Guidelines for reforming and creating joint programmes

to enhance student employability and academic cooperation

[Final Version, 17th December 2021]

Content

Introduction

The project

This document is a result of the project "Reforming Dual Degree Programmes for Employability and Enhanced Academic Cooperation" (REDEEM), and its follow-up project "Shaping the next generation of Joint Programmes in Science and Technology - REDEEM2" carried out under the Erasmus+ Strategic Partnerships framework. REDEEM and REDEEM2 aimed to evaluate the added value of joint study programmes from a multi-stakeholder perspective in order to develop guidelines that assist in reforming existing programmes and creating new ones.

CLUSTER (*Consortium Linking Universities of Science and Technology for Education and Research*), a European network of leading universities of science and technology, served as an umbrella organization for this project. All eight project partner universities are members of this network: KTH Royal Institute of Technology Stockholm (SE), University of Lisbon (PT), Karlsruhe Institute of Technology (DE), Politecnico di Torino (IT), Technische Universität Darmstadt (DE), TUT Tallinn (EE), Universitat Politecnica de Catalunya (ES), CVUT Prague (CZ).

The following guidelines for reforming and creating joint programmes were developed according to the results of online surveys, focus group interviews and thematic workshops. In these different project phases between September 2015 and December 2021 different stakeholders (students, alumni, employers, joint programme designers, and joint programme coordinators) provided input to the results.

The project and these guidelines cover all sorts of joint study programmes, regardless of whether they lead to a double, dual, multiple or joint degree. The project refers to the following definition:

> "A Joint Program is a programme offered jointly by several higher education institutions. These institutions can be located either in the same country or in different countries (the focus of this guide). A Joint Program does not necessarily lead to a joint degree. It is only one of the possible awards. After completion of a Joint Program a graduate may be awarded: a single national qualification, a double (or other multiple) qualification or a joint qualification."
>
> (JDAZ 2015: Joint Programs from A to Z. A reference guide for practitioners)

How to use the guidelines?
The guidelines seek to assist programme designers and coordinators in creating new joint programmes and reforming existing ones. They contain

- checklists with questions and
- recommendations

that one should both take into account when developing or improving a joint programme.

You should actively and carefully consider every checklist question. Answering the questions with yes or no works for a first start, but this does not fulfil the intended purpose. The questions are instead aimed at helping you figure out which topics and issues might need to be discussed between you and

your partner, so as to design a lasting cooperation and an attractive joint programme. The questions are deliberately written in an open way. There is no overall "right" way to develop a joint programme. Instead, it is important that you and your partner define individual rules for your joint programme which comply with both the national framework as well as the requirements of your university in terms of history, tradition and structure. When answering the questions, you should therefore

- be aware why you can/need to answer a question with yes or no,
- consider what this yes or no means for the partnership and the joint programme,
- discuss the content of the questions with your university as well as with the partner university or universities,
- and finally define individual rules and structures for the (planned or already existing) joint programme.

The recommendations are complementary and, in contrast to the questions, provide clear indications towards which measures and rules might be useful. The recommendations are based on the feedback given by the various stakeholders (programme designers and coordinators, students, alumni, employers) within the course of the project. Recommendations are made up of those aspects that have been identified as especially important by the majority of one or more status groups. You should therefore pay special attention to these recommendations when developing or improving your joint programme.

1. Organizational aspects (administration)

Guideline 1: Partnership	
Checklist ☐ Did you choose the partner institution / department because of academic criteria? ☐ Did you choose the partner institution / department because of strategic criteria? ☐ Does your university already have an institutional partnership with your partner institution / department? ☐ Is the planned partnership in line with your strategic industrial partners? ☐ Are you able to use resources of the established partnership (e.g. coordinators of the partnership, expertise in similar projects, etc.)? ☐ Does your partner have experience in the creation of joint programmes, which you can use for your project? ☐ Does your partner offer a suitable study infrastructure (library, labs, online resources, etc.)? ☐ Do you have key persons at each partner institution both at administrative and academic levels responsible for the project from the start? ☐ Did you check whether your academic calendars are compatible or can be made compatible (by, for example, allowing students to take some exams once they are back at their home institution)?	
Recommendations • Identify the potential organizations and industry partners and their role in the project as well as the contact persons (both in the university and in the partner organization). • Agree with the consortium how to coordinate and implement the collaboration with the partner, assign clear roles, tasks, responsibilities and duties. • At each partner university there should be an academic coordinator responsible for the content of the joint programme and organizational tasks at the respective department. These tasks could be ideally divided between the professor who is responsible for the joint programme and one of his staff members who is responsible for the organization and administration in the department. • Moreover, each partner university should appoint an administrative person in charge at the central level (central coordinator, see guideline 3). • The procedure for decision making for the cooperation should be clear (e.g. the way of voting). • Check guideline 13 for involving companies.	

Guideline 2: Legal framework and inter-institutional agreements	
Checklist ☐ Did you agree on the type of programme you want to develop (i.e. double, joint, dual or multiple degree)? ☐ Did you decide which and how many legal documents are needed to implement your joint programme at your institution and at the partner institution? (depending on the number of institutions and/or faculties involved and the type of programme you want to develop)	

☐ If applicable, do you have regulations regarding tuition fees? Are they compatible?

☐ Did you agree on requirements for admission, i.e. language and academic requirements?

☐ Did you agree on the admission procedure of your students?

☐ Did you cross-check the admission conditions with the legal restrictions of your institution? (Type of admission? At which institution? etc.)

☐ Did you agree on the mutual recognition of credit points/study courses?

☐ Did you agree on the mutual transfer to another grading system (if necessary)?

☐ Did you agree on the exact denomination of the academic degree(s) (i.e. cycle and study programme)?

☐ Only applicable for joint degree programmes with one single certificate/diploma: Did you agree who officially issues the certificate and diploma supplement?

☐ Do you have templates/models of the certificate/diploma attached to the inter-institutional agreements?

☐ Do your legal documents include regulations for the possible non-conclusion of the joint programme or the termination of the joint programme?

☐ Do your legal documents include regulations regarding financial liabilities (e.g. that your institution is not obliged to provide financial assistance for students or staff)?

☐ If applicable (e.g. for master's theses and joint PhD programmes): Did you check the institutional and national intellectual property regulations and laws and their relevance for your research results?

☐ Do all the involved partners have support from the relevant academic bodies that are involved in delivering the joint programme (management level, school/department level, central administration level)?

☐ Did you agree on the type of Master thesis and where it needs to be defended?

☐ Have you discussed the scenario of a student failing a course and therefore having to withdraw from the programme

Recommendations

- Assign a central coordinator at the university administration (a staff member of the international office or equivalent) to promote joint programmes, help with contractual and organizational issues and foster and secure inter-institutional communication. This central coordinator should be the first contact person for academic staff wanting to develop a double degree programme. They should ensure a constant information and knowledge exchange between the university administration (central coordinator) and the departments (academic coordinators) at your university.

- The university administration (e.g. the central coordinator) should provide a concept paper with tasks precisely assigned among the internal units in the administration and departments.

- Templates for agreements, contracts, appendices and/or inter-institutional agreements as well as tables for transferring credit points and grades should be developed and provided by the university administration (both in the local legal language and in the teaching language).

- If applicable: Develop a matrix for the tuition fees with rows for different categories of students, and columns for the partner universities and for the joint solutions.

- The involvement of an external partner offering funding capacities will have a determining impact on the type of degree – joint or double – and hence largely influence the legal

framework needed. It is therefore paramount for all academic partners to have a clear vision on the involvement of such external actors.

- Map the Master thesis process at each partner university to identify challenges and legal constraints.
- Develop a plan for what happens when students fail courses and thus drop out of the programme.

Guideline 3: Management of the programme development

Checklist

- ☐ Do you have an implementation plan for the development of your joint programme?
- ☐ Does your implementation plan include a clear management structure such as a steering committee (assigned tasks, work packages)?
- ☐ Did you check funding possibilities for the creation and implementation of your joint programme?
- ☐ Do you have a financial plan for the project development phase of your joint programme?
- ☐ Does the financial plan include a distinct distribution between the involved partner institutions?
- ☐ When managing and developing your programme, have you already thought of student and staff mobility.

Recommendations

- Map the process at each partner university to identify weak points and discrepancies to be addressed before starting the programme (academic calendar, tuition fees, IPR, thesis defence, etc.
- Involve the university administrations at each partner institution, in particular to discuss legal and organizational issues from the very start of your project idea.
- The involvement of the legal units is often seen as too time-consuming. Thus, develop a chart of the internal work process with time lines for each unit involved within the university and proactively communicate your process. In addition, legal frameworks and templates are recommended to streamline the internal revision process during the development phase.
- Keep in mind that planning a joint programme often needs more time than anticipated until its launch (sometimes more than two years).
- Once you have set-up a steering committee make sure you have also adopted decision making procedures from the start within that committee. In case of disagreements, the steering committee will therefore know how to proceed in a way agreeable to all.
- Consider mandatory (student and staff) mobility during the design phase of your programme.

Guideline 4: Support for double/joint degree outgoing students

Checklist

- ☐ Is there a first contact person at the department (e.g. the academic coordinator) for students interested in the joint programme?
- ☐ Is there an academic coordinator at your partner institution as a contact person for your outgoing students?

☐ Do you provide comprehensive information about the joint programme (courses, exams, deadlines …)? ☐ Do you provide support for the logistics of the stay abroad (e.g. housing, visa, insurance …)? ☐ Did you agree with the partner on the usage of their infrastructure for your students (library, canteen, labs, work stations, access to online resources, access to the local network etc.)? Do you also agree how the this infrastructure at the partner university can be used in periods when the double / joint degree student is not yet or no longer attending courses at the partner university? ☐ Do you provide your students with financial support (travel, monthly allowances) or information on scholarships?	

Recommendations

- Start informing/approaching potential double/joint degree students right in advance (approx. two years prior to the start of the programme)
- The academic coordinator at the respective department should be in close and continuous communication with the central coordinator at the university administration. The distribution of tasks between the two coordinators should be formalised in a work plan. This will also ensure a good handover in case of changing personnel.
- The academic coordinator should develop a personalised study plan with each student in agreement with the partner institution. This can be very time consuming. Thus, develop ideal or typical study tracks on which students can base their own study plans.
- Both of your coordinators (academic and central) should keep regular and trustful communication with their counterparts at the partner institution.
- Include students' feedback for updating your information material (e.g. housing, social life, challenges, etc.) and to collect information that is missing or misleading.

Guideline 5: Support and integration for double/joint degree incoming students	

Checklist ☐ Is there a central coordinator at the university administration who can help students with admission, visa procedures, etc. and who can inform on extra-curricular activities? ☐ Is there an academic coordinator at your institution as a contact point for incoming students? ☐ Do you provide consultancy and support for the admission process and organization of the stay abroad (e.g. housing, visa, insurance, extra-curricular activities etc.)? ☐ Do you provide financial support (travel, monthly allowances) or information on scholarships to incoming students? ☐ Do you provide measures of integration (buddy programmes, social activities …)? ☐ Are you able to offer language courses for double/joint degree incoming students? ☐ Do your language courses include intercultural training or are you able to provide that separately? ☐ Do you offer the students access to your infrastructure (library, canteen, labs, work stations, access to the local network etc.)?	

Recommendations

- The academic coordinator and the international office should be in close and continuous communication with each other about receiving students. The distribution of tasks between departments and the international office should be formalised in a work plan.
- Both of your coordinators (academic and central) should keep a regular and trustful communication with their counterparts at the partner institution.
- Organize a mentoring programme or encourage double/joint degree students to form a mentoring programme which covers the whole programme, starting with the integration phase. A first contact could already be established prior to the arrival of the guest student.
- Depending on the institutional set-up of the hosting institution, a clear decision should be made on whether double/joint degree incoming students are welcome as exchange students or as regular degree-seeking students to make sure hosting procedures are clear and complete (e.g. some institutions decide to consider double/joint degree students as exchange students for matters of social integration and welcome them as regular students for all academic purposes, others have their international offices in the front line to welcome them and then pass-on the responsibility to the regular services of the university once the student has been admitted).
- Sport is always a good vector to favour socio-cultural integration. Informing incoming students about the services offered by your university in this domain is highly recommended in this respect. Furthermore, note that in some countries (e.g. France) it is compulsory for students to have such activity (1.5 or 2 ECTS).

Guideline 6: Overall programme information

Checklist to collect and document the following information

- ☐ General information on the joint programme and academic expectations (including possible fields of activity and career opportunities)
- ☐ Information on the course of studies or different possible sequences of study (including information on academic calendars, exam periods and application deadlines)
- ☐ Information on the curriculum and course options (optional and/or compulsory)
- ☐ Information on the diplomas issued
- ☐ General information on the partner university and the education system of the country of your partner university
- ☐ Organizational information about the stay (housing, visa, insurance etc.)
- ☐ Information on language courses (incl. cultural training)
- ☐ Information on extra-curricular activities and internships (see guideline 14)
- ☐ Information on contact persons (e.g. academic and central coordinators)
- ☐ Information on other important support provided or emergency contacts
- ☐ Specific FAQs for double/joint degree students

Recommendations

- Develop a handbook for your joint programme with all above mentioned information.
- Develop "welcoming and study guidelines" (at the university administration) for all your joint programmes to be provided to incoming students.
- Provide orientation activities (e.g. orientation week) for your double/joint degree students. This could be implemented in cooperation with other activities for exchange students.
- Organize events to show what students can expect from the second year (together with students from the first and second year), e.g. Master thesis topics with industry.

- Consider offering information and support for the transition to the labour market (e.g. career fairs, career advice/trainings, and rendezvous with companies).
- Finally, be aware that the content of information is important but also to have this information delivered in a timely manner to avoid unnecessary stress or discussions.

Guideline 7: Quality assurance

Checklist

☐ Did you make yourself familiar with the European approach for quality assurance of joint programmes (EQAR)?

☐ Did you check if there are any national regulations or obligations for quality assurance (e.g. accreditation)?

☐ Did you develop a concept with your partner on how you would like to assure the quality of the joint programme?

☐ Is there a mutual understanding or precise criteria that determine whether a joint programme is considered to be "successful"?

☐ Is there any evaluation tool available for your double/joint degree students and/or double/joint degree alumni?

☐ Do you have regular feedback talks between the university administration (e.g. international office) and teachers involved in joint programmes?

☐ Do you have regular feedback talks between the central administration of your university and the administration of your partner institution (e.g. between the international offices on admission and integration processes)?

☐ Do you have regular feedback talks between the involved department of your university and the partner institution (e.g. between the academic coordinators of the joint programme)?

Recommendations

- Use your institutional student and/or alumni surveys to include additional questions specific to the participants in your joint programmes.
- Use your students' experience reports to get feedback on the quality of the programme.
- Establish a regular feedback round table between university administration and lecturers as well as academic and administrative coordinators.
- If applicable, try to actively use double/joint degree alumni networks to get feedback.
- Once you have agreed on the type of evaluation to be conducted and you have collected feedback, make sure that the results are used to take actions in order to improve the single course/module or the programme in general.
- Set up an advisory board or a quality board. Alumni would be ideal members (see also guideline 13)
- Map ideas that all partner universities think of as criteria of successfulness for the joint programme.

2. Structure and content (curriculum)

Guideline 8: Vision of your joint programme	
Checklist	
☐ Are you planning to set up a programme based on ☐ compatibility (combination of similar programmes)? ☐ complementarity (combination of programmes with different specializations in the same field)? ☐ multidisciplinarity (combination of programmes in different fields) ☐ Do all academic key persons involved have a clear vision about what your joint programme should look like in the end? ☐ In case you are combining already existing single degree programmes, do you have a clear idea how each programme can be enriched by the other? (compatibility, complementarity and multidisciplinarity) ☐ Are there clear objectives in terms of specific learning outcomes? ☐ Are there clear objectives in terms of employability of your graduates? ☐ Did you set up mechanisms to ensure the consistency of the study-plan over the years? ☐ Did you set up an automatic updating system in case of changes in the course offerings? ☐ If available, did you check evaluation results of other joint programmes at the institutions involved?	
Recommendations	
• Joint programmes are often a beneficial result of an already existing strong partnership between institutions. However, joint programmes are also often used to establish or strengthen an institutional partnership. Consider these different paths in the beginning and plan your project accordingly. • Be clear about the added value of the curriculum of your partner institution. Will it lead to a more general or specialised model of a joint programme? In both cases, try to specifically include fields of study or topics not available at your home institution.	

Guideline 9: Matching of the two or more curricula	
Checklist	
☐ Did you conduct a comprehensive analysis (in the beginning of your project) to identify, share and discuss all relevant courses for the programme? ☐ Can you map which courses or modules could be chosen at each institution? ☐ Did you check pre-requisites to access courses at the host university? ☐ Can you ensure the recognition of ECTS at each partner institution? ☐ Do you provide measures which allow the academic coordinators at each partner university to constantly monitor the content (all relevant courses) of the programme?	
Recommendations	
• Try to create joint programmes that offer students the opportunity to pursue an additional degree in another country while also gaining insights into other fields of study and/or topics. • When mapping complementarity, be aware that this may stem not only from the types of courses offered but also from the environment in which they are taught, e.g. privileged links with a type of industry in the region (see guidelines 11 & 13).	

- Bringing together all teachers involved (professors) in a workshop meeting could create a deeper understanding about the complementarities of the curricula. Moreover, such a meeting would also clarify the motivations and vision of your joint programme (see guideline 8) and could be used to discuss (innovative) teaching methods (see guideline 11).
- In case the programme designers do not have the authority to decide about the curricula (learning outcomes), a strong emphasis is to be put on regulations for the availability of courses and the mutual recognition of courses.

Guideline 10: Study plan (structure)

Checklist

- ☐ Have you defined the courses, work load and learning outcomes for each module?
- ☐ Have you defined the language(s) of the courses?
- ☐ Have you defined the duration of the study period abroad?
- ☐ Have you defined whether the joint programme requires an extension of the normal duration of the national degree programme?
- ☐ Have you defined where the final thesis and the defence of the thesis should take place and who is responsible for the supervision of the final thesis?
- ☐ Do you provide enough time for learning the local language and completing cultural training within the framework of your joint programme? (see guideline 12)
- ☐ Have you ensured that there are no unnecessary duplications in your joint programme?
- ☐ Have you ensured that the combined study programme will not affect the employability of your own students nationally (minimum number of ECTS for specific disciplines required for applying to specific positions)?

Recommendations

- In case you want to provide a high level of flexibility for the students' choice of courses and modules, ensure that extensive and suitable recognition of courses is guaranteed in your contracts and institutional agreements.
- In case you want to provide less flexibility for the students' choice of courses and modules, enable a transfer of credits e*n bloc* instead of accrediting single courses. Develop ideal study tracks that are complementary for all partner universities and allow only a small number of optional courses.
- For your planning, visualise/map the course of studies by semester and create sample courses of study. This will also help to provide suitable information and marketing material (see guideline 18).
- A joint supervision of the thesis serves as a strong tool to foster collaboration between academics from both sides. It could lead to even closer collaboration, e.g. through joint PhD-programs or joint research projects.
- In case you are planning to implement a joint programme that will not extend the study period (e.g. a Master's programme with one year at each institution), keep in mind that such a programme requires a high level of cooperation and high level of compatibility of the curricula.
- If an extension of the study time is intended, the added value in terms of the learning outcome and employability opportunities should be clearly outlined.

Guideline 11: Teaching methods	
Checklist ☐ Have you talked to teachers involved in the joint programme to discuss their teaching methods and gather ideas on how to include new methods in the joint programme (e.g. e-learning tools)? ☐ Can you figure out if your courses and modules include research and design projects, group work, presentation, open discussion etc.? ☐ Do you provide online access to relevant teaching materials? ☐ Do you regularly evaluate the courses most relevant for the joint programme? ☐ Have you included regulations for staff mobility for teaching in your agreements? ☐ Do you have measures to promote the opportunity of staff mobility for teaching within a joint programme? ☐ Have you thought of shared lectures between universities (by the use of staff mobility)?	
Recommendations • Consider introducing mandatory staff mobility for teaching in the agreements. • Use Erasmus+ staff mobility grants (or similar resources) to learn how students are taught at your partner university and within a different education system. • If you have already experienced that your respective group of incoming double/joint degree students have problems adapting to another education system and other teaching methods, address these issues within preparatory cultural trainings, language courses or within student mentorships. Use the student reports to collect information about such challenges. • Create a transdisciplinary teaching environment: Use your contacts and/or involvement of the industry (see guideline 13). • Think about using e-platforms/MOOCs (massive open online courses)	

3. Employability and personal development

Guideline 12: Promoting key competences and soft skills	
Checklist ☐ Are you able to sketch a concept for the promotion of key competencies within your joint programme? ☐ Do you encourage proficiency in the local language? Do you provide enough room in the curriculum for learning the local language? ☐ Do you offer (mandatory) language courses and inter-cultural training? ☐ Do you offer extra courses for key competencies and soft skills? ☐ If applicable, are you able to provide ECTS within the curricula for language courses, cultural training and/or courses for soft skills? ☐ Do you include research or design projects in your curricula? ☐ Do you encourage teaching methods which promote soft skills (open discussions, presentations, group works etc.)? ☐ Do you provide information on extra-curricular activities?	
Recommendations • Even though extra-curricular activities are not part of the joint programme, you should be able to provide information on extra-curricular and cultural integration activities as well as internship options (see guideline 14). You may work closely together with student associations. • If suitable within your curriculum, make language courses mandatory or offer them as elective courses/modules as part of the curriculum recognized with ECTS points. Language is in most cases a key qualification to accessing the local labour market.	

Guideline 13: Involvement of the private and public sectors	

Checklist
☐ Do you plan to involve companies or other institutions (such as Non-Governmental Organizations, Non-Profit Organizations, the public sector, etc.) in your joint programme (specific courses and activities)? Do you have a clear target group? Have you considered more than one type of company?
  ☐ SME (small and medium-sized enterprises)
  ☐ Start-Ups
  ☐ Big companies
  ☐ Foreign branches
  ☐ Local companies acting internationally
  ☐ Business associations
  ☐ Research institutes
  ☐ Governmental structures on all levels (local, regional, national, European, international)
  ☐ Non-governmental organizations
  ☐ Non-Profit organizations
  ☐ Foundations
  ☐ Cultural institutions (and others)
☐ Do the considered companies share the same vision as your university that match with the companies' interest areas?	

☐ Have you defined and described possible fields of activity with the involvement of industry and or other institutions accordingly? E.g.

☐ Internships (compulsory, non-compulsory)

☐ MA thesis and/or PhD Thesis with involvement of companies or other institutions

☐ Practical challenges

☐ Hackathons, pitches

☐ Summerschools

☐ Guest lectures from the industry or other institutions

☐ Seminars with topic oriented presentations

☐ Industry colloquia before specialisation phase

☐ Technical visits

☐ Workshops between faculty and companies/other institutions

☐ Laboratories

☐ Have you defined a legal support and framework for the above activities?

☐ Did you take measures to ensure the involvement of the company/other institution on a long-term basis (e.g. with a contractual basis)? Letters of intent can be a first step to create such a relation.

☐ Do you plan mandatory internships within your joint programme? (see guideline 14)

☐ Have you included research and design projects and/or seminars with direct company participation in your curriculum?

☐ If yes, have you involved your industry contacts in designing and delivering these courses?

☐ Do you offer entrepreneurial lectures? Do you invite guest lecturers from the industry?

☐ Do you offer excursions to companies or other institutions?

☐ Do you offer your students the opportunity to write a joint final thesis in cooperation with companies or other institutions?

☐ If yes, do you ensure a suitable arrangement between the companies or other institutions and the university professors regarding the choice of topics?

☐ Are you considering the possibility to use industry/other institutional partners as co-supervisors?

Recommendations

- If you are planning to involve the industry or other institutions in your teaching activities, discuss their participation with them already during the design phase of your joint programme. This could be combined with discussions about the possibility of them providing funding for your joint programme. In particular, try to involve industry if your joint programme is clearly more oriented towards education for the industry than research and academia.
- In case you are aiming to get industrial partners for a collaboration: Big companies as partners give visibility and open the doors for others.
- Introduce the education activities in various events (such as seminars, conferences etc.) and network with people.
- Designate and identify a person on the university side and at the same time on the industry partner side who is responsible for the joint programme. This ensures that the

distribution of tasks is implemented to have a sufficient internal support (e.g. for contractual matters).
- Identify the needs of the company/other institution and explain the benefits it can get (i.e. the needs that would be addressed) and what is expected from it (time, funding…) in a clear and concise way. E.g. funding is needed for resources.
- Approach companies with easy, informal and flexible collaboration ideas.
- Give the framework of the planned programme.
- Keep the letter of intent simple and neutral. It's more a declaration of interest for an organization.
- Agree with the consortium how to coordinate and implement the company collaboration, assign roles and duties (see also guideline 1). The role of the company/other institution may vary depending on a funding instrument.
- Keep up personal contacts with the companies, academic collaboration is a starting. Try to guarantee the recourses at the university for further discussions; a person who maintains the contacts with the companies.
- Think of setting up an advisory board or a quality board including both parties involved with regular meetings. Alumni would be ideal members (see also guideline 7)
- In case you are not able to include internship phases in your joint programme, enable your double/joint degree students to do their theses at a company or other institutions. If possible, provide them with suitable contacts.
- Invite company representatives to the university for participation in courses and for teaching.
- If possible, try to think about and offer events like hackathons, projects, challenges, pitches, fireplace evenings… to students in cooperation with the companies.
- Think about implementing "workshadow" systems, where representatives from industry come to the university (and vice versa) for networking and exchanging ideas.

Guideline 14: Introduction of internships

Checklist

- ☐ Is there enough time to do internships during semester breaks? Can you propose a preferred period for an internship within the overall joint programme?
- ☐ Is there any help provided by your institution to find suitable internships for your students? Do you provide information on internships?
- ☐ Have you decided whether an internship is mandatory in the curriculum of the joint programme?
- ☐ If yes, have you decided whether it is mandatory to do that internship abroad?
- ☐ If you are planning a mandatory internship within the joint programme, have you checked the legal regulations regarding that at both institutions?

Recommendations

- Enable your students to do their internships abroad. They will gain completely new insights into the society and business culture of their hosting country. Moreover, it will prepare them for foreign job markets.
- In many cases it could be difficult to include mandatory internships in your curricula. In these cases, provide good information for your students on how to find and apply for internships and use your institutionalised company contacts to directly provide internships. Use alumni networks to create information and recommendations about internship opportunities.

Guideline 15: Transition to the job market	
Checklist ☐ Do you offer optional courses or workshops for entrepreneurship and business planning? ☐ Do you use alumni networks to strengthen links between your students and the job market? ☐ In case your institution offers a career service, do you enable access to their services for your double/joint degree incoming students? ☐ Have you decided whether the Master's/PhD Thesis can/should be done with industry involvement? ☐ Do you offer career services, online exchange and annual meetings? ☐ Have you considered to offer a vocational orientation in collaboration with companies or other institutions (such as Non-Governmental Organisations, Non-Profit Organisations, the public sector, etc.)?	
Recommendations • Different stakeholders (employers, students, university professors) have different perceptions of employability. Make sure your students know about the added value of joint programmes in terms of employability and how to communicate that in academia and industry/employers in general. • Relate your students to the start-up services. • If possible, include professional training into your programme or use the courses (mix the programmes) in another programme. • Focus on international career at career fairs.	

4. Recruitment strategy and marketing

Guideline 16: Marketing on the academic value	
Checklist ☐ Do you offer basic and clear information about your joint programme (including general information on joint programmes) for initial promotional activities? ☐ Do you offer comprehensive programme information and study guidelines to inform prospective double/joint degree students? ☐ Do you promote the joint programme in education fairs and/or high school events (to prospective students)? ☐ Do you promote information about the opportunity to change into a joint programme to first year single degree students (e.g. welcoming events)? ☐ Do you ensure that all programme information will remain available in case of changing staff? ☐ Do you have some other programme ("umbrella") that you can use?	
Recommendations • Joint programmes should be marketed separately as specific products so to underline their added value compared to other credit mobilities (i.e. exchange studies). • For all your marketing activities try to make use of other available resources (e.g. communication, media and press units) at your institution. • Provide comprehensive programme information (leaflets) and study guidelines about the course of studies and disseminate them as you promote your joint programme. Start informing/approaching potential double/joint degree students far in advance (approx. two years prior to the start of the joint programme). The structure and content of the joint programme should be clear to prospective students before they decide to pursue a joint programme (also see guideline 10). • Promotional activities at international schools or national schools abroad could also include information about joint programmes. These pupils could be one of your target groups. • Summer schools could also be used to encourage visiting students to enrol in a specific joint programme. Already enrolled double/joint degree students could be included as tutors for these summer schools. • Clearly outline the added value of your joint programme: Access to another job market (in case you provide a second degree in another country), the professional profile, and academic specialisations that are not available at the home institution.	

Guideline 17: Marketing on employability	
Checklist ☐ If applicable, do you promote the opportunities of internships within your joint programme? ☐ Have you checked marketing possibilities within your national government initiatives for joint programmes (e.g. DFH/ufa between Germany and France or Brafitec between France and Brazil)? ☐ Have you already presented future fields of activity and possible job markets (also abroad) to prospective double/joint degree students in your marketing materials? ☐ Do you present or talk to company exhibitors about joint programmes on job fairs (or similar events with companies) at your campus?	

☐ Have you planned to use the feedback from your double/joint degree alumni to market the employability of the joint programmes among prospective students?	

Recommendations
- Put emphasis on the added value of joint programmes in your promotional activities, especially on the opportunity to gain soft skills. The results of the REDEEM project have shown that employers, students and university teachers are affirming that these skills are promoted in joint programmes in particular.
- Promote your joint programmes differently from your exchange programmes. Promote them foremost as study programmes and secondly as mobility programmes. This way you can advertise specific double/joint degree experiences and skills to employers. The same applies for recruiting students (see guideline 19).
- Think about how to ensure that your university contacts (e.g. at campus events) will better get to know your joint programmes and its added values.

Guideline 18: Making use of the experiences of alumni and staff

Checklist
- ☐ Do you promote your joint programme within or together with local student bodies?
- ☐ Do you provide open access to students' experience reports on your website?
- ☐ Do you use double/joint degree alumni networks (e.g. T.I.M.E. alumni, KIC communities) to promote your programmes?
- ☐ Do you present student or alumni experiences in your public marketing measures (e.g. magazine or newspaper articles, social media, university events etc.)?
- ☐ Are you planning on/do you offer events that tie together alumni and current students and staff/partners?
- ☐ Are you using alumni/companies'/other institutions' testimonies in order to promote/advertise your programme?
- ☐ Have you thought about collecting feedback from alumni, employers, students?

Recommendations
- Make experience reports mandatory for all double/joint degree graduates. These could be published on your joint programme website.
- Double/joint degree alumni can act as ambassadors for the joint programme at presentations, in seminars, local events, education fairs or online activities.
- If applicable, always try to include recent students, alumni and teachers in your promotional activities at the local level or beyond (e.g. current students could promote the joint programme through steered social media activities).
- Moreover, use staff mobility (for training and teaching) to promote your joint programme abroad at the partner institution.
- Really put some effort into having connection with the alumni, creating a network. Maybe you can create some kind of a # in order to simplify the search of others.

Guideline 19: Assessment and selection of students

Checklist
- ☐ Have you agreed on the targeted number of students in your agreements (see guideline 3)?
- ☐ Can you define your recruitment target group?

☐ Have you defined a recruiting period?	
☐ Have you defined a selection period?	
☐ Have you established the rules for a joint selection?	
☐ Have you decided if one or all partners are responsible for the selection?	
☐ Can you map your selection process and involved staff/departments?	
☐ Have you defined selection criteria (e.g. academic performance, ECTS, language skills, interviews)?	
☐ Do you inform prospective double/joint degree students about challenges and potential risks of joint programme studies?	

Recommendations

- For the selection processes, try to involve the academic department as well as the university administration.
- Try to keep the selection process tangible, particularly if you decided to select students together with your partner. Be aware that the assessment process of double/joint degree students takes longer than those of exchange students.

Guideline 20: Funding opportunities

Checklist

☐ Have you checked national (or regional) funding programmes to create and/or implement joint programmes?	
☐ Have you checked international (European) funding programmes and discussed them with your partner institution?	
☐ Have you talked with your company contacts about funding opportunities (e.g. scholarships for excellent students)?	
☐ If applicable, have you discussed and formulated your strategy to continuously make use of Erasmus+ student mobility grants for your programme?	
☐ If applicable, have you discussed and formulated your strategy to continuously make use of Erasmus+ staff mobility grants (training and teaching) for your programme?	
☐ Do you provide information on other individual funding opportunities to your students?	
☐ Have you thought about the financial sustainability of the programme?	
☐ Do you have some kind of internal policy that regulates overhead (e.g. a share of money for the university in case of paid internships)?	

Recommendations

- Provide information on funding opportunities already within your promotional activities and general programme information.
- It is recommendable to make/have a long-term plan even before the implementation phase. Really put some effort into discussing what happens if the project /funding ends (in case of external funding).
- When talking to the companies and if company's funding is considered try to be as clearly as possible about different scholarships and possibilities to gain benefit. E. g. an employee who needs to improve his/her knowledge skills might be offered a scholarship.

Guideline 21: Sustainability of Joint Programmes

Checklist

- ☐ Have you developed a distinctive branding for your programme and thought about the ways to conduct a targeted promotion and recruitment?
- ☐ Is the workload related to the programme distributed evenly between the partners?
- ☐ Have you made up a financial and strategic plan that has the support of all stakeholders? I.e. is its financial sustainability provided by a long-term financial commitment from partners or by external sponsors for the time when the external funding of the joint programme has expired?
- ☐ Have you thought of the case that key academic staff involved in a joint programme might leave? Have you ensured that the program can be maintained by others?
- ☐ Have you conceptualized a structural embedding of the programme by measures like documenting procedures, the nature of stakeholder responsibilities, the scope of specific roles etc.?
- ☐ Have you thought about the distribution of national and international students in your joint progamme and in how far it influences the sustainability of your programme?
- ☐ Have you created a plan that allows for the transfer of tasks to other staff (e.g., if a key person leaves)?

Recommendations

- Since compatibility of partner institutions is one of the main elements needed to ensure sustainability, identify partners with a shared vision, a complementary educational offer and comparable student services.
- Develop a programme that is distinctive and at the same time create mechanisms to keep it flexible and up to date as well. With a relevant and innovative programme achieved that way, it will be possible to keep tuition fees at a moderate level and thus attract a steady number of students in the mid to long term.
- Staying in touch with your alumni will help to generate recommendations for your programme.
- Check whether the European approach to quality assurance can be applied in the case of your joint programme in order to have the accreditation process as easy as possible and to save time and money.
- Conduct a yearly impact analysis by measuring employability and relevance of learning outcomes. Pay particular attention to feedback from alumni.
- Increasing national students' participation and their alumni work leads to a more sustainable programme.
- The financial and strategic plan should consider funding (e.g. through companies) during the development phase already. Consider other kinds of support, especially for career development.
- Plan ahead: Create a transfer plan with all necessary access to documents and steps required in the Joint Programme, so that it will not cause a problem if a key person has to/will give up the activity.