | 9 |
| will not be recognised at all | 0 | 0 | 0 | 0 | 0 |
| Total | 100 | 100 | 100 | 100 | 100 |
| Count (n) | (55) | (20) | (40) | (32) | (147) |

Question 4.1: To what extent will achievements acquired abroad be recognised in your study programme?
 Source: Programme questionnaire

That recognition is unproblematic in most cases and no cases of non-recognition could be found might be due to the fact, that only good practice models build the basis of this analysis. In eight percent of the study programmes students face serious difficulties with the acceptance of their achievements during their study abroad. Partial recognition was reported for nine percent of all study programmes. Problems concerning the recognition of achievements gained abroad appear among programmes with optional mobility to a slightly higher degree than among programmes with mandatory mobility. Some reasons for limited recognition were stated by the respondents, such as courses attended in the host country cannot be recognised as equivalents to mandatory parts of the study programme or are too different from the curricular guidelines at the home institution, the criteria for the receipt of proficiency certificates or similar proof at institutions abroad are not up to the standards of the home university and courses attended abroad are not suitable to the level of study for which they should be recognised.

Students who are enrolled in programmes with optional mobility may have to extend their overall period of study because of their stay abroad in a very few cases, whereas none of the respondents stated this problem for programmes with mandatory mobility.

In the sample of good practice programmes chosen for interviews an extension of the overall period of study occurs very rarely. In nearly all study programmes with optional student mobility, students stay within the standard period of study.

Difficulties in the recognition of study achievements abroad were mentioned very rarely in the interviews. It was reported that the recognition of study achievements is difficult if partner institutions do not use ECTS or a comparable credit transfer system and if ECTS credits have different values at partner institutions. Furthermore, recognition is difficult if partner institutions do not offer descriptions on the content of their courses. Due to the fact that in some countries the academic year is divided into trimesters (e.g. in Italy), difficulties in the recognition of study achievements can also emerge from these structural differences.

In most cases recognition of study achievements in programmes that do not offer a joint or double degree takes place on the basis of prior agreements, e.g. a learning agreement or an equivalent to that. The importance of a common credit transfer system is reflected by the fact that ECTS or an equivalent credit transfer system is used in all study programmes. Furthermore, the usefulness of ECTS was underlined explicitly in several interviews. Within the joint or double degree programmes study achievements are normally recognised automatically.

With regard to those parts of the curriculum (electives vs. obligatory courses) that can be studied abroad the interview partners indicated a high amount of flexibility. Nine of the study programme coordinators stated that they had no preferences which parts of the curriculum were studied abroad⁹.

⁹ One coordinator made an exception for courses which are exclusively offered at the home university.

An interesting way of dealing with the recognition of study achievements could be observed at the St. Gallen University (Switzerland). The admission and examination office established a database of courses that have already been recognised. If a student attends a course at a host university which has been recognised previously, it will automatically be recognised again.

Even if a certain amount of tolerance is necessary for the recognition of study achievements gained abroad, the interviews indicate that the quality of the study programmes at the partner institution is an important aspect.

In the planning process of the mandatory period of two semesters of study abroad during the *Bakkalaureat FH in International Economy and Management* at the FHS Kufstein Tirol, University of Applied Sciences (Austria), the value of quality vs. personal development and acquisition of foreign language skills was discussed very openly. The result was that students now can decide for themselves whether they want to spend their study abroad period in an excellent programme or whether they want to study in a certain region of the world and improve their foreign language skills. Of course, a certain degree of quality at the partner institutions is always ensured.

In terms of the good practice examples the results of the survey and of the interviews show that the use of ECTS is meanwhile standard and a precondition for the recognition of study achievements at host institutions abroad. Very useful for a successful stay abroad and a likewise successful recognition of study achievements is the conclusion of a learning agreement in advance. Even if this procedure is described as very time-consuming for all participants, students are guaranteed that the study achievements gained abroad will be recognised. The programme coordinators do not face any difficulties after the stay abroad and can assure that the students finish their programme in the standard period of study. The above mentioned example of a database of previously recognised courses could be another or an additional way to facilitate the recognition of study achievements. For the process of recognition, content and quality of courses taken at a host institution abroad are the central criteria even if there is a certain amount of willingness for compromise.

5.8 Extent of actual student mobility and expectations for the future

Outgoing mobility

The extent of actual outgoing student mobility depends on several structural and curricular conditions, such as the type of curricular embedding of mobility. In the case of mandatory mobility it is obvious that all students have to go abroad. In the case of optional mobility, the mobility rate shown in Table 5.12 is an estimation of the proportion of students going abroad during their overall study period.¹⁰

In half of the good practice programmes students are sent abroad for a mandatory study period or an internship, while mobility is optional in the other half of the programmes. In the case of optional mobility, 26 percent send more than half of their students abroad and 19 percent have a mobility rate between 26 and 50 percent. The remaining 54 percent send one quarter or less of their students abroad. The mobility rate is often very low in study programmes with a large overall number of students or due to financial restrictions. A high proportion of the good practice programmes with optional mobility located in Poland can be related to that group, 72 percent have a mobility rate of 10 percent and below. Again, half of the respective programmes were newly developed or restructured within the last four years, which can be seen as another explanation for the relatively low mobility rates.

¹⁰ By reasons of plausibility and empiric experience, we estimate the time window for the different levels of degrees as follows: Bachelor programmes 1.5 years, Master programmes 1 year and consecutive programmes 2 years.

Table 5.12**Mobility rate in programmes with optional mobility - by type of degree (percentages)**

| | Type of degree | | | Total |
|---------------|----------------|------|-------|-------|
| | BA | MA | Cons. | |
| Up to 10% | 24 | 30 | 33 | 28 |
| 11-25% | 24 | 50 | 19 | 26 |
| 26-50% | 22 | 10 | 19 | 19 |
| More than 50% | 30 | 10 | 29 | 26 |
| Total | 100 | 100 | 100 | 100 |
| Count (n) | (37) | (10) | (21) | (68) |

Question 5.1: How many students of your study programme went abroad for a study period, an internship etc. in the academic year 2004/05?

Source: Programme questionnaire

The actual extent of outgoing mobility in the good practice examples of the qualitative part of the study varies enormously. Apart from study programmes containing a mandatory period of study abroad, the proportion of students who opt to go abroad varies between 60 percent and only a very few students.

The highest proportion of voluntarily outgoing students can be observed in the Bachelor programme *Mechanical and Process Engineering* at the TU Darmstadt (60%) whereas the coordinator of the *Bachelor Electrical and Electronic Engineering* at Swansea University reports that the vast majority of the students do not spend a period of study abroad.

One interview partner raised objections to a mandatory period of study abroad. He argued that those students who are motivated to go abroad will go and those who do not go simply want to remain on the national market and find a job there. In his view, periods of study abroad should always be optional because they are related to professional career aspirations. However, this view does not take into account that students with the experience of a study abroad period might also have some qualifications which are an advantage for national labour markets.

Development of outgoing mobility after reorganisation of the study programmes

The reorganisation of study programmes in the framework of the Bologna process, in particular the change-over from the one cycle to the two cycle structure, might have an impact on transnational student mobility. Therefore, the heads of those programmes, which have been restructured, were asked to evaluate the development of student mobility after the reorganisation. For that reason, the respective question concerns only a part of the study programmes, namely those which are the successor of a traditional study programme. The heads of a number of study programmes, which meet this criterion, could not answer the question, because their programmes were restructured only a short time ago and therefore the required information was not available at the time the survey was carried out.

An increase of outgoing student mobility within Europe was observed by 48 percent of the respondents regarding study periods, internships or both (see Table 5.13). In 43 percent of the good practice programmes the number of students who spent a period in non-European countries increased. The majority of the participants stated that there was no change after the reorganisation, 52 percent regarding mobility within Europe and 57 percent in the case of non-European countries.

Overall, in none of the good practice programmes a decrease of outgoing student mobility after the change to the two-cycle structure could be observed. This applies to students going to another European country as well as to students spending a study period or internship in a non-European country.

About half of the good practice study programmes selected for interviews was newly developed so that a comparison to mobility in the respective traditional programme is not possible.

In study programmes that were developed on the basis of a traditional programme, experiences with the development of mobility vary.

In the *Bachelor in Preschool Teacher Education* at the University of Stavanger (Norway), a strong increase of student mobility can be observed during the last years (from twelve students in a period of ten years to currently 20 students per year), whereas for example in the *Bachelor in Social Work*, Bern University of Applied Sciences (Switzerland), neither an increase nor a decrease of mobility can be observed. This study programme had already a programme structure of three years before the two-tiered study structure was introduced.

The programme coordinator of the *Bachelor in Mechanical and Process Engineering* from the TU Darmstadt (Germany) reports that mobility has increased threefold in the last years. But he points out that this is totally independent from the introduction of the Bachelor/Master structure because an increase of mobility can also be observed in the traditional study programmes.

Table 5.13
Development of outgoing mobility in BA/MA-programmes after reorganisation - by type of study programme (percentage*)

| | Type of degree | | | Total |
|--------------------------|----------------|-----|-------|-------|
| | BA | MA | Cons. | |
| Within Europe | | | | |
| No change at all | 67 | 40 | 20 | 52 |
| Increase study period | 13 | 0 | 20 | 12 |
| Increase internship | 7 | 0 | 0 | 4 |
| Increase both | 13 | 60 | 60 | 32 |
| Total | 100 | 100 | 100 | 100 |
| Count (n) | (15) | (5) | (5) | (25) |
| Outside of Europe | | | | |
| No change at all | 64 | 50 | 40 | 57 |
| Increase study period | 7 | 0 | 0 | 4 |
| Increase internship | 21 | 0 | 20 | 17 |
| Increase both | 7 | 50 | 40 | 22 |
| Total | 100 | 100 | 100 | 100 |
| Count (n) | (14) | (4) | (5) | (23) |

Question 5.4a: If the Bachelor or Master Programme is the successor of a traditional study programme, how did student mobility develop after the re-organisation?

Source: Programme questionnaire

Expected future development of outgoing mobility

Another question with regard to the extent of transnational student mobility in the good practice programmes is related to the future development in the next five years expected by the directors of the programmes. Programmes in which the proportion of outgoing students already reached 100 percent for any reason were excluded from analysis because an increase would be impossible. The mobility rates of these programmes can only decrease or remain stable. This primarily concerns study programmes with mandatory mobility.

Most of the respondents expect an increase of the number of students going abroad to study or to do an internship. An increase of outgoing mobility is expected by 81 percent of the respondents in the case of intra-European mobility, and by 62 percent in the case of students going outside Europe.

The number of respondents expecting a decrease of student mobility in the next five years is not worth mentioning, whether in the case of study periods nor in the case of internships at-

tended abroad. This is also true regarding study programmes, in which all students are sent abroad (see Table 5.14).

Table 5.14
Expected future development of outgoing mobility in BA/MA programmes - by type of study programme (percentage*)

| | Type of degree | | | Total |
|--------------------------|----------------|------|-------|-------|
| | BA | MA | Cons. | |
| Within Europe | | | | |
| No change at all | 25 | 7 | 6 | 17 |
| Increase study period | 15 | 0 | 18 | 13 |
| Increase internship | 5 | 0 | 0 | 3 |
| Increase both | 53 | 86 | 76 | 65 |
| Decrease | 3 | 7 | 0 | 3 |
| Total | 100 | 100 | 100 | 100 |
| Count (n) | (40) | (14) | (17) | (71) |
| Outside of Europe | | | | |
| No change at all | 43 | 21 | 29 | 35 |
| Increase study period | 11 | 14 | 12 | 12 |
| Increase internship | 5 | 14 | 6 | 7 |
| Increase both | 38 | 43 | 53 | 43 |
| Decrease | 3 | 7 | 0 | 3 |
| Total | 100 | 100 | 100 | 100 |
| Count (n) | (37) | (14) | (17) | (68) |

Question 5.6: From your point of view, how will student mobility develop in the next five years?

* Scale from 1 = "very strong increase" to 5 = "very strong decrease"

(Only study programmes with a mobility rate < 100% or solely optional mobility)

Source: Programme questionnaire

An increase of mobility in the future is also expected by the majority of the coordinators of the good practice study programmes in the qualitative part of the study whereas none of them expects it to decrease. Most of the interview partners stated that it will become normal and common to spend a period of study or internship abroad and some stated that it will even become something unusual if students spend their whole study in one country (see Table 5.15).

Table 5.15
Expected future development of outgoing mobility in BA/MA programmes - by type of measures/incentives to enhance student mobility (percentage*)

| | Type of measures/incentives | | | Total |
|--------------------------|-----------------------------|------------------|-----------------------|-------|
| | Exchange/ Financial aid | Exchange only | Financial aid only | |
| Within Europe | | | | |
| No change | 17 | 22 | 25 | 20 |
| Increase | 83 | 78 | 75 | 80 |
| Total | 100 | 100 | 100 | 100 |
| Count (n) | (24) | (18) | (8) | (54) |
| Outside of Europe | | | | |
| No change | 27 | 41 | 13 | 29 |
| Increase | 73 | 59 | 88 | 71 |
| Total | 100 | 100 | 100 | 100 |
| Count (n) | (22) | (17) | (8) | (51) |

Question 5.6: From your point of view, how will student mobility develop in the next five years?

* Points 1 and 2 on a scale from 1 = "very strong increase" to 5 = "very strong decrease"

(Only good practice programmes with optional mobility)

Source: Programme questionnaire

Incoming mobility

The proportion of international students among all students in the good practice programmes was 18 percent on average in the academic year 2004/05. In Master programmes, more than one third of the students came from foreign countries, while the respective figures were 14 percent in the case of Bachelor programmes and nine percent in the case of consecutive programmes (see Table 5.16).

Table 5.16
Average proportion of international students 2004/05 - by type of study programme (mean)

| | Type of degree | | | Total |
|--|----------------|------|-------|-------|
| | BA | MA | Cons. | |
| Percentage of international students 2004/05 | 14,3 | 34,2 | 9,4 | 17,5 |
| Count (n) | (44) | (18) | (20) | (82) |

Question 2.7: What was the percentage of international students 2004/05?

Source: Programme questionnaire

With the exception of the United Kingdom, almost all interview partners of the good practice study programmes observed a higher rate of outgoing than incoming students or a rather balanced mobility. Besides the British programmes the *Bachelor in Preschool Teacher Education* at the University of Stavanger is the only programme for which more incoming than outgoing students are reported.

Development of incoming mobility after reorganisation of the study programmes

An increase of incoming student mobility was stated for half of the study programmes regarding European students who came to study for a limited time span and one third who came to attend a complete study programme and to obtain an academic degree.

The development of the number of international students remained stable after the reorganisation of the study programmes in half of the cases regarding students who came for a limited period of time. The number of students who came to attend a complete study pro-

gramme and to obtain an academic degree did not change in 63 percent of the good practice programmes (see Table 5.17).

Table 5.17
Development of incoming mobility in BA/MA-programmes after reorganisation - by type of study programme (percentage*)

| | Type of degree | | | Total |
|---------------------------------|----------------|-----|-------|-------|
| | BA | MA | Cons. | |
| Limited study period | | | | |
| No change at all | 53 | 40 | 50 | 50 |
| Increase Europeans | 12 | 20 | 13 | 13 |
| Increase non-Europeans | 12 | 0 | 0 | 7 |
| Increase both | 24 | 40 | 38 | 30 |
| Total | 100 | 100 | 100 | 100 |
| Count (n) | (17) | (5) | (8) | (30) |
| Complete study programme | | | | |
| No change at all | 78 | 25 | 50 | 63 |
| Increase Europeans | 0 | 25 | 0 | 3 |
| Increase non-Europeans | 11 | 0 | 13 | 10 |
| Increase both | 11 | 50 | 38 | 23 |
| Total | 100 | 100 | 100 | 100 |
| Count (n) | (18) | (4) | (8) | (30) |

Question 5.4a: If the Bachelor or Master Programme is the successor of a traditional study programme, how did student mobility develop after the re-organisation?

* Scale from 1 = "very strong increase" to 5 = "very strong decrease", 3 = "no change"

Source: Programme questionnaire

A strong increase of incoming students at the whole university was observed by the programme coordinator of the European Master Programme in Food Studies (cf. Annex, example 2, Netherlands). In his view, the increase of incoming students is mainly a result of the change from Dutch to English teaching which took place at the University of Wageningen (Netherlands) at the same time as the introduction of the Bachelor and Master structure was carried out. He reports that the rate of foreign students has increased from almost zero to 60 percent after the introduction of English as the language of instruction.

Expected future development of incoming mobility

More than three quarters of the respondents expect that the number of students who will come to study for a limited time period will increase in the next five years. Most of them think that the number of international students will increase for European as well as for non-European students (60%). One fifth expects that there will be no change (see Table 5.18).

The development of the number of students coming to Europe for a complete study programme was seen similar by the respondents, with the exception of a higher proportion expecting no change in the case of students coming to study a complete Bachelor programme.

Table 5.18
Expected future development of incoming mobility in BA/MA programmes - by type of study programme (percentage*)

| | BA | MA | Cons. | Total |
|---------------------------------|------|------|-------|-------|
| Limited study period | | | | |
| No change at all | 25 | 21 | 10 | 21 |
| Increase Europeans | 13 | 14 | 21 | 15 |
| Increase non-Europeans | 3 | 7 | 3 | 4 |
| Increase both | 59 | 57 | 66 | 60 |
| Total | 100 | 100 | 100 | 100 |
| Count (n) | (63) | (28) | (29) | (120) |
| Complete study programme | | | | |
| No change at all | 46 | 22 | 11 | 32 |
| Increase Europeans | 5 | 11 | 7 | 7 |
| Increase non-Europeans | 5 | 7 | 14 | 8 |
| Increase both | 44 | 59 | 68 | 54 |
| Total | 100 | 100 | 100 | 100 |
| Count (n) | (59) | (27) | (28) | (114) |

Question 5.6: From your point of view, how will student mobility develop in the next five years?

* Scale from 1 = "very strong increase" to 5 = "very strong decrease", 3 = "no change"

Source: Programme questionnaire

As Table 5.19 shows, the proportion of the directors expecting an increase of international students coming to attend a complete study programme is considerably higher in the case of programmes in which lectures are solely (76%) or partly (71%) held in the English language compared to directors of programmes solely taught in other languages (57%). Regarding international students coming for a limited study period, the differences are rather small.

Table 5.19
Expected future development of incoming mobility in BA/MA programmes - by language of teaching (percentage*)

| | Language of teaching | | | Total |
|---------------------------------|---------------------------------|----------------------------|-----------------------------|-------|
| | Lectures solely held in English | English and other language | No lectures held in English | |
| Complete study programme | | | | |
| No change at all | 24 | 28 | 42 | 32 |
| Increase Europeans | 5 | 5 | 12 | 7 |
| Increase non-Europeans | 0 | 8 | 12 | 8 |
| Increase both | 71 | 58 | 33 | 54 |
| Total | 100 | 100 | 100 | 100 |
| Count (n) | (21) | (60) | (33) | (114) |

Question 5.6: From your point of view, how will student mobility develop in the next five years?

* Scale from 1 = "very strong increase" to 5 = "very strong decrease", 3 = "no change"

Source: Programme questionnaire

5.9 Problems of and barriers for mobility

Problems of and barriers for mobility are of course mentioned more often by non-joint or double degree programmes but there are also problems reported in the joint or double degree programmes. In the two Spanish Erasmus Mundus programmes, the interview partners observed above all bureaucratic and administrative problems for incoming students especially from non-European countries with getting a visa and changing the visa when they go to a partner university in another country in the second year.

The interview partner from the joint Bachelor programme *Information and Communication Management* at the FH Zittau-Görlitz (Germany) underlines organisational and bureaucratic problems. He reports difficulties for incoming students to find accommodation, to open a bank account or to get health insurance, and that this is more a problem for foreign students coming to Germany because, for example, in the Czech Republic incoming students automatically get accommodation.

Another important barrier for student mobility can be the financial situation of students and the lack of financial support. Thus, asked whether a study period abroad is mandatory or optional one interview partner reported: *„Of course voluntary. The main problem is that the living standard in Hungary, in Germany or in France, and the UK is quite different. So there is no applicant to go because the Erasmus scholarship is so low and his or her family is not able to support ... the main problem is the different living standard.“*

The interview partner from the *European Master in Food Studies* at Wageningen University (Netherlands) mentioned that the different levels of education of students taking part in the Master programme could be compensated much easier in the traditional five year study programme than in the short two year Master programme. Another barrier for mobility that was mentioned repeatedly is the lack of language skills. One interview partner from the UK expects this problem to increase because European language teaching is becoming more and more rarely in the UK even at school level. On the other hand, he sees the chance that outgoing mobility could increase in the future because of the growing number of modules being taught in the English language in other countries:

“One of the things that is changing is the number of modules that are now available taught through the medium of English in many universities particularly at the Masters level. It’s difficult to assess what impact that might have but I imagine that if I say to my students ‘you don’t have to pay fees, we give you a 1,000 pounds Erasmus grant, go and study for one year in the South of France in the sunshine and you will save 4,500 pounds doing the same modules’, then I think I might have some volunteers. ... And it’s the language, even if we have interested students they say ‘but I don’t have the language skills’. This is the real problem. And that problem is sadly getting worse.“

The necessity to improve the offer of foreign language courses was also reported by an interview partner from a German university:

“Ja, da gibt es in der Tat jetzt Probleme. Beispielsweise weil nicht hinreichend viele Mittel bereitgestellt worden sind, um Sprachausbildung durchzuführen. ... Bei uns, ja, die gesamte Kapazität des Sprachenzentrums geht in den Deutschunterricht für Ausländer, die zu uns gekommen sind.“

Furthermore, tuition fees and the imbalance of incoming and outgoing students (especially for the UK) were mentioned as problems for student mobility.

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Annex I: Examples of Good Practice

Austria

1. Internationale Wirtschaft und Management Bakkalaureat FH, FHS Kufstein Tirol, University of Applied Sciences

FHS Kufstein Tirol, University of Applied Sciences, is a relative young higher education institution which offered first programmes in 1997. Since then the programmes are focussing on economics. At present the institution is striving for the recognition as “Fachhochschule” (University of Applied Sciences). The educational concept is based on three pillars: internationality, high practical experience orientation and an interdisciplinary approach. In all programmes at the Bachelor level (Bakkalaureat) two languages, at least one exchange period and a ten week international placement are mandatory. In the second cycle the possibility is provided to go abroad. Being in cooperation with almost 90 partner universities and institutions all over the world the FHS Kufstein Tirol offers a wide range for student exchange.

Since the autumn of 2005 all programmes are organised in the two cycle structure. In the winter term 2005/06 more than 1,000 students from more than 30 nations started their studies at the FHS Kufstein.

➤ Criteria for selection as an example of good practice

The Bachelor Programme “International Business Studies” has been selected as an example of good practice because an obligatory placement abroad (ten weeks), an obligatory twelve month study abroad and obligatory language courses in two languages are integrated in the curriculum. Furthermore study achievements are fully recognised and students can choose for their study abroad from a wide range of transnational cooperation partners.

➤ Curriculum:

| Semester | Courses | Location |
|----------|--|--------------------------------------|
| 1 | Core courses Obligatory language courses | Home Institution |
| 2 | Core courses Obligatory language courses | Home Institution |
| 3 | Core courses Bachelor thesis I Obligatory language courses | Home Institution |
| 4 | Core courses Bachelor thesis II Placement (10 weeks) | Home Institution Placement abroad |
| 5 | Core courses and regionally specific topics | Partner Institution |
| 6 | Core courses and regionally specific topics | Partner Institution |

The Bachelor Programme “International Business Studies” follows a traditional study programme. It has been accredited and started in autumn 2005 as a “Bakkalaureat”. The degree awarded is a “Bakkalaureus/a für wirtschaftswissenschaftliche Berufe”. It has a duration of six semesters in which 180 ECTS credits must be achieved. The study programme is modularised. Some modules have a duration of more than one semester. With the exception of the language part this programme is predominantly disciplinary and courses are offered in English and German. A Diploma Supplement is not provided yet. Like all Bachelor programmes at the FHS Kufstein Tirol this programme includes mandatory language courses in two languages, students can either choose between English, French, Spanish, Italian, Chinese, or Arabic.

➤ **Study or placement period abroad:**

The programme structure includes a compulsory placement of ten weeks abroad in the fourth semester and an exchange period in the fifth and sixth semester. The exchange period has a duration of two semesters which students can spend in non-European countries, for example in China, India, South America, etc. Thus, they have enough time to get used to the new environment and to integrate themselves into the new study programmes. Furthermore, students have the possibility to specialise in a certain field of study during their stay abroad and also to choose a partner university according to their interests. If there are more applicants than places at one of the partner universities the best students will be allowed to go.

➤ **Proportion of mobile students:**

Since the periods abroad are integrated as obligatory parts of the curriculum all students go abroad.

➤ **Measures and instruments for recognition of study achievements earned abroad:**

The courses to be attended abroad are discussed in advance and laid down in a learning agreement.

➤ **Web-site:**

http://www.fh-kufstein.ac.at/ibsx/en/_i.php?m=allgemein/allg.php

France

1. **Master in Pharmacien-Ingénieur, École Nationale Supérieure des Techniques Industrielles Albi-Carmaux**

“École des Mines d’Albi-Carmaux” was founded in 1992 as a grande école for engineering. Approximately 500 students are enrolled at present and 150 students graduate each year. As the institution has close relations to industry and is research oriented it has established three research centres: “Le Centre de Recherche Outillages Matériaux et Procédés”, “Le Laboratoire de Génie des Procédés des Solides Divisés” and “Le Centre Génie Industriel”. L’École des Mines d’Albi-Carmaux as well as the other six Écoles des Mines in France belong to a group that aims at enhancing the international development.

➤ **Criteria for selection as an example of good practice:**

In the Master Programme “Pharmacien-Ingénieur” students at least have to go abroad for a placement of twelve weeks. They have the possibility to spend another placement or a whole semester abroad with full recognition of the study achievements earned abroad. Students in this programme have to attend English courses and they have to pass an examination in English.

The Master Programme “Pharmacien-Ingénieur” has a duration of two years in which 120 ECTS credits have to be earned, the first year being interdisciplinary, the second year is reserved for specialisation. The first students enrolled in 2003. The degree awarded is a “Master of Science”. It is accredited, modularised and displaces the traditional “Diplôme d’Études Approfondies” (DEA). The Master programme contains obligatory courses and an examination in English language.

➤ **Curriculum:**

| Semester | Courses | Location |
|----------|---|--|
| 1 | Interdisciplinary courses: Core courses (mainly) and electives English language courses | Home Institution |
| 2 | Interdisciplinary courses: Core courses (mainly) and electives English language courses | Home Institution |
| | Placement (12 weeks) | Abroad |
| 3 | Specialisation (8 options) Core courses | Home Institution |
| 4 | Placement Master thesis | Home country or abroad Home Institution |

➤ **Study or placement period abroad:**

Students at least have to go abroad for a placement of twelve weeks. They are free to spend their second placement or one semester abroad.

➤ **Proportion of mobile students:**

No detailed information available.

➤ **Measures and instruments for recognition of study achievements earned abroad:**

There is full recognition of the placements and study achievements gained abroad as students are advised before they leave Albi-Carmaux which courses they have to attend.

Apart from 26 partnerships in Europe there is a wide range of cooperation and mutual recognition of degrees with institutions outside Europe, for example in Canada, China, or North and South America that not only allows student exchanges but also the exchange of teachers.

➤ **Web-site:**

http://www.enstimac.fr/www/sections/formation/formation_initiale/4eme_annee/genie_pharmaceutique/presentation_option

2. Master in EUROAQUAE, Euro Hydro-Informatics and Water Management (ERASMUS Mundus), Université de Nice Sophia Antipolis

University of Nice-Sophia Antipolis was officially established in 1965 although its historical roots trace back to the 17th century. It is a pluridisciplinary university offering study programmes in the fields of "Droit et Sciences Politiques", "Economie et Gestion", "Administration des affaires", "Lettres et Langues et Arts", "Sciences de l'Homme et de la Société", "Sciences et Technologies et Santé" and "Sciences et Techniques des Activités Physiques et Sportives". University of Nice-Sophia Antipolis includes two institutes ("Institut d'Administration des Entreprises", "Institut Universitaire de Technologie") and one "École polytechnique universitaire" founded in 2005. The introduction of the two-tiered study structure (Licence, Master, Doctorat) started in 2004, the Master replacing the traditional "Diplôme d'Études Approfondies" (DEA) or "Diplôme

d'Études Supérieures Spécialisées" (DESS). At present about 27,000 students are enrolled in one of the study programmes; 17 percent are international students.

➤ **Criteria for selection as an example of good practice:**

The Master Programme "Euro Hydro-Informatics and Water Management" offers students a lot of flexibility in spending a period of study or placement abroad: they only have to spend their second semester in the UK. They also have the possibility to spend their summer holidays in the period between the first and second semester in a non-European institution being partner in the "Action 3" ERASMUS Mundus. All courses in the five institutions are taught in English and some optional courses in the national languages.

➤ **Curriculum:**

| Semester | Courses | Location |
|----------|--|--|
| 1 | Core courses (introduction and common knowledge/ soft skills) | All five partner institutions |
| 2 | Core courses (acquisition and the use of the Hydro- Informatics concepts, methods and tools) | UK |
| 3 | Specialisation (four possibilities) Electives | All five partner institutions except UK |
| 4 | Research project or Professional practice | All five partner institutions All locations |

The Master in EUROAQUAE (Euro Hydro-Informatics and Water Management) can be achieved after a two year professional Master programme in which 120 ECTS credits must be achieved. The first students enrolled in the year 2004. The awarded degree is a Master of Science. It is accredited at the national level at all five partner institutions (University of Nice-Sophia Antipolis (France), Technical University Brandenburg (Cottbus, Germany), Budapest University of Technology and Economics (Hungary), Polytechnic University of Catalonia (Spain), and University of Newcastle upon Tyne (United Kingdom) and is already established as a joint degree programme in Germany, Hungary, Spain, and the United Kingdom whereas the French university is still waiting for the approval by the ministry. The Master programme is modularised and interdisciplinary. Graduates are automatically awarded a Diploma Supplement. The curriculum was developed jointly by all five partner institutions and representatives from industrial enterprises in order to establish a study programme that is relevant at the European scale.

➤ **Study or placement period abroad:**

During their study the students have to stay at least in two different institutions of the consortium. They start their first semester at one of the five partner institutions. In the second semester all students study in Newcastle in the United Kingdom. The students spend their third semester in Germany, Hungary, France, or Spain, and during the last semester they can either do their master thesis at one of the five partner institutions or join a company in one of the countries of the European Union for a placement of six months. After the first year of study there is also the possibility to go abroad for a three months stay during the summer holiday. They can spend this time at a non-European institution being partner in the "Action 3" ERASMUS Mundus – for instance in Singapore, India, Argentina, or Switzerland – where they have the chance to attend some special courses that are related to the specific environment.

➤ **Proportion of mobile students:**

All students are mobile because they have to stay at least in two different institutions of the consortium during their study.

➤ **Measures and instruments for recognition of study achievements earned abroad:**

All study achievements and exams earned abroad are recognised without problems.

➤ **Web-site:**

<http://www.euroaquae.org>

Germany

1. Bachelorstudiengang “Maschinenbau - Mechanical Process Engineering”, Technische Universität Darmstadt

Ever since its beginning the TU Darmstadt, the only university of technology in Hessen, has focussed on natural, technical, and engineering sciences with a close cooperation between science and economy but also offers study programmes in human and social sciences. Established in 1877 as “Technische Hochschule”, being adjudged the right to award the doctoral degree in 1899 and being renamed into “Technische Universität” in 1997, it presently consists of 14 departments which offer 18 Bachelor and 25 Master study programmes (additionally to traditional study programmes). At present 16,000 students are enrolled at the TU Darmstadt, 14 percent of whom are international students. The TU Darmstadt has more than 65 cooperation partners all over the world.

➤ **Criteria for selection as an example of good practice:**

One reason to select this study programme as an example for good practice is an article in the German weekly journal “Die ZEIT” (13.10.2005) where some German newly implemented Bachelor and Master study programmes were described as being exemplary, amongst them the Bachelor in Mechanical and Process Engineering at the TU Darmstadt. The number of students going abroad for one or more semesters is reported to have increased threefold in this study programme compared to mobile students’ rates in the traditional Diploma study programme (Kirchgessner 2005).

➤ **Curriculum:**

| Semester | Courses | Location |
|----------|---|----------------------------|
| 1 | Core courses | Home Institution |
| 2 | Core courses | Home Institution |
| 3 | Core courses | Home Institution |
| 4 | Core courses | Home Institution |
| 5 | Core courses and electives | Home Institution or abroad |
| 6 | Core courses and electives Bachelor Thesis | Home Institution or abroad |

The accredited Bachelor Programme “Mechanical and Process Engineering”¹¹ was developed as a new conception and started 2000. The degree awarded is a Bachelor of Science. The programme has a duration of six semesters in which more than 180 (approximately 192) ECTS credits have to be earned. The study programme is consecutive, modularised and disciplinary; the courses are offered in German. Students receive a Diploma Supplement automatically at the end of their study. No optional or obligatory language courses are integrated in the curriculum.

➤ **Study or placement period abroad:**

Although study abroad periods are optional the students are recommended to learn a second foreign language additionally to English and to go abroad in the fifth and/or sixth semester. The TU Darmstadt has close cooperations with eight partner universities in Europe where study achievements are automatically recognised (“Cluster-Universities”). There is a very close cooperation with the Grand École in Lyon where students can achieve a double degree: if German students study the fifth and sixth semester of the Bachelor programme and the first and second semester of the consecutive Master programme in Lyon and if French students study the whole Master programme in Darmstadt, they get a double degree awarded. A very close cooperation also exists with University Virginia Tech in Blacksburgh (Virginia) in the United States which awards a double degree in the Master programme, too. In cooperation with Virginia Tech TU Darmstadt offers a transatlantic lecture transmitted by video.

➤ **Proportion of mobile students:**

More than 60 percent of the students are spending a study period abroad. There are more outgoing than incoming students registered.

➤ **Measures and instruments for recognition of study achievements earned abroad:**

Recognition of study achievements acquired abroad is possible for both, electives and core courses. Study achievements earned at one of the partner universities are automatically recognised whereas study achievements acquired somewhere else are proved for each individual case.

➤ **Web-site:**

http://www.maschinenbau.tu-darmstadt.de/studium_lehre/studienangebot/bm_mpe/bm_mpe_was.php

2. **Bachelor in Information and Communication Management, Hochschule Zittau-Görlitz (FH) – University of Applied Sciences**

“Hochschule für Technik, Wirtschaft und Sozialwesen Zittau/Görlitz” was established in 1992. It offers study programmes in the fields of mathematics/natural sciences, mechanical, civil and electrical engineering, informatics, economics, and welfare at two different locations (Zittau and Görlitz). Presently 3,800 students are enrolled in 25 Diploma, seven Bachelor and six Master study programmes.

➤ **Criteria for selection as an example of good practice:**

The Bachelor Programme “Information and Communication Management” stands out for its cooperation with universities in Eastern Europe: students study one year in the Czech Republic,

¹¹ The university also offers a Master study programme of four semesters in this field.

one year in Poland and one year in Germany. All courses are taught in English and students additionally have obligatory courses in the local language.

➤ **Curriculum:**

| Semester | Courses | Location |
|----------|---|--|
| 1 | Core courses Obligatory courses in the local language | Technical University of Liberec, Czech Republic |
| 2 | Core courses Obligatory courses in the local language | Technical University of Liberec, Czech Republic |
| 3 | Core courses Obligatory courses in the local language | Wroclaw University of Technology, Poland |
| 4 | Core courses Obligatory courses in the local language | Wroclaw University of Technology, Poland |
| 5 | Core courses Obligatory courses in the local language Placement (20 weeks) | Home Institution Home Institution or abroad |
| 6 | Core courses and electives Obligatory courses in the local language Bachelor Thesis | Home Institution |

In October 2001, the first students enrolled in the Bachelor Programme “Information and Communication Management” offered by the so-called “Neisse Universität”, a network consisting of the Technical University of Liberec (Czech Republic), the Wroclaw University (Poland), and the University of Applied Sciences Zittau/Görlitz (Germany). The Bachelor Programme “Information and Communication Management” is a three year joint degree programme and was accredited in 2004. It is a newly created programme in which 180 ECTS credits have to be earned. It is modularised and interdisciplinary. All courses are held in English. The graduates receive a Diploma Supplement automatically at the end of their studies. The students have to attend an English language course before they start to study or to submit a certificate of their English language skills and they also must be able to follow courses in Czech, Polish and German. In the first year of the Bachelor programme the students study in Liberec (Czech Republic), in the second year in Wroclaw (Poland) and in the third year in Zittau/Görlitz (Germany). In the fifth semester the students have to do a practical training of 20 weeks in industry that optionally can be attended abroad. The curriculum was developed jointly by all three partner universities. Each university has its’ focus according to the capacities available. The cooperation is based on geographical closeness and on a long standing partnership. Up to now it is only possible for Polish, Czech, and German students to enrol in this study programme.

➤ **Study or placement period abroad:**

All students study the first year in the Czech Republic, the second year in Poland and the third year in Germany. Additionally they are free to complete placements abroad.

➤ **Proportion of mobile students:**

All students move.

➤ **Measures and instruments for recognition of study achievements earned abroad:**

As the curriculum was developed jointly by all three partner universities there are no problems with the recognition of study achievements.

➤ **Web-site:**

<http://www.neisse-uni.org/enversion/allg.htm>

Hungary

1. Bachelor in Computer Engineering, Budapesti Műszaki Főiskola (Budapest Tech)

Budapest Tech was established as an association of Bánki Donát Polytechnic, Kandó Kálmán Polytechnic, and Light Industry Polytechnic under the name of Budapest Polytechnic on the first of January 2000. In 2004 it was renamed in Budapest Tech. It is the largest technical college in Hungary consisting of five faculties and 16 fields of specialisation. At present more than 12,000 students are enrolled at the institution. Due to the Bologna Declaration Budapest Tech is one of the leading institutions in Hungary that offer B.Sc. programmes at one faculty.

➤ **Criteria for selection as an example of good practice:**

The Bachelor in Computer Engineering has been selected as an example of good practice because it offers students the possibility to study abroad (one to two semesters), to make an internship (one to two semesters) or to write the final thesis abroad. Furthermore sporadic lectures with partner institutions, teacher exchange, and language courses spark students' interest for a stay abroad.

➤ **Curriculum:**

| Semester | Courses | Location |
|----------|------------------------------|--|
| 1 | Core courses | Home Institution |
| 2 | Core courses | Home Institution |
| 3 | Core courses | Home Institution |
| 4 | Core courses | Home Institution / Partner Institution |
| 5 | Specialisation: Electives | Home Institution / Partner Institution |
| 6 | Electives | Home Institution |
| 7 | Electives Bachelor Thesis | Home Institution / Partner Institution |

The Bachelor in Computer Engineering was newly developed on the basis of a former study programme and started in September 2004. The degree awarded is a "Bachelor of Science". The duration of the study programme amounts seven semesters and contains 210 ECTS credits. After four semesters of basic training students have the possibility to choose a specialisation within the field of computer engineering. The study programme is modularised and rather disciplinary; a Diploma Supplement is provided on request. The language of instruction is Hungarian. According to Hungarian law all students have to achieve a foreign language certificate during their studies¹². Hence, Hungarian universities are obliged to provide language courses. Guest lectures and common seminars with cooperation partners are held (not yet regularly) to spark interest in exchange periods.

¹² Many students gain this certificate already at high school.

➤ **Study or placement period abroad:**

The fourth and fifth semester is preferred by students as opportunity to stay abroad for one or two semesters. The time window is not curricular regulated. Students can also decide whether they want to take classes, do a placement or prepare for their final thesis.

Partner institutions in Europe, particularly in Germany and Austria are available.

➤ **Proportion of mobile students:**

Since the study programme started in 2004 first student mobility is expected for the winter term 2006/2007.

➤ **Measures and instruments for recognition of study achievements earned abroad:**

Before leaving Budapest students conclude a learning agreement which facilitates recognition of study achievements upon return. After return the contents of the attended modules are compared, and recognised if they cover 70 percent of the respective modules at the home institution. Achievements of a placement have to be presented and become assessed on the basis of the presentation.

➤ **Web-site:**

No web-site available.

2. Bachelor in Civil Engineering, Budapesti Műszaki és Gazdaságtudományi Egyetem (Budapest University of Technology and Economics)

Budapest University of Technology and Economics (BUTE) is one of the oldest universities in Hungary, founded as Institutum Geometricum in 1782. Today it is one of the largest universities in Hungary with presently eight faculties and more than 15,000 students, of whom 700 are international students. BUTE offers high level university and college basic training as well as professional further training and scientific training on several fields of natural and technical sciences, of unanimate and animate natural sciences and of social sciences. Internationality is one of the basic objectives of BUTE.

➤ **Criteria for selection as an example of good practice:**

The Bachelor in Civil Engineering offers the students the possibility to study or to write the final thesis abroad as well as the possibility to take part in seminars with cooperation partners at the respective institutions. Furthermore, students can attend certain courses in English, French, and German and language courses are provided. A wide range of European and non-European cooperation partners is available as guest institutions.

➤ **Curriculum:**

The Bachelor in Civil Engineering which follows a traditional five year study programme started in September 2005. It has a duration of eight semesters in which 240 ECTS-credits¹³ have to be earned. The degree awarded is a "Bachelor of Science". The Bachelor in Civil Engineering is modularised and disciplinary; the courses are offered in Hungarian language and for international students also in English. All students receive a Diploma Supplement automatically at the end of their study. Optional language courses are provided to allow students to do the state exam in a foreign language which is required by Hungarian law¹⁴. Additionally some courses are offered in English, French, and also in German. One obligatory subject in Civil Engineering is the "Technical Foreign Language" which can be attended in English or German. The structure

¹³ In the field of civil engineering and architectural engineering the Hungarian Chamber of Engineers enforced regular study duration of 8 semesters in order to secure employability in these fields.

¹⁴ Many students gain this certificate already at high school.

of this programme is designed as follows: During the first three semesters students will get a general overview of the subject. In the fourth semester they have to choose a field of specialisation and in the sixth or seventh semester they study their field of specialisation more in-depth in a so called major. The major is one 20 credits module.

| Semester | Courses | Location |
|----------|---|--|
| 1 | Core courses | Home Institution |
| 2 | Core courses | Home Institution |
| 3 | Core courses | Home Institution |
| 4 | Specialisation in one of the main branches: Structures, Infrastructures or Geoinformatics | Home Institution / Partner Institution |
| 5 | Specialisation | Home Institution / Partner Institution |
| 6 | Major or specialisation | Home Institution / Partner Institution |
| 7 | Major or specialisation | Home Institution |
| 8 | Bachelor Thesis | Home Institution / Partner Institution |

➤ **Study or placement period abroad:**

The opportunity to make an exchange is provided during the 4th, 5th or 6th semester after the basic course or to work at the final thesis. Usually students spend one semester abroad.

The membership in the thematic SOCRATES network project EUCEET¹⁵ allows an exchange to 102 higher education institutions. Within the framework of the Athens Network¹⁶, which aims to facilitate the exchange of students, professors, and researchers among the major European technological universities, students have the possibility to get in touch with different partner institutions during two week intensive courses and, hence, to become interested in an exchange. Also a range of non-European guest institutions is available.

➤ **Proportion of mobile students:**

Per academic year 20 students go abroad. This is a proportion of less than two percent of all enrolled students. The reason for this low participation rate is primarily seen in financial barriers. Scholarships are too low to compensate the costs of a stay abroad and it is difficult for an average Hungarian family to cope with it.

➤ **Measures and instruments for recognition of study achievements earned abroad:**

After return the contents of the attended modules are compared, and recognised if they cover 75 percent of the respective modules at the home institution. Since a prolongation of the study is undesired courses with less than 75 percent conformance are recognised as parts of the electives.

¹⁵ EUCEET (European Civil Engineering Education and Training)

¹⁶ ATHENS Network is composed of ten European technological universities or institutions: the Universities and Technical Institutions of BUTE Budapest, TU Delft, KU Leuven, IST Lisbon, UCL Louvain-la-Neuve, UP Madrid, Politecnico Milan, TU Munich, CTU Prague, NTNU Trondheim, TU Vienna, and the "Grandes Ecoles d'Ingénieurs" Group (ParisTech) which include eleven Grandes Ecoles (ENGREF, ENPC, ENSAE, ENSAM, ENSCP, ENSMP, ENST, ENSTA, ECOLE POLYTECHNIQUE, ESPCI, INAPG).

➤ **Web-site:**

<http://www.tanok.bme.hu/bulletin/bull0506/Bulletin-BME-Civil.pdf>

Italy

1. **Laurea Magistrale in Elettrotecnica (Laurea Magistrale in Electrical Engineering), Università degli Studi di Padova**

Founded in 1222, the University of Padua is one of the oldest universities in Europe and one of the first which exemplified the idea of a Gymnasium Omnium Disciplinarum, today's most prevalent education model. One of the most prominent teachers at this university was Galileo Galilei who taught at the university from 1592 to 1610.

Today the University of Padua consists of 13 faculties located at different places in Veneto. At the 13 faculties more than 90 three year degree courses and the same amount of higher and specialisation degree courses as well as many Master degree courses are offered for approximately 65,000 students presently studying at UNIPD.

➤ **Criteria for selection as an example of good practice:**

The Laurea Magistrale in Electrical Engineering offers the possibility to make an ERASMUS exchange, to take part in the Top Industrial Managers for Europe (T.I.M.E.) - Programme and to make a double degree (two years stay abroad). Additionally common seminars with cooperation partners are provided.

➤ **Curriculum:**

No detailed information available.

The Laurea Magistrale in Electrical Engineering replaces a five year diploma programme and started in the academic year 2004/2005. The degree awarded is a "Laurea Magistrale", an equivalent to the Master degree. This study programme is designed for two years of study and 120 credits. It is modularised and due to a wide range of natural science subjects a rather interdisciplinary study programme. The teaching language is Italian. In contrast to the Laurea in Elettrotecnica (equivalent at the Bachelor level) obligatory language courses are not integrated in the study.

➤ **Study or placement period abroad:**

Students have two possibilities to do an exchange. The first and well-established is within the ERASMUS Programme. An exchange with ERASMUS¹⁷ usually has a duration of six months but this depends on the structure of the academic year at the host institutions (for example, in Italy the academic year is divided into three teaching periods). The second possibility is to take part in the T.I.M.E.-Programme which allows students to gain scientific, technical, and cultural experiences in two European countries by promoting bilateral agreements for setting up double degree programmes. For students it is currently possible to apply for a double degree at the Universitat Politècnica de Catalunya (Spain), the Ecole Supérieur d'Electricité (France), and the Danmarks Tekniske Universitet (Denmark). Double degree programmes with three more European countries are under way. In the double degree programme students attend the first year in Padua, spend the second year abroad and conclude their studies in the third year at the home university. Additionally, seminars in cooperation with international partner institutions are carried out to spark interest for internationality and student mobility.

¹⁷ There are different and more guest institutions for the ERASMUS exchange.

Besides the cooperation partners within ERASMUS or the T.I.M.E. Programme also non-European, especially American partner institutions can be chosen for a study period abroad.

➤ **Proportion of mobile students:**

Of about 60 students 5 students per year make use of ERASMUS or other possibilities to go abroad.

➤ **Measures and instruments for recognition of study achievements earned abroad:**

The recognition of study achievements is based on learning agreements which are concluded before students go abroad. Instead of ECTS the equivalent CFU (Crediti Formativi Universitari) is used as credit transfer system.

➤ **Web-site:**

No web-site available.

2. Laurea Specialistica in Agroecologia (Master of Science in Agroecology), Università della Tuscia

In contrast to the University of Padua, University of Tuscia, established in 1979, is a relatively young and medium-sized institution. It consists of six faculties (Agriculture/Forestry, Biology, Modern Languages, Economics, Cultural Heritage and Political Science). About 11,000 students are enrolled at the University of Tuscia. The university's international orientation is expressed by a very successful ERASMUS Programme and three LEONARDO DA VINCI projects which started in the academic year 2003 and, up to now, provided opportunities to spend a four to six months period abroad for more than 100 students.

➤ **Criteria for selection as an example of good practice:**

The Master of Science in Agroecology offers the possibility to participate voluntarily in a joint curriculum. Common seminars with partners are offered. Furthermore, a 20 credits mandatory module is held in English.

➤ **Curriculum:**

The Laurea Specialistica in Agroecologia is a study programme at the Master's level which is awarded with the degree "Master of Science in Agroecology". The study programme has a duration of two years in which 120 credits have to be earned. It was developed in cooperation with partners from the University of Torino, the Norwegian University of Life Sciences and FESIA¹⁸, a consortium of five French universities, which already cooperated in the SOCRATES programme for joint curricula before. The study programme started in 2003 as an international/joint curriculum between these partner universities. Because of legal problems the awarding of double degrees is not possible yet in France and Norway but exchange periods are clearly included in the structure of the study programme. A Diploma Supplement is not provided yet but it is in preparation. The study programme is modularised. It has a transdisciplinary character and includes participatory activities with stakeholders like farmers or people working in food processing. The didactical means and contents of this study programme are regularly reviewed in common seminars (once a year). The modules at the University of Tuscia are offered in Italian language, except one 20 credit module offered in English which is mandatory for all students. Incoming students only study this module. Additional language courses are not provided.

¹⁸ Five établissements français d'enseignement supérieur agricole privé: ESA d'Angers, ESAP de Toulouse, ISA de Lille, ISAB de Beauvais, ISARA de Lyon.

| Trimester | Modules | Location |
|-----------|---------------------------------------|--|
| 1 | Core courses and electives | Home Institution / Norwegian Partner Institution (five months, 30 credits) |
| 2 | Core courses | |
| 3 | Core courses Experimental learning | Home Institution / Italian Partner Institution |
| 4 | Core courses and electives | Home Institution / Italian Partner Institution |
| 5 | Core courses and electives | |
| 6 | Core courses Master Thesis | Home Institution / French Partner Institution |

➤ **Study or placement period abroad:**

Students have the possibility (it is not mandatory) to study the first semester (from August to December) in Norway¹⁹ and to continue their study at one of the Italian universities. Additionally they are allowed to write their final thesis at one of the French partner institutions. If students use these possibilities it is certified in the Diploma Supplement.

➤ **Proportion of mobile students:**

In 2005 three students went abroad and in August 2006 four students will go abroad. This is a proportion of 50 percent because currently eight students are enrolled in the first year of this Master programme.

➤ **Measures and instruments for recognition of study achievements earned abroad:**

The recognition of study achievements abroad is based on learning agreements.

➤ **Web-site:**

The study Programme “Laurea Specialistica in Agroecology” is currently prepared as an ERASMUS Mundus-programme. The corresponding web-site is:

<http://www.unitas.it/agraria/interna.asp?idPag=291>

Further information about the joint curriculum study programme can be found at the web-site of the Norwegian University of Life Sciences, being one of the partner institutions:

<http://www.umb.no/?type=2&avd=9&viewID=5cf45e3dcee1694a4944bd778ed2550c>

¹⁹ The first trimester lasts from October to December, the second from January to March, and the third from April to June.

Netherlands

1. Bachelor in Journalism, Fontys University of Applied Sciences, Eindhoven

Fontys University of Applied Sciences is the second largest institute for applied sciences in the Netherlands. It was established in 1996 as a number of colleges of higher education merged and it presently consists of 37 schools. Fontys offers more than 120 Bachelor and 17 Master programmes in the fields of economics and business, health care, arts, social studies, education and technology, all of them being highly practice-oriented. At present more than 35,000 students are enrolled in full-time and part-time studies.

➤ Criteria for selection as an example of good practice:

The Bachelor in Journalism offers the students the possibility to study abroad for a minimum of three months and a maximum of one year during the third and fourth year. As all study achievements earned abroad are proved, students are free to choose all parts of the curriculum during their study abroad. The study programme also aims at improving the language skills of the students: there are obligatory courses in English and French or German during the first two years.

➤ Curriculum:

| Year | Courses | Location |
|------|---|--|
| 1 | Core courses (six streams and others) Obligatory language courses in English and French or German | Home Institution |
| 2 | Core courses (six streams and others) Obligatory language courses in English and French or German Placement I | Home Institution |
| 3 | Specialisation: one stream Core courses and electives Research project Placement II | Home Institution or period of study abroad |
| 4 | Specialisation: one stream Core courses and electives Research project Placement III Bachelor Thesis | Home Institution or period of study abroad |

The Bachelor of Arts in Journalism is offered at the School of Journalism in Tilburg. It is a four year programme in which 240 ECTS credits must be achieved. It is modularised and interdisciplinary. All courses are taught in English; there are obligatory English courses for all students and, additionally, obligatory courses either in French or in German in the first and second year of study. The students receive a Diploma Supplement automatically upon graduation. The study programme is accredited. It was developed from an ERASMUS programme that was run jointly with five other universities which agreed on setting up a number of international programmes in their universities to facilitate student mobility.

➤ **Study or placement period abroad:**

The students can either go abroad voluntarily for a minimum of three months in the third or fourth year of study and are free to study any part of the curriculum abroad. SOCRATES/ERASMUS contracts exist with various universities in Europe and being member of the European Journalism Training Association, Fontys School of Journalism has partnerships with more than 60 European and non-European schools and universities of journalism, for example, in Africa.

➤ **Proportion of mobile students:**

Annually between 10 and 15% of the students choose to study a period abroad.

➤ **Measures and instruments for recognition of study achievements earned abroad:**

Students are free to study any part of the curriculum abroad as all study achievements acquired abroad are proved for recognition.

➤ **Web-site:**

<http://www.fontys.nl/ects/institute.asp?id=26891>

2. European Master in Food Studies, Wageningen Universiteit

Wageningen University was founded in 1918 and has focused on plant, animal, environmental, agrotechnological, food, and social sciences. In the academic year 2005/06 18 Bachelor degree programmes and 30 Master degree programmes are offered. About 4,800 students were enrolled in the academic year 2004/05. Wageningen University not only collaborates with Van Hall Larenstein School of Higher Professional Education and with specialised research institutes from the Dutch Ministry of Agriculture but also with international cooperation partners all over the world.

➤ **Criteria for selection as an example of good practice:**

In the Master in Food studies students attend courses at four different institutions in Europe and they have also the chance to move to a fifth country during their placement and thesis project.

➤ **Curriculum:**

The European Master in Food Studies is a two year programme and the degree awarded upon completion is a "Master of Science". It started its courses in the academic year 2005/06. Up to that time it was a one and a half year non-accredited extra programme which was completely financed by industry and for some time by EU programmes. In order to be accredited conversion into a two year programme was necessary. It is modularised and interdisciplinary. The graduates get a Diploma Supplement after having achieved 120 ECTS credits. All courses at all four partner universities involved in this programme are taught in English. The cooperation exists already for more than ten years. The first term of the programme is offered in Wageningen. The students continue their study in Cork (Ireland) and another next term in Massy (France). They finish their first year of studies in Lund (Sweden). During the second year the students have to attend an eight months combined thesis-placement in a major industry company; supervision is ensured by Wageningen University. The study programme was developed in cooperation of all four partner universities and industry. Every year a board meeting of the academic partners and the industrial sponsors takes place to discuss the programme. Graduates receive a "Master of Science" of Wageningen University and additionally they are awarded another diploma of all four universities involved. The University of Wageningen would like to change the programme into a joint degree but so far it is legally not possible.

| Year | Period | Courses | Location |
|------|-----------------|---|--|
| 1 | 1 (8 weeks) | Core courses and electives Team project, excursions to food companies Self-study and exams | Wageningen University, Netherlands |
| | 2 (8 weeks) | Core courses Self-study and exams | University College Cork, Ireland |
| | 3 (8 weeks) | Core courses Self-study and exams | ENSIA, Massy, France |
| | 4 (8 weeks) | Product development project with visits in industry Self-study and exams | Lund University, Sweden |
| 2 | 5 (8 months) | 8 months combined thesis/placement in in- dustry one week performance of the group project intensive training on product and process design (Academic Master's Project) | All locations Wageningen University, Netherlands |

➤ **Study or placement period abroad:**

During the first year all students move as a group to attend courses at four different universities. In the second year they can complete the placement and thesis period wherever they want to.

➤ **Proportion of mobile students:**

All students move as a group during the first year and are free to move for the placement and thesis period in industry.

➤ **Measures and instruments for recognition of study achievements earned abroad:**

As the programme has been developed by all four partner institutions there are no problems with the recognition of study achievements.

➤ **Web-site:**

<http://www.eurmscfood.nl>

Norway

1. Bachelor in European Studies, Universitetet i Bergen

University of Bergen was established in 1948 with three faculties. Today UIB consists of seven faculties and more than 90 different departments, centres and institutes covering most of the traditional university disciplines. Presently about 16,000 students are enrolled in the UIB. The new two-tiered degree structure was introduced in autumn 2003. Today 53 different Bachelor and 134 Master programmes are offered at the University of Bergen. More than 30 of these programmes are taught in English. The great value given to internationality is apparent in the wide range of exchange programmes and bilateral agreements on all continents. The collabora-

tion with universities in developing countries represents the main area of international cooperation.

➤ **Criteria for selection as an example of good practice:**

The Bachelor in European Studies offers the students the possibility to take language courses, to make an exchange in the third semester, and the possibility to make a part of the specialisation abroad – all together up to three semesters can be spend abroad.

➤ **Curriculum:**

| Semester | Modules | Location |
|----------|---|--|
| 1 | Basic education | Home Institution |
| 2 | Basic education | Home Institution |
| 3 | Open for a stay abroad or electives as part of the basic education | Home Institution / Partner Institution |
| 4 | Specialisation in history, international politics, English, German, French, Italian, or Russian | Home Institution / Partner Institution |
| 5 | Specialisation | Home Institution / Partner Institution |
| 6 | Bachelor Thesis | Home Institution |

The Bachelor in European Studies was developed in the context of the Bologna process and started in 2004. The degree awarded is “Bachelor of Cultural and Social Sciences”. The duration of this study programme is six semesters in which 180 ECTS credits have to be achieved. The study programme is modularised. A Diploma Supplement is provided on request. The courses are offered in English but also optional language courses are provided. This programme is highly interdisciplinary. After the basic education in the first three semesters specialisation in history, international politics, English, German, French, Italian, or Russian is possible.

➤ **Study or placement period abroad:**

The structure of the study programme allows students an exchange in the third semester which is “empty” for optional courses or a stay abroad. Thus, an exchange period is integrated in the curriculum without being mandatory. Furthermore, students have the possibility to study up to two semesters abroad in their field of specialisation.

Under the wide range of ERASMUS partner institutions of the UIB the Jagiellonian University in Krakow (Poland) is a special guest institution for students of the Bachelor in European Studies. All efforts are concentrated on the cooperation with this university in the context of which a special Polish language course has been arranged for the students of this study programme. Furthermore, the close cooperation facilitates the exchange and recognition of study achievements due to a learning agreement. In the current term twelve students are studying in Poland and six in other European countries.

➤ **Proportion of mobile students:**

Overall, students can spend up to three semesters of their study programme abroad. Currently more than 20 percent of the students (18) follow the strong recommendation to go abroad.

➤ **Measures and instruments for recognition of study achievements earned abroad:**

The recognition of study achievements abroad is based on learning agreements.

➤ **Web-site:**

No web-site available.

2. Bachelor in Preschool Teacher Education, Universitetet i Stavanger

University of Stavanger (UiS) is a relatively young University. In 1994, seven independent colleges were merged into Stavanger University College which applied for accreditation as university institution in June 2003. This was approved in a bill by the King's Council in October 2004 which took effect on first of January 2005 and established the University of Stavanger. The UiS is organised in three faculties, the "Faculty of Arts and Education", the "Faculty of Social Sciences", and the "Faculty of Science and Technology". Additionally, two national resource centres, the "Centre for Behavioural Research" and the "Centre for Reading Research", are affiliated to the University. About 8,000 students are presently enrolled at the University of Stavanger. According to the university policy, all students are advised to spend at least one semester of their study period abroad.

➤ **Criteria for selection as an example of good practice:**

The Bachelor Programme "Preschool Teacher Education" offers students the possibility to attend one of the mandatory placements abroad (three or five weeks), to take part in intensive programmes with cooperation partners (two weeks), to make an exchange as well as to take part in excursions abroad.

➤ **Curriculum:**

| Semester | Modules | Location |
|----------|---|---|
| 1 | Core courses | Home Institution |
| 2 | Core courses | Home Institution |
| 3 | 2 nd year: five weeks placement Core courses | Home Institution |
| 4 | Core courses | Home Institution |
| 5 | 3 rd year: three weeks placement Core courses | Home Institution |
| 6 | Electives or stay abroad Bachelor Thesis | Home Institution or Partner Institution |

The Bachelor Programme in Preschool Teacher Education replaces a three year study programme and was revised in the course of the Norwegian Quality Reform and the Bologna process. The Bachelor programme started in 2002 and the degree awarded is a "Bachelor-førskolelærerutdanning" (Bachelor Preschool Teacher). Designed for 180 credits it has a duration of three years. The programme is modularised, highly interdisciplinary, and includes ten subjects. A Diploma Supplement is provided automatically. The courses are offered in Norwegian language, and an extra 20 credits module is offered in English especially for exchange students. Additional language courses are not provided.

➤ **Study or placement period abroad:**

Interest in internationality and student exchanges is sparked in many different ways. Already in the first semester students get in contact with the international coordinators and, thus, receive an overview about the different possibilities to go abroad. Regularly offered “Intensive Programmes” in the framework of SOCRATES allow students to stay abroad for a short term: One teacher and two (or more) students are staying at a partner institution in another country for two weeks. During this time they participate in an international seminar.

The “International Week” has a similar structure: Each partner of the Comenius Association²⁰ offers a course with an interesting topic. During the international week students are housed by the students of the guest institution and only students who are willing to house a student for this time are allowed to participate in the international week. Due to the regular common seminars and coordination the international coordinators know each other and the respective institutions very well, a fact that facilitates student mobility.

At the teachers level mobility is facilitated in the framework of ERASMUS teacher mobility programmes.

Another possibility to go abroad for a short time are excursions which are offered as part of the seminars.

A fourth possibility to go abroad is in the context of the mandatory placements. Placements can be carried out during the second year of study abroad for five weeks and during the third year of study for three weeks of the 20 weeks of supervised practice. If students want to spend a placement abroad they have to arrange it themselves. The only requirement is that they need to find a pedagogue in the respective Kindergarten who is willing to provide supervision. This person is paid by the faculty.

Students also may spend an exchange period at one of the partner institutions; the only criterion for the respective choice is that it has to be an institution for teacher education. These exchanges usually have a duration of three months and can be extended by a ten credits “extension module”. The point in time for an exchange is the sixth semester. Before leaving Norway students are prepared for the tasks they have to perform abroad. Besides the partner institutions from the Comenius Association other European, especially eastern European institutions, are also available as guest institutions.

As very inspiring and supportive for the development of the study programme and the facilitation of student mobility the membership in the Comenius Association was mentioned. This network has a great influence also with regard to the balance of incoming and outgoing students. This study programme is one of the few programmes which registers more incoming (27) than outgoing (16) students in the current academic year. Almost all incoming students come from a network partner institution (except three students).

➤ **Proportion of mobile students:**

About 15% of the students go abroad for an exchange of three months.

➤ **Measures and instruments for recognition of study achievements earned abroad:**

The recognition of study achievements abroad is based on learning agreements.

➤ **Web-site:**

No web-site available.

²⁰“ The Comenius Association would like to develop further the intercultural aspects of teacher training for future teachers in Europe particularly in the inter-relational, educational and methodological areas” (Comenius Association 2003). The focus lies in promoting an open European spirit. The Comenius Association has currently 20 European member teacher training institutions.

Poland

1. Joint Master in International Law, Uniwersytet Wrocławski

The historical roots of Wrocław University go back to the 16th Century when Ladislaus II Jagiello, the King of Bohemia and Hungary, signed the charter. The actual establishment of Wrocław University took place in 1702 as a small Jesuit academy, called Leopoldine Academy, according to the Emperor Leopold I of Habsburg. Today, Wrocław University has eight faculties: "Philology", "Historical and Pedagogical Sciences", "Social Sciences", "Law and Administration", "Natural Sciences", "Mathematics and Computer Sciences", "Physics and Astronomy", and "Chemistry". More than 38,000²¹ students are enrolled at this institution. "Following Western European and American models of education, the University of Wrocław began the reorganisation of the process of education in the academic year 1991/1992. A three-stage system of studying is being systematically and gradually introduced" (Wrocław University 2002).

➤ Criteria for selection as an example of good practice:

The Joint Master in International Law has been selected as an example of good practice because it is a joint curriculum study programme where students spend the first semester in Lithuania, the second semester in Belgium, the third semester in Poland, and the fourth semester at the home institution.

➤ Curriculum:

| Semester | Modules | Location |
|----------|---------------|---|
| 1 | Core courses | Mykolas Romeris University in Vilnius (Lithuania) |
| 2 | Core courses | Ghent University (Belgium) |
| 3 | Core courses | University of Wrocław (Poland) |
| 4 | Master Thesis | Home institution |

The Joint LLM in International Law is carried out by three universities. Besides the University of Wrocław these are Mykolas Romeris University in Vilnius (Lithuania) and Ghent University (Belgium). The three partner universities developed a completely new study programme in the context of the SOCRATES/Erasmus Programme of the European Commission which started in October 2005 in Vilnius. After the first semester of study in Vilnius students continue their studies for one semester in Ghent and for another semester in Wrocław. They spend the fourth semester at their home university²². The overall duration of this study programme is two years during which students have to achieve 120 ECTS credits. The degree awarded is "Joint LLM in International Law". The study programme is modularised and disciplinary. The courses are offered in English but additionally some courses are held in German. With the application for the programme students have to submit a certificate of their English language skills. The University of Wrocław provides also courses in Polish language for foreign students. Since it is a joint Master programme recognition of study achievements is gained automatically.

For students coming from Wrocław University the situation is slightly different as for the other students. According to the Polish law the Wrocław University can only award the general degree "Master in Law" for a five years traditional study programme. Hence, students start to study in a

²¹ Number of students enrolled in the academic year 2000/2001.

²² „Students studying on commercial grounds will be able to defend their master thesis only in Mykolas Romeris University or Ghent University” (Mykolas Romeris University 2004). In Poland it is not possible to award a specialised Master title in law.

traditional study programme and join the Masters programme after the first three years without being awarded a Bachelors degree.

➤ **Study or placement period abroad:**

Study abroad periods are an integral part of this study programme. All students start this programme together in Vilnius. In the second semester students continue their studies in Ghent and the third semester in Wrocław. The fourth semester students spend at their home university.

➤ **Proportion of mobile students:**

Since the periods abroad are integrated as obligatory parts of the curriculum all students go abroad.

➤ **Measures and instruments for recognition of study achievements earned abroad:**

The recognition of study achievements within this joint degree programme takes place automatically.

➤ **Web-site:**

<http://www.jointintlaw.lt>

2. European Civil Engineering Management B.Sc., Politechnika Szczecińska (Szczecin University of Technology)

The historic roots of Szczecin University of Technology go back to December 1946 when the School of Engineering was established. In September 1955, the School of Engineering and a Higher School of Economy were merged and obtained the status of a Technical University. At present TUS consists of six faculties: “Chemical Engineering”, “Civil Engineering and Architecture”, “Computer Science and Information Systems”, “Electrical Engineering”, “Maritime Technology” and “Mechanical Engineering”. At these faculties more than 12,000 students are enrolled. “The University offers education and training at Bachelor (BSc) and Master of Sciences (MSc) levels” (Szczecin University of Technology 2006).

➤ **Criteria for selection as an example of good practice:**

Students of the Bachelor in Civil Engineering Management have the possibility to spend three semesters abroad: the fifth and sixth semester for a period of study and the seventh for a placement. They have obligatory courses in English and learn a second foreign language during the first, second and third semester and courses in the language of their country of destination in the fourth semester.

➤ **Curriculum:**

The study Programme “European Civil Engineering Management” was developed in the context of a Tempus programme by partner universities in Groningen (NL) and Wolverhampton (UK) at the beginning of the 1990s. Szczecin University of Technology joined this programme in 1992/1993 and cooperates with 12 partner institutions.²³ However, the conversion into a Bachelor programme resulted in different programme structures because the partner universities in-

²³ The core institutions (senior partners) are Hanze Hogeschool Groningen, Netherlands, Halmstad University, Sweden, FH Oldenburg/Ostfriesland/Wilhelmshafen, Germany and University of Wolverhampton, United Kingdom. Additionally there are cooperations with Dundee Abertay University, United Kingdom, Miklos School Budapest, Hungary, Ecole Supérieure d’Ingenieurs des Travaux de la Construction de Cachan, France, Galway-Mayo Institute of Technology, Ireland, Moscow State University of Management, Russia, Czech Technical University of Prague, Czech Republic, Tampere Polytechnic, Finland and Universitat Politècnica de Valencia, Spain.

volved had to follow different forms of state regulations. The programme started as a Bachelor programme in the academic year 2005/2006 in Szczecin. It has a duration of eight semesters in which 240 ECTS credits have to be earned. The Diploma Supplement is provided automatically. The degree awarded is a “Bachelor of Science”. All courses in Szczecin are offered in Polish and, additionally, some in English and German. Due to the strong international orientation of this study programme obligatory language courses are provided. During the first three semesters students have to attend courses in English as well as in a second foreign language. In the fourth semester they have to learn the language of the host country for four hours a week. Since not all students can afford to go abroad it is also possible for Polish students to stay at their home institution. Lectures from international teachers are offered regularly. The structure of the programme determines that in the first three semesters students study at the home university and do a placement in the home country (during the placement students also attend a language course in preparation of the stay abroad). Then students go abroad for a period of study of two semesters at one of the partner institutions and for a placement of one semester. In the eighth semester students return to Szczecin to write and defend their final thesis. Students have the possibility to achieve a double degree in cooperation with the German partner institution (Fachhochschule Oldenburg/Ostfriesland/Wilhelmshaven) if they study additional modules.

| Semester | Courses | Location |
|----------|--|--|
| 1 | Basic core courses Obligatory language courses in English and another foreign language | Home Institution |
| 2 | Basic core courses Obligatory language courses in English and another foreign language | Home Institution |
| 3 | Basic core courses Obligatory language courses in English and another foreign language | Home Institution |
| 4 | Practical Placement Obligatory language courses in the language of the host country where students intend to spend their next semesters | Home country Home Institution |
| 5 | Advanced core courses | Home Institution / Partner Institutions |
| 6 | Advanced core courses | Home Institution / Partner Institutions |
| 7 | Practical Placement abroad | All locations |
| 8 | Bachelor Thesis | Home Institution |

➤ **Study or placement period abroad:**

Students have the possibility to study the fifth and sixth semester abroad and they can also complete their second placement during the seventh semester abroad.

➤ **Proportion of mobile students:**

About 70% of the students spend a period of study and the placement abroad.

➤ **Measures and instruments for recognition of study achievements earned abroad:**

The study programme is based on a joint curriculum of all partners involved so that study achievements are recognised automatically.

➤ **Web-site:**

No web-site available.

Spain

1. **Master in Computational Logic (ERASMUS Mundus), Universidad Politécnica de Madrid**

Technical University of Madrid exists since 1971 but the foundation of most of its institutes can be traced back to the 18th and 19th Century. In the academic year 2003/04 about 40,000 students were enrolled. The implementation of Bachelor and Master study programmes has not yet started. At present five ERASMUS Mundus Master programmes are offered at the Universidad Politécnica de Madrid, the Master in Computational Logic at the School of Informatics, founded in 1978, being one of them.

➤ **Criteria for selection as an example of good practice:**

The Master in Computational logic offers a lot of flexibility. Students can receive a double degree if they study at least one semester at a partner university earning a certain number of credits. All partner universities offer the same basic courses but different advanced courses so that students can chose the partner university according to their specialisation. As most of the courses are taught in English and additionally classes in the local language are offered students also have the possibility to improve their language skills.

➤ **Curriculum:**

| Semester | Courses | Location |
|----------|---|---|
| 1 | Core courses and electives (same basic courses at each university, but different specialisation courses) | Home Institution or Partner Institution |
| 2 | | |
| 3 | Core courses and electives (same basic courses at each university, but different specialisation courses) | Home Institution or Partner Institution |
| 4 | | |

The Master in Computational Logic is a two year double degree programme in which 120 ECTS credits must be earned. The degree awarded is a "Master of Science". The curriculum has been developed in cooperation with four partner universities in Dresden (Germany), Vienna (Austria), Bozen-Bolzano (Italy), and Lisbon (Portugal). At the Technical University of Madrid the Master programme replaces a traditional study programme. Each university offers the same basic courses but the advanced modules are different in each partner university depending on their specialisation. The students have a tutor in each university who advises them which courses to take.

Most of the courses are taught in English and some are offered in the local language. At each of the partner universities students can take optional local language courses that are not included in the degree transcript.

➤ **Study or placement period abroad:**

The students usually study the first year in one university and the second year in another university. It is mandatory for them to spend at least one semester at another university. In order to be awarded a double degree they have to earn a certain number of credits (about 30% of 120 ECTS) at one of the host universities abroad.

➤ **Proportion of mobile students:**

All students are mobile because it is obligatory to spend at least one semester at another university. Most of the students enrolled come from non-European countries (Asia). If the students want to receive a double degree they have to study at least one semester at one of the partner universities, but usually they spend one year at one university and one year at another.

➤ **Measures and instruments for recognition of study achievements earned abroad:**

As there is a “memorandum of understanding” between the rectors of the universities involved there are no problems concerning the recognition of the study achievements.

➤ **Web-site:**

<http://www.clip.dia.fi.upm.es/mastercl>

2. European Master in International Humanitarian Action (ERASMUS Mundus), Universidad de Deusto, Bilbao

The establishment of University of Deusto took place in 1916 when the so-called “Universidad Comercial” was opened offering economic studies programmes. Since then six additional faculties have been established. The official recognition of all faculties was finished in 1979. At present about 14,000 students are enrolled in traditional undergraduate and postgraduate studies. The implementation of Bachelor and Master programmes has not started yet; the only exception are the ERASMUS Mundus programmes.

➤ **Criteria for selection as an example of good practice:**

The Master in International Humanitarian Action stands out for a high degree of mobility: students have to move for the orientation period that can be attended at one of the seven partner institutions and again for the research placement that can be attended at one of the seven partner institutions or another university.

➤ **Curriculum:**

The European Master in International Humanitarian Action is a modularised three semester programme in which 90 ECTS credits must be earned. It was created in 1993. At the end of their studies students are awarded a joint degree by their home university and the partner universities where they have studied. In addition, they are also awarded a certificate by the association of universities forming the Network on Humanitarian Action (NOHA). The cooperation partners are higher education institutions in Dublin (Ireland), Uppsala (Sweden), Bochum (Germany), Loven (Belgium), Marseilles (France), and Groningen in the Netherlands. The 16 months Master programme consists of four components: Studies start in September with an intensive programme for ten days; from October until January the core courses take place and from February until May or June there is an orientation period. The research placement takes place from June/July until December.

| Semester | Courses | Location |
|----------|---|--|
| 1 | Intensive programme (10 days) Core course (4 months) | All students study together at one of the partner universities |
| 2 | Orientation period (4-5 months) | Students move individually to one of the partner institutions |
| 3 | Research placement (6-7 months) | Students move individually to one of the partner institutions |

➤ **Study or placement period abroad:**

Every year the programme starts in another one of the partner universities with the core course that has the same contents everywhere. Students then move individually for the orientation period that consists of different modules at the different universities and they move again for the research placement also taking place at one of the universities involved in the partnership. The curriculum was jointly developed in 1991 by the partner universities of the network all of which had offered similar programmes before. The Master programme is interdisciplinary and courses are in Spanish, English or French depending on the location. The University of Deusto offers optional language courses: Spanish for incoming and English for outgoing students.

➤ **Proportion of mobile students:**

All students have to move for the orientation period and for the placement. The proportion of European and non-European students is half and a half.

➤ **Measures and instruments for recognition of study achievements earned abroad:**

All study achievements are automatically recognised.

➤ **Web-site:**

<http://www.noha.deusto.es/default.asp>

Switzerland

1. Master of International Affairs and Governance (MIA), Universität St. Gallen – Hochschule für Wirtschafts-, Rechts- und Sozialwissenschaften

Established in 1898 as a “Commercial Academy”, the University of St. Gallen has retained its characteristic proximity to practice and an integrative view until today. The HSG consists of four departments (Department of Management, Department of Economics, Department of Law and Department of Humanities) and about 30 institutes.²⁴ In 2001, the HSG converted and revised all its study programmes into the new Bachelor and Master structure. About 5,000 students are enrolled, 25 percent being international students (fixed quota). With nearly 100 partner institutions the HSG offers a broad range of exchange partners.

➤ **Criteria for selection as an example of good practice:**

²⁴ The institutes are basically operating in the field of research, further education and services.

The Master Programme “International Affairs and Governance” offers students the possibility to make an exchange, to take part in a double degree programme, to take part in the CEMS MIM Programme, and to get credits for a placement. Furthermore, optional language courses are offered and an obligatory language certificate for two foreign languages must be acquired during the study. A database of already recognised courses facilitates the procedure of recognition of study achievements in the future.

➤ **Curriculum:**

| Semester | Modules | | Location |
|----------|--|----------------------------------|--|
| 1 | Interdisciplinary core course, theory and research methods | Electives and contextual studies | Home Institution |
| 2 | Obligatory courses and self studies | | Home Institution / Partner Institution |
| 3 | Obligatory courses and self studies Master Thesis | | Home Institution / Partner Institution |

The Master of International Affairs and Governance has a strong interdisciplinary orientation and is a newly conceptualised and modularised study programme which started in the winter semester 2003/2004. Four disciplines are integrated: political science, economics, international law and public management. The degree awarded is a “Master of Arts (M.A. HSG) in International Affairs and Governance”. The programme has a duration of three semesters in which 90 ECTS credits must be achieved. A Diploma Supplement is provided automatically. Most of the courses are offered in German and some in English language. As a rule, a certificate of language skills in English is a precondition for admission into the MIA. However, such a certificate can also be acquired during the study programme as well as a second required certificate in another foreign language. Optional language courses are offered by the institution.

➤ **Study or placement period abroad:**

Due to the international orientation of the MIA students have several possibilities to stay abroad. An exchange with the Institut d'Etudes Politiques in Paris (“Sciences Po”) is incorporated into a double degree programme. During this programme students spend the first year at the University of St. Gallen and the second year at Sciences Po, Paris. Likewise a stay abroad at CEMS²⁵ MIM (Master’s in International Management) is incorporated into a double degree programme. Students spend the first year at the University of St. Gallen and attend the CEMS MIM Programme in the second year of study. In the CEMS MIM Programme an exchange semester and a placement abroad is included. In both double degree programmes the overall duration of study is at least one semester longer than the duration of the MIA. However, an extension of the study period does not occur with a usual ERASMUS, Freemover or CH-Unimobil²⁶ exchange. For this all European and non-European partners of the HSG are available. Students are not allowed to go abroad during the first winter semester since all mandatory courses are concentrated in that time. The duration of a regular exchange is one semester. A further possibility to go abroad is to do a placement during the between-term vacations in the summer. If the placement is located in the area of politics, society, economics, and law students can gain between three and six “practice credits” during a 7-14 week placement. The placement is not integrated

²⁵ Community of European Management Schools (CEMS).

²⁶ CH-Unimobil is an exchange programme which allows students to spend one or two semesters at another Swiss university. Because of the multilingualism and multiculturalism of Switzerland students have the possibility to benefit from this programme.

into the curriculum but the job performance can be recognised in the field of contextual studies²⁷ which amounts to 25 percent of all study programmes at HSG or in the field of electives.

➤ **Proportion of mobile students:**

About one third of the students go for a period of study abroad.

➤ **Measures and instruments for recognition of study achievements earned abroad:**

The recognition of study achievements within the double degree programmes takes place automatically. In the other exchange programmes a learning agreement is arranged before the students leave the HSG. The agreement forms the basis for recognition of study achievements abroad upon return. A particularly interesting element in these arrangements is a database which has been established by the admission and examination office and contains all courses which have been previously recognised and will automatically be recognised again.

➤ **Web-site:**

<http://www.mia.unisg.ch>

2. Bachelor in Sozialer Arbeit (Bachelor in Social Work), Berner Fachhochschule

Bern University of Applied Sciences was established in 1997 as an umbrella organisation of six higher education institutions. Currently more than 4,800 students are enrolled at the BFH. In 2005 four of the six institutions became departments of the BFH, the other two will follow in 2006. For example, the former "Hochschule für Sozialarbeit HSA Bern" offering a study programme in social work is now called "Berner Fachhochschule – Soziale Arbeit" (Bern University of Applied Sciences for Social Work). In 2005 the new two-tiered study structure was implemented in the Department of Social Work.

➤ **Criteria for selection as an example of good practice:**

The Bachelor Programme "Social Work" offers students the possibility to do a placement and a stay abroad, also in non-European countries. Furthermore it is possible to connect a period abroad with an additional certificate.

➤ **Curriculum:**

The Bachelor Programme in Social Work started in autumn 2005 continuing a traditional study programme which had already been modularised before and had a duration of three years in line with the new Bachelor/Master structure. Only small adjustments have been made in the process of converting the programme to a Bachelor programme. The degree awarded is a "Bachelor of Arts" for which 180 credits have to be earned. The programme can be studied part-time or full-time. Therefore the standard period of study varies between six and ten semesters. Students in the full-time programme usually need seven and in the part-time programme 8 semesters. This is due to the fact that a lot of students are employed or care for children. The courses are basically disciplinary and are mainly offered in German. Optional language courses are provided because some courses concerning the international dimension of social work are also held in English, French and sometimes in Spanish. A Diploma Supplement is provided automatically.

²⁷ "Contextual Studies situates the more specialized study in the core disciplines within the relevant social, political, historical, philosophical, and aesthetic context. By so doing, it introduces the "studium integrale" as a complement to "specialization gained through the study of specific majors" (University of St. Gallen (HSG) 2006).

| Semester | Modules | Location |
|----------|--|--|
| 1 | Core courses and electives | Home Institution |
| 2 | Core courses and electives | Home Institution |
| 3 | Core courses and electives Placement I | Home Institution |
| 4 | Core courses and electives | Home Institution / Partner Institution |
| 5 | Core courses and electives | Home Institution / Partner Institution |
| 6 | Core courses and electives Placement II | Home Institution / Partner Institution |
| 7 | Bachelor Thesis | Home Institution |

➤ **Study or placement period abroad:**

The Bachelor Programme in Social Work offers two possibilities for a study period abroad. The first is a regular exchange where students study for one semester at one of the partner institutions. This can be done in the second half of the study programme (fourth, fifth or sixth semester). There are almost no restrictions concerning the modules which can be studied abroad, except those which are offered in Switzerland only (e.g. Swiss Law). Currently 15 European partner institutions are available for exchanges. The recognition of study achievements abroad is regulated through learning agreements.

The second and most popular possibility to go abroad is during one of the two mandatory placements (five to six months). Students have to organise the placement themselves including supervision. Many students use this opportunity to do a placement in a non-European country, for example in Latin America or South Africa.

These two forms of study abroad are incorporated into ACCESS-Europe (Additional Certificate in Community Education Studies) which is an additional certificate of an association of presently 21 partner institutions. ACCESS-Europe contains four modules:

Module 1: promotion of foreign scientific languages;

Module 2: European Community Studies;

Module 3: joint bi- or multi-lateral courses;

Module 4: a study or a placement abroad.

If a student attends all four modules he or she receives the ACCESS Certificate. Also single modules can be attended and certified as "S.U.C.C.E.S.S."²⁸ The possibility to receive an additional certificate and the content of the module make it interesting for students to go abroad. Seven out of ten students choose to participate in the ACCESS Programme.

➤ **Proportion of mobile students:**

Each year about five to ten students attend a placement or make a study abroad (study abroad period is rarely). This is a proportion between two and three percent. These numbers refer to the former study programme which has been changed little. Currently the first ten students of the Bachelor programme are planning to go abroad in autumn.

➤ **Measures and instruments for recognition of study achievements earned abroad:**

The recognition of study achievements abroad is based on learning agreements.

²⁸ "Single Unit Credit in Community Education Studies".

➤ **Web-site:**

<http://www.soziale-arbeit.bfh.ch/index.php?nav=159>

United Kingdom

1. Bachelor in European Management, Lancaster University

The University of Lancaster accepted its first students in 1964. It is based upon a college system consisting of eight undergraduate colleges and one postgraduate college. The latter encourages interaction between students of different subjects and with varied interests. Lancaster University offers about 300 undergraduate and 200 postgraduate degree courses in the schools “Arts and Sciences”, “Management” and “Science and Technology”.

➤ **Criteria for selection as an example of good practice:**

The double degree Programme “Bachelor in European Management” offers the students the possibility to study two years at one of the partner universities and two years at another institution with the flexibility that students can choose where they want to start their study and where they want to specialise. Students in this study programme have to do one work placement in each country. The programme also aims at improving the language skills: students who start their study in Lancaster have obligatory language courses in French, German, Spanish, or Italian depending on where they want to study the third and fourth year.

➤ **Curriculum:**

Version A: Two years at Lancaster followed by two years abroad

| Year | Courses | Location |
|------|--|----------------------|
| 1 | Core courses Obligatory French, German, Spanish or Italian language courses Work placement of at least 8 weeks | Lancaster University |
| 2 | Core courses Obligatory French, German, Spanish or Italian language courses Work placement of at least 8 weeks | Lancaster University |
| 3 | Core courses and electives (mostly compulsory) Work placement of at least 20 weeks Optional language courses | Partner Institution |
| 4 | Electives and core courses (mostly optional) Bachelor Thesis Optional language courses | Partner Institution |

Version B: Two years abroad followed by two years at Lancaster

| Year | Courses | Location |
|------|---|----------------------|
| 1 | Core courses | Partner Institution |
| 2 | Work placement of at least 20 weeks Core courses | Partner Institution |
| 3 | Core courses and electives (mostly compulsory) | Lancaster University |
| 4 | Work placement of at least 20 weeks Core courses and electives | Lancaster University |

The Bachelor in European Management started in 1999. It is a modularised four year double degree programme in which 240 ECTS credits have to be earned. Within this programme British students study in Lancaster for the first two years and then either go to Reims in France, Reutlingen in Germany, Piacenza in Italy, or Madrid in Spain or vice versa. The students in the programme are mainly coming from the countries involved in this partnership but it is also possible for students from other countries to apply. The courses are taught in the language of the respective country, therefore students in Lancaster have obligatory language courses during the first two years of study. Optional language courses are offered during the third and fourth year. If students are already bilingual they have to take courses in a third language. Students have to do three placements: one of at least eight weeks in the first year, one of at least eight weeks in the second year, and one of at least 20 weeks abroad in the fourth year.

➤ **Study or placement period abroad:**

Students study two years in Lancaster and two years at one of the partner universities.

➤ **Proportion of mobile students:**

All students study two years in Lancaster and two years at one of the partner universities.

➤ **Measures and instruments for recognition of study achievements earned abroad:**

Study achievements abroad are recognised without checking each individual case as the quality of the courses in the partner universities is evaluated every five years.

➤ **Web-site:**

<http://www.lums.lancs.ac.uk/undergraduate/eurobba>

2. Bachelor in Electrical and Electronic Engineering, Swansea University

Swansea University was founded in 1920 and offers 529 undergraduate courses and 130 post-graduate courses. The University consists of ten schools: School of Arts, School of Environment and Society, School of Health Science, School of Humanities, School of Medicine, School of Business and Economics, School of Engineering, School of Human Sciences, School of Law, and School of Physical Sciences. There are about 10,300 students enrolled at present.

The School of Engineering was formed in 2001 integrating Chemical and Bio-Processing, Civil Engineering, Electrical and Electronic Engineering, Materials Engineering and Mechanical Engineering. It has four research centres and eight study programmes, Electrical and Electronic Engineering being one.

➤ **Criteria for selection as an example of good practice:**

The study Programme “Bachelor in Electrical and Electronic Engineering” offers a very flexible structure: students can choose whether they want to study three or four years with one integrated year of study abroad or in industry. The programme also aims at improving the language skills of the students who want to go abroad: there are obligatory language courses in French, German, Italian or Spanish and students can achieve ten out of 60 credits for attending these courses.

➤ **Curriculum:**

| Year | Courses | Location |
|------|----------------------------|--|
| 1 | Core courses | Home Institution |
| 2 | Core courses | Home Institution or study abroad (Australia or North America) (optional) |
| 3 | Core courses and electives | Home Institution or study abroad (Australia, North America or Europe) (optional) |
| 4 | Core courses and electives | Home Institution |

The Bachelor in Electrical and Electronic Engineering offers students different possibilities regarding the structure of studies: They can choose to study a three year Bachelor programme at Swansea University or a four year Bachelor programme with an integrated year of study abroad or an integrated year of work in industry. The study programme is accredited and modularised. Students have to earn 240 ECTS credits during the four year Bachelor programme. For students who want to go abroad there are optional language courses in French, Spanish, German, and Italian. For these language courses students can achieve ten out of 60 credits.

➤ **Study or placement period abroad:**

If a student is identified by the programme director as being particularly talented at the end of the first year, it is also possible for this student to study the second year abroad in the three year Bachelor programme. Students who want to go abroad to North America or Australia also have the possibility to do this in the second year, because they don't need foreign language skills. All other students wishing to go abroad spend their first two years of study in Swansea, go abroad in their third year, and finish their fourth year of study in Swansea. Students who spend their year of study abroad at one of the partner universities during a four year Bachelor programme have a wide range of options and full flexibility in choosing their courses because of learning agreements between the partner universities.

➤ **Proportion of mobile students:**

Usually not more than one student a year goes abroad for a period of study.

➤ **Measures and instruments for recognition of study achievements earned abroad:**

There are learning agreements with the cooperation partners in Spain, France, Italy, and Austria and before students go abroad they are advised by their tutor which courses they can choose. If some courses change during the stay abroad the tutor has to agree on it. So the recognition is informally assessed by the tutors.

➤ **Web-site:**

<http://www2.swan.ac.uk/courses/engineering/electrical/study.htm>

Transnational Mobility in Bachelor- und Master-Programmes

ERASMUS institutional code:

Programme Questionnaire

Dear Madam or Sir,

the Centre for Research on Higher Education and Work of the University of Kassel (Germany) and the Association for Empirical Studies (GES) in Kassel are currently carrying out a study on the development of "Transnational Mobility in Bachelor- und Master-Programmes" on behalf of the German Academic Exchange Service (Deutscher Akademischer Austauschdienst, DAAD).

By means of this questionnaire we kindly ask you to inform us about general curricular characteristics of your Bachelor- or Master-Programme, the integration of student mobility within the curriculum, the recognition of achievements gained abroad and the future development of student mobility. The results of the study will be presented at an international conference of experts on international mobility in Bachelor- and Master-Programmes in Spring 2006.

We assure you that your information will be handled carefully, in accordance with the rules of data protection, and that the results will be made accessible to third parties only in an anonymous and aggregated form. Furthermore, we will make an effort to widely publish the results of the study.

If you want to get in touch with us and learn more about the project, please contact:

Mr. Friedhelm Maiworm at
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(Association for Empirical Studies)
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Querallee 38
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Germany

Phone: 0561 / 72975-44, Fax: 0561 / 72975-25
e-mail: maiworm@ges-kassel.de

Please return the completed questionnaire to the ERASMUS-coordinator at your institution within two weeks after receipt, or send it back to us directly. In this case, please inform the ERASMUS coordinator.

Thank you for your support!

Friedhelm Maiworm

The involved institutions:

Association for Empirical Studies (GES)
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Germany

Centre for Research on Higher Education and Work (WZ I)
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D-34109 Kassel
Germany

1. General profile of your institution

For an adequate interpretation of the individual topics of this questionnaire it would be helpful for us to acquire some general information about your institution.

1.1 Name of the institution:

1.2 In which country is your institution located?

- | | | | |
|----------------------------------|----------------------------------|---|--|
| <input type="checkbox"/> Germany | <input type="checkbox"/> France | <input type="checkbox"/> Italy | <input type="checkbox"/> the Netherlands |
| <input type="checkbox"/> Norway | <input type="checkbox"/> Austria | <input type="checkbox"/> Poland | <input type="checkbox"/> Switzerland |
| <input type="checkbox"/> Spain | <input type="checkbox"/> Hungary | <input type="checkbox"/> United Kingdom | |

2. Characteristics of the study programme

2.1 What is the title of your study programme?

.....

2.2 Which degrees can be obtained after successful completion of the study programme?

- Bachelor degree
 Master degree

2.3 Which of the following scenarios describes best the establishment of your study programme?

- The study programme has been offered as a Bachelor- or Master-Programme for a long time
 The study programme replaces a traditional programme (e.g. Diploma- or Magister-Programme)
 The study programme has been newly developed as a Bachelor- or Master-Programme within the last years
 Other, please specify:

2.4 What is the subject area of your study programme (according to the ERASMUS-categories)?

- Agricultural Sciences
 Architecture, Urban and Regional Planning
 Art and Design
 Management
 Education, Teacher Training
 Engineering, Technology
 Geography, Geology
 Humanities
 Languages and Philological Sciences
 Law
 Mathematics, Informatics
 Medicine, Health Sciences
 Natural Sciences
 Social Sciences
 Communication and Information Sciences
 Other areas of study, please specify:

2.5 In which year did the first students enrol in the Bachelor- or Master-Programme?

2.6 How many students were enrolled in the study programme in the academic year 2004/05?

_____ students overall

_____ first-year students in the academic year 2004/05

_____ students graduated in the academic year 2004/05

2.7 What was the percentage of international students 2004/05?

_____ % were international students

2.8 What are the languages of teaching? (multiple reply possible)

Dutch

English

French

German

Hungarian

Italian

Norwegian

Polish

Spanish

Other languages, please specify: _____

2.9 Do you use ECTS or an equivalent credit point system?

No

Yes, we use ECTS. The overall number of ECTS points allocated to the entire study programme is _____

Yes, we use an equivalent credit point system. The overall number of credit points allocated to the entire study programme is _____

2.10 How is the academic year divided?

Semester

Trimester

2.11 How important are the following learning outcomes in your study programme?

| Acquisition of... | Very important | | | | Not important at all |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 | 2 | 3 | 4 | 5 |
| broad subject-related skills..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| specialised subject-related knowledge..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| methods and techniques | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| foreign language skills..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| international experience | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ICT skills (e.g. use of internet)..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| soft skills (key qualifications)..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| other outcomes, please specify: _____ ... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. Curricular integration of student mobility

3.1 Has your study programme a joint curriculum with one or more partner institutions abroad?

- No
- Yes, a joint curriculum with the possibility to obtain a double degree
- Yes, a joint curriculum, but without the possibility to obtain a double degree

3.2 Are students of your study programme obliged to spend a mandatory study period or an internship abroad?

- No → please go to question 3.6
- Yes

3.3 What is the duration of the mandatory stay abroad?

_____ months

3.4 In which semester/trimester should the mandatory stay abroad take place?

_____ semester/trimester of the mandatory stay abroad

3.5 What are the students' main activities during their mandatory stay abroad? (multiple reply possible)

- Attendance of lectures/courses
- Attendance of language courses
- Internships
- Other, please specify: _____

3.6 If study periods or internships abroad are not a mandatory part of the curriculum, do you have special offers or incentives to enhance transnational mobility of your own students? (multiple reply possible)

- Offers of participation in ERASMUS-programmes
- Offers of participation in other exchange- or partnership-programmes
- Financial aid for the study period/internship abroad (e.g. scholarships, coverage of tuition fees at the host institution)
- A study period or an internship abroad will not be deducted from the standard period of study
- Exemption of fees charged by the home institution during the stay abroad
- Other measures, please specify: _____

4. Recognition of achievements gained abroad

4.1 To what extent will achievements acquired abroad be recognised in your study programme?

Achievements acquired abroad normally

- will be completely recognised without any problems → please go to question 5.1
- will be completely recognised, but with major difficulties → please go to question 5.1
- will be recognised only partly
- will not be recognised at all

4.2 If achievements gained abroad cannot be recognised at all or only in part, what are the reasons?
(multiple reply possible)

- Courses attended in the host country are too different from our curricular guidelines
- Courses attended in the host country cannot be recognised as equivalents to mandatory parts of the study programme
- Criteria for the receipt of proficiency certificates or similar proof at institutions abroad are not up to our standards
- Courses attended abroad are not suitable to the level of study for which they should be recognised
- Other, please specify: _____

4.3 According to your experience, how many students have to extend their overall period of study because of their stay abroad?

_____ % of all students going abroad must expect an extension of their overall period of study

5. Student mobility

5.1 How many students of your study programme went abroad for a study period, an internship etc. in the academic year 2004/05?

_____ students went abroad

5.2 If possible, please distinguish by main activities or kind of the stay abroad. If precise numbers are not available, please estimate the respective percentages as proportions of all mobile students.

| Students, who | Number | Percentage |
|---|--------|--------------|
| carried out a part of their studies in another country: | _____ | _____ % |
| carried out an internship abroad: | _____ | _____ % |
| attended a summer course abroad: | _____ | _____ % |
| attended a language course abroad: | _____ | _____ % |
| Other, please specify: _____ | _____ | _____ % |
| Total: | | 100 % |

5.3 How many international students carried out a part of their studies, i.e. a temporary study period, within your study programme in the academic year 2004/05?

_____ international students carried out a temporary study period within the study programme

5.6 From your point of view, how will student mobility develop in the next five years?

a) Future development of the number of students enrolled at your study programme going abroad to study or to do an internship:

| | Very strong increase | | No change | | Very strong decrease |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 | 2 | 3 | 4 | 5 |
| Within Europe | | | | | |
| Study period | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Internship | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Outside of Europe | | | | | |
| Study period | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Internship | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

b) International students, who come from abroad to study for a limited period or to attend the complete study programme:

| | Very strong increase | | No change | | Very strong decrease |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 | 2 | 3 | 4 | 5 |
| International students, who come to study for a limited period of time | | | | | |
| International students from countries within Europe | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| International students from non-European countries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| International students, who come to attend a complete study programme and to obtain an academic degree | | | | | |
| International students from countries within Europe | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| International students from non-European countries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6. How can we contact you?

We kindly ask you to provide your contact information in case we have any further questions.

Surname: _____

First name: _____

Title: _____

Telephone: _____

Email: _____

Thank you very much for your cooperation!

Transnational Mobility in Bachelor- und Master-Programmes

ERASMUS institutional code:

Institutional Questionnaire

Dear ERASMUS-Coordinator,

the Centre for Research on Higher Education and Work of the University of Kassel (Germany) and the Association for Empirical Studies (GES) in Kassel are currently carrying out a study on the development of "Transnational Mobility in Bachelor- und Master-Programmes" on behalf of the German Academic Exchange Service (Deutscher Akademischer Austauschdienst, DAAD).

By means of this questionnaire we kindly ask you to inform us about the characteristics of Bachelor- and Master-Programmes at your institution, the development of student mobility during the last years and the potential impact of the broad implementation of Bachelor- and Master-Programmes in Europe on the future development of student mobility.

We further ask you to examine, if there are any Bachelor- or Master-Programmes at your institution, in which student mobility is exemplarily well-organised, and which could be taken as good practice models. If this is the case, please be so kind and pass on the attached programme-questionnaires (max. three) to the heads of the respective programmes. The results of the study will be presented at an international conference of experts on international mobility in Bachelor- and Master-Programmes in Spring 2006.

We assure you that your information will be handled carefully, in accordance with the rules of data protection, and that the results will be made accessible to third parties only in an anonymous and aggregated form. Furthermore, we will make an effort to widely publish the results of the study.

If you want to get in touch with us and learn more about the project, please contact:

Mr. Friedhelm Maiworm at
Gesellschaft für empirische Studien
Maiworm & Over
Querallee 38
D-34119 Kassel
Phone: xx.49.561 / 72975-44, Fax: xx.49.561 / 72975-25
e-mail: maiworm@ges-kassel.de

If possible, please return the questionnaire to us in the attached self-addressed envelope until 15 January 2006.

Thank you for your support!

Friedhelm Maiworm

The involved institutions:

Association for Empirical Studies (GES)
Maiworm & Over
Querallee 38
D-34119 Kassel
Germany

Centre for Research on Higher Education and Work (WZ I)
University of Kassel
Mönchebergstr. 17
D-34109 Kassel
Germany

1. General profile of your institution

For an adequate interpretation of the individual topics of this questionnaire it would be helpful for us to acquire some general information about your institution.

1.1 Name of the institution:

1.2 In which country is your institution located?

- | | | | |
|----------------------------------|----------------------------------|---|--|
| <input type="checkbox"/> Germany | <input type="checkbox"/> France | <input type="checkbox"/> Italy | <input type="checkbox"/> the Netherlands |
| <input type="checkbox"/> Norway | <input type="checkbox"/> Austria | <input type="checkbox"/> Poland | <input type="checkbox"/> Switzerland |
| <input type="checkbox"/> Spain | <input type="checkbox"/> Hungary | <input type="checkbox"/> United Kingdom | |

1.3 Please state the number of study programmes at your institution:

..... study programmes

1.4 Number of students (full-time and part-time):

..... students

1.5 Which degrees can be obtained at your institution?

- Bachelor or equivalent
- Master or equivalent
- Doctorate / PhD
- Other degree, please specify:

2. Introduction and characteristics of Bachelor- und Master-Programmes

2.1 Traditional degree programmes at European universities will be transformed into Bachelor- und Master-Programmes until 2010 in the context of the Bologna process. Which of the following scenarios describes best the current situation at your institution?

- Our institution traditionally offers Bachelor- und Master-Programmes → please go to question 2.3
- All study programmes have been transformed to Bachelor- und Master-degrees during the last years
- Some of the study programmes have been transformed to Bachelor- und Master-degrees.

Please state the number:

..... Bachelor-Programmes

..... Master-Programmes

Transformation has not been started yet → please go to question 2.5

Other, please specify:

2.2 When was the first Bachelor- or Master-Programme established?

..... year of establishment

2.3 If numbers are available or easily accessible, would you please provide an overview of Bachelor- and Master-Programmes offered at your institution by subject areas (according to the ERASMUS-categories)?

| | Bachelor-Programmes | | Master-Programmes | |
|---|---------------------|------------------------------------|-------------------|------------------------------------|
| | Number | Overall duration of study in years | Number | Overall duration of study in years |
| Agricultural Sciences..... | _____ | _____ | _____ | _____ |
| Architecture, Urban and Regional Planning | _____ | _____ | _____ | _____ |
| Art and Design..... | _____ | _____ | _____ | _____ |
| Management | _____ | _____ | _____ | _____ |
| Education, Teacher Training | _____ | _____ | _____ | _____ |
| Engineering, Technology..... | _____ | _____ | _____ | _____ |
| Geography, Geology | _____ | _____ | _____ | _____ |
| Humanities | _____ | _____ | _____ | _____ |
| Languages and Philological Sciences..... | _____ | _____ | _____ | _____ |
| Law..... | _____ | _____ | _____ | _____ |
| Mathematics, Informatics | _____ | _____ | _____ | _____ |
| Medicine, Health Sciences..... | _____ | _____ | _____ | _____ |
| Natural Sciences | _____ | _____ | _____ | _____ |
| Social Sciences..... | _____ | _____ | _____ | _____ |
| Communication and Information Sciences..... | _____ | _____ | _____ | _____ |
| Other areas of study..... | _____ | _____ | _____ | _____ |

2.4 Please estimate the percentages of students at your institution enrolled in Bachelor- and Master-Programmes:

_____ % of all students are enrolled in Bachelor-Programmes

_____ % of all students are enrolled in Master-Programmes

2.5 Does your institution offer study programmes, in which student mobility is embedded in the curriculum in a special manner? If possible, please state the type of study programme. (multiple reply possible)

| | Bachelor-Programmes | Master-Programmes | Other study programmes |
|---|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> Joint curricula with partner institutions abroad and the possibility to obtain a double degree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Joint curricula with partner institutions abroad without the possibility to obtain a double degree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Other study programmes with mandatory study periods abroad | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Other curricular measures to promote study periods abroad, please specify: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. Development of student mobility in the last five years

3.1 How did student mobility at your institution develop in the last five years?

a) Students of your institution, who went abroad for a study period or an internship:

| | Very strong increase | | No change | | Very strong decrease |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 | 2 | 3 | 4 | 5 |
| Overall | | | | | |
| Study/internship abroad within Europe..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Study/internship outside of Europe | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In Bachelor-Programmes, if available | | | | | |
| Study/internship abroad within Europe..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Study/internship outside of Europe | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In Master-Programmes, if available | | | | | |
| Study/internship abroad within Europe..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Study/internship outside of Europe | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In other/traditional study programmes, if available | | | | | |
| Study/internship abroad within Europe..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Study/internship outside of Europe | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

b) International students, who came from abroad to study at your institution for a limited time-period or to attend a complete study programme:

| | Very strong increase | | No change | | Very strong decrease |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 | 2 | 3 | 4 | 5 |
| Overall | | | | | |
| International students from countries within Europe | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| International students from non-European countries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In Bachelor-Programmes, if available | | | | | |
| International students from countries within Europe | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| International students from non-European countries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In Master-Programmes, if available | | | | | |
| International students from countries within Europe | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| International students from non-European countries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In other/traditional study programmes, if available | | | | | |
| International students from countries within Europe | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| International students from non-European countries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. Transnational mobility in Bachelor- and Master-Programmes

4.1 Which impact will the introduction of Bachelor- und Master-Programmes in Europe probably have on student mobility at your institution?

a) Future development of the number of students enrolled at your institution going abroad to study or do an internship:

| | Future development | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | Very strong increase | | No change | | Very strong decrease |
| | 1 | 2 | 3 | 4 | 5 |
| Students in Bachelor-Programmes | | | | | |
| Study/internship abroad within Europe..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Study/internship outside of Europe | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Students in Master-Programmes | | | | | |
| Study/internship abroad within Europe..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Study/internship outside of Europe | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

b) Future development of the number of students, who will come from abroad to study at your institution for a limited time-period or to attend a complete study programme:

| | Future development | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | Very strong increase | | No change | | Very strong decrease |
| | 1 | 2 | 3 | 4 | 5 |
| International students in Bachelor-Programmes | | | | | |
| International students from countries within Europe | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| International students from non-European countries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| International students in Master-Programmes | | | | | |
| International students from countries within Europe | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| International students from non-European countries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4.2 Have you taken special measures or regulations to make studies or internships abroad easier to apply for or more attractive for your students?

- Attending a study period or an internship abroad will not be deducted from the standard period of study in Bachelor- or Master-Programmes
- Financial aid from the state or scholarship organisations can be taken abroad during a study period abroad
- ECTS or equivalent has been introduced in all or most study programmes to facilitate the recognition of achievements or qualifications which are gained during the study period abroad
- Increase of counselling of students previous to the study period abroad and assurance of supervision abroad (e.g. support in finding accommodation, choosing appropriate courses, etc.)
- Our institution offers study opportunities abroad at attractive partner universities outside of Europe, a broad variety of ERASMUS partner universities etc.
- Other, please specify:

5. Bachelor- and Master-Programmes with special characteristics for the promotion of student mobility (Good Practice Models)

In the framework of this study those Bachelor- and Master-Programmes shall be identified, in which innovative or efficient solutions for the organisation of study periods abroad have been found (Good Practice Models).

If such Bachelor- and Master-Programmes exist at your institution, we kindly ask you to forward the attached programme-questionnaires to the person who is responsible for the study programme and to return the completed questionnaire to us. We would like you to note that we are interested in Bachelor- or Master-Programmes with any kind of efficient or innovative solution concerning the organisation of student mobility, not solely double degree programmes or programmes offering joint curricula.

Name of the study programme: _____

Contact person: _____

Telephone: _____ Email: _____

Questionnaire forwarded

Name of the study programme: _____

Contact person: _____

Telephone: _____ Email: _____

Questionnaire forwarded

Name of the study programme: _____

Contact person: _____

Telephone: _____ Email: _____

Questionnaire forwarded

Thank you very much for your cooperation!

Interview Guideline

Interview accomplished by:

Date:

Interview partner:

Study programme:

Institution:

1. Welcome

1.1. Thank you very much for taking time for the interview!

2. Characteristics of the programme

2.1. What's the title of your study programme and what is the exact title of the degree?

2.2. Has your study programme already been accredited?

2.3. In which year did the first students enrol in your study programme?

2.4. How many semesters/terms does your study programme take?

2.5. For how many credits is your study programme designed?

2.6. Is your study programme modularised?

2.7. Do you offer a diploma supplement? (automatically or on request)

2.8. How has your study programme been developed?

→ Is it a new conception as a Bachelor or Master programme?

→ Does it replace a traditional study programme?

2.9. Is your study programme rather disciplinary or interdisciplinary?

2.10. Does your study programme contain obligatory or optional language courses?

2.11. Which possibilities do you offer your students to go abroad?

2.11.1. Are the stays abroad obligatory or voluntary?

2.11.2. How long do they take?

2.12. How does your study programme allow student mobility? (Level of curricular embedding, „joint degree“, time windows etc.)

2.13. Which meaning has a stay abroad for the education of your students? And what are the skills students should acquire?

2.14. How is the proportion of incoming and outgoing students?

2.15. If a stay abroad is not integrated in the curriculum – do you have incentives or special offers to foster the mobility of your own students?

2.16. How long do the stays abroad usually take?

2.17. Do you have common seminars with your cooperation partners or do you make agreements on the contents?

2.18. Which parts of the curriculum can be attended abroad?

3. Co-operation partners

- 3.1. Which co-operation partners do you have?
- 3.2. Which criteria do you use for the selection of your co-operation partners which are guest institutions for your students?
- 3.3. What is the contractual basis of the co-operation?

4. Recognition of study achievements

- 4.1. Which measures and instruments do you use for recognising study achievements and exams earned abroad?
- 4.2. Do you use ECTS or a comparable credit-point system?
- 4.3. Which difficulties do you have with the recognition of study achievements earned abroad?
 - 4.3.1. How important is the equivalence of the courses attended abroad compared to the development of the personality of the students?
- 4.4. Which parts of the curriculum attended abroad do you recognise? (selectable and/or obligatory courses)
 - 4.4.1. Do you usually recognise all study achievements or do you prove each individual case?

5. Experiences with Bachelor/Master programmes with regard to mobility

- 5.1. If the Bachelor or Master programme follows a traditional study programme – Do you think that the amount of student mobility has changed?
 - 5.1.1. → Yes – in how far?
- 5.2. What are the main activities of your students during their stay abroad?
- 5.3. Earlier studies about ERASMUS, ECTS etc. have shown that the study often takes longer because of a stay abroad. For how many of your students does a stay abroad mean that their study takes longer?
- 5.4. One of the aims of the Bologna-process is the facilitation of international mobility. Do you think that the introduction of Bachelor and Master programmes facilitates international mobility?
- 5.5. Which barriers of international mobility do you see in your Bachelor or Master programme?
- 5.6. Are there any possibilities for your students to get financial aid?
- 5.7. What do you think how student mobility will develop in the coming five years?

