

LEARNING & TEACHING PAPER #22

Challenges and enablers in designing transnational joint education provision

Thematic Peer Group Report

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Introduction

Among the many forms of internationalisation in which higher education institutions have been engaged, learning and teaching across borders – transnational education – has been given a privileged focus in Europe. Initially, higher education institutions often promoted individual student mobility (e.g. Erasmus exchanges), as well as programme-level cooperation between institutions (e.g. Erasmus Mundus programmes). In recent years, there has been a trend of not only broadening transnational education opportunities for students (e.g. increasing the number of partners, programmes and their geographic scope, within Europe and globally), but just as importantly, deepening and intensifying the transnational elements of the educational experience.

Transnational joint education provision (TJEP) – education jointly developed and delivered by two or more institutions in different countries – has emerged as a desired experience for many students, a key priority of several institutions, and a site of innovation. For example, not only have double/multiple degrees (separate degrees awarded by two or more higher education institutions) and joint degrees (one degree offered by two or more higher education institutions) flourished at the programme level, course-level collaborations, such as Collaborative Online International Learning (COIL) and blended intensive programmes (BIPs), have also led to lecturers and students from multiple countries coming together for shared educational experiences. These formats are also at the heart of sustained educational collaborations within the framework of European Universities alliances¹ and other forms of strategic partnership. In all of these models, education has the potential to be more than something experienced sequentially, with a more sustained and multidimensional “international experience”. Indeed, there is potential for an integrated educational experience where the collaborative, transnational dimensions are present from start to finish. It may come as no surprise, therefore, that TJEP is currently a strategic priority in Europe. To illustrate this, the European Strategy for Universities (2022)² underlines the importance of higher education institutions engaging in transnational cooperation as well as the development and delivery of joint degrees as a way to boost the competitiveness and excellence of these institutions and to collectively combat global challenges. Moreover, the 2024 Commission work programme³ contains a blueprint for a future joint European degree, which would contribute to achieving the aspirations of the European Education Area.⁴

The strategic importance of this topic on a European level is one of the reasons it was selected for the European University Association (EUA) 2023 Learning and Teaching Thematic Peer Groups.⁵ Formed in March 2023 and running until February 2024, the Thematic Peer Group (hereafter referred to as “the group”) on challenges and enablers in designing transnational joint education provision comprised 10 members (see Annex 3). It met five times, twice in person and three times online, and in addition,

1 <https://education.ec.europa.eu/fr/education-levels/higher-education/european-universities-initiative> (accessed 23/01/2024).

2 <https://education.ec.europa.eu/sites/default/files/2022-01/communication-european-strategy-for-universities-graphic-version.pdf> (accessed 23/01/2024).

3 https://commission.europa.eu/strategy-documents/commission-work-programme/commission-work-programme-2024_en?mc_cid=cfad7441cc&mc_eid=8fbee09216 (accessed 23/01/2024).

4 <https://education.ec.europa.eu/> (accessed 23/01/2024).

5 <https://eua.eu/101-projects/540-learning-teaching-thematic-peer-groups.html> (accessed 23/01/2024).

convened an online student focus group (see Annex 2) in order to achieve its objectives: to reach a common understanding of the theme, “transnational joint education provision”, to explore its benefits, to identify common challenges and to agree on recommendations for policy makers and institutional leadership to address these challenges. The group’s findings are compiled in this report.

NARROWING DOWN THE FOCUS: WHAT IS TRANSNATIONAL JOINT EDUCATION PROVISION?

As the theme of the group was “challenges and enablers in designing transnational joint education provision” (hereafter referred to as “TJEP”), the group worked on a shared conceptual understanding of the term, reaching agreement that it referred to education that is jointly developed and delivered by two or more actors based in different countries. The group members engage in TJEP with higher education institutions across Europe but also beyond, notably in North America, South America, Asia and Australia, and this is reflected in this report. The focus of the report is narrowed down to several key forms of TJEP, both short and long term, with various degrees of complexity, and takes into consideration the fact that the complexity of TJEP increases with the number of actors and countries. Table 1 presents and defines the key forms of TJEP explored in the report.⁶

Table 1. Forms of transnational joint education provision dealt with in this report

Type of provision	Definition
Blended intensive programme (BIP)	Combines online teaching or training for students or staff with a short period of physical mobility and is developed and implemented by at least two higher education institutions. Supported by the Erasmus+ programme, it complements physical mobility, offering a combination of face-to-face mobility and online mobility/training.
Virtual Exchange (VE) ⁷	An Erasmus+ initiative involving students and teachers from at least two higher education institutions (usually from different countries) who work on a project that promotes intercultural dialogue and the development of soft skills.
Collaborative Online International Learning (COIL)	A type of virtual exchange or telecollaboration where staff members in two or more institutions use online technology to facilitate sustained student collaboration across institutions, for example in a course, module or project.
Double/multiple bachelor’s, master’s and PhD degrees	The student follows a joint programme and obtains (at least two) degrees from the participating universities, which are based in different countries.
Joint bachelor’s, master’s and PhD degrees	The student follows a joint programme and obtains one degree, delivered in common by two or more participating higher education institutions from different countries.
Joint short courses	Non-degree courses developed by at least two institutions from different countries, which may or may not award a formal qualification.
Strategic partnerships (European Universities alliances)	A formal alliance between three or more higher education institutions developed through an international process whereby the partners share resources and leverage complementary strengths to achieve defined common goals, such as joint courses and degrees.

⁶ These definitions were agreed upon by the group after consulting a variety of sources.

⁷ https://youth.europa.eu/erasmusvirtual/about/about-virtual-exchange_en (accessed 26/01/2024).

METHODOLOGY

The group members presented their institutional activities on TJEP, agreed on a shared understanding of the theme and also began brainstorming related challenges during their first in-person meeting in Brussels (May 2023). Of note, the group decided to focus on the design and delivery of TJEP throughout their discussions, agreeing that exploring the group members' experience of delivering TJEP was crucial to understanding how to design effective TJEP. Following this (summer 2023), a literature review was conducted to investigate the benefits and challenges of engaging in TJEP. Upon completion of the literature review analysis, it was noted that many of the benefits and challenges identified within the context of the group members were similar to those highlighted in the consulted literature.⁸ In addition, the group conducted a mapping exercise (summer 2023) to identify evidence-based examples of practice to overcome the challenges identified. In order to draft the report, the group homed in on the most salient challenges. These were quality assurance (QA), organisational-level challenges, and staff collaboration and expertise. Each category was investigated by a subgroup (October–November 2023). Rather than including a separate section on student-related challenges, the group decided to mainstream the student perspective throughout the report, with several student-related benefits and challenges being selected to guide a student focus group⁹ discussion (November 2023). This discussion was based on questions that were co-designed and co-selected by group members and some of the student representatives who participated in the in-person meeting in Nice (October 2023).¹⁰

The results of the analysis of TJEP benefits and challenges are detailed in the report. Case studies from the group members' institutions are also featured to provide evidence-based benefits and challenges for institutions, staff and students.

⁸ For a list of literature reviewed, see Annex 1.

⁹ See Annex 2.

¹⁰ Ibid.

Benefits of engaging in transnational joint education provision

INSTITUTIONAL BENEFITS

Higher education institutions face growing challenges relating to the responsiveness and adaptation of curricula to the needs of society, the development of students' skills demanded by the labour market and their employability, and a growing diversification of student profiles. Moreover, institutions address these challenges in a global context, where it is increasingly important to participate in international networks to improve teaching, research and institutional management. In this sense, the provision of TJEP represents a fundamental factor in increasing the profile and visibility of higher education institutions and strengthening their role in society. Thus, engaging in TJEP can enhance reputational development, with institutions becoming more "globalised" or international in terms of their research output, learning and teaching offer, and staff and student body, and may also contribute to improving their place in global rankings. For certain group members, engaging in TJEP and becoming a "global" or "truly international" university is, in fact, one of the core aspects of their institution's strategic priorities.

Furthermore, an increasing number of higher education institutions are part of the European Universities alliances, through which they develop and deliver TJEP. Una Europa,¹¹ Ulysseus,¹² UNITA,¹³ CHARM-EU¹⁴ and EC2U¹⁵ are the alliances that are discussed in detail below, based on the first-hand experience of the group members. The European Universities alliances facilitate the collective pooling of TJEP resources and expertise and foster the competitiveness of higher education institutions internationally, in line with the goals of the European Education Area and European Research Area.¹⁶

In the same vein, engaging in TJEP provides institutions with the opportunity to learn from one another, and thus enhances institutional development. For example, the provision of TJEP exposes institutions to different systems, policies and dynamics, requiring flexibility. This, in turn, makes them more agile and dynamic. It promotes the sharing of good practices and the development of active learning and teaching methods. In this sense, participation in this type of programme or alliance allows higher education institutions to review and improve their own institutional practices, collaborating with and learning from their international partners.

Moreover, delivering TJEP, whether as a joint short course, or a joint or dual bachelor's or master's degree, allows higher education institutions to provide a wider offering, optimising and pooling resources. Examples can be found in COIL, which facilitates faculty-to-faculty transnational collaborations, linking classrooms of two or more higher education institutions and allowing students to simultaneously engage and learn with and from peers and faculty from different countries.

¹¹ <https://www.una-europa.eu/> (accessed 23/01/2024).

¹² <https://ulyssseus.eu/fr/> (accessed 23/01/2024).

¹³ <https://univ-unita.eu/Sites/> (accessed 23/01/2024).

¹⁴ <https://www.charm-eu.eu/fr/lalliance> (accessed 23/01/2024).

¹⁵ <https://ec2u.eu/fr/ec2u-european-campus-of-city-universities/> (accessed 23/01/2024).

¹⁶ <https://education.ec.europa.eu/education-levels/higher-education/about-higher-education> (accessed 23/01/2024).

Also, instructor workload for a curricular unit or course is divided among educators from various institutions. In the case of the European Universities alliances, higher education institutions can enrich their course offers without increasing the number of staff, capitalising on partner institutions' courses and programmes. However, engaging in TJEP can also be resource-intensive and can overwhelm staff, as discussed in the section below on challenges.

Last but not least, engaging in TJEP can lead to an improvement in the quality of the learning and teaching offering in accordance with national and European objectives for higher education. For example, in the experience of the group members, joint European degrees come with a certain prestige, in part thanks to the robust QA procedures they may have to comply with, namely the European Approach for Quality Assurance of Joint Programmes.¹⁷

BENEFITS FOR STAFF

When properly developed and supported, TJEP represents an excellent opportunity for staff members to participate in a highly internationalised environment that will serve to enrich their experience and help them develop their international profile. Through TJEP, staff can improve their soft skills (e.g. language skills, intercultural skills) as well as their pedagogical approaches by engaging with faculty and students from different institutions and countries. They can also benefit from learning how to use new tools that facilitate interactive learning and teaching. Moreover, staff can enhance their disciplinary expertise, develop strong networks to support knowledge generation, and undertake professional development, which can, in turn, benefit students. At the same time, staff are more receptive to welcoming international students and more responsive to their needs. This is increasingly a priority objective for higher education institutions, so generating this type of environment facilitates the achievement of these goals.

➤ CASE STUDY: QUEEN MARY UNIVERSITY OF LONDON, UNITED KINGDOM

Enhancing staff skills through TJEP

In 2004, Queen Mary University of London (QMUL) and Beijing University of Posts and Telecommunications (BUPT) launched the first-of-its-kind undergraduate Transnational Education (TNE) programme, which currently has a population of around 2,600 undergraduate students. In 2020, the Joint Teaching and Learning Centre (JTLC) was jointly established by QMUL and BUPT to provide “a platform to promote excellence in teaching and learning and to share best practices” for TNE. A vibrant website for the JTLC highlights:

- award-winning projects and pedagogical research conducted by the centre,
- articles from academic staff members about current scholarship activities,
- information about scholarship working groups.

The centre is supported by the Queen Mary Academy (QMA), the central team at QMUL delivering support and development of education and research, for example in collaboratively exploring culturally aware pedagogy in the context of TNE. The QMA also caters to TNE educators through its range of professional development opportunities, including delivering learning and teaching programmes, providing resources to assist educators in refining their practices, and hosting a range of events, workshops and courses.

¹⁷ <https://www.eqar.eu/kb/joint-programmes/> (accessed 23/01/2024).

➤ CASE STUDY: UNIVERSITY OF BEIRA INTERIOR, PORTUGAL

Developing intercultural and teaching skills through a European Universities alliance

The participation of the University of Beira Interior in the European Universities alliance UNITA (Universitas Montium) has allowed its professors and staff to become more aware of the importance of internationalisation, not only for their careers, but also for the university, making them more open to internationalisation and more aware of the needs of international students.

For example, the courses developed by the alliance on “intercomprehension” have enabled staff to develop linguistic skills and to comprehend Romance languages, without actually speaking them.

Furthermore, by working frequently with colleagues from other universities, both online and in person, staff have benefitted from sharing good administrative practices. Teachers have also been able to enhance their collaborations in terms of joint research, as programmes and incentives have been developed for this. Their learning and skills in terms of collaborative teaching have also been improved through BIPs and COIL activities.

BENEFITS FOR STUDENTS

The increased diversity of the student body and, consequently, of their individual needs within TJEP calls for active and inclusive pedagogical approaches. This is also reinforced by the international diversity of faculty and other higher education staff. Moreover, certain transnational joint education initiatives, such as the joint degrees of the European Universities alliances, have actually set out to make teaching methods more active in their current and future study programmes and courses to enhance student experiences and learning outcomes.

Needless to say, mobility is a core component of TJEP, with many students studying in two, or sometimes more, institutions and countries. For example, the European Universities alliances enable institutions to offer a highly international study experience, possibly with physical study periods in different institutions, and also more systematic exposure to other international experiences, within and outside the curricula. Studying and experiencing life in different countries as part of a transnational joint education experience is highly appreciated by students. Stays abroad contribute to growing student confidence and developing communication and intercultural skills. In addition, mobility has a positive impact on both personal and professional student development. Studying in a different country also allows students to develop disciplinary expertise based on various academic perspectives and in different institutional and academic contexts.

Furthermore, having qualifications that are recognised by multiple countries may be more beneficial in the globalised labour market and can improve graduate employability. Feedback from the students in the focus group indicates that graduates of joint, double and multiple degrees tend to be versatile and employable in several countries.

The focus group participants also felt that TJEP allowed them to become more globally aware and responsible citizens, with transferable skills applicable to multiple disciplines and workplaces, and the international workplace in general. For example, when the UN’s Sustainable Development Goals are included in the curricula of transnational joint programmes, students and society both benefit from this enrichment.

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“Upon graduating from my double degree in Business Informatics, I set up four start-ups. The skills I gained during this double degree gave me the confidence to do this!”

- Quote from student

“

“Having a double degree from a French and a Ukrainian university made it much easier for me to find employment in Switzerland. Seeing as my qualification was also French, it was recognised straight away, giving me immediate access to the labour market.”

- Quote from student

Moreover, as interdisciplinarity is a prominent feature in many types of TJEP, students have reported developing wider knowledge and perspectives. As a result, it is felt that the students' experience improves their employability, and employers find staff who are better prepared for the challenges of the 21st century.

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“The institutions delivering my joint degree organised high-level networking opportunities with leading, influential experts from my field. This allowed me to find a competitive position in my industry upon graduation.”

- Quote from student

➤ CASE STUDY: UNIVERSITY OF SALAMANCA, SPAIN

Enhancing students' multidisciplinary skills through TJEP

Several virtual exchanges (VEs) have been implemented in the University of Salamanca in recent years within the Degree in Global Studies. These VEs have been organised with universities from the United Kingdom and the United States. In the beginning, VEs focused mainly on language learning or multicultural training, but in recent years their scope has expanded to cover other areas. More precisely, three VEs have been structured to complement the skills that the students in this degree acquire, with projects focused on developing marketing skills and knowledge, and skills relating to global health challenges. These multidisciplinary projects have proved to be very helpful in enhancing a set of key multidisciplinary skills that could not possibly be developed without collaboration with teachers and students from other areas of knowledge.

Recently, VEs have been expanded using BIPs, which usually allow for a longer period of online work between students and include a face-to-face component in one of the participating universities.

➤ CASE STUDY: SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS, UKRAINE

The transformative impact of TJEP on institutions, staff and students

The Business Informatics double degree programme, initiated in 2005 by Simon Kuznets Kharkiv National University of Economics (KhNUE) in Ukraine and University Lyon 2 in France, exemplifies successful TJEP. The programme spans two years, with three semesters in Kharkiv, offering courses in both Ukrainian and French, followed by two months of study in Lyon and an extensive internship in a French company. It was the first international project at KhNUE. Over 18 years, the programme has produced over 300 graduates and enjoys support from the French Embassy.

This double degree programme has given students – professionally educated in two languages – access to the European education system, a range of specialised master's degrees, and the global labour market through internships in French and international companies. In addition, it has allowed them to develop teamwork skills, intercultural knowledge and social skills through the programme's alumni community.

It is also an example of how benefits for students and staff align: staff have improved their foreign language skills and learnt new approaches to the organisation of training, internships, and requirements for writing and defending master's theses. Through communication with French colleagues, they have also had the opportunity to participate in numerous research and educational projects, develop leadership skills, write project proposals, and coordinate international projects at the national level. Thanks to this double degree programme, the university has engaged in various international initiatives and projects, has collaborated with European scientific and university associations and consortia, and has elevated foreign language proficiency for both faculty and students. This has led to improved intercultural communication, heightened visibility for KhNUE in the European higher education arena, and enhanced the institution's positioning in national and international rankings.

Challenges

While the benefits brought by TJEP are numerous, the group members nonetheless identified challenges on a national, institutional and individual level that need to be addressed in order to fully reap the benefits of transnational joint education.

QUALITY ASSURANCE

Where (new) joint bachelor's or master's programmes are concerned, there are some challenges regarding QA, especially in systems requiring accreditation, and recognition of the degree to be obtained for these programmes.¹⁸

Permission to award a degree depends on the QA frameworks applicable in the respective countries. Some countries have institutional-level QA and can set up new degrees (programmes) on their own, following an internal approval process (e.g. Finland,¹⁹ France,²⁰ Ireland,²¹ Türkiye,²² United Kingdom²³). In such systems, institutions are often called "self-accrediting". Others have a combined system of institutional accreditation and programme accreditation (e.g. Flanders (Belgium),²⁴ Germany,²⁵ Greece,²⁶ Italy,²⁷ Portugal,²⁸ Spain²⁹), which means that all programmes or a selection of programmes (e.g. new programmes) are still subject to external QA to obtain accreditation/approval. When the system does not offer or accept institutional-level QA, higher education institutions need to submit new programmes, including transnational joint programmes, to a QA agency. This requirement implies national procedures in different higher education systems, with different and sometimes even incompatible criteria and processes (such as minimum and maximum credit requirements for some components of the programme). This approach makes the accreditation of transnational programmes, where required, very complex and time-consuming, with separate procedures in different countries.

To meet these challenges and facilitate the accreditation of transnational joint programmes, the European Approach for Quality Assurance of Joint Programmes was developed. This "European Approach" provides institutions from different countries with a common framework through which they can use one common procedure for the QA of their joint international programmes. Unfortunately, despite the

¹⁸ Many of the QA-related challenges discussed in this report are also explored in the 'Cross-Border Quality Assurance and Quality Assurance of Transnational Education Prepared as part of the IMINQA Project' report (2023).

¹⁹ <https://www.eqar.eu/kb/country-information/country/?id=59> (accessed 23/02/2024).

²⁰ <https://www.eqar.eu/kb/country-information/country/?id=60> (accessed 23/01/2024).

²¹ <https://www.eqar.eu/kb/country-information/country/?id=80> (accessed 23/01/2024).

²² <https://www.eqar.eu/kb/country-information/country/?id=177> (accessed 23/01/2024).

²³ <https://www.eqar.eu/kb/country-information/country/?id=274> (accessed 29/01/2024).

²⁴ <https://www.eqar.eu/kb/country-information/country/?id=271> (accessed 23/01/2024).

²⁵ <https://www.eqar.eu/kb/country-information/country/?id=64> (accessed 23/01/2024).

²⁶ <https://www.eqar.eu/kb/country-information/country/?id=66> (accessed 23/01/2024).

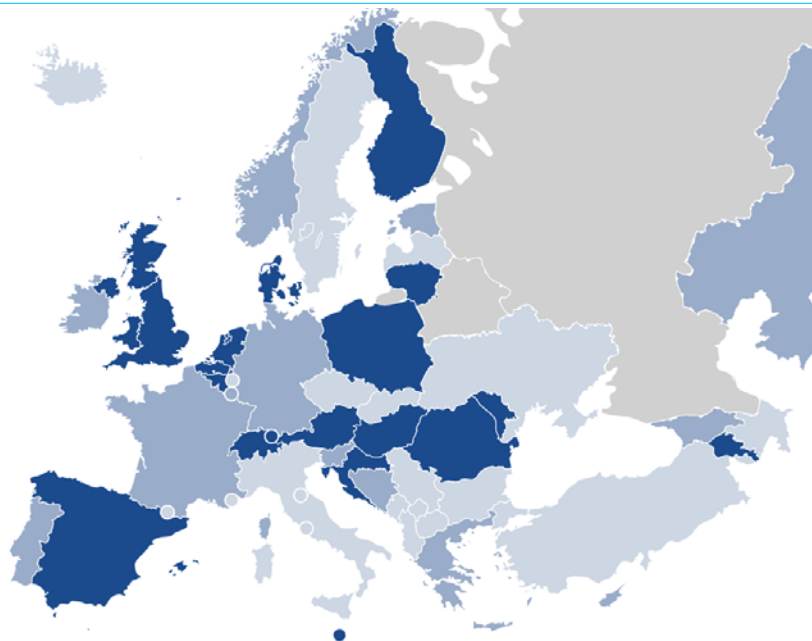
²⁷ <https://www.eqar.eu/kb/country-information/country/?id=82> (accessed 23/01/2024).

²⁸ <https://www.eqar.eu/kb/country-information/country/?id=139> (accessed 23/01/2024).

²⁹ <https://www.eqar.eu/kb/country-information/country/?id=161> (accessed 23/01/2024).

fact that the European Approach provides a common framework and a common “QA language”, there are still several countries where it is not, or not fully, recognised or where additional national procedures are required (see European Quality Assurance Register for Higher Education (EQAR) overview³⁰). Indeed, only 17 out of 49 European Higher Education Area (EHEA) countries have fully embraced the European Approach for all higher education institutions (dark blue category, e.g. Spain), with 13 more (medium blue category, e.g. France) allowing it to be employed, but only for certain institutions or under specific conditions (see Figure 1).

Figure 1. Countries allowing the European Approach for Quality Assurance of Joint Programmes 2022/2023. Source: EQAR



In addition to external QA, national frameworks and legislation may sometimes also impact the internal quality monitoring of transnational joint programmes. For instance, it can be difficult to align different institutions’ internal QA systems because of the differences in reporting obligations to governments or QA agencies, which tends to determine the extent and type of internal data collection. In such situations, the integration of joint committees comprising pertinent stakeholders becomes necessary within the TJEP development process to bridge the gap by liaising with all related internal QA systems. In addition, the development of transnational joint programmes often encounters challenges related to legislation on curriculum-related aspects, such as formal aspects (number of European Credit Transfer and Accumulation System (ECTS) credits),³¹ forms of assessment, learning outcomes, and obligations concerning the final evaluation of bachelor’s or master’s programmes.

➔ CASE STUDY: KATHOLIEKE UNIVERSITEIT (KU) LEUVEN, BELGIUM

Practical guidance on how to accredit a joint bachelor’s degree

KU Leuven is a partner in the European Universities alliance “Una Europa”, which is an ambitious transnational collaboration between 11 European research universities. Based on the partner universities’ joint commitment to equip future generations with the necessary knowledge, skills and competences to tackle global and societal challenges, Una Europa is investing in the development of interdisciplinary bachelor’s degrees on a European scale in selected focus areas, which strongly align with existing global challenges. For the Una Europa Joint Bachelor of Arts in European Studies (BAES),³² KU Leuven is the lead partner and has coordinated its development and accreditation via the European Approach for Quality Assurance of Joint Programmes.

The experiences from the development of the programme led to the creation of a joint bachelor’s fact sheet,³³ presenting the main characteristics of the Una Europa joint bachelor’s degree, as well as information on how to create a joint internal QA strategy, how to translate overarching educational principles in the programme and courses, and how to accredit a joint programme. With the fact sheet and accompanying manual,³⁴ which provides guidance on how to overcome challenges related to QA of a joint programme, Una Europa aims to inspire higher education institutions across the EHEA.

30 <https://www.eqar.eu/kb/joint-programmes/national-implementation/> (accessed 23/01/2024).

31 See: ‘Joint programmes and degrees in the European Higher Education Area’ (Delgado, 2019).

32 <https://www.una-europa.eu/study/baes> (accessed 23/01/2024).

33 <https://una-europa.imgix.net/documents/Joint-Bachelor.pdf> (accessed 23/01/2024).

34 <https://una-europa.imgix.net/documents/JIF-Joint-Bachelor.pdf> (accessed 23/01/2024).

ORGANISATIONAL-LEVEL CHALLENGES

The group identified three key organisational-level challenges relating to the development of TJEP:

- institutional administrative processes,
- academic year structures, term timeframes and duration,
- institutional due diligence and required standards.

It is important to note that these challenges are not mutually exclusive and that there are common issues and considerations across all three.

Institutional administrative processes

Each institution has its own administrative systems and processes in place to support student admissions and enrolment, learning and teaching, assessment and progression, and graduation. Challenges can arise when the systems and processes differ significantly and do not support interoperability, information transfer and the shared use of resources. Systems and processes may have been set up in particular ways in response to national-level regulation, for example to facilitate national reporting requirements.

Navigating different institutional administrative processes can be particularly challenging for students enrolled on TJEP programmes, especially if they have to attend a different institution each semester with no dedicated induction process upon arrival. For example, students may have several email addresses and log-in credentials, one for each institution, which need to be used to access different services, such as timetables, library reservations and examination results.

Moreover, different grading systems can also cause issues upon graduation. Some students had encountered difficulties because they were subject to several grading systems, one from each country of study, with the potential that this would be misinterpreted by institutions/employers. Other students reported that common grading systems adopted specifically for TJEP were not understood by employers, and therefore required explanation from the students.



“In my joint master’s degree, which was delivered by five institutions, each institution had its own form of assessment. Although a common scoring system was applied by all five institutions, this was not easily understood by employers when they saw the transcript.”

- Quote from student

↻ CASE STUDY: TECHNICAL UNIVERSITY OF LIBEREC, CZECHIA

System and staff cooperation in administrative processes of double degree programmes

The English double degree programme International Management³⁵ was started in 2018 between the Technical University of Liberec Faculty of Economics and the University of Dresden International Institute (IHI) Zittau. Since then, the programme has been successfully completed by more than 50 graduates. As this double degree programme is coordinated by two higher education institutions, students have to adapt to two different internal information systems (OPAL and STAG). To ensure the smooth enrolment of the students, all instructions and internal regulations are provided in English and there is regular information exchange among administrative staff, the student offices of the two institutions, and programme managers.

In addition, the two institutions share information on the legislative requirements and changes at the national level for students coming from outside the EU (such as different visa processes or insurance requirements). Likewise, they exchange information on and requirements for writing theses, state exams and processes related to graduation. The two institutions set a clear framework for their institutional administrative processes and enhanced mutual understanding of these through regular exchange and cooperation of administrative staff. This has helped to provide students with a seamless experience of the double degree programme.

³⁵ <https://cec.ef.tul.cz/> (accessed 23/01/2024).

➤ CASE STUDY: UNIVERSITY OF CÔTE D'AZUR (UNICA), FRANCE

Overcoming administrative barriers through flexibility in blended transnational joint learning

UniCA deploys a novel blended international experience that promotes global engagement through an inter-university partnership with North Carolina State University (NCSU). Its originality lies in a flexible approach in which TJEP is used to overcome national- and institutional-level administrative barriers. The three-month module starts with a COIL part, followed by a two-week face-to-face intensive training and in-class assessment at UniCA.

COIL helps to overcome the differences in the time zones and academic calendars by providing flexibility and personalised access to the learning process. In addition, students use video and audio inputs for interaction in online asynchronous settings. The co-teaching by one faculty from each university supports this joint offer, and also simplifies the validation of learning.

Many complications are avoided as each institution can follow its own academic and administrative procedures. For example, NCSU integrates this experience as part of their Global Leadership Minor, a module devoted to study abroad, and offers three institutional credits or six ECTS credits. At UniCA, this module is offered as an extra-curricular certificate by the Student Engagement Center, in collaboration with the International Relations Department. Students do not receive ECTS credits but a bonus of 0.5 points on a scale of 20 for their total yearly grade point average.

➤ CASE STUDY: TRINITY GLOBAL, TRINITY COLLEGE DUBLIN, IRELAND

Induction processes for students on joint programmes – Pathway To Belonging webinar series

In 2023, Trinity Global introduced an eight-week online pre-arrival webinar programme, Pathway to Belonging (PTB). Through a series of weekly one-hour webinars on a range of relevant orientation-related topics, a core professional team delivered content to incoming full degree undergraduate and postgraduate international students. Topics covered included visas and immigration, practical support on finding accommodation, opening a bank account, purchasing health insurance, managing health and wellbeing, academic adaptation, finding community at Trinity, and advice on cultural transition. The webinars also featured extensive input from Trinity's Global student ambassador team ensuring that student voice was present as well as peer to peer engagement. Trinity Global ensured that content mapped onto the more traditional in-person orientation programmes, at the start of the academic year to ensure consistency.

This webinar series is particularly relevant for students who study in joint programmes, who usually stay for a relatively short period of time. PTB allows them to prepare thoroughly in advance for their stay. As PTB runs along the conventional academic year schedule, those students who arrive at other times – which is often the case of students in joint programmes – are offered a recorded version.

Academic year structures, term timeframes and duration

Academic year structures can vary across institutions, resulting in different term times and duration. This presents challenges for agreeing dates for the delivery of teaching, learning and assessment in TJEP. Due to different cultural norms, practices, and religious/spiritual beliefs, each partner country may also have different holiday periods.

Such differences can impede students' participation in TJEP. For example, differences in holiday closure periods can make it challenging to obtain documentation from their sending institution and submit it on time. These differences can prevent students from enrolling on time or securing accommodation.

“

“Some students on joint degree programmes change location every semester. Finding accommodation in a new country every semester is complicated and tiring, especially in countries where there are accommodation crises. On my joint master's degree, some students ended up spending half of their semester in hostels due to the shortage of student accommodation.”

- Quote from student

🕒 **CASE STUDY: HOCHSCHULE FÜR TECHNIK UND WIRTSCHAFT DES SAARLANDES (UNIVERSITY OF APPLIED SCIENCES IN SAARBRÜCKEN), GERMANY**

Practical considerations when devising a joint programme between Germany and France

The German French University Institute is an institution of the University of Applied Sciences in Saarbrücken (HTW SAAR), Germany, which offers, in cooperation with the University of Lorraine, Campus Metz, several joint programmes in various study fields leading to joint BSc or MSc degrees. For all study fields, a similar curriculum structure has been adopted.

The students spend the first five semesters together, alternately in France (semesters 1, 2 and 5) and in Germany (semesters 3 and 4). Each student then does a three-month internship in an industrial company followed by a three-month bachelor's thesis, both in the partner country (Germany for the French students and France for the German students). The structure of the master's programme is similar, as illustrated in the table.

	Semester of Study	Place of Study
Bachelor of Sciences	1	UL, Metz, France
	2	
	3	HTW SAAR, Germany
	4	
	5	UL, Metz, France
6	Internship (3 month) + bachelor's thesis (3 months)	
Master of Sciences	7	HTW SAAR, Germany
	8	
	9	UL, Metz, France
	10	Internship + master's thesis (6 months)

The bachelor programme's duration is three years, the master's two years. It is important that the joint degree programme does not take longer than a national degree programme.

The study programmes are subject to a common examination policy³⁶ and lead to a joint degree.

Institutional due diligence and required standards

Due diligence and standards can vary considerably, as can the implementation of policies and procedures within institutions. Some institutions have explicit policies on double and joint degrees, collaborative and TNE partnerships, or international partnership toolkits, which comprise definitions, standards and parameters and can guide the development and implementation of TJEP. However, institutions' policies and standards may contradict each other, requiring consultation, consensus building and potentially a change in policy, where this is possible and where it does not conflict with national requirements.

In addition, in some institutions there have been cases of institutional policies and standards being disregarded due to lack of awareness and understanding, leading to complications and delays in the preparation of agreements.

STAFF COLLABORATION AND EXPERTISE

Lastly, three staff-related challenges were identified by the group:

- staff engagement and recognition of staff efforts,
- staff training and skills,
- technical expertise for designing and implementing digitally enhanced TJEP.

36 https://www.dfhi-isfates.eu/wp-content/uploads/2018/07/210628_StuPo_MCC-1.pdf (accessed 26/01/2024).

Staff engagement and recognition of staff efforts

The group agreed that teaching as a professional academic activity must be better recognised, which is a very common request across the EHEA.³⁷ This is even more important in the case of TJEP. TJEP requires dedicated staff with specific skills such as language and intercultural skills as well as a global mindset and flexibility. TJEP also requires increased input of time and effort. While the pooling of staff from the several partner institutions enhances the availability of resources and skills, TJEP will also require additional time input from staff, and can provide additional and new challenges. This may overload staff and diminish wellbeing and quality of work, and could reduce motivation for and interest in such partnerships.

To motivate staff and ensure engagement and high-quality TJEP, recognition of and incentives for the additional requirements need to be put in place. Moreover, the importance given at the institutional level, such as in strategies on TJEP, needs to be matched by adequate staff resources.

Staff training and skills

Professional development is crucial for equipping staff with the necessary skills to effectively deliver TJEP. In addition to intercultural skills, language skills and active pedagogy, staff who engage in TJEP increasingly require technical skills and knowledge of how to use online teaching tools. Therefore, there is a real need for technical staff to support those who engage in TJEP.

◆ CASE STUDY: CENTRAL EUROPEAN UNIVERSITY, AUSTRIA

Training and support activities for TJEP staff

Central European University's Yehuda Elkana Center provides comprehensive teaching development and teaching support for faculty and early-career researchers, including those involved in TJEP. Examples of some of these targeted activities include:

- consultations and online resources for faculty teaching COILs, focusing on both curricular planning and online facilitation techniques,
- orientation and ongoing mentoring for early-career academics, including Global Teaching Fellows participating in faculty mobility exchanges with partner universities, as well as for tutors in the transnational solidarity programme Invisible University for Ukraine,³⁸
- joint teaching development programmes, in collaboration with Central European University's European and global university partnerships.

All of these training and support activities do not just incorporate standard dimensions of teaching development, such as design, facilitation, assessment, inclusive support for students, and continuous development. These activities are also aligned with the mission and goals of the collaborations, such as research-informed teaching or democratic and open teaching.

Technical expertise for designing and implementing digitally enhanced TJEP

Staff may not be aware of national or international frameworks on joint degrees and online and blended learning, which deal with matters such as how to count contact and teaching hours. In this regard, the sharing of information between national and European levels on such frameworks would be useful. Also, more clarity is needed on who has to assure the technical support and take over the tech-savvy role in the case of digitally enhanced learning and teaching, which is complex and demanding, particularly when multiple higher education institutions are involved.

³⁷ See: European University Association, 2022, *Leadership and Organisation for Teaching and Learning at European Universities. Final report from the LOTUS project* (Brussels, European University Association); and Te Pas, S., & Zhang, T., 2019, *Career Paths in Teaching: Thematic Peer Group Report* (Brussels, European University Association).

³⁸ <https://www.ceu.edu/non-degree/Invisible-University> (accessed 23/01/2024).

Recommendations

In order to address the challenges explored in the report, the group came up with nine recommendations (see also Figure 2). These will be useful for higher education leadership and individual staff members, and also of interest to national- and regional-level governments.

QUALITY ASSURANCE OF JOINT PROGRAMMES

Recommendation #1

Higher education institutions across the EHEA are encouraged to use the European Approach for Quality Assurance of Joint Programmes.

- Higher education institutions are encouraged to use the European Approach in their own quality management systems. Based on the Standards and Guidelines for Quality Assurance in the EHEA (ESG)³⁹ and on the Qualifications Framework for the EHEA (QF-EHEA),⁴⁰ it allows partner institutions to assure and enhance the quality of their joint programme holistically, beyond the parts provided by each partner.
- This should be possible without restriction in systems that allow institutional self-accreditation and grant institutions the autonomy to establish programmes. In countries with no programme accreditation requirements, institutions may nevertheless use the European Approach and its criteria as part of their internal QA.
- Where programme accreditation is still required, and for joint programmes, institutions may also lobby, both individually and through their representative organisations, for the integration of the European Approach for Quality Assurance of Joint Programmes into their respective national QA systems, as agreed by the minister in charge of higher education of the countries of the EHEA in 2018.⁴¹

ORGANISATIONAL-LEVEL RECOMMENDATIONS

Recommendation #2

Institutional regulatory frameworks are advised to be more flexible in terms of TJEP.

- Higher education institutions are encouraged to be more flexible in terms of their internal regulations, with respect to curricula, academic calendars and international regulations.
- Where these depend on external national policies and processes, higher education institutions are encouraged, either individually or collectively, to negotiate and lobby for more flexible arrangements to enable TJEP, for instance with regard to reporting requirements for TJEP (including deadlines, criteria, required documentation, etc.) and curriculum requirements. For example, if regulatory

³⁹ https://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf (accessed 23/01/2024).

⁴⁰ <https://www.ehea.info/page-qualification-frameworks> (accessed 23/01/2024).

⁴¹ 2018 Paris Communique: https://www.ehea.info/media.ehea.info/file/2018_Paris/77/1/EHEAParis2018_Communique_final_952771.pdf (accessed 23/01/2024).

frameworks set conflicting requirements for curricula, such as those relating to ECTS credits or teaching language, this can complicate the development of TJEP.

- A transnational study programme always represents a compromise between the conditions and constraints of the respective national study programmes, and flexibility is therefore key to making transnational study programmes possible.

Recommendation #3

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

- For those higher education institutions that are constrained in their negotiations and ability to accommodate different term dates due to national legislation, systems-related constraints or contracts, it is advised that lobbying takes place at national and institutional levels to influence and effect change when required.

Recommendation #4

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

- This will allow for a discussion on administrative systems and processes and an exploration of how these may be deployed effectively to allow for a seamless staff and student experience. It will also ensure that the barriers can be discussed, actioned and potentially addressed and that there is no unnecessary delay in reaching agreement.
- To accomplish this, it is essential for participating institutions to differentiate between the rules and norms that are based on the law (fixed), and the practices or requirements that are university policies (flexible) that can be adapted.

Recommendation #5

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

- Higher education institutions are encouraged to provide clearer induction processes that focus on the specific needs of students enrolled on joint programmes who need to change institutions/countries for each semester of study (important deadlines for each partner institution, log-in credentials required for each institution, contact details of coordinators of joint programmes, dedicated internship opportunities, etc.). This could involve in-person orientation as well as online meetings just before the beginning of the year to answer any induction-related questions.
- Higher education institutions are encouraged to organise dedicated social events for students enrolled on joint programmes to ensure a sense of belonging and community. This is needed particularly for students who change institutions for each semester of study and feel that they belong to no single institution.
- Higher education institutions are encouraged, where possible, to set aside places in halls of residence for students enrolled on joint programmes who have to move to a different country for each semester of study.

Recommendation #6

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

- This would allow institutions to ensure a core agreement within partnerships, for example regarding enrolment procedures, timelines, examination requirements and accessibility, which have to be respected.

STAFF COLLABORATION AND EXPERTISE

Recommendation #7

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

- These incentives can take various forms, such as salary increases/bonuses, a decrease in other teaching or administrative workloads, project-based funding and time compensation. A systemic approach to incentivising TJEP requires the setting up of a transparent workload model and a time calculator to recognise staff's TJEP time and effort. This model would account for the various teaching and administrative tasks, such as those for in-house teaching, as well as for travel time. In the case of long-distance travel, for example, the institutions may consider providing recovery days or time off in lieu. It is also important to include TJEP staff efforts in yearly assessments and career advancement.

Recommendation #8

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

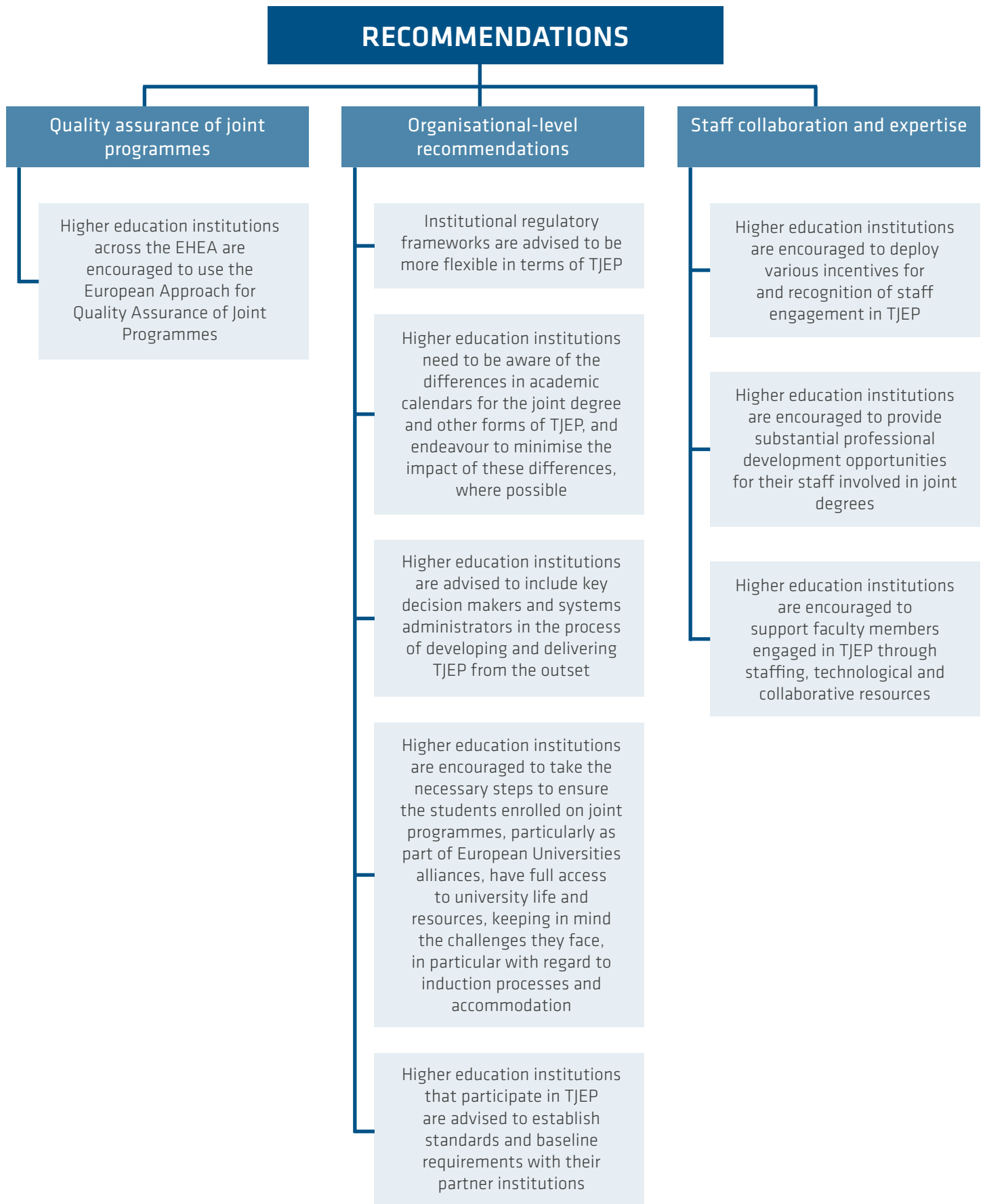
- Online self-paced continuous professional development could be a model for transversal skills and digitally enhanced learning and teaching approaches. Another option is to use intra- or inter-university mentoring as a professional development opportunity. Moreover, specific attention needs to be devoted to supporting staff to engage in faculty-to-faculty transnational collaborations, such as COIL activities or inter-university massive open online courses (MOOCs).

Recommendation #9

Higher education institutions are encouraged to support faculty members engaged in TJEP through staffing, technological and collaborative resources.

- To ensure a smooth implementation of TJEP and avoid faculty overload, it is advised that complementary human resources are offered, namely specific academic and professional posts, to provide expertise such as instructional design and international mobility administration. Such posts are crucial, given that the staff involved in TJEP will need training, advice and assistance to ensure the success of the training programmes and activities. These arrangements would also improve faculty opportunities for transnational teaching and networking. In the case of European Universities alliances, partner institutions would benefit from capitalising on their mutual expertise and good practice.
- It is also important to provide access to software, apps and technical support for pedagogical platforms suitable for transnational joint programmes.

Figure 2. Overview of recommendations



Conclusions

The benefits of TJEP are many, as testified by the scholarly literature, by the experiences of the diverse cohort of European higher education institutions in this group, and by students in the corresponding focus group. Reported benefits include raising the international profile of the institution and becoming more competitive on a global scale; boosting the perceived value of the degree; pooling and expanding course offerings and expertise; delivering more student-centred learning; raising the quality of learning and teaching; boosting students' confidence and enhancing students' interpersonal and intercultural skills; enhancing students' employment prospects in a globalised labour market; producing graduates who are responsible citizens; and creating a more international experience for both students and staff.

However, numerous challenges exist, not least in productively working across the diversity of QA frameworks, institutional cultures and processes, and staff experiences. More precisely, some of the most significant challenges hampering the development and delivery of TJEP include the slow take-up in national QA systems of the European Approach for Quality Assurance of Joint Programmes, which is yet not recognised or implemented across all countries of the EHEA. Moreover, differing institutional policies, processes and academic year structures make student enrolment and admission as well as assessment and progression more complicated, and generally pose problems for students' academic experiences and their day-to-day lives, given the difficulty in accessing student services and applying for accommodation. Lastly, there is often a lack of recognition of the staff expertise and time necessary to deliver TJEP and a shortage of staff training opportunities to develop the language, pedagogical and technical skills needed to deliver (digitally enhanced) TJEP.

Collaboratively, diligently and efficiently working through these operational challenges is necessary to realise the potential of TJEP for students, staff and higher education institutions. To this end, a comprehensive list of recommendations has been put forward by the group, which also points to the need for change at national system level, with regard to QA and general regulations that make TJEP more difficult, if not impossible.

Acting on such recommendations would support European higher education institutions and their staff in pursuing the objectives, and ultimately achieving the goals, set out by the European Commission in the European Strategy for Universities (2022) and the 2024 work programme, in particular with respect to the joint European degree.

ANNEX 1: LITERATURE REVIEW AND REFERENCES

The literature review included:

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ANNEX 2: STUDENT FOCUS GROUP

An online student focus group was convened in November 2023 to consolidate the group's findings and to capture the student voice throughout the report. Each group member nominated students to take part in the focus group, with 17 attending in total from nine different institutions. The participants were either current students or alumni of joint or double bachelor's/master's degree programmes or BIPs. They came from different disciplines, including history, political sciences, ed tech, global challenges for sustainability, sustainable consumption, sustainable materials engineering, public sector innovation, industrial production, business studies, internet of things and nanoscience and nanotechnology.

The participants discussed the benefits and challenges associated with TJEP as well as some additional recommendations to be added to the report. Their responses were used to consolidate the group's findings, with several quotes being selected and featured throughout this report. Their input reflects their own personal experiences and therefore does not necessarily represent the view of the majority of students who have taken part in joint or double bachelor's/master's degree programmes or BIPs. In line with EUA's data privacy policy, all responses are anonymous and cannot be traced back to individual students. For this reason, the quotes featured throughout the report are anonymous. The recording of the focus group was kept for note-taking purposes but destroyed upon completion of the report.

In terms of the benefits associated with TJEP, the students mentioned:

- the opportunity to do a semester abroad and how this changed their outlook on their discipline;
- being inspired by coming into contact with so many different universities, but also cultures, in their respective programmes, and being motivated to go out into the industry and work professionally one day;
- the networking and professional development opportunities, which are often tailored and collaborative with multiple higher education institutions, and the opportunity to meet very influential people from their discipline;
- the opportunity to meet leading professors in their respective fields, which may lead to potential PhD collaboration;
- undertaking mandatory internships abroad, which could lead to career opportunities;
- experiencing different discipline-related approaches from country to country, some stricter than others, some more practical or more interactive, but all equally interesting;
- developing communication skills by working in groups and presenting to people from all over Europe, or outside Europe;
- learning to coexist with people from different countries and different cultures;
- learning to be flexible and to adapt to new cultures more quickly;
- taking part in personal development courses organised by student associations;
- being able to enter the labour market in foreign countries more easily thanks to dual qualifications, which can be automatically recognised, depending on the country of issuance;
- having the confidence to start up one's own company, thanks to the skills gained on joint programmes.

In terms of the main challenges related to the curriculum or discipline of study, as well as learning and teaching approaches, the students mentioned:

- differences in grading systems, with certain countries less likely to give out high scores than others, sometimes impacting on students' employment prospects;

- differences in evaluation formats from one institution to the next, despite being in a joint programme; where common scoring programmes do exist for joint programmes, they are often not understood by external institutions or employers.

In terms of the main administrative and logistical barriers encountered and how they affected their international learning experience, the students mentioned:

- differences in holiday periods from one country to another, causing complications when obtaining and submitting documents;
- having several email addresses and log-in credentials, sometimes as many as five, to be used to access different services (such as the library, timetables, exam results);
- visa issues for non-EU students who needed to change country each semester, on certain joint programmes;
- no proper induction upon arrival;
- difficulties finding accommodation and home insurance (acute shortage in countries such as Ireland and the Netherlands), which is exacerbated by the fact that students on joint programmes may have to move to a different country every semester;
- grants being administered late or not being sufficient to cover the basic living costs of students;
- high costs associated with joint programmes (accommodation, unpaid internships, fees), making it difficult for disadvantaged students or students from low-income countries to take part.

In terms of the main challenges linked to the communication and interaction with the academic staff and peers at their host universities, the students mentioned:

- cultural gaps in terms of ways of speaking and interacting with fellow students and professors, in particular between Eastern and Western Europe;
- employment or internship opportunities being advertised only in the language of the host institution, making it difficult for students on joint programmes, who often conduct their studies in English, to be informed of them;
- lack of promotion of BIPs within higher education institutions, meaning that many students are missing out on these opportunities.

Specific recommendations from the students included:

- providing better induction processes for students on joint programmes;
- reserving student accommodation for students on joint programmes;
- harmonising academic calendars to the extent possible, at least among higher education institutions within the EHEA;
- appointing one representative from each university involved in a joint programme who would manage the students' thesis submission deadlines and convene all relevant parties for the defence.

ANNEX 3: EUA LEARNING & TEACHING THEMATIC PEER GROUPS

As part of its work on learning and teaching, EUA carries out activities with the aim to engage with university communities in charge of learning and teaching. One of these activities is coordinating the work of a set of Thematic Peer Groups. The groups consist of universities selected through a call for participation to:

- discuss and explore practices and lessons learnt in organising and implementing learning and teaching in European universities;
- contribute to the enhancement of learning and teaching by identifying key recommendations on the selected theme.

The 2023 Thematic Peer Groups, active from March 2023 to February 2024, invited participating universities to peer-learning and exchange of experience, while at the same time they contributed to EUA's policy work as the voice of European universities in policy debates, such as the Bologna Process.

Each group was chaired by one university and supported by a coordinator from the EUA secretariat. Each group had three base meetings, either online or at a member university, to discuss 1) key challenges related to the theme, 2) how to address the challenges through active teaching and learning practices and approaches, and 3) what institutional policies and processes support the enhancement in learning and teaching. Outside the three meetings, the groups were free to meet online for shorter meetings or organise their work independently. Members of the groups also attended a final workshop, where they had the opportunity to meet and discuss the outcomes of other groups and address synergies. The workshop was hosted by Ruhr University Bochum in Germany on 7 February 2024 and followed by the 2024 European Learning & Teaching Forum from 8-9 February, where focus groups based on the work of the Thematic Peer Groups were organised to obtain feedback on their results.

Composition of the Thematic Peer Group 'Transnational joint education provision'

(starting with the group chair, then proceeding by alphabetical order of the country name):

- **Queen Mary University of London, United Kingdom (chair)**
 - Janet De Wilde, Director of Queen Mary Academy
 - Michael Chai, Joint Programme Director with Beijing University of Posts and Telecommunications (BUPT)
 - Shoshi Ish-Horowicz, Head of Innovation and Learning
 - Yue Chen, Director of Scholarship at the School of Electronic Engineering and Computer Science
- **University of Côte d'Azur, France (chair)**
 - Natalia Timus, Head of External Relations/ Head of Global Learning for All
 - Fabiola Fick, Student representative
- **Central European University, Austria**
 - Michael Kozakowski, Director, Yehuda Elkana Center for Teaching, Learning, and Higher Education Research
 - Irene Lubbe, Senior Lecturer, Yehuda Elkana Center for Teaching, Learning, and Higher Education Research
 - Anna Grutza, Student representative
- **KU Leuven, Belgium**
 - Agnetha Broos, Educational Policy Advisor
 - Margot Van den Broeck, Quality Assurance Officer

- **Technical University of Liberec, Czech Republic**
 - Kateřina Maršíková, Vice-rector for Foreign Affairs
- **HTW SAAR University of Applied Sciences, Germany**
 - Heike Jaeckels, Director of Studies for Transnational Study Programs
- **Trinity College Dublin, Ireland**
 - Linda Darbey, Assistant Academic Secretary
- **University of Beira Interior, Portugal**
 - Helena Alves, Vice-Rector for Teaching, Academic Matters and Employability
- **University of Salamanca, Spain**
 - Javier Sierra, Academic Director of Internationalisation of Studies
- **Simon Kuznets Kharkiv National University of Economics, Ukraine**
 - Iryna Zolotaryova, Rector's Assistant in International Projects
 - Karina Nemashkalo, Vice-rector for Educational and Methodical Work
- **Coordinator:** Alison Morrisroe, Project and Policy Officer for Higher Education Policy, European University Association (EUA)

The European University Association (EUA) is the representative organisation of universities and national rectors' conferences in 49 European countries. EUA plays a crucial role in the Bologna Process and in influencing EU policies on higher education, research and innovation. Thanks to its interaction with a range of other European and international organisations, EUA ensures that the voice of European universities is heard wherever decisions are being taken that will impact their activities.

The Association provides unique expertise in higher education and research as well as a forum for exchange of ideas and good practice among universities. The results of EUA's work are made available to members and stakeholders through conferences, seminars, websites and publications.