

INQAHEE Conference



CDGDC

**Quality Assurance of Cross-border
Higher Education :
A focus on Chinese-Foreign Cooperation
in Running Schools and programs**

Prof. WU Boda, Director General of CDGDC, P.R. China
Prof. LIN Mengquan, Director of Evaluation Dep. of CDGDC

Madrid, Spain April 5, 2011



Outline

Part I Challenges Confronted with Internationalization of Quality Assurance in Cross-border Higher Education

Part II Practice in Cross-border Higher Education: Chinese-Foreign Cooperation in Running Schools and programs (CFCRS/P)

Part III The Quality Assurance Framework of China's Cross-border Higher Education: the Integration of "Internationalization" and "Localization".

Part IV Experience of Quality Assurance in Cross-border Higher Education



CDGDC

中国教育部学位与研究生教育发展中心
China Academic Degrees & Graduate Education Development Center

Part I

Challenges Confronted with Internationalization of Quality Assurance in Cross-border Higher Education



1.1 International Cooperation and Exchange of Quality Assurance in Cross-border Higher Education Provision

Global/regional **QA guidelines, principles, standards** released.

- **UNESCO and OECD:** *the Guidelines for Quality Provision in Cross-border Higher Education* (2005)
- **INQAHEE:** *the Guidelines of Good Practice in Quality Assurance* (2007)
- **APQN:** *Higher Education Quality Assurance Principles for the Asia Pacific Region* (also know as "Chiba Principles") (2008)
- **ENQA:** *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (2009)



1.2 Challenges in Cross-border Higher Education : Levels of Analysis

2.1.1 *Global/International Level*

Rapid rise of various form of cross-border education; lack of universally-acknowledged guidelines for the exchange and cooperation in cross-border education provision.

2.1.2 *National Level*

In some countries, the national frameworks for quality assurance, accreditation and the recognition of qualifications don't take into account cross-border higher education.

2.1.3 *Individual Level*

There are limitations to the recognition of cross-border education diplomas and degrees, students mobility are hampered.



CDGDC

中国教育部学位与研究生教育发展中心
China Academic Degrees & Graduate Education Development Center

Part II

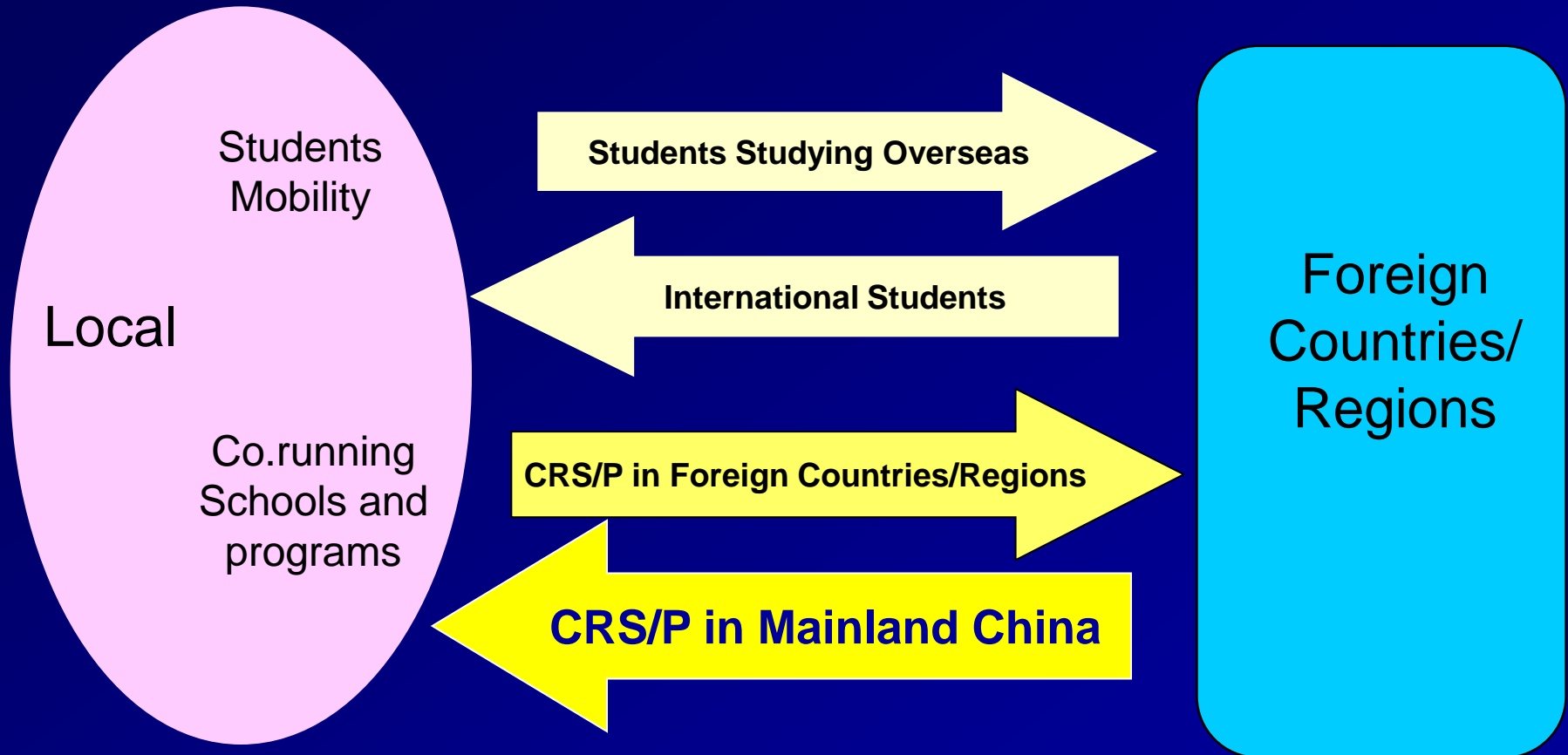
China's Practice in Cross-border Higher Education: Chinese-Foreign Cooperation in Running Schools and programs (CFCRS/P)



CDGDC

中国教育部学位与研究生教育发展中心
China Academic Degrees & Graduate Education Development Center

2.1 Types of Cross-Border Higher Education (CBHE)





2.2 China's Opening-up Policy in Education Sector

2.2.1 *“State Guidelines for Medium-to-Long-Term Education Reform and Development Plan between 2010 and 2020”*

The new guidelines stress to **expand opening-up** in education sector

- “to further open up”
- “to Establish the national standard for education quality, and the national system for education quality assurance”
- “to explore various means to attract and use good-quality foreign educational resources



2.3 Chinese-Foreign Cooperation in Running Schools and programs (CFCRS/P)

2.3.1 What is **CFCRS/P** ? (A Typical mode of CBHE)

The **CFCRS/P** involves the activities of the cooperation between foreign educational institutions and Chinese educational institutions in establishing educational schools or programs (or institutions in some cases) within the territory of China to provide education service mainly to Chinese citizens.

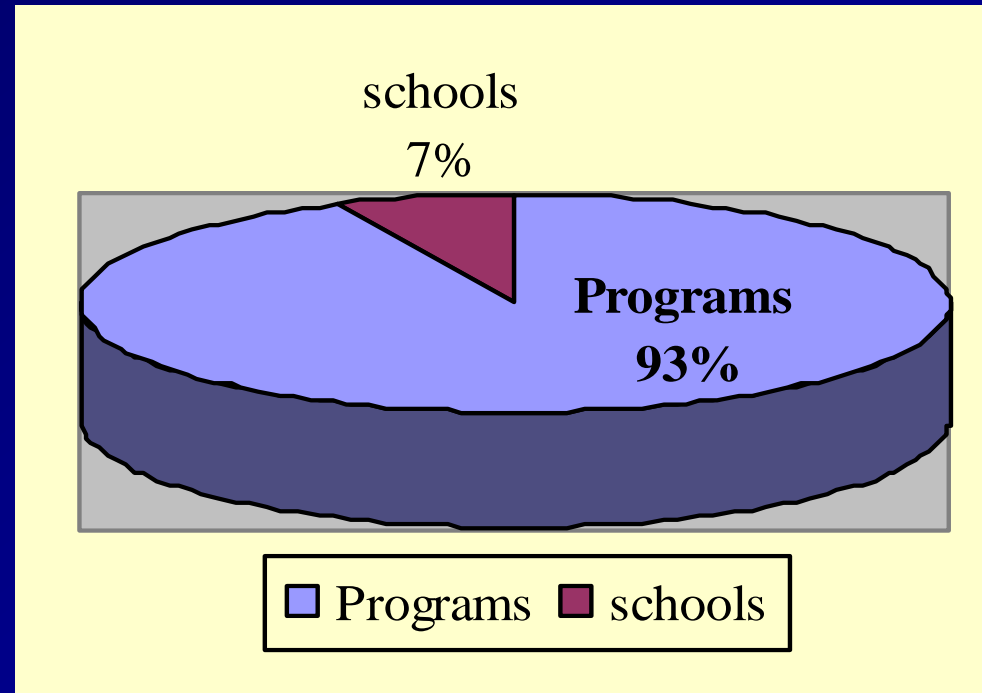
CFCRS	<i>Chinese-foreign cooperation in running schools</i>
CFCRP	<i>Chinese-foreign cooperation in running programs</i>



2.3 Chinese-Foreign Cooperation in Running Schools and programs (CFCRS/P)

2.3.2 the number

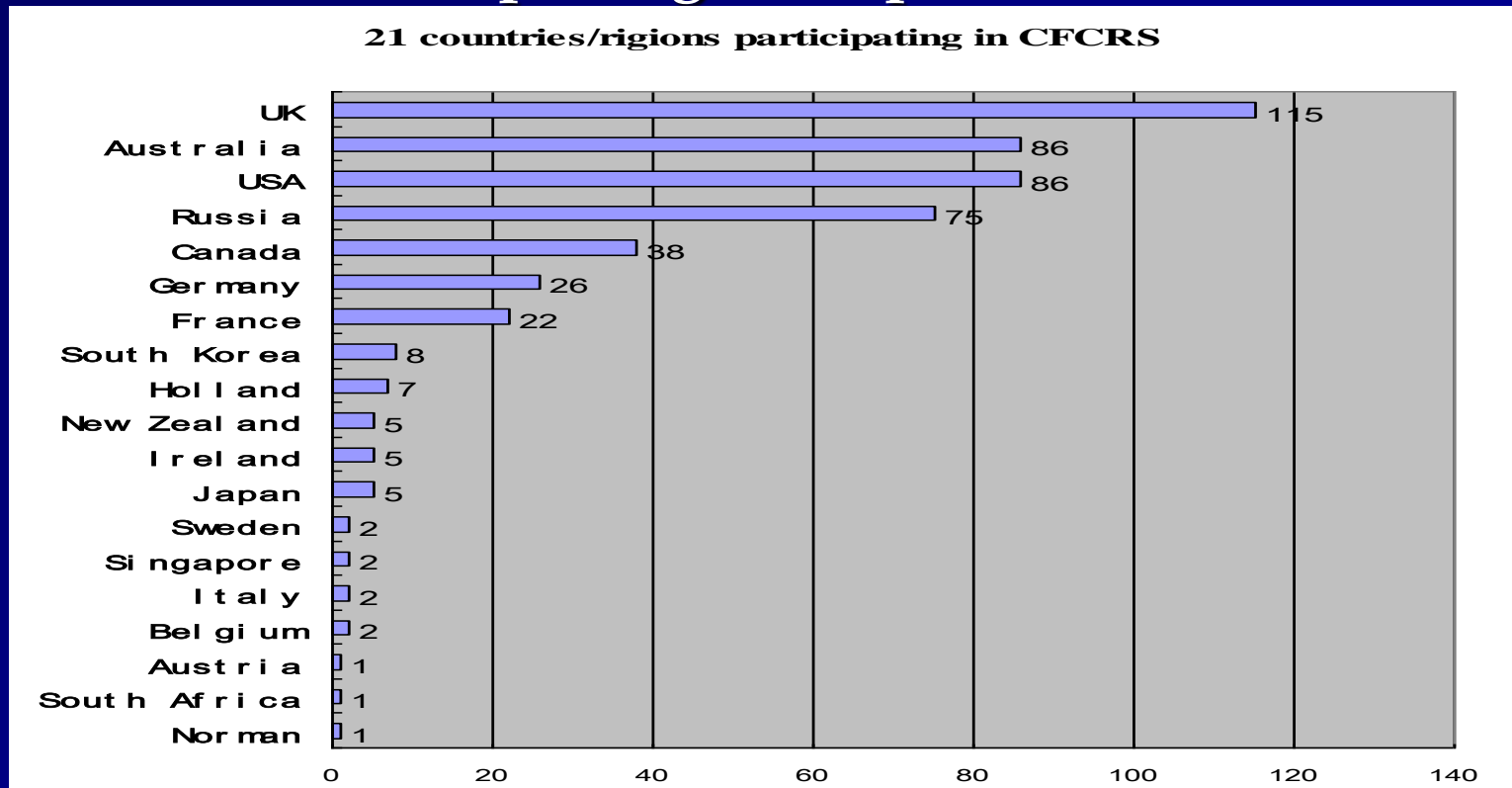
487 programs 35 schools





2.3 Chinese-Foreign Cooperation in Running Schools and programs (CFCRS/P)

2.3.3 21 foreign countries or regions have participated in the CFCRS, with the **United Kingdom, Australia and the United States** comprising the top 3 share of the total.





2.3 Chinese-Foreign Cooperation in Running Schools and programs (CFCRS/P)

The number of schools/programs from different countries/regions

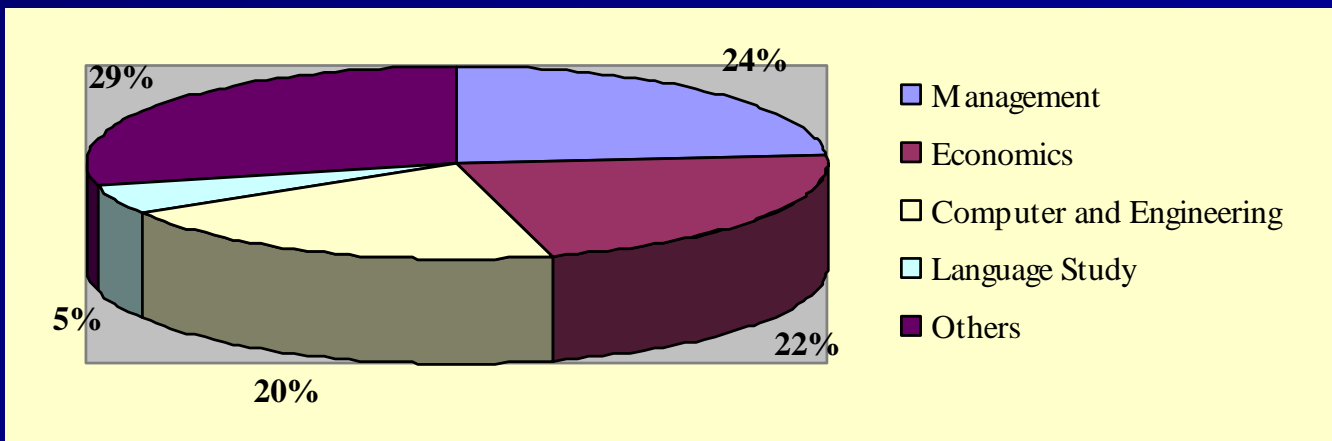
countries/ regions	programs	institution s	sum	countries/ regions	programs	institution s	sum
UK	110	5	115	Ireland	5	0	5
Australia	85	1	86	Japan	5	0	5
USA	79	7	86	Sweden	2	0	2
Russia	75	0	75	Singapore	2	0	2
Canada	36	2	38	Italy	2	0	2
Germany	19	7	26	Belgium	1	1	2
France	18	4	22	Austria	1	0	1
South Korea	7	1	8	South Africa	1	0	1
Holland	5	2	7	Norway	1	0	1
New Zealand	5	0	5				



2.3 Chinese-Foreign Cooperation in Running Schools and programs (CFCRS/P)

2.3.4 The Field of Study

Regarding **the field of study, management** (MBA, Financial Management, Tourism Management, etc.) has constituted the largest proportion, followed by **economics** (E-commerce, International Economy and Trade, Accounting, etc.), **computer science and engineering** (Electronic Information Engineering, Communication Engineering, etc.), and **Language Study** (English, Korean, Russian).



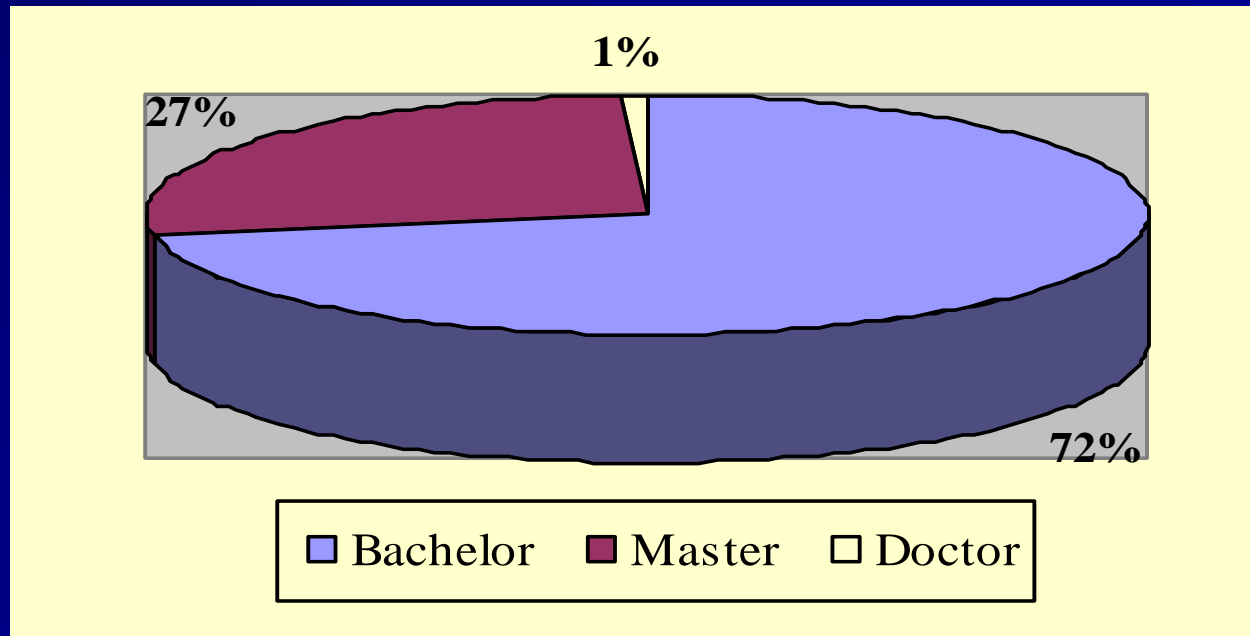
Field of Study in CFCRS/P



2.3 Chinese-Foreign Cooperation in Running Schools and programs (CFCRS/P)

2.3.5 Education level

As for **education level**, undergraduate level forms the overwhelming majority and 72% of them lead to Bachelor's degree.





CDGDC

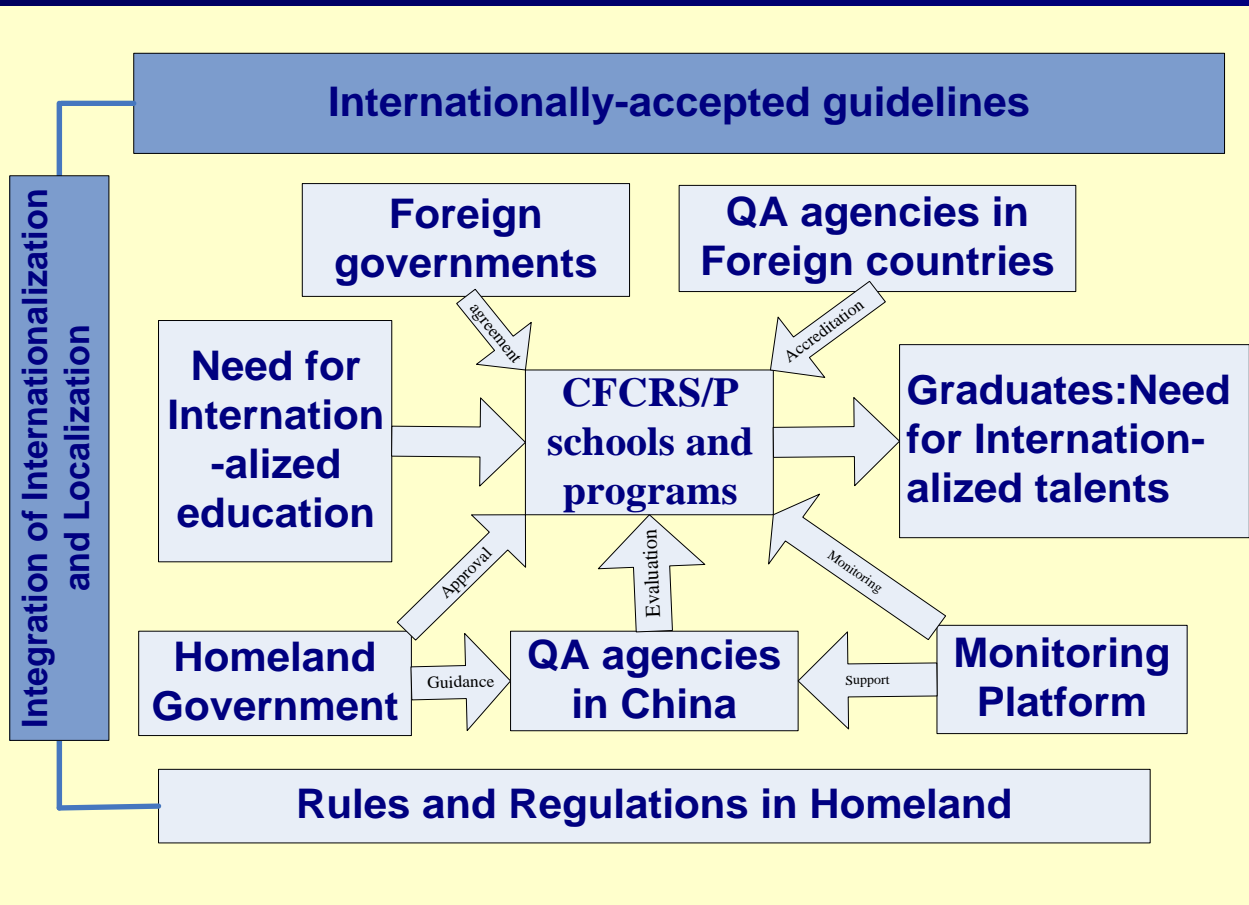
中国教育部学位与研究生教育发展中心
China Academic Degrees & Graduate Education Development Center

Part III

**The quality assurance framework of
China's Cross-border higher education:
the integration of
internationalization and localization**



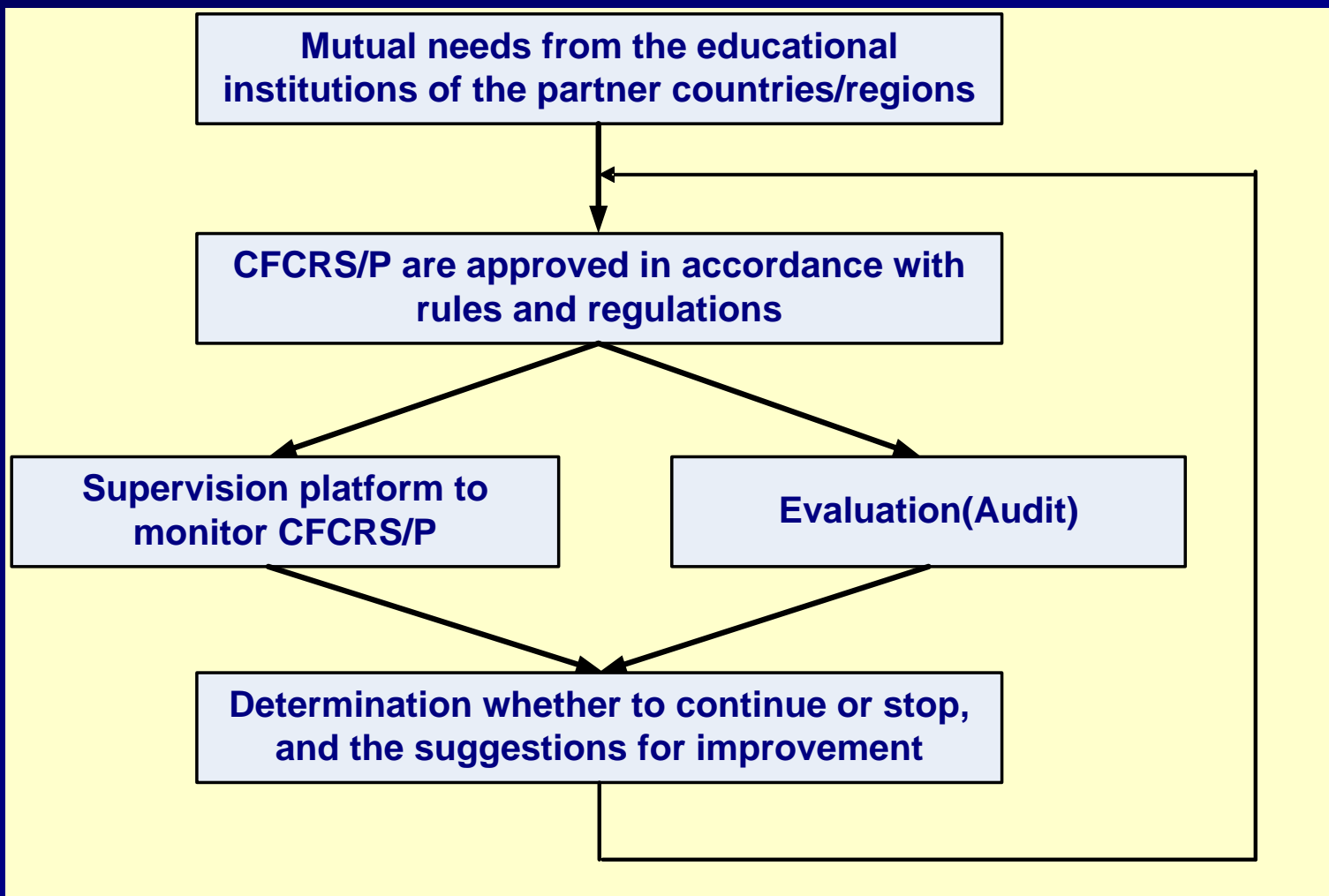
3.1 The Fundamental Quality Assurance Framework



- International Need
- Both government/regulate the cooperation rules and standards in accordance with internationally accepted standards.
- CFCRS Self management
- Monitoring and Audit by QAAs from two countries
- The graduates meet the needs of international HR market



3.2 The Quality Management Process of CFCRS/P





3.3 The Quality Evaluation in CFCRS

3.3.1

- **1.The idea of quality Evaluation**
 - ◆ Purpose : to introduce the good-quality education resources and to protect the benefit of both education providers and students
 - ◆ The management and supervision are conducted by examining the promises of running schools including the observance of China's Cross-border Education Law (for instance, "CFCRS Regulations" and "CFCRS measures").
- **2.Evaluation indicators**
 - ◆ first-level indicators
 - ◆ second-level indicators
- **3. Evaluation Procedures**
 - ◆ the self-study
 - ◆ Publicity of self-study report
 - ◆ Students Perception Survey
 - ◆ team visit
- **4. Implementation**
 - ◆ led by the International Department, MOE of the People's Republic of China
 - ◆ CDGDC is responsible of the implementation
 - ◆ In 2009, the pilot evaluation in 4 provinces was implemented.
 - ◆ From 2011 on, the intensive assessment will be spread nationwide



3.3.2 Indicators for schools

First-class indicators	Second-class indicators
1. Mission	(1) positioning
	(2) teaching philosophy
2. management system	(3) administrative departments
	(4) administrative staff
3. management of finance and assets	(5) assets
	(6) finance
4. quality management	(7) recruitment and registration
	(8) teaching
	(9) supervision
	(10) qualification
5. teaching staff	(11) employment
	(12) strength
	(13) construction of teaching team
6. teaching facilities	(14) facilities
	(15) facilities
7. cultivation quality	(16) assessment of output upon graduation
	(17) satisfaction from students
	(18) comments from society
8. social benefits	(19) internal benefits
	(20) external benefits
9. special features	(21) special features

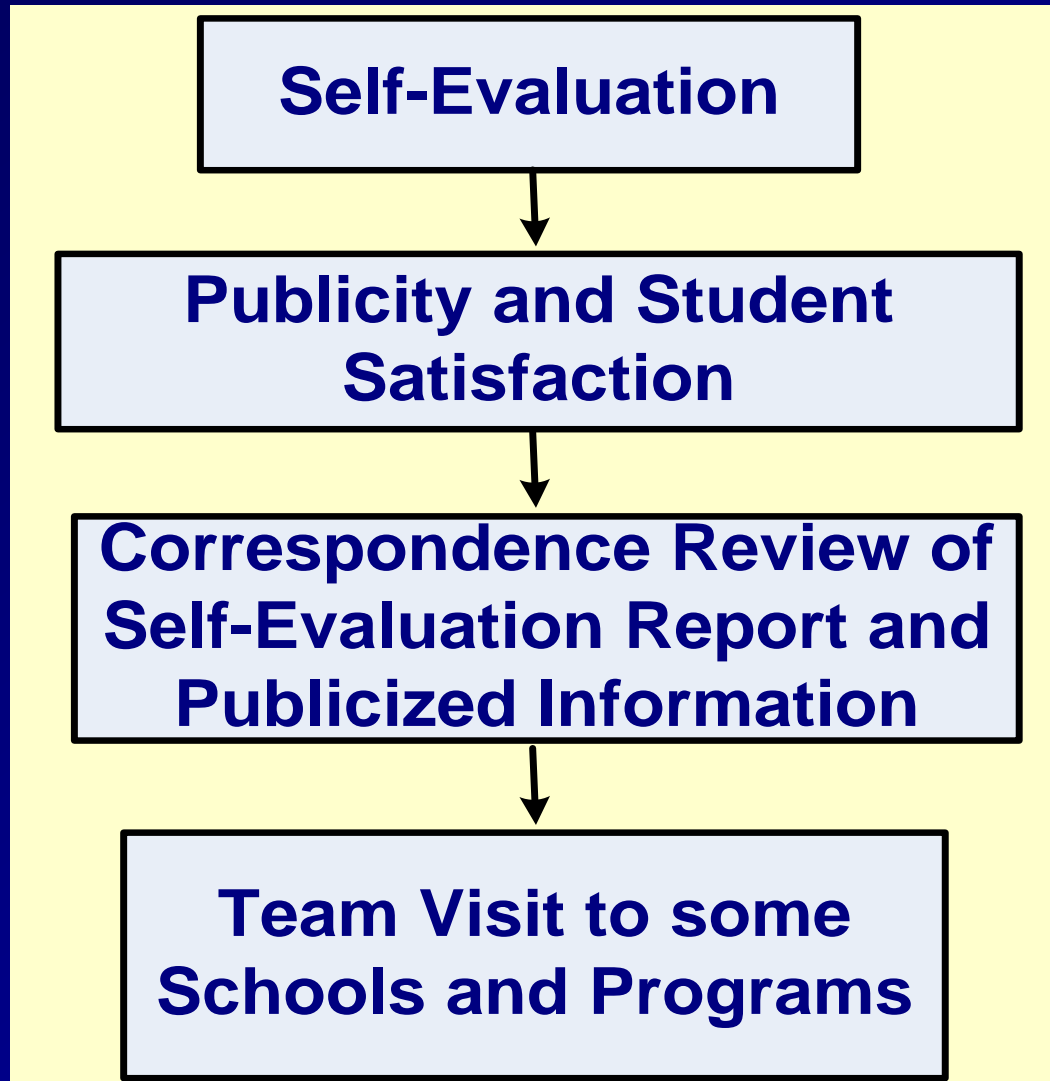


3.3.2 Indicators for programs

First-class indicators	Second-class indicators
1. cultivation objectives and plans	(1) objectives
	(2) plans
2. program managements	(3) administrative department
	(4) finance management
	(5) recruitment and registration
	(6) supervision on teaching
	(7) qualifications
3. cultivating environment	(8) policies
	(9) teaching facilities
4. teaching staff	(10) employment
	(11) strength
	(12) training
5. teaching	(13) planning
	(14) curriculum design and textbooks
	(15) teaching approaches
	(16) teaching documents and files
6. cultivation quality	(17) assessment of output upon graduation
	(18) satisfaction from students
	(19) comments from society
7. social benefits	(20) internal
	(21) external
8. special features	(22) special features



3.3.3 Evaluation Procedures





3.3.4 Implementation

Organization	Guided by MOE Implemented by CDGDC
Pilot Evaluation	Pilot Evaluations are carried out in four provinces in 2010-2011
Full Implementation	Full implementation will cover all the other provinces in 2011-2012



3.4 The integration of "internationalization" and "localization"

3.4.1 Case Study 1: Shanghai-Hamburg College What to be integrated?

- Ideas
- Courses
- Teaching methods
- Internationalized education

Types of degree conferment	Courses	Teaching Methods
Foreign degree solely	foreign courses are mainly used	Training highlighted; Appropriate ratio of foreign and local teachers; Bilingual teaching.
Local degree solely	Local courses are mainly used	
Double degrees	A new set of curriculum that with characteristics of both sides	



3.4 The integration of "internationalization" and "localization"

3.4.1 Case Study 1: Shanghai-Hamburg College

■ Partners

- ◆ University of Shanghai for Science and Technology (USST)
- ◆ Hamburg University of Applied Sciences (HUAS)

■ Integration of Courses: ASIIN accredited

- ◆ Electrical Engineering and Automation;
- ◆ Mechanical Engineering and Automation;
- ◆ International Economics and Trade

■ Employment

- ◆ 100% employment rate
- ◆ Graduates enjoyed high reputation among employers from different countries.



3.4 The integration of "internationalization" and "localization"

3.4.1 Case Study 1: Shanghai-Hamburg College

Program	Courses	Faculty	Internship	Degrees
Electrical Engineering and Automation	German, Information Technique, Automation Theory, Computer control Technique, Programable Logic Controller (PLC)	1/3 German teachers; 2/3 Chinese teachers	10%-15% Germany Companies; Others, Germany owned enterprises or China-Germany joint ventures.	Bachelor Degree in Engineering from USST; Bachelor degree in Engineering from HUAS



3.4 The integration of "internationalization" and "localization"

3.4.2 Case Study 2: The Joins-Hopkins University-Nanjing University Center for Chinese and American Studies

■ Partners

- ◆ The Joins-Hopkins University, the United States.
- ◆ Nanjing University, China

■ Program Integrated

- ◆ Chinese-American Studies

■ Courses Integrated

- ◆ A new set of curriculum



3.4.2 Case Study 2: The Joins-Hopkins University-Nanjing University Center for Chinese and American Studies

Courses taught at Center for Chinese and American Studies *

Major	Courses by Chinese teachers	Courses by American teachers
Intl Politics	Contemporary International Politics	Comparative Politics
	Contemporary Chinese Foreign Policy	Modernity & World Social Thought
	Contemporary Sino – U.S. Relations	International Ethics
	Chinese Government and Politics	US Foreign Policy
Chinese Studies	Chinese History since 1949	
	Social Issues of China’s Modernization	
	Anthropology and Chinese Studies	
American Studies		Critical Developments in American History
		The Past in the American Present
		Critical Developments in American History

(* Part of the courses in fall semester 2010)



CDGDC

中国教育部学位与研究生教育发展中心
China Academic Degrees & Graduate Education Development Center

Part IV

China's Experience of Quality Assurance in Cross-border Education: CFCRS/P's Implication



4.1 Macro-control policy of government is the “gatekeeper” of sound development of CFCRS/P

It is very important for the government to put cross-border education in the mechanism of quality assurance

- **“State Education Guidelines”**
 - ◆ Improvement of quality as the core task of educational reform and development
 - ◆ Formulation of the national standard of education quality and establish the quality assurance system which covering that in cross-border education
- **At present, MOE’s key tasks in CFCRS /P**
 - ◆ Establishment of “the National Expert Committee for CFCRS/P”
 - ◆ Establishment of “the QA system for CFCRS/P”



4.2 Rational Combination of both internal and external is the key to quality assurance in cross-border education

The internal quality assurance should be put higher priority as comparing to the external quality assurance

- The internal quality assurance by higher education institutions: institutions should enjoy autonomy of establishing their own internal QA system, and the integration course system.
- the external assurance from government and QA agencies: external should not interfere the detail internal, like integration extension, etc



4.3 International cooperation of QA agencies from both sides plays an indispensable role in QA of cross-border HE

Encouraging cooperation between national QA agencies and their foreign counterparts.

- Due to specialties of cross-border education , it is of vital importance for quality assurance agencies of both countries to work closely.
- CDGDC signed MOU with QAA in March 2010 ; The cooperation between two sides has been written in the framework agreement on education cooperation partnership. between China and UK government.

CDGDC is going to sign the MOU with AUQA tomorrow.



CDGDC

中国教育部学位与研究生教育发展中心
China Academic Degrees & Graduate Education Development Center

THANK YOU!

Contact:

Prof. WU Boda, Director general of CDGDC

Email: wubd@cdgdc.edu.cn

Dr. LIN Mengquan

Director of Evaluation Department, CDGDC

Email: linmq@cdgdc.edu.cn

Website: <http://www.CDGDC.edu.cn>

<http://www.chinadegrees.cn>