

Guidelines for the Review of Collaborative and Transnational Taught Programmes

Collaborative/Transnational Programme Review Indicative Questions/Areas to be Explored

1. General

- 1.1 How did the collaborative programme/link develop? What was the rationale?
- 1.2 What presumed risks/benefits do you envisage with this type of arrangement?
- 1.3 What factors did you consider when assessing the initial proposal for a new collaborative arrangement?
- 1.4 Who decides whether a collaborative/transnational arrangement should proceed?
- 1.5 How is the programme jointly managed? (Evidence of meetings/issues resolved?)
- 1.6 In general terms (and allowing for local conditions) does the accommodation provide an environment for teaching and learning commensurate with those available to students in higher education in Ireland?

2. Teaching, Learning and Assessment

Review Group to consider:

- 2.1 Is the structure and content of the programme appropriate to the subject and qualification concerned? Programme specifications and Module Descriptors available?
- 2.2 Are the learning outcomes appropriate and clearly stated? Is the curriculum well-balanced? Are student workloads appropriate?
- 2.3 Do teaching methods reflect the content of the curriculum?
- 2.4 Does the curriculum promote progression so that demands on the learner in intellectual challenge, skills, knowledge, conceptualisation and learning autonomy increase?

- 2.5 Is the overall coherence and intellectual integrity of the programme satisfactory?
- 2.6 Is the breadth and depth of the subject material in the programme appropriate to the levels of the award?
- 2.7 Are there any special features of the curriculum, including innovative teaching or learning methods?
- 2.8 Is student progress measured and recorded regularly? Is there a coordinated monitoring of a student's performance across the curriculum? What procedures are in place where a student is failing to make satisfactory progress?
- 2.9 How are assessments set?
- 2.10 Are the assessment mechanisms used appropriate?
- 2.11 How is admission criteria determined (including English language proficiency)? Are the requirements observed? How is student progress monitored?
- 2.12 How are students prepared for placements/off-campus tuition?

3. Curriculum Development and Review

- 3.1 What mechanisms are used to review the curriculum? Are they adequate? Is there employer involvement in curriculum development/review?
- 3.2 Is there evidence that curriculum design and content is informed by recent developments in teaching and learning, and research and scholarship?
- 3.3 Is there Professional Accreditation involvement?

4. Quality Assurance

- 4.1 How do you monitor and review programmes? Who is responsible for QA processes and outcomes?
- 4.2 What mechanisms are used to obtain student feedback? How is that feedback used? Evidence/examples?
- 4.3 What external reviews are undertaken?
- 4.4 How are placement sites selected, prepared and monitored?
- 4.5 How does the partner and UCD liaise/interact? How is the programme managed? Does the Programme Team meet regularly? Are appropriate records kept?

5. Staff and Facilities

Review Group to consider:

- 5.1 Is the level of academic staff sufficient to cover all curricular areas? Is the staff/student ratio satisfactory?
- 5.2 What opportunities are provided or encouraged for staff development? Do staff make use of such opportunities? Are staff appropriately qualified and experienced?
- 5.3 Are student teaching, library, laboratory, IT and related facilities adequate?
- 5.4 Are support facilities available to students (and staff) adequate?
- 5.5 Is there appropriate provision of non-academic facilities for example, common rooms (social areas, cafeteria)?

6. Other

- 6.1 How will you know if the programme/collaboration is financially viable? Level of student applications: admissions – trend?
- 6.2 How is publicity material prepared and approved? Does the publicity material give a fair and accurate description of the institution, the programme, and the relationship with the awarding institution?
- 6.3 Examples of good practice?
- 6.4 Challenges to the future delivery of the programme/collaborative relationship?

7. Memorandum of Agreement

- 7.1 Has a Memorandum of Agreement been prepared? (UCD has a specimen MoA template).