University College Dublin

Quality Office

Academic Council Quality Enhancement Committee (ACQEC)

Annual Report on

UCD Taught Collaborative / Transnational Educational Provision

2017-2018

Sixth Cycle – April 2019

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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 if university life;
2) Extend and develop strategic relationships to enhance our global engagement;
3) Grow our global reputation for excellent 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 International (which changed its name to UCD Global in 2019) has 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 2017-18, 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 sixth cycle of annual monitoring of collaborative and transnational provision and summarises the reports provided for the programmes delivered in 2017-18.

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 Relations and 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 19 December 2018). 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
- UCD Franchise to overseas partner - Non-domestic, non-third level institution - Large number of students (>100) - Third party involvement - Unfamiliarity with partner	- Domestic non-third level institution - Medium-sized number of students (>50-100) - Double/Dual Awards - Accreditation - Validation - Off-Campus Delivery	- 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 programme – 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 (2017-18)
Teagasc (Moorepark and Kildalton, Ireland)	School of Agriculture & Food Science	• Professional Diploma (L7) in Dairy Farm Management • BAgrSc Dairy Business	• Validation* • Off-Campus Delivery	• 42 • 22
Université Panthéon-Assas (Paris II) & Université Toulouse Capitole 1 (France)	School of Law	BCL/Master 1 – M1	Dual	26
Kaplan (Singapore)	School of Business	• BBS (Finance; IT; HRM; Management; Marketing; Logistics; Banking & Wealth Mgmt) • MSc (Logistics & Supply Chain Mgmt; HRM; Management; Marketing; IT, Project Mgmt)	Off-Campus Delivery	• 1962 • 240
Kaplan (Hong Kong)	School of Business	• Bachelor in Business Studies (BBS) • MSc (Logistics & Supply Chain Mgmt; HRM; Management; Marketing; IT, Project Mgmt)	Off-Campus Delivery	• 135 • 93
RCSI & UCD Malaysia Campus (RUMC) (Malaysia)	School of Medicine	MB BCh BAO	Foreign University Branch Campus	185
** This is a 'legacy' collaboration; UCD does not facilitate validation arrangements.*				

A number of the University's collaborative and transnational programmes have undergone, or are about to undergo, **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	• School of Electrical & Electronic Engineering • School of Computer Science • School of Business	• 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)	• School of Business • School of Business • School of Computer Science	BSc (MIS; HRM; Management)	Off-Campus Delivery	Exempt – Periodic Review in April 2018

4. Summary Findings from Annual Reports 2017-18

4.1 General Findings

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

- Signed Assignment Submission Forms were present, for all assignments in the sample provided.
- 'Safe Assign' similarity reports, and confirmation certificates for UCD's Library Plagiarism Quiz, were provided in most instances when students submitted hard copies of work.
- All modules demonstrate that the expected academic level is reached.
- Success rate of students is satisfactory.
- Marking is fair and range of grades satisfactory.
- Feedback provided to students is satisfactory.
- Case studies and exercises done in groups in class work well and give all student, regardless of language ability, a chance to learn.
- UCD Grading System consistent across all sites.
- Grade Descriptors (rubrics) are clearly provided, for Assignment tasks, in all Study Guides.
- Assessment strategies vary and work effectively and are in line with expected academic rigour. Assessment methods are consistent with learning goals.
- UCD is to be commended on the quality of material transmitted which allow for a good external examination process. Quality controls are in place and work well showing maturity in the overall quality process across all locations.
- Very good collaboration, fluid and efficient communication between Programme Managers and partners.

4.2 Examples of Good Practice

Teagasc (Moorepark and Kildalton, Ireland) and the UCD School of Agriculture and Food Science:

- Student feedback in the form of a Student Survey and meetings with students on the Moorepark component of the programme was carried out during a review by the UCD Quality Office in 2012/2013 and again in 2016/2017. Overall students were extremely satisfied with the Moorepark component of the programme.

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

- Individualized support provided by Academic Coordinator to current students during student hours or in-class, especially as regard language issues and requirements.

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

- Final group assignment using a case that required students to analyze it using various concepts and frameworks discussed over the course worked particularly well.
- Lecturers with small assignments and cases as well as a quiz worked well.

- Overall the facilities, classrooms, and computer laboratories were found to be of a good standard.
- Synergy Pod (Singapore) - The Synergy Pod "Classroom of the Future" at Kaplan is a comprehensive blended learning platform that integrates conventional classroom learning with technologically-mediated resources to enhance the student learning experience and engagement. It was built in mind to encourage teacher-student discussions and peer-to-peer collaboration, providing a dynamic and interactive learning experience for our students.
- Changes in Assessment strategy have allowed more time to be allocated for feedback activity. In addition, T&L sessions run by the Centre for Distance Learning have focused primarily on feedback this academic year.
- Following the Curriculum Review, all pre-course assignments were removed. These changes came into effect for modules starting after 1st September 2017.

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

- UCD Malaysian Soc work closely with the Medicine International Office to support students on the RCSI & UCD Malaysia Campus (RUMC) (Malaysia) Programme.

4.3 Examples of Planned Enhancements and/or Operational Actions for 2018-19

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:

Teagasc (Moorepark and Kildalton, Ireland) and the UCD School of Agriculture and Food Science:

- The key challenge for the programme is the increased competition with a new programme in UCC starting in September 2019 with the same external partner. There needs to be detailed discussions about the implication of this new programme – these will take place in 2019.

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

- The Academic Coordinator has been managing the recruitment process for the teaching in the French Law modules in 2017-18 (and in 2018-19) with the support of the Dean. The process of finding tutors with excellent teaching skills and potential, as well as the task of supervising them to ensure quality and consistency is a challenge for the Academic Coordinator and reflects the absence of academic expertise in the School. The School is looking to recruit in the field in the current recruitment round.
- Plan to review the offering of French language modules and adapt these to the needs of French law students (ie replacing translation and grammar course by a course in literature as French Law students have already a high level of French and need to be more challenged in their learning of the French language).

- Review of recruitment of male students to the programme given the very poor gender balance on it and liaison with the School Access Officer to explore atypical access to the programmes.
- Plan to organize the 10 year anniversary of the first graduating class of the BCL/Maîtrise with Paris II (2005-09), and the start of the BCL/Maîtrise with Toulouse 1 in the Autumn 2019, in collaboration with the French Embassy.

Kaplan (Singapore & Hong Kong) and the UCD School of Business:

- Encouraging students to fully utilise the facility that school has provided to support their academic activities. For example, the Business tutoring Centre or Writing Lab. In the coming semester, the students will be assisted how to arrange the structuring and formatting before they start to write the actual assignments.
- Local lecturers are not recognised in the Module Descriptor forms as they do not have UCD contracts. A request has been made to MSU to ensure that local lecturers can be included in the MDF so that they can be nominated in T&L Awards.
- Enhancement of IT provisions and reporting mechanisms ongoing since the QA process in 2016. This is a necessity for College and University.
- Review of Programme Examination Board – Programme Exam Board processes are continuously monitored to allow greater efficiency and the Centre for Distance Learning expects that Exam Boards will align with University protocol from this academic year onwards.
- Continued expansion of the Summer School will include possible introduction of Operations Management for all participating students as there were numerous requests this year from our Hong Kong participants. A timetable shift may allow Hong Kong Students to take this module (on limited pathways).
- Continued work is underway with Alumni, with the appointment of an Alumni Relations Manager which has ensured continuous interaction between UCD and overseas alumni.
- More research and thesis samples to be made available for reference, at an early stage, many students need to see concrete examples to have a bigger picture of the Research Project process. Since the nature of the module is self-administered, more effort can be made to motivate students to attend and approach the lecturer for individual questions and consultation.
- One key area to take note is the lack of understanding for providing a literature review that engages in critical oriented discussion intead of merely offering a pedestrian approach. In the future a session on researching relevant materials and writing a decent literature review will be added.

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 the 2017-18 academic session, 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, will take 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 2017-2018** 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: 2017-18

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 2017-18		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 2016-17

Outline progress with previous year's action points

10. Action Points planned for 2018-19

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 19 December 2018.

[Date of next Annual Monitoring Report – November 2019]

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')

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

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

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

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