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# 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



SPRING 2014







# 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

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*Thank you  
for listening*

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