Going global together: Ashridge and Hult

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London, 3rd June 2015
Ashridge

- Origins in 13th century monastery, then a royal home
- Business school founded in 1959 by six companies
- Degree programmes since 1988 – part-time postgraduate
- Ranked in top 25 in world for executive education
- Obtained taught degree awarding powers in 2008
- Triple accredited by transnational subject area bodies
Hult International Business School

- Origins in Arthur D Little School of Management
- Founded in 2002, also incorporated Huron University
- Rapid growth in student numbers – from 26
- Boston, SF, NY, London, Dubai, Shanghai campuses
- ‘Global rotation’ between campuses within programmes
- Hult Prize is “the planet’s largest student competition”

How would you change the world with $1,000,000?
Ashridge + Hult strategic alliance

Our aim is to become one of the world’s leading business schools.

By being the most relevant.

- Shared values including focus on students and learning
- Complementary portfolios
  - Undergraduate
  - Postgraduate masters and MBA/ EMBA
  - Executive education, organisation development and coaching
  - Virtual learning
  - Research
- Global ambition
  - Hult based on global recruitment and campuses in 4 countries
  - Ashridge based on global delivery reach to 40+ countries a year
Now planning merger of operations

- US and UK degree awarding institutions
- Single board and management structure
- Integrated academic framework and governance
- Offering UK and US degrees from 2016
## US and UK – regulatory differences

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<th>UK</th>
<th>US</th>
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<tr>
<td><strong>Regulatory bodies</strong></td>
<td>National</td>
<td>Regional + State</td>
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<tr>
<td><strong>Degree awarding powers</strong></td>
<td>Any subject or level (Taught/ Research)</td>
<td>Wide variation based on regulator approval</td>
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<td><strong>Review cycle</strong></td>
<td>6 years</td>
<td>10 years</td>
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<td><strong>Regulatory framework</strong></td>
<td>Quality Code plus Subject Benchmarks</td>
<td>Higher level standards plus specific guidelines/ policies</td>
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<td><strong>Academic safeguard</strong></td>
<td>“Academic community”</td>
<td>Chief Academic Officer</td>
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<td><strong>Programme approval</strong></td>
<td>Internal</td>
<td>Internal + external</td>
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<td><strong>Student involvement in quality</strong></td>
<td>Essential</td>
<td>“As appropriate”</td>
</tr>
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<td><strong>College athletes</strong></td>
<td>Not mentioned</td>
<td>Explicitly covered</td>
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### US and UK – academic practice

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<tr>
<td>Responsibility in practice</td>
<td>Programme-level director and team</td>
<td>Course-level faculty autonomy</td>
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<tr>
<td>Assessment strategy</td>
<td>Fewer and larger</td>
<td>Little and often</td>
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<tr>
<td>Assessed class participation</td>
<td>Rare</td>
<td>Typical</td>
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<tr>
<td>Grading system</td>
<td>Percentage marks Criteria (rubric) based</td>
<td>Letter grades Grading curve</td>
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<td>Marking quality assurance</td>
<td>Second marking</td>
<td>Limited mechanisms</td>
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<td>Externality in quality assurance</td>
<td>External examiner Approval/review panels</td>
<td>Unimportant</td>
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<td>Programme level ‘assurance of learning’</td>
<td>Embedded in regulatory framework</td>
<td>Dependent on institutional practice</td>
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Summary: some key issues

- Undergraduate programmes
  - *US general education requirement and four years rather than three*

- Masters programmes
  - *Generally similar requirements*

- Doctoral programmes
  - *UK professional doctorates structure comparable to US doctorates*

- Assessment practice – ‘assurance of fairness’
  - *Student negotiation with faculty for better grades in US*

- Student participation in governance
  - *Much more embedded in UK*

- Attitude to validation partnerships
  - *Greater flexibility in UK system*
Our approach: examples

- Single academic framework for US and UK degrees
  - Will work with QAA and NEASC to co-ordinate ‘home’ reviews
  - Also collaborate with other agencies, e.g. KHDA

- Academic credit (US, UK and ECTS)
  - Classroom-style based on US norms
  - Non-traditional based on equivalent learning hours

- New grading systems
  - Radical simplification, especially postgraduate
  - Greater focus on feedback, less on differentiating marks

- ‘Assurance of fairness’
  - Ongoing focus on global comparability
  - ‘Sample grade review’ and external examining
Going global: the challenge

- **For institutions**
  - Understanding international regulatory environments
  - Avoiding duplicated effort/conflicting requirements
  - Developing transnational academic culture and practices
  - Balancing global consistency and local adaptation

- **For regulators**
  - Understanding transnational education providers
  - Co-ordinating reviews and information exchange
  - Developing transnational review capabilities
  - Balancing local concerns with global picture

- **For Ashridge and Hult**
  - Making it all happen
  - Working with regulators on a truly transnational basis