

**Target Group Orientation and Academic Added Value:
quality assurance in cooperational programs**



**Target Group Orientation and Academic Added Value
as guidelines for
quality assurance in cooperational programs**

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Target Group Orientation

and

Academic Added Value...

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**... general ideas for designing cooperational programs,
as part of a school's Internationalization Strategy!**

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Internationalization strategy – generally:

Externally: positioning in the domestic and international (competitive) university environment

Internally: “import“ of international elements into teaching
and research

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Internationalization strategy – in cooperational programs:

External positioning :

- * alliance with the right partners,
- * attract the right students

→ relevance of target groups

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Internationalization strategy – in cooperational programs:

Import of international elements:

- * enrich program portfolio,
- * provide own students with relevant qualifications for the employment market

→ relevance of Academic Added Value

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Examples -

three cooperational programs at the Cologne WiSo-Faculty:

1. “Management in Turkey“
2. “Cologne Intensive Studies Program in European Management“, short: “CISP“
3. Double Master’s Programs (six DMPs currently underway)

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1st example: “Management in Turkey“

- certificate program, one year, in parallel to Management studies
- faculty from Turkish partner university fly in for six courses (intensive format) per year
- courses focus on management reality in Turkey (Turkish labor markets, institutions, Turkey and the EU, Marketing in Turkey, Turkish Financial System)
- teaching language is Turkish

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“Management in Turkey“

target group: Cologne students of **Turkish family background**
(immigrants of 2nd, 3rd, 4th generation)

objective: enormous, previously unexploited, **potential with market**
relevance: many Turkish businesses in Germany,
Turkish- German chamber of commerce in Cologne

academic added value: **regional knowledge and language to enable**
professional activity in /with Turkish businesses

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2nd example: “CISP – Cologne Intensive Studies Program in European Management“

- **four week intensive program (four courses à 28 contact hours)**
- **Mid May-Mid June (after North-American spring term, possible before summer internships)**
- **in English language**
- **course content focusses on European issues (single currency, financial markets, market entry of US company in different European countries...)**
- **intensive care-taking, plus company visits and museums**

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“CISP – Cologne Intensive Studies Program in European Management“

target group: MBA students from outside of Europe, mostly North-America and East Asia

objective: establish student exchanges with these MBA-programs, liaise with relevant Business Schools, raise interest in Europe as a relevant region

academic added value: regional knowledge on Europe and contact with large German companies, some cultural insights

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3rd example: Double Master's Programs (DMPs)

- programs with six universities underway, all bilateral
- two in Western Europe, two in Eastern Europe, two in Asia
- students are recruited after admission to local programs
- students spend first year at home, second year abroad
- programs on both sides are two year programs
- students fulfil study regulations of both degrees
- “majors“ of one program are credited for electives in other program
- thesis comes in addition (DMP thus represents e.g. 144 ECTS, not 120)
- students receive both degrees

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3rd example: Double Master's Programs

target group: ambitious students of universities interesting for alliances,
ambitious own students

objective: establish alliances with selected foreign universities,
profiling: increase attractiveness of own programs in domestic and international student markets

academic added value: enrich own portfolio of disciplines taught by foreign "majors", e.g. "Innovation, EU-Business" in Louvain, "International Business" in Helsinki, "Transformation Economics" in Warsaw

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Target Group Orientation

and

Academic Added Value...

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... provide for a tight link between internationalization strategy and cooperational programs,

and thus help to make sure that programs receive faculty commitment and funding which are needed for high quality, and...

...are effective in the market.

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Or:

**The relevance which a programs has for reaching its
institution's objectives is the program's best quality
driver.**