

Evaluation and Benchmarking of the Diploma in Pharmacy from Tianjin Medical College

Context and scope

Tianjin Medical College commissioned Ecctis for an independent evaluation and benchmarking of its Diploma in Pharmacy, which was completed in February 2024.

The Diploma in Pharmacy is one of several programmes delivered by the College including programmes focussed on nursing, acupuncture and massage, and stomatology.

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 Pharmacy seeks to develop students’ knowledge in areas such as pathology, biochemistry, pharmacology, and clinical pharmacotherapy. 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 2724 hours’ guided learning time. Reflecting its vocational focus, the Diploma combines classroom-based study with practical-based simulated learning and a 36-week internship within a clinical environment in which they can develop their practical skills in a real work environment.

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

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 97%.

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

- There is evidence of a clear progression in content that ensures students have studied prerequisite content before approaching complex content in areas such as clinical pharmacotherapy and drug analysis.
- The number of hours spent within a practical laboratory setting is in line with similarly focussed UK programmes within pharmacy and pharmaceutical science.
- The Diploma makes good use of experiential learning and a large amount of time spent engaged within the pharmaceutical industry.
- Research is conducted into what is happening within the pharmaceutical industry; this involves industry experts ensures its ongoing industrial and vocational relevance.

In terms of international comparability, the Diploma in Pharmacy 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

Tianjin Medical College has committed to further development and engagement encompassing:

- Writing new learning outcomes at programme and module level, ensuring these are specific; measurable; and that an indicative 60% of the programme targets a higher level of knowledge and critical thinking skills.

- Developing a programme assessment framework/plan and adopting assessment and marking approaches that sufficiently test critical thinking skills such as analysis and evaluation.
- 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. Academic misconduct policies should also be broadened to include plagiarism and collusion in all areas of assessment.
- Developing a unified internal quality assurance “handbook” for the College to bring together all existing written policies and processes, and formalise 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.