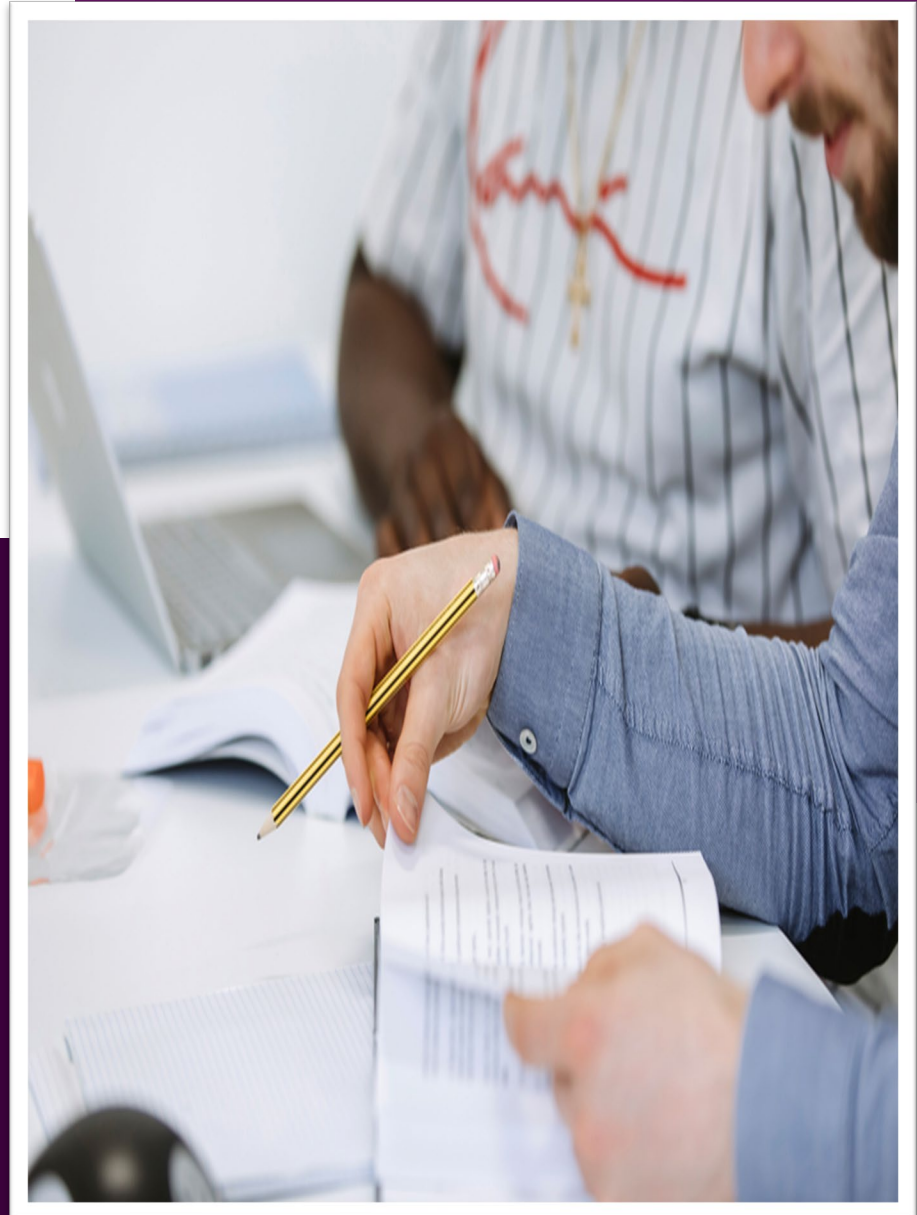


UNIVERSITY OF
PORTSMOUTH

Learning and Teaching Conference 2026

Co-Creating and Operationalising 'Connected Curricula' in
TNE



Introductions

Amy Dymond-Hobbs – Deputy Academic Registrar (Academic Registry)

Aneta Hayes - Head of Academic Partnerships (TNE), Strategic TNE Partnerships Office

Raana Sarmad – PVC Global Engagement and Partnerships Roots Ivy

Transnational Education (TNE) – Assuring Quality & Standards

What is TNE?

- Delivery of UK Higher Education outside the UK
- Awarding body (University of Portsmouth) retains degree-awarding responsibility
- Delivery through partners or overseas campuses

Office for Students (OfS) Regulatory Framing

- Providers must ensure “**credible and reliable standards**”
- Quality must be “**consistent with sector-recognised standards**” (B conditions)
- Students must receive a “**high quality academic experience**” (B conditions)
- Applies **equally to TNE as to UK-based provision**

Core Quality Principles

Equivalence of Academic Standards

- Awards must meet **sector-recognised standards**
- Learning outcomes, level and credit must be consistent with UK frameworks
- Assessment must be:
 - Robust and secure
 - Moderated across locations
 - Comparable in difficulty and grading

Comparable Student Academic Experience

- Students should receive a **high-quality experience regardless of location**
- Adaptation allow, but must not reduce quality

Risk-based Oversight and Assurance

- TNE carries additional risk (distance, regulation, partner reliance)
- Stronger oversight required where risk is higher including:
 - Due diligence
 - Regular monitoring and reporting
 - Intervention mechanisms

Academic Quality and Standards

Curriculum – Alignment with home programme, Adaptation where appropriate (local context)

Assessment – Secure, fair, moderated, external examining

Staffing – Qualified staff with development support, clear expectations for teaching quality

Student voice – Feedback mechanisms included

CPPP, Operational Handbook and Risk Register

- To ensure oversight and assurance of Academic Quality and Standards
- To maintain equivalence of educational experience, leading to parity in student outcomes
- To collaboratively co-create curriculum that is 'connected' to students' local contexts and future career opportunities (real challenge in TNE!)
- Our aim is to champion 'connected' processes of curriculum and assessment co-creation, to facilitate reciprocal and participatory curriculum development for our TNE partnerships

Case Study – Roots

- Processes and expectations of how MCs at UoP and Roots should work together described in the operational handbook
- Crucial for Module Coordinators at UoP and partner to come together around curriculum content planning, and assessment approval
- To move from a “home institution designs, partner delivers” model to a joint design and ownership model
- This is facilitated by our academic registry policies, but also through joint processes involving multiple stakeholders (home and host academics, students, industry partners) who co-design curriculum, assessment, and delivery models
 - **Module coordinator meetings**
 - **Collaborative approval of assessments**
 - **Schemes of work**

Co-Creating an LLB for Professional Relevance in Pakistan

- Introduced a 15-credit enhancement module focused on the Pakistani legal system.
- Embedded Islamic Law (Islamic Jurisprudence) to reflect national legal requirements.
- Contextualised teaching by incorporating:
 - Constitution of Pakistan
 - Pakistani legal institutions
 - Local case law and statutory frameworks
 - Professional legal practice in Pakistan
- Supported students in preparing for the LAW-GAT, enabling smoother progression towards legal practice.
- Preserved all programme learning outcomes and UK academic standards.
- Maintained the University's assessment regulations and quality assurance processes.

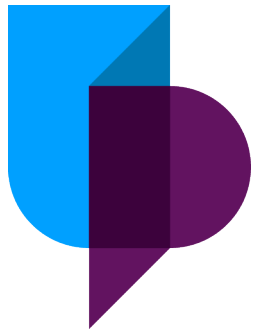
Assessment Contextualisation Across Disciplines

- Keeping Outcomes Constant, Changing the Context
- Assessment scenarios adapted to Pakistan
- Local organisations and industries used
- Local economic, legal and cultural context reflected

- **For Business Degrees:** Students analyse strategic challenges of organisations such as Engro Corporation, Systems Limited or Lucky Cement instead of UK based organisations.
- **For Computing:** Projects address digital transformation, fintech, cybersecurity or e-government challenges relevant to Pakistan.
- **Marketing:** Campaigns designed around Pakistani consumer behaviour and local brands rather than exclusively UK retailers.

Challenges

- Academic year – different semester dates and condensed academic year
- Implications for student experiences – ensuring students are not overburdened and that we enable them to work to the best of their ability
- Regulation and policy alignment – navigating regulatory compliance in the host country – Pakistan's Transnational Education Policy (TNE), HEC
- Operational processes need refining – e.g. with respect to application of academic regulations



UNIVERSITY_{OF}
PORTSMOUTH

Thank you!