



University College Dublin

Quality Office

Academic Council Quality Enhancement Committee (ACQEC)

Annual Report on

UCD Taught Collaborative / Transnational Educational Provision

2018-2019

Seventh Cycle – February 2020

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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 such programmes. Quality assurance and quality enhancement processes and procedures are a critical element of this.

The **Annual Monitoring** of UCD's major taught collaborative programmes (see section 3 below for the list of programmes currently subject to annual monitoring) is an important element in the University's quality assurance and quality enhancement framework. Annual monitoring allows Programme Teams, Schools, Colleges and the University to ensure that the programmes delivered, in conjunction with collaborative partners, meet the expectations of staff and students, as well as facilitating ongoing opportunities to develop and enhance provision.

In addition to Annual Monitoring, there is also **Periodic Review** of major taught collaborative programmes. UCD collaborative and transnational taught provision is normally subject to periodic quality review on a 5-7 year cycle. Each periodic review is divided into four distinct phases:

- **Self-reflection and analysis** – Programme Team will produce a confidential Self-assessment Report (SAR).
- **External review** – a site-visit to the Partner/transnational location will be undertaken by a Review Group (RG) to meet UCD/Partner staff and students. The RG will issue a report.
- **Planning for Quality Improvement** – the Programme Team will have an opportunity to respond to any factual errors in the draft report and a final RG report will be issued; the Programme Team will then develop a Quality Improvement Plan (QIP) in response to the RG Report recommendations.
- A **Memorandum of Agreement** will be prepared and signed by the appropriate officers of the partner institutions, if the arrangement is to continue.

The Periodic Review process is managed by the UCD Quality Office (UCDQO), on behalf of the UCD Academic Council Quality Enhancement Committee (ACQEC), and it is undertaken in accordance with the [UCD Periodic Quality Review of Collaborative Programme Partnerships – Institutional Visit Guidelines](#).

Aside from regular programme monitoring being good practice (e.g. *Standards and Guidelines for Quality Assurance in the European Higher Education Area*), the *Qualifications and Quality Assurance Act (2012)* also places explicit responsibility on Designated Awarding Bodies (i.e. Irish universities, RCSI and DIT) for the quality of their programmes delivered in partnership with '**Linked Providers**'. Universities themselves are monitored annually in this regard.

The [UCD Global Engagement Strategy \(2016-2020\)](#) 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, and the plan outlines five **Strategic Objectives**:

- 1) Develop a distinctive global culture which will encompass all aspects of university life;
- 2) Extend and develop strategic relationships to enhance our global engagement;
- 3) Grow our global reputation for excellence in education, research, innovation and impact;
- 4) Increase the global impact of our scholarship, research and innovation;
- 5) Further develop an enabling environment for UCD's global activities.

To facilitate the pursuit of these objectives, UCD Global established a [Global Partnerships](#) division with dedicated staff who have developed a **Global Partnerships Database** (called 'Rowan') as well as a **Global Partnerships Framework** which outlines various procedures by which UCD will be best enabled to continue to expand its global activities.

The primary focus of this report is to provide a summary of the Annual Monitoring Reports received for 2018-19, from the major collaborative and transnational programmes that the University is engaged with – specific details of how these programmes are identified and categorised is included in section three below. This report constitutes the seventh cycle of annual monitoring of collaborative and transnational provision and summarises the reports provided for the programmes delivered in 2018-19. Reports from the previous cycles are available under the **Collaborative/Transnational Provision Reports** section of the [UCD Quality Office – Reports and Publications](#) website.

2. Methodology

Within the University's *Programme Development, Approval and Review Framework (PDARF)* there are dedicated resources focussed on provision of support for collaborative programmes, which draw on the *QQI Policy for Collaborative Programmes, Transnational Programmes and Joint Awards* (Revised 2012), the Irish Higher Education Quality Network (IHEQN) *Guidelines for the Approval, Monitoring and Review of Collaborative and Transnational Provision* (May 2013) and the *European Approach for Quality Assurance of Joint Programmes* (October 2014) which has been adopted by European Ministers responsible for Higher Education. Programme Co-ordinators are provided with guidance documentation in relation to the various facets of collaborative programmes at the proposal development, submission and approval phases for the programme, and support for the implementation of programmes and their ongoing management is provided to Programme Co-ordinators and managers by the [Curriculum Team](#) in Administrative Services, a unit of UCD Registry, and by the [Global Partnerships Team](#) in UCD Global.

For the **Annual Monitoring** of UCD's major taught collaborative programmes, the 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 31 January 2020). Flexibility in relation to the report submission deadline is provided on request to accommodate local needs. The information and feedback received via these reports is then aggregated and analysed for this report, which is submitted to the Academic Council Quality Enhancement Committee (ACQEC) and the University Management Team (UMT).

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)** (see **Appendix 1**) was made available to Programme Co-ordinators / Governing Boards (with a Sample Exemplar).

3. Programmes Included in this Report

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, accurately classifying such arrangements can be problematic. Work is currently being undertaken within the sector generally and in UCD specifically, to agree a standard glossary of terms that will be used to describe, in a more consistent way, the varying types of collaborative provision. This will also influence, and be influenced by, developments in relation to the [UCD Global Engagement Strategy \(2016-2020\)](#).

In the interim, the University has published its own working definitions – this, and other associated information, is available on the 'Collaborative Programmes' tab on the [Curriculum Team – Programme Approval](#) website. The current taxonomy is used to categorise the collaborative and transnational programmes that the University is involved with,

and these are captured via the *UCD Collaborative Programmes Register* which is also linked to PDARF. The University also provides an outline *Collaboration Risk Evaluation*:

High Risk	Medium Risk	Low Risk
<ul style="list-style-type: none"> - UCD Franchise to overseas partner - Non-domestic, non-third level institution - Large number of students (>100) - Third party involvement - Unfamiliarity with partner 	<ul style="list-style-type: none"> - Domestic non-third level institution - Medium-sized number of students (>50-100) - Double/Dual Awards - Accreditation - Validation - Off-Campus Delivery 	<ul style="list-style-type: none"> - Exchange - Co-Tutelle - Access/Feeder programmes - Articulations - Small number of students (< 50) - Prior experience working with partner institution

In the guidance document on [Due Diligence and Risk Management](#), this risk taxonomy and the various collaborative award types are then mapped onto a due diligence matrix which differentiates between different types of collaborative arrangements and different approval and monitoring requirements. The current UCD QA guidelines for the Periodic Review of major collaborative taught programme arrangements relate primarily to the delivery of large-scale partnerships. Annual Monitoring likewise applies to these major collaborative taught programmes. Responsibility for monitoring other types of collaborative activity, such as student exchange/placement or joint research arrangements, are more appropriately undertaken at local level, such as via the Governing Board.

The focus of this report is, therefore, based on major collaborative taught programmes – typically this includes taught collaborative/transnational programmes that the University (through the *UCD Collaborative Programmes Register*) categorises as ‘off-campus delivery’ or ‘dual/joint’.

Programmes included in this report are as follows:

Partner/ Campus	UCD School	Programme	Type	# of students (2018-19)
Université Panthéon-Assas (Paris II) & Université Toulouse Capitole 1 (France)	School of Law	BCL/Master 1 – M1	Dual	16
Kaplan (Singapore)	School of Business	<ul style="list-style-type: none"> • BBS (Finance; IT; HRM; Management; Marketing; Logistics; Banking & Wealth Mgmt) • MSc (Logistics & Supply Chain Mgmt; HRM; Management; Marketing; IT, Project Mgmt) 	Off-Campus Delivery	<ul style="list-style-type: none"> • 1601 • 192
Kaplan (Hong Kong)	School of Business	<ul style="list-style-type: none"> • Bachelor in Business Studies (BBS) • MSc (Logistics & Supply Chain Mgmt; HRM; Management; Marketing; IT, Project Mgmt) 	Off-Campus Delivery	<ul style="list-style-type: none"> • 66 • 93
Justus Liebig University Giessen, Germany	School of Biology & Environmental Science	MSc Global Change – Ecosystem Science and Policy	Joint	14
RCSI & UCD Malaysia Campus (RUMC) (Malaysia)	School of Medicine	MB BCH BAO	Foreign University Branch Campus	168

Collaborative and transnational programmes where reports were requested but not received include:

Partner/ Campus	UCD School	Programme	Type
Teagasc (Moorepark and Kildalton, Ireland)	School of Agriculture & Food Science	<ul style="list-style-type: none"> Professional Diploma (L7) in Dairy Farm Management BAgrSc Dairy Business 	<ul style="list-style-type: none"> Validation* Off-Campus Delivery
Network on Humanitarian Action (NOHA) - Europe	School of Agriculture & Food Science	MSc Humanitarian Action	Dual
* This is a 'legacy' collaboration; UCD does not facilitate validation arrangements.			

A number of the University's collaborative and transnational programmes have recently undergone **Periodic Review**. These programmes are exempt from the Annual Programme Monitoring process for the current reporting period. These programmes are:

Partner/Campus	UCD School	Programme	Type	Status
Beijing Dublin International College (BDIC), Beijing University of Technology	<ul style="list-style-type: none"> School of Electrical & Electronic Engineering School of Computer Science School of Business 	<ul style="list-style-type: none"> BE Internet of Things Engineering BSc Software Engineering BComm Finance 	International College / Dual Award	Exempt – Periodic Review in May 2019
National School of Business Management (NSBM) (Sri Lanka)	<ul style="list-style-type: none"> School of Business School of Business School of Computer Science 	BSc (MIS; HRM; Management)	Off-Campus Delivery	Exempt – Periodic Review in November 2019

4. Summary Findings from Annual Reports 2018-19

4.1 General Findings

Overall, Annual Monitoring reports noted a number of high-level findings:

- Overall the content and structure were 'equal or better' to what students' expected and most were satisfied with the standard of modules and teaching, with more interactive content and learning material based on student's preferences.
- The evaluation feedbacks from internal (curriculum review, external examiner, lecturers and students) review and outside employers are positive and have encouraged the Programme Co-ordinator to pursue on-going development of the programme. Many students are now employed by their internship host.
- All non-EU students suggested for improvement (1) the need for help with VISA REQUIREMENTS for non-EU students; and (2) the need for help with housing in Dublin.
- Lecture notes very good. The subject was taught very well and in an engaging way, making it easier to grasp. There was always support and guidance available, allowing every question to be answered. There was excellent preparation in the tutorials which was relevant for the exam.
- The Dual Degree Programme complies with UCD Global Engagement strategy 2016-2020, as part of the efforts to: (i) develop strategic relationships to enhance UCD global engagement; and (ii) give UCD students and graduates of the Dual Degree Programme the opportunity to study and work internationally, so that it will enhance their experience and support the creation of a culturally diverse environment in UCD.

- The final enrolment figures are quite a bit lower than the expected targets for PT BBS (Kaplan – Singapore) but fairly level for the FT and there was minimal drop off from acceptance to enrolment. The target numbers for April are quite a bit lower than for the September intakes.
- MSc Management (Kaplan – Singapore) was the only FT pathway to go ahead and this looks to continue as the sole pathway for the FT programme based on the numbers from previous years. The Marketing & HRM pathways did not go ahead for the PT MSc for either intake. Overall applications have almost reached the targets provided for the PT MSc but there has been a significant drop in the targets at each successive intake and often the targets are barely met. Application numbers are higher for the September intakes than for the April ones.
- In addition to traditional examinations to test knowledge and understanding, some courses used group projects which enabled students to interact with companies and outside organisations. This was a valuable educational experience for them.
- The UCD College of Business – Centre for Distance Learning (CDL) planning for the transition from Blackboard to Brightspace began at the beginning of the academic year (2018/19) with a project plan and optimal dates of transition. It was decided by the team to retain Blackboard while Brightspace was launched and keep this dual system until Blackboard will no longer be supported in August. A communications plan was drawn up and tracker was set up to ensure all intakes were covered. The first student cohorts to transition were BBS45. It was understood that these cohorts would have Brightspace access from 21 January 2019 and CDL sent memos indicating that students should use Brightspace for all their stage 3 modules. Brightspace access for these cohorts failed, and following a meeting with IT Services, it was decided to delay access until after these students roll to Stage 3, term 201804. Students were notified to continue to use Blackboard in the interim. No further issues re: access are anticipated as all students from 201800 will be allowed transition to Brightspace. The Brightspace transition was complete from the beginning of August, and the dual system which has been CDL's plan of transition has been adopted by other non-standard programme to make the change as seamless as possible for students.
- Key marketing messages: ranked TOP 1% university in the world and triple crown (Business) accreditations, summer school experience in UCD at term 4 and opportunity to study in Ireland in the whole term 6. As this programme's target audiences are full time students and relatively younger, they are fond of social media and less likely to check email regularly. So we have placed over 90% of marketing promotions on Facebook and Instagram advertisement with various formats, we keep reviewing the messages and images on a regular basis. On the other hand, 10% of the marketing budget was spent on Google Banner Ad at targeted websites and remarketing to increase programme exposures. We have prepared a special mini-site which is mobile responsive for BBS DT to make our Search Engine Marketing more effective. WhatsApp has also been a very popular tool to generate and communicate with leads. We have been running ad on Instagram stories, with just a swipe, the prospect can enquire about the programme with us directly via WhatsApp. Instant and prompt reply would be relatively important to the younger group of people.
- UCD degrees (delivered through Kaplan in Singapore and Hong Kong) are now recognised by the Ministry of Education of the People's Republic of China, The Chinese Service Center of Scholarly Exchange (CSCSE). Kaplan had anticipated increased numbers due to this but for the April intake there was no noticeable increase in applications.

4.2 Examples of Good Practice

Université Panthéon-Assas (Paris II) & Université Toulouse Capitole 1 (France) and the UCD School of Law:

- Very good collaboration, fluid and efficient communication between Programme Managers of UCD Law and partners, as well as with the UCD Law Erasmus & International Coordinator; no particular concerns.

- In 2018-19, the External Examiner did not raise any general issue of concern. She provided useful comments on foot of the exam reports MLP sent her after the exam session in semester 1 2018-19. 2018-19 marked the end of the current External Examiner's three-year appointment. A newly appointed External Examiner will be referred to in the 2019-20 report.
- The Academic Coordinator organised a preparatory seminar with students in stage 4 which dealt with the methodology of their French Law Dissertation to allow them to think in advance and plan their research work in relation to this semester 2 module.
- Involvement of law academic staff in the management of the Dual Degree Programme (e.g., Associate Dean for undergraduate studies takes part in the selection process; Head of Global Engagement liaises with the Academic Coordinator regarding Dual Degree Programme agreements).
- Good collaboration and regular meetings between the Academic Coordinator of the Dual Degree Programme and colleagues in the School of Languages (French) to check if the offering of French language modules is adapted to the needs of French Law students.
- Good contact maintained with alumni of the Dual Degree Programme, especially in terms of recruiting events opportunities in Dublin. For example, Dual Degree graduates came to us to advertise to the specific cohort of Dual Degree students internships in Cleary Gottlieb Steen & Hamilton LLP (Brussels Office).

Kaplan (Singapore) and the UCD College of Business:

- A major review of admissions was conducted in April 2019 by the UG Programme Board sub-committee and these changes will benefit the September 2019 intake.
- The interview aspect of assignments was really effective and many of the students fed back that they found this to be quite an eye opener in that they got to visit a real workplace and speak to a manager of sorts, and ask questions that gave them an insight to the practice of some of these theory concepts learnt in class.
- The case studies and exercises, used in class, worked very well to demonstrate the practical application of theory. This prepared the students to engage with their main assignment which requires them to evaluate leadership, performance management and communications in a real organisation, using data gathered through interviews / questionnaires and observation.
- Small groups where two or three students meet to research the topics covered in class were used to reinforce the theories and the concepts taught. It is found that students on the whole learn more effectively with this approach as they can use this opportunity to ask lecturer on areas that they do not understand. This helps to clarify doubts and deepen their understanding. During lessons, students were also asked to respond to questions raised by other students to promote greater participation and interaction. Students are given opportunity to meet with lecturer during short breaks and after each class to clarify any doubts they have on their individual assignments. It is heartening to see hardworking students to clarify doubts on lessons or individual assignments.
- Beginning from September 2018, the scheduling of Overseas Programme Exam Boards moved from a stage-end basis to a module-end basis. Up to this date Overseas modules have been brought to Programme Exam Boards once the entire relevant Stage was concluded and all assessment had been graded and provisionally approved. This has proved to be extremely advantageous to students who now have their final results processed much faster
- Following a review of the Grade Approvals Process (GAP), and with the current process which entails modules going to PEB based on completion date, the Centre for Distance Learning (CDL) have now moved all grade processing in line with University norms of three GAP's per academic year.
- A blend of theory based discussions and case study presentations allowed the students to get a deeper understanding of how strategy affected the success of companies out there. Attempts were made to expose the students to diverse industries and show how the concepts could be applied across the board. The subject can be quite challenging, especially for full time students without extensive work experience, and so it was

necessary to show success and failure stories to them and identify what went wrong and why, and what worked well.

- Co-teaching works well because the fusion of academic and practitioner is crucial for a pragmatic course. In particular, the full-time students have limited real commercial experience. Though only team report and exam are less taxing for the students but it is difficult to motivate the student to study diligently on an individual basis if there is no individual assignment.

Kaplan (Hong Kong) and the UCD College of Business:

- By adopting the case studies approach and at end of days students looked more confident and competent in tackling the applicational parts of exam questions. All 5 exam questions were assessing concepts learnt and followed by application of learnt concepts/practices in the MO module. The questions set for the exam were in a balanced manner that it contributed to an even distribution of attempts to respective questions.
- Hong Kong examples were used to illustrate concepts and theories in the classes. The group assignment was an excellent opportunity for the students to have hands-on experience with macroeconomic data. This would make the otherwise abstract materials more concrete.
- Across the different classes, most students showed satisfactory to very good or excellent performance in the two assessment components. Students who engaged in academic research tended to produce good arguments than merely statement of ideas in their assignments. Those who spent time doing extensive background readings tended to provide excellent answers in both the individual assignment and the final examination. They were also able to answer all the required number of questions and had demonstrated good understanding and application of the subject matter in their responses.
- Results of this batch have been higher than past years. One of the reasons may be due to the significant smaller class size (100 students vs. 250 students in the past), both teaching and learning have been much more satisfactory. Not only was attendance high, also students became more engaged. Assignment groups were able to seek and receive specific guidance and instructions more clearly.

Justus Liebig University Giessen, Germany and UCD School of Biology and Environmental Science:

- The Extern Examiner reported that overall, the quality of the work [by students] is impressive. The programme goes further than most in that in addition to a research project the students undertake a structured work placement and the programme is delivered in both Ireland and Germany. These latter two components significantly add to the value of the qualification to the students, particularly in terms of their employability and reflective qualities.
- The Masters programme Global Change: Ecosystem Science and Policy is concerned with and circles around the key societal discussion on global and climate change and the transfer of this knowledge to society. Thus, the programme is inherently strengthening the capacity of students to civic engagement and their personal development. A good example is the association of the MSc Global Change with UCD emerging climate actions. Moreover, the programme coordinator encourages all lecturers at both UCD and JLU to actively consider fields of action, opportunities and the importance of civic engagement in their curriculum. This was visible in the Climate Strike action in UCD for example.

RCSI & UCD Malaysia Campus (RUMC) (Malaysia) and UCD School of Medicine:

- Student Support/Guidance: An orientation was arranged by the Medicine International Office providing an overview of the supports available within the School. UCD Malaysian Soc work closely with the Medicine International Office to support students on the BHMED008 Programme.
- The programme comprises mainly Malaysian students. The School of Medicine International Office supports the Malaysian Society with MNight and Malaysian Games events.

- During the academic year, monthly academic executive meetings took place between UCD, RSCI and RUMC via video link to coordinate and manage the programme delivery, and academic issues.
- A Shareholders and Management meeting takes place bi-monthly.
- Board meetings take place quarterly. These usually take place in Penang. UCD has 3 Directors on Board of RUMC (plus 2 alternate Directors). 3 UCD Directors normally travel to Penang for the Board. UCD Dean is currently Chairman of Board of Directors.
- RUMC embarked on a rebranding exercise following the approval of Foreign University Branch Campus status. This has now been completed and new marketing material has been produced along with a robust social media campaign.

4.3 Examples of Planned Enhancements and/or Operational Actions for 2019-20

Evidence has been provided that indicates that ongoing programme and module monitoring and enhancement is routinely taking place. Further evidence is provided which demonstrates how student feedback is being responded to. Examples of planned developments include the following:

Université Panthéon-Assas (Paris II) & Université Toulouse Capitole 1 (France) and the UCD School of Law:

- The process of finding tutors/occasional lecturers with excellent teaching skills and potential, as well as the task of supervising them to ensure quality and consistency is time-consuming for the Academic Coordinator. She needs the constant support of the School for that matter. This will be alleviated in the future with the recruitment of a new lecturer competent in French law and with French competency.
- The plan is to ensure a good transition between the former Academic Coordinator and the new one. A handover meeting was organised on 11 December 2019 which was also attended by the Programme Manager.

Kaplan (Singapore) and the UCD School of Business:

- Summer School – 12 students attended the Summer School from Singapore in August 2019. The summer school ran over a two-week period for Singapore students who studied BMGT3001S Business Strategy (taught by Prof Federica Pazzaglia) and BMGT3009S Operations Management (taught by Prof. Brian Fynes). Programme Management from CDL held an information session while in Hong Kong for the Graduations in April and accommodation was provided for students on Belfield campus, although many students opted to find accommodation elsewhere (Airbnb etc.) Students were asked to complete a survey at the end of the Summer School. Reaction was overwhelmingly positive with all students who responded saying they would recommend the Summer School experience. Many students felt they would prefer to stay a bit longer and take another module which CDL are continuing to investigate, but this is contingent on the approval of the Hong Kong Bureau. In addition, Audrey Healy arranged for a promotional video featuring 2019 students to be filmed which will be used to promote the Summer School.
- Study Guides should be uploaded to Brightspace well in advance of the class – some delays have been experienced. The Centre for Distance Learning (CDL) endeavour to ensure that all study guides are uploaded well in advance of classes, but delays beyond our control can crop up occasionally. This work is ongoing.

Kaplan (Hong Kong) and the UCD College of Business:

- The module content will be modified to reflect developments in specific marketing and marketing management sectors associated to local and to international business and to marketing, and especially as related to Hong Kong and to Hong Kong organisations.

- A full curriculum review was initiated by CDL in June 2019 for implementation in November 2020. Feedback from all relevant stakeholders – students, alumni, lecturers, employers – will be taken on board and focus groups were arranged to gather this feedback in Hong Kong in August 2019. The work in this regard is ongoing.

Justus Liebig University Giessen, Germany and UCD School of Biology and Environmental Science:

- To liaise with UCD Global so that any visa issues encountered by non-EU students can be solved more easily.
- Decreasing the number of modules in UCD first trimester may be pursued following External Examiner's comments as well as students' difficulty with the 4-week duration system.
- The Collaborative agreement will be reviewed (after 10 years) and alignment with new regulations at both institutions will be sought.

RCSI & UCD Malaysia Campus (RUMC) (Malaysia) and UCD School of Medicine:

- RUMC will look to recruit in East Malaysia and diversify International student cohort.
- RUMC will change its clinical schedule to allow for early graduation, allowing students in graduating year to apply for Irish internship.

5. Conclusion and Next Steps

This report relates to the annual monitoring of UCD's major Taught Collaborative/Transnational Educational Provision. The Annual Monitoring process complements the more detailed Periodic Review of taught collaborative programmes, which takes place on a 5-7 year cycle, and it also complements external accreditation exercises of these collaborative programmes, by the partner or by relevant agencies in the partner country. In November 2019, there was a Periodic Review of the Business programmes delivered in conjunction with the National School of Business Management (NSBM) in Sri Lanka. The Periodic Review of the Beijing Dublin International College (BDIC) programmes (BE Internet of Things Engineering, BSc Software Engineering, and the BComm Finance), managed in partnership with Beijing University of Technology in China, took place in May 2019.

The Annual Monitoring process for UCD's core collaborative programmes has 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 monitoring process and the framework through which collaborative and transnational programmes are managed by the University is currently undergoing significant change, in particular in relation to the pursuit of the objectives outlined in the UCD Global Engagement Strategy (2016-2020).

In support of this, a **Global Partnerships Working Group** 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 in support of the UCD Global Engagement Strategy (2016-2020). The group is chaired by the Vice-President for Global Engagement and the terms of reference for the group are as follows:

- 1) To identify and capture the full spectrum of UCD's global partners and to classify the associated level of engagement.
- 2) To agree, develop and set criteria for global partnership selection and prioritisation.
- 3) To contribute to and develop a multi-user IT system that supports the collation of data on international partnerships across the university.
- 4) To develop a strategy to increase awareness and participation in the consolidation and sharing of data across the university relating to international partnerships.

- 5) To develop protocols and procedures to support the governance of global partnership engagement and to measure the return on investment.

The work of the Global Partnerships Working Group has been divided into three workstreams, as follows:

- 1) Strategy
- 2) Governance
- 3) Global Partnerships Database (Rowan)

To align with developments in this regard, it is intended that the Annual 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 a Global Partnerships Database – now known as '**Rowan**' (see **Appendix 2**) – will enhance institutional intelligence and reporting capacity in relation to the full range of partnerships and collaborations that UCD is engaged with, so that in future, Annual Monitoring report templates can be pre-populated with live data from Rowan for each 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 of a wide range of information relevant to the University's collaborative and transnational programmes. Progress on this development is ongoing and will be reported in subsequent reporting cycles.

This **Annual Report on UCD Taught Collaborative / Transnational Educational Provision 2018-2019** will be circulated to 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 collaborative partners named in the report, via the relevant UCD Programme Co-ordinator.

Appendix 1 – Annual Programme Monitoring Report (Specimen Template)



University College Dublin

Collaborative and Transnational Taught Programmes

Annual Programme Monitoring Report

Reporting Period: 2018-19

Partner Institution/Transnational Campus: _____

Programme Title(s):
(include programme and major codes) _____

Collaboration Type:
(See Appendix A – Glossary of Collaboration Types) _____

Collaboration Structure:
(include amount of time spent at each institution (e.g. 2 years taught at UCD; 2 years taught at X) and the award arrangements (e.g. UCD Award only, or UCD award and X award, etc.)) _____

UCD Governing Board: _____

Name of Governing Board Chair/Coordinator/
Academic Committee Chair (or equivalent): _____

Date of Last Report (if applicable): _____

Student Enrolments:

Programme Title	Student Enrolments 2018-19		Total Students on Programme
	Male	Female	

1. Summary of Student Feedback (formal and informal)

e.g. from modules, staff-student meetings, etc.

2. Summary of Feedback/Issues raised by Module Coordinators/teaching staff on module and/or programme delivery

3. Summary of Feedback/Issues raised by Extern Examiners

4. Please comment on the overall operation of the programme(s) during the previous year

e.g.

- *Programme Delivery / Structure*
- *Programme Management / Administration*
- *Student Recruitment / Progression / Withdrawals*
- *Etc.*

5. Please provide a summary of the student support and guidance material made available to students on the programme(s), as well as information regarding orientation events or meetings or other ongoing support activities for students

6. Please provide summary details of programme management meetings/contact between the partners

e.g. date, purpose of meeting, key issues arising, etc.

7. Examples of Good Practice

8. Resources/Programme Viability and alignment with School/College/University Strategic Plans

e.g. does the partnership/programme remain viable? What is the trend in applications/student admission/progression? Are there any potential challenges (e.g. withdrawal of student funding, availability of staff to deliver the programme)?

9. Action Points progressed from 2017-18

Outline progress with previous year's action points

10. Action Points planned for 2019-20

Identify any developments planned

11. Any other comments?

Signed

Date

(Programme Coordinator or equivalent)

Print Name

Date

Signed
(if appropriate)

Date

(Provost / Head of School or equivalent)

Print Name

Date

**Please return the completed form to:
Michael Kennedy (michael.e.kennedy@ucd.ie), UCD Quality Office,
by 31 January 2020.**

Appendix A – Glossary of Collaboration Types

Collaboration type	What is it?	Award type
Access/Feeder Programmes	Students from Access/Feeder programmes are recognised as having met the admissions criteria for entry to a specified programme. Normally used as recruitment tools. The partner is responsible for the delivery of the programme.	Admission to programme leading to UCD award.
Accreditation	An institution without its own degree awarding powers is given authority by the University to exercise powers for academic provision. The University remains responsible for the quality of the programmes.	One award provided by UCD as the accrediting institution.
Agent	A person or organisation employed by the awarding institution to facilitate a collaboration or the recruitment of students. Normally used as a recruitment pathway into programmes.	Admission to programme leading to UCD award.
Articulation	The University reviews the components of a programme at another institution and judges if it provides an appropriate academic standard to allow entry to a programme leading to a UCD award.	One award provided by UCD.
Co-Tutelle/ Inter-Institutional Co-Supervisory Arrangement	When a doctoral student receives joint supervision by UCD and another institution and submits a single doctoral dissertation for a single examination.	More than one award provided by more than one institution.
Double Degree Awards (multiple, dual or double)	Awarding institutions contribute to two separate awards in instances where there are legal barriers for a partner to participate in a joint award.	More than one award provided by more than one institution.
Exchange	A reciprocal exchange of staff or students. Students are admitted to and graduate from a home institution, but spend time at a host institution. Includes ERASMUS exchanges.	One award provided by the home institution.
Franchising	When the University authorises the delivery of its programmes leading to a UCD award to a partner institution. Serial Franchising is when a partner uses a collaborative programme arrangement as a basis for further collaborations of its own with third parties, but offering the original institution's awards. UCD does not permit serial franchising.	One award provided by Franchiser institution (UCD).
Joint Degree Awards	When institutions contribute to a single award from all participating institutions. Students are normally admitted to and receive their awards from a home institution but spend part of the programme at host institutions.	One award jointly provided by more than one institution.
Off-Campus Delivery	Teaching/supervision is provided by UCD staff, but some or all delivery takes place away from campus.	One award provided by UCD.
Validation	When the University judges that a programme delivered by another institution is of the equivalent standard as a programme delivered by the University.	One award provided by the delivering institution and validated by UCD.

Appendix 2 – Global Partnerships Database ('Rowan')

Welcome to Rowan

Global Partnership CRM

What is Rowan?

The Rowan - Global Partnership Database was created at the request of UMT Global Engagement Group as part of a broader Global Engagement initiative in 2016. The objective of the system is to integrate information from across UCD to provide a directory of strategic partners and an integrated profile for each.

Three of the key benefits are:

- Integrated data will help identify potential new partners and enable focus existing UCD relationships
- Automation of the processes in the partnership area will enhance operational effectiveness
- Better analytics will support strategic decisions in line with Global Engagement Strategy and related KPI

Diagrammatically, the system can be represented by the following diagram.

Welcome to Rowan

Global Partnership CRM

My Organisations

- My Favourite Organisations**
Quickview of all Interactions with My Favourites ☆
- My College Dashboard**
View Organisation Interactions at College Level ☆
- Search All Organisations**
Search Organisations and Add Favourites ☆

Reporting

- Country Profile**
View Statistics on Partnerships by Country ☆
- Operational Reports**
Detailed Reports on Global Partnerships ☆
- Rowan Administration**
Maintain CRM Management Information ☆

Activities within the last 2 months

Map data ©2017 Terms of Use

[Recent Activities](#) [Upcoming Activities](#)

Recently Signed Collaborations

	Organisation Name	Collaboration	Signed Date
	Beijing University of Chemical Technology	Test Private PAGEID - Pre-Masters (Business)	04 Sep 2017
	Beijing University of Chemical Technology	test eras private - Erasmus (EU) (Business)	04 Sep 2017
	Beijing University of Chemical Technology	Test Private 2 - Joint Programme (Business)	01 Sep 2017
	University of Utrecht	test post wcas upld - Erasmus (EU) (University-Wide)	24 Aug 2017