



Implementing Joint Degrees in the Erasmus Mundus action of the Erasmus+ programme



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FOREWORD

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The European Commission is committed to making the European Education Area a reality by 2025. This initiative is rooted in decades of education cooperation at EU level, in particular in higher education.

More than 20 years ago, 29 European countries gave their consent to enhance the integration of the European higher education systems by signing the Bologna declaration. Since then, the European Union has provided continuous support to the Bologna signatory countries, notably through a number of policy-driven initiatives and cooperation programmes. Erasmus Mundus is one of the programmes that paved the way to enhance and promote the quality of the European higher education as a centre of academic excellence worldwide. Thanks to the commitment and the active involvement of the different stakeholders, institutional and national/regional cooperation has been strengthened, leading to a fertile ground for the development of highly integrated joint programmes and piloting joint degree mechanisms.

Since 2004, more than 610 Higher Education Institutions (HEIs) from 33 Erasmus+ Programme Countries have implemented 535 Erasmus Mundus Master projects in various disciplines, making the concept of Joint Programme and Joint Degree a reality in the European Higher Education Area (EHEA). Thanks to 1.7 billion euros invested by the EU in this action, more than 24,500 students worldwide benefitted from a generous scholarship and the opportunity to study in Europe.

While notable progress has been achieved by the Erasmus Mundus participating institutions to meet the ambition of the Ministers of the EHEA, further efforts and adjustments are needed. Institutions are still looking for a policy framework

allowing for seamless and ambitious transnational cooperation between higher education institutions that gives them the support and confidence to make these joint programmes and degrees a common practice throughout Europe.

The concepts of Joint Programmes and Joint Degrees have been on the European political agenda for many years and the recently launched European universities will definitely boost their implementation. This flagship initiative is seeing more than 280 HEIs in the EU experimenting and testing new models of deeper and more ambitious cooperation across borders.

The analysis proposed in the following pages combines various sources of information and provides a comprehensive analysis of the situation in the Erasmus+ Programme Countries. This document is part of the overall strategy of the Education, Audio-visual and Culture Executive Agency (EACEA) to support Commission policy-making and complements other recent initiatives in support of the European Approach for Quality Assurance of Joint Programmes.

This publication encourages further reflection on the challenges ahead at European, national/regional and institutional level. I am confident that this report provides useful insights for stakeholders, policy makers and the European Commission alike.

I am proud to see that the EACEA can actively contribute to the debate and share the knowledge and experience acquired through the management of Erasmus Mundus.

Roberto CARLINI
Director
Education, Audiovisual and Culture Executive Agency

EXECUTIVE SUMMARY

As part of the Erasmus+ programme (2014-2020), Erasmus Mundus supports the implementation of prestigious, integrated, international Master programmes, jointly delivered by international consortia of HEIs. It provides financial support to institutions and scholarships to the best candidates worldwide.

The specificity of these Master programmes lies in the high degree of jointness/integration and the excellent academic content and methodology offered. The successful completion of an Erasmus Mundus Master programme must lead to the award of either a joint degree or multiple degrees.



The purpose of this report is to investigate the state of play and the lessons learned from the delivery of the Erasmus Mundus Joint Master Degrees (EMJMD) in the Erasmus+ Programme Countries. It offers an evidence based analysis at a crucial moment when the Commission is committed to supporting Member States and higher education institutions in creating a policy framework allowing for seamless and ambitious transnational cooperation between higher education institutions (HEIs).

This includes working on the development of the concept of a European Degree that could provide a framework to ease the delivery of joint degrees of university alliances accompanied by agreed quality standards in accreditation and quality assurance as well as recognition of degrees and study periods. In the long run, this may open the door to legal solutions for cross-border cooperation linked to financing, student and employment relations and infrastructure management, e.g. through an appropriate legal statute. Aside from useful empirical evidence, this study shows the enormous potential and interest in the delivery of joint programmes at EU level on which to build the post-2020 initiatives in EU higher education policy.

For the purpose of this report, two complementary surveys have been implemented by the Education, Audio-visual and Culture Executive Agency (EACEA) in 2019, which were an opportunity to collect a wealth of data and provide a comprehensive overview of the situation:

- The first survey launched through the Eurydice Network collects macro-level information from national/regional authorities about the various legal and administrative frameworks, in addition to research and direct contacts with national organisations, in particular the Erasmus+ National Agencies (NAs).
- The second survey targeted the 183 running EMJMDs financed between 2014 and 2019 under the Erasmus+ programme and collects hands-on experience on whether and how Erasmus Mundus projects implement the concept of Joint Degrees. Altogether, information was collected from 137 Master programmes, representing 75% of the running projects.

Overall the study confirms that:

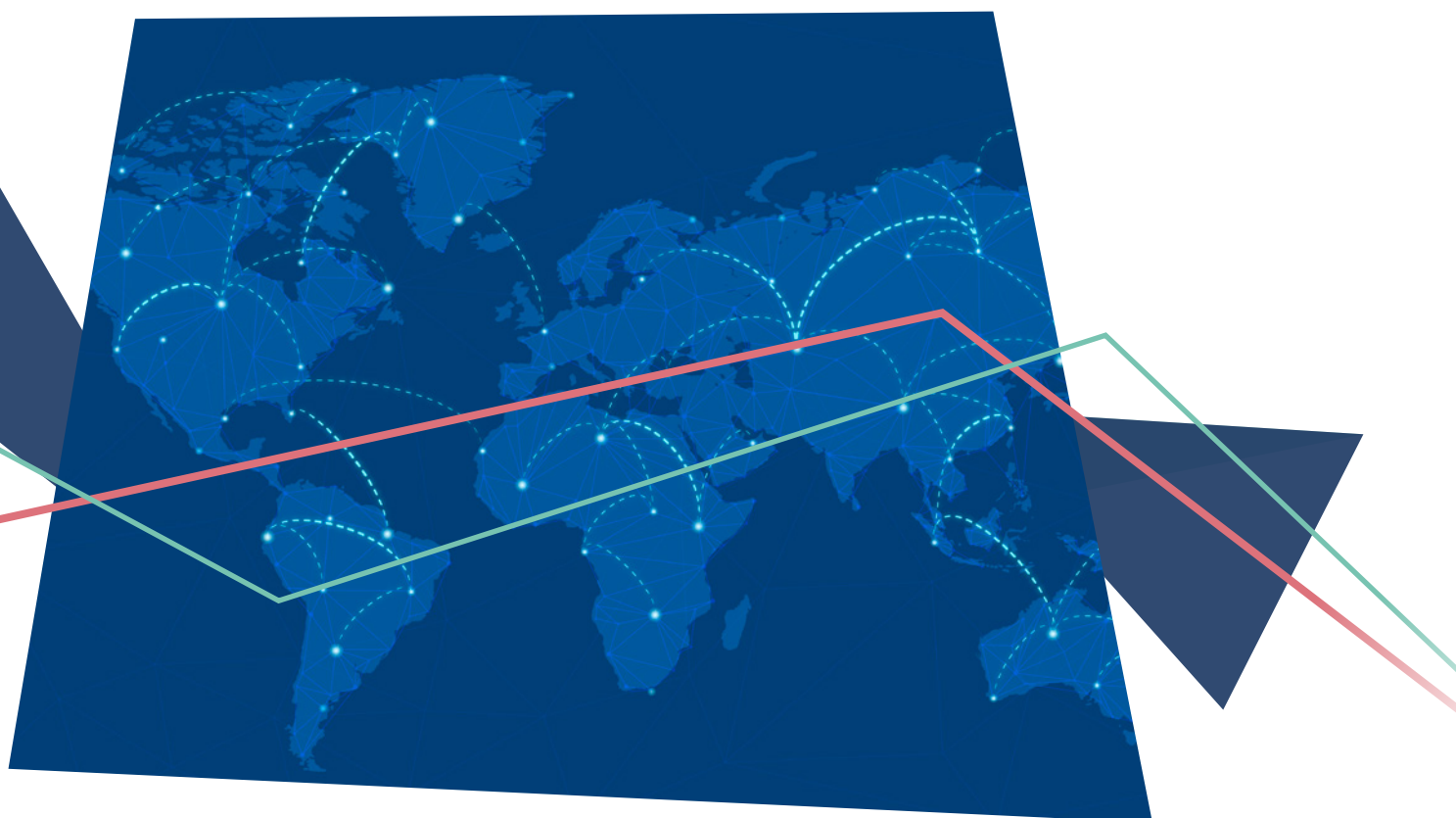
- Legal and administrative frameworks, on one side, and practice, on the other side, influence and mutually support each other. HEIs play a strategic role and are a catalyst for legislative change.
- Erasmus Mundus has been a unique instrument to build up a remarkable experience and collaborative networks of HEIs within Europe and beyond, dedicated to the implementation of joint programmes and degrees.
- The large majority of Erasmus+ Programme countries has gained experience in creating joint and multiple degree arrangements. Only a limited number of countries are left aside from this structural trend even if they are impacted to a varying extent.
- There is a wide diversity of practice within Erasmus Mundus. Currently one third of the consortia provides one single, jointly awarded degree (either a 'joint degree' or a 'joint degree per track') to their graduates, whereas more than 40% deliver multiple/double degrees, namely two or three different diplomas. The remaining ones (23%) award a combination of degrees.
- The four different types of degree mechanisms identified could become a reference for future investigations and policy monitoring.
- The strategy of the consortia is the main parameter, among others, to explain the type of degrees awarded. Joint degrees tend to be awarded by smaller consortia, programmes organised on the basis of mandatory mobility tracks in which students study at all partner institutions and to a lesser extent by long-running projects in humanities. However, consortia with more partners, optional mobility paths and in physical and exact sciences and life sciences also manage to award joint degrees, as a result of much effort and compromises. More than any other factors ("maturity" of the programme, experience of the institutions, country, legislation, etc.), the decision / strategy of the consortium plays a decisive role.
- The European landscape remains diversified and fragmented among countries. A number of Erasmus+ Programme countries do not legislate joint programmes/degrees and give possibility to their HEIs to engage in such arrangements. In many other countries, legislation provides a basis to implement joint programmes and to award joint/double/multiple degrees. These legal frameworks are more or less conducive and prescriptive, depending on the country concerned. However, in some countries, several barriers to the smooth implementation of true joint degree programmes are still present, owing to the respective national legislative framework.



- Institutions navigate between obstacles and constraints and need to cultivate a pioneer spirit to address the challenges. Strong cooperation and innovative practices have been observed in most countries, proving that the reality depends not only on the national/regional situation but also on the institutional context.
- Obstacles are not only identified in the legislation, but also at institutional level. Internal rules have not everywhere been adapted to the challenges at stake and the administrative set-up can make implementing joint programmes and degrees a cumbersome process, requiring individual efforts and strong motivation of the teams.

More than ever before, the successful design and development of joint Master programmes and degrees lie in the strategy of the institutions themselves. National/regional authorities need to continue to improve their legal and administrative frameworks to make them more conducive. Many countries are yet to fully implement in their national legislation the ESG standards and principles agreed to in the Bologna process of inter-governmental cooperation in the EHEA (e.g. the European Approach for QA of joint programmes). Moreover, institutions need to seize the opportunities offered by these tools to strengthen their internationalisation strategies and position themselves worldwide.

Finally, the report provides a number of recommendations to be implemented at national/regional/institutional and EU level.



INTRODUCTION

Background

Student and staff mobility across country borders has been one of the main concerns of EU higher education policy since its inception. In the late 1970s, a first attempt to develop “joint programmes of study” was initiated¹. Between 1976 and 1986, over 600 joint study programmes were co-financed by the European Commission, involving more than 500 higher education institutions (HEIs), promoting exchanges between institutions, teachers and students in several Member States, including the recognition of study periods spent abroad. This initiative aimed at encouraging HEIs to integrate mobility into curricula and promote the design of joint curricula. It also contributed to the reflexion on the recognition of foreign qualifications.



While priority was initially given to short-term (“credit”) mobility, the adoption of “Bologna” first and second cycle programmes throughout Europe has seen emphasis progressively put on long-term exchanges (“degree awarding” mobility). The majority of such mobility initiatives have taken place in the second cycle (master level). The launch of the Erasmus Mundus programme in 2004 (annex 1) was a turning point in the implementation of joint programmes delivering joint degree certificates and aiming at enhancing the EHEA attractiveness².

Concerning the European Higher Education Area (EHEA), most Bologna process ministerial communiqués make reference to the concept of joint programmes and joint degrees. They acknowledge the considerable potential of joint degrees as a means for stimulating mobility, co-operation between HEIs and the internationalisation of higher education³. Since the Prague Communiqué (2001), countries involved in the Bologna process regularly called for the development of modules, courses and degree curricula in partnership with institutions from different countries, leading to a recognised joint degree. They committed to overcome legal impediments and recognition challenges, notably at the 2003 Berlin Higher Education Summit. The “Committee of the Convention on the Recognition of Qualifications concerning Higher Education in the European Region” called for signatory states to review their legislation “to improve recognition of joint degrees”⁴. In 2007, in London, ministers reiterated this commitment and encouraged a significant increase in the number of joint programmes and the creation of

1 European Communities, The history of European cooperation in education and training. Europe in the making, Luxembourg, 2006, see pages 75-77.

2 ACA Papers on International cooperation in Education, European and national policies for academic mobility – Linking rhetoric, practice and mobility trends, Irina Ferencz, Bernard Wächter (eds.), Bonn: Lemmens, 2012. At policy level, the attention on degree mobility was set in with the Lisbon Strategy (2000). Trends IV: European Universities Implementing Bologna, European University Association, 2005, Brussels, Reichert S., Tauch C. In this document it is reported that the growing interest in the joint degrees can be attributed to the start of the Erasmus Mundus Programme.

3 Council of Europe and UNESCO, Revised recommendation on the recognition of joint degrees, seventh session, 29 February 2016, UNESCO house, Paris.

4 Committee of the Convention on the Recognition of Qualifications concerning Higher Education in the European Region, Recommendation on the Recognition of Joint Degrees, 2004.

flexible curricula. At the 2015 ministerial meeting in Yerevan, the European Approach for Quality Assurance of Joint Programmes was formally adopted to facilitate integrated approaches to the quality assurance of joint programmes. More recently, the 2018 Paris Communiqué called on countries to enable and promote the European Approach to encourage the development of more joint programmes and joint degrees.

Implementation of joint programmes and related joint/multiple degrees is still challenged by the fact that national/regional legislation is not always adapted to provide a conducive framework. After more than 30 years of experience, there are still several definitions regarding joint programmes and joint degrees in use at national, EU and international level (annex 2). The 2018 Eurydice report on the Bologna Process Implementation⁵ highlights some positive trends in cross-border quality assurance which suggests that trust is being strengthened among national authorities. Furthermore, the use of the European Approach to the Quality Assurance of Joint programmes in the EHEA, while still very marginal, may give a boost to joint programme cooperation across national borders.

At a crucial moment of transition towards a new generation of education programmes post-2020 those concepts are very high on the EU political agenda. They deserve dedicated reflections based on the experience acquired under one of the main EU instruments currently available, namely the so-called Erasmus Mundus action, part of the Erasmus+ programme. This may be particularly helpful in view of the European Universities Initiative⁶, which serves as a testbed for an accelerated transformation of higher education in Europe.

Erasmus Mundus

As part of the Erasmus+ programme (2014-2020), Erasmus Mundus supports the implementation of prestigious, integrated, international Master programmes, jointly delivered by international consortia of HEIs. It provides financial support to institutions and scholarships to the best candidates worldwide (for further details see annex 1).

For more than 15 years, approximately 610 different HEIs from 33 Erasmus+ Programme Countries have operated 535 Erasmus Mundus Master projects. 1,7 billion Euros have been invested by the EU in this action, allowing more than 24,500 students worldwide to benefit from a scholarship and study in Europe.

⁵ European Commission/EACEA/Eurydice, 2018. The European higher Education Area in 2018: Bologna process Implementation Report. Luxembourg: Publications office of the European Union.

⁶ https://ec.europa.eu/education/education-in-the-eu/european-education-area/european-universities-initiative_en

Methodology

The purpose of this report is to investigate the state of play on the delivery of the Erasmus Mundus Joint Master Degrees (EMJMD) in the Erasmus+ Programme Countries⁷. The objectives are:

- 1) To understand and clarify the macro-context in which HEIs operate through an analysis of the legal/administrative frameworks in the participating Erasmus+ Programme Countries. One aim is to identify the main obstacles hampering the delivery of joint degrees.
- 2) To understand what types of degrees are actually issued by the institutions involved in the EMJMD projects financed by Erasmus+, analyse and map them and collect information on their main features.

To do so, two complementary surveys have been implemented by the Education, Audio-visual and Culture Executive Agency (EACEA) in 2019.

The first survey was launched through the Eurydice Network⁸ to collect macro-level information from national/regional authorities about the various national/regional frameworks (definitions, implementation modalities, standard requirements, etc.). This information was complemented with internet research and direct contacts with national organisations, in particular the Erasmus+ National Agencies (NAs) are used.

The second survey targeted the 183 running EMJMDs financed between 2014 and 2019 under the Erasmus+ programme to collect hands-on experience on how and whether EMJMDs implement the concept of joint degrees. Detailed information was collected about the types, names, and accreditation mechanisms of the degrees awarded. Special attention was given to the mechanisms permitting the award of joint, double, multiple degrees. Altogether, information was collected from 137 Master programmes, representing 75% of the running projects (see list in annex 3).



⁷ EU and non EU countries which participate fully in the Erasmus+ Programme, namely the Member States of the EU + Iceland, Liechtenstein, Northern Macedonia, Norway, Serbia, Turkey, United Kingdom. To be noted that in the Belgium German-speaking Community (BE-de), there is only one higher education institution which does not offer any master programme.

⁸ <https://eacea.ec.europa.eu/national-policies/eurydice/>

1. ACCREDITATION PROCESS OF MASTER PROGRAMMES IN THE ERASMUS+ PROGRAMME COUNTRIES

Administrative frameworks vary considerably among the Erasmus+ Programme Countries and often reflect legal traditions on how to operate with public or non-profit organisations. Some countries grant a large autonomy to their HEIs whereas in others, highly prescriptive operation modalities are specified in detailed legal bases.

This is mirrored in the nature of the programme accreditation processes in the different countries and has undoubtedly an impact on the implementation of joint programmes. In the context of this study, accreditation is meant as the process of officially recognising a programme, either by HEIs themselves (referred to as self-accreditation) or by external bodies (e.g. national authorities, accreditation agencies).

At Master's level, different categories of countries have been identified (map 1 and annex 4).

Master programmes are accredited by national authorities regardless of the degree-awarding institution (public vs private, university vs non-university) in 10 countries: **Denmark, France, Hungary, Italy, Liechtenstein, Lithuania, Slovenia, Spain, Sweden and Turkey.**

The accreditation of Master programmes for all HEIs is under the responsibility of a Quality Assurance and Accreditation Agency in 11 countries, **Flemish Community of Belgium, Bulgaria, Cyprus, Greece, Latvia, Netherlands, North Macedonia, Portugal, Romania, Serbia and Slovakia.** In **Portugal**, the degree-awarding courses have to be registered by the Directorate General for Higher Education further to their accreditation.

Self-accreditation (internal institutional decision) by the HEIs themselves is implemented in **Iceland** and the **United Kingdom**. A combined approach (self-accreditation and national authorities/accreditation agency) is the reference in **Austria, the French Community of Belgium, Croatia, Czechia, Estonia, Finland, Germany, Ireland, Luxembourg, Malta, Norway, Poland**, depending on the type of degree-awarding institutions or curricular autonomy (box 1). In these countries, apart from the **French Community of Belgium**, public universities are self-accrediting bodies to a certain extent.

Box 1 – Accreditation of Master programmes: combined approach

In **Austria**, public universities can self-accredit the Master programmes while Master programmes in non-public HEIs are accredited by the national authorities.

In the **French Community of Belgium**, national authorities accredit the Masters in public HEIs (publicly organised or subsidised) whereas private institutions are self-accrediting.

In **Croatia**, national authorities accredit Master programmes in all HEIs except for the public universities, which are self-accrediting bodies.

In **Czechia**, all HEIs can decide to use system (institutional) or programme accreditation (accreditation agency). HEIs with system accreditation received by an accreditation agency carry out self-accreditation of study programmes.

In **Estonia**, the Ministry grants the right to conduct studies in a study programme group. Every 7 years, the national accreditation agency undertakes institutional accreditation. Within this framework public and private universities are allowed to establish and run Master programmes.

In **Finland**, the provisions pertaining to the degrees, the structure of the studies and other study requirements are legislated at national level. Within this framework, HEIs are allowed to establish and run programmes in certain fields of study.

In **Germany**, it is up to each institution to decide if it wants to use system (institutional) or programme accreditation. HEIs with system accreditation carry out self-accreditation. HEIs without system accreditation assign an accreditation agency. In this case, the Accreditation Council (national authority) issues the accreditation.

In **Ireland**, all public HEIs, universities and institutes of technology, have self-accrediting (awarding) powers to Masters degree programme level. For private HEIs, programmes can be accredited (validated) by public universities or by the Quality and Qualifications Ireland agency, which has national oversight and provides programme accreditation (validation).

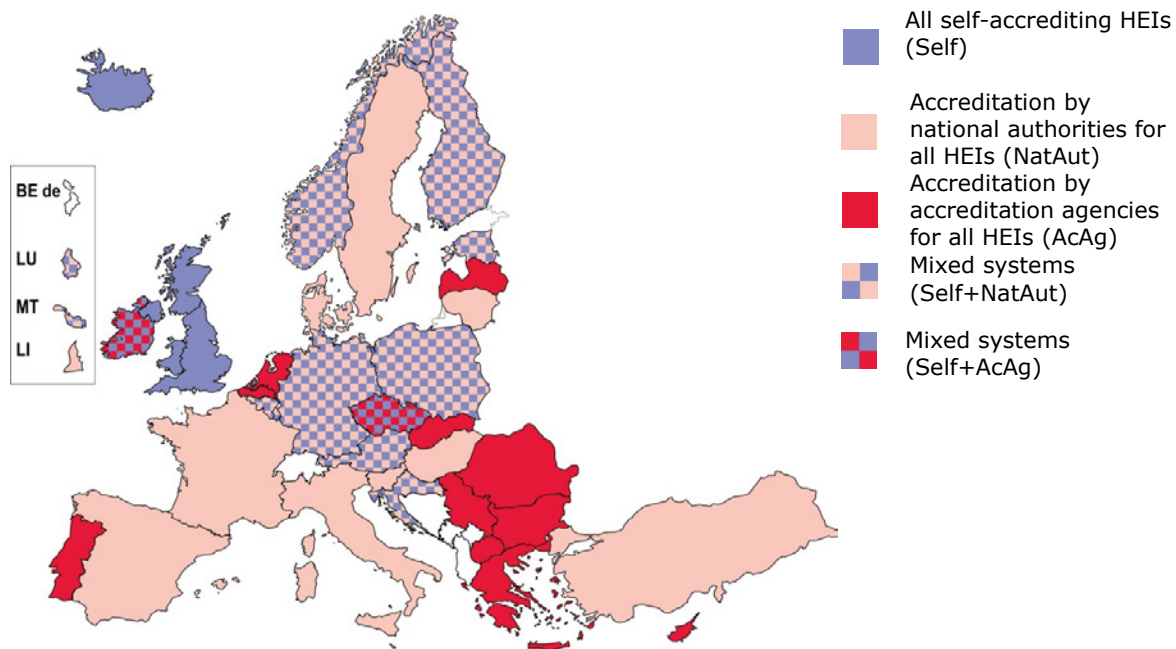
In **Luxembourg**, study programmes of the university of Luxembourg are approved by the university Board of Governors whereas the Ministry of Higher Education and Research is responsible for the accreditation of Master programmes of foreign private universities (double accreditation: institutional and programme accreditation).

In **Malta**, all public HEIs are self-accrediting institutions, whereas Master programmes of private HEIs are accredited by the National Commission for Further and Higher Education.

In **Norway**, public universities are self-accrediting, while programmes in the other HEIs are accredited by national authorities. Private universities running PhD programmes are allowed to self-accredit their Master programmes.

In **Poland**, public HEIs are categorised into several categories (A+, A, B+, B, C) by the national authorities. HEIs in categories A+, A and B+ develop study programmes independently⁹. All other HEIs need national authorisation to run study programmes. National standards exist for some fields of study.

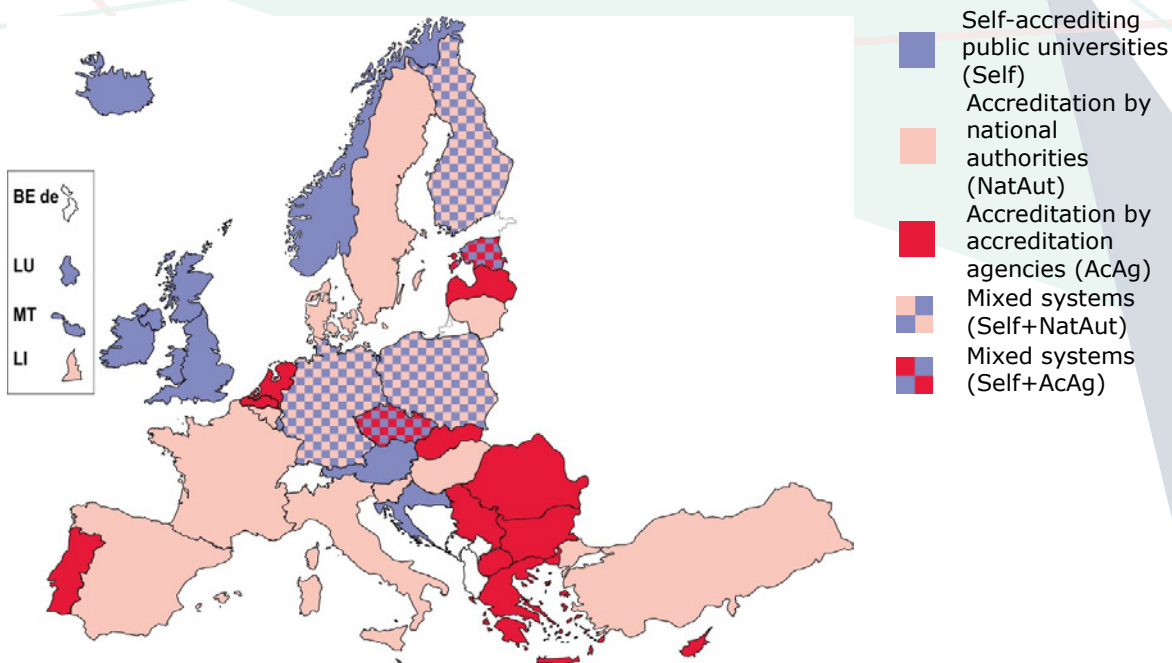
⁹ HEIs are authorised to provide education in given fields of studies and can develop independently their programmes, except for medicine, dentistry and some other areas of study.



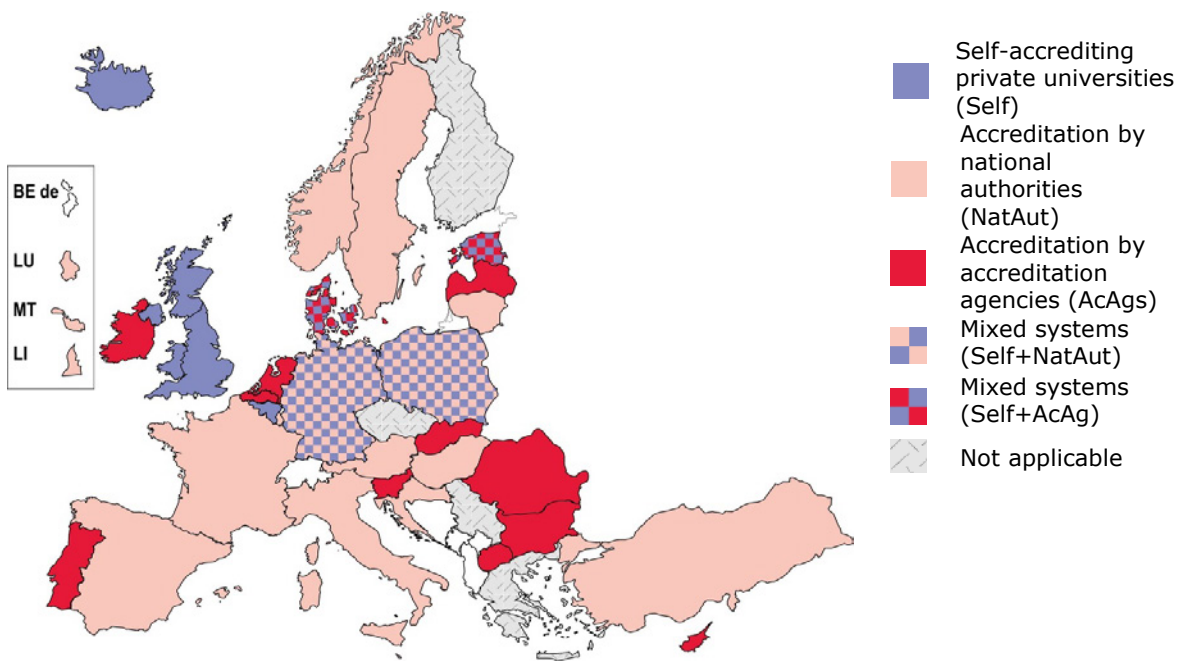
Map 1 - Accreditation of master courses in the E+ Programme Countries (all HEIs)

While public universities can self-accredit in 13 countries (**Austria, Croatia, Czechia, Estonia, Finland, Iceland, Ireland, Germany, Luxembourg, Malta, Norway, Poland, United Kingdom** - map 2), private universities can self-accredit in 7 countries only (**Belgium-fr, Czechia, Estonia, Germany, Iceland, Poland, United Kingdom** – map 3).





Map 2 - Accreditation of master courses in public universities in the E+ Programme Countries



Map 3 - Accreditation of master courses in private universities in the E+ Programme Countries

2. JOINT PROGRAMME AND JOINT DEGREE IN NATIONAL/REGIONAL LEGISLATION

Joint programmes and joint degrees are closely related from an operational point of view. While joint programmes can operate without joint degrees, the opposite is not true (see section 3), and many stakeholders confuse the two concepts. Besides, the legislation in many countries, does not clearly distinguish the two. Hence, this section separates and clarifies the two concepts and their respective legal/administrative frameworks.

2.1. Joint programmes

Notion and definition of joint programmes

In the last couple of decades, the national/regional legislation (annex 9) of most Erasmus+ Programme Countries has allowed implementation of international joint programmes, occasionally establishing specific legal provisions to this effect.

Where legal provisions exist, the terminology used to refer to the concept of joint programme differs substantially. National legislation and policy documents refer to a variety of overlapping terms, including: 'study (international) programme', 'joint studies', 'joint programme', 'collaborative study programme', 'joint study programme', 'joint curriculum', 'joint implemented programme', 'joint degree programme', 'inter-institutional/university programme', 'cycle of study in association', etc.

In most of these cases, there is no detailed definition, but where such a definition exists the concept of joint programme usually refers to the combination of three main elements: a curriculum offered by different institutions leading to a degree (joint/multiple/double). The concepts of coordination and integration are also highlighted in some countries whereas others make some reference to the NARIC definition (annex 2).

Interestingly, some legislations (**Flemish and French Communities of Belgium, Cyprus, Denmark, France, Italy, Portugal, Spain**) refer explicitly to the EU programmes/Erasmus Mundus (map 4), in order to provide certain derogations/flexibility for HEIs (box 2).

Box 2 – Reference to EU programmes in country legislation regarding joint programmes

In the **Flemish Community of Belgium**, Master courses selected under a European funding programme leading to multiple or joint certification are not considered new programmes and are automatically accredited for the duration of the EU project, with a maximum of seven years. Within this period, the joint programme is expected to proceed through an external quality assurance procedure leading to an accreditation from the national accreditation agency (NVAO) for the entire joint programme. Furthermore, additional flexibility is given to the rather strict language regulations.

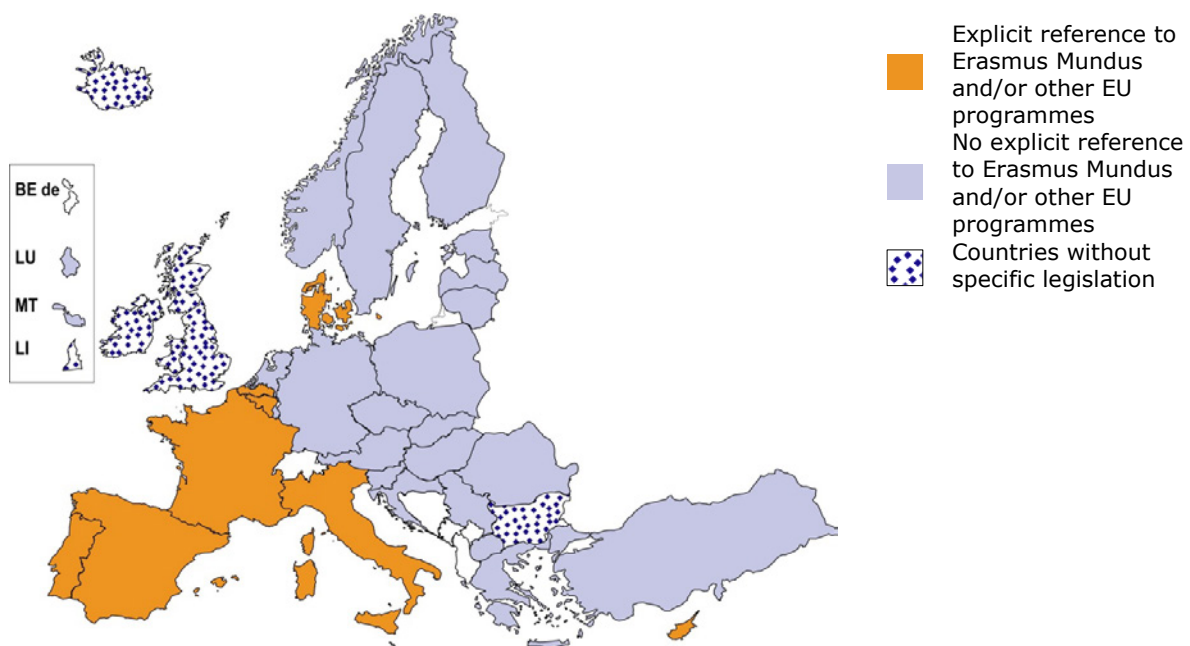
Cyprus is a particular case since there is no specific legal basis for joint programmes. However, the laws for the University of Cyprus refer explicitly to the current and future EU programmes, including Erasmus Mundus.

In **Denmark**, the legislation fully recognises the Erasmus Mundus study programmes and makes explicit reference to the concept of an Erasmus Mundus brand name. These programmes benefit from certain derogations and it is officially stated that they need to be quality assured according to the European Standards and Guidelines for Quality Assurance in the EHEA (ESG).

In **Italy**, Erasmus Mundus Masters represent a separate category of international courses.

In **Portugal**, Mundus is identified as a political objective for the internationalisation of higher education.

In **Spain**, when Erasmus Mundus Master courses are selected, the Ministry of Education proceeds with their registration at the Universities, Centres and Diplomas Registration Office. A dedicated template for Erasmus Mundus diplomas is also provided.



Map 4 - Explicit reference to Erasmus Mundus/EU programmes in the legislation on joint programmes

The legal frameworks for joint programmes

In a few countries (**Bulgaria, Cyprus, Iceland, Ireland, Liechtenstein, United-Kingdom**), there is no specific legal basis for joint programmes (map 4 and box 3).

Box 3 – Countries with no specific legal basis for joint programmes

The current **Bulgarian** legislation does not refer to the concept of joint programme, leaving HEIs free to set up joint programmes provided they respect national legislation regarding accreditation of national programmes.

The **Cypriot** legal framework refers to inter-university programmes organised and offered jointly by at least two universities. In Cyprus, implementation of joint programmes is the responsibility of the HEIs and the laws on the University of Cyprus explicitly mention the concept of joint programmes.

In **Iceland**, HEIs may award degrees in the context of collaborative degree programmes operated with other national or international HEIs. In practice, in order to receive a joint/multiple/double degree, HEIs usually require students to complete 1/3 (ECTS equivalent) of the joint programme in Iceland (50% at Doctorate level).

In **Ireland**, joint programmes are not legislated at national level. Quality and Qualifications Ireland (QQI) publishes guidelines which set out the requirements for providers of higher education programmes offered where collaborative provision is a feature, and HEIs are obliged to respect these guidelines.

Liechtenstein does not legislate on the concept of joint programmes/degrees, but the law does not prevent their implementation, and the law on the University of Liechtenstein mention the concept of joint degrees.

In the **United Kingdom**, HEIs operating under the Higher Education Act (or equivalent devolved education legislation) may grant awards jointly with another institution. However, the legal authority to award a qualification jointly, varies. For chartered HEIs, the charter must include explicit mention of joint degrees. In recent years, several chartered universities have petitioned the Privy Council to effect such a change to their charter. At implementation level, a rich literature exists and provides in-depth guidance to HEIs (annex 9).

In the other countries, the implementation of joint national or international programmes is more or less explicit in the legislation. In particular in **Malta**, the Education Act refers only to the provision for the award of joint or double degrees.

Among these countries, a dedicated and separated legal basis provides a thorough framework in **Denmark and Turkey** (annex 5).

- In **Turkey**, a detailed regulation¹⁰ governs the implementation of joint programmes. For instance, an agreement among the partners is mandatory and needs to be approved by the Council of Higher Education. Domestic tuition fees and the modalities of payment by the students are defined, and a minimum study duration must be completed in the Turkish HEI concerned.
- In **Denmark**, detailed requirements¹¹ concern in particular: Quality Assurance (QA); education levels; the principle of reciprocity and financial balance; the tuition fee policy; enrolment and degree awarding modalities; exams; degree(s) recognition in partner countries; support and services to students, etc.

For the remaining countries, the reference to the joint programmes is part of the legislative framework for higher education (dedicated articles, sections, etc.).

Overall, three main features characterise these legal frameworks (annex 5):

- 1) In most countries, the set framework applies to Bachelor, Master and Doctorate level. **Germany** (Bachelor and Master level), **Turkey** (associate, Bachelor, Master level) are the exception.
- 2) Specific requirements are often mentioned in the legislation. They usually refer to the need to ensure that the foreign partner institutions, degrees and programmes are officially recognised and offer similar types of education (academic level, content, etc.). They may also include Quality Assurance and language requirements or even mobility requirements. As mentioned above, these specifications are very detailed for **Denmark and Turkey**.

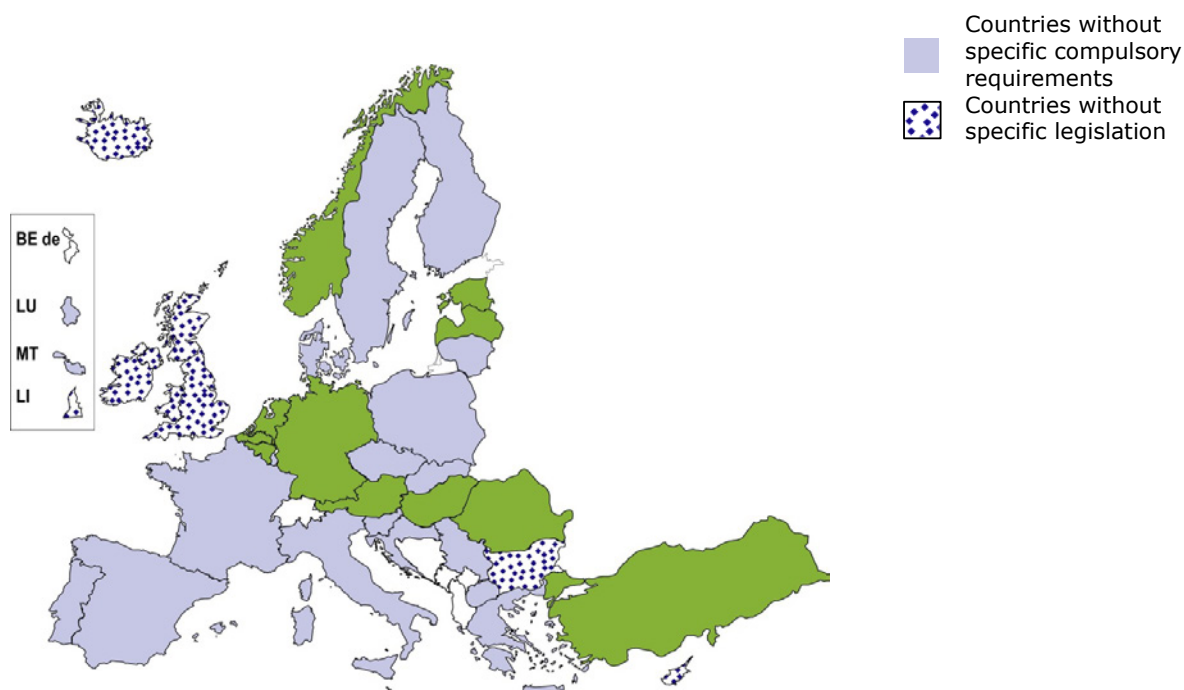
Among these requirements, several countries set minimum obligations for the compulsory acquisition of credits either abroad (**Austria, Flemish Community of Belgium¹², Estonia, Germany**) or at home (**French Community of Belgium, Hungary, Latvia, Netherlands, Romania, Turkey**) (map 5). These ensure internationalisation of the curricula versus a minimum embedding in the home system.

The **Norwegian** legislation refers to the need to ensure a minimum presence of the students at the collaborating institutions, but only in general terms without further precision.

¹⁰ Regulation on joint education and training programmes between Turkish and foreign HEIs:
https://www.yok.gov.tr/Documents/Kurumsal/egitim_ogretim_dairesi/Uluslararasi-Ortak-Egitim-Ogretim-Programlari/2-Yurtdisi_Universitelerin_Ortak_Egitim_Ogretim_Programlarina_Dair_Yonetmelik_ingilizce.pdf

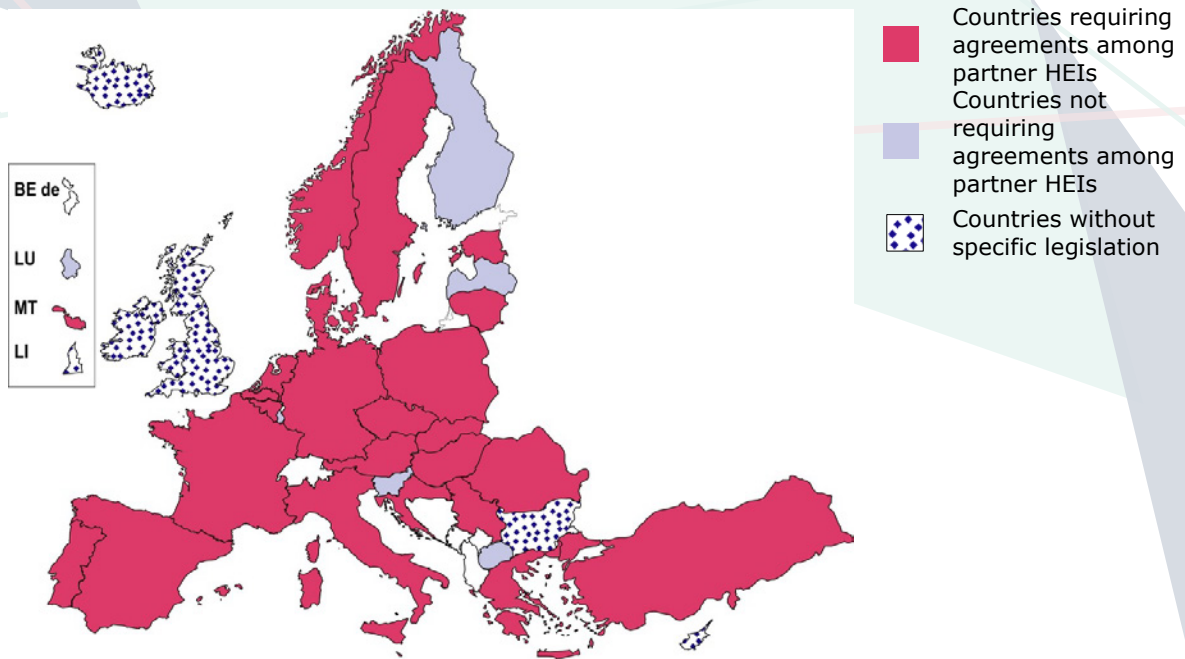
¹¹ Ministerial Order on the Universities' International Study Programmes, section 3 and 27:
<https://www.retsinformation.dk/Forms/R0710.aspx?id=168248>

¹² Applicable for joint programmes with double/multiple degrees; not for joint programmes with joint degrees.



Map 5 – Programme Countries with minimum requirements linked to the international component of the programmes (credits or other)

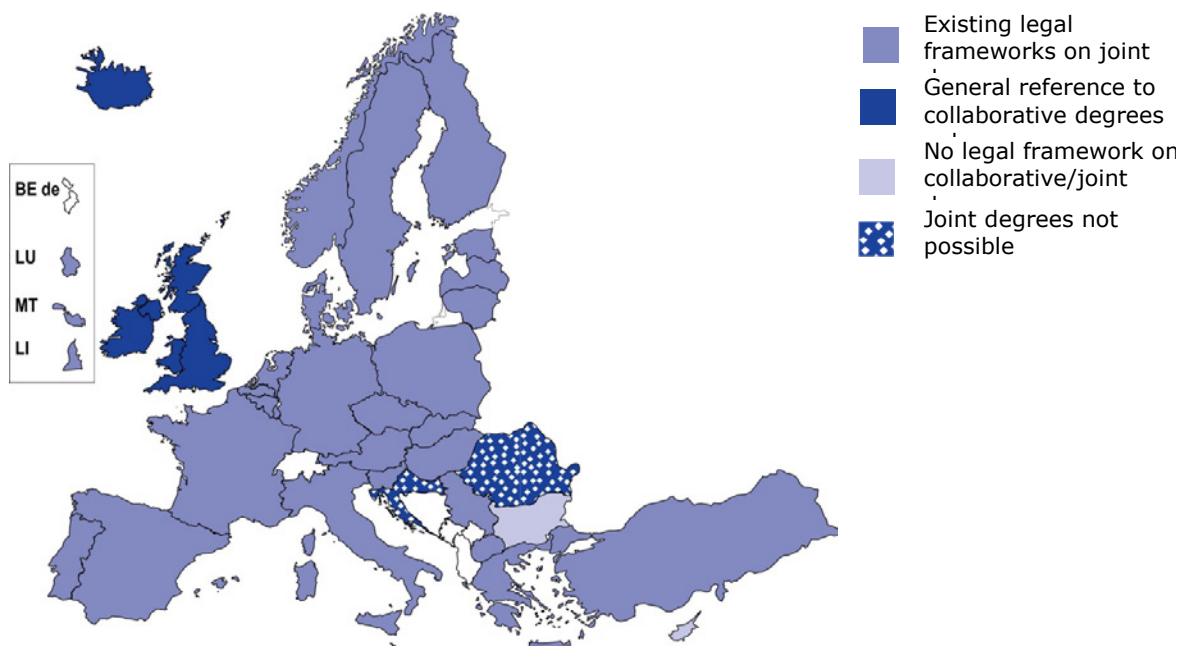
- 3) Except in **Finland, Latvia, Luxembourg, North Macedonia** and **Slovenia**, there is a legal obligation for the HEIs to set an agreement describing the cooperation modalities among the partners (map 6). In Portugal, this agreement is required in the framework of the accreditation processes regarding the delivery of degrees in joint courses. In some countries, the legal framework is prescriptive and provides a detailed and compulsory list of topics to be covered in such agreements (**Estonia, Lithuania, Turkey**). In other countries (**Austria, French Community of Belgium, Czechia, France, Hungary, Greece, Netherlands, Norway**), the legal framework only provides examples of topics to be covered, possibly with some minimum requirements. The joint agreement needs to be approved by the Council of HE in **Turkey**. In the **French Community of Belgium**, the current decree foresees the possibility for the government to define additional partnership requirements.



Map 6 – E+ Programme Countries requiring agreements among partner HEIs

2.2. Joint/double/multiple degrees

The large majority of Erasmus+ Programme Countries propose a legal framework to award joint/double/multiple degrees (annex 6 and map 7). The situation has dramatically evolved since the beginning of the 2000s when Tauch and Rauhvargers noted that “very few countries have specific legal provisions regarding joint degrees”¹³.



Map 7 - Legal frameworks on joint degrees in E+ Programme Countries

13 Tauch C., A. Rauhvargers (2002), Survey on Master Degrees and Joint Degrees in Europe, European University Association, 44 pages.

In **Romania**, the implementation of a joint degree is not possible at the moment though double/multiple degrees are defined in the legislation.

In **Croatia**, double, multiple and dual degrees are allowed based on the current legislation but awarding a joint degree is not possible. The Ministry of Science and Education has prepared a new Act on Quality Assurance in Higher Education and Science that includes the legal provision for awarding joint degrees. The adoption is planned for 2020.

In **Iceland, Ireland and the United Kingdom**, HEIs operating under the respective Higher Education acts may award degrees in cooperation with other HEIs on a national or international basis but there is no explicit reference to the concept of joint/double/multiple degrees, but joint degrees can be implemented via partnership agreements between HEIs. In **Bulgaria and Cyprus**, as mentioned above, no provision exists in the legislation, but some HEIs have recently launched initiatives under Erasmus Mundus.

In all the other countries (annex 6) the three concepts are mentioned, to a varying extent, in the legislation. As already noted for joint programmes, the definition of joint/double/multiple degrees is imprecisely defined and often overlaps with the definition of joint programmes. Some countries (**Austria, French Community of Belgium, Denmark, France, Sweden and Turkey**) set their own definitions. **Denmark and France** are even more precise, putting the emphasis on the endorsement/signature of the diploma. In **Estonia and Germany**, while there is a legal framework for joint degrees, it was not felt necessary to define a legal basis for double/multiple degrees. In **Liechtenstein**, the law on the University of Liechtenstein refer to joint degrees without any further details. In **North Macedonia**, the new law on higher education defines the concept on joint degrees. However, the content and shape of the joint degrees as well as the annexes to the diplomas are defined by the universities participating in the joint study programme.

As for joint programmes, some countries set specific technical requirements that HEIs must respect in order to award a degree. Usually they add upon the existing rules for national degrees. Most of these requirements refer to the compulsory official recognition of the national degree components, language requirements for the degree certificate (national language versus other possible languages), minimum information to be provided on the certificate (notably regarding the name of the institutions concerned and of the degrees, the use of emblems, logos, stamps, etc.).

Finally, some countries foresee particular provisions on degrees for Erasmus Mundus. In **France**, the Erasmus Mundus programme is explicitly mentioned as an application domain of degrees delivered within the framework of international partnerships. In **Danish** law Erasmus Mundus programmes are highlighted with special provisions. The degree can be issued in English and English language designations are allowed (e.g. MA, MSc). Moreover, the diploma can be issued to students who have not been admitted to education at the Danish University involved. In **Spain**, apart from the accreditation of selected Erasmus Mundus programmes (see previous section), a dedicated template is provided for these Masters diplomas (annex 10).

3. TYPES OF DEGREES ISSUED IN ERASMUS MUNDUS

The Erasmus+ Programme Guide mentions that “the successful completion of the joint Master programme must lead to the award of either a joint degree (i.e. one single diploma issued on behalf of at least two HEIs from different Programme Countries and fully recognised in these countries) or multiple degrees (i.e. at least two diplomas issued by two HEIs from different Programme Countries and fully recognised in these countries)”.

However, experience shows that consortia have different understandings of how to define the type of degree awarded. In the application forms and the monitoring reports of the projects, when asked to indicate whether they award a double, multiple and/or joint degree, consortia tick the same box(es) while they actually have different practices. Thus, the purpose of this section is to analyse this diversity of practices as described in the questionnaires and propose a more detailed categorisation of the awarded degrees.

3.1. Criteria to categorise the awarded degrees

On the basis of the survey results, various criteria have been analysed.

Number of diplomas received by each student

From the student perspective, there is no room for interpretation. The answer to the question ‘how many diplomas is a student awarded upon graduation’ is straightforward. For consortia awarding a joint degree, the answer should be one. If the answer is more than one, by definition it is not a joint degree.

A total of 35 out of the 107 respondents (33%) indicated that their students are awarded a single diploma upon graduation; students enrolled in the other EMJMDs are awarded two or three different diplomas.



Delivery mechanism of the degree

Three elements have been identified to characterise the way the degree is delivered:

- 1) Whether (some) institutions jointly award a degree or not;
- 2) If this is the case, which institution(s) sign the jointly awarded degree;
- 3) Whether the institutions award the same degree to all students graduated from the programme, or co-award a degree only to those students attending classes at their institution.

A total of 234 out of the 465 (50%) full Programme Country partners in the consortia report that they award degrees which include a joint component (with at least one of the full consortium partners). However, as anticipated, practices vary considerably among projects.

A variety of different situations exist in terms of delivering the degree, which justify the importance of this parameter for the analysis:

- All awarding partners sign the diploma versus one partner signs on behalf of the others. Moreover, if different partners sign, some sign electronically and others on paper. This practice depends on the legal constraints from one country/HEI to another.
- Either all students get the same degree(s) or students get different degrees, depending on their study track. Although many HEIs indicate that this is impossible, in some cases, HEIs award a degree to students who did not physically study at their place.
- Either all full partners of the consortium award the joint degree among the partnership or only some of the partner institutions award the degree, e.g. because their involvement is limited to Master thesis supervision.

Degree titles and references in the national framework

In the survey, each Programme Country full partner was invited to indicate the official qualification of the degree awarded (in English and in the national language), as recognised in the partner's relevant national framework (e.g. 'Master of Science'), as well as the official (full) name of the degree awarded (e.g. Master of Science in Biology').

When asked for the official qualification of their Master, partners provided a wide diversity of terms, reflecting the variety of Master level qualification systems in the Erasmus+ programme countries. Annex 7 shows the terminology used in the different countries involved in the EMJMDs.

This diversity is also reflected at project level, where different HEIs award different degrees. As an example, the Joint Master Degree Programme in International Humanitarian Action (NOHA) involves eight full Programme Country partners and combines the following degree titles:

Country	Qualification	Title
ES	Master Universitario Conjunto	Máster Universitario Conjunto en Acción Internacional Humanitaria / Joint Master's Degree Programme In International Humanitarian Action
DE	Master of Arts	Erasmus Mundus Joint Master's in International Humanitarian Action
NL	Master of Arts	Master of Arts International Relations: International Humanitarian Action
FR	Master	Master Action et Droit Humanitaire
MT	Master	Master in International Humanitarian Action
IE	Master of Science	Master of Science in International Humanitarian Action
PL	Magister	Master in Humanitarian Action
SE	Master in Theology	Master in Theology in International Humanitarian Action

Regardless of these differences in titles and qualifications, consortia may still award joint degrees, which suggests that these differences do not prevent the award of a joint degree.

Moreover, the Erasmus Mundus programme explicitly encourages interdisciplinary approaches. Therefore, this diversity is not only explained by the national qualification systems, but also by the academic contents offered by each partner which have been the object of the accreditation. Some programmes combine components of a Master of Arts with a Master of Science and students are awarded either one or the other, based on the specialisation they chose.

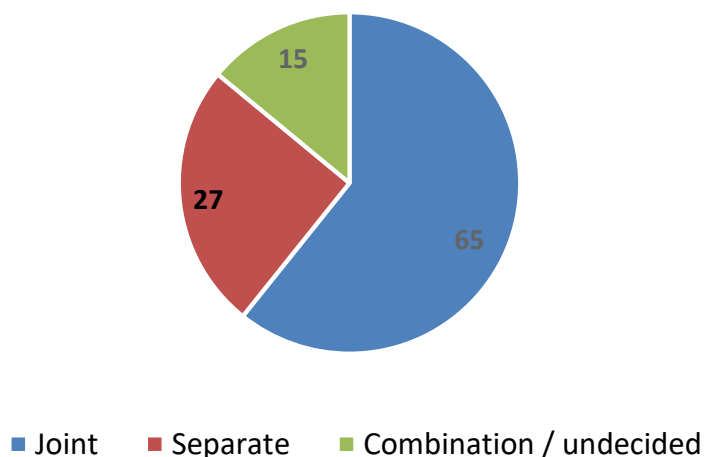
The EMJMD consortium of Digital Communication Leadership (DCLead), for example, offers one study track “Digital Communication, Policy, and innovation in Europe” leading to a Master of Arts in Digital Communication Leadership (awarded by the Austrian and Belgian partners). A second study track “Digital Technology & Management” leads to a “Master of Science in Information Technology (Digital Communication Leadership)”, awarded by the Austrian and Danish partners.

Mentioning the various degree titles on one single document can be challenging if there are many partners. Some consortia that offer a joint degree tend to use one common language (English), but this practice is not legally possible in all Programme Countries (see section 2).

Diploma Supplement

The Diploma Supplement is a core element of the implementation of the European Higher Education Area.

Figure 1. Type of Diploma Supplement offered by the EMJMDs



Most of the consortia issue a joint Diploma Supplement (61%), a separate diploma supplement with each diploma (25%), or a combination of joint and single diploma supplements (14%). The latter category includes some consortia which are just starting to implement their EMJMD and are still in the process of negotiating this aspect.

The vast majority of consortia who award a joint degree, logically also issue a joint diploma supplement. However, in a few cases, consortia still issue separate diploma supplements in addition to the joint diploma supplement. This practice seems to be linked to their institutional regulations.

3.2. Types of degrees awarded under Erasmus Mundus

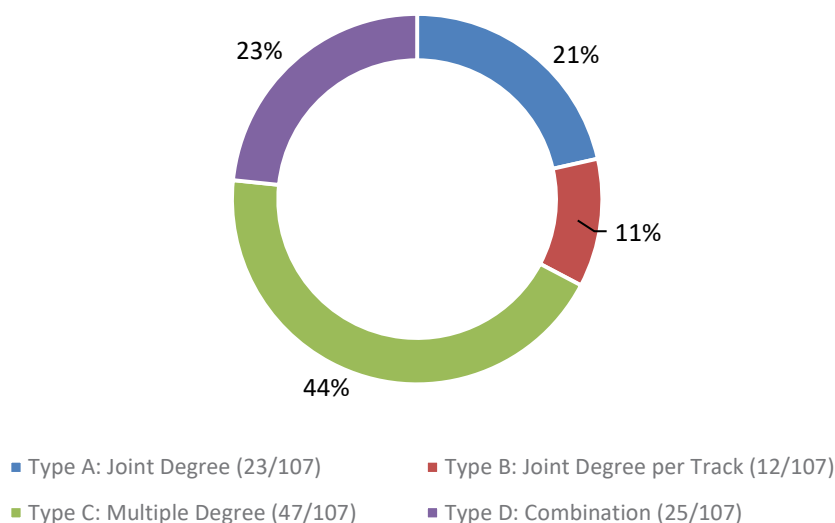
Based on the above analysis, four main categories of degrees have been identified using two parameters, namely the number of diplomas received by each student and the delivery mechanism of the degree (table 1).

Table 1- Types of degrees awarded by EMJMD consortia

	TYPE A 'JOINT DEGREES'	TYPE B 'JOINT DEGREES PER TRACK'	TYPE C 'MULTIPLE DEGREES'	TYPE D COMBINATION (<i>'Partial joint': single + jointly awarded degree</i>)
Nr of diplomas awarded per student	One		Several	
Each graduate awarded the same degree(s)?	Yes. A single diploma, awarded to all graduates regardless of their mobility track.	No. A single joint degree, but the range of the HEIs signing the joint diploma varies depending on the study track of the graduate.	Not necessarily. Two or more diplomas, one diploma from each of the awarding HEIs where they studied.	Not necessarily. A single diploma jointly awarded by ≥ 2 awarding HEIs, AND (An)other, separately awarded diploma(s), from HEI(s) where they studied.
Diploma(s) are signed, issued and awarded:	Jointly by all awarding HEIs. All graduates receive the same degree. Not all full partners of the EMJMD consortium necessarily sign the diploma. <i>The student has not studied at all HEIs but all recognise the different study periods regardless of their location.</i>	Jointly by each of the awarding HEIs where they studied. Different graduates may get different degrees. <i>Not all full partners of the EMJMD consortium sign the diploma.</i>	Separately, each by the awarding HEI where they studied. Each awarding partner issues and signs a separate diploma.	One diploma: Jointly by two or more awarding HEIs; + other diploma(s): Separately, (each) from HEI(s) where they studied.

While multiple degrees account for the largest single group (44%), the majority of EMJMDs belong to the other categories (figure 2). A total of 32% of the EMJMDs award joint degrees (type A and B), and 23% a combination of joint and single degrees. A detailed overview of the respondents and the coverage of the survey are included in annex 3 and these categories are defined in more detail in annex 8.

Figure 2: Overview of the 107 EMJMD consortia by type of awarded degree



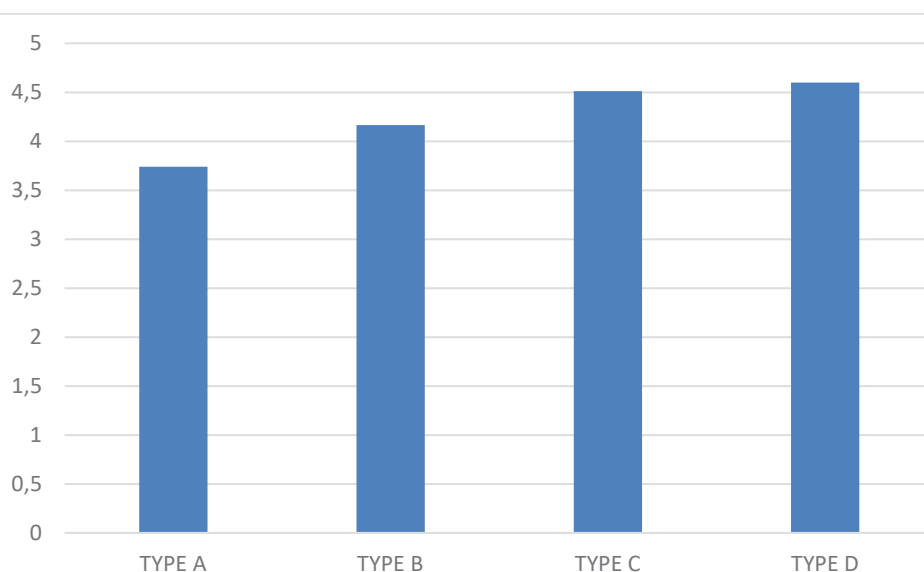
3.3. Profile of the consortia awarding the different types of degrees

This section analyses whether a link can be established between the characteristics of the consortium/programme and the type of degree(s) awarded. The analysis shows that it is difficult to identify recurrent patterns.

Size of the consortium

On average, the consortia awarding a joint degree tend to have less full partners than the average. Needless to say that a consortium with eight full partners will have more difficulties to let all the awarding partners sign and fulfil each of the partners' national and institutional requirements, than a consortium with three full partners (minimum partnership composition under Erasmus Mundus).

Figure 3: Average number of full Programme Country partners per consortium, by type of degree



However, the differences are not that significant with on average less than one partner per consortium between type A (the smallest) and type D (the largest on average). Furthermore, there are exceptions in each category. As an example, the programme EUROAQUA offers a joint degree which is signed and awarded by its five Programme country full partners and the programme EMLEX awards a joint degree with its six different partners.

In other consortia, as mentioned before, some of the full partners are not taking part in the awarding process and contribute only to the academic/credit seeking activities: all students obtain the same joint degree, which is delivered by 3 or 4 partners, but not all.

Organisation of the mobility track

Another factor which might influence the type of degree chosen by the consortium is the way the mobility path is organised. In the EMJMD programmes, the organisation of the mobility path is to a large extent left open to the choice of the consortium, provided they respect the following restrictions stipulated in the Programme Guide:

- The EMJMD study period must take place in at least two of the Programme Countries represented in the consortium (i.e. at least two mobility periods for all students, different from the country of residence of the student).
- Students will have to acquire the entirety of ECTS credits covered by the EMJMD (60, 90 or 120). Moreover, for each of their mandatory study period in at least two Programme Countries, they will have to acquire at least 20 ECTS credits (for study programmes of 60 ECTS credits) or 30 ECTS credits (for study programmes of 90 or 120 ECTS credits)¹⁴.

In practice, EMJMDs organise their mobility path in different ways, varying from a predetermined “fixed” mobility track, in which all students move between the same institutions at the same time, to a completely open study programme depending on the students’ needs and the number of available places per institution, with many gradations in between. This goes hand in hand with the number of partners in the consortium.

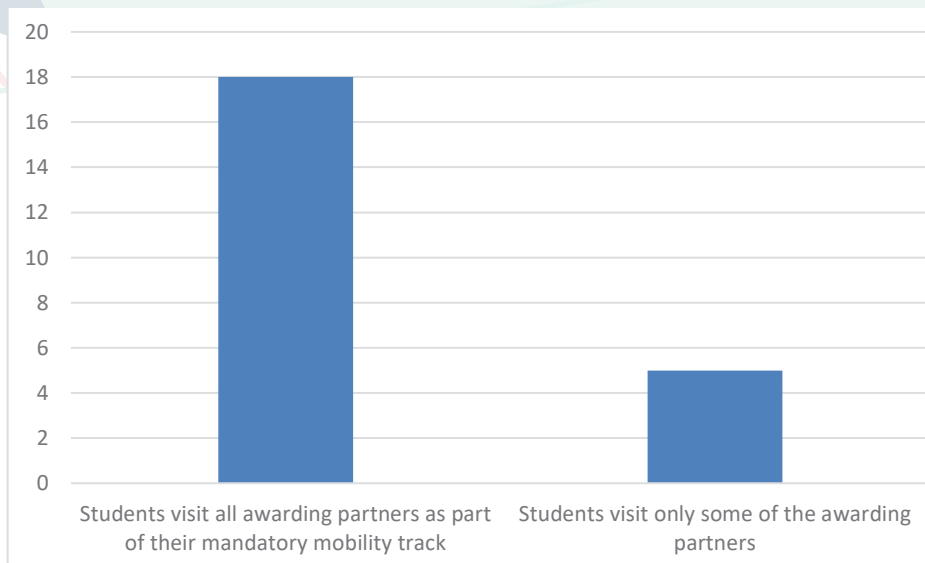
Programmes which organise their mobility according to a predefined mandatory track are more likely to (be able to) award a joint degree.

In contrast and logically, the ‘joint degree per track’ (type B) implies a specialisation, a student choice between two (or more) partners. This is also very frequent in the ‘combination’ category (type D), where usually the partner(s) awarding the separate degree(s) only provide(s) this degree when students obtain a minimum of credits at their institution(s).

Regarding the joint degree category (type A), in five cases out of 23, the joint degree is awarded and signed by all partners, even when students did not study at their institution (figure 4).

¹⁴ Erasmus+ Programme Guide 2020, as of p.90, https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-programme-guide-2020_en

Figure 4: Mobility path of EMJMD programmes delivering a joint degree (Type A)

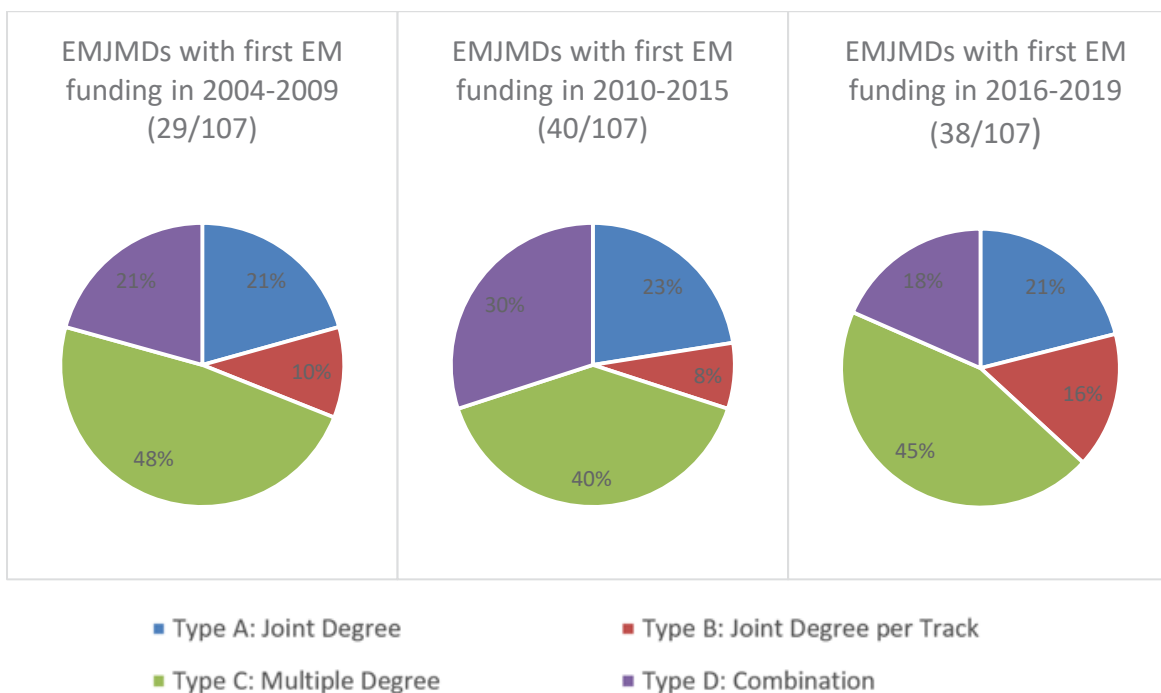


‘Maturity’ of the programme

Delivering a joint degree between all partners can be a lengthy process, requiring different consultation rounds and negotiations between all stakeholders (course organisers, legal representatives, national authorities, accreditation agencies).

While it seems logical that the consortia running the older programmes are more likely to award a joint degree, the analysis does not confirm this hypothesis (figure 5). The differences among the generations are not as significant as could be expected.

Figure 5: Breakdown of the EMJMDs by age and degree type



The EMJMDs who received their first Erasmus Mundus funding between 2004 and 2009 award proportionally more multiple degrees (type C) than those who received their first funding more recently. The EMJMDs funded for the first time after 2016 (mid-term of the current EMJMD programme generation) have the highest share of joint degrees (types A and B).

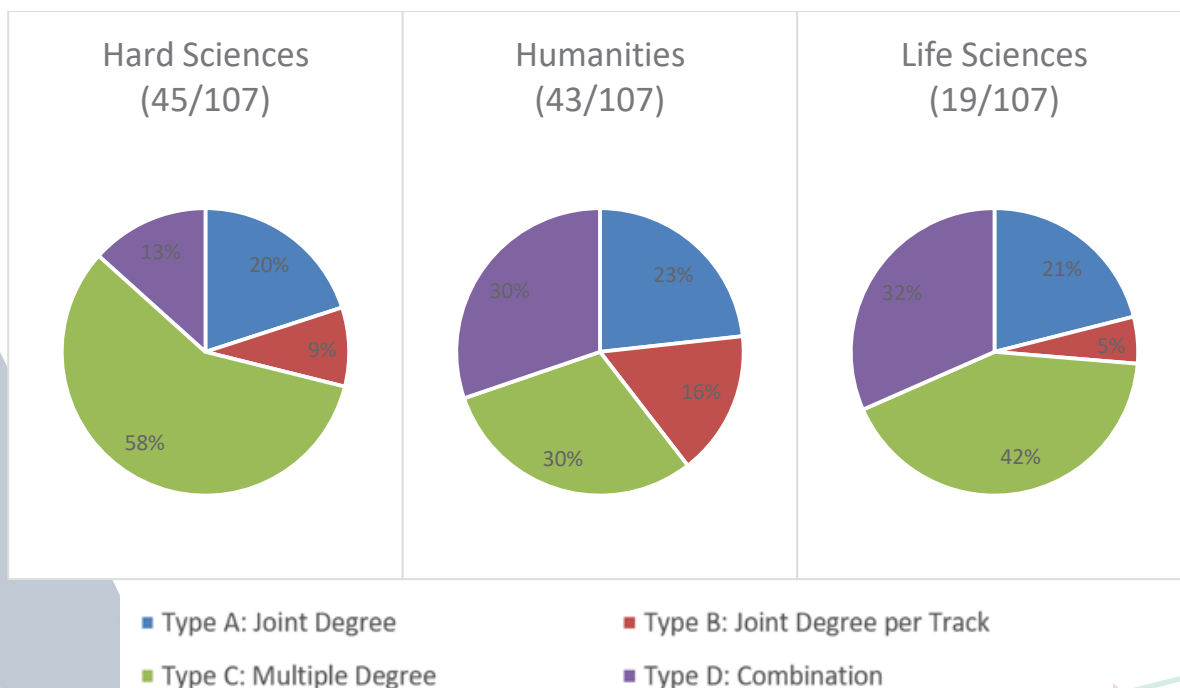
Among the EMJMDs who received Erasmus Mundus funding for the first time between 2010 and 2015, the share of Type-D degrees (combination of single and joint degrees) is more important. It is noteworthy that some of these programmes' respondents, indicated that they will be awarding a joint degree as of 2021 or 2022.

Scientific area of the joint programme

The survey results shows that the type of degrees chosen by the consortia is to a certain extent related to the subject area of the joint programme.

Joint degree types (type A and B) seem to be more popular in the humanities than in the physical and exact sciences ("hard sciences") and life sciences¹⁵ (figure 6). By contrast, the multiple degrees are more frequently implemented in the "hard sciences" and to a lesser extent in the life sciences. Both humanities and life sciences also tend to resort more often to various combinations of degrees (type D).

Figure 6: Type of degree by field of study (Hard Sciences / Social Sciences and Humanities / Life Sciences)



¹⁵ Erasmus Mundus classification.

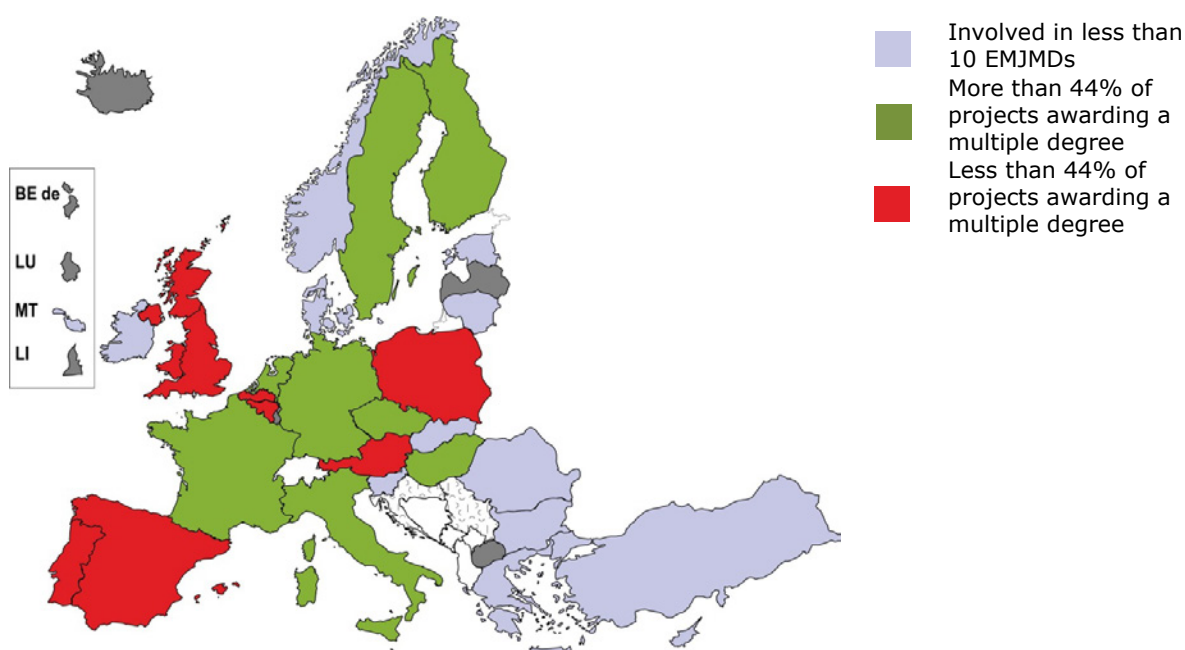
Accreditation situation

Adhering to the different accreditation/recognition requirements (see section 1) is necessary for all EMJMDs and not only for those which award a joint degree. Based on the data provided, it seems that there is no direct correlation between the (national/regional/institutional) accreditation requirements and the award of a joint degree, including for consortia who indicated to apply the European Approach for Quality Assurance of Joint Programmes. 8 consortia out of 107 indicated to have applied for it, and these programmes award either a joint degree or multiple degrees.

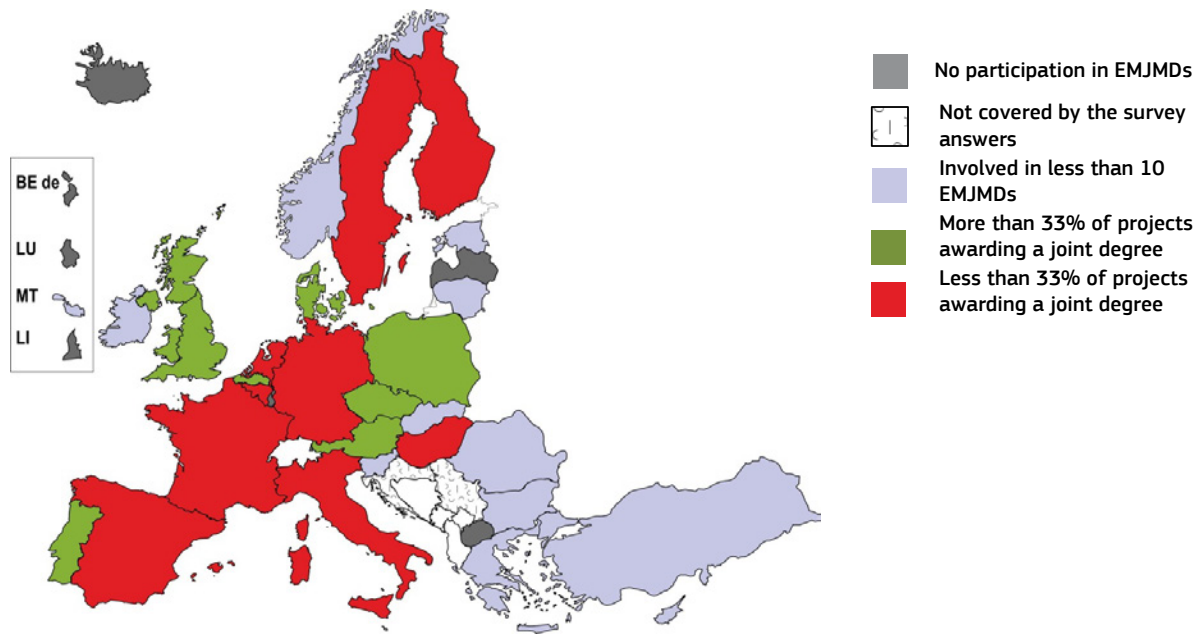
Countries represented in the consortium - composition of the partnership

Institutions have to respect specific (institutional and/or national) 'legal' requirements in terms of templates and language to be used on the diploma, signature requirements, ECTS credits students must take, registration and enrolment criteria students must meet, etc. These requirements are often specified in the national legislation (see section 2) but they can also be defined by the HEIs themselves. In theory, this would limit the possibilities to award a joint degree in a consortium combining partners from different origins.

Table 2 and maps 8 and 9 below show the number and percentage of projects each Programme Country is represented in, with at least one full partner or/and coordinator, broken down per type of awarded degrees. It allows a comparison among the countries in so far as the number of programmes is meaningful. The differences over 5% compared to the average are highlighted in green (higher) and red (lower) for those Programme Countries who are represented with more than 10 projects.



Map 8 - Percentage of projects awarding multiple degrees per country (Type C, average=44%)



Map 9 - Percentage of projects awarding a "joint degree" or "joint degree per track" per country (Type A + Type B, average = 33%)

Table 2: Breakdown of the types of degrees awarded per Programme Country in the 107 responding EMJMDs¹⁶

Countries	TOTAL n° of projects with one or more full partners from this country	TYPE A Joint degrees	%	TYPE B Joint degrees per track	%	TYPE C Multiple degrees	%	TYPE D Combination	%
AT	12	2	17%	4	33%	3	25%	3	25%
BE - nl	10	3	30%	3	30%	2	20%	2	20%
BE - fr	11	1	9%	1	9%	4	36%	5	45%
BG	2	0	0%	0	0%	1	50%	1	50%
CY	2	1	50%	0	0%	0	0%	1	50%
CZ	11	3	27%	1	9%	5	45%	2	18%
DE	38	7	18%	5	13%	18	47%	8	21%
DK	8	2	25%	3	38%	1	13%	2	25%
EE	5	2	40%	0	0%	2	40%	1	20%
ES	58	12	21%	4	7%	25	43%	17	29%
FI	10	0	0%	1	10%	9	90%	0	0%
FR	57	8	14%	3	5%	32	56%	14	25%
GR	5	0	0%	0	0%	3	60%	2	40%
HU	10	2	20%	1	10%	6	60%	1	10%
IR	4	0	0%	2	50%	1	25%	1	25%
IT	35	5	14%	1	3%	20	57%	9	26%
LT	1	0	0%	0	0%	1	100%	0	0%
MT	4	1	25%	1	25%	1	25%	1	25%
NL	20	1	5%	3	15%	10	50%	6	30%
NO	8	2	25%	1	13%	3	37%	2	25%
PL	22	6	27%	2	9%	8	36%	6	27%
PT	26	7	27%	2	8%	11	42%	6	23%
RO	2	0	0%	0	0%	2	100%	0	0%
SE	20	3	15%	3	15%	10	50%	4	20%
SI	6	2	33%	0	0%	3	50%	1	17%
SK	1	1	100%	0	0%	0	0%	0	0%
TK	5	1	20%	1	20%	2	40%	1	20%
UK	30	9	30%	4	13%	10	33%	7	23%
AVERAGE	107	23	22%	12	11%	47	44%	25	23%

The analysis shows that in some countries, awarding joint degrees seems more difficult than in others. In particular, **Italy** and **France** (the most active Erasmus Mundus countries) are underrepresented in both categories A and B. Similarly, the **Netherlands, Finland and Sweden** are proportionally less involved in partnerships awarding a joint degree than on average.

Many consortia involving these countries, estimate that they do not see the added value of launching lengthy and time-consuming negotiations at all levels to accomplish this. On the other hand, in **Austria, Czechia, Poland, Portugal and the United Kingdom**, the administrative and legal environment is flexible enough and therefore more conducive to award joint degrees (type A and B).

¹⁶ EMJMDs involving a Croatian partner did not respond to the survey, whereas Belgium-de, Iceland, Liechtenstein, Latvia, Luxemburg and North Macedonia are not represented in the EMJMDs and Serbia was only represented as of the EMJMD 2020.

4. OBSTACLES, LIMITATIONS AND CHALLENGES ENCOUNTERED IN THE IMPLEMENTATION OF JOINT DEGREES

The two above analyses, at macro and micro level, show that Joint Programmes and Joint Degrees are currently implemented in the large majority of Erasmus+ Programme Countries within the framework of Erasmus Mundus.

Legislation and administrative measures have been developed at national/regional level during the last decades and most countries provide a framework to allow HEIs to design and implement such arrangements.

However, the feedback received from the Eurydice network and project partners confirms that those frameworks are more or less conducive depending on the country concerned and that the process to put in place a joint degree is cumbersome and requires institutional efforts and strong motivation.

When implementing a joint programme, institutions face many challenges linked to the need to put in place coordination mechanisms among partner institutions. This includes the joint design and delivery of the programme, common admission, selection, monitoring, examination procedures, and common support services to students. A coordinated academic, administrative and financial management of the programme (formalised in a consortium agreement) is also needed, which is labour-intensive and generates supplementary costs for the institutions.

Moreover, the accreditation process varies depending on the country and types of institutions (section 1). While self-accreditation is recognised in several countries, programme accreditation is still needed in the majority of countries. This accreditation can take several months, notably when different procedures need to be implemented in parallel.

When EMJMD consortia decide to put in place a joint degree, more requirements need to be met since many of them are also established at institutional level. These requirements can be lifted by the HEIs but this is not always the case and it depends on their strategy towards the joint degrees.

In practice, the combination of national/regional/institutional rules applying to national programmes and degrees together with the specific features of the joint degrees makes the process complicated and demanding from a procedural and administrative point of view. Compromising and goodwill are often a necessity.

Some limitations have been identified:

- **Minimum academic requirements**

Minimum requirements in terms of total number of credits (or semesters) to be acquired for the whole programme are often set at national level or even by institutions themselves.

Similarly, minimum requirements in terms of number of credits (or semesters) to be acquired at each partner institution can be requested to get the degree. They usually amount to 30 ECTS (one semester) or 60 ECTS (one academic year) and are either set by the HEIs themselves or at national level (section 2). On average, 68% of the institutions responding to the EMJMD survey (table 3) mention this requirement (legal or institutional). However, this percentage amounts to more than 75% in **Austria, Finland, France (100%), Hungary (100%), Ireland, Netherlands, Norway, Slovenia and Turkey (100%)** confirming the importance of this obligation in these countries.

Credit requirement usually goes hand in hand with the need to be registered/enrolled for a minimum duration in the degree awarding institutions. It is highlighted by the EMJMD responding institutions in **Czechia, Finland, Greece, Hungary, Netherlands, Slovenia, Turkey and the United Kingdom** (table 3). Moreover, in some HEIs IT systems do not easily support joint programmes and make it difficult to track students who partially study in the institution.

Institutions may also define particular requirements concerning the Master thesis (e.g. co-supervision, defence modalities, including the place and the composition of the panel), the presence in the institution at some particular stages (e.g. first and last semesters) or the modalities to organise and recognise (or not) industrial placements in a curriculum.

- **Administrative and legal procedures to award joint degrees**

As observed above, the legal framework is not necessarily precise enough in some countries and leaves room for interpretation. “There are practices, but no very clear rules expressed in a decree or in a ministerial order” (respondent’s quote). Institutions often complain that they lack guidance on how to interpret those rules or identify room for manoeuvre to accommodate the joint degree constraints. In absence of clear rules and guidance, many consortia prefer to award a multiple degree.

Among the obstacles encountered to award a joint degree, the signature of the diploma is often quoted as a complicated step. Most countries have precise rules and limited flexibility about who can sign and how. Often, institutions cannot work with delegated authority or electronic signatures. If a joint degree is being awarded, paper versions have to circulate all over Europe and the process becomes easily time consuming and cumbersome. While on average 20% of the responding institutions to the EMJMD survey mention the requirement of having the diploma signed by national authorities/ministry as part of a national awarding process, the percentage amounts to 31% of the Spanish and 64% of the French institutions, highlighting the particular situation of both countries (table 3).

Moreover, three quarters of the responding institutions mention the compulsory use of a degree template (table 3). This obligation is highlighted by more than 80% of the respondents in **Estonia, Finland, France, Greece, Hungary, Ireland, Poland and Sweden**.

In some countries the formal requirements are very precisely defined. The list of information to be mentioned on the diploma (names of institution, logo, name of the student, title of the degree(s), registration number, seals, formal references to legal texts, photo of the graduate, etc.) makes the issuance of one single paper hard to implement. Moreover, they may contradict each other, rendering the signature of a common parchment particularly difficult.

Some countries have very specific requirements relating to the parchment. This includes paper format, watermarks, official supplier, etc. as is the case in particular in **Bulgaria, Cyprus, France, Germany, Greece, Hungary, Italy, Portugal, and Spain.**

Requirements concerning the national/regional languages of the diploma are mentioned by 60% of the responding institutions (table 3) and notably in **Finland, France and Sweden** (more than 80% of the respondents). In some cases, it is difficult to make these requirements compatible, leading to award multiple degrees. Some countries propose an English translation added to the awarded document if the degree is issued by the national authority.

- **The Diploma Supplement**

The Diploma Supplement (DS) is a valuable tool to solve some of the issues identified above. It gives some flexibility to provide additional relevant information about the graduate, his/her study path and the reference HE system.

However, HEIs might be reluctant to use it as seems to be the case in **Sweden.** As stated by the Swedish Eurydice national unit, the DS is considered as a legal document by some universities who do not accept issuing it as they cannot take the legal responsibility for the actions of the other institutions involved in the implementation of the joint Master course.

- **Accreditation procedures**

The accreditation process varies depending on the countries and types of institutions (section 1). This process can take several months notably when different procedures need to be implemented in parallel. Institutions often mention the need to maintain good relations with relevant stakeholders (ministries, agencies) to smoothen the process.

Table 3 below presents the main obstacles per country as identified by the stakeholders. The differences over 10% compared to the average are highlighted in green (higher) and red (lower) for those Programme Countries who are represented with 10 or more projects.

Table 3 – Legal and administrative requirements to be taken into account by



institutions to award the degree (in % of the number of responding HEIs – more than one answer possible)

Countries*	Use of a specific template (including paper format, watermarks etc.)	Use of national/regional language on diploma	Students must have taken a minimum number of credits at the institution**	Students must be registered at the institution throughout their studies	Students must be enrolled for a minimum duration	Diploma signed by national authority / ministry of education, as part of a national signing/awarding process	Total number of HEIs analysed
Austria	67%	58%	75%	67%	33%	0%	12
Belgium – nl	60%	40%	60%	70%	30%	0%	10
Belgium – fr	83%	92%	58%	67%	58%	8%	12
Czechia	45%	36%	45%	55%	64%	9%	11
Denmark	50%	13%	50%	50%	38%	0%	8
Estonia	100%	60%	60%	60%	0%	0%	5
Finland	80%	80%	90%	50%	60%	0%	10
France	90%	82%	71%	78%	53%	64%	72
Germany	70%	45%	58%	50%	40%	3%	41
Greece	80%	60%	100%	80%	80%	20%	5
Hungary	90%	70%	100%	100%	60%	10%	10
Ireland	100%	60%	80%	60%	60%	20%	5
Italy	55%	68%	60%	83%	43%	18%	40
Netherlands	67%	38%	86%	52%	81%	10%	22
Norway	38%	13%	75%	13%	38%	0%	8
Poland	83%	61%	72%	83%	33%	11%	21
Portugal	67%	37%	59%	56%	52%	11%	28
Spain	71%	68%	60%	60%	41%	31%	68
Slovenia	67%	67%	83%	67%	83%	17%	6
Sweden	94%	83%	72%	28%	50%	0%	18
Turkey	60%	40%	100%	60%	60%	0%	5
United Kingdom	76%	55%	73%	58%	61%	0%	33
Average (107)	74%	61%	68%	63%	49%	20%	463

Source: EMJMD survey (feedback from EMJMD projects)

* Countries with more than 5 responding HEIs

** Legal and institutional requirements

The investigations conducted during the last year by the Education, Audio-visual and Culture Executive Agency about the implementation of the concept of joint programmes and joint degrees in the Erasmus+ countries were an occasion to collect a wealth of data and evidence about the current practices throughout Europe in the framework of Erasmus Mundus.

CONCLUSIONS AND RECOMMENDATIONS

The combination of the macro- and micro- analyses provides a comprehensive overview of the situation. Firstly, it confirms that Erasmus Mundus has been a unique instrument and, as stated in a recent publication (Marcelo Marquesa et al., 2020)¹⁷, “has established expanding university networks across Europe and unique new tertiary degrees that facilitate international student mobility” and contributed to create thanks to these degrees “a novel European feature in higher education that emphasizes international student mobility and academic networking, collaboration, and coordination”. Secondly, it also acknowledges the strong connection between legal and administrative frameworks and practice. Universities have indeed a strategic role as “they build capacity to affect change at national and local levels, through the reform of degree recognition legislation”.

The large majority of Erasmus+ Programme countries has gained experience in creating joint (23 countries) and multiple (25 countries) degree arrangements within the framework of the 137 projects targeted by the survey. So far, only a limited number of countries are left aside from this structural trend even if they are impacted to a varying extent. The analysis distinguishes four different types of degree mechanisms which could become a reference for future investigations and policy monitoring.

Under Erasmus Mundus, currently one third of the consortia provides one single, jointly awarded degree (either a ‘joint degree’ or a ‘joint degree per track’) to their graduates, whereas more than 40% deliver multiple/double degrees, namely two or three different diplomas. The remaining ones (23%) award a combination of degrees to the students. In the case of multiple degrees, the same student can obtain various qualifications (e.g. Master of Arts and Master of Science) depending on the national degree awarded.

While many parameters influence the type of degrees awarded, the choice of the consortia appears to be the main factor. Joint degrees tend to be awarded by smaller consortia, programmes organised on the basis of mandatory mobility tracks in which students study at all partner institutions and to a lesser extent by long-running projects in humanities.

However, consortia with more partners, optional mobility paths and in physical and exact sciences or life sciences also manage to award joint degrees, as a result of much effort and compromises. More than any other factors (“maturity” in the programme, experience of the institutions, country, legislation, etc.), the decision/strategy of the consortium plays a decisive role.

In spite of more than 20 years of Bologna process and 16 years of Erasmus Mundus, the European landscape remains diversified and fragmented. A number of Erasmus+ Programme countries do not legislate

¹⁷ Marcelo Marquesa, Mike Zappa, Justin J. W. Powella (2020), *Europeanizing Universities: Expanding and Consolidating Networks of the Erasmus Mundus Joint Master Degree Programme (2004–2017)*, Higher Education Policy.

those aspects and give the possibility to their HEIs to engage freely in such arrangements. In many other countries, legislation provides a basis to implement joint programmes and to award joint/double/multiple degrees at Bachelor's, Master's and Doctorate level. These legal frameworks are more or less conducive and prescriptive depending on the country concerned. However, in several countries, several barriers to the seamless



implementation of true joint degree programmes are still present, owing to the respective national legislative framework.

Evidence and feed-back from projects show that institutions navigate between obstacles and constraints and need to cultivate a pioneer spirit to address the challenges. Paradoxically, the argument commonly used by practitioners to justify their reluctance to engage in such endeavours, namely the legal obstacles, does not seem to prevent other projects with strong leadership and commitment to find ways of cooperating.

Strong cooperation and innovative practices have been observed in most countries, proving that the reality depends not only on the national/regional situation but also on the institutional context. Obstacles are not only identified in the legislation but also at institutional level when internal rules have not been adapted to the challenges and when administrative set up makes joint programmes and degrees a cumbersome process requiring individual efforts and strong motivation of the teams.

More than ever before, the successful design and development of joint Master programmes and degrees lie in the strategy of the institutions themselves. National/regional authorities need to continue to improve their legal and administrative frameworks to make them more conducive, but institutions need to seize the opportunities offered by these tools to strengthen their internationalisation strategies and position themselves worldwide. The expansion of the EMJMDs over the last decade has been a catalyst to consolidate networks of HEIs in Europe and beyond. "Such networks, incentivised by the EU and by universities themselves, have gradually established a distinctive layer in the process of Europeanisation of higher education, namely a cross-national university network for joint (or double) degrees" (Marcelo Marquesa et al., 2020).

Recommendations

On the basis of the study, a number of recommendations can be considered by the relevant stakeholders.

• At national/regional level

- ▶ The few countries which do not yet allow joint programmes/joint degrees are invited to take further initiative and adapt their legislation. They are encouraged to collaborate with countries which already adapted successfully their legislation.
- ▶ National/regional authorities are encouraged to review and fine-tune their legislation to remove any remaining obstacles and make it operational and conducive for the development of joint programmes/degrees. On the basis of dialogue with HEIs, derogations and increasing flexibility should be envisaged to accommodate the particular implementation features of international joint programmes.
- ▶ National/regional authorities are encouraged to improve the definition of the concepts in use in their legislation to ensure a common understanding among stakeholders and a minimum of homogeneity among countries. They are particularly invited to clarify and distinguish the concepts of joint programmes and joint degrees on one side and the different types of degrees authorised (joint versus multiple/double degree) on the other side. Those concepts indeed often overlap in their legislation.
- ▶ Guidelines for the interpretation of rules are recommended to support institutions and ensure a harmonised implementation of the rules among institutions from the same country/region.
- ▶ National/regional authorities are encouraged to actually implement EHEA-agreed principles and tools set by the Bologna Process and ensure that joint programmes and the relevant degree arrangements remain at the core of their strategy to build up an integrated higher education area. Special attention should be given to the European Approach for the Quality Assurance of Joint Programmes.

• At Institutional level

All over Europe, HEIs are encouraged to:

- ▶ Analyse the strategic added value of developing joint programmes and degrees in their institution as part of their development and internationalisation plans.
 - ▶ Adapt their internal rules to remove obstacles and facilitate the implementation of such arrangements.
 - ▶ Support pilot initiatives in their institutions and provide adequate support to pioneer teams and ensure sustainable support to existing projects.
 - ▶ Use the European approach for Quality Assurance of Joint Programmes to facilitate integrated approaches and set up new degree arrangements.



• At EU level

The European Commission is invited to consider the possibility to:

- ▶ Continue supporting the development of joint programmes and joint degrees, for example through Erasmus Mundus and the European Universities initiative, which can act as trailblazers for deep cross-border integration, and monitor creative ways of overcoming administrative and legal barriers.
- ▶ Further examine the development of a European Degree - together with the Member States and stakeholders - which could provide a framework to ease the delivery of joint programmes and degrees of HEIs alliances such as the European Universities. Such a European degree should be organised along trusted quality standards and be automatically recognised everywhere in the EU.
- ▶ Boost the visibility and promotion of the existing EU support schemes, notably those parts of the Erasmus+ programme promoting inter alia joint programmes and degrees such as the Erasmus Mundus action and the European universities initiative.
- ▶ Continue to support institutions to facilitate the implementation of joint programmes, especially through financial incentives to cover the additional costs.
- ▶ Facilitate the identification of good practices and exchange of experience among practitioners. Recent experience (such as the cluster events periodically organised under Erasmus Mundus) proves that institutions and individuals gain a lot from such exchanges and are welcoming these initiatives.
- ▶ Promote joint programmes and degrees in other regions worldwide. The EU has acquired a significant experience in the domain, which could be of interest for countries in search of references. Overseas students graduated from HEIs in Europe may gain from an increasing visibility of their degrees on the international labour market.

Further reflections

It is suggested to the European Commission and national authorities to take further initiatives in cooperation with relevant stakeholders to deepen the reflection on the concepts of joint programmes and degrees. Priority topics which should be considered include:

- **The comparative advantage of joint-degrees compared to multiple degrees or other combination of degrees in the framework of joint curricula.** Experience and feed-back from projects and students show a debate in the academia about the pros and cons of the different arrangements and some stakeholders question the added value of the joint degrees. Employers and students who are the ultimate beneficiaries must adhere to the approach and the labour market must welcome these arrangements. Institutions must be convinced to invest in years of intense efforts for setting such programmes and degrees.

- **The incentive mechanisms needed at EU and national level to support HEIs in developing new degree arrangements.** As noted in this report, designing and implementing new degrees is resource intensive for the institutions and must be envisaged in a mid/long-term perspective.
- **The possibility to harmonise definitions and terminology across the EHEA.** Concepts are currently used in different manners in the different countries adding confusion and hampering a conducive framework to launching new and ambitious initiatives.
- **The extent to which the types of degrees may have a significant impact on the development and sustainability of joint programmes.** The sustainability issue is indeed an important source of concern for funding bodies like the EU and also HEIs which invest resources. Experience proves that this is a topic which is difficult to tackle.
- **The best strategies to ensure the promotion of joint programmes and degrees** towards the different stakeholders from the academia, society and business, within Europe and beyond. Joint programmes contribute to creating crucial links across national borders and ensure collaboration between HEIs, scientific communities and business. Apart from their intrinsic educative interest, these programmes also enhance the visibility and attractiveness of European higher education in non-member countries, promote a European higher education brand, contribute to European identity, foster economic competitiveness, impact regional development and improve intercultural competences.
- **The synergies and complementarities** to be developed between recent EU policy initiatives in the field of Higher Education aiming at reinforcing the institutional integration of the EHEA and further engage in the process of Europeanisation of higher education.





ANNEXES

Annex 1 - The Erasmus Mundus action in a nutshell

Funded under Erasmus+ Key Action 1 (“Learning mobility of individuals”) the Erasmus Mundus Joint Master Degrees (EMJMDs) build on the success of the Erasmus Mundus Masters Courses (2004-2013). They aim to:

- Improve the quality and internationalisation of HEIs
- Make the European Higher Education Area a more attractive study destination and support the EU’s international initiatives for higher education
- Boost the competences, skills and employability of Master Graduates.

An EMJMD is a prestigious, integrated international study programme lasting between one to two years, delivered by an international consortium of HEIs. Its specificity lies in the high degree of jointness/integration and the excellent academic content and methodology they offer. There is no limitation in terms of discipline.

The successful completion of an EMJMD Master programme must lead to the award of either a joint degree or multiple degrees. If national legislation allows, joint degrees are encouraged, as they represent a full integration of the learning and teaching process.

EMJMDs award EU-funded scholarships to the best candidates applying under annual selection rounds. Students must study in partner HEIs in at least two different Erasmus+ Programme Countries. The scholarship is designed to cover the costs related to the studies and comprises a contribution to the participation, travel, installation and subsistence costs.

For more than 15 years, approximately 610 different HEIs from 33 Erasmus+ Programme Countries have operated 535 Erasmus Mundus Master projects (including projects selected in 2020). 1,7 billion Euros have been invested by the EU in this action allowing more than 24,500 students worldwide to benefit from a scholarship and study in Europe.

For more details and information:

https://eacea.ec.europa.eu/erasmus-plus/actions/key-action-1-learning-mobility-individuals/erasmus-mundus-joint-master-degrees_en

The EMJMD Catalogue displays the Masters offering Erasmus Mundus funded scholarships:
https://eacea.ec.europa.eu/erasmus-plus/library/scholarships-catalogue_en

Annex 2 - Joint programmes and joint, multiple, double, dual degrees: some definitions

Joint programmes

- “A joint programme refers to a study programme developed, co-ordinated and provided jointly by at least two HEIs and leading to the awarding of a joint degree.”

Revised Recommendation on the Recognition of Joint Degrees adopted by the Committee of the Convention on the Recognition of Qualifications concerning Higher Education in the European Region on 29 February 2016 at its Seventh meeting in Paris, France
(https://www.enic-naric.net/fileusers/7355_Revised_Recommendation_on_the_Recognition_of_Joint_Degrees_2016.pdf)

- “A joint programme is an integrated curriculum coordinated and offered jointly by different HEIs and leading to a (double/multiple or joint) degree.” [...] “In case of joint programmes and joint degrees, it is also particularly important that the Diploma Supplement (and more in general the certification relative to the joint qualification) clearly describes the various components of the corresponding national degrees in relation to the education systems within they have been earned.”

European Network of Information Centres in the European Region - National Academic Recognition Information Centres in the European Union (ENIC-NARIC)
(<https://www.enic-naric.net/>)

- “A joint programme is a programme offered jointly by different HEIs irrespective of the degree awarded.”

European Consortium for Accreditation in higher education, Principles for Accreditation Procedures regarding Joint Programmes
(http://ecahe.eu/w/index.php/Joint_programme_explanation)

- [European Joint Master Programmes are] “programmes which are developed and implemented jointly by several institutions in different countries.”

European University Association’s Guidelines for quality enhancement in European joint Master programmes
(<https://eua.eu/resources/publications/658:guidelines-or-quality-enhancement-in-european-joint-master-programmes.html>)

- “A joint programme is a programme offered jointly by several HEIs. These institutions can be located either in the same country or in different countries. A joint programme does not necessarily lead to a joint degree. It is only one of the possible awards. After completion of a joint programme a graduate may be awarded: a single national qualification, a double (or other multiple) qualification or a joint qualification.”

Joint programmes from A to Z - A reference guide for practitioners (2015)
 (<https://www.cmepius.si/wp-content/uploads/2014/02/joint-programmes-from-a-to-z-a-reference-guide-for-practitioners.pdf>)

- "Joint programmes are usually inter-institutional arrangements among HEIs leading to a joint degree. Parts of joint programmes undertaken by students at partner institutions are recognised automatically by the other partner institutions. The same is true for joint degrees."

The European Higher Education Area in 2012: Bologna Process Implementation Report (2012)

(http://www.ehea.info/media.ehea.info/file/2012_Bucharest/79/5/Bologna_Process_Implementation_Report_607795.pdf)

Joint Degrees

- "Joint degree means an integrated study programme offered by at least two higher education institutions resulting in a single degree certificate issued and signed by all the participating institutions jointly and recognised officially in the countries where the participating institutions are located".

Article 2 (15) of the Regulation (EU) No 1288/2013 of the European Parliament and of the Council of 11 December 2013 establishing 'Erasmus+': the Union programme for education, training, youth and sport and repealing Decisions No 1719/2006/EC, No 1720/2006/EC and No 1298/2008/EC

(<https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2013:347:0050:0073:EN:PDF>)

- "International joint degree: a type of cross-border education degree; a single degree recognized and/or authorized and conferred jointly upon completion of an integrated, coordinated and jointly offered programme, by two or more HEIs belonging to more than one country."

Global Convention on the Recognition of Qualifications concerning Higher Education adopted during the 40th General Conference of UNESCO in November 2019 (entering into force once 20 Parties have ratified the text)

(<https://unesdoc.unesco.org/ark:/48223/pf0000371932>)

- "For the purpose of this Recommendation a joint degree is understood as referring to a higher education qualification awarded jointly by at least two HEIs, on the basis of a joint programme. A joint degree is issued on a single document."

Revised Recommendation on the Recognition of Joint Degrees adopted by the Committee of the Convention on the Recognition of Qualifications concerning Higher Education in the European Region on 29 February 2016 at its Seventh meeting in Paris, France

(https://www.enic-naric.net/fileusers/7355_Revised_Recommendation_on_the_Recognition_of_Joint_Degrees_2016.pdf)

- “A joint degree is a single document awarded by HEIs offering the joint programme and nationally acknowledged as the recognised award of a joint programme. A joint degree is exclusively a method of issue of the national final qualifications within a joint programme. In case of joint programmes and joint degrees, it is also particularly important that the Diploma Supplement (and more in general the certification relative to the joint qualification) clearly describes the various components of the corresponding national degrees in relation to the education systems within they have been earned.”

European Network of Information Centres in the European Region - National Academic Recognition Information Centres in the European Union (ENIC-NARIC)

(<https://www.enic-naric.net/>)

- "A single document awarded by HEIs offering the joint programme and nationally acknowledged as the recognised award of the joint programme."

Framework for Fair Recognition of Joint Degrees (Aerden, A., Reczulska, H., 2013)

(http://ecahe.eu/assets/uploads/2014/01/Framework_for_Fair_Recognition_of_Joint_Degrees.pdf)

- [A joint diploma refers to] "a document issued on successful completion of the programme, indicating that the degree holder has obtained a joint degree."

Joint programmes from A to Z - A reference guide for practitioners (JDAZ), 2015:

(<https://www.cmepius.si/wp-content/uploads/2014/02/joint-programmes-from-a-to-z-a-reference-guide-for-practitioners.pdf>)

Multiple degree

- “Double degree/multiple degree means a study programme offered by at least two (double) or more (multiple) higher education institutions whereby the student receives, upon completion of the study programme, a separate degree certificate from each of the participating institutions.”

Article 2 (16) of the Regulation (EU) No 1288/2013 of the European Parliament and of the Council of 11 December 2013 establishing 'Erasmus+': the Union programme for education, training, youth and sport and repealing Decisions No 1719/2006/EC, No 1720/2006/EC and No 1298/2008/EC

(<https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2013:347:0050:0073:EN:PDF>)

- "Separate degrees awarded by HEIs offering the joint programme attesting the successful completion of this programme."

European Consortium for Accreditation (ECA)

(http://ecahe.eu/w/index.php/Joint_programme_terminology)

Double degree

- "Two degrees awarded by HEIs offering the joint programme attesting the successful completion of this programme."

A double degree is a specific type of multiple degree

European Consortium for Accreditation (ECA)

(http://ecahe.eu/w/index.php/Joint_programme_terminology)

Dual degree

- "Two degrees awarded individually, attesting the successful completion of two separate curricula, with potential overlap and efficiencies in course-taking, and, if more than one institution is involved, each institution is primarily responsible for its own degree."

European Consortium for Accreditation (ECA)

(http://ecahe.eu/w/index.php/Joint_programme_terminology)

Annex 3 – List of responding EMJMD projects and coverage of the survey

On 24/05/2019, a questionnaire was sent through EU Survey to 136 running EMJMD programmes selected in 2014, 2015, 2016, 2017 and 2018, entitled “Degrees awarded by EMJMD consortia – state of play 2019”.

On 25/07/2019 and 28/10/2019, reminder messages to complete the survey were sent out, inviting also the 47 EMJMD projects selected in 2019 to submit a contribution.

In total, 107 questionnaires were received, representing 137 of the 183 EMJMD projects (75%)¹⁸.

Table 1. Questionnaires received by EMJMD generation

	EMJMD 2014	EMJMD 2015	EMJMD 2016	EMJMD 2017	EMJMD 2018	EMJMD 2019	TOTAL
N° of projects	11	15	27	39	44	47	183
Questionnaires received	5	6	20	33	33	10	107
Replies received including reselected projects	11	11	20	34	36	25	137
% of coverage	11/11 (100%)	11/15 (73%)	20/27 (74%)	34/39 (87%)	36/44 (82%)	25/47 (53%)	137/183 (75%)

Table 2. List of responding projects and types of degrees awarded based on the survey (see definition in section 3)

Project acronym	Project number(s)	Project website	First year of EM funding	ASSIGNED DEGREE CATEGORY*
4CTS+ / 4Cities+	2018-1376	www.4cities.eu/	2013	TYPE D - COMBINATION
ACES	2014-2611	www.emm-aces.org/	2014	TYPE D - COMBINATION
AFEPA	2018-1481	www.afepa.eu/	2010	TYPE D - COMBINATION
AMASE	2016-2055	https://www.eusmat.net/international-studies/master/amase/	2005	TYPE C – MULTIPLE
BIM A+	2018-1482	www.bimaplus.org/	2018	TYPE C – MULTIPLE
CARTO+	2017-1956	http://www.cartographymaster.eu/	2014	TYPE A - JOINT DEGREE
CDE	2018-1478	https://cde.sbg.ac.at/	2018	TYPE C – MULTIPLE
Choreomundus	2017-1927	https://www.ntnu.edu/studies/choreomundus	2011	TYPE A - JOINT DEGREE
CIRCLE	2018-1485	https://www.jointdegree.eu/de/circle-erasmus-mundus-international-mastermasters-programme-on-circular-economy/	2018	TYPE C – MULTIPLE
CLE	2018-1422	https://cle2.unibo.it/	2007	TYPE C – MULTIPLE
CLMC	2018-1557	https://www.gla.ac.uk/postgraduate/erasmusmundus/clmc/	2018	TYPE D - COMBINATION
CNE	2017-1930	http://www.master-cne.eu/	2017	TYPE A - JOINT DEGREE
COSI	2014-2610	https://master-colorscience.eu/	2014	TYPE C – MULTIPLE
CWCN	2017-1938	https://master-crossways.univ-perp.fr/	2005	TYPE C – MULTIPLE
DCLEAD	2018-1479	http://dclead.eu/	2015	TYPE B - JOINT PER TRACK
DENSYS	2019-1441	http://densys.univ-lorraine.fr/	2019	TYPE C – MULTIPLE

¹⁸ 30 projects from 2014, 2015 and 2016 were reselected under the 2017, 2018 or 2019 Calls.

DEPEND	2017-2009	http://www.msccdepend.ie/	2017	TYPE B - JOINT PER TACK
DOCNOMADS	2017-1959	http://docnomads.eu/	2012	TYPE C – MULTIPLE
DYCLAM	2014-2617	https://mastermasterdyclam.univ-st-etienne.fr/fr/index.html	2015	TYPE C – MULTIPLE
EACH	2017-1937	https://each.ut.ee/EACH/	2014	TYPE C – MULTIPLE
EM3E-4SW	2016-2058	http://em3e-4sw.eu	2010	TYPE C – MULTIPLE
EMABG	2018-3216	http://www.nas.boku.ac.at/nuwi/emabg/	2018	TYPE D – COMBINATION
EMARO+	2014-2616	https://master-emaro.ec-nantes.fr/	2014	TYPE C – MULTIPLE
EMECS	2015-2492	https://emecs.eit.uni-kl.de/	2009	TYPE A - JOINT DEGREE
Emerald	2018-1078	http://www.emerald.ulg.ac.be/	2013	TYPE C – MULTIPLE
EMISS	2019-1551	http://erasmus.omu.edu.tr/emissmaster/index.php	2019	TYPE D - COMBINATION
EMLE	2018-1427	https://emle.org/	2004	TYPE D – COMBINATION
EMLex	2018-1458	https://www.emlex.philfau.de/	2015	TYPE A - JOINT DEGREE
EMMA	2016-2279	http://www.mundusjournalism.com/	2005	TYPE B - JOINT PER RACK
EMPHID	2018-1044	http://publichealthdisasters.eu/	2013	TYPE B - JOINT PER TRACK
EMNANO+	2017-1921	http://www.emm-nano.org/	2005	TYPE B - JOINT PER TRACK
EMOTION	2018-1457	http://www.emotion-master.eu/	2018	TYPE C – MULTIPLE
EMPLANT	2017-2020	http://emplant-master.eu/	2017	TYPE C – MULTIPLE
EMSE	2015-2320	http://em-se.eu/	2007	TYPE C – MULTIPLE
EMSHIP+	2019-1464	http://www.emship.eu/	2010	TYPE D – COMBINATION
EMTM	2017-1951	http://emtmmaster.net/	2009	TYPE A - JOINT DEGREE
E-PiCo	2019-1452	https://master-epico.ec-nantes.fr/	2019	TYPE C – MULTIPLE
EPOG+	2019-1420	http://www.epog.eu/	2019	TYPE B - JOINT PER TRACK
EPS	2017-1954	http://www.epsmaster.eu/	2017	TYPE B - JOINT PER TRACK
EuroAqua+	2016-3121	https://master.euroaqua.eu/	2004	TYPE A - JOINT DEGREE
EUROCULTURE	2017-1922	https://www.euroculturemaster.eu/	2005	TYPE D - COMBINATION
Europubhealth+	2016-2061	http://www.europubhealth.org/	2006	TYPE C – MULTIPLE
EURPHOT	2018-1456	http://www.europotonics.org/wordpress/	2009	TYPE C – MULTIPLE
FAME+	2017-1916	http://www.fame-master.eu/	2007	TYPE C – MULTIPLE
FIPDes	2016-2056	http://www.fipdes.eu/	2011	TYPE C – MULTIPLE
FloodRisk	2018-1514	http://floodriskmaster.org/	2011	TYPE C – MULTIPLE
GEMMA	2017-1847	https://masteres.ugr.es/gemma/	2006	TYPE C – MULTIPLE
GeoTec	2016-2054	https://mastergeotech.info/	2007	TYPE A - JOINT DEGREE
Global-MINDS	2016-2167	https://www.euroguidance.eu/global-minds-european-master-in-psychology-of-global-mobility-inclusion-and-diversity-in-society	2016	TYPE B - JOINT PER TRACK
GLOBED	2018-1362	http://globed.eu/	2014	TYPE D – COMBINATION
GLOCAL	2016-2121	http://globallocal-erasmusmundus.eu/	2016	TYPE C – MULTIPLE
GLODEP	2016-2596	http://glodep.eu/	2016	TYPE D – COMBINATION
GROUNDWATCH	2018-1516	https://www.groundwatermaster.eu/	2014	TYPE C – MULTIPLE
IDOH	2016-2071	http://infectious-diseases-one-health.eu/	2016	TYPE A - JOINT DEGREE
IMAESC	2015-2373	https://www.gla.ac.uk/postgraduate/erasmusmundus/imaesc/	2015	TYPE A - JOINT DEGREE
IMCEERES	2017-1931	https://www.gla.ac.uk/postgraduate/erasmusmundus/ceeres/	2012	TYPE C – MULTIPLE
IMETE	2017-1957	https://www.imete.eu/	2011	TYPE A - JOINT DEGREE
IMIM	2015-2318	http://www.innovativemedicine.eu/	2015	TYPE C – MULTIPLE
IMQP	2019-1462	https://sites.google.com/a/unife.it/quaternary-prehistory/home	2004	TYPE D – COMBINATION
IMSISS	2016-2060	http://securityintelligence-erasmusmundus.eu/	2016	TYPE A - JOINT DEGREE
IMSOGLO	2018-1365	https://imsoglo.eu/	2018	TYPE B - JOINT PER TRACK
IPCV	2017-1923	http://www.ipcv.eu/	2017	TYPE C – MULTIPLE
KEM	2017-1955	http://www.kinoeyes.eu/	2014	TYPE D – COMBINATION
LAGLOBE	2018-1503	http://www.iheal.univ-paris3.fr/fr/international/laglobe	2018	TYPE A - JOINT DEGREE

LCT	2019-1508	https://lct-master.org/	2007	TYPE C – MULTIPLE
LIVE+	2018-1484	http://live.univ-lyon1.fr/	2015	TYPE C – MULTIPLE
MAIA	2015-2491	http://www.maiamaster.org/	2016	TYPE D – COMBINATION
MaMaSELF+	2018-3369	https://www.mamasef.eu/	2007	TYPE C – MULTIPLE
MARIHE	2018-1688	https://www.donau-uni.ac.at/de/studium/marihe/index.php	2011	TYPE B - JOINT PER TRACK
MEDFOR	2017-1917	http://www.medfor.eu	2012	TYPE D – COMBINATION
MediaAC	2018-1546	http://www.mediaartscultures.eu/mediaac/	2014	TYPE A - JOINT DEGREE
MER+	2017-1919	http://merplus.merconsortium.eu/	2013	TYPE D – COMBINATION
MESC+	2018-1424	https://mesc-plus.eu/	2005	TYPE D – COMBINATION
MESPOM	2017-2169	http://www.mespom.eu/	2005	TYPE C – MULTIPLE
MIM	2014-3353	http://www.mastermimplus.eu	2014	TYPE D – COMBINATION
MIR	2019-1466	http://www.master-mir.eu/	2019	TYPE C – MULTIPLE
MSc EF	2016-2051	http://www.europeanforestry.eu/ https://sites.uefi.fi/europeanforestry/	2004	TYPE C – MULTIPLE
Mundus MAPP	2017-1958	http://www.mundusmapp.org/	2007	TYPE B - JOINT PER TRACK
MURCS	2017-1926	http://murcs.eu/	2017	TYPE C – MULTIPLE
Nanomed	2016-2057	http://master-nanomed.eu/	2016	TYPE C – MULTIPLE
Neurasmus	2016-2059	http://www.neurasmus.u-bordeaux2.fr/	2010	TYPE C – MULTIPLE
NOHA	2017-1953	https://www.nohanet.org/masters	2004	TYPE D – COMBINATION
NUCPHYS	2016-2070	http://www.emm-nucphys.eu/	2016	TYPE C – MULTIPLE
NURSING	2017-1934	http://mastemursing.emjmd.eu/	2012	TYPE A - JOINT DEGREE
PETaL	2018-1491	https://web.em-petal.eu/	2018	TYPE A - JOINT DEGREE
PhiAFEC	2017-1932	http://europhilomem.hypotheses.org/	2007	TYPE C – MULTIPLE
Pioneer	2016-2052	https://pioneer-master.eu/	2016	TYPE A - JOINT DEGREE
PIXNET	2017-1928	http://pixnet.santannapisa.it/	2017	TYPE C – MULTIPLE
PlantHealth	2015-2317	http://planthealth.upv.es/	2015	TYPE D – COMBINATION
PSRS	2019-2035	https://www.master-photonics4security.eu/	2019	TYPE C – MULTIPLE
PuppeTry	2019-1533	http://ma-puppetry.eu/	2019	TYPE A - JOINT DEGREE
QEM2018	2018-1490	http://master-economics-qem.univ-paris1.fr/	2006	TYPE A - JOINT DEGREE
SARENA	2018-2215	https://www.imt-atlantique.fr/fr/formation/masters/sarena	2018	TYPE C – MULTIPLE
SERP+	2016-2048	http://www.master-serp.eu/	2011	TYPE C – MULTIPLE
SINReM	2017-1936	https://sinrem.eu/	2017	TYPE A - JOINT DEGREE
SMACCS	2017-1933	http://www.smaccs.eu/	2017	TYPE D – COMBINATION
SSI+	2017-1929	https://ssi-master.eu/ssiplus/	2012	TYPE D – COMBINATION
STEPS	2016-2053	http://www.emjmdsteps.eu/	2012	TYPE A - JOINT DEGREE
SUTROFOR	2018-1375	http://sutrofor.eu/	2006	TYPE C – MULTIPLE
TEMA+	2017-1925	https://mastertema.eu/	2017	TYPE C – MULTIPLE
TourDC	2018-1377	https://www.gla.ac.uk/postgraduate/taught/tourismdevelopmentculture/	2018	TYPE B - JOINT PER TRACK
TPTI	2017-1920	http://www.tpti.eu/fr/	2007	TYPE A - JOINT DEGREE
TRIBOS	2018-1426	https://www.master-tribos.eu/	2012	TYPE A - JOINT DEGREE
TTI	2018-1504	https://em-tti.eu/	2018	TYPE C – MULTIPLE
WACOMA	2017-1918	https://wacoma.unibo.it/	2011	TYPE D – COMBINATION
WINTOUR	2018-1502	http://www.wintour-master.eu/en/	2015	TYPE D – COMBINATION
WOP-P	2016-2841	http://www.erasmuswop.org/	2006	TYPE D – COMBINATION

*On the basis of the information provided in the survey “Degrees awarded by EMJMD consortia – state of play 2019”

Annex 4 - Accreditation procedures for Master programmes in the Erasmus+ Programme Countries

Country	Public HEIs		Private HEIs	
	Public universities	Other public HEIs	Private universities	Other private HEIs
Austria	Self	NatAut	NatAut	NatAut
Belgium-fr	NatAut	NatAut	Self	Self
Belgium-nl	AcAg	AcAg	AcAg	AcAg
Bulgaria	AcAg	-	AcAg	-
Croatia	Self	NatAut	NatAut	NatAut
Cyprus	AcAg	AcAg	AcAg	AcAg
Czechia	Self/AcAg	Self/AcAg	Self/AcAg	Self/AcAg
Denmark	NatAut	NatAut	-	-
Estonia	Self/AcAg	Self/AcAg	Self/AcAg	Self/AcAg
Finland	Self/NatAut	Self/NatAut	-	-
France	NatAut	NatAut	NatAut	NatAut
Germany	Self/NatAut	Self/NatAut	Self/NatAut	-
Greece	AcAg	-	-	-
Hungary	NatAut	NatAut	NatAut	NatAut
Iceland	Self	Self	Self	Self
Ireland	Self	Self	AcAg*	AcAg*
Italy	NatAut	NatAut	NatAut	NatAut
Latvia	AcAg	AcAg	AcAg	AcAg
Liechtenstein	NatAut	NatAut	NatAut	NatAut
Lithuania	NatAut	NatAut	NatAut	NatAut
Luxembourg	Self	-	NatAut	NatAut
Netherlands	AcAg	AcAg	AcAg	AcAg
Malta	Self	Self	NatAut	NatAut
North Macedonia	AcAg	AcAg	AcAg	AcAg
Norway	Self	NatAut	NatAut	NatAut
Poland	Self/NatAut	Self/NatAut	Self/NatAut	Self/NatAut
Portugal	AcAg	AcAg	AcAg	AcAg
Romania	AcAg	AcAg	AcAg	AcAg
Serbia	AcAg	-	-	-
Slovenia	NatAut	NatAut	NatAut	NatAut
Slovakia	AcAg	AcAg	AcAg	-
Spain	NatAut	-	NatAut	-
Sweden	NatAut	NatAut	NatAut	NatAut
Turkey	NatAut	NatAut	NatAut	NatAut
United Kingdom	Self	Self	Self	Self

Self: Self accreditation by the institutions themselves

NatAut: Accreditation by national authorities

AcAg: Accreditation Agencies

*In private HEIs, programmes can be accredited (validated) by public universities or by the agency Quality and Qualifications Ireland (QQI).

Annex 5 – Overview of the main legal requirements for joint programmes

Country*	Obligatory agreement between partners	Applicable to BA, MA, PhD	Indicative or compulsory list of topics to be covered in the partnership agreement	Specific requirements to be respected for joint programmes	Minimum credits (or similar) requirements	Explicit reference to Erasmus Mundus (EM) and/or other EU programmes	Comments
Austria	Yes	Yes	Expected achievements by students Exam recognition mechanisms	Foreign recognised institutions Degree(s) recognised in the partner countries Decision by university senate	Students must obtain at least 30 or 60 ECTS abroad depending on the duration of the programme	NA	A model agreement is made available
Belgium-fr	Yes	Yes	Example of topics to be covered: organisation of the programme, staff exchange, sharing facilities, recruitment/registration, exams, administrative coordination, financial management, degree titles, etc.	Foreign recognised institutions Study track in min. 2 different institutions	Min 15% of the training activities must be provided by each BE-fr HEI (derogation foreseen for EU programmes)	Derogation foreseen for EU programmes regarding the credit and mobility requirements	Possibility given to the government to complete the partnership agreements.
Belgium-nl	Yes	Yes	Objectives and content of the programme, implementation modalities of the programme (administrative and financial agreements)	Partner institutions to offer at least 3 year Bachelor programmes	Joint degrees: NA Double/multiple degrees: Students must obtain at least 20 or 27 ECTS abroad depending on the duration of the programme Doctorates: min 6 months of research at the partner institution	Increased flexibility for the registration of EM programmes and language provisions.	
Croatia	Yes	Yes	NA	Partner institutions need to be quality assured according to the ESGs for QA or equivalent quality assurance standard.	NA	NA	
Czechia	Yes	Yes	Cooperation modalities, including admission procedure, organisation of the programme, exams and study obligations at the foreign university.	Foreign recognised institutions Implementing modalities should respect partner country/HEI regulations Degree(s) recognised in the partner countries	NA	NA	
Denmark	Yes	Yes	NA	Very detailed specifications, in particular: QA requirements ¹⁹ , similar education levels, principle of reciprocity and financial balance, tuition fee policy, enrolment and degree awarding modalities, exams, degree(s) recognised in partner countries, support and services to students, etc.	NA	Recognition of EM study programmes (including reference to an EM brand name) Possible derogations foreseen E+ programmes to be quality assured according to the ESGs for QA.	
Estonia	Yes	Yes	Precise list of topics to be covered in the partnership agreement: organisation of studies; admission and evaluation modalities; tuition fee policy; language of instruction; joint QA; rights and obligations of staff and students.	Same academic level Recognised institutions and degrees QA system	At least 20% of the volume of the joint curriculum must be delivered by a foreign institution.	NA	

¹⁹ See in particular the Ministerial Order on the Universities' International Study Programmes, section 3 and 27:
<https://www.retsinformation.dk/Forms/R0710.aspx?id=168248>

Finland	NA	Yes	NA	National requirements for degree certificate: e.g. obligation to list, for each education programme, all degrees awarded and the HEIs concerned	NA	NA	
France	Yes	Yes	Example of topics to be covered: academic objectives, teaching teams, student recruitment/registration, exams, language, mobility tracks, etc.	NA	NA	Explicit reference to Erasmus Mundus as an application domain	
Germany	Yes	Bachelor and Master level	NA	Lead to a joint degree Integrated curricula Coordinated admission and examination system Joint quality assurance Needs and diversity of the students is respected Learning outcomes achievable	At least 25% of the study programme completed at one or more foreign institutions	NA	
Greece	Yes	Yes	Implementation modalities of the joint curriculum (e.g. partner responsibilities and tasks, committees and representation in these committees, academic content, duration of studies, funding sources, language policy)	Agreement endorsed by university authorities	NA	NA	
Hungary	Yes	Yes	Minimum requirements for the cooperation agreement: description of the programme, curriculum arrangements, mobility requirements, admission procedures, students' rights and obligations, awarded degree + specimen diploma; financial management	Recognised institutions and degrees Recognised field of study/ disciplines Registered agreement	<u>Joint/Multiple/Double degrees</u> : students need to complete at least 30 credits in an HU institution. <u>Dual degrees</u> : at least 1/3 of the credits must be awarded by a HU institution.	NA	
Italy	Yes	Yes	NA	NA	NA	Official recognition of EM as a separate category of international courses	
Latvia	NA	Yes	NA	Same academic level; integrated programme; coordinated implementation (exams, degrees); joint QA system; student and staff mobility; Joint study programmes may be implemented in the official languages of the European Union	Each partner needs to deliver at least 10% of the entire programme	NA	

Lithuania	Yes	Yes	Precise list of topics to be covered in the partnership agreement: language policy, scope, duration, learning outcomes, QA measures, admission requirements, study arrangements, tuition fees, scholarships and other student support, exams, mobility modalities for students and staff qualifications and degree awarded, liability, amendment and termination of contract, dispute settlement, etc.	Joint programme derogation allowing language of instruction different from Lithuanian Tuition fees to be agreed among institutions	NA	NA	In case of joint programmes, the Ministry of education grants the right to award degrees corresponding to qualifications different from the ones listed in the law.
Luxembourg (U. Luxembourg)	(Foreseen in the internal rules of the University)	Yes	NA	Foreign recognised institutions Degree(s) recognised in the partner countries Decision by university Board of Governors Modalities to be defined in the internal rules of the university	NA	NA	
Malta (U. Malta)	Yes	Yes	NA	Programme of study to be approved by the universities concerned Boards of Examiners and Degree Classification Boards to be constituted by the relevant partner HEIs Possible derogations given by the Council or Senate to existing rules and provisions. Possibility to include in the degree certificate an equivalent title awarded by another HEI.	NA	NA	
Netherlands	Yes	Yes	Example of topics to be covered: curriculum content, allocation of responsibilities among partners; type of degrees; student registration; tuition fee policy; language policy	Special regulation on student registration and tuition fee to allow more flexibility; Minimum EN language proficiency level to be set by HEIs. To create an international programme, Dutch HEIs may change up to 40% of a regular Dutch programme within their existing degree programme accreditation	At least 25% of the study programme completed at one Dutch institution	NA	
North Macedonia	NA	Yes	NA	NA	NA	NA	
Norway	Yes	Yes	Relationship between parties Clear allocation of academic responsibility among partners QA mechanism Degree award mechanism and programme design Provisions to be foreseen in case of termination of the collaboration to ensure academic responsibility vis à vis the students	Foreign recognised institutions Degree(s) recognised in the partner countries NO HEIs shall report to NOKUT (Norwegian QA Agency) about the joint programmes offered	Minimum presence of the student in the cooperating institutions (no prescription)	NA	NOKUT can accredit part of joint study programmes if the Norwegian institutions do not have the authority to establish such programmes.
Poland	Yes	Yes	The agreement shall specify the fields and cycles of the programme	NA	NA	NA	

Portugal	Yes	Yes	NA	Degree accreditation and registration requirements	NA	General reference to Erasmus Mundus as a policy objective for the internationalisation of higher education	Accreditation of courses with foreign or international HEIs, can take into account the results of processes of assessment and accreditation conducted by foreign or international institutions provided they comply with the European principles on quality assurance in higher education.
Romania	Yes	Yes	NA	Recognised programmes in RO and abroad. Separate degrees according to the national legislation of the different partner institutions. Financing of such programmes must be in line with the RO legal provisions in force; <u>At Master level:</u> - Mutual recognition needs to be ensured - Programme shall contain a compulsory component of theoretical training, scientific research or vocational - Teaching in the language for which the programme has been accredited - Public support of the dissertation Other provisions for Bachelor and Doctorate programmes.	At Master level: at least 1 year has to be studied in Romania; number of ECTS for one semester is 30	NA	
Serbia	Yes	Yes	Endorsement of the agreement by University authorities Allocation of responsibilities among partners Study programme Resources to be mobilised including finances Implementation modalities (e.g. mobility tracks, recruitment process, exams, degrees, Diploma supplement)	Foreign recognised institutions Serbian national accreditation needed for joint programmes	NA	NA	
Slovakia	Yes	Yes	Cooperation modalities, incl. admission procedure, organisation of the programme, conditions for its completion, academic title awarded, etc. The agreement shall also regulate the validity of the HEI internal regulations for the students of the joint study programs and the decision on their academic rights and obligations in accordance with the university internal regulations and the legislation of the country of study.	Degree(s) recognised in the partner countries Names of the foreign partners need to be mentioned	NA	NA	

Slovenia	NA	Yes	NA	<p>Joint study programmes with foreign HEIs can be accredited by agencies listed in EQAR. Such programmes must be notified to the Slovenian National Agency for Quality Assurance in HE. If these agencies are not listed in EQAR, the programmes must be accredited by the Slovenian National Agency for Quality Assurance in HE.</p> <p>Joint study programs with foreign HEIs must be enlisted in the eVŠ (Evidence and Analytical Information System on Higher Education of the Republic of Slovenia) and made public before the adoption of the call for enrolment.</p>	NA	NA	
Spain	Yes	Yes	NA	<p>Detailed specifications about the award and denomination of the degrees awarded</p> <p>Definition of HEIs responsible for issuing the degree</p> <p>Registration via the Universities, Centres and Diplomas Registration Office.</p>	NA	Accreditation for selected EM programmes + Dedicated model of degree for EM	
Sweden	Yes	Yes	Cooperation modalities, incl. study programme, distribution of tasks, recruitment, students' registration, credit transfer, qualifications, etc.	<p>Agreement only with HEIs listed in the annex to the Higher Education Act</p> <p>Only restriction for HEIs outside Sweden is that they cannot be physical individuals</p>	NA	NA	
Turkey	Yes The joint protocol needs to be approved by the Turkish Council of Higher Education	Associate's, Bachelor's, Master's degree	Precise list of topics to be covered in the partnership agreement: recruitment conditions, tuition fee policy, language, rights and obligations of the institutions, scholarships, curriculum, grading system	<p>Detailed specifications about student admission, curriculum, exams, graduation requirements, tuition fees, student obligations, language requirements, etc.</p>	<u>Associates' and Bachelor programmes:</u> at least 50% of the studies need to be completed in the HEI concerned in Turkey Master's programme: minimum 1 term	NA	

NA: not applicable

*Bulgaria, Cyprus, Iceland, Ireland, Liechtenstein and the United Kingdom do not have any legal framework at national level.

Annex 6 - Overview of the main legal provisions for joint/double/multiple degrees

Country	Joint degree in legislation	Double/multiple degree in legislation	Applicable to BA, MA and PhD	Example of specific requirements for the joint degrees	Definitions/Comments
Austria	Yes (+ definition)	Yes	Yes	Degree(s) recognised in the partner countries Minimum credit requirements (see annex 5) Completion of a diploma /master thesis Successful completion of oral/written exams Language requirements (German + at least an EN translation) Minimum information to be mentioned When separate degrees, a joint document to "bridge" the different degrees should be provided (only declaratory effect)	<u>Joint degree</u> : jointly awarded academic degree
Belgium-fr	Yes (+ definition)	Yes	Yes	Minimum credit requirements (annex 5) Templates for degree certificates to be respected	<u>Joint degree</u> : unique degree signed by all partners.
Belgium-nl	Yes	Yes	Yes	Minimum credit requirements (annex 5) only for double/multiple degrees.	
Czechia	Yes	Yes	Yes	Degree(s) recognised in the partner countries Names of the foreign partners need to be mentioned.	
Denmark	Yes (+ definition)	Yes (+ definition)	Yes		<u>Joint Degree</u> : diploma with endorsement, signature and the like from one or more partner universities so that it appears as a joint document if the document is also conferred legal effect under foreign law. <u>Double/Multiple degrees</u> : Diplomas issued for the same degree in agreement with one or more collaborating institutions regardless of where the student has been admitted.
Estonia	Yes	No	Yes	Requirements established for higher education curriculum in the legislation are applied to the joint curriculum	
Finland	Yes	Yes	Yes	Degree(s) must comply with national legislations and institutional policies of the HEI involved. Specific language requirements (compulsory Finnish or Swedish language degree certificate; possibility of bilingual or multilingual certificates provided the content is the same). A joint document providing additional information may be provided on top of the degree certificate(s).	General concept of studies leading to one or more degrees
France	Yes (+ definition)	Yes (+definition)	Yes	Degree(s) recognised in the partner countries Detailed specifications regarding the degree certificate, including: language requirement (certificate in French); name of the degree in French + name of the foreign degrees in their own language. Templates of joint degree certificates are provided A joint document with additional information may be provided on top of the degree certificate(s). Diploma supplement issued in FR + possible translation.	<u>Joint degree</u> : multi-seal, bi- or multilingual degree jointly awarded by the partner institutions <u>Double degree</u> : separate degrees according to the legislation of the different partner institutions
Germany	Yes	No	Bachelor and Master level	Minimum credit requirements (annex 5)	
Greece	Yes	No	Master and Doctorate level	For joint Doctorate: partner institutions need to be mentioned. In case of separate degrees, the collaboration need to be mentioned as well.	
Hungary	Yes	Yes	Yes	Minimum credit requirements (annex 5) Detailed list of information which have to be mentioned on the degree certificate, e.g. name of partner institutions, name and details of the student, level of education, degree awarded.	
Italy	Yes	Yes	Yes	NA	

Latvia	Yes	No	Yes	Minimum credit requirements (annex 5) Content and form of the diploma to be determined by the Cabinet.	
Liechtenstein	Yes	No	Yes	NA	
Lithuania	Yes (joint qualification)	No (considered by law as a national degree)	Yes	NA	
Luxembourg (U. of Luxembourg)	Yes	No	Yes	NA	The internal rules of the university foresee the possibility to issue joint, double and multiple degrees
Malta (U. of Malta)	Yes	Yes (only double degree)	Yes	Programme of study to be approved by the universities concerned Boards of Examiners and Degree Classification Boards to be constituted by the relevant partner HEIs Possible derogations given by the Council or Senate to existing rules and provisions. Possibility to include in the degree certificate an equivalent title awarded by another HEI.	
North Macedonia	Yes	No	Yes	NA	A Joint Degree is a diploma awarded upon completion of a Study Programme that has been jointly endorsed and provided by two or more Universities in the country or a University in the country and an accredited higher education institution from abroad, or its Unit accredited and registered in the Republic of Macedonia
Netherlands	Yes	Yes	Yes	Minimum credit requirements (annex 5)	
Norway	Yes	No	Yes	National standards to be respected Sufficient presence of the student in the partner HEIs (annex 5). The diploma must mention that it is awarded in collaboration with other institutions	
Poland	Yes	Yes	Yes	Particular provisions with regard to naming the participating HEIs and providing emblem, logo, stamp.	
Portugal	Concept of "degree in association"	Concept of "degree in association"	Yes		The legislation does not refer explicitly to the concept of joint/double/multiple degree but provides for degrees in association awarded by all institutions together, by only one of the institutions or by each institution.
Serbia	Yes	Yes (double)	Yes	Language requirements: Serbian in Cyrillic alphabet, English + other languages of the partner institutions (+ requirements for minority languages)	
Slovakia	Yes	Yes	Yes	Degree(s) recognised in the partner countries. Names of the foreign partners need to be mentioned.	
Slovenia	Yes	Yes	Yes	The content and form of the joint degree and diploma supplement are determined by the participating higher education institutions.	
Spain	Yes	No	Yes	Specific requirements regarding the type of information to be provided in the certificate, including the study programme. Models of joint degree certificates available. Language requirements (compulsory Spanish + possibility of other languages).	
Sweden	Yes (+ definition)	No but possible in practice	Yes	Closed list of Swedish HEIs which may award Joint Degrees. Foreign partners cannot be a physical individual. Degree(s) recognised in the partner countries. Same qualification and same study cycle.	<u>Joint degree</u> : a qualification that may be awarded by the HEIs that have jointly organised courses and programmes that can lead to the award of the qualification.
Turkey	Yes (+ definition)	Yes (+ definition)	Associate's, Bachelor's, Master's degree	Minimum credit requirements (annex 5) Degree certificates need to mention the name of the partner institutions	<u>Joint diploma</u> : inter connected single degree diploma (joint), interconnected multiple diplomas (dual) or unconnected multiple degree diplomas (double) issued jointly by two or more HEIs in the name of the student upon completion of study

Annex 7 - Official qualifications of the EMJMD degrees (answers received from EMJMD projects)

COUNTRY	Official qualifications of the degree, as recognised in the partner's relevant national framework
AT	Master of Science, Master of Arts, Master of Administrative Sciences
BE-nl	Master of Science, Master of Arts, Master, Master Erasmus Mundus
BE-fr	Master of Arts, Master of Science, Master, Master en Sciences, Master Ingénieur civil
BG	Master of Arts, Master of Science
CY	International Master, Erasmus Mundus Master
CZ	Magistr, Magistr umění, Inženýr architekt, Inženýr, Master, Master of Science, Master of Arts, International Master, Master of Engineering
DE	Master of Sciences, Master of Arts, Master in Mechanical and Process Engineering
DK	Master of Arts, Cand. Scient., Master of Science
EE	Master of Science, Master of Arts, Kunstide magistri kraad, International Master
ES	Master Erasmus Mundus, Master Universitario, Master of Science, Master Oficial, Master of Arts, Master, Master Europeo, International Master
FI	Master of Science, Hallintotieteiden maisterin tutkinto, Filosofian maisteri, Insinööri ylempi AMK
FR	Master (de Sciences Humaines et Sociales, de Sciences, Technologies et Santé, de Physique, des Arts, lettres et langues, etc.)
GR	Master, ΜΕΤΑΠΤΥΧΙΑΚΟ ΔΙΠΛΩΜΑ ΕΙΔΙΚΕΥΣΗΣ, Master of Science
HU	Master of Arts, Okleveles néprajz mesterszakos bölcsész, Computer Science Engineer / okleveles mérnökinformatikus, Okleveles mérnök
IE	Master of Science, International Master, Master
IT	Laurea Magistrale, Master Universitario di primo livello, International Master, Master Erasmus Mundus, Master, European Master / 2nd level specialising Master, Master of Science
LT	Medžiagu Technologiju Magistras
MT	International Master, Master of Arts, Master of Science
NL	European Master, Master of Arts, Master of Science
NO	Master of Arts, Master of Science, Master
PL	Magister / Magistra, Master, Master of Science in Engineering, Magister inżynier, Master of Arts, International Master
PT	Mestrado, Master, Master of Science, Master Erasmus Mundus, Integrated Master Degree, Mestre, Mestrado Conjunto Europeu
RO	Master of Science, Master
SE	Master of Science, Teknologie Masterexamen, Master of Arts, Filosofie magisterexamen, Master Erasmus Mundus, Magister, Master, Master in Theology
SI	Magistrica inženirka, Magister inženir, Magister jedrske tehnike, Magister
SK	Master of Arts
TK	Master, Master of Science, Yüksek Lisans
UK	International Master, Master of Science, Master of Arts, Master Erasmus Mundus

Annex 8 – Types of degrees awarded by EMJMD consortia

Type A: Joint Degree

Just over a fifth (22%) of the degrees awarded under Erasmus Mundus are joint, as defined by ENIC-NARIC²⁰. a higher education qualification awarded jointly by at least two HEIs, on the basis of a joint programme, issued on a single document. Each graduate is awarded a single diploma and graduates receive the same degree, i.e. signed by the same legal representatives, irrespective of the specific study track they chose or where they prepared their thesis.

On this single document, in the context of the EMJMDs, at least three HEIs are represented, indicating the title and classification of the degree (according to national/regional/HEI requirements), formally signed by the legal HEI representative, electronically if possible under national legislation, or manually.

Not all EMJMD full partners necessarily award degrees. Particularly in larger consortia, certain full partners may offer optional tracks (e.g. during the thesis semester) that are mentioned on the degree and further explained in the diploma supplement, but do not take part in the formal award and signatory process.

Moreover, the student has not necessarily studied at all awarding institutions but all have put in place the necessary mechanisms to recognise the different study periods completed at different institutions.

Type B: Joint Degree per track

This category is similar to the previous one, as one joint degree per student is being awarded. According to the survey, they represent 12/107 (11%) of the degrees awarded under Erasmus Mundus.

However, under this category, not all graduated students get the same degree. The institutions awarding (and signing) the diploma vary depending on the study track of the student.

All awarding institutions involved in the programme issue a joint degree but the configuration of the awarding institutions varies according to the study tracks.

Whether a partner co-awards (and formally signs) the degree depends on the chosen track of the individual student, or e.g. on whether a student achieved the minimum required ECTS credits at the institution.

Type C: Multiple Degree

The third category concerns the multiple degrees, in which different full EMJMD partners award separate degrees, attesting the successful completion of the programme. It represents almost half of the degrees awarded under Erasmus Mundus (47/107 - 44%).

Under this category, each student obtains two or more degrees, each awarded by one single HEIs at which (s)he studied.

²⁰ See definition and reference in Annex 2.

Each HEI issues a separate diploma document to those students who comply with the institutional and national requirements (minimum number of ECTS, registration, enrolment, etc.).

If a student obtains two degrees upon graduation, the term 'double degree' may be used. Based on the questionnaires, it seems that in the majority of cases the students indeed receive two degrees and not more.

Type D: Combination

The fourth category of degrees (25/107 - 23%) refers to a combination of two of the previous degree types within one joint programme.

Under this category, students (can) get more than one degree upon graduation. One of these degrees is jointly awarded by at least two different HEIs, each formally signing and awarding the degree.

As a second degree, in addition to the 'jointly' awarded degree, the graduated student also obtains (at least) one single degree, signed and awarded separately by one HEI of the consortium.

In some cases, despite lengthy negotiations and preparations, a joint degree could not (yet) be achieved. This category (type D) appears to be the result of compromises or a temporary situation in a transitional phase (e.g. one partner was recently added, requiring the existing partnership to re-discuss their joint degree awarding modalities). In certain cases, notably those with over 4 full partners, the combination of degrees is probably not less difficult to achieve than a joint degree.

Consortia in which all partners signed a joint degree, but one of the institutions awards a separate national degree in addition to this joint degree are taken up in this category, as well as the consortia who announced to award a joint degree in the future, but are currently still issuing a multiple degree or a combination.

Annex 9 - Main national/regional legislation referring to joint programmes and joint degrees and other guides or reference documents

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Sweden	<ul style="list-style-type: none"> • Högskolelag (1992:1434) (section 17) (the Swedish Higher Education Act) https://www.riksdagen.se/sv/dokument-lagar/dokument/svensk-forfattningssamling/hogskolelag-19921434_sfs-1992-1434 English: https://www.uhr.se/en/start/laws-and-regulations/Laws-and-regulations/The-Swedish-Higher-Education-Act/ • Lag (1993:792) om tillstånd att utfärda vissa examina (section 2) (Law concerning authority to award certain qualifications) https://www.riksdagen.se/sv/dokument-lagar/dokument/svensk-forfattningssamling/lag-1993792-om-tillstand-att-utfarda-vissa_sfs-1993-792 English: https://www.uhr.se/en/start/laws-and-regulations/Laws-and-regulations/Act-Concerning-Authority-to-Award-Certain-Qualifications/ • The Higher Education Ordinance (1993:100), Chapter 6 https://www.uhr.se/en/start/laws-and-regulations/Laws-and-regulations/The-Higher-Education-Ordinance/#chapter6
Turkey	<ul style="list-style-type: none"> • Yükseköğretim kurumlarında önlisans ve lisans düzeyindeki programlar arasında geçiş, çift anadal, yan dal ile kurumlar arası kredi transferi yapılması esaslarına ilişkin yönetmelik birinci bölüm (Resmî Gazete Tarihi: 24.04.2010 Resmî Gazete Sayısı: 27561) (Regulation on transition between pre-degree and undergraduate programs in HEIs) https://www.mevzuat.gov.tr/Metin.Aspx?MevzuatKod=7.5.13948&MevzuatIlski=0&sourceXmlSearch=Y%C3%BCksek%C3%B6%C4%9Fretim%20Kurumlar%C4%B1nda%20%C3%96nlisans%20ve%20Lisans%20D%C3%BCzeyindeki%20Programlar%20Aras%C4%B1nda%20Ge%C3%A7i%C5%9F%2C • Regulation on Joint Education and Training Programs between Turkish HEIs and HEIs abroad. Number: 29849 October 6, 2016 https://www.yok.gov.tr/Documents/Kurumsal/egitim_ogretim_dairesi/Uluslararasi-Ortak-Egitim-Ogretim-Programlari/2-Yurtdisi-Universitelerin-Ortak-Egitim-Ogretim-Programlarina-Dair-Yonetmelik-ingilizce.pdf
United Kingdom	<ul style="list-style-type: none"> • Higher Education and Research act 2017 http://www.legislation.gov.uk/ukpga/2017/29/contents/enacted • UK Higher Education International Unit (2013) – International partnerships – A legal guide for UK universities https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/International/LegalGuideFINALMarch13.pdf • UK Higher Education International Unit (2013) – A guide to UK Higher Education and partnerships for overseas universities http://www.britishcouncil.org/ua/sites/default/files/guide-to-uk-he-and-partnerships_web_final.pdf • The Quality Assurance Agency for Higher Education (2015) - UK Quality Code for Higher Education Part A: Setting and maintaining academic standards https://www.qaa.ac.uk/quality-code • The Quality Assurance Agency for Higher Education (2018) - UK Quality Code for Higher Education - Part B: Assuring and Enhancing Academic Quality –Chapter B10: Managing Higher Education Provision with Others https://www.qaa.ac.uk/quality-code • The Universities (Scotland) Act (1966) http://www.legislation.gov.uk/ukpga/1966/13/contents • Further and Higher Education (Scotland) Act (1992) www.legislation.gov.uk/ukpga/1992/37/contents • Further and Higher Education (Scotland) Act (2005) http://www.legislation.gov.uk/asp/2005/6/contents • The Quality Assurance Agency Handbook for Scotland (2016) - Degree Awarding Powers and University Title in Scotland https://www.qaa.ac.uk/docs/qaa/guidance/degree-awarding-powers-handbook-scotland-16.pdf?sfvrsn=c50f781_8&sfvrsn=c50f781_8

Annex 10 - Examples of joint degree (type A) and joint degree per track (type B) diplomas


TYPE A – JOINT DEGREE (QEM – Models and Methods of Quantitative Economics, 2018-1490. Template, original to be printed on French state paper and to be signed by each of the 5 rectors)

<p>MASTER délivré en partenariat international par l'Université Paris 1 Panthéon-Sorbonne avec l'Universitat Autònoma de Barcelona et l'Université catholique de Louvain et l'Università Ca' Foscari Venezia et Szkoła Główna Handlowa w Warszawie MASTER título otorgado conjuntamente por la Universitat Autònoma de Barcelona y la Universitat Paris 1 Panthéon-Sorbonne y la Università Ca' Foscari Venezia y Szkoła Główna Handlowa w Warszawie DIPLOME délivré en partenariat international par l'Université catholique de Louvain avec l'Universitat Autònoma de Barcelona et l'Université Paris 1 Panthéon-Sorbonne et l'Università Ca' Foscari Venezia et Szkoła Główna Handlowa w Warszawie LAUREA MAGISTRALE rilasciata in partenariato internazionale l'Università Ca' Foscari Venezia con l'Universitat Autònoma de Barcelona e l'Université catholique de Louvain e l'Université Paris 1 Panthéon-Sorbonne e Szkoła Główna Handlowa w Warszawie MASTER wydane w międzynarodowym partnerstwie przez Szkołę Główną Handlową w Warszawie z l'Universitat Autònoma de Barcelona i Université Paris 1 Panthéon-Sorbonne i Université catholique de Louvain i l'Università Ca' Foscari Venezia partner universities of the QEM Models and Methods of Quantitative Economics Erasmus Mundus Consortium</p>		
<p>RÉPUBLIQUE FRANÇAISE MINISTÈRE DE L'ENSEIGNEMENT SUPÉRIEUR ET DE LA RECHERCHE UNIVERSITÉ PARIS 1 PANTHÉON-SORBONNE</p> <p>Vu le code de l'éducation ; Vu le décret n° 84-573 du 5 juillet 1984 modifié relatif aux diplômes nationaux de l'enseignement supérieur ; Vu le décret n°99-747 du 30 Août 1999 modifié relatif à la création du grade de master ; Vu le décret n° 2002-481 du 8 Avril 2002 relatif aux grades et titres universitaires et aux diplômes nationaux ; Vu le décret n° 2005-450 du 11 mai 2005 relatif à la délivrance de diplômes en partenariat international ; Vu l'arrêté du 25 avril 2002 relatif au diplôme national de master ; Vu les textes relatifs à l'université autonome de Barcelone (Espagne), l'Université catholique de Louvain (Belgique), l'Université Ca' Foscari de Venise (Italie), et l'École d'Économie de Varsovie (Pologne), membres du consortium Erasmus Mundus Modèles et Méthodes en Économie Quantitative (QEM) à délivrer des diplômes de master dans le cadre de l'Espèce Européenne de l'Enseignement Supérieur ; Vu l'arrêté ministériel du 22 mars 2014 relatif à l'habilitation de l'UNIVERSITÉ PARIS 1 - PANTHÉON - SORBONNE à délivrer des diplômes nationaux ; Vu les pièces justificatives produites par «Sexe» «prénom, NOM patronymique» née le «date de naissance» / jour, mois en lettres, année-à «sp», en vue de son inscription au master ; Vu les procès-verbaux du jury attestant que l'intéressé(e) a satisfait au contrôle des connaissances et des aptitudes prévues par les textes réglementaires ;</p> <p>Le diplôme de SCIENCES, TECHNOLOGIES, SANTÉ, à finalité RECHERCHE, mention MATHÉMATIQUES ET APPLICATIONS, spécialité «spécialité» Mention «Mention»</p> <p>est délivré à «Sexe» «prénom, NOM patronymique» au titre de l'année universitaire «année universitaire», et confère le grade de Master, pour en jouir avec les droits et prérogatives qui y sont attachés.</p> <p style="text-align: center;"><i>Fait à Paris, le < jour, mois en lettres, année></i></p> <p>Le titulaire Le Président Le Recteur de l'académie, chancelier des universités</p> <p>N° «numéro du diplôme»</p>	<p>REINO DE ESPAÑA UNIVERSITAT AUTÒNOMA DE BARCELONA</p> <p>El/La rector/a de la Universitat Autònoma de Barcelona, considerando que, conforme a las disposiciones y circunstancias previstas por el Real Decreto 1002/2010, de 5 de agosto, sobre expedición de títulos universitarios oficiales, Don/Dona «Name of Student», nacido/a el «birthdate», en «place», de nacionalidad «Nationality», ha superado en «place», en «date of end of studies» los exámenes conexas al título de</p> <p>Màster Universitari en Models i Mètodes de Economia Quantitativa / Models and Methods of Quantitative Economics</p> <p>Establecido por Acuerdo de Consejo de Ministros de < 12/11/10> y para que este título pueda surtir efectos en España, el título deberá ser presentado ante una de las universidades españolas firmantes del convenio, para que ésta incluya una diligencia señalando el título oficial de Master Universitario que corresponda y proceda a los trámites necesarios para su anotación en el Registro Nacional de títulos universitarios oficiales.</p> <p>Dado en «place» a «day» de «month» de «year» El/La Rector/a</p>	<p>COMMUNAUTÉ FRANÇAISE DE BELGIQUE UNIVERSITÉ CATHOLIQUE DE LOUVAIN FACULTÉ DES SCIENCES ÉCONOMIQUES, SOCIALES, POLITIQUES ET DE COMMUNICATION</p> <p>Vu le décret du 7 novembre 2013 définissant le paysage de l'enseignement supérieur et l'organisation académique des études, «Nom, Prénom, Secrétaire et Membres du jury interuniversitaire chargé de conférer le grade académique concerné, déclarent que</p> <p style="text-align: center;">[«City Name of Student»]</p> <p>Né(e) à «place» («Country») le «birthdate», a obtenu en l'année académique «année universitaire» le grade académique de</p> <p style="text-align: center;">Master en sciences économiques, orientation économétrie à finalité approfondie avec «mention»</p> <p>En foi de quoi, nous lui avons délivré le présent diplôme, attestant que les prescriptions légales relatives aux conditions d'accès, aux programmes, au nombre de crédits y associés (minimum 120 crédits) et à la publicité des examens ont été observées.</p> <p>Pour le Jury Le Secrétaire du jury</p> <p>Le Président du jury Le Titulaire</p> <p style="text-align: right;">Le Recteur de l'Université catholique de Louvain</p> <p>Un supplément est annexé au présent diplôme. Il atteste notamment la liste des enseignements du programme d'études suivi par l'étudiant «», les conditions d'accès aux études et les évaluations sanctionnées par le grade académique conféré.</p>
	<p>REPUBBLICA ITALIANA UNIVERSITÀ CA' FOSCARI VENEZIA</p> <p>In nome della Legge, il Rettore dell'Università Ca' Foscari Venezia, visti gli studi compiuti da «NAME AND SURNAME», nato/a a «PLACE» «COUNTRY» il giorno «DATE» visto l'esito della prova finale, le conferisce ai sensi del D.M. 3/11/1999 n. 509, D.M. 4/8/2000 e D.M. 22/10/2004 n. 270 la</p> <p>LAUREA MAGISTRALE IN ECONOMIA E FINANZA classe LM-56</p> <p>Il presente diploma viene rilasciato a tutti gli effetti di legge.</p> <p>[Date and place of delivery by the partner university]</p> <p>Il Rettore Il Direttore generale</p>	<p>SZKOŁA GŁÓWNA HANDLOWA W WARSZAWIE SGH Warsaw School of Economics</p> <p>DIPLOMA OF COMPLETION OF THE SECOND CYCLE PROGRAMME ISSUED IN THE REPUBLIC OF POLAND</p> <p>Mr/Ms «Name of Student» born on «date of birth» «place of birth» has accomplished a higher education programme in the major of «major», in the minor of «minor», in the form of «form», in the field of «field», of a general academic profile, with the final result «final grade», and was awarded a professional title of</p> <p style="text-align: center;">MAGISTER on «date» Recor</p> <p>PR K VII Full qualification at Polish Qualifications Framework and European Qualifications Framework level seven «name stamp and signature»</p> <p style="text-align: right;">Diploma No «No» Warsaw, «date»</p>

TYPE A – JOINT DEGREE (CARTO – Erasmus Mundus Master of Science in Cartography, 2017-1956. Blinded copy, original signed by the rectors of the 3 awarding partners)

 <p>Technische Universität München</p>	 <p>Technische Universität Dresden</p>	 <p>Technische Universität München</p>	 <p>Technische Universität Wien</p>	 <p>Technische Universität Dresden</p>	 <p>Technische Universität München</p>
<p>With this diploma the Technische Universität München together with the Technische Universität Wien and the Technische Universität Dresden award</p> <p style="text-align: center;">[Blinded Signature]</p> <p>the academic degree MASTER OF SCIENCE (M.Sc.)</p> <p>for demonstrating completion of the associated academic requirements and successfully completing the master's examination at the Technische Universität München, the Technische Universität Wien and the Technische Universität Dresden.</p> <p>The result of the master's examination has been compiled in the certificate.</p> <p style="text-align: center;">München, 27 September 2018</p> <p>(signed by)</p> <p>Prof. Dr. Dr. h.c. mult. Wolfgang A. Herrmann Präsident Technische Universität München</p> <p>Prof. Dr.-Ing. Hans Müller-Steinhagen Rektor Technische Universität Dresden</p> <p>ao.Univ.-Prof.Dr. Robert Weber The Dean of Academic Affairs Technische Universität Wien</p>			<p>Die Technische Universität München, die Technische Universität Wien und die Technische Universität Dresden verleihen mit dieser Urkunde</p> <p style="text-align: center;">[Blinded Signature]</p> <p>den akademischen Grad MASTER OF SCIENCE (M.Sc.)</p> <p>nachdem sie die vorgeschriebenen wissenschaftlichen Studienleistungen nachgewiesen und die Masterprüfung an der Technischen Universität München, der Technischen Universität Wien und der Technischen Universität Dresden erfolgreich abgelegt hat.</p> <p>Das Ergebnis der Masterprüfung ist im Zeugnis dokumentiert.</p> <p style="text-align: center;">München, 27. September 2018</p> <p>Prof. Dr. Dr. h.c. mult. Wolfgang A. Herrmann Präsident der Technischen Universität München</p> <p>Prof. Dr.-Ing. Hans Müller-Steinhagen Rektor der Technischen Universität Dresden</p> <p>ao.Univ.-Prof.Dr. Robert Weber Der Studiendekan der Technischen Universität Wien</p>		

TYPE B – JOINT DEGREE PER TRACK (DEPEND – Erasmus Mundus Joint Master of Science in Advanced Systems Dependability – 2017-2009.Template, to be signed by 2 out of 3 rectors, depending on the study track of the student)



The Consortium of the three universities
National University of Ireland, Maynooth, the University of St Andrews, and the Université de Lorraine
after examining the grades obtained for the courses followed for the edition instituted in the academic year 20XX/20XX confer the award of

Erasmus Mundus Joint MSc in Advanced Software Systems Dependability

to

<<students name here>>

Born in city, country

Awarded in city, county on XX.XX.20XX

<p><<signature here>></p> <p>_____ Professor Philip Nolan President National University of Ireland Maynooth</p>	<p><<signature here>></p> <p>_____ Professor Sally Mapstone Principal and Vice-Chancellor University of St Andrews</p>	<p><<signature here>></p> <p>_____ Professeur Pierre Mutzenhardt le Président Université de Lorraine</p>
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TYPE B - JOINT DEGREE PER TRACK (EPS – European Politics and Society: Vaclav Havel Joint Master programme, 2017-1954. Illustrative example, to be signed by the rectors of the partners at which the student studied)



UNIVERZITA KARLOVA
Česká republika

UNIVERSITEIT LEIDEN
Nederland

UNIVERSITAT POMPEU FABRA
Reino de España

V souladu s dohodou o konsorciu EPS společného magisterského studijního programu Erasmus Mundus Evropská politika a společnost společně potvrzují, že

In accordance with the EPS Consortium Agreement of the Erasmus Mundus Joint Master Degree, European Politics and Society, hereby jointly certify that

Karel Čtvrtý

<p>naroden 5. 4. 1980 v Praze, Česká republika absolvoval dne 25. 5. 2018 s vyznamenáním vysokoškolské studium v navazujícím magisterském programu <i>Mezinárodní teritoriální studia</i></p> <p>studijní obor <i>Evropská společnost a politika: Václav Havel Joint Master Programme</i></p> <p>se jmenovanému podle zákona č. 111/1998 Sb. (CZE) ustanovení nizozemského zákona o vysokých školách a výzkumu (NLD) zákona 11/1990 ze dne 18. června, o univerzitě Pompeu Fabra (ESP)</p> <p>uděluje akademický titul</p>	<p>born 5 April 1980 in Prague, Czech Republic graduated on 25 May 2018 with distinction in the master's study programme <i>International Area Studies</i></p> <p>branch of study <i>European Politics and Society: Václav Havel Joint Master Programme</i></p> <p>in accordance with Act no. 111/1998 Sb. (CZE) the Dutch Higher Education and Research Act (NLD) Act no. 11/1990, of June 18, of the University of Pompeu Fabra (ESP)</p> <p>has been awarded the academic title</p>
--	--

Magistr „Mgr.“ / Master of Arts “MA” / Master „MA“

<p>prof. MUDr. Tomáš Zima, DrSc. Rektor /Rector Univerzita Karlova</p> 	<p>Dr. Maxine David Statutory Representative Universiteit Leiden</p> 	<p>Dr. Jaume Casals Rektor /Rector Universitat Pompeu Fabra</p> 	
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Co-funded by the Erasmus+ Programme of the European Union

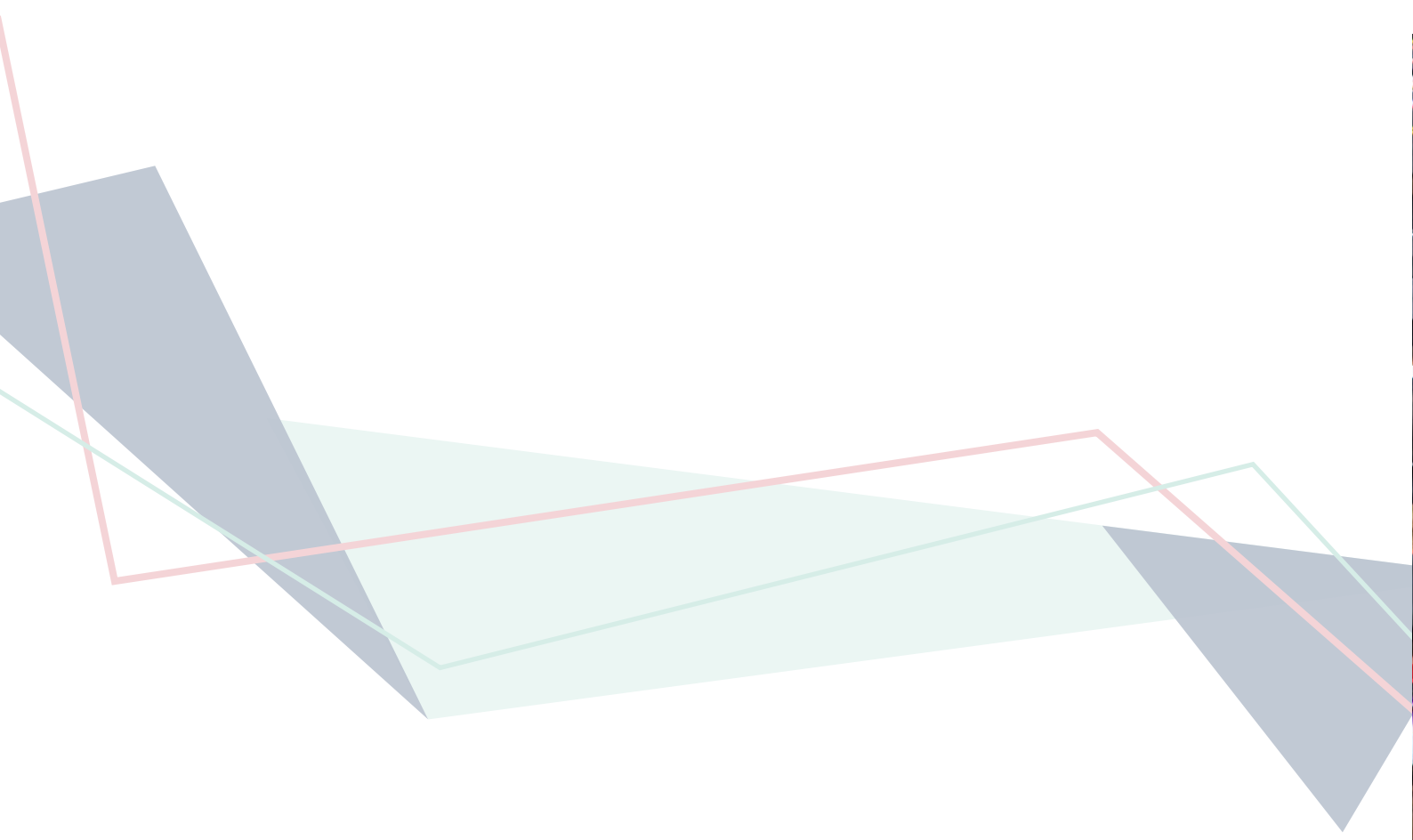
Číslo diplomu/Diploma no.: DL120180000

ERASMUS MUNDUS DIPLOMA TEMPLATE AS SET OUT BY THE SPANISH LAW

Real Decreto 1002/2010, de 5 de agosto, sobre expedición de títulos universitarios oficiales (BOE 6-8-2010) (Royal Decree on the issuance of official university degrees, Official Gazette 6-8-2010)

<https://www.boe.es/buscar/act.php?id=BOE-A-2010-12621&tn=2>

ANEXO XIII. a) MODELO MÁSTER ERASMUS MUNDUS		 (8)
 Juan Carlos I, Rey de España y en su nombre		
La Universidad de (1).....		
Como Institución Coordinadora/Socia (lo que proceda) del consorcio Erasmus Mundus.....(2) al que pertenecen también las siguientes Instituciones de Educación Superior (3)		As Coordinator/ full partner (lo que proceda) of the Erasmus Mundus Consortium..... (2) to which the following higher education institutions also belong (3)...
expide el título oficial internacional conjunto de		issues the official international joint degree
Máster Universitario Erasmus Mundus (4).....(5)		Erasmus Mundus Master..... (4)....(5)
que consta de un total de..... créditos ECTS a favor de		with a total of ECTS credits to
Nombre y Apellidos del egresado		
nacido/a el díade.....de.... en (lugar, país) de nacionalidad.....		Born on in... with.....nationality
tras haber superado en (6), todos los requisitos del programa conjunto internacional correspondiente en las universidades(7).		after having successfully accomplished in (6) all the academic requirements of the corresponding international joint programme at the universities of (7).
Fecha de expedición Date of issue		
El interesado The holder	El Rector/es (9) The Rector/s	Unidad Responsable de Títulos Unit responsible for issuing degrees
	Registro Nacional de Titulados Universitarios Oficiales National Register of Holders of Official Degrees	Registro Universitario University Register
<p>(1) Universidad que tiene la competencia de expedir el título oficial conjunto (2) Indicar el nombre completo y acrónimo del consorcio. (3) Mencionar el nombre de todas las instituciones participantes del programa, y ubicación, indicando, en su caso la coordinadora del mismo (4) Denominación específica del título que corresponda al programa (5) Indicar especialidad si procede (6) Fecha de finalización mes y año (7) Mencionar sólo aquellas en las que ha estudiado el egresado poseedor del título (8) Se actualizará adecuándose al aprobado por la Comisión Europea (9) Sólo en plural en el supuesto excepcional previsto en el artículo 4.5, último inciso.</p>		





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Implementing Joint Degrees in the Erasmus Mundus action of the Erasmus+ programme

Resume

This publication is issued in the framework of the Erasmus Mundus Programme, funded by the European Commission, Directorate General for Education, Youth, Sport and Culture. The purpose of this report is to investigate the state of play on the delivery of the Erasmus Mundus Joint Master Degrees (EMJMD) in the Erasmus+ Programme Countries. It is based on an analysis of the legal/administrative frameworks in the participating countries and a survey targeting the running EMJMDs financed between 2014 and 2019.