



University College Dublin

REVIEW GROUP REPORT

**Periodic Quality Review
Collaborative/Transnational Provision**

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

May 2019

Accepted by the UCD Governing Authority at its meeting of 25 June 2020

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Key Findings of the Review Group

The Review Group has identified a number of key findings in relation to areas of good practice operating at BDIC, and areas which the Review Group would highlight as requiring improvement, which are set out below. The main section of this Report sets out all observations, commendations and recommendations of the Review Group in more detail. An aggregated list of all commendations and recommendations is set out in **Appendix 1**. The BDIC response to the Review Group Report is attached at **Appendix 2**.

Commendations and Examples of Good Practice:

The Review Group identified a number of commendations, in particular:

- The vision for BDIC of both BJUT and UCD is closely aligned.
- There have been significant achievements in the development and enhancement of the partnership since its inception.
- BDIC provides a useful model for inter-institutional transnational collaboration which could be extended to other partnership initiatives.
- BDIC has established its own identity as evidenced by the branding and the facilities on the BJUT campus.
- Students are provided with support and facilities that are of a high quality.
- BDIC facilitates student mobility in both directions between Beijing and Dublin.
- The mode of delivery and style of teaching across a semester delivered at BDIC provides a good learning experience for students.
- The BDIC Principal's facilitation of weekly meetings with staff and students.
- The collegiality of BDIC staff.

Prioritised Recommendations for Improvement:

The Review Group would suggest that the following recommendations be prioritised:

- Whilst there is a five-year Academic Plan included in the *Continuation Agreement*, the Review Group recommend 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.
- 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 organisation infrastructure arrangements at UCD.
- The Review Group recommends that there is an increased UCD managerial presence at BDIC, to support operations.
- 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.
- Consideration should be given to the feasibility of introducing optional modules in the curricula.
- A forum should be established by UCD to facilitate the sharing of information, discussion of academic developments, etc. This may include, for example, the Provost, Principal, UCD Heads of School, Programme Co-ordinators, and relevant BDIC/UCD Programme Office staff.

- To enhance communication among teaching staff at BDIC, there would be benefit in establishing periodic cross-programme staff meetings.
- To enhance the student experience further, UCD should consider ways of facilitating the contribution of senior UCD faculty to programme delivery at BDIC.
- 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.

1. Introduction and Context

1.1 UCD Collaborative and Transnational Taught provision is normally subject to quality review on a 7 year cycle, in accordance with the [UCD Guidelines for the Review of Collaborative and Transnational Taught Programmes](#). The Beijing-Dublin International College (BDIC) was formally established by the two partner universities – Beijing University of Technology (BJUT) and University College Dublin (UCD) – through a formal *Contract for the Establishment of the Joint Educational Institution* between the two parties dated 19 February 2012 (this contract was revised and renewed effective from 1 September 2016). The current quality review – 7 years after the signing of the original contract – is therefore the first formal quality review of BDIC undertaken by UCD. Quality review at UCD is divided into four distinct phases:

- **Self-reflection and analysis** – Programme Team produces a confidential Self-Assessment Report (SAR);
- **External review** – a site-visit to the partner/transnational location is undertaken by a Review Group (RG) who meet with UCD/Partner staff and students and other stakeholders (this includes an appropriate review of the Memorandum of Agreement). The RG produces a report detailing their findings;
- **Planning for Quality Improvement** – the Programme Team is given an opportunity to respond to any factual errors in the draft report and a final RG report is issued; the Programme Team then develops a Quality Improvement Plan (QIP) in response to the RG Report recommendations;
- The **UCD University Management Team (UMT)** discusses the RG report with the Review Group Chair. A UMT commentary is prepared and both it and the RG report are considered by the UCD Governing Authority.

1.2 The composition of the Review Group for BDIC was as follows:

- 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)

1.3 The landmark twinning of the capital cities of the People’s Republic of China and Ireland was signed in 2011. Inspired by this important event, BJUT and UCD agreed to work towards the establishment of a new world-class institution of higher education, the BDIC, which would have a particular focus on the development of graduates with the creative, innovation and entrepreneurial skills to thrive in an increasingly globalised knowledge and technology-intensive economy and society. The main focus of academic activity is on areas relevant to successful enterprise development – both on the academic areas themselves and where these key areas converge and overlap:

- Science, Engineering and Technology
- Business and Management
- Creativity, Innovation and Entrepreneurship

1.4 The programmes which are delivered through BDIC and which are covered by this review are:

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

1.5 Since 2013, BDIC has been formally recruiting students through the Chinese National College Entrance Examination (NCEE) commonly known as the Gaokao. There are currently over 1100 BDIC students and more than 500 alumni.

1.6 As part of this programme portfolio, BDIC offers students the opportunity to spend one year studying at UCD-Belfield – this is available in the third or fourth year of the programme, on a competitive basis. To date, 137 students have availed of this opportunity and this is expected to increase year-on-year. In addition, 45 BDIC students have gone on to further study at UCD in Dublin – a large proportion of these have enrolled on taught postgraduate

programmes in the UCD Michael Smurfit School of Business, and four students are currently pursuing PhD study in the UCD School of Computer Science. The number of students undertaking further study at UCD in Dublin is likewise expected to increase year-on-year. In 2017-18 one UCD-Dublin student in Computer Science completed stage 4 at BDIC and in 2018-19 seven students did this.

1.7 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. The detailed schedule for the Review Site Visit is available in **Appendix 3** with images of the BDIC campus and facilities in **Appendix 4**.

1.8 In addition to the Self-Assessment Report (SAR) the Review Group considered a range of supporting evidence, including:

- Academic Advising
- Appeals
- BDIC Academic Committee
- BDIC Student VPN
- Career Guidance
- English Language
- Evaluation of Academic Provision
- Exam Hall Incidents – Disciplinary Action Outcomes
- Graduate Destinations
- Joint Management Committee
- Memorandum of Agreement
- Orientation
- Plagiarism Workshop
- Programme Development, Approval and Review Framework
- Public information on UCD awards and programmes
- Sample Degree Project Reports
- Sample Examination Papers and Scripts
- Staff Development Programme
- Staff Student Liaison Committee Minutes
- Student Handbooks
- Student Recruitment
- Textbooks
- UCD Assessment
- UCD Library
- UCD Module Assessment Report Forms

Commendation:

- BDIC facilitates student mobility in both directions between Beijing and Dublin.

Recommendation:

- 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.

2. Collaborative Partnership Arrangements / Memoranda of Agreement

2.1 The first *Contract for the Establishment of the Joint Educational Institution between BJUT and UCD* was signed on 19 February 2012. This *Contract* was further revised and renewed effective from 1 September 2016. The overarching goal of the arrangement is the establishment of BDIC as a new higher education partnership that will enhance the reputation of BJUT and UCD on the international stage, promote the enterprise objectives of both Beijing and Dublin and enhance wider educational economic and cultural links between the People’s Republic of China and Ireland.

2.2 The *Contract* establishes that the participating students graduating from BDIC shall be required to meet the graduation standards of both BJUT and UCD, and shall, upon graduation, receive two degrees, one each from BJUT and UCD, subject to ratification by the relevant bodies at each institution. The programmes therefore lead to a “double/dual award”.

2.3 In addition to the various legal provisions, the 2012 *Contract* provided detailed information in relation to the following:

- Co-operative Conditions for both parties (BJUT and UCD)
- Responsibilities and Obligations of both Parties

- Joint Management Committee – including its membership and conduct of business
- Institution Officers
- Academic Co-ordinators
- Academic Committee
- Participating Students
- Business Model, Financial Affairs, Accounting, Auditing and Surplus Fund Allocation
- Risk Management, Liability and Insurance
- Intellectual Property Rights

2.4 As part of the ongoing development of BDIC and enhancement of the relationship between BJUT and UCD, the 2016 *Contract* (also referred to as the *Continuation Agreement*) is noteworthy for the additional inclusion of new detailed provisions, as follows:

- **Appendix 1 – Academic Plan (2017-2022):** includes detailed information about each of the BDIC programmes, including the participating Schools and Colleges from both BJUT and UCD, the naming of specific Course Co-ordinators, and the Programme Structures for each BDIC programme (including entry requirements, English language proficiency requirements, credits, modules, teaching term durations, exam periods, and the degree award classification system for both the BJUT and UCD degree awards).
- **Appendix 2 – Financial Plan:** includes agreement for BJUT and UCD to produce a 5-year joint financial plan commencing on 1 September 2016 to cover student income budget and cashflow, fixed costs and qualifying expenses, surplus distribution, annual audits, and financial arrangements in the event of a termination of the *Contract*.
- **Appendix 3 – Academic Regulatory Framework:** includes additions to the Joint Management Committee and Academic Committee structures and responsibilities, including establishment of a Student/Staff Liaison Committee and provisions relating to Assessment Boards and disciplinary matters.
- **Appendix 4 – Resource and Staffing Plan:** includes detailed information about staffing arrangements, including staff visits and exchange covering short visits (1 week to 1 month), extended visits (1 month to 1 semester), secondments (1 -5 years), recruitment in UCD and recruitment in China, joint BJUT/UCD appointments, BJUT academic appointments and local part-time provision.
- **Appendix 5 – Roles and Responsibilities of Institution Officers:** includes arrangements for the joint approval (by BJUT and by UCD) of the roles and responsibilities of institution officers (with particular reference to the role of the Joint Management Committee).
- **Appendix 6 – Governance Structure:** includes arrangements for the establishment of a jointly agreed ‘Code of Governance’ for BDIC.
- **Appendix 7 – Academic Standards and Quality Assurance Protocol:** includes quality assurance and enhancement provisions relating to a policy and procedure for quality assurance, approval, monitoring and periodic review of programmes and awards, assessment of students, quality assurance of teaching staff, learning resources and student support, information systems and public information.

2.5 The term of the 2016 *Continuation Agreement* is five years from 1 September 2016 – it is therefore due for renewal on or before **1 September 2021**.

2.6 It was noted by senior management staff at UCD that BDIC is considered to be a successful partnership arrangement, and that the BDIC model will have utility for other similar partnership arrangements. The BJUT President noted that the BDIC model provided a great opportunity for other forms of institutional co-operation.

2.7 It was felt, by all parties, that the programmes would benefit from the contribution of senior teaching staff from UCD, to support the delivery of the programmes and the BDIC partnership. The Review Group was informed that the appointment by UCD of a new ‘International Dean – China’ was imminent. The person in this role will report to the UCD Vice-President for Global Engagement (and to the UCD Registrar/Deputy President and Vice-President for Academic Affairs on relevant academic matters).

2.8 The Review Group noted in the SAR, and in discussions with various BDIC stakeholders, that there are particular challenges in relation to the operation of the collaborative partnership (not uncommon in similar partnership arrangements) – these relate, for example, to the use of UCD systems for module registration, access to UCD Connect (which is Google-based), VLE access, management of extenuating circumstances, roll out of the student feedback on modules survey, and the opening and closing of the Module Descriptor Form and of Gradebook. The Review Group noted the impending appointment of a dedicated Project Manager in UCD Administrative Services (UCD Registry) who will be responsible for examining how UCD systems can better accommodate its overseas

programmes and students (in China and elsewhere). It was also noted that there is a commitment from UCD IT Services Enterprise Applications Group (EAG) to provide dedicated developer support to address these issues. This could also include an Agile project to develop an operational framework to support international collaboration (e.g. a single Grade Approval Process (GAP) for China as a whole). The Review Group noted that the Project Manager post is an 11-month post, with 30% expected to be spent abroad.

Commendations:

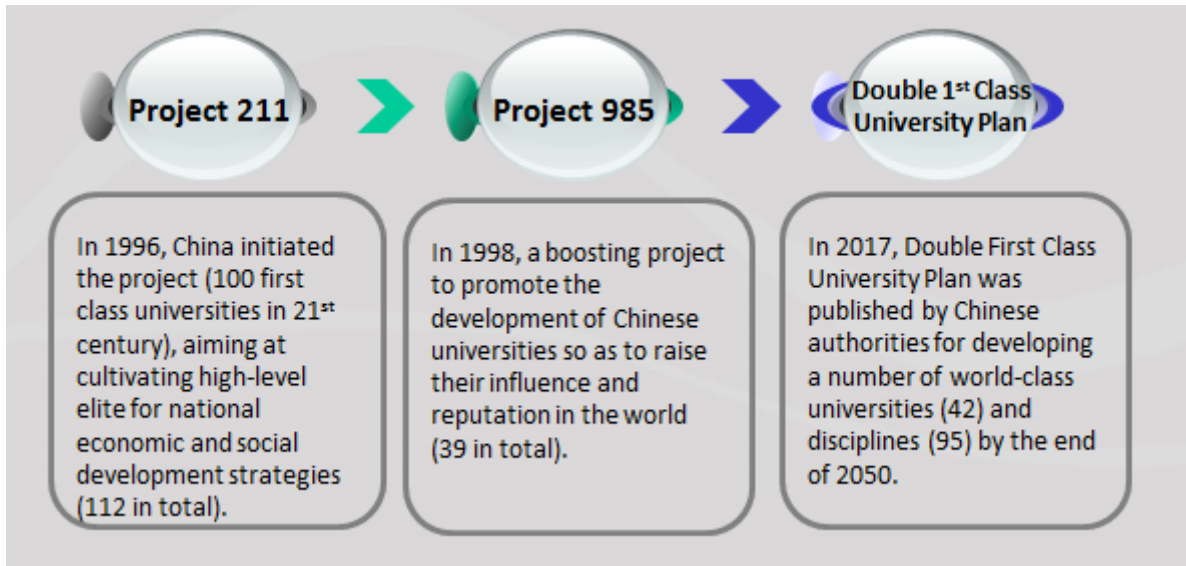
- The vision for BDIC of both BJUT and UCD is closely aligned.
- There have been significant achievements in the development and enhancement of the partnership since its inception.
- BDIC provides a useful model for inter-institutional transnational collaboration which could be extended to other partnership initiatives.
- The appointment of a Project Manager is an indication that UCD is aware and willing to enhance operations.

Recommendations:

- 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.
- 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 4** of this report for further details).

3. Partner Institution and Situational Analysis

- 3.1 The Review Group was grateful for the welcome and availability of Prof Liu Gonghui, President of BJUT, who met the Review Group three times during the team's visit. All of the administrative and management staff, both in Beijing and Dublin, were fully engaged with the review process and supportive of the Review Group.
- 3.2 The purpose of BDIC is to introduce international educational standards into the joint programmes of BJUT and UCD. This provides Chinese and international students with access to a cultural and educational experience with an international dimension, tailored to the needs of the economic and social development of China in general, and Beijing in particular. It provides UCD students with access to key international experience in China. It also promotes the development of strong and sustainable educational and research links between BJUT and UCD. BDIC has delivered for both UCD and BJUT. It represents a very innovative collaboration between two highly ranked and well respected institutions. It facilitates the delivery of a UCD degree in an international location, facilitating longer term relationship building and research collaboration in areas of mutual interest.
- 3.3 It was clear to the Review Group that, in the interest of developing and sustaining a successful partnership, there is a very strong commitment by all parties, to work through issues and problems as they arise and to find solutions to these.
- 3.4 BJUT is classified as a Project 211 university. China's most recent strategy, known as the Double First Class initiative, plans to create numerous world-class universities and disciplines by the end of 2050. This project will run on a five-year cycle, with approximately 100 disciplines being supported. BJUT is a Chinese Ministry of Education Double First Class Discipline University. The three key strategic initiatives and projects introduced by the Ministry of Education in China are summarised below:



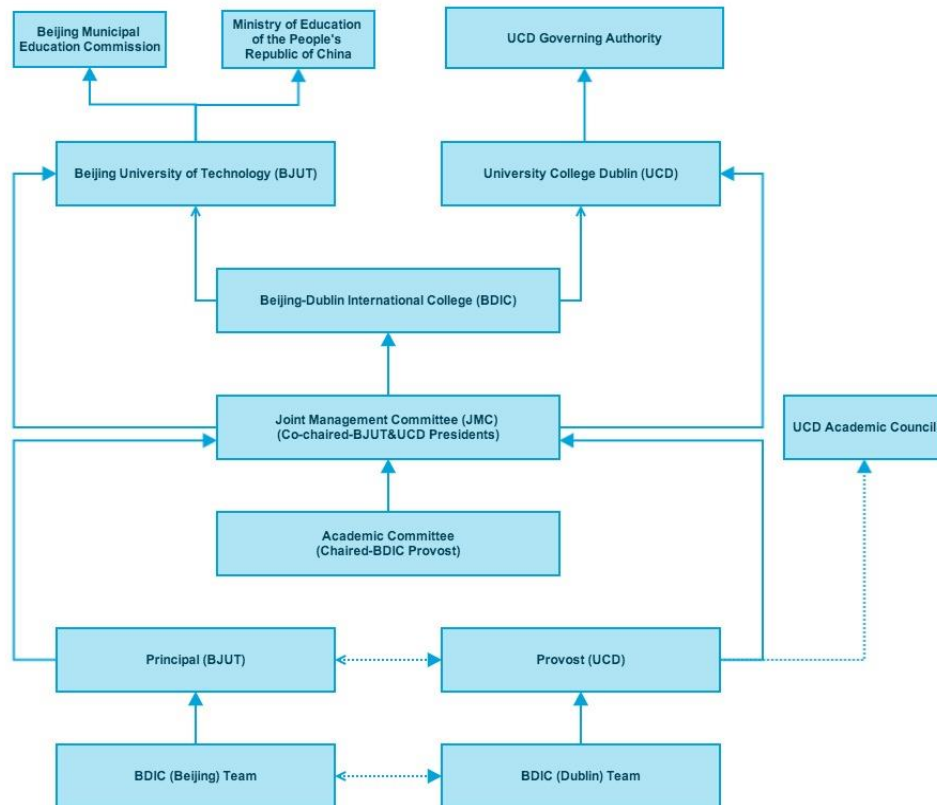
- 3.5 BDIC has established a strong public image both in China and Ireland and is among one of the most successful joint institutions in China. As such, it has become an important bridge and platform for enhancing cooperation and exchange between the two universities, the cities of Beijing and Dublin and China and Ireland.
- 3.6 The existence of a joint college with a respected Project 211 university partner in China's capital, Beijing, facilitates UCD brand building. BDIC's growth and development will have been monitored by the Chinese Ministry of Education (and Chinese society more widely), and its success and challenges will undoubtedly impact on further joint college applications for UCD in China.
- 3.7 One of the main challenges for future development is establishing the next level of activity, in particular research collaboration. It will be important to continue to raise the BDIC profile at UCD in Dublin, to recognise that BDIC is an integral part of UCD's operations and to facilitate further faculty, staff and student engagement and mobility.
- 3.8 Currently the division of teaching input between BJUT and UCD is 50:50; UCD, BJUT and BDIC anticipate a modest growth beyond the current number of 1100 students.

Commendations:

- BDIC is commended for re-calibrating its strategy to reflect changes to the Chinese higher education environment and to identify a new set of objectives.
- Being designated as a 'Double First Class University' by the Chinese Ministry of Education is a strong indicator of BJUT's reputational standing in China. The BDIC partnership between BJUT and UCD, as two leading global institutions, is to be commended.

4. Programme Governance

- 4.1 The governance and management arrangements for the BDIC, and the shared responsibilities between BJUT and UCD in relation to BDIC, are clearly articulated in the formal agreements (in both the 2012 and 2016 versions). The BDIC Organisational and Governance Chart provides the governance and management framework as follows:



- 4.2 While there is clear information regarding the distribution of responsibilities between BJUT and UCD with regard to BDIC, and the role and responsibilities of the Joint Management Committee and the Academic Committee, there is some ambiguity, on the UCD side, around the internal governance and management arrangements as they relate to supporting BDIC programmes and students. There are, therefore, potential risks in relation to the current line management configuration.
- 4.3 There is a clear willingness on the part of the UCD faculty, in particular, the relevant Heads of School, to engage with the partnership. However, there is scope to improve communication in order to bring these key stakeholders more closely into the overall governance arrangements for the academic programmes and for BDIC more generally. Teaching staff in BDIC also voiced concerns in relation to communication. It was noted that there is limited communication between BDIC management, UCD Programme Boards and the UCD Schools. There does not appear to be any formal communication from the Joint Management Committee to all key stakeholders.
- 4.4 UCD Continuation Policy – there is a need for alignment between the UCD policy and BJUT policy in order to clarify the rules for BDIC student progression. The UCD Continuation Policy is currently being reviewed by the BDIC Academic Committee.
- 4.5 UCD takes primary responsibility for handling Extenuating Circumstances and Disciplinary Cases (and UCD’s approach is supported by BJUT).

Commendation:

- The BDIC Organisational and Governance Chart, and the detailed information contained in the 2012 and 2016 editions of the Contract, provide useful and important information relating to the roles and responsibilities of BJUT and UCD, and the Joint Management Committee and Academic Committee which are both key bodies which oversee the activities of BDIC.

Recommendations:

- 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.
- The Review Group recommends that there is an increased UCD managerial presence at BDIC, to support operations.

- 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.
- 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.
- 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.
- A forum should be established by UCD to facilitate the sharing of information, discussion of academic developments, etc. This may include, for example, the Provost, Principal, UCD Heads of School, Programme Co-ordinators, and relevant BDIC/UCD Programme Office staff.
- To enhance communication among teaching staff at BDIC, there would be benefit in establishing periodic cross-programme staff meetings.
- Information dissemination from the Joint Management Committee and the Academic Committee should be more structured and formalised.
- 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.
- 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.

5. Programme Admissions and Progression

- 5.1 Students gaining entry to BDIC are well qualified. Entry is via the Gaokao. BJUT is a 'Tier 1' university; Tier 1 students also gain entry to BDIC. The programme offerings at BDIC are perceived to be highly attractive, as is the opportunity to participate in a degree programme that offers an international educational experience. Additionally, the dual degree award, i.e. from UCD and BJUT, is considered to be a significant benefit.
- 5.2 Responsibility for student admission rests with BJUT. Arrangements for admission have worked well, and on entry to BDIC, students are simultaneously registered at UCD.
- 5.3 Students pay a premium fee to study at BDIC, significantly above the normal student fee for programmes in China.
- 5.4 On entry to BDIC, students are provided with a well-structured programme of induction and orientation. Alongside their academic studies, they have the opportunity to engage in activities that introduce them to Irish culture.
- 5.5 Expected levels of English language proficiency, and particularly the achievement of required standards in IELTS, present a significant challenge for students, and for the delivery of programmes more generally. The investment in additional English language support for students is a positive development and should facilitate enhanced student performance.
- 5.6 English language progression requirements (between stages) were introduced in 2016. Students who do not meet these requirements may find that they can only be awarded the BJUT degree. However, students can progress within the UCD degree pathway on production of a certificate with the required minimum IELTS score. Progression/graduation rates in Chinese universities are very high (95-100%). This would not be the case in UCD (or most European universities). The different expectations around progression/graduation norms needs to be proactively managed to avoid any potential reputational risk to BDIC. In meetings with the Review Group it was stated that a significant number of students progressed via alternative English language tests rather than IELTS, but this has not been a straightforward process.
- 5.7 The ability and standard of achievement of BDIC students, across programmes, is equivalent to home based UCD students. Many graduates have progressed to postgraduate study at leading institutions across the globe. Some are currently pursuing PhD studies at BJUT, while others have chosen to pursue Masters and PhD studies at UCD. However, even though many students perform well in the programmes and progress to graduate study at the

world's leading universities, a cohort of students underperform due to difficulties with English language which has a knock-on effect on students' ability to grapple with course materials.

- 5.8 The Review Group noted in the SAR that there is a fall-off in student attendance in stage 4. This is reflective of the emphasis that Chinese students place on securing employment and further study opportunities following completion of their undergraduate degree. It is also reflective of the difference in the algorithm used for calculating the final degree classification in China and Ireland. At BJUT, the academic load of stage 4 is typically less than at UCD as the BJUT degree award weighting is equal across all stages, so that by the time students reach stage 4, they already have an indication of what their final degree award classification is likely to be. In contrast, in UCD, the GPA weighting for the degree award is 30:70 across stages 3 and 4 in all programmes (except the BSc Financial Economics which has a weighting of 50:50 across stages 3 and 4), and so reduced student performance in stage 4 can have a significant impact on the final degree award classification.

Commendation:

- BDIC is commended for achieving high quality intake and for achieving the target numbers within its academic plan.

Recommendations:

- 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.
- 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.
- BDIC should review the algorithm for final degree classification.

6. Curriculum Design and Assessment

- 6.1 Decisions about what programmes might be developed tend to emerge organically, and obviously depend on disciplinary expertise. It is noted that the programme offering in the area of Finance has been revised and is now re-classified as Financial Economics. While there may be a clear rationale for this change, there is a need to ensure that such changes, and the benefits of the changes, are communicated clearly to students. Additionally, it is important to ensure that promotional materials for programme offerings communicate clearly what programme is on offer and the associated content. Some students were unaware of the reasons for changes to the curriculum.
- 6.2 Due to the way the programmes are structured to enable students to gain a dual award, most of the modules are compulsory. This means that students have very little choice and do not have the same access to optional modules that other students might have on similar degree programmes.
- 6.3 Some students reported that in their view, some module content was unnecessarily duplicated across a number of cognate modules.
- 6.4 As with other types of collaborative arrangement, there are undoubtedly cultural differences and challenges posed by the partnership, including, in this instance: attendance in stage 4, plagiarism, teaching and learning styles, and module and lecturer evaluation process. It is noted that the programme teams continuously advise students on matters such as attendance, plagiarism and teaching and learning approaches. Additionally, it is noted that there are also issues in relation to student progression and the UCD Continuation Policy as referred to elsewhere in this report.
- 6.5 The Experience Ireland Scholarship provides an excellent mechanism for providing BDIC students with the experience of coming to UCD in Dublin and seeing the campus (normally in mid-January), which may encourage them to apply to spend a year in Dublin as part of their programme. There are normally 45 students who participate in this opportunity, which is a positive initiative.
- 6.6 The Grade Approvals Process and use of Gradebook appears to be problematic. It is acknowledged that a project is underway within Academic Registry at UCD, to provide greater alignment in systems and processes between BDIC and UCD.
- 6.7 Security of examination papers is managed mainly through putting password protection on the relevant electronic files. It was noted that not all faculty do this, and some send the exam papers via email without password protection. Paper versions of exam papers are kept locked in the Academic Affairs Office.

- 6.8 It is noted that until now, no External Examiners have been in place to oversee the provision at BDIC. This issue has recently been addressed and Externals have been appointed for each of the four programme offerings at BDIC.
- 6.9 Recent graduates of BDIC noted that their programme had a significant subject coverage which was helpful to students doing graduate study at BJUT. Alumni also reported that the intensive workload at BDIC also helped to prepare them for working life.

Recommendations:

- 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.
- 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.
- A framework for engagement with the External Examiners should be developed and should mirror that which is in place at UCD.
- All faculty should be aware of the role and function of the External Examiners.
- 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.

7. Programme Staffing and Delivery

- 7.1 UCD contracts for the majority of faculty teaching at BDIC require lecturers to spend a minimum of one semester (four months) per year in Beijing to teach on the BDIC programmes. Remuneration for BDIC staff is equivalent to what they would earn in Dublin. Most UCD staff involved in BDIC are currently on fixed-term contracts.
- 7.2 In some instances, the recruitment of teaching staff who must spend a minimum of four months in Beijing each year has been challenging. There is a potential issue for the sustainability of the partnership and BDIC if faculty are not willing to spend time in China and/or if vacancies cannot be filled. It might be useful to discuss alternate teaching models to investigate if there is scope for enhanced flexibility, noting that some were suggested in the SAR.
- 7.3 The Review Group noted the mixed views across contributing UCD Schools concerning the impact and profile of BDIC upon School operating environments. The financial and educational incentive for UCD Schools and staff to participate needs to be clearly communicated. The Review Group noted that the contribution by UCD Schools to the BDIC programmes is undertaken on a cost-neutral basis.
- 7.4 It would be advantageous, if it is possible, to recruit recently-retired UCD faculty to teach at BDIC. The Review Group was informed, however, that there may be restrictions that the Irish Higher Education Authority (HEA) places on this.
- 7.5 The provision of Teaching Assistants (PhD students) from UCD who accompany their supervisors and help teach in Beijing was cited by various stakeholders, as a positive development which benefits the BDIC students, the supervisor/faculty/staff member and the PhD student/Teaching Assistant. For every full-time BDIC lecturer, a PhD student is funded, covering their stipend, travel and subsistence and contribution to their tuition fees. This PhD student is required to carry out TA duties for their supervisor at BDIC. To-date, 6-7 students have undertaken this. This is a positive development.
- 7.6 Teaching between Dublin and Beijing is spread across the whole semester, mirroring what happens in Dublin. While the laboratories are fit for purpose, they would benefit from further investment in related equipment. There are also fewer TAs/Lab Assistants in Beijing, compared to Dublin. Previously it was difficult to recruit TAs, but this has been made easier by both a UCD staff member being able to bring a PhD student with them, and that it is also now easier to recruit TAs locally from BJUT.
- 7.7 The intensive teaching load can make it difficult to undertake research and there are additional challenges with differences in time zones, access to meetings of research group, the ability to attend conferences, and access to the internet can be variable. For a faculty member who is on a four year contract and spends four months every

year in China, that can mean that one year of potential research work is lost, and when you are on a short-term contract this is problematic for future career prospects. Applying for research contracts when there is a limited time on an academic contract can be problematic. Finding tutors can be difficult and lecturers can spend a lot of time doing assessment that could be done by TAs. Working on short term contracts also makes it difficult to recruit/supervise PhD students. Some career planning and progression markers should be discussed so that there is an appropriate pathway towards tenure. These are issues that could possibly be raised in the framework of the UCD Performance for Growth (P4G).

- 7.8 There are only four meeting rooms for all teaching staff in BDIC. Each UCD lecturer is assigned a desk in the BDIC faculty room for the duration of their semester at BDIC. A desk assigned in semester 1 will be re-assigned in semester 2 to a different lecturer when the semester 1 lecturer returns to UCD.. The open nature of the offices can make it hard to concentrate, for example, on research. There is very limited storage space is available for staff.
- 7.9 Students and parents have raised concerns about paying a premium fee despite class sizes of 200 students. Some BDIC faculty felt that a class size of more than 100 students is too big, as issues relating to follow-up, labs and tutorials become problematic with high numbers of students.
- 7.10 Modules taught by BJUT colleagues on BDIC programmes are delivered in English, and all exam papers are in English.

Commentations:

- The mode delivery and style of teaching across a semester delivered at BDIC provides a good learning experience for students.
- The provision of Teaching Assistants (PhD students) from UCD who travel to Beijing along with their supervisors is a good initiative, which has had many positives benefits.

Recommendations:

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Staff should be encouraged to actively engage with and discuss their options with their Heads of School or Reviewer in their P4G meetings.
- 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.
- 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 considered as too few support staff, without the right level of expertise, may lead to insufficient support being provided to students.

8. Student Supports

- 8.1 English proficiency is an issue for students on the BDIC programmes, and can be particularly acute in the case of large class sizes where it can be difficult to identify students who may be struggling. There have been discussions between the Presidents of both BJUT and UCD about enhancing English language support for the BDIC students, utilising the UCD Applied Language Centre – this has now taken place and the Review Group heard testimony from teaching staff that English proficiency among the BDIC students has improved each year. The Review Group noted that there are now 16 English Teachers (ie native English speakers), 8 in stage 1 and 8 in stage 2, plus 8 local Chinese teachers (1 employed by BDIC and 7 from an outside English-language school). English class sizes are normally 30 for listening and reading, and 15 students in speaking and writing.
- 8.2 The Review Group noted workshops used to introduce educational philosophies, concepts of plagiarism, library skills and other academic-related topics. These are positive developments.
- 8.3 Student-Staff Liaison Committee (SSLC) was highlighted to the Review Group as being very useful for students, and is attended by student representatives of BDIC students. There is a very rigorous system for selecting student representatives (the system is similar to how BJUT student representatives are selected). The SSLC meetings take place every 2 weeks. All Student Advisors and the BDIC Vice-Principal for Student Affairs attend the SSLC meetings. There are 1-2 SSLC meetings scheduled per semester which include a UCD presence.
- 8.4 Students are provided with opportunities to engage in Irish cultural activities, including Irish dancing and Gaelic Football.
- 8.5 BDIC has dedicated space on the BJUT campus and is clearly branded. The study spaces and facilities are excellent.
- 8.6 The use of multiple VLEs seems still to be in transition, and include the use of Brightspace and Moodle (Note: the UCD School of Computer Science is keen to retain Moodle as it includes a facility called ‘code-runner’ which facilitates assessment for large groups, which is not available in Brightspace). A number of staff members based in UCD in Dublin have provided training on accessing UCD library and other computing systems at BDIC. Teaching staff confirmed that access to UCD online resources is very good – though it was noted that there are limitations on teaching staff based in BDIC in relation to bandwidth, which for those who live on-campus covers both their work and personal use.
- 8.7 There are a large group of student advisors available to BDIC students and the advisor student ratio is slightly better for BDIC students than for BJUT students. These advisors provide advice on many student issues and also provide a link between students and health and career services
- 8.8 There is a need for clarity regarding the financial arrangements for ‘scholarships’ and ‘fee discounts’ provided to BDIC students to study in Dublin.
- 8.9 Regarding Career Development for the UCD-based PhD students who go to China – access to research facilities is similar in Beijing as in Dublin. Difficulty in accessing Google is the only significant issue and connectivity in the main BDIC building can be variable. UCD have (since 2012) offered a fully open VPN access for UCD lectures travelling to BDIC for lecturing purposes. UCD also recently invested significantly in the provision of a UCD-only access VPN for all BDIC students and for BJUT staff (contributing at BDIC). This alleviates the Google access problem going forward, provided the appropriate training in the use of the Google Apps suite is also offered.

Commendations:

- Students are provided with support and facilities that are of a high quality.
- BDIC has established its own identity as evidenced by the branding and the facilities on the BJUT campus.
- The infrastructure to support co-curricular activities is state-of-the-art.
- The provision of student advisory services with specific responsibility for BDIC students is admirable.

9. Quality Assurance Arrangements

- 9.1 The Review Group noted that BJUT underwent a quality review by the Chinese Ministry of Education (MoE) in 2017, and BDIC developed a self-evaluation report as part of this exercise. The outcomes of this exercise were positive. BDIC also prepares and submits a self-assessment report to the MoE annually and shall undergo an on-site review by the MoE when the venture contract term is due for renewal. To date within BDIC, quality assurance matters are dealt mainly by the BDIC Academic Committee which is Chaired by the BDIC Provost. Each year a short

report summarising student performance and highlighting key issues is prepared on each programme. This is submitted to the UCD Quality Office and is included in the *Annual Report on UCD Taught Collaborative/Transnational Provision*, which is considered by the UCD Academic Council Quality Enhancement Committee.

- 9.2 The programme offerings at BDIC are, for the most part, similar but not identical to the programmes on offer at UCD. The closest alignment exists within the BDIC and UCD Software Engineering programmes. The Review Group heard evidence that BDIC students perform as well as Dublin-based UCD students on the constituent modules of the programme. This was also the case on other programmes, and where students availed of the opportunity to study in Ireland, their performance was on a par with UCD students.
- 9.3 During the visit of the Review Group, sample exam papers and scripts were provided, together with a range of textbooks that are used for the various programmes. The exam papers and scripts were set and marked at an appropriate standard, and the textbooks were suitable for the programmes. The security of examination papers was discussed and recommendations relating to this issue are included above in Section 7.
- 9.4 It is noted that in general, BDIC students excel in modules that are quantitative, but have more difficulty with those that require a more discursive approach. This is not uncommon amongst students, who prior to entry to European based higher education, experience a very different learning model. This further highlights the need for programme teams to take cognisance of these issues in their teaching approach, and in the skill development of students
- 9.5 The primary mechanism in place to obtain student feedback appears to be the Student-Staff Liaison Committee (SSLC). To date, this has been organised as one committee to cover all programmes. The SSLC is intended to provide an opportunity for staff-student engagement and should include both BJUT and UCD staff. Also, the effectiveness of the SSLC as a mechanism for obtaining and acting on student feedback is not clear.
- 9.6 The introduction of Teaching Assistants who are themselves PhD students has been a welcome development and has been a major benefit to both students and faculty alike. While there are no plans in place to have major expansion of the overall programme provision, it is important to ensure that the staff: student ratio is kept under review, particularly in those programmes where student numbers are relatively high. This is especially important given the needs of the student body, and bearing in mind that they are taking a demanding programme of study in a foreign language.
- 9.7 At present academic review meetings are convened to discuss the progress of under-performing students. It is expected that these are attended by both UCD and BJUT staff. To date it would seem that some BJUT faculty have yet to fully engage with this process. The academic review meetings serve as an important vehicle to communicate with students regarding their progress, continuation choices available to them, and identifying a way forward. Additionally, the presence of both UCD and BJUT staff at these meetings serves to reinforce the importance of the process for students, and may also help address more effectively progression issues.
- 9.8 The BDIC Academic Committee appears to be an important forum to discuss policies that support quality and standards and the broader student experience. It would appear that some difficulties have arisen in relation to seeking agreement on policies, e.g. the Continuation Policy, and their subsequent implementation.
- 9.9 The issue of communication between various stakeholders was raised on many occasions during the meetings held as part of the Review. It would appear that internally within UCD, to support the smoother running of activities associated with BDIC, there needs to be a focus on ensuring more effective communication between faculty and administrative colleagues. Similarly, at BDIC, there needs to be more effective communication between BJUT and UCD colleagues. In an effort to facilitate enhanced communication it is noted that the BDIC Principal convenes weekly meetings for faculty, staff and students. The Review Group considers this to be a very positive development, however, it is important to ensure that these meetings include UCD colleagues and are conducted in English.
- 9.10 Given the broad objectives of the partnership between UCD and BJUT, a strong managerial presence in situ at BDIC from both UCD and BJUT, is important to support quality assurance and management of the provision. There is a strong presence from the BJUT side in the form of the BDIC Principal. In the main there has been a strong presence from UCD, with the BDIC Provost typically spending approximately 1 week per month at BDIC and the Deputy Provost spending approximately 8-10 weeks per semester in the normal running of BDIC. In January 2019, the BDIC Provost role became vacant and the role was taken on by the Deputy Provost without any backfill arrangement. From March 2019 onwards, the Deputy Provost was temporarily unable to travel. It is

recommended that the new International Dean at UCD takes the opportunity to review the presence of UCD management personnel at BDIC.

Commendations:

- The introduction of Teaching Assistants is commended, both for the support that it provides for staff and students, and for fostering the development of research.
- The BDIC Principal's facilitation of weekly meetings with staff and students.
- The collegiality of BDIC staff.

Recommendations:

- An SSLC should be convened on a programme by programme basis and all staff contributing to each programme should participate in the relevant SSLC.
- 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.
- 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.
- UCD should ensure that there continues to be a managerial presence on the ground at BDIC.

10. Marketing and Alumni Activity

- 10.1 Alumni engagement – alumni performance contributes to the reputation of BDIC; BDIC alumni are treated the same as BJUT alumni; the BJUT President is Chairman of the Board of the Alumni Association. There are BJUT alumni chapters in the USA, Canada, USA and Australia; and there is a desire to establish an alumni chapter in Ireland. Different laws regarding donations to universities impact on alumni engagement. Given the level of financial investment by students to gain a BDIC degree, it is evident that it is considered a premium degree, and the alumni can help to promote this fact.
- 10.2 Many students have returned to BDIC and have demonstrated that their experience has better equipped them for postgraduate education and also for the workforce generally – this is a very good way of building alumni connections.
- 10.3 There is no explicit mention of alumni in the SAR. Alumni engagement is understandably underdeveloped at this point given that the partnership itself is still relatively young, but for that reason also, it would be timely to develop and advance strategic planning and engagement in this area.

Recommendation:

- 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.

Full List of Commendations and Recommendations Beijing-Dublin International College (BDIC) – BJUT & UCD

This Appendix contains a full list of commendations and recommendations made by the Review Group for the Beijing-Dublin International College (BDIC). This list should be read in conjunction with the specific chapter above. *(Please note that the paragraph references below refer to the relevant paragraphs in the report text)*

1. Introduction and Context

Commendation:

- 1.6 BDIC facilitates student mobility in both directions between Beijing and Dublin.

Recommendation:

- 1.6 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.

2. Collaborative Partnership Arrangements / Memoranda of Agreement

Commendations:

- 2.1 The vision for BDIC of both BJUT and UCD is closely aligned.
- 2.4 There have been significant achievements in the development and enhancement of the partnership since its inception.
- 2.6 BDIC provides a useful model for inter-institutional transnational collaboration which could be extended to other partnership initiatives.
- 2.8 The appointment of a Project Manager is an indication that UCD is aware and willing to enhance operations.

Recommendations:

- 2.5 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.
- 2.7 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).

3. Partner Institution and Situational Analysis

Commendations:

- 3.4 BDIC is commended for re-calibrating its strategy to reflect changes to the Chinese higher education environment and to identify a new set of objectives.
- 3.4 Being designated as a 'Double First Class University' by the Chinese Ministry of Education is a strong indicator of BJUT's reputational standing in China. The BDIC partnership between BJUT and UCD, as two leading global institutions, is to be commended.

4. Programme Governance

Commendation:

- 4.1 The BDIC Organisational and Governance Chart, and the detailed information contained in the 2012 and 2016 editions of the Contract, provide useful and important information relating to the roles and responsibilities of BJUT and UCD, and the Joint Management Committee and Academic Committee which are both key bodies which oversee the activities of BDIC.

Recommendations:

- 4.2 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.
- 4.2 The Review Group recommends that there is an increased UCD managerial presence at BDIC, to support operations.
- 4.2 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.
- 4.2 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.
- 4.2 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.
- 4.3 A forum should be established by UCD to facilitate the sharing of information, discussion of academic developments, etc. This may include, for example, the Provost, Principal, UCD Heads of School, Programme Co-ordinators, and relevant BDIC/UCD Programme Office staff.
- 4.3 To enhance communication among teaching staff at BDIC, there would be benefit in establishing periodic cross-programme staff meetings.
- 4.3 Information dissemination from the Joint Management Committee and the Academic Committee should be more structured and formalised.
- 4.4 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.
- 4.5 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.

5. Programme Admissions and Progression

Commendation:

- 5.1 BDIC is commended for achieving high quality intake and for achieving the target numbers within its academic plan.

Recommendations:

- 5.1 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.
- 5.6 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.
- 5.8 BDIC should review the algorithm for final degree classification.

6. Curriculum Design and Assessment**Recommendations:**

- 6.2 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.
- 6.7 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.
- 6.8 A framework for engagement with the External Examiners should be developed and should mirror that which is in place at UCD.
- 6.8 All faculty should be aware of the role and function of the External Examiners.
- 6.8 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.

7. Programme Staffing and Delivery**Commendations:**

- 7.1 The mode delivery and style of teaching across a semester delivered at BDIC provides a good learning experience for students.
- 7.5 The provision of Teaching Assistants (PhD students) from UCD who travel to Beijing along with their supervisors is a good initiative, which has had many positives benefits.

Recommendations:

- 7.2 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.
- 7.3 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.
- 7.4 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.

- 7.6 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.
- 7.7 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.
- 7.7 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.
- 7.7 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.
- 7.7 Staff should be encouraged to actively engage with and discuss their options with their Heads of School or Reviewer in their P4G meetings.
- 7.8 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.
- 7.9 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 considered as too few support staff, without the right level of expertise, may lead to insufficient support being provided to students.

8. Student Supports

Commendations:

- 8.5 Students are provided with support and facilities that are of a high quality.
- 8.5 BDIC has established its own identity as evidenced by the branding and the facilities on the BJUT campus.
- 8.5 The infrastructure to support co-curricular activities is state-of-the-art.
- 8.7 The provision of student advisory services with specific responsibility for BDIC students is admirable.

9. Quality Assurance Arrangements

Commendations:

- 9.6 The introduction of Teaching Assistants is commended, both for the support that it provides for staff and students, and for fostering the development of research.
- 9.9 The BDIC Principal's facilitation of weekly meetings with staff and students.
- 9.9 The collegiality of BDIC staff.

Recommendations:

- 9.5 An SSLC should be convened on a programme by programme basis and all staff contributing to each programme should participate in the relevant SSLC.
- 9.7 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.

9.8 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.

9.10 UCD should ensure that there continues to be a managerial presence on the ground at BDIC.

10. Marketing and Alumni Activities

Recommendation:

10.3 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.

BDIC Response to the Review Group Report

BDIC found the preparation for the May 2019 Quality Review very useful. The College is grateful for the Review Group's time and effort to closely examine our undergraduate programmes in Beijing so comprehensively.

We are grateful also to them for compiling such a positive report.

We welcome the fact that recommendations are provided and a subset were prioritised. Please find below a detailed response to these prioritised recommendations all of which BDIC management will be happy to engage with. The detailed recommendations outlined throughout the report are not replied to specifically in this response, many will be addressed and implemented in the course of closing out on the priority recommendations.

The closing out of recommendations will be documented in UCD's BDIC annual quality review report as they are addressed, noting that some have a longer lead time than others.

Response to Prioritised Recommendations for Improvement:

Recommendation: *Whilst there is a five-year Academic Plan included in the Continuation Agreement, the Review Group recommend 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.*

Response: The five year plan will be reviewed and updated annually in advance of the JMC for approval at the JMC

Recommendation: *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 organisation infrastructure arrangements at UCD.*

Response: A new UCD International Dean China has been appointed and will also fill the role of Provost of BDIC.

Recommendation: *The Review Group recommends that there is an increased UCD managerial presence at BDIC, to support operations.*

Response: The post of UCD International Dean China includes a commitment to spend up to 180 days per annum in China. The significant contribution of UCD programme coordinators is recognised and to enable them to more efficiently contribute to managerial presence a more structured schedule for presence in BDIC will be explored.

Recommendation: *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.*

Response: Agreed. 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 meeting and storage space.

Recommendation: *Consideration should be given to the feasibility of introducing optional modules in the curricula.*

Response: We accept that there are no option modules. There are two key reasons for this:

1. Students are learning through a second language and are therefore required to take English language modules which take up what would usually be available as Horizon modules in standard UCD programmes.
2. In order to earn the BJUT degree, there are additional mandatory modules required by the Chinese Ministry of Education in stages 1 and 2 of the programmes.

However bearing these circumstances in mind programme coordinators will explore how option modules might be introduced in stage 3 and 4.

Recommendation: *A forum should be established by UCD to facilitate the sharing of information, discussion of academic developments, etc. This may include, for example, the Provost, Principal, UCD Heads of School, Programme Co-ordinators, and relevant BDIC/UCD Programme Office staff.*

Response: There is a BDIC Academic Committee, chaired by the Provost and includes, Principal, Vice Principal (T&L), UCD & BJUT Programme Coordinators. Six meetings are scheduled during term time annually. The remit of the committee is academic planning and oversight. To improve communication between all UCD staff at BDIC, UCD staff meetings will be introduced.

Recommendation: *To enhance communication among teaching staff at BDIC, there would be benefit in establishing periodic cross-programme staff meetings.*

Response: With the proposal outlined above, to introduce more structured presence by programme coordinators, cross programme staff meetings including BJUT and UCD faculty will be formalised to address issues arising at programme level, including annual reviews of each programme.

Recommendation: *To enhance the student experience further, UCD should consider ways of facilitating the contribution of senior UCD faculty to programme delivery at BDIC.*

Response: BDIC aspire to this recommendation and believe that all UCD faculty in related disciplines, should have the opportunity to contribute to BDIC programmes. We note the fuller discussion and recommendation relating to staffing modules in the main body of the report and UCD will explore those options suggested. In addition UCD Global's engagement strategy has identified staff and student mobility as a priority and BDIC can leverage to engage staff at all levels.

Recommendation: *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.*

Response:

This recommendation is welcome and work is already in progress to achieve this objective. Since 2018-19 the stage 2 English language modules at BDIC have been redesigned by UCD Applied Language Centre. The longer term objective is that all English language modules will be developed to align with the CEFR (Common European Framework Reference) for languages, at a level which will allow completing of English language modules to meet the UCD English language proficiency requirements.

Schedule for Review Site Visit to BDIC



University College Dublin
Site Visit Timetable v. 3.12
Periodic Quality Review
Beijing Dublin International College (BDIC)
20 – 25 May 2019

Timetable: UCD Dublin – Room 213 Tierney Building

Monday, 20 May 2019 – Dublin

Time	Activity
09.00 - 09.10	Review Group (RG) arrive at UCD
09.15 – 11.15	Review Group Planning Meeting (Tea/Coffee)
11.15 – 11.30	Break
11.30 – 12.30	Review Group meeting with BDIC (interim) Provost , Dr Ailish O’Halloran
12.30 – 13.15	Lunch (RG only) and Private Meeting of RG
13:15 – 14:00	Review Group Meeting with UCD Staff supporting BDIC activities e.g. BDIC Director of Institutional Development, BDIC Programme Officers, Office Administrator, UCD Global Yinyin Sun – Programme Office Administrator, BDIC, College of Engineering & Architecture Sue Philpott - Director Of Programme Office, College of Engineering & Architecture Aoife Doherty – Programme Office Director/School Manager, Quinn School of Business Orlaith McGourty – International Student Officer, Quinn School of Business D’Arcey Jackson – Senior Executive Assistant, School of Computer Science
14:00 -15:00	Review Group Meet UCD Registrar/Deputy President and Vice President for Academic Affairs, UCD Vice President for Global Engagement, and Director of UCD Global <ul style="list-style-type: none"> • Professor Mark Rogers, Registrar/Deputy President and Vice President for Academic Affairs • Dr. Douglas Proctor, Director of UCD Global
15:00 – 15:45	Break and Private Meeting of RG
15.45 – 16.45	Review Group Meeting with Faculty to discuss teaching in BDIC e.g. Heads of relevant Schools and Faculty Padraig Cunningham , UCD HoS Computer Science Peter Kennedy , UCD HoS Electrical & Electronic Engineering Thomas Brendan Murphy , HoS Mathematics & Statistics Alex Runchman , Senior Teaching Fellow, Applied Language Center, UCD
16.45 – 17.15	Review Group Meeting with Director of Administrative Services, UCD Registry , Andrew Myler
17.15	Review Group travel to Dublin Airport

Monday 20 May / Tuesday 21 May 2019

Review Group flies to Beijing

22.25 – 08.50	Dublin to Dubai (arriving Tuesday 21 May 2019)
10.50 – 22.20	Dubai to Beijing

Hotel: Gongda Jianguo Hotel, No. 100 Pingleyuan, Chaoyang District, Beijing, 100124

Wednesday, 22 May 2019

16.00 – 18.00	Review Group Planning Meeting – Room 1117, Gongda Jianguo Hotel
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Dinner: BJUT International Office hosted dinner, Room Yueyanglou, 2nd Floor, Gongda Jianguo Hotel

Attendees: Prof. Liu Gonghui, President of BJUT
Prof. Wu Wenying, Principal of BDIC
Mr. Cai Lijia, Party Secretary of BDIC
Prof. Weng Jiancheng, Deputy Director, BJUT International Office

Thursday, 23 May – Beijing

Time	Activity
08.00	Review Group Arrives at BDIC
08.10 – 09.15	Review Group meet with BJUT President , Prof Liu Gonghui; BDIC Principal , Prof Wenying Wu; and Director BJUT Academic Affairs , Prof Sun Zhirong BDIC Teaching Building 4 (TB4) Room 817, Conference Room
09.15 – 11.00	Review Group Planning Meeting and examine documentary evidence TB4 Room 817, Conference Room
11.00 - 12.00	Review Group meet with BDIC and UCD Programme Coordinators TB4 Room 817, Conference Room Li Xiaoli - BDIC Programme Coordinator, BDIC BE Electronic & Information Engineering Xu Yang – BDIC Programme Coordinator, BDIC BSc Financial Economics, BComm Finance He Jingsha – BDIC Programme Coordinator, BDIC BSc Software Engineering Henry McLoughlin - UCD Programme Coordinator, BDIC BSc Software Engineering Guang Jun – BJUT Programme Coordinator, BDIC BSc Financial Economics, BComm Finance (attended from 11:30)
12.00 – 12.45	Review Group Private Meeting and Lunch – Review Group Only Lunch Boxes
12.45 – 13.45	Meeting with UCD/Partner Operational Staff e.g. Student Affairs Office, Academic Affairs Office, Admin Affairs Office TB4 Room 817, Conference Room Mr DongXue Bing - Section Chief Academic & Administrative Affairs Fanqing Li - Section Chief Student Affairs SunPeng Ge - Student Advisor Michael Garvey – UCD BDIC Programme Officer
13.45 - 14.15	Review Group Private Meeting TB4 Room 817, Conference Room
14:15 – 15:00	Review Group meet senior Programme/Partnership Staff from UCD and BDIC e.g. Provost, Deputy Provost, College Principal, College VP, Party Secretary TB4 Room 817, Conference Room Prof Wenying Wu – BDIC Principal Mr Cai Lijia - BDIC College Party Secretary Prof Yongzhe Zhang - BDIC Vice Principal Teaching & Learning Ms Kang Na - BDIC Vice Principal Student Affairs
15.00-15.15	Review Group Private Meeting TB4 Room 817, Conference Room
15.15-15.45	Review Group Meet Student Advisors or equivalent TB4 Room 817, Conference Room Liu Hao - Student Advisor Wang Lan - Student Advisor Zhang Xi - former Student Advisor Jian Fan – BDIC Academic Affairs Office* Wang Xue – BDIC Academic Affairs Office* Guimiao Wang – BDIC Academic Affairs Office* – UCD Reporting Line * those colleagues in BDIC Academic Affairs Office regularly advise students on academic related issues such as module registration and examination timelines etc.
15.45-16.00	Review Group Private Meeting TB4 Room 817, Conference Room
16.00-16.40	Review Group Meet English Department representatives Prof. Hu XinYing – stage 1 David Hallett – stage 1

	Andy Cooper – stage 2 Simon Knight – stage 2 Garrett Byrne – stage 1 Gary Power – stage 1 Wang Xuefei – stage 1 Zhao Lulu – stage 1																																													
16.40-16.50	Review Group Private Meeting TB4 Room 817, Conference Room																																													
16.50-17.45	Meeting with representative group of students <table border="1" data-bbox="411 548 1390 1547"> <thead> <tr> <th>BJUT Student Number</th> <th>UCD Student Number</th> <th>Student Name</th> <th>Major</th> <th>Stage</th> </tr> </thead> <tbody> <tr> <td>15371207</td> <td>15206143</td> <td>王婷跃 Wang Tingyue</td> <td>物联网 Internet of Things Engineering</td> <td>大四 Stage 4</td> </tr> <tr> <td>15373416</td> <td>15205984</td> <td>陈拓丞 Chen Tuocheng</td> <td>金融 BComm Finance</td> <td>大四 Stage 4</td> </tr> <tr> <td>16371318</td> <td>16206571</td> <td>张馨益 Zhang Xinyi</td> <td>物联网 Internet of Things Engineering</td> <td>大三 Stage 3</td> </tr> <tr> <td>16372209</td> <td>16206886</td> <td>李修娴 Li Xiuxian</td> <td>软件 Software Engineering</td> <td>大三 Stage 3</td> </tr> <tr> <td>17372117</td> <td>17206038</td> <td>杨洋 Yang Yang</td> <td>软件 Software Engineering</td> <td>大二 Stage 2</td> </tr> <tr> <td>17374125</td> <td>17206013</td> <td>周璞琪 Zhou Puqi</td> <td>电信 Electronic & Information Engineering</td> <td>大二 Stage 2</td> </tr> <tr> <td>183741318</td> <td>18206328</td> <td>李竹野 Li Zhuye</td> <td>电信 Electronic & Information Engineering</td> <td>大一 Stage 1</td> </tr> <tr> <td>18373408</td> <td>18206275</td> <td>纪元 Ji Yuan</td> <td>金融 Financial Economics</td> <td>大一 Stage 1</td> </tr> </tbody> </table>	BJUT Student Number	UCD Student Number	Student Name	Major	Stage	15371207	15206143	王婷跃 Wang Tingyue	物联网 Internet of Things Engineering	大四 Stage 4	15373416	15205984	陈拓丞 Chen Tuocheng	金融 BComm Finance	大四 Stage 4	16371318	16206571	张馨益 Zhang Xinyi	物联网 Internet of Things Engineering	大三 Stage 3	16372209	16206886	李修娴 Li Xiuxian	软件 Software Engineering	大三 Stage 3	17372117	17206038	杨洋 Yang Yang	软件 Software Engineering	大二 Stage 2	17374125	17206013	周璞琪 Zhou Puqi	电信 Electronic & Information Engineering	大二 Stage 2	183741318	18206328	李竹野 Li Zhuye	电信 Electronic & Information Engineering	大一 Stage 1	18373408	18206275	纪元 Ji Yuan	金融 Financial Economics	大一 Stage 1
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Friday, 24 May – Beijing

Time	Activity
09.00	Review Group arrive at BDIC
09.10 – 10.00	Guided Tour of BDIC teaching and learning facilities and student study/social space Prof. Wenying Wu - BDIC Principal to conduct tour
10.00-10.15	Review Group Private Meeting TB4 Room 817, Conference Room
10.15 – 11.00	Meeting with representative group of staff who teach on the programmes

	<p>Liu Xin – BDIC Subject Coordinator Mathematics Zhu Hao – BDIC Subject Coordinator Physics Jia Xi Bin – College of Computer Science, Faculty of Information Technology David Lillis - UCD School Computer Science Declan Delaney – UCD School of Electrical & Electronic Engineering Zuzanna Studnicka - UCD School of Economics Myrto Manolaki – UCD School of Mathematics & Statistics Amanda Kelly – UCD School of Archaeology Brett Becker - UCD School Computer Science – will only be available from 10:35 Barry Cardiff – UCD School of Electrical & Electronic Engineering, Programme Coordinator BDIC BE Internet of Things Engineering & BDIC BE Electronic & Information Engineering TB4 Room 817, Conference Room</p>												
	<p>Review Group Private Meeting TB4 Room 817, Conference Room</p>												
11.30 – 12.15	<p>Meeting with Alumni/Graduates TB4 Room 817, Conference Room</p> <table border="1"> <thead> <tr> <th>Graduate Name</th> <th>Current Position</th> </tr> </thead> <tbody> <tr> <td>王聪聪 Wang Congcong</td> <td>UCD 直博 PhD student UCD</td> </tr> <tr> <td>安宇 An Yu</td> <td>UCD 直博 PhD student UCD</td> </tr> <tr> <td>高玉 Gao Yu</td> <td>北工大经济管理学院研究生 Graduate in Economic & management school of BJUT</td> </tr> <tr> <td></td> <td>Graduate of BDIC Internet of Things Engineering programme who is currently doing a Masters at BJUT</td> </tr> <tr> <td></td> <td>Another Graduate who is working in a Chinese internet company</td> </tr> </tbody> </table>	Graduate Name	Current Position	王聪聪 Wang Congcong	UCD 直博 PhD student UCD	安宇 An Yu	UCD 直博 PhD student UCD	高玉 Gao Yu	北工大经济管理学院研究生 Graduate in Economic & management school of BJUT		Graduate of BDIC Internet of Things Engineering programme who is currently doing a Masters at BJUT		Another Graduate who is working in a Chinese internet company
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12.15 – 13.00	<p>Lunch – Review Group only Lunch boxes</p>												
13.00 – 16.00	<p>Review Group begin to draft Report and Preliminary Feedback Points TB4 Room 817, Conference Room</p>												
16.15 – 16.30	<p>Review Group communicates <u>Preliminary</u> feedback points (Exit Presentation) BJUT, Science Building Prof Liu Gonghui – President BJUT Prof Sun Zhirong – Director BJUT Academic Affairs Prof Wu Wenying – BDIC Principal Mr Cai Lijia - BDIC College Party Secretary Ms Kang Na - BDIC Vice Principal Student Affairs Prof. Weng Jiancheng, Deputy Director, BJUT International Office Michael Garvey – UCD BDIC Programme Officer Zhu Hao – BDIC Subject Coordinator Physics Barry Cardiff – UCD Programme Coordinator, BDIC BE Internet of Things Engineering, BDIC BE Electronic & Information Engineering Henry McLoughlin - UCD Programme Coordinator, BSc Software Engineering Feng Shiwei – Deputy Dean, BJUT Faculty of Information Technology Zhu Xiangyu – Deputy Dean, BJUT College of Economics & Management</p>												
16.30	<p>Review Group depart</p>												

Farewell Dinner hosted by President Liu, including Vice President or Director of Academic Affairs
(Note: Review Group needs to return to hotel at 21:00, 40 minutes before airport pickup)

Saturday, 25 May

Review Group return home

00.40 – 05.00	Beijing to Dubai
07.15 –12.05	Dubai to Dublin

Images of BDIC Campus and Facilities











FACULTY OFFICE

713



School of Electrical and Electronic Engineering
(Assistant Professor)

BAO Xiulong 邮箱: xiulong.bao@ucd.ie

713



School of Computer Science
(Assistant Professor)

BECKER Brett 邮箱: brett.becker@ucd.ie

713



School of Electrical and Electronic Engineering
(Assistant Professor)

DELANEY Declan 邮箱: declan.delaney@ucd.ie

713



School of Economics
(Assistant Professor)

DEVEREUX Kevin 邮箱: Kevin.devereux@ucd.ie

713



School of Computer Science
(Assistant Professor)

DONG Ruihai 邮箱: ruihai.dong@ucd.ie

713



School of Mechanical and Materials Engineering
(Assistant Professor)

GHADIM Pezhman 邮箱: pezhman.ghadimi@ucd.ie

713



School of Electrical and Electronic Engineering
(Assistant Professor)

HEALY John 邮箱: john.healy@ucd.ie

713



School of Electrical and Electronic Engineering
(Assistant Professor)

JOHN Deepu 邮箱: deepu.john@ucd.ie



FACULTY OFFICE (ENGLISH)

706



English Course Coordinator (Associate Professor)

胡新颖 Lily 邮箱: xinying518@sina.com

706



English Course Coordinator

Dr.HALLETT David Grant 邮箱: dghallett@yahoo.com

706



English Teacher

HAMPSON Timothy 邮箱: timothyjoehampson@gmail.com

706



English Teacher

POWER Gary James 邮箱: garypower_uk@yahoo.co.uk

706



English Teacher

SADLER Christopher 邮箱: chris_s_english@163.com

706



English Teacher

SMITH Melissa Kathleen 邮箱: smitmk@hotmail.com

706



English Teacher

VERNON Annette Christine 邮箱: annettevernon@gmail.com