UNIVERSITY OF LONDON

INTERNATIONAL PROGRAMMES

Online and flexible education within university partnerships

EADTU EU Summit
Brussels October 2013

Tim Gore OBE

Worldwide Access | Opportunity | International Reputation

Our history

Victoria by the Grace o

1836 1858 1865 1873 1885 1899 1929 1942 1963 1983 1987 1992 2007 2008 2010

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A federation of 19 Colleges and a number of specialist research Institutes

UNIVERSITY OF LONDON

UNIVERSITY OF LONDON
INTERNATIONAL ACADEMY

\+ in collaboration with 12 Lead Colleges

SOAS
University of London

Birkbeck
UNIVERSITY OF LONDON

KING'S College LONDON

RVC Royal Veterinary College
University of London

Royal Holloway
University of London

IOE LONDON
Leading education and social research
Institute of Education
University of London

Goldsmiths
UNIVERSITY OF LONDON

UCL

Heythrop College
The Specialist Philosophy and Theology College
of the University of London

LSE
THE LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE

Queen Mary
University of London

LONDON SCHOOL of HYGIENE &TROPICAL MEDICINE

Product of the collaboration

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How the collaboration works

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We have students in 180 countries

The map below shows the global reach of our student population by country and number.

Key:
- 1–9 registered students
- 10–49 registered students
- 50–99 registered students
- 100–499 registered students
- 500–999 registered students
- 1,000+ registered students
- No students registered
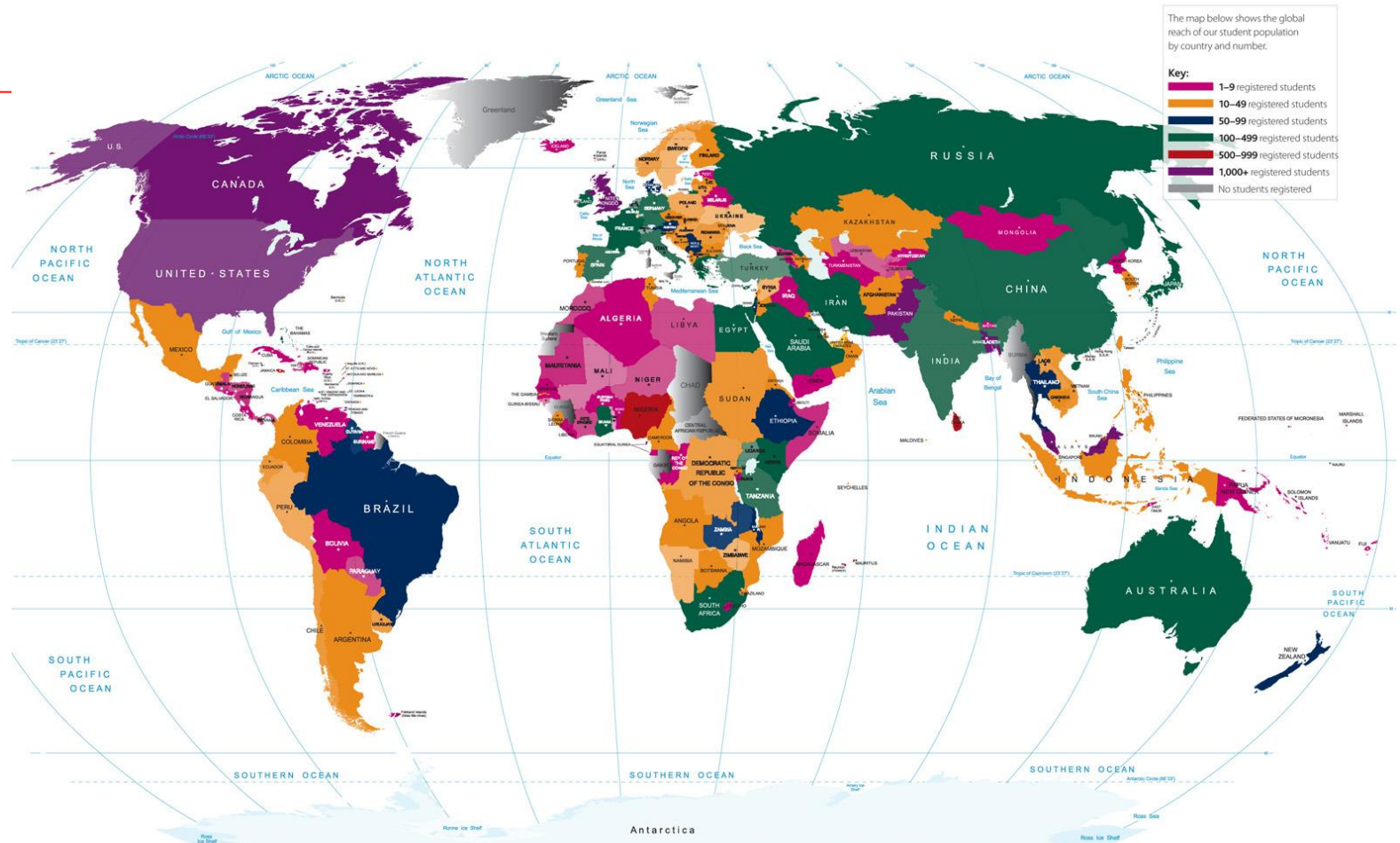
the total number of students has increased by over 50% this decade

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Our students and alumni : some traditional; some mobile some on a second chance….
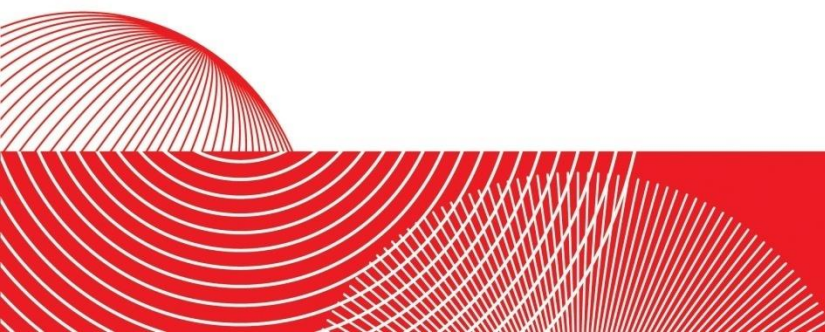
And two modes of study
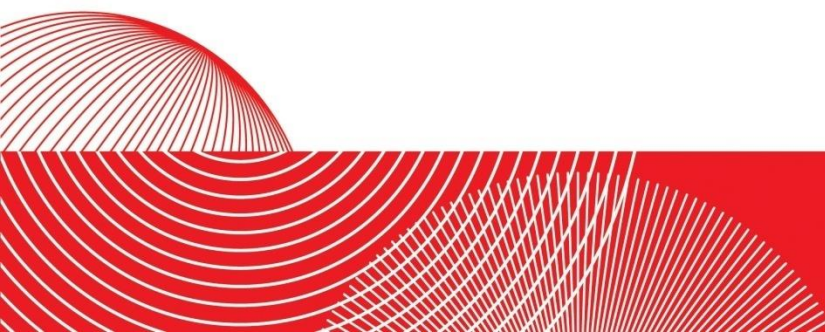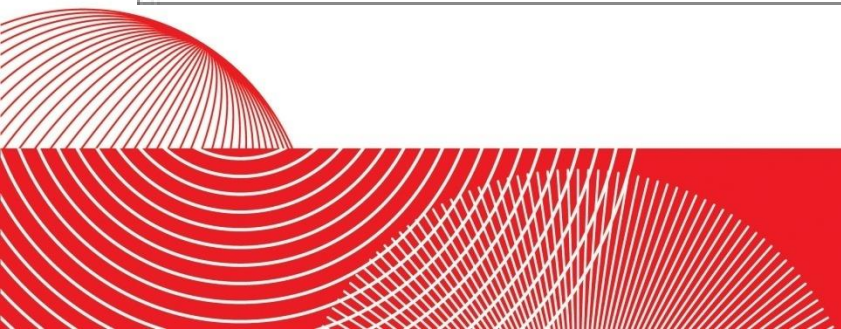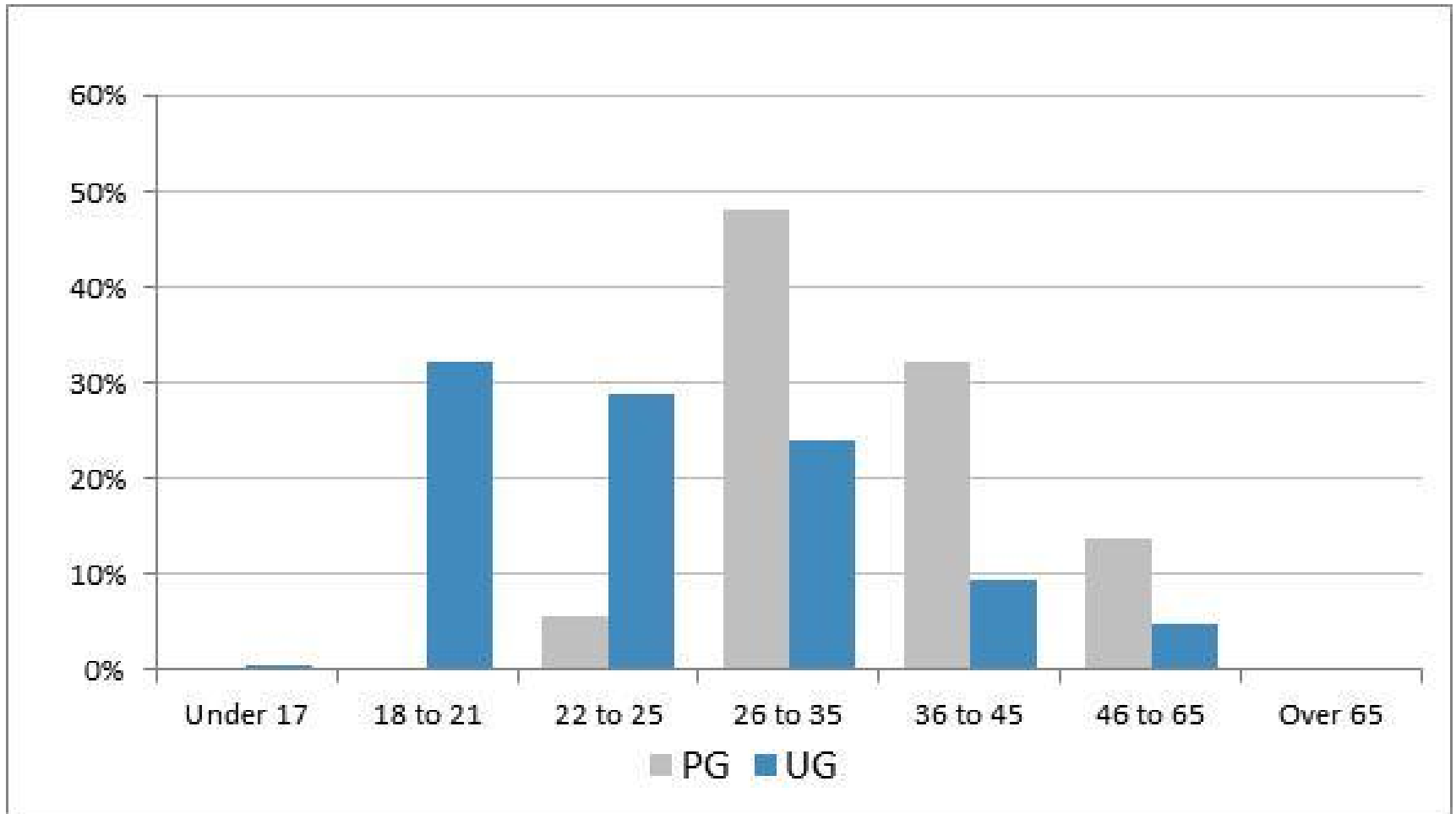
Pressures for change
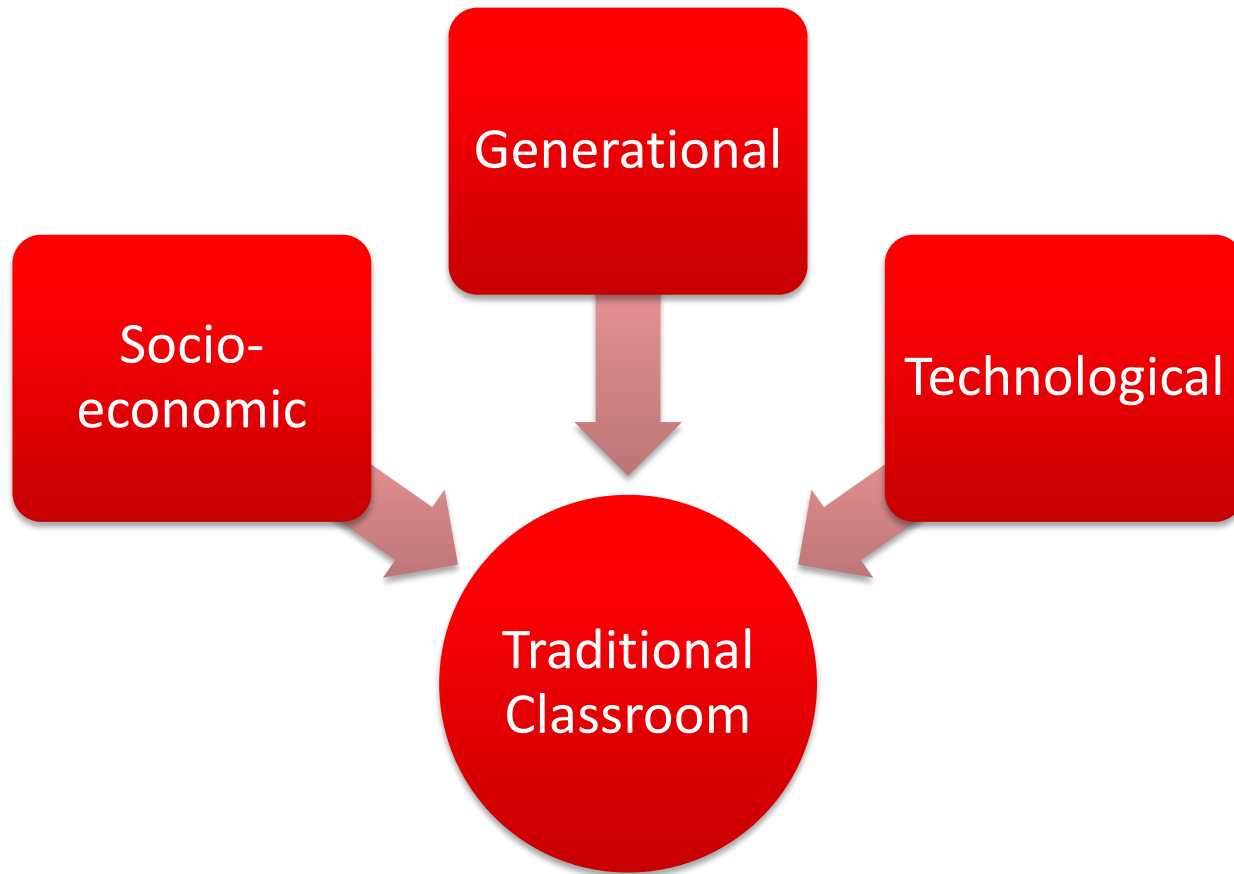
"HE providers are having to address fresh challenges to meet the needs of increasingly diverse learners as they seek to position themselves in a changing educational landscape that is increasingly student driven
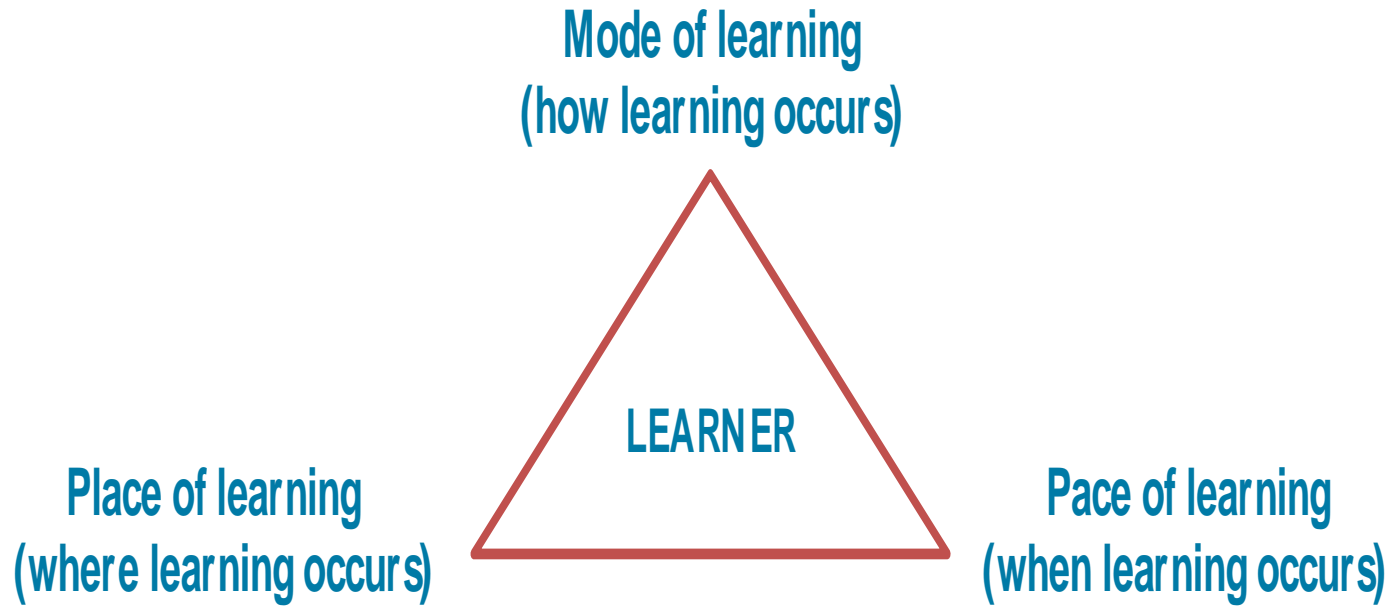
and market led".

"the traditional division between full-time and part-time learning is increasingly becoming less distinct as learners are looking for more flexible ways that allow individuals to choose ways of structuring their study around their work and family

commitments".

Flexible pedagogies: part-time learners and learning in higher education

Michael McLinden, University of Birmingham

September 2013

Figure 1: Model to illustrate flexible learning through the dimensions of pace, place and the mode

Mode of learning
(how learning occurs)

LEARNER

Place of learning
(where learning occurs)

Pace of learning
(when learning occurs)

Flexible pedagogies: part-time learners and learning in higher education
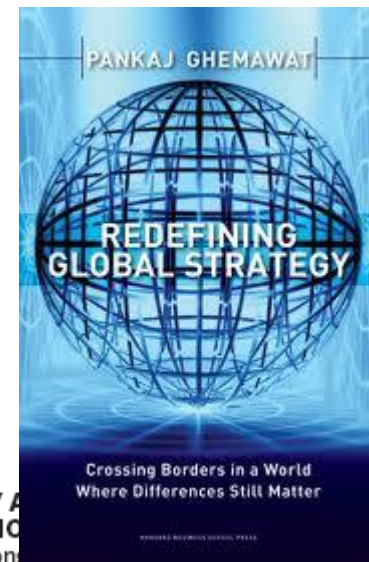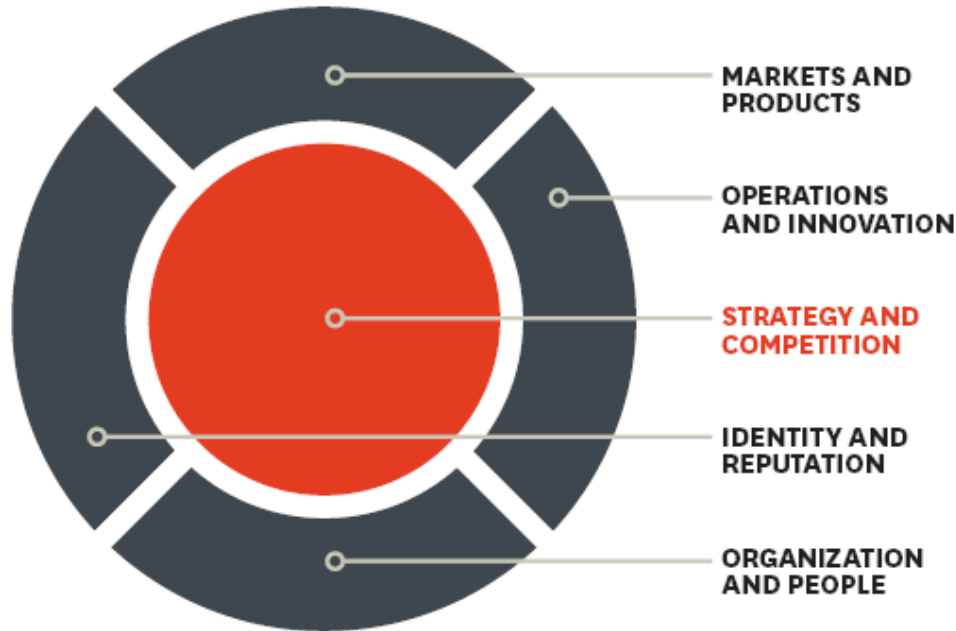
Michael McLinden, University of Birmingham

September 2013

Local and Global??

MARKETS AND PRODUCTS

OPERATIONS AND INNOVATION

STRATEGY AND COMPETITION

IDENTITY AND REPUTATION

ORGANIZATION AND PEOPLE

STRATEGY AND COMPETITION	MARKETS AND PRODUCTS	OPERATIONS AND INNOVATION	ORGANIZATION AND PEOPLE	IDENTITY AND REPUTATION
Adapt to local differences	Focus on underserved segments everywhere	Rethink the scope of offshoring	Re-create country manager functions	Build a strong corporate identity
Invest more selectively	Recognize price pressures	Simplify supply chains	Relocate key functions	Emphasize corporate citizenship
Watch for emerging-market competition	Cultivate requisite variety	Import process innovations from emerging economies	Develop a globally representative talent pool	Restore the reputation of business in general
		Move R&D to where the researchers and the market growth are	Exploit communication technologies	

Ghemawat HBR 2010

PANKAJ GHEMAWAT

REDEFINING GLOBAL STRATEGY

Crossing Borders in a World Where Differences Still Matter

Global Network University

New York | Abu Dhabi

"New York is the anchor, thus the expansion. We're building Abu Dhabi as part of **a circulatory system on six continents**. You choose a continent for your next semester as easily as you choose a course. If you're an Indian economist who has an aging mother in Bombay, we can have you in Abu Dhabi where you can go home for a weekend." *(Hechinger 2010)*

Reputation 51/60
Ranking 60
THE 2011

جامعة نيويورك أبوظبي
NEW YORK UNIVERSITY ABU DHABI

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WC2 University Network

Strategic networks

University Global Partnership

Global Initiatives Partnership

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SIM is Singapore's leading provider of private tertiary and professional training.

The successful relationship between SIM and the University of London International Programmes entered its 25th year in 2011. An Affiliate Centre, SIM teaches the largest number of University of London International Programmes students, with over 9,000 enrolled on programmes developed by LSE and Goldsmiths. Consistently high numbers of students achieve First Class Honours (a total of 92 in 2010).

2008
72 institutions
25 countries

2013
142 institutions
46 countries

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Example: Dual degree for students at the **University of Passau, Germany**

University of Passau (UoP) curriculum	University of London International Programmes (UoLIP) curriculum
UoP Law + English Year 1	
UoP Law Year 2	UoLIP Bachelor of Law Year 1
UoP Law Year 3	UoLIP Bachelor of Law Year 2
UoP Law Year 4	UoLIP Bachelor of Law Year 3
University of Passau degree + University of London degree	

Profile:
Nina Bergmann

'The parallel study of a common law and a civil law system broadened my understanding of law and legal issues. Handling the workload of two degrees in different languages helped me build time-management skills, self-discipline, facilitated my independent thinking and enhanced my linguistic skills. These are of great help to me now during my PhD studies.'

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Supported model – locus of activity

Home	Link	Oversight load
Summative assessment		
	Formative assessment	Oversight
	Teaching	Oversight
	Pastoral care	Oversight
Library access	Library access	Oversight of local
Core study materials		
	Supplementary study materials	Oversight
Curriculum		
Admissions		
Marketing - Brand	Marketing - Local	Oversight of local

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Oversight loads and impact

Activity	Impact	Validation	Franchise	Supported
Summative assessment	Standard of award			
Formative assessment	Student Experience			
Teaching				
Pastoral care				
Library access				
Core study materials				
Supplementary study materials				
Curriculum	Award outcomes			
Admissions	Student expectations			
Marketing				

	Validation	Franchise	Supported	Campus - Branch	Campus - JV
Reputation risk	High	Medium	Low	Low (but high impact)	Medium
Financial risk	Low	Medium	Medium	High	Medium
Control exerted	Low	Medium	High	High	Medium / Low
Institutional relationship	Adoptive Parent	Parent - child	Diverse	Clone / Child	Parent / Spouse
Market responsiveness	High	Medium	Low	Medium	High

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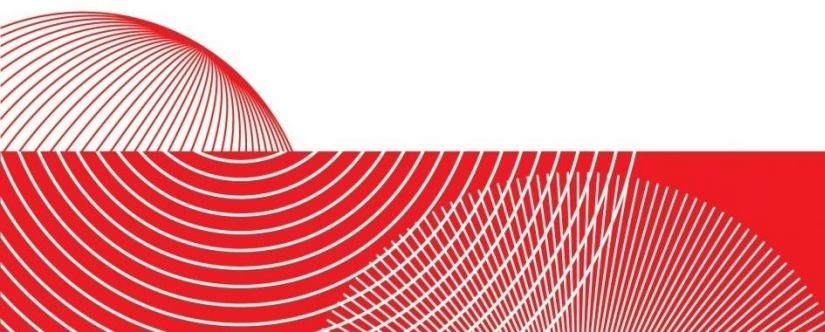
Teaching Institution Recognition Framework: Expectations

Expectation 1: Organisation*: The teaching institution has all required permissions (including legal and regulatory) to operate as an educational organisation. Its mission, aims and values complement those of the University of London International Programmes.*

Expectation 2: Facilities: *The teaching institution has facilities that add value to the student's learning experience.*

Expectation 3: Administration: *The teaching institution has administrative processes that facilitate effective teaching, learning and student support.*

Expectation 4: Staffing: *The teaching institution has processes for the recruitment, retention and development of suitably experienced staff.*

Expectation 5: Teaching and learning: *The teaching institution delivers a high quality teaching and learning which encourage students to achieve their potential.*

Expectation 6: Student support: *The teaching institution provides support and resources to assist students in their learning and study experience.*

Expectation 7: Quality mechanisms and feedback: *The teaching institution has mechanisms enabling the monitoring and enhancement of the overall student experience*
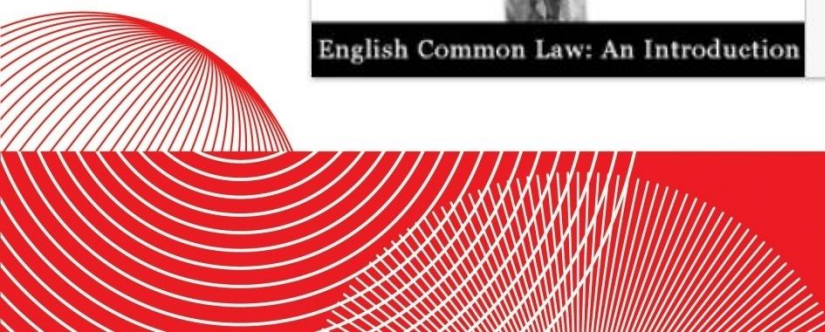
Thank you

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