



# Case MARIHE

Practical Example of a Joint Master's Programme producing  
Joint Master's Degree(s)



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# Contents and focus of the presentation

1. What is MARIHE programme?
2. In and out: how are the students admitted and **what degrees are awarded?**
3. How does MARIHE ensure **labor market relevance and employability?**



## Master in Research and Innovation in Higher Education (MARIHE)

- A four semester (120 ECTS) Erasmus Mundus Master's Course delivered in English and funded for a five-year period (starting from 2012)
- Focus on HEIs' role in the knowledge triangle: objective to produce "future HE managers, policy makers, analysts, researchers and consultant"
- Built on the expertise of its four consortium partners: Danube University Krems (Austria, coordinating university), University of Tampere (Finland), University of Applied Sciences Osnabrück (Germany) and Beijing Normal University (China)
- A joint programme: joint admission, jointly planned and developed curriculum, teacher mobility between partners, joint degree(s)...



# Global thinking needs mobility

- Students in MARIHE spend one semester in each partner institution
  - In other words, students get a chance to study in at least two European partner countries and in China
  - Scholarship limitations may apply with certain nationalities
- In addition to study periods at each institution, MARIHE students complete a programme-coordinated and credit-bearing internship period between 2<sup>nd</sup> and 3<sup>rd</sup> semester studies

	1. sem	2. sem	Internship	3. sem	4. sem
Austria	x		x		
Finland		x	x		
China			x	x	
Germany			x		x
Other countries			x		





# One route in, two routes out

- Yearly admission is done by MARIHE consortium by following jointly develop admission criteria that comply with each partners' institutional/national regulations
- Despite of one intake channel, there are **two graduation tracks leading to two separate joint degrees**
  1. UTA+DUK = research and analysis track (Master of Administrative Sciences, M. Sc. (Admin.))
  2. UASO+DUK = management track (Master of Science, M. Sc.)
    - Both joint degrees are producing equal qualification to post-graduate studies and to labour market (EQF 7)
    - There is a joint diploma and DS for both awarded degrees
    - The division to two tracks is a result of Finnish legislation: in Finland, Uni's and Uni's of Applied Sciences are functioning under two different acts: Universities Act and Polytechnics Act. A joint degree from two different sectors is not seen as possible at the moment.
- Even though BNU is a full partner, it is not involved in granting either of the joint degrees due to current Chinese legislation.



## Increasing the level of jointness: moving towards one graduation track?

- Having several graduation tracks can result in extra workload and variation in student services
  - Two tracks: two degrees, two diplomas and two graduation processes
  - In MARIHE, the selection process to graduation tracks demands academic and administrative efforts: during 2<sup>nd</sup> semester studies, the students apply to different 4<sup>th</sup> semester locations by preparing a MT topic proposal and a motivation letter. Consortium makes the decisions of 4<sup>th</sup> semester locations based on these papers.
  - Due to differences in academic calendars, the timetable of granting a degree student status for 4<sup>th</sup> semester locations varies - student benefits and services alongside it.
- Moving towards one graduation track requires re-interpretation of national regulations in Finland.
  - To have also BNU on board in granting degrees, the current legislation needs to change in China.



## Involvement of employers: **internships** as bridges into the labour market

- MARIHE programme has a multi-fold approach for ensuring labor-market relevance and employability
  - Visiting lecturers from academic and non-academic associate partners and other collaborative organizations
  - An employability survey within the programme for each cohort (data collected in three phases at the beginning and in the middle of studies and after graduation)
  - 'Field trips': visits to organizations relevant to programme's field of study
  - A compulsory internship period (min. 6 weeks, max. 3 months)
  - Master's Thesis connected to internships, if possible
    - Conducting the MT work in collaboration with the internship organization
    - Utilizing ideas and experiences from internships to forming MT topic
- The internships in MARIHE are programme-coordinated, though there is nowadays more room for student initiatives for engaging new hosts



## Internship experiences

- A programme-coordinated internship period requires actions from the programme, but creates positive outcomes
  - Close connections between employers and MARIHE programme
  - Creating a global “MARIHE” network (so far, MARIHE has had 24 internship hosts from Europe and Africa – in 2015, there will probably be placements from Americas)
  - Increasing the visibility and reputation of the programme
  - Strengthening employment perspectives of graduates
  - Ensuring the quality of internship hosts and tasks
- Feedback from internships has been very positive: in 2014, the vast majority of both students and employers either “strongly agreed” or “agreed” every time a positive claim was made about the internships
  - Nearly all (15 out of 17) respondents would recommend their internship host to other students
  - All employers who gave feedback in 2014 (11/19) reported about being willing to act as internship hosts in the future.





# **MaRIHE** in the future

Erasmus Mundus  
Master in Research and Innovation in Higher Education

- Strengthening marketing activities and increasing the number of self-paying students
- Harmonizing and institutionalizing existing QA practises
- Further curriculum development based on student feedback from first two cohorts
- Identifying funding structures for post-EMMC period
- ...



# Questions?

For further information, please contact

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