

Quality Assurance of Chinese-Foreign Cooperation in Education

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Chinese-foreign cooperation in education (CCE)

- A form of cross-border education in China.
- Refers to the educational and teaching-learning activities legally implemented jointly by Chinese and foreign education institutions in mainland China with Chinese citizens as primary targets.
- Objectives :
 - Introduce high quality foreign educational resources, accelerate education reform and improve education quality
 - Improve education internationalization
 - Enhance outbound and inbound student mobility

- Two major modalities: cooperatively-run institutions (independent campus and secondary college) and cooperatively implemented programs.
- Administrative approval:
 - Undergraduate and above: approved by MoE (exceptions: Zhejiang, Fujian and Guangdong)
 - Upper secondary and junior college: approved at provincial level and registered with MoE
- Inter-college/university exchange and cooperation, such as 2+2, 3+1, 1+2+1 programs, is another type of cross-border education in China, but not officially recognized as CCE .

CCE Statistics

- 1,979 joint programs and institutions as of September 2013.
- Among which, 930 approved by MoE and 1,049 approved at provincial level.
- A total enrolment of 550,000 at all levels, with 450,000 at post secondary level, accounting for 1.4% of total enrolment in higher education.
- 577 higher education institutions, or 21% of total, have joint programs and institutions, among which 79 are national key universities and 498 are regular universities and colleges.

Coverage of disciplines

- Joint programs and institutions in 11 disciplines
- 37% in engineering, 27% in management, 9% in economics, 7% in art, 6% in natural science, and less than 2% in laws, literature and history
- Gov. encourages joint programs in new and inter-disciplines, such as atmospheric sciences, disaster nursing, ecology, water supply and sewerage, occupational therapy, physical medicine, naval architecture and ocean engineering, cultural heritage preservation, digital creative industry etc.

Geographical Distribution

- 62% joint programs and institutions in eastern regions
- After the issuance of China's *National Medium and Long Term Education Reform and Development Plan* in 2010, increased support was provided to middle and western regions and 257 joint programs and institutions, or 44% of total, were approved since then.

Partner countries

Country	No. of independent campus	No. of secondary colleges	No. joint programs	Distribution
UK	2	3	199	
USA	2	8	160	
Australia		3	134	
Russia			104	Mainly in Heilongjiang
Canada		3	55	
Germany		6	37	
France		5	33	
ROK		2	21	Mainly in Shandong

And

Ireland

New Zealand

Netherlands

Japan

Belgium

Sweden

India

Austria

Belarus

Ukraine

Italy

Denmark

South Africa

Spain

Current Schemes of CCE Quality Assurance

1. Government-led evaluation

- **Purpose:** for renewal of approval
- **Level of education:** undergraduate and above
- **Duration:** conducted before the approval is overdue
- **Features:** compulsory evaluation with minimum standards, review teams making judgments on basis of documentation review and randomly arranged visits
- **Procedures:** self-evaluation, review of self-evaluation reports, and randomly arranged visits

- **Nine standards** including:
 - Mission statement
 - Management
 - Financial arrangement
 - Quality control
 - Faculty
 - Teaching and learning facilities
 - Learning outcomes
 - Social effectiveness and
 - Introduction of quality resources, uniqueness of the institution or program

- **Financial arrangements:** government funding
- **Pros and cons:**
 - Able to ensure that joint institutions and programs meet related government regulations and minimum quality standards
 - Can hardly encourage institutions to improve their internal quality systems or expose their weaknesses and challenges.

2. Third Party Accreditation by CEAIE

- **Purpose:** self-regulation, diagnosis, quality improvement and sustainable development, and supplement the government-led evaluation
- **Level of education:** upper secondary and above
- **Duration:** every four years
- **Features:** voluntary, accreditation of excellence, peer review, process-oriented, more qualitative, internationally compatible

- **Procedures:** application, eligibility review, preliminary visit, self-assessment, review of self-assessment report, site visit, and accreditation decision
- **Five standards** including:
 - Mission and purposes
 - Resource allocation and utilization
 - Teaching and learning activities and services
 - Governance and internal quality assurance
 - Public relations and social integrity

- **Financial arrangements:** expenses covered by accredited institutions
- **Pros and cons:**
 - Accredited institutions consider accreditation a “thorough body check-up”, a process of retrospection, identifying strengths and weaknesses, raising staff’s awareness of internal quality assurance, as well as an opportunity to interact with and learn from peers.
 - Accreditation is fee-based, voluntary and time-consuming, and accreditation standards are high-end standards, many joint institutions and programs may not be confident enough to go through the process.

International Cooperation in Accreditation

China endeavors to work with foreign accreditation/evaluation agencies in accrediting joint institutions and programs with the following purposes:

- Ensuring that the quality of joint institutions and programs meet both Chinese and foreign quality standards;
- Protecting students' rights and benefits;
- Release institutions from the burden of receiving Chinese and foreign accreditation separately;
- Exploring an internationally compatible education quality assurance system that is fit for the Chinese context.

Possible modalities of international cooperation proposed by CEAIE:

- Joint accreditation of Chinese-foreign joint institutions and programs, share of expertise, participation in or observation of each other's accreditation process
- Joint research and publication on Chinese-foreign cooperation in education
- Joint events, seminars, forum and conferences
- Capacity building for staff and review team members
- Information sharing, bridging Chinese and foreign education institutions and assistance with identification of partners.

Contact Us:

buhuanfang@sino-education.org

zongwa@ceaie.edu.cn (CEAIE)

hepei@ceaie.edu.cn (CEAIE)