Quality Assurance of Chinese-Foreign Cooperation in Education

January 2014
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

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