

Evaluation and Benchmarking of the Diploma in Construction Engineering Management from Guangxi Polytechnic of Construction

Context and scope

Guangxi Polytechnic of Construction commissioned Ecctis for an independent evaluation and benchmarking of its Diploma in Construction Engineering Management, which was completed in March 2023.

The Diploma in Construction Engineering Management is one of 41 programmes delivered by the College. Guangxi Polytechnic of Construction has nine teaching departments for delivery of programmes related to civil engineering and architectural science.

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 Management seeks to develop students' knowledge in construction engineering, construction technology, engineering measurement pricing, and engineering economics, for the construction industry and engineering technology consulting service industry. 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 2868 hours' guided learning time. Reflecting its vocational focus, the Diploma combines classroom-based study with practical-based simulated learning alongside two practical Internships.

Upon completion, many students enter the workforce²; however, some students will be eligible

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 more than 96%.

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 Construction Engineering Management, namely that it demonstrated:

- A modern teaching and learning environment with students and teachers having access to excellent information technology and simulated construction settings to support students' learning.
- Focus on practical training of knowledge and skills ensures a smooth transition from the classroom to the workplace.
- The employment rate for graduates is high, at 96% and above.
- Strong levels of engagement with industry and regular programme reviews to ensure the curriculum is current.
- An established teacher staff development and quality monitoring system, with strong emphasis on views of students experience of teaching and learning.
- Clear processes in place for programme design, development, and review.

In terms of international comparability, the Diploma in Construction Engineering Management 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

Guangxi Polytechnic of Construction has committed to further development and engagement encompassing:

- A review of the Talent Training Programme document to centre programme design around the intended outcomes and ensure a clear, central and overarching specification for the programme.
- A revision of learning outcomes across all programme modules, to ensure they are specific, measurable and feasible, form a firmer basis for assessment design and are pitched at the level most applicable to the module.
- Develop an overarching assessment framework, to strengthen the overall validity and rigour of the assessment.
- 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 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.