Joint programme development

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Joint programme development

Focus ➤

1. Main messages

2. Student mobility paths

3. Joint curriculum design

4. Joint doctorates

Joint programme development (1)

- To be successful, a joint programme must be anchored in the **institutional strategies** and internationalisation policy.

- Institutions must clearly define their **reasons for entering into joint programme cooperation**, the academic added value and wider relevance of the intended learning outcomes.

- **Institutional support** (strategic and practical) and flexibility at all levels within the institution are crucial. This support must be in place at the start of the development phase.

- **Be aware of the national and institutional regulations of your own country and institution** and partner institutions, when meeting your partners.

Joint programme development (2)

- **Partners** must be chosen based on their academic expertise, mutual trust (open communication and a shared understanding), institutional strategic commitment, and administrative capacity.

- Ensure that **partner institutions are legally recognised** /accredited and have the right to award the degree

- Jointly define the need for the programme, the learning outcomes and length of the programme, **develop the joint curricula**

Joint programme development (3)

- Already reflect on **recognition** and access to further studies

- Define the level of integration and **anticipate degree awarding**
  - Jointly planned curriculum with teacher exchanges, common Summer/Winter school
  - Full recognition of periods spent at other partner HEIs

- Develop admission criteria and procedures, appeal procedures, diploma

- Agree on student assessment methods, examinations, theses

Joint programme development (4)

- Develop a clear and flexible Memorandum of Understanding that defines responsibilities.

- Address joint promotion, marketing and recruitment. Clear identification of the target students contributes is helpful, to attract suitable / academically qualified students, and also with regard to visa, marketing and admission procedures.

- Discuss student services available

- When developing new joint programmes, early contact with non-academic partners is important to (i) formulate learning outcomes in relation to employability and (ii) to explore potential financial co-operation to ensure programme sustainability.

Key players at your university

1. **Identify which skills are needed at your institution**
legal issues, financial support, management structures, applicaiton writing, etc.

2. **Identify where these skills are internally**
research administration, study administration, human relations office, financial department, etc.

3. **Identify issues that need support from outside**
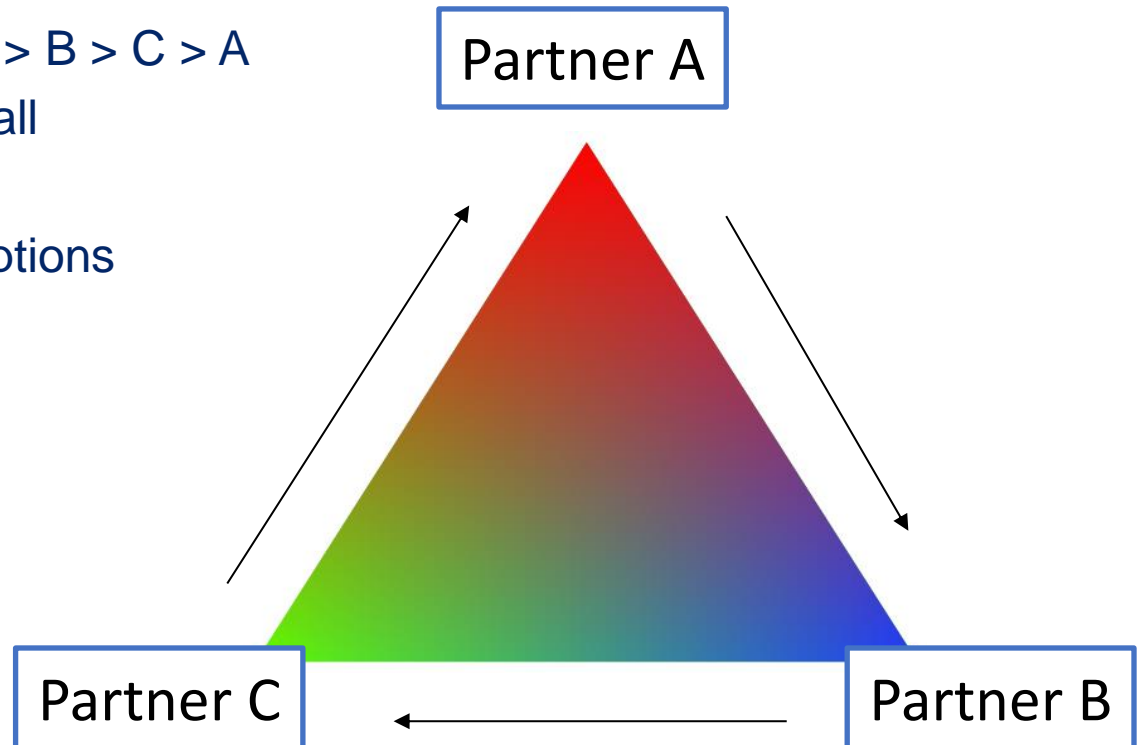
Joint programme development
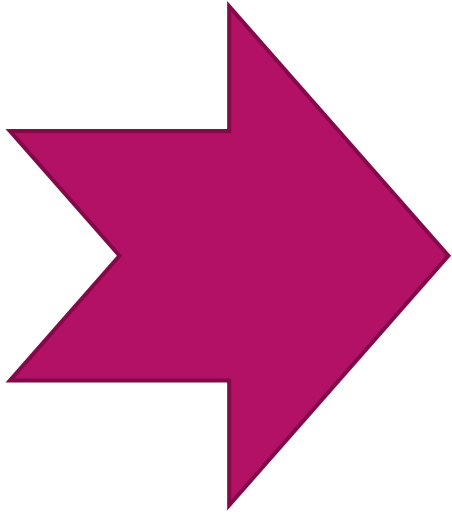
Student mobility paths

Student mobility paths

Model 1: All students are moving together from partner A to B to C

- students move from A > B > C > A
- common curricula for all
- strong unity
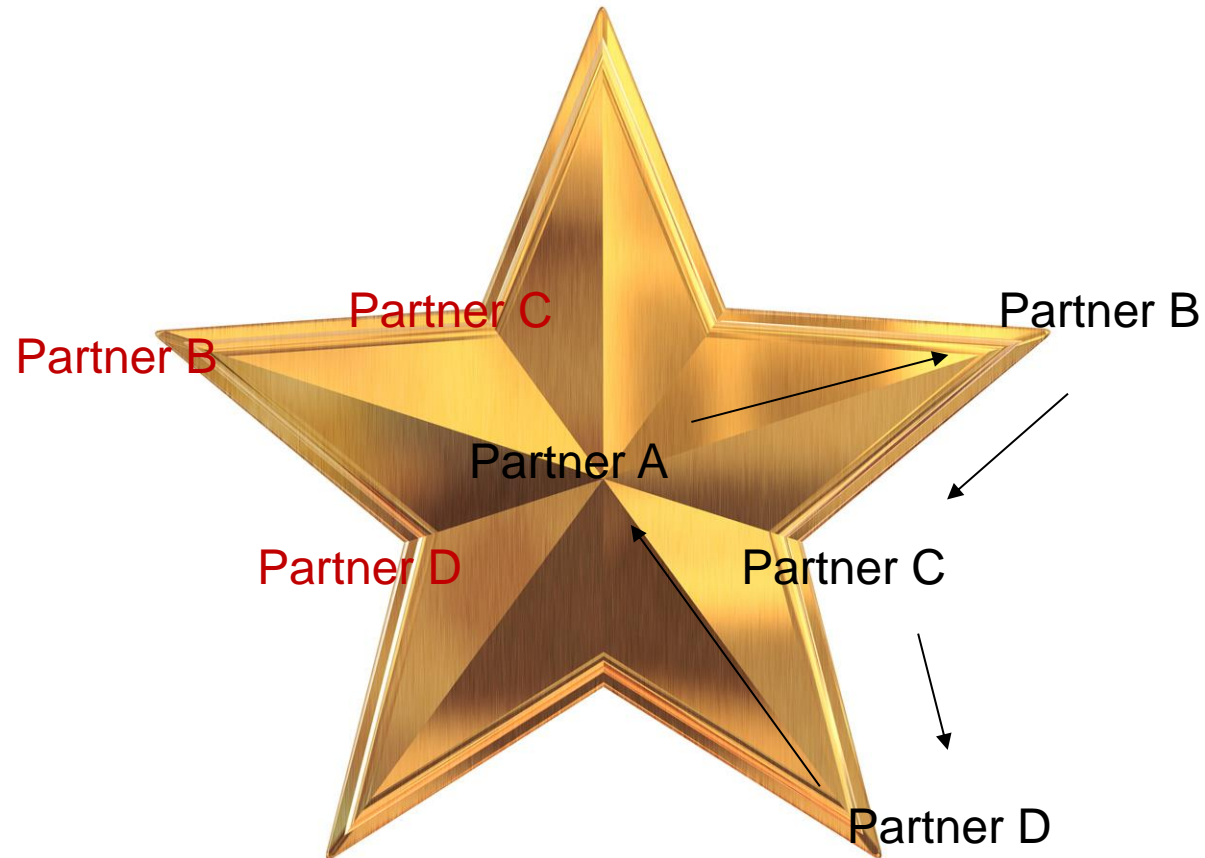- fewer specialisation options

Partner A

Partner C

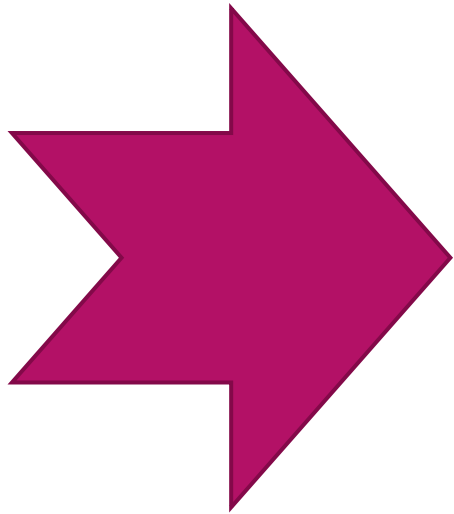Partner B

Student mobility paths

Model 2 (red):

A – B – choice C or D – and back to A

Model 3 (black):

- mobility to 4 partners
- not common
- Finnish example, mobility to 2 European countries and China

Partner C

Partner B

Partner B

Partner A

Partner D

Partner C

Partner D

Joint programme development

Joint curriculum design

Curriculum design: European Qualifications Framework

- Adopted by the EU in 2008

- Describes all education levels, based on **achieved learning outcomes and competences**

- The National Qualification Frameworks are referenced to the EQF to compare the NQFs on a general level.

- Based on learning outcomes as:
  - knowledge and understanding
  - applying knowledge and understanding
  - making judgements
  - communications skills
  - learning skills

Curriculum design: the TUNING approach

- The project **TUNING Educational Structures in Europe** started in 2000 following the Bologna Process of creating the EHEA and a comparable HE degree structure.

- Developed a method to understand curricula (per subject area) & to make them comparable.

  - not meant to prescribe a uniform degree programme, but
  - aimed at comparison of curricula on the basis of diversity and autonomy (finding points of reference and common understanding).
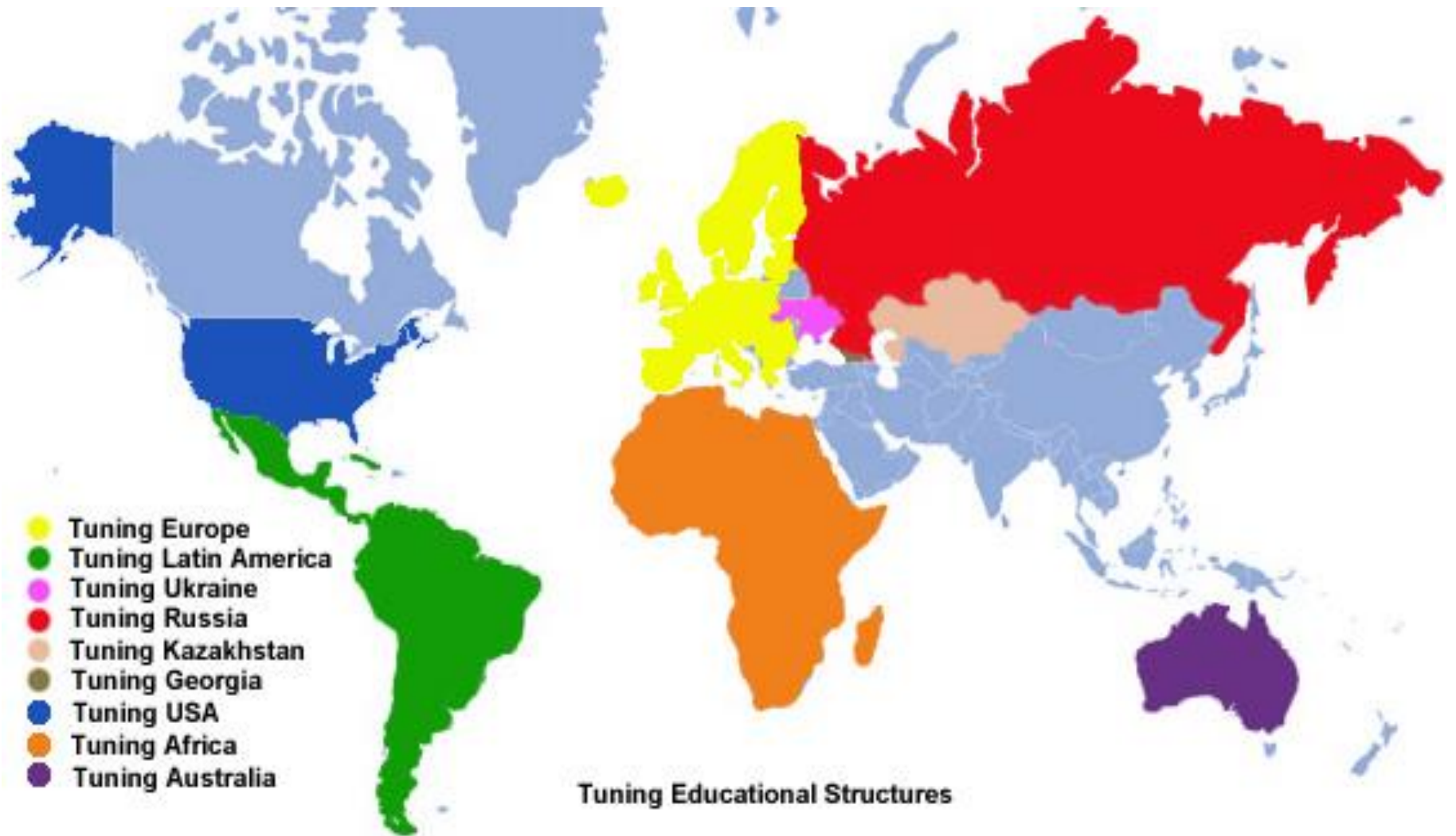
Curriculum design: the TUNING approach

- TUNING's guidelines on identifying competences and setting learning outcomes can be very useful in joint programmes.

- Another approach is **input based**, which starts with definition of programme contents and their distribution among partners.

The TUNING process to curriculum design

1. Description of the programme objectives and the learning outcomes in terms of knowledge, understanding, skills and abilities.
2. Identification of the generic and subject specific competences that should be obtained in the programme.
3. Translation into the curriculum: content (topics to be covered) and structure (modules and credits).
4. Translation into educational units and activities to achieve the defined learning outcomes.
5. Deciding on teaching and learning approaches & assessment methods (when required, the development of teaching materials).
6. Development of a continuous quality improvement system.

Tuning Europe
Tuning Latin America
Tuning Ukraine
Tuning Russia
Tuning Kazakhstan
Tuning Georgia
Tuning USA
Tuning Africa
Tuning Australia

Tuning Educational Structures

TUNING worldwide

- TUNING website: http://www.unideusto.org/tuningeu/
- Subject areas: http://www.unideusto.org/tuningeu/subject-areas.html

Joint doctorates

1. Know your partners!

2. A personal cotutelle agreement is required, regulating each partner's responsibilities on joint supervision, evaluation & doctoral thesis defence.

3. Develop balanced supervision across the consortium.

4. Formal monitoring procedures for student progress.

5. Create a research & communication platform

6. Provide relevant training & research tools and facilities

7. Where legally allowed, arrange employment contracts

8. Appoint an ombudsman as a go-between between management and doctoral candidates

   & a committee to deal with ethical questions

Joint propgramme development

▶Any questions?