Workshop

**Assessments in Transnational Partnerships: The UWL & IIHM Experience.**

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Transnational arrangements such as overseas campuses, twinning arrangements and franchising are becoming increasingly common amongst many HE providers (Dwivedi 2013; Altbach and Knight, 2007). This development has been driven by many factors including significant decreases of students from S.E Asia (Pathak and Urmaji 2011: Adams, 2014). Similarly, UWL has recently franchised the BA Hospitality Management course to IIHM, India for in-country delivery.

However such Internationalisation of the HE provision inevitably raises concerns in many areas given that teachers and students hold different academic assumptions, expectations and requirements. It is argued that all individuals remain ‘blind’ to their own academic culture as long as they remain within it and the same holds true for assessments (Carroll 2008). Much has been written on assessments for international students studying in the UK (see for example, Carroll and Ryan, 2005; Jones and Brown, 2007; Sletaugh, 2007; Carroll, 2007; Dunn and Wallace 2008); however similar research on overseas branch campuses has received limited attention.

This research focuses on how best to enable overseas teaching staff to adapt to UK assessment contexts, and thereby effectively assess students and facilitate learning. Notably, many of these practitioners are themselves products of non-UK education systems which tend to assess students’ learning through examinations only, using high-stakes, high-speed tests. Learners are often merely required to show they know the content of the syllabus to pass examinations. Most importantly students are graded using systems very different from the UK format (Carroll 2008: Dunn and Wallace, 2008).

The proposed workshop will build on the initial findings of a focus group undertaken with the teaching staff at IIHM India. The research sought to better understand practitioners’ views on effective assessments methods, identify key concerns, the implications for student learning and possible strategies to address these. In order to facilitate debate, delegates will be grouped and given a theme from the above study to reflect upon. Participants will be invited to offer feedback and suggestions on approaches to effective assessment practice. This activity will offer valuable insights for colleagues managing similar partnerships abroad, and those admitting direct-entry overseas students at UWL.

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