University College Dublin

Academic Council Quality Enhancement Committee (ACQEC)

Annual Report on

UCD Taught Collaborative / Transnational Educational Provision

2016-2017

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1. Introduction and Context

The portfolio of UCD collaborative and transnational programmes has expanded considerably in recent years. In light of the increase in the number, scale, variation, complexity and the general public profile of such programmes, the University continues to develop and enhance its management, co-ordination and oversight capabilities in relation to these arrangements. Quality assurance and quality enhancement processes and procedures are a key element of this.

In September 2016, the Vice-President for Global Engagement launched the **UCD Global Engagement Strategy (2016-2020)**. This strategy is oriented towards support for the delivery of **UCD's Strategic Plan (2015-2020)**, specifically the institution's aspiration to establish itself as 'Ireland's Global University.' The plan includes further expansion and enhancement of UCD's portfolio of international partners and associated collaborative and transnational programmes. In support of the objectives set-out in the UCD Global Engagement Strategy (2016-2020), a **Global Partnerships Working Group** (reporting to the University Management Team – Global Engagement Group (UMT-GEG)), consisting of representatives from across the University (both professional/support and academic staff), has been convened to undertake a workplan to review how UCD selects, collates and shares information on global partners. The group is chaired by the Vice-President for Global Engagement and its work has been divided into three workstreams: 1) Strategy; 2) Governance; and Global Partnerships Database (called 'Rowan').

The mechanisms currently used to assure and enhance the quality of collaborative provision include the following:

- ● **Periodic Quality Review of Academic Units**

- ● **Periodic Quality Review of Taught Collaborative/Transnational Educational Provision**

- ● **Extern Examiner Feedback**

- ● **Approval, Monitoring and Review of the Quality Assurance Procedures of Linked Providers**

- ● **Accreditation of UCD Programmes and/or Units by Professional, Statutory and Regulatory Bodies (PSRBs)**

- ● **Annual Programme Monitoring of Taught Collaborative/Transnational Programmes**

This report constitutes the fifth cycle of reports on UCD's Taught Collaborative / Transnational Educational Provision.

2. Methodology

Many types of collaborative and transnational programme arrangements exist, ranging across a spectrum of activity, including: franchise, exchange, joint, dual/multiple, co-tutelle, accreditation, validation, off-campus delivery or branch campuses, joint research, access/feeder, articulation and so on. Currently, in the absence of an agreed national glossary of collaborative types, and given the 'hybrid' nature of many collaborative arrangements, accurately classifying such arrangements can be problematic. Given the diversity of partnership arrangements, the mechanisms used to monitor collaborative provision should be proportionate to the nature and type of each arrangement. For example, it would be disproportionate to subject certain minor types of partnership – such as the provision of teaching facilities or student exchange – to the same level of monitoring as a major partnership arrangement. In the interim, this current **Annual Monitoring of Taught Collaborative/Transnational Provision** is applied to a *sample selection* of programmes, including major joint (or dual) degree award, off-campus delivery, and validation programmes. The lessons learned from the application of Annual Programme Monitoring to this sample selection of programmes will contribute to the ongoing development of a comprehensive University framework for

the quality review and monitoring of partnership arrangements that is reflective of the type of arrangement involved.

For Annual Programme Monitoring, each Programme Co-ordinator/Manager/Governing Board (or equivalent) is required to provide a short, written, retrospective report, in conjunction with the relevant partner(s) involved in the collaborative/transnational arrangement. Following local consultation and review, the completed report is submitted to the UCD Quality Office (the deadline in the current cycle was 30 November 2017). Flexibility in relation to the report submission deadline is provided on request to accommodate local needs. In order to be effective, annual reports should act as a focus for reflective evaluation including, for example, consideration of the programme/partner management arrangements, the curriculum, teaching and learning, and feedback from staff and students. The Annual Programme Monitoring Report (Specimen Template) was made available to Programme Co-ordinators / Governing Boards (with a Sample Exemplar). The key areas covered in each report are set out below:

- **Module Co-ordinator / Teaching Staff Feedback**

- **Extern Examiner Feedback**

- **Commentary on the Overall Operation of the Programme**

- **Summary of Student Support, Guidance Material and Orientation Events**

- **Summary of Programme Management Meetings**

- **Examples of Positive Practice**

- **Programme Viability and Alignment with School/College/University Strategic Plans**

- **Action Points Progressed from 2015-16**

- **Action Points Planned for 2017-18**

3. Programmes Included in this Report

As indicated above, work is ongoing within UCD to capture and categorise the different types of partnerships and collaborative programmes in operation and to determine the most appropriate governance structure and review and monitoring mechanisms for each category. In the interim, the sample selection of programmes included in this report are as follows [note: programmes that were subject to other quality processes in the reporting period were excluded – see below]:

Partnership links included in this report:

Partner/Campus	UCD School	Programme	Type	# of students (2016-17)	Review Type
Université Panthéon-Assas (Paris II) & Université Toulouse Capitole 1 (France)	School of Law	BCL/Master 1 – M1	Dual	37	Annual Monitoring: 2016-17
National School of Business Management (NSBM) (Sri Lanka)	School of Business	BSc (MIS; HRM; Management)	Off-Campus Delivery	1147	Annual Monitoring: 2016-17
Beijing Dublin	School of Electrical	BE Internet of Things	Dual	327	Annual Monitoring:

Partner/Campus	UCD School	Programme	Type	# of students	Year
International College (BDIC), Beijing University of Technology	& Electronic Engineering	Engineering			2016-17
	School of Computer Science	BSc Software Engineering	Dual	246	
	School of Business	BComm Finance	Dual	456	
			Total Students =	**2213**	

Summary findings from these programmes are included in section four of this report.

<u>Partnership links that have been subject to Periodic Review or Accreditation in the reporting period are:</u>

Partner/Campus	UCD School	Programme	Type	# of students (2016-17)	Review Type
Teagasc (Moorepark and Kildalton, Ireland)	School of Agriculture & Food Science	Professional Diploma (L7) in Dairy Farm Management	Validation	42	<u>Periodic Review</u>: Nov 2016
		BAgrSc Dairy Business	Off-Campus Delivery	90	
Kaplan (Hong Kong)	School of Business	Bachelor in Business Studies (BBS)	Off-Campus Delivery	143	<u>Periodic Review</u>: Feb/Mar 2017
		MSc (Logistics & Supply Chain Mgmt; HRM; Management; Marketing; IT; Project Mgmt; Digital Marketing)	Off-Campus Delivery	48	
Kaplan (Singapore)	School of Business	BBS (Finance; IT; HRM; Management; Marketing; Logistics; Banking & Wealth Mgmt)	Off-Campus Delivery	2216	<u>Periodic Review</u>: Feb/Mar 2017
		MSc (Logistics & Supply Chain Mgmt; HRM; Management; Marketing; IT; Project Mgmt)	Off-Campus Delivery	226	
Justus Liebig University Giessen, Germany	School of Biology & Environmental Science	MSc Global Change – Ecosystem Science and Policy	Joint	15	<u>Accreditation</u>: Agency for Quality Assurance through Accreditation of Study Programs (AQAS), Germany
			Total Students =	**2648**	

The Periodic Quality Review Reports (and Quality Improvement Plans) for the programmes which underwent Periodic Review may be found on the [UCD Quality Office website](#).

4. Overall Summary Findings

4.1 Sample Examples of Positive Practice

A sample of positive practice from the monitoring reports is listed below under a number of broad themes (the original wording has been retained):

<u>Programme Management</u>:

- Very good collaboration, <u>fluid and efficient communication</u> between Programme Managers of UCD Law and partners. *(Annual Monitoring, Université Panthéon-Assas (Paris II) & Université Toulouse Capitole 1 (France))*

- The growing interest of students in this programme and the dedication of its Academic Coordinator makes it a very valuable programme to maintain in terms of balance of resources (minimal) and prestige associated with it (very high). *(Annual Monitoring, Université Panthéon-Assas (Paris II) & Université Toulouse Capitole 1 (France))*

- Overall, the dual degree programme aligns with all the strategic points of the School/College/University: provision of an excellent legal education within a highly prestigious programme which fosters the development of a critical understanding of law by allowing immersion in another legal system; development of comparative insights and foreign language training; allows opportunity to study abroad in some of the best European universities; increases opportunities for employability. *(Annual Monitoring, Université Panthéon-Assas (Paris II) & Université Toulouse Capitole 1 (France))*

- Analysis of the 2016/17 budget projections indicate that the operational costs will be of the order of 50% of overall student fee income, providing some level of confidence about the long-term viability of the venture. *(Annual Monitoring, Beijing Dublin International College (BDIC), Beijing University of Technology)*

- Weekly video links between Dublin and Beijing and day-to-day email interaction was used to coordinate and manage the programme delivery and development. *(Annual Monitoring, Beijing Dublin International College (BDIC), Beijing University of Technology)*

Programme Delivery:

- Small class size, availability of notes well in advance of class, frequent email updates, conversational tone of lectures. *(Annual Monitoring, Université Panthéon-Assas (Paris II) & Université Toulouse Capitole 1 (France))*

- Extern Examiner found the range of assessment methods used perfectly adequate and the breakdown of marks and degree classifications are entirely appropriate for the degree. *(Annual Monitoring, Université Panthéon-Assas (Paris II) & Université Toulouse Capitole 1 (France))*

- Full-day, intensive approach worked well, as students were able to engage fully with the materials, and then apply the theory learned via a case study, work in groups, and get feedback, all in the same day. *(Annual Monitoring, UCD Business Programmes – National School of Business Management (NSBM) (Sri Lanka))*

- Interactive online initiatives, such as polling and mini quizzes worked out quite well ofering students immediate feedback on their learning progress. *(Annual Monitoring, UCD Business Programmes – National School of Business Management (NSBM) (Sri Lanka))*

- In order to bolster UCD regulations on extenuating circumstances and the remedying of IX grades, a database was developed towards the end of the 2015/16 academic year to monitor all IX grades awarded to Overseas students by the four College of Business PERC meeting throughout the year. In the 2016/17 academic year, this database was used to identify students that had not remedied IX grades within regulations. Such students, after a follow-up with our colleagues in Kaplan and NSBM, had their IX grades removed at the next Programme Exam Board. There has been a general tightening of policy with regard to extenuating circumstances over the past number of years. *(Annual Monitoring, UCD Business Programmes – National School of Business Management (NSBM) (Sri Lanka))*

- In September 2016, a 38 page 'UCD Assessment Guide for NSBM staff' was drafted for our colleagues in NSBM in Sri Lanka. The Guide went through policies such as late assignment submissions, exam disciplinary procedures, and the pitfalls encountered by students when completing MCQ exams. The Guide was drafted to act as a first-point-of-reference for NSBM staff dedicated to exams. *(Annual Monitoring, UCD Business Programmes – National School of Business Management (NSBM) (Sri Lanka))*

Student Support:

- Students on the programme regularly <u>volunteered to provide guidance</u> to prospective students at the various recruiting events of 2016-17. *(Annual Monitoring, Université Panthéon-Assas (Paris II) & Université Toulouse Capitole 1 (France))*

- Comprehensive <u>Orientation Programme</u> for incoming students supported by an active <u>Peer Mentoring Programme</u> which runs throughout the first semester. *(Annual Monitoring, Université Panthéon-Assas (Paris II) & Université Toulouse Capitole 1 (France))*

- <u>Individualised support</u> provided by Academic Coordinator to Irish students during student hours or in-class, especially as regard the French language. *(Annual Monitoring, Université Panthéon-Assas (Paris II) & Université Toulouse Capitole 1 (France))*

- <u>Academic writing skills session</u> has been incorporated into Orientation programme from December 2017 onwards. *(Annual Monitoring, UCD Business Programmes – National School of Business Management (NSBM) (Sri Lanka))*

- The <u>Student Handbooks</u> are detailed and comprehensive. *(Annual Monitoring, UCD Business Programmes – National School of Business Management (NSBM) (Sri Lanka))*

- The <u>student portal</u> was launched mid recruitment cycle on 30th March 2016. The portal is intended to provide students who have accepted a place on one of the Programmes with an overview of UCD and general information while they await their orientation and programme to begin in full. *(Annual Monitoring, UCD Business Programmes – National School of Business Management (NSBM) (Sri Lanka))*

- <u>Employer talks / seminars</u> have been rolled out in Sri Lanka with NSBM with industry practitioners speaking at these workshops. The workshops look at topics such as QA and Automation. *(Annual Monitoring, UCD Business Programmes – National School of Business Management (NSBM) (Sri Lanka))*

- <u>Student staff liaison committee (SSLC) meetings</u> were held each semester. One student representative from each cohort (10 in total) attended to <u>identify issues positive and negative</u> relating to their respective programmes and their delivery. *(Annual Monitoring, Beijing Dublin International College (BDIC), Beijing University of Technology)*

- <u>Student performance/progression meetings</u> were scheduled each semester, with individual students whose results did not indicate a trajectory to complete their degree in the normal timeframe. *(Annual Monitoring, Beijing Dublin International College (BDIC), Beijing University of Technology)*

- BDIC <u>plagiarism workshops</u> were run for 3 stage 1 student cohorts on 29/11/16 (2 workshops) and 02/12/16 (2 workshops). *(Annual Monitoring, Beijing Dublin International College (BDIC), Beijing University of Technology)*

- BDIC <u>Orientation sessions</u> scheduled for 40, BDIC stage 4 students transitioning to UCD. *(Annual Monitoring, Beijing Dublin International College (BDIC), Beijing University of Technology)*

- <u>Cultural engagement opportunities</u> were again offered to BDIC students, including events during Irish Culture Week (07/11/16 – 11/11/16) and Gaelic Football instruction was delivered in the Physical Education module. *(Annual Monitoring, Beijing Dublin International College (BDIC), Beijing University of Technology)*

4.2 Sample Recommendations for Improvement

A sample of recommendations for improvement from the ongoing monitoring of programmes is listed below under a number of themes (the original wording has been retained):

<u>Teaching and Support Staff</u>:

- The process of finding tutors with excellent teaching skills and potential, as well as supervising them, is time-consuming for the Academic Coordinator involved. She needs the constant support of the School for that matter. *(Annual Monitoring, Université Panthéon-Assas (Paris II) & Université Toulouse Capitole 1 (France))*

- Invigilator duties should be outlined and provided in a clear format. Regular training sessions should be organised and opportunities taken to remind invigilators of the importance of adhering to stated invigilator duties and procedures, reporting incidents and explaining the action taken routinely in UCD. *(Annual Monitoring, Beijing Dublin International College (BDIC), Beijing University of Technology)*

- Consider introducing a hierarchical invigilator staff structure (standard/ team lead and office invigilator roles) and/ or by appointing a senior invigilator to formally take charge during examination sessions. A senior invigilator could potentially be recruited locally or from UCD on a temporary basis or the role could be extended to offer further support throughout the academic year. *(Annual Monitoring, Beijing Dublin International College (BDIC), Beijing University of Technology)*

- It is recommended that a project group convene for further consideration of current administrative and system dual requirements with a view to reducing duplication of effort, integrating systems and data processes, thereby reducing risk of error and simplifying all examination and grading processes as far as possible. *(Annual Monitoring, Beijing Dublin International College (BDIC), Beijing University of Technology)*

- Support is needed from senior management to encourage timely submission of data and materials by all teaching and administrative staff as required. *(Annual Monitoring, Beijing Dublin International College (BDIC), Beijing University of Technology)*

<u>Assessment</u>:

- Brief feedback required on exam scripts, particularly when a fail mark is awarded. Also, on assignments, more customised feedback would be helpful and appreciated by students. *(Annual Monitoring, UCD Business Programmes – National School of Business Management (NSBM) (Sri Lanka))*

- Examination questions are reviewed as too broad and are to be more focused in future. *(Annual Monitoring, UCD Business Programmes – National School of Business Management (NSBM) (Sri Lanka))*

- The curve is as expected for the final grade but a significant number of students failed the exam. This is masked by their assignment grades. The content of the assignment is in general of a very high standard. The poor exam results are, in my opinion, to do with poor language ability. These issues need to be addressed. *(Annual Monitoring, UCD Business Programmes – National School of Business Management (NSBM) (Sri Lanka))*

<u>Resources and Facilities</u>:

- The IT system in class, re projector and voice/sound systems need to be looked into. The module took place in a new location and a lot of planning and logistics were not at their best. *(Annual Monitoring, UCD Business Programmes – National School of Business Management (NSBM) (Sri Lanka))*

4.3 Sample Examples of Planned Enhancements

A sample of planned enhancements identified from the monitoring reports is listed below, under a number of themes (the original wording has been retained):

Programme Management:

- Two main changes have happened in recently: (i) the new structure between UCD Law and Paris II; (ii) the fact that the dual degree is now part of the DN600 entry code – students get to be selected in the dual degree at the end of stage 1. Action point: organise and manage the selection process in 2017-18. *(Annual Monitoring, Université Panthéon-Assas (Paris II) & Université Toulouse Capitole 1 (France))*

- Extenuating Circumstances – Cases for review at the Programme Examination Review Committee will now be extending to modules whose final exam too place 60 days prior to the relevant Exam Board. This will ensure student have a timelier decision on their extenuating circumstances outcomes. *(Annual Monitoring, UCD Business Programmes – National School of Business Management (NSBM) (Sri Lanka))*

- Memorandum of Association – During a site Visit to UCD in April 2017, NSBM and UCD agreed to a further five year memorandum of association to commence in January 2018. This will focus on a higher entry requirement for only 150 students in each mode. The fees model has also been revised for intakes from January 2018 onwards. *(Annual Monitoring, UCD Business Programmes – National School of Business Management (NSBM) (Sri Lanka))*

- NARIC – The work which NARIC is currently doing in assessing NIBM Certs and Diplomas will continue throughout the Academic Year of 2017/2018 to ensure greater quality assurance. *(Annual Monitoring, UCD Business Programmes – National School of Business Management (NSBM) (Sri Lanka))*

- Address recommendations, documented in report by UCD Assessment following their visit to BDIC, taking actions locally in Beijing and by continuing to engage with UCD Assessment, up to an including recurring visits by UCD Assessment. *(Annual Monitoring, Beijing Dublin International College (BDIC), Beijing University of Technology)*

- Implement UCD Exam Paper Management Systems (EMPS) for BDIC exam paper management and archiving. *(Annual Monitoring, Beijing Dublin International College (BDIC), Beijing University of Technology)*

- Obtain InfoHub visitor accounts for BJUT lecturers delivering modules on BDIC programmes to facilitate lecturers to take responsibility for grade entry with the aim to further engage them in UCD Grade Approval Process. *(Annual Monitoring, Beijing Dublin International College (BDIC), Beijing University of Technology)*

- Work with schools to appoint appropriate External Examiners for BDIC programmes. *(Annual Monitoring, Beijing Dublin International College (BDIC), Beijing University of Technology)*

- Reconfigure BDIC internal language assessment format. *(Annual Monitoring, Beijing Dublin International College (BDIC), Beijing University of Technology)*

Student Learning Support:

- Online Collaborate Sessions – CDL and eBusiness Learning will hold online orientation sessions for overseas students in November. Blackboard Collaborate will be used for these sessions and will cover the following: Blackboard; Uploading an assignment (normal); Uploading a SafeAssignment; Reading a SafeAssign report; FT Online; Bloomberg; UCD Connect; Office 365.*(Annual Monitoring, UCD Business Programmes – National School of Business Management (NSBM) (Sri Lanka))*

- Summer School – Students from Sri Lanka have been invited to attend a pilot to attend Summer School 2018 with other overseas students from Singapore and Hong Kong. Up until now, the inclusion of our Sri Lankan

students to the Summer School was not possible due to timetabling restrictions. The initial year will see students taking one core module – Business Policy – from 7th August 2018 – 10th August 2018. Accommodation will be arranged for students on Belfield campus as an option, and depending on uptake, it is anticipated that another module be rolled out in 2019. *(Annual Monitoring, UCD Business Programmes – National School of Business Management (NSBM) (Sri Lanka))*

- Implement Blackboard as primary VLE at BDIC. Staff and student training sessions to be provided by UCD IT Services. *(Annual Monitoring, Beijing Dublin International College (BDIC), Beijing University of Technology)*

- Host collaborative China-Ireland subject specific workshop series at BDIC. *(Annual Monitoring, Beijing Dublin International College (BDIC), Beijing University of Technology)*

5. Conclusion and Next Steps

This report aggregates the summary findings from a sample of UCD's Taught Collaborative/Transnational Educational Provision based on the submitted individual **Annual Programme Monitoring Reports**.

Regular review and monitoring is considered good practice internationally and is aligned with sectoral, national and international guidelines as they relate to quality assurance and enhancement of academic programmes, including collaborative/transnational provision. The Annual Programme Monitoring process complements the more focussed Periodic Quality Review of units and of major taught collaborative arrangements, which takes place on a 7 year cycle. The annual reporting process also complements the external accreditation of relevant collaborative programmes, by the partner or by relevant agencies in the partner country.

The review and monitoring processes for UCD's collaborative programmes have a strong enhancement focus, with an emphasis on collegial discussion and reflection at programme and module level, a focus on the student experience, consideration of the management and delivery of provision, and recognition of the unique and complex array of inter-institutional issues. This is an evolving review and monitoring process and the framework through which collaborative and transnational programmes are managed by the University is currently undergoing significant change, in particular in light of the publication of the UCD Global Engagement Strategy (2016-2020). Future planned enhancements include the following:

1) Relevant guidance documentation in relation to the *Programme Development, Approval and Review Framework (PDARF)*, in particular the range of 'Information Sheets' on collaborative arrangements, will be reviewed;

2) The list of programmes which are required to submit a report for the Annual Programme Monitoring of Collaborative and Transnational Programmes will be reviewed (as it is each year), to ensure that this quality assurance mechanism remains fit-for-purpose, proportionate and that the full range of relevant collaboration types and programmes are appropriately accounted for. For example, discussions are ongoing in relation to the extension of the Annual Programme Monitoring process to the joint MSc Humanitarian Action (delivered in partnership with several European universities and through the Network on Humanitarian Action (NOHA)); and the programmes delivered through Penang Medical College, a joint partnership between UCD and the Royal College of Surgeons in Ireland (RCSI);

3) To align further with the UCD Global Engagement Strategy (2016-2020), it is intended that the Annual Programme Monitoring of Collaborative and Transnational Programmes will dovetail with the aims and objectives of the Global Partnerships Working Group, so that a 'joined-up' framework will be developed which meets the scale and variety of needs of the diverse group of stakeholders both within and outside the University. For example, the development of the Global Partnerships Database ('**Rowan**') (see **Appendix 1**) – will enhance institutional intelligence and reporting capacity in relation to the full range of partnerships and

collaborations that UCD is engaged with, which should facilitate Annual Programme Monitoring report templates being pre-populated with live data from Rowan for each relevant collaborative/transnational programme. This will help to simplify and streamline the reporting process for Programme Co-ordinators, and make it possible to consolidate and create a central repository for a wide range of information relevant to the University's collaborative and transnational activities. Progress on this development is ongoing and will be reported on in subsequent years;

4) In the context of the **Periodic Quality Review of Academic Units**, the requirement for academic units to report on <u>collaborative arrangements</u> within their Self-Assessment Report (SAR), will be introduced in the 2018-19 Periodic Quality Review cycle (similarly, the requirement for academic units to report on <u>PSRB accreditation</u> within their Self-Assessment Report (SAR) will also be introduced in the 2018-19 Periodic Quality Review cycle). A *Policy for Internal Reporting on PSRB Accreditation of UCD Programmes and Units* is currently in development, with an anticipated implementation date of September 2018;

5) The University has also made significant progress in relation to the **Approval, Monitoring and Review of the Quality Assurance Procedures of Linked Providers**. Procedures for the Approval of UCD Linked Provider QA Procedures were approved in 2016, and UCD has already approved the QA procedures for UCD's three Linked Providers, as required by the *Quality and Qualifications (Education and Training) Act 2012*. UCD has also developed procedures for the institutional review of its Linked Providers in relation to the effectiveness of their quality assurance procedures – again a requirement under the 2012 Act. UCD has already undertaken an institutional review of one Linked Provider, and preparations are at an advanced stage to undertake a review of a second Linked Provider in 2018.

This **Annual Report on UCD Taught Collaborative / Transnational Educational Provision 2016-2017** will be circulated to relevant staff and governance bodies in the University, including: UCD Programme Co-ordinators for taught collaborative/transnational programmes, Heads of School, Vice-Principals for Teaching and Learning, directors of relevant support units, the Academic Council Quality Enhancement Committee (ACQEC) and the University Management Team (UMT). A revised version of this report (e.g. details of the UCD partnership network and student numbers will be redacted) will also be circulated to the relevant collaborative partners, via the associated UCD Programme Co-ordinator.

Appendix 1 – Global Partnerships Database ('Rowan')