

## **PART I:**


**Background,  
definitions, trends**

## **PART II:**

**How to design quality  
JPs**

## **PART III:**

**How to ensure quality  
during the  
implementation phase**



**Joint and Double Degree  
Programmes:  
a powerful tool for the  
internationalization of higher  
education**



# Introduction

- Who am I?
- What I will cover
- What I will NOT cover
- Interactivity
- Dynamic approach
- Theory complemented by references and material



# The EAIE Joint Programmes Network

- **Members**
  - Board
  - Other EAIE affiliated members
- **Activities:**
  - LinkedIn group
  - Publications
  - Blog posts
  - Consulting
  - Involvement in the annual conferences
    - Workshops
    - Feature sessions
    - Selection of sessions
    - Receptions (collect your invitation today!)

Expert Community in 2020

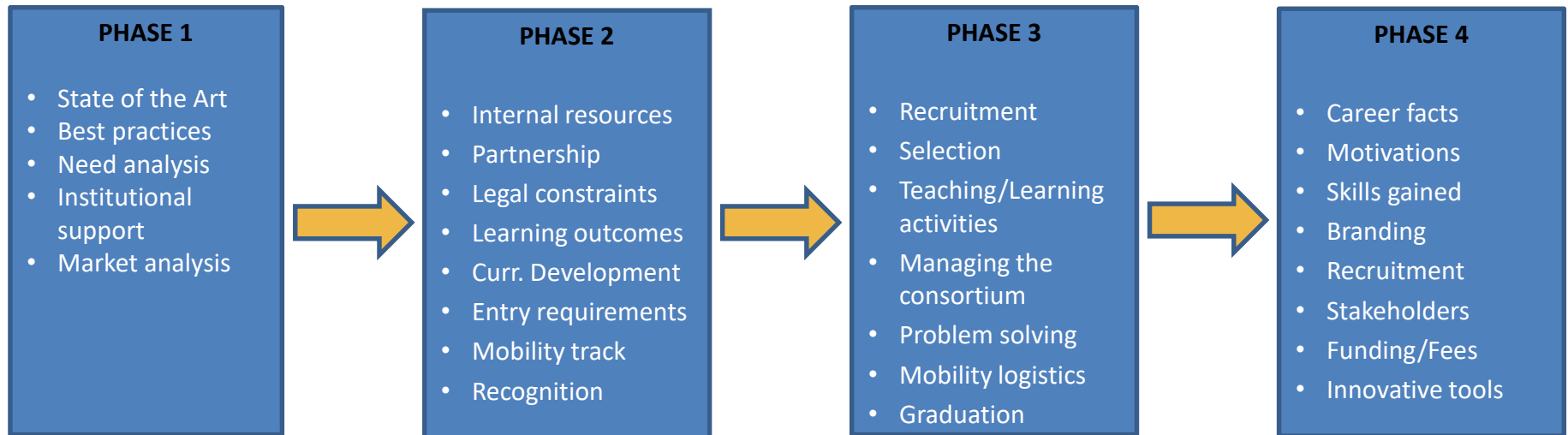


**PART I:**  
**Background,**  
**definitions, trends,**  
**rationale**

**Joint and Double Degree  
Programmes:  
a powerful tool for the  
internationalization of higher  
education**



# The JP lifecycle





# Background and framework

- Definitions
- History and State of the Art
- Legal Framework
- Why to develop JPs?
- Approaches / Models / Trends
- Studies and statistics on JPs
- Round table session – Polling session - Reports



# Definition

*“A plethora of terms used to describe international collaborative programs such as double and joint degrees: double, multiple, tri-national, joint, integrated, collaborative, international, consecutive, concurrent, co-tutelle, overlapping, conjoint, parallel, simultaneous, and common degrees.*

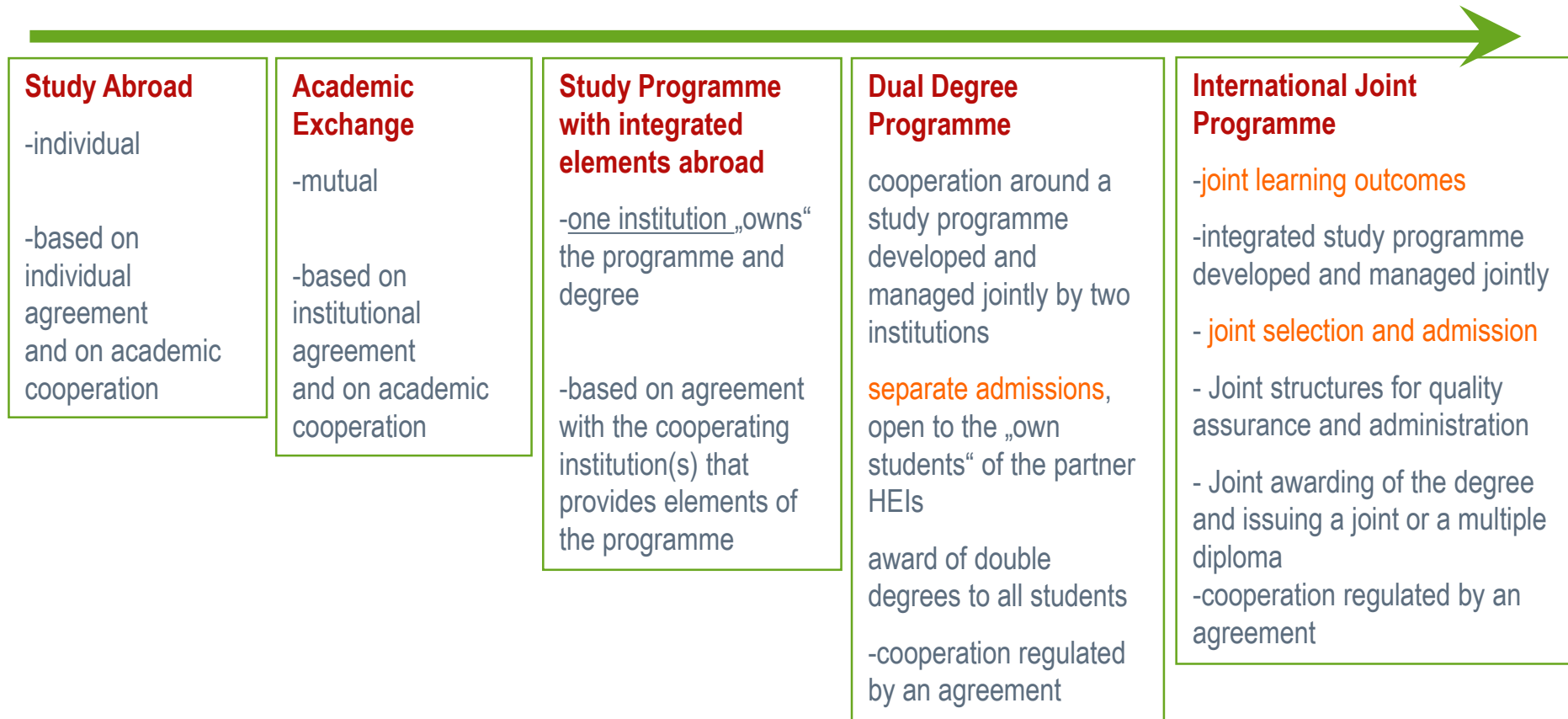
*They mean different things to different people within and across countries, thereby, causing mass confusion about the real meaning and use of these terms....”*

*Knight, Jane (2011). “Doubts and Dilemmas with Double Degree Programs”.*

*In: “Globalisation and Internationalisation of Higher Education” [online monograph]. Revista de Universidad y Sociedad del Conocimiento (RUSC). Vol. 8, No 2, pp. 297-312. UOC.*



# Typical Evolution





# Definition for our scope

**JOINT PROGRAMME** is here used as a general term covering all the forms of academic cooperation at any level leading to the deliverance of a programme with **embedded mobility offered jointly by at least two HEI located in two different countries**

- **Regardless of the type of diploma(s) issued:** joint, double, multiple...
  - **No ambition to define the different typologies**
- **In the future the official Bologna definitions should be adopted.**
  - 1) Joint Degrees
  - 2) Multiple Degrees
- **Joint Programmes** should be the single denomination to identify collectively all the typologies



# Definition – Bologna Yerevan 2015

**Joint programme** is understood as an integrated curriculum coordinated and offered jointly by different HEIs, leading to joint or multiple degrees. → Focus of this workshop

**Joint degree** - a single document awarded by HEIs offering the joint programme and nationally acknowledged as the recognized award of the joint programme.

**Multiple degree** – separate degrees awarded by issuing separate diplomas by the participating HEIs. If two degrees are awarded, it is a “double degree”.



# History

- Early '90s: natural development of credit mobility
- Early 2000: tool to create excellence based alliances
- 2003: EM launched + Erasmus mobility for longer periods
- 2010: Legislative changes in permitting JPs
- Today: recruitment tool of excellent students, internationalization tool, diversification of the specializations, complement to research needs, tool for building strategic partnerships bottom-up
- The majority of institutions set up their first joint or double degree programs between 2001 and 2009. France, Germany, and Italy began the majority of their programs earlier (1991-2000). Australian and UK institutions have developed their programs more recently.
- Shift of focus over time: individual ➡ faculty/department ➡ institutional level



# State of the Art

- **DD model** still more common (legal barriers and administrative challenges)
- **Consecutive degrees** still the least common
- Mostly **bilateral**
- Mostly **Master level** but raising interest for Doctoral level
- Most JPs are in **Engineering and Business** Studies (highly mobile)
- More and more often **internships abroad** as part of JPs in nursing and journalism
- **Online JPs** are growing to facilitate program mobility and reduce costs (blended mobility)
- **Teaching mobility** in JPs also raisin to lower the costs and expand the impact
- Growing number of JPs in **two different disciplines** (science and philosophy, architecture and civil engineering, etc.)
- **Accreditation** still completed separately in both countries
- **Language** academic imperialism is growing with impact on quality (both students and teachers)
- Double **certification** is still the rule



# Legal framework – check!

**Legal status** of the partners

**Right to award the degree** and **jointly internationally**

Programme-level **accreditation**, if required by national law

**National and institutional** regulations (admissions, fees etc)

→ Ministries of Higher Education

→ ENIC/NARIC <http://www.enic-naric.net/>





# The Bologna Process – Paris Communiqué

... “In order to encourage the development of more joint programmes and joint degrees, we will also enable and promote the use of the “European Approach for Quality Assurance of Joint Programmes” in our higher education systems.

We welcome and will promote the development of the Database of External Quality Assurance Results (DEQAR)”...

...”We will foster and extend integrated transnational cooperation in higher education, research and innovation, for increased mobility of staff, students and researchers, and for more joint study programmes throughout the whole EHEA.

We take note with interest of the recent EU initiative on ‘European Universities’ and we will encourage all our higher education institutions to work in such new settings.”...



# The European approach to QA in JPs

Approved in Yerevan 2015 What does it mean?

An EQAR-listed quality assurance agency can do an accreditation of the entire joint programme, with the accreditation decision accepted by authorities in all partner countries

← No need for separate, national accreditation processes



# The European approach to QA in JPs

## How does it work?

- If external, programme-level accreditation is required
- Check with **your own national QA Agency** if they can implement the European Accreditation, if the legislative base exists
- Check the [EQAR](#) – European Quality Assurance Register for approved agencies
- Contact agencies to ask for fees, timetables etc



## Why to develop JPs?



- The best in theory might not be the best for you
- First question: why are we doing this?
- Do I do it for the institution or for the students? (a prestigious alliance with interest from one side only can backfire)
- Rankings are an indicator but not the only one and often not the most relevant one



# Why to develop JPs?



- What will be the institutional impact?
- Are the tuition-fee policies compatible?
- Risk analysis: does my counterpart have the support of the institution? (change of managers can have adverse effects)
- Apart from the curriculum, can the counterpart guarantee the other services?
- Geographical distribution, is it relevant?



# The IIE Global Survey on International Joint and Double Degree Programmes

- Survey conducted by the Institute of International Education (IIE) and Freie Universität Berlin
- Responses from 245 higher education institutions from 28 different countries
- Country-specific trends for the top six countries that responded to the survey: Australia, France, Germany, Italy, the UK, and the U.S.
- Next survey is currently ongoing

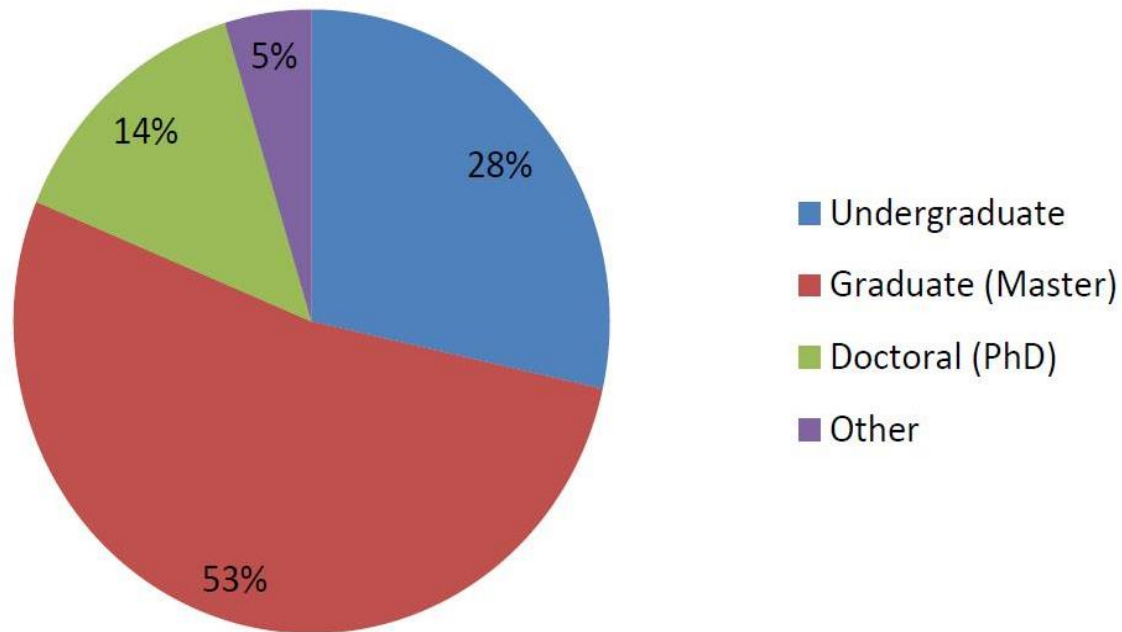


# Some statistics from the IIE Global Survey

- The double-counting of credits is one of the least important challenges
- 66% of the institutions have measures to regulate the double counting of credits
- 95% - JPs are part of their institution's internationalization strategy
- 55% have a clear institutional policy on program development
- 45% have developed particular methods for the marketing of these programs
- 76% report JPs with student enrollment of 25 or fewer
- 29% have discontinued at least one JP (funding and management issues)



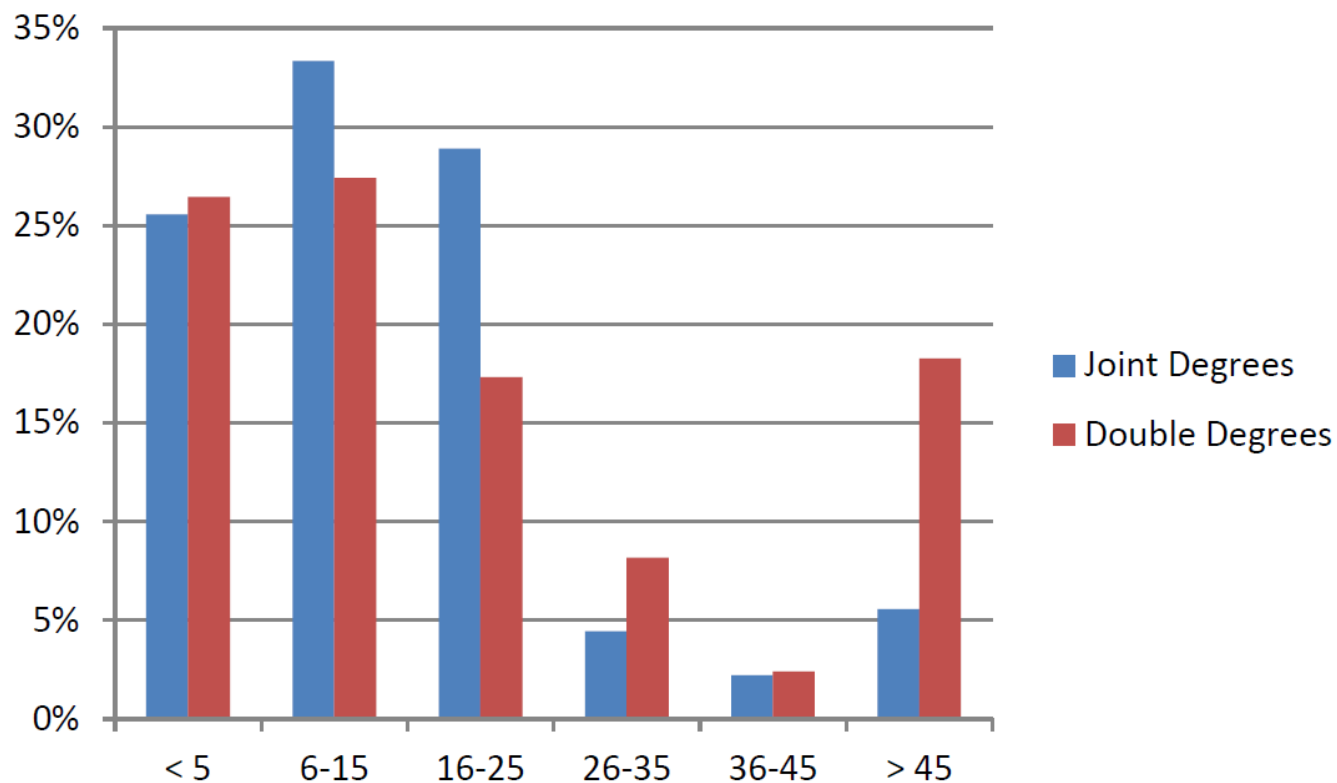
**Figure 1: Percentage of Joint or Double Degree Programs by Academic Level**



Source: Survey on International Joint and Double Degree Programs 2011



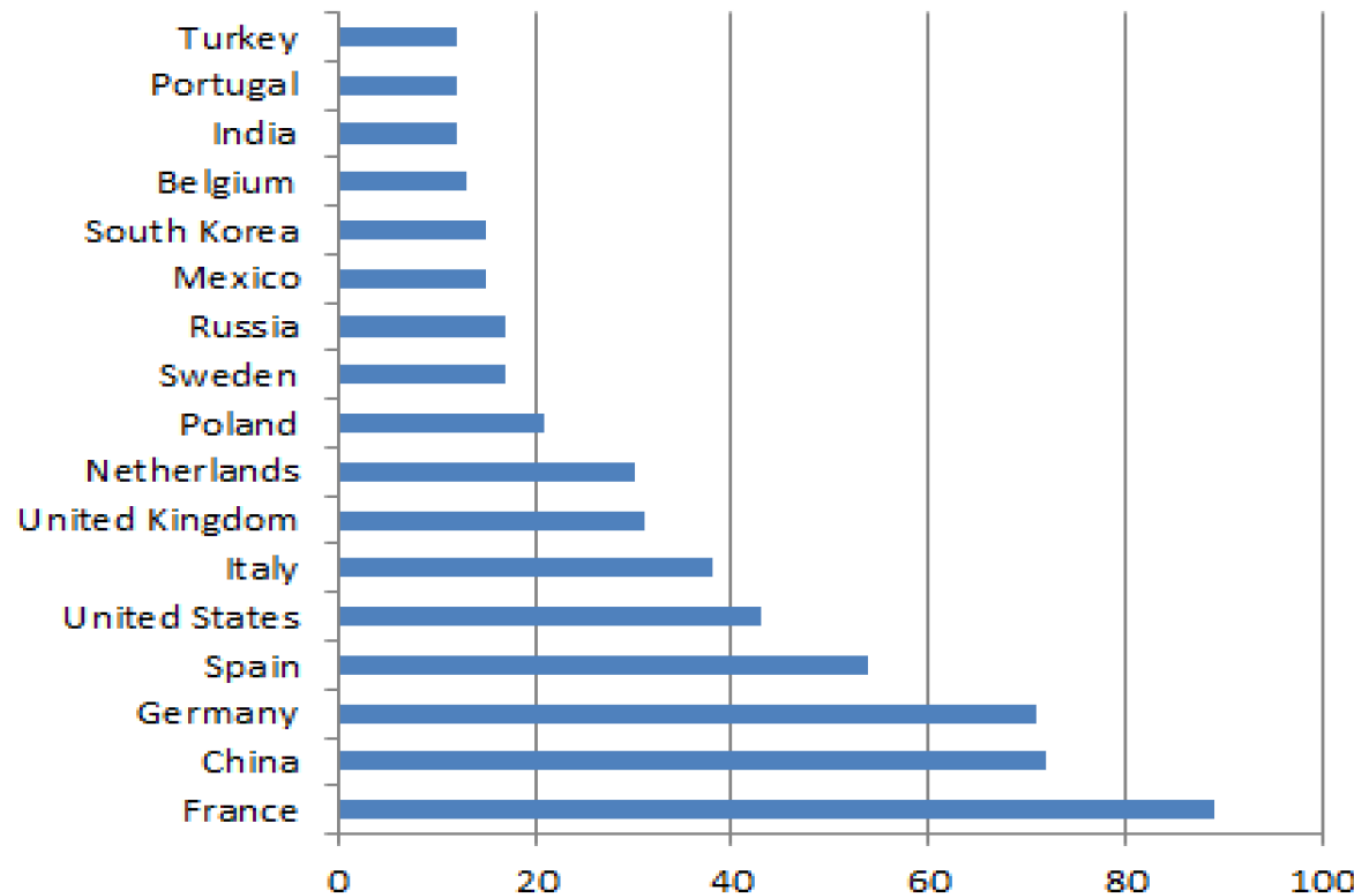
**Figure 3: Percentage of Respondents Reporting on the Number of Students Participating in Joint and Double Degree Programs**



Source: Survey on International Joint and Double Degree Programs 2011

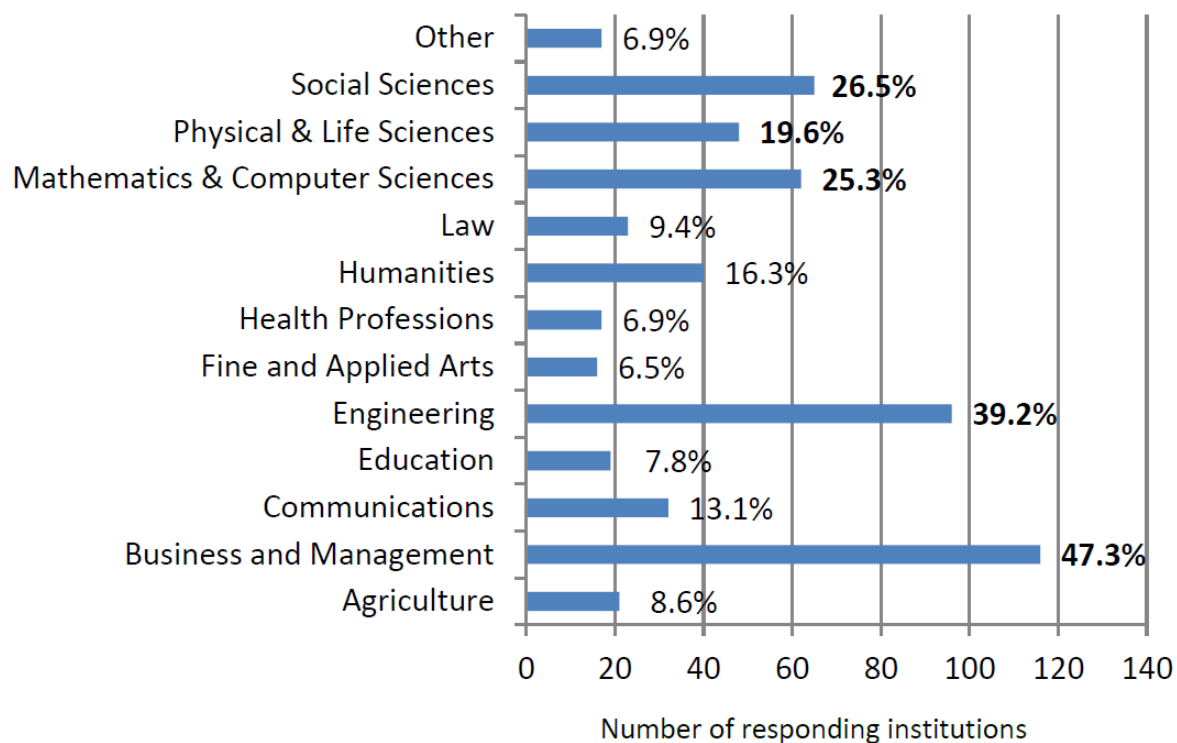


**Figure 4: Most Frequently Cited Partner Countries**





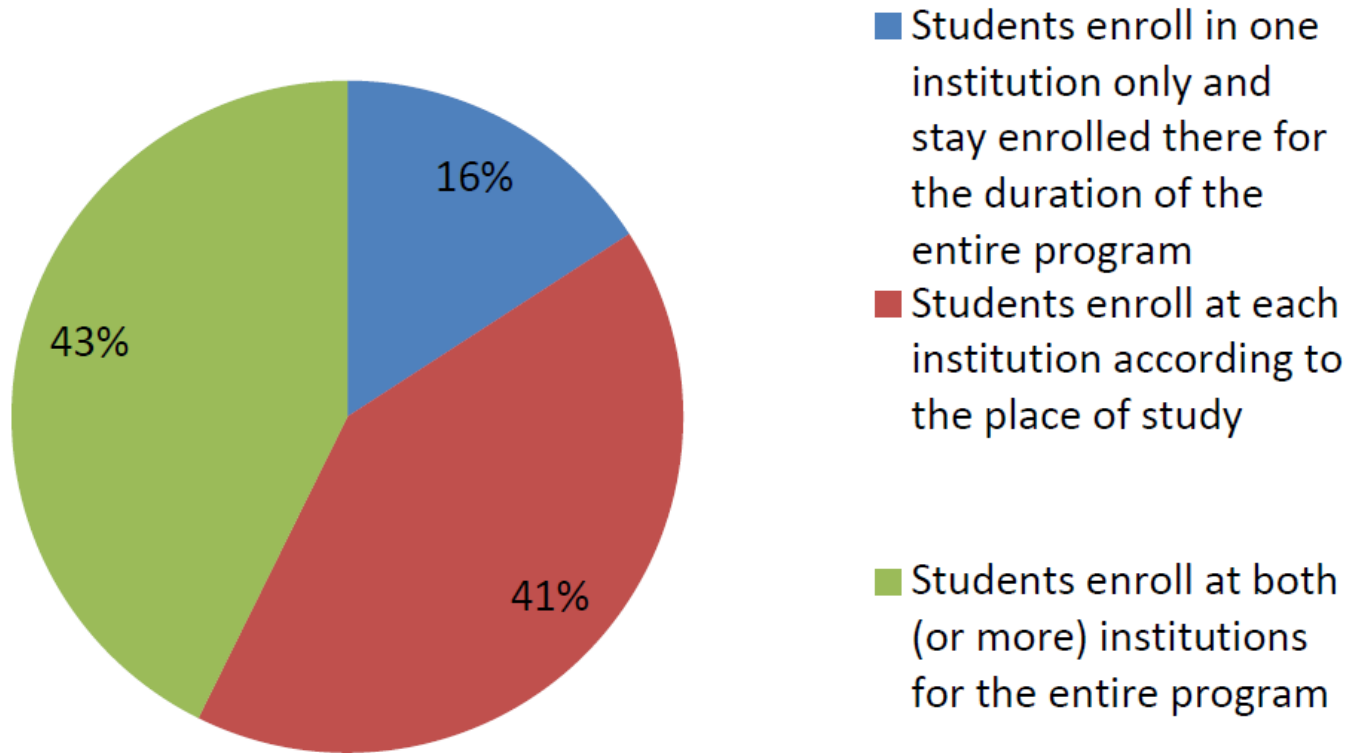
**Figure 5: Top Academic Disciplines in Which Joint and Double Degree Programs Are Offered**



Source: Survey on International Joint and Double Degree Programs 2011

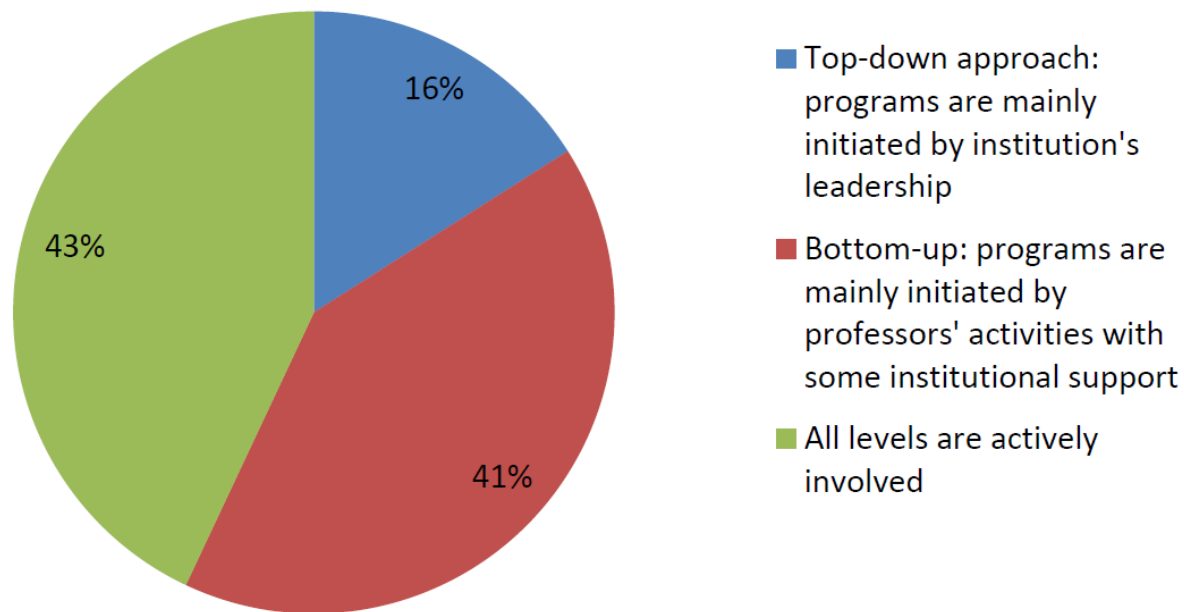


**Figure 12: Enrollment Procedures for Joint Degree Programs**





**Figure 17: Institutional Approach to Initiating Joint or Double Degree Programs**



Source: Survey on International Joint and Double Degree Programs 2011



# Institutional reasons to develop JPs

• Broadening educational offerings	2,24
• Strengthening research collaboration	2,21
• Advancing internationalization	2,15
• Raising international visibility/prestige	2,15
• Increasing foreign students enrollment	2,11
• Responding to increased competition	1,91
• Responding to student demand	1,88
• Responding to particular market demand	1,86
• Offering courses from partner university	1,85
• Increasing revenue	1,61

Source: IIE, 2014



# Perceived Impact

- 55,9% Greater collaboration btw. faculty
- 54,3% Increased int. Visibility
- 45,3% Increased internationalization of campus
- 37,6% Helped develop strategic partnership
- 37,6% Further JD/DD or other programs
- 31,4% Improved recruitment of more int. students
- 25,7% Improved recruitment of high potential students
- 24,9% Greater collaboration between admin. staff
- 19,2% Additional research projects
- 9% Other

Source: IIE, 2014



**Table 14a: Challenges to Setting up Joint or Double Degree Programs (1=Not Challenging, 4 = Very Challenging)**

Rank	Challenge	Rating
1	Ensuring sustainability	2.85
2	Securing adequate funding	2.80
3	Curriculum design	2.57
4	Legal issues	2.54
5	Recruiting students	2.53
6	Securing support from national or international organizations/gov't	2.47
7	Accreditation	2.39
8	Academic calendar differences	2.37
9	Institutional support	2.36
10	Credit transfer agreement	2.36
11	Communicating with partner	2.33
12	Fee structure agreement	2.20
13	Language issues	2.07
14	Degree duration agreement	2.04
15	Double counting of credits issue	1.97
16	Negotiating MOU	1.90

Source: Survey on International Joint and Double Degree Programs 2011



# Regional Approaches

**Europe**: JP growing constantly, particularly at Master level, response to increasingly global job market, institutional budget and external funding to cover the costs.

**North America**: DD still more common, partnership with Europe, China, India, South Korea, undergraduate level, student fees to cover the costs

**L.A.**: DD still growing, private univ. use them to recruit international talents vs public univ using JL for capacity building and strengthen graduate education, graduate employability ranks low, internationalization of the curriculum and innovative programmes rank high

**Asia, Africa, Middle East** still widely neglect JPs as institutional tool for internationalization



# Motivations to enroll in a JP



gg58923476 www.gograph.com

Motivation (1 -Not Important; 5- Extremely Important)	Average (Overall)	Working Abroad	Recent Graduates
Living in a different country during my studies	4,6	1st	1st
Interacting with new cultures	4,4		2nd
Having access to more job opportunities	4,2	3th	
Increasing the opportunities for a professional career in a country other than my o	4,2	2nd	
Experiencing a different education environment	4,2		
Stepping out my comfort zone to improve my ability to work independently	4,1		
Learning a new language	4,0		
A perspective of getting the job or jobs I aspire to	4,0		
Having two academic degrees conferred by two different higher education institutions	4,0		
Increasing the possibility to live in a different country more or less permanently	3,8		
Studying in a certain identified higher education institution	3,7		
A perspective of getting better paid than graduates with a single degree	3,0	Last	Last

Source: REDEEM PROJECT 2017



# Main Motivations - REDEEM

	REDEEM	CONTROL GROUP
LIVING IN A DIFFERENT COUNTRY DURING MY STUDIES	4,6	4,5
INTERACTING WITH NEW CULTURES	4,4	4,4
HAVING ACCESS TO MORE JOB OPPORTUNITIES	4,2	3,9
INCREASING OPPORTUNITIES OF PROFESSIONAL CAREER IN OTHER COUNTRY	4,2	3,8
EXPERIENCING A DIFFERENT EDUCATION ENVIRONMENT	4,2	4,1
STEPPING OUT MY COMFORT ZONE IMPROVE MY ABILITY WORK INDEPENDENTLY	4,1	4,3
LEARNING A NEW LANGUAGE	4,0	4,1
A PERSPECTIVE OF GETTING THE JOB OR JOBS I ASPIRE TO	4,0	3,4
HAVING TWO ACADEMIC DEGREES CONFERRED BY TWO DIFFERENT HEI'S	4,0	-
INCREASING POSSIBILITY TO LIVE IN A DIFFERENT COUNTRY MORE/LESS PERMANENTLY	3,8	3,8
STUDYING IN A CERTAIN IDENTIFIED HEI'S	3,7	3,3
A PERSPECTIVE OF GETTING BETTER PAID THAN GRADUATES WITH A SINGLE DEGREE	3,0	-

Source: REDEEM PROJECT 2017



# Main concerns and open questions

- Student rationale: quality experience or two degrees?
- Institutional dilemma: capacity building or status building?
- Sustainability: own budget or external funding?
- Certification: multiple certification and double counting under attack
- Is international accreditation feasible and viable?
- How can JPs fit into two different national and regional qualification frameworks?
- Prior learning assessment still problematic
- IPR for thesis work usually not addressed early enough



# References

Joint and Double Degree Programs In The Global Context – Institute of International Education (2011)

Global Perspectives on International Joint and Double Degree Programs Paperback – Matthias Kuder (2014)

INTERNATIONAL JOINT AND DUAL DEGREES: Strategy and Implementation – the Boston College Center for International Higher Education (2015)

Mapping International Joint and Dual Degrees: U.S. Program Profiles and Perspectives – Center for Internationalization and Global Engagement (2014)

JOINT INTERNATIONAL MASTER PROGRAMMES: The first generation - EACEA synthesis report Lessons learnt from Erasmus Mundus (2013)

4th edition of the Global Survey on Internationalization of Higher Education – IAU (2014)



## **PART II:**

### **How to design quality JPs**

**Joint and Double Degree  
Programmes:  
a powerful tool for the  
internationalization of higher  
education**



# The pre-initial quality framework

- Different national rules, different organizations
- Different *integration* levels
- Different integration modalities
- Different structures of the degree courses
- Different partners' commitment
- Different kind of final degrees



Integration should be at:  
political & strategic level  
educational & training level  
organizational & management level



# Focus on the “*international dimension*”!

- *International Classroom* = students coming from different countries
- *International Learning Outcomes* as response to training needs of the international labor market
- High quality & research based teaching
- Innovative teaching methodologies
- Use of a foreign language

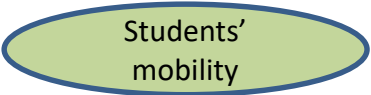


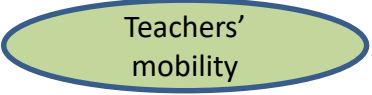


The international dimension should guarantee an ADDED VALUE to the degree programme!!!



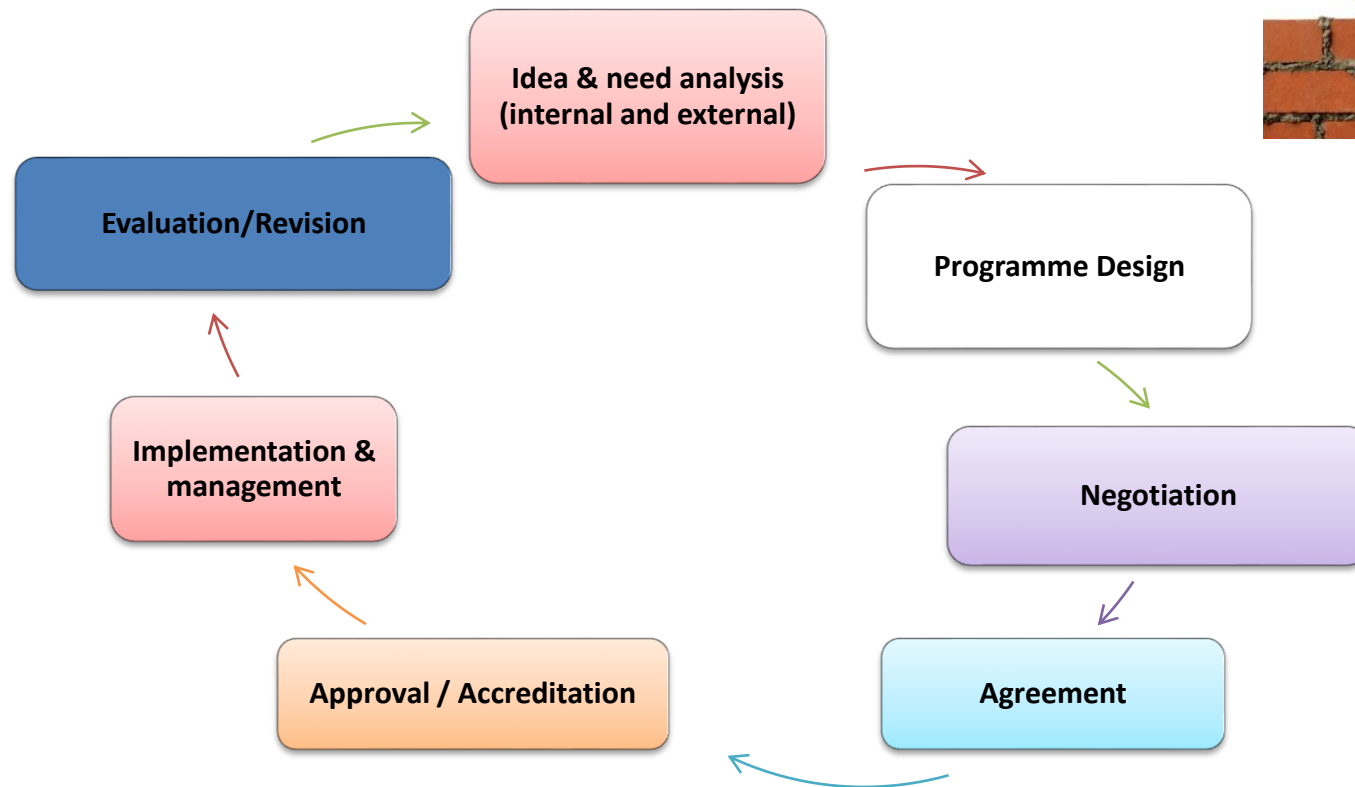
# Pillars: initial quality elements

*(Bologna Process Implementation Report - 2015)*

- The Programmes are developed and/or approved jointly by several institutions
- Students from each participating institution study parts of the programme at other institutions  

- The students' stays at the participating institutions are of comparable length  

- Periods of study and exams spent at the partner institution(s) are recognised fully and automatically  

- Professors of each participating institution also teach at the other institutions  




# JP setting up: ideal phases to ensure quality





# Phase 1: Idea & preliminary analysis

Step 1: Idea (What?)

Step 2: Needs analysis: (*What for?*)

Step 3: Identification of partners (Who?)

Step 4: Analysis of the different education systems (How?)



# Phase 1: Idea & preliminary analysis

## Step 3: Identification of partners:

- ✓ Known/unknown
- ✓ Experience/expertise
- ✓ Human Resources
- ✓ Differences/Complementarities

## Step 4: Analysis of the different education systems:

- ✓ Bachelor or Master?
- ✓ What's Bachelor and Master in the partner institution?
- ✓ How can we compare the systems?
- ✓ Which is the level and nature of the final degree awarded?



## Phase 2: Programme Design

- Step 5: Identification of the Degree Course involved (subject area?) and name of the JP
- Step 6: Analysis/comparison between **entry** requirements and **admission** requirements
- Step 7: Definition of selection criteria





## Phase 3 : Negotiation

- Definition of roles and tasks for each partner institution
- Identification of the management team:
  - ✓ Academic (role & task)
  - ✓ Administrative (role & task)
- Agreement on shared deadlines, common procedure e communication tools
- Adoption of a Quality Assurance Plan



# Comparison table exercise

- ✓ Mixed groups of 2-3
- ✓ Go through the table and find out how much you know about the partner institution/country
- ✓ 20 minutes team exercise
- ✓ Report to the audience



# References

Joint programmes from A to Z: A reference guide for practitioners

[https://eacea.ec.europa.eu/erasmus-plus/news/joint-programmes-a-z-a-reference-guide-for-practitioners\\_en](https://eacea.ec.europa.eu/erasmus-plus/news/joint-programmes-a-z-a-reference-guide-for-practitioners_en)

Bologna Implementation Report 2015

[http://www.ehea.info/Uploads/SubmitedFiles/5\\_2015/132824.pdf](http://www.ehea.info/Uploads/SubmitedFiles/5_2015/132824.pdf)

JOIMAN project ([www.joiman.eu](http://www.joiman.eu))

REEDDEM PROJECT ([www.reedemproject.eu](http://www.reedemproject.eu))

Tuning Glossary (<http://www.unideusto.org/tuningeu/documents/glossary-of-terms.html>)

EACEA European Commission: Joint International Master programmes. Lessons learnt from Erasmus Mundus The first generation, Synthesis Report, Brussels, 2013.

[https://eacea.ec.europa.eu/sites/eacea-site/files/1avramov\\_emmcrecommend2705213.pdf](https://eacea.ec.europa.eu/sites/eacea-site/files/1avramov_emmcrecommend2705213.pdf)



## **PART III:**

**How to ensure quality  
during the  
implementation phase**

**Joint and Double Degree  
Programmes:  
a powerful tool for the  
internationalization of higher  
education**



# IMPLEMENTATION PHASE MAIN ELEMENTS:

- The consortium agreement
- The student agreement
- Recognizing your partners at all levels: how?
- Jointness aspect in programme management
- Joint application
- E-tools
- Size matters
- Intercultural / International Competences
- Joint Internships / placements / thesis
- Privacy and legal issues related in joint programmes
- Creating a Joint programme identity

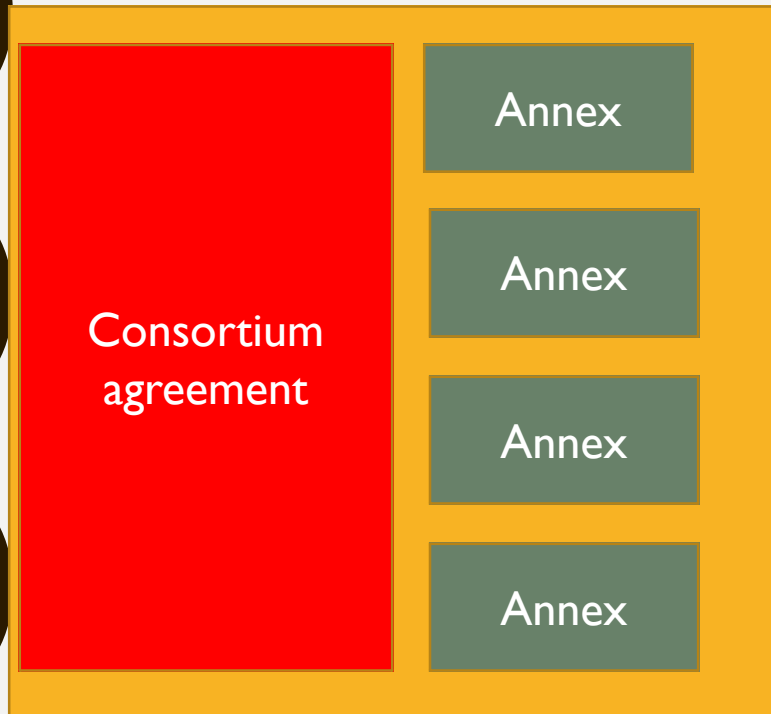


# THE CONSORTIUM AGREEMENT

- The backbone of your JP!
- A legal document!
- A powerful document!
- Set duration
- Rules on termination



# THE CONSORTIUM AGREEMENT



## Annexes:

Can be changed more easily  
(depending on how defined in  
the CA)



# CONTENT

## CA:

- ☐ Partners (main)
- ☐ Scope and structure of the programme
- ☐ Organizational structures + responsibilities
- ☐ Educational responsibilities
- ☐ Administrative organization principles (admission / application/ ...)!!
- ☐ Costs and financing
- ☐ IP / Confidentiality rights

## Annexes:

- ☐ Partners (associate)
- ☐ Course content + roles
- ☐ Budgettable
- ☐ Joint programme elements guidelines
- ☐ Score translation rules
- ☐ Student agreement
- ☐ Partnership agreement
- ☐ Admission rules



# CONTENT KEY ELEMENTS

- Timeline: Check with every university
- Changes in course content → how ?
- Accreditation / Quality assurance



# OTHER AGREEMENTS

Consortium  
agreement

Annex

Annex

Annex

Annex

Student agreement



Thesis Agreement



Associate Partner  
agreement



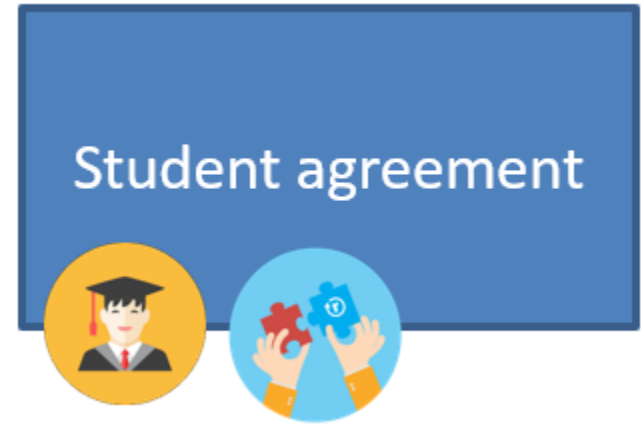
Internship  
Agreement





# STUDENT AGREEMENT

- Agreement between Consortium and student
- Consortium rules / obligations / rights
- Content:
  - Programme structure / duration
  - Financing
  - Amendments !!



## Student Contract IMBRSea [Student name]

This Agreement governs the relationships between:

Consortium of the International Master in Marine Biological Resources (IMBRSea) Coordinated at Ghent University, represented by Prof. Anne De Paupe, Rector, in this particular case represented by Dr. Tim Deprez, coordinator of the IMBRSea consortium, Department of Biology, Marine Biology research group, Krijgslaan 281/S3 B-9000 Gent, Belgium

Hereinafter referred to as "the Coordinator" And

[Student name] from hereinafter referred to as "the student".

It has been agreed as follows:

### Article 1: Object

The IMBRSea programme aims to qualify students to a level of excellence in the field of Marine Biological Resources with a strong focus on international (also pan-European) cooperation with key players in the field.

This Agreement, which all parties declare they have read and approved, governs the relationship between the parties and defines the rights and obligations associated with their participation in the above educational programme.

### Article 2: Duration

The IMBRSea study programme starts in September 20XX and ends in August 20XX. This Agreement covers the above-mentioned period.

### Article 3: Obligations of the Coordinator

The Coordinator undertakes to:

- award a joint diploma of International Master in Marine Biological Resources (IMBRSea) upon successful completion of the study programme together with the other nine core universities of the Consortium



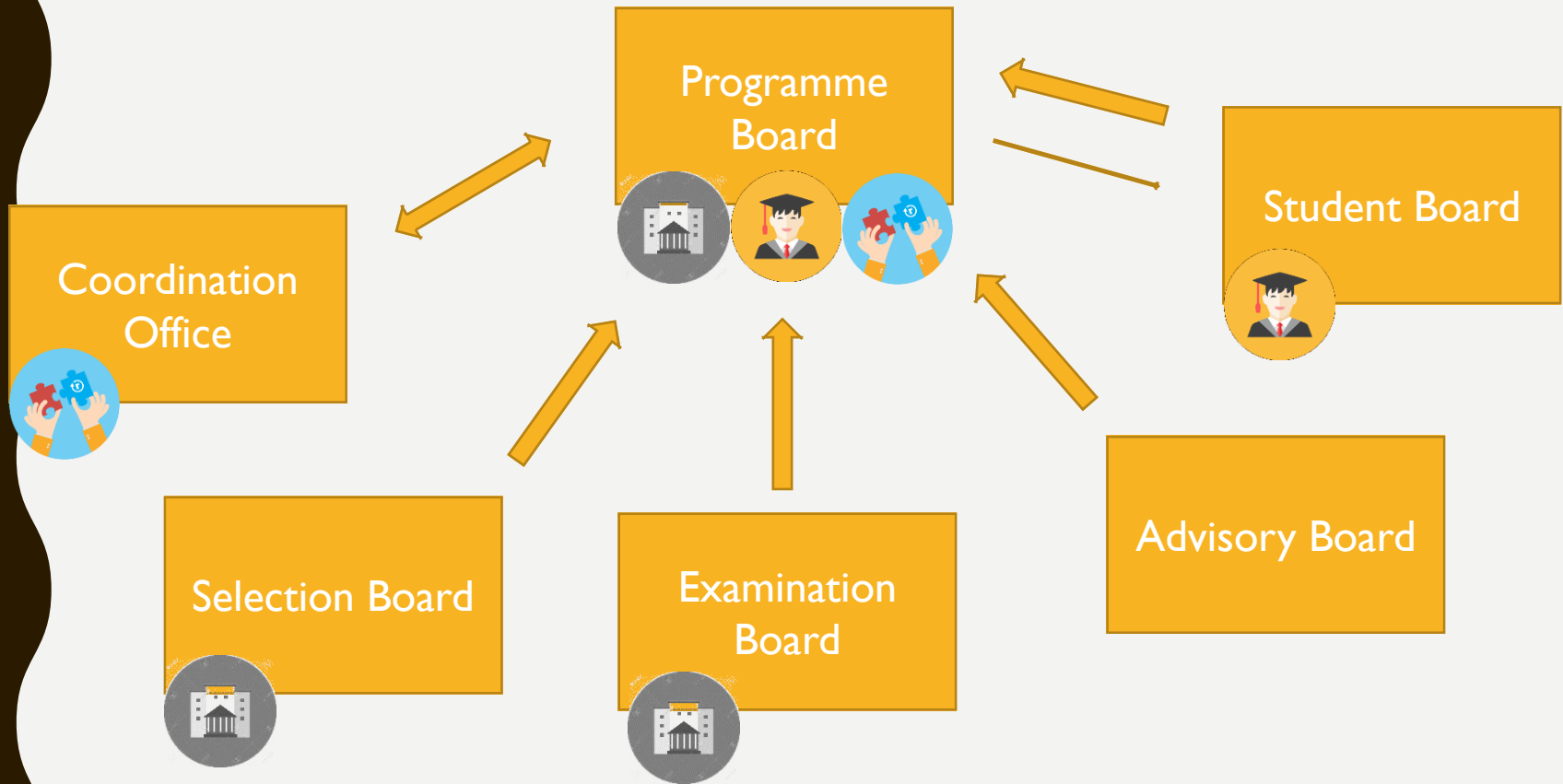
# RECOGNIZING YOUR PARTNERS ...

Potential Partner roles:

- Teaching
- Internship
- Thesis work
- Quality assurance
- Advisory board
- Organization specific programme elements (online courses)
- Data management and data archiving
- Outreach and communication
- ...



# JOINTNESS ELEMENT IN PROGRAMME MANAGEMENT





# PROGRAMME BOARD

- Decision making body at programme level
- Example composition:
  - 1 representative per main partner
  - 3 student representatives
  - 1 representative from coordination office
  - 2 associate member representatives
  - External ad-hoc advisors / experts
- Meetings ... variable ways
  - Physical
  - Online VC
  - Via email consultation





# JOINT APPLICATION

- Single point of entry to your JP
- Online! → pdf / versus online form / multi session
- Collect relevant data which gives you reliable info to select your best student
- Basic data:
  - Personal data
  - CV
  - Study background
  - Motivation



# JOINT APPLICATION - CASES

- ✓ Descriptive motivation versus to the point motivation questionnaire
- ✓ Project proposal
- ✓ 2 intro minute video
- ✓ Referees -> letters / questionnaires / ...
- ✓ Interviews
- ✓ Pre-entry test
- ✓ Professional outlook





# USE OF E-TOOLS



## ➤ Application

### Daily management

- Letters and certificates
- Processes related to mobility
- Interaction with externals – Bank / Insurances / etc.

### Thesis evaluation

## ➤ Follow-up of processes

## ➤ Communication

### Partner management







# E-TOOLS

- What if the skills capacities are not available ?

Involve students!

- IT projects in IT related course
  - Internship project



# SIZE MATTERS

Legal notice | Cookies | Contact on Europe | Search on Europe

**EACEA**  
Education, Audiovisual and Culture Executive Agency

European Commission > EACEA > Erasmus+ > Library > Scholarship statistics

ERASMUS+ CREATIVE EUROPE EUROPE FOR CITIZENS EU AID VOLUNTEERS INTRA-AFRICA EURYDICE PROGRAMMES 2007 - 2013 ABOUT

Erasmus+ Actions Funding Beneficiaries Space Selection Results Library News Events Contacts

## Scholarship statistics

This page provides information about the numbers of Erasmus Mundus Master students and Doctoral candidates selected or who have applied for scholarships under the Erasmus+ programme.

The statistics reflect the scholarship allocation per nationality of Master students and Doctoral candidates. Please note that minor changes to these statistics may be possible due to cancellations and consequent promotions of candidates from the reserve list.

We invite you to read this [Guidance Note](#) before consulting the statistics. (Updated 07/12/2017)

**2017**  
Erasmus Mundus Joint Master Degree students selected for the academic year 2017/2018  
Erasmus Mundus Joint Doctorate fellows selected for the academic year 2017/2018

**2016**  
Erasmus Mundus Joint Master Degree students selected for the academic year 2016/2017  
Erasmus Mundus Joint Doctorate fellows selected for the academic year 2016/2017

**2015**  
Erasmus Mundus Joint Master Degree students selected for the academic year 2015/2016  
Erasmus Mundus Joint Doctorate fellows selected for the academic year 2015/2016

**2014**  
Erasmus Mundus Joint Master Degree students selected for the academic year 2014/2015  
[Partner Country residents](#)

### Latest Erasmus+ News

**News feed: Receive updates in real-time**

**New Eurydice Publications on School Time and Academic Year in Europe 2018/19**  
06/09/2018 - 10:00  
[Read more](#)

**Selection results: Capacity Building in the Field of Higher Education 2018**  
14/08/2018 - 10:00  
[Go to selection results](#)

**Selection results: Sector Skills Alliance 2018**  
[Read more](#)

## Partner countries:

- 989 selected / 25000 applications

## Programme countries

- 2017 selected / 3055

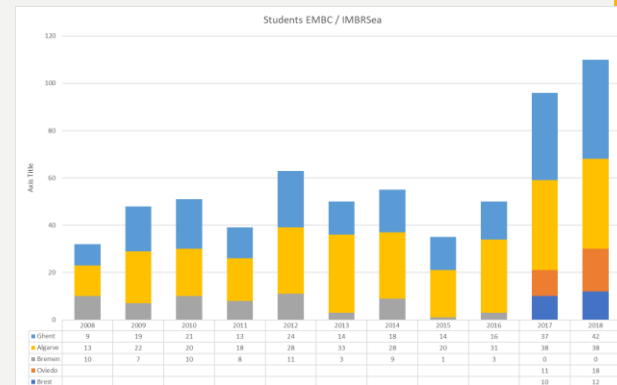
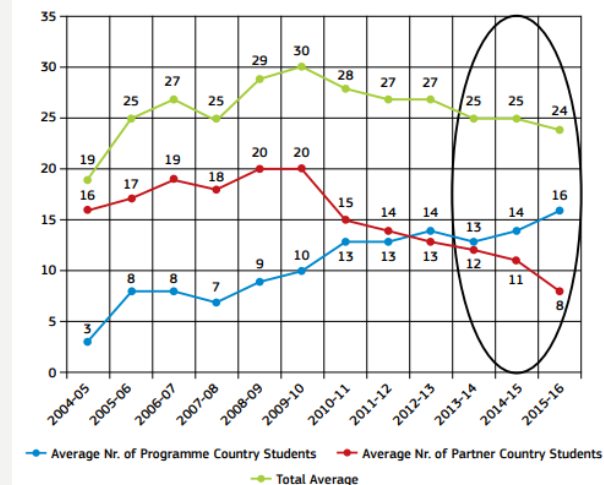


Table 9: Average number of students per active master





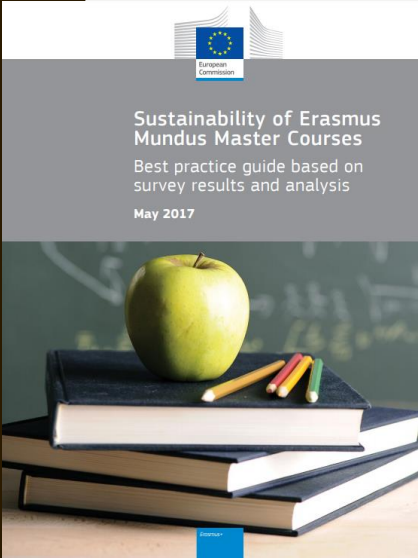
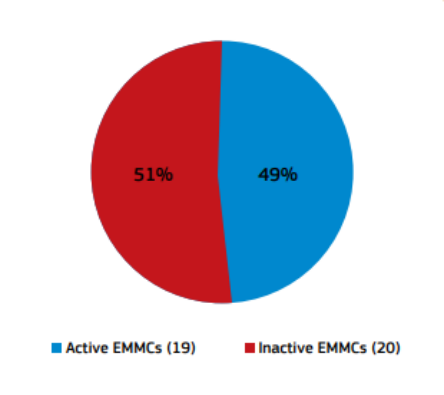
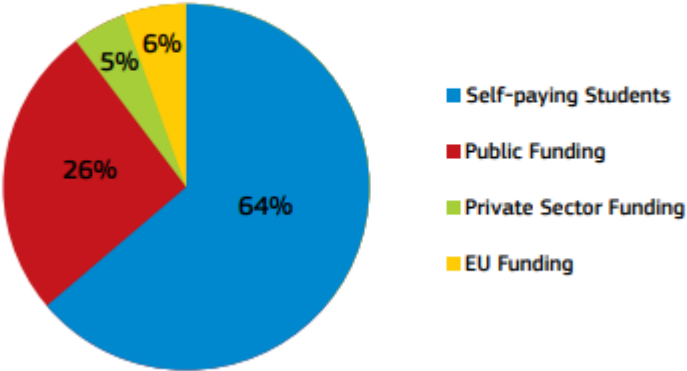


Table 5: Means adopted by active masters (total nr. 19) to ensure sustainability (multiple answers were possible)





# SIZE MATTERS

## Defining sustainable budget model

- From the very beginning
- What external funding sources are available? Are they secured? On which time basis
- What is the minimum / maximum number of students?
- Calculate overall organization cost of the programme
- Define budget principles before starting to negotiate the programme



# INTERCULTURAL COMPETENCES

✓ *International / internationally*

✓ *Diversity*

✓ “Intercultural competencies are those attitudes, knowledge and skills that comprise a person's ability to get along with, work and learn with people from diverse cultures”

*Intercultural Competencies, 2013, p.3*



# INTERCULTURAL COMPETENCES

- ✓ What is an international student?
- ✓ How can a university be open to international students?
- ✓ How can a JP be open to international students?
- ✓ What competences are needed to run or teach in an international programme?



# INTERCULTURAL COMPETENCES

- ✓ Female student x from Bangladesh has problems with Genetics course ...
- ✓ Language policies at the Uni?
- ✓ Food options
- ✓ Coordinating office has male and female staff
- ✓ Religious related aspects
- ✓ How to take a bus?
- ✓ Humour
- ✓ How to say hello to teacher , persons in the street ...
- ✓ ...





# INTERCULTURAL COMPETENCE

- Often seen as a competence students should gain during programme!
- What about the staff in the programme ???

## Tips:

- ✓ Include it in formal teacher evaluation forms
  - ✓ Foresee training
  - ✓ Make explicit



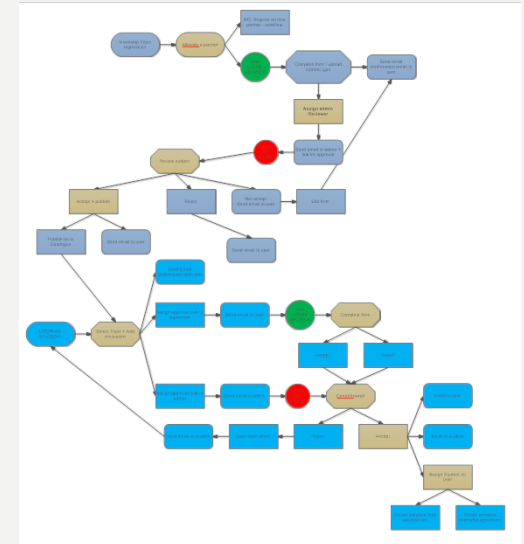
# JOINT INTERNSHIPS / PLACEMENTS / THESIS WORK

## ➤ Internships / placements / Thesis work

- Individual elements in JP
- Follow up ↑

## ➤ Organize jointly!

- Clear towards students/supervisors
- Clear evaluation frameworks
- Easier to organize
- Programme identity for externals





# JOINT PLACEMENTS

- Often involvement of Non-Academic institutions:  
Professionalism in every aspect!
- Method to advertise the JP → Future employers
- Be clear on every aspect
  - Guidelines
  - Train the trainer
  - Criteria



# CREATING A JP IDENTITY

- “I was a student of the Joint Programme in ...”  
VS
- “I was an exchange student in UniA and UniB”

JP Identity should include:

Students

Teachers

Coordinators

Alumni

Universities

...



# CREATING A JP IDENTITY – HOW ?

- Include Joint events:
  - Summer School
  - Intro weeks
  - Graduation symposia
  - ...
  - Outreach / Communication !!!
  
- Create Joint service platforms which users like
  - Programme mail boxes
  - Teacher interaction fora
  - File sharing tools
  - Video channels
  - Course repositories



# LEGAL / PRIVACY ISSUES

## ➤ Check regulations at each partner University

- Eg. Which data needed at which stage
- Eg. Where is the data stored

## ➤ Ask authorisation to students

- At application stage
  - At registration fase
- 
- Think broader than the obvious elements!



# LEGAL / PRIVACY ISSUES

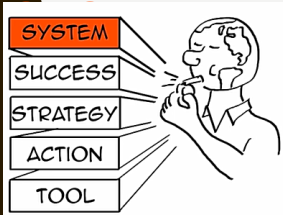
## Tips and tricks:

- ✓ Include clear regulations on
  - Website / Consortium agreement / Student Agreement
  - Agenda of meetings
- ✓ Avoid use of communication channels out of your control → Social Media
- ✓ Do delete data – do not only say you delete data !
- ✓ Recording of lectures – be clear with teachers / Students



# Sustainability of JP – Final discussion

## HOW TO ORGANIZE THIS COMPLEX



- 1** WHAT ARE THE MAIN ELEMENTS TO BE ADDRESSED TO ENSURE SUSTAINABILITY IN JPs?
- 2** WHAT ELEMENTS SHOULD BE ADDRESSED FOR EFFECTIVELY TARGETING STUDENTS AND IMPROVE THE BRANDING OF JPs?
- 3** WHAT ARE THE KEY FACTORS THAT ENSURE SIGNIFICANT IMPACT OF JPs ON GRADUATES AND INSTITUTIONS?





# Final questions / comments?

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