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Identifying Stakeholders' Expectations and Needs in the Development of a Double Degree Programme in Social Services (BA)

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Abstract

Internationalisation has become an important part of the activities undertaken by higher education institutions. Within the Finnish Universities of Applied Sciences, Double Degree Programmes have entered the forefront of international development. Despite this, there is little information available on how Double Degree Programmes in the field of social and health care have been developed, and how the stakeholders of Finnish higher education have been acknowledged in the development processes.

The purpose of this research was to enhance the development of a Double Degree Programme in Social Services (Bachelor level) at JAMK University of Applied Sciences, School of Health and Social Studies. Theoretical framework chosen for the research was the stakeholder theory by Freeman (2010, 27). Theory focuses on understanding the influence of various stakeholders for efficient business management. The main research question aimed at finding out how can a Double Degree Programme in Social Services be developed taking into account the stakeholders of Finnish higher education. The research was carried out as a qualitative research with design strategy as the chosen method.

The research results pave away for the development of a Double Degree Programme in Social Services, utilising the main expectations and needs of the stakeholders of Finnish higher education, identified by the research as students, institution, working life and national agencies. The impacts of the research contributions and recommendations for future research were presented in line with the stakeholder groups, the field of social and health care and the utilised theoretical framework of the research.

Keywords/tags (subjects)
Higher education, internationalisation, Double Degree Programmes, social services, stakeholders

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Tiivistelmä

Kansainvälisyydestä on tullut tärkeä osa korkeakoulujen toimintaa. Suomalaisten ammattikorkeakoulujen keskuudessa kaksoistutkinnot ovat kasvaneet kansainvälisen kehityksen keskiöön. Tästä huolimatta kaksoistutkintojen luomisesta sosiaali- ja terveysalalle on vähän näyttöä, mukaan luettuna suomalaisen korkeakoulutuksen sidosryhmien huomioiminen osana luomisprosesseja.

Tutkimuksen tarkoituksena oli edesauttaa sosiaalialan kaksoistutkinnon (sosionomi AMK) luomista Jyväskylän ammattikorkeakoulun hyvinvointiyksikköön. Tutkimukseen valittu teoreettinen tietoperusta oli Freemanin (2010, 27) "Stakeholder theory", sidosryhmäteoria. Teorian tarkoituksena on ymmärtää eri sidosryhmien vaikutus tehokkaaseen liiketoimintaan. Tärkein tutkimuskysymys keskittyi selvittämään, miten sosiaalialan kaksoistutkinto voidaan luoda ottamalla huomioon suomalaisen korkeakoulutuksen sidosryhmät. Tutkimus toteutettiin laadullisena tutkimuksena suunnittelututkimusta hyödyntäen.

Tutkimustulokset edesauttavat sosiaalialan kaksoistutkinnon luomisessa, hyödyntäen tutkimuksessa esille tulleiden suomalaisen korkeakoulutuksen sidosryhmien, opiskelijoiden, korkeakoulun, työelämän sekä korkeakoulutuksen hallinnon odotuksia ja tarpeita. Tutkimustulosten vaikutukset ja ehdotukset tulevaisuuden tutkimukselle esitettiin perustuen kyseessä oleviin neljään sidosryhmään, sosiaali- ja terveysalaan sekä tutkimuksessa käytettyyn teoreettiseen tietoperustaan.

Avainsanat (asiasanat) Korkeakoulutus, kansainvälisyys, kaksoistutkinnot, sosiaaliala, sidosryhmät
Muut tiedot

Contents

Figures

Tables

1 Introduction

Internationalisation has grown to encompass varying activities undertaken by higher education institutions around the world. According to Knight (2004) internationalisation in higher education is applied in diverse ways since the concept allows varying interpretations. While some see internationalisation as student and staff mobility, international projects and intensive courses, others are focused on taking education overseas by building branch campuses or developing international curricula. (5-6.) In addition, several institutions around the world are engaged with education exports, which has brought along new dimensions to international cooperation in higher education. In some countries, internationalisation has also meant focusing on international activities through building education hubs (Knight & Morshidi 2011, 594), or in turn concentrating on global rankings via boosting academic performance (Hazelkorn 2014, 12).

Although internationalisation itself has varying meanings, often its significance in the platform of education is discussed together with the growth of globalisation and its influence on higher education (Välimaa 2004, 31). Although globalisation has become important to higher education since the Bologna Process in 1999, on university level, globalisation can also be viewed as an implementation of certain global actions towards internationalisation. Alternatively, as referred to by Doiz, Lasagabaster, and Sierra (2013) internationalisation can also be viewed as actions to challenge global frameworks. Many of these actions taken in higher education internationalisation have been initiated on national agency levels. (1407.)

In Finland, the concept of internationalisation, its dimensions and many of the objectives within higher education have actively been promoted by the Ministry of Education and Culture (Tossavainen 2009, 528). Principles of the Finnish national agencies follow the set guidelines of the European Commission. On the other hand, the growth of internationalisation in Finnish higher education is also tied to the establishment of the Universities of Applied Sciences since the early 1990's (Söderqvist 2002, 16). The growth of internationalisation in Finnish higher education

and the establishment of Universities of Applied Sciences have contributed to the increase in higher education cooperation, through for example, enhanced mobility, research and development work and various international cooperation programmes. In addition, Finnish Universities of Applied Sciences have found ways of regional as well as international collaboration through developed consortiums. The created multi-level collaboration has not only enhanced dialogue between the partner institutions but has also brought stakeholder participation closer to the developmental goals. Although the concept of the stakeholder theory was originally developed in the area of business and management, its applicability can be justified in any field or organisation when applying Freeman's (2010, 25), theory on the influence, which individuals can have on the goals of a particular organisation. While in the context of higher education the stakeholder perspective offers opportunities for the institutions to develop international cooperation, it also brings in responsibilities for the institutions to educate students for the increasing demands of the working life. Therefore, Finnish higher education institutions must pay attention to the views of stakeholders when developing international cooperation programmes.

Today, internationalisation in higher education has been placed in the heart of the strategies of Universities of Applied Sciences, JAMK University of Applied Sciences (JAMK) being one of them. JAMK, located in Jyväskylä, Central Finland, with 8500 students has been one of the forerunners for internationalisation in Finnish higher education. For decades, JAMK has been developing internationalisation from student and staff mobility to degree programmes offered in English, Summer Schools and even Double Degree Programmes. In 2013, JAMK was awarded the Erasmus Award for Excellence for accomplishments in the quality of teaching and staff mobility (Paloniemi, 2014).

1.1 Need for Double Degree Programmes in Social Services

The first Double Degree Programme at JAMK, School of Health and Social Studies was designed in 2012 at Master level. By following the strategic aims of the national

agencies, and the institution, the School is placing its efforts in expanding Double Degree Programme cooperation to Bachelor level education. The international work carried out within the School aims at increasing strategic level international cooperation with the chosen partner institutions. Within this, goals in internationalisation are set equally across all degree programmes, which means internationalising the rather traditional fields of study conducted in Finnish alongside with the degree programmes offered in English. Development actions mean varied international work, active study abroad programmes and courses offered in English through curricula development. Furthermore, due to the high quality of the courses offered in English within the Bachelor's Degree Programme in Social Services, the School is looking into developing a Double Degree Programme within the field with a high quality international partner institution.

Although social services education was originally designed for solving the needs of the local population, due to the increasing pressures placed on the local social and health care system, and today's graduates, the need for international competence in social and health care education has become crucial. According to the Centre for International Mobility (CIMO, 2010) future societal challenges include competition, environmental concerns, immigration and a growing diversification of cultures. From the individual point of view, these changes require, for instance, increasing understanding of openness, valuing differences as richness, realisation of personal preconceptions and being able to interact with different type of people. (3.) The strategic focus on internationalisation in Finnish higher education offers points of development to tackle these future challenges. This means that up-coming changes must be seen as possibilities to enhance international development across all fields of education. Thus, future development must take into account the fields, which are constantly evolving due to changes in today's global societies, social services being one of them.

Double Degrees in social services education offer opportunities for the Finnish Universities of Applied Sciences to integrate varying national dimensions in international contexts. Double Degrees also offer the opportunity to make students'

international and multicultural competences visible in the fields originally taught in Finnish. Here, international development must take into account all the stakeholders of higher education (Tossavainen 2009, 528). Although the number of Double and Joint Degree Programmes around Europe have increased since the Bologna Process, there are still great differences in the development of international cooperation programmes between various fields of study.

1.2 Purpose of the Research and Research Questions

The need for the research rises from the recognition for Finnish higher education institutions to offer high quality and varied internationalisation opportunities in all fields of study. In this, Double Degree Programmes offer increasing opportunities for institutions to enhance international and multicultural competence creation of students and support students' employability upon graduation. This research also recognises the importance in creating strategic level cooperation in social and health care and within the fields originally taught in Finnish. Although Double Degree Programme cooperation has significantly increased in Finnish higher education during the past two decades, detailed research on the value of these programmes to the various stakeholders is yet to be made. Here, the stakeholder perspective integrated to higher education internationalisation may offer a framework how to develop internationalisation in a sustainable manner taking into account the various stakeholders of Finnish higher education.

The purpose of this research is to enhance the development of a Double Degree Programme in Social Services (Bachelor level) at JAMK, School of Health and Social Studies. Future aims of the research include enhancing the development of Double Degree Programmes in the field of social and health care in general and to support the strategic cooperation programme development at JAMK. In addition, research aims at enhancing internationalisation within the degree programmes offered by the School, and especially aims at contributing to the international development goals within the degree programmes offered in Finnish. Research also supports the

development of internationalisation in the field of social and health care. Furthermore, research supports personal experiences within Double Degree Programmes and enhances professional goals within the area of internationalisation in higher education. Finally, the research supports the strategy of the Finnish national agencies, JAMK and the School of Health and Social Studies.

Since the purpose of this research is to enhance the development of a Double Degree Programme in Social Services (Bachelor level) at JAMK, School of Health and Social Studies, information from the stakeholders of Finnish higher education is needed. Therefore, the research questions formulated are as follows:

The main research question formulated in the research is:

- How can a Double Degree Programme in Social Services be developed taking into account the stakeholders of Finnish higher education?

In order to answer the main research question, the supportive questions formulated in the research are:

- Who are the main stakeholders in the development of a Double Degree Programme in Social Services?
- What are the main stakeholder expectations and needs to consider in the development of a Double Degree Programme in Social Services?

1.3 Structure of the Research

The research will be carried out as a design research. According to Edelson (2002, 105), design research can be seen as educational research since it supports learning, derives applicable results and enhances educational development. Design research does not focus on understanding a phenomenon but merely finding out future solutions (Kananen 2013, 47). For the research, varying research tools shall be utilised. Primary data collection includes qualitative, semi-structured interviews,

carried out to the three stakeholder groups of Finnish higher education, identified as *students, institution* and *working life.* Primary data collection also includes a research diary, which is examined for a 12 months' period together with observation. A research diary includes observation and information collected from everyday work carried out in the field of internationalisation at JAMK, School of Health and Social Studies. A research diary also includes gathered materials from coordinating the current Master level Double Degree Programme within the School and materials gathered in relation to the development of a Double Degree Programme in Social Services. Secondary data collection includes the revision of existing publications and press releases, studied from the fourth identified stakeholder group, *national agencies,* to understand the European and national guidelines and principles when designing Double Degree Programmes within Finnish higher education.

After the introduction Chapter 1, the research continues with the literature review in Chapter 2. The literature review first analyses the concept of internationalisation, its dimensions in Finnish higher education and at Universities of Applied Sciences. This chapter also includes information on Double Degree Programmes in Finnish higher education, literature on internationalisation in social services and implications for the development of a Double Degree Programme within this field. Literature review also includes the introduction of the theoretical framework of the research, the stakeholder perspective. Chapter 3 discusses the applied methodology and research context with information on data collection, data analysis and verification of findings. This is followed by the results of the empirical research in Chapter 4. This chapter includes the results from the data collection concerning the second sub-question and the main research question, together with the stages of a Double Degree Programme development in Social Services utilising design research. Chapter 5 discusses the research results in line with the research questions. Answers are reflected towards the reviewed literature and the theoretical framework, the stakeholder perspective. Chapter also discusses the limitations of the research and verification of findings before proceeding to contributions of the research together with recommendations for future research.

2. Literature Review

The purpose of this research is to enhance the development of a Double Degree Programme in Social Services (Bachelor level) at JAMK, School of Health and Social Studies. In order to do so, the first aim of the research is to find out who are the main stakeholders in the development of a Double Degree Programme in Social Services. The other aims are to find out what are the main stakeholder expectations and needs to consider in the development of a Double Degree Programme in Social Services together with finding out how can a Double Degree Programme in Social Services be developed taking into account the stakeholders of Finnish higher education.

2.1 Internationalisation in Higher Education

Definitions on internationalisation might be as many as there are international dimensions in today's higher education. However, as argued by Knight (2004, 8), the word "international" initiates within a certain country and simply refers to the relations of different countries. As further argued by Knight (2008) definition on internationalisation needs to be universal to cater for all the international activities carried out by different countries and the education sector. Therefore, internationalisation can be referred to as being a mix of international, intercultural and global aspects for the use of higher education. (6.) Although broad, Knight's definition on internationalisation can be easily applied to any institution or activity in a global context. Since internationalisation can mean different things to different people (Knight 2008, 6), internationalisation can be seen as culture generic and should be examined from a nation's point of view. Thus, internationalisation can be applied to any action taken towards learning something new outside country's national heritage. In this sense, international encounters can include varying stakeholders worldwide.

When analysing the perspective of local students, one can discuss internationalisation, for example on mobility, degree programme or curriculum level. However, the discourse on internationalisation is varied and the notion of globalisation does have its influence. Furthermore, international activities can serve varied aims from financial objectives to tuition fee-paying students, to the use of local cooperation to sharpen global connections and even competition through quality of education (Van Damme 2001, 417). According to Altbach and Knight (2007, 291), globalisation can be described as the drift of the 21st century associated with economic and academic changes that pushes higher education towards internationalisation. In turn, Knight and Morshidi (2011, 593), argue that competition and commercialisation have become crucial drivers of international education during the past 15 years. In addition to globalisation, Weijo (2003, 2), adds the concepts of economy, industry, commerce and new technology as drivers that change the platform of education.

De Wit (2011, 4), argues that internationalisation in higher education was matched with cooperation and competition in Europe through the Bologna Declaration in 1999 and the Lisbon Strategy in 2000. The Bologna Declaration aimed for the synchronisation of higher education and to the founding of the European Higher Education Area (EHEA) by 2010. The European Higher Education Area together with the Bologna Process was launched in the Budapest-Vienna Ministerial Conference in 2010. (EHEA, 2012.) The main aims of the Bologna Process state the establishment of a system towards comparable degrees, two tier degree structure, a common credit transfer system, support of international mobility, quality assurance and European level support for activities in mobility, employment, competition as well as attractiveness (Neave & Veiga 2013, 60).

Such as societies, also education institutions are formed from varying groups of people from different demographical and cultural backgrounds. As recognised by Weina (2002) if education is part of culture why should not internationalisation be part of education? Internationalisation in education is unavoidable, it is a choice that

reflects socialisation and the current times in education, and is something countries are due to value rather and being left behind of the current trends. (79.)

There are definite differences in internationalisation between varying countries and higher education institutions. Clear differences can be seen, for instance, between English speaking countries versus non-English speaking countries, or countries who offer tuition-free education versus countries that charge tuition fees on undergraduate and postgraduate levels. Similarly, there are international degree programmes and in turn fields focused on solving the needs of the local societies. Despite various differences, it has been argued that higher education institutions in some countries simply perform better than in other countries, making the most of the support given to them. Thus, higher education can only succeed through support actions on a national level. (Graf 2009, 571.)

2.2 Growth of Internationalisation in Finnish Higher Education

In Finland, as in the entire Nordic region, education has been considered as an investment, which has supported equal rights and contributed to the rapid rise in education quality (Rinne 2000, 134). Although Finnish higher education had much to do with the building of the welfare state after the Second World War, the rise of education quality was linked with the expansion of higher education in the early 1990's. At this time, Finnish higher education experienced the establishment of Universities of Applied Sciences, resulting in a rapid rise of students and academic staff. Naturally, the establishment of Universities of Applied Sciences responded to the varying needs of the society. (Välimaa 2004, 35-37.) Nowadays, Finnish Universities of Applied Sciences consider it important to respond to the needs of the working life and to support international cooperation within the European Union. In addition, mission includes enhancing flexibility through inter institutional collaboration. Cooperation with regional partners is also recognised as one of the key responsibilities of the Universities of Applied Sciences.

Internationalisation within Finnish higher education started to grow bit by bit during the 1980's, when Europe faced the integration process of the Western Europe and the period of change in Eastern Europe. This was followed by Finland being accepted to the Erasmus Programme during the academic year of 1992-1993, although some pilot programmes and the Nordplus Programme had enabled some level of internationalisation since the late 1980's. The expansion of higher education in Finland during the early 1990 offered institutions further possibilities and opportunities to focus on building the future. (Garam & Ketolainen 2009, 19.) It could be argued that once the country had built the premises for the welfare state, education institutions, especially those of higher education, focused on building a structure that could take Finnish education through the coming decades of competition, internationalisation being one of them.

Participation to further higher education activities within the European Union was widened during 1995 when Finland joined the European Union (Garam & Ketolainen 2009, 18). Weijo's research (2003, 117), on the internationalisation of Finnish polytechnics concludes that internationalisation in Finnish higher education from the 1990's till the early 2000's had much to do with the guidelines of the Ministry of Education and Culture which pushed Finnish higher education to work hard to enter the market of international education. International development during this time was relatively fast especially in certain institutions and specific fields. The phase of international development was supported further with the created European Commission guidelines in 1999 through the Bologna Process. (Trygged & Eriksson 2012, 656.) Weijo (2003, 1), argues that the so called Europenisation process that started from the joining of the European Union forced Finnish Universities of Applied Sciences to take on the challenges of internationalisation right from the start of their establishment.

The adaptation of higher education systems has naturally brought European countries and higher education systems closer to each other supporting all forms of internationalisation from teacher, staff and student mobility to research development and other international actions. Mikko Nopponen (2014), of the Centre

for International Mobility says that today, 25 per cent of the University students and 13 per cent of the students of the Universities of Applied Sciences complete an exchange period abroad. According to Nopponen (2014), the success of internationalisation in Finnish education is the result of an ongoing work by institutions, which has meant the acquisition of international partners, and the development of new working methods. For students, internationalisation offers an opportunity to widen their perspectives and acquire competences required by the working life (Nopponen, 2014).

Neave and Veiga (2013, 74), argue that the Bologna Process has also meant strategic actions from the side of varying stakeholders to meet the new national policies. Surely, the Bologna Process has created opportunities, as well as varying challenges to higher education institutions to cope with the global discourse. However, in order to develop education in line with various global changes, internationalisation must be viewed as an opportunity that leads to the enhancement of competences and knowledge at various levels (Svensson & Wihlborg 2010, 597). In addition, internationalisation must also be viewed as a concept that prepares students for the competitive working life.

2.3 Internationalisation at Universities of Applied Sciences

Internationalisation within the Universities of Applied Sciences is strongly tied to the developments within the society together with the international work carried out by the various faculties of higher education institutions (Weijo 2003, 104). As recognised by Clarke (2005, 482), Finnish higher education institutions have been active in developing courses in English, many of them placing internationalisation in the heart of the strategies. In addition to student and staff mobility, creation of courses in English, intensive courses, research collaboration and even the development of Joint and Double Degree Programmes with valued strategic partners have made Finnish Universities of Applied Sciences globally competitive (Halttunen 2013, 33). A strategy of a higher education institution can be seen as a key concept in

international development. This should be in in-line with the strategic actions of the nation, as well as the region and city in question. (Tossavainen 2009, 539.)

In Finland, the Ministry of Education and Culture is responsible for matters related to international education. The Ministry of Education and Culture has also created the strategy for the internationalisation of higher education institutions for the years 2009-2015. This strategy recognises five key guidelines within internationalisation development: 1) support of internationalisation in terms of students, staff members and work environment, 2) increase of the quality and attractiveness of higher education institutions, 3) promotion of education expertise, 4) support of multicultural society, 5) support of ethical actions and students' perquisites. (Opetusministeriö 2009, 12.) The created internationalisation strategies and guidelines by the Ministry of Education and Culture are strongly supported by the Centre for International Mobility, which, in addition to the Ministry, is the main body for international activities in Finnish higher education. The Centre for International Mobility has collected annual mobility figures from higher education institutions since 1998. (Tossavainen 2009, 529.)

It has been argued that globalisation has pushed higher education towards international labour market, thorough, for instance, focusing on English language as a mean for connecting the education sector (Altbach & Knight 2007, 291). However, it also must be recognised that without a high focus on internationalisation and the development of English curricula, Finnish higher education institutions would have not succeeded in creating the platform of international education. For Finnish higher education, internationalisation has also meant focusing on the main stakeholders of education: enhancing competences of the staff members and students alike - from solid language skills to the high level of academic performance and open attitude. Furthermore, the level of internationalisation present at a Finnish higher education institution can be influenced by, for instance, the geographical location, regional culture, fields and degree programmes on offer. Therefore, discussion on internationalisation must take into account the international, national and even local dimensions (Saarinen & Ursin 2012, 154).

Although the Finnish Universities of Applied Sciences have been active in following the internationalisation strategy of the Ministry of Education and Culture, creating a truly international atmosphere and learning encounters must come within the institutions. In fact, most Finnish Universities of Applied Sciences have created internationalisation strategies behind institutional activities, which have opened doors for continuous international development. Internationalisation within Finnish higher education must be considered as a process that needs to include all groups of influence (Juusola 2009, 18). Following this, Özler (2013, 13), argues that educators must think about creating programmes that help students to aid their understanding in a local and global context. Thus, the international work carried out by the Finnish Universities of Applied Sciences does not only need to take the into account the various stakeholders of higher education, but also the development prospects of the local region so that internationalisation can fit to the future strategies implemented. Within this, it also must be acknowledged that internationalisation must take into account the factors, which enhance internationalisation itself (Elkin, Devjee, & Farnsworth 2005, 324).

2.4 Double Degree Programmes in Finnish Higher Education

Strategic focus on internationalisation leads to enhanced international activities within an institution (Graham, Farnsworth, & Templer 2008, 244). Simply said, the main reason for developing internationalisation strategy in higher education is to enhance the education of students (Bennett & Kottasz 2011, 1095). This means that all activities within an institution must be filtered from the strategy towards all degree programmes and staff members to support students' learning and competence development.

Institutions around the world have waken up to the need in developing strategic level cooperation programmes with quality foreign partner institutions. In many institutions, degree programmes geared for internationalisation, such as business and engineering are the forerunners for internationalisation due to the nature of the

disciplines (Knight 2011, 304). In several other fields, which are considered more national, and aim at developing professionalism and solutions for the local societies, such as the field of social and health care, professionals need to be innovative in order to bring strategic actions into reality and enhance a dialogue with the working life. The creation of compulsory professional studies in English and making internationalisation visible from the curricula to students' transcript of records have a great impact in developing these rather traditional fields and professions towards multiculturalism and international competence. After all, following international development and research together with field specific developments outside Finland is vital for social and health care professionals. Means of internationalisation also add to the pool of transferable skills sought by the working life. These skills include, for instance, communication skills, personal skills and problem identification (Billing 2003, 346).

In this development, Double Degree Programmes offer varying opportunities for the stakeholders of higher education. They do not only create varying international learning encounters for students, but also offer international development possibilities for the faculty and staff. Partners and employers in working life are often associated in the process through students' thesis work, professional practice and as employers of graduates. In addition, Double Degree Programmes tend to create a more viable type of partnerships in relation to other forms of international cooperation and increase the status of the partner institutions (Knight 2011, 307). A research conducted in 2013 found out that within the 782 institutions worldwide taken part to the survey in question, 64 per cent of institutions reported offering Joint Degree Programmes with foreign partner institution, whereas 80 per cent of the institutions reported offering Dual Degree Programmes (EAIE Forum 2014, 11).

Shortly after the Prague Declaration, the European Commission launched the Erasmus Mundus programme leading to a Joint Degree, a Double Degree or to several degrees at Master level. So far, several Joint and Double Degree Programmes have been developed within the European Union. (Opetusministeriö 2004, 1.) The importance of Joint and Double Degree Programmes has grown ever since, the

European Commission launching Erasmus Mundus Joint Master Degree collaboration possibilities through strategic partnerships in Erasmus+ programme, which started in 2014. The Erasmus+ Joint Master Degree Programme applications are due to follow Europe 2020 Strategy as well as the Education and Training strategic framework 2020. (European Commission 2014, 93.)

Varying collaboration programmes within different fields exists. Within the European Union, the notion of a Joint Degree Programme often covers collaboration leading to one or two degree certificates. However, often, a Joint Degree Programme is understood as a degree programme carried out by two or more institutions leading to one degree certificate, whereas a Double Degree Programme refers to a degree programme, which leads to two separate degree certificates and is organised by two or more higher education institutions. (Opetusministeriö 2004, 1.) In Finland, the process is more commonly known and carried out as a Double Degree Programme, where two-degree certificates are awarded to the students after a successful completion of studies. Double Degree Programmes tend to be slightly more successful due to, for instance, legal and administrative issues (Knight 2011, 303).

2.5 Internationalisation in Social Services

Similarly to social work, the field of social services can be considered as a traditional field of study, which is tied to national conditions. The field of social work and its dimensions vary from country to country due to the different social needs, economic, legislative and political conditions. (Trygged & Eriksson 2012, 656.) Furthermore, when discussing social work, Trygged and Eriksson (2012) point out that the national changes within the European Union have influenced the field of education and social work more in comparison to, for instance, the Bologna Process. Today's students within the field are interested in learning more about integrating internationalisation into social work and understanding more about the current European challenges,

such as immigration. (666.) Brydon (2011, 389), acknowledges the same fact and argues that social work education should be made more international.

International competence has not traditionally been considered as a requirement from a graduate of social services. However, as the welfare state, especially the social and health care system is under pressure due to ongoing economic crisis, the need for international competence in social and health care education becomes more and more crucial. Difficulties in terms of general livelihood and long-term unemployment influence general well-being enhancing social problems. The difficult economic climate cuts down the annual budget allocated for health and well-being on a national level increasing difficulties, for instance, in the applicability of the newest technology. In addition, the increasing aging population adds further challenges to the already difficult national situation. (National Institute of Health and Welfare 2015, 7.) The high rate of inactive population, low participation level, short career prospects and high unemployment have created a shortfall, which creates actions on several levels of the society. The welfare state should be built in harmony with international mobility and immigration. Although immigration can be seen as one answer to stabilise the Finnish economy, many of the immigration challenges thrive from the aspects of inequality. (Vartiainen 2014, 333-334.) Immigration is tied with the growing influence of globalisation, which reflects the current changes in national attitudes (National Institute of Health and Welfare 2012, 9).

Similar concerns and challenges are recognised in the 2015 - Programme by the Ministry of Social Welfare, which in addition to the challenges faced by the welfare state and social groups, also recognises changes in people's attitudes and internationalisation as influencing factors in changing perceptions. In this, current workforce no longer sees Finland as the only possible country of residence. (Ministry of Social Affairs and Health, 2006.) These constant challenges brought onto the welfare state, and to the whole of the European Union, display the need for further internationalisation in social and health care. Although social work and social services degree programmes are already rather international, it could be argued that making the various competences visible upon graduation can be challenging. Furthermore,

since several societies around the world are already multicultural to the extent that national and international principles have become closer to each other, discourse between national and international concepts can become blurred.

Regards to international competences within the Finnish Universities of Applied Sciences, The Rectors' Conference has created the principles concerning competences for higher education graduates. The created principles within international competences refer to being able to understand cultural differences, to work with people across cultures and to understand the influences of internationalisation and the possibilities brought by it within the area of expertise. (Arene 2006, 3.)

Future challenges brought on to the current society will surely influence education in social and health care. While several Universities of Applied Sciences have already been granted the possibility to increase student intake at Bachelor level, the public sector health care is under pressure due to staff shortages. Furthermore, these challenges and changes will not only influence the degree programmes and curricula design, but also competences. Double Degree Programmes offer one possibility for social services education to educate truly international professionals for the multicultural working world.

A Double Degree Programme in Social Services could also enhance higher education internationalisation in terms of ethical issues in international cooperation where institutions focus on the benefits of all stakeholders, across national borders. This means that the codes of conduct present on a professional level will be brought to the centre of international cooperation through Double Degree Programmes. Together with multicultural understanding and enhancing development within the institutions, local communities and societies are likely to gain further benefits of the sustainably implemented programmes. (EAIE Forum 2014, 11.)

2.6 Double Degree Programme Development in Social Services

Several studies on Double Degrees have recognised the enhanced benefits of these programmes. Koivisto and Luoma (2009) argued for the importance of Double Degree Programmes at Mikkeli University of Applied Sciences in the field of technology, recognising that 80 per cent of the graduates continue their studies at Master level in a Western higher education institution. According to the graduates of the research, gained Double Degrees have enhanced their positions in the job market. Research recognised that Double Degree Programmes do not only benefit institutions and the students, but also employers, when companies are able to recruit international staff with strong cultural knowledge. (28-29.) The research of Miller, Hopkins, and Greif (2008, 39), on North-American students on Dual Degree in Social Work at Master level concluded that upon graduation the particular group of students did not only recommend the programme to other students, but also had better chances in securing managerial level jobs in comparison on non-Dual Degree students. Same is concluded in Salo's research (2013, 80), in the School of Business at Seinäjoki University of Applied Sciences, where Bachelor graduates noted that the gained Double Degree helped them to gain searched positions after graduation. Also Knight (2011, 307), highlights employability as one of the main reasons why students take part in Joint and Double Degree Programmes.

Most of the literature on Double and Joint Degree Programmes in social and health care refer to nursing where studies have, for instance, aimed at understanding staff shortages through the creation of Double Degree Programmes (Hickey, Harrison, & Sumsion 2010), or in finding out Double Degree graduates' career choices (Hickey, Sumsion, & Harrison 2013). However, as also noted by Miller et al. (2008, 31), when referring to Dual Degrees in social work, published research is limited. This same recognition applies to the field of social services. Although, for instance, issues within staff shortages and limitations in social and health care are global phenomena, societies and policies around the world tend to differ to the extent that no global solution to these problems exists.

Surely, developing a Double Degree Programme within a field that has been built to solve national issues and is originally taught in Finnish, demands efforts from the institutions. Despite these issues to recognise, at the same time Finnish higher education institutions must be ambitious in developing internationalisation at varying levels. After all, social services graduates have a lot to learn from the social services and social work systems of other countries, enhancing common good and overall wellbeing. Miller et al. (2008, 41), recognised the importance of Dual Degrees in social work and argued that future studies are required to gain information on students' experiences, job prospects, alumnus together with further information and data on the students as well as the degree programmes themselves. Furthermore, Russell, Dolnicar, and Ayoub (2008, 587), argued that future studies should focus on the extent to which Double Degrees add value.

Double Degrees must fit to the structure - strategy - of the university, in order to be successful. Naturally, internationalisation must comprise the whole system within in order to bring in sought rewards. (Russell et al. 2008, 589.) Institutions are likely to adopt strategies, which are to support the existing conditions (Graf 2009, 570). Development of a Double Degree Programme must not only take into account the existing degree programme regulations and requirements of the national agencies, but most importantly, the needs of students and local societies together with the institutional strategy.

2.7 Theoretical Framework: The Stakeholder Perspective

In order to develop holistic processes within higher education internationalisation, future development must take into account all groups of education. Graf (2009, 570), argues that although universities themselves are the main agents of education competing for their share in internationalisation, coordination between all the stakeholders such as students, professional associations and even governments is essential due to the support offered for universities. In addition, higher education institutions must recognise the importance of the stakeholders in order to enhance

internationalisation in a sustainable manner and contribute to the enhancement of competences and skills needed in the working life. Furthermore, higher education institutions must also focus on making the competences of future graduates visible upon graduation.

This research uses the stakeholder perspective, from the stakeholder theory, as the theoretical framework. The stakeholder theory, originally created by Edward Freeman in 1984, arises from the assumption that businesses and managers need to gather information on how to cope with the internal environment and especially external environment, how to build strategic plans and put them into action in a sustainable manner with efficient results. (Freeman 2010, 22.) Freeman (2010, 46), recognises a stakeholder as anyone who can influence or is influenced by the accomplishments of a company's goals. Although broad, the definition has a direct reference to nearly all fields and organisations (see Figure 1).
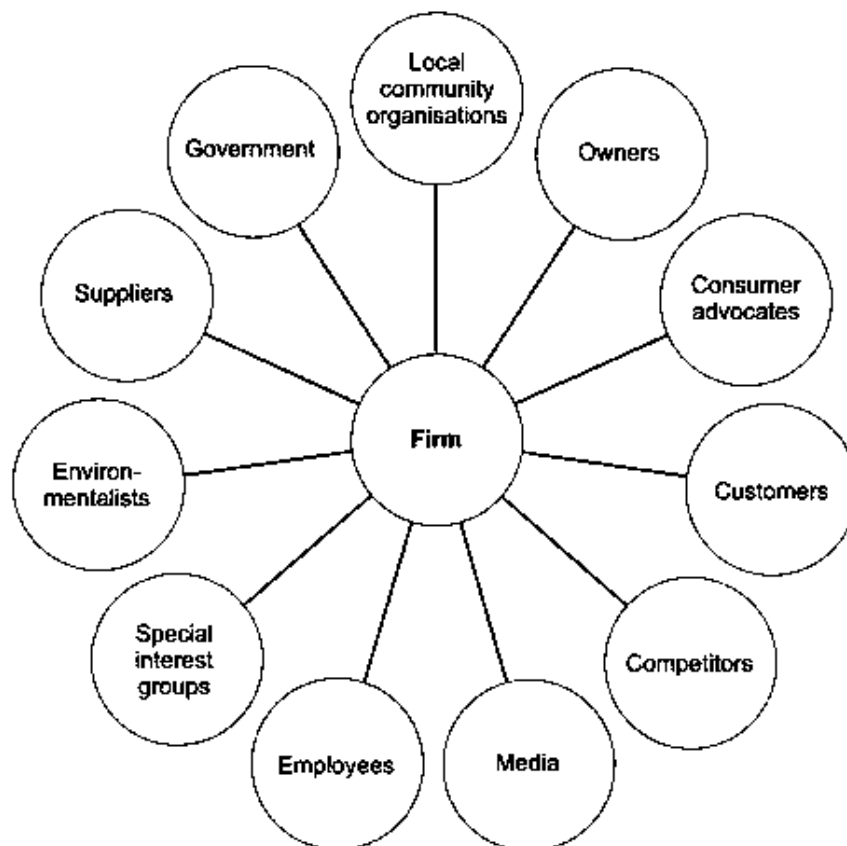
Figure 1. Stakeholder view of the firm (adapted from Freeman 2010, 25)

Freeman, Wicks, and Parmar (2004, 366), discuss the role of the stakeholders and argue that businesses must concentrate on creating value for this particular group. Freeman et al. (2004) also suggest that since economic value is created by a group of people and societies who voluntarily come to come together and cooperate, management's responsibility is to inspire stakeholders by creating communities where everyone concentrates towards the same values to bring in sought rewards. This means that businesses must take into account all groups or individuals that can influence business's activities. (364-365.)

Over the decades, the stakeholder theory has inspired a lot of discussion, further theories and even opponent views. It has also been widely used in business ethics and increasingly referred to in discussions on corporate responsibility (Fassin 2012, 39). Fassin's research (2012, 83), focused on the stakeholder attributes, especially on the notion of reciprocity and argued that in addition to rights, stakeholders also have obligations. Neville, Bell, and Whitwell (2011, 369), similarly focused on the stakeholder salience attributes, especially on legitimacy and argued that moral legitimacy should be impeded in managerial work. Fassin (2010, 41), in turn recognised that in addition to varying stakeholders, also non-stakeholders, a group that has no influence on the company, exists. In her research, Miles (2012, 286), took a stand on the notion of stakeholders discussing the lack of consensus concerning the concept. Naturally, the notion of a stakeholder has developed over the decades due to the developments in varying fields (Miles 2012, 291). Similarly Pajunen (2010, 31), recognises the discourse on the stakeholder theory and argues that even if the recognition of a stakeholder might be clear in a certain point of time, it is difficult to point out the varying relationships influencing the overall outcome of a company.

Although it has been argued that the stakeholder theory is simply managerial, the issue of stakeholders does not always hold managerial implications (Donaldson & Preston 1995, 87). However, as identified by Freeman (2010, 89), strategic management must be viewed broadly to involve different sets of values. Here it is argued that in order for an organisation to be successful, it needs to value all its stakeholders and create a dialogue between all influent factors for equal benefits.

Discussing education from the viewpoint of the stakeholder theory is interesting because higher education institutions play a major role in most societies around the world with social and economic contributions (Enders 2004, 363). In Finland, higher education offers an interesting approach due to the high social status of education in the country (Välimaa 2004, 42), and non-tuition fee education. Söderqvist (2002, 196), argues that special attention should be paid when discussing internationalisation in higher education in a non-profit organisation. It can be argued that due to the unique nature of education in Finland, higher education demands even more cooperation with the stakeholders involved. According to Tossavainen (2009, 539), internationalisation must be valued and integrated within the contexts of pedagogy, decision-making and practical arrangements. When referring to decision making, education requires managerial actions on the management level (Söderqvist 2002, 195). A higher education institution with its faculties and employees is likely to follow the set objectives given by the top management. The direction the institution is likely to choose is highly influenced by other stakeholders, the government, policies and objectives given by the local authorities. This requires the creation of integrated processes for win-win solutions (Freeman 2010, 170).

From the point of view of pedagogy and practical arrangements, the Bologna Declaration has brought along enhanced multiculturalism and harmonised pedagogical approaches where many institutions seek for points of international cooperation, rather than simply competition. Finnish higher education institutions have been active in building international as well as national cooperation through varying forms of agreements, networks and consortium. Välimaa (2004, 42), argues that Finnish Universities of Applied Sciences have become key forces of local development. In terms of pedagogy and decision making on the customer level, higher education in Finland offers an interesting example of the stakeholder theory, the government being the main financial contributor, not the customers, despite the high quality of education. Student recognition within the stakeholder theory is closely connected to the contexts of pedagogy, decision-making and practical arrangements. In the discourse on internationalisation, students and graduates are forced to battle their way into the professional world. Since students themselves

might have little knowledge over the strategy of an institution, it is crucial that they are made aware of the importance of international and multicultural competences during the course of study, and are offered increasing opportunities to make use of those competences.

Since an institution's existence is crucial for the presence of students, internationalisation, similarly to other responsibilities of higher education institutions, has elements of corporate social responsibility. In this sense, higher education institution holds the attributes described by Fassin (2012, 86-88), loyalty, morality, influence, power and fairness. The role of a higher education institution also marks its dependability: a company is the outcome of its students and the society (Pajunen 2010, 31). For this reason, internationalisation in higher education should be seen as a representation of national societies rather than entities brought on by globalisation and competition.

In order to answer the main research question, "How can a Double Degree Programme in Social Services be developed taking into account the stakeholders of Finnish higher education?", and to the second sub-question, "What are the main stakeholder expectations and needs to consider in the development of a Double Degree Programme in Social Services? ", the literature review generated answers to the first sub-question "Who are the main stakeholders in the development of a Double Degree Programme in Social Services?"

Stakeholders of Finnish higher education were revealed by the literature review as *students, institution, working life* and *national agencies* (see Figure 2).
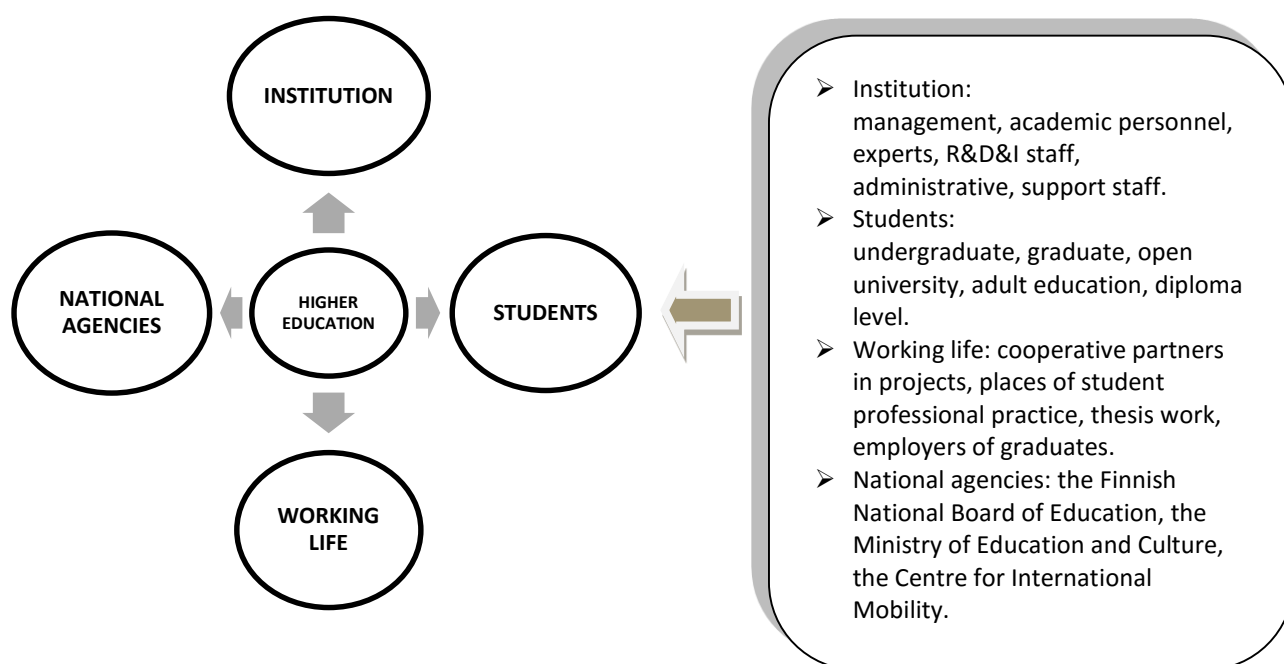
Figure 2. Stakeholders of the Finnish higher education in the development of a Double Degree Programme in Social Services

The figure presented highlights the stakeholders of Finnish higher education in the future development of the Double Degree Programme in question. Since higher education legislation and Double Degree Programme principles are, to some extent, country specific, the research includes only the stakeholders of Finnish higher education. According to Elkin et al. (2005, 324), institutional activities must bring internationalisation in the heart of the development processes. This means that in the future, higher education staff is likely to play even a more crucial role in the development of strategic cooperation programmes on a national level. Furthermore, staff members have a great influence on the competence creation of students. In terms of students, the customers of Finnish higher education are seen as the key stakeholders whose study experience shapes the future of these professionals and influences the study path of future students. Therefore, students' expectations and needs must be taken into consideration when developing international cooperation programmes. Students' contribution also helps the institution staff members to understand the attributes appreciated by students and place further emphasis on the issues that students' value. Students' views also help the efforts placed in marketing

and aid the management in terms of, for example, resource allocation and training. (Quintal Ian Phau 2014, 90.) Furthermore, by understanding the views of students, higher education can contribute to the enhancement of competences and skills required by the working life.

In addition to students and institution staff, also the working life plays a crucial role in international development. In addition to recruiting local students as trainees and employees, most working life partners recognise the importance of internationalisation and multiculturalism. This is already evident in the placement allocations for international degree students and incoming exchange students. Furthermore, most employers today value international competence when searching for skilled graduates. Employers may even recognise international experience as one of the most important attributes of employees. Although the working life may not be involved with the governmental regulations on internationalisation or degree programme level objectives, it has a crucial influence to the various development actions taken by higher education institutions. By following the guidelines of the national agencies, institutions themselves can work towards the common goals in internationalisation. Furthermore, as long as the national agencies continue setting objectives in international education, Finnish higher education institutions are to set their efforts in enhancing international competence creation through strategic level cooperation programmes, such as Double Degree Programmes.

3. Methodology

The methodology chapter introduces the methodological choices for the research, together with the research context. Chapter also includes information on the data collection, methods used and data analysis together with verification of the findings.

3.1 Research Approach and Design Research

The research strategy was chosen based on the research topic. In order to develop a Double Degree Programme in Social Services (Bachelor level) at JAMK, School of Health and Social Studies in the near future, a qualitative method with design research as the strategic approach was chosen for the research.

Design research, comparable to empirical research, may use multiple approaches. However, this research uses a qualitative research approach due to the nature of the research questions. (Kananen 2013, 29.) Qualitative approach offers a more interpretive view of the topic in question (Jha 2008, 45). Qualitative approach utilises the so-called "bottom up" approach that moves from rather specific theories towards generalisation (Sachdeva 2009, 24). Qualitative research can involve varying data collection methods from personal experiences to the review and use of varying materials, such as observation and interview (Jha 2008, 45). Within this paradigm of qualitative research, design research aims at bringing in change through a comprehensive understanding of the research problem (Kananen 2013, 32). According to Kananen (2013, 32), design research is a mix of development and research in repeated processes, where development work is usually referred to as improvement work at organisations (see Figure 3).
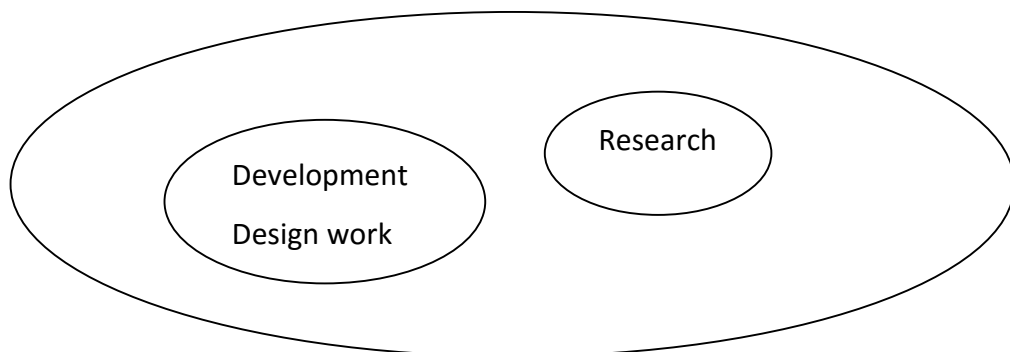

Figure 3. Design research: development and research work (adapted from Kananen 2013, 20)

In design research, the margin between research and design does not exist (Edelson 2002, 107). Design research can be referred to as a research, an approach or a research strategy, utilising quantitative or qualitative methodologies, or even both. Design research is conducted in organisations for the development of operations. (Kananen 2013, 20-21.) In addition, design research is a process that enhances researcher's knowledge on teaching, learning and educational systems. The starting point of design research focuses on hypotheses and principles that direct the research process. The set hypotheses should not be too detailed, nor focus on specifications so that the research proceeds in cycles towards implementation and data collection. (Edelson 2002, 106-107.) Edelson (2002) introduces three phases in the determination of a design outcome. These include a) the design procedure, which includes determining the process and the people involved in the development, b) the problem analysis, which focuses on the goals and possible needs of the design together with the opportunities and challenges, and c) the design solution, which intends to focus on the actual outcome, the design. (108-109.)

The research aims at finding answers to the research questions. The literature review generated answers to the first sub-question, "Who are the main stakeholders in the development of a Double Degree Programme in Social Services?" The main stakeholders of Finnish higher education were revealed by the literature review as *students, institution, working life* and *national agencies.* In turn, answers to the main research question "How can a Double Degree Programme in Social Services be developed taking into account the stakeholders of Finnish higher education?" and to the second sub-question "What are the main stakeholder expectations and needs to consider in the development of a Double Degree Programme in Social Services?", remain to be answered with the collection of data.

The stages of a design research follow the thesis stages by Kananen (2013, 16), proceeding from introduction to literature review, methodology and finally findings and conclusions. However, this structure is reflected to the organisation in question, which means on-going development work and improvements according to the research (Kananen 2013, 61). Development work proceeds in cycles (see Figure 4).
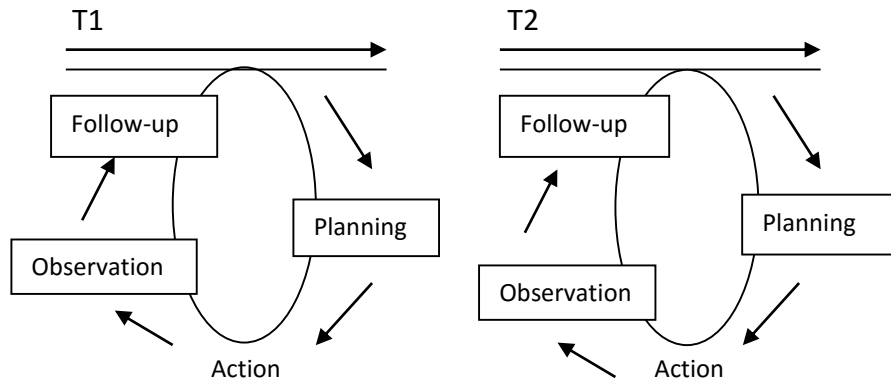
Figure 4. The cycle of development work (adapted from Kananen 2013, 61)

3.2 Research Context

Focus of the research is the Bachelor's Degree Programme in Social Services, a degree programme offered by the Universities of Applied Sciences in Finland. The example institution chosen in this research is JAMK University of Applied Sciences.

3.2.1 JAMK University of Applied Sciences

JAMK University of Applied Sciences (JAMK) located in Jyväskylä, is one of the most successful Universities of Applied Sciences in Finland concerning internationalisation. By following the strategy of the Ministry of Education and Culture, JAMK has placed internationalisation in the heart of the institutional strategy, where internationalisation has been ranked as one of the profile areas together with entrepreneurship and quality of learning. JAMK has nearly 400 partner institutions in over 50 countries with varied cooperation. (JAMK University of Applied Sciences, 2014.) Although cooperation agreements are usually tied on a faculty level, JAMK is also focusing on enhancing multiprofessional, strategic cooperation on an institutional level.

Currently, JAMK runs ten Double Degree Programmes, most of them at the Bachelor level. In the Double Degree Programmes created, students complete a designed part of their studies in the partner institution, gaining two-degree certificates from both, home and host institutions. JAMK recognises Double Degree Programmes vital since they offer students a widened knowledge of the competences required, in comparison to regular student or practical training exchange. In addition to enhancing competences required in working life, Double Degree Programmes are seen as beneficial, since they also improve entry to further studies. Double Degree Programmes are designed in a way that they do not prolong graduation, in turn curricula enables students to complete two degrees within the study right entitled by JAMK. Double Degree collaboration does not only benefit the students and JAMK, but also brings in visibility to the partner institution, not to mention, offers a truly international learning environment on campus. (JAMK University of Applied Sciences, 2014.)

The School of Health and Social Studies is focusing on developing a Double Degree Programme in Social Services with a high quality partner institution. Work concentrates on developing a programme with a focus on international and multicultural competences. In this model, curricula focus is on the core strengths of the partners, the local social and health care system together with local societies.

3.2.2 Degree Programme in Social Services

Bachelor's Degree Programme in Social Services was established in 1992, when Finnish higher education experienced the establishment of Universities of Applied Sciences. Currently, Finnish Universities of Applied Sciences educate social services experts in a similar manner, through Bachelor and Master Degree Programmes. The Bachelor's Degree Programme in Social Services at Universities of Applied Sciences comprises 210 ECTS Credits, which is 3.5 years of full time study. Degree prepares students for vocational expert roles although the areas of expertise can slightly vary between the Finnish institutions. (Helminen 2014, 10-11.) Helminen (2014, 12),

recognises that throughout the decades, experts in social services have worked in various positions, where interaction and support are key functions when dealing with varying client groups.

In most countries, the phenomenon is referred to as social work. However, in Finland, higher education institutions have separate roles when educating social services and social work specialists. The Degree Programmes (Bachelor and Master) in Social Services are offered by the Finnish Universities of Applied Sciences, whereas the Degree Programme in Social Work is offered by the Finnish Universities, leading to a Master's Degree in Social Work, Master of Social Sciences. (Helminen 2014, 10.) Here, the Bachelor's Degree Programme in Social Services is under discussion however, due to the unique nature of the field in Finnish higher education, most international literature referred to in the research apply to the field of social work.

At JAMK, School of Health and Social Studies, the Degree Programme in Social Services offers students the degree of Bachelor of Social Services in health and social studies. The degree programme includes focus areas of social counselling, early education, child welfare and family work, social rehabilitation and first-line management. In addition, the profile areas of JAMK, internationalisation and entrepreneurship, are also options for students to develop their competences in social services. (JAMK University of Applied Sciences, 2014.) Graduates of the degree programme can work in varying expert roles, such as in counselling, education, managerial and supervisory positions, the private sector and service units (JAMK University of Applied Sciences, 2014). In their various positions, many graduates also work under the supervision of a social worker.

In most of the Universities of Applied Sciences, social services education is offered in Finnish, same applies to JAMK. However, at the moment, the degree programme at JAMK offers approximately 30 ECTS Credits, professional studies and multiprofessional studies in English enabling a varied study abroad programme. The degree programme has tied Erasmus agreements with high quality higher education institutions around Europe, and has expanded the cooperation networks to Asia and

the USA. In addition, the degree programme is currently participating to a North-South-South network, enabling educational cooperation with African institutions in Ethiopia, Kenya and Tanzania.

The goals for the development of a Double Degree Programme in Social Services, on the one hand come from the national agencies' objectives for the increase of Double Degree Programmes at the Bachelor level and from the institutional strategic choices, and from the other, from the School specific and the degree programme level focus areas.

3.3 Data Collection

In the chosen strategy, design research, a qualitative approach is used since it aims at understanding the research phenomenon (Hirsijärvi, Remes, & Sajavaara 2010, 181). Qualitative research helps to understand experiences and other issues important for the research participants (Hennink, Hutter, & Bailey 2011, 9).

The approach used for the interviewee recruitment for stakeholder groups *1: students, 2: institution* and *3: working life* utilised the network strategy. The network strategy gathers participants, for instance, based on certain services or networks. In short, it could be argued that the network strategy means selecting individuals who have something in common. (Hennink et al. 2011, 96.) In this research, the distinctive feature of the groups was that, as stakeholders, all interviewees had a certain connection to social services, Double Degree Programmes or both. Participants were gathered through e-mail, phone and face-to-face enquiries. Since all interviewees had some sort of connection to the research topic, participants contacted confirmed their participation after the first enquiry.

In addition to the stakeholder interviews, a primary data collection also included a research diary. In turn, secondary data analysis included the stakeholder group *4: national agencies*, where existing publications and press releases were studied.

3.3.1 Semi-Structured Interviews

A semi-structured interview was the main source of data collection. In semi-structured interviews, all respondents are asked the same question, but get to answer in their own words (Eskola & Suoranta 1998, 86). Semi-structured interviews tend to be more flexible as well as manageable in comparison to structured interviews (Hammond & Wellington 2013, 92). Since the research aims at finding out stakeholders' expectations and needs, interview was seen as the most appropriate method since it helps to understand, for instance, experiences and perspectives. In interviews, the interviewee is seen as an active participant that can create meanings. Furthermore, the chosen method is also justified by the fact that there is rather little information available on the topic of Double Degree Programmes in the field of social services. (Hirsijärvi et al. 2010, 205.)

The open-ended interview questions together with the general information on Double Degree Programmes were sent to the interview participants' week or two weeks prior to the interview date by e-mail. This way respondents were able to gain further details on Double Degree Programmes in Finnish higher education in general. Dates and times of the interviews were fitted around interviewees' and interviewer's schedules. Interviews were carried out as individual interviews to enhance interaction. In addition, the advantage of one-on-one interviews is that the participants are not influenced by the group nor is the situation dominated by certain individuals (Hammond & Wellington 2013, 93).

Most interviews were carried out at the researcher's place of work, in a quiet room. The working life interviews were in turn carried out at the interviewees' place of work, personal working environment offering a more comfortable environment for the participants. Only one student interview was conducted using Adobe Connect Pro on-line connection since the student lived in another city. The interview setting was agreed in advance with each participant. Concerning campus settings, participants expressed their wiliness for the choice of interview setting due to the familiarity and central location of the university campus areas. According to Witzel

and Reiter (2012) the choice of the interview setting and location can contribute to the overall fruitfulness of the dialogue. In addition, ethical matters were acknowledged by the research, by explaining confidentiality and practicalities of the recording principles to the participants prior to each interview. (65-66.) Language of the interviews was Finnish to avoid misunderstandings, apart from the student interviews, which were carried out in English due to the fluent language skills of the participants. Interviews were recorded to make sure that all required data was caught. Duration of each interview was up to an hour. Those interviews conducted in Finnish were translated into English. Interviews were first analysed during the same day and coding process was started once required information from each interview group was received. With regards to the interviews of the students and the institution representatives, the number of interviewees was raised by one person when the interviews proceeded in order to being able to find out required answers for each question.

Stakeholder group 1, students: The student interviews included four Bachelor level participants: two JAMK students from a Bachelor's Degree Programme in Social Services and one JAMK student from a Double Degree Programme in Mechanical Engineering and one JAMK graduate from a Double Degree Programme in Mechanical Engineering. Social Services students were to graduate during spring 2015, and were chosen for the interview due to their background in social services and international experience. Both students had taken an exchange period abroad in Sweden and in the Netherlands. Concerning the Double Degree programme in Mechanical Engineering, both, the soon to be graduate and the recent graduate were chosen for the interview due to their personal participation to Double Degree Programmes conducted with Esslingen University of Applied Sciences and with North-Carolina State University. Student interviews were carried out in English to avoid possible mistakes in translation. Three interviews were carried out face to face and one interview through Adobe Connect Pro on-line connection due to the distance between the interviewer and interviewee.

Stakeholder group 2, institution: The institution interviews included four participants: a Principal Lecturer and Programme Coordinator for the Master's Degree Programmes, a Principal Lecturer for the Master's Degree Programme in Social Services and a Head of Department for Master's Degree Programmes. Fourth interviewee was the International Relations Manager of JAMK. All staff members are closely associated with Double Degree Programmes and were able to reflect experiences throughout the varying stages of the Double Degree Programme development. In addition, the Principal Lecturer in Social Services was able to offer insights into the field in question. In turn, the International Relations Manager of JAMK was able to reflect crucial national level and institutional level processes and principles on internationalisation and on Double Degree Programmes. Interviews were carried out in Finnish and face to face at the School's campus areas.

Stakeholder group 3, working life: The working life interviews included two participants: a social worker from Jyväskylä Immigrant Services and a social counsellor from Jyväskylä Multicultural Centre. The working life participants were selected for the research based on their current work in multiculturalism in the area of social services and their study experience within the field. It was seen that these two interviewees had the crucial knowledge from the field and were able to reflect the core of the future programme, multiculturalism and internationalisation from the side of the working life. Interviews were carried out in Finnish at the interviewees' place of work.

Research questions to the three stakeholder groups are attached in Appendices 1-3. Research questions were modified according to the interview group to gain required answers for each question.

3.3.2 Research Diary and Observation

A research diary was used as a basis for the research together with observation. According to Kananen (2013, 108), a research diary lays the platform for observation.

In observation, the researcher must spend plenty of time with the research topic and get involved with various activities together with reporting findings in the phenomenon in question (Kumar 2011, 129). In qualitative research, the collection of information and analysis of the research diary take place throughout the study period, which means that observation carried out is followed by an immediate study of the materials and a summary (Kananen 2013, 108).

In this research, in addition to notes from everyday observation, the research diary included personal notes from the field. According to Silverman (2005) there is no certain correct method for keeping a research diary. However, keeping notes must be a critical process, which is crucial in understanding what happens in the field of study. (251-252.) A research diary with observation and personal notes was kept during the period of April 2014 – April 2015. Observation and personal notes were recorded from everyday work within internationalisation, from the coordination of the Master level Double Degree Programme at the School of Health and Social Studies and from the planning of a Double Degree Programme in Social Services. Notes were gathered from varying business trips abroad, visits to partner universities, everyday discussions and idea sharing with colleagues and students. In the research, the research diary from everyday observation and personal notes was used to support the findings from the interviews and for enhanced pooling and sharing of information. Therefore, the research diary was seen as an essential tool to enhance knowledge and contribute to the research findings.

3.3.3 Information from National Agencies

In terms of the *stakeholder group 4*, the national agencies, existing publications and press releases were studied from the Finnish National Board of Education, the Ministry of Education and Culture and the Centre for International Mobility in Finland, to understand the national dimensions and principles of conducting Double Degree Programmes within Finnish higher education. These were reflected to the guidelines of the European Commission and towards the Double Degree Programme

objectives on international level. The information from the national agencies was studied in conjunction with the Double Degree Programme principles at JAMK University of Applied Sciences in order to understand the applicability of the principles on an institutional level. In this research, it was seen that possible interviews conducted to the representatives of the national agencies would result in rather narrow views on the policies related to Double Degree Programmes. Furthermore, organisation of the interviews would have been difficult since the principles concerning Double Degree Programmes in Finnish higher education are established on a governmental level. Since official and written materials on national and international levels on the topic existed, in this research the published, official materials were used as research materials as such for the particular study group. Written materials have a meaning to the research in all its stages and can even be used as a means for answering the research question (Kananen 2011, 63). In this research, the official published materials aimed at answering the research questions in terms of the stakeholder group in question.

3.4 Data Analysis

The research was carried out using qualitative methods. It was seen as the most appropriate choice of finding out stakeholders' expectations and needs concerning the future development of a Double Degree Programme in Social Services.

Data analysis means that the researcher is able to go through a process of discovery leading the researcher towards an evidence-based understanding of the research topic. There are varying ways to describe a qualitative data analysis, but simply, the process can be interpreted as something that is creative, flexible and even having the features of chaos in it. (Hennink et al. 2011, 205.) Concerning the stakeholder interviews, the data analysis began with the transcription of the recorded data. Since the interviews for the stakeholder groups 2 and 3 were conducted in Finnish, interviews were translated into English after transcription. After that, all materials were carefully read through several times. This was followed by a coding technique,

where sentences having a certain meaning were pulled out from the current text and all unrelated material was left out. An Excel worksheet was created where sentences relating to the two research questions were first inputted and text turned into meaningful words and codes. Each code created indicated the meaning of every sentence as created by the researcher. This helped to create an overall understanding of the gathered data. (Eskola & Suoranta 1998, 156-157.) Filtering the sentences into words and codes was crucial in finding answers to the research questions and helped in formatting the codes into meanings (Silverman 2005, 155).

Table 1. Students' expectations considering Double Degree Programmes

Attribute	Data from students' expectations	Extraction	Code
Expectation	Getting to know the system of the host country and for getting new contacts	Cultural experience	ESC
Expectation	To study with other students, with their language, getting into the culture and experiencing local life	Cultural experience	ESC
Expectation	Getting a new perspective on studies, something new	Learning competence	ESL
Expectation	Learning in different way	Learning competence	ESL
Expectation	Connect with the companies in the area	Standing point in the job market	ESJ
Expectation	Open doors after graduation and gaining benefits in practice	Standing point in the job market	ESJ
Expectation	It gives me something other students do not have	Learning competence	ESL
Expectation	Employers would appreciate that I had completed a DDP	Standing point in the job market	ESJ

Concerning the stakeholder group 4, national agencies, and the second method of data collection, a research diary and observation, data was analysed in a similar manner. Published materials from the national agencies were first gathered together from varying sources and information read through carefully several times. All the relevant information on the principles concerning Double Degree Programmes were

reflected against the Double Degree Principles of JAMK University of Applied Sciences and summary of all materials was grouped together. With regards to the research diary and observation, data was carefully reduced and grouped together into sections. Sections were divided based on the place and time of gathering data. Groups were divided based on the topic of the observation since data collection included information from Finland and abroad. Data analysis for the national agencies together with the research diary and observation was followed by a coding technique. In this, sentences were filtered into meaningful words and codes utilising an Excel worksheet. Data analysis was carried out using the principles referred to by Silverman (2005, 178), from coding the data to examining how meanings are interrelated. Coding and filtering was again an essential tool in finding out answers to the research questions due to the large amount of data available. According to Silverman (2005) gathered research notes aim at gaining an understanding how the participants describe certain activities, events and groups. This means understanding when, why or how certain issues occur or to recognise, for instance, certain conditions. (174.)

3.5 Verification of Findings

One of the core features of a qualitative research is that the researcher has a key role in the research and can greatly influence the reliability and validity factors of the research. In qualitative research, the researcher is the primary source of reliability, which is reflected throughout the study process. (Eskola & Suoranta 1998, 210.) In all research, the factors of reliability and validity must be considered from the beginning of the research. In design research, the researcher must take into account two processes: development work and research work. While research work is focused on science, research and credibility observation, development work in turn is carried out according to its own principles where the factors of research and science influence at the background. (Kananen 2013, 177.) In qualitative research the main concern is the overall quality of the research which is measured by credibility:

reliability (consistency of the research findings), and validity (appropriate issues are being researched) (Hammond & Wellington 2013, 150).

The research recognised the credibility factors of a qualitative research, although design research has some of unique features of its own. Credibility issues in all research are crucial since they refer to credible, believable study results (Johnson 2002, 71). As recognised by Kananen (2013, 186), external validity in design research is not a challenge since the research includes the required individuals as participants in the study. This research followed the notion by Kumar (2011, 185), which highlights that transferability issues can be enhanced if all the stages of the research are carefully described. Challenges with reliability are recognised in this research since repeating the research with similar results would be difficult since design research aims at change (Kananen 2013, 186). This research used the seven steps of credibility created for action research by Johnson (2002, 71-72), which include: 1) detailed results from data collection, 2) careful description of data collection and analysis, 3) paying attention to all data, 4) recognising objectivity at all stages of the research, 5) using varying sources of data, 6) using useful and correct data sources, 7) taking enough time for all processes.

It was considered crucial for the credibility of the research that the researcher was able to gather information from all the stakeholders recognised at the literature review phase and that all interviewees had a connection with the research topic. Fluent dialogue with the participants and exact information of the confidentiality factors prior to each interview created a comfortable interview situation, which enhanced credibility. Credibility was further enhanced by the language selection based on the participants' language skills. Furthermore, the time allowed for the coding processes at the data analysis stage was seen as a crucial factor in gaining objective results. Concerning the observation for the research diary, the amount of materials gathered was multiple due to everyday work of the researcher in the field of internationalisation. The bias for the research diary results was reduced by the varying information sources from personal work, which included information gathered from Finland and abroad. Furthermore, due to the nature of the research

questions it can be seen that the researcher's close association with the topic and in-depth understanding of the area was crucial in order to conforming to the principles of development work required by design research.

4. Results

This chapter includes the results of the empirical research. The purpose of this research is to enhance the development of a Double Degree Programme in Social Services (Bachelor level) at JAMK, School of Health and Social Studies. So far, the research has generated answers to the first sub-question, the stakeholders of Finnish higher education were revealed by the literature review as *students, institution, working life* and *national agencies.* The remaining aims are to find out what are the main stakeholder expectations and needs to consider in the development of a Double Degree Programme in Social Services and how can a Double Degree Programme in Social Services be developed taking into account the stakeholders of Finnish higher education.

Results from stakeholders' expectations and needs are discussed first, followed by the presentation of the stages of a Double Degree Programme development.

4.1. Students' Perspective

4.1.1 Expectations of the Students

The main expectations of the students considering Double Degree Programmes include personal and cultural factors. Students expect that a Double Degree Programme would offer them enhanced learning competence, such as getting a new perspective on studies, learning something new and gaining skills possessed only by Double Degree Programme students. Students also expect that a Double Degree Programme would offer them the opportunity to learn in a different way.

Furthermore, it is seen that a Double Degree Programme should offer students a standing point in the job market, which means that during the compulsory exchange period connected to the programme, students would be able to connect with the local companies and to gain benefits in practice. Expectations also include future employers appreciating the degree completed. Students also value the cultural experiences offered by the Double Degree Programme. Cultural expectations include getting to know the life, system, culture and students of the host country. In addition, students expect that they would be able to make new contacts during the exchange period.

4.1.2 Needs of the Students

The main needs of the students considering Double Degree Programmes refer to programme support, practical and academic arrangements. Students feel that they would need to receive programme related and personnel assisted help from the home and host universities during the studies together with receiving assistance with administrative issues prior and during the programme, such as assistance with filling in paper work. Students also require assistance with the exchange period connected to the programme. These practicalities include issues, such as, assistance with finding a place to live in the host country, financial issues, free time activities, orientation towards the host culture prior to departure and having a student tutor in the host country assisting upon arrival.

In addition to practicalities, also academic matters, such as clear goal setting, study plan and academic planning considering the programme are major needs of the students. Students' value having clear goals set for the programme, which means commitment from the academic personnel so that both students and staff members understand what is required from the programme itself and that staff members from the home and host institutions can offer support to the students. Furthermore, students feel that clear goals help students in understanding the requirements and cultural differences in academics all together. Students also see having a supported

study plan with compulsory and elective modules and clear process of accreditation as major needs. Needs concerning academic planning refer to having an appointed responsible person of the programme available for the students and having clear enough administrative processes set for the programme. Students also see that by understanding what is required, students are able to gain benefits of the programme in practice.

4.2 Institution's Perspective

4.2.1 Expectations of the Institution

The main expectations considering a Double Degree Programme in Social Services as expressed by the institution representatives are internationalisation and institutional strategy. All respondents see internationalisation as an expectation because internationalisation encompasses the whole institution enabling the exchange of students, staff members, cultures and perspectives. Internationalisation also offers the opportunity to develop the international network. Institutional strategy in turn is reflected as an expectation since Double Degree Programmes require common processes within the institution, team efforts and personnel commitment on the university level. Double Degree Programme development also offers institutions points to develop the existing processes and helps the institution to understand what can be done better.

In addition to the two mostly referred to expectations reflecting the strategic work of JAMK on institutional level, the next most important expectations referred to by the institution members are enhanced attractiveness and extra value offered by Double Degree Programmes and the national agency regulations. It is expected that Double Degree Programmes themselves should be attractive and that these international programmes attracting student applicants bring visibility also for the degree programmes conducted in Finnish. Institution representatives also expect that Double Degree Programmes bring in extra value, for the students as well as for the

higher education institutions in question. The national agency regulations are referred to in the light of meeting the objectives of the Ministry of Education and Culture, such as increasing Double Degrees at Bachelor level education.

4.2.2 Needs of the Institution

The main needs considering a Double Degree Programme in Social Services as expressed by the institution representatives refer to the quality of education, national and international cooperation. When developing Double Degree Programmes, institution representatives find the quality of education as the most important need. Issues, such as offering a high quality, accredited education, having a Double Degree Programme that meets the EQF criteria and education appreciated also by partner institutions are valued. It is also important that the partner institution offers contents to the Double Degree Programme not offered by the home institution. Furthermore, the developed Double Degree Programme should offer multi-level competences and competences that carry on into the future. Institution representatives see joint goals between the Double Degree partner institutions as the second most important need. Joint goals refer to having, for instance, common trust, respect, common processes, commitment and responsibilities between the partner institutions. Many of the joint goals are already reflected to the point of planning and agreement level processes.

The national agency regulations are also seen as one of the main needs of the institution when developing a Double Degree Programme in Social Services. These factors include taking into consideration the law, national guidelines, regulations of the Ministry of Education and Culture together with the Ministry's strategy. Stakeholder cooperation is also highlighted as one of the main needs of the institution. In addition, stakeholder cooperation is the most important factor when asking the respondents to name the other issues to be considered in the Double Degree Programme development in general. It is seen that education must be appreciated by the stakeholders and that the stakeholders should be acknowledged

when planning Double Degree Programmes. Stakeholders, referred to as students, institutions and working life are seen as the groups, which should mostly benefit from Double Degree Programmes. Institutions should build common goals towards Double Degree Programmes defined on a national level, and to find ways of supporting on-going as well as new cooperation. It is obvious that JAMK should cooperate together with other higher education institutions to create common guidelines and processes to support the development of Double Degree Programmes on a national level.

The institution representatives highlighted the national agency regulations both, in their expectations and needs considering Double Degree Programme development. Although the national agency regulations are not considered as the most important expectations and needs by the institution representatives, clearly the European and national level guidelines act as major principles on an institution level when developing Double Degree Programmes in Finnish higher education.

4.3 Working Life Perspective

4.3.1 Expectations of the Working Life

The main expectations of the working life representatives considering higher education graduates refer to professional know-how, practical skills and personal strengths. Working life representatives feel that professional know-how is the main competence expected from social services graduates, which includes the overall field specific knowledge and competence together with ability to acquire and use information. Expectations concerning practical skills include practice experience and overall practical know-how. These are something to which higher education institutions and students themselves are encouraged to pay further attention.

Personal strengths expected from graduates include ability to work alone, being open to and able to develop one's work. It is seen that graduates should be rather bold to work independently while developing their own work and at the same time respect the already created methods in use at the place of work.

4.3.2 Needs of the Working Life

The main needs of the working life representatives considering higher education graduates refer to multicultural and international competences together with commitment to one's work and motivation. Multicultural competence is seen as the main competence needed by the working life in the area of social services and refers to being able to meet and understand people from different cultures and with different backgrounds, and is something that employers in the field are likely to value. International competence is also of importance, although is not seen as the main competence. International competence is, however, valued since international experience supports graduates' Curriculum Vitae. Furthermore, the second interviewee reflected aspects of a Double Degree Programme further stating that she would require that a graduate from a Double Degree Programme in Social Services would be able to understand and reflect how social work and social services is carried out in the different countries the student has studied in. She also feels that the graduate within the discipline could bring in new working methods and possibilities to the place of work. In addition, the representative sees that the graduate would need to show the gained skills in practice at the place of work.

Commitment towards one's own work and motivation referred to by the working life include aspects such as graduates being able to think critically towards their work, to be open-minded, and to be able to throw oneself into a certain situation, and to be able to face difficulties. It is seen that the area of work demands a certain persona, someone who is able to understand and handle the customer and the burdens created by the work.

4.4 National Agencies' Perspective

4.4.1 Expectations of National Agencies

The main expectations of the national agencies considering Joint and Double Degree Programmes refer to the objectives of the European Higher Education Area (EHEA), where the implementation of Joint Degrees was set as one of the main principles in 2001. This was followed by a decision made in 2003 by the Ministries of the Bologna Process countries to support the development and quality implementation of Joint Degree Programmes. In 2004, the European Commission implemented Erasmus Mundus Joint and Double Degree Programmes at Master level through the Erasmus Life Long Learning Programme. (Opetusministeriö 2004, 1.) Erasmus Mundus Joint Degree Programmes at Master and Doctoral levels are continuing through the Erasmus+ Programme Framework. The main principles of programme countries are available on the European Commission website, and include the country specific requirements and degree awarding principles (European Commission, 2015).

With regards to the legislation of Finnish Universities of Applied Sciences, the guidelines on the degree awarding education state that degree awarding education can be implemented as cooperation leading to one or more degrees together with one or more Finnish or foreign University of Applied Sciences (Finlex, 2014). Although within Finnish Universities of Applied Sciences most Double Degree Programmes are created at Bachelor level, many of them through inter-institutional agreements, the set European Commission guidelines are acknowledged and followed. It can also be seen that the created frameworks on the Joint and Double Degree Programmes at Master and Doctoral levels offer a structure for the development of Double Degree Programmes at Bachelor level.

The guidelines of the implementation of Joint and Double Degree Programmes in Finland follow the principles created by the Finnish National Board of Education, the Ministry of Education and Culture, Finnish higher education institutions and the Centre for International Mobility. These guidelines can be seen as the main

expectations of the national agencies on a national level. So far five reports have been published between the years 2004-2014. These reports act as guidelines to the Finnish higher education institutions on the development and design of Joint and Double Degree Programmes. Similarly to the European Commission's expectations, Finnish national agencies see that Double and Joint Degree Programmes compliment to the needs in education, add value and connections to the existing degree programmes. It can also be argued that these degree programmes enhance stakeholder cooperation bringing in education, research and the working life closer to each other. Furthermore, these degrees enhance internationalisation and quality within student and teacher mobility programmes. (Opetushallitus 2014, 1.)

4.4.2 Needs of National Agencies

The main needs of the National Agencies considering Joint and Double Degree Programmes can be seen as the quality, consortium level, institutional level and programme specific guidelines. These include the structure and content related issues that highlight the information to be obtained by the programmes. In comparison to other degree programmes, the main difference between Joint and Double Degree Programmes is a compulsory student mobility period. The guidelines recognise that all Joint and Double Degree Programme students must complete a certain part of their studies in the partner institution and that completed contents will be fully accredited towards the Finnish degree. In order to carry out the compulsory mobility period, higher education partner institutions must ensure that the designed mobility plan, structure and accreditation processes are in place together with the degree awarding processes. (Opetushallitus 2014, 4-7.)

Finnish higher education institutions follow the set national principles when conducting Joint and Double Degree Programmes. JAMK has taken the guidelines of the national agencies and utilised the created requirements on institution and faculty levels when conducting Double Degree Programmes. JAMK displays the available information on the institution website (www.jamk.fi), and on the intranet websites

directed for students and staff members. In addition, the International Services of JAMK has created staff guidelines on the organisation of Double Degree Programmes. These guidelines follow the set principles of the national agencies, and offer a systematic guidance concerning the Double Degree Programme development, from the concepts and purposes of Double Degree Programmes to the agreement related information and the actual implementation process.

4.5 Stages of a Double Degree Programme Development

In order to develop a Double Degree Programme in Social Services (Bachelor level) at JAMK, School of Health and Social Studies, the research results offer implications on the main points of consideration in the development process. Research follows the structures presented in the methodology chapter focusing on design research.

In this research, the model utilised by Kananen (2013, 61), with the phases of planning, action, observation and follow up is incorporated with the process of design outcome suggested by Edelson (2002, 108), which includes the design procedure, the problem analysis and the design solution. The action methodology is presented here in the light of the main research question, "How can a Double Degree Programme in Social Services be developed taking into account the stakeholders of Finnish higher education?" Presentation includes results from the stakeholders of Finnish higher education and the conducted research diary. Results are reflected towards the results considering stakeholders' expectations and needs presented earlier.

Design Procedure and Problem Analysis – Internationalisation and its Value

The first action in design procedure and problem analysis stage is the overall motivation for the future development of a Double Degree Programme. This must take into account how the stakeholders of Finnish higher education value internationalisation. Based on the results, the main reason for students taking part to a Double Degree Programme refers to the international opportunities offered by the

programme. Students are interested in living and studying in other countries and experiencing the life abroad. Students also feel that through a Double Degree Programme they would be able to fulfil their dreams, grow professionally as well as personally. Based on the gathered research diary, results show that Finnish higher education students are indeed interested in internationalisation and overall in Double Degree Programmes, even if the option is not offered to them in their field of study, and actively seek to enhance international competence during their studies. Institution representatives in turn refer internationalisation as their main expectation. They also see stakeholder cooperation as the most important factor in the development of a Double Degree Programme in Social Services, where the actual understanding of internationalisation and the value brought by it should be acknowledged. Institution representatives argue that institutions themselves must understand how students in social services value internationalisation and Double Degree Programmes overall. From the view point of the working life, working life representatives see internationalisation and multiculturalism as everyday. International cooperation programmes are seen in a positive light, and something that do not only benefit the Finnish students, but also foreign students should be seen as beneficiaries of these programmes. Working life representatives argue that Finnish higher education institutions should build international cooperation programmes, such as Double Degree Programmes, around the fields which bring workforce to Finland. International cooperation is seen as an opportunity for Finnish higher education institutions to enhance the brand of Finland overall and the popularity of the degree programmes on offer.

Action 1: Understanding how internationalisation is valued by the stakeholders of Finnish higher education offers a starting point for the future Double Degree Programme development.

Design Procedure and Problem Analysis – The Importance of Strategic Guidelines

The second phase of the design procedure and problem analysis includes the strategic implications on international, national and institutional levels. Results from

the secondary data analysis show that Joint and Double Degree Programmes are supported by the national agencies of Finnish higher education and that national guidelines support the established European Commission regulations. The research diary proves that number of the Universities of Applied Sciences around Europe have placed their efforts in developing appealing study abroad programmes to enhance international opportunities offered to the students in social services and social work. However, the research diary also shows that too often strategic actions towards Double Degree Programmes are somewhat lacking, strategic level work being mainly carried out by appointed personnel in internationalisation. Although those personnel associated with Double Degree Programmes highly value the relationships and common trust created by these programmes, often the lack of commitment on institutional or on faculty levels slows down the implementation process. Furthermore, several personnel consulted around Europe seem to have little information on the national agencies' guidelines within the country. With regards to students, in addition to internationalisation, professional and personal growth, students see the second degree awarded by Double Degree Programmes as of high importance. Therefore, the created strategies on the European Union level must be filtered towards the strategies implemented on institution and faculty levels. Institution representatives clearly stressed the importance of institutional strategy in the Double Degree Programme development stating that internationalisation strategy on institutional level together with planning processes and principles must exist in order for staff members to commit to the programme being developed. Furthermore, institution representatives see that although development processes must understand the skills needed in the working life, institutional level processes must also value the skills needed in higher education.

Action 2: Institutional strategy must highlight the importance of Double Degree Programmes, taking into account the guidelines of the national agencies.

Design Procedure and Problem Analysis – Finding a High Quality Partner Institution

The final stage of the design procedure and problem analysis refers to one of the most crucial points in the Double Degree Programme development, finding a suitable partner institution. Although the results from the research diary show that the development of a Double Degree Programme in Social Services on European level is challenging, institutions should acknowledge the various benefits brought by these programmes when searching for the right partner. Research diary shows that those personnel associated with Double Degree Programmes overall feel that the strategic level cooperation enhances common goals, commitment and trust together with mutual know-how of the processes. The level of respect created through Double Degree Programmes also ensures continued strategic level cooperation in the future. Institution representatives see that the variety of contents offered by Double Degree Programmes from professional practice to academic exchange are key factors to value in the Double Degree Programme development. Institution representatives note that the national agencies should also focus on marketing to enhance the understanding and visibility of these programmes on a national level. In turn, results from the working life representatives show that marketing of international cooperation programmes does not only enhance internationalisation, but also highlights the institution and the degree programmes offered in Finnish in a positive light. Results overall prove that in order to find a suitable partner institution for the programme, Finnish institutions must create marketing actions nationally and focus on benchmarking internationally. Benchmarking should include the utilisation of the personnel members associated with Double Degree Programmes who can further enhance the importance and benefits brought by these programmes to all stakeholders of higher education. Finally, institutions must also take into account the skills and competences sought by the working life in order to develop a programme that offers the best possible benefits. Based on the results, working life representatives highlight multicultural and international competences as the most important competences of graduates sought by the employers in social services. Thus, a Double Degree Programme in Social Services must be designed with a partner institution that can contribute to the enhancement of the competences required.

Action 3: Finding a suitable partner institution requires a long-term partnership and benchmarking to make foreign institutions aware of the benefits of the programme.

Planning Stage - Contents of the Programme to Enhance Students' Competences

At the planning stage of the Double Degree programme, the contents of the programme are finalised. Based on the research results, similarly to expectations, students also reflect the importance of enhanced learning competence and professional growth in the research results when being asked for the main reasons why students would take part to a Double Degree Programme. Overall, students are interested in seeing how their field of study is carried out in the country of exchange, engaging in new contents and making connections with the working life. The quality of studies is important since it offers a broader perspective on studies and enables students to see how their field is carried out abroad. Institution representatives also recognise the quality of education as one of the key areas of a Double Degree Programme development, arguing that in addition to deepening students' reflection and thinking, Double Degree Programmes are a way to create degrees required by the working life. Clearly, the main step in the Double Degree Programme development is the comparison of curricula and the quality of contents offered by the programme. The creation of study abroad programmes between the partner institutions can be seen as the starting point, where partner institutions reflect the already created modules and compare how these modules can be built further for the programme being developed. Both institutions must offer contents to the programme not offered by the home institution so that students can reflect their learning during the time spent abroad. Partner institutions must also take into account that the academic exchange, professional practice exchange or thesis work incorporated to the programme is appealing to students, and something, which enhances students' competences, and at the same time is not too challenging. Contents of the programme must also fit to the degree programme at the home institution, and follow the recognised guidelines of the national agencies where planning is continued with the creation of a full mobility plan, accreditation, degree awarding processes including all other required structures. As the results show,

guidelines of the national agencies' must be acknowledged on institution and faculty levels in order to move towards the design stage.

Action 4: The contents of the Double Degree Programme must be of high quality focusing on the curricula, enhancing students' competence building and services offered by the programme.

Design Solution - Design as a Joint Process

In addition to creating the Double Degree Programme content and structure with the partner institution, the design solution stage refers to the enhanced involvement of the stakeholders in question. In addition to involving students of social services with the development process, partner institutions must also gather information from current Double Degree Programme students and the alumni to understand how these programmes have benefitted students in practice. The involvement of students is also important for institutions to understand the essential programme structures highlighted by students, such as support services, administration processes and academic support offered prior and during the exchange period. In addition, the results of the research show that services associated with the exchange period, such as free-time activities, must be organised so that the exchange period can be carried out as planned. Since a Double Degree Programme requires a high level of commitment, the home institution must also make sure that students understand the level of academic performance required. This phase must also include members from the education staff to the international services, marketing and other support services, such as student services to ensure that all the institution staff members commit to the programme. The level of commitment is finalised by visualising the areas of responsibility for the programme agreement. Whereas the working life organisations may act as places of student professional practice during the programme or as students' future employers upon graduation, working life members can also contribute to the development stage through several ways. As recognised by the working life representatives, the overall needs of the working life should be taken into account when developing international cooperation programmes. In

addition to understanding the skills sought by the working life, also practicalities, which can influence the programme implementation, must be considered. According to the results, job resources were highlighted as a crucial factor, which institutions must consider in everyday work.

Action 5: All the stakeholder groups must commit to the Double Degree Programme design process for successful implementation.

Action, observation and follow-up – the Implementation Process

The action phase refers to the finalisation of the agreement together with completing the steps in the implementation process followed by observation and follow-up. From the institutions' point of view, the implementation process begins with the marketing of the programme, followed by student application and selection. It is of crucial importance that the home university personnel knows the partner institution and the content and structure of the programme well enough so that the application process and created learning agreements are completed in a correct manner. Research diary results show that various methods of enhanced dialogue during the implementation process are also crucial to ensure success of the programme. This phase includes the enhanced regular on-line and face-to-face meetings between the partners to ensure that all the steps can be fulfilled as agreed, and that future meetings through the implementation process are settled. Partner institutions must also make sure that students' learning is enhanced with information sharing and that required on-line courseware has been designed in the light of study and networking. At this stage, partner institutions must also recognise that continuation of the programme can only be ensured by constant observation and follow-up, which follow the process cycle throughout the action phase. Appointed personnel must make sure that institution feedback and quality actions are carried out as agreed and recognised by the Double Degree Programme agreement. Partner institutions must also ensure that working life commitment does not diminish after the design phase. In turn, institutions and working life should try to create ways of continuing to improve the visibility of the programme with possible

new partners in working life. Gathering of feedback from the graduate students is also important to understand the benefits of the programme and possible changes to be made for future continuation. In addition, Finnish higher education institutions should try to enhance dialogue with other institutions on a national level. Despite the created guidelines and principles by the national agencies, information on Double Degree Programmes especially in the area of social and health care could be enhanced. As recognised by the institution representatives, sharing of the best practices on a national level could lead to further visibility of these programmes, including successful implementation and follow-up. Once these final steps are settled and agreement finalised, the design phase of the development of the Double Degree Programme has been completed and the programme is ready for implementation.

Action 6: The implementation process and quality assurance must be settled before the Double Degree Programme implementation.

A Double Degree Programme development includes design research with the steps of the development actions presented (see Figure 5).
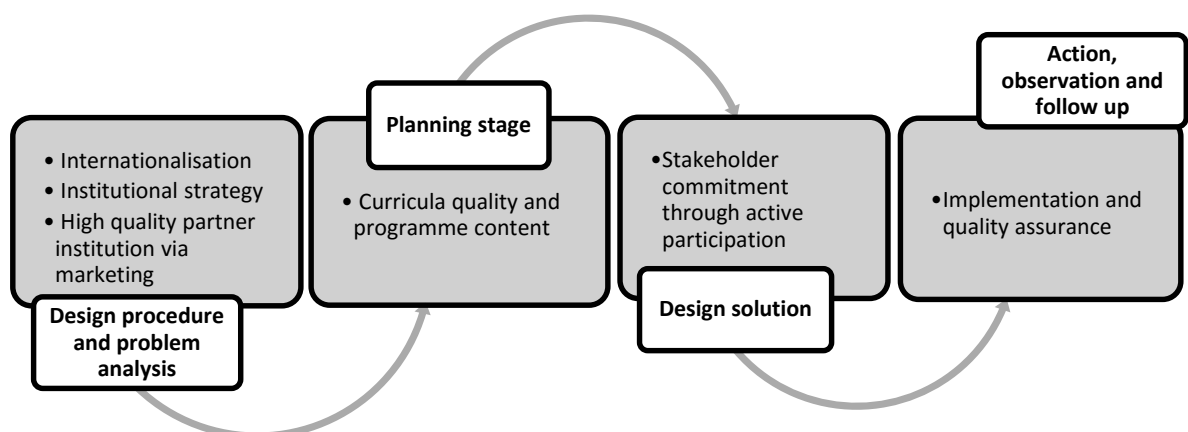

Figure 5. Stages of a Double Degree Programme development in Social Services (adapted from Kananen 2013, 61; Edelson 2002, 108)

5. Discussion

This chapter includes the discussion of the empirical research. Chapter displays a summary of the results together with a comparison of the results against the reviewed literature and the theoretical framework, the stakeholder perspective. Discussion chapter will also review the limitations of the research together with verification of findings before discussing contributions of the research together with recommendations for future research.

5.1. Answering the Research Questions

The purpose of this research is to enhance the development of a Double Degree Programme in Social Services (Bachelor level) at JAMK, School of Health and Social Studies. In line with the structure of the research and the chosen research method, design research, the research questions were formulated as follows:

The main research question formulated at the beginning of the research was:

- How can a Double Degree Programme in Social Services be developed taking into account the stakeholders of Finnish higher education?

In order to answer the main research question, the supportive research questions formulated at the beginning of the research were:

- Who are the main stakeholders in the development of a Double Degree Programme in Social Services?
- What are the main stakeholder expectations and needs to consider in the development of a Double Degree Programme in Social Services

Answers to the first sub-question were revealed by the review of the existing literature, stakeholders of Finnish higher education were recognised as *students,*

institution, working life and *national agencies*. In turn, answers to the main research question and to the second sub-question were left to be answered by the primary and secondary research conducted. Since the research included the stakeholders of Finnish higher education, research questions were formulated to suit each stakeholder group accordingly based on the primary data collection conducted, the semi-structured interviews. In turn, results from the national agencies were gathered through secondary data collection methods, by the review of existing publications and press releases. The results considering the stakeholders' expectations and needs were grouped together after the primary and secondary research conducted.

Table 2. The main expectations and needs of the stakeholders of Finnish higher education in the development of a Double Degree Programme in Social Services

	Expectation	*Need*
Students	*Learning competence*	*DDP programme support*
	Standing point in the job market	*Practical arrangements*
	Cultural experience	*Clear goal setting*
		Academic arrangements
Institution	*Internationalisation*	*Quality of education*
	Institutional strategy	*Joint goals*
	Enhanced attractiveness	*National agency regulations*
	Extra value offered	*Stakeholder cooperation*
	National agency regulations	
Working life	*Professional know-how*	*Multicultural competence*
	Practical skills	*International competence*
	Personal strengths	*Commitment towards one's own work*
		Motivation
National agencies	*Bologna Process*	*Quality*
	One or more degree certificates	*Consortium level application*
	Added value and quality	*Institutional level application*
	Stakeholder cooperation	*Degree programme level application*
	Enhanced internationalisation	

5.2 Discussion of the Research Results

5.2.1 Research Results and the Reviewed Literature

The main expectations of students considering Double Degree Programmes were revealed by the research results as an enhanced learning competence and gaining a standing point in the job market, which was highlighted as one of the main benefits of Double Degree Programmes based on the reviewed literature. In addition, the cultural opportunities offered by the programme are valued by the students. In accordance with their expectations, the institution representatives clearly reflect similar results. Whereas the institution representatives see internationalisation as their main expectation considering Double Degree Programmes, followed by institutional strategy and quality of education, it can be argued that internationalisation is derived from the institution's main function, education, its quality and the institutional strategy that directs the functions therein, in line with national agencies' principles. The results support the issues in the reviewed literature: degree programmes must be created from a viewpoint that enhance students understanding locally as well as globally (Özler 2013, 13).

The results from the working life representatives' interviews concerning their expectations of higher education graduates' competences display similarities with the two other stakeholder groups. Clearly professional expertise and competences around the profession from the field of study are the key expectations. Since institutions focus on their main function, education, and students place their efforts in learning and gaining a standing point in the job market upon graduation, working life is likely to value the graduates who have completed a Double Degree. Findings also support the Double Degree Programme guidelines of the Finnish national agencies, where one of the key aspects of Joint and Double Degree Programmes, in addition to internationalisation and quality, is to connect education, research and the working life (Opetushallitus 2014, 1).

The main needs of the students and institution representatives considering Double Degree Programmes were revealed by the research as education, programme and cooperation based needs. The main needs of students refer to having a clear study plan and quality of contents within the programme and clear goals to which both students and staff members commit. In addition, academic planning needed by the students and support with practical arrangements by the home and host institutions are also important. Institution representatives similarly highlight the needs around education quality, competences and the contents offered by Double Degree Programmes as of high importance. These needs are reflected on the actual programme and cooperation based needs where the common processes with the partner institution, goals, trust and commitment are needed in order to build a successful Double Degree Programme. These results are in line with the research diary. The research diary and observation results revealed that despite the slow process in developing Double Degree Programmes in social and health care, institutions across Europe have placed their efforts in education quality by developing curricula and adding international dimensions within the degree programmes offered in native languages. Furthermore, similarly with the interviewed institution representatives, the research diary showed that the institution personnel associated with Double Degree Programmes value the aspects of a successful Double Degree Programme, which includes common goals, commitment and trust. The results also support the recognition from Tsai (2015), who highlights the steps for a successful Double Degree Programme as connection, commitment, course and curricula. These steps refer to a constant dialogue, the commitment of all the staff members, academic support for course structure and flexible curricula. Programme curricula is regarded as the most crucial part in the Double Degree Programme development. (Tsai, 2015.)

The results from the contributions of the working life representatives clearly display the outcomes of Double Degree Programmes and the competences required from the graduates. Multicultural and international competences are the main needs valued by the working life representatives and support the overall education and programme based cooperation results reflected by the institution and student

representatives. As argued by Trygged and Eriksson (2012, 665), internationalisation and international experiences and encounters must be made visible in the working life. Since enhanced international competence is one of the main outcomes of the Double Degree Programmes valued by the working life, it is crucial that the working life is made aware of the opportunities offered by Double Degree Programmes.

When discussing the answers to the main research question, "How can a Double Degree Programme in Social Services be developed taking into account the stakeholders of Finnish higher education?", results reflect the answers considering the stakeholders' expectations and needs. Overall, internationalisation is highlighted as a starting point in the Double Degree Programme development where the institution representatives stress the importance of understanding internationalisation and its value to all stakeholders. While students would take part in Double Degree Programmes due to the international focus of these programmes, the working life values internationalisation and multiculturalism as opportunities to develop international cooperation programmes. Since Double Degree Programmes themselves aid internationalisation, these cooperation programmes must be highlighted as part of the institutional strategy. In turn, institutional strategy must also take into account the guidelines of the national agencies. Based on the results, without an institutional focus on internationalisation and marketing actions, a Double Degree Programme in Social Services is rather challenging to establish. A successful Double Degree Programme can only be built through stakeholder commitment and active participation where the core of the programme focuses on curricula quality and programme content. High quality curricula supports the programme implementation and quality assurance.

The research results support the reviewed literature. Although globalisation is constantly influencing higher education, there are also varying dimensions of it, such as internationalisation and the benefits brought by it to all the stakeholders in question. As recognised by Trygged and Eriksson (2012, 665), social work education requires internationalisation to incorporate theory and practice and to make students further aware of the methods used in other countries. The varying

dimensions of international social work and social services education concern all stakeholders of education. While Double Degree Programme graduates are to gain better positions to enter the working life and employers have the opportunity to learn more about the international dimensions of today's higher education, the benefits to the institutions are also multiple. These concern curriculum development, enriched internationalisation skills of staff members, an easier access to varying networks, enhanced marketing and an increase in the university's international position. (Knight 2011, 307.)

5.2.2 Research Results and the Stakeholder Perspective

The research results also support the chosen theoretical framework of the research, the stakeholder perspective, which argues that businesses must take into account all groups or individuals who can influence business's activities, and that businesses must concentrate on bringing in value for the stakeholders (Freeman et al. 2004, 366). The research results are also in line with the idea, which implies that stakeholders are crucial for the existence of a company or a firm (Pajunen 2010, 30). This research recognised the stakeholders of Finnish higher education as *students, institution, working life* and *national agencies.* Based on the results, the interviewed groups of students, institution and the working life clearly valued the stakeholder cooperation in the Double Degree Programme development.

While higher education institution is seen as the group with the most responsibility, it is important to recognise that also other stakeholders of higher education have responsibilities. As recognised by Fassin (2012, 85), stakeholders can also influence a firm and indeed may have responsibilities laid upon them. This notion was reflected especially through the students, who considered that students themselves must be informed over their responsibilities in Double Degree Programme participation. In turn, firms themselves bear the responsibility of the actions of the different stakeholders. The research results also support the recognition, which argues that stakeholder cooperation holds a moral conduct where all parties must be treated

with respect. (Fassin 2012, 85-86.) The research results reveal that Double Degree Programmes are cooperation programmes, which enhance trust and joint goals between higher education institutions and enable long term, strategic level cooperation.

Overall, the results prove that in order to develop a Double Degree Programme in Social Services, more knowledge on the competences required in working life is needed. On the other hand, working life overall should be further informed on the skills needed in higher education. This understanding is reflected in Pajunen's realisation (2010, 30), which argues that in order to understand the activities of a firm, one has to understand how the property is produced through the dialogue between the various stakeholders. Therefore, it can be argued that in order to develop strategic level cooperation programmes, such as Double Degree Programmes, each stakeholder has their role to play and responsibilities to follow. In this, everyone associated with the development process has a crucial role in internationalisation.

Although the stakeholder theory has been developed from a managerial point of view, the theory can be applied to nearly any field or organisation. As recognised by Miles (2012, 290), the theory can be applied depending on the aim of the theory and the goals of the researcher. In addition, due to the growing concerns of social responsibility, the theory and its usage has been widened (Miles 2012, 292). The field of higher education, with its social conduct and ethical standards is a prime example how different stakeholders must be recognised, appreciated and most importantly, how cooperation between them is built successfully. It is valuable to recognise that although the stakeholder theory is a rather argued concept, in this research the stakeholder groups interviewed clearly recognised to value the other stakeholders of higher education and were interested in building cooperation via Double Degree Programme development.

Since the stakeholder theory is a large concept, the theory could be built further from the viewpoint of various fields, such as higher education. As the results show,

education quality is something that encompasses all actions within the institution, also enabling stakeholder involvement and the development of international cooperation programmes. Thus, the managerial implications of the theory are something, which could be developed to enhance, for instance, education quality or managerial level processes on institution or faculty levels.

5.3 Limitations of the Research and Verification of Findings

The main limitation of the research rises from the lack of in-depth applied information available on Double Degree Programmes in social and health care within the Finnish Universities of Applied Sciences. Although some research has been conducted in the area of Double Degree Programmes, more information on the field specific benefits and challenges of these programmes would have helped the overall formation of the research. Apart from the institution representatives and students, who had taken part to a Double Degree Programme, there was little information available how the different stakeholder groups value internationalisation and what is their level of knowledge concerning Double Degree Programmes. Therefore, actions in enhancing stakeholders' understanding on Double Degree Programmes prior to the research would have possibly enabled further in-depth reflection of the research questions at the point of interviews. However, due to the amount of stakeholders and research methods used, timing issues limited the possible gathering of information from the stakeholders prior to the interviews. The lack of Double Degree Programmes within the Degree Programme in Social Services also meant that the research was unable to utilise information from current students or graduates within the discipline.

Since the utilised theory of the research, the stakeholder perspective, together with the research results come to show that stakeholder cooperation is crucial when building Double Degree Programmes, this research would have benefitted from the knowledge how the different stakeholder groups have been acknowledged in Finnish higher education when developing international cooperation programmes.

The research method chosen for the research, design research, focuses on two different processes, development work and research work (Kananen 2013, 177). This research, similarly to all qualitative research recognises the crucial factors of reliability and validity. This research followed the already described seven steps by Johnson (2002, 71-72), to enhance the credibility factors of the research together with various data collection methods of primary and secondary data. The research also used both Finnish and English languages for the interviews to enhance credibility together with careful coding process and data analysis.

Concerning external validity, external validity in design research is not considered as a challenge, since the research utilised the required participants for the research. However, since design research focuses on change, repeating the research with similar research results would be difficult. Thus, the issue of reliability of the research is recognised as a challenge. (Kananen 2013, 186.) However, this research paid special attention to the selection of the interview participants, to the formation of the interview questions, together with finding a suitable interview setting and creating a smooth interaction during the interviews to enhance reliability (Kumar 2011, 182).

5.4 Contributions of the Research

This research opens up the understanding of stakeholders' expectations and needs in the development of a Double Degree Programme in Social Services. Research also offers information how to develop a Double Degree Programme in Social Services taking into account the stakeholders of Finnish higher education. Although the reviewed literature already revealed that internationalisation in higher education is valued, and that Double Degree Programmes have their varied benefits, the research results prove that stakeholder cooperation on a national level is crucial when building international cooperation programmes. As already recognised, national level networks must be constantly developed to carry out international cooperation.

The research results offer information to higher education institutions how the different stakeholder groups view internationalisation, and how these groups should be acknowledged when developing Double Degree Programmes in general, and within the studied discipline, social services. It seems that there is rather little information available how the working life organisations are consulted when developing international cooperation programmes and what are the key competences required at the organisations of social services now and in the future. Thus, this research does not only offer information concerning the competences required by the working life, but also offers information to the field of social services over the measures to be taken to enhance competence creation of students during their course of study. These measures include, for instance, further creation of modules offered in English focusing on multiculturalism.

This research offers information also to higher education institutions how to develop current internationalisation processes on institution and faculty levels, what actions institutions should take in the development of Double Degree Programmes and what are the responsibilities associated. Furthermore, the research results support the recognition that Double Degree Programmes create trust and common understanding between the higher education institutions. Therefore, institutions should further utilise the understanding that Double Degree Programmes open up doors for various strategic cooperation programmes between the partner institutions.

The research results explain the benefits of Double Degree Programmes and overall, internationalisation. International encounters are highly valued by Finnish students, where periods abroad do not only enhance students' competences, but also bring in something new. As recognised by the research results, studying abroad is seen as fulfilling students' dreams and this way contributing to personal growth and even building up self-confidence. In addition, as proved by the research diary, Finnish higher education students are interested in Double Degree Programmes even if the opportunity is not offered to them in their field of study. The research supports the recognition that student involvement should be seen as a strategy that enhances

students' learning and the enhancement of varying skills (Coniavitis, Järnefelt, & Wojewoda 2005, 437).

In line with the research, research results also contribute to the understanding of the importance of national agencies' guidelines and principles. In addition, results offer information to the national agencies concerning the need in developing further marketing actions and common guidelines on a national level to assist in the Double Degree Programme development.

5.5 Recommendations for Future Research

This research focused on enhancing the development of a Double Degree Programme in Social Services. Due to the lack of research information available on Double Degree Programmes in social and health care on a national level, future research should focus on the actual processes and implementation of Double Degree Programmes within this area, utilising, for instance, action research. In addition, although some information on Double Degree Programmes in social and health care within Finnish universities exists, there is very little information available on how these programmes have benefitted the stakeholders of Finnish higher education in practice. Thus, future research should also focus on finding out how Double Degree Programmes within this area have benefitted Finnish students upon graduation. Alternatively, the focus of future research could be in the working life organisations and their level of influence at the Double Degree Programme implementation stage.

Future research within social services should also explore the benefits brought by multicultural competence to Finnish social services students. Central European countries, such as Germany and the Netherlands with their social work education have many useful contributions to offer in terms of multiculturalism, immigration and integration. In this research, the working life representatives' highlighted multicultural competence as the most important competence of higher education graduates, followed by internationalisation. Therefore, future research within social

services should be aimed at understanding how study abroad programmes enhance the international and multicultural competences of Finnish higher education students of social services. This information could also promote the understanding towards Double Degree Programmes in social services and social work education. After all, international and multicultural competences in social and health care will become even more crucial in the future. Future professionals do not only need these competences at work, but understanding the international dimensions of the field outside Finland is also important for professional development.

Future research should engage in national legislative issues in Double Degree Programme development. This especially concerns the area of health care, which includes certain national legislative guidelines. Double Degree Programmes should be considered as programmes, which enable strategic level international cooperation in all the fields of study. Due to national legislation, Double Degree Programme cooperation may not be feasible or even possible in all the fields of study even within the European Union. Thus, future research could greatly enhance the information on the possibilities and restrictions in, for instance, nursing education.

Future research could also consider utilising the stakeholder theory or the perspectives of it when conducting research in the field of Finnish higher education. The theory could be employed, for instance, when designing research and development work on a national level or in turn when developing international cooperation programmes. In addition, studies focusing on enhancing cooperation between higher education and the working life would benefit from the utilisation of the stakeholder theory or from the concepts of social responsibility. Opening up managerial quality or personnel responsibility questions would offer useful insights in how faculties in higher education should approach various cooperation programmes and how the actions taken influence the overall results.

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Appendices

Appendix 1: Student Interview Questions

Student interviews:

17 March 2015 at 10.00

2 April 2015 at 14.00

4 April 2015 at 14.00

30 April 2015 at 14.00

1. What is your current situation in relation to higher education studies and what is the field of study? (for example: Bachelor/ Master level student, full-time/part time student, recent graduate)

2. What is your experience in relation to Double Degree Programmes, if any?

3. What is your experience in relation to the field of social services, if any?

4. If you were to take part to a Double Degree Programme, what would be your main reasons for taking part to the programme and why?

5. If you were to take part to a Double Degree Programme, what would be your main expectations of the programme and why?

6. If you were to take part to a Double Degree Programme, what would you recognise as your main needs in terms of support concerning the programme and why?

7. In your view, what are the other issues to consider when designing Double Degree Programmes in general?

Appendix 2: Institution Interview Questions

Institution interviews:

28 April 2015 at 10.00

7 May 2015 at 9.30

12 May 2015 at 8.45

21 May 2015 at 13.30

1. What is your experience in relation to Double Degree Programmes?

   Miten kuvailisit kokemustasi kaksoistutkinnoista?

2. What is your experience in relation to the field of social services?

   Miten kuvailisit kokemustasi sosiaalialalta?

3. In your opinion, should Finnish higher education institutions develop Double Degree Programmes in Social Services as part of higher education internationalisation strategy? If yes, why?

   Pitäisikö suomalaisten korkeakoulujen mielestäsi rakentaa kaksoistutkintoja sosiaalialalle osana korkeakoulujen kansainvälistymisstrategiaa? Jos kyllä, miksi?

4. What would you recognise as the main expectations of your institution when designing Double Degree Programmes in Social Services at Bachelor level?

   Mitkä mielestäsi ovat korkeakoulusi tärkeimmät odotukset sosiaalialan (AMK) kaksoistutkintoja suunnitellessa?

5. What would you recognise as the main needs of your institution when designing Double Degree Programmes in Social Services at Bachelor level?

   Mitkä mielestäsi ovat korkeakoulusi tärkeimmät vaatimukset sosiaalialan (AMK) kaksoistutkintoja suunnitellessa?

6. In your view, what other issues should be considered when designing Double Degree Programmes in general? Mitä muita asioita mielestäsi tulisi ottaa huomioon kaksoistutkintoja suunnitellessa?

7. In your opinion, how can a Double Degree Programme in Social Services be developed taking into account the stakeholders of Finnish higher education (students, higher education institution, working life, national agencies)? Miten mielestäsi sosiaalialan (sosionomi AMK) kaksoistutkintojen rakentamisessa voidaan ottaa huomioon suomalaisen korkeakoulutuskentän eri sidosryhmät: opiskelijat, korkeakoulun edustajat, työelämän edustajat ja koulutuksen hallinto?

Appendix 3: Working Life Interview Questions

Working life interviews:
29 May 2015 at 13.30
5 June 2015 at 13.30

1. What is your experience in relation to Double Degree Programmes?
   Miten kuvailisit kokemustasi kaksoistutkinnoista?

2. What is your experience in relation to the field of social services?
   Miten kuvailisit kokemustasi sosiaalialalta?

3. What does internationalisation mean to you and how does it show at your place of work? Mitä kansainvälisyys merkitsee sinulle ja miten se näkyy työpaikallasi?

4. Do you think that Finnish higher education institutions should develop international cooperation programmes with foreign partner institutions? If

yes, why? Pitäisikö mielestäsi suomalaisten korkeakoulujen rakentaa kansainvälisiä ohjelmia ulkomaalaisten partnerikoulujen kanssa? Jos kyllä, miksi?

5. In your opinion, how can a Finnish higher education institution take into account the partners of working life when developing international cooperation programmes? Miten mielestäsi suomalaiset korkeakoulut voivat huomioida työelämän kumppaneita kansainvälisiä ohjelmia rakentaessaan?

6. In your opinion what are the main expectations of the employers concerning higher education graduate students' competences?
Mitkä ovat mielestäsi työnantajien suurimmat odotukset koskien korkeakouluista valmistuneiden opiskelijoiden kompetensseja?

7. In your view, what are the main needs of the employers concerning higher education graduate students' competences? Mitkä ovat mielestäsi työnantajien suurimmat vaatimukset koskien korkeakouluista valmistuneiden opiskelijoiden kompetensseja?