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1. Profile of Higher Education in China
Higher Education Development in China

By 2016

**Overall Size**
- 36.99 million, largest in the world, account for more than 20% of global size
- GER: 42.7%, rapidly entering the popularization stage

**Institutions**
- 2880 HEIs
  - 2596 Regular HEIs
  - 284 Adult HEIs
  - 1237 offering degree programs
  - 1359 tertiary vocational colleges

**Students**
- Enrollment of regular HEIs: 26.96 million; annual intakes: 7.49 million; annual graduates: 7.04 million
- Enrollment of postgraduate students: 1.98 million: master: 1.64 million; doctoral: 0.34 million
China is entering a quality-centered development stage focusing on quality assurance and improvement (instead of scale expansion).

Along with the rapid expansion in scale, the issue of quality becomes increasingly important.


Quality enhancement is the core task for Chinese education reform and development, is the essential topic for building a powerful nation in education.
Communique 19

Expanding access poses challenges to the quality of higher education. Quality assurance is a vital function in contemporary higher education and must involve all stakeholders. Quality requires both establishing quality assurance systems and patterns of evaluation as well as promoting a quality culture within institutions.

Communique 30

Globalization has highlighted the need for the establishment of national accreditation and quality assurance systems along with promotion of networking among them.
Ensure inclusive and equitable quality education and promote life long learning opportunities for all.

✓ By 2030, ensure quality access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

✓ By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills.
2. Trends and China’s Solutions
Trends and China’s Solutions

Global Trends

New Philosophy

- Student-centered
- Outcome-based

China’s Solutions

- Five-level standards
  - Fitness for Educational Purposes
  - Responsiveness to Public Demands
  - Supportability of Faculty & Educational Resources
  - Effectiveness of Quality Assurance System
  - Satisfaction of Students and Employers
Trends and China’s Solutions

Global Trends

- Continuous Quality Improvement
- Internal Quality Assurance

China’s Solutions

- Closed loop: Evaluation - Feedback - Improvement
- EQA promoting IQA
- Fostering Quality Culture
Trends and China’s Solutions

**Global Trends**
- Rapid Development of Internet and Big Data Technology
- More Complex and Diversified Higher Education Systems

**China’s Solutions**
- National Data Platform
- Combination of Regular Monitoring and Periodic Evaluation
- Improve Reliability and Validity of Evaluation and Accreditation
3. National Quality Assurance in China
National Quality Assurance System

Student-Centered Outcome-Based Continuous Quality Improvement

Institutional Dimension
- Institutional Evaluation

Program Dimension
- Program Evaluation

Stakeholder Dimension
- Satisfactory Survey

Philosophy

Practices

Support

National Data Platform for Quality Monitoring covering tertiary vocational, undergraduate and postgraduate education
National Data Platform

National Data Platform for Quality Monitoring
Data has been collected from 1237 HEIs for nationwide full-scale data collection and analysis, covering 7 categories of data and almost 800 data points.

1. Educational resources
2. Programs & Courses
3. Faculty
4. Teaching & Learning
5. Students
6. Teaching management
7. Quality management & monitoring

http://udb.heec.edu.cn
National Data Platform

Platform - Functions

- **Function 1**
  Regular Quality Monitoring based on Big Data

- **Function 2**
  Supporting the Periodic Institutional Evaluation and Program Accreditation

- **Function 3**
  Data collection and analysis for National Quality Reports
3 Key Philosophies

1. Student-Centered
2. Outcome-based Education (OBE)
3. Continuous Quality Improvement (CQI)

- Responsibility and autonomy of the HEIs in the QA system;
- Students’ experiences and development is the priority when assessing the institutional or program quality.
Eligibility Evaluation

Apply to 600 HEIs newly established and licensed by MoE after 2000; In line with the National Eligibility Threshold Criteria; Facilitate HEIs to cultivate practical-oriented students serving the local development in industry, economy and public services.

Audit

Apply to 650 comprehensive or research-intensive HEIs; Focus on ‘Five Level’, assess HEIs based on its own objectives and standards; Facilitate HEIs to build IQA system; Encourage HEIs’ diversity, to cultivate diversified, innovative, interdisciplinary students.
Periodic program accreditation in \textit{engineering} education, with special emphasis on \textit{international} substantial equivalence and \textit{outcome-based}. June 2, 2016, China became the full signatory of Washington Accord.

Periodic program accreditation in \textit{Science, Humanities \& Social Science}, Agriculture, Teacher Education.
# Mission and Philosophy:

<table>
<thead>
<tr>
<th>1 Pursuit</th>
<th>2 Emphasis</th>
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<tr>
<td>Pursuit of <strong>Higher Quality and Excellency of the Programs</strong></td>
<td>✓ Emphasis on <strong>Student-centered</strong>&lt;br&gt;✓ Emphasis on <strong>Continuous Quality Improvement (CQI)</strong></td>
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## 3 Improvement

- ✓ Improve the **quality of teaching and learning**
- ✓ Improve the **hands-on/practical-oriented training of students**
- ✓ Improve the **quality assurance system and quality culture**
Program Dimension-Program Accreditation

Criteria:

7. Student Development

1. Educational Objectives

2. Graduate Outcomes

3. Curriculum

4. Faculty

5. Teaching & Learning Resources

6. Quality Assurance

Centre

Orientation

Support
Program Dimension-Program Accreditation

Attributes

Stakeholders

Educational Objectives

Graduate Outcomes

Curriculum

Teaching

Assessment

Outcome-Based Education for Program

Institutional Program
Stakeholder Dimension - Satisfactory Survey

China Satisfaction Survey of Higher Education

Students Survey
Graduates Survey
Employers Survey

National Data Platform for Quality Monitoring
Guarantees

Internal Motivation

- IQA system
  - Establishing IQA System; closing loop: organizational structure, capacity building, quality standard, methodology, use of results, continuous improvement; self assessment and release quality info to the public

External Drive

- EQA system
  - External quality evaluation at institutional level;
  - Accreditation at program level;
  - Training and capacity building for staff and evaluators;
  - Providing consultancy for policy-makers and HEIs

International Benchmark

- Enhance quality by opening up
  - Engage in the global QA activities; enhance exchanges & mutual recognition between China and international counterparts.
THANKS FOR YOUR ATTENTION

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