



Transnational Education Peru - U.K.

**A Roadmap for partnership
development**

2022-2023

Credits

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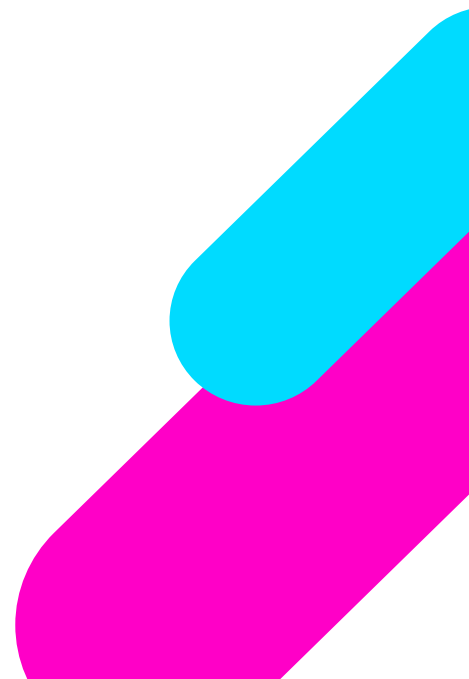
British expert organisation in higher education focused on teaching-learning, governance, leadership development, equality, diversity and inclusion. Special acknowledgements to the consultants Daniel Sheratte, Steve Outram, Aralda Hidalgo and Karen Smith.

Participants

Peruvian and British Government institutions and universities, actively involved in the development of current work and activities. Special acknowledgement to the General Directorate of University Higher Education (DIGESU) at the Ministry of Education.

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Foreword



DARREN COYLE

The British Council is delighted to be able to share this Roadmap for the Development of Partnerships in Transnational Education (TNE) in Peru, as part of our work globally to support stronger international connections in Higher Education.

We foster a stronger, more inclusive, and globally connected Higher Education sector in the countries around the world and the UK, by strengthening Higher Education systems, supporting inclusion and facilitating collaboration on research, to enhance outcomes for students, and ultimately, support sustainability and prosperity in the world.

In 2022/23, we supported over 400 Further and Higher Education Institutions around the world to develop partnerships with the UK, focussing on Transnational Education, joint teaching programmes, research and science.

Our work with governments in over 100 countries enables us to identify areas for collaboration that are mutually beneficial, reduce barriers and enable exchange of expertise, research, as well as the mobility of students and Higher Education professionals.

In Peru specifically, we have valued the collaborative approach undertaken with key partners including the Ministry of Education, the National Superintendency of University Higher Education (SUNEDU), the National Council of Science, Technology, and Technological Innovation (CONCYTEC), the General Directorate of University Higher Education (DIGESU), and a range of Peruvian Higher Education Institutions (HEIs). Together, we have focussed our efforts on the priority identified together to strengthen the internationalisation of Peruvian Higher Education by embedding Transnational Education partnerships into a national strategy.

Bringing together key Peruvian stakeholders alongside UK experts, and ensuring a consultative and capacity building approach along the way, we feel we have developed a roadmap that is relevant for HEIs across Peru to help realise their institutional ambitions in the area of internationalisation and TNE in particular.

We have ensured this Roadmap is a flexible tool which Higher Education Institutions across Peru within different settings and contexts can utilise to support the development and implementation of their internationalisation strategies, with a particular focus on quality outcomes. We hope you will find the Roadmap useful to maximise the many benefits we know that can be drawn from the internationalisation of the Higher Education sector.



ADRIANA DELGADO

The present Roadmap is our latest contribution to extensive work supporting the internationalisation of Peruvian Higher Education since 2014.

We have worked collaboratively with important governmental organisations and more than 30 Higher Education Institutions (HEIs) from Peru and the UK. Together, we have developed policy dialogues, capacity building initiatives, technical assistance projects, and the creation of the “Guide of Recommendation for the Internationalisation of Peruvian Higher Education” in 2020, which has become an important resource in the analysis and discussion for policy making and internationalisation at institutional and system level.

We took the lead in creating this Roadmap since internationalisation has become increasingly important in how Peruvian universities envision and carry out their institutional strategies alongside their focus on quality education. Based on the examination of sound theory and firsthand experience of experts from both Peru and the UK, and through a collaborative process involving both Peruvian and British experts, this work has already resulted in a helpful tool to support joint degree programme partnerships development and institutional efforts to strengthen their approach to internationalisation.

We appreciate the support of the British expert organisation Advance HE, which was commissioned to help with the creation of this flexible and valuable Roadmap, as well as the support of the international organisations and governmental authorities who took part in various validation, capacity building and consultation procedures.

We hope that this Roadmap will be seen as a key tool for building stronger international connections, effective academic and professional exchange, as well as better mutual understanding and trust between Peruvian and British HEIs for the strengthening of the quality of the Higher Education sector towards the benefit of the society in general.

Introduction and Background

Since 2014, the Peruvian government has sought to improve and enhance the quality of higher education provision in both public and private universities. This is seen to be extremely important in the development and enrichment of Peruvian society and the Peruvian economy.

It has also been recognized that women have been under-represented in STEAM subjects in Peruvian universities and actions are already being taken to strengthen and engage HEIs internationally, through mentoring for women in STEM, and capacity strengthening for inclusive Science, Technology and Innovation (STI) management.

Project Aims

The overall aim of this project is to support the goal of societal and economic development through the further internationalisation of Peruvian higher education.

Also, this project is designed to address Peru's gender equality and accessibility requirements within the context of capacity building and internationalisation of HE development projects. The objectives are to increase participation of women entering and succeeding in HE, and in particular in STI management, by establishing a co-created Roadmap for HEIs to design and develop TNE (Transnational Education) partnership initiatives.

Project Scope

The project has three phases

1. Completion of a detailed needs analysis of Peruvian and UK universities in relation to internationalisation competence, including the preparation of Pathfinder Programme parameters
2. Delivery of capacity-building workshops
Development of co-created, draft 'Roadmap' to guide UK-Peru partnerships for a joint/ double master's degree programme in inclusive STI Management
3. Roadmap' validation through stakeholder consultation



This project is specifically focussed on partnership development between Peruvian and UK universities and a recent British Council explored the current situation of Peru-UK TNE activities noting that there were relatively few links between Peruvian and UK universities and that there was a potential for more development, particularly following an increase in economic and investment activity of UK businesses in Peru. The Report outlines a number of challenges to be met for further development including a recommendation when developing international partnerships, a focus on widening access could help UK institutions align with the objectives of Peruvian institutions – a recommendation that sits well with this initiative.¹

The project is overseen by a steering group with representatives from the British Council, Peru; Advance HE International Consultancy team and the project team which comprises Steve Outram, HE Consultant; Dr Karen Smith, University of Hertfordshire and Dr Araida Hidalgo, Manchester Metropolitan University (all Advance HE Associates)²

How the Roadmap Guide was developed

The principles that have informed the development of the Roadmap Guide include

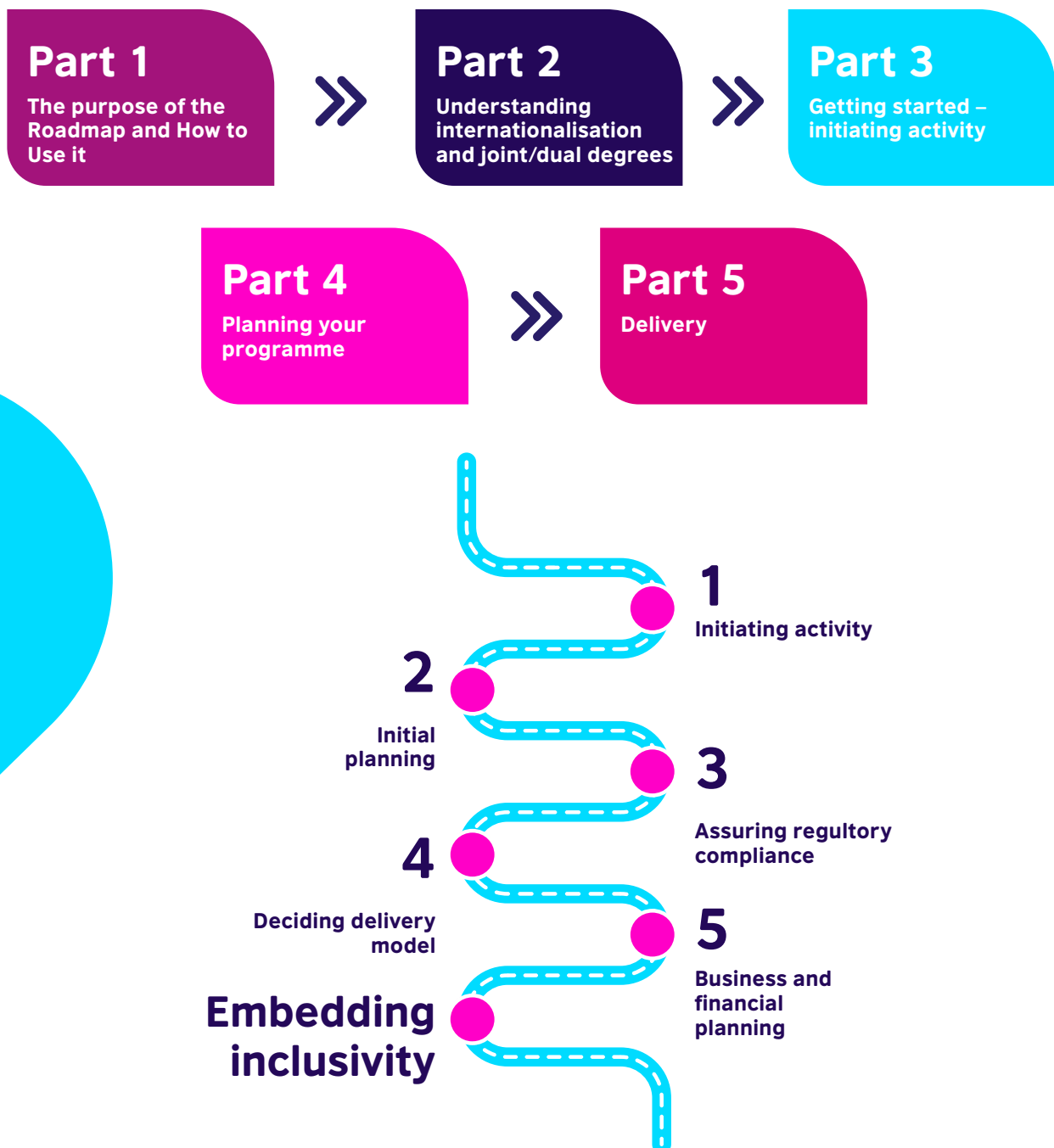
- +** Inclusive design: it was seen at the outset that it is vital that the ‘Peruvian voice’, from senior leaders through to TNE practitioners, should be seen and heard in the Roadmap’s development. From the start, Peruvian colleagues were consulted in relation to the Roadmap contents.
- +** To support the principle of co-creation there was a validation phase where senior staff were invited to provide feedback on the Roadmap through Delphi group interviews, where, following the administration of an anonymous questionnaire, the Roadmap was discussed collectively and amendments, clarifications and illustrative examples explored. Participants who engaged in the post-workshop evaluation focus group and interview, were invited to provide feedback on a draft of the Roadmap via a questionnaire.
- +** It is also very important that the Roadmap is accessible, comprehensive and is developmental. Feedback requests as the Roadmap went through its iteration, included a request for feedback on the format and style as well as the content and process.

¹ Vangelis Tsiligiris & Paraskevi Bessa-Rodrigue, Environment for Transnational Education Partnerships and UK Qualifications: Challenges and Opportunities, British Council (2022) [environment_for_tne_partnerships_in_peru.pdf \(britishcouncil.org\)](https://www.britishcouncil.org/environment-for-tne-partnerships-in-peru.pdf)

² Ethical approval for the evaluation of the capacity-building activities was granted by the University of Hertfordshire Social Sciences, Arts and Humanities Ethics Committee with Delegated Authority: protocol number SHE/SF/UH/05768

How the Guide is Organised

The Guide has five parts. Part 1 introduces the purpose of a Roadmap and how to use it. Part 2 introduces the internationalisation context to this project as well as the nature and scope of Transnational Education (TNE) with a particular focus on joint and dual degrees at postgraduates level (which are the focus of the project overall); Part 3 focuses on Getting Started and addresses the initiating activities that will enable the planning to commence; Part 4 enables participants to start their 'Joint and Dual Degree Journeys' by planning their partnerships and programmes; and Part 5 enables them to plan to start delivering their new programme (and includes a section on what to do to close a programme).



Part 1: The Purpose of the Roadmap and how to use it

What is a Roadmap?

A Roadmap enables strategic planning. It links together a strategy (the rationale for doing something), the work needed to achieve projects goals (the 'what'), and a pathway for completion. An important element of this Roadmap is guidance on how anyone responsible for developing a joint or dual degree in STI Management can build their own Roadmap to plan and implement their new programme.

Who should use this Roadmap?

This Roadmap has been created to enable anyone from a Peruvian or UK university who has the responsibility for developing, in partnership, a new joint or dual postgraduate programme to plan their development and delivery. A Roadmap provides a framework for the strategy, timing, and content of a new programme and helps everyone involved to understand the development process; what happens next and who is responsible.

As a part of the development of this Roadmap senior academic leaders from Peru and the UK were invited to participate in a focus group and in a survey to give their views on draft versions. When asked, through the questionnaire, who might find the Roadmap useful, responses included:

- To support strategic planning for internationalisation
- To support the implementation of internationalisation activities, and to support staff who are leading it
- For training sessions with staff engaged in internationalisation
- As a guidance document and point of reference when working with an external partner
- To develop capacity
- To support the development of or improvement of an institution's own tools
- Promoting and sharing internationalisation actions

Within the focus group discussion, one participant indicated that this is an 'action, instructive document' that provides an 'organising point'

It is important to note that a Roadmap is not a project plan. A Roadmap provides the high-level visualisation of a strategic initiative and the major areas of work to be undertaken; it provides the high-level goals and an overview of how they might be accomplished. A corresponding project plan will capture the detailed step-by-step route to achieve each goal. For example, a university might develop a Roadmap to envisage its goal of furthering its internationalisation profile through developing joint or dual award initiatives – and then develop detailed project plans to achieve their goals. A Roadmap is a promise of what will be delivered, a project plan is how it will be delivered. For this project, the Roadmap has a focus on one of the several forms of transnational education; namely, the development of joint and dual programmes between Peru and the UK.

At the outset it is recognised that the principal readership of this Roadmap is an academic one. To that end we have also included some of the background conceptual contexts as well as described activities. It is also recognised that this is an Introductory Roadmap that ‘signposts’ further conversations and activities. Finally, it is also recognised that staff occupying different roles within a university will find some parts more relevant than others (but we would recommend that, if possible, everyone reads the whole of the document to gain an understanding of what other colleagues’ responsibilities might be).

The benefits of a Joint/Dual Degrees Roadmap

Universities may benefit from developing their own Roadmap by describing their vision for the future and the rationale for doing it. It helps to clarify a university’s institutional strategies and communicate university-wide goals and initiatives. They can use a Roadmap to share their vision with others outside the university as well use it to track progress.

Individuals with the responsibility for leading a partnership initiative can use a Roadmap to provide a foundation for programme development. A Roadmap will enable them to show how their vision of a new programme aligns with university goals including the features and requirements of partnership and the new programme. It will enable them to communicate this vision and its necessary goals to others including other members of the university as well as interested stakeholders external to the university.

A note on using checklists

Internationalisation in higher education is both comprehensive and complex (as well as being ill-defined). Using a checklist that has been customised for this Roadmap is a way of introducing the comprehensive, essential elements of a Roadmap in a concise way that also allows participants to consider where they are at the moment and identify next steps.

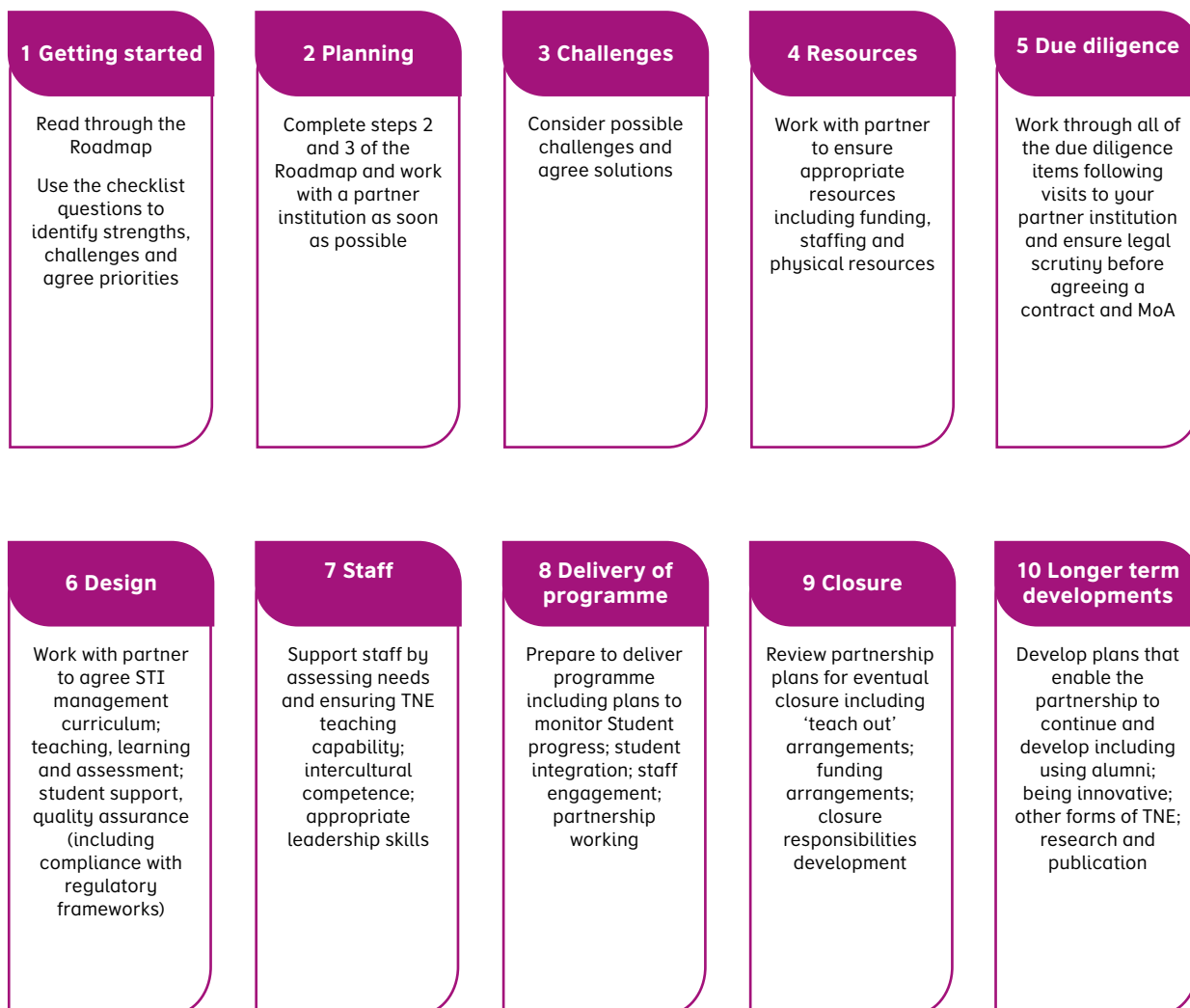
As Atul Gawande suggests in *The Checklist Manifesto: How to Get Things Right* using checklists avoids mistakes – particularly in complex situations where many people may be involved. They are particularly useful, he says, when people are very busy and under pressure where there may be a temptation to ‘cut corners’ or skip steps leading to possible failures.

Checklists seem to provide protection against such failures. They remind us of the minimum necessary steps and make them explicit. They not only offer the possibility of verification but also instil a kind of discipline of higher performance (2010, page 36).³

Universities may benefit from developing their own Roadmap by describing their vision for the future and the rationale for doing it.



Roadmap flowchart



Part 2: Understanding internationalisation and Joint/Dual Degrees

'Internationalisation' is now established as an integral element of most universities' strategies across the globe⁴. For many years universities world-wide, have welcomed an increasing number of international students, research partners and academic colleagues. Yet what is meant by 'internationalisation' is often vague and ill-defined. Many commentators cite Knight's (1999) definition as 'the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution'.⁵

In practice, this might mean having an international component in curricula; it might mean having overseas research partners or international staff and students in your university; and it might mean a variety of different kinds of transnational education, involving the movement not just of staff and students (including physical and virtual mobility opportunities), but also programmes and higher education providers.⁶

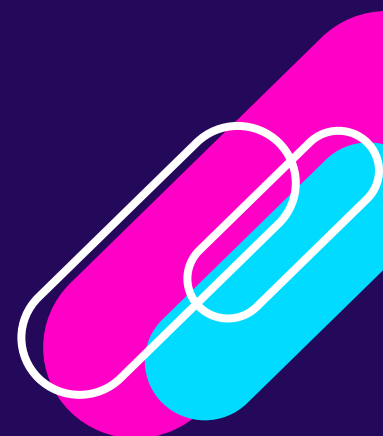
To better understand how 'internationalisation' might be conceived, this Roadmap is informed by two models. The first model is one developed by Advance HE in the UK. Advance HE is a UK agency supporting higher education and has been at the forefront of international development and has facilitated UK universities in developing their international strategies, supported by its Internationalisation Framework. The significance of this framework lies in its integrative and inclusive scope, 'Internationalising HE is a transformative and continual process of sector-wide concern. Learning, teaching and research, and the interconnections between them are centrally important'.

This Framework has five driving principles; Interconnectivity – connecting with and impacting on global developments and communities; Inclusivity – having regard for the plurality, impact and benefit of cultural, individual and linguistic diversities; Collaboration – using collegial approaches and transcending national and international boundaries; Flexibility – enabling agility structures, systems and approaches and effective use of technology, and Sustainability – securing environmental, economic and social development into the future.

⁴ De Witt, H. & Altbach, P.G. (2021) Internationalisation in higher education: global trends and recommendations for its future, *Policy Reviews in Higher Education*, 5:1, 28-46

⁵ Knight, J. (1999). Internationalisation of higher education. In J. Knight & H. de Wit (Eds.), *Quality and internationalisation in higher education*, (pp. 13-23). Paris: OECD

⁶ Knight, J. & McNamara, J. (2017) *Transnational Education: A Classification Framework and Data Collection Guidelines for International Programme and Provider Mobility (IPPM)* [online] Available at www.britishcouncil.org/sites/default/files/tne_classification_framework-final.pdf



Its areas of focus comprise:

- **Global Academic Community:** driven by international knowledge generation, exchange, networking, partnerships and collaboration.
- **Global Learning Experience:** informed by outward, inward and virtual mobility, cultural immersion, language acquisition, international interactions and/or perspectives.
- **Global Intercultural Engagement:** underpinned by empathy, sociability and sensitivity to all forms of diversity and the plurality of language.
- **Global Social Responsibility:** demonstrated by a commitment to addressing global issues and inequalities, as well as their impact on cultures and wider society. Figure 1. Stages of Internationalisation in Higher Education Institutions.

This holistic approach to what is meant by ‘internationalisation’ is similarly to be found in the practical approach taken by the University of Warwick’s Global Education Profiler model. This model suggests that many approa

Figure 1 – Stages of Internationalising HEIs

Pre-internationalisation	Strategic Internationalisation	Compositional Internationalisation	Internationalisation Community	Internationalisation Competency
Low diversity in the university	Awareness and shift in strategic outlook. Development of an internationalisation agenda	Culturally diverse students and staff. Limited intercultural interaction and integration	Culturally diverse university community. High levels of intercultural interaction and integration	Interculturally competent students and staff

Adapted from Spencer-Oatey & Dauber, Allied Linguistics, University of Warwick⁷

⁷ Spencer-Oatey, H. & Dauber, D. (2015). How internationalised is your university? From structural indicators to an agenda for integration. GlobalPeople Occasional Paper. Available at www.warwick.ac.uk/globalknowledge

⁸ QS World University Rankings is an annual publication of university rankings by Quacquarelli Symonds (QS). The QS system comprises three parts: the global overall ranking, the subject rankings, and five independent regional tables – namely Asia, Latin America, Emerging Europe and Central Asia, the Arab Region, and BRICS.

The Warwick approach is critical of a definition of internationalisation that focuses solely on structural indicators such as the proportion of international students and staff; student and staff mobility and intercultural provision such as prayer rooms. These are the indicators used as benchmarks in both the Times Higher Education rankings and the QS World rankings⁸. Warwick's evidence-based analysis demonstrates that this kind of structural provision does not, in itself, lead to the student transformational experience that internationalisation promises and students expect. Rather, at the heart of a transformational experience for both domestic and international students is student integration; on campus and in the classroom.

The Warwick research also demonstrates that such integration doesn't 'just happen' but has to be planned for. Using this approach to internationalisation it is possible to identify where one's university might be located on the Warwick internationalisation continuum – from very little diversity and integration through to high levels of intercultural competence amongst staff and students that enable integration to take place leading to students with a genuine global outlook. See Table 1 Stages of Internationalising HE.

The importance of student integration and the development of intercultural competence is a central concern of this Roadmap.

Higher Education and Internationalisation in Peru

The Peruvian Ministry of Education oversees higher education institutions, both public and private. The National Superintendency of University Higher Education (SUNEDU) is an autonomous entity responsible to verify the compliance of basic quality standards of the higher education institutions, to supervise the education quality service, monitoring the resources and the benefits of private universities have been destined to improve the education quality, managing the National Degree Registry and for the recognition of foreign degrees.

With the Universities Law of 2014, the Peruvian government focused on resolving concerns about the quality of HEIs in Peru. For example, following the implementation of the stricter licencing requirements, as of January 2022 more than 48 universities and two graduate schools, most of them private, did not have their licence to operate renewed.

In addition to the emphasis on improving the quality of HE, the recent reform of the Peruvian higher educational provided support for the internationalisation of higher education institutions and universities are obliged to internationalise to become more competitive. This is the first law in Peru to refer to the internationalisation of HE and its importance in improving the quality standards of HEIs.

It is important to note that an international university is not allowed to provide educational services 'in situ' without a licence, even if it has an agreement with a Peruvian HEI. A new licensing process was introduced as part of the 2014 broader reforms in the HE sector in Peru. SUNEDU is the agency responsible for the licensing of new and existing universities in Peru.

The British Council Report, Peru and the UK, published in 2022, describes a number of challenges for potential TNE partnerships. These include,

- A lack of data on HE and TNE provision
- Lack of unified national strategy for the internationalisation of higher education
- Lack of human resources required to support effective internationalisation
- Limited language skills among academic staff and students Limited government financial support and currency depreciations hindering international student mobility – in Peru there are scholarship programs for undergraduate and postgraduate students to realize their study abroad, as well as funds for international activities within projects or research framework. Furthermore, public universities receive specific funds for international academic mobility.
- Uncertainty of graduate employability and problems in recognition of foreign qualifications⁹

Higher Education and Internationalisation in the UK

For some time, the UK has enjoyed a significant presence in international higher education contexts in all respects, as a host nation receiving overseas students and staff; as a nation that supports mobility overseas as well as the other forms of international higher education delivery including TNE and the development of joint and dual awards.

The International Education Strategy Update, 2021 can be seen to promote further developments in internationalisation including partnership development. Following the impact of both the Covid pandemic and the withdrawal from the EU, the UK strategy recognises that diversification, both in subject areas and markets, is a key to the long-term success of UK TNE.¹⁰

Peru – UK Joint and Dual Awards

The British Council has recognised that there is a potential for increased international partnership activity between Peru and the UK in its 2022 Report, *Environment for Transnational Education Partnerships and UK Qualifications: Challenges and Opportunities*. The Report recognised that there are important challenges to address in the further development of Peru-UK university partnerships including:

- ⊕ A need to understand the significant regional disparities in economic profile, internet access, and other critical factors for participation in higher education.
- ⊕ A need to understand that STEAM/STI cultures might differ between countries

⁹ Vangelis Tsiligiris Paraskevi Bessa-Rodrigue; Environment for Transnational Education Partnerships and UK Qualifications: Challenges and Opportunities; British Council, 2022 [environment_for_tne_partnerships_in_peru.pdf\(britishcouncil.org\)](https://www.britishcouncil.org/education-internationalisation/transnational-education/partnerships/peru-uk)

¹⁰ [International Education Strategy 2021 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/97844/international-education-strategy-2021.pdf)

- ⊕ That higher education in Peru is undergoing significant transformation, including resolving quality issues and improving the employability of graduates.
- ⊕ Need to ensure, therefore, that the priorities and capabilities of UK and Peruvian HEIs are aligned.
- ⊕ Need for clear information about which UK universities are seeking to develop partnerships with Peruvian HEIs. Also, the interviews suggest the need for information from UK universities about their objectives for collaborating with Peruvian HEIs (p20)

With these ongoing developments in Peruvian higher education together with the UK universities emergence from the Covid pandemic and seeking a more diverse international engagement, the development of joint/ dual awards is a most suitable step forward in the further development of Peru-UK partnerships and building on Peruvian universities' successful engagement in joint degrees through the Erasmus Mundus Joint Masters Degrees programme (EMJMD) – where Peruvian universities were associated partners (not the full partners, who award the degrees – 6 programmes, between 2014-2020).¹¹

The British Council and Going Global Partnerships

At the Going Global Partners' Group meeting, 22 September 2022, a most useful overview of the initiative was provide.

'Going Global Partnerships (GPP) was set up in July 2021 to build strategic, mutually beneficial, and equitable partnerships in tertiary education between the UK and other countries. The programme supports partnerships between universities, colleges, education policy makers and industry partners, with the aim of strengthening higher education and TVET systems, enabling research collaboration, internationalising institutions, enhancing student outcomes, improving gender equality outcomes and supporting inclusion. The new global programme has brought together and built on over 50 different projects delivered by the British Council worldwide, which previously supported HE and TVET partnerships.

The tertiary education sector worldwide is currently facing unprecedented challenges: recovery from the Covid pandemic, the lack of mobility opportunities, the sudden shift to online and blended learning, the need to prepare students for a rapidly changing employment market and increasing pressure to demonstrate impact against the Sustainable Development Goals (SDGs). Governments around the world recognise that strong, internationally connected higher education systems are essential for the skills, knowledge generation and innovation needed to drive social and economic change. There is also increasing recognition that international collaboration plays a critical role in addressing domestic systemic issues while supporting internationalisation agendas. Through facilitating a range of partnerships which meet the needs of both UK and international institutions, Going Global Partnerships positions the UK as a trusted partner for governments and institutions looking to strengthen and internationalise their HE, research and TVET offers. It also creates opportunities for the UK's tertiary education sector to contribute further to the SDGs.

¹¹ See https://ec.europa.eu/assets/eac/erasmus-plus/factsheets/america-caribbean/peru_erasmusplus_2020_en.pdf

Wider and deeper institutional arrangements between tertiary institutions globally are contingent upon three key factors:

- ⊕ understanding of the benefits of internationalisation and sufficient motivation on both sides to engage in productive, equitable, inclusive partnerships.
- ⊕ shared awareness of opportunities for collaboration, and clear alignment of aims and objectives between collaborating institutions, agencies and governments.
- ⊕ a regulatory environment supportive of greater internationalisation and institutional engagement.

Going Global Partnerships works on all three factors, engaging with institutions, governments, and sectoral bodies in the UK and overseas to remove barriers and provide platforms for collaboration. The debate and dialogue generated by the Going Global conference series supports the bilateral/multilateral relationships between the UK and other countries fostered through system-to-system and institutional collaborations in Going Global Partnerships. International education is not an endeavour which delivers short-term returns; it must be viewed through a different lens, that of long-term partnership and mutual benefit.

Going Global Partnerships opens new opportunities for the UK tertiary education sector in a diverse range of markets through facilitating an enabling environment for international collaborations to thrive. Our work supports the UK sector with its international engagement at this critical time as it seeks to hold its ground against increasing competition from other countries, to diversify its markets and to recover from the impact of Covid and Brexit. The British Council's ambition is to propel UK HE international engagement to a new level, driven by country needs and interests alongside the UK's own priorities and ambitions, ensuring that the UK remains competitive as a significant education and research partner globally over the next decade.'

The Nature and Scope of TNE: Joint and Dual Postgraduate Degrees

As Jane Knight pointed out in 2008 in *Joint and Double Degree Programmes: Vexing Questions and Issues*¹² there is a plethora of meanings associated with the ambiguous terminology. One of the most used definitions of TNE comes from UNESCO/Council of Europe, where TNE is defined as:

All types of higher education study programmes or sets of courses of study, or educational services, (including those of distance education) in which the learners are located in a different country from the one where the awarding institution is based. Such programmes may belong to the education system of a State different from the State in which it operates, or may operate independently of any national education system. (UNESCO/Council of Europe 2001, p. 2).

There are several ways in which transnational education may be delivered. The focus for this project is the development of joint and dual postgraduate degrees defined as the mutual recognition of systems and academic input, leading to a collaborative award (Doorbar and Bateman 2008, p. 1813). It is important to consider what is meant by joint and dual awards in more detail. The UK Quality Assurance Agency has provided a clear and definitive understanding of these awards.

Let's start with an important consideration, that La

The significant defining feature of qualifications involving more than one degree-awarding body is that they are the outcome of distinctive educational provision that none of the partners could offer, in that form, independently of the others, and which is enhanced by the contribution of multiple partners. They can be characterised, therefore, as representing innovative and enhanced learning experiences often, but not exclusively, in an international context. This is underpinned by the fact that they are genuinely joint enterprises, from the earliest stages.¹⁴ (p7).

What is a Joint Award?

A joint award is where there is the **creation of co-dependent, mutually contingent qualifications and where all aspects of the design and delivery of the programme are developed in partnership**. As the UK Quality Assurance Agency (QAA) states;

These arrangements may be joint in all aspects, involving all partners (of which there may be more than two) in roughly equal proportions in all aspects of course design, development, delivery, assessment, management and decision-making on student achievement. Students may spend time studying at each of the partners involved in the arrangement. Students successfully completing the course gain a single certificate bearing the signatures of the competent authorities of all degree-awarding bodies involved, replacing the separate institutional or national qualifications (ibid).

¹³ Doorbar, A. and Bateman, C. (2008) The growth of transnational higher education: the UK perspective. In Dunn, L. and Wallace, M. (eds.) Teaching in transnational education: enhancing learning for offshore international students. London: Routledge, pp. 14–22

¹⁴ Characteristics Statement: Qualifications involving more than one degree-awarding body, Quality Assurance Agency, February 2020 <https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-involvingmore-than-one-degree-awarding-body.pdf>

What is a Double Degree?

The UK QAA also describes the nature and scope of double awards acknowledging that there may be some regulatory or legal impediments that preclude the award of a single certificate or there may be other constraints that prevent the award of a single certificate.

In these circumstances, students completing a course that is otherwise wholly joint (as described above) are awarded two (or more) certificates, one from each degree-awarding body involved. The certificate and/or transcript or record of achievement, or Diploma Supplement, of at least the UK degree-awarding body or bodies refer to the existence of the other(s) and makes clear that they refer to the completion of a single, jointly conceived course. (ibid).



Importantly, with double degrees all students must achieve all of the learning outcomes of both programmes.

What is a Dual Award?

QAA describe a dual award as an example of an integrated award but gaining independent qualifications. In this case the student may complete overlapping learning outcomes but may also complete learning outcomes specific to one of the awards.

*One example of this type involves two degree-awarding bodies jointly designing a course of study comprising a joint initial curriculum (or two parallel and equivalent curricula), followed by two separate blocks taken consecutively at each partner in turn, leading to two separate qualifications awarded individually by the two degree-awarding bodies. The qualifications may be at different levels. **Students who successfully complete both courses receive separate institutional or national certificates – one for each of the two separate qualifications, granted by each of the awarding bodies involved.** Each degree-awarding body is responsible for its own award, but the two components form a single package, and the overall arrangement is a joint enterprise that requires elements of joint management and oversight. (Our emphasis ibid p8).*

Of course, as QAA points out, these models are not exclusive and may be better conceived as being on a continuum of possibilities with many different possible permutations building on the lessons learned by universities that had to create innovative responses to the Covid 19 pandemic leading to a potential to develop new forms of joint and dual provision. For example, there is currently a number of UK universities who are looking at the potential of micro-qualifications and it would be interesting to see how they might contribute to a joint or dual degree.¹⁵

¹⁵ For example, www.open.ac.uk/courses/microcredentials

Part 3: Getting started – Initiating activity

Where to start from?

In *Transnational Education: A Guide for Creating Partnerships in India*¹⁶ the British Council have most usefully identified 10 steps to follow in the creation of partnership programmes. These steps have been adapted to provide a Roadmap for Peru-UK joint and dual postgraduate programmes in STI Management.

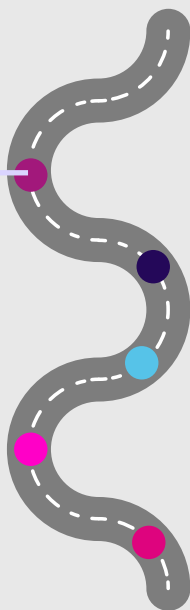
But how to start?

In Part One there was mention of how checklists are a means of supporting development; identifying strengths and gaps; and preventing failure. One of the ways of starting down the partnership road could usefully be to reflect on the Peru Joint and Dual Partnership Checklist questions for each section. As with all checklists, this is not to 'tick the box', rather, it is to see the checklist responses as the means to start the conversations that will promote success.

Consider the checklist questions at the end of each question and assess where you are at the moment. You may wish to consider where your university overall is or where you and your programme team are. (Working in a team it is often helpful to ask each team member to complete the questions individually and then meeting up to discuss agreements and differences.)

One

Initiating activity



Step one: Initiating activity

through; these include

+ Consideration of the University's internationalisation strategy and its capacity to develop it through supportive leadership to implement these administrative and legal procedures

It is important to ensure that any new partnership programme can be seen to support the University's overall internationalisation strategy and other strategic goals. In the case of this project, for example, a new postgraduate programme in STI Management may not only support the strategic development of transnational education but also support goals to support greater inclusivity.

+ Market scanning and analysis

Before starting to develop a new programme, it is important that both partner institutions undertake a market analysis to assess the demand for the subject, level, and preferred mode of study. This also relates to the business case for a new programme so it is important in this market analysis to know how many students will be needed to support the business case and whether this number is sustainable.

+ Identifying potential partners

It is obvious that a successful partnership to develop a joint or dual award includes finding the right partner. This will include aligning the missions of the two institutions; their internationalisation strategies and so much more that will be considered through this Roadmap. For example, do their research cultures align and is the potential for future research partnerships a consideration? What are their respective university cultures? Prepare a profile of what attributes an ideal partner might have and, as the British Council report states, ideally

...visit a selection of potential partners; such visits help to build up an understanding of likely demand, assess how different providers might be positioned in the market and identify those with realism and rapport. (p38).

Identifying potential partners with 'realism and rapport' may be quite nuanced and careful exploration is needed. This would include;

Mission and Vision: How good is the alignment between the missions and visions of the potential partners? It is important to 'get a feel' for the institutional culture of each other's university to discover what their aspirations are as a university and how the development of a joint or dual award might help realize those aspirations. What can you offer to support their endeavours?

Exchange Visits: Each institution sends representatives to visit the other institution to find out about important facilities – library, classrooms, computer labs, gym, student centre and other student support facilities. More than one visit might be needed to discuss processes as well as facilities. The potential partners might, for example, have a distinctive approach to teaching and learning; to assessment and to the curriculum overall. In the UK, Nottingham Trent University, for example, has a celebrated adoption of 'flipped learning' using an approach called Scale Up. De Montfort University, similarly, has adopted a learning design framework called Universal Design for Learning to support its accessibility and widening participation mission.¹⁷

Validation: Each potential partner needs to explore and discuss the other institution's processes for gaining approval for a new award to go ahead and, in particular, the additional approval mechanisms for working with an overseas partner and for the development of joint or dual awards – particularly where there might be a proposal for a placement or it needs the approval of a professional body.

¹⁷ See www.ntu.ac.uk/about-us/teaching/academic-development-and-quality/innovations-in-learning-andteaching/scale-up and www.dmu.ac.uk/current-students/student-experience/udl.aspx

Due Diligence: A due diligence process needs to be undertaken by both educational institutions to ensure that the potential partnership can proceed as planned, and to determine whether further representations and warranties or agreements were needed.

In addition to financial information, legal documents, and information concerning library, physical, and human resources provided to each party prior to validation there are a number of other detailed considerations that are listed in Appendix One.

Memorandum of Agreement (MoA): ‘The whole process of “investigation” and validation is likely to last about two years leading to the signing of a Memorandum of Agreement, which contains all the terms and conditions of partnership for a fixed period. Each Memorandum of Agreement is bespoke between partner institutions recognising that no one-size-fits-all but should include important roles and responsibilities including what will happen when the partnership ends and there is due regard for the ‘teach out’ arrangements.

+ Understanding everyone’s motivations for participating

Understanding the motivations of both partners for seeking to be involved can help in creating and growing a good partnership relationship. Of course, different parts of the university may have different reasons for being involved. Senior leaders may be motivated by achieving strategic objectives of the university such as enhancing the university’s global ‘presence’; others in the university might have a more transactional motivation; and others might be motivated by such ideas as enhancing the student experience.¹⁸

+ Roles and Responsibilities

As with any new and complex project it is important to define clear roles and responsibilities in the development, delivery and management of any new programme, particularly where there are partners from another country involved and where the culture of working practices and expectations might be quite different. To assist in this process, it might be useful to consider some sort of responsibility charting (though it should not preclude the possibility of needing flexibility in some roles).¹⁹

+ Stakeholder Analysis

A most useful organisational development tool to give clarity to programme development, particularly involving more than one university in more than one country, is to undertake a stakeholder analysis which entails listing who the stakeholders are for this development; what their interest and engagement might be and what their different expectations might be; how they may be communicated with and, in some cases, to develop a ‘heat map’ on how the development may have an impact on them.²⁰

¹⁸ Examples of previous Peru-UK partnerships can be found at : www.ncuk.ac.uk/ncuk-updates/transatlantic-collaboration-launches-international-study-opportunities-peru/ and www.gov.uk/government/news/peru-and-the-united-kingdom-partners-in-education

¹⁹ Sometimes known as RACI Matrix see www.mindtools.com/agn584l/the-raci-matrix

²⁰ See www.mindtools.com/aol0rms/stakeholder-analysis and <https://vca.berkeley.edu/sites/default/files/3-OFResultsDeliveryImpactAssessmentPDF.pdf>

Step one – Initiating activity checklist questions

Do your colleagues have a clear and shared understanding of what internationalisation means in your university?

How well-developed are the internationalisation practices at your university?

Does your university have an internationalisation strategy?

Is there a shared understanding of the nature of Joint/Dual programmes at your university?

Is there a clear understanding of Joint/Dual programmes?

Is there a clear and shared understanding of the drivers for international partnership development in your institution?

Is there a shared understanding of the business model in your proposed partnership programme?

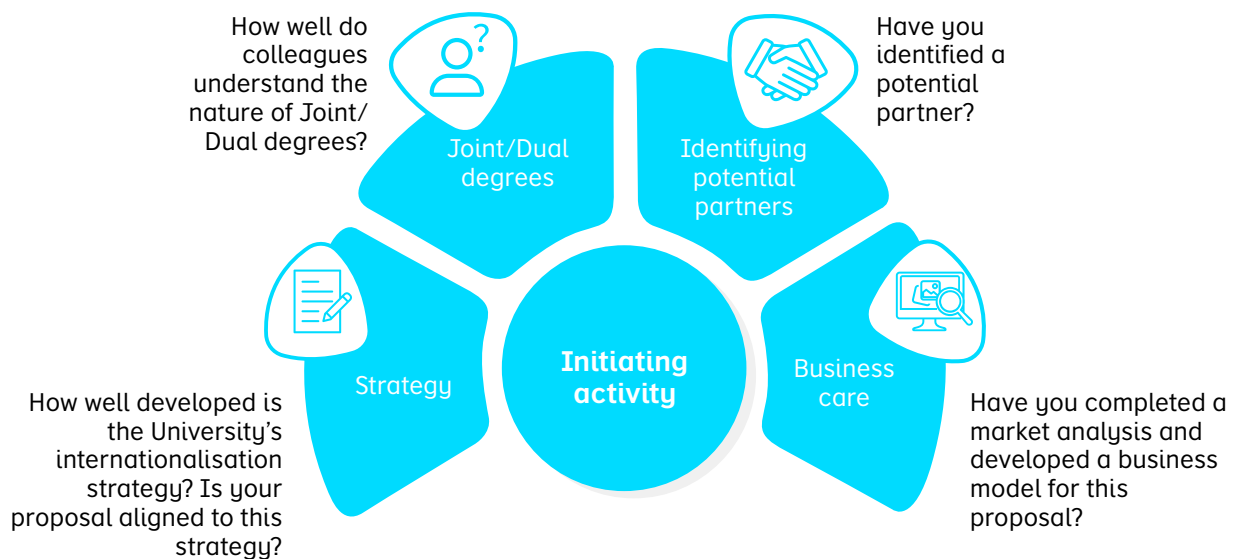
Do your colleagues understand both the opportunities and the challenges presented by Joint/Dual awards?

What funding do you have for the development and implementation of a Joint/Dual award?

Have you and your partners undertaken a market analysis for your proposed programme?

Have you identified potential partners?

Step one – In a nutshell



Step two:

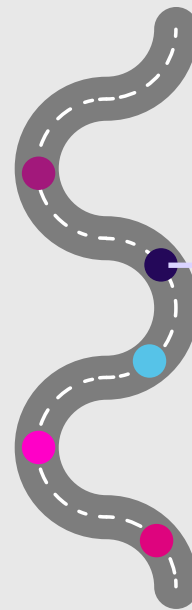
Having satisfied the preconditions for developing a joint or dual programme it is possible to move from Part Three of this Guide to Part Four – Planning Your Programme which begins with the Initial Planning step. This Step comprises a consideration of

+ Due Diligence

A notion of due diligence has existed for over 500 years referring to the care a reasonable person takes not to harm another person or their property. The phrase now has a legal meaning and, within the context of organisations and businesses, refers to the research an organisation performs before engaging in financial transactions. In the case of potential university partnerships, as the British Council report states

this includes current regulatory compliance and recognition; legal and financial status, business turnover; current programmes on offer; staffing levels; likely demand – student numbers, current and projected; fees and affordability in the appropriate student market; and other potential benefits from the partnership such as collaborative research bidding. Within these considerations it is also important to explore any possible conflicts of interest such as a potential partner having an existing partnership arrangement with one of your competitors. (p38).

As an essential part of the due diligence process universities need to ensure that they only work with authorized Higher Education Institutions (HEIs), its programmes and modalities in their countries of operations and ensure that these HEIs have not received sanctions against them with the aim of guaranteeing legality and basic operating quality standards according to the parameters of Enqa's Good Practice or similar networks.



two

Initiating planning

+ Business and Financial Planning

As with any proposed new programme it is important to prepare a business case to support the proposal. Whilst there are many ways to prepare a business case and many universities have their own templates for new programme proposal it is important to consider;

- Developing a new programme requires investment in time and resources; what is the value to the university for developing a new TNE postgraduate programme?
- How much will it cost to produce, promote and implement the new programme?
- How much revenue is expected?
- What is the unique value that the programme will offer students?
- What are the key activities of this endeavour?
- What relationships need to be established and maintained?
- What risks are associated with this development?

And, of course, these questions need to be considered and discussed by both partners.

+ Creating Memorandum of Understanding or Agreement

A common way in which partnerships between universities can legally be established is through agreeing memorandum of understanding (MoU) or agreement (MoA) which sets out the partnership parameters and the areas to be addressed, which will normally include

- a proposed planning schedule towards start-up
- timelines
- roles and responsibilities
- processes for ending the MoU.
- See Appendix One for a typical list of institutional requirements

MoUs and MoAs are helpful as a way of securing support and getting initial investment and commitment from the respective university bodies and staff. As the British Council report also states, it is important to get legal advice in preparing a MoU.

+ Timelines

As with all projects, it is important to consider the timelines involved in developing a new, partnership programme. Within these timelines it is also important to identify the critical points in the proposal development. Because the proposal entails working with an overseas partner, timelines also need to take into account the differences in respective university calendars. For example, Peruvian programmes usually run from March to December; UK programmes usually run from September to July. Typically, one would expect a joint or dual award to take not less than two years to develop.

Step two – Initiating planning checklist questions

Have you been able to address ALL of the due diligence elements?

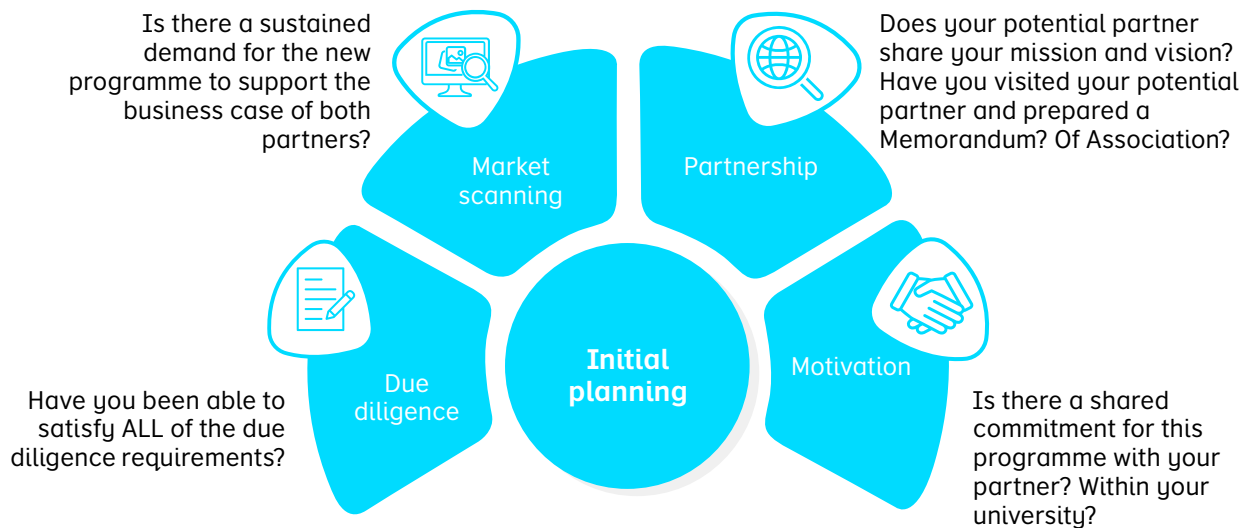
Have you been able to prepare a broad business case and financial plan?

Have you been able to agree and get approval for a Memorandum of Understanding or Agreement?

Have you been able to forecast enrolment projections realistically?

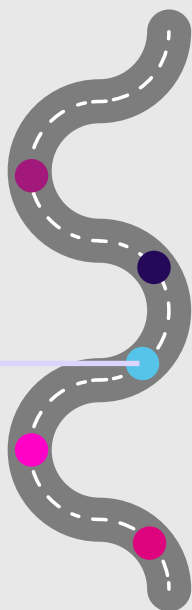
Have you been able to agree a realistic timeline for development?

Step two – In a nutshell



Three

Regulatory compliance



Step three: Regulatory compliance

Any new TNE programme between Peru and the UK must ensure that it meets the regulatory frameworks not only of Peru and the UK but also with the different frameworks in the UK; Scotland has a different framework from the rest of the UK.

Peruvian universities have established good links with European universities, particularly through engagement with the European Bologna process that works towards a 'harmonization' of higher education frameworks.²¹ Following the UK's departure from the European Union the Peruvian and UK governments have agreed a mutual recognition of higher education awards in a detailed and comprehensive overview of their respective frameworks which can be found in the f UK Treaty – *Peru No.1 (2021) Treaty on the Mutual Recognition of Degrees between the United Kingdom of Great Britain and Northern Ireland and the Republic of Peru (with Exchange of Notes) Iquitos, 19 May 2018*²²

Of course, it is important that these frameworks are considered carefully but a number of important features can be highlighted;

+ Undergraduate programmes in Peru are normally five years in length, Scottish programmes are usually four, and English and Welsh programmes are usually three years in length..

+ This also has a bearing on any prerequisites that a postgraduate programme might require as part of the admissions criteria. Certainly, the UK's Subject Benchmark Statements for the appropriate subject areas will need to be considered in order to clarify expectations of what a student will have learned prior to the admission to a postgraduate programme.

+ Similarly, it is necessary within the regulatory frameworks to identify what makes the proposed programme a postgraduate one – a question often asked at UK accreditation and validation events "*what is the 'postgraduateness' of this programme?*"

Admissions criteria need to be agreed and who has responsibility for selecting students

²¹ See, for example, Isabel Chiyón et al./Procedia Social and Behavioral Sciences 15 (2011) 586–591

²² https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/986012/CS_Peru_1.2021_UK_Peru_Mutual_Recognition_of_Degrees.pdf

Step three – Regulatory compliance checklist questions

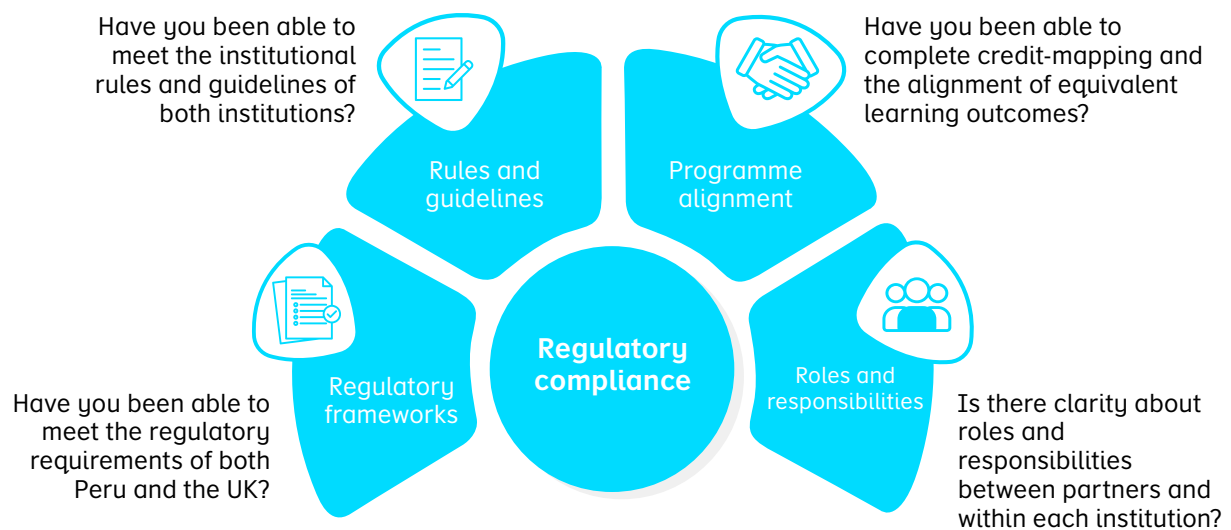
Have you ensured compliance with both Peru and UK regulatory frameworks?

Have you been able to address all of the requirements in Appendix One?

Have you been able to complete credit mapping and outcomes alignment?

Is there clarity about the roles and responsibilities of colleagues to support Joint/Dual postgraduate programme development?

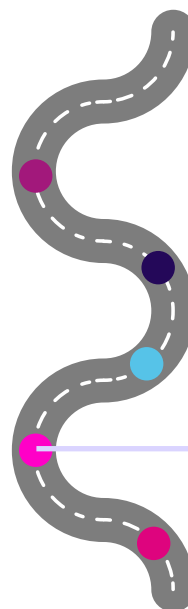
Step three – In a nutshell



Part 4: Planning your programme

Step four: Deciding on design and delivery

There are a number of key questions in relation to agreeing the programme delivery mode with your partner; these include



Four

Deciding on design and delivery

+ A prime consideration that is agreeing what delivery mode there will be for your joint or dual award; will the programme be delivered in-person; wholly online; or a hybrid mixture of the two? Which, in turn, leads to a question of how the programme will be planned and prepared? For example, University College London (UCL) has also created a rapid curriculum design process borne out of having to transfer curricula online during the COVID 19 lockdown in the UK.²³ Certainly, the programmes will need to be prepared bi-lingually. In Peru, the delivery of academic programs is defined by each university within the framework of its autonomy, taking into consideration that it previously must have Sunedu's authorization.

+ Agreeing compatible learning design frameworks. There are numerous such frameworks and they often provide a good reflection of the nature of the culture of the institution. University College, London, for example is a research-intensive university and it has developed a learning-design framework to embed research through the curriculum – The Connected Curriculum: A framework for research-based learning.²⁴

+ Accompanying the adoption of an institution-wide learning design framework is the implications it has for assessment and a further consideration for partners to discuss is how students might be assessed and expectations there might be about appropriate assessment for a postgraduate programme for STI Management? What expectations are there for having a research element within the programme? Will there be a dissertation element and, if so, how will it be supervised?

²³ www.ucl.ac.uk/teaching-learning/case-studies/2018/jun/designing-programmes-and-modules-abccurriculum-design

²⁴ www.ucl.ac.uk/teaching-learning/connected-curriculum-framework-research-based-education

+ For this initiative particular care needs to be taken in relation to the language requirements for proposed joint and dual programmes. It is expected that programmes will be bi-lingual and programme proposals must determine how that will be designed and delivered and what support there might be for students and staff. There should also be consideration of the use of English; the standard of English expected of students and support for English language development.

+ Similarly, there needs to be careful and detailed consideration about whether the proposed programme will include staff and student mobility and, if so, what will be the nature, purpose and extent of that mobility and how will both staff and students be supported?

Step four – Deciding on design and delivery checklist questions

Have you been able to decide the delivery mode(s) for your programme?

Do the delivery modes recognize possible cultural and financial differences between partner institutions?

Step four – In a nutshell

Have you been able to agree a common framework for teaching, learning and assessment?



Learning design

How have you embraced the need to develop a bi-lingual programme?



Language

Will the programme be delivered in-person; online or a hybrid mixture of the two?



Programme delivery

Deciding on design and delivery

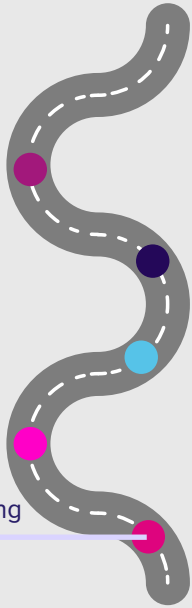


Mobility

Where appropriate, what are the arrangements that support student and staff mobility?

Five

Business and financial planning



Step five: Business and financial planning

In the *Initiating Activities* step at the start of the Roadmap a number of key questions will have been considered to assess, generally, whether the idea of a new postgraduate programme in STI Management seems feasible. As the planning process proceeds it is necessary to develop more detailed business and financial planning. For example, does making the programme affordable for students affect the business case for both partners?

A key question is what makes the programme attractive in the first place? With so many universities offering online or hybrid programmes at all levels, where is the added-value in the proposed programme? For many universities, the answer lies in developing niche programmes.

How to Develop Your Niche

A consideration of the fable of the hedgehog and the fox, may help you to identify your niche – as a university, department or programme (or, indeed, as an individual professional). The title is a reference to a fragment attributed to the Ancient Greek poet Archilochus (“a fox knows many things, but a hedgehog knows one big thing”). In the fable, a hungry fox knows a large number of tricks and devices and comes across a hedgehog who only know how to do one thing – but does it very well; curling up into a prickly ball. In the subsequent contest, the hedgehog wins! The Hedgehog and the Fox is an essay by philosopher Isiah Berlin that was published as a book in 1953 where these ideas are expanded (and where he identified famous people as either foxes or hedgehogs)²⁵. A niche programme is one that gains a reputation for doing something very well, such as the Abertay University in Scotland which has a global reputation for games design and development.²⁶

²⁵ Berlin, Isiah. Ignatieff, Michael (ed.). [The Hedgehog and the Fox an Essay on Tolstoy's View of History](#) (2nd ed.). Princeton University Press.

²⁶ www.scotland.org/study/scottish-universities/abertay-university

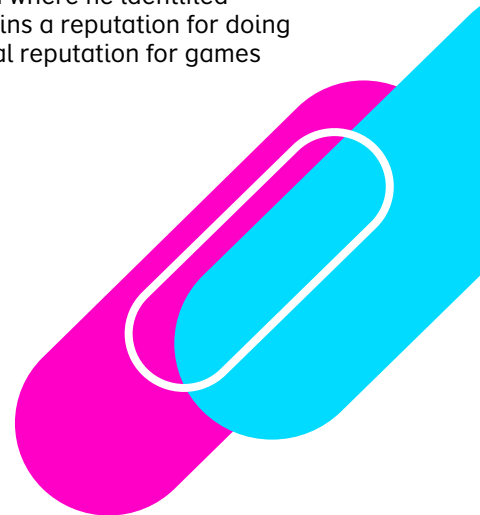
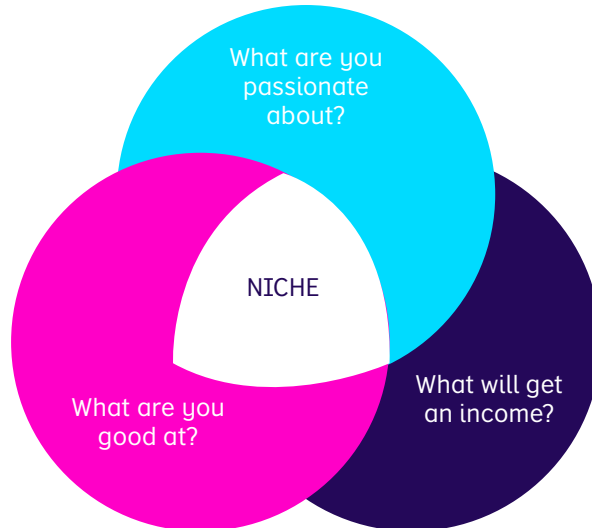


Figure 2: Identifying your niche – where can I innovate?**Answer the following three questions**

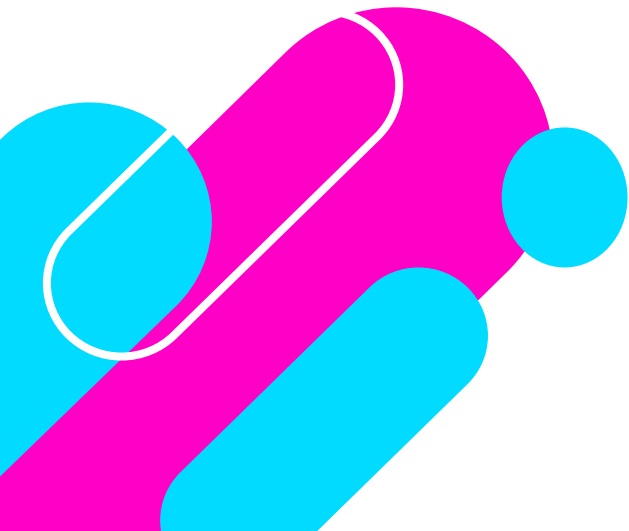
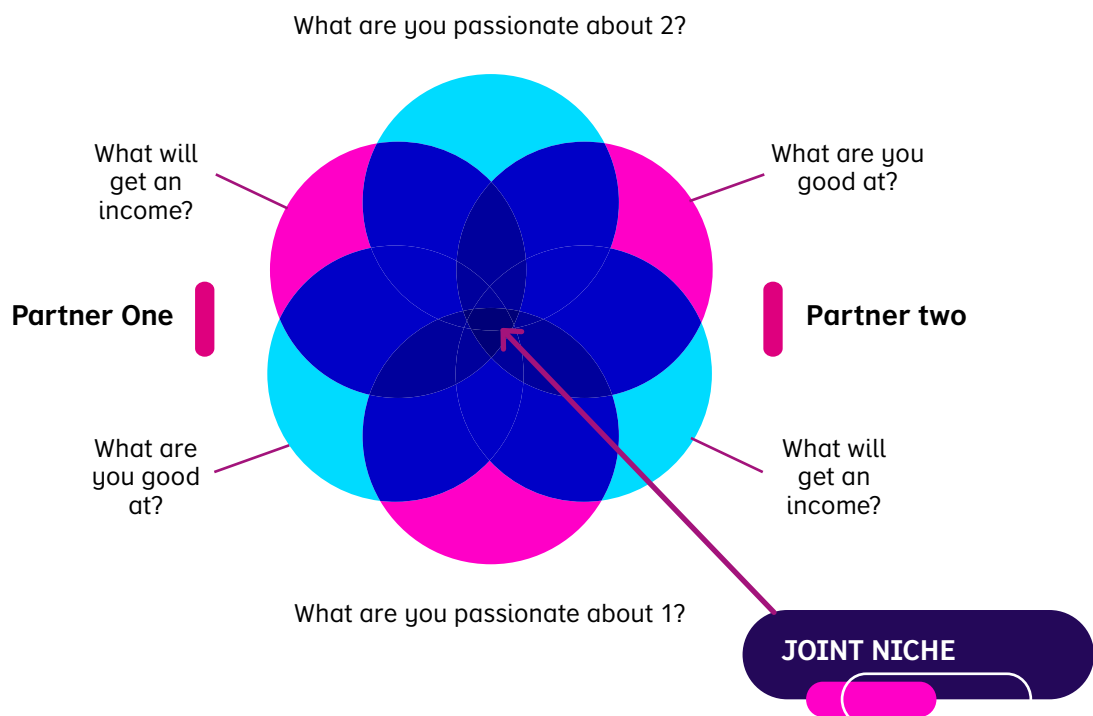
- + What is the university, department or programme passionate about?
- + What is the university, department or programme very good at?
- + What things can you do to gain an income?

As shown in Figure 2 where the three circles overlap in this Venn diagram is the university, department or programme niche. For example, an engineering department may be passionate about robotics with academic staff who want to talk about nothing else! They become very good at robotics and, undoubtedly, not only can they readily recruit students but external organisations will fund robotics research. One university in the UK, for example, has had a research contract with a fire service to build robots that can enter hazardous areas that firefighters cannot access.

This becomes a very important consideration with partnership working – to identify a joint niche; something that is common to both institutions such as Games Development. Figure 3 represents how both partners, by working at identifying a joint niche, can achieve a win-win unique solution to how the joint programme adds international value to student learning. Both partners realize their strong interest in a subject area; both partners are able to develop their expertise and both can gain an income – the true potential of international collaboration from an institutional point of view is being realized.

Certainly, having identified a unique niche, there needs to be an agreement about how both partners will have responsibility for recruiting students including the publicity and marketing plan for the programme (with a particular focus on recruiting women).

Figure 3: Identifying a Partnership Niche



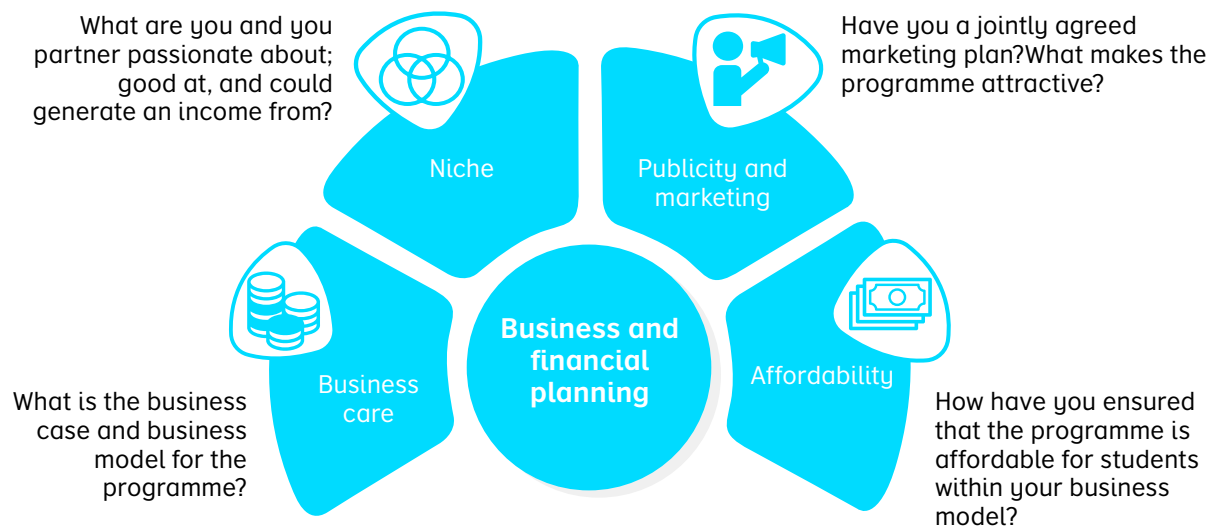
Step five – Business and financial planning checklist questions

Have you been able to undertake detailed business and financial planning?

Have you been able to identify how your proposed programme will add value to the student experience – your niche?

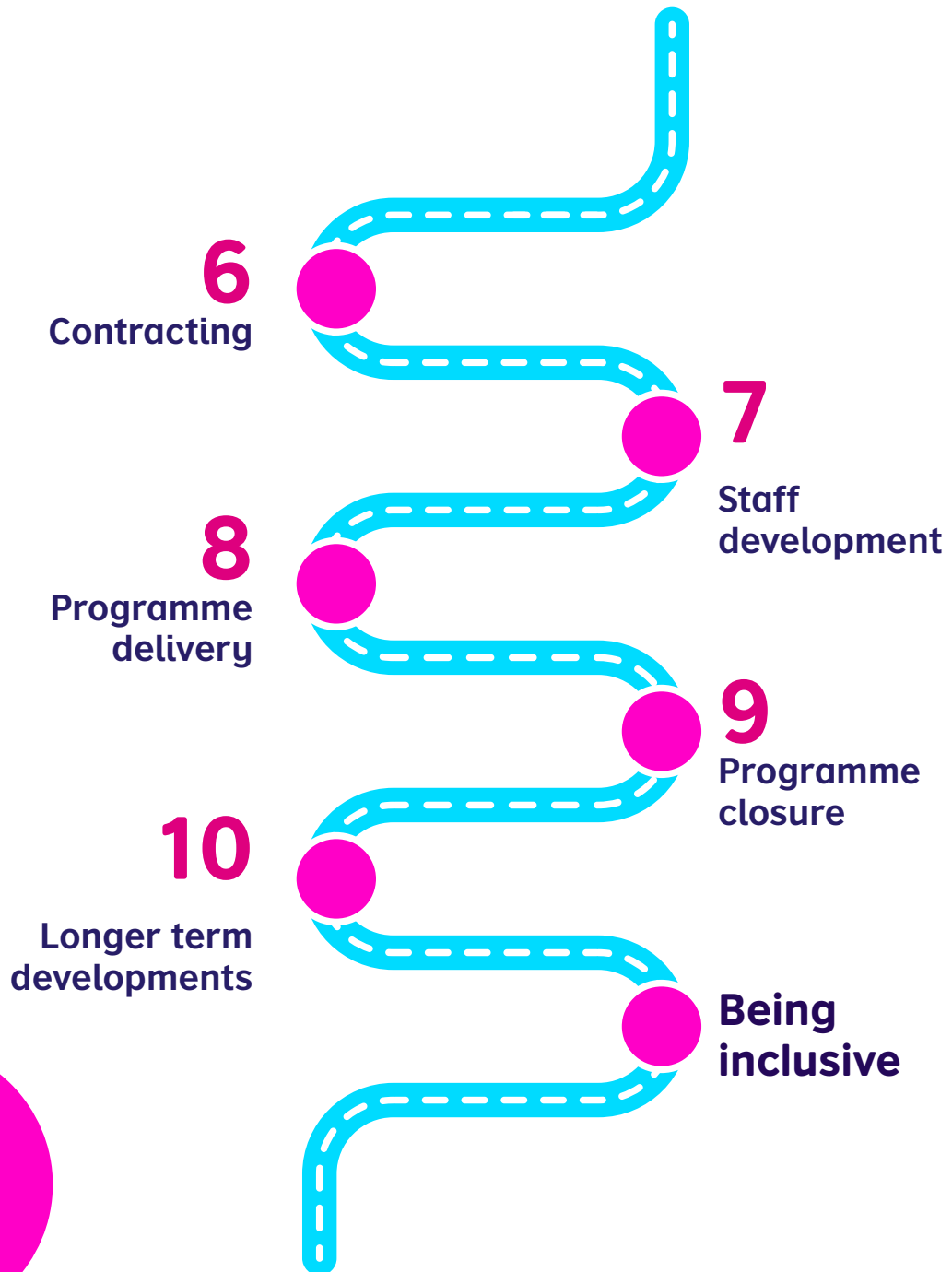
Have you agreed a joint publicity and marketing plan for the programme with a particular focus on recruiting women and non-traditional students?

Step five – In a nutshell



Pause for a moment – you are now halfway down the Joint and Dual Degree Roadmap.

Before moving on to Step Six consider, between your own team and also with your partners, what successes can you report? What challenges have been resolved and what lessons have been learned that could be shared later with other teams? Are there any outstanding challenges that are impeding progress that might be resolved now before going any further?



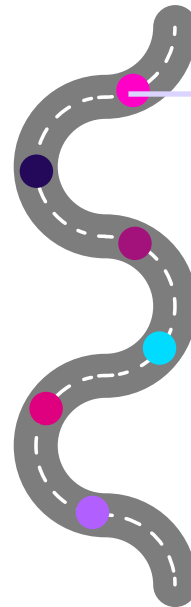
Step six: Contracting

As the British Council India report states, 'Agreeing a mutually acceptable contract can be time consuming' (p39). It is very important that both partners are able to achieve their expected benefits from the partnership. The report goes on to point out that, from the survey which was undertaken for the report, two contentious areas that were most common were negotiating financial arrangements and, secondly, agreeing responsibilities if, and when, it became necessary to close the programme. In relation to responsibilities, it may be useful to complete a responsibility chart as a part of the planning process.²⁷

In addition to financial arrangements and responsibilities clarification, the contracting step may also include clear agreements about programme delivery as well as agreement on the risks and assumptions that inform the project. Like responsibility charting, there are many examples of risk analysis; a common one can be seen in Figure 4.

Six

Contracting



²⁷ There are many examples of responsibility charting, see, for example www.forbes.com/advisor/business/raci-chart/

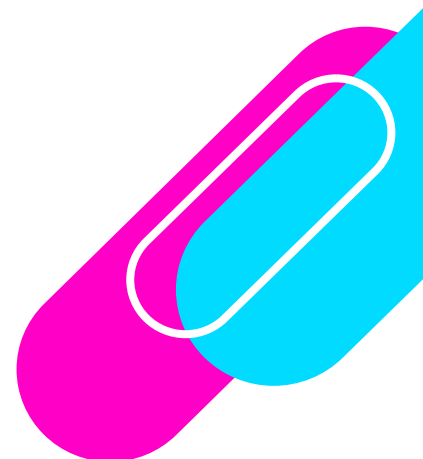
Figure 4: Risk analysis

Risk	Likelihood (Probability) (1-4)	Impact (1-4)	Score (L x I)	Action to Prevent/ Manage Risk
Inability to recruit UK partner	3	3	9	Carefully worded invitation including potential benefits; use of different networks and contacts
Not enough time to recruit students	3	4	12	Careful marketing and publicity; good lead time
Programme modules are not aligned to participant needs	2	2	4	Module content and schedule is co-created with participants
Communication (internal & external)	1	3	6	A communications plan is agreed at the first Project Management meeting
Failure to foster partnerships	3	3	9	Planned activities to support relationship development
Project staff have insufficient time to complete tasks	2	1	2	Regular team meetings and project monitoring

In this model participants list what are agreed as risk items and then discuss how likely this risk is to occur and how serious it would be if it did. By multiplying the two scores it is possible to identify the most serious risks as well as suggest solutions to prevent them from happening.

Further elements to consider in contracting are the policies and processes for addressing student concerns, complaints and appeals; provision for external examining and moderation; overall governance and so on.

See Appendix One for a checklist of likely requirements for a UK university.

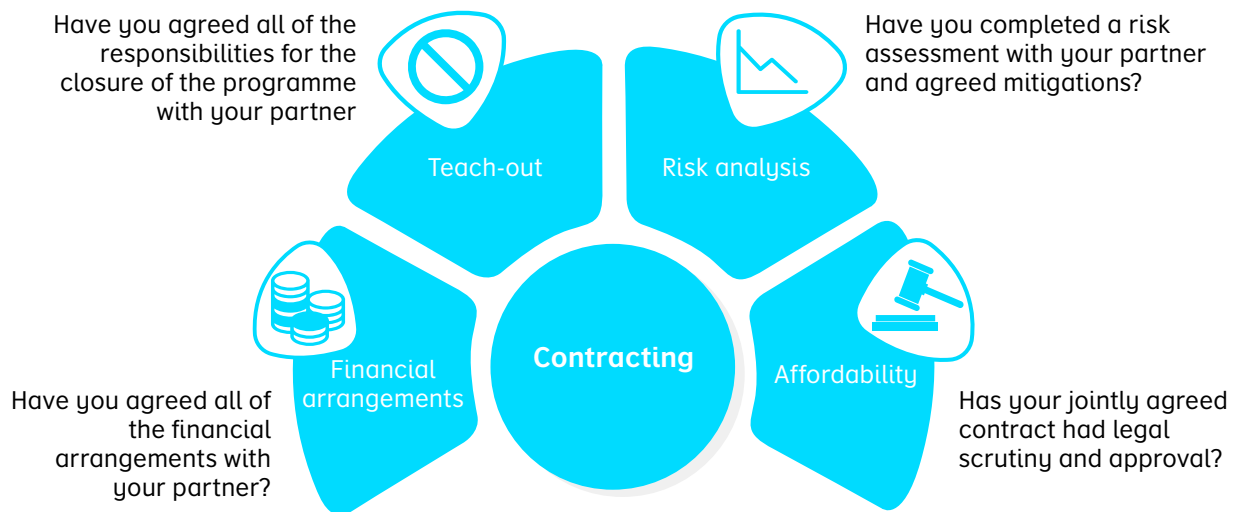


Step six – Contracting checklist questions

Have you been able to agree a partnership Contract and gain approval from both universities?

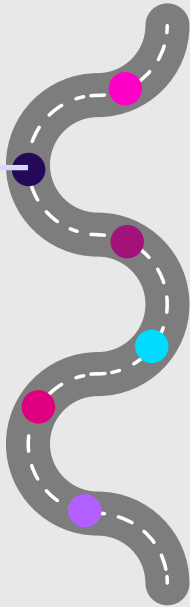
Have you completed a risk assessment for the programme?

Step six – In a nutshell



Seven

Staff development



Step seven: Staff development

All of the research on internationalisation and the development of TNE programmes stresses the fundamental importance of appropriate staff development before, during and throughout the lifetime of a TNE programme.²⁸ Ideally, this would be undertaken by partners jointly which, of course, provides a significant challenge for partners. Further, as Bonifaz (2020) points out, historically there has been a very low level of professional development in Peruvian universities, particularly in for-profit private universities, where only 2% of academic staff are tenured. Recent legislation has required universities to improve the professional standard of academic staff but Bonifaz suggests that improvement is slow.

Against this background, the professional development of staff, both academic and professional services staff, is necessary for successful TNE teams to develop. And this is for staff from both partners. In the India study, for example, it was seen to be important that UK staff were able to appreciate and work with colleagues from India²⁹.

All forms of engagement (and investment) in staff development were emphasised as vital for the success of programmes, given the different approaches to teaching, learning and assessment. And this was seen as two-way as UK staff also needed to understand how to operate in an Indian culture and educational context (p29).



In addition to staff development to support the acquisition of the appropriate knowledge, values and skills of an academic member of staff, Smith (2017) has proposed a range of possible joint professional development activities to support TNE and partnership working, including the completion of online development programmes; partnership exchanges; hybrid or blended provision with a mixture of online and in-person development (and there is an opportunity here for the development of a bespoke Peru-UK joint and dual programme bite-sized learning handbook or 'Success Criteria Playbook').

²⁸ See, for example, Bonifaz, M (2020) Current Situation and Challenges in Peruvian Universities, in Burgos, H et al (eds) Handbook of Higher Education in Latin America: Deans' Views and Overviews, Saarland University Press

²⁹ Transnational Education: A Guide for Creating Partnerships in India, British Council, 2015

Given the specificity of the proposed programme for this project; namely, to develop joint and dual postgraduate degrees in inclusive STI management, there is likely to be a need for very detailed mutual development in relation to subject content; ways of teaching; ways of assessing and so on in the different partners' institutions and the culture that has grown up around those subject areas. For example, in the UK there are teaching cultures that related to subject areas that have developed over time. These are sometimes referred to as 'signature pedagogies' Signature pedagogies are those forms of teaching and learning that are commonly used within a subject or discipline, such as lab work, case studies or field trips. Some pedagogies are similarly applied across disciplines such as problem-based learning in medicine and the 'worked example' in mathematics.

There are additional professional development needs that are sometimes overlooked in the TNE literature but are, arguably, just as important to the success of joint and dual programmes as developing teaching capabilities. Given the project focus on joint and dual degrees the staff development of course and programme leaders becomes crucially important. One of the consequences of working through the pandemic has been the recognition that course and programme leaders are pivotal to the success of students and engagement of staff. Similarly important is the leadership development for joint and dual award developments including the inclusion of internationalisation in staff development for Deans and Heads of Department.

There is also a need to support the project management capabilities of joint and dual programme leaders. Developing a joint and dual postgraduate programme is complex as well as having to meet the usual project constraints of working with a fixed set of objectives, with a fixed budget in a given timeframe. And to do so working with different languages and across different time zones and where there may be different cultural ideas about what is a project in the first place.

Within the scope of this project, it is also important to consider inclusivity professional development. In the UK, for example, Agnes Fletcher has developed the following Inclusive Leadership Audit checklist based on the DeLoitte 'Six signature traits of highly inclusive leaders'.³⁰

³⁰ See www2.deloitte.com/content/dam/Deloitte/us/Documents/about-deloitte/us-incl-six-signature-traitsinclusive-leadership.pdf y www2.deloitte.com/content/dam/Deloitte/au/Documents/human-capital/deloitte-au-hc-six-signature-traits-inclusive-leadership-020516.pdf



Inclusive leadership audit

Figure 5 Deloitte: 'Six signature traits of highly inclusive leaders'

Trait	Indicators	RAG rating Red: I have never done this Amber: HI have thought about this but never done it or tried this and it didn't work Green: I am doing this and it is working
<p>Cognisance (self-regulation, fair play)</p>	<ul style="list-style-type: none"> • Learn about personal biases, including through feedback • Follow processes to ensure personal biases do not influence decisions about others • Identify and address organisational processes that are inconsistent with merit • Make fair and merit-based decisions about talent • Employ transparent, consistent and informed decisionmaking processes about talent • Provide those affected with clear explanations of the processes applied and reasons for decisions made 	
<p>Courage (Humility, bravery)</p>	<ul style="list-style-type: none"> • Acknowledge personal limitations and weaknesses • Seek the contribution of others to overcome personal limitations • Admit mistakes when made • Approach Equality, Diversity & Inclusion (EDI) wholeheartedly • Challenge entrenched organisational attitudes and practices that don't promote EDI • Holds others to account for non-inclusive behaviours 	

<p>Commitment (personal values)</p>	<ul style="list-style-type: none"> • Treat all team members with fairness and respect • Understand the uniqueness of each team member • Take action to ensure each team member feels connected to the group and organisation • Proactively adapt their work practices to meet the needs of others • Treat EDI as a business priority • Take personal responsibility for diversity and inclusion outcomes • Clearly and authentically articulate the value of EDI • Allocate resource towards improving EDI within the workplace 	
<p>Collaboration (empowerment, team, voice)</p>	<ul style="list-style-type: none"> • Give people the freedom to hand difficult situations • Empower others to make decisions about issues that impact their work • Hold team members accountable for what they can control • Assemble teams that are diverse in thinking • Work hard to ensure that team members respect each other and that there are no outsiders • Anticipate and take appropriate action to address conflict when it occurs • Create a safe environment for speaking up • Explicitly include all team members in discussions • Ask follow-up questions 	

<p>Cultural intelligence (knowledge, adaptability)</p>	<ul style="list-style-type: none"> • Take an active interest in learning about other cultures • Seek out opportunities to experience culturally diverse environments • Are confident leading cross-cultural teams • Seek information on the local context such as politics and ways of working • Work well with individuals from different cultural backgrounds • Change style appropriately when a cross-cultural engagement requires it • Use appropriate language and communication style when engaging with people 	
<p>Curiosity (openness, perspective taking, coping with uncertainty)</p>	<ul style="list-style-type: none"> • Demonstrate a desire for continued learning • Actively seek the perspective of a diverse mix of people within our decisions making • Withhold fast judgement • Listen attentively when someone is voicing their view • Engage in respectful and curious questioning to better understand others' points of view • Demonstrate the ability to see things from another persons' viewpoint • Cope effectively with change • Demonstrate and encourage divergent thinking • Seek opportunities to connect with a diverse range of people 	
<p>Context (Understanding systemic and institutional discrimination and its impacts)</p>	<ul style="list-style-type: none"> • Undertake learning and reflection to understand the experiences of others • Know the evidence base in relation to inequality, discrimination and harassment • Actively include contextual commentary in discussions about EDI 	

And, of course, there might be joint staff development towards achieving Fellowship status of the Professional Standards Framework developed in the UK but now with international currency. Indeed, at the very least, a successful leader of the development of a joint or dual award but undoubtedly be gaining evidence to support a Senior Fellowship submission.³¹

³¹ See www.advance-he.ac.uk/guidance/teaching-and-learning/ukpsf

Step seven – Staff development checklist questions

Have you developed a staff development policy to support this programme?

What opportunities are there for leadership development CPD and Joint/Dual programmes at your university?

What opportunities are there for joint staff development with you and your overseas partners?

In what ways do the programmes to support the competence-development of faculty in your institution include a consideration of Joint/Dual programmes?

Have all staff on the programme achieved competence as tutors?

Are there opportunities for staff to develop their Joint/Dual programmes project management skills at your university?

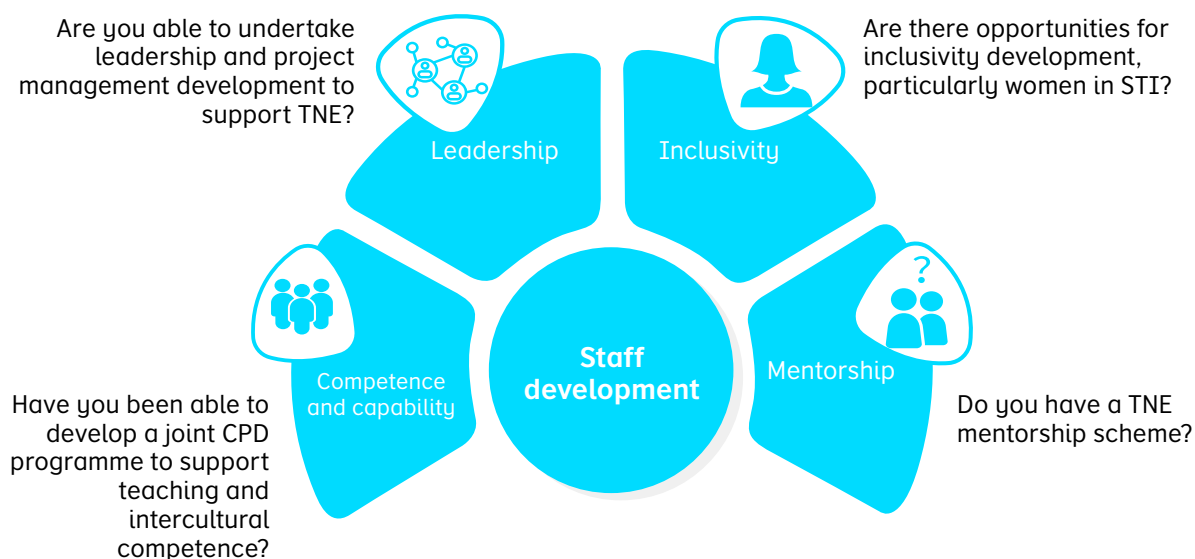
Have all staff on the programme been supported in gaining internationalisation capability?

Have all staff on the programme been supported in gaining intercultural awareness?

Does your university have a mentoring scheme to support international development with staff?

Is there a staff development programme to support Joint/Dual Programme Leaders and Course Directors?

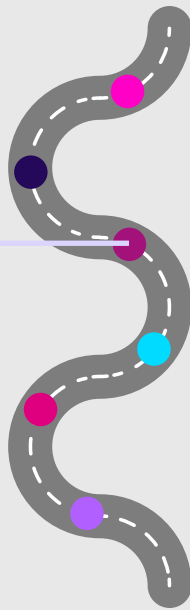
Step seven – In a nutshell



Part 5: Delivery

eight

Programme delivery



Step eight: Programme delivery

There are a number of key elements in relation to programme delivery, including

- + Curriculum Development
- + Quality Assurance and Quality Enhancement
- + Developing a TNE Learning and Teaching Strategy
- + Supporting Students.
- + Digital delivery

Curriculum Design

John Bigg's model of constructive alignment has played an influential role in how UK higher education programmes are designed³². It is like a theory of change model where one starts where one would like students to end up – the outcomes of their learning. These outcome statements usually contain a verb – at the end of this module students will be able to explain something or apply something and so on. Working backwards, the assessment tasks should relate to these outcomes and the learning activities should be undertaken that enable the student to accomplish the assessment tasks. Learning resources, including classes, should be provided for students to be able to undertake the learning activities. This model provides a coherent process for students with all of the elements aligned. It also allows students to be responsible for their own learning in their choice of resources and activities.

A very important activity in the partner's development of a new postgraduate programme is credit mapping and programme alignment. The starting point is a consideration of the formal regulatory frameworks of Peru and the UK but it is also necessary to have a detailed description of how a programme developed and delivered by partners from two countries can demonstrate how the credits gained in the programme are equivalent in either country. Starting with agreed learning outcomes is a good way to secure this agreement.

³² *Teaching for Quality Learning at University* (Open University Press/McGraw Hill, 2022, 5th edition) ha sido redactado nuevamente por Catherine Tang y nuestro nuevo coautor Gregor Kennedy.

There is also a number of external influencers on curriculum design. These are summarised below in Figure 6.

Figure 6: Influences on curriculum design

Peru concerns	Through this project two important outcomes are expected – to support Peruvian economic and societal development through higher education internationalisation; To support practices to enhance inclusivity in higher education, particularly in relation to gender ³³
UK Subject benchmark statements	<p>In the UK, subject benchmark statements set out expectations of standards of degree for a range of subjects, describing what gives a discipline its coherence and identity. Subject benchmark statements provide information about the extent and nature of the subject; what a programme should aim to achieve; and what knowledge and understanding a student is expected to develop during a programme of study. The subject benchmarks are not prescriptive, rather they act as a guide, providing a conceptual framework for the content to be covered in a curriculum.</p> <p>You can find more information about subject benchmark statements here: www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-full-list.pdf?sfvrsn=c2b5dc81_4</p> <p>Please note that, in March 2022, QAA started to publish a revised set of subject benchmarks to embed inclusivity measures www.qaa.ac.uk/the-quality-code/subject-benchmark-statements</p>
Institutional drivers	In addition, there might well be institutional drivers that impact on the learning, teaching and assessment approaches – the learning framework – that are used in programmes. These drivers might be articulated in, for example, institutional graduate attribute statements. Equally, institutions may seek to prioritise particular approaches, such as assessment for learning; work-based learning; enquiry-based learning, for example.

See, for example, the William and Mary and St Andrews joint degree program which can be found at www.wm.edu/as/undergraduate/more-pathways/standrews/academic_program/index.php

³³ See the University of Dundee inclusive curriculum checklist which must be completed for all new courses www.dundee.ac.uk/corporate-information/inclusive-curriculum-checklist

Also, for example, see the University of Arizona and Universidad Peruana de Ciencias Aplicadas program at

<https://international.arizona.edu/news/university-arizona-microcampus-partner-peru-graduates-firstcohort-dual-degree-students>

For more examples of dual degree programmes, see

<https://leverageedu.com/blog/dual-degree-in-uk/>

What is clear is that with both joint and dual degrees partner universities have designed distinctive curricula that represent the particular strengths of each institution yet are able to create a programme where the 'whole is greater than the sum of the parts'. It is worth reflecting on what is the distinctiveness that can be created by both partners working together which is not based on them being very similar.

As Smith states, any discussion of programme or module design including learning, teaching and assessment methods in transnational education will raise the question of equivalence. Most joint and dual award arrangements are based on the idea of comparability and equivalency between the degree-awarding institutions.³⁴ As Smith says, equivalence does not always mean that programmes in the partner institutions have to be exactly the same; in some instances, it might be appropriate to focus instead on 'equivalent effect' (Smith 2010)³⁵. Indeed, if the partnership is between a Peruvian university and a UK one the notion of equivalence is vital given the different lengths of programmes. Taught postgraduate programmes in the UK are of variable length and, for many, they have a flexible duration according to the needs of the student.

An important consideration in the curriculum development of any joint or dual inclusive postgraduate award in STI Management is how it relates to the employability of successful students.³⁶

Quality Assurance and Quality Enhancement

It is important to contextualise this detailed discussion of quality as it relates to your programme development. It is clear that the preparation of a joint or dual postgraduate programme by partners from two institutions in two different countries is a complex process. The application of quality standards to the eventual programme is therefore essential to enable both institutions to maintain 'good standing' in their own countries as well as internationally as well as protect and enhance the reputation of the awards that students achieve.



³⁴ This section is adapted from Smith, K (2017) Transnational education toolkit, Higher Education Academy

³⁵ Smith, K. (2010) Assuring quality in transnational higher education: a matter of collaboration or control. *Studies in Higher Education*.35 (7), 793–806

³⁶ In the UK, Advance HE has developed and curated an extensive collection of employability, enterprise and entrepreneurship resources www.advance-he.ac.uk/teaching-and-learning/employability-enterprise-andentrepreneurship-higher-education

Quality Assurance: As with higher education in general, quality assurance and quality enhancement systems are essential to establishing and maintaining standards and the continuous improvement of programme processes and practices. It is useful to examine the general principles of quality assurance and enhancement before considering the application of those principles in Peru and in the UK.

In a definitive article in 1993, Harvey and Green³⁷ point out that 'quality' is very difficult to define and that there are widely differing conceptualisations of quality in use. Helpfully, these authors analyse the nature of quality assurance in higher education and describe a framework for understanding different approaches to quality assurance in universities. This framework comprises 5 'discrete but interrelated' ways of thinking about higher education quality. Importantly, they point out that, although these approaches may be interrelated, they are not all compatible with each other and it is, therefore, important to be clear about what how your university understands quality and whether it is compatible with that of any TNE partner.

+ **Quality as Exceptional 1.** This understanding of quality, perhaps a more traditional one, sees quality as being something that is special and distinctive. In this traditional view of being exceptional, quality is something that is 'high class' and not accessible to all and not to be judged against any criteria – it is self-evident.

+ **Quality as Exceptional 2.** A second version of Quality as Exceptional can be seen in a view of high quality as excellence in relation to high standards and also in relation to zero-defects. Excellence in this case is judged by reputation and the level of its resources, about 'doing the right things well'.

+ **Conformance to Standard** Quality as being exceptional has another interpretation, however, and that is by reference to standards. This is, perhaps, a dilution of the notion of excellence but is amenable to being assessed against pre-determined criteria and institutions being able to reach minimum standards. This is a conformance to standard model and assumes that quality will improve if standards are raised. Quality assurance and quality enhancement are inextricably linked.

+ **Quality as Perfection or Consistency** – zero defects and getting things right. This approach to quality sees it in terms of consistency. This is an accessible version of quality; a conformance to specification. In this version there is also a difference between quality and standards – one might meet the standard for passing driving test but that does not mean one is an excellent driver! Rather, perfection is judged in terms of not having any faults and is delivered consistently.

✦ **Quality as Fitness for Purpose:** This notion of quality is quite different to any notion of being exceptional or excellent. Rather, quality is judged in terms of the extent to which something fits its purpose. It raises the question of 'whose purpose' and how is fitness judged? In one sense, fitness for purpose is about meeting the specifications of the 'customer'. There have been many debates about whether it is appropriate to talk about a university having 'customers' and who they might be but two things are clear. Firstly, and especially in the UK, student expectations have changed over the last 20 years and students have become a powerful voice in university life; secondly, in both Peru and the UK, there is a clear expectation that a main purpose of universities is to supply a graduate workforce with appropriate knowledge, skills and values.³⁸

✦ **Quality as Value for Money:** Harvey and Green argue that this is a populist notion of quality and links quality with value. At the heart of this approach to quality is the assumption that competition will drive down costs and drive-up quality and this quality will be safeguarded through having systems of accountability. These include a concern with effectiveness assessed through quality audit and quantifiable outcomes measured through performance indicators.

✦ **Quality as Transformation:** Unlike the previous notions of quality which can be seen to apply to industrial or commercial setting – the production of goods and services – this approach to quality differs from the previous ones by focussing on the irreversible changes that take place in universities; the enhancement of the knowledge, abilities and skills of students; the transformation of knowledge through research. In this version of quality 'value added' is central as is the principle of empowerment – that students co-create and take ownership of their learning.

These different approaches to quality are not necessarily compatible with each other. For example, quality as exceptional may not be compatible with quality as value for money. A consideration of student selection criteria may illustrate the point. A university focussed on exceptional quality is likely to have very selective admissions criteria whereas a university focussed on value for money may well have more flexible selection criteria in order to recruit the largest possible number of students.

Further, there are particular quality assurance concerns in relation to partnership awards that need to be considered. The QAA guide on working with more than one degree-awarding body gives a steer on specific QA things that might be considered in partnerships: e.g., assessment, examination boards, external examining, monitoring and review, certificates and transcripts.

www.qaa.ac.uk/docs/qaa/quality-code/qualifications-involving-more-than-one-degree-awardingbody.pdf

It is very important, therefore, that partners discuss their respective institutional approaches to quality assurance and seek compatibility between them.

Quality Enhancement – Taking Deliberate Steps

In the UK there has been an interest in formally requiring universities to engage with quality enhancement for over 30 years. In England and Wales there has been a gradual move towards riskbased quality enhancement, away from a simple audit of quality assurance systems. For much longer, led by the Quality Assurance Agency, Scottish universities have been required to work within a quality enhancement framework with a new enhancement theme for institutions to work to each year. In the academic year 2003-04 the first themes were announced, that of Assessment in Higher Education and Responding to Student Needs in Higher Education.³⁹ The Scottish Enhancement Themes website not only details how the quality enhancement framework works but also is a repository for a comprehensive list of resources. (Interestingly, the qualifications frameworks are different between England and Wales on the one hand and Scotland on the other.

As the UK moved from a quality assurance focus to a quality enhancement one there was uncertainty about what quality enhancement actually means. Work done by Norman Jackson is helpful in giving clarification. He suggests that quality enhancement might entail.⁴⁰

- Abandoning something that isn't working – stopping doing something can not only improve the student experience but might also free up time for tutors to do something else. For example, one of the enduring concerns in UK universities is that there is 'over-assessment'. With the development of a new joint or dual award there is an opportunity to be creative in relation to assessment, for example, and seek ways to assess students on joint and dual awards appropriately but also recognising the particular challenges such awards present for students such as being assessed in a second language.

- Doing existing things better/more efficiently – Doing things better might include a consideration of teaching and learning approaches. In the UK this has included more universities engaging with the 'flipped' classroom. Doing things more efficiently might include improving existing processes. Loughborough University, for example, has a dedicated team to enable colleagues to improve their processes systematically.⁴¹ Undoubtedly, as the Appendix One guidelines demonstrate, there is a large number of things that any joint or dual award must address and the creation of a new award might be an opportunity to review an institution's existing internationalisation processes – particularly if this work is seen to be of increasing strategic importance.

³⁹ The Scottish Enhancement Themes website is www.qaa.ac.uk/scotland/quality-enhancement-framework

⁴⁰ Norman Jackson (2002) Principles to support the enhancement of teaching and student learning, Educational Developments 3.1 available at <file:///C:/Users/Steve/Downloads/Educational-Developments-3.1.pdf>

⁴¹ See www.lboro.ac.uk/services/od-hub/topics/make-a-change/

- ⊕ Making better use of something – There are many ways in which something might have a better use, including the university estate such as changing the use of a room or a building.
- ⊕ Expanding something that is considered to be desirable – Undoubtedly, the Covid pandemic has led to an increased, and probably better, use of digital technologies and conferencing applications such as Zoom and MS Teams whose potential for supporting joint and dual awards is enormous.
- ⊕ Adding new things to existing things – Similarly, the Covid pandemic has led tutors to explore not just conferencing applications but also a large number of complementary applications such as Jamboard and Padlet
- ⊕ Connecting things to make different things – In the UK, for example, the parameters of the Research Excellence Framework (REF) have led to an increasing focus on multi-disciplinary, inter-disciplinary and transdisciplinary research – different discipline areas are being connected to develop new research focuses. (Indeed, the UK's newest university, the London Interdisciplinary School, has been created to do just that.⁴² Considering how your existing provision might be amended to 'connect things differently' with a partner institution might be a good way of making the new award distinctive. It would seem obvious, for example, that an inclusive postgraduate award in STI Management might include contributions from STI or STEAM as well as Business Studies. What would a programme look like if it had contributions from design colleagues; or from humanities colleagues and be truly transdisciplinary?
- ⊕ Doing entirely new things – One of the concerns with a sole focus on quality assurance is that it tends to be 'backward looking' and stymie creativity. For universities to engage proactively with global changes, they need to be able to be innovative in all areas of their work. TNE might be considered as an example of universities doing entirely new things. How might your joint or dual award be considered innovative? Could you have several partners?
- ⊕ Improved capacity to do something different in the future – As the Peruvian commitment to TNE demonstrates, universities have to be able to do things differently to thrive in the future.

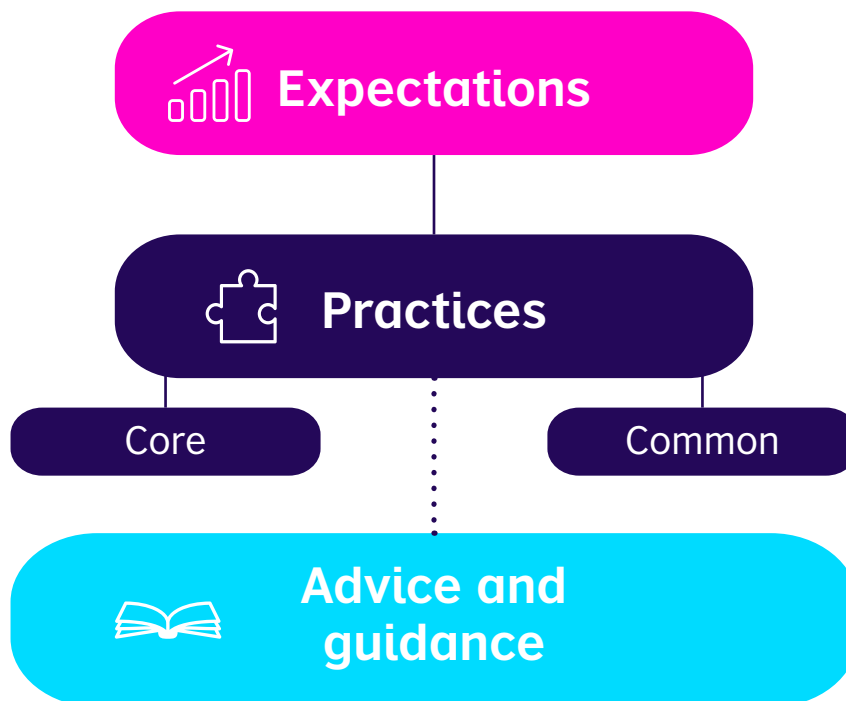
Quality in UK higher education is assured by the work of the Quality Assurance Agency (QAA) supported by the Office for Students. The main principle underlying UK quality assurance and enhancement in higher education is that, whilst quality assurance remains important, the main focus is quality enhancement.

Included in the QAA's approach to quality is its Quality Code; Subject Benchmark Statements and Qualifications Frameworks.⁴³

⁴² See www.lis.ac.uk/?gclid=EAIaIQobChMIk7mWrsvl_AIVxdLtCh2Uzgu3EAAAYASAAEgLO9vD_BwE

⁴³ www.qaa.ac.uk/quality-code

Figure 7: The QAA Quality Code and TNE



As can be seen in Figure 6, the Quality Code describes Expectations, Practices and Advice & Guidance which is presented in 12 themes

- + Admissions, Recruitment and Widening Access
- + Assessment
- + Concerns, Complaints and Appeals
- + Course Design and Development
- + Enabling Student Achievement
- + External Expertise
- + Learning and Teaching
- + Monitoring and Evaluation
- + Partnerships
- + Research Degrees
- + Student Engagement
- + Work-based Learning



In relation to TNE, the QAA has developed a new approach that emphasises building sustainable relationships with partner countries. The method for the quality evaluation and enhancement of UK transnational education has been shaped through consultation with stakeholders in the higher education sector in the UK and worldwide.⁴⁴

It is enhancement-led, informed by robust metrics, and has the student experience at its heart. It is based on peer review. 'Fundamental to the new approach is collaboration between QAA and local higher education bodies to build and deepen mutual understanding, cooperation and trust.'

In the five-year programme, one major host country/territory will normally be selected each year together with two others such as those that are emerging or developing, or those with smaller TNE numbers. The selection criteria are detailed in the QE-TNE Handbook.⁴⁵

The first countries participating in the QE-TNE programme are:

- 2021-22: Egypt, Germany and United Arab Emirates
- 2022-23: Peoples' Republic of China, Kingdom of Saudi Arabia and Sri Lanka

The -TNE Scheme comprises five stages

1. Creating a schedule of country-based activity
2. Relationship building with host country
3. Preparation and planning in UK
4. Evaluation activity
5. Reports, publications and wider outcomes

The Handbook clearly states that international partners will not be subject to QAA-TNE evaluation, the focus will be solely on UK institutions.

Please note: From April 2023, the QAA will no longer be the Designated Quality Body responsible for assuring the quality of English higher education providers. It will continue to be the DQB for Wales and Scotland and will continue its TNE support.

The newly formed Designated Quality Body for England can be found at <https://dqbenland.org.uk/>

It is not clear at the moment what oversight the QAA might have over international work but the section in the current supporting handbook entitled 'Information request for selected provision and guidance on the self-evaluation for QE-TNE reviews' provides a really useful checklist for those engaged in any form of TNE:

www.qaa.ac.uk/en/international/transnational-education/quality-evaluation-and-enhancement-ofuk-tne

⁴⁴ www.qaa.ac.uk/en/international/transnational-education/quality-evaluation-and-enhancement-ofuk-tne

⁴⁵ www.qaa.ac.uk/en/international/transnational-education/quality-evaluation-and-enhancement-ofuk-tne

Supporting Students

- + Induction
- + Academic Support & Guidance
- + Learning resources
- + Being inclusive
- + Using data
- + Supporting the digital student



Induction and Preparation for Joint and Dual Programmes

As with all students, having an induction for students on joint and dual awards is a necessary element in building engagement and building relationships. This is particularly important where students may be unfamiliar with the format and delivery of a programme. It is also very important where there is student mobility and where a student might join a programme after it has started.

It is a part of building a high-quality student learning experience and can begin even before students enrol on a programme. This 'presage stage' as it is sometimes known might include

- + Pre entry information – provide a reading list over the summer or stimulate discussion on academic topics via a social network – some universities now provide MOOCs for new students to access before they enrol⁴⁶
- + Pre enrolment social sessions to help reduce feelings of isolation.
- + Provide a Student Handbook that addresses the specific needs of students on joint and dual awards⁴⁷
- + Have a TNE section of the university website that supports students⁴⁸

Most universities have an induction period at the start of a programme and there are a number of important activities with particular reference to TNE students. Swansea University, for example, has developed a very useful staff guide to induction that includes a timetable for induction activities. The Guide points out that the initial information should be sufficient to enable students to get started without overwhelming them with too much information.

⁴⁶ Julien Jacquin (2018) Providing MOOCs: A FUN way to enroll students? Accepted *Information Economics and Policy*

⁴⁷ Here is an example of a TNE Student Handbook https://issuu.com/universityofwolverhampton/docs/er1823_-_tne_student_handbook_20-21_issuu__june

⁴⁸ Here is an example of a comprehensive TNE Student Website www.murdoch.edu.au/TNE/

It is important to be clear about the purpose of induction, what outcomes does it achieve?

Students on joint and dual awards are often entering into a very different environment and the transition can be difficult. Induction activities can help students settle and should:

- + Set and manage expectations.
- + Allow students to meet new people and get their bearings.
- + Create a sense of belonging.
- + Introduce key members of staff and services.

For example, as the Swansea University Guide states; in planning your induction it is helpful to set clear objectives:

- + What do you want the students to get from their induction?
- + What do the students want to get from their induction?
- + What do you want to achieve?
- + What is the purpose of each activity or intervention?

It is also worth noting that the Guide sees induction as something that lasts all year, not just on arrival.⁴⁹ Here is a timetable for a Student Induction on a joint or dual award (adapted from the Swansea Guide.

Importantly, where there is student mobility students may join a programme after it has started, or it is split 50:50 between partner institutions. This presents particular challenges for those students which also need to be addressed in induction. One of the ways in which that might be done is ensuring that induction can be done online.

⁴⁹ www.swansea.ac.uk/media/staff-guide-to-student-induction-and-transition-v2.2.pdf

Figure 6: Year One Induction Timetable

	Interventions
Pre-arrival	<p>What do students need to know before they arrive? The rest can wait! For example:</p> <ul style="list-style-type: none"> + Summer reading lists + Required text books + Induction event information + Social media handles and Facebook pages + TNE Student website
Initial induction	<p>Initial information to welcome students and help them settle into university life, including:</p> <ul style="list-style-type: none"> + Where to go + Who to ask for help in the University + Essential information for getting started + How to register
Transition phase	Interventions
3-4 weeks into term/semester	<p>Some students might be having problems settling into university life, some may be finding the new style of learning and teaching a challenge, others may be missing home. This is an ideal time to introduce university and central support services such as:</p> <ul style="list-style-type: none"> + Student Learning Development services + Library Services + Welfare Services + Wellbeing Services
<p>Lab work/field work</p> <p>First assignment</p> <p>First assessment</p> <p>First placement</p> <p>Transition into the second year</p>	<p>Consider:</p> <ul style="list-style-type: none"> ✓ The information a student will need to prepare for and successfully accomplish these key phases ✓ The skills needed, for example, time management, independent learning, self-reflection, referencing, assessment/exam preparation, using feedback, language skills ✓ Appropriate interventions to help students develop the necessary skills and feel prepared e.g. workshops, embedded study skills, signposting to central services, support for TNE students

The Swansea Guide to Induction provides a very useful model for designing an induction process and, importantly, makes the suggestion that it is very helpful to get feedback from students on how successful their induction was and work with them to co-create the induction programme for the next cohort of students. This is particularly good advice in relation to joint and dual award students because it demonstrates that their views will be acted on; that such students are a part of a supportive institution, they are not 'invisible'.

Academic Support and Guidance

One of the most important ways of supporting students is through academic guidance and advice practices and this is particularly the case with students on joint and dual awards. Although there are many different ways in which universities provide academic guidance an interesting and especially effective way of providing academic advice has been developed in a number of universities – namely, through the introduction of personal academic coaching. This is a practice that might be most suitable for supporting students on joint and dual awards; recognising their particular personal challenges and demonstrating that they valued members of their learning communities. The University of South Wales was one of the first universities in the UK to pioneer such an approach where all new students are 'coached' as a way of introducing them to university life.⁵⁰ Similarly, at a new and innovative university in the UK, the London Interdisciplinary School, coaching has an important role in supporting interdisciplinary learning.⁵¹ Once more, there is an opportunity for new joint and dual programmes to develop new and interesting ways of securing student support. For example, such programmes have often included 'buddying' schemes where students from each partner institution support a buddy from the other. It would be interesting to fuse buddying and coaching and introduce a co-coaching scheme across the partner institutions.

Access to Learning Resources

In order to have the equivalent opportunity to succeed in their programmes, students on joint and dual awards should have equivalent access to the learning resources that can support their study. This is not, unfortunately, always the case. Learning resources here refer to the classrooms, IT facilities, and library resources that are available for students on joint and dual awards. Smith (2017) suggests that, in assessing the availability of learning resources, it is worth asking the following questions⁵²:

⁵⁰ See <https://celt.southwales.ac.uk/developing/pac/> El Manual de Asesoramiento Académico Personal (por sus siglas en inglés, PAC) es particularmente útil de descargar..

⁵¹ www.lis.ac.uk/undergraduate-degree/?gclid=EAIaIQobChMIp5XZibHT_AIVjs3tCh1Ccw2mEAAYAiAAEgKEqPD_BwE

⁵² Smith K (2017) Transnational education toolkit, HEA, page 58

<p>Classrooms</p>	<ul style="list-style-type: none"> • What audio/visual material is available? • What kind of furniture is there in the room – is it moveable for workshop-style activities? • Is there access to the Internet in the classrooms? • Are the computers available in the classroom adequately protected against viruses? • Is climate control available? • In addition to formal classrooms; are there campus spaces for TNE students to undertake independent learning and meet with other TNE students?
<p>IT facilities</p>	<ul style="list-style-type: none"> • Do students have access to computers? • What are the technical specifications of the computers? Do students have access to hardware, such as printers (and, perhaps, the printing of poster-sized outputs)? Do students have access to necessary and required software packages? • Can students access the institutional VLE? • Is internet access reliable? Do students have unrestricted access to the Internet? • How much bandwidth can TNE partner institution and/or national systems support?
<p>Library resources</p>	<ul style="list-style-type: none"> • Is there a physical library that the students can visit? • Does the library hold all the key texts and reference materials required? • Do students have access to the awarding institution's online catalogue? • Can all databases be searched? Are all resources accessible? Are there any country-specific restrictions to accessing resources? <p>(The importance of the library to TNE students cannot be over-stated; not only as a source of information and guidance but also as a 'social setting')</p>

Pastoral Care

University professional services have a key role in ensuring the quality of all students' experience and it is very important that these services can proactively satisfy the various needs of students on joint and dual awards; that such students are aware of the existence of such services; how to access them and have the confidence to use them. Often it will be an academic tutor who becomes aware of a need and will refer a student to the appropriate service. (The University of South Wales has developed a good example of a flow chart that both tutors and students can use as a guide to where to go when there are particular needs ⁵³)



⁵³ See <https://celt.southwales.ac.uk/developing/pac/> – Note the different arrangements for different campuses

Such professional services might include:

- + A General Advice unit (often found in the library)
- + A Disability service
- + A Wellbeing service (including health, mental health and counselling services)
- + A Money/ Finance Advice service
- + Accommodation services
- + Chaplaincy services that engages with all faiths
- + A learning development or study skills centre
- + A Careers service
- + An International Centre (which might also include a language skills unit)
- + As well as a Students Union or Guild of Students.

It is just as important that these services are included in the design and implementation of a joint or dual programme initiative as the involvement of academic staff.

Developing Intercultural Competence

In relation to developing intercultural competence there is a range of issues to address including having a shared understanding of what it means in specific contexts. As Carroll⁵⁴ points out, the notion of 'intercultural competence' is itself a contested idea. She suggests, in a nutshell, that it

"lies in choosing an effective and appropriate communication strategy, and then being sufficiently self- and other-aware to be able to check if the choice you make has resulted in fewermisunderstandings' (page 82).

Carroll helpful lists a number of supporting websites including

The Global People Competency Framework <http://wrap.warwick.ac.uk/3272/>

The Intercultural Knowledge and Competence Value Rubric at www.umass.edu/oapa/sites/default/files/pdf/tools/rubrics/intercultural_knowledge_and_competence_value_rubric.pdf

The Canadian Center for Intercultural Learning at www.international.gc.ca/global-affaires-affaires-mondiales/services/cfsi-icse/programs-programmes/intercultural-interculturelle.aspx?lang=eng

Carroll also refers to the more detailed 50 question psychometric test for intercultural competence, the Intercultural Development Inventory (IDI) for which a fee is paid and it must be noted that there seem to be as many critics of this test as there are supporters. <https://idiinventory.com/>

Intercultural competence is one of the indicators of a most successful internationalised university according to the Warwick continuum discussed in the Introduction and is of the utmost importance in the development of a transformational student learning experience. Using the resources mentioned above will provide a starting point for developers of a joint or dual award to create their own intercultural competency framework for staff and students on the award.

Using Learning Analytics

For some universities, the use of learning analytics is a part of their quality assurance and enhancement practices. For other universities learner analytics are used more proactively. Every time a student logs in to access the library; or the university virtual learning environment; or the helpdesk webpages, a record is kept just as a record is kept of the assignment grades and, in some universities, their attendance. All of these data build a picture of the performance of that student. Universities have kept records of grades for a long time; what is different now is the collection of large amounts of data that can not only describe a student's performance, they can also predict future performance.

As the Society for Learning Analytics Research (SOLAR) says, some of the most common uses of learning analytics is the prediction of student academic success, and more specifically, the identification of students who are at risk of failing a course or dropping out of their studies. The Open University in the UK, for example, supports students through learner analytics by not only alerting them that they are 'at risk' of not doing so well and providing appropriate support, but also offering a personalised educational experience in general to optimise student achievement.

As SOLAR goes on to say, 'the evidence from research and practice shows that there are far more productive and potent ways of using analytics for supporting teaching and learning including analysis of which aspects of curricula lead to the best performance; supporting student self-reflection; the success of pedagogical innovations; 'deep-diving' into student feedback data and so on.⁵⁵

The use of learning analytics could support joint and dual award students in a number of ways;

- + By identifying early on how well a student is performing compared to other students
- + By being able to compare a joint or dual student performance with students on the equivalent programme
- + By providing joint and dual award students with a personalised learning experience

- ⊕ By providing joint and dual award managers and tutors with feedback on how the curriculum works for their students and which learning and teaching activities work best
- ⊕ By providing all institutions with feedback on how well the joint or dual programme is working institutionally – both things that work well as things which have not worked so well.

Of course, there are a number of important considerations in relation to introducing learning analytics systems, as outlined by JISC in the UK.⁵⁶ These include questions such as

- ⊕ Is the institution ready to introduce learning analytics and ‘data dashboards’?
- ⊕ Can the institution afford the cost of learning analytics systems?
- ⊕ Has the institution considered the ethical concerns that using learner analytics entails?

Points for Consideration Using learning analytics offers 21st Century processes to support student achievement and retention; feedback on curricula delivery; feedback on learning and teaching practices; can identify learners ‘at risk’ so that they can be supported in a timely way and can offer students a personalised learning experience. Introducing the systematic use of learner analytics, however, entails a whole-university shift in the ways in which data are collected and used. The potential for using learner analytics to support students on joint and dual awards is clear although it is something that has not been fully explored; certainly, there is evidence that learner analytics can support effective learning and teaching strategies for remote delivery⁵⁷. See www.jisc.ac.uk/blog/transforming-uk-transnational-education-through-digital-anddata-04-nov-2021)

For partners managing a joint or dual award it is important to consider what data are being collected in relation to a student’s progress and achievement and how that data might be used. The world of learner analytics can offer powerful support for students and for institutions but it is also a new territory to understand and use appropriately. However, as international engagement increases and becomes more central to university strategies, so learner analytics can have strategic importance.

Programme Design and Delivery in a Digital World

Globally, all higher education institutions have had to respond to the exigencies of the Covid pandemic. A common, if not universal, response has been to suspend in-person teaching and replace it with on-line, digital teaching and learning or, in a smaller number of cases, institutions have introduced hybrid or blended learning comprising a mixture of in-person teaching with online support. This latter response has been utilised most often where students are required to attend in-person sessions such as undertaking laboratory or studio-based work.

⁵⁶ See www.jisc.ac.uk/learning-analytics

⁵⁷ See <https://web.archive.org/web/20200719104455/https://www.jisc.ac.uk/blog/a-window-into-humanityhow-learning-analytics-can-support-remote-delivery-12-jun-2020>

The response to ‘locking down’ a university has often been sudden and academic staff have been described as often having to ‘scramble to adapt their teaching materials and curricula’.⁵⁸ Now there has been time for some reflection it is possible to identify some important principles in relation to digital teaching and learning.

These include, firstly, the principle that ‘one size does not fit all’. This principle applies at the level of an institution where one might distinguish between the needs of a large university compared to a small one; where the needs of a publicly-funded university might differ from those of a private university and where there are differences according to each university’s mission. Similarly, there will be differences according to the subject or discipline under consideration. And finally, academic staff will have different needs in relation to digital teaching and learning.⁵⁹

The impact of the Covid pandemic has facilitated the increased interest and support from supranational agencies such as the European Union and projects such as the Digi – HE projects, co-funded by the Erasmus+ Project of the European Union. In its review of 20 instruments from around the world designed for the self-assessment of digitally enhanced learning and teaching (DELT) at higher education institutions the project has examined the increased strategic focus on DELT across most European universities, which is also reflected in many national and European policies. In September 2020, the European Commission launched the new “Digital Education Action Plan” (2021–2027) with a major strategic priority of “fostering the development of a high performing digital education ecosystem”.

The EU has supported a number of initiatives to develop digital teaching across all education sectors including the identification of good practice in creating digital learning frameworks. One such initiative is DigCompOrg, the European Reference Framework for Digitally-Competent Educational Organisations developed through a mixed-research approach including a comprehensive review of academic and ‘grey’ literature, in-depth analysis of existing frameworks and self-assessment questionnaires promoting the integration of digital technologies in education and training systems at national/international level, and a process of expert and stakeholder consultation.

The Different Elements of the DigCompOrg Framework comprise the essential core elements of respective self-assessment systems including:

- + Policy and governance, including strategy, leadership, vision and philosophy, digital transformation, organisational digital culture, administration, legal framework;
- + Financing and funding, including sustainability;
- + IT infrastructure including systems, platforms, tools and their application, along with digital resources;

⁵⁸ Carole Binns, Pandemic is no time for a pedagogy overhaul, Times Higher, December 30th 2020

⁵⁹ See for example Killen C et al, Teaching staff digital experience insights survey 2020 UK higher education (HE) survey findings, November 2020, JISC <https://repository.jisc.ac.uk/8184/1/Teaching%20DEI%20HE%20report%202020%20v1.4.pdf>

- + Course, programme and curriculum design, including assessment practices;
- + Professional development, digital skills and staff support;
- + Student training, development and support, including digital identity and well-being, digital citizenship, and integrity;
- + Accessibility and usability of digitally enhanced learning resources and environments;
- + Collaboration, networking and quality management.⁶⁰

Now that most universities have built the capacity for using new technologies in interesting and effective ways there is a potential for the development of new forms of TNE including joint and dual awards. Through the pandemic academic and professional service colleagues have been able to confront the challenges that have often been presented in using new digital technologies and solutions have been found.

In relation to the development of an inclusive joint or dual postgraduate award in STI management there are number of particular considerations;

- What has been the university's response to post-pandemic working – to try to return to what university-life was like before the pandemic; to consider the adaptations that have occurred and continue to use some of them such as holding virtual meetings; or to see this as an opportunity to do things very differently? It is important to discover what is your potential partner's university's response to this question.
- As universities have become more adept at working in digital environments so there is a potential to adapt these technologies for TNE working in general and working on joint and dual awards in particular. Indeed, there is a potential for some interesting innovations in the development of these awards such as the use of digital research methods, such as crowd-sourcing, as a component of a dissertation which might be jointly supervised.
- This potential flexibility might also support students who are less able to travel including women in leadership positions who are a target student group for this project.



⁶⁰ Volungevičienė, A., Brown, M., Greenspon, R., Gaebel, M. & Morrisroe, A. (2021). Developing a High-Performance Digital Education System: Institutional Self-Assessment Instruments. European University Association absI.

Step eight – Programme delivery checklist questions

Have you and your partner been able to adapt your programme for delivery within a digital environment?

Have you been able to develop a curriculum with shared learning outcomes?

Have you and your partner been able to agree approaches to teaching, learning and assessment (including skills development)?

Have you been able to align quality assurance and enhancement practices with those of your partner including the participation of students in quality enhancement processes?

Do you have a particular induction process for students on Joint/Dual awards in your university?

What academic support and guidance policies and practices does your university have for students on Joint/Dual awards?

What access do students have to learning resources in your Joint/Dual programmes?

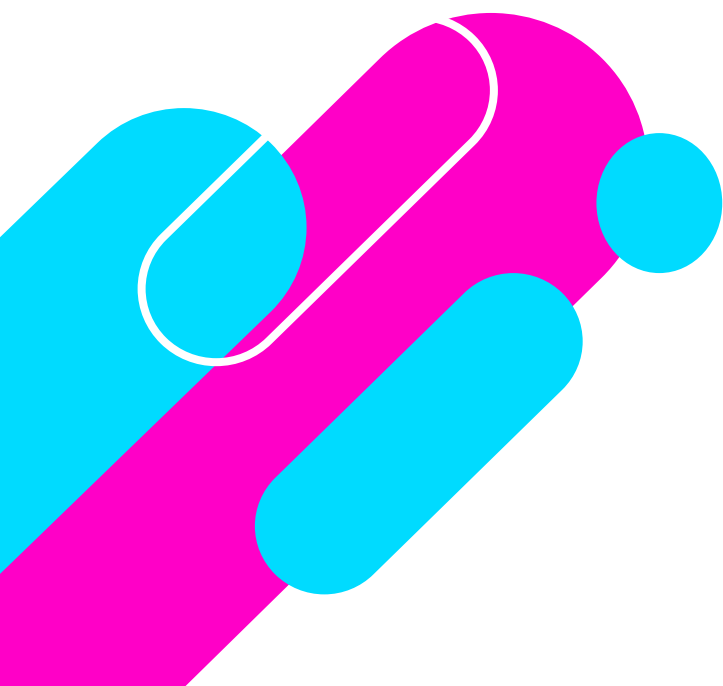
In what ways does your institution ensure that your institutional inclusivity policies and practices include students on Joint/Dual awards?

How do you create a sense of belonging and encourage relationship-building with your students on Joint/Dual programmes?

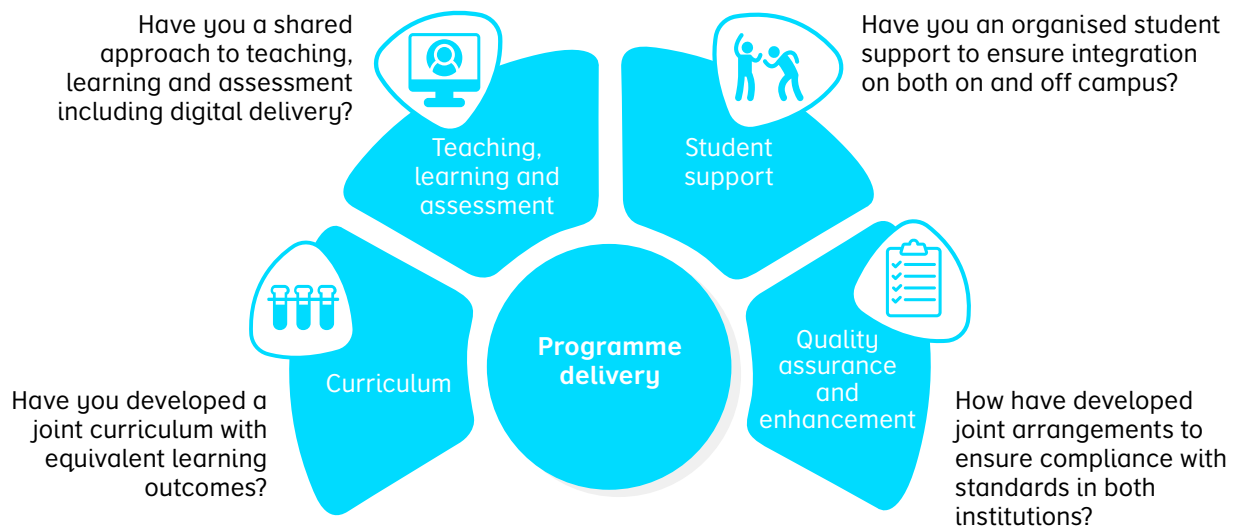
In what ways does your institution support the 'digital student' on a Joint/Dual award?

Do you have proposals for supporting students developing intercultural awareness on this programme?

In what ways does your institution use data and learning analytics to support the success of students on Joint/Dual awards?



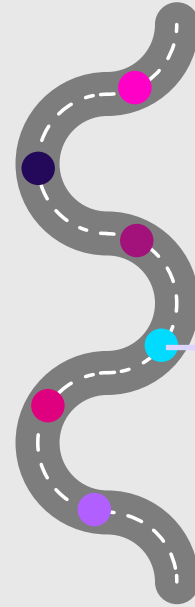
Step eight – In a nutshell



Step nine: Programme closure

As the British Council India report states, all programmes will come to an end and it is important at the contracting stage to anticipate this and prepare for it. Things to consider include:

- Who will be responsible for ensuring the programme is closed with integrity?
- What is the minimum time that will be needed to allow existing students to complete their studies (teach out)?
- What financial arrangements need to be agreed before closure takes place?
- Who will be responsible for the final evaluation of the programme and any final quality assurance reporting?
- Have all these considerations been included in the MoU or MoA?



Nine

Programme closure

Step nine – Programme closure checklist questions

Have you agreed the roles and responsibilities if, and when, the programme needs to close?

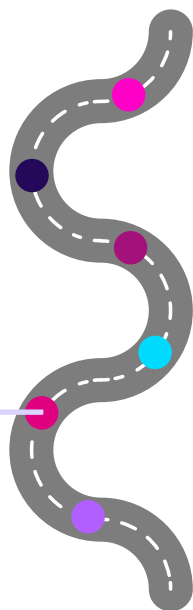
Have you agreed the financial arrangements following programme closure?

Have you agreed the 'teach out' arrangements for programme closure?

Have all these considerations been included in the MoU or MoA?

Ten

Longer term developments



Step ten: Longer term developments

It is a truism to state that the Covid pandemic and higher education responses have had an incredible impact on universities. What is also clear, however, is that it has had a tremendous impact on transnational education in all its forms. The Professionals in International Education newsletter in March 2021, for example, proclaimed that the ‘pandemic has firmly propelled transnational education from the periphery into the mainstream’⁶¹. The reasoning is clear. An obvious consequence of the pandemic and border closure in many countries led to a reduction in overseas students for many universities that relied on such students for funding.

University World News reported in May 2022, for example, that Institutions used the opportunity (or were forced) to rethink the heavy focus on mobility and to reposition internationalisation from an exceptional activity confined to the international office, to a transversal activity integrated into the institutional mission.⁶²

The article cites what Chile has done as an example where the changing nature of internationalisation in higher education in response to the Covid 19 pandemic has required institutions to review and strengthen their internationalisation strategies by linking it more centrally to institutional purposes.⁶³

Similarly, a further effect of the pandemic has been to increase a need for higher education global collaboration and many institutions are having to re-think their institutional strategies to catch up with changes that they have had to introduce urgently.

⁶¹ <https://thepienews.com/the-view-from/the-post-pandemic-mainstreaming-of-transnational-education/>

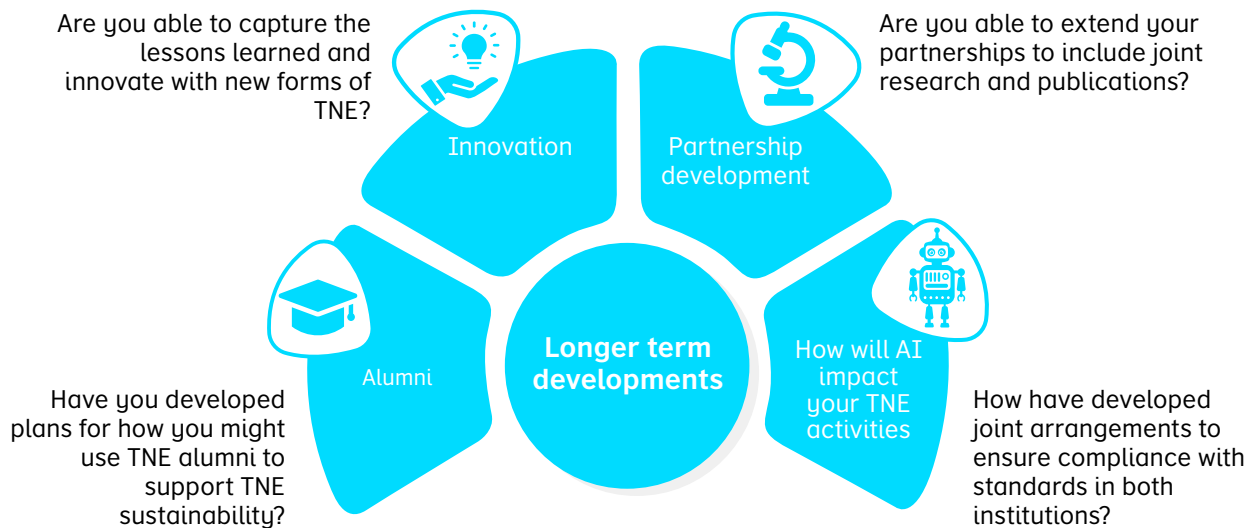
⁶² The state of higher education internationalisation after COVID; Daniela Craciun, Futao Huang and Hans de Wit, UWN, 21 May 2022

⁶³ Fiona Hunter, Neil Sparnon, Paulina Latorre, **Moving internationalisation beyond exceptionalism using the MARS model**, *Higher Education Quarterly*, March 2022

Within this context, therefore, in the development and delivery of an inclusive postgraduate joint or dual degree in STI Management, there may be opportunities for further TNE developments, such as

- Using alumni to contribute to future cohorts of the programme
- Using alumni to help publicise the programme
- Considering the development of more programmes, perhaps with different TNE modes including staff and student mobility
- Considering the development of joint research endeavours between partner institutions.
- Writing-up staff and student experiences of joint and dual awards to not only assess what lessons have been learned and what was successful but also to contribute to the Scholarship of Teaching and Learning and building personal and institutional reputations
- Developing innovative forms of joint and dual awards such as creating a hub of such awards and looking beyond the UK to develop a networked, global provision.

Step ten –In a nutshell



Being inclusive

Alongside the Roadmap Steps was the 'sign' **Being Inclusive**. This is because a consideration of being inclusive should be embedded in all of the Steps. Examples of inclusivity checklists have been introduced in the Roadmap Steps and there is now a substantial body of work that assists universities as they work to becoming more inclusive. In relation to gender equality in UK universities **there is the Athena Swan Charter which is a framework used across the globe to support and transform gender equality within higher education (HE) and research**. Established in 2005 to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM) employment, the Charter is now being used across the globe to address gender equality more broadly, and not just barriers to progression that affect women.



The Athena Swan principles comprise

- 1. adopting robust, transparent and accountable processes for gender equality work, including:
 - a. embedding diversity, equity and inclusion in our culture, decision-making and partnerships, and holding ourselves and others in our institution/institute/department accountable.*
 - b. undertaking evidence-based, transparent self-assessment processes to direct our priorities and interventions for gender equality, and evaluating our progress to inform our continuous development.*
 - c. ensuring that gender equality work is distributed appropriately, is recognised and properly rewarded.**
- 2. addressing structural inequalities and social injustices that manifest as differential experiences and outcomes for staff and students.*
- 3. tackling behaviours and cultures that detract from the safety and collegiality of our work and study environments, including not tolerating gender-based violence, discrimination, bullying, harassment or exploitation.*
- 4. understanding and addressing intersectional inequalities.*
- 5. recognising that individuals can determine their own gender identity, and tackling the specific issues faced by trans and non-binary people.*

6. examining gendered occupational segregation, and elevating the status, voice and career opportunities of any identified under-valued and at-risk groups.

7. mitigating the gendered impact of caring responsibilities and career breaks, and supporting flexibility and the maintenance of a healthy 'whole life balance'.

8. mitigating the gendered impact of short-term and casual contracts for staff seeking sustainable careers.

The Athena Swan Good Practice checklist can be found at

www.oxfordresearchandpolicy.co.uk/supporting-athena-swan/good-practice-checklists/

It is now common for UK universities to develop their own inclusivity initiatives; here is a useful selection to explore:

University of Hull

[Inclusive Education | University of Hull](#)

University of Dundee

www.dundee.ac.uk/corporate-information/inclusive-curriculum-checklist

The UCL Inclusive Curriculum Health check can be found here

[The UCL Inclusive Curriculum Healthcheck | Teaching & Learning – BME attainment – UCL – London's Global University](#)



First Steps?

1. At the start of the Roadmap there was mention of how checklists are a means of supporting development; identifying strengths and gaps; and preventing failure. One of the ways of starting down the joint and dual degree development road could usefully be to reflect on all of your responses to the Checklist questions as you have worked down the Roadmap, and, as with all checklists, this is not to 'tick the box', rather, it is to see the checklist responses as the means to start the conversations that will promote success. Make a list of all the successful components that have already been achieved. Identify the components that require more being done and identify which ones are the most important and which ones are a priority. The complete Checklist is below.

A Note on the Skill Levels

0 = No skills at all; significant development need

1 = Skill barely apparent; important development need

2 = Skill is evident at a minimal level; further development is indicated

3 = Basic skill and competence is apparent; further development would be beneficial

4 = Good level of skill and high level of competence

5 = Real strengths in skills and competence; could help others

Peru-UK Joint/Dual Awards Checklist

Instructions

Read each section of the checklist carefully then complete the rankings for each of the elements using the following rating scale: 0-5, where 5 is a 'strength', 0 is a 'development need'.

In the comments and actions column describe what challenges there may be for going forward and what you are going to do next. For example, if the score is 3, what do you need to do to make it 4?

Once you have assessed where you are, look at the scores where you have indicated a need, which ones are a priority?

Assess your strengths and development needs – knowledge, experience and capabilities	Skill level 0 – 5	Comments and actions
Step one – Initiating activities		
Do your colleagues have a clear and shared understanding of what internationalisation means in your university?		
How well-developed are the internationalisation practices at your university?		
Does your university have an internationalisation strategy?		
Is there a shared understanding of the nature of Joint/Dual programmes at your university?		
Is there a clear understanding of Joint/Dual programmes?		
Is there a clear and shared understanding of the drivers for international partnership development in your institution?		
Is there a shared understanding of the business model in your proposed partnership programme?		
Do your colleagues understand both the opportunities and the challenges presented by Joint/Dual awards?		
What funding do you have for the development and implementation of a Joint/Dual award?		
Have you and your partners undertaken a market analysis for your proposed programme?		
Have you identified potential partners?		

Assess your strengths and development needs – knowledge, experience and capabilities	Skill level 0 – 5	Comments and actions
Step two – Initial planning		
Have you been able to address ALL of the due diligence elements?		
Have you been able to prepare a broad business case and financial plan?		
Have you been able to agree and get approval for a Memorandum of Understanding or Agreement?		
Have you been able to forecast enrolment projections realistically?		
Have you been able to agree a realistic timeline for development?		

Assess your strengths and development needs – knowledge, experience and capabilities	Skill level 0 – 5	Comments and actions
Step three – Assuring regulatory compliance		
Have you ensured compliance with both Peru and UK regulatory frameworks?		
Have been able to address all of the requirements in Appendix One?		
Have you been able to complete credit mapping and outcomes alignment?		
Is there clarity about the roles and responsibilities of colleagues to support Joint/Dual programme development?		

Assess your strengths and development needs – knowledge, experience and capabilities	Skill level 0 – 5	Comments and actions
Step four – Deciding delivery mode		
Have you been able to decide the delivery mode(s) for your programme?		
Do the delivery modes recognize possible cultural and financial differences between partner institutions?		

Assess your strengths and development needs – knowledge, experience and capabilities	Skill level 0 – 5	Comments and actions
Step five – Business and financial planning		
Have you been able to undertake detailed business and financial planning?		
Have you been able to identify how your proposed programme will add value to the student experience – your niche?		
Have you agreed a joint publicity and marketing plan for the programme with a particular focus on recruiting women?		

Assess your strengths and development needs – knowledge, experience and capabilities	Skill level 0 – 5	Comments and actions
Step six – Contracting		
Have you been able to agree a partnership Contract and gain approval from both universities?		
Have you completed a risk assessment for the programme?		

Assess your strengths and development needs – knowledge, experience and capabilities	Skill level 0 – 5	Comments and actions
Step seven – Staff development		
Have you developed a staff development policy to support this programme?		
What opportunities are there for leadership development CPD and Joint/Dual programmes at your university?		
What opportunities are there for joint staff development with you and your overseas partners?		
In what ways do the programmes to support the competence development of faculty in your institution include a consideration of Joint/Dual programmes?		
Have all staff on the programme achieved competence as tutors?		
Are there opportunities for staff to develop their Joint/Dual programmes project management skills at your university?		
Have all staff on the programme been supported in gaining internationalisation capability?		
Have all staff on the programme been supported in gaining intercultural awareness?		
Does your university have a mentoring scheme to support international development with staff?		
Is there a staff development programme to support Joint/Dual Programme Leaders and Course Directors?		

Assess your strengths and development needs – knowledge, experience and capabilities	Skill level 0 – 5	Comments and actions
Step eight – Programme delivery		
Have you and your partner been able to adapt your programme for delivery within a digital environment?		
Have you been able to develop a curriculum with shared learning outcomes?		
Have you and your partner been able to agree approaches to teaching, learning and assessment (including skills development)?		
Have you been able to align quality assurance and enhancement practices with those of your partner including the participation of students in quality enhancement processes?		
Do you have a particular induction process for students on Joint/Dual awards in your university?		
What academic support and guidance policies and practices does your university have for students on Joint/Dual awards?		
What access do students have to learning resources in your Joint/Dual programmes?		
In what ways does your institution ensure that your institutional inclusivity policies and practices include students on Joint/Dual awards?		
How do you create a sense of belonging and encourage relationship-building with your students on Joint/Dual programmes?		
In what ways does your institution support the 'digital student' on a Joint/Dual award?		
Do you have proposals for supporting students developing intercultural awareness on this programme?		
In what ways does your institution use data and learning analytics to support the success of students on Joint/Dual awards?		



Assess your strengths and development needs – knowledge, experience and capabilities	Skill level 0 – 5	Comments and actions
Step nine – Programme closure		
Have you agreed the roles and responsibilities if, and when, the programme needs to close?		
Have you agreed the financial arrangements following programme closure?		
Have you agreed the 'teach out' arrangements for programme closure?		
Have all these considerations been included in the MoU or MoA?		

Using The Lippitt-Knoster Model

The **Lippitt-Knoster Model for Managing Complex Change** is an excellent tool both to plan innovative projects (as well as to diagnose issues when a project is already happening). It provides a consolidated map of all the elements needed.⁶⁴

Vision	Skills	Incentives	Resources	Action Plan	= Success
Vision	Skills	Incentives	Resources	Missing	= False starts
Vision	Skills	Incentives	Missing	Action Plan	= Frustration
Vision	Skills	Missing	Resources	Action Plan	= Resistance
Vision	Missing	Incentives	Resources	Action Plan	= Anxiety
Vision	Skills	Incentives	Resources	Action Plan	= Confusion

⁶⁴ It is often referenced by a second-hand source, **Timothy Knoster** used the model in a conference in 1991, and many sources refer to this model as the "[Modelo de Knoster](#)". However, the model is referenced in a book about education "[Restructuring for Caring and Effective Education: Piecing the Puzzle Together](#)" published in 2000, which references as original source a [model copyrighted in 1987](#) by **Mary Lippitt**, "The Managing Complex Change Model – hence some refer to it as the Lippitt-Knoster Model.

Vision

There is an old Japanese proverb which states: 'Vision without action is a daydream, action without a vision is a nightmare' For this model, as with numerous other approaches to successful change, having a vision is essential.

- What is the vision for joint and dual awards in your university, department or programme?
- Is this vision shared and are colleagues committing to it?
- Not least, having a vision answers the question 'why should I do this'
- According to this model, not having a vision may lead to confusion

Skills

Having the necessary skills to be able to accomplish activities is also essential.

- What are the necessary skills and capabilities of faculty and professional services to support joint and dual awards?
- How might staff gain the necessary skills through training or mentoring?
- What are the skills that students need to be able to benefit from their experiences?
- How might students gain the necessary skills to benefit from being on a joint or dual award?
- Not having the right skills might generate high levels of anxiety

Incentives

- The evidence on successful change suggests people need incentives to make a change.
- Individual members of staff and students will need to know how joint and dual awards will benefit them?
- Everyone must see the value in their development before it can happen.
- 'Incentives' is an element that can either build consensus or build resistance among staff and building consensus is often added as another essential element.
- Incentives can be tangible such as monetary, or intangible recognition such as citations of personal achievement by the University President or Vice Chancellor

Resources

- Resources are also essential for successful joint and dual award developments and may be physical or intangible.
- What resources are needed and how will you get them?
- What resources are already available?
- Are there members of staff already available? If so, what will they stop doing in order to work on joint and dual programmes?
- Are the resources appropriate?
- Is the distribution of resources fair?
- A lack of resources may leave people frustrated.

Action Plan

The final element required for change is an **action plan**.

- Do you have an action plan for the development of joint and dual including all stakeholders.
- Does your action plan have clear goals and targets?
- Does it have realistic deadlines?
- Does it have a clear distribution of responsibilities?
- How will you know you have been successful?

Without an action plan staff may feel as if they are directionless no matter how hard they work, leading to frustration and false starts and eventual lack of motivation.

2 Prepare a Project Initiation Document (PID)

There are many different versions of a PID and your university might have its own.

A straightforward version can be found at <https://nova-live-content.s3.euwest-2.amazonaws.com/public/content-downloadable/PIDChecklist.pdf>

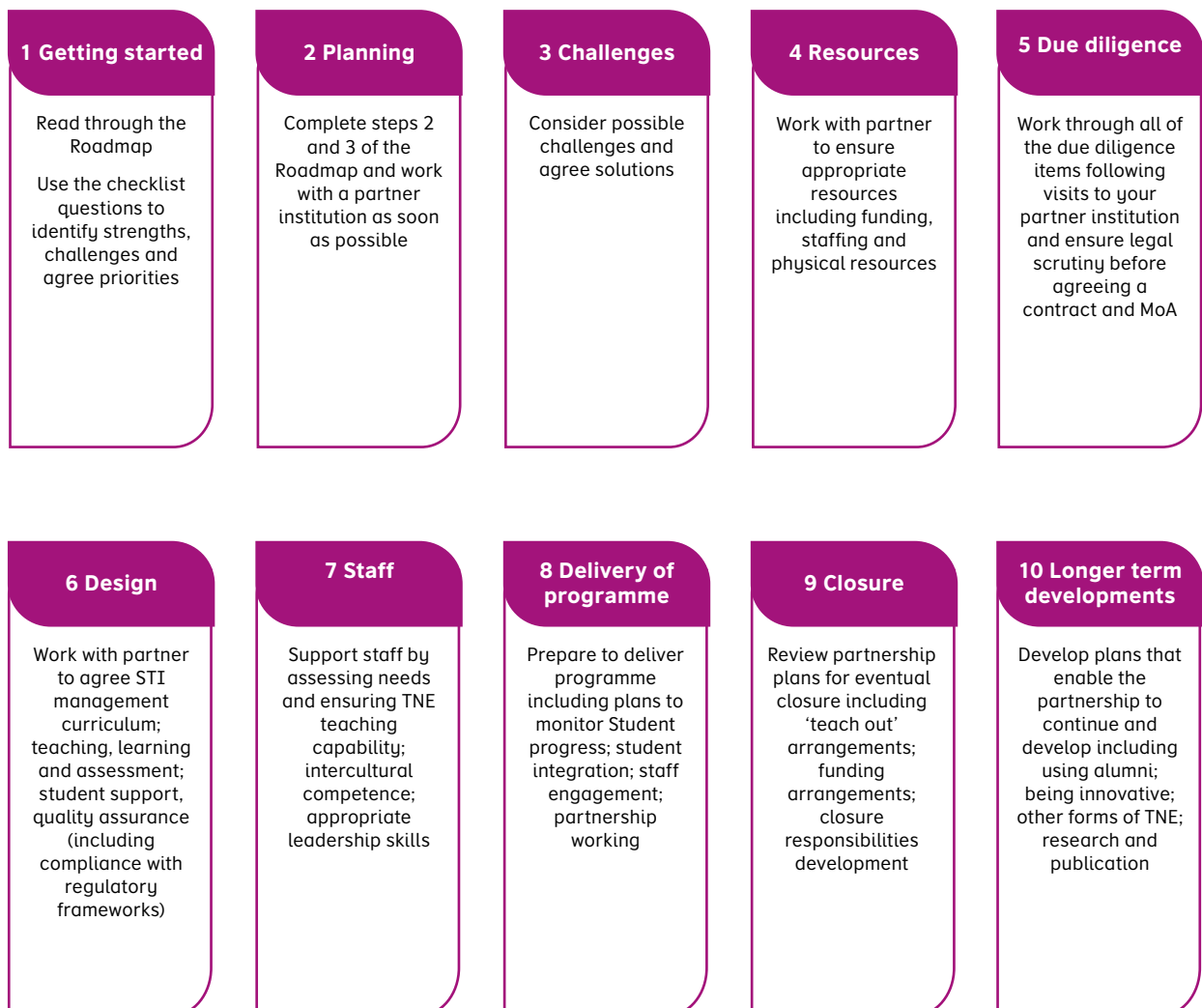
Conclusion

Hopefully, this Guide and Roadmap have given a basic start for academic staff in Peru and the UK to start planning their proposals for a postgraduate joint or dual degree in inclusive STI Management. The ideas here are not exhaustive and should be the start of continued conversations about how to best deliver a high-quality student experience.

Good Luck!

Roadmap flowchart

Using the roadmap



Frequently Asked Questions

1. What is Internationalisation?

Internationalisation is a nebulous notion. However, a recent literature survey undertaken for Advance HE in the UK suggests

Internationalisation is commonly defined by Knight (2004, 2) as “the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of postsecondary education”. Within Advance HE’s Internationalising Higher Education framework, it is further argued that “[p]romoting a high quality, equitable and global learning experience can help prepare graduates to live in and contribute responsibly to a globally interconnected society” (Advance HE, 2019a).

Knight, J (2004) ‘Internationalization remodeled: Definition, approaches, and rationales’, *Journal of Studies in International Education*, 8 (1): 5-31.

Advance HE (2019a) Essential frameworks for enhancing student success: Internationalising higher education. York: Advance HE. Available at: www.advance-he.ac.uk/sites/default/files/2020-05/Internationalising%20Higher%20Education%20Framework.pdf

2. What is Transnational Education (TNE)?

One of the most used definitions of TNE comes from UNESCO/Council of Europe, where TNE is defined as:

All types of higher education study programmes or sets of courses of study, or educational services, (including those of distance education) in which the learners are located in a different country from the one where the awarding institution is based. Such programmes may belong to the education system of a State different from the State in which it operates, or may operate independently of any national education system. (UNESCO/Council of Europe 2001, p. 2).

3. What is STI/ STEM/ STEAM?

STI refers to Science, Technology and Innovation and there are a number of recent reports that suggest Peru is under-developed in its STI provision and development. To support its development a number of priorities have been identified and funding secured to enable Peru to enhance its STI presence. For example, in February 2022 the World Bank approved a US\$100 million loan to strengthen the National System of Science, Technology and Innovation in Peru (SINACTI). The project ‘will promote research, development and innovation in three strategic areas for the country: climate change, health and the digital economy. To this end, it will reinforce three key aspects for SINACTI’s success: i) governance and institutional reforms; ii) human resources and knowledge generation; and iii) technology and knowledge transfer among universities, public research institutions and the private sector.’

STEM/ STEAM – STEM represents science, technology, engineering and maths. “STEAM” represents STEM plus the arts – humanities, language arts, dance, drama, music, visual arts, design and new media. It has long been recognised that STEM subjects are both critically important to societal and economic development at the same time as being less successful in recruiting students, particularly women, and, in the UK, there have a number of initiatives to encourage more students to enrol on STEM programmes. Although, arguably, there is nothing new about STEAM subjects coming together; a number of articles for example, cite Leonardo da Vinci as an example of a STEAM polymath, it is a recent development in universities encouraging interdisciplinary approaches.

4. What is STI Management?

It is clear that in South America in general and in Peru in particular, STI is a vital aspect of societal and economic growth and it is equally important that its introduction, management and development in any organisation must be carefully arranged. For example, in a case study of the Brazilian Agricultural Research Corporation, Adriana Bin and Sergio Salles-Filhoa argue that STI processes must be planned and managed as evolutionary processes within organisations that have not yet established a culture amenable to change.

Adriana Bin and Sergio Salles-Filhoa, (2012) Journal of Technology Management & Innovation, Vol 7 Issue 2

5. What is a Joint or Dual Award?

A joint award is where there is the **creation of co-dependent, mutually contingent qualifications and where all aspects of the design and delivery of the programme are developed in partnership**. As the UK Quality Assurance Agency (QAA) states;

These arrangements may be joint in all aspects, involving all partners (of which there may be more than two) in roughly equal proportions in all aspects of course design, development, delivery, assessment, management and decision-making on student achievement. Students may spend time studying at each of the partners involved in the arrangement. Students successfully completing the course gain a single certificate bearing the signatures of the competent authorities of all degree-awarding bodies involved, replacing the separate institutional or national qualifications

6. What is a Dual Award?

QAA describe a dual award as an example of an integrated award but gaining independent qualifications. In this case the student may complete overlapping learning outcomes but may also complete learning outcomes specific to one of the awards.

One example of this type involves two degree-awarding bodies jointly designing a course of study comprising a joint initial curriculum (or two parallel and equivalent curricula), followed by two separate blocks taken consecutively at each partner in turn, leading to two separate qualifications awarded individually by the two degree-awarding bodies. The qualifications may be at different levels. Students who successfully complete both courses receive separate institutional or national certificates – one for each of the two separate qualifications, granted by each of the awarding bodies involved.

7. What is 'Going Global Partnerships'?

Going Global Partnerships (GGP) was set up by the British Council in July 2021 to build strategic, mutually beneficial, and equitable partnerships in tertiary education between the UK and other countries. The programme supports partnerships between universities, colleges, education policy makers and industry partners, with the aim of strengthening higher education and TVET systems, enabling research collaboration, internationalising institutions, enhancing student outcomes, improving gender equality outcomes and supporting inclusion. The new global programme has brought together and built on over 50 different projects delivered by the British Council worldwide, which previously supported HE and TVET partnerships

8. What is a Memorandum of Agreement?

A Memorandum of Agreement (MOA) is a legally binding document written between parties to cooperatively work together on an agreed project or meet an agreed objective. The purpose of an MOA is to have a written formal understanding of the agreement between parties. The difference between a Memorandum of Understanding (MOU) and a Memorandum of Agreement is MOUs tend to be used for simple common-cause agreements which are not legally binding. MOAs, on the other hand, establish common legal terms that establish a "conditional agreement" where the transfer of funds are anticipated.

9. What is due diligence?

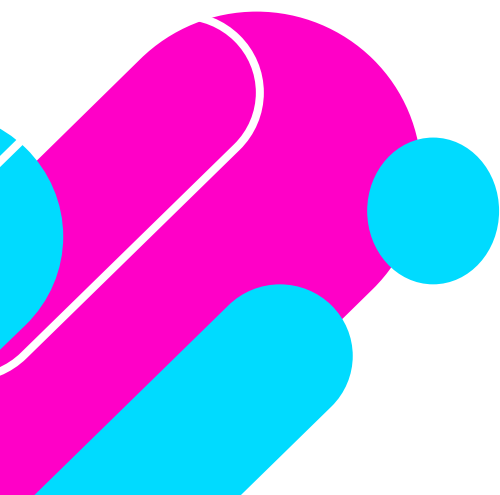
According to the Cambridge Dictionary, due diligence refers to the detailed examination of a company and its financial records, done before becoming involved in a business arrangement with it. – the exercise of reasonable care in the course of business. Within the context of transnational education it refers to the examination each partner must undertake to assure themselves that the subsequent partnership arrangements are 'fit-for-purpose'.

10. What is a Regulatory Framework?

Regulatory frameworks are legal mechanisms that exist on national and international levels. They can be mandatory and proscriptive (national laws and regulations, contractual obligations) or voluntary (integrity pacts, codes of conduct, arms control agreements). Both Peru and the UK have such frameworks that establish and oversee the higher education standards that higher education providers must meet. Such frameworks can also promote particular government policies such as increased competition and increased widening participation.

11. What is risk assessment?

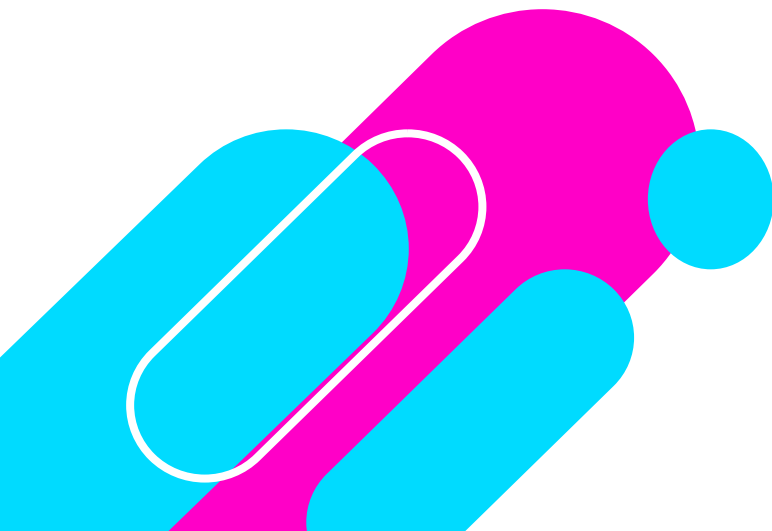
A risk assessment is the process of identifying, understanding and evaluating potential threats to a project's success. Once identified mitigations and solutions can be explored in case the risk is realised as well as introducing preventative measures to preclude the risk happening.



12. What is intercultural competence?

Just as an interest in internationalisation has increased in higher education, so has a focus on intercultural competence. Gizem Günçavdı and Soner Polat define it as ‘an individual’s ability to understand other cultures, and to be able to communicate easily with people from those cultures. In order for a person to be interculturally competent, s/he should have intercultural knowledge, attitude, skill and awareness.’ They go on to propose four sub-divisions of intercultural competence, namely intercultural knowledge, intercultural attitude, intercultural skill and intercultural awareness. For many commentators, however it is defined, some notion of intercultural competence and its acquisition is central to the successful integration of overseas students into a programme.

Gizem Günçavdı and Soner Polat (2016) Level of Intercultural Competence of International Students at Kocaeli University, *Universal Journal of Educational Research* 4(12A): 39-45



Further Reading:

As the importance of internationalisation is increasingly recognised in higher education so there is an increasing number of publications in the area. Indeed, the development of your international partnership through your TNE programme has the potential for making an impactful contribution to that literature.

Texts we have used to inform this Roadmap include

Carroll J and Ryan, J eds (2005) *Teaching International Students*, Routledge, Oxford

Carroll, J (2015) *Tools for Teaching in an Educationally Mobile World*, Routledge, Oxford and New York

Dunn, L. and Wallace, M. (eds.) (2008) *Teaching in transnational education: enhancing learning for offshore international students*. London: Routledge

Knight, J. (1999). Internationalisation of higher education. In J. Knight & H. de Wit (Eds.), *Quality and internationalisation in higher education*, (pp. 13-23). Paris: OECD

Smith, K (2017) *Transnational education toolkit*, Higher Education Academy

Smith, K. (2010) Assuring quality in transnational higher education: a matter of collaboration or control. *Studies in Higher Education*.35 (7), 793–806.

Smith, K (2020) *Engaging in Transnational Education*, Critical Publishing, St Albans

Vangelis Tsiligiris, William Lawton, Christopher Hill eds (2021) *Importing Transnational Education: Capacity, Sustainability and Student Experience from the Host Country Perspective*, Palgrave Macmillan, Switzerland

For subscribers to *Advance HE* there is also the comprehensive internationalisation literature review;

Dr Jenna Mittelmeier, Said Al Furqani, Daian Huang, 2022, *Internationalisation and students' outcomes or experiences: a review of the literature 2011-2022*, *Advance HE*

Appendix one: typical joint/ dual award expectations and requirements of a UK university

These are the typical requirements of a UK university entering into an international partnership to develop a Joint or Dual award, informed by the UK QAA's Quality Code for Higher Education. The list is not exhaustive and many UK universities may have additional items to consider or described these items in much more detail.⁶⁵

- + While a Dual award programme may be based on an existing programme it must be a combined initiative, designed and developed by both partners to offer a distinctive learning experience, which neither individual partner could offer independently. Each Partner will be responsible for its own award, as such, an agreed approach to management and oversight of the programme will be required.
- + Students may spend time studying at each of the partners involved in the arrangement, but this is not an essential requirement. Where there is an expectation of student mobility, the nature of mobility and the support for mobile students should be a part of the due diligence process.
- + For a joint award there will be a programme of study jointly designed by two or more degree-awarding bodies, leading to a single award with a single certificate bearing the signatures of the competent authorities of all degree-awarding bodies involved.
- + To achieve the joint award, a student must meet the learning outcomes jointly agreed for the award by all Institutions involved in the arrangement.
- + Such arrangements must be joint in all aspects and in roughly equal proportions of design, delivery, assessment, management, and decision making on student achievement
- + A legal agreement such as a Memorandum of Agreement, providing details of the agreed management, financial, regulatory and quality assurance arrangements, must be signed by both partners following approval of a dual award or joint award and prior to its commencement. No students can be admitted to a programme before the signed agreement is in place
- + Due diligence should normally be revised/ updated annually
- + The partner institution must be of at least equal standing to the UK university including the academic standing of academic staff

⁶⁵ These guidelines and requirements were adapted from a UK university to illustrate how each UK university has created its own requirements to align with their mission and strategies. For a formal list (which has also informed this Appendix, see www.qaa.ac.uk/docs/qaa/quality-code/qualifications-involving-more-than-one-degree-awarding-body.pdf)

The University of Derby, for example, has the following guidelines for assessing equal standing⁶⁶

Suggested areas for consideration and discussion as part of the equal standing review:

- + Institutional details
- + The name of the institution and its campus location(s), including any headquarters.
- + Summary – A summary of the case for equal standing.
- + Background – A brief description of the partner institution e.g. size and composition, including confirmation that it has the legal authority to award Dual/Joint qualifications in conjunction with a UK degree awarding body.
- + Mission, vision, ethos – A brief discussion of how these elements compare to the those of the University of Derby.
- + Academic portfolio – A brief description of the portfolio's characteristics across undergraduate, postgraduate taught and research levels and degrees.
- + Experience of working with Higher Education Institutions delivering Dual degrees – A list of any other Dual /Joint awards in which they are engaged or past experience of Dual /Joint awards and the respective HEI partner. Where there is no prior experience of Dual /Joint awards, then previous experience of working with UK HEIs, including the nature of the relationship, should be listed.
- + Research profile – A brief description of the research undertaken across the institution and particularly within the subject area in which the Dual/Joint award is to be offered. The outcomes from external reviews of research should also be listed if available.
- + Quality assurance mechanisms – A brief description of the mechanisms in place to assure academic standards and the quality of learning opportunities. This will be explored further in the Partner Approval process. Reference should be made to the outcomes of any external reviews undertaken by a national quality assurance agency, government departments, accrediting bodies or PSRBs. Where an outcome of an external review has led to a failed outcome or particular issues have had to be followed up, evidence should be provided to show the partner institution has addressed these issues and gained formal sign off by the appropriate body. Clarification should also be given of any mapping of equivalences of qualification frameworks.
- + Professional body accreditation – Confirmation of any professional body accreditations, particularly in relation to the subject area where the Dual/Joint award is to be delivered. Reference should be made to any requirements of applicable PSRBs regarding Dual/Joint awards.

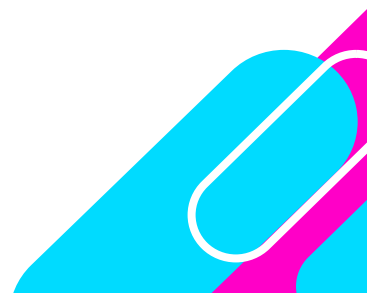
- + National and international reputation – A brief description of the nature of the reputation of the partner institution: reference to appropriate league tables, national and international awards will be of value here.
- + Clarification as to whether the institution is National Academic Recognition Information Centre (NARIC) recognised.
- + Assessment of the University of Derby Confirmation that the proposed partner institution has made a satisfactory initial assessment of the suitability/equivalence of the University of Derby as a partner

It is noted that not all partners will be able to provide all the information listed above; this does not preclude the development of the Dual/Joint award(s) providing that the University of Derby is prepared to take on the additional risk associated with the reduced information and that there is a robust academic and business case for proceeding with the development.

- + Some UK universities will normally only consider proposals for Joint/Dual award programme(s) from partners with which it already has a successful collaborative relationship, (or those with a track record of successful delivery in the general subject area and academic level in question).
- + An accepted risk assessment is a condition of partnership development
- + Often, a proposed international partnership must be discussed by the most senior staff to ensure alignment with the university's mission, vision and culture such as approaches to learning and teaching
- + Both partners must have comparable responsibility for curriculum design and delivery.
- + In the event of the closure of the partnership, teaching-out arrangements must be put in place and be a part of the signed agreement to ensure that students are able to complete their programme of study.
- + For some UK universities, the preferred language of study and assessment for all awards is English.

For this Peru-UK project it is a requirement that programmes will be bi-lingual.

- + Strategic approval for both Dual awards and Joint award arrangements must be sought through the university's Senate or Academic Board
- + A validation and/or approval panel including appropriate experience in the design and management of collaborative provision will be appointed. The validation and/or approval panel will be responsible for assessing whether the programme as an entity delivers and tests programme outcomes at the appropriate higher education level for the award. The responsibility of each awarding body in the admissions process must be agreed at validation and the admissions criteria should be defined.



+ A joint approval process, involving both awarding bodies will be required. For Dual awards, a separate approval processes may be followed, however, both parties should be informed of the date and outcome of the other's event(s) and receive a copy of the relevant programme approval reports/committee minutes.

+ Assessing the equal academic standing of the partner institution to deliver Joint/Dual awards is an important part of the due diligence process as it will help ensure a common approach is adopted by both institutions. In doing so the University of Derby is also taking appropriate steps towards safeguarding its academic standards and reputation.

+ Each partner involved must also be involved in programme delivery. One partner may have a greater commitment than the other/others with regard to delivery, and this commitment may vary over time. This will be agreed at the point of programme approval or re-approval. It must be ensured that the core/option split does not result in a student engaging only with one partner.

+ The learning, teaching and assessment responsibilities of both parties should be clearly outlined in both the contract agreement.

+ Delivery may be in-person, online or through distance learning modes, or a combination (blended or hybrid learning), and may not necessarily require students to attend both institutions in person.

+ Regulations in relation to external examiners will be followed and where an External Examiner(s) is also appointed by the partner, joint appointments may be explored. For Joint awards the University and the partner institution should jointly determine the External Examiner regulations, processes and responsibilities. In all circumstances the agreed principles must meet the University's award standards requirements, including compliance to regulatory bodies.

+ In order to ensure effective oversight of assessment, each partner will have the opportunity to review and comment on the assessment materials that the other provider(s) develop. This might include exchanging a sample of summative assessed work to agree and verify standards of marking. For Joint awards, both partners should engage in moderation activity on those elements of the programme that are the lead assessment responsibility of the other.

+ There may be a Translation Policy in relation to assessments in different languages.

+ For Dual awards, Assessment Boards may be held separately at each awarding institution. For Joint awards, the membership of the Assessment Board must be defined. Where shared Assessment Boards are appointed for Joint awards, representatives from both partners must be present and boards may be co-chaired.

+ For Joint awards, a single agreed set of academic regulations will be required. This can be either an agreement to follow the regulations of the lead partner, or bespoke regulations can be agreed.

+ For Joint awards there should be a single set of regulations to meet the national and institutional requirements for each degree awarding body involved.



This might include:

- Credit framework
- Award title
- Assessment criteria
- Marking scheme conversion scale and procedure
- Pass marks
- Reassessment opportunities
- Progression requirements
- Minimum performance requirements
- Registration periods
- Transfer
- Recognised Prior Learning
- Authorised break in study
- Award classification, including borderline rules
- Complaints, appeals and academic offences procedures

+ For Dual award each partner's award will normally be governed by their own regulations although combined regulations may be developed for a dual award.

+ There should be procedures for Student Complaints, Academic Appeal and Academic Offences and students need to be given clear information about the procedure to be followed and which organisation should initially be approached in order to lodge a complaint or appeal.

+ Arrangements should be made for student complaints on dual awards such as normally being handled in the first instance by the awarding body responsible for the delivery of the provision in question according to their own process. There is also a need to address the processes for student complaints about the award overall.

+ For joint awards, both partners need to jointly determine how any student complaints will be handled, how the processes will be administered and by whom.

+ Similarly, partners need to agree how academic appeals will be managed on both joint and dual awards.

+ Partners will also need to agree how academic offences and student misconduct will be managed on Joint/ Dual degrees

+ For joint degrees partners must agree processes for programme management. It is likely that the UK institution will expect that the management of the programme must be shared in all aspects and in roughly equal proportions of programme design, delivery, assessment, management, and decision making on student achievement.

+ It is a likely expectation that both partners will share responsibility for quality assurance and continual monitoring of the programmes including processes for curriculum review and amendment.

+ There should be agreed expectations in relation to student support, academic guidance, student engagement, access to learning resources (including IT).

+ Staff and student mobility (where appropriate). Is it clear who goes where, and when and for how long? Is there a requirement to move? How does the mode of delivery relate to student and staff mobility? Will mobile students be able to access resources (including IT)? What support will mobile staff and students have when moving outside their home country such as accommodation? What support can be given before, during and after travelling such as visa arrangements, settling back into studies on returning and so on?



