

# Evaluation and Benchmarking of the Diploma in Forestry Technology from Jiangxi Environmental Engineering Vocational College

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## Context and scope

Jiangxi Environmental Engineering Vocational College commissioned Ecctis for an independent evaluation and benchmarking of its Diploma in Forestry Technology which was completed in April 2023.

The Diploma in Forestry Technology is one of 59 vocational programmes offered by the College including programmes within business, tourism, furniture design, and electrical engineering.

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 Forestry Technology seeks to develop students' knowledge in the areas of forestry management, forestry planning, forestry production, and ecological construction. 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 2648 hours' guided learning time. Reflecting its vocational focus, the Diploma combines classroom-based study with practical-based simulated learning and students can experience real workplace scenarios within the forestry internship.

Upon completion, many students enter the workforce; however, some students will be

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<sup>1</sup> To date, a total of 35 countries have now referenced their national education systems to the EQF.

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 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 Forestry Technology namely that it demonstrated:

- The qualification is well structured, which compares favourably with the structure of UK Level 5 programmes on Forestry Technology.
- The ten module standards submitted for review all contain comparable content and aims that would be expected in a UK Level 5 programme.
- The facilities (except for the computer suite) and the extensive practical resources compare favourably with similar UK Level 5 programmes.
- Students make good use of both the practical facilities available on-campus and online resources.
- There are rigorous and fair admission processes and good pre-enrolment support for candidates.
- That programme development has robust monitoring and review processes with clearly articulated lines of responsibility and a strong focus on improvement.
- Good practice is present where stakeholder consultation and involvement is sought for ongoing alignment with employability aims, market trends, and employer requirements.
- State-of-the-art infrastructure and off-campus training bases.

**In terms of international comparability, the Diploma in Forestry 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

Jiangxi Environmental Engineering Vocational College has committed to further development and engagement encompassing:

- Rewriting the learning outcomes at programme and modular level to establish the critical thinking skills that students are expected to demonstrate in the programme, whilst ensuring the learning outcomes link appropriately to the assessment methods.
- Undertaking a review of assessment of both the assessment framework and existing assessments to ensure they link clearly to stated learning outcomes.
- Design programme specifications that detail the assessment strategies to be used and their link to module learning outcomes.
- 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.