

The CCG Equitable TNE Progression/ Articulation Model



CORMACK
CONSULTANCY
GROUP

Internationalising Higher Education

In an increasingly interconnected world, higher education institutions play a pivotal role in shaping the future of individuals and addressing humanity's most pressing challenges. North-South university partnerships hold tremendous potential if they are rooted in a commitment to fairer, more inclusive, and more sustainable relationships between the partners.

The Need for Equity-Driven International Partnerships

We designed this model in response to a need for more equitable partnerships that transcend a narrow focus on student recruitment. Like all institutions, universities in emerging economies are vested in developing and improving their institution and this way playing their part in supporting the development of their country. Our experience working with these institutions shows that partnerships focusing solely on student recruitment are seldom successful and can inadvertently reinforce existing power imbalances between Global South and Global North institutions. In contrast, by reframing partnerships to emphasise equity and mutual benefit, universities can fulfil their enrolment goals and contribute to a fairer and more interconnected global higher education landscape.

The CCG Equitable Articulation/Progression Model seeks to develop mutually rewarding partnerships that foster a sense of commitment among North/South stakeholders, acknowledge the expertise and unique contributions of institutions in emerging economies, and help the partners work together to address complex global challenges – all while providing an attractive educational offer to students that helps drive enrolment at both institutions.

"India, a rapidly emerging economy, has a burgeoning higher education sector with almost 1,100 universities and 45,000 colleges. **To excel in the global landscape, improve educational quality, and foster growth, Indian higher institutions should be embracing strategic, sustainable and equitable transnational partnerships based on models like CCG's Equitable TNE partnership model.** These collaborations aim to advance alongside foreign partners, enhancing overall education quality through dynamic idea exchanges, thereby contributing to a brighter global educational future"

KULDEEP DAGAR, DEPUTY SECRETARY, ASSOCIATION OF INDIAN UNIVERSITIES

How does it work?

As the name suggests, at the core of the CCG Equitable Articulation/ Progression Model is the creation of intentional articulation and progression arrangements embedded within a broader, mutually beneficial collaborative framework.

There are a number of ways of structuring these, from a straight progression to a 2+2 model, but one of the most promising possibilities involves a 3+1+1 partnership. In this model, students would complete Years 1-3 at their home institution, that is, the Local Partner (LP), in certain markets earning their local degree. Students would then be admitted to a one-year top-up programme at a trusted International Partner (IP) in the United Kingdom, Canada, Australia or the United States. Based on the partners' preferences, the student is awarded a dual degree upon completing all programme requirements. Then, the student is admitted to a one-year postgraduate programme at the IP (with the added benefit of becoming eligible for post-study work in the host country).

Advantages of 3+1+1 model



An attractive proposition to Local Partners. The model helps ensure that the Local Partner can retain students for their undergraduate experience.



Driving sustainable postgraduate growth at the International Partner. The Model incentivises the Local Partner to invest in activities and policies that empower graduating students to participate in the articulation/ progression arrangement.



Improving the quality of the offer for potential students. The institutions can work closely together to support students throughout their academic journey, helping them navigate both postsecondary systems' academic standards, culture and requirements. They can also focus on curriculum development that aligns with local needs and global standards.

INITIAL FOCUS: India, Indonesia, Southern and Western Africa



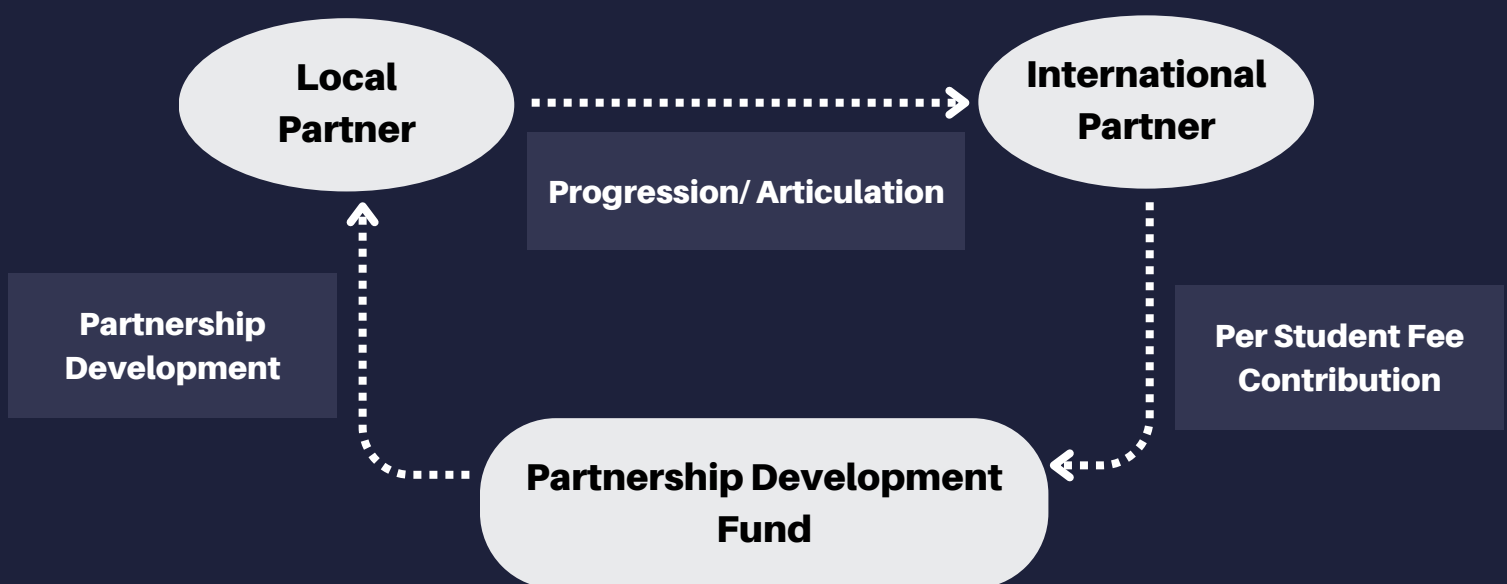
The model's inaugural phase concentrates on developing opportunities in India, Indonesia, and select countries in Southern and Western Africa. These regions offer significant potential for growth and transformation, making them ideal candidates for collaborative educational endeavours.

Partnership development fund: A catalyst for holistic collaboration

As mentioned, the model aims to cultivate a broad spectrum of mutually beneficial collaboration and expertise exchange. The International Partner commits to supporting the university in the emerging market in areas that suit their shared needs and interests. Possibilities include joint research projects, faculty exchanges, curriculum development, or community engagement, among many others. This goal can be further supported through a resource-sharing financial model: The Partnership Development Fund.

When students transfer to the International Partner, a predetermined percentage of their international student fee is allocated to a Partnership Development Fund held locally at the International Partner. The Fund serves as a catalyst for collaborative initiatives and supports the overarching objectives of the CCG Equitable Articulation & Progression Model.

The partnership development fund is versatile in its applications. Based on the partners' needs and priorities, as well as the projected scale of the arrangement, it could support scholarships for academic and student mobility, curriculum development, faculty and staff enrichment, fellowship programs, or joint research efforts. The partners convene annually to lay out their strategy for the Fund and agree on immediate and longer-term goals for the partnership. These meetings offer a platform for sharing successes, addressing challenges and co-creating pathways for sustained progress.



Advantages of Equitable TNE

The CCG Equitable Articulation/ Progression Model emphasises equitable, long-term collaboration that respects the unique needs of each partner, thus embodying a progressive approach to internationalisation.

Additional advantages include:



An attractive option for students. The programme encourages cross-cultural exchange through enhanced academic mobility, enabling students to experience diverse learning environments and perspectives. Moreover, earning degrees from two different institutions signals to employers that the student is adaptable and likely to contribute unique skills and knowledge to the organisation.



Locally responsive, globally relevant curriculum. The partners can tailor their combined educational offerings to local contexts while ensuring international relevance. This combination can be particularly transformative in markets with high demand but low availability of quality higher education.



Staff development. Faculty and staff benefit from collaborative training and skill enhancement, promoting professional growth and cross-border knowledge exchange.



Research support and fellowships. The programme stimulates collaborative research projects, sharing resources and expertise to address regional challenges and contribute to global knowledge.

Since these types of collaborative activities require investing time and resources from both partners, they are best suited to an internationalisation strategy that focuses on a few select, high-quality partnerships rather than on a high volume of partners with similar agreements. This feature is a central component of the Equitable Articulation & Progression Model.



We are excited to discuss how we can help your institution establish transformative partnerships with institutions in emerging economies.

We understand the importance of reputation in partnership development and are committed to helping partner organisations build collaborations that enhance their brand.

For more information, please contact Charles Cormack, CCG Chairman, at charles@consultcormack.com.

"I have worked with Charles and the team for some time, during which CCG has been helping the University identify some significant international opportunities across a range of international markets. The team have a real understanding of the Higher Education sector in the UK, the markets they work in, and the business models behind transnational education. Their connections in markets are strong, and they have become a part of our business development activity. I would be very happy to recommend them."

STUART SHORTHOUSE, HEAD OF INTERNATIONAL DEVELOPMENT AND RECRUITMENT, UNIVERSITY OF STRATHCLYDE



CCG is a Carbon Neutral Britain™ Certified business. We believe in the judicious implementation of TNE and Collaborative Online International Learning (COIL) as tangible alternatives to widening access to internationalisation while reducing the carbon footprint of shorter-term mobility.