The design of international dual degree programmes

as effective transnational education experiences.

Ofelia A. Palermo
Academic Director of the MSc International Business Dual Award
Nottingham Business School

Angelo P. Bisignano[1]
Principal Lecturer in Strategy and International Business
Nottingham Business School

Simon Mercado
Professor Global Management and Education
ESCP Europe

International Dual Degree programmes recently emerged as an attractive Transnational Education opportunity for both prospective students and Higher Education Institutions. Students can experience different education systems, increase their international networks, and ultimately boost their employability. Organisations can develop their international presence, exchange best practices, and exploit efficiencies. Despite their numerous advantages and some distinguished cases of success, International Dual Degree programmes remain marginal in the global offer of Transnational Education. Multiple processes intertwine to configure them as complex ventures that often intimidate education managers. The chapter builds on a case study to present decision-makers with a framework for designing and implementing a successful International Dual Degree programme. The WHEEL framework aims at equipping education managers with practical signposts for successfully engaging with such strategic opportunity.

Keywords:
International Dual Degree; International Partnership; Case Study; Higher Education

[1] Corresponding author: angelo.bisignano@ntu.ac.uk

Competition dynamics in the Higher Education (HE) sector require institutions to develop the ability not only to respond quickly to global changes, but also to anticipate and drive them. In a global context, Higher Education Institutions cope with the global environment developing novel internationalisation strategies, enhancing the internationalisation of curricula, and fostering the mobility of staff and students. Mobility is an especially pragmatic way for valuing multiculturalism and transnational education (HEGlobal, 2016). Furthermore, it facilitates reflection on global citizenship as a key educational value relevant not only for personal development, but also for professional practice.

In this context, collaborative degree programs can facilitate transnational education by complementing provisions at equivalent levels in different countries (Gallicchio, 2007). International Dual Degree (IDD) programmes recently emerged as an especially effective transnational education opportunity for both prospective students and HE institutions.

A decade ago, IDD programmes promised to be the future of transnational education (Gutierrez et al., 2008). They surely appear to offer numerous advantages. Students can experience the chosen disciplines in different education systems; increase their employability; access a variety of facilities; and develop transnational professional networks (Carlin, 2008). HE institutions, in turn, can increase their portfolio of pedagogic offer and develop stronger international academic partnerships. Such collaborations especially allow educational institutions to share financial, marketing, and operational resources. Moreover, they also seem to facilitate the exchange of best practices in teaching and learning approaches, research collaborations, and quality assurance processes (Carlin, 2008; Culver et al. 2011).

Moreover, IDD programmes seemed to redesign the geopolitical global balance in TNE (HEGlobal, 2016). Current approaches to TNE have been mostly on-way oriented, with universities from one educational system transferring solutions, practices, and awarding powers to institutions in another educational system (Healey and Bordogna, 2014). A common critique to TNE is that some solutions (licensing, franchising, offshore presence, validation agreements especially) favour the encroachment of one education system into another, leading to a homogenisation of educational approaches (Egege and Kutileh, 2008). Some authors take this further interpreting the dominant role of American, British, and Australian universities in TNE as a form of academic imperialism (see Healey and Bordogna, 2014 for a review). In this perspective, TNE experiences need to embed solutions that enhance context-sensitive measures (Pyvis, 2011). IDD programmes can represent an opportunity for rebalancing the contribution of different educational systems in the international student experience. With their focus on dual-way knowledge transfer, IDD programmes could essentially democratise relationships between strategic international partnerships.

In spite of these promises, IDD programmes seem to remain marginal in terms of both number of students and income generated (HEGlobal, 2016). This chapter discusses the strategic role of this type of programmes in the portfolio of TNE activities in the Higher Education sector. Building on the evidence of a case study, the chapter also offers a useful framework for supporting the design of effective IDD programmes.

The fast-growing interest in the internationalisation of the Higher Education sector, the rapid increase in worldwide TNE experiences, and the variety of TNE solutions available to HE Institutions all imply a lack of consensus amongst actors with regard to the notions used. This

is especially relevant as definitions and experiences of internationalisation vary across countries (Altbach and Knight, 2007; Culver et al. 2011). In this context, we define IDD programmes those TNE experiences where two (or more) HE institutions collaborate to offer to prospective students the participation in two separate programmes in different countries and the possibility to achieve two distinct award qualifications at an equivalent level upon completion (Michael and Balraj, 2003; Kuder and Obst, 2009; Asgary and Robbert 2010).
IDD programmes differ from simple dual awards as in these a student can obtain two separate degrees in two distinct subjects within the same institution (Michael and Balraj, 2003; Kuder and Obst, 2009). IDD programmes also differ from joint degrees as in these two international institutions collaborate to share the delivery of one programme in a process of TNE and the student is awarded one single title upon completion (Michael and Balraj, 2003; Asgary and Robbert 2010).

The strategic role of international dual degrees

The literature has traditionally agreed on the role of IDD programmes in developing and strengthening international collaborations (Carlin, 2008; Asgary and Robbert, 2010). Besides, IDD programmes cement the organisation's commitment to an internationalisation process and increase the variety of options, facilities, and academic faculty offered to students (Carlin, 2008).
Nevertheless, such programmes remain marginal even in innovative and internationally oriented markets. In the UK, international dual degrees accounted for 11% of the total population of students experiencing some form of TNE and for 9% of the programmes (HEGlobal, 2016). Although the trend shows absolute growth (from 8% and 6% respectively in 2014), the number of students per programme is in fact shrinking (HEGlobal, 2016).
This trend should not be surprising. Even authors who predicted IDD as an area of growth have argued this with attention to their strategic role rather than to their potential for numbers (Gutierrez et al., 2008).
IDD programmes attract high achievers with innate adaptation abilities and with either a strong international background or a strong cultural sensitivity (Delisle, 2011). Prospective students need to be able to adapt at a very fast pace to different environments, teaching methods, subject areas, and potentially languages and cultures (Collins and Davidson, 2002). In addition, the complexity of the management of IDD programmes requires a higher ratio of staff (both academic and administrative) per student (Tobenkin, 2008). IDD programmes are hence more suitable to a relatively small number of students (Kuder et al., 2013).

However, a recent survey of UK universities indicates the desire to increase student numbers and the target of income generation as the main drivers for pursuing IDD programmes (HEGlobal, 2016). Other aspects such as the increase of reputation/status and the strengthening of strategic partnerships appear to be marginal in the decision making process.
This misalignment of expectations can partially explain the frustration of several HE institutions in evaluating the impact of IDD programmes in their strategic portfolio. Especially in the UK, IDD programmes are often interpreted as an opportunity to re-balance numbers in terms of student exchanges between existing partners. HE institutions hence underestimate the

importance these programmes have in increasing the international reputation and in strengthening existing partnerships (Carlin, 2008). This lead to a casual approach in designing and implementing IDD programmes, that has, in turn, generated few cases of best practice. The next section will hence propose a framework to support the design and development of IDD programmes building on a reflective case study based on research conducted at Nottingham Business School.

Designing effective international dual degree programmes: the WHEEL framework

International Dual Degree programmes represent a profound form of collaboration between Higher Education institutions (Asgary and Robbert, 2010). Different organisations have to open up to the scrutiny of external stakeholders and perhaps challenge some of their traditional methods of working (Griffiths, 2003). This solution is hence more suitable for partner organisations that have been already working together and know their respective processes, culture, and ethos (Culver et al. 2011). Therefore, IDD programmes are often the results of other internationalisation activities (Michael and Balraj, 2003). IDD programmes usually stem from ad-hoc intra-organisational collaborations, such as a coordinated research symposium or conference; the participation in international networks (e.g. EFMD; AACSB); or the participation in governmental promotional activities such as trade missions, twinning events, shared funding bids (Asgary and Robbert, 2010). The action of individual members of staff can also promote the decision to engage in IDD programmes. Cooperation on specific research projects, personal connections, or previous appointments in the partner institution can all have a role in starting up such collaborations (Michael and Balraj, 2003).
These examples show that an array of international activities can contribute to the diffusion of IDD programmes. On the other hand, they evidence how HE institutions leave too often the decision-making process regarding IDD programmes to chance or opportunity.
Instead, the design and implementation of IDD programmes can be laborious and requires specific competences and skills (Griffiths, 2003; Tobenkin, 2008).
IDD programmes present major challenges such as the *definition of completion requirements*; the *alignment of regulations and customs*; the *assurance of quality processes*; the programme's *management and delivery* (Michael and Balraj, 2003; Asgary and Robbert, 2010; Culver et al., 2011). In spite of the growing interest in IDD programmes, the literature offered limited attention to these issues and failed to provide HE managers with frameworks to support their decision-making. This section proposes a framework to fill this gap.

The framework emerges from research conducted during the design and implementation of the International Dual Degree MSc programme at Nottingham Business School (NBS).
Although we have chosen this case mainly because of access to the data, its relevance for research is important. In the British HE sector, 40% of TNE activities take the form of local delivery partnerships (HEGlobal, 2016). Although these also include franchised programmes, validated or 'quality assurance' programme, joint and top-up programmes, international dual degrees are the only category recording growth. Further, while Business and Management programmes still represent 36% of the total (42% in terms of students), such TNE experiences across these disciplines remain novel with relatively few success cases. (HEGlobal, 2016).

The International Dual Degree MSc programme at NBS is based on an innovative structure of transnational education. The programme is 15 months long over 4 terms. Students complete the first term in the MSc International Business Programme at NBS. In the second term, students attend a complementary programme at one of the partner institutions. The third term is dedicated to a work placement. In term 4, students complete an NBS Research Methods module, delivered blending online sessions with recall days, before defending their Master dissertation. Table 1 summarises the structure of the IDD MSc Programme. Table 2 introduces the partners and the complementary programmes students can attend in each location.

Table 1. The IDD MSc programme at Nottingham Business School – Structure

	Institution - Country	Programme(s)
Term 1	Nottingham Business School - UK	MSc International Business
Term 2	See Table 2 (one to choose)	See Table 2
Term 3	Work Placement	
Term 4	Nottingham Business School - UK	Research Methods Dissertation

Table 2. The IDD MSc programme at Nottingham Business School – Partners and Complementary programmes

Partner University	Country	Programme(s)
ESC Clermont - Graduate School of Management	France	MSc Project Management MSc International Business Development
KEDGE Business School – Marseille	France	MSc International Finance and Organisational Management MSc Luxury and Brand Management MSc Sports and Events Management
University of Brescia	Italy	MSc International Management
ISCTE Business School	Portugal	MSc International Management
National Sun Yat-sen	Taiwan	MBA Global Human Resources Management

The case study is based on both secondary and primary data. The former refer to archival data such as quality processes documentation and minutes of decision-making meetings. The research team collected primary data using two focus groups, interviews, and participant observation. One focus group included students at the end of the course, whilst the other comprised students at the beginning of their experience. Focus groups took place in informal settings (i.e. cafés) in order to facilitate the flow of conversation amongst students and between students and researchers. This arrangement was critical as researchers were part of the faculty and the aim was to minimise 'scripted' responses from the students.

In addition, the research team conducted interviews with the programme management team, faculty members, and decision makers in partner institutions. Open-ended interviews were conducted in informal settings. Again, the main rationale for this decision was to overcome potential issues where interviewees produce the accounts they anticipate the interviewer to expect (Giddens, 1991). The research team asked these stakeholders to identify the main processes that characterised the decision-making in the design of the programme and to discuss the main challenges to the success of the student experience.

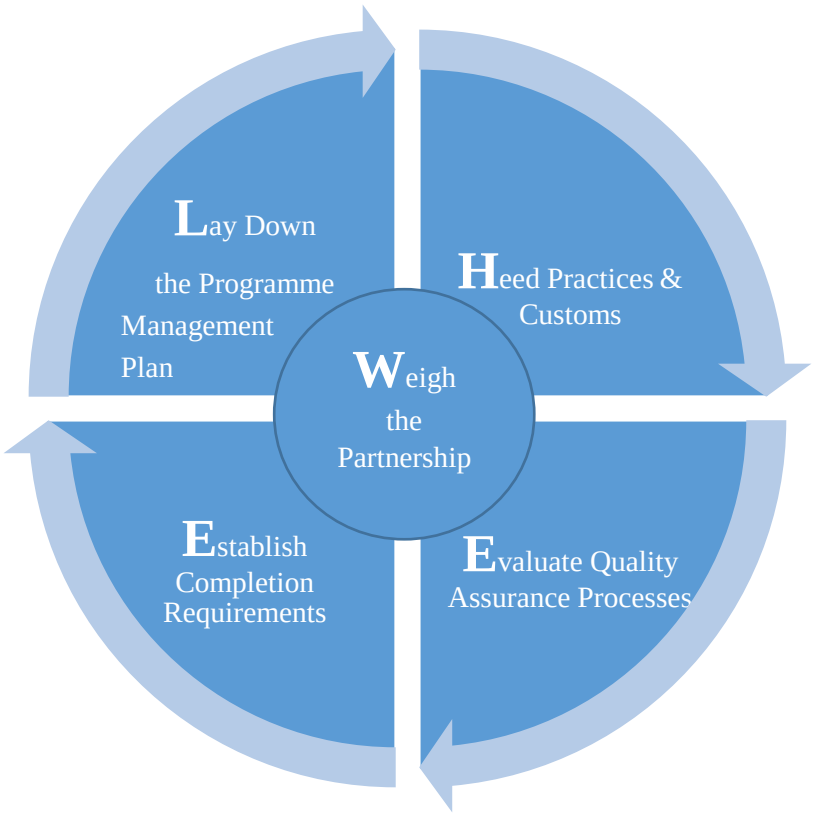
The analysis of the accounts of both students and staff highlighted four central issues in the design and implementation of the IDD programme: *clarity*; *priority*; *measure*; and *dependence*.

Clarity highlighted how decision-makers attributed different meanings to words, signs, and procedures. This variety seemed to be negatively associated with the effectiveness of the programme. For example, partners from diverse educational systems or working within different accreditation frameworks struggled to understand the terminology used within each school and its relevance. Similarly, students had to cope with adjustment periods in their transitions from a system to the other. Notions such as "attendance", "authority", and "independent study" embodied different meanings in different institutions. This increased the challenges of transition and hence the chance of academic achievement for the students.
Priority referred to how HE institutions ranked the importance of actions, policies, and resources. This issue seems to affect the overall perceived commitment of each institution to the project or to internationalisation in general. For example, the time and effort offered to support international students during transition varied sensibly amongst partners. If this diversity is indeed the appealing aspect of TNE programmes, it might also be an indicator of the level of success of each collaborative venture.
Measure comprised references to the variety of students' performance indicators used in different institutions (for example in assessments, completion requirements, timings, and institutional performance achievements). The evidence showed how decision-makers associated variety in the IDD programme to complexity. For decision-makers the higher the perceived complexity, the lower the engagement with the design of the programme. The completion of legal agreements and the definition of a system of mutual recognition of credits are common areas where issues of measurement can cause disruptions and delays.
Finally, *Dependency* encompassed aspects of both consequentiality and causality. Decision makers often struggle to align their actions and policies to the timings of the partner. Examples can be administrative issues such as the beginning and length of terms/semesters or strategic issues such as the attainment of an international accreditation. High dependency often leads to stall in crucial processes and can put strain on institutional partner relations.

Taking into consideration these four issues, this chapter proposes a framework to support the decision-making processes for evaluating the feasibility of an IDD programme; for informing its design; and for supporting its implementation.

True to its name, the WHEEL framework presents a central hub and four spokes, each highlighting a crucial process in the design and the implementation of a successful IDD programme. These processes reflect previous findings from the existing literature (Michael and Balraj, 2003) and emerge from the case study of the IDD MSc Programme at NBS. Figure 1 below presents the WHEEL framework.

Figure 1. The WHEEL Framework



The research conducted supports not only the identification of the processes, but also the definition of action points for successfully managing the key issues in each process. Nevertheless, the action points are not a normative checklist. They are more alike to signposts that invite decision makers to reflect on the nature of their choices. Besides, the aim is not to ensure similarity between the two partners, but to make sure that the partners can identify bottlenecks and anticipate potential disruptions in setting up a successful IDD programme.

Weigh the Partnership

The central aspect is indeed the identification, evaluation and management of the partner institution. Just as the hub of a wheel holds the spokes in place and allows a continuous turning movement, the process of identification, evaluation and management of the partner is crucial to the development of a successful IDD programme.

Collaboration project such as dual and joint degree are often the result of the effort of individual members of faculty who have been previously collaborating with another university. Previous studies identified collaborations such as joint research projects, the organisation of conferences, previous appointments, and staff exchanges as likely experiences to form the basis for IDD programmes (Michael and Barlaj, 2003).

Such previous joint experiences do not only offer a chance opportunity to have a 'ready-to-go' partner institution. They indeed represent an excellent opportunity to know and evaluate the partner especially with regard to issues such as trustworthiness, professionalism, work ethics, and approach to education (Asgary and Robbert, 2010). Nevertheless, such previous joint experiences can represent inaccurate heuristics that replace a more structured evaluation of the partner's suitability for the IDD programme. Such heuristics can lead to a cognitive bias in the

decision making process. This is especially likely with regard to issues of representativeness, where shortcomings and opportunism in decision-making can lead to an underestimation of the probability of events (Tversky and Kahneman, 1974).

This is indeed true in the case observed. Three of the five partnerships emerged from previous extended collaboration between faculty members. As it is common in the experience of IDD programmes, NBS nurtured the relationships with these partners for a number of years. Previous collaborations involved student exchange programmes, progression agreements, organisation of summer schools and study tours, and research collaborations.

The creation of an IDD programme appeared therefore to be a natural progression of the relationship. Partners trusted each other and assumed that success in previous experience was an adequate indicator of positive outcomes in the design of the IDD programme.

The evaluation of the previous experience led decision makers to a classical conjunction fallacy, where a particular situation (i.e. excellent relationship in one fields) was associated to the probability that success in more than one field was likely. The experience, however, did not replicate yet the same success as other collaboration opportunities. Issues such as the student experience, the integration of the programmes, and the smooth proceeding of the quality processes did not always live to the expectations of the partners.

The interviews with faculty members in both partners highlighted how the previous relationship shaped expectations in terms of speed of processes, requirements, and full commitment from the entirety of the institution.

Although the personal relationship is an excellent indicator of the effort, commitment, and understanding that the two partners will include in the process, HE institutions that decide to pursue the TNE route of IDD programmes should consider how other aspects come into play. Just like in a wheel, the hub only supports the momentum of the turning, but the spokes have to provide acceleration and velocity in order for the vehicle to move steadily and without faltering. The global strategic management literature reminds us that organisations that want to structure global alliances need to select partners primarily because of cultural similitude and sharing of strategic intents (Frynas and Mellahi, 2015). For example, two universities with a similar strategic positioning would better suit the recruitment of students who will likely choose either in their career path. Moreover, managers and decision-makers would more easily share values and cultural understandings. Similarly, two HE institutions with processes aligned to an international accreditation (e.g. AACSB) will have an easier understanding of processes and requirements. This was indeed the case for the two other partnerships in the IDD programme. The entire organisations, prospective students, validators, and external bodies found easier to see the strategic fit, the future potential, and the processes required. Organisations evolve over time and their missions, expectations, and priorities change. The processes of partner identification and management need therefore to be consciously monitored and updated. Table 3 below indicates actions for decision makers that would support their continuous evaluation of the relationship with the partner.

Table 3. Action points suggested for managing the 'Weigh the Partnership' process.

Issue Anticipated	Action	Aim

Clarity	Compare mission statements and clearly position the IDD programme in both portfolios.	Ensure both partners hare the same strategic intent and that the IDD programme will have a clear similar positioning in the portfolio of international activities.
Priority	Create visual artefacts and examples that represent the culture of each organisation.	Ensure both partners share values and cultural understandings as these will guide the prioritisation of activities and resources allocations.
Measure	Produce a comparative 5 years budget of committed resources.	Ensure both partners fully committed sustainable resources, with particular attention to financial assets and support staff.
Dependence	Indicate wider institutional endorsement and individual responsibilities and covers.	Ensure both partners are committed at an organisational level and not only with selected members of staff.

Heed Practices and Customs

The literature widely discussed the importance of managing cultural aspects in shaping TNE experiences (Knight, 2008; Kim, 2009, Pyvis, 2011). Heffernan et al. (2010) argued that decision makers should focus more on areas such as the variety of students' learning styles. Similarly, Kim (2009) invited to consider the challenges and opportunities that the different teaching styles of international faculty members offer to TNE experiences. McBurnie and Ziguras (2007) recognised the importance of these aspects as well as the need to assess the cultural relevance of educational material and learning resources. A careful evaluation of such cultural elements appears critical in undertaking TNE projects for two main reasons. First, decision-makers need to minimise the risk to impose the mark of one cultural system over the other (Egege and Kutileh, 2008; Healey and Bordogna, 2014). Second, HE institutions need to prepare students to the cultural challenges they would experience during TNE experiences (Teichler, 2009; Heffernan et al., 2010). With regard to the former, IDD programmes represent an ideal format of TNE. The opportunity for prospective students to experience an appropriate balance between two different education systems is in fact one of the unique selling points of such education offerings. On the other hand, there is a considerable variety in the sector in terms of cultural support offered to outgoing students (Teichler, 2009). Some HE institutions have a structured approach to the preparation of their outgoing students (McBurnie and Ziguras, 2007). However, this is especially common in TNE projects such as student exchanges and in areas such as language support (Collins and Davidson, 2002). However, there is little attention to the preparation of students in terms of getting used to other regulations and customs more specific to the educational system. In particular, students in TNEs projects experience different methods of teaching & learning; different levels of support from academic staff; different administrative support systems; and different workloads. Tobenkin (2008) identified these issues as key limitations for the establishment of effective IDD programmes. The required pace of adjustment to different expectations, although an intrinsic characteristic of IDD, it is especially highlighted as a critical determinant of student satisfaction in accelerated international programmes (Knight, 2013). The focus group with students in the MSc International Business Dual Award evidenced this cultural misalignment to be a key determinant of student satisfaction.

In addition, these issues seem not only to affect the organisation of the programmes and the student satisfaction, but they also increase the level of stress amongst academic and support staff (Kuder and Obst, 2009). The role of educators and support staff varies in different

educational systems (McBurnie and Ziguras, 2007). For example, the staff-hours dedicated to pastoral care, the type of access (e.g. face-to-face versus digital), the availability of staff on campus, and formalisation of the relationship can all vary sensibly between educational systems. Interviews with faculty members supported these insights and confirmed how cultural misalignment can be a source of stress to educators.

The data showed how both students and staff also experienced issues of 'cultural re-adjustment'. This refers to the processes of cultural re-adjustment students in IDD programmes experience when they returned to the home institution for the final part of their project. In the MSc International Business Dual Award, students re-engage with NBS for the final dissertation after their periods in the partner HE Institution and in the work placement. Students, academic faculty, and subject administrators in the home institution struggled to re-adapt to the system after having adjusted to the one of host institution. Table 4 below summarises the actions HE institutions can take to inform their decision making when setting up the programme.

Table 4. Action points suggested for managing the 'Heed Practices and Customs' process.

Issue Anticipated	Action	Aim
Clarity	Disclose details of the cultural relationship between staff and students.	Facilitate student transition and minimise sources of conflict and dissatisfaction.
Priority	Evidence students' support provisions (e.g. facilities, staff hours).	Manage students' expectations and anticipate issues of fitness to study.
Measure	Publish assessment schedules that highlight expectations and administrative burdens for both students and staff.	Manage both students' and faculty's expectations. Facilitate resource planning. Assure measurements of learning.
Dependence	Detail the structure of teaching and learning. Present the balance of contact time (e.g. seminars/workshops, lectures); independent study; and directed learning.	Manage students' expectations and anticipate issues of pedagogic alignment during the transition.

The evaluation of these cultural factors will also inform communication to students. Universities will hence be able to anticipate and manage the expectations of outgoing students. In addition, the evaluation will form the basis for short programmes to prepare outgoing students to the new educational environment. Finally, HE institutions can use this knowledge to provide professional development opportunities to faculty staff on different education systems and on international students expectations.

Evaluate Quality Assurance Processes

Quality assurance processes are a critical element in shaping the design of IDD programmes (Asgary and Robbert, 2010). The importance of these processes pervades the dynamics of the IDD programme from the inception (e.g. the formulation of a Memorandum of Understanding) through the day-to-day administrative operations (Gallicchio, 2007). Traditionally, partner institutions focus their attention to quality assurance processes at the time of designing the programme and signing off the agreement. However, a misalignment of quality assurance processes between the two partners can delay or altogether halt the implementation of the process (Kuder and Obst, 2009). HE Institutions need therefore to introduce design elements that would facilitate a continuous monitoring of the changes in quality assurance processes.

The WHEEL framework proposes to conduct four actions during the evaluation process of the IDD programme that would eventually support the monitoring of quality activities during its implementation. Table 5 below summarises these actions.

Table 5. Action points suggested for managing the 'Evaluate Quality Assurance Processes' process.

Issue Anticipated	Action	Aim
Clarity	Produce and circulate a glossary of quality assurance terms for both partners (integrated with a *frequently asked questions* factsheet).	Familiarise partners with each other vocabulary and quality requirements.
Priority	Include in the evaluation process at least a person familiar with the partner's national and institutional framework.	Simplify the comprehension of quality requirements. Understand between-the-lines issues.
Measure	Present road maps to international accreditations and relevant expected commitments and measurements.	Anticipate stress points and prepare staff in both institutions to extra workload.
Dependence	Draw and compare flow charts of quality assurance procedures for both partners.	Familiarise partners with each other procedures and requirements for change.

In the case, the main difficulties between partners emerged when a partner failed to understand the rationale behind sudden requests from another partner. Interviews highlighted how this situation "strained relationships" and required for staff "enormous efforts and a lot of patience […] I don't know if others would have done it". Accreditation processes in one or more institutions especially exacerbated these difficulties. Sudden requests for documentation were not considered a priority for partners with less familiarity with the process. In some cases, partners considered some requests as a "violation" of privacy or independence.

The difficulty for staff to capture the importance of steps or procedures in one partner's institutional governance or state bureaucracy increased faculty resistance (Michael and Barlaj, 2003). Both academic and administrative staff interpreted some requirements as unjustified extra workload. This was mainly due to the absence in one's institutional and national framework of an immediate infrastructure to use as a point of reference (Griffiths, 2003). In the case, the presence in the programme team of members of staff familiar with quality processes in the different countries facilitated communication and promotion of activities amongst colleagues.

In addition, quality assurance procedures are different not only in terms of decision-making centres, but also in terms of independence and timing. In the case, changes to the programme were difficult to implement timely as partners could not recognise the need for tight turnaround of documentation or could not identify in time equivalent bodies of governance across institutional frameworks. Creating visual artefacts (e.g. maps, flow charts) that clarify meanings and processes ensures that partner HE institutions have an immediate and clear understanding of each other's quality requirements. They can hence anticipate procedural bottlenecks more easily and share quality requirements imposed by an accreditation process.

Establish Completion Requirements

A key challenge to the development of both joint and dual degree programmes is the definition of the completion requirements (Kuder et al., 2013). The primary issue of concern is the difficulty in understanding the terms of equivalence of credits (Obst et al., 2011). However, the presence of different grading systems also makes credit recognition difficult (Tobenkin, 2008). Besides, other factors are widely underestimated. So for example, some contexts strongly enforce prerequisites, whilst others consider them as only advisory. Similarly, the required capstone performance to complete a programme varies between countries as well as between subject disciplines (Baird, 1997). The traditional dissertation seems to evaporate from the curricula in several countries, whereas others remain anchored to this defining requirement. Issues on completion requirements are also complicated because of the different levels of autonomy that HE institutions experience in various countries (Kuder et al. 2013). For example, institutions in Germany see their efforts often frustrated from the national limitations to title-awarding powers, especially in regimes of joint degree (Tarazona, 2013).

The case of the IDD programme MSc confirmed the difficulties partner institutions encounter with regard to the different requirements in terms of capstone requirements for the completion of individual awards. For example, in the MSc IB, a key aspect was the expectation from European partners that students would need to complete a structured dissertation. NBS had previously abandoned this form of assignment *in lieu* of a consultancy project students completed with a company. This choice reflected the mission to be a Business School that links theory and practice. However, it did not align with the expectations of other universities; where the completion of a monograph is crucial at Master level. Table 6 summarises the actions to support the evaluation of completion requirements between institutional partners.

Table 6. Action points suggested for managing the 'Establish Completion Requirements' process.

Issue Anticipated	Action	Aim
Clarity	Pre-valuate and map credits and equivalences of modules/experiences.	Consider diversity as richness. Facilitate credits mapping and conversions.
Priority	Identify requirements at programme, institutional, professional, national level.	Anticipate issues of completion linked to requirements outside control of the team.
Measure	Identify details for capstone projects (e.g. work experience; dissertation; projects).	Anticipate issues of completion linked to specific requirements.
Dependence	Define alternatives to completion (credit recognition; exit awards).	Account for special cases or issues of achievement and completion.

Lay-down the Programme Management Plan

An often-underestimated issue in the design and implementation of TNE programmes are timing issues such as the programme's calendar (Kuder and Obst, 2009). While some research exists with regard to other TNE practices such as student exchange, there is little evidence regarding the experience of integrating two different programmes in different universities and relative education systems (Asgary and Robbert, 2010). The programme team of the IDD MSc programme at NBS experienced this issue as each partner has a different starting date of the second semester. For example, one partner institution normally starts its second semester in the early days of January, whereas other partners start the second semester in late January or at the beginning of February. In this case, a lot of flexibility was required to students and staff to

adjust to different timetables. In addition, IDD programmes often have unique calendars that differ from the ones of other academic provisions (Griffiths, 2003). This is problematic as student support services are often geared towards standard programmes. In this case, students on the IDD programme experienced difficulties in registering for accommodation and for language classes at all partner institutions.

Especially in the presence of multiple partner organisations on a single IDD project, the coordination of the different project timescales become critical to ensure student satisfaction; workload planning for faculty; and adequate support from agencies such as a University's student accommodation service. Administrators and support services traditionally highlight as a considerable source of stress the lack of clarity surrounding the timings of the programmes and the associated responsibilities (Kuder and Obst, 2009). In the case explored, these issues emerged strongly from the interviews with staff members. Student support services often strived to accommodate the needs of a programme that did not necessarily follow the traditional academic calendar. Support staff duly supported the team, nevertheless, but referred to actions related to the IDD programme as "favours", "one-off", and "goodwill".

Gallicchio (2007) identified the key role played by administrative support and advocacy in ensuring the establishment of an effective IDD programme. The alignment of administrative support is especially important as it contributes to minimise disruption and to increase student satisfaction. The focus groups confirmed this critical aspect as students often compared the level of support received (across all partner institutions) with the one accessible to others students in more traditionally structured programmes.

Finally, laying down a programme management plan also effectively support the programme teams in sharing best practices between organisations, in setting clear responsibilities, and in reducing the dependency on each other's actions (Griffiths, 2003). The plan becomes an effective tool of coordination, reduces duplication activities across universities, and minimises the risk of students being caught in 'no man's land' between the decision-making systems of two organisations. The actions proposed in the WHEEL framework highlight these issues to anticipate possible bottlenecks and organisational issues.

Table 7. Action points suggested for managing the 'Lay-down the Programme Management Plan' process.

Issue Anticipated	Action	Aim
Clarity	Share the programmes' calendars (e.g. term starts; exam timetables).	Facilitate students' and staff's workload planning.
Priority	Represent visually administrative responsibilities at each stage.	Pre-empt risks of vacuum in decision-making and student support.
Measure	Plan the balance between students' engagement and independent work.	Manage expectations and prepare students for transition in TNE.
Dependence	Determine the exact requirement of weeks in each programme for students.	Ensure movement between institutions is smooth and it does not affect tuitions.

Conclusions

This chapter reflected on the strategic role of International Dual Degree Programmes and introduced a framework to design and implement them effectively. The considerations on expectations and practice invite policy makers and Higher Education managers to review the

role of these programmes in the portfolio of educational offer. These programmes are not mere means to increase student numbers, but opportunities to strengthen international partnerships, to increase reputation, and to reflect on the organisation's approach to Transnational Education. The chapter also presented the research-based case study of the MSc International Business Dual Award at Nottingham Business School. The evidence emerged from primary research conducted with both students and staff suggested to consider four areas of attention: *Clarity*; *Priority*; *Measure*; and *Dependence*. Combining these issues with the processes identified in the literature, the chapter proposed the WHEEL framework. This is intended to be a management tool for international educators and for decision makers in Higher Education institutions.

The framework discusses the role of key institutional processes in supporting the feasibility assessment of IDD programmes and their continuous monitoring. It highlights the strategic issues of partner identification, evaluation and selection in light of operational decisions such as practices and customs; quality assurance processes; completion requirements; and programme management plans.

The evidence from the case shows however how it not possible to decouple these processes from the dynamics of design and implementation of the dual degree program. Aspects that might look operational in nature are in reality also relevant at a strategic level. The WHEEL framework hence moves them more centrally to the decision making process of partner selection and engagement.

The WHEEL frameworks' action points are not exhaustive and could be adapted to the specific requirements of each institution. Besides, they do not represent a normative checklist aimed at aligning the two partners. They should represent the basis for an on-going reflection on the status of the programme so to identify bottlenecks and the emergence of potential issues timely. In this perspective, the IDD programme can fulfil its strategic role and can also maximise both students' and staff' satisfaction.

References

Asgary, N. and Robbert, M. A. (2010) A cost-benefit analysis of an international dual degree programme. *Journal of Higher Education Policy and Management*, 32(3), 317-325.

Altbach, P. G. and Knight, J. (2007) The internationalization of higher education: Motivations and realities. *Journal of studies in international education*, 11(3-4), 290-305.

Baird, L. L. (1997) Completing the Dissertation: Theory, Research, and Practice. *New Directions for Higher Education*, Autumn (99), 99–105.

Carlin, D.B. (2008) Engaging globally through joint and dual degrees: The graduate experience. *Global Higher Education*. Available at https://globalhighered.wordpress.com/2008/02/23/engaging-globally-through-joint-and-dual-degrees-the-graduate-experience/, last accessed 26th July 2017.

Chevallier, A. (2013) *A Process for Screening and Authorizing Joint and Double Degree Programs A Briefing Paper* New York: Institute of International Education.

Collins, N. F. and Davidson, D. E. (2002) From the Margin to the Mainstream: Innovative Approaches to Internationalizing Education for a New Century. *Change: The Magazine of Higher Learning*, 34(50), 50-58.

Crossman, J. E. and Clarke, M. (2009) International experience and graduate employability: stakeholder perceptions on the connection. *High Educ.*, 59, 599-613.

Culver, S. M., Puri, I. K., Spinelli, G., DePauw, K.P.K. and Dooley, J. E. (2011) Collaborative Dual- Degree Programs and Value Added for Students: Lessons Learned Through the Evaluate-E Project *Journal of Studies in International Education*, 20(10), 1–22.

Delisle, P. (2011) Rationales and Strategies behind Double Degrees: A Transatlantic approach in Obst, D. and Kuder, M. *Joint and Double Degree Programs: An Emerging Model for Transatlantic Exchange.* New York: Institute of International Education.

Egege, S. and Kutieleh, S. (2008) Dimming Down Difference. In Lee Dunn and Michelle Wallace, ed. *Teaching in Transnational Higher Education*. USA: Routledge, 67-76.

Feast, V. and Bretag. T. (2005) Responding to crises in transnational education: new challenges for higher education. *Higher Education Research & Development* 24(1), 63–78.

Frynas, J. G. and Mellahi, K. (2015) *Global Strategic Management*, 3rd ed. Oxford University Press: Oxford.

Gallicchio, V. S. (2007) Administration of an innovative programme of international cooperation: Success across the pond. *Journal of Research Administration*, 38(2), 78–86.

Giddens, A. (1991) *Modernity and self-identity. Self and society in the late modern age.* Polity Press: Cambridge.

Griffith, V. (2003) A degree that bridges the world. Financial Times, March 10, 13.

Gutierrez, R., Bhandari, R., and Obst, D. (2008). Exploring host country capacity for increasing US study abroad. Institute of International Education White Paper Series, 2, May. Available at www.iie.org, last accessed 30th November 2016.

Healey, N. M. and Bordogna, C. (2014) From Transnational to Multinational Education: Emerging Trends in International Higher Education. *Internationalisation of Higher Education*, 3, 33-53. Available at www.handbook-internationalisation.com, last accessed 25th July 2017.

Heffernan, T., Morrison, M., Basu, P., and Sweeney, A. (2010) Cultural differences, learning styles and transnational education. *Journal of Higher Education Policy and Management*, 32(1), 27-39.

HEGlobal (2016) *The Scale and Scope of UK Higher Education Transnational Education.* Available at www.heglobal.international.ac.uk, last accessed 30th November 2016.

Kim, T. (2009) Transnational academic mobility, internationalization and interculturality in higher education, *Intercultural Education*, 20(5), 395–405.

Knight, J. (2004) Internationalisation remodeled: Rationales, strategies, and approaches. *Journal of Studies in International Education,* 8(1), 5-31.

Knight, J. (2008) The internationalisation of higher education: Are we on the right track? The Global University – *Academic Matters.* October/November, 5-13.

Knight, J. (2013) Joint, double, and consecutive degree programs: Definition, doubts, and dilemmas in M. Kuder, N. Lemmens, and D. Obst (eds.) *Global Perspectives on International Joint and Double Degree Programs*. New York: Institute of International Education.

Kuder, M. and Obst, D. (2009) *Joint and double degree programs in the transatlantic context - A survey report.* New York: USA. Institute of International Education.

Kuder, M., Lemmens, N. and Obst, D. (eds.) (2013) *Global Perspectives on International Joint and Double Degree Programs.* New York: USA. Institute of International Education.

Leask, B. (2001) Bridging the gap: Internationalizing university curricula. *Journal of Studies in International Education* 5(2), 100-115.

Michael, S. O. and Balraj, L. (2003) Higher education institutional collaborations: an analysis of models of joint degree programs, *Journal of Higher Education Policy and Management*, 25(2), 131-145

McBurnie, G. and Ziguras, C. (2007) *Transnational Education: Issues and Trends in Offshore Higher Education*. London: Routledge.

Obst, D., Kuder, M., and Banks, C. (2011) *Joint and Double Degree Programs in the Global Context: A report on an International Survey*. New York: USA. Institute of International Education.

Pyvis, D. (2011) The need for context sensitive measures of educational quality in transnational higher education. *Teaching in Higher Education*, 16(6), 733-744.

Tarazona, M. (2013) Influences on the Sustainability of Joint and Double Degree Programs: Empirical Findings from Programs with German Participation. In in M. Kuder, N. Lemmens, and D. Obst (eds.) *Global Perspectives on International Joint and Double Degree Programs*. New York: Institute of International Education.

Teichler, U. (2009) Internationalisation of Higher Education: European Experiences. *Asia Pacific Education Review*, 10(1), 93–106.

Tobenkin, D. (2008) Degrees of Success. *NAFSA: International Educator*, May/June, 36-46.

Tversky, A. and Kahneman, D. (1974) Judgment under Uncertainty: Heuristics and Biases *Science, New Series*, 185 (4157), 1124-1131.