Dual Awards: Friend or Foe?

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<tr>
<th>Nottingham Trent University</th>
<th>National Sun Yat-sen University</th>
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<td>• 30,000 students</td>
<td>• 9,000 students</td>
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<td>• University of the Year (THE)</td>
<td>• THE 62nd in Asia / QS 69th in Asia / THE 49th in 100 best universities under 50 worldwide.</td>
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<td>• Great Student City</td>
<td>• Great city to explore Taiwan and Asia</td>
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<td>• Business School – AACSB/EQUIS</td>
<td>• College of Management – AACSB since 2005; UMAP (University Mobility in Asia and the Pacific)</td>
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<td>• Teaching Excellence Framework - Gold (2017)</td>
<td>• EUTW university alliance</td>
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<td>• Outstanding Student Experience</td>
<td>• Taiwan T4 Alliance is a research-led university alliance in Taiwan.</td>
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<td>• A truly International Community</td>
<td>• GHRM program – approximately 70% overseas students, 30% Taiwanese.</td>
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Why Dual Awards?

• Responding to Global Challenges
  • Need for businesses and governments to manage across cultures and boundaries
  • Need for enterprising managers

• Enhance student employability
  • 2 networks of academics and business contacts
  • Multi-disciplinary course
  • Practical work experience / consultancy overseas

• Internationalisation Strategy
  • Only 4 dual masters in business in the UK at the time (2015) – about 16 today*
  • Attract different profile of students
  • Fostering mobility of staff and students
  • Global citizenship
  • Joint research

*Findamasters.com
Dual Awards - A Balanced Collaborative Approach

• Unlike other one-way oriented TNE programmes
• Away from imperialistic approach
• Relationship as equal partners based on trust
• Based on an exchange basis (home fees)
• Dual-way knowledge transfer
• Part of a consortium of partners offering different specialisations
Dual Award - Definition (QAA – 2014/5)

• This is defined as an arrangement where **two separate degree-awarding bodies jointly design** a programme of study comprising a joint curriculum, which diverges at a given point leading to **two entirely separate qualifications** awarded individually by the two degree-awarding bodies (and which may be at different levels). [...] 

• Each degree-awarding body generally delivers a substantial proportion of the programme at the level of the qualification they award.

• A distinguishing feature of this arrangement is that the **overall study period and volume of learning is longer** than for either of the individual awards but typically shorter than if each of the programmes of study had been taken consecutively and applied for separately (because they are designed to lock together).
Joint, Double and Dual Awards

• **Joint** – one degree, both universities sign the same degree. Degree title same in both universities. Normal length of time.

• **Double** – as above, but two certificates.

• **Dual** – longer than the joint degree and double degree, more credits, two certificates. Could include two different degree titles.
Course Structure
4 teaching blocks – 240 UK credits/39 Taiwan Credits

MSc International Business - NTU
MBA in Global Human Resources Management - NSYSU
# Graduation Requirements

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<th>National Sun Yat Sen University (GHRM MBA Program)</th>
<th>Nottingham Trent University (MSc International Business)</th>
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<td>• 39 credits (each NSYSU course = 3 credits).</td>
<td>• 240 credit points (120ECTS).</td>
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<td>• 2 hour research ethics course online.</td>
<td>• Work placement (3 months).</td>
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<td>• International students: Chinese Proficiency certificate, TOCFL score level 2(A2) or New HSK score level 2.</td>
<td>• Research Methods App Based.</td>
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<td>• Students from non-native English speaking countries: English proficiency certificate Ibt 79-80 or IELTS 6.</td>
<td>• Thesis/Dissertation*</td>
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*NTU and NSYSU students complete 1 thesis/dissertation, co-supervised. An oral defence is conducted involving academic faculty from both universities.*
A niche market?

NTU (UK)

• Dual awards – marginal in terms of numbers of students and income generated
• In the UK, dual degrees accounted for 11% of the total population of TNE students and 9% of the courses (HEGlobal, 2016)
• 42% of the students in Business and Management
• A more strategic role than number generating
• Attract high achievers (higher entry requirements) with strong international background who can easily adapt to new environments, teaching methods, subject areas, languages and cultures.

NSYSU (Taiwan)

• Dual awards – also marginal in terms of numbers of students and income generated.
• Small number of universities offer dual degrees in Taiwan. Small number of students.
• Also a more strategic role than number generating.
• NSYSU student pay same as non-students.
• Pay fees for a little longer.
• Multiplier effects.
• However, student demand probably exceeds supply.
Classroom Challenges

• Effective for students who can take advantage of the strengths of both institutions;
• Selection of candidates requires good understanding, communication and trust on both sides;
• Preparation before travel (responsibility of both the student and university), managing (psychological and practical) expectations;
• Llewellyn-Smith and McCabe studied the motivations of students participating in overseas exchange programmes.
• “Results indicate that students’ desire to travel and the opportunity for fun and excitement are the primary motivators for undertaking an educational exchange, along with the host country’s weather, natural environment and tourist attractions” (Llewellyn-Smith and McCabe, 2008, p. 593).

• This isn’t the case for all students and (fortunately) hasn’t been the case with students on the NTU/NSYSU dual degree – but for some students, managing priorities could be a challenge.
Classroom Challenges

• Running the dual degree for the first time – unexpected challenges – and word of mouth impact;

• Minimizing and managing breaches and violations (negative motional reactions) in the written information and psychological contract. The realisation that what has been promised (or was expected) has not materialised. Violation – negative emotional reaction.
  • (Psychological contract) Breach can convert into violation, if the individual feels the breach was deliberate, purposeful and reflected unfair treatment (Robinson and Morrison, 2000).

• On arrival – induction + communication differences;

• University systems and procedures – new, confusing, sometimes founded on a completely different logic;

• Integrating newcomers into a group already familiar;

• Ongoing communication with home University (e.g. joint thesis supervision);

• Many challenges can be converted into great opportunities and benefits (e.g. cultural and individual differences);

• In many subjects (e.g. work psychology / work and culture / consultancy work with local businesses) – diversity compliments the subjects being taught;

• This is “your university” too – developing feelings of psychological ownership; giving students control, knowledge and opportunities to invest themselves into the university and their life in a new culture.
Will the MSc International Business Dual Award set you apart in the job market?

“I think obtaining two master’s degrees in 15 months will make me stand out as it is an intense programme. The time spent abroad is also beneficial to my career as it gives me a wider appreciation of global culture and knowledge.

I feel the Dual Award will give me more credibility and make my profile more competitive in the international business field. I am a native French speaker and I decided to study in the UK and study abroad in Taiwan. This level of international exposure has shown that I can adapt to a different working environment. It also demonstrates my academic resilience which I hope will appeal to the job market.”

What are your career plans?

“I would like to pursue a career in cross-cultural management as I have developed a significant interest in this field since I started my master’s degree at NBS. I am also interested in a wide range of international business management positions as well as human resource management positions since I have been studying Global Human Resources Management in Taiwan.
I really believe that studying at NBS has opened new possibilities and positively influenced my career path.”
“One of the reasons I started to study at NSYSU was because of the dual-degree program. Now I'm two months into my semester at NTU, and I feel like it is a nice supplement to my home university. I feel very fortunate to have the opportunity to study at two great universities” (Chris Ternosky, NSYSU)

“Spending two years for two postgraduate degrees is amazing. Studying while knowing a lot of new friends from different backgrounds and counties, learning from the professors and from my colleagues, experiencing different things when I am still young. NSYSU and NTU provide me the opportunities to make my dream come true” (Luna Chiu, NSYSU).

“Studying on the dual award scheme in Nottingham and Kaohsiung provided me with the great opportunity to discover two very different cultures and different teaching styles. Most importantly however, it allowed me to meet like-minded people from all over the world and it helped me to forge connections in a way that would have been impossible without the programme” (Jan-Philipp Fink, NTU)

“I am challenged to think from many points of views whilst I was given the opportunity to embrace all the difference and become more internationally competitive” (Linda Lin, NSYSU).
Naidoo and Hollebeek (2016) found that students’ decision to invest their time and money in a dual degree opportunity is affected by:

- Their attitude toward the alliance;
- Familiarity with the universities involved;
- Trust in the universities involved;
- The perceived fit between the institutions.

Our focus on communicating the educational benefits of the dual degree to students; regular visits between the universities; the clarity of information and honesty about what to expect; and the positive working relationships – has helped us attract and recruit students who trust the dual degree programme and overseas university (and are probably more likely to succeed).
Overall Summary: Benefits of Dual Awards

- Experience a discipline in different education systems
- Increase employability
- Access variety of facilities (support services)
- Develop transnational professional networks
- Develop portfolio
- Develop stronger international partnerships
- Facilitate exchange of good practice between Universities
- Foster research collaborations
- Complex programme to manage
- Risk/opportunity with Accreditations (AACSB/EQUIS)
- 2 years to set up
- Expensive programme to run
- Extra pastoral care

Asgarya and Robbert (2010, p.317) conducted a cost benefit analysis of undergraduate and graduate international dual degree programmes.

Their findings led them to conclude that:

- International dual degree models “are significantly superior in terms of academic, intellectual and experiential learning; therefore, graduates of these programmes will be better prepared to lead international ventures and serve as global citizens”
- Dual degree programmes require an institution-wide commitment to succeed in the short and long term.
- Academic institutions need to be flexible, creative, resourceful and forward thinking in order to successfully adopt and implement dual degree offerings.
- Like any new and innovative initiative, the international dual degree offering has its own learning curve and constraints but offers the potential for a great outcome.
Thank you for listening

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Q&A