

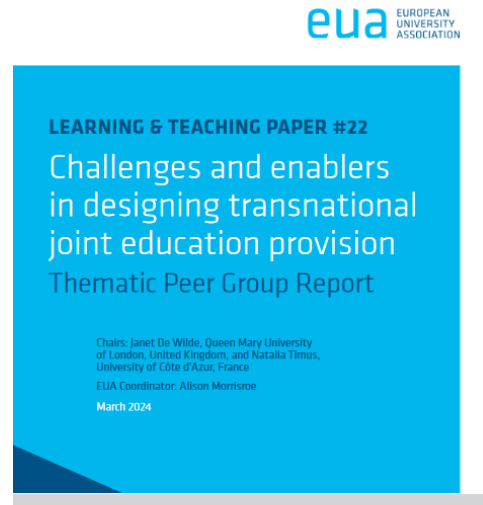
International Graduate Center
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Discourse on the EUA report
“Challenges and enablers in designing transnational joint education provision”:
Additions and extensions to the given recommendations

Paper Presentation at the 2024 European Quality Assurance Forum
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Objective of this paper: Adding and extending recommendations to the EUA Learning and Teaching Paper #22

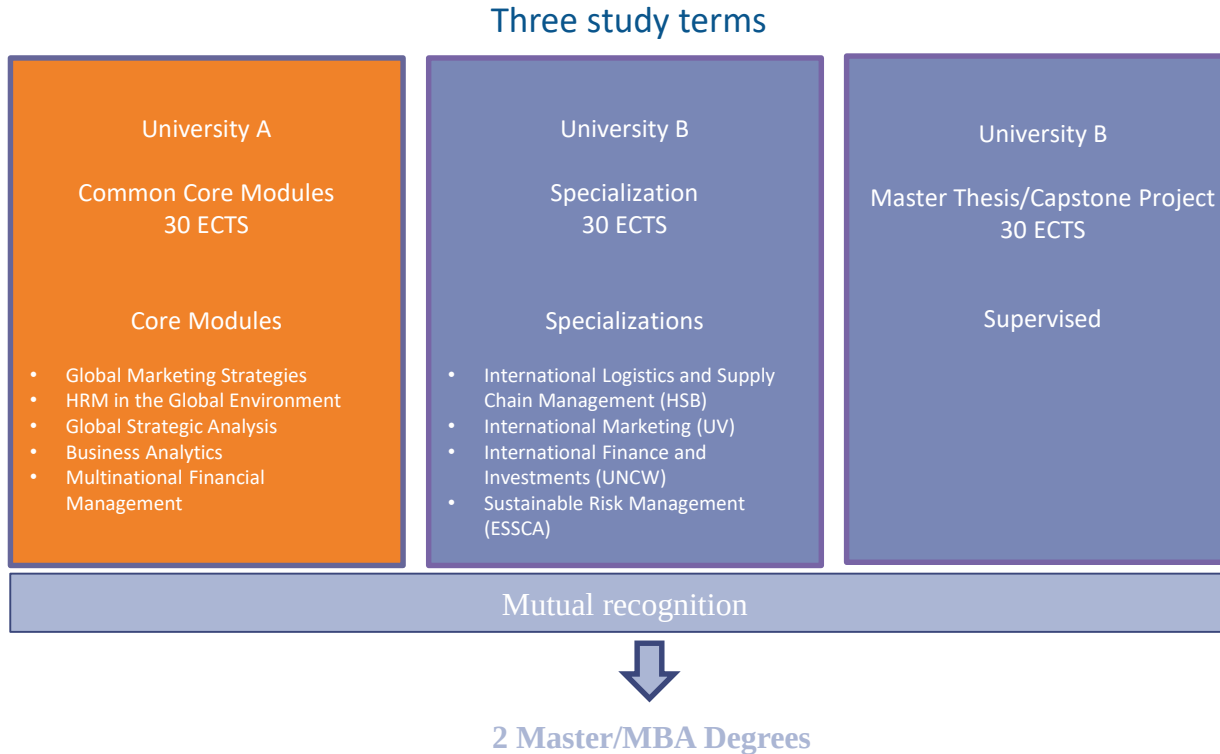


Transnational Joint Education Provision (TJEP): ‘Education jointly developed and delivered by two or more institutions in different countries’

Types of transnational joint education provisions	Definitions
Double/multiple bachelor's, master's and PhD degrees	The student follows a joint programme and obtains (at least two) degrees from the participating universities, which are based in different countries.
Joint bachelor's, master's and PhD degrees	The student follows a joint programme and obtains one degree, delivered in common by two or more participating higher education institutions from different countries.
Strategic partnerships (University alliances)	A formal alliance between three or more higher education institutions developed through an international process whereby the partners share resources and leverage complementary strengths to achieve defined common goals, such as joint courses and degrees.

Table 1: Forms of transnational joint education provisions and their definitions. This excerpt of the original table is taken and adapted from the Learning and Teaching Paper #22 “Challenges and enablers in designing transnational joint education provision” by the European University Association (EUA), 2024, (page 4).

The authors' background: Experience with a dual degree master's program



Overview of adapted recommendations from the Learning and Teaching Paper #22

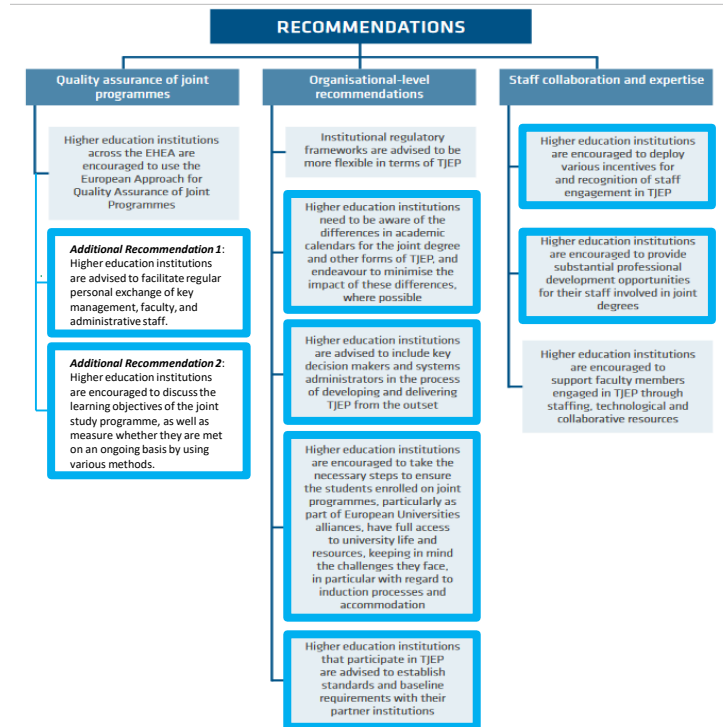


Figure 1: Overview of adapted recommendations. Adapted from the Learning and Teaching Paper #22 Challenges and enablers in designing transnational joint education provision by the European University Association (EUA), 2024, (page 19). Copyright 2024 by EUA. Adapted with permission.

Category 1: Quality assurance of joint programs

Additional Recommendation 1: Higher education institutions are advised to facilitate regular personal exchange of key management, faculty, and administrative staff.

- One example for a regular exchange could be a yearly conference. Potential topics of discussion:
 - Management: Strategy, operating agreements, quality assurance, partnerships, and budget
 - Faculty: Module content, teaching and assessment methods, learning outcomes, and assessment strategy
 - Administrative coordinators: Admissions procedures, student issues, and marketing

Category 1: Quality assurance of joint programs

Additional Recommendation 2: Higher education institutions are encouraged to discuss the learning objectives of the joint study program, as well as measure whether they are met on an ongoing basis by using various methods.

- Online quiz: Questions on the module contents
- Samples of Masters' Theses
- This ensures consistent learning outcomes across all partners and cohorts

Category 2: Organisational-level recommendations

Recommendation #3: Higher education institutions need to be aware of the differences in academic calendars for the joint degree and other forms of TJEP, and endeavour to minimise the impact of these differences, where possible.

Extended Recommendation 1: Importance of lobbying at an operational level to effect change

- Administrative staff who are responsible for the scheduling of the modules at the individual partner universities should stay in close contact
- Regular meetings enhance productive cooperation
- Increased flexibility e.g. when setting the academic year calendars, review of relevant procedures at each partner institution, and the coordination of exchange of grades and transcripts

Category 2: Organisational-level recommendations

Recommendation #4: Higher education institutions are advised to include key decision makers and systems administrators in the process of developing and delivering TJEP from the outset.

Extended Recommendation 2: Continuing exchange beyond the phase of the establishment of a joint program

- Showing ongoing commitment to the partner institution(s) by the deans and other key decision makers is crucial for the successful continuation of a joint program
- Frequent - also personal - exchange of senior management
- Discussion of future strategy, common quality standards, and a possible extension of the alliance members

Category 2: Organisational-level recommendations

Recommendation #5: Higher education institutions are encouraged to take the necessary steps to ensure the students enrolled on joint programs, particularly as part of European Universities alliances, have full access to university life and resources, keeping in mind the challenges they face, in particular with regard to induction processes and accommodation.

Extended Recommendation 3: Central first point of contact for students

- Designated office for international students
- Support of students before arrival, and during studies
- Offer of support on arrival, with application for a residence permit, opening a bank account, provision of health insurance, access to (emergency) medical care, and to counseling services

Category 2: Organisational-level recommendations

Recommendation #6: Higher education institutions that participate in TJEP are advised to establish standards and baseline requirements with their partner institutions.

Extended Recommendation 4: Agreement with the partner(s) on key elements of cooperation in addition to regulations and policies

- Alignment on the recruiting and marketing strategy, study fee structure, teaching and learning methods, learning outcomes, assessment methods, faculty and staff exchange, and process for determining new partners in an alliance
- Manifestation in a handbook

Category 3: Staff collaboration and expertise

Recommendation #7: Higher education institutions are encouraged to deploy various incentives for and recognition of staff engagement in TJEP.

Extended Recommendation 5: Faculty exchanges at the partner institution(s)

- Participation in regularly organized visits to the location(s) of the partner institution(s)
- Incentive for faculty to teach in a joint program
- Adds to the personal development opportunities by engaging with faculty and staff in a different cultural setting

Category 3: Staff collaboration and expertise

Recommendation #8: Higher education institutions are encouraged to provide substantial professional development opportunities for their staff involved in joint degrees.

Extended Recommendation 6: Mutual mentoring of faculty through personal exchange

- Sharing of good practices supports the professional development of faculty
- Topics covered could be teaching and learning methods, course contents, learning outcomes and assessment strategy, and recent developments in academia
- Additional cooperation opportunities, e.g. joint research

Conclusion

- HEIs might face some challenges when adapting the suggested recommendations
- E.g. organization and conduct conferences add to workload and expenditures
- However, benefits of regular in person meetings outweigh costs:
 - Quality of the joint study program increases: exchange on strategy, teaching and assessment methods, and administrative procedures
 - Formation of long-term relationships between management, faculty, and administrative staff
 - Space for informal talks, and teambuilding activities
 - Challenges in the conduct of the joint program can be overcome more easily
 - Strong commitment of the alliance members to the joint study program

References

European University Association (EUA), 2024, *Learning and Teaching Paper #22 Challenges and enablers in designing transnational joint education provision* (Brussels, European University Association).

Gleissner, A., Giesa, F., & Fürstenberg, F. , 2024, *Discourse on the EUA report “Challenges and enablers in designing transnational joint education provision”: Additions and extensions to the given recommendations* (ISSN: 1375-3797).

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Vielen Dank! Thank you! Bedankt!

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Questions for the audience

- What challenges did you experience when developing a joint study program?
- What do you think are the key success factors for a Transnational Joint Education Provision?
- Which recommendations would you add to the three categories: Quality assurance of joint programs, Organisational-level recommendations, and Staff collaboration and expertise?