

---

# Transnational cooperation in higher education between Polish and UK universities

Author of the Report:  
Dr. Karolina Wysocka

Prepared for the British Council  
by the Perspektywy Education  
Foundation



# Table of Contents

**Introduction / 4**

**The aim of the report / 7**

**Research methodology / 8**

**The background of the study / 9**

1. The Polish and the UK universities – unequal partners / 9
2. The Transnational Education Concept / 16
3. The TNE in Poland and the statistical evidence of TNE cooperation between Polish and UK universities / 18

**Case study I - The Jagiellonian University / 19**

1. General / 19
2. The strategies for TNE cooperation development / 20
3. The handling of post-Brexit problems in cooperation with UK universities / 21
4. Case summary / 25

**Case study II - The Poznan University of Medical Sciences (PUMS) / 27**

1. General / 27
2. The strategies for TNE cooperation development / 27
3. Cooperation between the PUMS and the University of Edinburgh / 28
4. Case summary / 31

**Case study III - The Kozmiński University (School of Management) / 32**

1. General / 32
2. The determinants of successful TNE cooperation with UK universities? / 34
3. The handling of post-Brexit challenges / 34
4. The point of view of a partner – the Lancaster University / 36
5. Case summary / 37

**Case study IV - The Coventry University Wrocław / 38**

1. General / 38
2. The Strategies and enablers of TNE cooperation / 38
3. The problems and challenges of a pioneer foreign branch campus in Poland / 41
4. Case Summary / 42

**The summary of the results / 43**

**The Final Conclusions / 45**

**Bibliography / 48**

**List of Tables and Figures / 49**

**Appendix 1. The preliminary interview questionnaire / 51**

**Appendix 2. The Jagiellonian University network cooperation / 52**

# Introduction

Poland and UK have very different positions in the international education market concerning transnational education (TNE).

While the UK has for years exported its educational services to all parts of the world (including the US, Australia, and New Zealand, which became the major exporters of education themselves), Poland despite having one of the oldest universities in Europe and being one of the largest higher education systems in Europe in terms of the number of students and HEIs, can rather be described as an importer (Kleibert, 2020).

Having entered the Bologna Process in 1999, both educational systems are based on a common, basic framework of three cycles of higher-education qualifications, using the European Credit Transfer and Accumulation

System (ECTS) and for over 30 years both systems enjoyed the European research and mobility funding. Again, however, while the UK was mostly hosting the other countries' students and staff, Poland was for years a net-sending country. Also in terms of research, the highest ranks Polish universities locate far beyond their UK counterparts (Bugaj et al., 2021).

The history of cooperation in science and education, with research collaborations and partnerships between universities and research institutions in both countries, can therefore be traced for quite a long time but can be classified as neither equal nor particularly intense from the statistical point of view.

## Brexit and its legal outcomes on HE cooperation

Brexit has had some impact on Polish-British cooperation in science and education, particularly with regard to funding and mobility, but also research.

With the EU-UK Trade and Cooperation Agreement signed on December 30th, 2020, many important formal and legal changes will take place including increased bureaucratic burden for the HEIs and the students. Those changes have also financial consequences in all aspects.

First of all, it means the end of freedom of movement and changes to immigration rules. The UK has introduced a new immigration system that treats EU and non-EU citizens equally. This means that EU citizens who want to work or study in the UK have to meet the same visa requirements as non-EU citizens.

This means also that EU students now have to apply for a student visa to study in the UK for study periods longer than 6 months, and UK students have to apply for a visa to study in the EU.

In addition, the EU nationals required to obtain a Study Visa will have to meet more requirements including fees and Immigration Health Charges paid in advance (this will be refunded for European Health Insurance Card holders); a passport or other travel document which satisfactorily establishes their identity and nationality with required biometrics; and they must provide a Confirmation of Acceptance for Studies reference number that was issued to them by the UK university no more than 6 months before the date of application.

Brexit also means changes to the fee status of EU students. Students who start their studies in the UK from the 2021-22 academic year onwards are no longer eligible for “home” fee status, which means they have to pay the higher “overseas” tuition fees. For the exchange students this means that they will be liable to UK fees unless their sending university negotiates a fee waiver as part of a bilateral exchange agreement.

With the end of the UK’s participation in the EU, its participation in the flagship research and mobility projects for higher education - Horizon 2020 research programme and the Erasmus+ programme has come to an end. In the new Erasmus+ programme 2021-2027, the UK has also opted not to take part as an associated third country. The UK will therefore not even be taking part in the new programme as a Programme Country (EC 2021).

As a replacement for the Erasmus+ programme, the UK Government launched in September 2021 the so-called Turing Scheme - which was aimed to provide similar opportunities.

Analyzing the Turing Scheme Programme Guide (UK Government, 2021), it becomes apparent, that it does not fully substitute for Erasmus+ because it provides no funding for reciprocity<sup>1</sup> and because it focuses mainly on student mobility. Staff mobility, which was an important element of Erasmus+, would only

be possible if needed to facilitate the special needs of a student.

Concerning practical implementation, it should be noticed that the Turing Scheme must be entered individually by institutions via a bilateral exchange agreement. This means that new agreements must be negotiated and signed.

The UK universities will continue to participate in the Jean Monnet activities and Erasmus Mundus joint masters programmes as these are not limited to Member States and Associated Third Countries (European Commission, 2020).

Those UK universities who have formed partnerships with European universities within the European Universities Initiative<sup>2</sup> may continue to participate in joint projects and initiatives with those partners but without EU funding, which will be replaced by the Turing Scheme.

Brexit means also changes to research funding. The UK has been a major participant in Horizon 2020<sup>3</sup>, both in terms of funding received and the number of successful project applications. The UK’s exit from the EU means that UK researchers and institutions are no longer eligible to receive funding from Horizon 2020, and UK researchers and institutions are no longer eligible to lead or coordinate Horizon 2020 projects. The UK government has committed to underwrite the funding for

---

<sup>1</sup> only funds outward mobility for UK students

<sup>2</sup> program launched by the European Union in 2017 with the aim of promoting the formation of cross-border alliances between higher education institutions in Europe. The initiative seeks to create a network of “European Universities” that share a common vision and mission, and that work together to offer innovative and integrated curricula, as well as to promote student and staff mobility and joint research projects.

<sup>3</sup> Horizon 2020 is the EU’s flagship research and innovation program, which runs from 2014 to 2020 and provides funding for research and innovation projects across a wide range of disciplines.

all UK projects that were successfully funded under Horizon 2020 before Brexit, including those that continue beyond the end of the programme. This means that UK researchers and institutions can continue to receive funding for their ongoing research projects, even if they involve collaborations with EU partners (Kushnir & Brooks, 2022a).

The UK has announced its research funding programme, the UK Shared Prosperity Fund, which aims to replace some of the funding lost as a result of Brexit. The Fund will be focused on supporting “communities and places most in need”, but there are still some uncertainties about how it will be structured and what areas of research and innovation it will support (Kleibert, 2020).

In the face of all this, the Polish and UK governments have both expressed a commitment to maintaining and strengthening cooperation in science and education between the two countries, and there are ongoing efforts to establish new partnerships and funding mechanisms to support this

cooperation (Czech, 2019). For example, in 2021, the Polish government announced a new scholarship programme for Polish students to study at UK universities, which will provide funding for tuition fees and living expenses.

The Polish National Agency for Academic Exchange offers several short-term and mid-term mobilities for Ph.D. students as well as academic staff (Programmes like PROM, Becker, Ullam, and Academic Partnerships). It refers to UK universities as well, although it is not dedicated uniquely to UK partners. Due to Brexit, the National Agency is considering launching a new programme dedicated to student mobility to the UK (Żukrowska, 2019).

In terms of research, the most notable example of this cooperation is the Polish-British Research Partnership Programme, which was established in 2019 by the Polish National Agency for Academic Exchange and the British Council. The programme provides funding for joint research projects between Polish and UK institutions.

# The aim of the report

The following report was commissioned by the Perspektywy Foundation on behalf of the British Council and concerns cooperation between Polish and British universities in the TNE area.

It was the requirement of the project to identify the successful cooperation between Polish and British universities in the area of TNE as well as to define the success factors and challenges to propose future courses of action and proposals of institutional solutions to encourage the establishment of new partnerships.

The following research questions were formulated:

1. What are the determinants of successful cooperation between the Polish and UK universities?
2. What are the obstacles and problems faced by the Polish and UK partners in establishing and continuing the cooperation?
3. What actions or regulations of authorities would positively influence the development of further cooperation?

# Research methodology

The report contains four case studies, representing four different types of HEIs in Poland and their TNE activities with the partners in the UK. One case is a unique example of a foreign branch campus of a UK university – the Coventry University Wrocław.

Concerning the data, the case studies were constructed on basis of semi-structured interviews with different types of actors within the higher education institutions as well as on statistical data provided by both the Polish (GUS) and British (HESA) statistical offices. It was enhanced by information provided by the strategic documents (Strategies) of the participating universities and the information published on their internet sites.

The interviews prompted a descriptive analysis of international activities and partnerships of Polish participants with their UK partners, an evaluation of those, and perspectives on the future developments of international partnerships and activities.

The interviewees were members of the leadership of universities, professors, and key administrators. The Polish universities chosen

for the study were selected on basis of the number of UK students hosted in the last 10 years.

To present a possibly wide spectrum of issues, various types of HEIs were selected, i.e.: a large, public, comprehensive university, a public medical university, a non-public business school, and a branch campus of a UK university in Poland (Table 1).

The interviews were taken online, lasted for 1 hour, and were transcribed under the MS Teams application.

Prior to every interview, a detailed list of issues to be discussed was sent to the interviewees in form of a questionnaire. The list of questions is attached in Appendix 1.

The case studies are constructed following the same structure: with a general description of the analysed HEI, results of the interviews regarding the research questions, and the summary. There are however differences in the scope of the results part, caused by the specific characteristics of the analysed HEIs.

**Table 1. The case studies**

Case study	Polish University (abbreviation)	UK University (abbreviation)
I	Jagiellonian University (JU)	<i>No corresponding case defined for TNE</i>
II	Poznan University of Medical Sciences (PUMS)	The University of Edinburgh (UoE)
III	Kozminski University (ALK)	Lancaster University (LU)
IV	Coventry University Wrocław (CUW)	Coventry University (CU)



# The background of the study

As the title indicates, the primary concern of the report founder is the Transnational education (TNE) and its development under the political change induced by the exit of the United Kingdom from the European Union (Brexit) between the UK and one of the EU countries. First, therefore, the political and legal outcomes of Brexit must be outlined from the point of view of Polish and UK higher

education systems and their consequences for the universities.

As the outcomes of the report may be used for institutional recommendations, also the clarification of the concept is of importance for it impacts the local regulatory processes, such as registration, quality assurance (QA), eligibility for scholarships, qualification awarding, and recognition.

## 1. The Polish and the UK universities – unequal partners

Despite belonging to the European Higher Education Area (EHEA) and the Bologna Process, Polish and UK universities are differing in many ways. Most notably, however, both higher education systems belong to the largest in Europe in terms of the number of students and HEIs.

There are over 400 higher education institutions in Poland, including 134 public

and over 330 non-public universities, colleges, and vocational schools with a cohort of 1,2 Mio. of students matriculated. The number of students declines steadily since 2009.

In 2021–22, there were 285 higher education providers in the UK that returned data to the Higher Education Statistics Agency (HESA) with 2,862,620 students. As can be seen in Fig. 1, the number of students has been over

**Figure. 1. Students numbers in Poland and UK.**

Source: own, based on HESA, (<https://www.hesa.ac.uk/data-and-analysis/students/chart-1>), GUS



2 million throughout the analyzed period and has been constantly increasing since 2014. The UK higher education system is divided into: universities (awarding degrees), university colleges, and further and higher education colleges (offering vocational and academic courses within the scope of relatively narrow specializations). The majority of HEIs are located in England and so are the vast majority of the 2,8 Mio student cohort.

While the majority of students in Poland are domestic students, in the UK the student cohort is highly international. A large proportion of UK students are those studying abroad in various forms of TNE.

Probably the most importantly the HEIs in both countries are subject to different systems of HE funding, which have been determining either their institutional mechanisms or the attitude of institutional stakeholders towards research and education.

The major line of differentiation in the Polish HE system goes along the public – non-public divide, which is more economic in its nature. Polish public universities are predominantly state-funded, much larger, and focus on more cost-intensive disciplines, while the non-public HEIs offer fee-based courses, in more cost-effective disciplines or subjects. The major line of division in the UK

HE system goes along the political line with differing EWNI (England, Wales, and Northern Ireland) and Scottish subsystems of education. For instance, among the 27 members of the EHEA, the UK has two memberships, presented separately on the EHEA website: one for England, Wales, and Northern Ireland, (the United Kingdom), and the other one separately for Scotland. This division is also reflected in political and social attitudes

towards the so-called “Europeanisation” (Kushnir & Brooks, 2022b).

The differences between the Polish and UK higher education systems of course have their historical roots in political and economic developments in both countries. The UK is well known as a major exporter of education, with universities situated in the highest ranking positions of any international ranking, while Polish universities mainly educate domestic students.

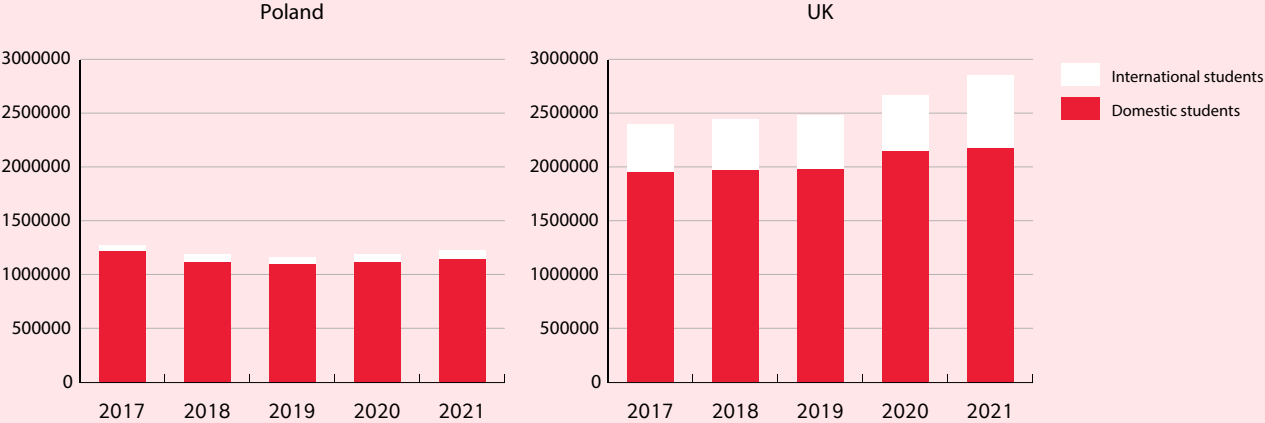
Rapid massification of higher education in the 1990s led to an unprecedented level of student numbers which resulted in an increase of study programmes at public HEIs and a rapid increase in the number of non-public HEIs. The demographic decline observed from 2009 and the overall shrinking number of students, in turn, drew the attention of Polish HEIs to the possibility of attracting students from abroad. The majority of international students in Poland come from Ukraine and Belarus and study in Polish (Antonowicz, 2020).

However, as with the access to the Bologna Process in 1999, Polish HEIs became part of EHEA and started to participate in the European mobility programmes, they started to develop study programmes taught in foreign languages – predominantly English.

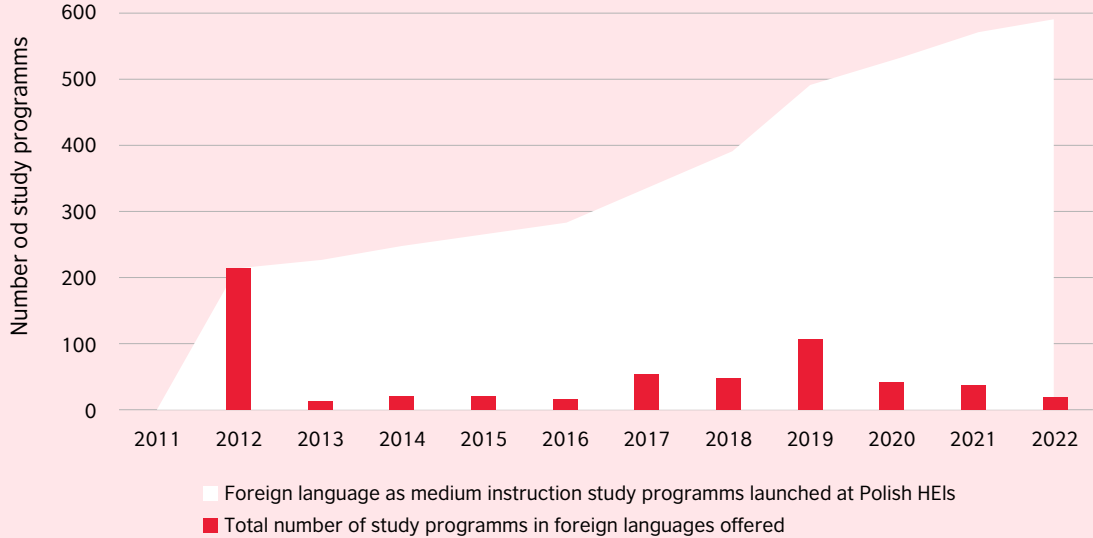
In consequence, new forms of didactic cooperation between universities from different countries, such as joint education programmes, and double and joint diplomas appeared on the stage. In pursuit to improve scientific activity, the popularization of English led to the improvement of language competencies and enabled cooperation not only in joint publications but also in scientific projects and participation in international networks, scientific consortia, associations, etc.

**Figure 2. Domestic and international students in Poland and the UK**

Source: own based on: GUS SWiF reports 2017-2022 and /HESA <https://www.hesa.ac.uk/data-and-analysis/sb265/figure-9>



**Figure 3. The number of non-linguistic English Medium Instruction (EMI) study programmes at polish HEIs. Source: own based on RADON data**



**Table 2. Foreign students in the UK by domicile**

	2017/18	2018/19	2019/20	2020/21	2021/22
Students from Poland	7,700	8,560	9,335	10,755	7,910
Total Students from EU countries	142,840	146,565	147,925	152,905	120,140
<i>Students from EU countries as % of foreign students</i>	30%	30%	27%	25%	18%
Total Students from non-EU countries	326,315	349,545	409,065	452,225	559,825
<i>Students from non-EU countries as % of foreign students</i>	70%	70%	73%	75%	82%
Total foreign students in the UK	469,155	496,110	556,990	605,130	679,965

**Table 3. Foreign students in Poland by domicile**

	2017/18	2018/19	2019/20	2020/21	2021/22
students from UK	334	316	237	198	189
Total students from EU countries	8,177	8,326	6,967	7,177	7,345
<i>Students from EU countries as % of foreign students</i>	12%	11%	9%	9%	9%
Total Students from non-EU countries	61,119	66,343	67,967	71,855	74,971
<i>Students from non-EU countries as % of foreign students</i>	88%	89%	91%	91%	91%
Total foreign students in Poland	69,296	74,669	74,934	79,032	82,316

Source: HESA, <https://www.hesa.ac.uk/data-and-analysis/sb265/figure-9> (access 03.02.2023)

According to data published by RADON (Polish system of statistical information about higher education), there are less than 600 foreign language study programmes offered by Polish HEIs. The majority of programmes are offered on a stand-alone basis, not as joint programmes with foreign universities. There are some 40 thousand English Medium Instruction courses offered by UK universities with the English language as *lingua franca* for either research and education or international business. This is an advantage.

Neither in terms of the internationalization of student cohorts nor the realization of international research activity, have the Polish HEIs been as successful as their UK counterparts. In both terms can Poland be described rather as a periphery.

The interest in studying in Poland is low in the UK. The other way round – much higher. The statistics of enrolments published by HESA clearly show the decreasing number of EU and Polish students studying in the UK after Brexit, but on the other hand – an increasing number of other countries students (notably Chinese). A major source of increase in the case of Polish universities is the Ukrainians, who migrate due to the war in their country.

According to HESA, as a result of Brexit and the following change in international fee policy from August 1st 2021, the EU-domiciled enrolments dropped by 53% from 2020/21 to 2021/22.

However, while EU enrolment numbers saw a decrease in 2021/22, non-EU first-year enrolments rose by 32%.

A significant increase in the number of first-year students from non-EU countries enrolling in postgraduate taught courses in 2021/22

can be attributed to the introduction of a post-study work visa, known as the Graduate Immigration Route (PDF), allowing graduates to stay for up to two years post-study (three years for doctoral students) in the UK to find employment.

It should be noticed, however, that UK-domiciled first-year student enrolments decreased for the first decrease since 2011/12 by 2% compared to 2020/21.

As can be seen in Figure 4. Higher education-related exports and transnational education (TNE) to non-EU countries were the major source of revenue generated by the UK higher education sector.

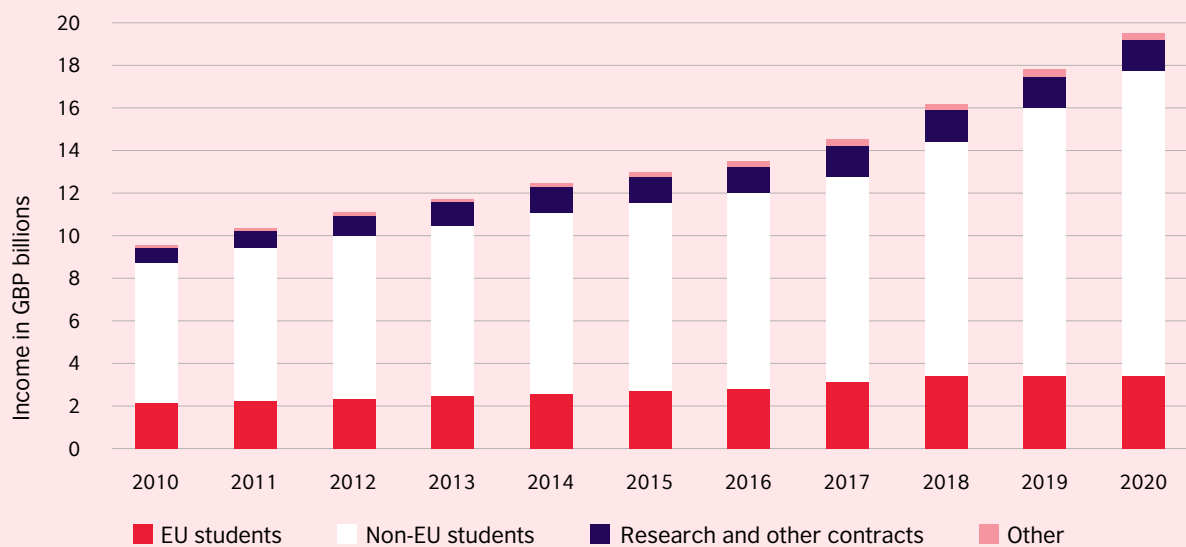
The programme mobility between universities and joint study programmes is an indicator of their cooperation.

According to data from the Erasmus+ programme, in the period from 2015 to 2020, a total of 25,204 UK students participated in the Erasmus+ programme, studying or doing an internship in other European countries. As the Turing Scheme was only launched in September 2021, it is too early to know how many UK students will participate in the programme or how many will visit Poland specifically in the coming time.

In the academic year 2018-2019, for example, over 2,000 UK students participated in the Erasmus+ programme in Poland, according to data from the Polish National Agency for Academic Exchange.

The popularity of UK universities among Polish students (including doctoral students) is much higher than in the opposite direction (Bugaj et al., 2021). However, the student numbers alone cannot be treated as indicators of cooperation

**Figure 4. Total revenue of education-related exports and transnational education (TNE) activity of UK HEIs in the period of 2010-2020 (in GBP billions)** Source: own, based on data from <https://explore-education-statistics.service.gov.uk/data-tables/fast-track/f8d986c5-9620-47f7-3b98-08dad6b22a62>



as they include both the programme mobility<sup>4</sup> and the full-time foreign students.

The real number of Polish students studying in the UK versus the UK students studying in Poland (Figure 5 below), illustrates well the power relation between Polish and UK universities – also in terms of TNE cooperation.

Analyzing the statistics of incoming foreign students in Poland, it becomes apparent, that

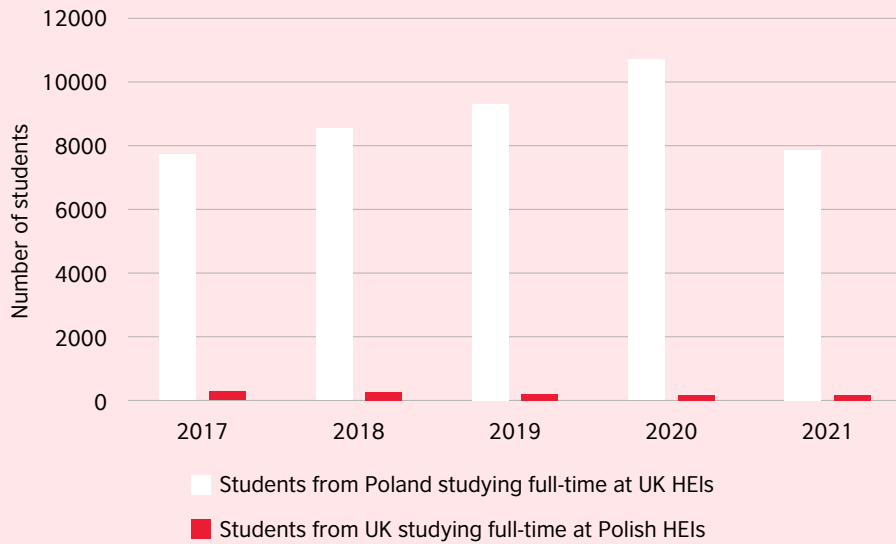
the majority (70%) of all students from the UK who matriculated in Poland studied at medical universities.

Polish medical universities have been offering fee-based medical education on a universally acceptable level since the 1990s (Antonowicz, 2020). They can be therefore regarded as the pioneers of neo-liberal, international higher education in Poland.

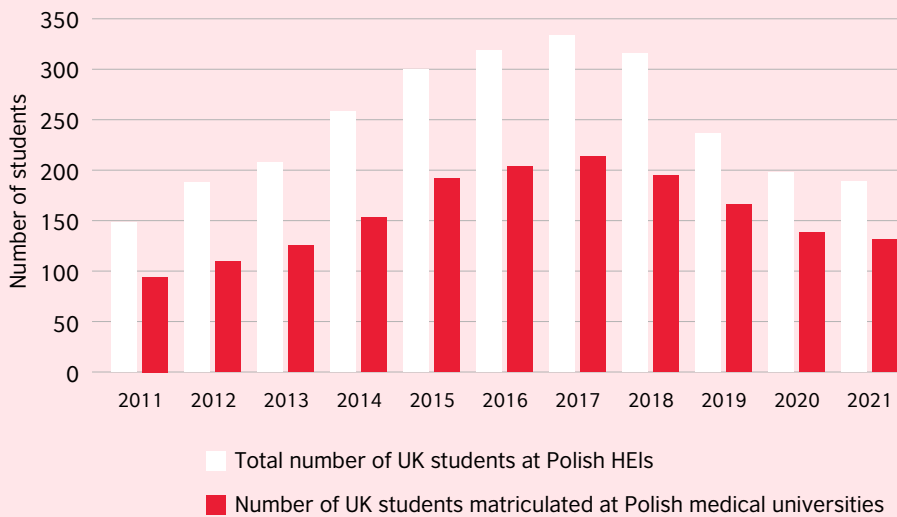
<sup>4</sup> Mobility implied by study program or the Erasmus+ student and staff mobility are included in HESA data equally as the number of students that simply conduct their study in the UK

**Figure 5. The number of Polish students studying in the UK versus UK students studying in Poland**

Source: own, based on GUS and HESA data



**Figure 6. The number of UK students who matriculated at Polish medical universities among the total number of UK students at Polish HEIs in 2011-2021** Source: own, based on GUS data



## 2. The Transnational Education Concept

TNE programmes allow students to access education from institutions in other countries, without the need to travel abroad. They also provide opportunities for institutions to expand their reach and influence, and to build partnerships and collaborations with other institutions and organizations.

First of all, it should be differentiated between the TNE and international or cross-border education. Although both are of significant importance for the internationalization of HEIs, international education often serves as a common term for many different elements of HE internationalization, the first one means the international movement of study programmes and institutions (providers) and the latter one focuses more on the movement of students and staff between the HEIs (without changing their affiliation).

Historically, the most common forms of TNE were the twinning programmes and international branch campuses (IBCs). Despite numerous concerns about the legitimacy of double or multiple qualifications, the number of joint/double/multiple (JDM) degree programmes offered, is increasing and so is the number of cofounded, codeveloped, or even franchised universities (Knight, 2016).

TNE programmes can take a variety of forms, including distance learning, online courses, branch campuses, and partnerships with local institutions. Knights differentiates between the collaborative and individual TNE, as presented in Fig. 1. The TNE can further be differentiated into the collaborative and independent TNE.

By its very nature, the TNE is always bi-national or multinational. It involves two or

more legal systems, which can be either relatively similar (like in case of countries mandatory to the Bologna Process) or different.

There are countries that can be described as sending (exporters) and there are countries (much more of them) that are rather hosting the foreign higher education services.

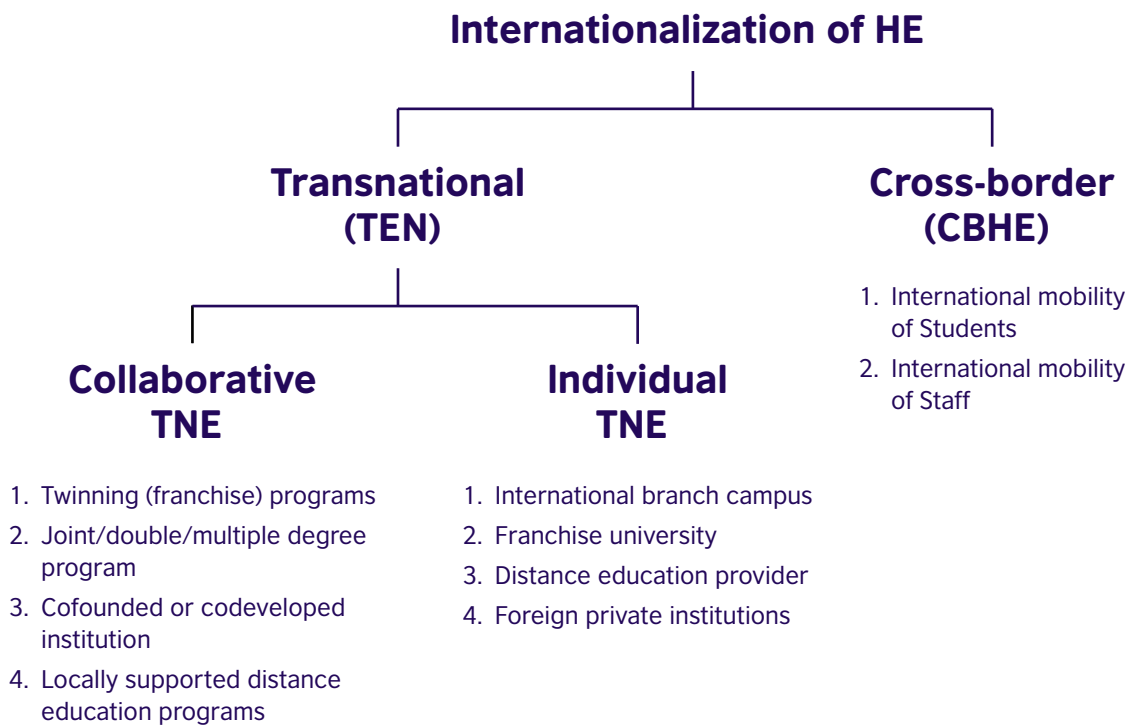
It should be stressed however, that while the partners of TNE are unequal, the TNE rationales, as well as the impact of policies and regulations, can differ significantly depending on whether it is a sending or host country.

Typically, the delivery of TNE programmes involves the use of technology and other tools to facilitate communication and collaboration between students and faculty in different countries. This may include videoconferencing, online course materials, and virtual learning environments. TNE programmes may also involve the recruitment of local partners or affiliates to provide support and infrastructure in the host country (Knight, 2016).

To establish such a study programme, two (or more) different study programmes of two (or more) HEIs in various legal systems must be matched. It usually takes time to create and sign the necessary documentation, match the programmes, fulfill the quality requirements, and promote the programme. Such cooperation requires both good and established relations and strong institutional motivation.



**Figure 7. Transnational education concept within the framework of HEI internationalization.**  
 Source: own presentation after Knight (2015)



### 3. The TNE in Poland and the statistical evidence of TNE cooperation between Polish and UK universities

In Poland, the TNE is mainly represented by the joint and double degree programmes offered in cooperation with foreign HEIs. There are only 22 foreign branch campuses of Polish HEIs evidenced in RAD-on<sup>5</sup>. More interestingly, only one of these is established by a public university. There are 3 branch campuses of non-public HEIs in the UK :

- Akademia Finansów i Biznesu Vistula (Branch campus in Bristol)
- Europejska Wyższa Szkoła Prawa i Administracji w Warszawie (Foreign faculty of Law in London)
- Społeczna Akademia Nauk z siedzibą w Łodzi (Branch in London)

The RAD-on includes 68 double joint degree programmes offered by public HEIs in Poland. Only 2 of those programmes are offered in cooperation with UK universities. These are:

- Master's degree in women's and gender studies (gemma) – offered by the University of Lodz and the University of York
- Master in food systems – offered by Warsaw University with the University of Reading.

The statistical data delivered by RAD-on do not include evidence of joint programmes offered by non-public HEIs.

In the face of the presented historical background of HE systems but also the statistical data, the relationship between Polish and UK higher education is unequal. There is no doubt, that in the framework of TNE education, the sending country would be the UK and Poland would be the hosting country.

---

<sup>5</sup> The RAD-on system is a part of the Integrated Network of Information on Science and Higher Education. It provides reports analyses and data on higher education and science in Poland obtained from trusted sources, including i.a. POL-on system of information on science and higher education. Data as of : 21.03.2023

# Case study I

## The Jagiellonian University

### 1. General

The Jagiellonian University (JU) is a public research university located in Kraków, Poland. It is the oldest higher education institution in Poland and one of the oldest in Europe, having been founded in 1364 by King Casimir III the Great.

The University is named after the Jagiellonian dynasty, which ruled Poland in the late Middle Ages and the Renaissance and it has a long and rich history, having played an important

role in the development of Polish culture, science, and education over the centuries.

The JU is a leading Polish HEI with ambitious research and a strong commitment to teaching, and innovation. It has a diverse student body, with over 35,000 students enrolled at 16 Faculties in 160 different fields of study and with nearly 4 thousand academic staff.

**Table 4. The JU position in international university rankings among Polish HEIs.**

Ranking	Position of JU
QS	The 2022 edition of the ranking ranks UJ on 293rd place. It features 22 Polish higher education institutions, of which the Jagiellonian University is second after the University of Warsaw
ARWU	The latest edition of the ranking features 11 Polish higher education institutions, one more than the previous one. Out of those, the Jagiellonian University and the University of Warsaw were ranked as 401–500.
THE	The most recent THE ranking features 26 Polish higher education institutions. The Jagiellonian University scored the highest and was placed within the 501–600 bracket.
CWUR	The ranking list includes 11 Polish higher education institutions, with the Jagiellonian University being ranked the highest at 381st place.
GRAS	The most recent edition of GRAS features 25 Polish universities, classified in 28 disciplines. The Jagiellonian University was ranked in 13 of them.

Source: <https://www.uj.edu.pl/uj-w-rankingach> (access, 01.03.2023)

The university offers a range of degree programmes in the fields of humanities, sciences, social sciences, natural sciences, and medicine, and is known for its strong programmes in law, philosophy, history, and cultural studies.

The university has — the strongest international reputation among Polish universities and is a member of several academic networks, including the Coimbra Group, the Utrecht Network, The Guild, EUROPEAEUM, SAR (Scholars at Risk), or the European University Association. Jagiellonian University is also engaged in *European Universities Initiative* being a member of the

Una Europa alliance. The list of networks is included in Appendix 1.

The JU Campus is large and widely spread in the historic city of Kraków, (the former capital of Poland and a cultural center). Some of the University buildings are historical sites themselves.

The university's prestige in Poland is unquestionable. It constantly ranks as one of the top universities in Poland. Additionally, as one of very few Polish higher education institutions, it is featured on the most important international ranking lists.

## 2. The strategies for TNE cooperation development

### The strategic context of international cooperation at JU

Being one of the most important universities in the country, the JU strongly emphasizes its international engagement. Internationalization is an important element of JU development strategy. In its Strategy to 2030 (The Jagiellonian University 2030 Strategy, 2020), the university declares to be “(...) *constantly improving organizational solutions to ease the functioning of international cooperation.*”

In terms of TNE development, the Strategy of the JU defines actions to be taken either in terms of the development of “*joint degree and multiple degree programmes or agreements on the joint supervising, and awarding of academic degrees*” or “*design joint education programmes with prestigious foreign centers*

*for undergraduate and graduate study programmes*”<sup>6</sup>.

Furthermore, it inclines that it aims at increasing the financial income from its educational activity by establishing:

*“paid forms of education including new postgraduate courses with innovative teaching methods; design open online courses (MOOCs), e-textbooks, courses, and workshops for graduates”*

Hence, there is a clear declaration not only to open the gates for TNE, but also to enable the organization of these.

Throughout the JU Strategy and in the comments of the interviewees one point is striking: the constant referral to Una Europa context.

---

<sup>6</sup> point 6 of Objective II, part 2

The cooperation with international universities is strongly bound to the network affiliation, which shapes fundamentally its internationalization policy. The picture emerging from interviews goes well with the strategic declaration of JU as:

*“(...) an active partner within the European University Una Europa, dynamically contributing towards developing joint ventures, e.g. the programme for an integrated European university campus.”*

### 3. The handling of post-Brexit problems in cooperation with UK universities

During the interviews, it was often stressed, that the cooperation of JU with UK universities is considered as important and very welcome by the interviewees because of the high quality of education granted by the UK universities and the English language. The philology and linguistic oriented faculties as well as the political and European studies faculties are strongly dependent on this cooperation. In terms of education, the main area of international engagement was for years student and staff mobility.

#### Mobility

Throughout the last over 30 years, the most popular legal framework for cooperation was resulting from a variety of European research and education programmes (Erasmus+ and its predecessors, Erasmus Mundus, Tempus, etc.). The frameworks enabled mobility (especially from Poland to the UK) and supported the development of relations and contacts.

Now, the European schemes are no longer valid, and the partners on both sides have to look for a new framework. Hence the importance of bilateral agreements.

The bilateral agreements existed ever since, parallelly to the European cooperation,

however, they were of minor importance because of the European frameworks. Now, that this framework is no longer available and the alternative from Touring Scheme does not cover the whole spectrum of previous cooperation, the bilateral agreements are signed anew with UK universities either at the university or faculty level, stating the basis for further cooperation development. The bilateral agreements can include some provisions regarding balanced mobility exchange.

The list of bilateral agreements with signed (as of January 13<sup>th</sup> 2023) UK universities is presented in the Table 5.

At the same time it was mentioned, that not all previously existing cooperations with UK universities are continued because not all UK partners decided to continue the cooperation after Brexit.

The interviewees indicated that of course, the existing and effective working cooperation agreements are being renegotiated and signed. It is worth mentioning, however, that this is conditioned by a clear declaration of cooperation by the Faculties of JU. If there is no real will of cooperation on both sides, the agreements are not “pushed”.

Table 5. UJ bilateral agreements with the UK Universities

No.	Agreement	Signature date	Expiration date	Level
1	Memorandum of Understanding with the <b>University of the West Scotland</b>	2007	No time limit	at University level
2	Agreement with the <b>London School of Economics and Political Science</b>	2020	February 28 <sup>th</sup> 2025	Faculty of International and Political Studies
3	Agreement with <b>University of Westminster</b>	2019	under negotiation of the extension	Faculty of Philology
4	Agreement with the <b>Imperial College of Science Technology and Medicine</b>	2021	May 18 <sup>th</sup> 2023	University level
5	Agreement with the <b>University of Bristol</b>	2022	March 4 <sup>th</sup> 2026	Faculty of Law and Administration
6	Agreements with the <b>University College London</b>		end of 2026	Faculty of Philology
7				Faculty of Polish Studies
8	Agreement with the <b>University of East Anglia</b>	2022	November 23 <sup>rd</sup> 2026	University level
9	Agreement with the <b>Nottingham Trent University</b>	2022	Augst 31 <sup>st</sup> 2027	Faculty of Law and Administration

Source: [https://dwm.uj.edu.pl/en\\_GB/wymiana-bilateralna/lista-porozumien-bilateralnych](https://dwm.uj.edu.pl/en_GB/wymiana-bilateralna/lista-porozumien-bilateralnych)

Hence the existing links with faculties are of major importance for prolonging the previous agreements. If the heads of faculty are in favor and take the responsibility for further cooperation, the agreement is signed. Important is also the personal engagement of academic teachers and researchers and their existing research connections. These elements are examined before the procedure of agreement negotiation begins. Hence the bureaucratic burden of signing new agreements is slightly diminished.

In terms of mobility, for both students and staff, it has been stated, that traditionally there was an imbalance between the number of students from JU wishing to study in the UK and students from the UK coming to study at the JU. Therefore if the JU includes student or staff mobility in its bilateral agreements, the scope of such mobility provisions must be realistic and it usually does not exceed 2 students and 2 staff mobilities per year.

It is acknowledged, that as the previously existing Erasmus+ agreements cannot be simply replaced by the Touring Scheme Agreements, the declining numbers of students from JU visiting the university's UK partners is expected.

Despite the possibility to apply up to 20% of the funds from the Erasmus+ Partner Countries Program for the UK outward mobility, the university did not decide to do so.

### **Joint double and multi-degree programs with UK universities**

An important enabler of TNE is the English medium instruction or English-taught programs. The UJ offers 30 study programs taught in English as a medium of instruction. The programs are offered in a variety of disciplines. Among these programmes, there are 11 joint, double, and multiple degree programmes.

However, Only three of those programmes are offered in cooperation with UK universities. Two of these programmes were offered within the Erasmus Mundus scheme and are being renegotiated currently. One programme – Bachelor in European Studies – is offered within Una Europa – a consortium in which the University of Edinburgh is taking part.

As both master programmes are Erasmus Mundus scheme and the UK universities continue to participate in them, no additional agreements had to be signed and no particular problems were expressed.

In the case of the Una Europa bachelor programme, the University of Edinburgh is a full partner and students exchange will be implemented in following years using either Una Europa funds, Touring scheme or university funds.

The UK universities build their optimism regarding European cooperation on their network participation. As the Chair of the Una Europa Board of Directors, James Smith<sup>7</sup>, states in an interview published on the Una Europa internet site:

---

<sup>7</sup> James Smith is Vice Principal International and Professor of African and Development Studies at the University of Edinburgh

**Table. 6. JDM degree programs offered with the UK Universities**

Programme	Framework	Description
International Masters in Central European, Russian & Eurasian Studies	Erasmus Mundus	<p>Coordinated by the University of Glasgow with a consortium of universities from Central and Eastern Europe and Russia.</p> <p>The programme is structured around three predefined mobility periods at three different universities across Europe, Russia, and Eurasia. The first year is a combined of 1 Semester in Tartu and 1 semester in Glasgow. The second year – in one of the remaining countries.</p>
International Masters in Economy, State and Society (IMESS)	Erasmus Mundus	<p>Two-year double degree Master's programme offered by a consortium of European universities and partners from the corporate sector (banks, businesses, libraries, NGOs) headed by the University College London.</p> <p>The Diplomas: International Masters in Economy, State and Society (University College London) and MA in European Studies (Jagiellonian University). with the first year spent at the School of Slavonic and East European Studies, University College London, and the second either at the Centre for European Studies/ Institute of European Studies, Jagiellonian University in Kraków (or at another partner university). Students choose from a range of courses focusing on the economies, states and societies of Central and Eastern Europe.</p>
Joint Bachelor in European Studies	Una Europa	<p>Joint innovative programme developed within Una Europa alliance organised by eight universities including University of Edinburgh. Adopting a multidisciplinary approach, it reflects on the role of Europe in the world and offers research skills to analyse key issues related to Europe.</p>

Source: own based on : <https://studia.uj.edu.pl/kierunki/swjo>



*“One of the really unique things about Una Europa is that it’s not simply the funded Erasmus+ projects; there’s also the central legal entity, Una Europa vzw, who drive everything. Because Una Europa is an institutional commitment, there are still many opportunities for Edinburgh to be involved. We still have very big commitments to support our students to spend time with our*

*European partners, we still are committed to transnational education. We still are committed to finding interesting ways to collaborate. We will simply have to find more creative ways to fund that activity and carve out time for colleagues to get involved.” James Smith, interview from 31 Jan 2022, <https://www.una-europa.eu/stories/interview-james-smith>*

## 4. Case summary

Jagiellonian University similar to Warsaw University a clear leader of Polish higher education. It is a large organization with a multi-layered structure and complicated dependencies. It benefits strongly on various European funding schemes and has a number of network connections on a European level. The network connections strongly influence the activities, attitude and plans of the JU.

The strongly emphasized belonging to European universities networks, especially Una Europa, Coimbra Group, The Guild, Utrecht Network, and EUROPEAEUM makes the JU advocate for the rather politically implied reserve attitude. As can be seen in the working papers by the Coimbra Group<sup>8</sup> even on the level of university networks, post-Brexit relations are burdened with political uncertainty. The UK-based partners are welcome to stay within the partnerships, but they are left alone to cope with the issues of financing, which they lost due to Brexit.

The Coimbra Group JU partners are concerned about the UK partners being

encouraged to choose other destinations than the EU. A drop in UK incoming students is observed and expected. *“This is also well visible in the “top 10” destination countries within the Turing Scheme in 2021/2022, which shows the vast majority of participants choosing the US, China, Canada, and Australia over France and Spain and furthermore Japan and India over Germany”* .

Network impact is apparent in the conducted interviews, where the activities towards re- establishment of cooperation with the UK universities after Brexit are presented as an issue that was handled by task forces within networks. An example of such work is the establishment of a dedicated task force and its activities within the Coimbra Group. The networking European Universities join their efforts to find solutions and share their knowledge about the outcomes of legal and procedural changes brought about by Brexit.

The interviewees stressed, that this network-oriented and pro-European strategic attitude has proven effective during the recent crises

---

<sup>8</sup> Key takeaway messages from discussions between Coimbra Group task group on post-Brexit UK-EU exchange & relevant stakeholders

– the COVID, Brexit, and the War in Ukraine. Close cooperation of universities within Una Europa creates a quasi-multinational, European university.

Cooperation with UK partners is both important and valuable. The quality of education, the global impact of the English language as *lingua franca* of research, as well as ages of academic tradition, are behind it. However, their absence will not destabilize the European universities' networks. This can probably explain the relatively calm and distanced tone of the interviews conducted. Obviously, the financial and bureaucratic consequences of Brexit, have hit the cooperation of JU with its UK partners. The additional bureaucratic burden connected with the negotiating and signing of new agreements is however applied to "clean the wardrobe" of bilateral agreements and keep only those partnerships, which have real impact and perspectives on cooperation. Out of 34 agreements signed within the Erasmus+ framework, only the 9 agreements listed in the Table 5 have been renegotiated and signed.

The interviewees signaled that many UK partners were themselves struggling with the bureaucratic problems implied by the Turing Scheme.

Another point to be made is common to all public HEIs in Poland. It is the meaning of Erasmus+ for the internationalization of universities. Although the intra-programme student and staff mobility is not the major

point of concern regarding the TNE, they are of foremost importance for the internationalization of Polish universities. They also address the need for free education which is strongly embedded in the Polish mindset – especially in the case of public universities. Erasmus+ mobilities are often used to support the funding of outward semesters in many joint or double degree programmes. Staff mobilities strongly support the relationship building between the universities.

Brexit and the following restrictions to student mobility (visas, national insurance payments, etc) as well as the withdrawal from Erasmus+ and the introduction of Turing Scheme, which does not foresee staff mobility in the shape that Erasmus+ did, state major difficulty in further development of double degree programmes with partners from the UK.

JU is a large HEI and a clear leader in Polish higher education. The problems implied by Brexit will not shatter its international engagement. The uncertainty connected with changing regulations and funding schemes makes it however difficult to plan future projects on a bilateral basis. Also, there are concerns about further personal links between the universities due to the withdrawal from Erasmus+ staff mobility. As it was underlined by the interviewees: "*Without staff mobility, the long-term quality cooperation and partnership will be difficult*".

# Case study II

## The Poznan University of Medical Sciences (PUMS)

### 1. General

The Poznan University of Medical Sciences (PUMS) is one of nine<sup>9</sup> medical universities in Poland. It has been established in 1919.

The University holds 5 clinical hospitals situated in Poznań. It educates about 7,500 students in 19 medical study programmes. In 1993, it was the first HEI in Poland to offer full-time studies in English. Currently, it offers medical studies in medicine and dentistry in English and hosts over 900 international students.

The University operates 113 bilateral agreements with 37 countries, of which the vast majority (90 agreements) are located in Europe. It has participated in the Erasmus Programme since 2000, each year hosting

around 70 students and sending twice as many exchange students abroad.

PUMS conducts many of its scientific research projects and clinical trials in partnership with foreign institutions. Partner universities include schools from Germany, France, the USA, Belgium, Italy, Scotland, Norway, Sweden, Ukraine, Moldova, Kazakhstan, Georgia, Israel, China, Japan, Taiwan, Papua New Guinea, Canada, Brazil, Switzerland, Morocco, Thailand, and Peru. The bilateral agreement with the University of Edinburgh is however the only agreement with UK universities that PUMS has signed. There were no Erasmus+ partnerships with UK universities.

### 2. The strategies for TNE cooperation development

In 2020, PUMS adopted its Strategy for Internationalisation of the Poznan University of Medical Sciences (PUMS Strategy), in order to “*establish a new, and strengthen and consolidate the present, scientific and didactic cooperation with leading foreign universities*”, with the view to enter the position >1000 of ARWU in 2030. The internationalization is manifested by the mission and operationalized in ambitious and well-described strategic objectives including education, research, and medical activities.

In terms of educational cooperation, the PUMS Strategy does not foresee TNE activities. An indication of a joint degree: “*obtaining at least 5 joint educational projects conducted in consultation with foreign universities*” does not however include any specific partner indication. Rather it is the aim of the University to initiate “*efforts to integrate PUMS into the structures of a “European University”*”. This is similar to in case of the previously described JU is a clear declaration of EU initiatives’ dependence.

<sup>9</sup> There are in total 26 HEIs offering medical education in Poland, of which 11 are medical universities or Collegia Medica, 9 are public HEIs with division of medicine and 5 are non-public HEIs.

Furthermore, it is stated that the PUMS intends to increase the degree of networking by either establishing new international research consortia or *“institutionalizing international cooperation by signing at least 5 cooperation agreements with universities from the top hundreds of the Shanghai ranking”*.

According to the interviewee from the university administration, the TNE cooperation in form of JDM degree programmes was attempted but never succeeded because of a study programme mismatch that could not be overcome. Even in the case of Erasmus+ cooperation, the program mismatch was too significant to cooperate with the UK universities. There was also no real

determination and some lack of interest on the UK side. The differences in study programs are emphasized by the inequality of partners, both in terms of size, expertise, and affluence.

The history of relations with UK universities includes a 3 years episode with the University of Aberdeen, whose students carried out research internships at PUMS. The cooperation was based on personal links of one of PUMS academics. It was based on a letter of intent and never developed into regular cooperation mainly because of a lack of funds.

The UK students however chose to study in Poland because of the relatively cheaply offered, English instruction in medical studies.

### 3. Cooperation between the PUMS and the University of Edinburgh

The cooperation between PUMS and the University of Edinburgh has its genesis in the creation and functioning of Polish Faculty of Medicine (PWL), established during the World War II, in 1941. The organizer and first Dean of this Faculty was Professor Antoni Jurasz, who was also the founder of the Department of Surgery at the University of Poznań.

The Faculty was established under an agreement between the Polish government and the Senate of the University of Edinburgh and operated until 1949. 336 Polish students studied there, 227 of whom obtained a medical degree. Many of the students were drawn from the Polish armed forces taking part in military operations. Civilians were however also

matriculated and graduated from the School. Many of those who had been in the armed forces did return to their units; some however became tutors or demonstrators in the School or at the Paderewski Hospital. The academic staff consisted of professors and associate professors of Polish universities residing in exile in Great Britain, and additionally professors of the University of Edinburgh.

A Polish Faculty of Medicine at the University of Edinburgh existed until 1949, but although the PWL did not survive in its initial form at the University of Edinburgh, the cooperation between the Universities continues to this day and has developed over the years, despite

---

<sup>10</sup> These were the 5-yearly gatherings of graduates and friends of the School in Edinburgh initiated in 1966 and continued until 2016, the pattern being disrupted by the advent of Covid19.

difficulties of the communist time and various constraints.

The cooperation is based on bilateral agreements at the level of the University authorities, resulting in various arrangements such as jubilee meetings of the PWL<sup>10</sup> and organized jointly lectures. Great importance is attached to scientific research and, above all, to the improvement of the didactic process and the implementation of scientific scholarships.

Nearer the historical sentiments connected with the inter-war cooperation, important for the development of cooperation between the two Universities was the establishment of a Memorial Fund of the Polish Faculty of Medicine (Polish School of Medicine Memorial Funds) in 1986. The Memorial Fund was established thanks to a small group of North-American who inspired their confreres (former employees, graduates, students and friends associated with the school) to join them in this project and raising the required £10,000 they were able to establish an endowment Fund at the University of Edinburgh. Thanks to their ongoing generosity and that of their families, friends and other well-wishers, the Fund has been augmented over the years. Its aim was to commemorate the merits of the Polish Faculty of Medicine at the University of Edinburgh in 1941- 49 and to establish academic links between the University and Polish medical universities and research institutes.

This fund offers scholarships and it is open to Polish early-career medical doctors and scientists. The scholarship supports the undertaking of further studies or starting scientific research at the medical faculty of the University of Edinburgh, and then returning to Poland. Each year the number of scholarships awarded varies. Scholarships

normally provide living expenses up to a maximum of a year. In more recent years as a result of developments in medical education, applications from distance learning applicants have been introduced. The course fees for these scholars are paid for the full duration of a limited range of courses provided the scholar make satisfactory year-to-year progress. In the case of distance learning students, the grant covers tuition fees only, provided that the students demonstrate significant progress in learning or research. In this case, the subsistence allowance is not paid. The scholarship does not cover travel costs from/to Poland.

Between 1988 and 2020, 21 medical doctors and scientists have been able to benefit from this, thanks largely to the Polish School of Medicine Memorial Fund. In the years 2008 -2020, 38 scholarships for short courses were funded, including 15 from PUMS.

Funds were also made available for visits by senior Professors and Academics at the University of Edinburgh. PUMS is a generous host of lecturers in Poznan and the Lecturer also visits one other medical university and gives a lecture, meets colleagues in their specialty and others.

The interviews emphasize the special role of Dr. Maria Długołęcka-Graham (Polish School of Medicine for the University of Edinburgh), who is the Coordinator from the University of Edinburgh without which: *“such a high level between our two Universities would not be possible”*.

According to the interviewees the last two years have been classified as a specific and difficult time for cooperation with the University of Edinburgh. It is however not clear to what extent it was the effect of Brexit or rather the COVID-19 pandemic, which

severely limited international mobility. In terms of Brexit, special arrangements were put in place within the College of Medicine at the University of Edinburgh to address the enormous rise in student fees for PSM scholars. These arrangements are due to be reviewed and are likely to be continued.

It should be noted that this Brexit date almost coincides with the date of the COVID-19 pandemic. 4th March 2020, the first case of covid was found in Poland and on March 20, 2020, a state of the epidemic was announced. The pandemic has undoubtedly affected the limitation of mobility in terms of cooperation between the two Universities. *“However, we have not observed the impact of Brexit on quality over the last 2 years teamwork”.*

Describing the cooperation of PUMS with The University of Edinburgh, the interviewee classifies it as *“intense, ongoing, and valuable”*.

In terms of cultural issues or language problems – they are not a barrier to be taken seriously: *“Over many years of cooperation, we have not noticed that the knowledge of the language is real cooperation barrier. Similarly, cultural differences do not affect this cooperation”*.

According to the interviewees, in terms of mobility, *“Brexit did not significantly affect the cooperation, because the border crossing procedures themselves are not so complicated that there is any problem with their fulfillment”*.

However, as the interviewees pointed out, in the case of medical universities, due to significant programme differences in both countries, the exchange of students under the

Erasmus programme was never of significant size. The students of PUMS only participated in the internship part of the mobility. In the case of the University of Edinburgh, *“The medical school does not participate in the Erasmus programme, in relation to its MB ChB programme.”*

Previously undergraduate students from Polish medical universities did participate in the 1 month medical elective programmes for non-Edinburgh medical students. Between 2001 and 2020 a total of 57 scholarships were awarded. Sadly 2 of these had to be canceled due to Covid-19.

Moreover, the mobility of medical students within the scope of Erasmus+ was mainly for internships. The lack of UK participation in the programme closed the way for the students of PUMS, who would like to do their internships in this country. And therefore it is a loss.

It was also stated, that in the future, there may be a problem, e.g. with transporting/shipping some samples for testing, because in this respect the procedures have changed quite a lot and a number of requirements can be quite troublesome, or even make implementation impossible.

As to the support for inter-university cooperation guaranteed by state institutions, it was stated and underlined, that the cooperation has been going on without the support of any state institutions. It functions solely on basis of the Fund and the personal cooperation built over years. *“In this particular case even the Brexit has had no impact.”*

## 4. Case summary

Medical universities in Poland are a specific group of HEIs as they are most active and successful in exporting their services by attracting full-time foreign students. They are however usually not establishing offshore campuses. In this particular case, we can see that exceptions exist. There are several points to be mentioned to summarize the case.

First of all, it can be used as the only evidence of a TNE activity of Polish universities in the UK. The Polish School of Medicine at the University of Edinburgh was a branch campus, regardless special circumstances of wartime. This shows a very specific character of TNE – not only as the source of revenue and export of educational services – but also as a means to safeguard knowledge in time of political turmoil.

Further significance of this case is the establishment of the memorial fund by the alumni of the Polish School of Medicine,

serving for years as a source of funding for mobility and personal development, but also as a link for cooperation between two institutions.

The third outcome of the case would be the importance of personal engagement for the maintenance and development of cooperation.

Finally, we can see, that there are inter-university connections that trigger their cooperation despite unfavorable political conditions and these are the personal, historically anchored linkages.

# Case study III

## The Kozmiński University (School of Management)

### 1. General

The Kozminski University (KU) is a non-public business school with full academic status, based in Warsaw and established in 1993. The university is named after Leon Koźmiński (1904-1993), a renowned Polish economist and professor.

Since 2009, the University has been featured in the Financial Times' global education rankings and it holds the 1 position among the Central and Eastern European universities and the 52nd in general.

The KU is accredited by the Polish Ministry of Science and Higher Education and has obtained the AACSB, EQUIS and AMBA international accreditations. KU holds the right to award doctoral degrees in: management, economics, finance, sociology and law. As the only private higher education institution in Poland, it has the power to authorize a higher Ph.D. degree (habilitation degree) in the discipline of management, law and economics.

The number of students in 2022 is 9,000, including post-graduate, doctoral and MBA students. Approximately 30% of full-time students are foreigners from 80 countries. So far, 60,000 graduates have left the walls of the Academy.

The KU offers various Bachelor, Master's, MBA's as well as Ph.D. programmes. All of these are also offered in English. The KU offers 4 Undergraduate (all in English) and 7 postgraduate courses.

The didactic offer of the Academy is wide and includes several 1st and 2nd cycle majors, as well as uniform majors, postgraduate studies, MBA and numerous courses. The

list of directions includes: ordinances, finance and accounting, economics, law and finance, specialist fields of study related to management and numerous fields of study taught in English,

The KU provides students with modern infrastructure both physical (fully equipped, modernized teaching rooms and auditoriums, sports fields and halls, parking lot) and technical (e.g. computer rooms, access to wireless Internet on campus).

The KU is one of the most internationalized HEIs in Poland in terms of the foreign-student ratio. According to Perspektywy Foundation, KU is ranked 3rd in terms of internationalization. The scope of international cooperation of KU embraces academic mobility under Erasmus+ and other related programmes, double degree programmes and the so-called International Schools - short-term mobility courses.

The KU cooperates with 226 HEIs from 55 countries.

It offers Double Degree programmes with 14 HEIs. Most of them are based in Europe.

The cooperation with UK universities is highly appreciated, as many foreign students from eastern countries connect Anglophone education with prestige and quality. Foreign students are an important client for the KU, hence the importance of cooperation with anglophone HE systems. The UK however is not the only English-speaking destination. The KU also has well-established cooperation links with the US and Australian and Canadian universities.



Before Brexit, the KU had 7 Erasmus+ mobility agreements signed with UK universities. All but one (the aforementioned Glasgow University), have been currently renegotiated and signed on UK universities' templates, and under similar conditions as the Erasmus+ agreements. According to the representative of KU, the agreements are not really Turing Scheme agreements. Not all UK universities are applying for the Turing Scheme because of the bureaucratic burden connected. The representatives of UK universities also mentioned that the scholarships are paid often much later than the mobility took place. The KU also offers short-term mobility to its partners. The so-called International Schools are usually week or 2 weeks-long mobilities of

groups of students from a partner university, who come with their teacher to attend a module or work on a special case. These mobilities are also balanced (same number of students, same time of mobility) and are foreseen by the bilateral cooperation agreements. Such cooperation is practiced with Aston Business School or the Surrey Business School.

The KU also has 2 double degree cooperations with the UK.

The double degree programme with the University of Lancaster has been functioning for 7 years already. The other double degree programme with Aston University has been established in 2018.

**Table. 7. ALK double degree programmes**

Study Programme	Academic partner
Bachelor in Management	<ul style="list-style-type: none"> <li>• KEDGE Business School (France)</li> <li>• Kemmy Business School (KBS) University of Limerick (Ireland)</li> <li>• Uniwersytet Pontificia Católica do Paraná (Brasil)</li> </ul>
Financial Management	<ul style="list-style-type: none"> <li>• Aston University (UK)</li> <li>• Lisbon School of Management and Economics (Portugal)</li> <li>• Kemmy Business School (KBS) University of Limerick (Ireland)</li> </ul>
Master in Management	<ul style="list-style-type: none"> <li>• ESCP Business School (France)</li> <li>• Lancaster University (UK)</li> <li>• Catolica-Lisbon Business School (Portugal)</li> <li>• KEDGE Business School (France)</li> <li>• Tongji University (China)</li> </ul>
Master in Finance & Accounting	<ul style="list-style-type: none"> <li>• ESSCA – School of Management (France)</li> <li>• SKEMA Business School (France)</li> <li>• University of Porto (Portugal)</li> </ul>

Source: own, based on <http://www.kozminski.edu.pl> (20.03.2023)

## 2. The determinants of successful TNE cooperation with UK universities?

### Quality

As indicated by the interviewee, in choosing its international partners, KU pays attention to its international accreditations. Preferred are partners with the so-called "triple crown"<sup>11</sup>, which states a sufficient guarantee for the quality of cooperation.

The KU is constantly revising and actively developing its partner's network, which is partially a consequence of its own accreditations, as the accredited universities form a network of cooperators. But also through its vivid and active engagement in internationalization activities and international student recruitment.

Cooperation with partner universities is a matter of the development of high-quality education and student service. It usually develops from the basic, "*simple students exchange*", which is treated as an indicator of quality and popularity among students on both sides of the agreement, to more advanced cooperation in form of JDM degree courses. These are usually signed for a period of 5 years.

### Balance

There is an important feature distinguishing Polish public and non-public universities' attitudes towards mobility. The mobility in the case of non-public universities must be balanced, i.e. the number of students incoming and outgoing between the institutions should be held equal. When there is an imbalance, the university withholds mobility. Such was the case with the University of Glasgow, with which the KU had an agreement, but which students would not want to come and study in Poland.

But at the same time the fact that their students are paying for their studies, gives the non-public universities more options in terms of mobility with fee-based HE systems. It doesn't mean that the non-public universities are not using Erasmus+ mobility scheme. Their students (and in the case of KU many of them are international) already pay fees and they accept it.

## 3. The handling of post-Brexit challenges

In terms of changes implied by Brexit, the KU observes that the attitude of UK partners has changed in such a way that they are now more

interested in establishing cooperation. "*Each of the partner universities that we see here*

---

<sup>11</sup> Triple Crown accreditation in management education, also known as triple crown accreditation, describes a business school accredited by three major accreditation bodies: The Association to Advance Collegiate Schools of Business, the Association of MBAs, and EFMD Quality Improvement System.

*(except the University of Glasgow) turned to us with a proposal to continue cooperation”.*

In addition, the British Embassy in Poland encouraged Polish partners to develop cooperation.

*“On January 25, we had a meeting with the lady from the embassy to find out how we work together. On February 9th there was a conference to which our Vice-dean and Vice-dean from Lancaster University were invited”*

### **The organization of international cooperation**

The attitude and organization of international cooperation are of foremost importance for the development of inter-university relations as can be seen in this case. It was often stressed in the interview, that the KU is very flexible in terms of e.g. programme matching or signing of agreements.

The KU is a much smaller organization than the previously analyzed Jagiellonian University and also smaller than many of its partner universities. It is therefore much more adaptive and responsive to any changes.

Moreover, it is a non-public university, which means a more market-oriented and business-like approach. Hence there is much less time and bureaucratic effort needed to adapt to the post- Brexit situation concerning UK universities.

There is also more understanding of fee-based reconciliation and the need for balance in mobility. The students are familiar with the system of fee payments and many of them are international.

### **Mobility is more difficult...**

As indicated by the interviewee, the paperwork connected with the renegotiation of mobility agreements is much less a problem than the situation on the border, where mobility from the UK requires visas. Obtaining a Polish visa by UK students (especially those with non-UK nationalities), implies a procedure of applying for a meeting at the Polish embassy in the UK, then having the meeting, waiting for the decision, and handling the denials. This makes student mobility very difficult and unforeseeable to both students and the KU. Due to the delays caused by the procedure, many students are late for the beginning of the semester or are even denied a visa.

Similarly, KU students of non-Polish nationality (e.g. from Belarus) face problems with the long- lasting UK visa application procedure. In both cases, the delays are disorganizing the academic process and demotivating students to international mobility.

The only client-oriented handling of such situations is adapting to them and treating every student individually. Granting support and – if necessary – introducing changes to the programme schedule. This is what KU does in order to maintain the relationships in times of crisis.

### **Double-degree programmes need time and patience**

The interviewees stressed that the establishment of a double degree programme has never been a simple process. It requires programme matching on both sides and usually takes 2-3 years to achieve the full

match. There are numerous issues that create dissonance.

The study programmes at UK universities are often structured in a very different way to the programmes in Poland. The courses are differing in scope and offered e.g. in modules. The grading and passing systems may be different and consequently, the learning effects must be synchronized. All these require careful consideration and examination of legal issues arising. In addition to the complexity of the matter itself, another challenge is the bureaucracy and differing university hierarchy. In the case of UK partners of KU, the hierarchical structures are multi-layered due to the fact that the business schools are parts of universities. Hence the agreements signed must undergo several legal and formal acceptance steps.

In the case of KU, the organization is much simpler and the acceptance processes do not take so much time. This does not mean

that KU does not care about the quality of the programmes. The proposals are verified and examined by the Legal advisors (legal department). However, the structure is much less hierarchical and there are fewer levels of acceptance. This flexibility makes KU more open and shortens the time needed for negotiations of the agreement.

Therefore the KU usually accepts their Partner's agreements proposals, which shortens the way to the signature.

The programme matching however is usually a difficult task, as the UK programmes have different learning outcomes and programme structures or credits.

*"The best situation occurs when the persons on both sides of the negotiations are of similar hierarchical position within the organization."*

In most cases, these are the International Relations Officers.

## 4. The point of view of a partner – the Lancaster University

Lancaster University Management School (LUMS) is a triple-accredited school. It cooperates with KU on students exchange and on a double degree programme – Master in Management.

Regarding the strategic importance of cooperation with the KU, LUMS strongly values its international network of partner universities. According to the interviewee, *the KU partnership is a key part* of the over 60 business school-to-business school collaborations. The cooperation started in 2014 and was initially based on student

exchange. As the feedback from students who choose to spend a term in Warsaw was very good, the universities established a double degree study programme.

The key advantage of cooperation is the providing opportunities for students to gain international experience. However, the partnership has many other positives such as sharing information and the potential to provide connections for joint research.

The LUMS values hosting the 1+1 and exchange students from Kozminski very highly

as they add vital diversity and different ideas and experiences to the classroom discussions.

In terms of challenges, the time and resources required to establish effective cooperation are mentioned. *“As with any partnership, it takes time and resources to share the most benefit”*.

The impact of Brexit on cooperation is seen in terms of a decrease in students from KU coming to Lancaster on 1+1 and exchange programmes. The impact of Brexit through the loss of the Erasmus programme is exacerbated by the cost of living increases across the EU due to current energy prices.

However, the university considers keeping a strong network of partners across the EU has become even more important post-Brexit. The students coming to LUMS from all over the

world and are often keen to build further EU experience by studying for a term in the EU.

To increase or strengthen the cooperation the universities need funding, which is often a key decision-making factor for students. Turing is offering support for some of the outgoing students but is not guaranteed and is not open for incoming students to access. LUMS provides some partial scholarships for 1+1 students in recognition of this but undoubtedly more funding would enable more students to be involved.

LUMS is also keen to build closer relationships through staff visits and hosting visitors from KU. Technology such as Teams has helped to keep contact in times of the Covid crisis, but the value of face-to-face conversations is becoming increasingly evident.

## 5. Case summary

The non-public universities in Poland are differing from their public counterparts in many aspects. They are usually smaller organizations, more market-oriented, and hence adaptive to external circumstances. They treat their students as customers and their partnering HEIs as business partners.

KU is an example of a non-public university. It is however not a typical non-public university. It is a triple crown business school, which implies not only its attitude towards quality in a wide sense but also its operational fitness.

This is well illustrated in the above case, where the flexibility and responsiveness of the organization are underlined as factors supporting the development of inter-university relations with UK universities after the political change has taken place, which

obviously limited the possibilities of funding and obstructed the freedom of movement of students.

The case also shows how important is the quality of cooperation. In this case, the triple star accreditation is applied as an indicator to determine matching partners. Finding “the alikes” is limiting to some extent the impact of inequality between the Polish and UK partners.

The combination of organizational flexibility and quality are internal success factors in handling the post-Brexit challenges. The case also indicates – on the example of the Lancaster University cooperation – that it pays to take care of long-term, sustainable relationships. They last despite political turmoils and help to reestablish cooperation after any crisis.

# Case study IV

## The Coventry University Wrocław

### 1. General

The Coventry University Wrocław (CUW) is a branch campus of Coventry University (CU), one of the largest universities in the UK with around 40 thousand students and 16 thousand TNE students. The branch campus operates under the UK Ministry of Education license with NCR no.0000809709 under formal approval granted by the Polish Ministry of Education. It was registered on: 29.10.2019 and started its operations in 2020. As of the time of this report, CUW is the first and only branch campus of a UK university in Poland.

The Strategy of CU foresees global engagement. CU has numerous global partners in 22 countries, supported under various forms of collaborative provisions to deliver 248 collaborative TNE programmes leading to a Coventry University award. The collaborative provisions include either Franchise - where the programme is designed, assessed and quality assured by Coventry

University but delivered at and by a partner, Validation – where Validated programmes are developed, delivered and assessed by a partner, but they are awarded and quality assured by Coventry University as well as the Flying Faculty mode - where members of Coventry University staff provide teaching

at a partner and the CU is responsible for the academic standard and quality of the programme. There are also partner universities with branch status, but no branch campus has been established in Europe.

The decision about the establishment of the branch campus in Poland was made before the Brexit referendum in 2016. Hence the legal procedures applied were the same as would be for an EU university.

The CUW is one of CU Campuses, of which the remaining are located in the UK. At the time of report, it offers 7 undergraduate and 2 postgraduate vocational study programmes. The programmes are offered in modules, one module per semester with no examinations – only project work assessment.

The majority of teachers employed are specialists with practical experience and international teachers.

As the CUW has been operating for a short period of time, it is too early to evaluate the effectiveness of their operations. However, some factors that enable and support the TNE activity as well as some problems can be mentioned.

### 2. The Strategies and enablers of TNE cooperation

#### The location – the City of Wrocław and the municipal support

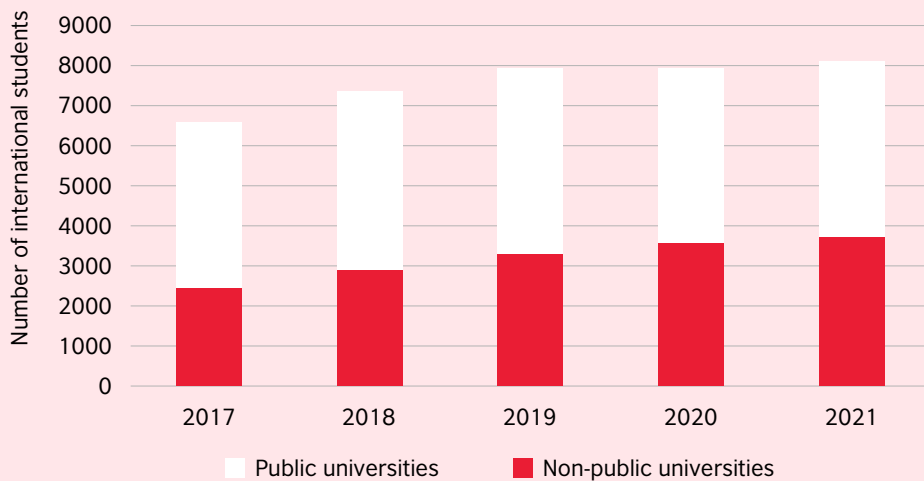
Wrocław was a carefully chosen location. It is a buoyant, European-style metropole with both academic and business institutions

acting as magnets for students. The whole Lower Silesia region, which Wrocław is the capital of, is also known as the most urbanised region in Poland (Wrocław Agglomeration Development Agency, 2021). The geographic proximity and good transport connection

**Figure 8. UK HE TNE Students by provider 2016-17 to 2020-21.**  
 Source: HESA (<https://www.hesa.ac.uk/data-and-analysis/students/where-from/transnational>)



**Figure 9. Number of international students studying in Wrocław at its public and non-public universities.** Source: GUS, SWIF 2017-2021



with Germany help the city in its international business endeavor.

To provide support for investors during the investment process, the City of Wrocław in cooperation with its neighbouring communes established the Wrocław Agglomeration Development Agency (ARAW) - a pioneering project in Poland, local partner to the Polish Investment and Trade Agency (PAIH), which supports both the foreign expansion of Polish business and the inflow of the foreign direct investments (FDI) to Poland. Until 2021, ARAW has supported over 200 FDIs. It brings together business, startups, innovation and R&D centres but also business incubators and various HEIs.

According to the official statistical data from the end of 2020, there were approximately 80,000 registered businesses in Wrocław. The most important International companies include:

- Google - development center (Google Cloud Platform, Google Maps, and Google Assistant).
- IBM - delivery center ( global IT services and solutions).
- Nokia - research and development center (mobile networks and 5G technologies).
- HP Inc. - global delivery center (IT services and solutions in Europe, the Middle East, and Africa).
- Amazon - customer service center (Europewide).
- Volvo - research and development center (software development, connectivity, and autonomous driving technologies).

Wrocław is not only the fourth largest city. It is also the fourth largest academic center in Poland, with around 1 million residents and 28 public and private universities, among which Wrocław University, Wrocław University of Science and Technology, and Wrocław University of Economics and Business are the biggest. The number of students at Wrocław's HEIS was 116 thousand in the academic year 2021/2022 .

Local universities are naturally cooperating with businesses. In Poland students usually start their cooperation with companies already during their studies, whereas part-time employment during the 3rd or later years is almost a rule. The companies are also present on each university campus either through granting training and internship possibilities, through workshops and lectures conducted by business representatives or through cooperative research projects.

Foreign students find the offer of the Wrocław academic hub also very attractive, which can be seen in international student numbers. There were over 8 thousand foreign students in Wrocław in the academic year 2021/2011.

At CUW, more than 50% of students are international. The campus can serve up to 500 students, but at the moment of the report, there are around 100 students enrolled.

The City Council has been very supportive of the CUW since its establishment. The support included advice, including of the CUW in the educational events of the city and the promotion.

### **The CU expertise in TNE management**

The CUW is a branch campus of CU, undergoing the same procedures and



organization as the CU. It can therefore gain on its' mother university's experience and apply its management solutions, participate in its information systems, and use the vast knowledge of educational provision and research facilities.

There are however points and documents that have to be adjusted to the local requirements eg. The student cards or certificates of study.

The representatives of the university stress the need for flexibility and openness in relation to the mother university, but also in the student service area and the cooperation with the state and municipal authorities. Being the only foreign university branch campus, CUW is pioneering many formal solutions in absence of existing regulations and practices.

The CUW currently employs around 30 employees, including academic and administrative staff. The majority of administrative staff are Polish , but in terms of academic staff the CUW employs a truly internationally diversified group of specialists. Both in Poland and abroad, the university employs specialists with profound international and business experience in order to ensure the employability of its students and close connection to the businesses operating in its proximity. The employees in Poland were well prepared the cooperation with their colleagues in the UK. Here the cultural differences were recognized and addressed by a series of training sessions.

### 3. The problems and challenges of a pioneer foreign branch campus in Poland.

Pioneering TNE in a country that has no real experience in this area and whose legal regime does not foresee such a construct is a challenge in itself. This combined with a major change in political relations between the two countries makes the situation even more complex and unambiguous.

#### The legal status of the CUW

*"in Poland, we are formally treated and considered as a branch of a foreign enterprise, i.e. we are treated like all other foreign investors because there is no other legal form. There are no appropriate regulations, so that foreign universities can operate on the same terms as Polish universities in Poland"*

The legal construct is unique, as the CUW is a 100% own campus of a foreign university. The Act on Higher Education from 2018 does not foresee such an institution. There are no standard procedures, but also no precedents of such form. In consequence, to be allowed to offer educational services to students in Poland, the CU had to apply for special permits to the Ministry of Science and Higher Education and the Polish Accreditation Commission. The permits were granted before Brexit, hence they were still based on EU freedoms.

As the respondents at the university encounter, the status of the university is the same as that of any foreign business in Poland. The CUW does not belong to the Polish higher education system. It does not report to the

POLON and is not evidenced in the system of statistical information (RAD- on). It also does not enjoy the university status regarding e.g. the treatment of its students.

This may be advantageous to some extent due to the formal independence from the Polish higher education supervision, administration and reporting. It also enabled the university to adapt many organizational and administrative solutions from the mother university. As already mentioned, the UK universities have vast practice and profound expertise in higher education management.

## 4. Case Summary

The case describes a unique phenomenon in the Polish market and as a pioneer and novel establishment. It is also unique because it was established before Brexit and there will be no followers who would undergo exactly the same procedures. It is much too early to draw conclusions and it should be not forgotten, that the path for other branch campuses of UK universities has therefore not been worn.

On basis of the case, it is apparent that an important success factor in establishing a foreign branch campus in Poland is the choice of location. Important is not only the geographical and economic position of the location but also the attitude of municipal authorities, which can be important in absence of formal and legal solutions

### Problems with student visas and stay for non-Polish students

The interviews have encountered problems with obtaining student visas and with the legal status of international students admitted to study at CUW. The preliminary result of this results in problems with student recruitment and the arrival of international students to Poland. Polish embassies cannot grant visa permits to students that are not matriculated at Polish university and the CUW is not listed in any register of Polish HEIs and cannot, therefore, be regarded as Polish HEI. This issue needs to be regulated, or otherwise, it will cost the CUW its image.

regarding foreign branch campuses of non-UK providers in Poland.

The cooperation with the UK university appears natural in the case of a branch campus and it brings about several important benefits in terms of knowledge and organization transfer. There are however cultural or other country-specific issues (e.g. the attitude towards payment for education or the level of affluence of the local society), which should be considered and addressed. In this case, the fee level remained differentiated and lower for the UE residents, which makes the fees of the CUW more competitive.

Further outcomes of this pioneering venture remain to be examined later, as the CUW reaches its full capacity.

# The summary of the results

**The case studies indicate the following determinants of successful cooperation:**

## **Network cooperation – the power of networks**

For example, UJ is a large university with profound history, leading on the national scene both in terms of education and research – we could see that in the case of HEIs that are actively participating in university networks, the relations are maintained, despite obvious difficulties caused by several political decisions that can be summarized as Brexit. The case of JU and the Coimbra Group clearly shows that well-established networks continue to work under changed political circumstances and they also are the source of solutions and inspiration for institutional actions. Here, as an example, we can point to the reports of the Coimbra Universities Group. By being part of a network and participating in its activities, the universities can develop good cooperation on an institutional level. They also have the power to influence political decisions and public opinion.

## **The historical sentiments – backed by funds**

The case of PUMS shows an atypical path of collaboration between Polish and UK universities. Historical sentiments raised by the successful cooperation in the time of war resulted in an establishment of material value, which in turn supported the cooperation for many years after. Despite the lack of data regarding the financial performance of the fund, we can clearly see the power of alumni. The international alumni can be excellent ambassadors of HEI cooperation.

## **In the neo-liberal spirit – flexibility and common sense above all**

The non-public HEIs, as opposed to their public counterparts, have no choice but to adopt the market-driven approach to educational activity. In Poland, non-public HEIs are smaller organizations with relatively narrow disciplinary scopes. This in turn, not only makes them more flexible in cooperation but also more responsive to market changes.

They therefore can adapt to the conditions dictated by the UK universities relatively quickly. In addition, the acceptance of fee payment and the fact that their students already pay for their education makes them closer to their UK counterparts.

Therefore they may be valuable partners for the JDM degree development. One should remember, however, that the analyzed case of Kozminsky University is not really representative of the majority of Polish non-public HEIs. They are often struggling with the problems of quality, lack of teaching staff, and financial problems, which make them rather local than global players.

## **Foreign campuses – the new dimension of UK TNE in Europe**

Foreign campuses are clearly a field of expertise in the UK. A large part of TNE students are studying at foreign branch campuses of various UK universities. Coventry University is among the leaders in this regard. This can be seen in the example of CUW.

The establishment of a branch campus in Poland in the case of CUW was based on the EU legal guidelines. Now, that the UK is no longer a member of the EU, the legal position

of UK universities applying for the license to offer higher education in Poland will have to face a different reality.

The prestige of UK higher education and its quality are clearly factors that open the door and safeguard the positive attitude of the authorities. In terms of cooperation with business, the quality and expertise in education management are of value everywhere. There are however many HEIs in Poland and they offer free education to

domestic students. They also offer relatively cost-effective options to foreign students wishing to obtain a European diploma. Foreign students are an increasingly important source of financing for both public and non-public HEIs in Poland.

Therefore – as time passes – fear of competition can grow

How effective will the branch campus in Poland be is not clear yet

# The Final Conclusions

**The most obvious and successful vehicle to develop the intra-university cooperation in the UE (of which the UK was a member until 2020) during the last 35 years were the European mobility funds (LLP, Erasmus and Erasmus+).**

Their absence in relation to the UK Universities after Brexit, as to the respondents at Polish universities, will make a cooperation with them difficult. The Turing Scheme does not fully substitute for Erasmus+, not only because it only funds outward mobility for UK students and provides no funding for reciprocity (inward mobility), but also because its main focus on student mobility limits staff mobility only to cases where it is needed to facilitate the special needs of a student.

The possibility granted to Polish universities to use some of the funds under KA107 for UK mobility, although not used by the JU in this study, does state a chance to maintain the existing relationships. However, the respondents state that an additional fund from NAWA would be a much better solution.

The cooperation can be a result of historic interrelations and sentiments. But sentiments alone are not sufficient to establish long-term cooperation without financial support. The Polish School of Medicine Memorial Fund established by former employees, graduates, students, and friends associated with the Polish Faculty of Medicine at the University of Edinburgh can be an example of a very effective trigger to cooperation. Such funds need to be established and managed. Both issues are a matter of strong emotional ties with alumni and the engagement of dedicated university employees.

While changing and challenging the cooperation between the Polish and

UK universities in terms of international education, Brexit triggers the development of new dimensions in TNE in Poland. The foreign university campus can serve as a good example of innovativeness in Polish higher education. It brings about some positive effects like management techniques and experience, but at the same time challenges the local universities and creates a link to non-EU education. which can be seen in the case of Coventry University Wroclaw.

Answering the research questions:

## **1. What are the determinants of successful cooperation between the Polish and UK universities?**

On basis of the conducted interviews it becomes apparent, that one of the strongest determinants of successful cooperation, are the personal links between universities and engagement of dedicated staff or alumni. These links are created by previous positive experiences of mobility and support. There seems to be no doubt about the importance of interpersonal links in all interviews.

Networking is apparently also an important issue for cooperation with UK universities. The power of networks, either represented by the UNA Europa engagement of JU or by belonging the triple- crown exclusive club by the KU, strongly influences the cooperation, albeit in different ways. On the one hand, it helps to safeguard the quality of cooperation by choosing suitable partners. On the other - as can be seen in the case of JU - the close cooperation established with the University of Edinburgh via UnaEuropa holds despite the Brexit. It remains to be seen how long.

Holding up to a network gives the universities support and stability in times of uncertainty. Sharing knowledge and experiences, the partners are better informed and can react accordingly by adjusting their organization or adapt new solutions.

Belonging to networks gives the universities stronger negotiating position against the politics and allows them to influence the introduction of favorable solutions for the whole higher education system.

## **2. What are the obstacles and problems faced by the Polish and UK partners in establishing and continuing of the cooperation**

International cooperation is based primarily on the stability of law and formal regulations. In higher education it starts with short-term mobilities, through various joint study programme initiatives and network building up to common international university framework, like in case of Una Europa (JU Case study). All these modes of cooperation are based on pillars of legal documents. Any legal instability has its negative consequences. Some of them reaching far beyond their initial scope. In case of political changes resulting in Brexit, which were accompanied by another highly unfortunate coincidence of COVID Pandemic, and later on – the War in Ukraine, all changes piled up and overlapped to form a truly Gordian knot.

Most of the problems that can be seen now are mostly of bureaucratic nature and require more administrative work by the partners of cooperation, like signing of new bilateral agreements or increasing the incoming/outgoing student support. But there may appear some new, now hidden and

unexpected, consequences. This uncertainty can be felt in all of the analyses cases on both sides.

Lack of funding is often mentioned as a problem with Turing Scheme not replacing the previously existing Erasmus+ mobility funds. Funding allows for the mobility of students, but foremost staff, who are the key to maintaining interpersonal links and fostering the cooperation.

The imbalance of the partners manifesting not only in the economic dimension (e.g. fee vs. non-fee based education), but also in the quality of management and international experience of UK universities, creates unfavorable conditions for effective cooperation. Again, this has its roots in financial and legal regulations surrounding higher education. Whereas participation in EU programs contributed to the equalizing of the imbalance and to creating of an atmosphere of mutuality, the withdrawal from the EU projects pushes the UK universities away from the European cooperators and underlines its “splendid isolation”. This should be carefully further analysed in country specific context, just like it was made by (Seidenschnur et al., 2020).

Albeit none of the interviewees admitted intercultural problems, a clearly different attitude towards cooperation peeks out in the study between the actors. From lack of interest in sharing

information demonstrated by eg. The University of Edinburgh, through reserve towards UK partners perceptible in the statements of public university respondents up to the declaration of flexible acceptance of the solutions proposed by them expressed by the KU representative and the enthusiastic and zealous openness towards further

cooperation, felt in the correspondence from Lancaster University. Apparently, whether expressly admitted or not, there are cultural differences between the partner HEIs in Poland and UK. Best proof is the organization of intercultural training mentioned by the CUW representatives in course of branch campus establishment.

### **3. What actions or regulations of authorities would positively influence the development of further cooperation?**

Cooperations blossom with political stability and openness. As could be seen in the case of KU and JU, the establishment of joint and double-degree study programmes is a time-consuming and complicated procedure. It will not be undertaken under changing regulatory regimes because of uncertainty and recent political changes compounded by the global COVID Pandemic, severely undermined the stability of legal and regulatory systems. It is assumed however, that once the situation after Brexit stabilizes, it will also become clear what conditions there are or should be given to developing the cooperation in TNE. Support and understanding for the specific of TNE cooperation should therefore be expected from the authorities on both sides including Ministries of Education, accrediting bodies, embassies and immigration offices.

The unequal position of UK HEIs and their Polish counterparts makes the cooperation more challenging, but at the same time it opens gates to further development. The Polish HEIs can learn from UK HEIs experience and benefit from their expertise in establishing the JDM degree programs and the UK universities can strengthen and enhance their collaborative position in Europe.

The same applies in the case of foreign branch campuses that might be established in Poland by the UK universities, however, the level of financial risk connected with such activity is even higher. Therefore, for the UK universities to establish their branch campuses in Poland important will be the regulation such activity by the Polish Ministry of Education and the Polish Accreditation Committee. The international branch campuses are not sufficiently regulated, which means that their development would depend on political decisions and is therefore burdened with uncertainty.

Funding is always welcome. The presented cases underline the importance of personal engagement in creating sustainable relations between universities. Personal engagement here, is strongly bound with academic mobility. One of the Turing Scheme most strongly criticized shortcomings is its limitation of staff mobility. Hence, it would be highly advisable to support the staff mobility between the Polish and UK universities as this helps not only to establish and maintain connections, but also opens gates for creative cooperation, which is needed in absence of regulatory certainty. The respondents suggested special funds e.g. joint and double degree cooperation or cultural proximity within a wider framework.

# Bibliography

- Antonowicz, D. (2020). *Umiędzynarodowienie Szkolnictwa Wyższego i Nauki w Polsce (1989–2019)*. 0(March).
- Bugaj, J., Szarucki, M., & Rybkowski, R. (2021). *Wzmocnienie międzynarodowej współpracy akademickiej polskich instytucji szkolnictwa wyższego i budowa strategicznych relacji z zagranicznymi partnerami. Współpraca akademicka pomiędzy Polską a Wielką Brytanią.*
- Czech, F. (2019). *Dobre Praktyki Współpracy Szkół Wyższych i Organizacji Pozarządowych w Wielkiej Brytanii. Współpraca Uczelni Wyższych i Organizacji Pozarządowych Jako Animatorów Społeczeństwa Obywatelskiego z Wykorzystaniem Potencjału Dziedzictwa Kulturowego.* <https://doi.org/10.12797/9788381381529.15>
- European Commission. (2020). *EU-UK Trade and Cooperation Agreement: A New Relationship with Big Changes Overview of the Consequences and Benefits*. January, 1–6. [https://ec.europa.eu/info/sites/default/files/brexit\\_files/info\\_site/6\\_pager\\_final.pdf](https://ec.europa.eu/info/sites/default/files/brexit_files/info_site/6_pager_final.pdf)
- Kleibert, J. M. (2020). *Brexit geographies of transnational education: uncertainty, 'global Britain' and European (re-)integration. Territory, Politics, Governance.* <https://doi.org/10.1080/21622671.2020.1837222>
- Knight, J. (2016). *Transnational Education Remodeled: Toward a Common TNE Framework and Definitions.* *Journal of Studies in International Education*, 20(1), 34–47. <https://doi.org/10.1177/1028315315602927>
- Kushnir, I., & Brooks, R. (2022a). *UK membership(s) in the European Higher Education Area post-2020: A 'Europeanisation' agenda.* *European Educational Research Journal*, 11(23). <https://doi.org/10.1177/14749041221083073>
- Kushnir, I., & Brooks, R. (2022b). *UK membership(s) in the European Higher Education Area post-2020: A 'Europeanisation' agenda.* *European Educational Research Journal.* <https://doi.org/10.1177/14749041221083073>
- Seidenschnur, T., Veiga, A., Jungblut, J., & Magalhães, A. (2020). *Hopes, beliefs, and concerns: narratives in German and Portuguese universities regarding Brexit.* *Higher Education*, 79(5), 867–884. <https://doi.org/10.1007/s10734-019-00443-y>
- The Jagiellonian University 2030 strategy*, (2020).
- UK Government. (2021). *The Turing Scheme Programme Guide 2023–2024* (Issue November, pp. 1–59).
- Wrocław Agglomeration Development Agency. (2021). *Knowledge people & innovation.*
- Żukrowska, K. (2019). *Brexit – analiza wielopłaszczyznowa możliwych skutków.* *Krakowskie Studia Międzynarodowe*, 1. <https://doi.org/10.34697/2451-0610-ksm-2019-1-001>



# List of Tables and Figures

Figure/ Table	Title	Page
Figure 1	Students numbers in Poland and UK	9
Figure 2	Domestic and international students in Poland and the UK	11
Figure 3	The number of non-linguistic English Medium Instruction (EMI) study programmes at Polish HEIs	11
Figure 4	Total revenue of education-related exports and transnational education (TNE) activity of UK HEIs in the period of 2010-2020 (in GBP billions)	14
Figure 5	The number of Polish students studying in the UK versus UK students studying in Poland	15
Figure 6	The number of UK students who matriculated at Polish medical universities among the total number of UK students at Polish HEIs in 2011-2021	15
Figure 7	Transnational education concept within the framework of HEI internationalization	17
Figure 8	UK HE TNE Students by provider 2016-17 to 2020-21	39
Figure 9	Number of international students studying in Wrocław at its public and non- public universities	39
Table 1	The case studies	8
Table 2	Foreign students in the UK by domicile	12
Table 3	Foreign students in Poland by domicile	12
Table 4	The JU position in international university rankings among Polish HEIs	19
Table 5	UJ bilateral agreements with the UK Universities	22
Table 6	JDM degree programs offered with the UK Universities	24
Table 7	ALK double degree programmes:	33

# Appendix 1.

## The preliminary interview questionnaire

### Questions asked to Polish HEIs

#### Impact of Brexit

1. How would you classify the cooperation with UK universities?
2. What determines good cooperation with UK universities?
3. Has Brexit influenced the development and shape of cooperation?
4. How?

#### Need for institutional support

1. What kind of institutional support would be beneficial/indicated for creating new partnerships or development of existing cooperation with UK universities.

#### Cultural issues in cooperation Is language knowledge a real barrier to cooperation?

1. Do cultural differences affect cooperation? (what differences and how do they affect?)
2. Can you point to a specific example of cultural problems in cooperation with a partner from the UK and how they were dealt with?

#### Questions asked to the UK partners of Polish HEIs

1. How strategically important is the cooperation from the UK partner's perspective? (what are the gains? are the costs adequate?)
2. What are the pros and the cons of such cooperation?
3. To what extent was the cooperation influenced by Brexit?
4. What would be needed (welcome) to increase or strengthen the cooperation?

## Appendix 2.

# The Jagiellonian University network cooperation

Network	Description
<b>EUA</b>	<p>The European University Association (EUA) represents more than 850 universities and national rectors' conferences in 49 European countries. EUA plays a crucial role in the Bologna Process and in influencing EU policies on higher education, research and innovation. Through continuous interaction with a range of other European and international organisations, EUA ensures that the independent voice of European universities is heard.</p> <p>EUA provides unrivalled opportunities for members to share best practices by participating in projects, events and other mutual-learning activities involving a wide range of universities. The Association also provides members with unique opportunities to shape European policies and initiatives affecting higher education and research.</p>
<b>Coimbra Group</b>	<p>Founded in 1985 and formally constituted in 1987, the Coimbra Group is an association of long-established European multidisciplinary universities of high international standard. The Coimbra Group is committed to creating special academic and cultural ties in order to promote, for the benefit of its members' internationalisation, academic collaboration, excellence in learning and research, and service to society. It is also the purpose of the Group to influence European educational policy and to develop best practice through mutual exchange of experience.</p>
<b>UNA EUROPA</b>	<p>Collegium Novum at Jagiellonian University belongs to the association of 11 leading European research universities (Freie Universität Berlin, Università di Bologna, University College Dublin, University of Edinburgh, Helsingfors universitet, Universiteit Leiden, KU Leuven, Universidad Complutense de Madrid, Université Paris 1 Panthéon-Sorbonne, and Universität Zürich) – Una Europa. The associated universities aim to create a University of the Future based on European inter-university environment,</p> <p>Five Focus Areas of cooperation have been selected, including:</p> <ul style="list-style-type: none"> <li>– Cultural Heritage</li> <li>– Data science and AI</li> <li>– Europe and the World</li> <li>– One Health</li> <li>– Sustainability</li> </ul>
<b>EUNIS</b>	<p>EUNIS is the European University Information Systems organization, formed in 1993 and registered as a non-profit organisation in Paris, France.</p> <p>EUNIS brings together the representatives of the management, development and the policy for Information Technology in Higher Education in Europe to contribute to the development of high quality information systems. The aims of EUNIS are to encourage exchange, cooperation and debates between those responsible for information systems in higher education or research institutes/organisations within Europe and to establish relationships with supervisory organizations in charge of information systems in higher education and in research institutes in each country and at European level.</p>

**Baltic University Programme**

The Baltic University Programme (BUP) is one of the largest university cooperation's in the world, with about 90 participating universities in the Baltic Sea Region, cooperating for education and research in Sustainable Development and Democracy.

The main aim is to enhance strong regional educational and research communities, to foster greater awareness on sustainable development, environmental protection, and democracy in the Baltic Sea Region.

The BUP develops and offers university courses, conferences, supports multi- and interdisciplinary research co-operations, and participates in transdisciplinary projects in cooperation with authorities, municipalities and others.

**EUROPAEUM**

The network offers multi-disciplinary, multi-university, and multi-locational two-year policy and leadership course, focusing on contemporary European policy, for the most talented doctoral candidates from within the Europaeum network Entry is via open competition for 30+ places every other year. It is the flagship programme of the Europaeum.

**AUCSO**

The Association of University Chief Security Officers, is the association for Security Professionals working in Tertiary Education across the globe.

AUCSO emerged from an informal grouping of Universities in the South of England and became a formal Association within the Higher Education Sector in UK in 1984. From 2009 it is merged with the 'European Association of Campus Security'.

The Association provides a forum to exchange knowledge, information and best practice relating to security management within the sector.

AUCSO consults and liaises with government agencies and regulatory bodies on relevant topics and provides training for its members.

**THE GUILD**

Founded in 2016, The Guild comprises twenty-one of Europe's most distinguished research-intensive universities in sixteen countries, and is dedicated to enhancing the voice of academic institutions, their researchers and their students. The Guild is committed to the pursuit of excellence, the importance of truth-seeking and trust-building as the foundation of public life, and the creation of new knowledge for the benefit of society, culture, and economic growth.

**UTRECHT NETWORK**

The Utrecht Network has 30 members in 24 countries. It aims at providing stable grounds for international cooperation and strengthen the international profile of its member universities by providing fora for cooperation in internationalization, practice sharing and common initiatives, as well as mobility schemes and other initiatives in other continents.



With collaboration from:

Fundacja Edukacyjna “Perspektywy”  
00-511 Warszawa, ul. Nowogrodzka 31



© British Council 2023

The British Council is the United Kingdom’s international organisation for cultural relations and educational opportunities.