

Guidelines for the Review of Collaborative and Transnational Taught Programmes

Indicative Due Diligence Check List

As appropriate, UCD staff may wish to consider the following points regarding potential collaborative partners

1 General and Academic due diligence

- the proposed environment will promote learning
- the proposed education and training facilities are appropriate
- the partners have the competence and capacity to fulfil the roles assigned to them in a sustainable way
- the partners have an open intellectual community that values critical reflection and fosters personal and professional development for learners and staff
- partner staff are appropriately qualified and experienced
- the pedagogic style of the partners incorporates good practice
- the partners have peer relationships with the broader community of higher education and training
- the partners can demonstrate an understanding that higher education and training is a collegial, international endeavour
- the partner has described and listed all formal collaborations with other higher education institutions or organisations

- the partner has the human resource capacity to allocate staff on an appropriate basis for the management and delivery of the proposed programmes
- there will be receiver-country recognition of awards made
- support services for learners are capable of being provided on a comparable basis to those available to learners at UCD's main location
- as awards made under Ireland's National Framework of Qualifications are intended to promote mutual recognition and confidence in the learning outcomes attained - it is important that other awards or accreditation offered through the partners are recognised by reputable bodies
- the proposed environment is one in which human rights can be respected and the ethical values of the institution upheld

2(a) Academic Standards and Quality Assurance due diligence (Internal focus)

- the partner has robust quality assurance and quality enhancement policies, procedures and practices, e.g. to meet the European standards for internal quality assurance within higher education institutions as set out in Part 1 of *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)*¹ or the Malaysian Higher Education *Code of Practice for Programme Accreditation*²? i.e. do the quality assurance policies and procedures of the applicant address:
 - Policy and procedures for quality assurance
 - Approval, monitoring and periodic review of programmes and awards
 - Assessment of students etc
- the partner has a culture and practices underpinning access to, progression from and transfer within, higher education and training
- the partner assigns credit in a transparent way
- the availability of support services for learners is comparable to those available to learners at UCD

2(b) Academic Standards Quality Assurance due diligence (External focus)

- the requirements of the national quality agency or other licensing authorities in any receiver country (and the countries of other partner-institutions, where relevant) is acknowledged and provided for

¹ [http://www.enqa.eu/files/ESG_3edition%20\(2\).pdf](http://www.enqa.eu/files/ESG_3edition%20(2).pdf)

² http://www.mqa.gov.my/portal2012/red/en/pubs_gp_coppa.cfm

- the partner is externally reviewed
- the partner is in good standing with any relevant national agencies or requires national 'permission' to engage in the provision envisaged
- all matters pertaining to professional regulation, statutory or otherwise, have been considered and how they will impact on any collaborative and/or a transnational programme
- the proposed programme will be recognised in the jurisdiction in which it is proposed to offer it
- any proposed agreement is consistent with relevant European/Irish practice e.g. OECD/UNESCO Guidelines for Quality Provision in Cross-Border Education (2005); QQAI Guidance

3. Legal Requirements

- The legal requirements in the partner/transnational jurisdiction are known and capable of being adhered to - e.g. compliance with national legislation relating to education or other domain, e.g. tax compliance, appropriate human resources policies and procedures, company registration etc.
- Agreeing the jurisdiction where the agreement is to be enacted; arrangements for the settlement of disputes, mediation, and sharing of liabilities are defined
- The signee has the authority to sign
- That the partner is in good standing in their own jurisdiction - e.g. compliant with national education legislation or other domain, e.g. tax compliant, quality assurance, appropriate human resources policies and procedures
- Where relevant, the potential joint awarding partner has the authority to make awards

4 Financial Standing

- That the proposed programme can be funded in a secure way and that the partner institution is adequately resourced to undertake and complete the programme proposed
- That there is clarity on financial matters such as sharing of costs and income; payment of taxation, including the currency/currencies in which fees and payments are to be made and arrangements for handling currency fluctuations

- That there are appropriate transfer or bonding plans in place to protect learners in the event that it is not possible to complete the provision of a programme after it has commenced
- That the physical and electronic infrastructure can be provided on a stable basis
- That any financial plans are based on realistic projections of student numbers and other variables
- That the administrative infrastructure is able to provide timely reports/information to UCD, regulatory bodies and other stakeholders including other awarding bodies