

University College Dublin

**Annual Report on
UCD Taught Collaborative / Transnational
Educational Provision
2012-13**

UCD Quality Office

November 2013



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**Summary Report on Taught Collaborative/Transnational Programme Annual Reports
2012-2013 (Pilot Project)**

November 2013

1. Introduction

The Qualifications and Quality Assurance Act (2012), places explicit responsibility on Awarding Bodies for the quality of their programmes delivered in partnership with 'linked providers' (i.e. collaborative and/or transnational arrangements). Universities themselves will be monitored in this regard.

In order, therefore, to further enhance institutional oversight of UCD taught programmes delivered via collaborative and/or transnational arrangements, Academic Council Committee on Quality agreed to introduce a pilot process of annual reporting by relevant Programme Boards/Co-ordinators or equivalent for 2012-13. The first cycle of annual reports was received on 30 October 2013.

Many types of collaborative and transnational programmes exist, ranging across a spectrum of activity including: franchise, exchange, joint, co-tutelle, branch campuses, articulation and so on. For the purpose of this pilot annual monitoring exercise, the taught programmes covered are those described in the UCD Collaborative Programme Register as 'franchise', or 'branch campus'. 'Franchising' refers to a process by which a degree awarding institution agrees to authorise another organisation to deliver part or all of one (or more) of its approved programmes¹. A 'branch campus' is a campus of an institution that is located separately from the main or 'home' campus of the institution¹. These two types of provision were selected for the pilot, as QQI had asked UCD to report on them as part of the institutional annual report (2012) process.

2. Methodology

A short written, retrospective report was prepared by each Programme Board/Programme Co-ordinator (or equivalent) in conjunction with the collaborative partner, as appropriate (e.g. transnational provision may not involve a partner), and submitted to the UCD Quality Office by 30

¹ *IHEQN Guidelines for the Approval, Monitoring and Review of Collaborative and Transnational Provision (2013)*

October 2013. Feedback from individual programme reports have been aggregated in this report and will be considered by ACCQ in December 2013.

In order to be effective, annual reports should act as a focus for reflective evaluation by the programme team, of, for example, programme/partner management arrangements, the curriculum, teaching and learning, feedback from staff and students. Reports should also look forward to the incoming year, building on the experience and lessons learned from previous years, thereby facilitating the active enhancement of the programme and student experience.

A report template was made available to Programme Board/Co-ordinators, (See Appendix 1) however, in the first year of reporting, reports could be submitted in a format of their choosing, subject to a minimum set of data being provided.

3. Programmes Included in this Report *

Partner/Transnational Campus	UCD School	Programme	Total Registered Students (2012-13)
Teagasc	UCD School of Agriculture & Food Science	BAgrSc Dairy Business (Stage 3) (F/T)	45
		Professional Diploma in Dairy Farm Management (F/T)	38
Beijing Dublin International College (Beijing University of Technology)	UCD School of Computer Science and Informatics	BSc Internet of Things Emerging (F/T)	24
Kaplan, Singapore	UCD School of Business	MSc (Logistics and Supply Chain Mgmt., HRM, Management, Marketing, IT, Project Mgmt.) (F/T & P/T)	261
		BSc (Finance, IT, HRM, Management, Marketing, Logistics, Banking & Wealth Mgmt.) (F/T & P/T)	2,982
Kaplan, Hong Kong	UCD School of Business	MSc (Logistics and Supply Chain Mgmt., HRM, Management, Marketing, IT, Project Mgmt.) (F/T & P/T)	48
		BBS (Finance, IT, Management, Marketing, Logistics) (F/T & P/T)	352

National Institute of Business Management, Sri Lanka	UCD School of Business	MSc (Management, IT) (P/T)	46
		BSc (Management Information Systems, Management, HRM) (P/T)	1,015
Centro De Estudios Superiores Universitاس De Galicia (CESUGA)**	UCD School of Architecture	B.Arch.Sc (F/T)	35
		B.Arch/M.Arch (F/T)	
		Total Registered Students	4,846

* Fudan University (UCD School of Computer Science & Informatics) was excluded as this arrangement underwent Periodic Review in May 2013; UCD/RCSI Penang Medical School was excluded as it will undergo institutional review in May 2014.

** Note: this arrangement will end in September 2015.

4. Summary Findings from Annual Reports 2012-13

Overall the Annual Reports were completed diligently and provided evidence of appropriate reflection and engagement with the process.

Evidence was provided that indicated that ongoing programme monitoring and enhancement was taking place. Further evidence was also provided demonstrating how student feedback was being responded to. An example is provided below:

Issue

Students communicated a need to improve the orientation programme so that they could develop a better awareness of UCD.

Response

A new 10-session orientation programme has been developed and was launched in October 2013 on all the Schools overseas programmes.

A short student survey instrument, used by one programme (which has been anonymised), is attached as an exemplar at Appendix 2. The survey provided a helpful, succinct overview of issues raised by students and the report went on to detail how the issues would be addressed.

All the collaborative/transnational arrangements participating in the 2012-13 annual reporting exercise hold regular liaison meetings with partner institutions and a record of stated meetings is maintained.

Summary Student Degree Completion rates for relevant programmes are set out in Appendix 3.

The annual reports identified a number of issues relating to transnational arrangements in particular: (some of the issues identified, also arose in periodic review reports of collaborative/transnational provision)

- Cultural differences during student assessments are a challenge – e.g. talking in class, use of concealed mobile phones
- Clear guidelines for the selection and appointment of lecturing staff should be available and approved by the appropriate UCD officials/bodies
- Module descriptors should be regularly reviewed to ensure that alternative assessment strategies are clear in each module, giving guidance on the nature of the assessment and the likely time commitment required by the student
- Student copying is more prevalent when they are under pressure
- Training/Induction sessions are essential for Teaching Assistants (NB to manage assessments consistently; how to deal with student copying)
- Students should be made aware of plagiarism as part of an ongoing process
- There is benefit in structuring programmes to have a strong focus on English Language Skills development in the first semester of year one
- An *ad hoc*, informal approach to collaborative programme management is no longer appropriate. Programme management arrangements should be formally established and appropriate records maintained
- UCD staff teaching an overseas programme should receive a comprehensive induction before joining the teaching team (e.g. background to the partnership: awareness of Memorandum of Agreement; cultural issues such as attitude to plagiarism; student behaviour norms in class etc.)
- Students should be actively encouraged to take written notes in class
- The use of mobile phones to copy material from the blackboard should be prohibited
- Consideration should be given to enhancing transferable skills elements in modules including: presentation skills, critical thinking etc.

5. Examples of Good Practice

A number of examples of good practice were identified in the Annual Reports (and recent Review Group Reports of collaborative and transnational provision):

- Appropriate systems and control mechanisms are in place to ensure that assessment decisions are generated ensuring the reliability and validity of the assessment process
- Quality Assurance/Enhancement procedures are well documented

- Student induction process is comprehensive and all students receive well thought-out information packs
- Formal programme management and record keeping are in place (e.g. changes to the programme; file note of staff: student committees)
- Appropriate School, College and University mechanisms are in place to routinely monitor programme operations and financial outturns
- New staff teaching on collaborative/transnational programmes receive appropriate induction e.g. programme management/monitoring arrangements, cultural differences, such as student behavioural norms in class
- Where appropriate, partners should consider developing programme structure 'maps' to identify areas of separate activity that could be restructured to maximise collaborative processes
- Formal mechanisms are in place to approve and monitor publicity material. If a programme is delivered overseas, publicity material should be available in both English and the partner country language
- Staff: Student Committees have been established for each programme
- A staff exchange programme will be put in place for 2013-14 under one partnership for professional staff from UCD and the partner institution. This will afford staff from both institutions an opportunity to spend a few days in each other's offices to enable face-to-face discussions on programme/institutional related issues
- The partners effectively communicate and record changes to their programme contributions

6. Next Steps

Annual monitoring is about assuring quality, but it is also about ensuring the University is constantly enhancing its provision. A key element of enhancing our practice is learning from each other.

This Report will be circulated to UCD Programme Co-ordinators/Provost of taught collaborative/transnational programmes. A revised version of this report (i.e. the quantitative data will be omitted) will be circulated to the collaborative partners listed in this report via the UCD Co-ordinator.

Following feedback from ACCQ, a modified version of the Annual Report Template will be prepared for the 2013-14 academic session.



University College Dublin

Annual Programme Reporting 2012-13 - Specimen Template

Collaborative and Transnational Programmes

Programme Title(s):

Please describe the nature of the collaboration

(e.g. franchise, 2 year taught at X: 2 years taught at UCD – UCD Award)

UCD Programme Board:

Partner Institution/Transnational Campus:

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

Date of Last Report:

N/A for this Report

1. Summary of Student Feedback (formal and informal)

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

2. Summary of Feedback/Issues raised by Module Coordinators/staff (and External Examiners as appropriate) on module and/or programme delivery

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

e.g. programme delivery/structure/administration; student results; quality assurance issues; student supports/guidance; resources/finance issues and any other relevant information:

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

e.g. date, purpose of meeting, staff present etc

5. Does the collaborative programme remain financially viable?

e.g. please comment on summary income/expenditure/future trends (e.g. recruitment)/mitigating factors etc

6. Action Points progressed from 2012-13

Outline progress with previous year's action points
N/A for this Report

7. Action Points planned for 2013-14

Identify any developments planned

Please provide relevant summary statistics e.g. applications, admissions, completion data to support this report

Date for Next Report 30 October 2014

Signed _____ Date _____
*Campus Provost/Programme Board Chair/Coordinator
(or equivalent)*

Signed _____ Date _____
(if appropriate) *Head of UCD School*

Please return the completed form to the UCD Quality Office, Room 130, Tierney Building by 30 October 2013

Annual Report Extract

Student Survey Exemplar

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

Student feedback in the form of an X Programme Level Student Survey for the Academic Year 2012-13 is presented below.

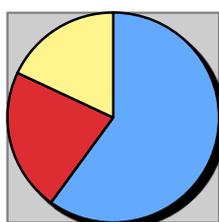
“You are being asked to complete this survey so that we can continue to make the X Programme a positive experience for all students. All forms are anonymous and both positive comments and points giving constructive criticism and/or feedback are welcome.

(NOTE: X students in total were recruited)

Please answer the following questions.

Overall Academic Development

1. Which module did you find of most benefit to your academic knowledge and development?

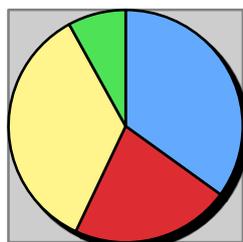


- Module 1 (X votes)
- Module 2 (X votes)
- others

- 1) Reasons for choices included: “interesting” “useful” “practical” “basic knowledge to learn”.
- 2) Other chosen modules/activities included: “Irish culture” “group discussion” “experiment” “spoken English”

Module Content & Delivery

2. Which module did you enjoy most?

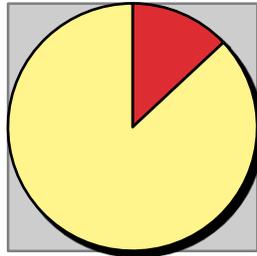


- Module 1 (X votes)
- Module 2 (X votes)
- unrelated to modules (X votes)
- Other

- 1) Reasons for choices included: “interesting” “useful” “practical” “experimental”.
- 2) For Module 1 many students mentioned “teacher’s hard work” “interesting teaching method”.
- 3) Eight votes unrelated to modules, included “comfortable dormitory” “travel to Ireland” “group discussion and team work”.
- 4) Other chosen modules included: X, Y and Z.

Programme Area

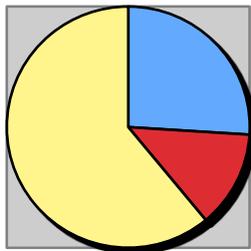
3. Has the content and structure of the degree programme been better than, worse than or equal to what you expected?



■ Better than
■ worse than
■ equal to

There were three votes for “worse than”. The reason was mainly that they are too busy in the second semester and in comparison had too few classes in the first semester.

4. Overall, has your experience of the X programme during the academic year been better than, worse than or equal to your expectations?



■ better than
■ worse than
■ equal to

Positive feedback included: 1) English improvement; 2) interesting modules; 3) comfortable living and study environment; 4) trip to Ireland.

The reasons for “worse than expectations” votes included: 1) grading method and transcript differences between the two universities are not clear; 2) too busy in second semester

Optional question – Suggestions for Possible Improvements:

5. If you think that there are areas of the programme that could be changed or developed to improve the student experience within X, please give some suggestions here:

Suggestions included:

- 1) More experiments and practice besides lectures;
- 2) More study material for reference;
- 3) More time for self-study and English improvement;
- 4) More discussion and interaction with professors;
- 5) Providing more time and classes for IELTS preparation;
- 6) Even distribution of modules/study loads among semesters;
- 7) The need for Professors to speak more slowly and clearly;
- 8) Providing clear information of grading and transcript.

(NOTE: Actions on these points are contained in APR Section X)

Student Degree Completion Rates

Of the 6 partnerships represented in this report, 4 partnerships have had programmes operating long enough for students to complete:

2012-13 Results		
Partnership	Programme	Degree Completion Rates (%)
1. Kaplan, Singapore	- Undergraduate	99%
	- Masters	99%
2. Kaplan, Hong Kong	- Undergraduate	98%
	- Masters	96%
3. National Institute of Business Management, Sri Lanka	- Undergraduate	99%
	- Masters	91%
4. CESUGA	- Undergraduate	99%