

European Approach for Quality Assurance of Joint Programmes

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Contents

1. Introduction.....	1
Proposal to Ministers.....	2
Draft Text for the Yerevan Communiqué.....	2
2. European Approach for Quality Assurance of Joint Programmes.....	2
A. Application in Different Systems of External QA.....	2
B. Standards for Quality Assurance of Joint Programmes in the EHEA.....	3
C. Procedure for External Quality Assurance of Joint Programmes in the EHEA.....	5
Appendix: Expert Group's Background Report.....	8

1. Introduction

Joint programmes are set up to enhance the mobility of students and staff, to facilitate mutual learning and cooperation opportunities and to create programmes of excellence. Joint degrees express the “jointness” also in the awarding of the degree.

While the political will to increase the number of joint programmes and joint degrees in the European Higher Education Area (EHEA) is evident through various Ministerial Communiqués, the implementation of these initiatives is still hampered by serious problems, amongst others around issues of recognition and quality assurance (QA).

Especially in contexts where programmes have to be approved based on certain formal criteria, different legislation within the EHEA represent one major obstacle for the development of joint programmes and, in particular, joint degrees. In these cases, a number of specific – and sometimes contradictory – national requirements often inhibit cooperation in the development and quality assurance of joint programmes.

Over the past years, QA agencies and stakeholders have been working together (see Appendix: Expert Group's Background Report) to develop and test various approaches that ease at least the external QA of joint programmes and reflect their joint character. These have demonstrated that the use of shared European standards and criteria (based on ESG and QF-EHEA) is feasible and can address the difficulties described.

Despite the commitment of the Bucharest Communiqué “to recognise quality assurance decisions of EQAR-registered agencies on joint and double degree programmes”, the full recognition of a formal outcome resulting from a single external quality assurance procedure often remains a cumbersome and bureaucratic process, which frequently makes the conduct of several fragmented processes the more practical solution, neglecting, however, the joint character of the programme.

Proposal to Ministers

The expert group proposes, in the following sections, a joint European approach for quality assurance of joint¹ programmes based on the ESG² and QF-EHEA.

The proposal aims to:

- dismantle an important obstacle to the development of joint programmes, and
- facilitate integrated approaches to quality assurance of joint programmes that genuinely reflect and mirror their joint character.

As a starting point, the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) apply to the quality assurance procedure of joint programmes as to all other types of programmes. Thus, the European Approach is mainly based on the ESG and also on the QF-EHEA. In addition it takes into account the distinctive features of a joint programme and specifies the 'standard' approach accordingly. The procedure and criteria are closely based on those developed and tested within the JOQAR project.

Draft Text for the Yerevan Communiqué

The expert group proposes that the BFUG recommend that ministers include the following text in their Yerevan Communiqué:

We renew our commitment to dismantle obstacles to international cooperation between higher education institutions and the development of joint programmes.

We renew our commitment to recognise the outcomes and quality assurance decisions by EQAR-registered agencies on joint programmes. We adopt the European Approach for Quality Assurance of Joint Programmes as a common basis in order to facilitate the implementation and quality assurance of joint programmes,

2. European Approach for Quality Assurance of Joint Programmes

The European Higher Education Area (EHEA) is characterised by a diversity of approaches to external QA, including accreditation, evaluation or audit at the level of study programmes and/or institutions. While responding to the needs and requirements of their respective context, these different approaches find their "common denominator" in the ESG.

A. Application in Different Systems of External QA

The European Approach is applicable in the context of different kinds of quality assurance processes of joint programmes, depending on the needs and requirements of the cooperating higher education institutions and their national frameworks:

- If **all cooperating higher education institutions** are subject to **external quality assurance at institutional level** only and have "self-accrediting" status, institutions themselves are in charge of programme-level QA, through internal approval and review processes.

They may use the European Approach in setting up joint internal approval and monitoring processes for their joint programmes (according to ESG 1.2), if they deem them useful in their context, or agree on a set of criteria and processes suitable in

¹ This proposal relates only to joint programmes offered jointly by higher education institutions from two or more European Higher Education Area countries. The proposal does not address the quality assurance of programmes delivered jointly by multiple institutions from one single country.

² Before adoption the *European Approach for Quality Assurance of Joint Programmes* will need to be revised in order to take account of the revised ESG. This is likely to be only a question of wording.

their own contexts. Internal QA processes for joint programmes that take into account the standards in section B should be accepted by national authorities.

- If the **cooperating higher education institutions are subject to external quality assurance at programme level** (e.g. programme accreditation or evaluation is mandatory), the European Approach can be used by quality assurance agencies to carry out a single evaluation or accreditation of the programme if required.

The cooperating institutions should select the quality assurance agency from the list of EQAR-registered agencies. In case the external quality assurance procedure results in a formal outcome, it should – dependent on the national legal framework – come in force or be recognised in all countries where the programme is offered, as agreed in the Bucharest Communiqué.

- For joint programmes that are offered by higher education institutions from both within and outside the EHEA, the approach might either be used as a basis for agreeing a joint ad-hoc quality assurance arrangement together with institutions, agencies and other relevant authorities from the non-EHEA countries involved.

In the case of joint programmes that lead to qualifications aiming to satisfy the minimum agreed training conditions in a profession subject to the European Union Directive 2005/36/EC, the joint programme would need to be notified to the European Commission by the competent authority of one EU Member State. The cooperating institutions will need to bear this in mind when identifying and contacting an agency to conduct the review.

B. Standards for Quality Assurance of Joint Programmes in the EHEA

1. Eligibility

1.1 Status

The institutions that offer a joint programme should³ be recognised as higher education institutions and their respective national legal frameworks should allow them to participate in this joint programme and, if applicable, award a joint degree.

1.2 Joint design and delivery

The joint programme should be offered jointly, involving all cooperating institutions in the design and delivery of the programme.

1.3 Cooperation Agreement

The terms and conditions of the joint programme should be laid down in a cooperation agreement. The agreement should in particular cover the following issues:

- Denomination of the degree(s) awarded in the programme
- Coordination and responsibilities of the partners involved regarding management and financial organisation (including funding, sharing of costs and income etc.)
- Admission and selection procedures for students
- Mobility of students and teachers
- Examination regulations, student assessment methods, recognition of credits and degree awarding procedures in the consortium.

³ The Standards use of the common English usage of “should” which has the connotation of prescription and compliance.

2. Learning Outcomes

2.1 Level

The intended learning outcomes should align with the corresponding level in the Framework for Qualifications in the European Higher Education Area (FQ-EHEA), as well as the applicable national qualifications framework(s).

2.2 Disciplinary field

The intended learning outcomes should comprise knowledge, skills, and competencies in the respective disciplinary field(s).

2.3 Achievement

The programme should be able to demonstrate that the intended learning outcomes are achieved.

2.4 Regulated Professions

If relevant for the specific joint programme, the minimum agreed training conditions specified in the European Union Directive 2005/36/EC, or relevant common trainings frameworks established under the Directive, should be taken into account.

3. Study Programme [ESG 1.2]

3.1 Curriculum

The structure and content of the curriculum should be fit to enable the students to achieve the intended learning outcomes.

3.2 Credits

The European Credit Transfer System (ECTS) should be applied properly and the distribution of Credits is clear.

3.3 Workload

A joint bachelor programme will typically amount to a total student workload of 180-240 ECTS-credits; a joint master programme will typically amount to 90-120 ECTS-credits and should not be less than 60 ECTS-credits at second cycle level (credit ranges according to the FQ-EHEA); for joint doctorates there is no credit range specified.

The workload and the average time to complete the programme should be monitored.

4. Admission and Recognition

4.1. Admission

The admission requirements and selection procedures should be appropriate in light of the programme's level and discipline.

4.2. Recognition

Recognition of qualifications and of periods of studies (including recognition of prior learning) should be applied in line with the Lisbon Recognition Convention and subsidiary documents.

5. Learning, Teaching and Assessment [ESG 1.3]

5.1 Learning and teaching

The programme should be designed to correspond with the intended learning outcomes, and the learning and teaching approaches applied should be adequate to achieve those. The diversity of students and their needs should be respected and attended to, especially in view of potential cultural differences of the students.

5.2 Assessment of students

The examination regulations and the assessment of the achieved learning outcomes should correspond with the intended learning outcomes. They should be applied consistently among partner institutions.

6. Student Support [ESG 1.5]

The student support services should contribute to the achievement of the intended learning outcomes. They should take into account specific challenges of mobile students.

7. Resources [ESG 1.4]

7.1 Staff

The adequate implementation of the study programme should be ensured with regard to the staff (quantity, qualifications, professional and international experience).

7.2 Facilities

The facilities provided should be sufficient and adequate in view of the intended learning outcomes.

8. Transparency and Documentation [ESG 1.7]

Relevant information about the programme like admission requirements and procedures, course catalogue, examination and assessment procedures etc. should be well documented and published by taking into account specific needs of mobile students.

9. Quality Assurance [ESG part 1]

The cooperating institutions should apply joint internal quality assurance processes in accordance with part one of the Standards and Guidelines for Quality Assurance in the European Higher Education Area.

C. Procedure for External Quality Assurance of Joint Programmes in the EHEA

The agency should communicate appropriately with the competent national authorities of the countries in which the cooperating higher education institutions are based.

1. Self-Evaluation Report [ESG 2.4, 3.7]

The external quality assurance procedure should⁴ be based on a self-evaluation report (SER) jointly submitted by the cooperating institutions. The SER should contain comprehensive information that demonstrates the compliance of the programme with the Standards for Quality Assurance of Joint Programmes (part B).

In addition, the report should contain the necessary information about the respective national frameworks of the cooperating institutions that foreign agencies and experts might need,

⁴ The Procedure uses of the common English usage of “should” which has the connotation of prescription and compliance.

especially as regards the positioning of the programme within the national higher education systems.

The SER should focus explicitly on the distinctive feature of the joint programme as a joint endeavour of higher education institutions from more than one national higher education system.

2. Review Panel [ESG 2.4, 3.7]

The agency should appoint a panel of at least four members that includes a mix of expertise in the relevant subject or discipline related field(s), including the labour market/world of work in the field, and in quality assurance in higher education. The panel should include members with knowledge of the HE systems from each country of the HEIs involved and the language(s) of instruction used. At least two nationalities from the consortium providing the programme should be represented in the panel. Furthermore, the panel should include at least one student.

The panel members combine their relevant subject or discipline related expertise with international expertise and experience in order to be able to take into account the distinctive features of a joint degree.

The agency should ensure the impartiality of the experts and observes fairness towards the applying higher education institution. To this end, the institution should have a right to object a panel member on well-grounded reasons, but not a right to veto.

The Agency should brief the experts on the review activity, their specific role, and the concrete quality assurance procedure. The briefing should focus particularly on the distinctive features of a joint programme.

3. Site Visit [ESG 2.4, 3.7]

The site visit should enable the review panel to discuss the joint programme based on the self-evaluation report and assess whether the programme complies with the Standards for Quality Assurance of Joint Programmes in the EHEA (part B).

The site visit should therefore include discussions with representatives of all cooperating institutions and in particular the management of the institutions and the programme, the staff, the students, and other relevant stakeholders such as alumni and the professional field.

Although the site visit should normally be restricted to one location, the provision at all locations has to be taken into account. Communication tools like video-conferencing etc. might be used as appropriate.

4. Review Report [ESG 2.5, 3.7]

The review panel writes a report which contains relevant evidence, analysis and conclusions regarding the standards. The report should also contain recommendations for developing the programme further. In case the review results in a formal outcome the review panel should make a recommendation for the decision.

The conclusions and recommendations should particular pay attention to the distinctive features of the joint programme.

The institutions should have the opportunity to comment on a draft version of the review report and request correction of factual errors.

5. Formal Outcomes and Decision [ESG 2.3]

If required, the Agency takes a decision on the basis of the review report and the recommendation, considering the comments by the higher education institutions as appropriate. In case the review results in an accreditation decision it declares or denies the

accreditation (with or without conditions), based on the Standards for Quality Assurance of Joint Programmes in the EHEA (part B). The formal outcome and the accreditation decision may be supplemented by recommendations.

The Agency should give reasons for its accreditation decision. This applies in particular for accreditation decisions limited by conditions or negative decisions and for cases where the agency deviates from the review panel's conclusions.

6. Appeals [ESG 3.7]

The institutions should have the right to appeal against a formal outcome or an accreditation decision. The agency therefore should have in place a formalised appeals procedure.

7. Reporting [ESG 2.5]

The agency should publish the review report and, if applicable, the formal outcome or the accreditation decision on its website. In case the review process was not conducted in English at least an English summary of the review report and an English version of the decision including its reasons shall be published.

8. Follow-up [ESG 2.6]

The agency should agree with the cooperating institutions a follow-up procedure to assess the fulfilment of conditions – if applicable – and/or to evaluate the follow-up actions on recommendations – if applicable.

9. Periodicity [ESG 2.7]

The joint programme should be reviewed periodically every 6 years, which should be specified in the published decision. If there is an accreditation decision it should be granted – if the decision is positive – for a period of 6 years.⁵ During the 6-year period, the agency should be informed about changes in the consortium offering the joint programme.

⁵ A period of 6 years is widely applied in EHEA countries.

Appendix: Expert Group's Background Report

1. Mandate of the expert group

In the Bucharest Communiqué (April 2012), ministers agreed on the following:

„We will allow EQAR-registered agencies to perform their activities across the EHEA, while complying with national requirements. In particular, we will aim to recognise quality assurance decisions of EQAR-registered agencies on joint and double degree programmes. (...)

We encourage higher education institutions to further develop joint programmes and degrees as part of a wider EHEA approach. We will examine national rules and practices relating to joint programmes and degrees as a way to dismantle obstacles to cooperation and mobility embedded in national contexts.”

The Bologna Follow-Up Group (BFUG) consequently included in its work programme 2013-2017 the task to:

“Develop a policy proposal for a specific European accreditation approach for Joint programmes, which should be applied to all those Joint programmes that are subject to compulsory programme accreditation at national level.”

The BFUG commissioned a small expert group to draft such a policy proposal, and to report back to the BFUG Working Groups on “Structural Reforms” and “Mobility and Internationalisation”.

The expert group was composed of:

- Mark Frederiks (Structural Reforms WG, The Netherlands)
- Achim Hopbach (Structural Reforms WG, ENQA)
- Andrejs Rauhvargers (Reporting WG, Latvia)
- Colin Tück (Structural Reforms WG, EQAR)

The present recommendation was prepared by the expert group and revised after discussion by the BFUG Working Groups on “Structural Reforms” (at its meeting of ***) and “Mobility and Internationalisation” (at its meeting of **).

2. Joint Programmes in the EHEA

Joint programmes are set up to enhance the mobility of students and staff, to facilitate mutual learning and cooperation opportunities and to create programmes of excellence. Joint degrees express the jointness also in the awarding of the degree.

While in the EHEA the political will to increase the number of joint programmes and joint degrees is evident through various Ministerial Communiqués, the implementation of these initiatives is still hampered by serious problems.

A significant amount of these problems concentrate around issues of recognition and quality assurance (QA). These problems are mainly rooted in the different national legislations in the EHEA and the existing heterogeneity of QA systems in the countries concerned.⁶

A number of projects have been initiated to investigate and tackle problems with setting up, quality assuring and recognising joint programmes. An overview of current projects can be

⁶ ENQA (2012), Quality Assurance of Joint Programmes (ENQA workshop report 19)

found in Annex 6 of the BRIDGE Handbook⁷. Important steps forward regarding the recognition of joint degrees have been made through the development of the European Area of Recognition (EAR) Manual⁸, and a report by ENIC-NARICs on fair recognition of joint degrees as an outcome of the ECA project “Joint programmes: Quality Assurance and Recognition of degrees awarded” (JOQAR)⁹.

Definitions

There is often confusion in the use of terminology regarding joint programmes and degrees. To make it clear from the outset what types of programmes are addressed by this recommendation a definition of the terms is provided. These definitions are in line with Bologna policy documents and are being used, for instance, by the ENIC-NARICs¹⁰.

Joint programme:

An integrated curriculum coordinated and offered jointly by different higher education institutions and leading to double/multiple degrees or a joint degree.

Joint degree:

A single document awarded by higher education institutions offering the joint programme and nationally acknowledged as the recognised award of the joint programme.

Multiple degree:

Separate degrees awarded by higher education institutions offering the joint programme attesting the successful completion of this programme. (If two degrees are awarded by two institutions, this is a 'double degree').

Hence, the common characteristic of joint programmes is that they are offered jointly whilst the degree awarding can be different (double/multiple or joint). Joint degrees are therefore a specific subset of joint programmes, as it applies only to those joint programmes that lead to the award of a joint degree. These distinctions are important because the consequences for the external quality assurance, in particular for accreditation and/or approval of the various types of joint programmes differ significantly.

Numbers

In 2009 the number of joint programmes was estimated by Rauhvargers et al (2009) to be around 2,500 in the EHEA¹¹. As a consequence the actual number may now be above 3,000. In a survey results report by Obst et al (2011)¹² it was found that 84% of responding higher education institutions offered joint programmes. Thirty three per cent of the responding higher education institutions were involved in awarding joint degrees.

⁷ Luca Lantero (ed.) (2012), BRIDGE Handbook. Joint programmes and recognition of joint degrees.

⁸ <http://www.eurorecognition.eu/>

⁹ Axel Aerden & Jenneke Lokhoff (2013), Framework for Fair Recognition of Joint Degrees, ECA Occasional Paper, The Hague. For a description and outcomes of the JOQAR project see: <http://www.ecaconsortium.net/main/projects/joqar>

¹⁰ Axel Aerden & Hanna Reczulska (2012), Guidelines for Good Practice for Awarding Joint Degrees. ECA Occasional Paper, The Hague, p. 33-40: 2013.

¹¹ Andrejs Rauhvargers, Cynthia Deane & Wilfried Pauwels (2009), Bologna Process Stocktaking Report. Report from working groups appointed by the Bologna Follow-up Group to the Ministerial Conference in Leuven/Louvain-la-Neuve.

¹² Daniel Obst, Matthias Kuder & Clare Banks (2011), Joint and Double Degree Programs in the Global Context, Institute of International Education.

Many more joint programmes could, however, be provided as joint degrees if national legislation, accreditation and recognition practices would become more suitable for awarding joint degrees. This proposal aims to serve as one step in dismantling these existing obstacles.

3. Current practices of external quality assurance of joint programmes

Joint programmes challenge the existing national quality assurance systems: more than one provider develop and offer a joint programme which is studied at more than one institution in more than one country with different political and legal frameworks and not least with differing quality assurance regimes.

The European higher education institutions and quality assurance agencies accepted this challenge and made a great effort in the last years to analyse the specific issues of quality assurance in joint programmes.

In those cases where all cooperating institutions are subject to obligatory external quality assurance at institutional level only (e.g. institutional audit or accreditation), and thus bear “self-accrediting” powers for their programmes, joint internal quality assurance arrangements for the joint programme can be agreed by the cooperating institutions. In doing so, institutions have been using, for instance, the Guidelines for Quality Enhancement in European Joint Master Programmes developed by the EUA.

For those cases where quality assurance or accreditation at programme level are required in one or more countries involved, several approaches for joint programmes have been established in the past years: national, joint or single processes.

Several national quality assurance processes

Several national agencies from the countries of the higher education institutions involved quality assure a joint programme in separate processes. Traditionally, each agency reviews only the part of the provision offered by the higher education institution(s) in the country that falls under the agency's remit. As a consequence, the assessment of the provision is fragmented (between different agencies and countries), which neglects the crucial characteristic of the programme, namely that it is offered jointly. Furthermore, several agencies and experts review parts of the programme, but the programme as a whole is not evaluated externally. For instance, a joint programme has its learning outcomes defined for the programme as a whole, but in several, fragmented quality assurance processes there is no comprehensive review of the entire programme's curriculum and whether it is fit to achieve these outcomes and objectives. In every process, only a small part of the programme is reviewed, without taking into account the joint programme in its entirety.

.From a viewpoint of quality (and of the students enrolled) the quality assurance of a joint programme should cover the totality of the programme that leads to awarding the degree(s).

Joint quality assurance process

In a joint quality assurance process several agencies work together and agree on a common assessment framework, e.g. by taking one agency's framework and adding additional elements of the other agency/-ies, or by agreeing on a new framework which takes the requirements of all agencies into account.

They can jointly install a panel of experts who will commence a site visit at one location (although in practice visits at two or more locations also occur) resulting in one panel report (although sometimes reporting requirements are so different that two reports are written).

Whilst joint processes have the advantages that they look at the totality of the programme and avoid duplication in national processes, there are also some setbacks. Experience shows that, especially when agencies cooperate for the first time, comparing frameworks and

agreeing on the specifics of the procedure mean quite an investment in time for agencies, experts and the institutions involved. Nearly for every programme a new process needs to be established on an ad-hoc basis, depending on the institutions and countries involved, as there is no standard process. If several locations are visited or multiple reports written, the reduction of costs and efforts is limited.

In addition, problems in the decision-making phase may loom if the agencies attach different conclusions to the results of the joint procedure. It is possible that the cooperating agencies take different quality assurance decisions which may be detrimental for both the institutions and the future cooperation between the agencies.

Single quality assurance procedure

In a single quality assurance procedure there is only one agency and one assessment framework for carrying out the procedure. The framework consists of two building blocks: the European shared component (the “core”) and the relevant national components (the “plus”).

The European shared component covers the essential standards and criteria that need to be taken into account in all single quality assurance processes, and is based on the ESG and the QF-EHEA. The national components cover additional, particular national requirements. These national components include the elements of the assessment criteria and/or the assessment procedure that need to be included in a quality assurance procedure in a specific national higher education system. One panel is deployed for the assessment of the entire programme and this panel will usually only visit one location of the joint programme.

Nevertheless, the aim is that the results of a single procedure are accepted by all countries where the joint programme is provided. Therefore, the panel writes one report which should be the basis for the quality assurance decisions of the other agencies.

Erasmus Mundus Quality Assurance

For joint programmes that have been co-funded by the European Union as part of the Erasmus Mundus programme¹³ (2009-2013), specific external quality reviews were conducted to inform decisions on continued funding. These reviews were carried out with a peer-review methodology and on the basis of processes and criteria specifically established by the responsible EU authorities for those reviews. These reviews, however, were not intended to replace obligatory evaluation or accreditation of the Erasmus Mundus joint programme as required by national legislations. The reviews thus took place in addition to the “statutory” external QA, rather than being seen itself to fulfil that purpose.

4. Lessons Learnt

Today one can rely on ample experience with quality assurance of joint programmes. Two main lessons learnt are as follows:

In principle, part II of the ESG is applicable to quality assurance of joint programmes. Experience clearly shows that the conduct of quality assurance of joint programmes in itself does not constitute the problem many HEIs are facing in particular when it comes to the accreditation of joint programmes. ESG are applied widely in the EHEA and national specificities in the conduct of quality assurance processes are within acceptable boundaries.

What remains the major impediment for both cooperating institutions and agencies are rather the national regulations for approval of the different joint programmes and, thus, the additional national criteria that need to be applied. This is the clear outcome of the above mentioned JOQAR, the most profound project on quality assurance of joint programmes.

¹³

http://eacea.ec.europa.eu/erasmus_mundus/results_compensia/selected_projects_action_1_master_courses_en.php

Remaining Obstacles

Various evaluations of quality assurance of joint programmes led to a positive conclusion on the use of shared European standards and criteria (based on ESG and QF-EHEA).

With regard to the additional national criteria it was concluded that these should be removed when assessing joint programmes in single quality assurance processes. Agencies and experts agreed that these additional national criteria were not suitable for assessing joint programmes and are merely hindering the development of such programmes.¹⁴

The following examples can be given of such additional, national requirements that currently constitute obstacles in particular in common assessment processes for joint programmes. The list is based on the JOQAR project, which covered 9 countries from the EHEA: Belgium (Flanders), Czech Republic, France, Germany, Lithuania, the Netherlands, Norway, Poland and Portugal.

- National QA agencies which are not allowed to coordinate an international procedure or undertake a site visit abroad (although the coordinating institution that provides the joint degree is located in another country)
- Substantial changes that have occurred since the last accreditation (curriculum, subjects, staff, etc.), must be stated and described in the reaccreditation application (Czech Republic)
- The report by the experts has to be translated in the national language (Lithuania)
- A specific assessment scale is necessary:
 - o This translated document needs to follow the six areas included in the Lithuanian framework and each of these six areas shall be assessed on a four-point scale (Lithuania)
 - o The assessment panel needs to come to a general conclusion regarding the joint programme. This general conclusion is either unsatisfactory, satisfactory, good or excellent and needs to be weighted and substantiated (The Netherlands)
- Specific requirements regarding handicapped students and equal opportunity (Germany)
- Formal requirements regarding ECTS:
 - o A Master's qualification requires 300 ECTS credits including the preceding programmes for the first qualification for entry into a profession (Germany)
 - o Second cycle studies take at least 90 ECTC (Poland)
 - o The number of ECTS credits attributed to the joint master's programme must be in the range from 90 to 120 credits (Portugal)
 - o The Master's dissertation should range from 15 to 30 ECTS credits (Germany),
 - o the curriculum should include an original dissertation or project, worth at least 35% of the total number of credit units (e.g. 42 credits in a programme of 120 credits) (Portugal) – as can easily be seen, these requirements are contradictory.
 - o A module is generally concluded with one examination and should account for at least five ECTS credits (Germany)
 - o Specific requirements regarding the curriculum (Lithuania): a semester should consist of not more than 5 subjects (with a minimum of 3 ECTS per subject). This poses a problem if a programme wants to offer e.g. 6 subjects with 5 ECTS in a semester.
- Specific requirements regarding staff:
 - o The joint programme has its „guarantee“(coordinator) at the Czech partner institution. This refers to a professor or an associate professor who is a full-

¹⁴ Thomas Blanc de la Carrere and Mark Frederiks (2013), “Single Accreditation of Joint Programmes: Pilots Evaluation Report”, ECA, The Hague.

time employee at the institution and not more than half-time employed at some other institution and whose research and publishing activities are closely connected to the specific joint programme¹⁵ (Czech Republic)

- The study programme is provided by the staff meeting legal requirements (Lithuania)
 - At least 50 per cent of the academic FTEs allotted to the provision (*of the part(s) that are provided by the Norwegian institution(s)*) must be members of the institution's own academic staff. Of these, professors (full or associate) must be represented among those who teach the core elements of the provision¹⁶ (Norway)
 - The minimum core staff consists of at least six teachers which hold the academic title of professor or doktor habilitowany and six teachers which hold the academic degree of Ph.D (Poland)¹⁷
 - The majority of the academic staff must hold a PhD degree (for a joint master's programme offered with a Portuguese university) or be a PhD holder or a specialist (for a joint master's programme offered with a Portuguese polytechnic) (Portugal)
- Specific requirements regarding the achievement of learning outcomes¹⁸ (Flanders and the Netherlands).

Undoubtedly many more examples from other countries can be given. The list is not exhaustive and presents only examples which can easily be complemented by examples from other countries in the EHEA.

Specific national criteria are sometimes in contradiction with other national criteria, as can be clearly seen in the case of different national ECTS requirements. Moreover, such very detailed criteria – which sometimes only make sense within the national context – are very difficult to evaluate for international experts. Although a few countries allow that these specific criteria do not have to be applied if these are conflicting with criteria in other countries, this often requires a separate administrative procedure and causes uncertainty for the institutions and agencies involved. Some of the requirements significantly limit the flexibility that is deliberately granted by what has been agreed in the Bologna Process (e.g. QF-EHEA), and are thus difficult to justify, especially for joint programmes.

The problems are even more significant for those HEIs that have to obtain compulsory accreditation for joint programmes. Since accreditation decisions are in most of the cases statutory acts and, thus bound to national legal requirements, these decisions need to be taken in all countries where the institutions that provide the joint programme are based. Although a single accreditation procedure means that these decisions can be taken on the basis of one and the same experts' report, it still requires multiple national administrative procedures to apply for accreditation by the institutions involved. There is hence a risk that multiple accreditation decisions do not point in the same direction.

¹⁵ Note: If the professor/associate professor is employed at different institutions and the total time is more than 70hrs/week, then s/he can be counted as a PhD holder, not a habilitated teacher.

¹⁶ For the different cycles specific demands apply: For first cycle provision, at least 20 per cent of the relevant discipline community/-ies must have competence as professors (full or associate); For second cycle provision, at least 10 per cent of the relevant discipline community/-ies must be full professors, and an additional 40 per cent associate professors; For third cycle provision, PhD or stipend programme for artistic development work, at least 50 per cent of the relevant discipline community/-ies must be full professors, and the rest associate professors.

¹⁷ The members of the minimum core staff have to be full-time employees of the higher education institution that offers the joint programme, and at least since the beginning of the semester. This institution has to be their primary employment. Each member of the minimum core staff has to teach at least 30 (for a professor or doktor habilitowany) or 60 hours of class during the academic year and within the programme.

¹⁸ The assessment panel should select, randomly and differentiated by marks achieved, fifteen students from a list of graduates for the last two completed academic years. For each student selected, the panel examines the meaningful students' work, including the completed and signed assessment forms.

In some countries accreditation decisions are of a binary nature (positive or negative) whilst in other countries there are also other possibilities (e.g. conditional accreditation). This means that in one country the decision could be conditional, whilst in another country it could be either positive or negative, depending on how serious the shortcomings are perceived by that national agency.

In addition, different accreditation periods apply, e.g. in some countries the accreditation is valid for 6 years, in other countries accreditation periods may vary from 4 to 10 years. Variety in the duration of accreditation makes it more difficult to plan single accreditation processes.