

# Evaluation and Benchmarking of the Diploma in Mechatronics Technology from Henan Polytechnic Institute

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## Context and scope

Henan Polytechnic Institute commissioned Ecctis for an independent evaluation and benchmarking of its Diploma in Mechatronics Technology which was completed in September 2023.

The Diploma in Mechatronics Technology is one of many technical programmes delivered by the College including Electronic Information Engineering Technology.

The main aims of the benchmarking were to:

- Establish comparability in the context of the UK through reference to the Regulated Qualifications Framework (RQF), and by extension, the European Qualifications Framework (EQF)<sup>1</sup>
- Assess the extent to which the College’s underpinning quality assurance meets a set of international standards.

## Key findings

The Diploma in Mechatronics Technology seeks to develop students’ knowledge in the areas of mechatronics, maintenance, and manufacturing. In line with national requirements, the Diploma also encompasses “public basic courses” which include topics from arts, social sciences and science domains.

The general entry requirement for the programme is the National College Entrance Examination (NCEE, popularly known as the *gaokao* 高考) – comparable to GCE A Level / RQF Level 3 in the UK – or suitable marks in one of the College’s own tests.

The Diploma is a three-year full-time programme equating to approximately 2727 hours’ guided learning time. Reflecting its vocational focus, the Diploma combines classroom-based study with practical-based simulated learning and a 480-hour internship within the final year of study.

Upon completion, many students enter the workforce; however, some students will be eligible to apply for top-up Benke (本科) / Bachelor degree programmes. These require a minimum of two years of further study, which shows that the Diploma has similar academic

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<sup>1</sup> To date, a total of 36 countries have now referenced their national education systems to the EQF.

progression routes to that of HND, Diploma of Higher Education and other UK Level 5 awards.

The study revealed several strengths of the Diploma in Mechatronics Technology, namely that it demonstrated:

- A combination of traditional theory with substantial practical skills training, utilising high-quality labs.
- The use of teaching and project-based learning to help ensure a strong connection between classroom-developed skills and knowledge and application of skills and knowledge in the workplace.
- High employment rate of graduates.
- The processes for design of new programmes, and for the review of existing programmes, effectively engages external stakeholders and thoroughly assesses the current labour market requirements.
- The development of “Double-Qualified” teaching staff that are proficient in both academic teaching and industry practice, through a structured approach to industrial secondments.
- Appropriate structures that are in place to ensure published information is accurate clear, and up to date.

**In terms of international comparability, the Diploma in Mechatronics Technology has been found comparable to Level 5 of the RQF and EQF. It has also met international quality standards in the following five areas:**

- **Admission**  
There is a pre-defined and published admissions policy ensuring transparency in the admissions policy and supporting consistency in admissions decisions
- **Programme development, approval, monitoring and review**  
There is a clear, process in place for the design, approval and monitoring of programmes
- **Teaching and learning**  
There is a formalised process for monitoring the quality and effectiveness of delivery, relevant to the modes of study employed
- **Assessment**  
Assessment provides a sufficiently fair, valid and reliable evaluation of the intended knowledge, skills and competencies

- **Information**

The information available to prospective students, current students and other interested stakeholders is accurate, transparent and clear for the intended audience.

## Engagement

Henan Polytechnic Institute has committed to further development and engagement encompassing:

- Writing new learning outcomes at the programme and module level, ensuring these are specific and measurable, and target higher knowledge and critical thinking skills.
- Developing a programme assessment framework/plan. Revise assessment briefs to ensure sufficient testing of critical thinking skills such as analysis and evaluation, coherent with the new learning outcomes.
- Ensuring that there is a clear policy on programme assessment plans. Assessments should be developed so that they are clearly linked to intended learning outcomes. There should be clear limits on the use and weighting of attendance as part of the assessment.
- Maintaining and ensuring adoption by all staff of the unified quality assurance handbook.

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Ecctis is a gold-standard provider of services in international education, training, and skills, and in the development and recognition of globally portable qualifications. We are an internationally trusted and respected reference point for qualifications and skills standards.

We are UK-based and operate worldwide, with a global network and client base spanning 62 countries and 5 continents. We have a 20-year track record in international consultancy and development.

Ecctis provides official UK national agency services on behalf of the UK Government in qualifications, skills, and migration – including UK ENIC, formerly UK NARIC.

UK ENIC is the UK National Information Centre for global qualifications and skills. Following the UK's leaving the EU, the former UK NARIC recognition agency function changes from a NARIC (which is an EU-only title) to an ENIC (the wider European title for national recognition agencies) in order to meet the UK's continuing treaty obligations under the [Lisbon Recognition Convention](#).

Since 2019, through our China representatives and Beijing office Nalike, and our UK China Council and UK NARIC China Council projects, we have conducted qualification benchmarking in China and fostered educational links between China and other countries, to support the internationalisation efforts of China's higher vocational colleges.