

Evaluation and Benchmarking of the Diploma in Construction Engineering Technology from Yellow River Conservancy Technical Institute

Context and scope

Yellow River Conservancy Technical Institute commissioned Ecctis for an independent evaluation and benchmarking of its Diploma in Construction Engineering Technology, which was completed in April 2024

The Diploma in Construction Engineering Technology is one of over 60 programmes delivered by the College alongside programmes covering water conservancy, surveying, robotics, big data, and cross-border e-commerce.

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)¹
- Assess the extent to which the College's underpinning quality assurance meets a set of international standards.

Key findings

The Diploma in Construction Engineering Technology seeks to develop students' knowledge in areas such as construction work surveying, building information modelling, and concrete structure engineering. 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 3075 hours' guided learning time. Reflecting its vocational focus, the Diploma combines classroom-based study with practical-based simulated learning and an off-campus in Upon completion, many students enter the workforce²; 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

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

² The employment rate of graduates is typically 98.5%.

progression routes to that of HNDs, Diplomas of Higher Education and other UK Level 5 awards.

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

- The mode of delivery has practical exposure to a similar degree as programmes within the UK (HNC/HND). This enables strong understanding of the practical application of theoretical principles and prepares students effectively for the workplace.
- 98% of graduates progress into suitable employment.
- A modern teaching and learning environment with students and teacher having access to excellent information technology.
- Established partnerships with 28 countries including Russia, Germany, the United States, Indonesia, Zambia and South Africa to support and encourage cross-cultural learning.
- Student satisfaction with teaching and learning is highly rated.

In terms of international comparability, the Diploma in Construction Engineering 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

Yellow River Conservancy Technical Institute has committed to further development and engagement encompassing:

- Undertaking a comprehensive review of the Diploma in Construction Engineering Technology documents at programme, module, and topic level to centre programme design around the intended learning outcomes.
- Undertaking a review of assessment. This review includes both the overall assessment framework and the existing assessments.
- Documenting the process for reviewing the programme to show the stages of the process, timescales, and participation.
- Documenting details of the number and qualification of teachers delivering the content for the Diploma. Separate documentation of the internship to show all the practical details, aims and rationale for the placement and expectations for students regarding learning and assessment.
- Revising assessments to ensure they assess higher level skills associated with RQF Level 4 and 5, and to ensure validity.
- Developing a unified internal quality assurance handbook which would help to consolidate all existing written policies and process, as well as documenting any unwritten policies or processes.
- Maintaining and ensuring adoption by all staff of the unified quality assurance handbook.

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.