Implementing Higher Education Quality Assurance on System Level: The Case of China

The
COL LAB ORATION
Quality

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July, 2011 Bonn

Outline of the Presentation

1. Overview of Higher Education in China
2. Framework of Quality Assurance System
3. Challenges and System-Level Strategies
4. Implementation Activities of QA Agencies

1. Overview of Higher Education in China

- In the past 33 years since China adopted a Reforming and Opening-up Policy, rapid changes and development in higher education have taken place.

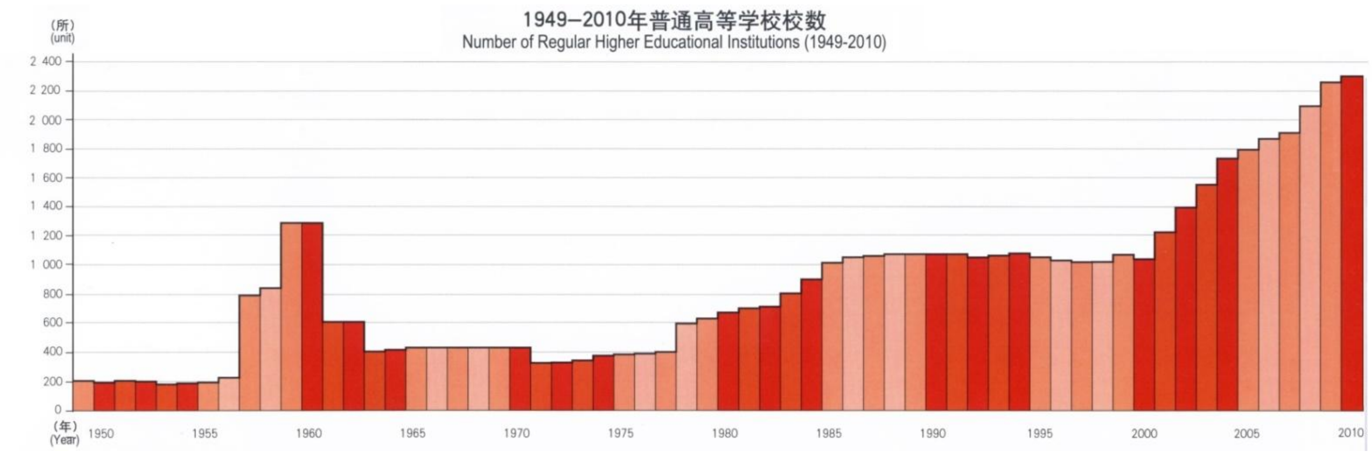
- From 1978 to 1998, the entrants of regular HEIs rose from 400,000 to 1,080,000, and the total enrollment rose from 860,000 to 3,410,000.

- In 1999, Chinese Ministry of Education promulgated *The Action Plan to Vitalize Education Facing the Twenty-first Century*. This strategic policy aims at accommodating major issues affecting educational development, and setting targets for educational reform for the 5-year period until 2005 and the 10-year period until 2010. It greatly boosts the higher education development and enlarges the higher education scale.

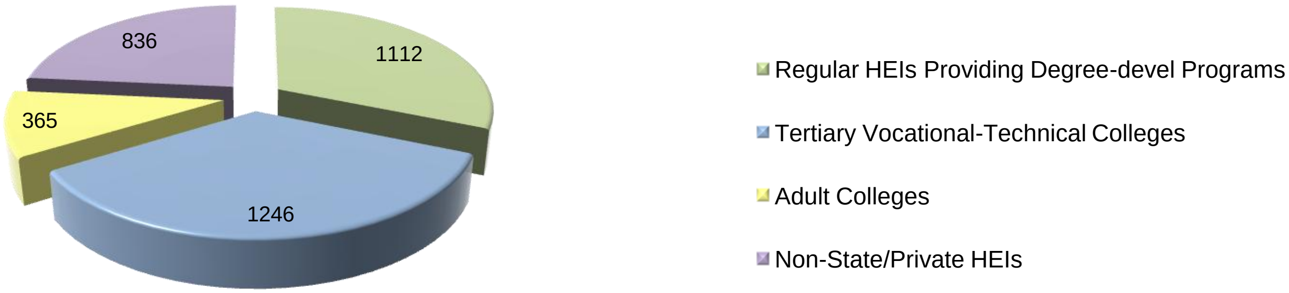
- In 2002, the gross enrollment rate reached 15%. China had moved from an elite to mass higher education model. By now, China has established world's largest higher education system.

1. Overview of Higher Education in China

By the end of 2010, there had been all together 2,358 Regular Higher Education Institutions, including 1,112 HEIs Offering Degree-level Programs (universities, academies, colleges), and 1,246 Tertiary Vocational-Technical colleges. There had been 365 Adult Colleges, and 836 non-state/private Higher Education Providers.


1949–2010年普通高等学校校数
Number of Regular Higher Educational Institutions (1949-2010)

2010年中国各类高等学校数
Number of HEIs in China (2010)

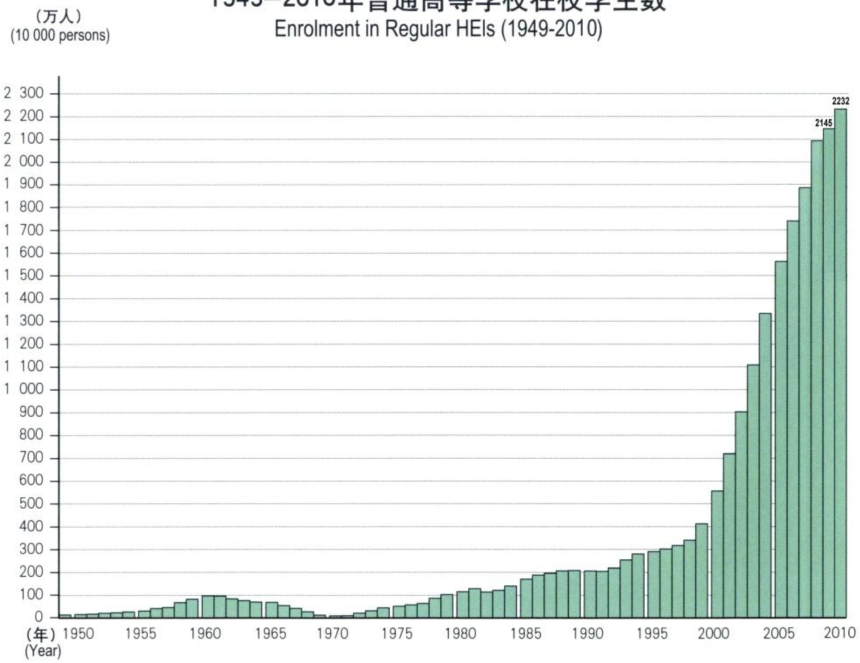


1. Overview of Higher Education in China

In 2010, total enrollment of all HEIs was **31,000,000**, among which **22,320,000** enrolled in regular HEIs, 265 times of that of 1949. The gross enrolment rate reached **26.5%.**

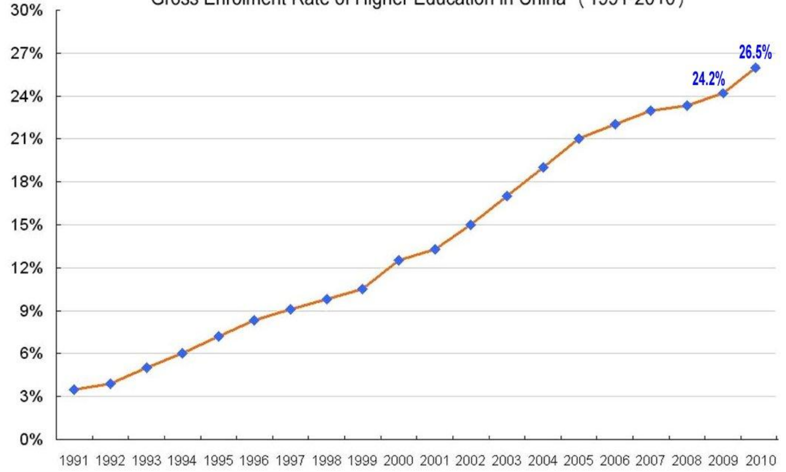
1949—2010年普通高等学校在校学生数

Enrolment in Regular HEIs (1949-2010)



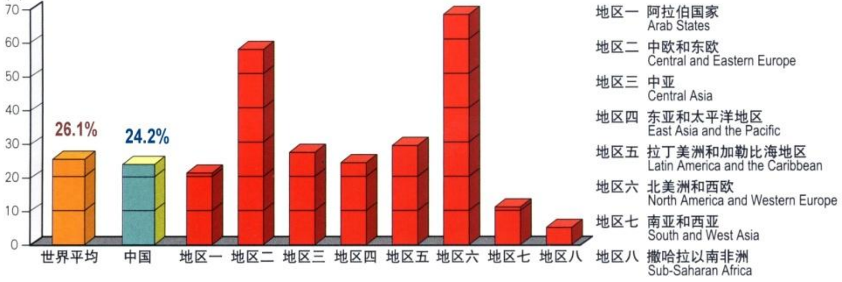
1991–2010年中国高等教育毛入学率

Gross Enrolment Rate of Higher Education in China（1991-2010）



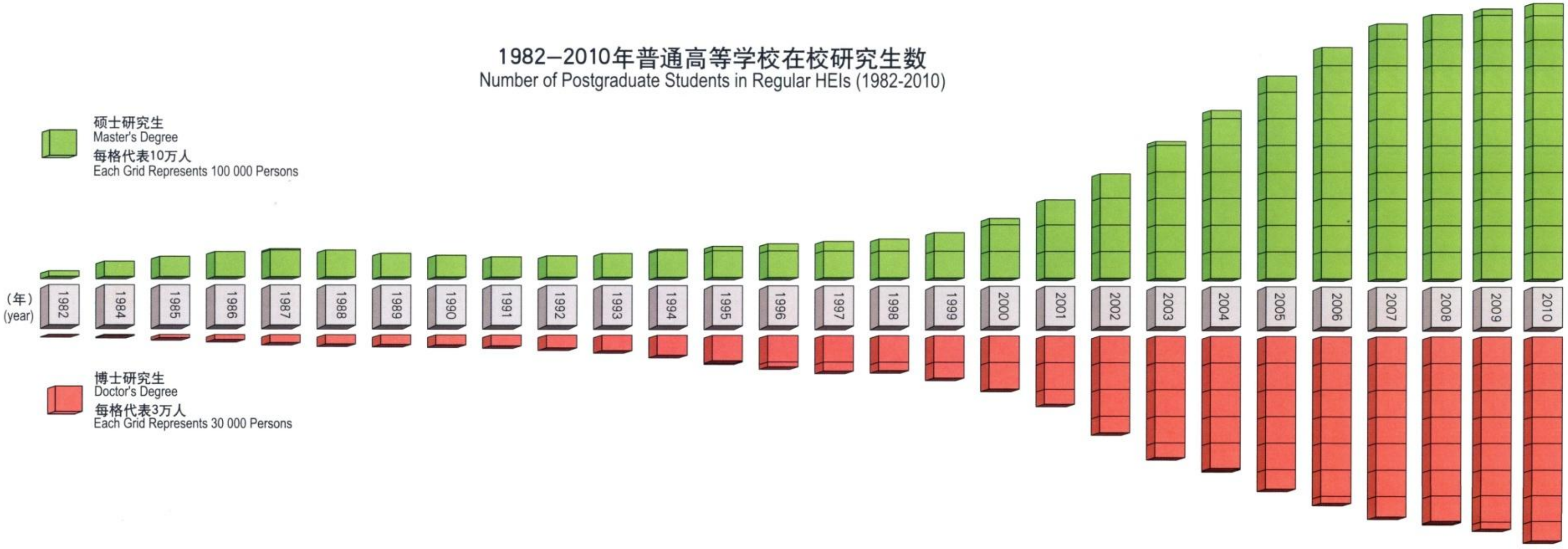
2009 年世界各地区第三级教育毛入学率

Gross Enrolment Rate of Tertiary Education in Various Countries (Regions) in 2009



1. Overview of Higher Education in China

By the end of 2010, there had been **797** Institutions Offering Postgraduate Programs, including **481** Regular HEIs with Graduate Schools, and **316** Research Institutes; the total enrollment of fulltime graduate students was **1,538,000**, including **258,500** doctoral candidates and **1,279,500** in pursuit of a master’s degree.



1982–2010年普通高等学校在校研究生数
Number of Postgraduate Students in Regular HEIs (1982-2010)

2. Framework of Quality Assurance System

High Threshold and Strict Standards

- Setting up strict state approval requirements for institutions, subjects and programs;
- Enforcing strict standards when it comes to accrediting degree-granting HEIs.

Building of Top-Notch HEIs and Disciplines

- Project 985 and Project 211: to establish world-class universities;
- Project of Establishing 100 Demonstrative and Key Tertiary Vocational Colleges.

National Project of Teaching Quality Improvement

"Quality Project" launched in 2007, mainly for undergraduate teaching quality assurance and improvement.

- Program restructuring and program accreditation;
- Curriculum optimization and textbook improvement;
- Innovation of the training modes and approaches: e.g. refining existing practice-oriented teaching and learning approaches and developing innovative approaches;
- Capacity building and development of faculty teams;
- Periodic evaluation on undergraduate teaching quality.

2. Framework of Quality Assurance System

Periodic Evaluation Mechanism and Quality Monitoring System

- **Evaluation of Undergraduate Teaching Quality---On Institutional Level**

  Since 1985: Pilot evaluation of subjects and programs in some universities;

  1994-2002: Pilot evaluation of undergraduate teaching quality (eligibility evaluation, optimization evaluation, random evaluation), 254 universities evaluated;

  2003: First round periodic evaluation of undergraduate teaching quality launched (5-year cycle);

  2004: Higher Education Evaluation Center of the Ministry of Education (HEEC) founded;

  2008: First round periodic evaluation finished, 589 universities evaluated;

  2009-2011: Follow-up of the first round evaluation, review and analysis of the good practice and experience,
  Pilot evaluation of 20 newly-built HEIs, involving some changes to the scope and nature of the evaluation,
  Design of the plan, standards, criteria and protocol of the second round evaluation.

- **Evaluation of Tertiary Vocational-Technical Colleges---On Different Levels and Themes**

  Since 2002: Evaluation of Training Mode and Quality in Tertiary Vocational-Technical Colleges, 650 evaluated till 2008;

  Since 2006: Institutional Evaluation of the Pilot and Key Tertiary Vocational Colleges;

  Since 2000: Evaluation of Teaching Innovation Pilot Programs in Tertiary Vocational-Technical Colleges.

- **Evaluation of Postgraduate Education Programs and Academic Degrees**

  5 or 6-year cycle periodic evaluation, for the universities offering postgraduate programs.

  1998: Pilot evaluation launched;

  2003: China Academic Degrees & Graduate Education Development Center (CDGDC) founded;

  2005: First round evaluation launched.

2. Framework of Quality Assurance System

Supervision and Quality Assurance of Cross-Border Higher Education

- **Accreditation of Foreign Academic Degrees, Diplomas and Certificates**

  China has signed memorandum or agreement with 40 countries and regions in terms of mutual recognition of academic degrees.

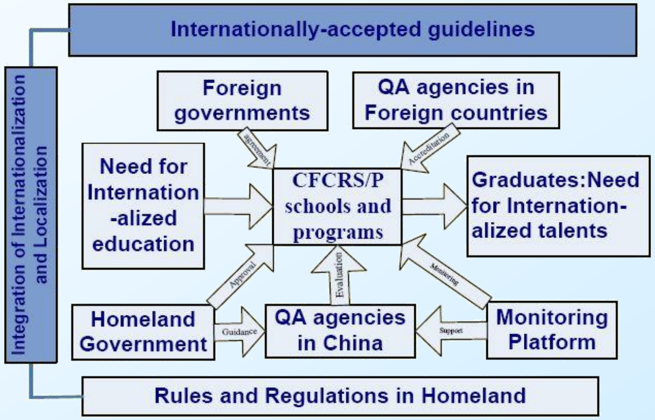
  Chinese Service Center for Scholarly Exchange (CSCSE) is responsible for conducting accreditation of academic degrees, diplomas and certificates obtained outside China.

- **Quality Assurance of Chinese-Foreign Cooperation in Running Schools and Programs (CFCRS/P)**

  Till Oct 2010, **1,099** CFCRS/P had been approved, among them **148** schools and **951** programs;

  Regulations of People's Republic of China on Chinese-Foreign Cooperation in Running Schools (March, 2003);

  Measures for the Implementation of the Regulations of People's Republic of China on Chinese-Foreign Cooperation in Running Schools (March, 2004)



Internationally-accepted guidelines

Integration of Internationalization and Localization

Foreign governments

QA agencies in Foreign countries

Need for Internation-alized education

CFCRS/P schools and programs

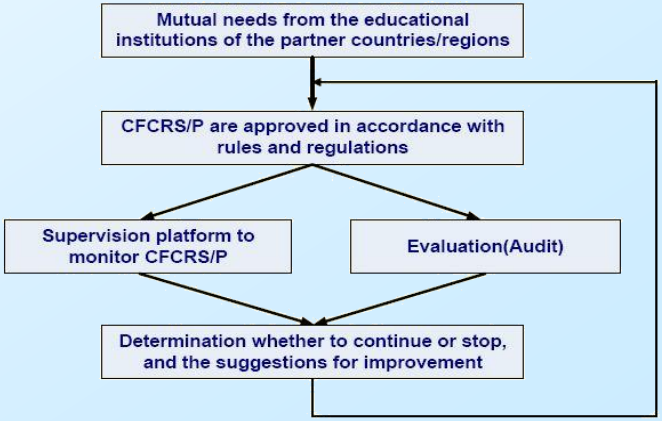
Graduates:Need for Internation-alized talents

Homeland Government

QA agencies in China

Monitoring Platform

Rules and Regulations in Homeland



Mutual needs from the educational institutions of the partner countries/regions

CFCRS/P are approved in accordance with rules and regulations

Supervision platform to monitor CFCRS/P

Evaluation(Audit)

Determination whether to continue or stop, and the suggestions for improvement

3. Challenges and System-Level Strategies

- World Multi-Polarization, Economic Globalization, Science and Technology Revolution, Informatization, Internationalization of Education, Intensified Competition for Talents and Professionals…..
- Increasing pressure from China’s vast population, limited natural resources, deteriorating environment, and transformation of economic growth pattern;
- The conflict between the need of economic and social development for high quality personnel and the incapacities of education system to produce enough talents and professionals; The conflict between the public’s longing for better education and the relative shortage in education resources; The conflict between the need to invigorate education system and the institutional impediments to it; The conflict between the expansion of education scale and its quality assurance and improvement.

Outline of China’s National Plan for Medium and Long-term Education Reform and Development (2010-2020) was promulgated in July, 2010.

3. Challenges and System-Level Strategies

The Keyword of the Outline is QUALITY !

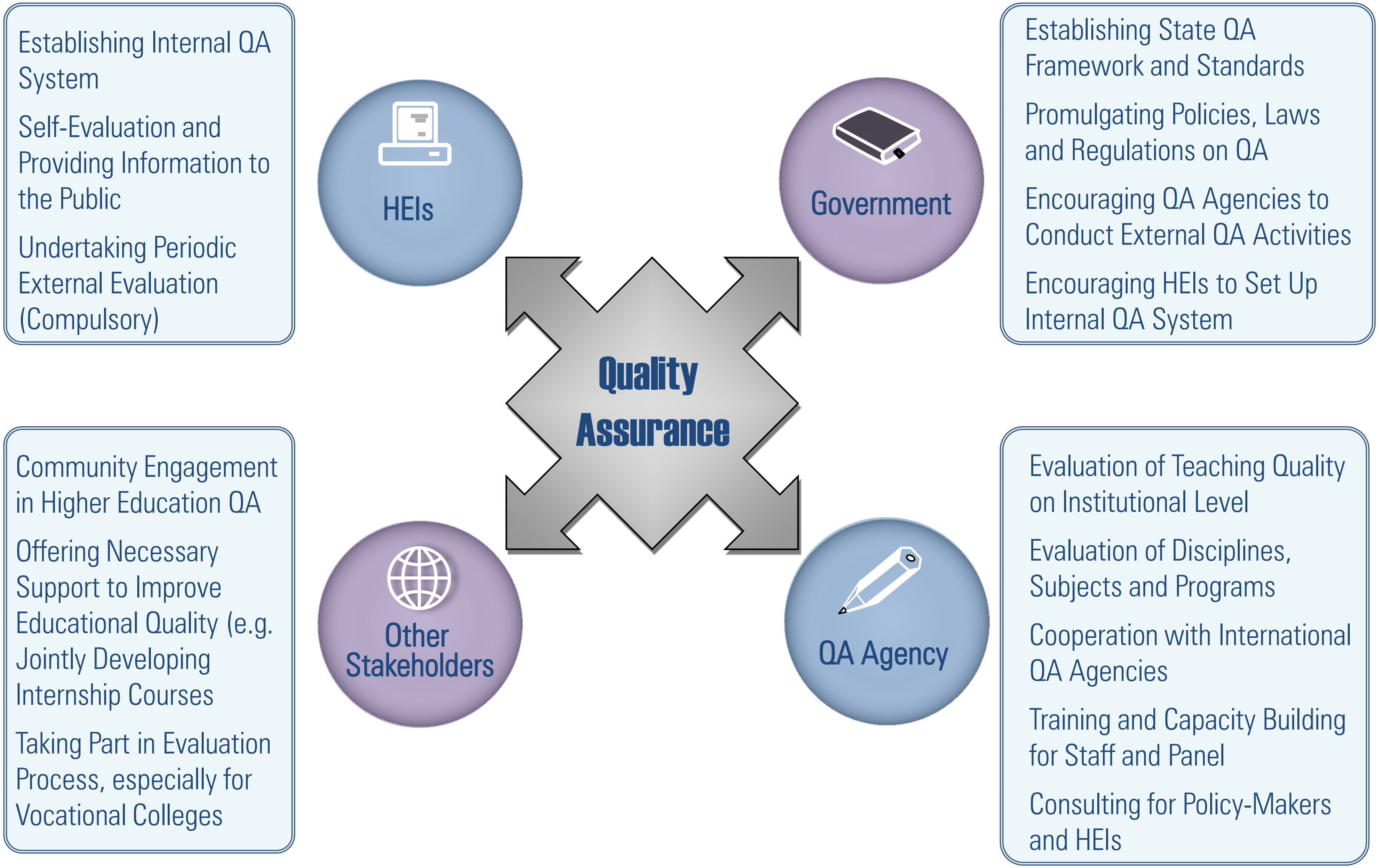
Guideline & Principle	1. Giving strategic priority to development; 2. Regarding the nurturing of high-quality personnel before everything else as the bottom line for education; 3. Encouraging reform and innovation as a mighty driving force for education development; 4. Allocating education resources reasonably and promoting equity; 5. Considering quality assurance and improvement as the core task for education reform and development.
Strategic Goals	By the year 2020, to basically achieve the educational modernization, to bring a life-long learning society into shape, to turn China into a country rich in human resources. For higher education: 1. Higher education shall be further developed from the mass model toward universal access, with a gross enrolment rate of 40%; 2. More balanced structure and more distinctive features; 3. Go up a notch in talents/professional nurturing, scientific research and social service as a whole; 4. Some world-renowned universities with original features shall come to the fore, while a couple of them shall have reached or approached the level of world-class universities; 5. China's higher education shall have vastly sharpened its global competitive edge.

3. Challenges and System-Level Strategies

Quality Assurance & Evaluation

- State standards for education quality shall be formulated along with a state quality assurance framework (Chapter 1, Item2);
- A feasible QA system for tertiary vocational-technical colleges shall be set up, and encourage enterprises to take part in the evaluation of the teaching quality (Chapter 6, Item 14);
- National Project of Teaching Quality Improvement (Quality Project) shall be undertaken steadily; More efforts shall be concentrated on the establishment of internal and external QA system, and the evaluation on HEIs' teaching quality shall be improved (Chapter 7, Item 19);
- Promoting evaluation of disciplines, subjects and programs in HEIs, conducted by professional intermediary agencies; Exploring a scientific, standard evaluation mechanism; Cooperating with advanced QA agencies in the world; Establishing an Annual Report Publishing System on HEIs' Quality (Chapter 13, Item 40);
- A lead authoritative QA agency should be established through resources and institutional integration; Publish evaluation reports on HEIs' quality at regular intervals (Chapter 15, Item 47);
- The government administration shall be detached from HEIs' operation and day-to-day affairs, and from the evaluation of HEIs' educational quality; The rights and responsibilities of different stakeholders (HEIs, government, and QA agencies) shall be clarified (Chapter 15, Item 45).

3. Challenges and System-Level Strategies



HEIs

- Establishing Internal QA System
- Self-Evaluation and Providing Information to the Public
- Undertaking Periodic External Evaluation (Compulsory)

Government

- Establishing State QA Framework and Standards
- Promulgating Policies, Laws and Regulations on QA
- Encouraging QA Agencies to Conduct External QA Activities
- Encouraging HEIs to Set Up Internal QA System

Other Stakeholders

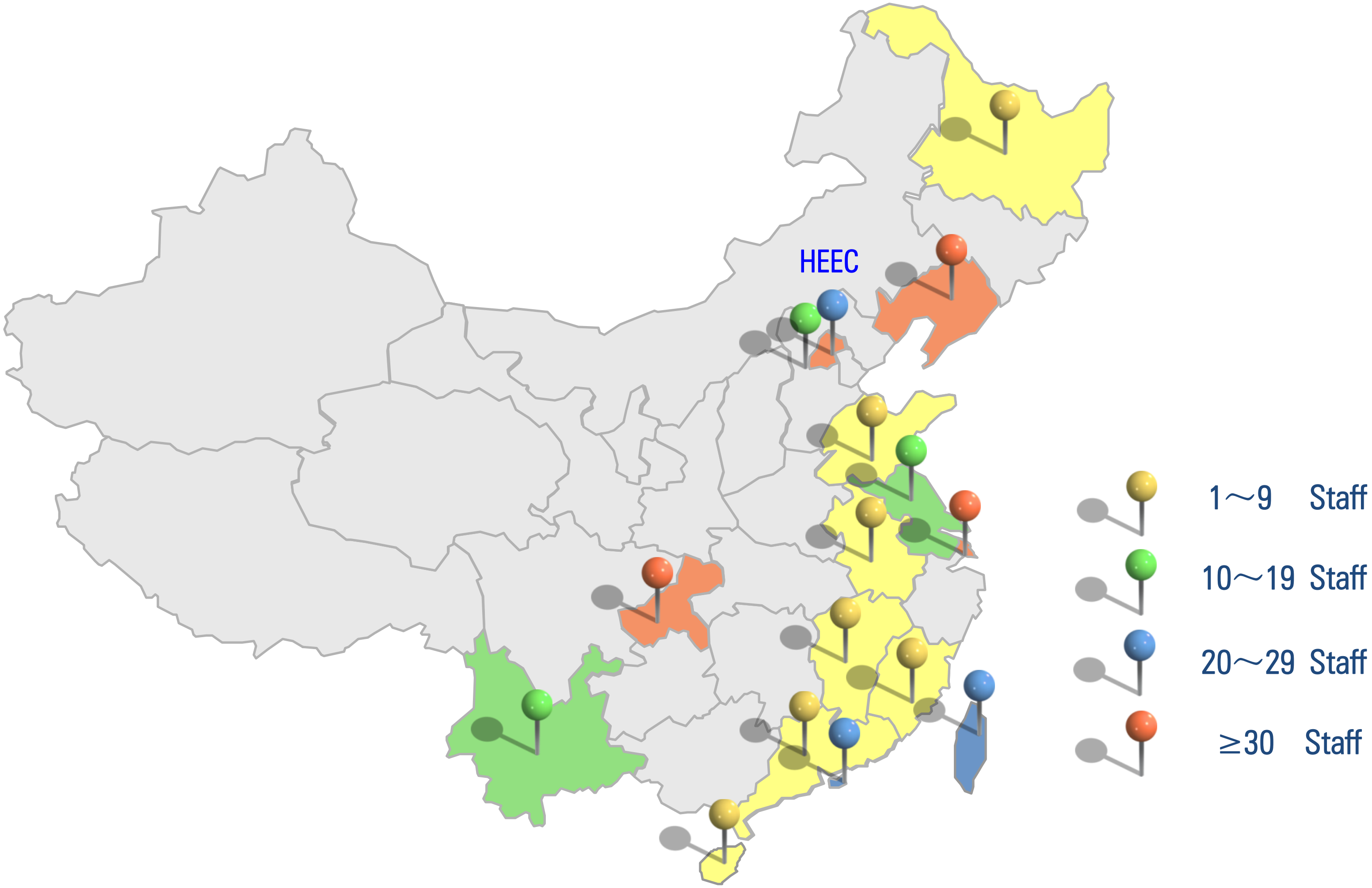
- Community Engagement in Higher Education QA
- Offering Necessary Support to Improve Educational Quality (e.g. Jointly Developing Internship Courses
- Taking Part in Evaluation Process, especially for Vocational Colleges

QA Agency

- Evaluation of Teaching Quality on Institutional Level
- Evaluation of Disciplines, Subjects and Programs
- Cooperation with International QA Agencies
- Training and Capacity Building for Staff and Panel
- Consulting for Policy-Makers and HEIs

4. Implementation Activities of QA Agencies

There are 14 external QA agencies in Mainland China, covering l3 provinces and municipalities. HEEC is the principle national QA agency in higher Education.


HEEC
1～9 Staff
10～19 Staff
20～29 Staff
≥30 Staff

4. Implementation Activities of QA Agencies

External Quality Assurance through Evaluation

- Improve and Refine the Evaluation Plan, Methodology and Criteria of the Institutional Evaluation;
- Explore Two Evaluation Modes: Eligibility Mode & Auditing Mode;
- Combine Institutional Evaluation and Program Evaluation (Accreditation);
- Explore Diversified Thematic Evaluation: e.g. Evaluation of University Internationalization;
- Urge and Support HEIs to Establish Their Internal QA System;
- Develop National Database of HEIs' Teaching Quality Indicators;
- Publicly Report Periodically on Matters Relating to Quality Assurance of Higher Education.

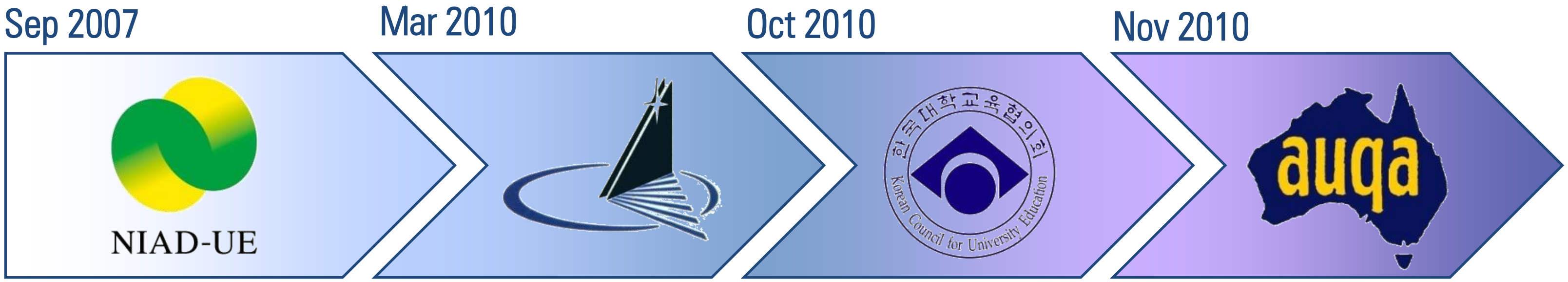
Capacity Building and Professional Development

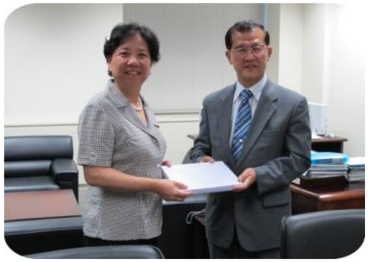
- Staff Training, Staff Exchanges (GIQAC), Online Courses (UNESCO/IIEP), Seminar and Forum;
- Staff Performance Measurement, QA Professional Certificates;
- Chinese Association for Quality Assurance Agencies in Higher Education (CAQAA) --- Founded in November 2010, with 222 Member Agencies and Individual Practitioners;
- Encourage National Benchmarking;
- National Recognition of Qualifications of QA Agencies (Meta-Evaluation);
- Study and Extend Knowledge on QA Theory, Methodology and Latest Development;
- Working Worldwide.

4. Implementation Activities of QA Agencies

International Exchanges and Cooperation

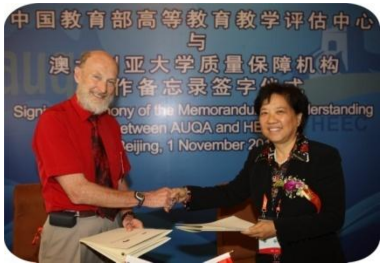
- Engagement in International QA Network Activities: Member of INQAAHE and APQN;
- Cooperation with UNESCO/IIEP: Translation of EQA Courses;
- MOU with NIAD-UE, HKCAAVQ, KCUE and AUQA;
- CAMPUS Asia & China-Japan-Korea Quality Assurance Council.


Sep 2007
NIAD-UE
Mar 2010
Oct 2010
한국대학교육협의회
Korean Council for University Education
Nov 2010
auqa



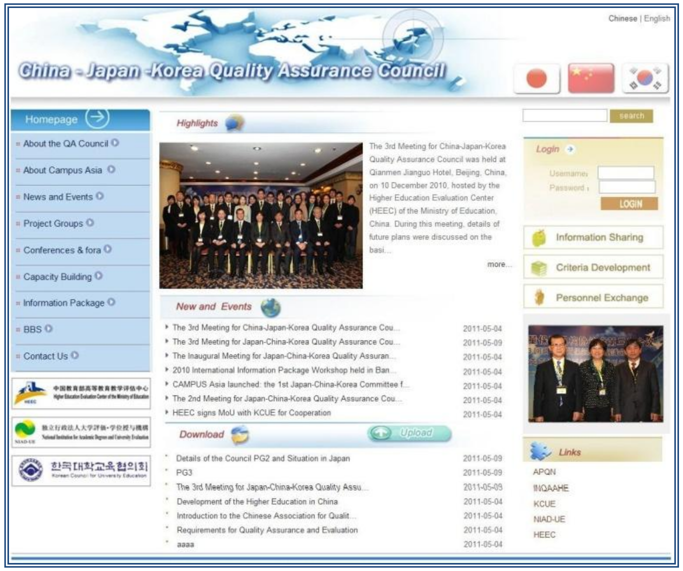
審 局 二
AVQ 20th

한국 KCUE와 중국 HEEC 간의 양해각서 체결식
韩国KCUE与中国HEEC谅解备忘录签署仪式


中国教育部高等教育教学评估中心
与
亚大学质量保障机构
作备忘录签字仪式

4. Implementation Activities of QA Agencies

China-Japan-Korea Quality Assurance Council was established in March 2010, aiming to promote inter-university exchanges with quality assurance through trilateral cooperation among QA agencies in three countries, including information sharing, development of QA guideline and standards, personnel exchange.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KCUE
NIAD-UE
HEEC
Upload

Highlights

The 3rd Meeting for China-Japan-Korea Quality Assurance Council was held at Qianmen Jianguo Hotel, Beijing, China, on 10 December 2010, hosted by the Higher Education Evaluation Center (HEEC) of the Ministry of Education, China. During this meeting, details of future plans were discussed on the basi...

more...

New and Events

The 3rd Meeting for China-Japan-Korea Quality Assurance Cou...	2011-05-04
The 3rd Meeting for Japan-China-Korea Quality Assurance Cou...	2011-05-09
The Inaugural Meeting for Japan-China-Korea Quality Assuran...	2011-05-04
2010 International Information Package Workshop held in Ban...	2011-05-04
CAMPUS Asia launched: the 1st Japan-China-Korea Committee f...	2011-05-04
The 2nd Meeting for Japan-China-Korea Quality Assurance Cou...	2011-05-04
HEEC signs MoU with KCUE for Cooperation	2011-05-04

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Details of the Council PG2 and Situation in Japan	2011-05-09
PG3	2011-05-09
The 3rd Meeting for Japan-China-Korea Quality Assu...	2011-05-09
Development of the Higher Education in China	2011-05-04
Introduction to the Chinese Association for Qualit...	2011-05-04
Requirements for Quality Assurance and Evaluation	2011-05-04
aaaa	2011-05-04

http://www.cjkqa.org

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中国高等教育评估词汇
Glossary

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Quality Assurance System in Higher Education
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