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**Double Degree Programmes in the
Internationalisation in Higher Education Institutions**

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Business School

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Opinnäytetyön tiivistelmä

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Kaksoistutkinnot ovat osa korkeakoulujen kansainvälistymistä. Bolognan prosessin myötä Eurooppalainen korkeakoulutusalue on muuttunut yhtenäisemmäksi, mikä on helpottanut eri maiden korkeakoulujen yhteistyötä. Opetus- ja kulttuuriministeriön laatima Korkeakoulujen kansainvälistymisstrategia 2009–2015 antaa ammattikorkeakouluille tavoitteet kansainvälisyyteen liittyen. Kaksoistutkinto-ohjelman suunnittelua varten Opetusministeriö on laatinut ohjeet, kuinka ohjelma voidaan rakentaa ja mitä asioita suunnittelussa tulisi ottaa huomioon.

Opinnäytetyön tarkoituksena oli selvittää Seinäjoen ammattikorkeakoulun liiketalouden yksikön opiskelijoiden halukkuutta osallistua kaksoistutkinto-ohjelmaan. Tarkoituksena oli selvittää ne syyt, miksi opiskelijat eivät halua suorittaa kaksoistutkintoa. Toisaalta haluttiin selvittää myös ne syyt, miksi opiskelijat haluavat sen suorittaa ja mitä lisäarvoa opiskelijat uskovat sen suorittamisella olevan ja mitä lisäarvoa sen suorittamisella on ollut.

Tutkimusmenetelmänä käytettiin laadullista tutkimusta. Kyselyitä tehtiin kolmelle eri kohderyhmälle. Liiketalouden toisen vuoden opiskelijoille tehtiin kysely liittyen syihin, miksi he eivät halua osallistua kaksoistutkinto-ohjelmaan. Toinen kysely tehtiin opiskelijoille, jotka haluavat suorittaa kaksoistutkinnon ja kolmas kysely opiskelijoille, jotka ovat jo suorittaneet tai suorittavat parhaillaan kaksoistutkinto-ohjelmaan kuuluvaa ulkomaanvaihtojaksoa. Liiketalouden yksikön kansainvälisen koordinaattorin haastattelu oli osana tutkimusta, kuten myös opinnäytetyön kirjoittajan omat kokemukset kaksoistutkintoon liittyen.

Opiskelijat jotka eivät halunneet suorittaa kaksoistutkintoa, eivät olleet kiinnostuneet ylipäätään ulkomailla opiskelusta. Vain muutaman opiskelijan kohdalla maavaihtoehtoja ei ollut tarpeeksi, tai opiskeluaika ulkomailla oli liian pitkä. Kaksoistutkintoon osallistuvilla oli selkeä ajatus siitä, kuinka kansainvälinen osaaminen on nykypäivänä tärkeää. Kaksoistutkinto antaa lisäarvoa työmarkkinoilla ja erottaa heidät muista työnhakijoista. Suorittamalla kaksoistutkinnon he saivat myös uusia näkökulmia heidän opintoihinsa ja he pystyivät kehittämään omaa osaamistaan sekä kielitaitoaan.

Avainsanat: kaksoistutkinto, ammattikorkeakoulu, kansainvälisyys, kansainvälistyminen

SEINÄJOKI UNIVERSITY OF APPLIED SCIENCES

Thesis abstract

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A double degree programme is part of the internationalisation of higher education institutions. Because of the Bologna Process the European higher education area has been harmonised and it has made collaboration between different HEIs from different countries easier. The Strategy for the Internationalisation of Higher Education Institutions in Finland 2009–2015 has set up goals that the Finnish HEI's should meet concerning internationalisation. For the planning of a double degree programme, the Ministry of Education has made the guidelines as to how to build the programme and what has to be taken into consideration.

The aim of this thesis was to find out the willingness of the students of the Business School to participate in a double degree programme. The aim was to find out the reason why the students have no intention to participate in the Double Degree Programme but also, the reasons why students want to participate in it: why they want to do it; what is the value that they believe that a double degree has, and what added value it has given to the Double Degree students.

The research method was qualitative. The enquiry was made to three target groups. One enquiry was made to the students from the second year of study concerning the reasons why they have no intentions to participate in the Double Degree Programme. The second enquiry was made to the students who have an intention to participate in it, and the third to the Double Degree students who have completed or are on their exchange period. The interview of the International Coordinator of the Business School was part of the study as the author's own experiences in Double Degree studies.

The students who have no intention to take part in the programme have no interest as a whole in studying abroad. Only a few students said that there are no good country options available or that the length of the exchange period is too long. The Double Degree students have a clear view of how important internationality is. A double degree gives extra value in a labour market and makes the students to stand out from other job applicants. By completing the Double Degree studies they found new perspectives to their studies and they improved their knowhow.

Keywords: double degree, university of applied sciences, internationality, internationalisation

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Abbreviations

ARENE	Ammattikorkeakoulujen rehtorineuvosto (Rectors' Conference of Finnish Universities of Applied Sciences)
CIMO	Centre for International Mobility
ECTS	European Credit Transfer System
EHEA	European Higher Education Area
EU	European Union
FINHEEC	The Finnish Higher Education Evaluation Council
FNBE	The Finnish National Board of Education
HEI	Higher Education Institution
R&D	research and development
SEAMK	Seinäjoen ammattikorkeakoulu (Seinäjoki University of Applied Sciences)
SME	small and medium-sized enterprises
UAS	University of Applied Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNIFI	Suomen Yliopistot (Universities Finland)

1 INTRODUCTION

Globalisation has an effect on many things, including higher education institutions. In this global world, higher education institutions have to think globally and prepare their students for the global working environment. Globalisation and internationalisation have made double degree programmes important. By studying part of the studies abroad, students have an opportunity to obtain two degrees at once. The Bologna Process (1999) made double degree programmes possible by harmonising higher education in Europe. The Ministry of Education has created the guidelines how to build a double degree programme. This is a good tool for the higher education institutions when they are planning their double degree programmes: what they should consider while doing it and how to put it into practice. The Strategy for the Internationalisation of Higher Education Institutions in Finland (Ministry of Education 2009) sets up the goals that every higher education institution should reach for but every individual institution has their own strategy how to achieve them and how importantly they want to achieve these goals. A double degree programme is one part of the internationalisation.

Seinäjoki University of Applied Sciences is one of the higher education institutions that offer the Double Degree Programme opportunity. The Double Degree Programme is quite a new programme in Finland. The first Double Degree contract was made at the Business School of the Seinäjoki University of Applied Sciences in the year 2007 (Arola 8.4.2013). The study that concerns the Double Degree Programme was made at the Business School of the Seinäjoki University of Applied Sciences. The Business School is one of the faculties of Seinäjoki University of Applied Sciences and it offers four different programmes: Business Management, SME Business Management, International Business and Hospitality Management. When the author talks about the Business School she refers to the degree programmes of Business Management and SME Business Management. This is because these programmes are very similar to each other and, next fall, the programmes will merge into one programme (Seamk 26.2.2013).

The first Double Degree student from the Business School graduated in 2006; he was the pioneer student of the Double Degree Programme (Seamk 26.2.2013).

The total number of the graduated Double Degree students is only seven, and students have had the opportunity to participate in the Double Degree Programme since 2007 (Arola 8.4.2013). The objective of the study was to find out the reasons why a student decided to take part in the Double Degree Programme, why the students want to become international; what value they think they will get by participating in the programme; what they have learned during the study period abroad and what makes the Double Degree Programme attractive? The other important objective is to find out the reasons why students do not want to participate in the Double Degree Programme, and what makes the Double Degree not attractive or whether these things are more personal when the students do not want to participate?

2 INTERNATIONALISATION OF HIGHER EDUCATION

Internationalisation is a big part of higher education institutions. The world is going global and so are higher education institutions. Higher education institutions have their own strategies and internationalisation is strongly represented in them. Because of globalisation students have to learn in the courses of their studies what the future working life will bring along. Knowledge about other countries and what is needed, for example, when two companies from different countries are doing business with each other. Different countries have their own working cultures and sometimes the knowledge of the local culture can help make deals. With the lack of cultural knowledge, even a wrong kind of gift can give a wrong kind of impression if the giver does not know the local customs. Nowadays it is not enough to know how to speak many languages because a multicultural environment demands that it is important to understand diversity, the skills of interaction and an ability to solve problems and conflicts (Jyväskylän Yliopisto, Koulutuksen tutkimuslaitos 2003, 7).

Pekka Haavisto, a Member of Parliament and a candidate for the presidency 2012 (The Finnish Parliament 26.08.2011) says that nowadays internationalization is important in the private sector, public administration, the third sector and volunteer work (13.3.2013). The legislation in Finland is more international because of the membership of the European Union and other international contracts. Because of this, mobility has increased in the labour market and family life.

Haavisto says that job applicants who have an international experience have an advantage comparing to other applicants when the job is related to international connections (13.3.2013). The advantage is in tasks where the employer wants to be sure that the job applicant can deal with the international partners in cooperation and knows how to travel around the world if it is necessary. There is some evidence that shows that the students who have international experiences can have an advantage in the labour market comparing to other students who do not have experience from abroad (Brooks & Waters 2011, 144). Education abroad can be considered as a way to gain some of the 'soft skills' or 'personal capital', for

example inter-cultural skills and international exposure, which many employers require, especially global recruiters.

The working environment is different from what it used to be a few decades ago and this is the reason why higher education institutions have to think about their internationalisation strategies. Maybe the biggest reason to this is the Bologna Declaration (1999). The Bologna Process was a major reason why higher education institutions had to start to think about their international activities and how they should modify them in order that they are the same as elsewhere in Europe (Ministry of Education and Culture). The Bologna Process gives good tools to make internationalisation strategies in higher education institutions but every institution has to decide on its own modes of internationalisation. For example, the Ministry of Education and Culture has made good guidelines how to organise double degree programmes but every higher education institution has to implement and organize it inside of the institution (FNBE 2012, 4th revision).

The Strategy for the Internationalisation of Higher Education Institutions in Finland 2009–2015 (Ministry of Education 2009) also gives good guidelines and goals to individual higher education institutions. Still every institution needs its own international strategy. They have to think of practical solutions for example how they promote internationality among their students, teachers and staff. Do they speak of internationality as a good thing or something that they just have to do because everybody else is doing it also? Is that something that they want to promote their education abroad and get as many students as possible? Is it possible to become international at one's home institution and does it provide teaching in some other language than Finnish? Among others, these are important questions that every higher institution has to think about and how to put them into practice.

2.1 The Bologna Process briefly

The Bologna Process got started in 1998 when the Ministers of Education from Germany, France, Italy and the United Kingdom wrote together a declaration of the harmonisation of European higher education institutions' systems (Ministry of Education [Ref. 3 March 2013]). It is called the Sorbonne Joint Declaration.

Around that time, it had already been decided that the following year they would invite more Ministers of Education from the different European countries. In June 1999 the Ministers of Education from 29 European countries signed the Bologna Declaration.

The main idea of the Bologna Process is to develop a uniform European Higher Education Area, EHEA (Gürüz 2011, 180). The meaning is to improve the competence and attraction of European higher education compared to the other continents. According to the Bologna process (1999), there are six main goals:

1. *Adoption of a system of easily readable and comparable degrees.* The tools are the European Credit Transfer Credit System (ECTS) and the Diploma Supplement.
2. *Adoption of a system essentially based on two main cycles.* Before the second cycle the first cycle of studies has to be completed successfully. The first cycle consist of Bachelor degree studies, lasting three to four years. The degree should be relevant in the European labour market. The second cycle consists of Master degree studies, and the postgraduate degree studies are in the third cycle.
3. *Establishment of a system of credits.* A system that is compatible with the ECTS system is taken in use. Many European countries do not have a system that measures studies. Instead of this, degrees have been measured with weeks or semesters (Ministry of Education).
4. *Promotion of mobility.* Mobility means free movement and removing obstacles especially for students, teachers, researchers and administrative staff.
5. *Promotion of European co-operation in quality assurance* by developing comparable criteria and methodologies.
6. *Promotion of the necessary European dimensions in higher education* by compressing diverse international collaboration and networking and “integrated programmes of study, training and research” (Bologna Declaration 1999).

The Bologna Declaration (1999) is not only a declaration to be forgotten. Higher education institutions and other parties have worked hard to achieve even some of

these goals. By 2010, some of the goals had been achieved, but not all of them (CIMO 10.09.2012). The process had led to higher education that is more student-friendly, and this process is still going on. The development of the three-cycle degree system is under way. In the future, the noteworthy development targets will be working lifelong education, the accessibility of education and the employment of the graduated students. Thanks to the declaration, it is easier to have earlier studies and knowhow recognised.

The promotion of mobility is a central element (CIMO 10.09.2012). The biggest obstacles to mobility are immigration and its formalities, the recognition of knowhow, the lack of financial baits and stiff pension schemes. These are the reasons that onward development activities will have to reach also further than the Ministries of Education and its administrative sectors. Opportunities to lifelong learning have to be promoted more systematically. In every participating country the quality assurance of the higher education has been taken in use. The changes that the Bologna Process has brought along have increased interest in European higher education and global discussion about it.

2.2 Internationalisation strategy of the higher education institutions

In the global world the internationalisation of higher education institutions is important (Ministry of Education 2009, 7). Knowhow is one of the most important competitive tools in the Finnish society when thinking of the global world. This means that Finland has to take care of the development of the strengths of its citizens through international cooperation. Finland is an active player in the European higher education cooperation. The Finnish Minister of Education said in 2009 that there were studies showing that internationalisation is one of the weaknesses of the Finnish higher education institutions. The international mobility of students and teachers has decreased. However, the reputation of the Finnish education system is well known in other countries and it has been selected as the best one in the world. (Pearson plc. [Ref. 1.4.2013])

The Strategy for the Internationalisation of Higher Education Institutions in Finland 2009–2015 includes five main goals (Ministry of Education 2009). One of the goals

is to be a *genuinely international higher education community* (op. cit. 28–29). This means that all the students, teachers, researchers and staff members have an opportunity to become international. The goal is to increase the amount of mobility. The starting point of student mobility is that the study or practical training period abroad is at least three months. Also, the number of foreign students should be higher because that is the linchpin in internationalisation at home.

The second goal is *increasing quality and attractiveness* (op. cit. 33–36). Finnish higher education institutions are well known abroad. It is important to network internationally. This supports the internationalisation, competitiveness and welfare of the Finnish society. Students and researchers with skills will choose Finnish higher education because of its reputation. How to keep them in Finland depends on how all other services work: for example how easy it is to get a residence permit if necessary and how easy it is to handle everyday life in Finland.

The third goal is *export of expertise* (op. cit. 39–40). Higher education and knowhow is remarkable export. In the Finnish higher education institutions the knowhow is of high quality. When making it better-known, the opportunities of the higher education institutions to cooperate with other international higher institutions increase. For example, Finland has not taken advantage of the good reputation that it has received from the Pisa results and other similar research, to its full potential. The goal is that knowhow is an important part of export and export promotion. With the export of knowhow, the internationalisation, international networks and coverage of higher education institutions can be supported. The UNESCO has together with OECD set up quality guidelines how to arrange education across borders. The Finnish Higher Education Evaluation Council (FINHEEC), UNIFI and ARENE have made guidelines, based on the UNESCO's and OECDs guidelines, as to how to arrange education across borders from Finland's point of view (UNIFI & ARENE [Ref. 10 March 2013]).

The fourth goal is *supporting a multicultural society* (op. cit. 44–46). Higher education institutions work actively to strengthen multicultural higher education community and civil society. The resources that support internationalisation at home are people with immigrant backgrounds, incoming exchange and degree students, and teachers and other staff. The proportion of students with immigrant backgrounds in

higher education should correspond to their proportion in the whole population. The year 2012 was the first year when studying was a more popular reason of the immigrants to move to Finland than working (Maaseudun Tulevaisuus 24.3.2013).

The fifth goal is *global responsibility* (op. cit. 50). Higher education institutions take part in solving global problems and work together with developing countries to strengthen their knowhow and to build their activities on an ethical ground. Activities in the global world mean that higher education institutions have to observe whether their own operating principles are on an ethically correct basis. The Ministry for Foreign Affairs of Finland (2010, 19) has a funding instrument for development cooperation between institutions. This instrument can be used for example to arrange made-to-order education in a developing country.

3 DEGREE COLLABORATION

A joint degree programme is a study programme where two or more higher education institutions provide a degree programme for a student. The institutions are normally located in different countries. This means that the student is required to conduct studies also abroad. One of the key goals of the Bologna Process is “increasing academic mobility and internationalizing higher education in Europe” (Rauhvargers, Bergan & Divis 2003, 342) and a joint degree is important instrument to do it.

Demand for international education is increasing and at the same time the number of education providers across borders is growing (Altbach & Knight 2007, 295). Some of private and public higher education institutions are emerging together by providing a new type of education. These ‘new providers’ are offering joint or Double Degree arrangements. The goal of the first Double Degree schemes was to increase the employability of internationally mobile students (Schüle 2006, 4)

As a definition, *joint degree* means a degree programme that is developed and organized by at least two higher education institutions and leads to one degree certificate (Ministry of Education 2004, 1). *Double degree* refers to a degree programme that is developed and organized by at least two higher education institutions and leads to two degree certificates or more, one from every higher education institution where the student was studying.

Pekka Haavisto believes that the Double Degree is a positive trend (13.3.2013). At the same time, it is also important that similar degrees are recognised in other countries without obstacles. The situation is the same in Finland; Finland has to recognise studies that are completed in other countries when the similar knowledge is gained in a somehow different culture and education system. Participating in a double degree programme provides an opportunity to sensible and productive studying abroad. A certificate from another country is a good inducement of completing studies abroad instead of a normal exchange period. Haavisto could not comment on how a double degree certificate helps students to find employment, because there are not so many graduated double degree students in the labour market. More research is needed on this field.

3.1 The development, planning and implementation of Double Degree

In May 2001 in Prague the European Higher Education Area the development of joint degrees as a goal (Ministry of Education 2004). The Ministers of Education of the countries that took part in the Bologna process promised to support the development of joint degrees and their quality control. The European Commission is also supporting Joint Degrees. For example the Erasmus Mundus Master programmes lead to a Joint Degree, Double Degree or several degrees.

The Ministry of Educations regards double degrees as an important part of internationalisation of higher education institutions (Ministry of Education 2004). It is also important that Finnish higher education institutions will actively develop double degree programmes with other higher education institutions abroad that are officially recognized and are of a high quality. The Ministry of Education recommends that the degree should belong officially at least to the degrees and curricula of one country. If the degree does not lead to any officially accepted system of degrees and curricula it should be mentioned to the student.

The Ministry of Education recommends some issues that higher education institutions should take into consideration when developing their double degree programmes (Ministry of Education 2004):

- The higher education institutions that are doing collaboration draw up contracts that concerns degree programmes. Contracts should include information about the extent of the programmes, student admission, status of students and related rights, recognition of the degree certificate and programmes' financing. For example the Business School of the Seinäjoki University of Applied Sciences has made a contract, Memorandum of Mutual Understanding, with Faculty of Business and Computer Science of Hochschule Hannover (former Fachhochschule Hannover) (see App. 1). This contract includes the information that is mentioned above among the other information concerning how the Double Degree Programme is organised between these two institutions. (The appendix that includes the Memorandum of Mutual Understanding can be seen only the ordering party of this thesis).

- Double degrees are based on the collaboration of higher education institutions and on the syllabus that they plan together.
- Every higher education institution which takes part in a double degree programme is officially recognized or accredited in their home country.
- Appropriate quality control must be arranged and quality criteria are agreed on in advance in writing.
- A degree certificate should clearly show that the student took part in a double degree programme. The completed studies are shown in an attachment of the degree certificate.
- The higher education institution which grants the degree certificate is responsible for the quality of the degree and also that the degree meets the criteria that have been set.
- All double degree students will complete a significant part of studies in at least one higher education institution abroad
- The studies that are completed abroad will be fully recognized by the home higher education institution.
- The Finnish higher education institution participating in a double degree scheme gives a degree certificate to those students who were admitted as degree students.

The Finnish National Board of Education (FNBE) has prepared a memorandum together with the Ministry of Education and Culture, Finnish higher education institutions and CIMO (FNBE 2012, 4th revision). The memorandum is based on to the recommendations that The Ministry of Educations has set in 2004. The first memorandum was drawn up in 2005 and in September in 2012 the fifth update was ready. When preparing the memorandum international reports and recommendations were taken into consideration. The memorandum helps higher education institutions to plan their degree programmes pay attention to the issues what they should take into consideration during this process.

3.2 Why a higher education institution should take part in a Double Degree Programme

The higher education institutions should consider if they need a double degree programme in their higher education institution and what their needs of education are in general (FNBE 2012, 4th revision, 1). Does the double degree programme give some extra value and do they have possible connection to their degrees that already exist? Higher education institutions have to consider about their objectives with regard to the double degree programme and what its value is to the whole higher education institution or faculty. Does the double degree programme add internationality and what is the length of a degree and how long the programme will continue?

3.3 Collaboration between and inside of a higher education institutions

Collaboration should be between higher education institutions that are recognized and official (FNBE 2012, 4th revision, 1–2). It is also important to make sure that higher education institutions can guarantee that the plane of degree is what is expected and also that they have the rights to provide a degree. One might think that the number of partners is important but according to the memorandum it is important that higher education institutions should not have too many collaborating higher education institutions and they all should have their clear role. It is important that the quality of the higher education institutions is good, good to know their strengths, field of know-how, specialization and what kind of studies they can offer to students. The competed studies and the degree certificate that is given should add some extra value to students and the degree that they get from their home higher education institution.

Earlier collaboration with other higher education institutions helps collaboration with other higher education institutions in the future (FNBE 2012, 4th revision, 1–2). With the past experience it is easier for higher education institutions to plan and execute the new double degree programmes. Experience helps to find out what is working, what is not and what they have to improve. Higher education institutions should always make a contract about organizing of collaboration, responsibilities

and communication. Collaborating higher education institutions also have to agree which language is the language what they are using when communicating with each other and what the language of the degree programme is. A double degree programme should also have a management group and its position, tasks, rights and structure have to be agreed and it should consist of members from faculty and administration.

Internal flow of information in higher education institutions is important (FNBE 2012, 4th revision, 1–2). It is also important that the whole organization supports the double degree programme and the process with it. It is also important that organization can be trusted with the programme and the process. All the regulations that higher education institution has concerning syllabus, student admission, accomplishment of degree and administration of degrees have to be obeyed. If it is possible, the higher education institution has to make sure that the internal cooperation of the partner higher education institution also works. They have to make sure that the responsibility of collaboration is not on the shoulders of one person.

3.4 Resources of a Double Degree Programme

Higher education institutions have to calculate how to finance a double degree programme and how long the financing is valid (FNBE 2012, 4th revision, 2). The financing that comes from outside the higher education institution must be handled by every higher education institution itself. Higher education institutions have to make a budget how to divide financing for different sections such as teaching, coordination, administration, meetings, traveling, marketing and so on. There are many different sections that require money to make a double degree programme work and everything has to be taken into consideration when preparing a budget. There should also be a common practice with regard to collecting payments from the students who come to their higher education institution. Still today there are some different practices concerning this issue and the practice should be the same in all higher education institutions in Finland.

The other important resources are human resources (FNBE 2012, 4th revision, 2). The higher education institution has to make sure that there are enough human

resources to take care of the double degree programme but also their own personal resources should be on good level. Human resources are also one important part in developing and evaluating the double degree programme. Without sufficient personnel there is not enough time for development because handling the current situation takes all the time. Higher education institutions also have to have resources to provide teaching. They have to have premises where the teaching takes place, equipment to do it and; for example a library is very important for studies and information retrieval (Seinäjäki Academic Library 2012 [Ref. 17 February 2013]). Library supports studies and offers books and other literature that is related to students' field of study.

3.5 Agreements and student admission

According to the recommendation that the Ministry of Education has set up in 2004, contracts should include information about the length of the double degree, student admission, status of students including rights, degree certificate, responsibilities of both higher education institutions and financing the degree (FNBE 2012, 4th revision, 2–3). The contract can include also, for example money flow and how it should be taken care of, issues concerning quality verification. In case of dismissal procedure it should be explained what the terms are if this happens, what is the timeframe and what happens to the students who already started their double degree studies.

Before the selection, the higher education institution has to find out the student's qualification requirement (FNBE 2012, 4th revision, 2–3). The student has to have required prior education, language skills and other possible qualification requirements. The higher education institution can base their selection on application form, recommendations, motivation letter, interview, entrance examination and making sure that a student has a right to study.

3.6 Content, structure and learning outcomes of Double Degree Programmes

Higher education institutions who offer double degree programme should have a good knowledge of the other higher education institutions from abroad (FNBE 2012, 4th revision, 3–4). They have to know what kind of higher education they have in general, what kind of regulations they have, degree structure and degree certificates. In the beginning it is important to know what the targets are and what kind of degree is to be reached. In the end it is important that a student will get an official degree certificate.

When starting to plan a curriculum a good starting point is to figure out what kind of learning outcomes the higher education institution wants Double Degree students to attain (FNBE 2012, 4th revision, 3–4). Based on this target the planning starts; what is the content of teaching and how it will be taught. Does it include mandatory studies that are the same to every student or is there an opportunity to choose optional studies, what the ratio between these two is and how much language studies students can study? It is also good to consider how much existing material is used and how much new material is planned to be taken into the teaching.

The extent of the programme is important to know and how many ECTS upcoming students can achieve during their study period abroad and what the demanded number of ECTS accredits of the Double Degree is (FNBE 2012, 4th revision, 3–4). After the study period in the host institution students have to do their practical training. The higher education institution has to decide also the length of a practical training, where the student can do it, who coordinates practical training and how many ECTS it is. The final step is writing a thesis. The recommended length of a thesis differs between different higher education institutions. Higher education institutions have their own regulations and rules how to write a thesis so higher education institutions have to decide which regulations the thesis should follow and who is going to be a tutor teacher and how the thesis is evaluated.

3.7 Arranging a degree programme

It has been recommended by the Ministry of Education that a significant part of the studies should be studied abroad at least in one collaborating higher education institution (FNBE 2012, 4th revision, 4). The credits that a student will bring back to the home higher education institution will be fully recognized to be part of the degree that the student is studying in the home higher education institution. The collaborating institutions have to decide what the significant amount is and is it measured with credit points or with time. It is important to agree on the terms of student mobility because not passing exams or courses might affect student mobility or its planning. Other considerations include how the mobility is organized, what documentation is needed, how it is financed, what kind of insurances are needed. Student from non-EU countries needs to apply for a visa and needs a residence permit.

How to organize courses and the way of teaching is important and there are many ways to do it. Lectures and seminars is the normal way to organize teaching but also virtual and multiform teaching is possible to do (FNBE 2012, 4th revision, 4). This depends how higher education institutions want to organize their courses and what they believe is the best way to do it. The level of teachers language skills is very important and also from the students point of view because if the teacher lacks sufficient language skills, learning will be hampered.

Every student will have their own personal curriculum or learning agreement (FNBE 2012, 4th revision, 4). It tells what kind of studies a student intends to do during studying abroad but it also tells what a student wants achieve during this period. If the student cannot pass an exam there should be opportunity of retake exams. Sometimes this causes problems because different higher education institutions have different practices. Students must also be informed how their exams or other work they are doing in courses, how they are assessed and what the grading criteria are.

3.8 Degree Certificate and Diploma Supplement

The starting point of the Finnish education system is that a higher education degree is recognized by some higher education institution and the same institution is responsible for the quality and the degree fulfils the criteria (FNBE 2012, 4th revision, 5–6). If the institution is Finnish it has to follow the Finnish law and possible regulations of higher education institutions. If there is more than one degree it has to be figured out what the position is in the higher education system of the specific countries. If more than one Finnish higher education institution takes part the joint or double degree programme, only one of them can grant the degree and give the certificate.

The higher education institutions have to decide together what kind of certificate or certificates they are going to give (FNBE 2012, 4th revision, 5–6). If they give only one then they have to decide about the content, what it looks like and who is going to sign it. Finnish degrees have to follow the national laws and higher education institutions' own possible regulation. The certificate can be given only to a student who has been admitted to a degree programme and who has successfully finished the demanded studies. A Finnish higher education institution can only award a degree that they have the right to award but it does not prevent collaboration higher education institutions from giving a degree certificate also. The degree certificate or certificates have to show that the certificate concerns the Double Degree Programme. The fact that a student gets another certificate for the same studies must be also mentioned. The specific information about the studies and extra information are mentioned in the Diploma Supplement.

The Finnish National Board of Education has set up guidelines to Diploma Supplement (FNBE 2012, 4th revision, 5–6. When it is the matter of Double Degree there is some section where the Double Degree has to be mentioned:

- There must be the name of qualification and the name and the status of the institution that is awarding the qualification.
- All the higher education institutions that are involved has to be mentioned and what quality assurance system was used.

- It has to be mentioned that the certificate was given together or if the other higher education institutions give another certificate that is based on to the same studies.
- Programme details have to be mentioned and clearly show which studies were conducted in which school if this is not clearly mentioned in the transcript of records.
- Other additional information such as short description about the Double Degree, information about mobility concerning the Double Degree and link to extra information.

3.9 How to market and assure the quality of Double Degree

Open and transparent information is important to the students and also to the authorities (FNBE 2012, 4th revision, 6–7). For example it is important to know what the position of the degree is in the international system and what kind of eligibility for further studies it provides. When marketing the programme the information has to be right first of all and clear. Uniform terminology is important and the information concerning the degree should be consistent in every collaboration higher education institution. Time should be reserved for the planning of strategic marketing and implementing. In the institutions all the quarters has their own role and the marketing has to be focused on at every level; global, Europe, Nordic countries, national, principals, teachers, students and so on. The collaborating institutions should have marketing together and also independently. They have to decide whether they answer together to the inquiries in a centralized way or separately. What the target group of marketing is and how to market. For example do they want to have more students from some specific area, country or school?

Quality assurance is important and the following issues have to be considered: all the collaboration higher education institutions have to be official in their own country and they have to have the right to offer the degrees at issue (FNBE 2012, 4th revision, 6–7). In addition to their own quality assurance system, they have to have quality assurance systems what cover all parties. In the quality assurance system

students' representation has to be taken into account. Student and employer feedback and alumni panels are good ways to get feedback and help the development of the education. In evaluation achievement of learning outcomes is essential. The Diploma Supplement should contain information about the quality assurance systems that is in use.

4 INTERNATIONALISATION OF THE SEINÄJOKI UNIVERSITY OF APPLIED SCIENCES

“Seinäjoki University of Applied Sciences is a multidisciplinary institution of higher education which also conducts applied R&D in the region of South Ostrobothnia in West Finland.” (Pinnet, Naturally Finland, 27) It offers education and research and development services in the seven study field and six localities (Seamk 28.6.2012). Seinäjoki University of Applied Sciences has five faculties in three campuses; Business School, School of Agriculture and Forestry, School of Culture and Design, School of Health Care and Social Work and School of Technology. It operates also in other municipalities through the Regional Higher Education Center (Seamk 7.11.2012).

“Seinäjoki UAS is a respected operator in the field of international higher education [...]” (Seamk 4.2.2009). Seinäjoki University of Applied Sciences has prepared the strategy for years 2010 – 2015 (Seamk 10.2.2010). Its mission is advancement of welfare of South Ostrobothnia with high level of education and multi-disciplinary education and applied research, development and innovation activities. Its vision in 2015 is to be successful, international and entrepreneurial spiritual higher education institution. Its values are knowhow, internationality, social relation and entrepreneurial spirit.

Internationality has an important part in the general strategy of Seinäjoki University of Applied Sciences and it has a specific for its international strategy. The strategy of the international activities (Seamk 28.6.2012) is based on the Ministry of Education’s education and research 2008–2012 development plan, Strategy for the Internationalisation of Higher Education Institutions in Finland 2009–2015, Seinäjoki University of Applied Sciences’ European Policy Statement 2007–2013 and Seinäjoki University of Applied Sciences Strategy for International activities 2015.

The vision of Seinäjoki University of Applied Sciences for international activities 2015 is to be “a respected operator in the field of international higher education and research and its international standard education, research and development activities as well as cooperation networks bring significant added value for stu-

dents as well as companies and other organisations in the area” (Seamk 3.10.2008, 5).

The goal of this strategy is that in year 2015 Seinäjoki University of Applied Sciences is an international higher education institution (Seamk 2008, 8–16). In year 2015 there should be a significant number of teachers and researcher who come from abroad. The teaching of the foreign students should become part of everyday life and the export of education should be increasing. The curriculum should be versatile and offer lot of courses that are taught in English. The goal is that in 2015 every tenth graduating student is foreign. The experts of international knowledge are coming together and they are participating in international research and development activities. This will have regional impact and can be utilised in teaching. The trust that South Ostrobothnian higher education institutions have achieved in the international operations area, this will open new doors for the commercial and industrial life of the region. This creates a win-win situation.

5 INTERNATIONALISATION OPPORTUNITIES OF BUSINESS SCHOOL STUDENTS

In Seinäjoki University of Applied Sciences it is possible to become international in many ways. When thinking about becoming international one might think that it is only possible to go and study abroad but there are also other options. Nowadays becoming international can happen also by studying only in the home institution.

5.1 Internationalisation at home

Internationalisation at home means that the students can become international when the students are studying in the home institution. Internationalisation at home focuses especially on those students who have not travelled outside of their own university and have decided to study only in their home institution (Montgomery 2010, 128). This way the students can gain knowledge and experiences about foreign languages and different cultures. This is a good option especially to those students who are unable to study abroad but still they have the opportunity to gain “the international competence required of all university graduates in the labour market of today” (Aalto University 21.2 2012 2012).

The teachers have an opportunity to have their exchange period in other higher education institutions. A foreign teacher can offer an experience to the Finnish students that they are not in the Finnish classroom anymore. For example the Degree Programme in International Business students are studying 3.5 years mainly in English with the other degree students around the world (Seamk 26.2.2013). At this moment there are 114 International Business Students (Student Officer 19.4.2013).

In the Business School at this moment there is one permanent faculty member from Canada who teaches in English. One of his courses that are in the curricula is compulsory (Seamk 28.11.2012). This means that every student, also others than International Business students, in the Business School have to study at least one course of professional studies in English. On top of everything else there are

exchange teachers and visiting lecturers. In year 2012 in the Business School there were 39 teachers who were teaching a short period of time (see App. 2). For the students it is important to hear other languages than only Finnish. The foreign teachers can teach knowledge of cultures among the others also even that it is not the subject of their courses.

Every year there are many students from abroad who want to study in the Business School. Last year 2012, 116 students arrived in Seinäjoki to study for over three months in the Business School (see App. 2). Exchange students can share their own knowledge about their culture with the Finnish students and this way the Finnish students can gain knowledge about different cultures, they can speak English to each other and also get used to different accents of English. They can do group tasks together and this way they will find out that there is many cultural ways how to work. Geert Hofstede (2005, 2. edition) has made a research about the different cultural dimensions. He researched how culture affects to people's values and behaviour. People from different countries can be analysed by five dimensions; Power Distance, Individualism, Uncertainty avoidance, Masculinity, and Long Term Orientation. People from the other cultures are different and especially in the global working environment it is good to understand different cultures and have knowledge about them. As Pekka Haavisto said (13.3.2013), internationality means language skills and intercommunication but also understanding the different cultures, cultural literacy, and sometimes this is more important than the language skills.

Finnish students can also take part in tutoring. Finnish tutors help the exchange student to start their student life in Seinäjoki. The tutors are supporting the students from abroad to adjust to the Finnish student life. At this moment there are two international tutors in the Business School and next academic year there will be five (Pelkola 13.3.2013).

5.2 Student exchange and practical training

Every student can study abroad if they want to. Business School of Seinäjoki University of Applied Sciences gives a lot of options that the students can choose

from (Seamk 28.5.2008). In every continent the Business School has a partner institution. In Germany the Business School has the largest number of the partner institutions (Seamk 14.3.2013). Last year in 2012, 109 students studied abroad (see App. 2). From these students, 30 students were studying more than three months. When the students study more than three months abroad, they can apply for an Erasmus grant (see App. 3). If they want to study in a European country (CIMO 06.07.2012). The first year of studies has to be completed before the study period abroad. The exchange period that takes place outside of the European Union, the student has an opportunity to get financing also. Different kinds of foundations offer grants. For example CIMO offers an info website www.maatiето.net where the students can find detailed information about a certain country and what kind of grants it is possible to apply (CIMO [Ref. 9 March 2013]).

In the Business School the practical training period is five months and usually takes place in the third study year (Hakijan opas 2013, p.18). The students can do the practical training or part of it abroad. Last year in 2012 there were 15 students who did the practical training abroad and 13 of them were there the whole period which is five months (see App. 2). The students can find the practical training place by themselves or through programmes that for example CIMO offers (CIMO 08.02.2013). If the practical training takes place in the European Union area the students can apply for the Erasmus grant.

5.3 Double Degree Programme

In the Business School it is possible to take part in a double degree scheme. Students studies three years in Finland and one year in a partner institution (Seamk 3.1.2013). The exchange year is typically the third year of studies. The credits that students complete are mutually recognised. The thesis is written in English and it has two tutor teachers; one from the Business School and the other one from the partner institution (Seamk 26.2.2013). The students conduct their practical training abroad or in Finland in a company that has international activities.

To get a Double Degree certificate the students have to study in one of the higher education institute that Seinäjoki University of Applied Sciences has a contract

with. At this moment there are six institutes in four different countries (Seamk [Ref. 24 February 2013]). In Germany there is three different options; Hochschule Aschaffenburg, Hochschule Hannover and Hochschule Rosenheim. In Czech Republic is Mendel University, University of West-Hungary in Sopron in Hungary and Vilnius Cooperative University of Applied Sciences in Lithuania.

The first Double Degree student from the Business School (degree programme of SME Business Management) was studying in Hannover University of Applied Sciences and graduated in 2006 (Seamk 26.2.2013). Since then six students have graduated from the Business School as a Double Degree student (see App. 4). In the fall 2011 nine students from the Business School started their studies in Hannover University of Applied Sciences. Three of the students are studying Business Management and these three are the first Double Degree students from the Business Management Programme. The other six are from the SME Business Management Programme. During the studies in Hannover 2011–2012, two Double Degree students decided to drop out from the Double Degree Programme after the first semester. Now the Business School is waiting seven Double Degree students to graduate during this year.

In the fall 2012 five students started their Double Degree studies (see App. 4). The first Double Degree student from the International Business Programme is studying in the newest partner institution from Germany, Aschaffenburg University of Applied Sciences. The other four are from the SME Business Management Programme. One is studying in Hannover University of Applied Sciences, one in the University of West-Hungary in Sopron in Hungary and two students are studying in Mendel University Brno in the Czech Republic. They are expected to graduate during the next year 2014.

But the Finnish students are not the only ones who are interested in the Double Degree Programme. Four students from Germany have graduated as a Double Degree student (see App. 4). Three of them are from Hannover and one from Rosenheim. Two students from Rosenheim have finished their studies in Finland and they are expected to graduate soon. During the academic year 2012–2013 up to nine students started their Double Degree studies in the Business School. Seven of them are from Germany, four from Hannover and three from Aschaffenburg.

Two students come from Hungary. The number of the Double Degree students has risen quite fast during the last couple of years and has become more popular. It is interesting to see how popular the Double Degree Programme is going to be for example after ten years.

5.3.1 The process of Double Degree

Before a student will get a Double Degree certificate there are many steps before it. It starts when the Dean of sets up goals of creation of a double degree programme (see Figure 1). The European Commission and the Ministry of Education and Culture have made recommendations and guidelines how the implement Double Degree Programme and the strategy of Seinäjoki University of Applied Sciences affects to setting up the goals. The representatives of the partner institution of higher education also set up their goal and after this, negotiations are started. The content of the contract is negotiated by the Head of the Programme and the International Coordinator who compare the curriculums and prepare the agreement. The Principal, Vice Principal and Manager of International Affairs may also participate in the negotiations at some stages. When both parties accept the contact the President signs it

When the contract has been signed the International Coordinator can start marketing it to its students (see Figure 1). Student can apply to become a double degree programme student with the application (see App. 5). The Head of the Degree Programme and International Coordinator of Business School make a proposal of students who would take part in the Double Degree Programme in a partner institution of higher education. They also give guidance and counselling and communicate with the partner institution after the student has been accepted to be one of their students. The students from the partner institution of higher education can apply to the Double Degree Programme in Finland and the Dean of Business School makes a proposal of admitting a student and the Vice President approves the student selection. The Head of Degree Programme and International Coordinator of Business School compile a personal curriculum for incoming students.

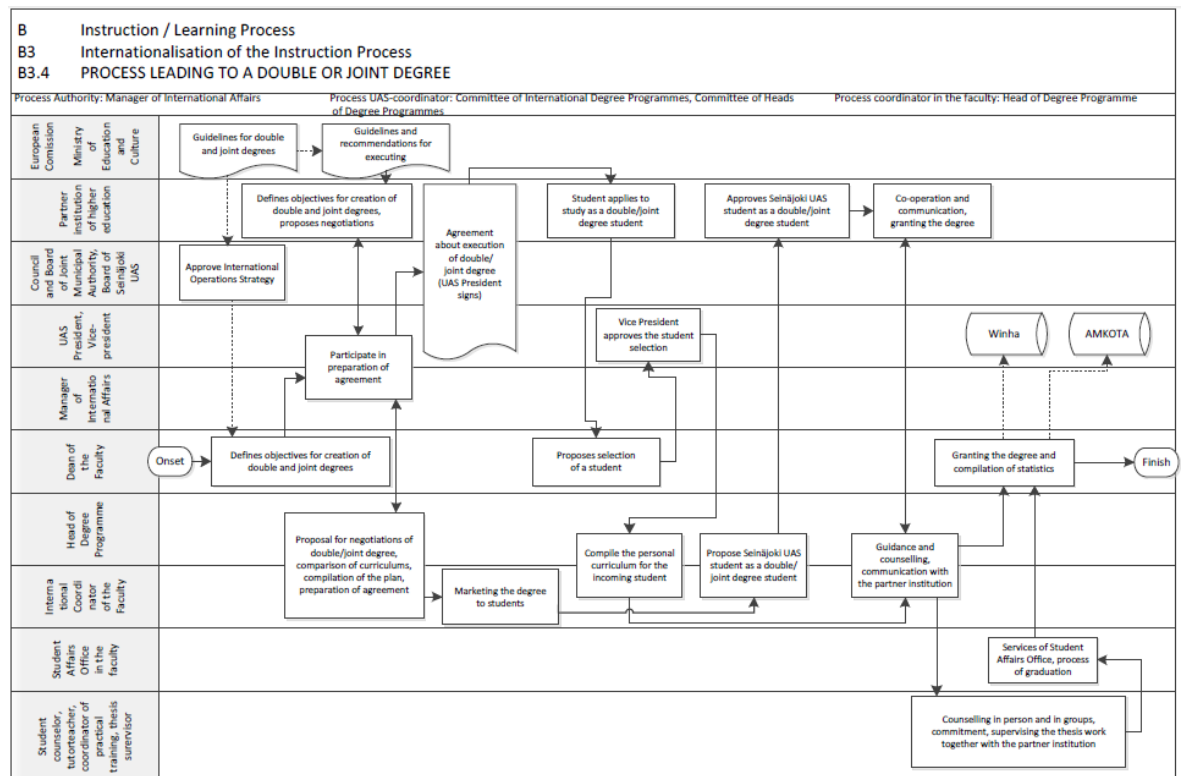


Figure 1 Process leading to a Double or Joint Degree (Seamk 2011).

After the study period abroad the student completes a practical training and writes a thesis (see Figure 1). During the practical training a coordinator of practical training is a part of this process. The thesis is supervised by supervising teacher from both higher education institutions. The Student Counsellor guides the student during the course of studies. The Student Counsellor will take care together with a student that the studies are completed on time, gives advice how to write a thesis and so on. After everything is ready the Student Affairs Office will enter completed studies to student record system, makes sure that everything is completed that is required for graduation and prepares the documents. This process is the same in every faculty of Seinäjoki University of Applied Sciences. The International Services of Seinäjoki University of Applied Sciences have also provided training to its staff concerning about the Double Degree together with West Finland HEInet in Tampere. (Seamk & Niskanen 2011, 38)

6 STUDY OF THE STUDENTS' WILLINGNESS TO PARTICIPATE IN A DOUBLE DEGREE PROGRAMME

The goal of the study was to find out why the students want to participate in the Double Degree Programme? What is the value what they see that the Double Degree has and that the study period abroad gave to them? The other goal of the study was to find out the reasons why the students do not want to participate in the double degree programme? What are those reasons that make it unattractive to them? This theme was chosen for the study because double degree programme is quite new programme in the Business School none of its student has not researched it before.

6.1 Qualitative research

The research method that was used is qualitative. Qualitative research help to understand phenomenon and it is suitable when there is no information, theories or research about the phenomenon (Kananen 2010, 41). It is suitable also when a deeper view of the issue is wanted. Qualitative research focuses on the study of individual cases and in the research it is essential to emphasise the perspective of the person that is part of the research and the researcher's interaction with a single observation (Puusa & Juuti, 47–48). This means that the distance between the researcher and the material that the researcher brings and the object of the study is typically small. In a qualitative research the experiences of the objects that were studied are essential.

Typical ways to collect information in qualitative research include interview, enquiry, observing and information based on different documents (Tuomi & Sarajärvi, 71–73). These methods can be used separately, in parallel or rolled into one. The idea of the interview and enquiry is simple; when one want to know what the other one is thinking or acting they he or she is acting, the smartest way to find out is to ask. The interview is usually made face to face and enquiry is a method where the respondents answer a questionnaire in a supervised place or at home.

The benefit of the interview is that it is flexible (Tuomi & Sarajärvi, 73–74). The interviewer can repeat the questions if it is necessary or explain if the interviewee does not understand the question, opportunity to correct possible misunderstandings or have a conversation with the interviewee. Interview is flexible also because it allows the researcher to ask the questions in an order it feel more natural. The main idea of the interview is to get as much as possible and it is also good to give the questions beforehand to the interviewee that he or she can become acquainted with the questions. The benefit of the interview is that the interviewer can choose the interviewees and choose the persons who know about the theme what the interview is made for (Puusa & Juuti, 76).

In-depth interview is one form of an interview (Puusa & Juuti, 83–84). In-depth interview includes open questions and it is often compared to an open interview. But the open questions only do not make an interview into an in-depth interview. The researcher or interviewer has to have knowledge about the theme and the freedom to tell in one's own words about the theme is given to the interviewee in the interview session. The interviewer's task is to deepen the interviewee's answers. The situation is always individual and unique. Typically in a research where the in-depth interview is used as a method there are only few interviewees or only one.

The enquiry method is usually used in the quantitative research but it can be used in qualitative research also (Tuomi & Sarajärvi, 74). The goal is to get an answer to every question and in an order that the researcher decided. The answer can be divided into different qualitative categories for example not interested – slightly interested – very interest. The author divided first the questionnaires into two different categories, not interested and interested. The interested category was divided into the categories interested but no experience and interested with experience. This allowed the author to make the enquiry deeper than only one questionnaire to everyone. In every category there were specific questions that were related to the respondents' interests or experiences.

The third method that was used in the study is observing. Observing is a justified research method if there exists only a little bit of information or none about the phenomenon (Tuomi & Sarajärvi, 81). Observing is probably the best method to get reliable information because the issues can be seen in their real environment.

With observing it is possible to get more versatile information. A special form of observing is disguised observation that is rarely used (Grönfors 1982, 103). Disguised observation means that the researcher participates in the objects' lives as a one of them but the objects do not know to be part of the research and they are treating the researcher as a normal member of the group. The author was the disguised observer even that she did not know it during that time when the observation happened. Sometimes it is possible that the researcher is on the field primarily doing some other tasks than the research (Grönfors 1982, 103).

The credibility of research is important. When evaluating the credibility of the research, it is essential to consider whether the research methods were suitable for the research of a certain phenomenon and whether the goals were achieved (Puusa & Juuti 171). According to Perttula (1995, 39–41) the starting point of the evaluation is the correspondence of the basic structure of the phenomenon and the research methods. He says that the credibility is never reliable or unreliable but credibility has to be observed and it is determined with relation to the phenomenon.

6.2 Questionnaire

The questionnaires were made with the Google Docs and mainly sent by email. The study included three different questionnaires to three different target groups. The first questionnaire was to the students who have no interest in a double degree programme. The second questionnaire was to the students who have decided to participate in a double degree programme. The students that the questionnaires were sent to are first and the second year students from the Business Management and the SME Business Management programmes. These students were chosen because the international period usually is during the third study year. The first and the second study year is the time when students are considering if they want to study abroad or not and what their options are. These two questionnaires were sent in the same email and the students could choose between the two links; "I am interested in doing the Double Degree" and "I am interested in doing the Double Degree". The third questionnaire was sent to students who already have

completed Double Degree studies abroad but have not graduated yet and to students who are in their exchange period at the moment.

The author used her email account, provided by Seinäjoki University of Applied Sciences, because the email programme allows seeing all the students of Seinäjoki University of Applied Sciences and the students email addresses are divided into different years and groups. To get the answers by email and with the electric questionnaire was considered to be the most efficient. First the author was planning to get the answers with a questionnaire on paper and by asking random students on the campus. This idea was not good because the students usually have time only during their breaks and it is not a long enough time to think about the answer well. This is the reason why the author chose to send it by email. The idea was not to process the results quantitatively so the most important issue was not to get as many answers as possible. The aim was to get enough answers so that the author could form some kind of idea what the reasons are why the students do not want to participate in a double degree programme.

The students did not have any motivation to answer to the questionnaire even after the reminding email messages. The author was forced to change her plans. She made a paper version of the questionnaire and asked help from the two teachers. She got the permissions to use their lessons to get the answers from the students. The students did not know this beforehand that the author was coming. The students were on their second study year. The reason why the author chose these students is because these students have to decide during this spring do they want to do practical training or do they want to study abroad in next semester. The enquiry was made first to the students from the Business Management Programme. The author was surprised from the results so she decided to do the enquiry next day to the SME Business Management students, only to see if there are big differences between their answers.

The email was also the best way to reach the students who were thinking to participate in the Double Degree Programme. If the author had asked random people on the campus, that might have been like looking for a needle in a haystack if the number of Double Degree students are around the same than in the last few years. The questionnaires were sent to the first and to the second study year stu-

dents from the Business Management, the SME Business Management and the International Business Programmes. This bulk email contained around 200 email addresses but it is impossible for the author to find out for example how many of them are not studying actively at the moment and what the real number of students who saw the email would be.

To get the answers from the Double Degree students the author decided to send the link to the questionnaire in the Facebook. This is because the author knows in person those Double Degree students who have not graduated yet because they were studying in the same university of applied sciences in Hannover. The Facebook was chosen because the authors experience shows that the students read their Facebook accounts more often than their email so this was the easiest and the fastest way to reach these students. This questionnaire was sent to six Double Degree students.

To find the Double Degree students who are in their study period abroad at the moment the author had to ask the International Coordinator of the Business School for help. With the list of names given by the coordinator, it was possible to reach these students and send the questionnaire by email. The questionnaire was sent to five Double Degree students abroad.

6.2.1 Questionnaire to the students who are not interested in the Double Degree Programme

The questionnaire to the students who have no intention to participate in the double degree programme was the easiest to answer. The questionnaire includes open and simple multiple-choice questions and the questionnaire was made to look easy to answer (see App. 6 and 9). This is because the questionnaire is meant to the students who are not interested in the double degree programme. When the students are not interested in the theme and if they see that the questionnaire is too long there might be a possibility that they will not answer to the questionnaire at all.

The questionnaire starts with the questions to get the background information (see App. 6 and 9). The first question is meant to be asked only that the author will see what the answering result from the first and the second study year students is. The next question is about internationality and what it means to the students. If internationality does not mean to them so much or they see it as a negative issue, this might be one of the biggest reasons why they do not want to become international and participate in a double degree programme. The students who have decided to study abroad but not to participate in the double degree programme play an important role in this study. The reason is that the students who want to study abroad but do not want to participate in the double degree programme exclude the personal reasons for example they are too scared to live and study abroad. This means that to for students there might be some issues with the Double Degree Programme itself.

Then the questions turn to the Double Degree Programme (see App. 6 and 9). The questions are divided into different themes. A simply yes/no question start every theme and after that there are more detailed questions about the same theme. First the author wants to know whether the students know what a double degree is with a simple yes/no question. Did they get enough information about the Double Degree Programme that to be able to decide to participate in the programme or not and what additional information would the like to have? These questions mainly measure the marketing of the Double Degree Programme in the Business School to its students. The next theme is about the countries where the Business School has partner institutions. It starts again with a yes/no question asking whether the students know that the Double Degree is possible to be completed in Germany, the Czech Republic, Hungary and Lithuania. Are some of these countries the ones where the student could consider studying, what other country option would they like to have, and if the Double Degree would be possible in their favourite country would it affect their decision to participate in a Double Degree Programme? –These questions are asked to survey if the countries where the Double Degree is possible are attractive enough.

The next theme of the questions is financial support (see App. 6 and 9). The author wants to know whether students know what kind of opportunities of financing

their studies they have during the exchange period and whether their economic situation affects their decisions to do the Double Degree Programme or not. The next questions are about the length of the programme, do the students know that the international period in a double degree programmes is usually one academic year and is that the time period that they could consider to study abroad? One academic year is a long time to be away from home and this might be one of the biggest reasons why they do not want to participate in the programme.

The last theme of the questionnaire is about the Double Degree certificate: Do the students know that when they graduate they will have two certificates; one from Finland and one from abroad (see App. 6 and 9). And if they would have two certificates how that would affect employment prospects in the future. This question measures what kind of value the students believe that the Double Degree certificate has. The last question was asked to find out whether the questionnaire added some interest in a Double Degree Programme. This might show that more talking or marketing about the Double Degree Programme could make the students consider more about this opportunity.

6.2.2 Questionnaire to the students who are interested in the Double Degree Programme

The questionnaire to the students who have intention to participate in the Double Degree Programme included only open questions and it starts with questions about the background information and the current situation (see App. 7 and 10). In which year of study the students are and in which country they decided to do the Double Degree and why? This gives information about the countries that are the popular among students. The next questions are related to internationality and the decision process participation in the Double Degree Programme. The questions are: what does internationality mean to students, where did they hear about the Double Degree Programme, how fast did they decide to participate in the programme, why did they decide to do it and have they got enough information about the Double Degree Programme and the study period abroad and from whom? One might think that by participating in the Double Degree Programme the aim is to

become international or with the help of two certificates find a good job in the future. With these questions the answers should be founded.

The next questions are about language skills (see App. 7 and 10). How well can they speak the language that is spoken in the country where they want to study and how have they decided to improve language skills before and during the study period abroad. The results of these questions show the motivation of the students whether they really want to understand the culture and the locals. The author believes that one of the best ways to do it is to understand their language. Knowing the language helps to manage the everyday of life in the country where the students are studying. This also shows whether the students are motivated to learn a new language even though they could manage the whole study period abroad with English. The other question is about their English skills. The Double Degree studies are usually in English and the author wishes to know what the student's English skills are and if they believe that they can manage with it while studying abroad.

The next questions are about the workload; how many credits they are demanded to get from the partner institution and whether they believe that participating to the Double Degree Programme will lengthen their whole study period (see App. 7 and 10). The students can get more finance when they are studying abroad and the author wants to know how important the financing is to the students and if there would not be the financial support would that have affected somehow the decision of participating to the Double Degree Programme.

The next questions are about the future; what are their expectations about the study period abroad (see App. 7 and 10). Do they believe that the Double Degree studies add their own knowhow and how and do they believe that the Double Degree certificate affects employment in the future? These questions are to find out what the value of the Double Degree to the students is and how the student feels that the Double Degree affects their future. Students have different options where they can do their practical training and the author want to know whether they have planned to do it in the same country where they are going to study. This might show that the student wants to concentrate on only one country and learn about it as much as possible. Or do they want to do their practical training in some other

country abroad and gain international experiences as much as possible during their studies. The last option is to do it in Finland and the question is what the reasons were that affected this decision to do it in the home country. The last part of their studies is writing the thesis. The thesis is written in English and there are questions to find out what the students feel about it, whether it is challenging or just natural to write it after the international experiences; after the study period abroad and possible practical training period abroad.

6.2.3 Questionnaire to the Double Degree students

The questionnaire to the Double Degree students was the most extensive and contained only open questions (see App. 8 and 11). Some of the questions were the same as in the questionnaire to the students who have decided to participate in the Double Degree Programme. The Double Degree students can tell how they experienced their study period abroad and how the Double Degree studies worked in practice and that is why they were asked the following questions.

The next questions were about the language skills (see App. 8 and 11). The students were asked to describe their language skills concerning about the language that is spoken in the target country. Did they study the language before the study period and how long and were the language skills developed during the study period abroad? That shows whether the students are willing to learn new languages even if the studies might be only in English. By learning the language it helps also to understand the locals and manage the everyday life abroad. One academic year is a long time to spend abroad and by learning the language the student can adjust to the country, neighbourhood and internationalisation can happen also by talking with the locals and by understanding the culture where they, including the student at that moment, are living. They were also asked to describe their English skills and if they were developed during the study period abroad.

The next questions were about the studies (see App. 8 and 11). How the studies abroad were planned, were there any problems with the planning and how were the problems solved. This information is important both to the home institution and to the partner institution. With this information the institutions can learn from the

mistakes and develop the programme to be even better. The other questions were about student support services. The students were asked how much the home and the partner institution were supporting the students. This is important to know because there might be students who are in their first time abroad and if they do not get enough support from the both institution they might feel helpless and scared. These are the feelings that should not be the reason why a student does not want to participate in the Double Degree Programme. Both institutions should support and encourage the students who have these kinds of feelings.

The next questions were about their experiences during the study period abroad (see App. 8 and 11). The students were asked what the most challenging things were during their study period abroad. How well were they adjusting to the local school world and how did it differ from the Finnish education. What were the students' expectations about the Double Degree studies and were they fulfilled and did the studies add the students' knowhow and which way? What were the most pleasing things in the partner institution and in their free time? These questions were asked to find out how easy they can adapt different surrounding. If the students adjust easily to the different environment and easily adapt different culture and the working habits, this might help them later if they are willing to develop an international career in the future.

6.3 Interview of the International Coordinator

The interview was made to the International Coordinator of the Business School. The questions were related to the planning of a double degree programme and what possible challenges usually reveal and what is the process when the double degree countries are chosen. The marketing of the Double Degree Programme is important so that the students know their option. It was asked also how international the students of the Business School are and what if they are not interested in it and if she has noticed any differences between the Double Degree students and normal degrees students?

Sometimes problems occur during the exchange period and the author wanted to know how the problems were solved and how the students are supported from the

viewpoints of information and financing during their exchange period. In the interview the author also wanted to find out about reasons why the students decide to participate in a double degree programme, what the experiences of the double degree students are and how the double degree had affected their employment opportunities.

7 RESULTS OF THE STUDY

The results of the three questionnaires, the interview of the International Coordinator and the authors own experiences are presented in following sections.

7.1 The students who have no intention to participate in the Double Degree Programme

The results are from 41 students from the Business School. From the Business Management Programme there were 27 respondents and 14 respondents from the SME Business Managements Programme. All the students are in their second year of study.

7.1.1 What internationality means to the students

For the students who have no intention to participate in a double degree programme internationality means different things. The answers were mostly positive, only seven students from 41 respondents are not interested in internationality or it is not “their thing” (see Figure 2). Only two of those seven were negative towards internationality and one student referred to it as a must. But still the student said that from a free will it is also a good opportunity. The other answers were more positive. Most of the students understand the meaning of internationality, it is growing and they believe that it is important in the working life. The working environment is global and nowadays it is important to have international relations and have cooperation with companies from other countries and international knowhow.

The other answers were related more to knowhow and understanding other people from different cultures. The most common answer was that internationality means to them an opportunity to get to know other cultures, customs and habits and to meet other people from different countries and other cultural backgrounds, 16 students feel this way. To eight students internationality means also language skills and a few said that it is fun to speak other languages. To four students the free mobility and so called freedom is important.

Business Management & SME Business Management students

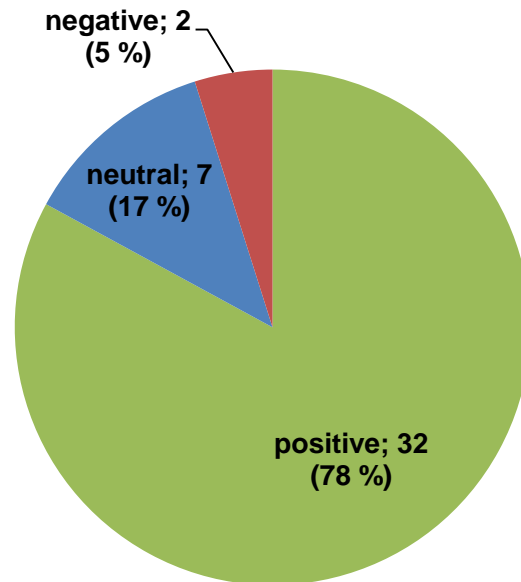


Figure 2 Students' thoughts about internationality

7.1.2 Student mobility

Some of the students, who have no intention to take part in a double degree programme, still want to study abroad (see Figure 3). There were differences between the students from the Business Management and SME Business Management Programmes. Only one Business Management student out of the 27 respondents has decided to study abroad when comparing to the SME Business Management students, eight students from the 14 respondents have decided to study abroad. The total number of students who want to study abroad is 9 students out of 41 respondents.

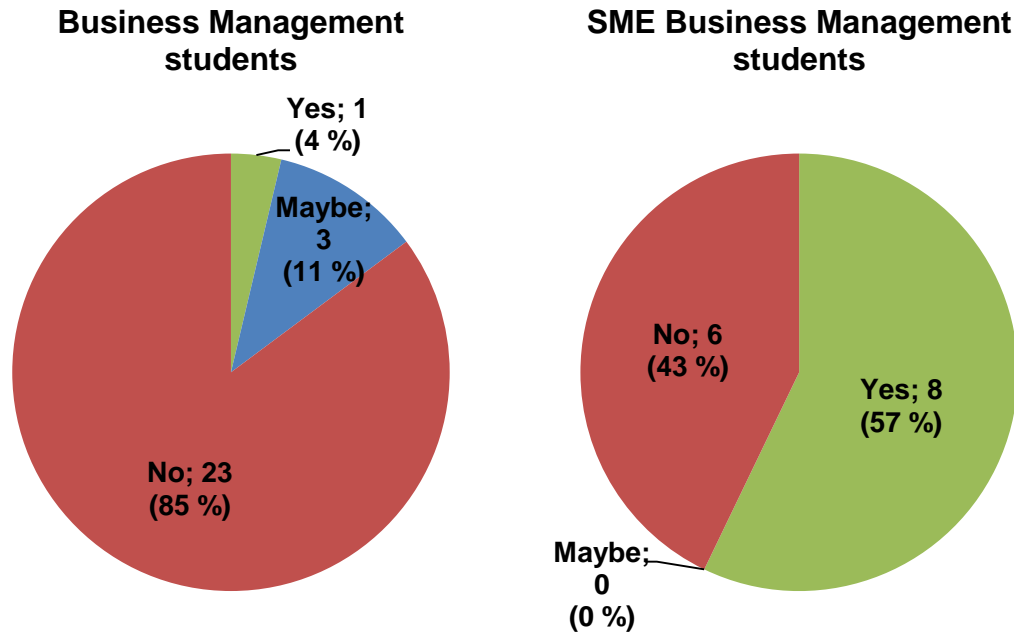


Figure 3 Students who have decided to study abroad

The students who want to study abroad mostly chose countries where the Double Degree studies are not possible to complete. These students want to study in countries that are far away from Finland such as Malaysia, Tanzania, Argentina and the United States. They chose these countries because the cultures are totally different from Finland, the countries felt interesting, the climate is warm, one wanted to study Spanish in Argentina and to one student to get far away from Finland was a sufficient reason. One student wanted to study in Russia because the student feels that it might be an advantage later in the labour market and Russia is an important country in the business life. Sweden was one option and two students liked Austria as an option because of its Central European culture and the Alps. One student has decided to study in the Czech Republic and there the Double Degree is possible to complete but the student has decided not to study for a double degree. The student's other answers in the questionnaire showed that the student's knowledge about the Double Degree was low.

"If I knew what the Double Degree studies demands, maybe then I could consider doing it".

7.1.3 The reasons why students do not want to study abroad

The most popular reason why students do not want to study abroad was that it is not something for them and they just are not interested, 12 respondents felt this way. The other reasons why they do not want to study abroad are mainly related to their life situation. Two of the students have children so it is understandable that they cannot leave their families and one was worried about his or her relationship. Six of the students said that they want to graduate on time or earlier so the exchange period does not fit into their plans. Two students said that money was one of the reasons but there were also personal reasons; three students were worried about their language skills and do not trust that they could manage abroad. Two students are not courageous enough and one was worried about home sickness and the student believes he or she could not handle it.

“It’s not my thing and it doesn’t support my dream. Partly the reason is why I’m not going is because I don’t have the balls to do it.”

- A student who wants to graduate faster and set up an enterprise.

7.1.4 The students’ knowledge about the Double Degree Programme

Most of the students have heard about a double degree opportunity, one respondent in four has not heard about it (see Figure 4). In their first study year there has been an information session where the opportunity was at least mentioned. It is organised every year to the students who have just started their studies. If they missed this information session it might be explained that they have not heard about a double degree opportunity or they just have not listened.

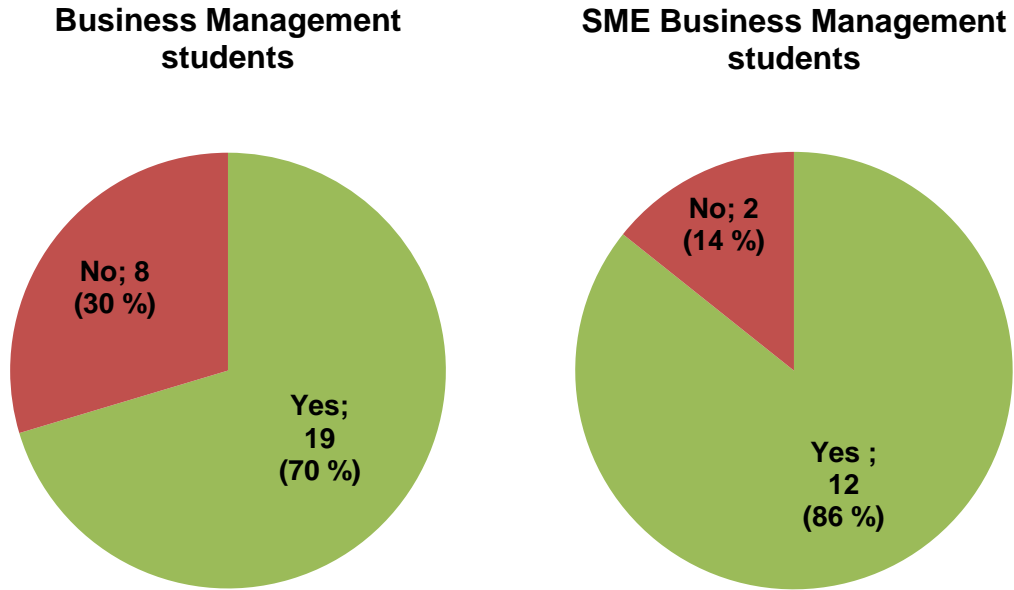


Figure 4 Students who have heard about a double degree opportunity

There were 11 students out of 41 respondents who felt that they have heard enough information to be able to decide do they want to participate in a double degree programme or not (see Figure 5). From these 11 students, seven are the ones who have decided to study abroad. This might be explained with their own interest in the issue. If they have decided that they want to study abroad, they probably have found out all the information about the options what they have. To those students the lack of information is not the reason to participate.

Business Management & SME Business Management students

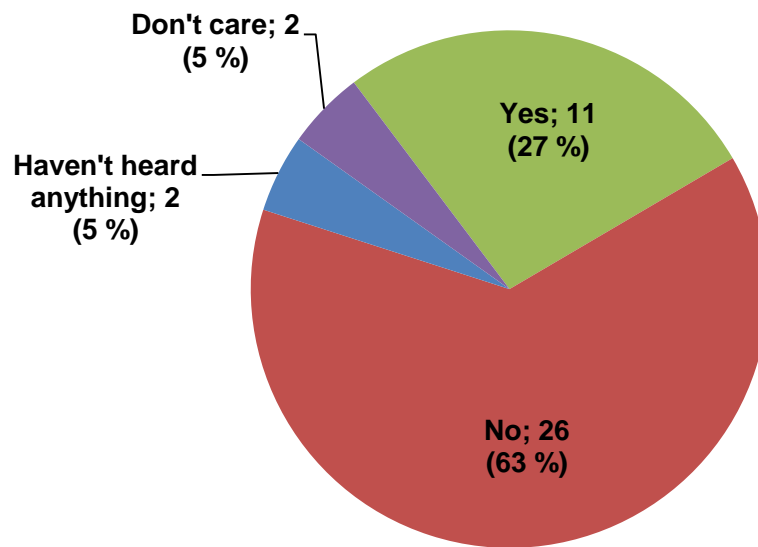


Figure 5 Have the students heard enough information that they could make the decision to participate in a double degree programme or not

Over half (63%) of the respondents felt that they have not heard enough information about a double degree programme (see Figure 5). What was found out from the answers, more information is wanted. Eight students wanted to have more information about the “whole package”. Ten of the students said they have some kind of idea what a double degree is, but they would like to hear more concrete information. They did not know the time they have to study abroad quite exactly. Do they get another certificate when they graduate and if they do, is it valid? In which countries is it possible to do, what a double degree studies demands, is it hard, how it differs from the normal studies in Finland and why should they do it? One student was wondering also that how it really works in general because the courses must be overlapping or they are similar to the studies in the Business School. Many students said also that they have heard information but that has been in their first year of study and they do not remember what was said. They were saying also that some kind information session would be nice also in their second year of study. Two students said that they have never even heard about a double degree and other two students do not even care to hear.

7.1.5 The students' knowledge about the Double Degree's country options

Over half (66%) of the respondents from both study programmes did not know all the countries where the Double Degree is possible to complete (see Figure 6). Eight students out of the 41 respondents said, that none of those countries are not that kind of countries where they could imagine studying (see Figure 7).

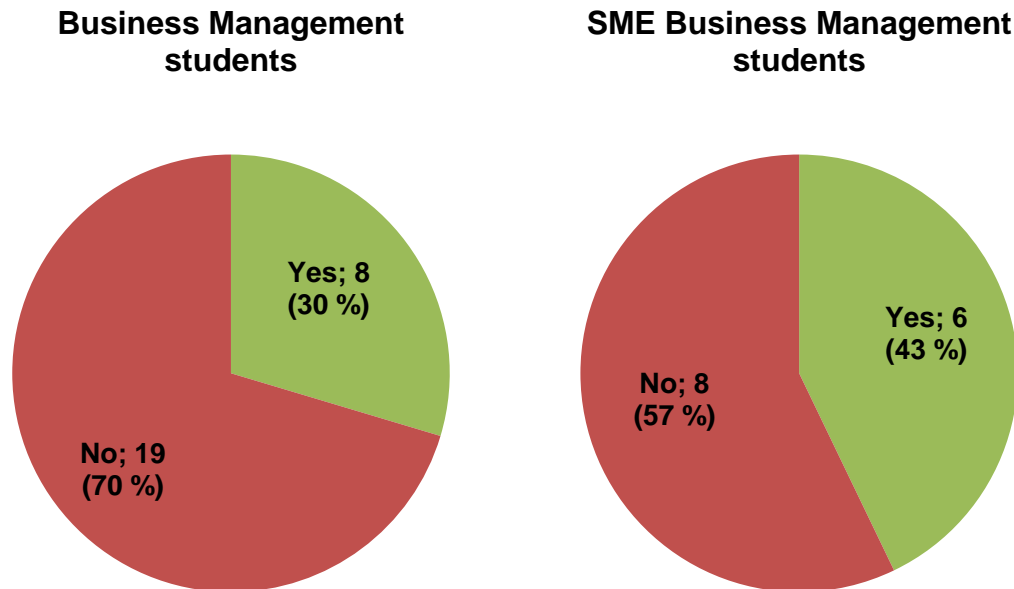


Figure 6 Students' knowledge about the countries where the Double Degree is possible to study

But most of the students found at least one option from the four country options where they could imagine studying. Germany was the most popular country where the student could imagine studying. The reasons why the students chose Germany was because Germany is an important business country. It is also important to Finland when thinking about import and export and Germany is remarkable country for Finnish foreign trade. One said that there is a big labour market and the quality of education is good. Eight students chose Germany because they like its culture, the country is interesting and overall the country is wonderful.

The countries where the students could imagine to study

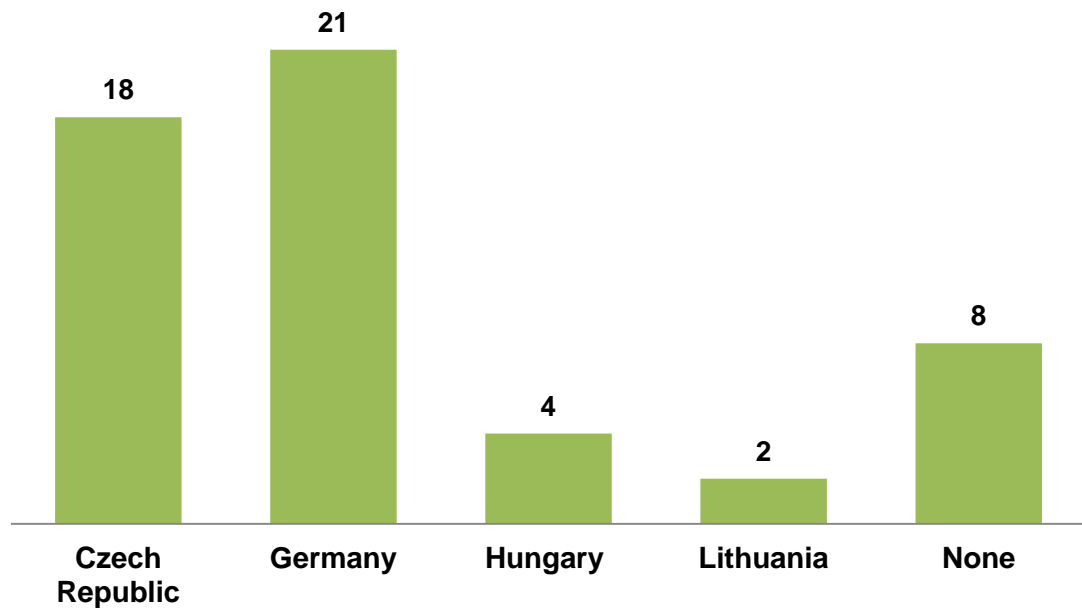


Figure 7 The countries where the students could imagine to study

The Czech Republic was another popular country option where to study (see Figure 7). Five of the students who chose the Czech Republic said that the Czech culture is nice and two of the students liked Czech sport culture. It is a beautiful country and the standard of living is much lower than in Finland. Some of the students have heard that for example SKODA University would be a good option to study. Hungary and Lithuania were not so popular options and three students mentioned these countries as developing countries.

“The Czech Republic. Relaxed culture, beautiful women, good ice hockey.”

“Lithuania is too developing a country to this kind man that is educated enough”

The students’ most popular suggestion for the other double degree country was Sweden (see Figure 8). Eight students wanted to have this as an option. The reasons for this is that Sweden is geographically close and Finland is a bilingual country so the students know the local language already and that makes the studying and living over there easier. The other popular options were the United

States because the country is beautiful and the culture is different. China because of its culture; Russia because of its language, location and it is important business country to Finland; England because of the language, it would be easier to go there and English is a worldwide language and France because of its culture, language and some of the students have studied French.

Countries where the students would like to study

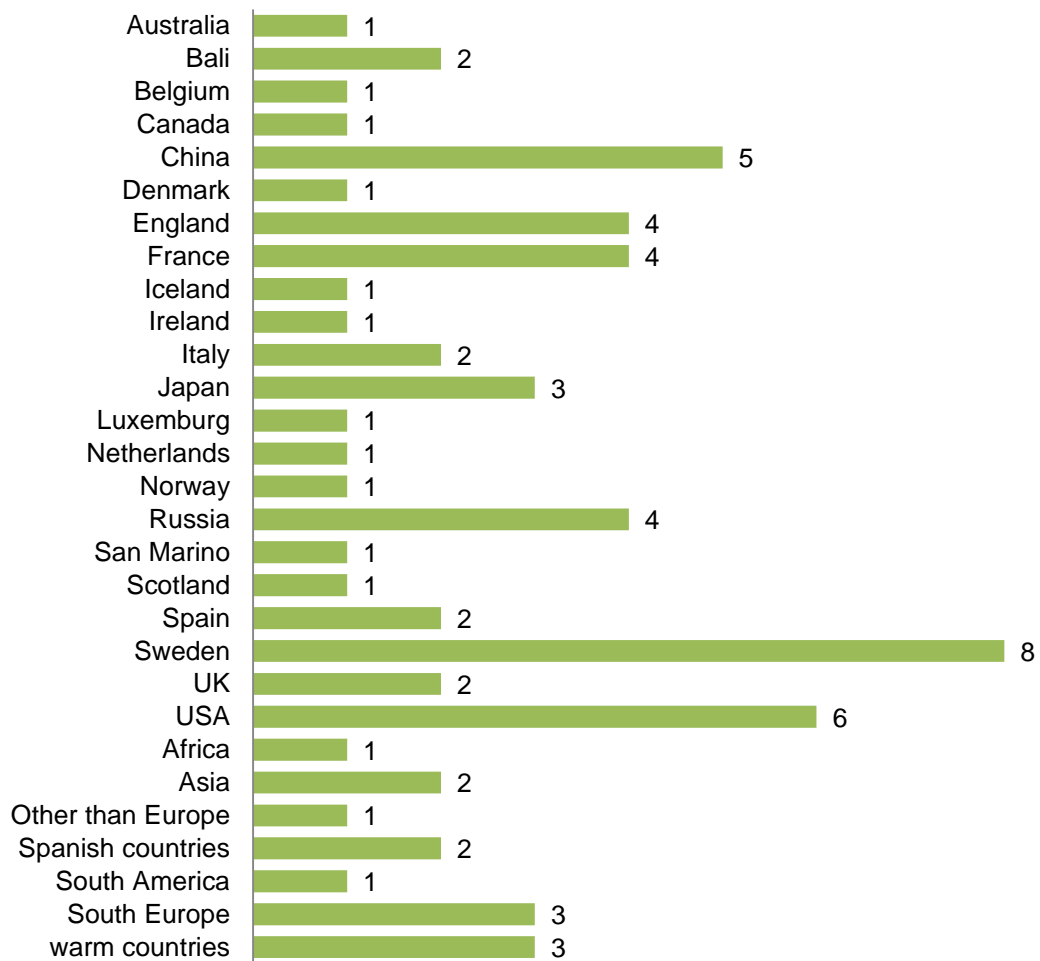


Figure 8 The countries where the students would like to study

If the students' favourite countries would be on the list of option where the double degree studies would be available, it would not change their opinion to participate in the double degree programme. Out of 41 respondents, 32 students said that it would not affect to their decision, they do not want to go even that it would be possible in their favourite country that they are interested in (see Figure 9). Seven students were not so sure, three of them said that they could consider the Double

Degree option but still the end result would be that they would not participate because of some other reasons. There were only three students who said that the country option would affect their decision. These three students have already decided to study abroad; in Tanzania, Argentina and the United States or Sweden. From these three students, two would participate in the programme and one at least would consider it.

“Absolutely. I see big advantages when I’m thinking about my future working life”

Yes! I think the Double Degree is brilliant opportunity to get two degrees from two different countries”

Business Management & SME Business Management students

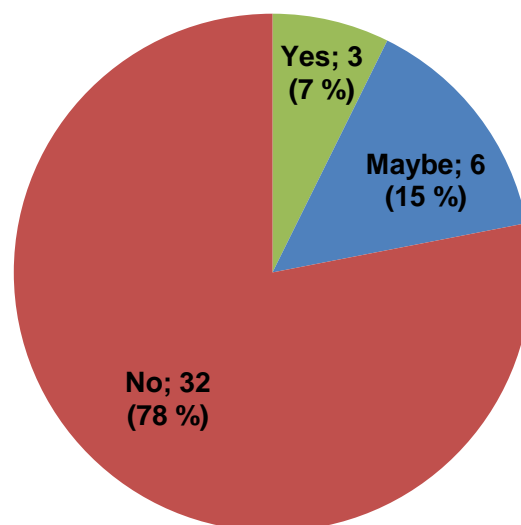


Figure 9 Students who would participate in a double degree programme if it would be possible in their favourite country

7.1.6 The students’ knowledge about the financial support

The students are supported financially during their studies. They are supported more when they are on their exchange period. Most of the student knew what kind

of financial support they would get if they would decide to study abroad. The students from the SME Business Studies were somewhat more aware of the financial support, 79% from the respondents were aware of what kind of financial support they have possible to get and 63% from the Business Management students (see Figure 10). The decision not to participate in the double degree programme mostly is not because of the students' financial situation, 27 students said that it does not affect to their decision (see Figure 11).

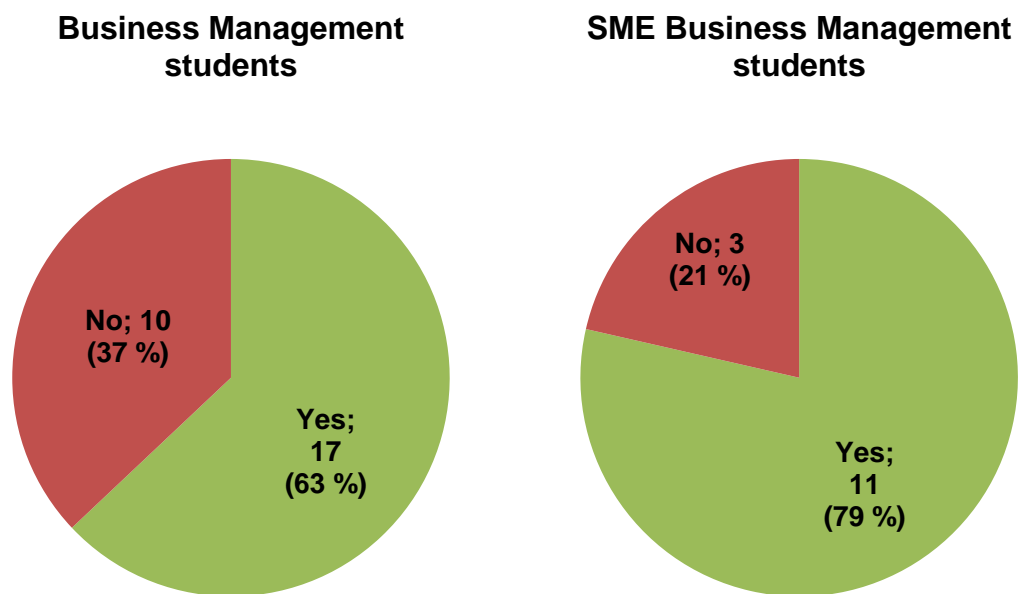


Figure 10 Students' knowledge about what kind of financial support they would get during the exchange period

Nine of the students who answered the questionnaire said that their financial situation is one of the reasons why they do not want to participate in a double degree programme (see Figure 11). Two from those nine students said that they own a house or apartment and it would be impossible to amortise the mortgage and pay the rent abroad at the same time. Other two students said that they do not have other incomes than the study grant and they do not want to take a student loan. Three students had pets and they do not have relatives or friends who would be able to take care of them so long time and kennels would cost too much.

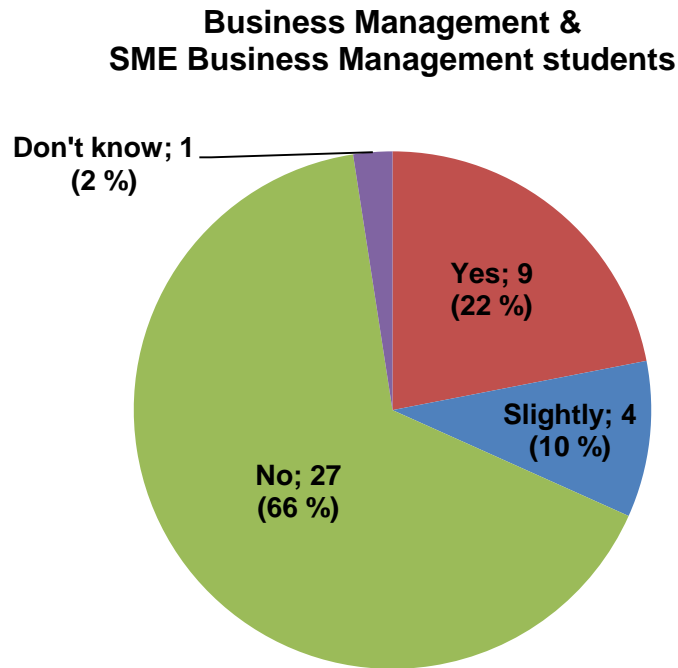


Figure 11 How the financial situation affect to the students decision not to participate in a double degree programme

7.1.7 The students' knowledge about the length of the exchange period

Around half of the Business Management students who answered the questionnaire did not know the length of the Double Degree Programmes exchange period (see Figure 12). Around one respondent in five from the SME Business management student did not know. This means that 41 % from the respondents did not know the length of the exchange period. From the 41 respondents 17 students said that one year could be a time that they could imagine to study abroad (see Figure 13). The reason for this was that in a year they could get to know better the culture and one year does not delay their graduation too much. Three students said that one year would not be too long if they would like to do a double degree but these students does not.

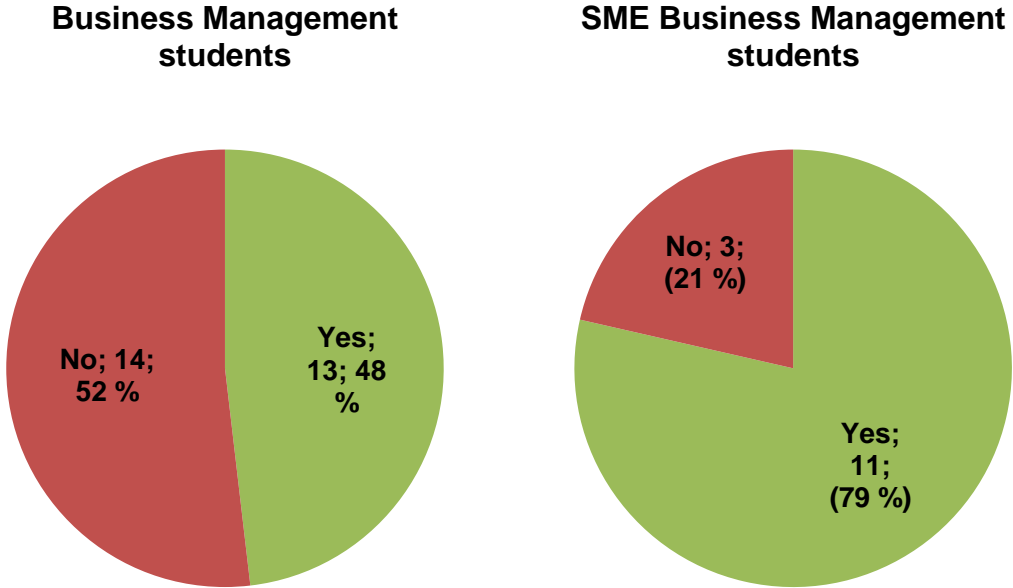


Figure 12 Students' knowledge about the length of the exchange period

Five of the respondents were not sure if they could study one year abroad, many issue affected this for example it depends on the country where they could study (see Figure 13). From the respondents 19 students said that it is too long time to be away from home. Four students said that one semester would be the maximum time, one student would like to have a three month exchange period and one student was willing to study maximum two weeks abroad as a field trip.

Business Management & SME Business Management students

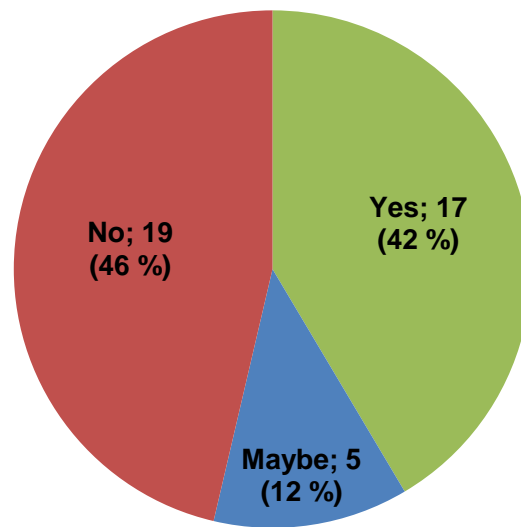


Figure 13 Students who could imagine to study one year abroad

7.1.8 The students' knowledge about the Double Degree certificate

The main idea of the double degree studies is that the students will get two certificates when they graduate. From the respondents ten Business Management students and four SME Business Students did not know it (see Figure 14). This means that 34% of the respondents did not know. If the students would have two certificates after the graduation, 34 students from 41 respondents believed that their employment opportunities would be better (see Figure 15). Half of those students mentioned that the employment opportunities would be better especially in the companies that have international activities. The employers would appreciate the experiences from abroad and maybe they would see the job applicants with two certificates as an active and skilful person. Three students believe that it would not affect their employment opportunities in any ways. They said that it is more up to the job applicant's personality will they get a job or not and they do not need a document to prove are they good or not.

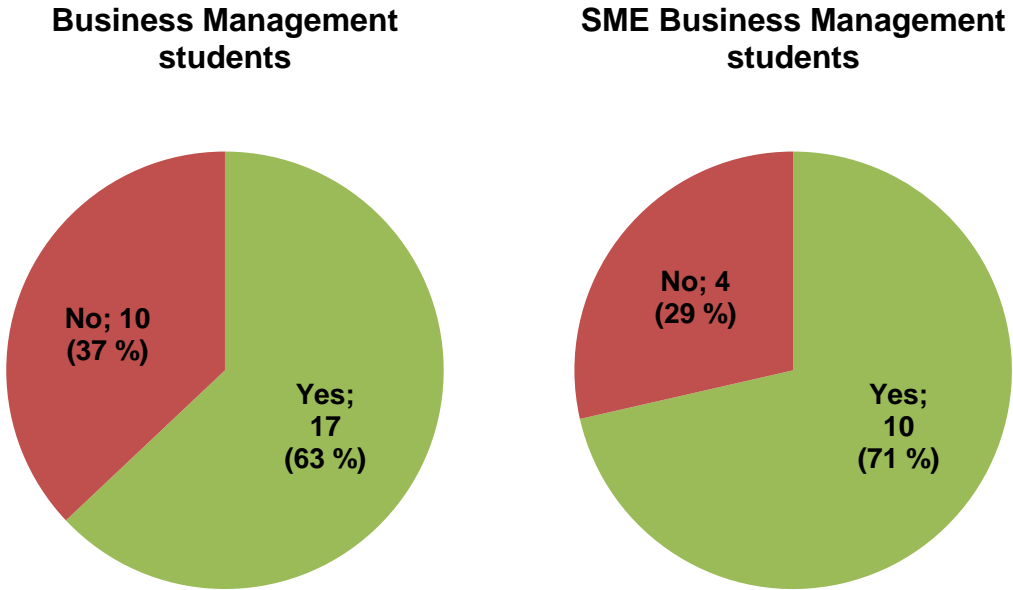


Figure 14 Students who knew that they would have an opportunity to get two degree certificates

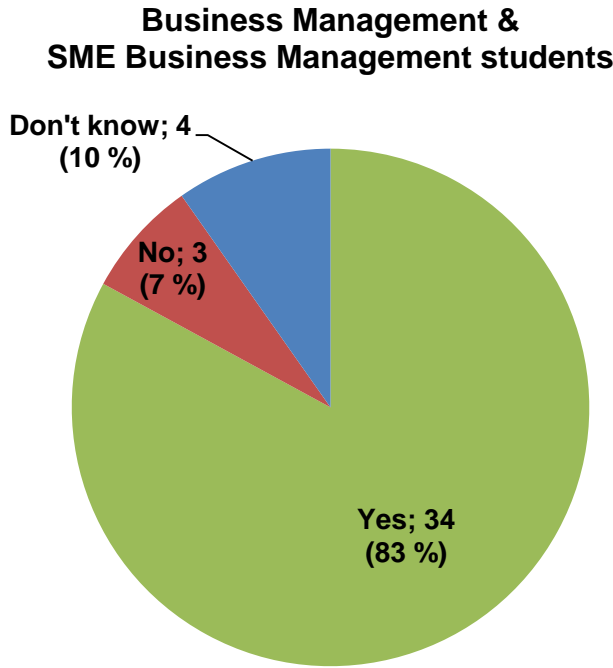


Figure 15 Students who believe two certificates would have a positive effect in a labour market

The way, how the answering to the questionnaire affected to the students interest in a double degree programme even that none of the student said yes, was good

(see Figure 16). From the respondents 18 students (44%) said that their interest in the Double Degree Programme slightly increased and 23 students (56%) said that their interest did not increase.

Business Management & SME Business Management students

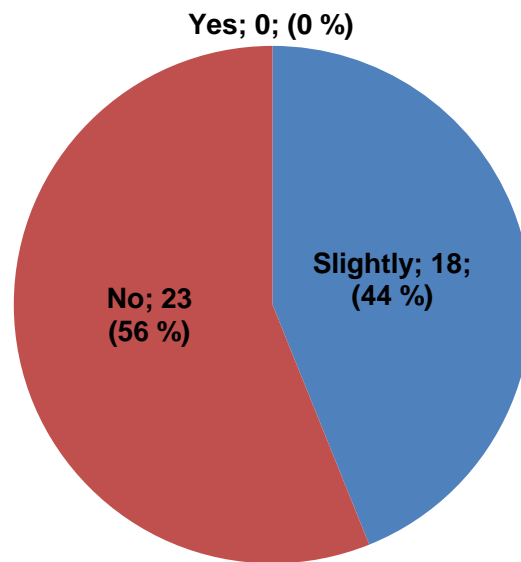


Figure 16 Students interest in a double degree programme increased because of the questionnaire

7.2 The students who have intention to participate in the Double Degree Programme

There were three respondents who have decided to participate in the Double Degree Programme. All students are in their second year of study so their exchange period would be the next academic year. To these students, internationality is important; all three feel that globalisation has increased in the world and for that reason to be international is important, different kind of opportunities and broadmindedness. The knowledge of different cultures was important to one student and one said that internationality is important in the business life.

7.2.1 The reasons why the students are interested in the Double Degree

Every three students chose to study in Germany and they all want to improve their German language skills. All of them have studied German earlier, two of them know the language better and one somewhat less. Two students said that they chose Germany because it is an important country economically. Two of the students heard about the opportunity to do the Double Degree studies during their first school days. One student said that he or she found the information from the homepage of the Business School. He was searching information about the Business School when he or she was considering applying to the Business School. After hearing about the opportunity it took around two months to one student to decide to participate in the programme. One student was thinking about it during the first year of study and one student started to consider since he or she heard about it and is still considering.

The reason why these three students decided to take part in the programme was simple; they all believe that they will have better employment opportunities in the future and two of them hope to have an international career. About the Double Degree the students feel that they have received lot of information from the International Coordinator of the Business School. Two of the students said that they know they will get more detailed information later. Some details are not quite clear to them yet.

7.2.2 Students' language skills

Two students' German skills are good. One student said that he or she knows the basics of German and the student has decided to repeat the German basics from his or hers old German books during next summer. The student planned also to watch some German police TV-shows that are shown on the Finnish channels. During the study period in Germany the student has decided to take German courses. The other two students can have conversations in German and they trust their German skills that they can manage with it. The other one was planning to learn business vocabulary as much as possible and the other one has decided to develop his or hers German skills actively during the study period in Germany. The

studies are mostly in English and two of the three students are not worried about their English skills. The two students said that they are already studying in English so this means that they are students from the International Business Programme. The third student said that he or she understands very well but with speaking the student has some problems.

“I understand well but with speaking I have some problems. You can’t succeed if you won’t try”

7.2.3 Upcoming studies abroad and financial support

Every student is demanded to accomplish 60 ECTS. Every student believes that the Double Degree studies won’t lengthen their studies. One student said that the study time might be half year longer but it depends on the student, for example if the student needs more time for the thesis writing. But in general they believe that is possible to graduate on time if they really want to. The expectations that the students have about the study period abroad is to get to know German culture. One was hoping to develop his or hers language skills. One was hoping it to be a fantastic year, a lot of new information, networking and courage. One is waiting for the exchange period with a positive spirit. The three students believe that the Double Degree studies will increase their own knowhow. Everyone was sure that their language skills and cultural knowledge will get better. One was hoping to network that the student could use them later in the working life.

All three said that the financial support is very important. One said that in the foreign country it is very hard to find a job or work because everything is new and also the studies demand a lot of time and energy. Two students said that it would be difficult to live in the foreign country if they would have to count every cent. With only little amount of money it would be hard to get to know the local culture if they had not money to do anything. If there was not any financial support all three would have decided not to do the Double Degree studies.

7.2.4 Practical training, writing a thesis and the future working life

The practical training is going to be after the studies in Germany. The International Business students have to do their practical training abroad. One did not know yet which country he or she is going to do it. The other one wanted to do the practical training in Germany right away after the studies. The third student has not decided where he or she is going to do the practical training. The thesis is written in English and two of the students have no opinion about it. They have to write their thesis in English anyway so the Double Degree studies would not change it. The third student is aware that the thesis will cause a lot of work because he or she has to write it in English.

“Work, agony, blood, sweat. Support from friends and family. I’m doing it with an attitude, come what may.”

- The student about writing the thesis in English

In the future when the students are entering the labour market they believe that a double degree would have a positive effect. Two of the students said that it would be easier to get an international job or career. With the Double Degree it would be easier to get a job from abroad or at least from Germany.

7.3 The Double Degree students

The questionnaire was sent to 11 students and six of them answered. Five of the students started their studies in 2009 so they are in their fourth year of study at the moment. The results include the experiences and thoughts of the author also so together there are eight double degree students’ answers. One student is a second year student. The reason why the student is doing the Double Degree studies at the moment is that the student has already a degree from an university and the student could had used crediting and this way speed up his or hers studies.

7.3.1 What internationality means to the Double Degree students

Three of the students mentioned that internationality is important in their future working life. Internationality is important especially if the student wants to work in an international company. One student and the author believe that being international hopefully gives advantage comparing to the students who do not have experience from abroad or internationalisation at home. Internationality means to the students understanding different cultures and people from different cultural backgrounds. It is important to know how to work with different kinds of people. The author believes that being international gives also some kind of freedom. Language skills are important, at least English and understanding the other cultures. That helps to travel, manage and to be independent abroad and do not have to depend on no one.

“Language skills and understanding other cultures make also love stories and friendships across borders possible.”

7.3.2 Reasons why the students chose to study in Germany

The students who have already finished their study period abroad, Germany were their only option. At that time there were only two partner institutions where the Double Degree studies were possible to study, in Rosenheim and in Hannover. All the six students including the author were studying in Hannover. Three of the students including the author chose Hannover because the Rosenheim demanded good German skills and the students could not meet these requirements. Germany was a good option because the students had a good image about the country and a few students have been there before. Also studying in Germany offered a good opportunity to learn German. One student said that his or hers friends were also going to study in Germany so that pushed the student a little bit to seize the opportunity. One student is studying also in Germany, in Aschaffenburg. The student chose Germany because he or she has been there before and liked the country a lot. The student has also considered living there a little bit longer and the student wanted to improve his or her German skills.

7.3.3 The process of the decision making to participate in the Double Degree Programme

The students heard about the Double Degree opportunity from the International Coordinator of the Business School. During the time in fall 2009 there have been different coordinators in different study programmes so the amount of information might have been little bit different. Four of the students including the author made the decision to participate in the programme quickly. For example the author decided before her studies that she will study in Germany and the Double Degree opportunity in Germany was like a jackpot to her. She heard that there was an opportunity to get a degree from Germany and that was the only information what she needed. She did not have a clue what the Double Degree really was at that time, she had no German skills but she decided to do it in that minute when she heard about it.

One student said that after hearing about the opportunity there were no other options. If there had been other country options one student might have thought about it longer but Germany was the only option so the decision came right away. The other three students were considering the Double Degree a bit longer. One student was thinking about the normal exchange period in some other country but the students friends were going to study in Germany so that helped to make the decision. One student was wondering about the length of the study period abroad and the normal exchange period in Germany was one of the options but in the end the student decided to participate in the Double Degree Programme. One was thinking if his or hers German skills were good enough but later the student heard that there has been students who have done it with less German skills than the student's. After hearing this, the student decided to participate in the Double Degree Programme.

The main reason why the students decided to participate in the Double Degree Programme was that they believe they will have better employment opportunities in the future. Two certificates help the student to stand out from the crowd of Bachelors of Business Administration. Five of the students wanted to improve their German language skills. The students wanted also to learn something new com-

paring to their main studies in Finland but also the culture, habits and overall the experience of living abroad was important to them.

7.3.4 The Double Degree students' language skills

The students German skills were not so good before the study period in Germany. Five of the students started their German studies in the Business School. Two of the students have studied some German many years ago so their German skills were around on the same level than those of the others. Every student feels that their German skills improved during the exchange at least to some extent. Four of the students said that they could handle everyday of life kind of things in German. More difficult conversation might be challenging. Three of the students feel little bit disappointed that their German skills did not improve as much as they hoped for. Also the author's expectations were to have much better Germans skills after the study period in Germany. In Hannover one semester was in English and the other one in German. With the knowledge of German basics sometimes it was hard to follow the lectures because the German business vocabulary was not totally familiar. In Hannover there were lots of Finnish students so it was easy to speak Finnish with them or English with other exchange students. One student said that her German skills improved mainly because the student was living with two Germans in the same apartment. The student from Aschaffenburg said that he or she has used German from the beginning and forced himself or herself to learn.

The student who is studying in Germany at this moment said that he or she did not have any doubts about the English skills because the student is studying in English also in the Business School. Every student except one felt that their English skills were already good enough before their study period in Germany. The one who did not believe in his or her English skills said that it was nice to noticed that the English skills improved significantly. Three of the students felt that their English skills were pretty much the same as before but the professional vocabulary was growing and two students' presenting skills got better. Three students felt that their speaking skills improved because they are not afraid of speaking anymore. The nervousness affected their speaking skills but after speaking and speaking the

nervousness faded away or at least decreased and their speaking skills reached to the level where they should have been before.

7.3.5 The planning of the Double Degree studies

Six of the students including the author had a lot of problems with planning the studies. The problems concerned only about one partner institution because they were studying at the same time in the same place. The studies in the first semester were planned quite well after some problems in the beginning. The students did not have any idea what they had to do but this problem was fixed fast and in the end the students took part in the module of the international business and the courses were taught in English.

The second semester did not start without problems; in fact there were more problems than before, starting from the schedules. The second semester was about to start and the students did not have any idea about their schedules. They were told to check it from the internet but the problem was that they did not know what kind of courses they had to take. It took a long time to get the information. Then they were told to do courses from several different modules but then more problems turned up, the courses were overlapping. To fix this problem it took a lot of time. In the end the solution was found. They did not have to do some of the courses and the missing credits they could compensate with the extra courses that the students have done earlier in Finland or will do later. Four of the students were demanded to take a course that was not offered but the problem was solved with another course and extra assignments.

The student who is studying abroad at the moment had problems too. The planning went smoothly but the execution did not go as it was planned. Some of the studies were not taught in English even though they were supposed to. The student also decided to take courses that were taught in German but to the student it was overwhelming to pass the exams. The exchange students were not given any concessions; they were on the same line with the German students. This was not the problem of the partner institution; the student was only overestimating his or her German skills. To the other six students this was different. The courses that

were taught in German, the students were allowed to do the presentations and write the course papers in English. This was a big help to the students and two students believe that they probably would not graduate as a Double Degree students if they had to do the presentation and write the papers in German.

7.3.6 The workload and length of the Double Degree studies

At the beginning of the Double Degree studies every student was told that they are demanded to earn 60 ECTS. The courses that the students were demanded in Hannover were 63 ECTS in total. This way the number of credits was planned well. Many of those students did more than was demanded. Every student got more than 70 ECTS, some of the students close to 80 ECTS. This is because every student took German courses and some extra courses. Three of the students said that when they graduate they will have almost 280 ECTS which is much more than what is demanded. The student abroad at this moment could not say but the student believe that he or she does not have time to do more than 60 ECTS.

The student that is studying the Double Degree studies abroad at the moment does not believe that the studies will lengthen the total studying time. This is because the student is already ahead of time because the student could accredit his or her earlier studies in university. The other six students said that their studies have lengthened at least with one semester. One student made part of the practical training period before the study period in Germany and finished it after. Three of the students found their practical training place right after the study period in Germany. One found it later and the student is writing the thesis at the same time. These students are basically graduating on time because they were studying one semester more than usual and they will graduate one semester later than it would have been in their normal studies in Finland. Two students will graduate later according to the conversation that the author had privately with them.

7.3.7 Intellectual and financial support

Three of the students felt that they got enough support from the Business School and from the partner institution during the study period abroad. Four of the students had hoped for more support from the Business School especially at the beginning of the study period abroad.

“Answering the emails is that kind of issue that I would like to emphasise”

“Sometimes it felt like that no one didn’t even know that I left abroad to study Double Degree”

All the seven students including the author felt that the financial support is very important. Money is important to cover the normal living costs and one student said that it was important to have money to travel when he or she had time. It would not be smart to stay at home and miss the experiences that the country could offer. Five of the student said that without the financial support they would not have participated in the Double Degree Programme at all. From these five, one said that only a shorter exchange period would have been possible. Two students said that it would not have affected their decision but the quality of living would have been different than what it was.

7.3.8 Challenges of conducting the Double Degree studies and adaptation the local studying environment

One student had challenges with his or hers personal curriculum. The student already has a degree from a university so conducting the other studies was difficult. In the University of Applied Sciences the course structure is class-based so conducting the courses based on the personal curriculum was challenging. Four student said that the challenging thing was to study in German. All of them were able to pass the courses but the quality of learning was not on the normal level than usual. To two students studying and doing the assignments in English was slightly challenging but not overwhelming, it just took somewhat more time than in Finnish.

Three students felt that finding a practical training place was very challenging. One said the lack of informing made many issues more difficult during the exchange period.

Every student felt that they adapted well to the local studying environment. The German studying environment is quite similar to the Finnish environment. The students who were studying in Hannover were wondering the length of the school days. For example in the first semester there were classes only two days in a week and these days were numbingly long. During the last part of the day the students felt that they could not learn anymore or it was lacking. The students' opinion was that it would have been better that the courses had been held on several and shorter days. The German language courses were held when it was best for the students. The teachers were very flexible and wanted that many students as possible to be able to participate in the lessons.

Students who were studying in Hannover felt that the workload was slightly more than in the Business School. They had only two exams during the academic year. The weight was put on more to the scientific papers, presentations and the group works. What the students liked was that the way of teaching was more versatile and it was more interactive. The atmosphere in the class rooms was different, the students were not so passive as in Finland, two students said. On the basis of the replies it can be assumed that the teaching habits depend on the city or the educational institution where the students were studying. The student from Aschaffenburg was happy that there was not so much group works and the weight is more on exams. The challenge was that in Germany the exam period is at the end of the semester so the last few weeks of the semester are full of exams and presentations.

“When the teachers were asking at the beginning of the courses is it ok to use Du form instead of Sie, what would have been the reaction if I would have said no?”

7.3.9 The expectations, learning outcomes and experiences

The students did not have any special expectations from their study period abroad. They knew before the study period that they had to work maybe little more than usual, so the workload did not come as a surprise. Four students said that they wanted to improve their German skills but two of the students said that it was not improving as much as they were hoping for. Two students wanted to be more courageous and have better presenting skills and they felt these goals were achieved. One student said that the balance between school going and free time was good and this was the student's most important expectations and it came true as the student wanted.

“The language skills increased and I was able to surpass myself. I think that was the whole point of this.”

Four students felt that their language skills are better than before, German and English. Especially they learned that speaking English is not so difficult anymore front of the audience. They also felt that their presenting skills are much better than before and it also helped them with their Finnish presenting skills. Their performance anxiety decreased or disappeared. The six students including the author learned about the German culture but other cultures also, because of the other exchange students. They learned how to work with different kinds of people who have different cultural backgrounds. The study period in Germany taught to see things from different perspectives. The student who has not finished his or her study period abroad could not say what the final learning outcomes would be.

Every student had their best experiences in the school. Two students mentioned that maybe the best experience in the school was the course in Harz Mountains. Even though the week was mentally and physically hard, it was awarding. They thought that working in the groups was intensive but on the other hand the games and the evening programmes gave a good balance during the week. Three of the students mentioned that the teachers were good and the quality of teaching was good. There was one teacher that the student especially liked. The teacher's courses were always the best ones and the lessons were always nice. With his own being he helped the student to keep on going even that he probably does not

even know it, one student said. One student liked the courses that were related to internationality and multicultural working environment. The best part on their free time definitely was to spend time with the other exchange student and to get friends from the different cultures around the world that they are still keeping touch. Four students said that traveling around the Germany and outside Germany was also a wonderful experience.

“The best thing was the snack machine in the school hallway. Those white Kitkat chocolate bars always saved the day”

“The moments that I shared with my roommate.”

7.3.10 Thesis, practical training and future working life

The thesis is written in English and it does not feel impossible to the students. Four students said that after the study period abroad it feels more natural to write it in English than in Finnish. Because of the writing experiences that they got from Germany, writing the thesis does not feel overwhelming or frightening anymore. One student would write it in English any ways so the Double Degree studies do not affect him or her thesis writing.

Four of the students did their practical training in Finland. From those four, three students had considered doing it in Germany but finding a place turned out to be more difficult than they thought and good German skill was usually one of the requirements which the student did not have. Two students were in Spain, one wanted to have a working experience from abroad and one was trying to find a place from Finland, Germany and Spain and the place opened in Spain. One student was hoping to find a practical training place from Germany in the same area as the student is now because the student has already adjusted to the area.

Every student believes that they will have better employment opportunities. With the Double Degree they hope to stand out from other job applicants. If the student wants to have an international career, the Double Degree will affect only positively. One student was somewhat worried that whether the employers know what the Double Degree is and if they do not, how they could appreciate it. Two students

said that the international experience itself is important and they believe that the employers will appreciate it. One student was considering staying in Germany after the studies and the student believe that it is easier to get a job from Germany with a German degree.

7.4 Interview of the International Coordinator of the Business School

The first impression when the International Coordinator of the Business School heard about the Double Degree opportunity was good (Arola 27.3.2013). With the Double Degree studies the students can deepen their knowhow about internationality. Still there might be a possibility that the study period abroad is too short if the students want to get deeper into internationalisation, cultural knowledge and the language skills.

7.4.1 The planning of the Double Degree Programme

The essential basis is to find that kind of partner institution that has the same kind of study programme as in the Business School (Arola 27.3.2013). Then the structure is easier to build. This is possible recognition and utilising on both sides. The curriculums are easier to fit together when a double degree partner institution is chosen on the basis of the similarity of programmes. When planning a double degree programme there are lot of challenges. Even though the study programmes are similar, there are still lots of details that differ from each other. These details have to fit together in the way that the degree criteria will be fulfilled. This demands a lot of detailed comparison of the content of the programmes. The equivalence of the study modules, contents and competences has to be checked and ensured.

The Bologna Process enables equality and comparison of different degrees (Arola 27.3.2013). If the student accomplishes the basic studies of Business Administration here in Finland and basic studies of Business Administration in Germany, they should be similar because having completed the degree the citizens of the European Union are equal job applicants. This means that the basic studies should be

similar in both countries. The Double Degree brings some extra shades to the degree and that adds extra value to it.

7.4.2 The Double Degree countries

The Double Degree cooperation usually starts with the countries or partner institutions that the Business School has long term cooperation earlier and it is considered if a double degree programme could be possible with them and what would be smart from the student's point of view also (Arola 27.3.2013). At the moment the Double Degree countries are Germany-oriented and two partner institutions are from East Europe (Arola 27.3.2013). Germany is important because it is an important business partner of Finland. The German language skills and cultural knowhow are necessary skills. More countries are needed from Western Europe; the International Coordinator believes that the students might be interested in for example France, the Netherlands and Spain. Spanish is an important language in the business world also and Spanish is spoken widely in the world. On the other hand the results of the enquiry show that the most popular country options from Europe were Sweden, England and France. At least Sweden should be taken into consideration when planning the next double degree countries.

The countries outside of the Europe are more difficult to work with because their education systems are very different. In the future the plan is to have more partner institutions where the Double Degree studies are possible. Now the Business School is working on with France, Russia which is important trading partner and tentative conversations the Business School has with the Netherlands. The International Coordinator of the Business School can make suggestions about the country options (Arola 27.3.2013). She is working close to the students so she can hear their wishes. She also hears from the partner institutions and upcoming students and also their wishes have to be heard, not only the wishes of Finnish students.

7.4.3 Marketing

The International Coordinator of the Business School believes that the students know what a double degree is but there might be some problems whether the students understand what that really is, maybe more information is needed (Arola 27.3.2013). If students participate in the information sessions students have at least heard the term Double Degree but if students are not interested in internationalisation at that moment, they do not listen. Information about the Double Degree can be found in the materials of the Business Schools, the Business School has an Internet webpage about the Double Degree but another thing if the students find their way there. But overall always there should and could be more information. The focus on marketing should be on that the students will get two degree certificates and consequently they have something else what the other students do not have and in this way they can stand out. It is valuable when entering the labour market.

7.4.4 The reasons why students participate, drop out or do not participate

The International Coordinator of the Business School believes that the root reason why the students want to participate in the Double Degree Programme is their interest towards internationality and they want to deal with internationality in their working life and maybe in their personal life (Arola 27.3.2013). Essentially the students are good students. They are hardworking, active and they are interested in studying in addition to internationality. It is obvious that the double degree studies demands more work than studying only in Finland or normal exchange period.

The dropping out from the Double Degree studies is rare (Arola 27.3.2013). The students who participate in the Double Degree process are serious with it and they know pretty much where they are committing to. Even though the students do not know all the details before their study period abroad, they know that they have to work hard. It might be that for example a student's language skills were not good enough. The workload is huge and it might be too hard to conduct the studies in a foreign language. Maybe that eats the power which is understandable and acceptable; they cannot force themselves over their limits.

There might be several reasons why students do not want to participate in a double degree programme (Arola 27.3.2013). It is quite usual is that the reasons are personal. It might partly be money issue and also that the students do not trust their own abilities and skills, especially language skills. Some students might be too afraid to live abroad.

7.4.5 The problems that students have had

The study modules do not necessarily have to be what they were imagined to be before the exchange period (Arola 27.3.2013). There might have been some changes because of the partner institutions. There have been some problems with language skills but nothing overwhelming. Partly the students have problems with some of the courses. For example the standard of the courses that are related to economics, math and statistics is more demanding than in Finland because the Central European education system is different. They invest more in the economics studies and mathematical studies and this might be challenging to some of the Finnish students.

The upcoming Double Degree students' courses are planned well (Arola 27.3.2013). The courses that fulfil the criteria of the degree have been found and organised. The biggest challenge is to find a practical training place because most of the countries do not have the same kind of practical training system that the Finnish law demands. The length of the practical training in Finland is 20 weeks and in other countries is usually shorter and for example the reporting system is more demanding than in Finland. Finland's system is demanding also but for example in Germany the system is more demanding. Often the practical training and the thesis are dependent with each other which are not in Finland.

7.4.6 Intellectual and financial supporting

Intellectual supporting is an issue that demand improvement (Arola 27.3.2013). When the students are on their exchange period, they are studying the studies that the partner institutions are demanding so it is natural that the guidance comes

from there also. The Business School has not interfered in this matter but they have realised that the students need support also from the Business School during the exchange period. In the future they can consider how they could support the students better.

The International Coordinator of the Business School believes that the amount of the financial support is enough but it is important because the students have to survive abroad (27.3.2013). The Erasmus grant is extra and also the traveling costs are supported. The standards of living in the countries where the Double Degree studies are possible are lower than here in Finland. Whether they are studying here in Finland or somewhere in Central or Eastern Europe does not matter so much.

7.4.7 Learning outcomes of the Double Degree students

The International Coordinator of the Business School believes that Double Degree studies give something more to the students than only studying in Finland (27.3.2013). Of course during the exchange period the students will get to know to the other cultures, they will learn a new language or improve their language skills and they will meet students from different countries like in the normal exchange period abroad. Because of the length of the Double Degree studies abroad, the students have an opportunity to deepen their knowledge of the matters that was mentioned and top of all, it is a process of growing as a person.

It is also a richness to have different perspectives to the studies (Arola 27.3.2013). For example basic courses of marketing or accounting are very similar everywhere, they cannot be different because they have the basic matters what they are based on. The students can get new perspectives and realise that some things can be thought or seen in a different way. This is different in different countries because the culture is always shining through more or less.

7.4.8 Appreciation of the Double Degree and an impact of the Triple Degree

The employers probably know quite well what the Double Degree is (Arola 27.3.2013). If they see it mentioned in the student's curriculum vitae the International Coordinator is sure that the employers are interested to ask and hear what that is. It is always appreciated that a student has two degrees and especially when the other one is from abroad. She has heard only positive feedback from the Double Degree students who have already graduated. The students have told that the degree has helped them to get a certain job and helped them to get good position. The staff of the Business School knows also that to carry out Double Degree studies is an appreciated accomplishment.

The Triple Degree is a positive trend but certainly it is more challenging to the students and to the Business School (Arola 27.3.2013). The Triple Degree is much more difficult to plan and build because there are three institutions and their study programmes has to fit together and meet the requirements. On the Bachelor level the Business School is concentrating only to the Double Degree. On the Master level this was more natural. Between Finland, Germany and the USA, a cooperation network has been created and institutions from these three countries are planning the same study modules. This is how the idea of Triple Degree started but no contracts have been signed yet. On the Bachelor level it cannot be said how soon there will be triple degrees. It is challenging so the International Coordinator does not believe that it will become popular very fast. The Double Degree students do not have to be afraid of that their degree will collapse. It is valuable and always will be.

7.4.9 The students' internationality

The Business School offers lot of options to become international, but it depend on the students if they want to use this opportunity or not (Arola 27.3.2013). There are lot of options abroad where the students could study and every student has the opportunity to internationalisation at home and in the future the Business School will attend more with it. There are going to be more mandatory courses taught in

English, of course now there are lot of courses in English that the students could choose, but some of the students do not want to.

The environment in the Business School offers opportunities of internationalisation at home (Arola 27.3.2013). There are lots of students from abroad and this gives an opportunity to network with the students from other countries. Internationalisation at home can happen only if the students are interested about internationality. If they are not interested there is a possibility that the students can avoid internationality in the Business School. In a way it is ok if a student does not want to become international but in a way the world is global nowadays and it is sure that the student will face it whether they want it or not. In that way it would be good if the students would develop at least some kind of international preparedness. But maybe the environment in the Business School will leave even a small etch to the students.

8 CONCLUSION

Most of the respondents have heard about a double degree opportunity but there was a lot of detailed information that they were not aware of. They have had opportunities to hear about it but if they are not interested, they have probably not been observant. If a student would like to have information about a double degree programme it is possible to find and it is also possible to go and talk with the International Coordinator of the Business School. Quite many students said that the timing of the information sessions was wrong so maybe here is something that should be considered. It might be useful to organise another information session in their second year of study when it is more topical. For the information session it would be good to have double degree students to talk about their studies and their exchange period. Sometimes the information is more believable and interesting when the information comes from a person that they can relate to. The students can ask questions and talk like a student to student and in this way maybe get more out of it.

If the students do not want to study abroad at all that means that they do not want to participate in a double degree programme either, because it demands at least one year of studies abroad. It is quite difficult to change these students' minds to participate in a double degree programme or even shorter exchange period. Maybe the best way to emphasize internationality is through the studies and to make students understand how important internationality is and possibly in their future working life. If they studied more topics that are related to different cultures and international business, maybe in English and together with exchange students it would feel more familiar and hopefully make a threshold lower to go and study abroad. The students from the SME Business Management Programme were more willing to study abroad than the students from the Business Management Programme. This might be explained by the fact that the SME Business Management students are studying more courses that are related to international business. They might see the importance of internationality better than the Business Management students. More research would be needed to find out the differences between these students.

For some students the length of the study period abroad feels too long and some students were afraid of the workload that double degree studies demands. This is also the reason why some of the information should come from the double degree students. They can tell how hard studying abroad really is and what they have to take into consideration when preparing for an exchange period that lasts at least one academic year. Some of the students would definitely consider a double degree opportunity if it was possible to do it in some other countries. This means that there should be more country options because there are students who want to study for example outside Europe. But the problem is the education system of countries outside of Europe is different, which makes it difficult build a double degree programme with them. For example the USA was a popular country option according to the results of the questionnaire. The Master Programme is already planning studies with the USA so maybe the Bachelor Programme would be possible with the USA also in the future. Inside Europe more country options are already planned.

To the Double Degree students internationality was important and they believe that it is important in their future working life. The value that the students believe that the Double Degree has was the reason why they decided to participate in the programme. They understand that the competition in the labour market is hard so they want to stand out and a double degree makes it possible. To the students who have decided to study abroad but not double degree studies, the marketing of double degree programme is important. They are willing to study abroad so the benefits of the double degree programme should be emphasised at this point. For example the exchange students are probably studying the same courses in the partner institutions as double degree students so the workload would not be different, only the time abroad would be longer.

The normal studying time in the Business School is 3.5 years. This means if double degree students want to graduate on time they have to start their practical training at the end of July at the latest and write their thesis at the same time. This is not impossible but that demands that they have to find the practical training place early enough which was not easy to the Double Degree students. For double degree students the normal studying time is four years. For example some schol-

arship can be applied only if a student had graduated on time so it is not quite clear are the double degree students graduating on. The double degree students have to apply more time to study and more study grants also. It might be better if this happened automatically after they have decided to study double degree studies.

The planning of the students' double degree studies abroad did not happen without problems. The biggest problems were concerning only one partner institution so it does not mean that similar problems are usual in every double degree partner institution. This means that it just happened to those double degree students who started their studies in 2011 abroad. And if that happened once it does not mean that the same problems are going to happen in every year. This should not affect the future double degree students. The end result never the less was that all the problems were fixed in way or the other. If a partner institution has problems with organising courses and so on, it is a matter that the Business School cannot affect. If the same problems occur every year maybe then the Business School should think whether it is wise to continue the contract or not.

The courses that the double degree students were studying abroad were decided by the partner institution or at least that was the experience that the students who were studying in Hannover had. They could not decide any courses that they were studying, only if they wanted to study some extra courses. It would be good if the students could decide even some of the courses that they are studying. The ideal situation from the student point of view would be that some of the courses are mandatory and the rest they could be selected based on their own interest or field where they want to improve and so on. Some of the students said that they were studying the same things that they already studied in Finland but now in English. This also depends on what kind of courses and how many the partner institutions can offer to double degree students.

The last mandatory courses of studies are part of writing a thesis. The timing of these courses is somewhat difficult to double degree students who have to participate in those courses. The courses are in the spring time and the courses are meant for students who are graduating the next fall. If double degree students want to graduate in spring they have to write their thesis before they get the infor-

mation from the courses that they need during writing a thesis. To get the full benefit from these courses that the other students get also, they should be organized also in fall.

The double degree students were hoping to get more support from the Business School during their exchange period. The Business School has realised the issue and in the future it might be different. Especially the students who had most of the problems during their study period abroad were the ones who needed support. At least the communication between a student and home institutions should work without problems. The financial support is very important to the Double Degree students. As a matter of fact, that is the only reason to the most of the Double Degree students what could prevent their participation in a double degree programme. In the future if some reason the financial support is taken away from the students this would be a crucial decision to double degree programme.

A double degree programme is a quite new programme and it might be that the employers do not know yet what the Double Degree is. The Business School is connected with the local employers so the Business School could share also the information about the double degree programme to them. But the students do not have to worry because they have the international experience that the employers appreciate. Already this shows that the students are capable to the international working environment. With the Double Degree certificate the students can be proud of themselves what they have achieved and be confident when entering to the labour market in the future. In the future it would be good if same kind of study is done in other double degree countries. Then it would be possible to compare how the double degree programmes and its popularity differ from other countries.

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jen_tunnustaminen/opetusministerioen_suositus_kansainvaelisten_yhteistutkintojen_ja_kaksoistutkintojen_kehittaemisestae/liitteet/JointDegrees_recommendations.pdf)

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APPENDICES

Appendix 1 Memorandum of Mutual Understanding

(Can be seen only the ordering party of this thesis.)

Appendix 2 Mobility 2012

LIIKKUVUUDET 2012

2012	Lähteneet opiskelijat alle 3 kk	Lähteneet opiskelijat yli 3 kk	Saapuneet opiskelijat alle 3 kk	Saapuneet opiskelijat yli 3 kk	Lähteneet opettajat alle 1 kk	Lähteneet opettajat yli 1 kk	Saapuneet opettajat alle 1 kk	Saapuneet opettajat yli 1 kk	Yht.	Lv. 2012-2013 kestäneet vaihdot, lähteneet,	Lv. 2012-2013 kestäneet vaihdot, vaihdot, saapunut
Liiketalous ja yrittäjyys	81	43	2	117	59	1	39		342	9	20
Sosiaali ja terveys	58	25	8	22	37		43	1	194		
Tekniikka	32	38	1	46	25	1	15		158	12	8
Maa- ja metsätalous	56	9	2	15	15	1	4		102		1
Ravitsemis	3	17	1	2					23		
Kulttuuri	70	10		11	21		2	1	115	1	1
SeAMK					40				40		
YHTEENSÄ	300	142	14	213	197	3	103	2	974	22	30

2012	Lähteneet opiskelijat lyhyt, OV	Lähteneet opiskelijat pitkä, OV	Lähteneet opiskelijat lyhyt, HV	Lähteneet opiskelijat pitkä, HV	Saapuneet opiskelijat lyhyt, OV	Saapuneet opiskelijat pitkä, OV	Saapuneet opiskelijat lyhyt, HV	Saapuneet opiskelijat pitkä, HV	Yht.	Saapuneet opettajat lyhyt, HV	Saapuneet opettajat pitkä, HV	Yht.	OPEV	OV/HV	YHTEENSÄ	YHTEENSÄ	
																	OPEV
Liiketalous ja yrittäjyys	79	30	2	13			2	1	243								
Sosiaali ja terveys	55	11	3	14	8			12	113								
Tekniikka	32	35		3	1			1	117								
Maa- ja metsätalous	52		4	9			2		82								
Ravitsemis	2	1	1	16			1	2	23								
Kulttuuri	69	8	1	2					91								
YHTEENSÄ	289	85	11	57	9	197	5	16	669	213	14	227	105	215	117	332	

LÄHTENEET: Pitkät 142, Lyhyet 300, YHTEENSÄ 442
 OPEV 142, OV/HV 3, YHTEENSÄ 145
 SAAPUNEET: Pitkät 213, Lyhyet 14, YHTEENSÄ 227
 OPEV 16, OV/HV 5, YHTEENSÄ 669

Appendix 3 Confirmation of Acceptance of an Erasmus Grant



Annex V a 1. STUDENT EXCHANGE

CONFIRMATION OF ACCEPTANCE OF AN ERASMUS GRANT

Academic year _____

Home institution keeps this form in its records. In normal circumstances the payment of the grant is not possible before this form has been signed. The general conditions of the grant are:

- student has completed at least one year of higher education studies prior to exchange period
- Erasmus study period abroad lasts minimum 3 months, maximum 12 months
- the home institution shall give full recognition of the studies completed abroad
- student doesn't have to pay any tuition fees to the host institution

In case these conditions are not fulfilled, the grant may be fully or partly recovered.

NAME OF STUDENT:

DATE OF BIRTH: _____ **NATIONALITY:**

GENDER: _____ **ADDRESS:**

BANK AND ACCOUNT NUMBER:

HOME INSTITUTION:

FIELD OF STUDY AND DEGREE:

YEARS OF STUDY PRIOR TO STUDENT EXCHANGE PERIOD: _____

HOST INSTITUTION:

HOST COUNTRY: _____

LENGTH OF STUDY PERIOD ABROAD (months):

MONTH IN WHICH STUDY PERIOD COMMENCES (January = 01, February = 02 etc.): _____

LANGUAGE OF STUDY ABROAD: _____

LINGUISTIC PREPARATION:

EILC

HOME INSTITUTION

HOST INSTITUTION

NONE

STUDY PERIOD ABROAD INCLUDES _____ MONTHS OF PRACTICAL PLACEMENT

POSSIBLE QUALIFICATION RECEIVED AT THE HOST INSTITUTION:

NONE DOUBLE DEGREE JOINT DEGREE OTHER

PREVIOUS ERASMUS-EXCHANGE: NONE ERASMUS-PLACEMENT

I accept a European Union Erasmus grant of _____ euros and agree to the following conditions:

1. I will use the grant only to cover travel, subsistence, accommodation and language preparation expenses of the student exchange.
2. I will follow the approved study plan (Learning Agreement).
3. If I cancel or interrupt studies in the host institution, I will refund the full grant or a part of it.
4. I will take out a necessary insurance policy.
5. After student exchange I will submit a report of my exchange period and a transcript of records of the host institution to my home institution.

I assure that I have not given any false information when applying for the grant.

Place and date

Student's signature

Appendix 4 SeAMK Liiketoiminta – Double Degrees

SeAMK Liiketoiminta – Double Degrees

SeAMK Liiketoiminnan opiskelijat, jotka ovat suorittaneet kaksoistutkinnon:

Koulutusohjelma	Kohdekorkeakoulu	Suoritettujen kaksoistutkintojen lukumäärä
Pk-yrittäjyys	HS Hannover, Saksa	7
Yhteensä:		7

SeAMK Liiketoiminnan opiskelijat, jotka ovat suorittamassa kaksoistutkintoa:

Lv. 2011- 12 ulkomaisessa korkeakoulussa aloittaneet:

Koulutusohjelma	Kohdekorkeakoulu	Kaksoistutkintoa suorittamassa olevien lukumäärä
Lita	HS Hannover, Saksa	3
Pk-yrittäjyys	HS Hannover, Saksa	4
Yhteensä:		7

Lv. 2012 – 13 kaksoistutkinto-opiskelun aloittavat:

Koulutusohjelma	Kohdekorkeakoulu	Kaksoistutkinnon suorittamisen aloittavien lukumäärä
IB	HS Aschaffenburg, Saksa	1
Pk-yrittäjyys	HS Hannover, Saksa	1
Pk-yrittäjyys	University of West-Hungary, Sopron, Unkari	1
PK-yrittäjyys	Mendel University Brno, Tseki	2
Yhteensä:		5

SeAMK Liiketoiminassa kaksoistutkinnon suorittaneet ulkomaiset opiskelijat:

Lukumäärä	Kotikorkeakoulu
3	HS Hannover, Saksa
1	HS Rosenheim, Saksa

SeAMK Liiketoiminnassa kaksoistutkintoa suorittamisen lv. 2011 – 12 aloittaneet:

Lukumäärä	Kotikorkeakoulu
2	HS Rosenheim, Saksa

SeAMK Liiketoiminnassa kaksoistutkinnon suorittamisen lv. 2012 – 13 aloittavat:

Lukumäärä	Kotikorkeakoulu
4	HS Hannover, Saksa
3	HS Aschaffenburg, Saksa
2	University of West-Hungary, Sopron, Unkari

Appendix 5 Double Degree Student Application Form

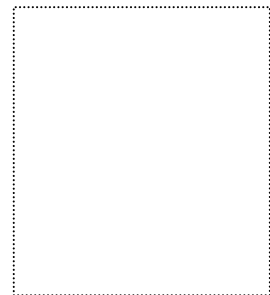
Seinäjoen ammattikorkeakoulu
SEINÄJOKI UNIVERSITY OF APPLIED SCIENCES



(1/3)

ECTS - EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM

DOUBLE DEGREE STUDENT APPLICATION FORM



ACADEMIC YEAR 20.. /20..

FIELD OF STUDY:

This application should be completed in **BLACK** in order to be easily copied, faxed or e-mailed

SENDING INSTITUTION

Name and full address:

.....
.....
.....

Department coordinator - name, telephone, fax and e-mail

.....
.....

.....

 Institutional coordinator - name, telephone, fax and e-mail

STUDENT'S PERSONAL DATA

(to be completed by the student applying)

Family name: First name (s):
 Date of birth:
 Sex: Nationality:.....
 Place of Birth:
 Current address: Permanent address (if different):

 Current address is valid until:
 Tel.: Tel.:
 Fax: Fax:
 E-mail: E-mail:

(2/3)

INSTITUTION WHICH WILL RECEIVE THIS APPLICATION FORM:

Institution	Country	Period of study		Duration of stay (months)	N° of expected ECTS credits
		from	to		
1.Seinäjoki University of Applied Sciences	Finland

Name of student:

 Sending institution: Country:.....

Briefly state the reasons why you wish to study abroad ?

<p>.....</p> <p>.....</p>

LANGUAGE COMPETENCE

Mother tongue: Language of instruction at home institution (if different):						
Other languages	I am currently studying this language		I have sufficient knowledge to follow lectures		I would have sufficient knowledge to follow lectures if I had some extra preparation	
	yes	no	yes	no	yes	no
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WORK EXPERIENCE RELATED TO CURRENT STUDY (if relevant)

Type of work experience	Firm/organisation	Dates	Country
.....
.....

PREVIOUS AND CURRENT STUDY

<p>Diploma/degree for which you are currently studying:</p> <p>.....</p> <p>Number of higher education study years prior to departure abroad:</p> <p>.....</p> <p>Have you already been studying abroad ? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>If Yes, when ? At which institution ?</p> <p>.....</p> <p>The attached <u>Transcript of records</u> includes full details of previous and current higher education study. Details not known at the time of application will be provided at a later stage.</p>
--

Do you wish to apply for a mobility grant to assist towards the additional costs of your study period abroad? Yes No

RECEIVING INSTITUTION

We hereby acknowledge receipt of the application, the proposed learning agreement and the candidate's Transcript of records.

Departmental coordinator

Institutional coordinator

Name:

Name:

Signature:

Signature:.....

Date:

Date :.....

RECEIVING INSTITUTION

The above-mentioned student is accepted as a double degree student at our institution.

Dean

Vice President

Name:

Name:

Signature:.....

Signature:.....

Date:

Date :.....

Appendix 6 Questionnaire to the students who have no intention to participate in a double degree programme

Minkä vuoden opiskelija olet? *

Mitä kansainvälisyys sinulle merkitsee? *

Oletko lähdössä vaihtoon? Jos olet niin mihin maahan ja miksi valitsit kyseisen maan?

Jos et ole lähdössä vaihtoon, perustele miksi.

Oletko kuullut kaksoistutkintomahdollisuudesta? *

Kyllä

En

Oletko kuullut siitä tarpeeksi tietoa, että pystyisit harkitsemaan kaksoistutkinto-opiskelua? perustele. *

Mitä tietoa olet jäänyt mahdollisesti kaipaamaan? kerro tarkemmin. *

Tiesitkö että kaksoistutkinnon voi suorittaa Saksassa, Tšekissä, Unkarissa ja Liettuassa? *

Kyllä

En

Onko jokin näistä maista sellainen joissa voisit kuvitella opiskelevasi? Mikä/mitkä? perustele. *

Mitä muita maavaihtoehtoja kaipaisit? perustele. *

Jos listalla olisi mieluisesi maa, harkitsisitko tai lähtisitkö silloin suorittamaan kaksoistutkintoa? perustele *

Tiesitkö, että sinua tuetaan rahallisesti ulkomaan opiskelujakson aikana? Esim. kohdemaasta riippuen saat enemmän opintotukea, valtion lainatakaus on 600e/kk (Suomessa 300e/kk), Erasmusraha n. 200e/kk sekä saat myös avustusta matkustuskustannuksiin n. 200e. *

Kyllä

En

Vaikuttaako rahallinen tilanteesi siihen ettet halua suorittaa kaksoistutkintoa? perustele. *

Tiesitkö, että kaksoistutkinnon ulkomaan opiskelujakso kestää yleensä yhden lukuvuoden *

Kyllä

En

Onko yksi lukuvuosi aika jonka voisit opiskella ulkomailla? perustele. *

Tiesitkö, että valmistuessasi saat kaksi tutkintoa, yhden Suomesta ja yhden ulkomailla? *

Kyllä

En

Jos sinulla olisi kaksi tutkintoa, miten ajattelisit sen vaikuttavan työn saamiseen tulevaisuudessa? perustele *

Herättikö tämä kysely mielenkiintoa kaksoistutkintoa kohtaan? *

Kyllä

Hieman

Ei

Appendix 7 Questionnaire to the students who have intention to participate in a double degree programme

Minkä vuoden opiskelija olet? *

Missä maassa suoritat kaksoistutkinnon? Miksi valitsit kyseisen maan? *

Mitä kansainvälisyys sinulle merkitsee? *

Mistä kuulit kaksoistutkintomahdollisuudesta? *

Kuultuasi mahdollisuudesta kuinka nopeasti päätös syntyi? *

Miksi päätit osallistua kaksoistutkinto-ohjelmaan? *

Oletko saanut tarpeeksi tietoa kaksoistutkintoon sekä ulkomaanjaksoon liittyen ja keneltä? *

Kuvaile kohdemaassa puhuttavan kielen kielitaitoasi? Jos kielitaitosi on mielestäsi heikko, kuinka olet ajatellut parantavasi sitä ennen ulkomaanjaksoa ja sen aikana *

Kaksoistutkinto-opinnot suoritetaan pääsääntöisesti englanniksi. Kuvaile omaa englannin kielen taitoasi ja uskotko pärjääväsi sillä? *Kuinka paljon opintopisteitä sinulta vaaditaan suoritettavan? *

Uskotko että kaksoistutkinto-opiskelu pidentää kokonaistutkintoaikaasi? *

Kuinka tärkeänä pidät kaksoistutkinnon rahallista tukemista (Erasmusraha, suurempi lainatakaus, matka-avustus yms.)? *

Olisiko rahallisen avustuksen puuttuminen vaikuttanut kaksoistutkinnon suorittamiseen tai ylipäätensä siihen osallistumiseen? *

Mitkä ovat odotuksesi kaksoistutkinto-opiskelun osalta? *

Uskotko että kaksoistutkinto-opiskelu lisää omaa osaamistasi ja millä tavoin? *

Miten kuvittelet kaksoistutkinnon suorittamisen vaikuttavan työn saamiseen? *

Työharjoittelu: Suoritatko sen samassa maassa kuin opiskelut? Suoritatko sen ulkomailla mutta eri maassa vai suoritatko sen Suomessa? perustele *

Opinnäytetyö kirjoitetaan englanniksi, mitä ajatuksia tämä herättää (haasteellisuus, aikaa vievää yms.)? *

Appendix 8 Questionnaire to the Double Degree students

Minkä vuoden opiskelija olet? *

Oletko jo suorittanut kaksoistutkintoon kuuluvan ulkomaan opiskelujakson? *

Missä maassa suoritat/suoritit kaksoistutkintoa? Miksi valitsit kyseisen maan? *

Mitä kansainvälisyys sinulle merkitsee? *

Mistä kuulit kaksoistutkintomahdollisuudesta? *

Kuultuasi mahdollisuudesta kuinka nopeasti päätös syntyi? *

Miksi päätit osallistua kaksoistutkinto-ohjelmaan? *

Kuvaile kohdemaassa puhuttavan kielen kielitaitoasi. Kehittyikö se ulkomaanjakson aikana ja opiskelitko sitä jo ennen ulkomaanjaksoa (kuinka kauan)? *

Kaksoistutkinto-opinnot suoritetaan pääsääntöisesti englanniksi. Kuinka hyvin se sujuu/sujui ja kehittyikö englannin kielen taitosi ulkomaanjakson aikana? *

Kuinka sujuvasti mielestäsi opintojen suunnittelu sujui? Mitä ongelmia ilmeni ja kuinka ne ratkaistiin? *

Kuinka paljon opintopisteitä sinulta vaaditaan/vaadittiin suoritettavan? Teetkö/teitkö ylimääräistä? *

Uskotko kaksoistutkinto-opiskelun pidentävän kokonaistutkintoaikaasi? *

Onko sinua tuettu mielestäsi tarpeeksi opiskelun aikana, sekä Suomen että kohdemaan koulun osalta? *

Kuinka tärkeänä pidät kaksoistutkinnon rahallista tukemista (Erasmus raha, suurempi lainatakaus, matka-avustus yms.)? *

Olisiko rahallisen avustuksen puuttuminen vaikuttanut kaksoistutkinnon suorittamiseen tai ylipäättänsä siihen osallistumiseen? *

Mikä on ollut haastavinta tutkinnon suorittamisessa? *

Kuinka helposti sopeuduit kohdemaan koulumaailmaan ja miten se erosi Suomen koulumaailmasta (esim. opetustapa, koulupäivien pituus, tehtävät yms.)? *

Mitkä olivat odotuksesi kaksoistutkinto-opiskelun osalta ja täyttyivätkö ne? *

Lisäsikö kaksoistutkinto-opiskelu omaa osaamistasi ja millä tavoin? *

Mikä on ollut mieluisinta kaksoistutkinto-opiskelun ulkomaan osuuden aikana koulussa? *

Mikä on ollut mieluisinta kaksoistutkinto-opiskelun ulkomaan osuuden aikana vapaa-ajalla? *

Miten kuvittelet kaksoistutkinnon suorittamisen vaikuttavan työn saamiseen? *

Suoritatko työharjoittelun samassa maassa kuin opiskelut? Suoritatko sen ulkomailla mutta eri maassa? Vai suoritatko sen Suomessa? perustele vastauksesi. *

Opinnäytetyö kirjoitetaan englanniksi, mitä ajatuksia tämä herättää (haasteellisuus, aikaa vievää yms.)? *

APPENDIX 9 Questionnaire to the students who have no intention to participate in a double degree programme (translation)

Which year of study student you are? *

What internationality means to you? *

Are you going to study abroad? If you are, in which country and why you chose the specific country?

If you are not going to study abroad, explain why.

Have you heard about a double degree opportunity? *

Yes

No

Have you heard enough information that you are able to consider a double degree studies? validate.

What kind of information you have possible missed? Explain.

Did you know that double degree studies are possible to complete in Germany, the Czech Republic, Hungary and Lithuania?

Yes

No

Are some of these countries where you could imagine to study? Which?

What other country options you would like to have? validate.

If a double degree studies would be possible to study in a country you like, would you consider or would you go to study a double degree? validate.

Did you know that you are supported financially during the exchange period? For example you would get more study grant depending on which country you are

studying, the study loan is 600e/month (in Finland 300e/month), Erasmus grant about 200e/month and your travelling expenses are supported with about 200e?

Yes

No

Does your financial situation affect to your decision to participate in a double degree programme? validate.

Did you know that the length of the exchange period is usually one year?

Yes

No

Is one academic year a time that you could imagine to study abroad? validate.

Did you know that when you graduate you will get one certificate from Finland and one from abroad?

Yes

No

If you would have two certificates, how would you believe what kind of effect it would have to your employment opportunities? validate.

Did this questionnaire increase your interest towards double degree programme?

Yes

Slightly

No

APPENDIX 10 Questionnaire to the students who have intention to participate in a double degree programme (translation)

Which year of study student you are?

In which country you will complete the double degree studies? Why you chose this specific country?

What internationality means to you?

Where did you hear about a double degree opportunity?

After you heard about the opportunity, how fast you made the decision to participate?

Why you decided to participate in the double degree programme?

Have you got enough information concerning about the double degree and the exchange period and from who?

Describe your language skills that are spoken in a target country? If your language skills are weak, how you have decided to improve them before and during the exchange period?

The Double Degree studies are mainly in English. Describe your English skills and do you believe that you can manage with it?

How many credits you are demanded to achieve?

Do you believe that the Double Degree studies will lengthen your study time in total?

How important the financial support is for the double degree studies (Erasmus grant, higher study loan, travelling allowance etc.)?

If there wouldn't be financial support, would it have affected to your completing or participation in the Double Degree Programme?

What were your expectations of the Double Degree studies?

Do you believe that the Double Degree studies add your knowhow and which way?

How you believe that the Double Degree would affect to your employment opportunities?

Practical training: Are you going to do it in the same country where you were studying? Are you going to do it abroad but in another country or are you going to do it in Finland? validate.

The thesis is written in English, what kind of thoughts this raise (challenging, time-consuming)?

APPENDIX 11 Questionnaire to the Double Degree students (translation)

Which year of study student you are?

Have you already completed you exchange period?

In which country you have completed/will complete the double degree studies?
Why you chose this specific country?

What internationality means to you?

Where did you hear about a double degree opportunity?

After you heard about the opportunity, how fast you made the decision to participate?

Why you decided to participate in the double degree programme?

Describe your language skills that are spoken in a target country? Did it improve during your exchange period and did you study it before you exchange period (how long)?

The Double Degree studies are mainly in English. How well it went/goes and was your English skills improving during the exchange period?

How well the planning of the Double Degree studies went? What kind of problems did you have and how they were solved?

How many credits you were demanded to achieve? Did you do/Are you doing extra?

Do you believe that the Double Degree studies will lengthen your study time in total?

Were/Are you supported enough during your studies, from Finland and from the partner institutions?

How important the financial support is for the double degree studies (Erasmus grant, higher study loan, travelling allowance etc.)?

If there wouldn't be financial support, would it have affected to your completing or participation in the Double Degree Programme?

What has been the most challenging in completing the degree?

How well you adjusted into the local school world and how it differ from Finland (for example the teaching methods, the length of the days, assignments etc.)?

What were your expectations of the Double Degree studies and did they fulfil?

Did the Double Degree studies add your knowhow and which way?

What has been the most pleasant during the exchange period in the school?

What has been the most pleasant during the exchange period in free time?

How you believe that the Double Degree would affect to your employment opportunities?

Practical training: Are you going to do it in the same country where you were studying? Are you going to do it abroad but in another country or are you going to do it in Finland? validate.

The thesis is written in English, what kind of thoughts this raise (challenging, time-consuming)?