

Review of UK transnational education in China: Queen Mary, University of London and Beijing University of Posts and Telecommunications

November 2012

Executive summary

There have been collaborative research and student exchanges between Queen Mary, University of London (QMUL) and Beijing University of Posts and Telecommunications (BUPT) since 2000. The spark for the development of the current joint programme (JP) was lit in 2003, when the Chinese Ministry of Education (MoE) actively encouraged Chinese universities to undertake international cooperation. As a result of the advice sought by BUPT from the MoE, a non-legal entity was established and the first joint undergraduate degree programmes were approved in June 2004. There are now three programmes running that build on the shared expertise in Computing, Engineering and Internet Technology.

The three current joint programmes are dual-award programmes, jointly developed and taught by both institutions. All three aim to equip students with the ability to thrive in the globalised world of ICT engineering, by combining the best aspects of a Chinese and a British education. Students are registered with both institutions and the programmes are delivered jointly: 50 per cent by QMUL staff and 50 per cent by BUPT. All programmes are delivered in Beijing, although students have the option of transferring to London for year four. On graduation, students receive two degrees, from BUPT and the University of London, and two certificates and transcripts. The degrees are awarded to meet the standard criteria of both institutions.

China is QMUL's main area of international activity and the partnership with BUPT accounts for most of the Chinese students at QMUL. There are more students on the Chinese joint programmes than there are on the corresponding programmes in London. There are plans to roll out the joint programme model to other subjects and other Chinese partners. There have also been discussions about moving to research degrees, although the MoE's concern about the risk of losing intellectual property while students conduct research in the UK needs to be addressed.

There are numerous positive features identified in this partnership, including the cohesive commitment of the teaching team from both institutions and their strong leadership; the Personal Development Programme for students, which nurtures a number of transferable skills; and the new virtual learning environment (VLE), which contains large amounts of practical information as well as learning materials and the provision of 'Test Bed' summer projects for the most capable students. The University is advised to make sure that its degree certificates fully record the details of the partnership and the location of studies.

Report

Introduction

1 QMUL was originally founded as Queen Mary College in 1887, and became part of the federal University of London in 1915. In 1989, it merged with Westfield College to form Queen Mary and Westfield College. In 1995, Queen Mary and Westfield merged with two medical colleges, St Bartholomew's Hospital Medical College and the London Hospital Medical College. QMUL was granted its own degree awarding powers in 2007, although it continues to offer University of London awards, which it makes under delegated authority. It is one of the three largest multi-faculty colleges of the University of London.

2 BUPT was founded in 1955. It is a Key University of the MoE, with particular research and education strengths in the field of information and telecommunications, and with engineering as its main focus. It was one of the first 61 universities established under Project 211, the Chinese national programme which was aimed at strengthening selected universities.

3 There have been collaborative research and student exchanges between QMUL and BUPT since 2000. The idea for the JP came in 2003, when the MoE started encouraging Chinese universities to undertake international cooperation. BUPT consulted with the MoE about the type of partnerships they would like to develop. As a result of these discussions, a non-legal entity was established and the first joint undergraduate degree programmes were approved by the MoE in June 2004. The first cohort of students was recruited in July of the same year.

4 The schools of Electronic Engineering and Computer Science at QMUL and the International School at BUPT collaborate on three joint programmes. These are:

- BSc (Eng) Telecommunications Engineering with Management (since 2004)
- BSc (Eng) e-Commerce Engineering with Law (since 2004)
- BSc (Eng) Internet of Things Engineering (since 2011, with an initial quota of 60 students).

5 The programmes are intended to equip students with the ability to thrive in the globalised world of ICT engineering, by combining the best aspects of a Chinese and a British education. Although called 'joint' programmes, each is actually a dual-award programme jointly developed and taught by the two universities. Students are registered with both institutions. The programmes are delivered jointly: 50 per cent by QMUL staff and 50 per cent by BUPT. All programmes are delivered in Beijing. Students have the option of transferring to London for year four, though the number that do so is small.

6 The two original programmes have a shared MoE quota of 500 students; the Internet of Things (IoT) quota has increased to 120 from the 2012 intake. According to the Quality Assurance Agency in Higher Education's (QAA) survey of UK transnational education (TNE) in mainland China (May 2011), 1,347 and 619 students respectively were enrolled on the two original programmes, including 38 and 21 students respectively spending their final year in London. The MoE has recently relicensed the joint programme until 2015.

7 The JP is a dual-award programme jointly developed and taught by QMUL and BUPT. On graduation, students receive two degrees, from BUPT and the University of London, and two certificates and transcripts. The degrees are awarded following the standard criteria of both institutions.

8 QMUL has a total of 17,000 students, of which some 2,000 are in China. China is the University's main area of international activity. There are other articulation agreements which permit a lesser amount of educational activity in terms of student exchange or credit with other Chinese universities, but these represent only around 45 students in total. There are plans to roll the JP model out to other subjects and other Chinese partners. The BUPT programmes are fully embedded in the London schools, but there are far more students on the Chinese programmes than on the corresponding programmes in London.

9 Senior staff reported that QMUL is open to develop the provision of more programmes in China, including expanding into other disciplines. There have also been discussions about moving to research degrees, though there are some difficult issues to be addressed, especially concerning intellectual property rights.

Part A: Set-up and operation

Establishing the link

10 QMUL's approach to risk assessment and due diligence of international partners includes examination of the potential partner's ranking and where they sit in the national context (in China, partners should be at least a 211 university). QMUL then verifies that the partner can effectively deliver the programme and has sufficient resources to do so. Market research is then conducted to assess the potential demand for proposed programme. QMUL's Quality Handbook 2010-2011 describes how the process operates in detail and the Collaborative Provision Risk Assessment form specifies the areas of potential risk to be considered. The process is informed by the Strategic Plan 2010-2015; the Learning, Teaching and Assessment Strategy 2010-2015; the Queen Mary Statement of Graduate Attributes; and the external reference points provided by the QAA's UK Quality Code for Higher Education (the Quality Code).

11 Three levels of approval are required for a new partner institution. Firstly, the Head of School and Senior Executive consider the business case, which is supported by some high-level information about the proposed partner's ethos and financial and academic standing. This is followed by consideration by the Academic Registry and Council Secretariat, together with a review by the appropriate Faculty Vice-Principal and Executive Dean, and the Queen Mary Senior Executive. Finally, full institutional approval may be granted by the Taught Programmes Board, based on detailed information about the proposed partner, a full business plan, a draft Memorandum of Agreement, and a due diligence report which should show that the partner institution meets the expectations and reference points of the Quality Code as well as their own legal requirements. Following the QAA audit of the link in 2006, QMUL developed separate procedures for the approval of partner institutions and programmes.

Making the link work

12 Strategic decisions about the JP are made by the Steering Committee, which carries ultimate responsibility for decisions relating to the JP. It reports to the governing bodies of the two universities. It comprises five members from QMUL and five members from BUPT, with chairmanship alternating between a QMUL and BUPT appointee on a yearly basis. The Steering Committee meets physically or electronically at least twice per semester.

13 Operational issues are handled by the Academic Committee, which operates as a teaching and learning committee. It has responsibility for monitoring and maintenance of academic standards and ensuring compliance with the regulations of both institutions. This includes the requirements of the MoE in China and QAA in the UK. The Academic

Committee also has five members nominated by BUPT and five members nominated by QMUL. Like the Steering Committee, its chairmanship alternates on a yearly basis between the two universities. It meets physically at least once a year and electronically at least twice a year. It reports to the Steering Committee, which ratifies any decisions, after approval by the appropriate academic body of each university.

14 The day-to-day management of the JP is the responsibility of the Programme Director, appointed jointly by both universities. Chinese Law requires the Programme Director to be a Chinese national. As the Programme Director is a member of BUPT, a Co-Director from QMUL is also appointed by the partner institutions. The Programme Director and the Co-Director are members of the Academic Committee and report to the Steering Committee.

15 Each of the three programmes within the JP has its own Programme Committee. The Programme Committee for IoT meets approximately every two weeks since this is a new programme; the other Programme Committees meet twice per semester.

16 The review team heard that there were no insurmountable differences between the requirements of the MoE in China and QAA in the UK. Students on the JP must meet both sets of criteria. In practice, this means some additional contact hours per module, that students have to pass all assessments, and that there are additional classes including Chinese political history and basic military training.

17 The success of any joint venture rests heavily upon the staff involved in managing and delivering it. The review team identified the commitment and cohesion of the teachers from both institutions, and their strong leadership, to be a **positive feature** of this partnership.

Student admissions and record keeping

18 Students apply for admission through the standard Chinese system. As a 'Key University' programme, there is a MoE quota of level 1 gaokao students (gaokao being the higher education entrance examination). Additional entry requirements, including the gaokao level of English language proficiency, are determined jointly by the two universities through the Steering Committee. The admissions process is the primary responsibility of BUPT, as required by the MoE. The team heard from senior staff of both institutions that the quality of students exceeds QMUL expectations.

19 Senior staff regard the reconciliation of the record systems of the two universities to be one of the main challenges for the partnership.

Student induction and support

20 Students met by the review team reported that they consider themselves to be students of both universities.

21 Induction of JP students to the HongFu campus is largely carried out by BUPT, though there is involvement by QMUL staff and senior JP students in the process. This forms part of a week-long induction to BUPT and the JP. New students also complete a few weeks of basic military training. The induction process continues throughout the year in frequent meetings with tutors covering regulations (for example, plagiarism) and other pastoral issues.

22 Intensive English tuition is provided in year one, and the level of provision has recently been doubled. Many other curricular and extra-curricular activities are undertaken to

improve the students' vocabulary and understanding. English Corner provides students with opportunities to practise and improve their English in an informal atmosphere through conversation and movies. The aim of the English language support is to improve not only students' academic English, but also their confidence to express themselves through the medium of English. During the first year, students may spend more time studying English than other course subjects.

23 The team noted a clear improvement in the standard of English between students from years one and four. They were informed that the JP is very highly ranked on English in the Beijing Education Commission ranking.

24 There is a Personal Development Programme (PDP) aimed at enhancing students' transferable skills. The programme is delivered through a range of activities that include training in presentation skills, critical thinking, team working and interview techniques for UK-style interviews. English Corner is part of the PDP programme. Completion of the PDP training is recorded on the students' transcripts. Feedback received from students reveals that they very much enjoy the PDP and appreciate its contribution to making them stand out from other graduates. The review team recognises the use of the PDP as a **positive feature** of the JP.

25 For JP students based at BUPT, pastoral support is provided solely by BUPT staff. There are 12 tutors in total and approximately three tutors per cohort. Students are able to contact QMUL staff by email or via the VLE but usually contact their personal tutors if they have a problem. The review team heard from students that their tutors were readily accessible, and that QMUL staff were only consulted for academic queries. Tutors also take the initiative and often approach students. To avoid any conflict with the UK Data Protection Act, QMUL staff members do not discuss students' matters with their parents, although a discussion of this nature would be considered normal and expected in China. Communication with parents is left to BUPT staff, who are permitted to do so under Chinese Law. QMUL academic support is largely delivered through face-to-face timetabled tutorials and the VLE. Office open hours and online tutorials are also available, but are not well used.

26 Students met by the review team reported that they found the QMUL VLE, QMplus, to be a very helpful tool to support their studies. It contains a large amount of practical information as well as learning material. Students are able to download teaching material, access e-library resources and post questions to lecturers and the whole class on discussion boards. The team recognised this as a **positive feature** of the JP.

27 QMUL staff deliver their teaching through intensive one-week blocks. This material is then supported by BUPT-based teaching assistants (TAs) who assist in laboratory classes. Course organisers are closely involved in the appointment of TAs; they write the detailed person specifications, conduct interviews and make the final selection. Course organisers also induct TAs and oversee their marking of coursework, which follows strict guidelines. TAs are not allowed to deliver lectures, since by MoE requirement, lecturers must possess a PhD.

Student feedback systems

28 It is a policy of both universities that all departments should have a Student-Staff Liaison Committee (SSLC). Operation of the committees combines procedures from the two universities. Each cohort of students has a single SSLC that provides a forum for information exchange and discussion between the staff and students participating in the JP. Student representatives are responsible for collecting comments from students in their own class, producing a summary report and sending the report to both contact persons. Evidence from the students and student representatives met by the review team, and from SSLC minutes,

suggests that the system works effectively. The students were aware of how to raise issues through their representatives and felt their voice was listened to. Examples cited included lecturers who did not fully explain concepts in their learning material and others who spoke too quickly. In all cases their comments received a prompt and appropriate response from the course organisers.

29 Other ways of gathering student opinion include evaluation questionnaires that include evaluation of teaching staff. There are compulsory questions from both BUPT and QMUL. All staff receive a copy of the results, which are also available online and considered at SSLC meetings. There is also a complaints procedure through the QMplus VLE, and the English Corner is often used by students to raise issues with staff.

30 JP module evaluation questionnaires tend to reveal higher satisfaction scores than for equivalent modules delivered at QMUL. The review in 2010 of the JP annual programme and staff attribute this to the dedication and teaching quality of the staff, the high entry-level ability and attitude of the students, and the block teaching structure. Students put the high score down to the perception of the JP as unique in China, and as offering a unique learning experience. They also cited membership of the Institute of Engineering and Technology (IET) and the Personal Development Programme as key features of the JP. Strong links between students and alumni help to increase awareness of the further study and employment opportunities available to graduates of the JP.

31 The review team was informed by senior staff that the new role of Dean for China Operations had been created to address some issues raised by previous internal reviews. These include poor communication with students and staff at the HongFu campus, identified by the 2010 Periodic Review. There is also a new Partnerships Office whose role includes ensuring effective communication between London and Beijing. There are now weekly contact/feedback sessions open to all students and routine contact with lecturers after classes. The SSLCs have also played an important role in communication.

Administration of assessment/examinations

32 For QMUL modules, the arrangements for assessment, involving coursework and examinations, generally follow standard QMUL procedures. Each programme has a Joint Examination Board, which meets five times a year. Each committee has an equal number of members from each partner and at least one external examiner. In common with other key JP committees, the chair alternates between QMUL and BUPT on an annual cycle, and a deputy chair is nominated from the other partner. The Joint Examination Board is responsible for matters including setting and approving question papers, marking assessed works, holding oral examinations, approving pass lists and finalists for Honours, and deciding action to be taken in the event of student poor performance or failure, as well as matters of progression.

33 Year one papers do not count toward the University of London honours degree. All other examination papers are sent to external examiners, in accordance with QMUL practice. Marking follows the QMUL practice of anonymised scripts and double-marking, with each institution having responsibility for moderation in respect of the modules it delivers.

34 Assessments in modules delivered by BUPT staff are marked according to Chinese practice, and those delivered by QMUL staff according to UK practice. This means that two different marking scales are used. The marking scale used for assessment of any given module is specified in the relevant module descriptor available to students in the course handbooks. Samples of work are also provided to help students understand what is required of them. Each university converts marks onto its own scale through an agreed quadratic equation. This approach is regarded as necessary by both institutions, rather than unification

of both sets of marks into a single marking scheme, because Chinese employers understand transcripts with Chinese scores and UK employers understand UK scores. The team was assured by teaching and senior staff that the marking criteria, and the alphabetical grades, of the two marking schemes were nearly identical.

35 Students of the JP have to pass all exams. Around 10 per cent of students need to resit an examination. Very few need to take more than one single resit.

36 The 2010 JP Internal Review report noted that the JP produced a significantly higher proportion of first class degrees than any UK university. Senior staff attributed the high number of firsts to the high calibre of students. Certainly, those students (including a number of recent graduates) met by the panel were enthusiastic, committed and articulate. The IET accreditation panel also acknowledged that the number of firsts should be expected given the quality of the intake. The UK external examiners were asked to comment on the number of firsts; the general opinion was that they are well deserved and that they meet the standard of UK papers, and indeed in many cases demonstrated achievement of a higher level. It should also be noted that progression into employment or onto further studies has been 100 per cent for the first three cohorts achieving the target set by BUPT. The IET accreditation panel also noted that the JP might not have been providing enough opportunities to stretch the most capable students. A summer research project, Test Bed, has been implemented to address this issue for the top students. Examples of project work seen by the review team were of high quality. The review team recognised the Test Bed learning opportunity as a **positive feature** of the JP.

37 Academic disciplinary issues, such as plagiarism, are handled by whichever institution teaches the module. The normal procedures of the appropriate university apply, and the decision is reported to the other partner. The two universities' plagiarism regulations are similar, though the BUPT penalties are more severe. Course handbooks explain and raise awareness about plagiarism; it is also explained by lecturers at beginning of modules, and examples are given. Students met by the team seemed to be well aware of plagiarism and how the academic disciplinary system operated. TurnItIn software is available to the students on the QMplus VLE, and is used at higher levels of study.

Part B: Quality assurance

Academic standards and the quality of programmes

38 Responsibility for academic standards and quality assurance rests jointly with the normal authorities at the two universities, though the assurance of quality and standards for each module primarily rests with the university that delivers it. The awards offered as part of the JP are therefore subject to QMUL's academic regulations and quality assurance procedures. QMUL's Quality Handbook sets out the institution's procedures for the management of academic quality and standards.

39 QMUL adopted a new academic governance structure in 2010. At its head, the Senate is charged with providing oversight of the university's academic activities. It reports to the Council, the institution's governing body. Senate has responsibility for management of the academic standards and quality of programmes. It is assisted by a number of Boards of the Senate with specific remits, including the Taught Programmes Board, the Degree Examination Boards, the Research Degrees Programmes and Examinations Board, and the Research Ethics Committee.

40 The Quality Handbook describes the two-stage process for the approval of a new programme of study at QMUL. Approval in principle considers the business case and the fit

of the proposed programme into the School's academic profile and the University's Strategic Plan. There must be evidence of demand for the proposed programme, and the School must be able to provide adequate physical and human resources to support its delivery. For programmes within the JP, this stage is carried out by the Academic Committee. Following this, the detailed academic content of the proposed programme is considered by the Taught Programmes Board. This stage includes consideration of the relationship of the programme to the former Academic Infrastructure (now the Quality Code), and any other external reference points, including requirements of relevant professional, statutory and regulatory bodies. A simplified approval mechanism may operate for some QMUL programmes, but not in the case of collaborative programmes such as those of the JP. There is a taxonomy of different collaborative arrangements, to which it applies proportionate and fit-for-purpose policies and procedures. All validations and modifications must be approved by both UK and Chinese quality assurance mechanisms.

41 All JP degree programmes are designed to meet the general and specific learning outcomes defined by the UK Standard for Professional Engineering Competence (UK-SPEC) by the Engineering Council. This is a requirement for accreditation by the Institution of Engineering and Technology (IET), who have accredited the two original JP programmes 2007 and 2009. In 2011, accreditation was extended until 2013, following a monitoring visit. As part of the submission for IET accreditation detailed learning outcome matrixes have been produced which map the learning outcomes of individual modules within the degree programmes onto the UK-SPEC learning outcomes. A similar mapping exercise has been completed for the new BSc (Eng) Internet of Things Engineering. The UK-SPEC standards have been adopted by QAA as the subject benchmark statement for engineering.

42 Modules are reviewed annually, with particular attention to students' comments and feedback. The annual programme review process considers programme management, curriculum and assessment, student feedback, external examiner reports and external accreditation reports. It includes consideration of programme statistics on enrolment, progression, achievement and final destination. Every alternate year, BUPT conducts a major review of the syllabus of each of its programmes.

43 Any changes to modules are submitted to the Academic Committee for approval. Major changes are then referred to the Taught Programmes Board.

44 Both institutions have well established staff development programmes. All new QMUL staff members are required to take either the Postgraduate Certificate in Academic Practice or the Certificate in Learning and Teaching. In China it is a ministerial requirement for all university lecturers to obtain the Lecturer Qualification Certificate before beginning any formal teaching. BUPT staff on the JP are able to participate in intensive training workshops at QMUL.

45 Schemes are in place at both QMUL and BUPT to reward good teaching. QMUL operates a Drapers Award for teaching, but the review team heard from senior staff that there had been IT problems that for the past two years had made it difficult to alert students to the opportunity to nominate JP staff. However, some JP lecturers had been nominated, although they had decided not to follow it through. Prior to this, two JP lecturers had been voted amongst the top 10 QMUL lecturers. Senior staff assured the review team that a new student email system had been installed which it is believed will make it easier to inform students of the Drapers Award nomination procedures.

46 BUPT operates a ranking system based on student nominations and votes. Two QMUL tutors have been ranked in the top 10, and one was in the top three of all teaching staff at BUPT.

47 The 2010 JP Internal Review Panel recommended that QMUL ensure that, for QMUL staff teaching predominantly on the JP, contractual arrangements provide adequate opportunities for their professional development and career progression. QMUL employs staff specifically to work on the joint programmes, although other staff from the School of Electronic Engineering and Computer Science may also teach on the JP. There are two types of contract: teaching with scholarship and teaching with research. Teaching staff on the JP tend to have the former contract, which prevents them from being submitted to the Research Excellence Framework (REF). These contracts are not permanently restrictive, however; there is an option for such staff to transfer to REF-submittable contracts, and teaching staff are given the opportunity to conduct research if they wish to do so. Career progression opportunities are provided on either track.

48 The 2010 JP Internal Review Panel noted a number of communication issues between the JP and Professional Services, as policy changes at QMUL did not seem to always reach JP staff. The JP did not always seem to be regarded as a core activity by some of the support services. The panel therefore recommended that the JP team should urgently explore ways to build more effective links and communication with the academic and professional service staff at QMUL in London. Given the frequent movements of staff between London and Beijing for teaching blocks, it is surprising that there are communication problems. However, it is anticipated that the new Partnerships Office and the Dean for China Operations will help to ensure more effective communication between London and Beijing.

Assessment and certification of awards

49 Graduating students receive two transcripts, one from each university. Both transcripts include all modules studied, irrespective of which institution undertook the delivery. In order to ensure that marks on the transcripts have the commonly accepted value for each country, the QMUL transcript shows grades on the UK scale and the BUPT transcript shows Chinese scores.

50 The current sample of QMUL degree certificates does not show the name and location of the partner organisation. This presents the same concern as raised in the 2006 QAA Overseas Audit report about the certificate being potentially misleading, given the dual nature of the awards, and considering particularly the risk of 'double counting'. Senior staff did not perceive this to be a problem in practice and told the review panel that the degrees were equivalent to those delivered in London. They also made the point that because of differences between UK and MoE expectations, students on the JP received more teaching and to a higher level than students at QMUL. Unlike students in London, those on the JP are required to pass all assessments. Notwithstanding assurance that degree equivalence was of primary importance to the programme, the review team **recommends** that the degree certificate and transcript should clearly state the name and location of the partner organisation and indicate the location of study.

Part C: Information

51 According to the QMUL Quality Handbook, external examiners' reports must be made available to student representatives via SSLCs, although MoE and BUPT regulations do not allow external reports to be shown directly to students. They are, however, made available to course committees. Students met by the review team demonstrated little understanding of the UK system of external examining.

Publicity and marketing

52 All official marketing activity is undertaken jointly, following MoE requirements. The Steering Committee is responsible for formulating the marketing plans to promote and market the JP. Both institutions cooperate to implement the marketing plans and jointly agree promotional material. In practice, however, BUPT has the lead responsibility for promoting the programmes, as students apply from within China on the basis of performance in the national university examination. BUPT's administration office drafts the initial marketing material, which then has to be approved by both institutions. In keeping with Chinese expectations, the marketing material is primarily aimed at parents, not at students.

Student handbooks

53 Students reported to the review team that they received comprehensive programme and student handbooks that include information about assessment criteria. They were aware of the concept of plagiarism, which was also covered by lecturers.

Student progression to the UK

54 The JP is delivered at BUPT International School, in Beijing, though a small number of students are able to spend year four studying at QMUL. Students and their parents are made aware of the requirements and costs involved in transferring to London. This includes an introduction to living in London and an explanation of QMUL procedures and requirements. Interested students can then apply to the JP Director. Some QMUL scholarships are available for the top students; others do not receive financial support and are required to pay fees at the same level as at BUPT. Students who apply to transfer to London for the final year must pass all modules from the previous years.

55 Changes to UKBA regulations, including post-study work restrictions, and the relatively high cost of studying in the UK compared to other international destinations, have resulted in a reduction in the numbers of students electing to transfer to London. The review team heard from senior staff that students and their parents are increasingly diverting their funding into supporting international master's study.

56 QMUL and BUPT are currently developing a '1+3' articulation agreement where (non-JP) students would study a foundation year at BUPT (the '1') and then progress on to QMUL to complete their undergraduate programmes (the '3'). At the end of their studies students would be awarded a University of London degree. BUPT does not intend to issue a BUPT diploma to participating students for their first year of study.

Conclusion

Positive features

In considering the partnership and more particularly the joint programme, the following **positive features** are identified:

- the committed, cohesive team of teachers from both institutions, and their strong leadership (paragraph 17)
- the Personal Development Programme that nurtures critical, presentation, and other transferable skills (paragraph 24)
- the new VLE, QMPlus, that was well received by students and which contains large amounts of practical information as well as learning material (paragraph 26)
- the Test Bed summer projects for the most capable students (paragraph 36).

Recommendation

QMUL is **recommended** to take the following action as it develops its partnership arrangements:

- the QMUL degree transcript and certificate should clearly indicate the name and location of the partner organisation and indicate the location of studies (paragraph 50).

Glossary

Academic Infrastructure The core guidance developed and maintained by QAA in partnership with the UK higher education community and used by QAA and higher education providers until 2011-12 for quality assurance of UK higher education. It has since been replaced by the UK Quality Code for Higher Education (**Quality Code**).

accreditation of prior learning (APL) The identification, assessment and formal acknowledgement of learning and achievement that occurred at some time in the past (perhaps as the result of a previous course, self-directed study, or active experience), which is taken into account when admitting a student to a programme of study.

articulation arrangement A process whereby all students who satisfy academic criteria on one programme are automatically entitled (on academic grounds) to be admitted with advanced standing to a subsequent part or year of a programme of a degree-awarding body. Arrangements, which are subject to formal agreements between the parties, normally involve credit accumulation and transfer schemes. Read more in the glossary of *Chapter B10: Managing higher education provision with others* of the Quality Code.

C9 League A group of nine major research universities in China, established in 2009.

CET The College English Test, a national 'English as a foreign language test' in China.

CFCRS Initialism for Chinese-Foreign Cooperation in Running Schools, denoting cooperation between foreign and Chinese educational institutions in order to establish educational institutions or educational programmes. The activities of CFCRS are governed by regulations introduced in 2003.

Code of practice A core element of the **Academic Infrastructure** (now superseded by the **Quality Code**).

collaborative provision or collaborative arrangement A term used to describe how institutions work together to provide higher education, including learning opportunities, student support, and assessment, resulting in a qualification from one or more awarding institutions.

comprehensive university A university in China that typically offers a full rather than a specialised curriculum, which includes a wide range of disciplines such as liberal arts, social sciences, science, technical and industrial studies.

dazhuan A three-year tertiary education diploma in China.

due diligence Enquiries relating to the governance, ethos, status, capacity, reputation and general suitability of a potential delivery organisation or support provider to satisfy the requirements of a degree-awarding body for an arrangement to deliver learning opportunities.

flying faculty An arrangement whereby a programme is delivered by visiting staff from the UK institution. Support for students may be provided by local staff. Also known as 'fly-in fly-out faculty'.

gaokao National higher education entrance examination in China.

IELTS International English Language Testing System, an international standardised English test.

kaoyan Postgraduate degree entrance examination in China.

post-experience education A postgraduate programme that typically requires students, as a condition of entry, to have substantial and appropriate graduate-level work experience, in addition to an undergraduate degree; a programme of this nature is designed to draw on students' experience and practice.

pre-experience education A postgraduate programme that typically does not explicitly require students to have work experience, and is designed to be equally accessible to recent graduates and those who have some relevant experience.

Project 211 A Chinese government programme, initiated in 1995, that is aimed at strengthening institutions of higher education and key disciplinary areas as a national priority for the twenty-first century. The '21' and '1' within 211 refer to the 'twenty-first' century and 'one' hundred universities, respectively. To be included in the programme, universities had to meet scientific and technical standards and offer advanced degree programmes. It includes the **Project 985** universities.

Project 985 A project to promote the development of world-class universities in China, which was initiated in May 1998 and named after the date: year '98', month '5'. Much of its funding is devoted to academic exchanges whereby Chinese academics participate in conferences abroad and foreign lecturers visit China. It includes the **C9 League** universities.

QS World University Rankings Annual university rankings published by Quacquarelli Symonds (QS).

Quality Code Short term for the UK Quality Code for Higher Education, which is the UK-wide set of reference points for higher education providers (agreed through consultation with the higher education community, and published by QAA), which states the Expectations that all providers are required to meet.

TOEFL Test Of English as a Foreign Language, an English test by the Educational Testing Service.

Queen Mary, University of London's response to the review report

'Both BUPT and Queen Mary would like to thank QAA for the professional and constructive way in which the audit was carried out. We are pleased to see the commendations as these fit exactly with what we think is good about the Joint Programme; we will take up with the Chinese Ministry of Education the recommendation to add the location of study and partnership to the degree certificate as any change will require their approval. We look forward to welcoming the QAA to Beijing on any subsequent visit.'

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