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In the parallel session of **Quality assurance in Sino-Finnish joint / double Bachelor's and Master's degree provisions at the University level**, we have had lively discussions of our expectations, experiences and practices of quality assurance from perspectives of students, university administrators and teacher staff members. For expectations of a high-quality provision, there was a little debate to find a balance between the number of graduates (quantity) and transformative outcome of quality teaching and learning for students (quality). Despite this, most of us agree the added-value of reciprocity and learning from each other highlights Sino-Finnish joint / double degree provisions, not only between peer students but also between teachers and students. However, this global learning process can be constrained by the limited time of a degree programme.

Due to the continuation of global pandemic, almost all the Sino-Finnish joint / double Bachelor's and Master's degree programmes have been implemented online for almost three years. More challenges of miscommunication caused by fewer face-to-face interactions have been much more salient than before, negatively affecting the process of, for instance, programme planning, negotiation, teaching, and learning. Some good practices were also mentioned by our discussants, such as documenting earlier experiences for continuous development, clarifying work duties and responsibilities, developing quality culture, flexibility for teaching staff, gathering feedback from students wisely. Wishes for support revolves around technical support for a better accessibility of online platforms, more flexibility of university policies for external teachers and students, and a set of consistent principles and guidelines for all parties involved in a Sino-Finnish joint / double Bachelor's and Master's degree programme.

Facing the reality that most Quality Assurance guidelines for Finnish higher education institutions are EU-based; practitioners of Sino-Finnish degree provisions need additional support when those guidelines cannot be fully applied in their work. More research work and related events are therefore needed for the Sino-Finnish case, which will certainly benefit our administrators, teaching staff members, and prospective students from both Finland and China.

