



**University College Dublin**

**Quality Improvement Plan**

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**Beijing-Dublin International College (BDIC) – BJUT & UCD**  
**November 2019**

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## 1. Introduction

This Quality Improvement Plan for the programmes offered in Beijing by the Beijing-Dublin International College (BDIC), a joint venture between UCD and the Beijing University of Technology (BJUT), was prepared in response to the Quality Review process coordinated by the UCD Quality Office in May 2019. The programmes reviewed in Beijing were:

- BE Internet of Things Engineering (commenced 2012)
- BSc Software Engineering (commenced 2013)
- BComm Finance (commenced 2013, replaced by BSc Financial Economics in 2017)
- BSc Financial Economics (commenced 2017)
- BE Electronic and Information Engineering (commenced 2017)

The original Self-Assessment Report was prepared by BDIC staff. The Peer Review Team included:

- Emeritus Professor Tom Bolger (former Head, UCD School of Biology & Environmental Science, Review Group Chair)
- Professor Marie McHugh (Ulster University, former Dean of Ulster University Business School)
- Professor Graham Kendall (Pro-Vice-Chancellor, Provost and CEO, University of Nottingham, Malaysia Campus)
- Dr Roy Ferguson (UCD Director of Quality)
- Mr Michael Kennedy (Senior Quality Officer, UCD Quality Office, Panel Rapporteur)

The Review Group met with a wide range of faculty, staff, students and alumni as part of the review. Meetings were held in Dublin and Beijing. The main site visit in Beijing included meetings with key staff members from BJUT, BDIC and UCD, including the BJUT President, BDIC Principal and BDIC College Party Secretary, as well as other senior management staff, BDIC Academic Affairs Office staff, Student Advisors, BDIC academic staff, representatives from the BDIC English Department, current students and alumni. A tour of the BDIC campus and facilities was also provided by the BDIC Principal.

## Categories

1. Recommendations concerning academic, organisational and other matters which are entirely under the control of the unit
2. Recommendations concerning shortcomings in services, procedures and facilities which are outside the control of the unit
3. Recommendations concerning inadequate staffing, and/or facilities which require recurrent or capital funding

## Timescale

- A. Recommendation already implemented
- B. Recommendations to be implemented within one year
- C. Recommendations to be implemented within five years
- D. Recommendations which will not be implemented

Report (paragraph, page)	RG Recommendation (Priority Recommendations in bold text)	Category	Action Taken/Action Planned/Reason for Not Implementing	Timescale
<b>INTRODUCTION AND CONTEXT</b>				
1.6 (p.5-6)	The Review Group recommends that specific targets should be set in relation to the different types of student mobility, including progression to graduate study at UCD in Dublin. It would also be useful to determine whether the financial model that underpins student mobility is robust and sustainable as this area develops.	1	Document mobilities, both directions, in last 5 years. Include progression to UCD graduate study. Agree targets. Identify costs to students and to BDIC and any financial supports, institutional or external funding sources, that could support these mobilities.	B

**COLLABORATIVE PARTNERSHIP ARRANGEMENTS / MEMORANDA OF AGREEMENT**

<p>2.5 (p.7)</p>	<p>Whilst there is a five-year Academic Plan included in the Continuation Agreement, the Review Group recommends that a five-year rolling plan be developed which includes, but is not limited to, facilities, resourcing, student mobility, financials and student recruitment. This should be updated annually. <b>尽管《续签协议》中包含一个五年制学术计划，但评审组建议制定一个五年制滚动计划，其中包括但不限于设施，资源，学生流动性，财务和招生。这个计划应该每年更新一次。</b></p>	<p align="center">1</p>	<p>The five year plan will be reviewed and updated annually in advance of the JMC for approval at the JMC.  <b>五年计划应在每年的 JMC 管理委员会之前，进行审查和更新，以供 JMC 批准。</b></p>	<p align="center">B</p>
<p>2.7 (p.7)</p>	<p>With the appointment of the new UCD 'International Dean – China' role, and the ongoing expansion of UCD's overseas operation (including specifically in China) the various issues raised during this Quality Review and the recommendations made by the Review Group should be considered by the person who takes up this new role, with a view in particular, to clarifying governance and line management issues (see section 5 of this report for further details).</p>	<p align="center">1</p>	<p>UCD International Dean, also Provost BDIC has been appointed. This is a responsibility of this post.</p>	<p align="center">B</p>

**PROGRAMME GOVERNANCE**

4.2 (p.10)	<p>The appointment of the new UCD 'International Dean – China' role will provide an opportunity to strengthen the oversight of academic provision at BDIC and provide the opportunity to review the effectiveness of the current organisational infrastructure arrangements at UCD.</p> <p>新任命的 UCD “中国事务院长” 的职位将对 BDIC 的学术课程的运作和提供，加强了监督的作用，并为审查 UCD 当前组织架构安排的有效性提供了机会。</p>	1	<p>Provost to review to the effectiveness of the current organisational infrastructure arrangements at UCD, liaising with the UCD Registry Project Manager currently reviewing offshore campus operations. Report recommendations by September 2020.</p> <p>教务长进行审核 UCD 当前组织架构安排的有效性，并与 UCD 注册中心的项目经理协调合作，该项目经理目前正在评审 UCD 海外校园的运营，到 2020 年 9 月将会提交报告和建议。</p>	B
4.2 (p.10)	<p>The Review Group recommends that there is an increased UCD managerial presence at BDIC, to support operations.</p> <p>评审组建议增加 UCD 管理层人员在 BDIC 的工作时间，以支持学院的运营。</p>	1	<p>Schedule annual Provost and Deputy Provost presence at BDIC each September. This has been completed. Semester 1 – Provost or Deputy Provost present in BDIC every week except two. Semester 2 – Provost or Deputy Provost present in BDIC for all weeks.</p> <p>每年的 9 月份，教务长和副教务长全部 9 月份的时间都将在 BDIC 工作，今年此规定已经完成。此学年的第一学期 – 除了两个星期时间，其他时间教务长或副教务长至少有一人在 BDIC 工作；此学年的第二学期的所有时间 – 都会安排教务长或副教务长其中一人在 BDIC 工作。</p>	A
4.2 (p.10)	<p>The various committees and their Terms of Reference should be defined and/or be clarified and/or be refreshed. This should include committees that are not formally part of BDIC, but still play an important role; for example, School/College committee meetings that take place in Dublin.</p>	1	<p>Various committees' Terms of Reference will be defined and/or be clarified and/or be refreshed.</p>	B
4.2 (p.10)	<p>An exercise should be undertaken to evaluate the potential benefits and potential inhibitors of establishing a single, centralised, dedicated College-level Office in UCD in Dublin to support BDIC and its activities, rather than having the activity spread across different Schools and Colleges.</p>	2	<p>Provost to discuss with College Programme Offices, relevant Deans and be informed by UCD Registry Project looking at operations. Discussion will also be informed by status current joint college proposals under review</p>	B
4.2 (p.10)	<p>Consideration should be given to the title of the key leadership roles (e.g. Provost and Principal) in BDIC, to ensure that there is equality and parity between UCD and BJUT.</p>	1/2	<p>Provost and Principal to identify specific perceptions at each institution. Report to JMC as appropriate.</p>	B
4.3	<p>A forum should be established by UCD to facilitate the sharing of information, discussion of academic</p>	1	<p>Establish an annual forum – BDIC Heads of School Forum and also a BDIC UCD Academic &amp; Administrative Forum. Receive a JMC report, BDIC</p>	B

(p.10)	developments, etc. This may include, for example, the Provost, Principal, UCD Heads of School, Programme Co-ordinators, and relevant BDIC/UCD Programme Office staff. UCD 应该建立一个以促进信息共享和学术发展讨论的论坛。此论坛的参加者可以包括, 例如, 教务长, 院长, 各位 UCD 系主任, 课程协调监督员以及 BDIC / UCD 相关的学位课程办公室的工作人员。		Academic Committee report. Terms of reference for each to be agreed by Provost/Deputy Provost  将开设一个年度论坛 - BDIC 系主任论坛, 以及 BDIC UCD 的学术和行政论坛。接收 JMC 管理委员会的报告, 及 BDIC 学术委员会报告。每个论坛的职责职权范围, 由教务长/副教务长讨论同意并制定。	
4.3 (p.10)	To enhance communication among teaching staff at BDIC, there would be benefit in establishing periodic cross-programme staff meetings. 为了增进 BDIC 教学人员之间的沟通交流, 定期开展的跨专业课程的员工会议将是非常有益的。	1/2	The BDIC Academic Committee serves this purpose for BJUT/UCD communications. The proposed BDIC UCD Academic & Administrative Forum will also address this communication issue. BDIC 学术委员会将服务于 BJUT / UCD 之间的沟通及交流。即将成立的 BDIC UCD 学术和行政论坛也将解决此沟通问题。	B
4.3 (p.10)	Information dissemination from the Joint Management Committee and the Academic Committee should be more structured and formalised.	1	Agreed. This will be addressed by the proposed BDIC Heads of School Forum and the BDIC UCD Academic & Administrative Forum	B
4.4 (p.10)	A consistent policy should be adopted across BDIC concerning student progression/termination of studies, so that there is parity for all students on BDIC programmes. Both BJUT and UCD policies should be referenced, in order to derive an appropriate BDIC policy. Upon implementation of the policy, students should be informed at registration and the policy consistently applied.	1	An academic warning and progression policy has been agreed at the November 2019 BDIC Academic Committee meeting.	A
4.5 (p.10)	A jointly agreed policy can prove challenging to implement, but BDIC should strive to define one and implement it as this is preferable to handling extenuating circumstances on a case by case basis as this can lead to unfairness, uncertainty and confusion. One possible interim solution is to have a committee that oversees all extenuating circumstances so they can be considered on a case by case basis but, at least, the members of the committee have an oversight of all decisions.	1	Provost/Principal to discuss and agree policy for 2020/2021	B

PROGRAMME ADMISSIONS AND PROGRESSION				
5.1 (p.11)	A five-year rolling plan for student recruitment should be developed and updated regularly. This should reflect changes in the broad HE environment and market changes, e.g. to address knowledge and skills gaps.	1	Addressed by five-year rolling plan covered in Item 2.5 above	B
5.6 (p.11)	<p>The exclusive use of IELTS as the English language requirement for progression between stages and for the dual degree award should be reviewed, in order to facilitate further flexibility.</p> <p>将雅思考试作为在各个学年阶段之间评估英语学习水平的唯一条件，以及授予双学位的唯一要求，应受到重新审核，以促进进一步的英语级别评估的灵活性。</p>	1	<p>English Language Modules have been re-designed to align with CEFR, achieving level C1/C1+ at end of Stage 2. Passing these language modules will meet English language progression and graduation requirements.</p> <p>To be approved at JMC meeting in December 2019.</p> <p>已经重新设计了英语语言模块，使其符合 CEFR 的要求 - 在第 2 学年阶段结束之前，达到 C1 / C1 + 级别。学生通过这些语言模块的考试将会满足和达到英语语言的进阶和毕业要求。</p> <p>此建议将于 2019 年 12 月的 JMC 会议上批准。</p>	A
5.8 (p.12)	BDIC should review the algorithm for final degree classification.			

**CURRICULUM DESIGN AND ASSESSMENT**

6.2 (p.12)	<p>Consideration should be given to the feasibility of introducing optional modules in the curricula; programme structures and module content should be reviewed to check whether there is any redundancy. This might be one way to add more flexibility to the degrees.</p> <p style="color: red;">应考虑在课程中引入选修模块的可行性；对课程结构和模块内容进行检查，以检查课程中是否存在过多冗余的结构和内容。这可能是增加学位程度灵活性的一种方法。</p>	1	<p>Deputy Provost to explore, acknowledging the difficulty of including optional modules in programmes requiring English language tuition as well as compulsory Chinese Ministry of Education modules, and report back to BDIC Academic Committee.</p> <p style="color: red;">副教务长将考察此举的可行性后，会向 BDIC 学术委员会呈报考察结果。并承认了在选择用英语授课的选修模块的同时，还要选择中国教育部要求的必修课程模块的困难性。</p>	B
6.7 (p.13)	<p>Exam papers and exam scripts should be managed in a more secure fashion. All faculty should, at a minimum, provide password protected examination papers to programme administrators. Programme administrators should ensure that printed examination papers are held securely.</p>	1	<p>Existing practices to be reviewed, particularly transfer of scripts for grading to Dublin. BDIC Academic Committee (Nov 2019 meeting) established sub-group to explore scanning options/online grading options of scripts.</p>	B
6.8 (p.13)	<p>A framework for engagement with the External Examiners should be developed and should mirror that which is in place at UCD.</p>	1	<p>Provost to liaise with Heads of School and develop framework, which will cover both items below also. Not entirely within the control of BDIC management.</p>	B
6.8 (p.13)	<p>All faculty should be aware of the role and function of the External Examiners.</p>	1/2	<p>See above.</p>	B
6.8 (p.13)	<p>To facilitate consistency in standards, a mechanism should be in place to allow for communication and dialogue between External Examiners for BDIC programmes and similar programmes at UCD.</p>	1	<p>Will explore potential for External Examiners for similar programmes to also serve as External Examiners for BDIC programmes. This is a wider Governance issue.</p>	B



PROGRAMME STAFFING AND DELIVERY				
7.2 (p.13)	While delivery of modules over an entire semester by individual faculty provides a good learning experience for students, consideration should be given, as appropriate, to sharing the teaching load among several faculty.	2	This is not something BDIC management alone has control over. Potential for doing this will be explored/considered with Heads of Schools. There are financial and contractual concerns here.	B
7.3 (p.13)	UCD Schools providing teaching to BDIC should be aware that this activity is a core activity of the school and should, therefore, have BDIC as a standing item on the school meeting agenda. Key stakeholders should be better informed about the benefits that derive from BDIC, beyond the financial.	1	Agreed. This is one of the objectives of the new BDIC Heads of Schools Forum	B
7.4 (p.13)	<p><b>To enhance the student experience further, BDIC senior managers in Dublin should consider ways of facilitating the contribution of senior UCD faculty and recently retired faculty to programme delivery at BDIC. This includes seeking clarification from the HEA on any restrictions to recruiting recently-retired UCD faculty.</b></p> <p>为了进一步提高学生的学习体验，在都柏林的 BDIC 高级管理人员应考虑各种方法，以便利 UCD 高级教授和最近刚刚退休的曾在 BDIC 授课的教师去北京教课，这包括要求爱尔兰高等教育局澄清并解除对招聘最近退休的 UCD 教师的任何限制。</p>	1	<p><b>Provost to discuss with HR</b>  <b>教务长和 UCD 人事部门讨论此事</b></p>	B
7.6 (p.13)	Laboratory provision for BDIC should be reviewed by the Joint Management Committee to determine if a better delivery method can be deployed and/or increased investment in facilities/equipment, with improved TA/Lab Assistant support than is currently available.	1	BDIC Academic Committee to review laboratory & TA requirements and make proposal for consideration by JMC.	B
7.7 (p.14)	Scope for carrying out research should be reviewed for UCD faculty on BDIC contracts. This will be challenging, but areas such as TA support, scheduling of modules to enable some research time, reading weeks to enable conference travel, less duplication of taught material, team teaching etc. could be considered.	1/2	<p>Not uniquely under the control of BDIC management. Requires buy-in from Schools also.</p> <p>Provost to i) discuss UCD faculty, who lecture at BDIC, workloads with UCD Heads of School, noting that faculty teaching at BDIC have two further semesters at UCD and ii) discuss with UCD faculty in BDIC to identify impediments.</p>	B

7.7 (p.14)	Given the improved recruitment changes referred to in 7.5, the role of TAs should be reviewed to ascertain whether their role can be further defined/expanded to support faculty to enable them to carry out more research than is currently possible.	1/2	Provost to initiate discussion with Heads of Schools re: assignment of PhD students to BDIC lectures per financial allocations to Schools.	B
7.7 (p.14)	Career pathways and progression should be reviewed to include staff that undertake teaching at BDIC. It would be beneficial if their contribution to UCD could be formally recognised in the context of promotion, tenure, etc.	1/2	Provost to raise with UCD Heads of Schools	B
7.7 (p.14)	Staff should be encouraged to actively engage with and discuss their options with their Heads of School or Reviewer in their P4G meetings.	1/2	Provost to raise with UCD Heads of Schools	B
7.8 (p.14)	<p><b>Work, meeting and storage space for staff should be reviewed to ensure that it is fit for purpose, for example, storage for personal items when teaching staff return home and for laboratory equipment when not in use, etc.</b></p> <p>应重新评估工作人员的办公空间，会议空间和存储空间，以确保其适合特定的使用目的。例如，教学人员回家时个人物品的存储，以及实验室设备不使用时存储等。</p>	1/2	<p><b>Requires BJUT input 需 BJUT 来解决</b></p> <p><b>A full review of facilities to be undertaken. The increase in student numbers, UCD visiting faculty, the anticipated increase in managerial presence, the expansion of the English language department result in the need to fully review staff work space, meeting space and laboratory needs. Storage space for personal effects is also required. Current space provisions are not adequate.</b></p> <p>对所有的空间及设施需要进行全面的审查。由于近年来学生数量的增加，UCD 来访学者的增加，BDIC 管理层人员预期在北京工作时间的长度增加，以及英语语言部门的扩展都导致需要全面审查员工的工作空间，会议空间和实验室的空间需求。还需要用于个人物品的存储空间。还需要用于存放个人物品的空间，当前提供的使用空间已不能满足。</p> <p><b>Is in progress. Proposal to BJUT for, 1) separate office accommodation for English language teachers, 2) storage space for personal effects for UCD lectures</b></p> <p>此问题正在解决，向 BJUT 提出的建议：1) 为英语教师提供单独的办公室住宿，2) 为 UCD 讲师提供个人物品存储空间</p>	B
7.9 (p.14)	Review how large classes can be handled better. Large lecture classes may be acceptable (assuming the right lecturing style is adopted) but labs and tutorials should be	1/2	Provost and Principal to review processes for laboratory supports – dedicated technicians? Continuity year on year? Explore potential for local suitably qualified recruitment of TA's.	B

	considered as too few support staff, without the right level of expertise, may lead to insufficient support being provided to students.			
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<b>QUALITY ASSURANCE ARRANGEMENTS</b>				
9.5 (p.16)	An SSLC should be convened on a programme by programme basis and all staff contributing to each programme should participate in the relevant SSLC.	1	SSLC's will be convened.	B
9.7 (p.16)	Both UCD and BJUT staff should attend academic review meetings with students and the importance of academic review meetings should be emphasised to both students and staff.	1	UCD and BJUT Programme Coordinators to attend academic review meetings	A
9.8 (p.16)	The Chair of the BDIC Academic Committee, supported by the International Dean, should reinforce the important role and function played by the BDIC Academic Committee in policy formulation to support quality management.	1	BDIC Academic Committee report to be tabled at annual JMC meetings	A
9.10 (p.17)	UCD should ensure that there continues to be a managerial presence on the ground at BDIC.	1	Provost and Deputy Provost committed to this. Rotating presence, scheduled trimester by trimester, to cover full semester	A
<b>MARKETING AND ALUMNI ACTIVITIES</b>				
10.3 (p.17)	The Review Group recommends that BDIC explores strategies to develop the area of alumni engagement which would specifically deal with the benefits for graduates and the wider promotion of BDIC.	1	Develop alumni engagements strategies with UCD Alumni Office and also equivalent in BJUT.	C

### **3. Prioritised Resource Requirements**

This section should only contain a list, prioritised by the Quality Improvement Committee, of recommendations outlined in the Review Group Report, which require additional resources. The planned action to address each recommendation with an estimate of the cost involved should also be included:

1. Additional resources identified relate to space and facilities at BDIC – these are to be provided by BJUT.

Note: The Quality Improvement Plan should be used to inform Unit and College level academic, support service and resource planning activities.