

# Good Shepherd or a Sheep Dog? – Do's and Don'ts in Transnational Education

Faculty of Health, Education and Life Sciences



**BIRMINGHAM CITY**  
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## BACKGROUND...

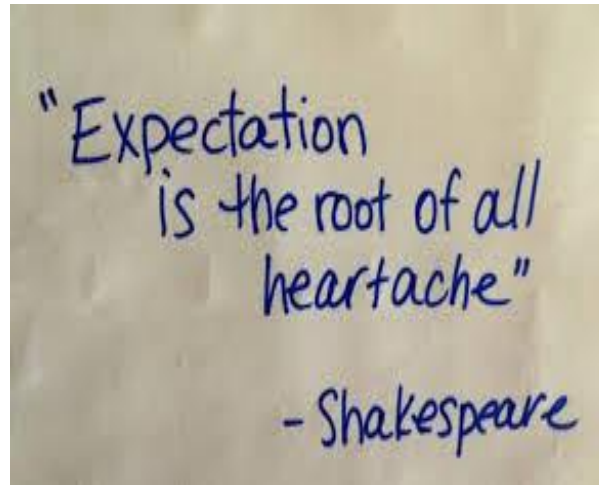
- Strategical Drive since 2012 towards 'Globalising HE'
- University wide STEM agenda.
- Development of Strategic Partner Institution with an aim to roll out various validated TNE provisions.
- One of the first and ongoing international collaborative provisions based in Sri Lanka, Colombo rolling out a validated provision in Level 6 Top-up Degree in Biomedical Engineering since 2014.



# Preliminary Expectations: Partner(s) Vs HEI (UK) – Validated Provisions

## Partner Institution

- Competitive Tuition Fees
- Home students achieving foreign degree at the home country
- Meet the requirements of the local labour market
- Gain professional recognition and reputation
- Cycle continues...



## UK Institution

- Globalise HE
- Widening Participation
- Competitive Student Fees based on numbers
- Stream of income generation via numerous enterprising activities
- **Nevertheless, not at the expense of Quality Assurance / its 'Reputation'**

# Elephant(s) in the room...

- Professional Jargon and language across the borders?
- Quality assurance – What is in it for partners?
- Quality not being met – Impact on HEI?
- Challenges in getting the elephant(s) out of the room?
- If Yes or No – What impact does it have?

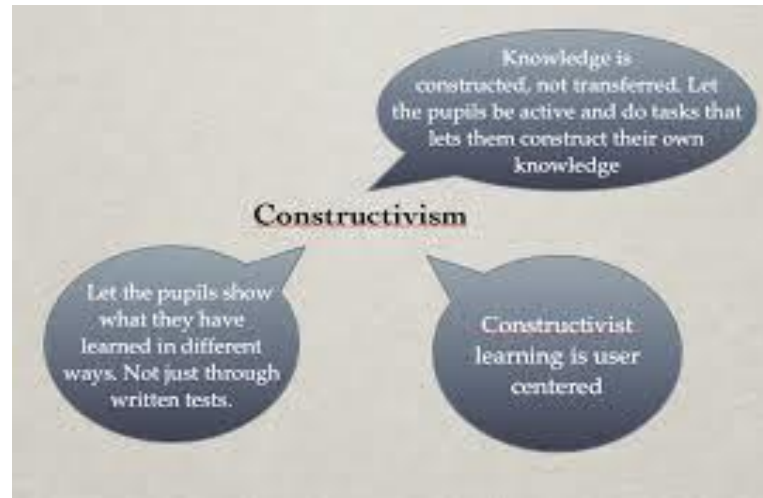




Good Shepherd or a Sheep dog???



# Elephant(s) out of the room – Good Shepherd /Constructive mentoring Approach



- Engaging with academic staff based at Partner Institution
- Creating a right environment for engagement
- Empowering the staff to undertake appropriate course of action and fulfil their role as a academic
- Working towards Quality assurance / enhancement

# Engaging with Partners....



# Conducive learning environment - Is it the policy or the pedagogy???





# Empowering **Academic** Staff...



- The above two approaches will feed into this and then we do not have to strive to achieve this.
- These have a positive impact on the Quality Assurance / Enhancement aspects of a TNE provision, the partner institution and hence on the HEI.

# Measurable Outcomes of the Approach...

- Strengthen the relationship
- Achieve the essential quality objectives – Internally and externally
- Increased **staff** satisfaction
- Increased **student** satisfaction and success / employability
- Increase in student recruitment, attainment and retention figures
- Research based learning and teaching practice – Potential to influence other local institutions...
- Influence on practice within the HEI,UK.

# Food for thought...



So what do you think about this approach that has not been taken – is it worth taking that risk???



Thank  
you



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