

# **FINAL REPORT OF THE EXTERNAL JOINT INTERNATIONAL ACCREDITATION**

**University:** Heilongjiang University

**Program:** English

**Date of Site Visit:** 11-14 Nov. 2019

**External Review Panel (Signature):**

Dong Hongchuan

Xu Mingwu

Wang Junju

Innara Guseinova

Tatiana Sukhareva

Chen Mingming



# Expert Group Site Visit Report

## I. Major Profile

Heilongjiang University is a unique, high-level local comprehensive university jointly established by the Ministry of Education of China and the Heilongjiang Province People's Government. The university was jointly established by the State Administration of Science, Technology and Industry for National Defense, PRC and Heilongjiang Province. It was initially known as the Russian Team of the third Branch of the Chinese People's Anti-Japanese Military and Political University (Kangda), which was established in 1941. There are 10 first-level disciplines with the authority of granting doctor's degrees, 35 first-level disciplines with the authority of granting master's degrees, 2 national key disciplines (including cultivated), 7 centers for post-doctoral studies and 3 post-doctoral research centers. The university has a strong faculty team. Among the team, 5 members have won the "National Teaching Master Awards" and more than 200 members won various national, provincial and ministerial honorary titles. Through more than 70 years of development, the university has now become a comprehensive research and teaching oriented university jointly established by the ministry and the province with a comprehensive range of disciplines, diversified talent training forms, excellent education and teaching quality and strong strength in late development.

The English Programme is affiliated to the School of Western Studies. It was initially known as the Department of English, Yan'an Foreign Language School, which was established in 1944. This programme was developed into the Department

of English, Harbin Institute of Foreign Languages in 1956 and then renamed as the Department of English, Heilongjiang University in 1958. In 1986, this programme was evaluated as a provincial key discipline and obtained the authority to grant the Master's Degree in the Specialty of English Language and Literature, becoming the first English Programme with the degree granting authority in the province. In 2001, the programme obtained the authority of granting the Master's Degree in the Specialty of Foreign Linguistics and Applied Linguistics. In 2006, the programme obtained the authority of granting the Master's degree in the first-level discipline of Foreign Language and Literature. The programme obtained the title of national special programme in 2010, and the provincial key programme in 2011, and it offered the second-level discipline doctoral program of English Language and Literature and also obtained the authority of granting the Doctor's Degree in English Language and Literature in the same year. The discipline of Foreign Language and Literature where the English Programme belonged to was rated as Grade A in the fourth round of discipline evaluation of China. In 2019, it was approved as the provincial first-rate undergraduate programme construction site. There are 32 teachers in the English Programme, including 13 professors, 13 vice professors and 6 lecturers, with a share of teacher with senior professional titles up to 81.25%. In this academic year, 29 teachers assume the teaching of programme courses. There are 13 teachers with Doctor's degree and 19 teachers with Master's degree. All teachers are masters or doctors. There are 6 supervisors for doctor's degree candidates and 17 supervisors for master's degree candidates. In the programme, there are 13 teachers at the age of 35 to 45; 16 at the age of 46 to 55 and 3 at the age of 56 or above. And the teachers below the age of 56 account for 90.62% of all teachers. The teachers have a reasonable learning origin structure and the majors include English Language and Literature, Foreign Linguistics and Applied Linguistics, Translation, Education Science, Psychology, etc. Most teachers have graduated from domestic and international renowned universities, such as Shanghai International Studies University, Beijing Foreign Studies University, Shandong University, The University of Auckland, etc.

Currently, there are 236 undergraduate students in the English Programme (56 for 2016 students, 62 for 2017 students; 59 for 2018 students and 59 for 2019 students), with a student-teacher ratio of 7.38:1 (236:32). Generally, the number and structure of English Programme teachers as well as teacher-student ratio, etc. can basically meet the needs of teaching and development of this programme.

## **II. Site Visit and Overall Impression**

(Make a brief description of experts' site visit and evaluate the overall conditions of the program using five degrees)

The expert group, with a total of six professors, visited the university. Among them, there were four Chinese experts (including one industry expert) and two Russian experts. Additionally, there were two secretary accompanying the group. Professor Dong Hongchuan, vice president of Sichuan International Studies University, was the chair of the expert group. Two weeks before visiting Heilongjiang University, the expert group had received the Self-evaluation Report from the university and reviewed relevant materials in advance. All experts in the group had also submitted the review opinions and the plans about visiting the university before the visit.

When visiting the university, the expert group held nine working meetings; observed 16 lessons; reviewed 69 graduation theses and 568 copies of test papers and curriculum assessment materials involving 23 curriculums; inspected the development of four courses in this programme; interviewed with 46 students, 50 teachers, 4 programme heads, school leaders and officers, 14 related university leaders and heads of functional departments, 3 employer representatives and 3 alumni representatives; made an on-site visit to the teaching facilities such as Model United Nations Training Center, University History Museum, Simultaneous Interpretation Laboratory, Laboratory of phonetic teaching, classrooms of English Programme, Data Center of the School of Western Studies, Psychological Consultation and Counseling Room of the School of Western Studies.

Heilongjiang University fully implements the CCP's education policies, practices the outlook of scientific development, follows the laws of education, adheres to China's working guidelines of "priority development, people-oriented education, reform and innovation, promotion of fairness and quality improvement", insists on the principles of moral education first and strengthening moral education, and always regards firm political orientation, good codes of ethics, excellent professional achievements and multi-dimensional social service capabilities as the core of talent training. The professional management team of the English Programme is dedicated, joins hands with each other and has a good working style. Teachers are dedicated to and responsible for classroom teaching. And students love the university and have a good style of learning. And teaching orders are well arranged.

The educational objectives of the English Programme are based on the general principles of "moral education first, capability focused, comprehensive development"; the orientation of the programme is in line with social needs and generally consistent with the mission and objectives of the university. The training objectives can closely combine the needs of education reform and development as well as social and economic development in Northeast China, especially Heilongjiang Province, insist on the principles of student-centered and outcome-based, and adhere to continuous improvements, reflecting the characteristics and talent training orientation of the programme. There is a regular mechanism for evaluating the training objectives, which can be revised in time according to the evaluation results. In terms of content and orientation, the training objectives match the graduation requirements, which in turn support the achievement of the training objectives from different perspectives.

The programme enjoys advanced curriculum system design concepts, generally reasonable curriculum setting and high student satisfaction, forming a reasonable matrix of support together with the graduation requirements. The key curriculums of the English Programme are taught by the teachers with senior professional titles and the teachers with senior professional titles account for 87.5% of all teachers of key curriculums of the programme, thus providing a guarantee for realizing the training

objectives of "solid foundation". The training plan, syllabus and curriculum outline are closely associated with output orientation and implement the graduation requirements of this programme. In terms of classroom teaching management and quality control, the university has established a complete system and implemented the system well.

There are 32 teachers in the English Programme and the number is sufficient. Among them, the teachers with senior professional titles account for 81.25% and those with master's degrees or above 100%. The age structure and learning origin structure of the faculty team are reasonable. Programme teachers have high teaching ability and academic level. A series of systems and measures have been formulated in the university and the school to encourage teachers to devote themselves to undergraduate teaching. And 92.3% of the teachers with senior professional titles are engaged in first-line undergraduate teaching of the English Programme. High scores are achieved in teachers' self-evaluation, students' evaluation, peer evaluation and supervisors' evaluation. Teachers have great passion in teaching, and their teaching concepts and methods are advanced and their teaching level is worthy of recognition.

The university and the school have introduced relevant systems and measures to guarantee the input of programme teaching expenses. The fiscal fund per student in practical teaching links such as student experiments, internships, graduation thesis (design) can basically meet the needs of programme teaching. There are sufficient basic teaching facilities such as teaching laboratories, experimental facilities and libraries. Paper books and electronic resources can meet the needs of both teachers and students.

Both the university and the school have established complete teaching quality assurance systems, which operate well and can form a closed quality loop of evaluation-feedback-improvement. The quality criteria for all teaching links of the English Programme are specific, clear and reasonable. In terms of internal quality assurance monitoring, a complete regular quality monitoring system as well as a

teaching quality evaluation and feedback mechanism have been established for this programme. One round of undergraduate teaching assessment on the school (department) is conducted every four academic years and one round of undergraduate teaching assessment on teachers is conducted every two years. Based on the analysis results of internal quality monitoring and external evaluation information, the English Programme has undergone continuous improvements.

The English Programme attracts excellent students through various means, such as social practice, online media publicity, scholarship and subsidy system as well as establishment of student source bases, with a high first-choice admission rate. In order to meet the diversified needs of students, the university, the school and departments offer a variety of elective and minor curriculums for students to study. Also, the school implements the academic tutor system, in which students are guided to formulate their learning plans and development goals according to their academic foundation, personality, interest and hobbies. An academic guidance and service system that is in line with the talent training plan has been built in the English Programme. The students of this programme have basically met the graduation requirements in terms of knowledge, skills and accomplishments. Students at school are quite satisfied with this programme, curriculums, teachers and practical teaching. The first employment rate of the students who graduated in 2017 and 2018 reached 100% and the employment quality of these students were high. Employers were quite satisfied with graduates' comprehensive quality, professional level and working skills.

In a word, in terms of fitness for educational objectives, responsiveness to public demands, supportability of faculty and educational resources, effectiveness of quality assurance system as well as satisfaction of students and employers, the English Programme of Heilongjiang University generally meets requirements and has achieved remarkable results.

According to the accreditation requirement of "continuous improvements", there

remain some areas to be further improved and some problems are prominent in the English programme. First, the educational objectives should be further studied, especially in terms of "forward-looking, leading" purpose. In the context of the new era and faced with the new situation, it is necessary to reconsider and demonstrate the issue of training English talents and further define the educational objectives according to its own characteristics. Second, the characteristics of the Programme should be further developed and refined; the curriculum system should be further optimized so as to support the graduation requirements more effectively. Third, the faculty team building should be further enhanced. In particular, the talent team building and teachers' research achievements appear weak. Fourth, the "international vision" and "composite characteristics" of students have not been well reflected in the curriculum system and training process. Fifth, students' research abilities and practical training should be further strengthened. Especially, there are still some shortcomings in the building of internship bases and the input of students' internship expenditure.

### **III. Compliance of the External Review Outcomes with Standards**

#### **STANDARD 1. Educational Objectives**

1.1 Orientations of educational objectives: consistent with mission of the institution, meet the needs of the society, contribute to the national and regional development strategies, embody the international vision, and reflect the features of being forward-looking and leading.
--

1.2 Clear, measurable and attainable educational objectives which can reflect the expectation of graduates, the features and strengths of the program.
--

1.3 A mechanism that evaluates educational objectives regularly and amends based on the evaluation results timely.
--

#### **1. Achievements:**

The educational objectives are clear, explicitly and specifically expressed,

measurable and achievable. There are not only comprehensive statements regarding “strengthening moral education” but also specific requirements for English talents in terms of knowledge, abilities and accomplishments. Thus the purposes are generally in line with the aim and orientation of the university, social and economic development needs and the demands for high-quality practical oriented and composite English talents in the development of China and Heilongjiang. The system of revising the educational objectives once every three years has been built. Each year, the educational objectives are evaluated and slightly adjusted through peer evaluation, students’ evaluation and employers’ feedback, forming a closed loop of quality assurance that features evaluation, feedback and improvement.

## **2. Challenges and deficits:**

The severe challenges posed to the English Programme in the new era have not been fully reflected in the educational objectives, which are basically based on the traditional orientation of this Programme. So, the “international” and “interdisciplinary” purposes seem to be abstract. Although there is a regular evaluation mechanism, the aspects covered by the content, method and feedback of evaluation are neither broad nor scientific enough. As the school-running characteristics, the “solid foundation, high skills; great accomplishments, wide coverage” fail to reflect the solid school-running strength and unique characteristics of this programme, because most universities can describe like that.

## **3. Recommendations:**

(1) The challenges and opportunities brought by the new era to the training of English professionals, especially the changes in the needs for English professionals brought by national important strategies such as the “Belt and Road” Initiative of the State, “Chinese Culture Going Global”, should be carefully studied.

(2) The ideas should be further clarified. The points at which the traditional professional English knowledge and ability training objectives and the new

requirements for the English Programme in the new era match with each other should be found. And the achievable educational objectives that conform to the requirements of the era should be designed.

(3) It is necessary to further improve and regulate the evaluation mechanism, design the evaluation methods in a scientific way, expand the coverage of evaluation, reasonably apply the evaluation results and modify the educational objectives.

(4) It is necessary to bring the geographical advantages of the university near the borderline between China and Russia, increase the efforts of innovation on the training modes of English professionals, and gradually pursue innovation while inheriting excellent traditions, thus forming distinctive school-based characteristics.

## **STANDARD 2. Graduate Outcomes**

2.1 Possession of the humanity, the scientific spirit, the professionalism and the sense of social responsibility. Understand the nation, the society, and the people. Practice of core socialist values.
---

2.2 An ability to understand and apply solid foundation, specialized knowledge and necessary research methods. Understand knowledge of the latest development and trends of the program and the relevant fields;
--

2.3 Critical thinking, innovative spirits and competence. An ability to identify, analyze, question and evaluate the phenomena and the problems concerning the programs and the relevant fields. An ability to express individual opinions.
---

2.4 Complex problem solving. An ability to solve the complex the complex problems, to conduct comprehensive analyses and researches in the programs and to propose relevant measures or solutions;
--

2.5 Modern tool usage. An ability to apply modern IT methods and tools properly in solving practical problems.
--

2.6 Communication skills. An ability to make effective oral and written communication with the peers and the public.
2.7 Teamwork and cooperation. An ability to get along harmoniously and to work cooperatively with team members. An ability to play contributive roles in team as either a member or a leader;
2.8 International horizons and awareness. Understand international dynamics and care of global issues. An ability to know and respect the differences and diversities of world cultures.
2.9 Lifelong learning. An ability to carry out the self-management and the independent learning. An ability to adapt to the society and to achieve the individual sustainable development by carrying out continuously learning.

**1. Achievements:**

The graduation requirements can better cover all requirements of the accreditation criteria, such as ethics, accomplishments, knowledge and abilities related to this programme and related professional, etc. The nine requirements specified in the accreditation criteria are decomposed in a detailed and effective way and are highly operable, which can better support specific curriculums, effectively match the educational objectives of the English programme and the overall school-running orientation of the university. The existing problems are clearly understood by reference to the graduation requirements and the causes for such problems are analyzed in a profound way. The improvement measures are specific and highly targeted and can make up for the current deficiencies to a large extent.

**2. Challenges and deficits:**

(1) Although the "bringing the comprehensive school-running strength and characteristics of education towards Russia into full play", "the ability to adapt to China's strategy towards Russia" and other statements are mentioned in the talent

training orientation of the university, they are not fully reflected in the "graduation requirements" and the talent training system of the English Programme.

(2) Although the training of "international composite English talents" is mentioned in the educational objectives of the English Programme, the expression "composite" is not reflected in detail in the "graduation requirements", thus causing the difficulty in implementation.

(3) As characteristics of this programme, "solid foundation, strong skills" are emphasized, but it is not explicitly emphasized in the "graduation requirements" that the basic English skills including listening, speaking, reading, writing and translation (interpretation) should be focused, which seems to be out of line with the characteristics.

(4) The basic (fundamental) abilities emphasized by the English Programme are not fully reflected in the "graduation requirements". For example, in terms of the accreditation criteria 2.2 "having solid foundation knowledge and specialized knowledge...", the corresponding descriptions given in the "graduation requirements" of this programme are decomposed as "having a firm framework of English and American literature knowledge, having the ability to appreciate English literature and to deeply perceive and sense the internal humanistic spirit and value contained in literary works; understanding the basic theories of English linguistics, having a strong rational understanding and sensitive language sense of English language phenomena". All these are the specialized knowledge emphasized by the English Programme rather than basic knowledge.

(5) There seems a little misunderstanding about the interpretation and understanding of the "Graduation requirements" in the accreditation criteria. For example, in Section 2.3, "having critical thinking and innovative capability; having the ability to discover, differentiate, challenge and evaluate the phenomena and problems of this programme and related fields and expressing personal opinions." The corresponding descriptions given in the "graduation requirements" of this programme

are made as follows: "...have the ability to clearly express personal opinions". The former emphasizes "personal opinions" but the latter highlights the "expression ability". Obviously, they are different.

(6) It is mentioned in Section 2.8 of the "Graduation requirements" that "pay attention to international situation and global major issues...have the ability to effectively apply cross-cultural intercommunication strategy to understand and respect cultural diversity". The major issues proposed in the Self-evaluation Report are that the students' international vision is constrained and that students' international exchanges should be further enhanced. The existing problems fail to effectively correspond to the graduation requirements.

### **3. Recommendations:**

(1) The strength of having a close link with Russia based on the geographical position should be properly added to the graduation requirements so as to serve the regional economy and to effectively guide the subsequent curriculum setting.

(2) Specific requirements should be explicitly proposed to learn interdisciplinary knowledge by means of curriculum cluster, minor curriculum or second degree, thus ensuring the composite training in a true sense and forming a model of "composite talent training".

(3) Explicit requirements should be proposed for the basic contents of English learning, for example, to what degree listening, speaking, reading, writing and translation (interpretation) should reach and in what ways testing should be conducted.

(4) The internal meanings of accreditation criteria should be carefully read and understood. The specific operable requirements should be formulated based on thorough understanding so as to form a matrix support.

### **STANDARD 3. Curriculum**

3.1 Consideration of the requirements of national qualification framework descriptors in the study program. Availability of senior staff to core courses and Teaching Assistant to compulsory courses.

3.2 Availability of a documented assurance system providing continuous enhancement of classroom teaching with student development. Graduate outcomes Implementation of program syllabus for learning outcomes. Effectiveness of teaching procedures for student involvement, with dialogue, critique and discussion. Implementation of examinations and tests for assessment of learning outcomes.

3.3 A practical-oriented teaching system featuring academe-industry cooperation. Hands-on training with executive departments, research institutions and industrial departments for improvement of practical ability, innovation and entrepreneurship and the ability to solve practical problems with knowledge learned.

3.4 Regular evaluation and corresponding revision of the curriculum. Involvement of employers and graduates during curriculum reviewing and revision.

**1. Achievements:**

The curriculum system consists of general education (compulsory and elective), discipline basis, compulsory curriculums, elective curriculums and general elective English curriculums. Among them, the general elective English curriculums are shared by three majors, namely English, Translation and Interpretation and Business English, and have their own characteristics. The curriculum system is reasonably established and can effectively support the graduation requirements. Relevant assurance systems have been formulated at the university and the school levels, for example, establishing syllabus and academic week calendar, preparing lessons, supervising classroom teaching, conducting after-class management, summarizing teaching content, etc. in strict accordance with graduation requirements.

**2. Challenges and deficits:**

(1) The curriculums are commonly set and six types of curriculums cover the courses that should be opened by the English Programme. However, these courses cannot fully reflect what are unique to the university and cannot sufficiently support related curriculums that highlight school-running characteristics.

(2) As for the “composite” talent training mentioned in the educational objectives, no sufficient curriculums are provided to support the curriculum system. And the composition through minor courses, second degree, school series public elective courses is not mentioned.

(3) Under the new criteria system, the syllabus for each curriculum should specifically correspond to one or more items in the “Graduation requirements”. The following aspects must be clarified and understood, such as: whether different teachers of each curriculum are aware of the specific relationship between the curriculum and even each lesson and the “graduation requirements”; whether the syllabus is formulated and prepared in accordance with the accreditation criteria and is continuously optimized during the implementation of the curriculum; and whether the regulatory authorities can effectively urge the supervision and implementation. However, the accreditation criteria are being implemented now and some teachers do not understand them deeply enough.

(4) Although the university-level public elective courses provide students with an opportunity to learn interdisciplinary knowledge, the courses available for selection are mostly liberal arts type and there is a slight lack of elective courses of engineering, science and other disciplines.

(5) Although the university encourages each school to offer minor or second degree courses and these courses are available for students in the whole university, they are limited in quantity. The opportunities provided are less for those English Programme students who are ambitious to learn other subjects and truly seek composite training.

(6) The “practical credit hours” in specific courses are not well understood and are confused with the “credits for practical link” in the entire training plan. As a result, Spoken English and Speech and Debate courses are practical credit hours. Most courses only have theoretical academic hours but no practical credit hours.

(7) In terms of practical teaching, the top-level design for internships is insufficient and there is a slight lack of monitoring and result evaluation on the internship process. The construction of internship bases remains to be further enhanced. During the internship process, relevant personnel of the bases are excessively relied on for guidance but the tutors of this programme fail to provide guidance to the maximum extent.

(8) In curriculum setting, some courses are set for individuals.

### **3. Recommendations:**

(1) From general courses, specialized foundation courses, specialized elective courses to practical part, a series of interconnected courses should be opened. Related courses of various types should be opened step by step according to the difficulty or other laws so as to finally support the characteristics.

(2) A further consideration should be made and the school-running characteristics and orientation should be highlighted to support curriculum series. For example, engineering universities should highlight their school-based characteristics. They should offer higher mathematics, linear algebra and principles of database in general education, offer technical reading, technical writing, technical translation, etc. in specialized compulsory courses, open medical English, chemical English, mechanical English and other courses of specific technical fields in elective courses, and finally metalworking internship and technical internship courses in practical courses. Alternatively, minor courses, second degree courses and university-series public elective courses should be used as support so as to finally reach the goal of “composite talent” training.

(3) Each teacher should participate in the formulation of the syllabus and gain a deep understanding of the accreditation criteria before preparing them so that they can be fully aware of the specific requirements for each class and effectively implement them in teaching practice.

(4) Diversified teaching forms with practice as focus, such as course workshops, should be added to support the courses.

(5) The university should encourage or reward the units that offer minor courses or second degree courses so as to increase their enthusiasm.

(6) Long-term teaching internship bases should be established through cooperation with middle schools of this city and the surrounding areas. And students should be dispatched there for internship on a regular basis. During the internship process, teachers are suggested to actively contact students and provide guidance and supervision.

#### **STANDARD 4. Faculty**

4.1 Faculty with sufficient amount and rational structure. Qualification and competent of the teaching staff for undergraduate teaching with good teaching and researching experiences. Capacity building and development of teaching staff meet the needs of student development.
--

4.2 Regulations and measures to encourage teachers' commitment to undergraduate teaching, and guarantee sufficient time and effort in classroom teaching and student tutoring. Availability of professors engaging in undergraduate teaching.
---

4.3 Two level systems for career development and professional advancement for teachers. Participation of the teachers in joint international projects, internships home and abroad, and regular innovative teaching methods and advanced technologies.
--

4.4 Availability and use of clear, transparent and objective criteria for self-evaluation,
--

student evaluation, peer evaluation, supervision evaluation, and other evaluation activities annually. A system of assets allocation and promotion linked to evaluation results.

4.5 Research activity of the teaching staff including program development, curricula and test books building, teaching method and technology improvement conducted by a teaching monitoring committee; implementation of research results in the academic process.

### **1. Achievements:**

(1) The student-teacher ratio is 7.38:1, which can satisfy the needs of programme teaching and students' development.

(2) The faculty team has a high level of overall quality and a high percentage of teachers with senior professional titles offer courses to undergraduate students.

(3) All teachers act as academic tutors so that students can be guided and trained in their extracurricular time.

(4) The distribution of the disciplines and majors for the faculty team is scientific and completely covers all area of the English Programme.

### **2. Challenges and deficits:**

(1) Teachers assume heavy burden of teaching tasks, 10 to 12 lessons covering 3 to 5 courses should be assumed by each teacher. Thus, it is difficult to guarantee the research time.

(2) The research potential of the faculty team is not well explored. Specifically, there is little output of research results. In 2018, only three CSSCI papers were published by the teachers of the whole Programme. There are not many projects under research and the compilation of textbooks is not satisfactory. The continuous development of programme building is not stable and there are challenges and risks against the future sustainable development.

(3) The age structure of the faculty team is somewhat unbalanced. There is a serious shortage of youth teachers under the age of 35. There is only one youth teacher under the age of 35 now. In the previous three years, only three teachers have been introduced and the faculty team building is insufficient.

(4) In terms of learning origin structure, the teachers with degrees of this university have a share of 56%.

(5) Due to the limitation of geographical and financial factors, teachers have few opportunities to go abroad for training and some teachers are not enthusiastic about participating in academic research and academic conferences.

### **3. Recommendations:**

(1) The total number of teachers should be properly increased to ease teaching burden. In this way, the faculty team can strike a balance between teaching and research and may take the increase in the number of foreign teachers into account so as to reduce teaching burden.

(2) Discipline building and programme building should be closely combined. More incentives should be introduced to drive most teachers to perform academic research. Research awareness should be further enhanced, striving to make the research normal. Also, the academic research level of teachers should be improved based on discipline building so as to enhance the fitness for the purposes of academic talent training.

(3) Talent introduction and training should be combined and team building should be enhanced. Relevant policies should be promulgated to improve teachers' benefits. Teachers' sense of belonging and identity should be increased so as to stimulate the potential and revitalize the talent reserve. Also, talent introduction should be accelerated to attract excellent youth teachers to join. And the age structure and learning origin structure should be further improved so that the programme building, talent training and the future sustainable development of the

school are provided with talent guarantee.

(4) The university is suggested to develop relevant policies, overcome difficulties and create conditions according to the needs of discipline development and programme building, and select youth and middle-aged teachers to study abroad and continue education in a planned way and in batches. Also, the university should incorporate relevant indexes into the work performance assessment. Teachers should be encouraged to actively participate in academic conferences and overseas study so as to make the practice institutionalized and regular.

## **STANDARD 5. Teaching and Learning Resources**

5.1 Effective use of systems and measures to guarantee adequate and annually increased funds for program teaching. Availability of sufficient funds for student practicum and graduation thesis (design) so as to meeting the needs of teaching.
--

5.2 Availability of sufficient leading teaching facilities, abundant book resources and up-to-date teaching information technology in accordance with the demands of students' learning and teachers' teaching. Availability of management, maintenance, update and sharing mechanism for convenient use for teachers and students. Availability and accessibility of research labs open to undergraduates
--

5.3 Availability of extensive social resources, stable and sufficient practicum and training sites to provide long-lasting and effective support and guarantee students' hands-on practice, innovation and entrepreneurship training.
---

### **1. Achievements:**

(1) Students have fixed classrooms, and learning spaces are guaranteed.

(2) The input of fiscal funds can guarantee the successful implementation of various teaching tasks.

(3) There are adequate books and database materials.

## **2. Challenges and deficits:**

(1) The financial problems of the university are prominent. Various teaching inputs should be urgently increased, especially in terms of teaching reform, curriculum building, textbook construction and students' internship and practice.

(2) The places for independent learning are not enough and the English books and magazines in the library of the university are not satisfactory enough.

(3) The number of internship and practical training bases cannot meet the needs of internship teaching, with a lack of top-level design and a complete system.

## **3. Recommendations:**

(1) The university should increase fiscal inputs and establish special fiscal funds for teaching reform program, curriculum building, textbook construction and internship bases so as to encourage teachers to actively devote themselves to teaching and education reform.

(2) More English magazines and newspapers, especially electronic journals and newspapers, should be subscribed to.

(3) The planning of internship bases should be enhanced. The quantity should be increased and quality should be improved. Practical training labs should be established to meet the needs of the practical teaching link.

(4) Interpretation course teaching should be added to improve the utilization efficiency of language labs in combination with course update.

(5) More internship bases should be developed in Harbin and non-local areas so as to maintain long-term stability and play the practical role.

## **STANDARD 6. Quality Assurance**

6.1 Availability and effectiveness of a well-structured teaching quality assurance
--

system at both levels of schools and university With clearly specified objectives and tasks, complete mechanism, and clearly allocated responsibilities to specific personnel.

6.2 Use of clearly defined quality criteria in all teaching process with regular monitoring. Effectiveness of procedures for self-evaluation and periodic review of a study program.

6.3 Availability of IT technology for collection and comprehensive analysis of relevant quality information. Availability and effectiveness of the analysis result for continuous improvement of study program and support the development of quality culture seeking for excellence.

### **1. Achievements:**

(1) The mechanism is complete. A quality monitoring system at the university and school levels have been established, with a complete coverage.

(2) The target is clear. There are specific standards for reference and monitoring indexes for each teaching quality link.

(3) Continuous improvements are made. Recently, the attempts for establishing the continuous improvement mechanism have been actively made and initial results have been significantly achieved.

### **2. Challenges and deficits:**

(1) The internal support mechanism remains to be further refined and the self-monitoring by teachers should be further enhanced.

(2) The external support mechanism is not perfect and the effect of external evaluation remains to be enhanced.

(3) The quality culture building is not perfect. Internship and practical training as well as development of high-quality teaching materials remains to be further

improved.

### **3. Recommendations:**

(1) Teachers' awareness of quality criteria should be enhanced through regular self-inspection and self-evaluation. Teachers' understanding of the quality criteria and self-evaluation and monitoring of the teaching process should be enhanced. Systematic training, tutoring and targeted guidance should be improved in terms of professional ability and academic performance.

(2) More industry practitioners, employers and other stakeholders should participate as frequently as possible. The positive effect of the feedback opinions from the employers on the programme building should be focused on. Each link for talent training should be adjusted and optimized and the closed loop design for talent training should be perfected.

(3) More efforts should be made to develop online courses, MOOC and excellent teaching materials and to track the development of students after their graduation. Relevant ideas and feedback should be incorporated into the sustainable improvement of programme building. A more perfect dynamic adjustment mechanism should be formed to ensure the integrity of talent training, ensure the open talent training system and further improve quality culture building.

## **STANDARD 7. Student Development**

7.1 Student development Systematic regulations at the recruiting and selection of excellent applicants. Availability and effectiveness of rules and regulations for teaching administration and student development, which consider needs of diverse groups of students.

7.2 Systematic and effective guidance and service to support students' progression covering mental tutoring, academic instruction, career consultation and entrepreneurship incentive.

7.3 Attainment of the expected graduate outcomes. Satisfaction of formative and summative assessment, including learning experience, learning outcomes, personal development and employment and satisfaction of employers.

### **1. Achievements:**

As a programme with a high strength of teaching of foreign language disciplines in China, English programme can attract outstanding students by taking a series of measures, with a high first-choice admission rate. The programme provides thoughtful student services, which makes students have a strong sense of belonging. Graduates perform well after graduation and employers are quite satisfied with them.

### **2. Challenges and deficits:**

(1)The distribution of student sources is not balanced and publicity remains to be enhanced in this respect.

(2) Teachers do not provide enough guidance to students' graduation thesis writing and students' research capacity remains to be further improved.

(3) The feedback mechanism for graduates is not complete enough, which is generally random.

### **3. Recommendations:**

(1) Student enrolment publicity should be enhanced. Masters, supervisors of doctoral degree candidates and excellent alumni should be designated to publicize the student enrolment nationwide so as to increase the influence.

(2) The guidance and supervision on graduation thesis writing should be enhanced. Unified requirements should be formulated on the style and formats of graduation theses so as to regulate thesis writing.

(3) Graduate survey feedbacks should be made regular and the feedback information should be screened and demonstrated. Some good feedbacks should be implemented.

(4) Employers and graduates may be invited to introduce to the students about the demand for employment and employment experience.

## **(VIII) Program characteristics**

### **1. Whether the program has characteristics, if yes, in what aspects**

“Model United Nations+” is the model United Nations event by the Model United Nations Association of Heilongjiang University and the simulation of United Nations, with certain characteristics. By taking the lead in simulating the United Nations in the Northeast China and dispatching students to participate, the event trains students and expands their international vision. In recent years, the event has been incorporated into the English professional training plan. In this way, students can systematically learn related knowledge and be well trained so as to lay a solid foundation for their future work.

### **2. What problems the program have in characteristic construction**

“Model United Nations+” remains to be further discussed, explored, perfected and optimized in terms of curriculum system, teaching content, teaching form, organization and coordination, as well as practical internship. As a specialty course, the event has been incorporated into the curriculum system, which has increased students’ international vision and facilitated the training of international talents. However, it appears micro as a characteristic of the programme. Normally, most characteristics of programmes are reflected in more macro perspectives, such as talent training type, talent training model, unique curriculum module, etc. In the future, the university may combine its orientation and regional characteristics to refine programme characteristics and display the advantages of the programme in terms of the training composite English and Russian talents and characteristic curriculum module building such as region and country studies. Additionally, up to now, there have been no data showing that excellent graduates could be successfully sent to the United Nations for work through the “Model United Nations+” .