



University College Dublin

Quality Office

Academic Council Committee on Quality (ACCQ)

Annual Report on

UCD Taught Collaborative / Transnational Educational Provision

2015-2016

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

The **Annual Monitoring** of UCD's taught collaborative programmes 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 taught collaborative programmes. UCD collaborative and transnational taught provision is normally subject to 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 Committee on Quality (ACCQ).

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.

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, 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.

The primary focus of this report is to provide a summary of the Annual Monitoring Reports received for 2015-2016, 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. This report constitutes the fourth

cycle of annual monitoring of collaborative and transnational provision and summarises the reports provided for the programmes delivered in 2015-2016.

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) and the Irish Higher Education Quality Network (IHEQN) *Guidelines for the Approval, Monitoring and Review of Collaborative and Transnational Provision* (May 2013). 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.

Each Programme Co-ordinator/Manager/Programme 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 report is submitted to the UCD Quality Office by the 28 October 2016 deadline for undergraduate programmes. For graduate programmes, including those delivered over a period longer than a standard academic session, some flexibility to the report submission deadline is provided, typically set as mid-January. The information and feedback received via these reports has been aggregated and analysed for this report, which will be submitted to the Academic Council Committee on Quality (ACCQ) and the UCD 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 / Programme 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 via its guidance document on [Collaborative Award Types, Taxonomies and Established Routes for Collaboration](#) which is among the portfolio of supports for collaborative programmes provided through the *Programme Development, Approval and Review Framework (PDARF)*. This 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.

In the guidance document on [Due Diligence and Risk Management](#), these collaborative award types are then mapped onto a risk and due diligence matrix which differentiates between different types of collaborative

arrangements and different approval and monitoring requirements. Not all 'collaborative' programme arrangements are required to be formally monitored on an annual basis at institutional level. For example, student exchange arrangements, or access/feeder/articulation arrangements that effectively operate as targeted student recruitment pathways, would not normally be subject to formal annual monitoring at institutional level. Rather, it is more appropriate that some form of regular oversight of these types of arrangement should take place at 'local' level, such as through regular School or Programme Board monitoring of student experience.

The focus of this report is, therefore, based on the perceived risk associated with a collaborative arrangement – typically this includes taught collaborative/transnational programmes that the University (through the *UCD Collaborative Programmes Register*) categorises as 'franchise', 'dual/multiple' or 'validation'.

Programmes included in this report are as follows:

Partner/Campus	UCD School	Programme	Type	# of students (2015-16)
Université Panthéon-Assas (Paris II) & Université Toulouse Capitole 1 (France)	School of Law	BCL/Master 1 – M1	Dual	27
Kaplan (Hong Kong)	School of Business	Bachelor in Business Studies (BBS)	Franchise	153
		MSc (Logistics & Supply Chain Mgmt; HRM; Management; Marketing; IT, Project Mgmt)	Franchise	80
Kaplan (Singapore)	School of Business	BBS (Finance; IT; HRM; Management; Marketing; Logistics; Banking & Wealth Mgmt)	Franchise	2514
		MSc (Logistics & Supply Chain Mgmt; HRM; Management; Marketing; IT, Project Mgmt)	Franchise	272
National School of Business Management (NSBM) (Sri Lanka)	School of Business	BSc (Finance; IT; HRM; Management; Marketing; Logistics; Banking & Wealth Mgmt)	Franchise	1108
Beijing Dublin International College (BDIC), Beijing University of Technology	School of Electrical & Electronic Engineering	BE Internet of Things Engineering	Dual	261
	School of Computer Science	BSc Software Engineering	Dual	162
	School of Business	BComm Finance	Dual	304
Justus Liebig University Giessen, Germany	School of Biology & Environmental Science	MSc Global Change – Ecosystem Science and Policy	Joint	5

It should be noted that in the academic session 2016-2017, a number of the University's collaborative and transnational programmes are undergoing **Periodic Review**, with a further programme closed with effect from December 2016. These programmes are as follows:

Partner/Campus	UCD School	Programme	Type	Status
Teagasc (Moorepark and Kildalton, Ireland)	School of Agriculture & Food Science	Professional Diploma (L7) in Dairy Farm Management	Validation	Periodic Review: Nov 2016
		BAgrSc Dairy Business	Off-Campus Delivery	
Kaplan (Hong Kong)	School of Business	Bachelor in Business Studies (BBS)	Franchise	Periodic Review: Feb/Mar 2017

		MSc (Logistics & Supply Chain Mgmt; HRM; Management; Marketing; IT, Project Mgmt)	Franchise	
Kaplan (Singapore)	School of Business	BSc (Finance; IT; HRM; Management; Marketing; Logistics; Banking & Wealth Mgmt) MSc (Logistics & Supply Chain Mgmt; HRM; Management; Marketing; IT, Project Mgmt)	Franchise Franchise	Periodic Review: Feb/Mar 2017
National School of Business Management (NSBM) (Sri Lanka)	School of Computer Science	BSc Computer Science	Franchise	Closed, no further intake from December 2016

4. Summary Findings from Annual Reports 2015-2016

4.1 General Findings/Good Practice

- **Module Feedback Surveys** have become a standard feature of quality assurance and enhancement strategies across all of the programmes, and this includes in some instances, explicit reference to ‘Closing the Loop’ on student feedback. Examples of good practice which emerge from these includes the following:
 - Comprehensive and easy to use written notes / study guides provided;
 - Good guidance on key points in the syllabus;
 - Good interaction between the lecturer and the students;
 - Language nuances and mistakes were explained;
 - Teacher’s enthusiasm was commended;
 - Provision of Module Descriptors (in multiple languages where appropriate) were useful;
 - Confirmation that grade distribution was aligned with Belfield students on similar programmes;
 - Programme goals are appropriate and suitably challenging;
 - Learning outcomes are appropriate;
 - Work Placement module for a particular programme commended, especially its assessment strategies, and described as an exemplar of good practice in the sector;
 - Linking of local Module Feedback Surveys with Irish Student Survey of Engagement (ISSE).
- **Positive feedback from the Extern Examiner** was outlined, including confirmation that the academic standards of the assessment and module outcomes reflect the academic standard of students, and there is general alignment with standards at the same level at other comparable institutions.
- The quality of the dual degree Irish Bachelor of Civil Law (BCL) and French Master1 (M1) and its esteem in Ireland was noted in the context of the Periodic Quality Review of the UCD School of Law, undertaken in October 2015.
- Fluent and efficient communication between UCD Programme Managers and partners noted.
- Local student ‘**Survival Guide**’ has been an effective tool for providing support and guidance for programmes, together with supportive administrative teams.
- **Individualised support for students**, particularly with respect to language difficulties, noted.
- In instances where students change countries as part of the programme, ‘**before you go**’, ‘**when abroad**’ and ‘**when you return**’ meetings have proven to be valuable.
- The National University of Ireland (NUI) has joined with the French Embassy in Ireland, to recognise the growing collaboration between Irish and French universities. Dual-degree programmes have been established between the NUI constituent universities and a range of universities in France. These partnerships highlight the importance of such collaborations, which in part prepare students for

international careers in global markets. In 2016, for the first time, NUI constituent universities have nominated students who have particularly distinguished themselves on a dual degree programme. Each of these students has been awarded a French Government medal and an NUI prize of €1,000 at the Awards Ceremony. One student on the UCD Bachelor of Civil Law (BCL) and French Master1 (M1) was awarded this medal and prize in 2016.

- Also in relation to the dual degree Irish Bachelor of Civil Law (BCL) and French Master1 (M1), a UCD (Irish) student was awarded the *Prix de Lauréat pour le Master 1 en droit* by the Université de Toulouse Capitole 1. This prize is awarded annually to students who achieve examination results placing them within the top three students of their class. This is the second academic year that the student has been awarded this prize.
- Detailed analysis of issues raised in the previous and current year, actions taken to date, and any further actions required, provided as outcomes of Programme Board / Examination Board meetings, Extern Examiner feedback and Annual Monitoring, demonstrating reflection on feedback and its conversion to plans for future action.
- New classification of teaching staff – e.g. Scholarly Academic, Scholarly Practitioner, Practice Academic and Instructional practitioners – to align with recommendations of external accrediting body.
- **New Subject Area Co-ordinator post** to assist with improvement of academic governance.
- New staff appointments made which increase the number of UCD staff members located in partner institution(s) overseas.
- Alignment of grade approval process with normal UCD schedule.
- **Further development of a system of overseas exam audits** where members of UCD faculty observe exam sessions and complete Exam Observance forms.
- Upgrading of School Emergency Plan.
- **Orientation material for students provided to each on a USB key.**
- In relation to the Business overseas programmes, the first **UCD Teaching and Learning Festival in Singapore** was held in May 2016. 20 Local lecturers participated in the event, which was a forum to share teaching experiences from across the campuses with local faculty. It is planned to make this an annual event.
- **Student performance meetings** were scheduled each semester, with individual students whose results did not indicate a trajectory to complete their degree in the normal time frame.
- **Summer Schools** in UCD delivered with students coming to Dublin from associated overseas campuses.
- **Cultural engagement opportunities** offered to Beijing-Dublin International College (BDIC) students through the continued offering of Gaelic Football and Irish Dancing as options in their Physical Education modules (with large student enrolment in these).
- **Additional office hours and remedial classes in English** were offered to students.

4.2 Potential Areas for Enhancement Under Consideration

- Arising from Module Feedback Survey commentary, the following sample recommendations for enhancement to specific modules were noted:
 - Separation of students based on their proficiency in the language of instruction – at certain points – could be useful in order to be able to adapt teaching strategies to the abilities of such sub-groups where this can be of assistance to students and facilitate and improve their learning;
 - Module content will be modified to reflect developments in specific sectors;
 - Learning journal guidelines and tutorial design will be modified to ensure students understand and engage in reflective practice;
 - More ‘real world’ cases to be discussed in classes;
 - Students need further guidance on academic writing and referencing;

- Having the opportunity to work on past examination questions may also familiarise students with the question format and expectations;
 - More in-class time needed on data analysis to provide for application of data analysis in real life;
 - Further emphasis to be placed on key theoretical concepts;
 - Module Assessment Form to be reviewed and streamlined;
 - Increased feedback to students recommended;
 - Intervals between assignments in modules can be too short;
 - Review of assessment to ensure weighting is appropriate;
 - ELearning team to investigate instance of 'downtime' of online (Blackboard) resource;
 - Multiple Choice Questions (MCQ) to be included at the end of each lesson to gauge level of student comprehension/learning;
 - Increase in the one-to-one tutorial time to help students who need personal feedback and support;
 - Students to be taught how to arrange an outline and introduction before they start writing an actual assignment, including also training in the use of the UCD library for journal referencing;
 - Further opportunities to be provided in class for more discussion on recent economic events globally and policies implemented by the governments concerned to encourage the students to think critically, elaborate on the issues and express their views more comprehensively;
 - More practice questions will be made available to students in the future;
 - Time allocated for case discussion will be increased from 30% to 40%, i.e. 60% theory and 40% practice;
 - More tutorial questions will be assigned to the students during the course;
 - Limitation of student project group size to 3-4;
 - Further recruitment of Teaching Assistants (TAs) to assist with delivery of modules, ideally from among students who had formerly taken the modules;
 - Change from fewer large assignments to more smaller assignments;
 - Improved communication between Module Co-ordinators to avoid overlap of material.
- In some cases, a single member of the academic staff has taken responsibility for a large teaching workload, including in subjects which they may not be expert in. Consideration of teaching workload and distribution would therefore be useful.
 - The depth of analysis applied by some Extern Examiners, and the extent to which this directly contributes to future planning, is inconsistent across the programmes.
 - Additional resources are required for teaching and administration to support successful collaborative and transnational programmes, and this should be included in the local strategic planning process.
 - Discrepancy in the level of programme organisation and provision of support for students across collaborating partners needs to be addressed to ensure consistency and quality of the student experience.
 - Further planning required to support programmes, including: evaluation of fees, recruitment, programme structure review, evaluation of trends in student performance, programme marketing, research collaboration and student accommodation.
 - Student failure rates in specific subject areas analysed with identification of key factors (e.g. issues with moderation) and actions are planned to address these (e.g. moderation procedures reviewed and changes implemented for 2016-2017).
 - Partners and students asked to review *UCD Policy on Extenuating Circumstances* and act within guidelines to ensure closer adherence to policy.
 - Further upgrading of School Emergency Plan to include more sophisticated incidence plan is required.

4.3 Planned Enhancements for 2016-17

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:

- Annual meetings of Joint Management Committee (or equivalent).
- Research collaborative projects and teaching visits are planned in 2016-17, to enhance the collaboration between academic staff and provide for better use of teaching resources.
- In relation to the dual degree Irish Bachelor of Civil Law (BCL) and French Master1 (M1), in recognition of the development of France-Ireland relationships in the educational area, and proposed by the French Embassy in Ireland, the Prime Minister of France has nominated the Academic Coordinator of the dual degree programme *Chevalier dans l'Ordre des Palmes Académiques* (equivalent of Member of the Royal Irish Academy). An awarding ceremony was scheduled for December 2016.
- New additional staff appointments planned which will increase the number of UCD staff members located in a number of partner institution(s) overseas.
- Greater programme alumni engagement is planned.
- Further work planned to review provision of student feedback on assessment performance.
- An expansion of the use of technology to enhance learning is planned, including introduction of an online platform to present research. Staff training and student feedback are critical in this regard.
- Development, by the Programme Co-ordinator, of a special booklet on the range of services for counselling students and professional psychological help on campus as well as outside as the students have found the services inadequate or not fast enough.
- A marketing plan to further communicate and advertise programmes to a wider international audience is planned.
- Review planned of Module Feedback Survey used in China – the survey was sent to all students' UCD email address, but students had difficulty accessing this off-campus, as the UCD email system is provided by Google which is not accessible in China. To address this, the Student Module Feedback Survey will be rolled out using UCD Infohub to BDIC students for 2016-17, for all UCD delivered modules.
- In collaboration with BDIC and BJUT International Office, Chinese classes at beginner, intermediate and advanced level to be offered to UCD lecturers.
- A UCD Assessment visit to BDIC is planned to review and offer guidance on existing exam procedures and processes, and to deliver workshops on invigilation and grading.
- To enable and facilitate improvement in the English-language capabilities of BDIC students, the following actions have been planned for 2016-2017:
 - The *Road to IELTS* component of the stage 2 speaking skills module will be discontinued (as it had no demonstrable benefit in relation to improving student English-language skills);
 - The credit load of the four College English modules will be spread across semesters one and two;
 - BDIC will hire 2-3 additional foreign English teachers in order to meet the needs of students who require extra-curricular English language support. It is envisaged that these teachers will start at the beginning of the second semester of 2016-17;
 - A student committee has been created to promote the use of English outside the classroom. Regular meetings of this English language coordination committee will take place every Friday. This initiative will be student led, with input from BDIC staff as necessary;
 - A series of lectures on IELTS speaking and writing will be offered in both semester one and two;
 - Ongoing curriculum development will include work on developing modules in English for specific academic purposes.

5. Conclusion and Next Steps

This report relates to the annual monitoring of UCD's core Taught Collaborative/Transnational Educational Provision. As stated in the introduction, regular programme monitoring is considered good practice and is aligned with sectoral, national and international guidelines as they relate to quality assurance and enhancement of academic programmes. The Annual Monitoring process complements the more detailed Periodic Review of taught collaborative programmes, which takes place on a 5-7 year cycle. In the academic session, there are two Periodic Reviews being undertaken of collaborative programmes – the Dairy Farm Management programmes delivered in conjunction with Teagasc in Moorepark (Co. Cork) and Kildalton (Co. Kilkenny), and the Business programmes delivered in conjunction with Kaplan (Hong Kong) and Kaplan (Singapore). The reports relating to these Periodic Reviews will be published on the UCD Quality Office website in due course.

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 light of the publication of the [UCD Global Engagement Strategy \(2016-2020\)](#) in September 2016. Alongside this strategy and included with the expansion of the area of Global Engagement, there have also been a number of new appointments in the UCD International Office, including:

- International Collaborations Officer
- Assistant Director for Global Relations & Partnerships
- UCD Director of International Affairs
- Deputy Vice-President for Global Engagement (currently advertised)

In support of the objectives set-out in the UCD Global Engagement Strategy (2016-2020), 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

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 as part of the UCD information management system will be linked to the existing Programme Dashboard which is available in UCD InfoHub (see example as Appendix 2), so that in future, Annual Monitoring report templates can be pre-populated with live data from the Programme Dashboard 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 will be reported in the fifth reporting cycle in 2018.

This **Annual Report on UCD Taught Collaborative / Transnational Educational Provision 2015-2016** 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 Committee on Quality (ACCQ) 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: 2015-16

Partner Institution/Transnational Campus: _____

Programme Title(s): _____

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 Programme Board: _____

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

Date of Last Report (if applicable): _____

Student Enrolments:

Programme Title	Student Enrolments 2015-16		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 External 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 2014-15

Outline progress with previous year's action points

10. Action Points planned for 2016-17

Identify any developments planned

11. Any other comments?

Signed

Date

(Programme Coordinator or equivalent)

Print Name

Date

Signed
(if appropriate)

(Provost / Head of School or equivalent)

Date

Print Name

Date

Please return the completed form to Michael Kennedy (michael.e.kennedy@ucd.ie), UCD Quality Office, by 28 October 2016.

[Date of next Annual Report – October 2017]

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 – Programme Dashboard (sample)

The sample used is for the MSc Global Change, 2015-2016 academic session

Home / Students / Registration Information / Programme Dashboard

Programme Dashboard

Select Course (Major): MSc Global Change:Eco Sys&Pol-Stage 1

Select Academic Year: Academic Year 2015/2016

Registered Students by Gender and Fee Status

Region of Citizenship	Number of Students		
	Female	Male	Total
Ireland	1	1	2
Rest of EU	6		6
Rest of World	2		2
Total	9	1	10

Students by Registration Status

Description	Type	Number of Students
Registered		
Registered	New Entrant	5
Registered		5
Total Registered		10
Not Registered		
Cancelled Pre-Enrolment	New Entrant	2
Cancelled Registration		1
Total Not Registered		3
Total		13

Earned ECTS Summary

Number of Students	Course Credits	< 50	Between 50 and 70	> 70
10	120	5	0	5

Registered Students by Age Group

by Age Group

Age Group	Number of Students
>23	10
Total	10

Application Details

Applications	Offers	Acceptances
18	14	5

Average GPA Summary

Semester	Average GPA
Semester One	3.33
Semester Two	.00
Summer Term	3.27
Full Year	2.20

Degree Results Summary

1H	2H1	2H2	Pass	Incomplete	Total Students
2	2	1	0	5	10