Conference or Workshop Item

Title: Crossing the borders and bridging the gaps: strategies for dealing with 'Education with Others' from a multidisciplinary perspective

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http://nectar.northampton.ac.uk/7990/
Crossing the borders and bridging the gaps: strategies for dealing with ‘Education with Others’ from a multidisciplinary perspective

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Session contents

• Strategic overview
  – Internationalisation at UN
• Library and Learning Services (LLS)
• Research overview
• Main challenges for LLS
• Key developments since the research
Strategic overview

There are many possible combinations involving learning and teaching, research supervision, assessment, learner support, facilities and sites for learning or assessment delivered by the degree-awarding body and/or various delivery organisation(s) or support provider(s)

(QAA, 2013, p.4)
Strategic overview

• Internationalisation at Northampton
  – On-campus with a culturally relevant curriculum/placements
  – Validation service
  – Support provider
  – Joint delivery
  – Franchise

Internationalisation tends to be framed as having a ‘carefully prepared international plan... this study suggests a much less rational approach to franchising’.

(Healey, 2013, p196)
Research project

- LLS strategic team – research
- Survey questionnaire
- Students based overseas
- Awareness and engagement with resources and services
- 3 key areas of support: Academic Practice Tutors, Academic Librarians, Learning Technologists
- Business programmes
Research project - responses

95 responses (39 incomplete) - Middle East (53), China (17), Vietnam (11), Hong Kong (7), New Zealand (4), Ghana (2)

MBA / MBA Plus
International Accounting
International Accounting top-up
Business and Management
Business and Management top-up
Research project - responses

- 66% received an LLS induction
  - Contents of induction varied
  - Focused primarily on the VLE, NELSON, Reading lists and Turnitin
- 75% using university e-books
- 70% using university e-journals
- A third of students not aware of services
- 15% made use of CfAP
- Consistency and awareness key issues identified
Main challenges

Models of delivery, and the range of other organisations involved in delivering and supporting learning opportunities, are likely to continue to expand and to present new challenges (QAA, 2013, p.5)

• Terminology
  – Overseas is a situated term
  – ‘Education with Others’ (EWOs)
  – Different types of collaborative arrangements
Main challenges

- Speed of developments
  - Keeping up with new EWOs and types of EWOs
  - Staffing – attending approval events, meetings ...
  - Establishing roles and responsibilities

Leemclaughlin, 1973 (Wikimedia Commons)
Main challenges

• Library resources and licences
  – Virtual Learning Environment and library databases
  – JISC decision tool
  – HEFCE Registering body (enrolled vs registered)
  – Contacting database providers
  – Different definitions and rules
  – IT and different categories of learner
Main challenges

• Expectations of EWOs
  – Supplementary access to resources and services in the case of franchise
    Greggs and buns!
  – Supported/Joint delivery full access?
  – Staff access?
  – Who does what? Responsibilities
  – Time/costs/staffing levels
Main challenges

• Ensuring the student experience
  – Consistency of messages
  – Clarity of roles and responsibilities

• Understanding the implications/setting up
  – Endless meetings and emails

• Staff time
  – Setting up / ongoing support
  – Impact on other commitments
  – Cost implications
Developments since the research

• Endless meetings!
• Blind leading the blind!
• Strategic guidance – LLS position paper
• Staff and student guides
• Links to EWO licensed resources
• VLE sites for staff training and materials. Tailored information on student facing module sites
• Input into the ‘Memorandum of Co-operation’ and other quality documentation
Summary: Strategies for libraries and learner support services

- Understand your institution’s strategy with regards to collaborative arrangements
- Be clear about what language is being used in your institution to describe partners. Stick to it in all communication
- Collaborate with people involved in setting up EWOs
- Input into the process as early as possible. Feed in any resource implications (staff, licences etc.) to ‘quality’ teams
- Check the Memorandum of Cooperation and other quality documentation
Summary: Strategies for libraries and learner support services

• Engage with lecturers who are promoting services and resources to EWOs
• Approval stage – talk to colleagues attending meetings, input to early agreements, if relevant
• Reinforce consistent messages about contractual arrangements e.g. responsibilities of franchises and boundaries of support
• Don’t make promises without understanding full implications
• Communicate within your own teams
• Consider any future implications/growth
References


Thank you for listening