

Definition and policy context for joint programmes



Joint programme (Def. for this session)

Integrated study programme developed and managed jointly between two or more HEIs (incl. joint learning outcomes, jointly offered curriculum, administration, awarding of degree) located in different countries

→ leading to the *award of a joint or multiple degree, attested by one or more diplomas*

In practice, joint diplomas the tip of the iceberg, multiple degrees more common



Joint programme is understood as an integrated curriculum coordinated and offered jointly by different HEIs, leading to multiple or joint degrees.

Joint degree - a single document awarded by HEIs offering the joint programme and nationally acknowledged as the recognised award of the joint programme.

Multiple degree – separate degrees awarded by issuing separate diplomas by the participating HEIs. If two degrees are awarded, it is a “double degree”.



Study Abroad

- individual
- based on agreement and on academic cooperation

Academic Exchange

- mutual
- based on agreement and on academic cooperation

Study Programme with integrated elements abroad

- one institution „owns“ the programme and degree
- based on agreement with the cooperating institution(s) that provides elements of the programme

Dual Degree Programme

- cooperation around a study programme developed and managed jointly by two institutions
- **separate admissions**, open to the „own students“ of the partner HEIs
- award degree to their own students (dual degree, double degree)
- cooperation regulated by an agreement

Joint Programme

- joint learning outcomes**
- integrated study programme developed and managed jointly
- **joint selection and admission**
- Joint structures for quality assurance
- Joint administration
- Joint awarding of the degree and issuing a joint or a multiple diploma
- cooperation regulated by an agreement



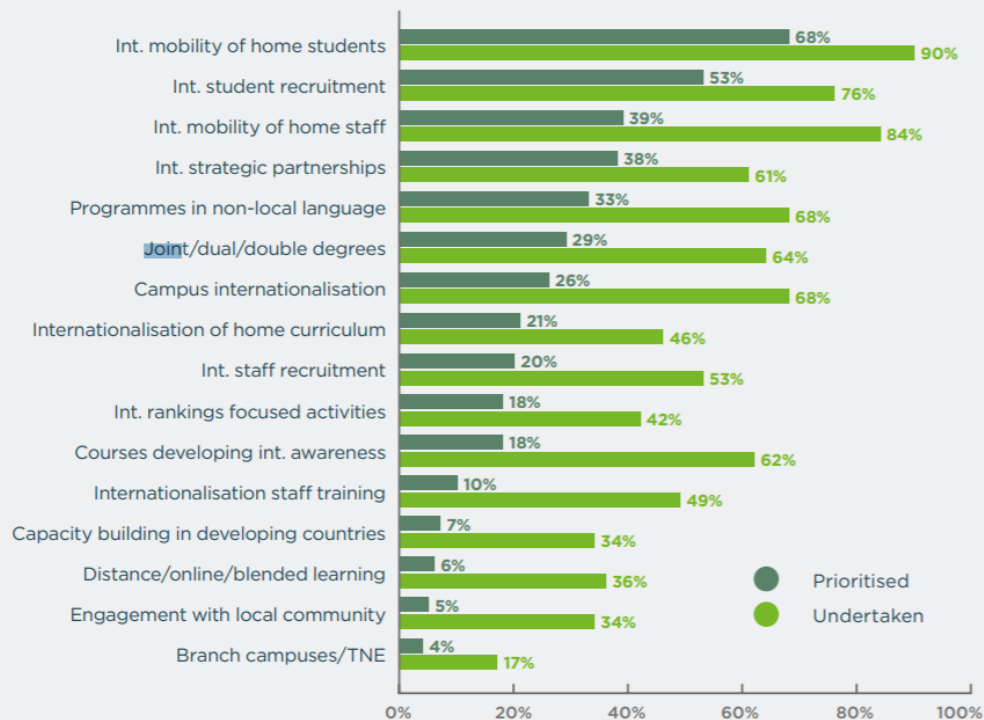
Joint Programmes on the HEI agenda?

- **EAIE Barometer (late 2018)**
 - 29% of respondents consider 'joint/dual/double degrees' as prioritised by their HEI
 - 64% of respondents consider 'joint/dual/double degrees as an activity undertaken at their HEI
- **Some regional differences:**
 - more prioritisation in Southern and Eastern Europe
 - least attention in Northern Europe



Figure 7

**Internationalisation activities prioritised in strategy* (n=1917)
and activities undertaken** (n=2317)**



* Respondents were able to select up to five answers

** Respondents were able to select multiple answers



Figure 8

Top 10 internationalisation activities prioritised in strategy by region*

(n=1917)

	EHEA	Northern Europe	Eastern Europe	Southern Europe	Western Europe	Western Asia
Int. mobility of home students	68%	67%	61%	76%	70%	68%
Int. student recruitment	53%	63%	62%	50%	41%	44%
Int. mobility of home staff	39%	38%	47%	49%	28%	51%
Int. strategic partnerships	38%	44%	28%	31%	43%	30%
Programmes in non-local language	33%	32%	46%	33%	32%	19%
Joint/dual/double degrees	29%	22%	31%	34%	29%	38%
Campus internationalisation	26%	25%	22%	22%	34%	18%
Internationalisation of home curriculum	21%	20%	13%	14%	34%	10%
Int. staff recruitment	20%	28%	21%	13%	14%	23%
Int. rankings focused activities	18%	16%	25%	22%	12%	23%
Courses developing int. awareness	18%	16%	10%	10%	28%	18%

● 1st ● 2nd ● 3rd ● 4th ● 5th



Bologna process pillars

- 3-cycle structure (BA, MA, PhD)
- Mobility
- Quality Assurance
- Social dimension

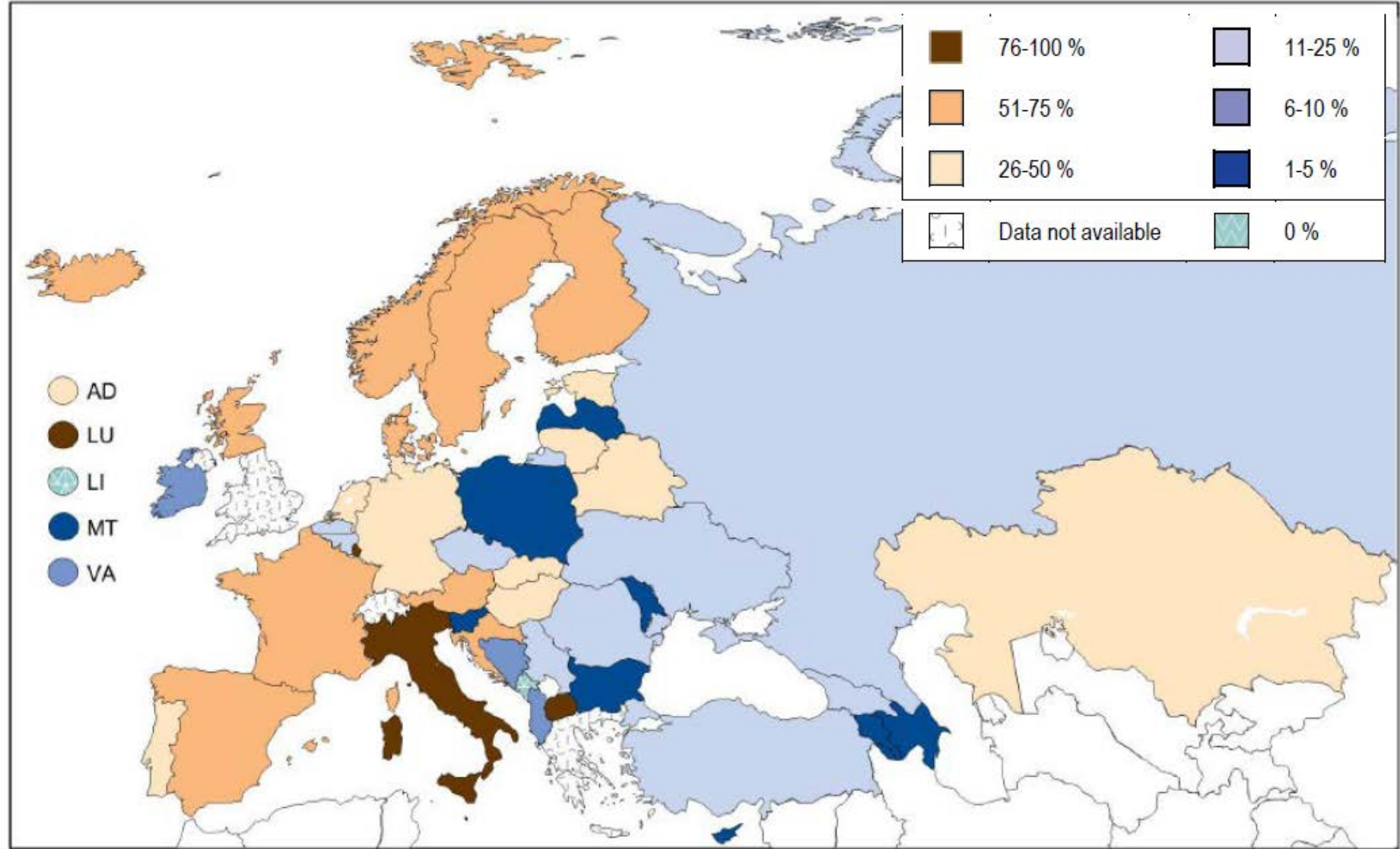


The Bologna Process and JPs

- Joint programmes have a direct link to several Bologna process action lines
 - 3-cycles
 - Quality Assurance and Recognition (on the Ministerial agendas since 2001)
 - Instrument for structural harmonization
- Bologna stock-taking exercises in 2007 and 2009: 2500 joint programmes within the EHEA
- *Bucharest 2012: "We encourage HEIs to further develop joint programmes and degrees, we will examine national rules and practices as a way to dismantle obstacles to cooperation and mobility."*
- Yerevan 2015: European approach to QA of JPs



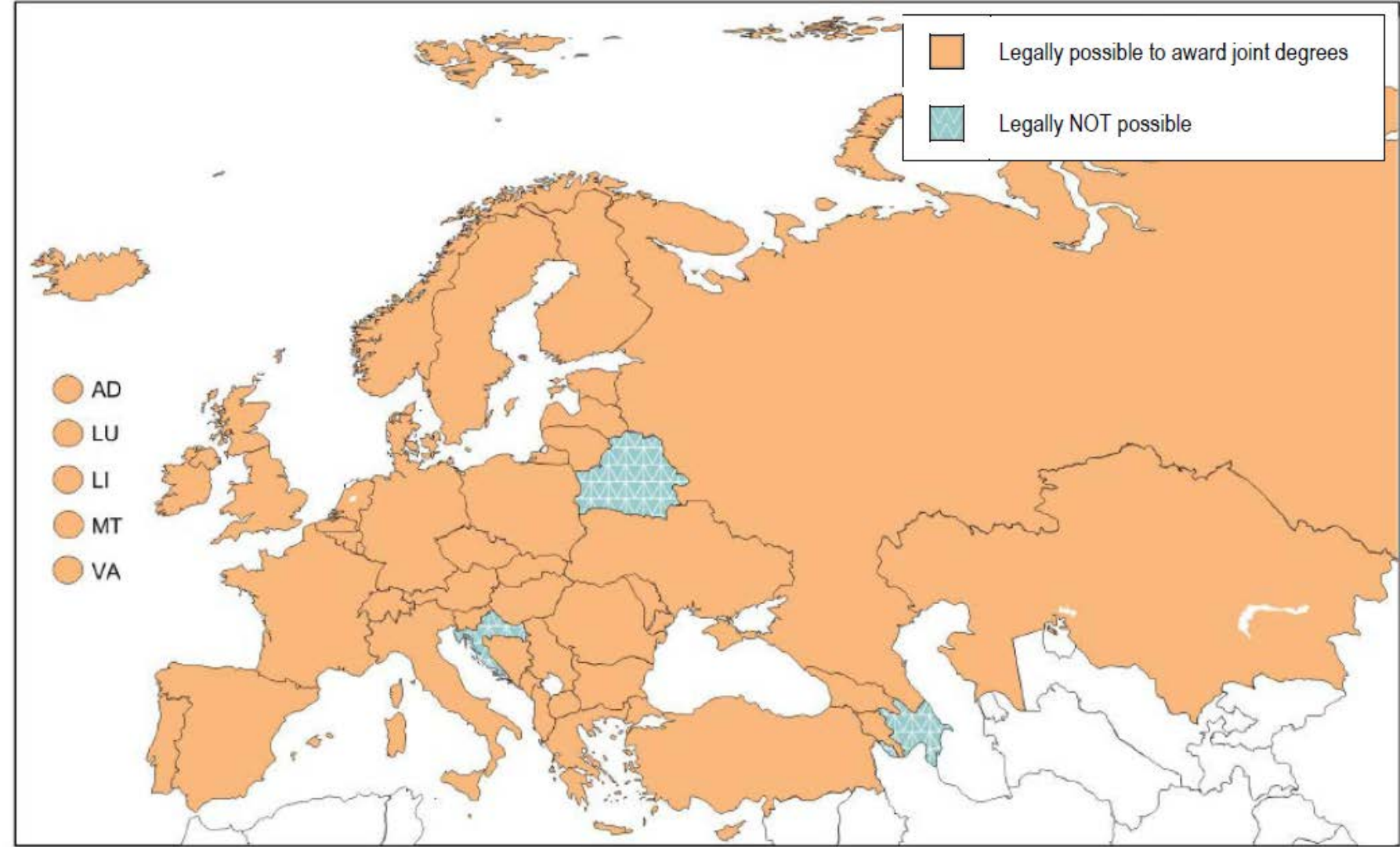
Figure 7.4: Estimated percentage of institutions that participate in joint programmes, 2016/17



Source: BFUG data collection.



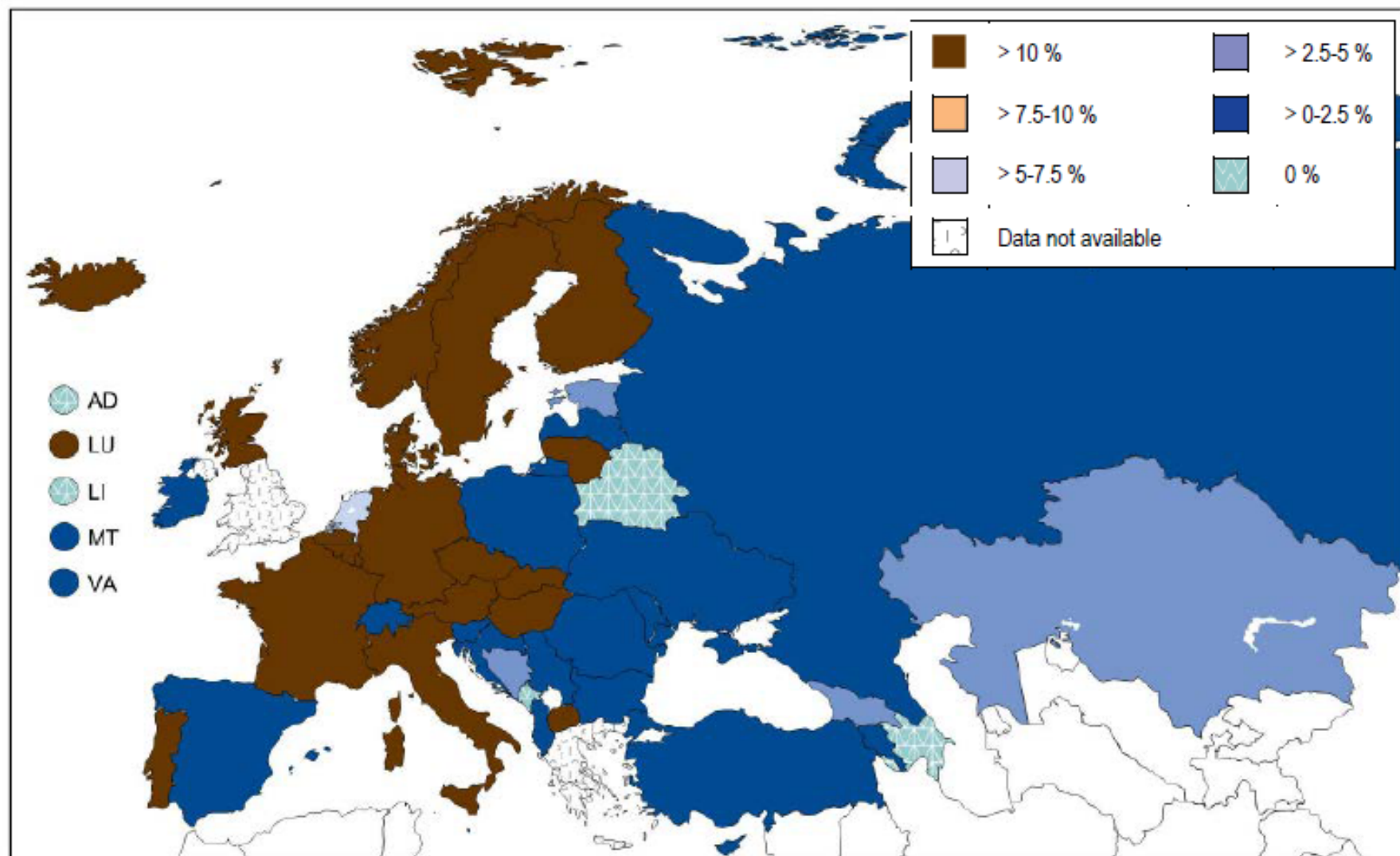
Figure 7.3: Legal possibility for HEIs to award joint degrees, 2016/17



Source: BFUG data collection.



Figure 7.5: Estimated percentage of institutions that award joint degrees, 2016/17



Source: BFUG data collection.



European approach permitted by legislation

European approach not permitted by legislation

AD
LU
LI
MT
VA

The EU and joint programmes

- The EuComm is member of the Bologna process and supports its implementation
- In 2004: creation of Erasmus Mundus – ‘the proof of the pudding’ of the Bologna reforms
- 2 goals united:
 - Degree conversion at MA level
 - Global attractiveness (excellence and scholarships)



Erasmus Mundus

- Excellence-based competition for funding
- EU's Trojan Horse for educational reform at legislative and institutional level
- Since 2014 EMJMD as part of the overarching Erasmus+ programme
- Currently 120+ funded EMJMDs, many more have been funded in the past (20.000+ scholarship holders)



Other EU funding instruments to facilitate JPs

- Other EU instruments provide funding for the development of JPs, sharing good practice, etc.: E+ KA2 Strategic Partnerships, Capacity Building, etc.
- EIT-KICs and the EIT label: funding for JPs
- Nov 2017: launch of the European Education Area (EEA – EU initiative) with as flagship at HE level the ‘European Universities’
 - ‘European Degree’
 - Quantum leap in student mobility
 - Flexible learning paths



Recent trends

Joint programmes as potential testbeds for trends / innovations / needs

- Virtual and blended mobility
- Digitalised mobility administration
- Short-term mobility
- Increased staff mobility
- Developing intercultural skills
- Pressing global challenges in need of multinational solutions

But also under threat from e.g.

- Political turmoil (rise of nationalism)
- Ecological considerations (travel)
- Digitalisation of education (vs. physical mobility)
- Changes in tuition fee policies





Legal framework

- In the EHEA / EEA, competencies in educational legislation remain at the national / regional level
- 2018 Bologna Implementation Process Report: “Although the vast majority of countries have now amended their legislation to allow the development of joint programmes and the award of joint degrees, a lot of ambiguity remains which is often due to the lack of a clear legal basis and/or additional regulations to operationalise these concepts.”
- Institutions themselves may discourage joint degrees through their own regulations (eg. Conditions of stay)



Legal framework - checklist

- What is the legal status of the partners?
- Are they a recognized HE institution within their national / regional context?
- Are they allowed
 - to offer a programme in the field concerned?
 - to award a recognized degree in the field concerned?
 - to offer it as a joint programme?
 - to award the corresponding degree as a joint or double degree?
- What accreditation requirements are there, if any? (programme-level, institutional level? Ex-ante? Ex-post?)
- What national and institutional regulations are in play? (admissions, fees, etc.)



Sources for checking

- Ministries of Education
- ENIC-NARIC - <http://www.enic-naric.net/>
 - ENIC – European Network of Information Centres (Council of Europe and UNESCO, to implement a regional Recognition Convention)
 - NARIC – National Academic Recognition Information Centres of the EU
- EURYDICE info on fees and support systems - https://eacea.ec.europa.eu/national-policies/eurydice/index_en.php_en
- The institutions themselves



Conclusion

- Continued attention to JPs at the level of
 - Transnational policy (eg. European Approach to QA)
 - Institutions (practice, in spite of remaining obstacles)
- Somewhat lessened attention at the national levels
 - Bologna fatigue, complacency ("we've done the changes")
 - Fall-out of the financial crisis (reduced EMJMD-funding around 2014)
 - Inward-turning political context
- Reinvigorated by recent or new initiatives such as
 - EIT-KIC
 - European Education Area / 'European Degree'
 - European Universities
 - EMJMD to continue beyond 2021



WHY?

- *“It will help us realising our internationalisation goals”*
- *“The coordinator asked us so kindly”*
- *“There’s EU funding for it”*
- *“It is nice to apply”*



The strategic approach

- What do we offer compared to the others? Do we have a 'market'?
- Why organise it internationally? With whom?
- Have we collaborated before?
- What are the future prospects and sustainability perspectives?
- How does it fit in with policy at different levels, in all universities?
- Who takes the initiative? Who is there for support?
- Bottom-up vs top-down



Needs and
benefits at
different
levels

01 Institutional

02 Department/Facul

ty
03 Academic

04 Students



Institutional level

- Increase reputation / international visibility
- Increasing internationalization
- International recruitment
- Profit
- Reinforce partnerships
- Capacity building
- ...



Departmental/Faculty level

- Join expertise
- Spread educational efforts
- Share services
- Attract external funding
- Internal visibility and prestige
- ...



Individual academic

- Career path
- Institutional positioning
- International cooperation at large
- Enhance an existing programme/create a new one
- International reputation
- Voluntarism
- ...



Individual student

- Attractive programme (unique specialization)
- Structured mobility
- Grants
- Opportunity to live abroad
- Increased employability
- Personal development
- ...



Autumn Academy 2019, Budapest

The European and international state of the art on Joint programmes



The IIE Global Survey on International Joint and Double Degree Programmes

- Survey conducted by the Institute of International Education (IIE) and Freie Universität Berlin
- Responses from 245 higher education institutions from 28 different countries
- Country-specific trends for the top six countries that responded to the survey: Australia, France, Germany, Italy, the UK, and the U.S.



REDEEM and REDEEM2 – Studies on the impact of DD/JPs on the graduates

- State of the art: institutional survey
- Quantitative analysis: alumni and control group
- Qualitative analysis: focus groups and interviews
- Guidelines
- Best practice

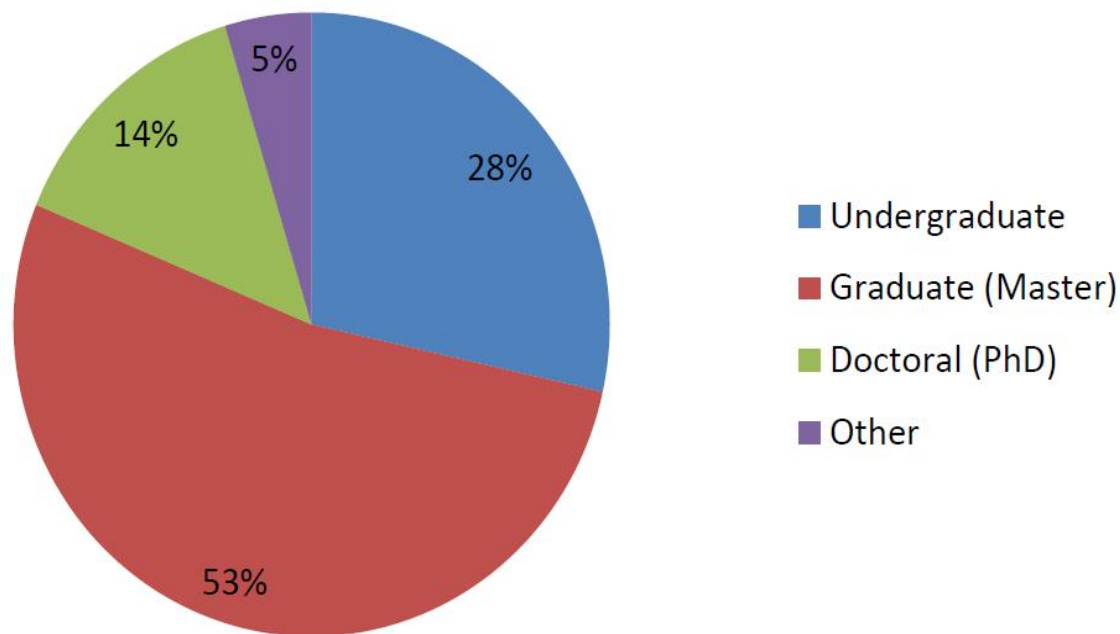


Some figures from the IIE Global Survey

- The double-counting of credits is one of the least important challenges
- 66% of the institutions have measures to regulate the double counting of credits
- 95% - JPs are part of their institution's internationalization strategy
- 55% have a clear institutional policy on program development
- 45% have developed particular methods for the marketing of these programs
- 76% report JPs with student enrollment of 25 or fewer
- 29% have discontinued at least one JP (funding and management issues)



Figure 1: Percentage of Joint or Double Degree Programs by Academic Level



Source: Survey on International Joint and Double Degree Programs 2011



Figure 4: Most Frequently Cited Partner Countries

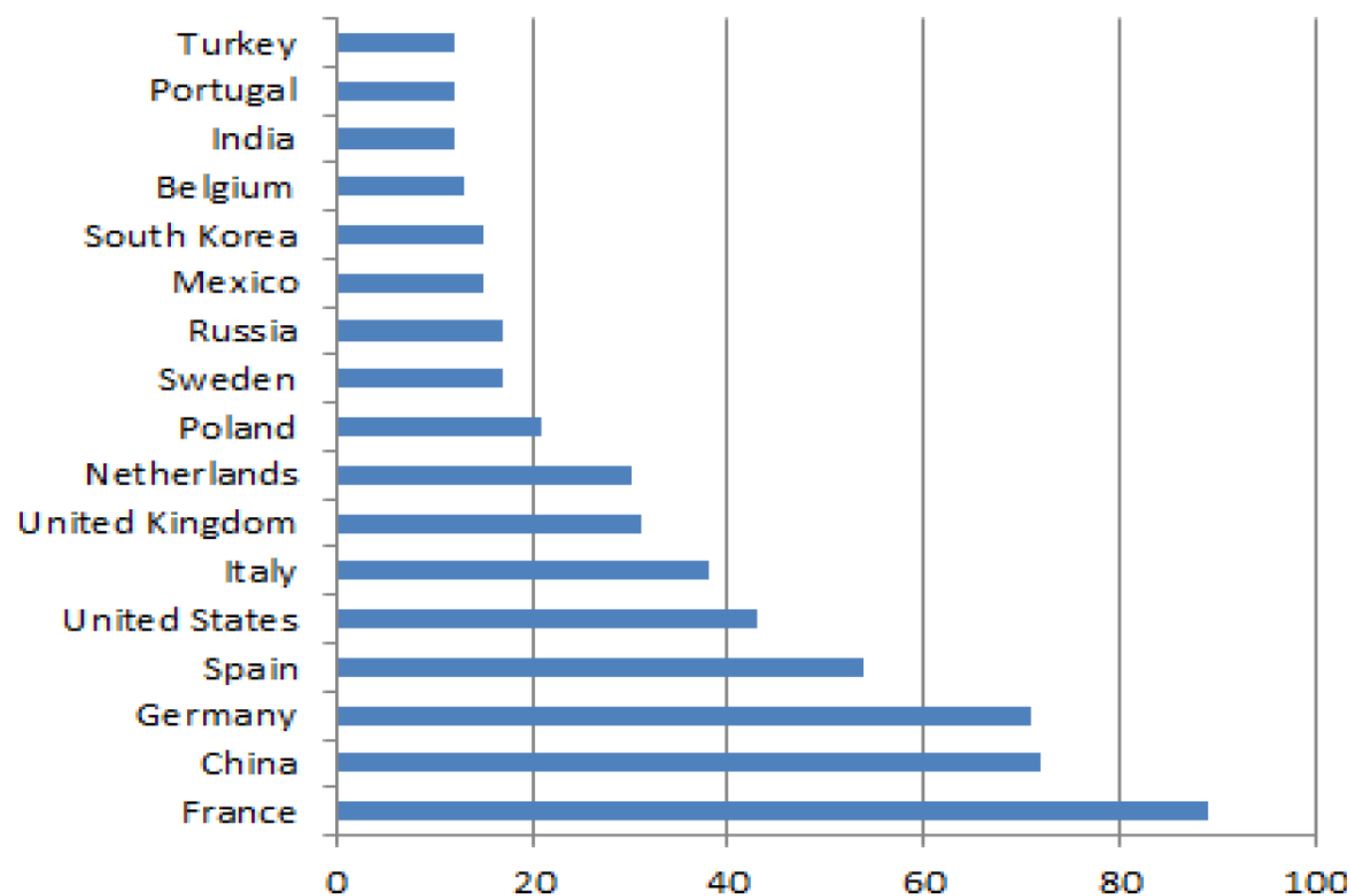
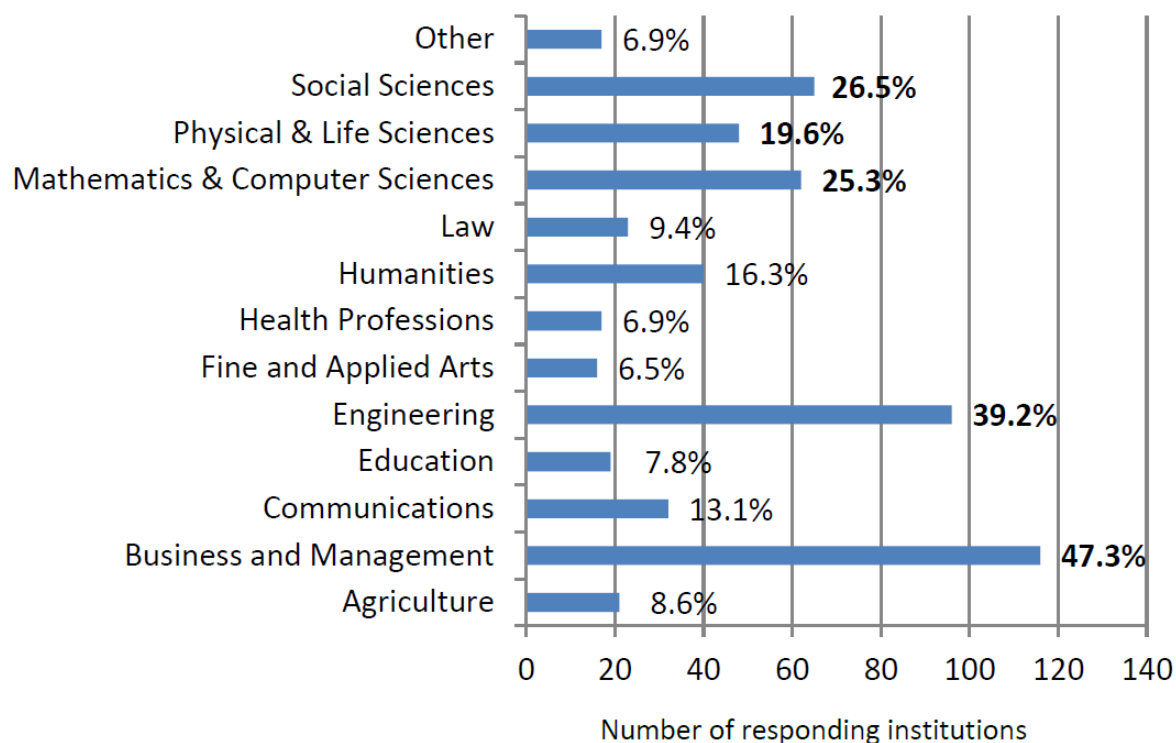


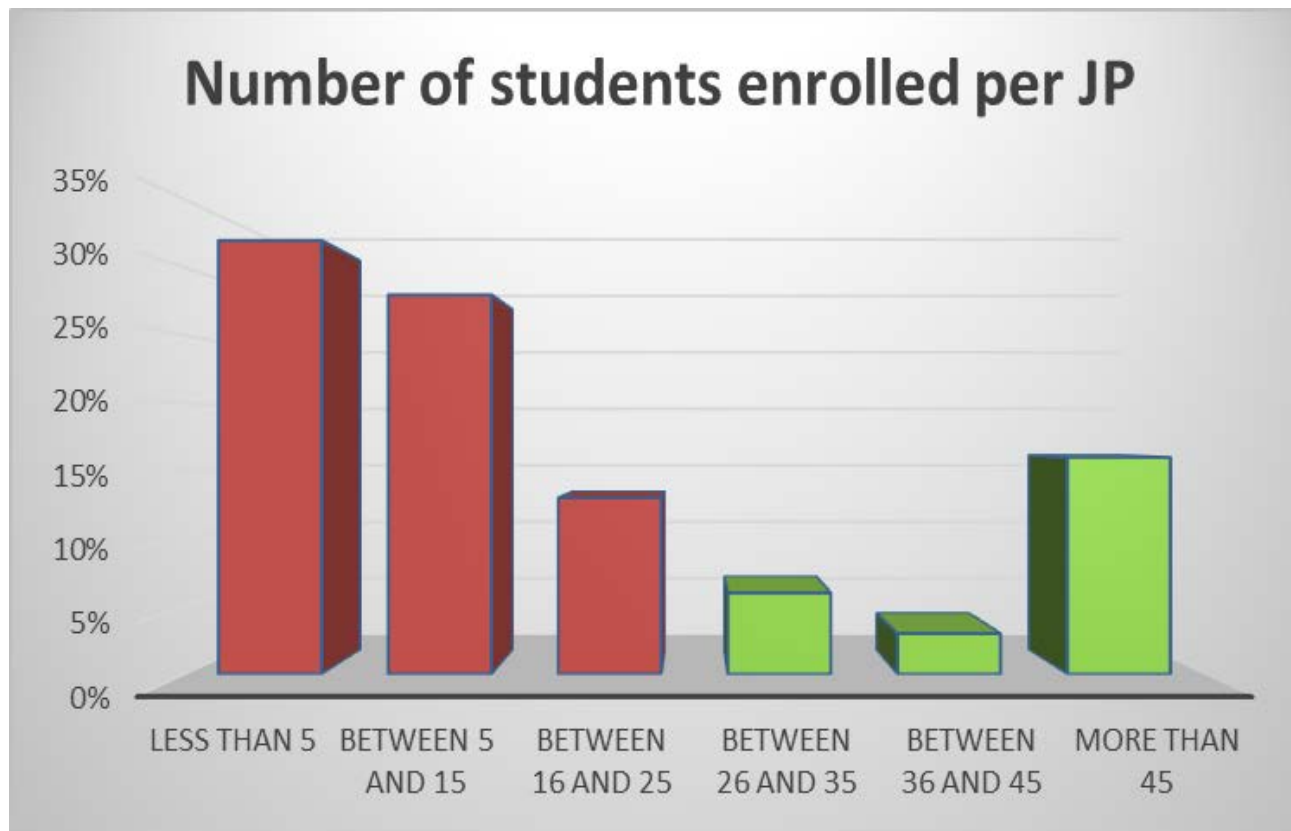
Figure 5: Top Academic Disciplines in Which Joint and Double Degree Programs Are Offered



Source: Survey on International Joint and Double Degree Programs 2011



REDEEM 2 – Institutional survey



REDEEM 2 – Institutional survey

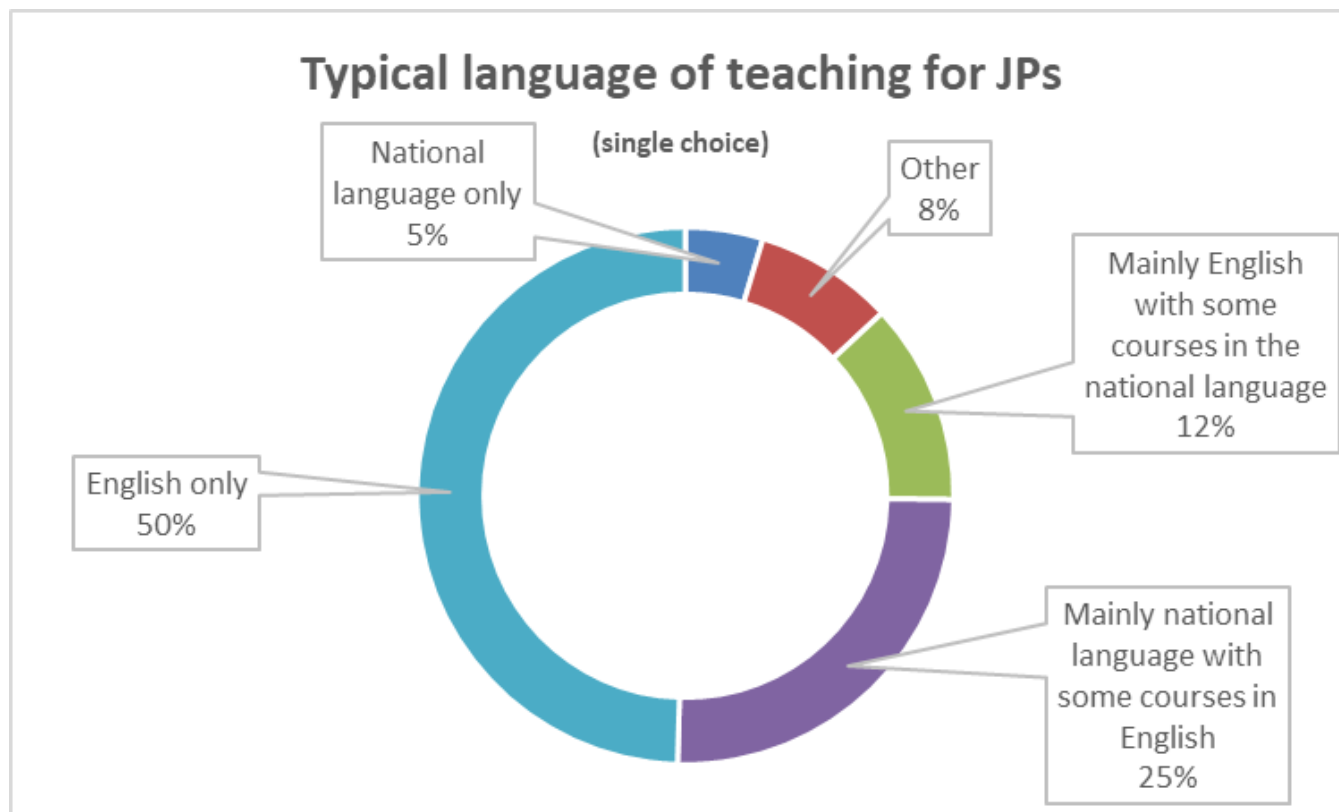


Figure 12: Enrollment Procedures for Joint Degree Programs

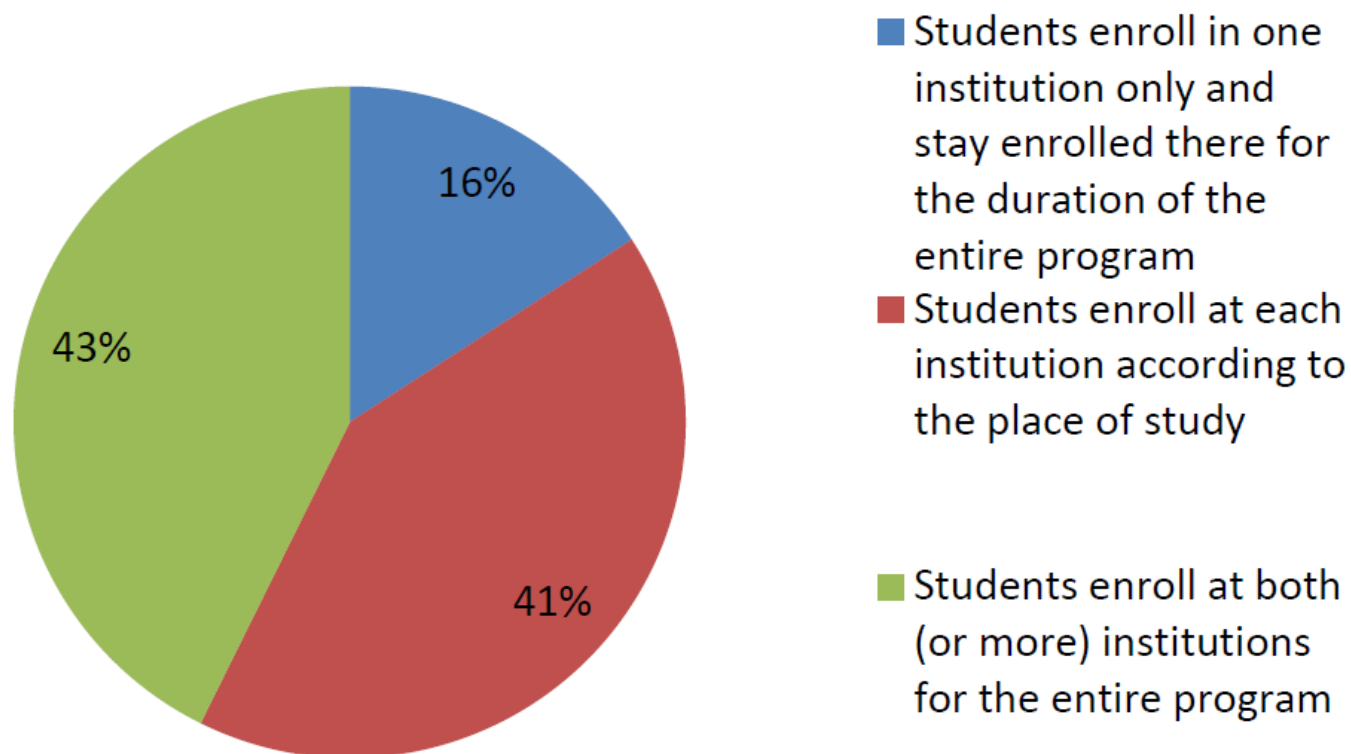
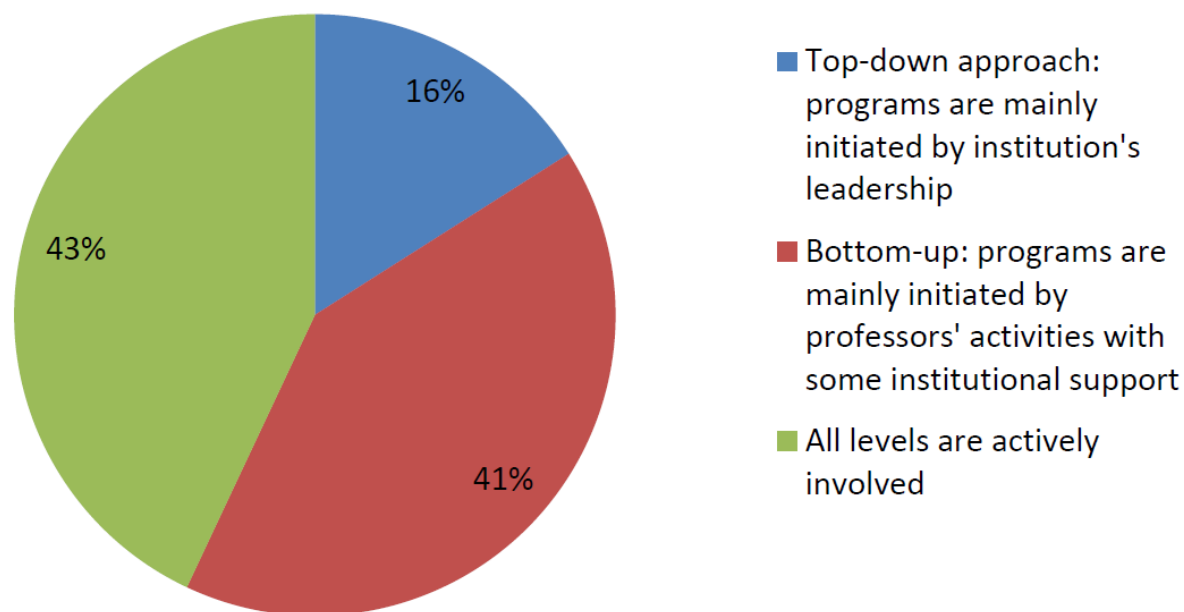


Figure 17: Institutional Approach to Initiating Joint or Double Degree Programs






Source: Survey on International Joint and Double Degree Programs 2011



REDEEM 2 – Institutional survey



What are the motivations for your university to develop JPs?	Average (1 - Not Relevant ; 4 - Extremely Relevant)
Advancing internationalization	3,7
Raising international visibility/prestige	3,5
Recruit talented and motivated students	3,4
Broadening education offerings	3,3
Strengthening research collaboration with the partner universities	3,1
Increasing foreign students enrollment	3,1
Responding to student demand	2,8
Responding to particular market demand	2,4
Increasing revenue	1,8

-  Institutional rationale
-  Students rationale
-  Employers rationale



REDEEM 2 – Institutional survey

What are the perceived benefits of having JPs in place?	Average (1 - Not Relevant ; 4 - Extremely Relevant)
Increased international visibility	3,5
Development of strategic partnerships with the involved universities	3,5
Increased internationalization of campus	3,4
Recruitment of high potential students	3,3
Recruitment of more international students	3,1
Further joint programmes created following the previous experiences	3,0
Greater collaboration between faculty	3,0
New research projects with the involved academics at the partner university	2,9
Greater collaboration between administrative staff	2,4

-  Institutional rationale
-  Students rationale



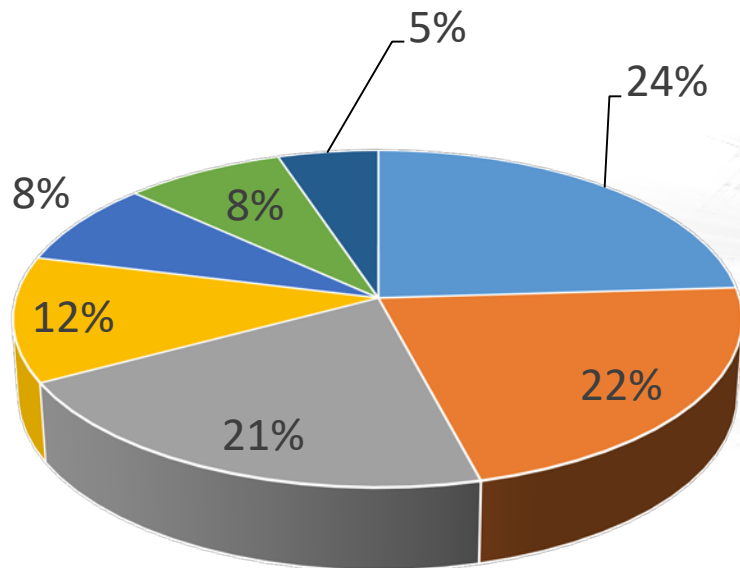
REDEEM 2 – Institutional survey

What are the main challenges associated with setting up new JP?	Average (1 - Not Challenging ; 4 - Extremely Challenging)
Funding	3,2
Sustainability	3,1
Curriculum design	3,0
Legal issues	2,9
Accreditation	2,8
Fees structure	2,6
Academic calendar	2,5
Institutional support	2,5
Degree duration	2,4
Credit transfer	2,3



REDEEM 2 – Institutional survey

Institutional Regulations that complicate setting up of JP

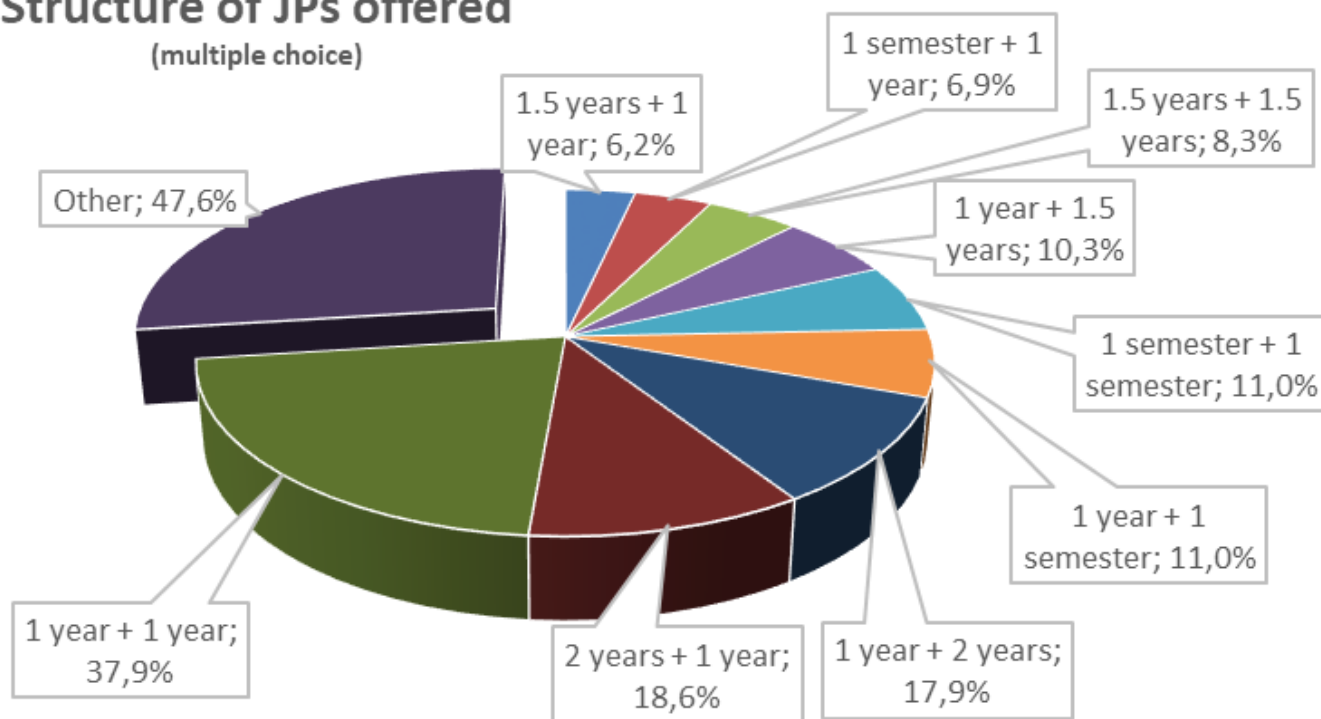


- Minimum requirements in terms of credits
- Accreditation
- Language requirements
- Minimum requirements in terms of duration
- Prohibition of issuing two diplomas for the same amount of work



REDEEM 2 – Institutional survey

Structure of JPs offered
(multiple choice)



Different regional approaches

1

1 North America

DD still more common, partnership with Europe, China, India, South Korea, undergraduate level, student fees to cover the costs

2 South America

DD still growing, private univ. use them to recruit international talents vs public univ using JL for capacity building and strengthen graduate education, graduate employability ranks low, internationalization of the curriculum and

3 Europe

innovative programmes rank high
JP growing constantly, particularly at Master level, response to increasingly global job market, institutional budget and external funding to cover the costs.

4 Asia

Very limited, growing in China only

5 Australia

Negligible.

6 Africa

Negligible



Current concerns and open questions

- **Student rationale**: quality experience or two degrees?
- **Institutional dilemma**: capacity building or status building?
- **Sustainability**: own budget or external funding?
- **Certification**: multiple certification and double counting under attack
- Is international **accreditation** feasible and viable?
- How can JPs fit into two different national and regional **qualification frameworks**?
- Prior learning **assessment** still problematic
- **IPR** for thesis work usually not addressed early enough



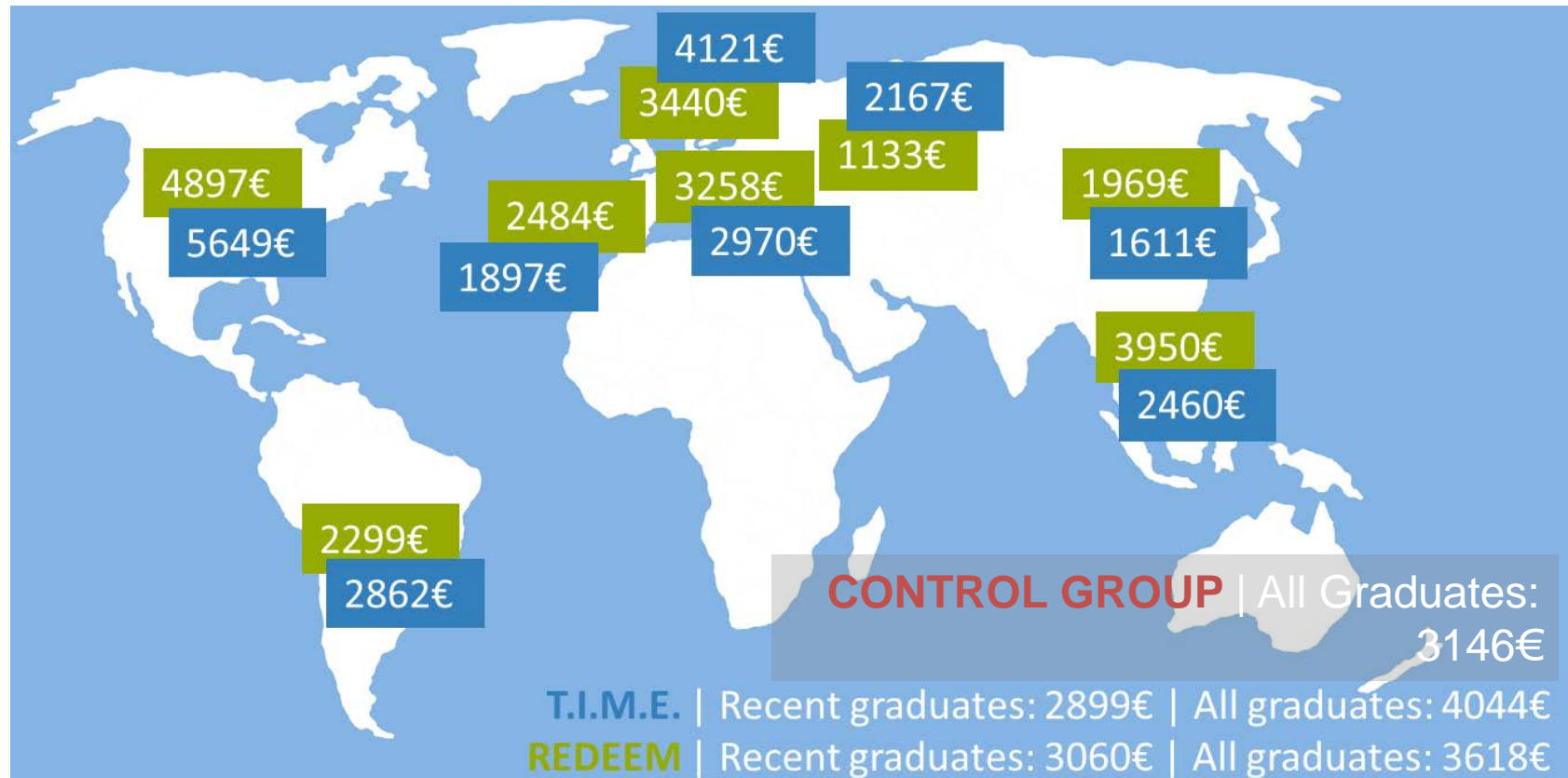
Career Facts – REDEEM 1 + 2

	2016		2019
JP graduates with a paid activity	92%	CONTROL GROUP	96%
	91%	REDEEM	88%
JP working abroad	28%	CONTROL GROUP	32%
	52%	REDEEM	54%
JP working in scope of graduation	81%	CONTROL GROUP	89%
	89%	REDEEM	92%



Career Facts – T.I.M.E. & REDEEM1

Graduates average gross **monthly income** (break down by region)



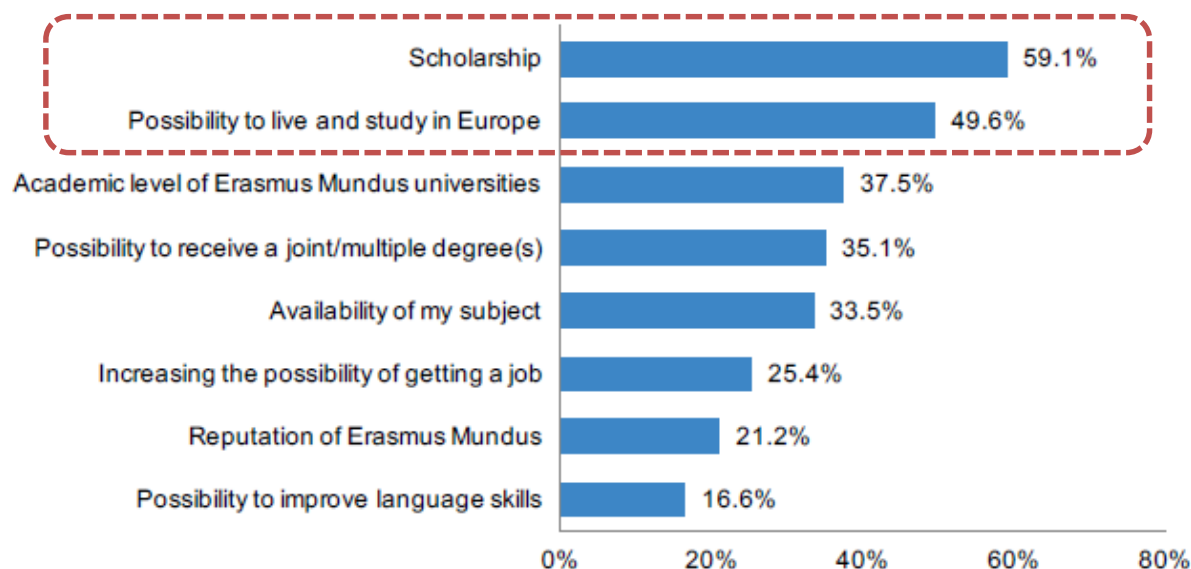
Main Motivations – T.I.M.E.

Motivation (1 -Not Important; 5- Extremely Important)	TIME	REDEEM	Working Abroad	Recent Graduates	CONTROL GROUP
Living in a different country during my studies	4,7	4,6	1st 1st	1st 1st	4,5
Interacting with new cultures	4,5	4,4	3th	2nd 2nd	4,4
Having access to more job opportunities	4,3	4,2	3th		3,9
Increasing the opportunities for a professional career in a different country	4,3	4,2	2nd 2nd		3,8
Experiencing a different education environment	4,2	4,2			4,1
Stepping out my comfort zone to improve my ability to work independently	4,2	4,1			4,3
Learning a new language	4,2	4,0			4,1
A perspective of getting the job or jobs I aspire to	4,0	4,0			3,4
Having two academic degrees conferred by two different higher education institutions	4,0	4,0			-
Increasing the possibility to live in a different country more or less permanently	4,0	3,8			3,8
Studying in a certain identified higher education institution	3,5	3,7			3,3
A perspective of getting better paid than graduates with a single degree	3,0	3,0	Last Last	Last Last	-



Main Motivations – EM Association

What convinced you to choose Erasmus Mundus as a master's programme?



Main Motivations – REDEEM 2

Living in a different country during my studies	4,6
Interacting with new cultures	4,3
Experiencing a different education/academic environment	4,2
Access to more job opportunities	4,2
Better prospects to get the job or jobs I desire	4,2
Increasing the opportunities for a career in country other than that of my origin	4,1
Leaving my comfort zone to improve my ability to work independently	4,1
To gain deeper insight and knowledge in my study area/field	4,1
Obtaining two academic degrees by two different higher education institutions	4,0
Increasing the possibility to live in a different country more or less permanently	3,9
Interest in studying a specific programme in an identified field	3,7
Learning a different/new language	3,6
Complementing the academic curriculum	3,6
Interest in studying in a specific higher education institution	3,3
Better salary prospects	3,2
A specific grant/scholarship being available	2,8



Gained Skills



-'s the CAREER FACTS?
-'s the MAIN MOTIVATIONS?
-'s the **GAINED SKILLS**?
-'s the MAIN IMPACT?
-'s to IMPROVE IN THE FUTURE?



Gained Skills – T.I.M.E.

Related
with the
experience

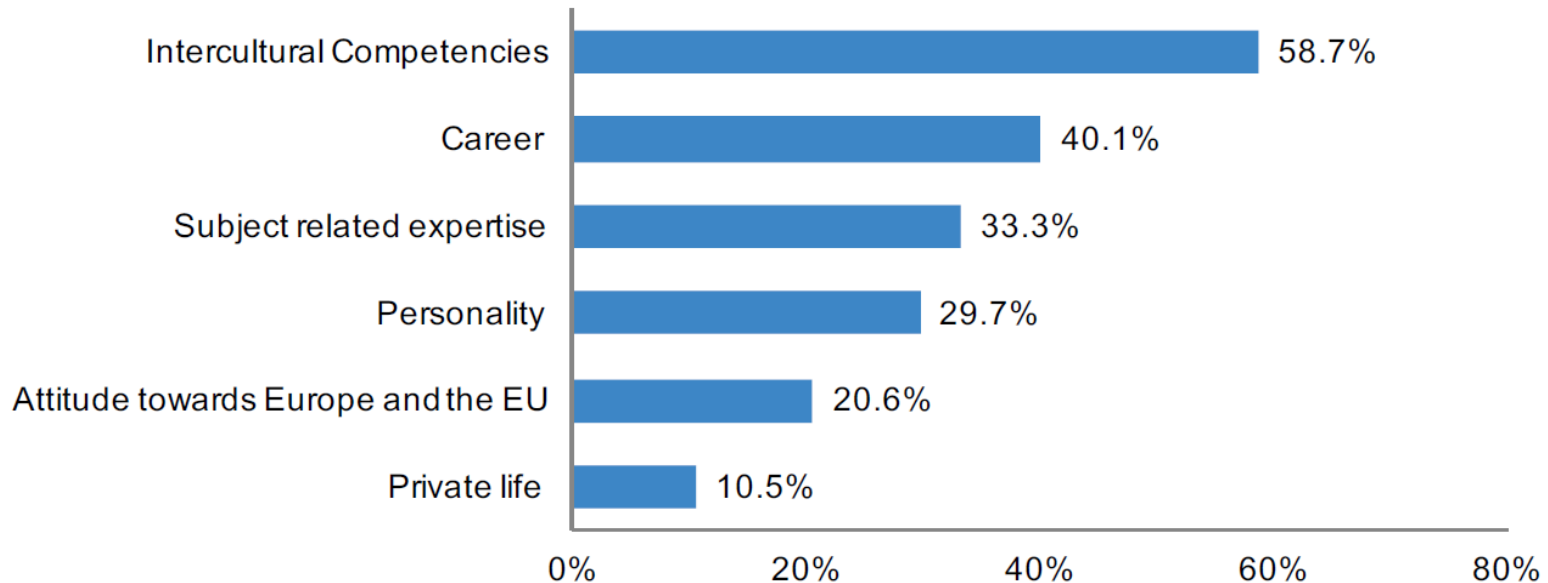
SKILLS GAINED (% AGREE – STRONGLY AGREE + AGREE)	REDEEM	CONTROL GROUP
GAVE YOU THE ABILITY TO WORK IN AN INTERNATIONAL CONTEXT	93.5%	63.9%
ADVANCED YOUR PERSONAL DEVELOPMENT	93.4%	86.2%
GAVE YOU A BETTER UNDERSTANDING OF A CULTURE OTHER THAN YOURS	91.2%	41.1%
IMPROVED YOUR ABILITY TO ADAPT TO THE WORK HABITS OF DIFFERENT COUNTRIES	88.4%	44.5%
IMPROVED YOUR ABILITY TO ADAPT AND ACT IN NEW SITUATIONS	86.3%	82.5%
HELPED YOU TO IMPROVE/GAIN NEW LANGUAGE SKILLS	86.0%	58.8%
MADE YOU FEEL MORE COMFORTABLE SOCIALISING WITH PEOPLE FROM DIFFERENT CULTURAL BACKGROUNDS	85.3%	53.4%
MADE YOU FEEL MORE SELF-MOTIVATED	71.1%	60.3%
IMPROVED YOUR ABILITY TO TAKE INITIATIVES	71.0%	67.7%
DEVELOPED YOUR TEAMWORKING SKILLS	70.1%	77.9%
IMPROVED YOUR ABILITY TO WORK AUTONOMOUSLY	65.0%	83.7%
GAVE YOU A BETTER UNDERSTANDING OF THE PROFESSIONAL ACTIVITY IN YOUR AREA OF EXPERTISE	60.2%	52.1%
IMPROVED YOUR ABILITY TO USE THEORETICAL KNOWLEDGE TO SOLVE PRACTICAL CHALLENGES	52.6%	76.2%
IMPROVED YOUR ABILITY TO THE USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGIES	46.9%	68.2%

Related
with the
own
capacities/
skills



Gained Skills – EM Association

Where do you personally see the greatest impact of Erasmus Mundus?



Improve in the Future



-'s the **CAREER FACTS**?
-'s the **MAIN MOTIVATIONS**?
-'s the **GAINED SKILLS**?
-'s the **MAIN IMPACT**?
-'s to **IMPROVE IN THE FUTURE**?



Improve in the Future - REDEEM



*“**Coordination between universities**,
ease of move between institutions,
standardization of quality of teaching”*

*“Interpersonal and communication **skills**”*

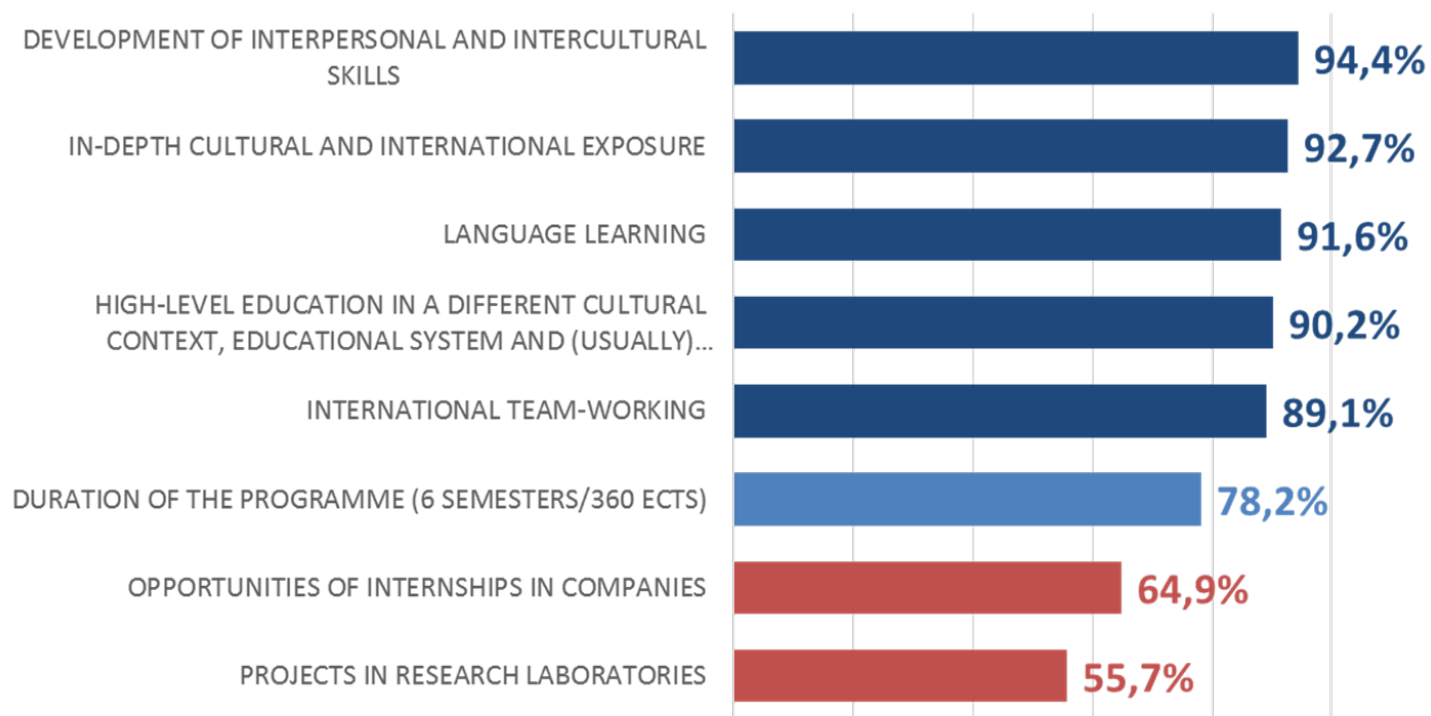
*“**Freedom to choose the courses you want** to follow.
Better coordination of compulsory courses between universities.”*

*“More **communication**
around it in **industry**”*

*“- **marketing** on the double degree program: often it is
not known by recruiting team and it is up to the candidate
to explain what he/she did during the program- helping the
double degree student with the hosting institute
bureaucracy. ”*



Improve in the Future – T.I.M.E.



THE EAIE ACADEMY



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<http://www.eaie.org/community/projects-advocacy/barometer.html>

Internationalisation of higher education, Study for the European Parliament, 2015

[http://www.europarl.europa.eu/RegData/etudes/STUD/2015/540370/IPOL_STU\(2015\)540370_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/STUD/2015/540370/IPOL_STU(2015)540370_EN.pdf)

The European Higher Education Area 2010-2020

<http://www.ehea.info/>

EU educational policies

http://ec.europa.eu/education/lifelong-learning-policy/policy-framework_en.htm

REDEEM project: www.redeemproject.eu and www.redeem2.eu



General Conclusions - 1

- ▶ **DD** analyzed are **highly appreciated by the graduates**
- ▶ The **quality** level has been **stable** over the past years
- ▶ **DD** graduates are **more satisfied** about the programme than other groups
- ▶ **DD** graduates **earn more** than their peers
- ▶ Two main categories of programmes: compatibility vs complementarity
- ▶ **Impact analysis** often lacking, **incomplete** or biased
- ▶ There are **many misconceptions** still in place
- ▶ **Nature** of the programme **must be clear** when designing and when recruiting



General Conclusions - 2

- ▶ **Better communication** towards all the target groups on the actual impact needed
- ▶ **Focused Marketing** approach for DD vs exchange
- ▶ **Specific support** and services for the category
- ▶ **Companies seek** for DD profiles without realizing it
- ▶ Both students and employers favor an **active involvement of companies** in all phases (curriculum design, teaching with credits, definition of research topics, hosting mandatory internships)



General Conclusions - 3

- ✓ **Separate diplomas** are still the rule (85%)
- ✓ Extremely wide range of **structures** with growing 1+1 year JPs
- ✓ **Bilateral vs Multilateral** = 50/50
- ✓ **Size of the JPs**: 50% of JPs have less than 25 students
- ✓ **Motivation**: focus still on the institution
- ✓ **Challenges**: funding and sustainability
- ✓ Involvement of **employers** still low (18%)
- ✓ Almost half of the respondents (46%) don't have a **specific quality evaluation system** for JPs
- ✓ **English** is the dominant language



Joint programme development: issues to consider



Considerations at the time of development
> Start by asking the right questions



Why?

- Why offer the programme as a joint programme?
- Why offer it in an international partnership?
- Is there a need for the joint programme?
 - Does it cover a niche or does its international context create added value?
 - Which employment prospects for graduates?
- What is the main driver, for you, and your partners?
 - Internationalisation?
 - Revenue generating?
 - External funding opportunity?
- Does it fit with the (international) strategy of
 - The department?
 - The institution?
- Who is it for? Respective home students, or wider recruitment?
- Is student mobility compulsory or optional?
- Will mobility within the programme be sufficiently attractive?
- Do you share the same vision of success for the JP with your partners?



Who will be your partner(s)?

- Why these partners?
 - Because there is previous collaboration?
 - Because they are very similar to your institution?
 - Because they offer complementarity in the field concerned?
- Who decides?
 - Is the choice made by the academics in the field concerned?
 - Is the choice made higher-up in the hierarchy?
- They may well be the best academic choice, but...
 - What is their administrative organisation like?
 - How is their academic year organised?
 - Which support services do they offer?
 - How do they fund their programmes?
 - How is QA organised?
 - Will most key drivers among the staff stay around?



The answers will...

- shape the concept and lay-out of the partnership,
- make one reflect on the opportunities and threats,
- have their impact on the model of cooperation,
- and as a consequence have an impact on the administrative and financial structure of the cooperation

These are all elements that come into play in the sustainability of the cooperation.



Some principles to take into account

- The more integrated the programme, the greater chances for covering a specific niche and creating a strong identity and visibility (link to professional field, promotion, joint degree, etc.)
- But the more integrated your joint programme will be, the more involved to set up and maintain, the larger the overhead costs and the more complex an issue the sustainability becomes



EAIE Barometer 2015 p.63

“Institutions with distinct strategies for internationalisation or with internationalisation as a priority area in their overall strategies are more likely to see progress on joint programmes [...].”





Getting started

- Take your time
- Get the right people around the table
- Make sure everyone knows what it's all about
- Set milestones
- Meet regularly



The right people?

- Academics
- International relations officers
- Faculty administrators
- Study Programme and/or QA administrators
- Marketers
- Financial officers
- Admission officers
- Leadership



The right language?

- Define common terminology
 - Academic aspects
 - Administrative matter
- Check out the legal basics and the institutional framework for each of the partners





Designing the programme

The design will have to take into account

- Jointly developed learning outcomes
- Course module offer (present and new)
- ECTS
- Logistics and finances
- Mobility



Designing the programme (2)

- Academic's core business
- TUNING Methodology can be used
 - identifying competences to be obtained
 - setting learning outcomes (knowledge, skills)
 - translating into content and structures
 - deciding teaching, learning and assesment methods
 - developing internal QA



Which deliverables?

- Make a clear division of tasks and roles
- Work towards
 - a detailed programme description
 - a comprehensive consortium agreement
- Don't ignore the obstacles; find solutions or adapt your strategy





Beware of...!

- Degree structure and recognition
- Accreditation
- Administrative requirements
- Thesis requirements and IPR
- Fees policy
- Sustainability
- ...



Observations

- Each consortium is unique
- Formalisation is not only necessary, but also useful
- Mutual understanding between academics and administrators is needed
- Balance your concerns over possible issues with the focus on the final objective
- Trust and flexibility are great assets



Mobility



Mobility trajectories

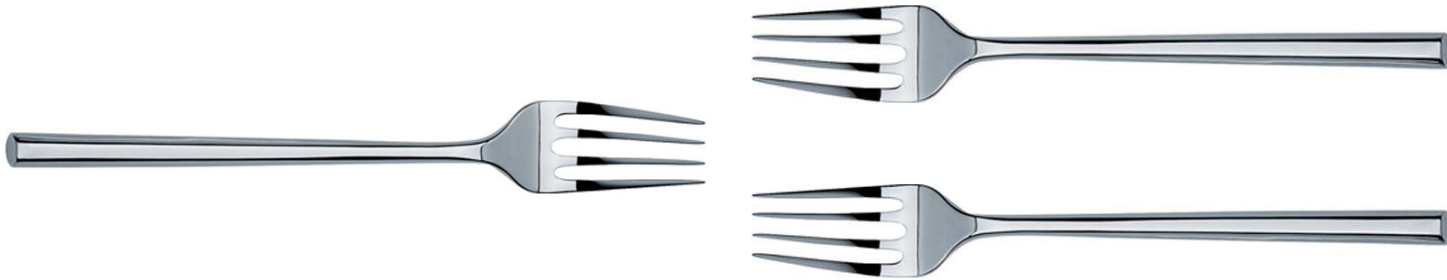
- Large variety of options and models
- To be tackled during programme design
 - Partnership composition
 - Academic design
 - Logistic constraints
 - Attractiveness
 - Programme identity



Model 1



Model 2



Model 3

CHEE CARRY-OUT

SOUPS

	Small	Large
Wonton	1.50	3.00
House Special	2.25	4.50

APPETIZERS

Pu Pu Platter (for 2)	8.50
Fried Wontons (6)	1.95
Egg Rolls (2)	1.95
Shrimp Toast	2.25
Vegetarian Spring Rolls (2)	1.95
★ Fire Cracker Shrimp	9.50

BEEF AND PORK

★ Hot Crispy Beef - Crispy shredded beef sauteed with carrots and celery in hot pepper sauce.	8.95
Pork, Hunan Style - Sliced pork sauteed with fresh broccoli, baby corn and straw mushrooms in chef's hot sauce.	6.75
Orange Beef - Crispy beef chunks sauteed in spicy orange sauce.	8.95
★ Beef, Hunan Style - Hot! Sliced beef sauteed with broccoli, baby corn, and straw mushrooms in chef's hot spicy sauce.	7.50
Beef with Spring Onion - Sliced beef sauteed with spring onions.	7.50

CHICKEN

General Tso's Chicken - General's favorite dish. Tender chunks of marinated boneless chicken sauteed in chef's red hot sauce.	8.95
Honey Sesame Chicken - Chunks of marinated chicken sauteed with sesame in chef's honey sweet sauce.	8.95
Empress Chicken - Chicken chunks dipped in egg batter and lightly fried, then sauteed in chef's delicious sauce. Served on a bed of steamed broccoli.	8.95
★ Tangerine Chicken - Crispy chunks of boneless white meat chicken sauteed with peppers and orange curls in a special sauce.	8.95

SEAFOOD

Manor Shrimp - Delicately seasoned jumbo shrimp lightly battered, fried to a golden brown in natural sweet and sour sauce.	12.95
Shrimp with Cashew Nuts - Baby shrimp sauteed with crispy cashew nuts in a tasty brown sauce.	8.50
Kung Pao Shrimp - Baby shrimp sauteed in rich brown sauce with red pepper and peanuts.	8.50
Imperial Shrimp - Jumbo shrimp sauteed with broccoli and snow peas in creamy garlic sauce.	8.50

HOUSE SPECIALTIES

Happy Family

Jumbo shrimp, scallop and chicken, snow peas, mushrooms, bamboo shoots and broccoli.

8.95

★ Double Delight

Shredded beef and chicken with snow peas and bamboo shoots in Peking sauce.

7.50

Cleopatra Chicken

Golden fried white meat chicken showered with chef's spicy ginger, sweet and sour sauce.

8.95

Lamb of Two Seasons

One mild and delicate, the other hot and spicy.

9.50

Supreme Crispy Eggplant

Sliced eggplant dipped in egg batter and fried till crispy then tossed in chef's spicy sauce.

6.95

BEVERAGES

Coca Cola, Diet Coke	1.25
Fresh Decaf	1.00
Chinese Beer	2.95
Domestic Beer	1.95

★ Hot and Spicy

House Specialty



Typical models (1)

All students move together across the consortium (eg. Semester-based)

- Group cohesion; common curriculum
- Clear programme identity and fully shared ownership
- Administratively and logistically easier, providing sufficient capacity at all partners
- Possibly a precondition for joint degrees



Typical models (2)

Common start, mobility according to specialisation

- Some group cohesion (to be enhanced through eg. Summer School)
- More specialisation options
- Rationalisation argument
- Possible solution for capacity problems



Typical models (3)

The 'common course catalogue' system

- No clear modular pathways
- Strong individual freedom for students
- Tough to administrate
- Little 'jointness'



Employability



Employability?

- Employability is not employment
- Employability will increase attractiveness
- Relevant training
- Skills as well as knowledge
- Practical professional experience



Methods

- Stakeholder involvement
 - In programme design
 - In programme management and/or QA
 - In programme delivery
- Creates awareness of added value of the programme to potential employers
- Internships, field trips, career days
- Alumni



Internships / placements

- Internships / placements
 - Like thesis form an individual component in the JP
 - Need increased follow-up
- Organize jointly
 - Increased offer in international context
 - Be clear towards students/supervisors
 - Provide clear evaluation frameworks
- Analyse related processes as a workflow
- Identify each action and find best solution



Some conclusions

- Think ahead before a concrete JP idea: what local obstacles are to be removed in order to enable JPs and sustain them?
- Once there is a concrete idea, discuss the rationale and typology of the JP concept from the very start, to assist in taking the right sustainability-related decisions
- Support academics in their endeavours, but also ask the necessary questions as soon as possible to avoid later problems



Thank you!!

For more information
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