



New Perspectives on Sino-Australia Transnational Cooperation in Twinning Programs

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ABSTRACT

Transnational cooperation in the Chinese vocational institutes has developed rapidly over the past 20 years. Australia and Germany are the two major countries that have participated in establishing twinning operations to jointly deliver dual qualification programs in China. Although the cooperation has enjoyed success in different aspects, the quality of the programs can vary significantly. To maintain the sustainability of the twinning cooperation, a study on quality assurance has become of utmost importance. This study focuses on exploring quality assurance issues in the joint programs when both partners set out to achieve their own aims and objectives, which may be different for each partner. This article presents empirical results on different aspects of quality assurance for transnational cooperation between China and Australia for the joint delivery of dual qualifications. The data gathered in this study may be beneficial to guide future development of the Sino-Australia transnational cooperation especially in enhancing the quality of the twinning programs. Recommendations on the sustainability and further improvements on the quality of twinning programs are provided.

Keywords: Sino-Australia transnational cooperation, twinning program, quality assurance, vocational program, internationalization

INTRODUCTION

Sino-Australia transnational cooperation in Chinese vocational system has advanced over the past two decades. The two major countries that are active in establishing twinning programs to jointly deliver dual qualification programs in China are Australia and Germany. However, the quality of these twinning programs are questionable if there is no comprehensive assessment that has been conducted. The purpose of this study was to examine the quality assurance issues in transnational educational cooperation between China and Australia. Twinning cooperation model allows the joint delivery of both the Australian and Chinese vocational programs resulting in awarding graduates a dual qualification. The synergy in accommodating the two programs/systems creates a great impact on the conception and strategy for vocational development in China. This research focuses on exploring issues of concern in these joint programs especially when both partners set out to achieve their own aims and objectives, which may be different for both parties. Although this study involves evaluation on various aspects including program delivery, project management, curriculum design, teaching, assessment, staff development and education outcomes but the study did not intend to conduct an assessment of the success of the current twinning programs. Successful transnational twinning programs could be attributed to several factors including academic attainment, rate of participation, financial support, human resources development, management, quality, and compliance. Assessment of success is beyond the scope of the present study.

This article presents results found through research on different aspects of quality assurance for transnational projects set up between China and Australia for the joint delivery of dual qualifications. The research was funded by the Education Commission of the Chongqing Municipal Government's Distinguished Overseas Expert Grant and conducted between November 2014 and July 2015. The findings of this study could contribute to the wider vocational development research commissioned by the central government based on the recent vocational education reform initiatives.

PURPOSE AND OBJECTIVES OF THE STUDY

The purpose of this study was to determine the quality assurance on Sino-Australia transnational cooperation. Specifically, the objectives of the study were:

- (a) to identify the aims and goals of the joint program
- (b) to identify the general perception of the Chinese of their Australian partners
- (c) to identify special features of the program
- (d) to determine issues related to teaching, staff training and management of the joint program
- (e) to determine areas that are in need of additional assistance from the Australian partners
- (f) to evaluate the major areas of concern or risks in the joint program

METHODOLOGY

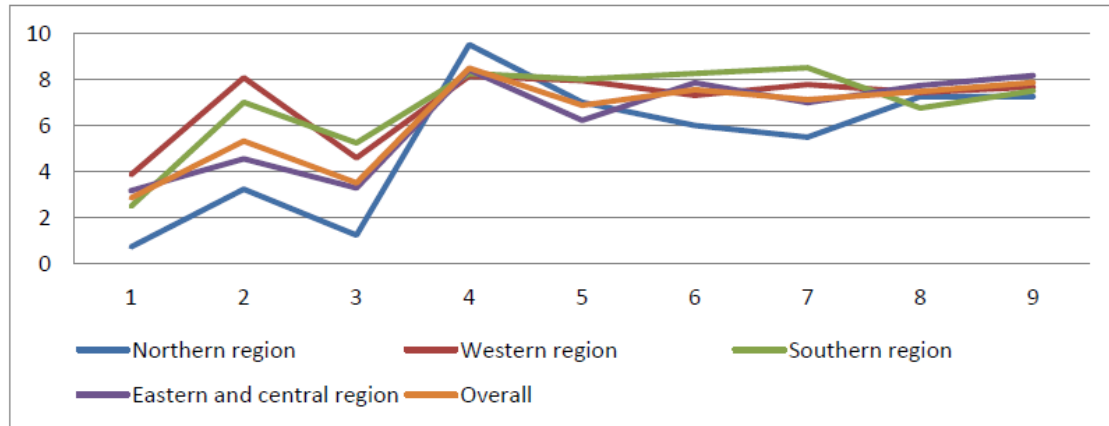
This study employed a survey design. Empirical data were collected in this study by using a set of questionnaires and an interview protocol. Selected vocational institutes in different areas of China operating twinning programs with joint delivery components were invited to participate in the survey. A total of 39 completed questionnaires were collected. Sixteen institutes from a total of 78 that are operating transnational programs with Australian partners, from the Northern, Southern, Western, Central and Eastern regions of China were visited. Over 50 personnel including institute directors, project managers, academic directors and teachers were interviewed.

The questionnaires were sent to Chinese vocational institutes for data collection. Interviews were conducted with both vocational institutes and other stakeholders/experts from China for feedback and suggestions. The questionnaire is divided into five sections inviting participants to rate and comment on areas including: (i) aims and objectives of transnational twinning program, (ii) general characteristics of the program, (iii) curriculum design and practicum, (iv) management and quality issues relating to professional development, teaching methodology, and assessment, and (v) risks and areas of concern. Details of the research, including questionnaires, are available on the website of the Chinese Society of Vocational and Technical Education, Ministry of Education (www.chinazy.org).

Instrumentation

To ensure the data collected are representative and valid, the study was conducted in different regions of China. The data collected from Northern, Southern, Western, Eastern and Central China are compared. It is found that the four sets of data are reasonably consistent which provide a sound justification that the overall view based on the data collected is objective and reliable. Table 1 shows the research data collected from the four regions with involved in the joint program. Although the different sample sizes affect the values of the curves formed, the crests and troughs are largely consistent and the shape of the curves is similar enough to draw the conclusion that the data are representative and valid.

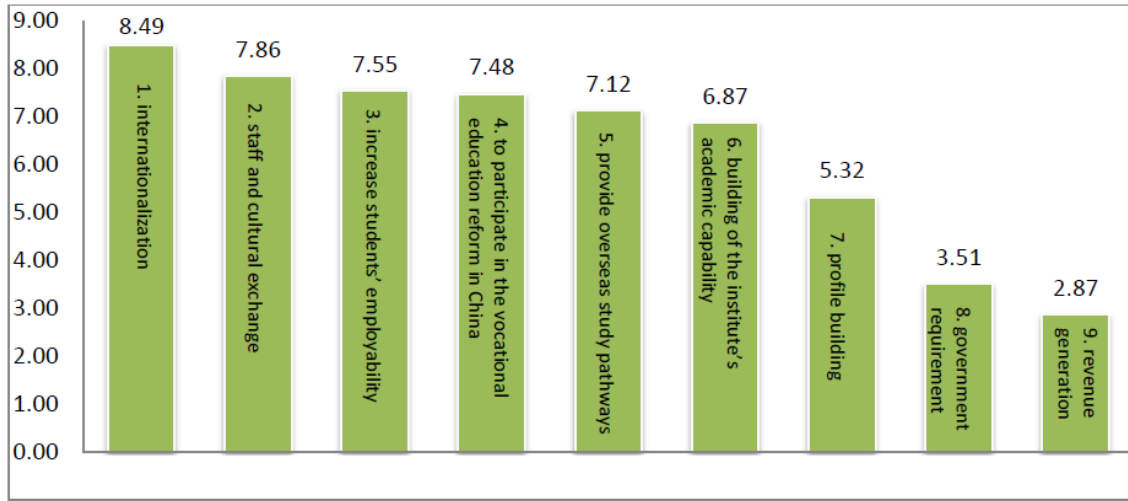
Table 1: Data collected in different regions



RESULTS

Participants in the survey were asked to rank using a scale of 1-10 regarding the importance of each of the nine objectives that were designed to measure the effectiveness of the transnational programs they set up (see Table 2). “Internationalization” gained the highest score (8.49 out of 10), is regarded as the main objective to be achieved. To “promote staff and cultural exchange” ranked second with a score of 7.86. The third most highly ranked objective (score 7.55) is “to increase students’ employability”; which was closely followed by “to participate in the vocational education reform in China” (7.48). “Government requirement” (score 4.74) and “revenue generation” (3.66) are the two objectives that were ranked lower. The low scores of these two objectives compared to the other objectives indicated that Chinese institutes are taking their own initiatives in venturing into transnational programs for the advancement of their institutes rather than taking it as a political exercise or profit-making opportunity. The definition of “Internationalization” can be quite different from country to country under different contexts and stages of development in a particular education system. In China, it is commonly accepted as a process that provides exposure to knowledge, concept, methodology, skills, culture and practice from other developed countries such as the USA, UK, Australia, Canada, Germany, Singapore and other European countries. Chinese institutes participating in transnational programs regard the exposure to new concepts and practices through the process of internationalization as a major strategy for the advancement and development of the institute, staff as well as improving employability of the students.

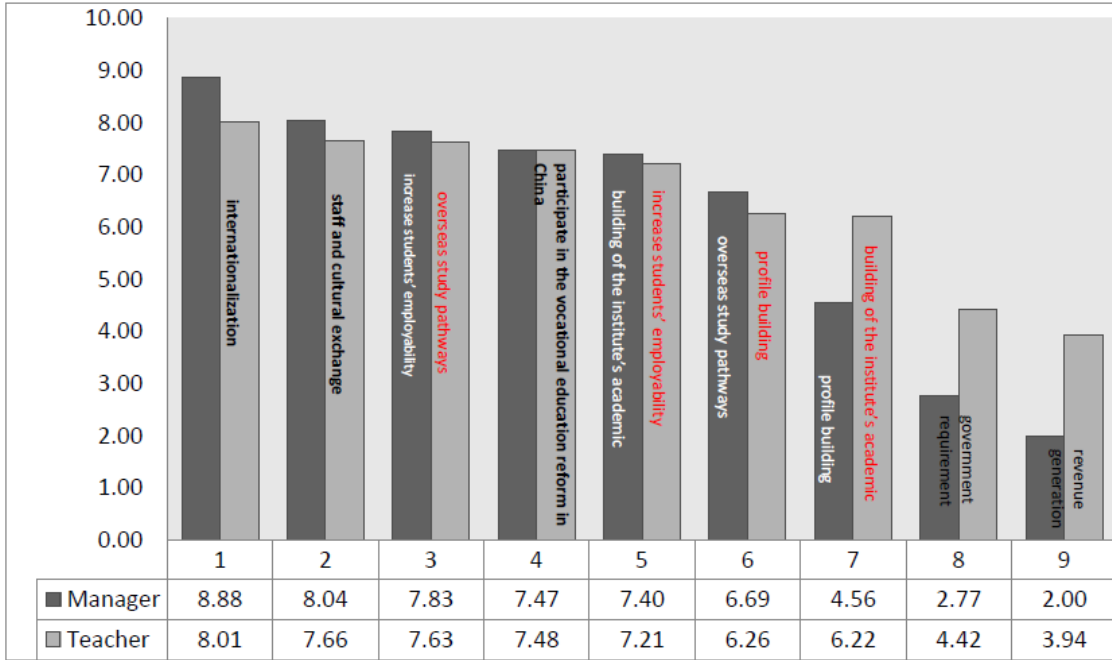
Table 2: Objectives of the joint programs



Different perspectives between managers and teachers

Table 3 illustrates the comparative views of managers and teachers regarding the transnational programs. It is found that different stakeholders may have different objectives or aims they want to achieve in transnational cooperation. If the same survey were to be conducted among Australian institutions, the result could be quite different. Different emphasis can also be observed among the teachers and managers in the Chinese institutes. The data show a comparative view between the two groups discovered that the major direction as seen from the teachers and the managers' perspectives are virtually the same. "Internationalization" and "staff and cultural exchange" are ranked first and second while "government requirement" and "revenue generating" were ranked in the last two places by both groups. However, the manager group would want the joint program to benefit their students by increasing their employability while the teachers think that providing students an overseas study pathway is more important. It is also observed that the managers expect the cooperation to lead to the building of the institute's academic capability (ranked 5) while the teachers do not think that it will be of much help (ranked 7). In sum, the managers and teachers have different views and expectations of how the joint programs could benefit the students. Managers aim at improving students' employability and to contribute to the development of the workforce in China while teachers think that it is more important for the program to create pathways for students' further study overseas.

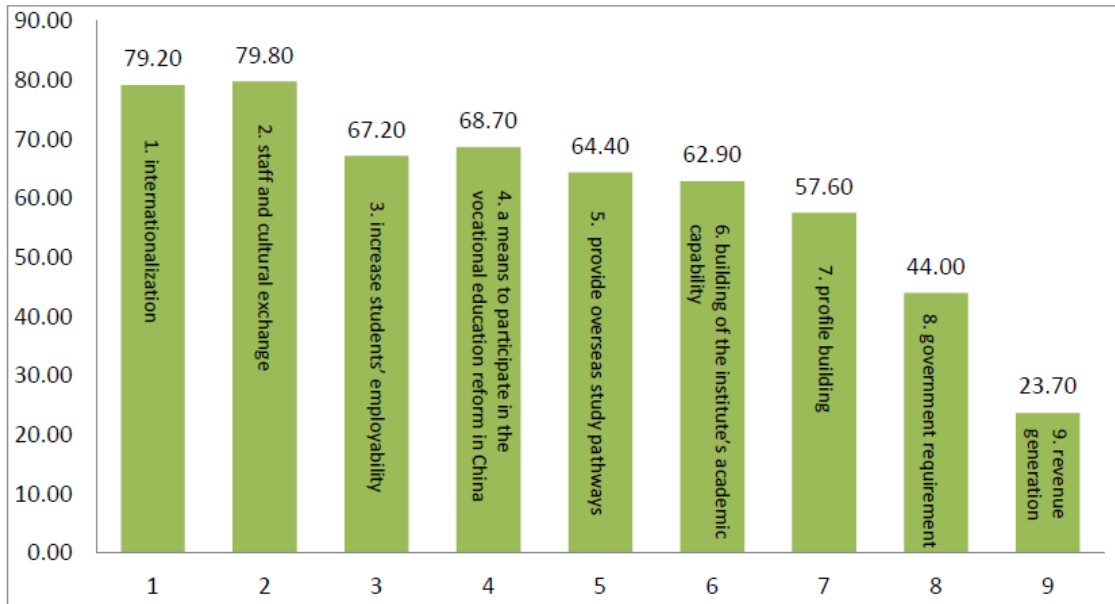
Table 3: Comparative views on the aims of transnational programs



Achievements

How well have the institutions been doing since the first transnational cooperation started in the eighties? Taking 60% as the passing mark as it is commonly use in China, Table 4 illustrates the achievement of transnational program objectives. The table shows that most of the transnational program objectives achieved a pass except the “revenue generation” (23.7%), “government requirement” (44%) and “profile building” (57.6%). The first two ranked objectives are “staff and cultural exchange” (79.8%) and “Internationalization” (79.2%). The point is strengthened as over 95% of the interviewees agreed that Chinese teaching teams benefit most in up-skilling their teaching methodology, skills, conception, English language, professionalism as well as research and classroom management. The two objectives that are related to students, i.e., “employability” and “study pathway” scored 67.2% and 64.4%, respectively. During our interview sessions, several institutes reported that recruitment is getting more difficult each year. Apart from the increase in number of transnational programs which created competition among providers, the bare satisfactory performance on achieving objectives that benefit the students is also an important cause affecting the sustainability of transnational programs. If achieving the objectives is a way to measure the quality of the joint programs, then the transnational program providers should actualize the potential benefits for their students in order to be considered as a quality transnational program.

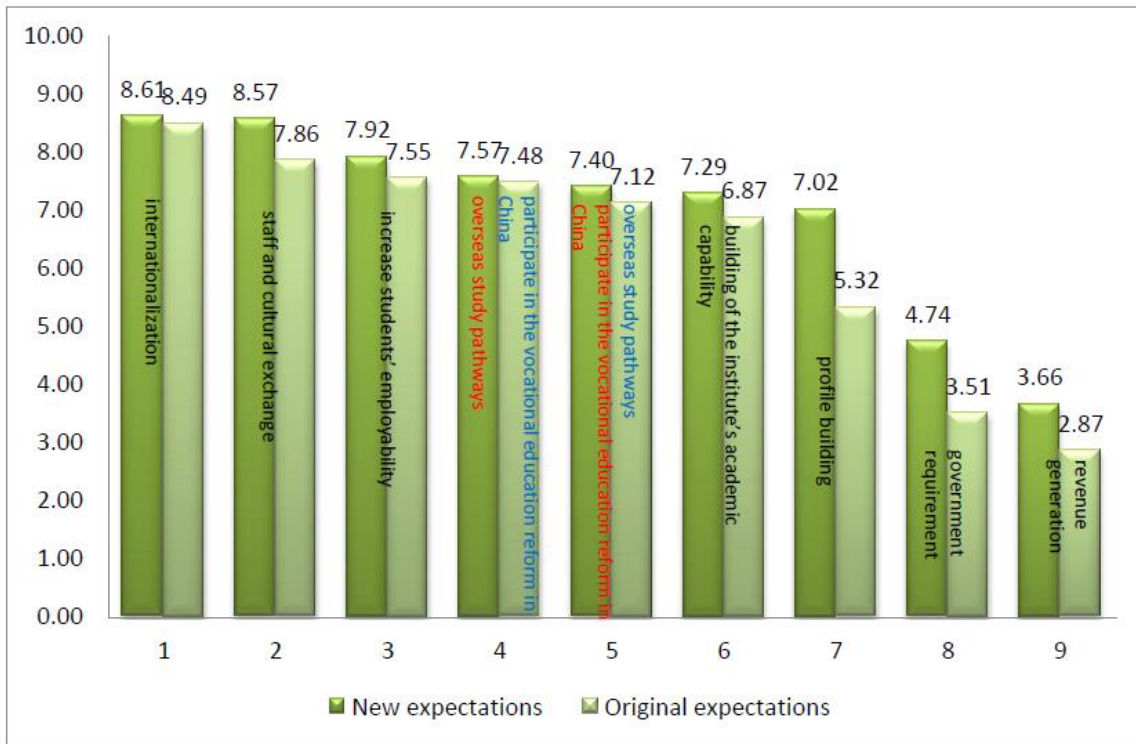
Table 4: Achievements (in percentage)



Review of program objectives

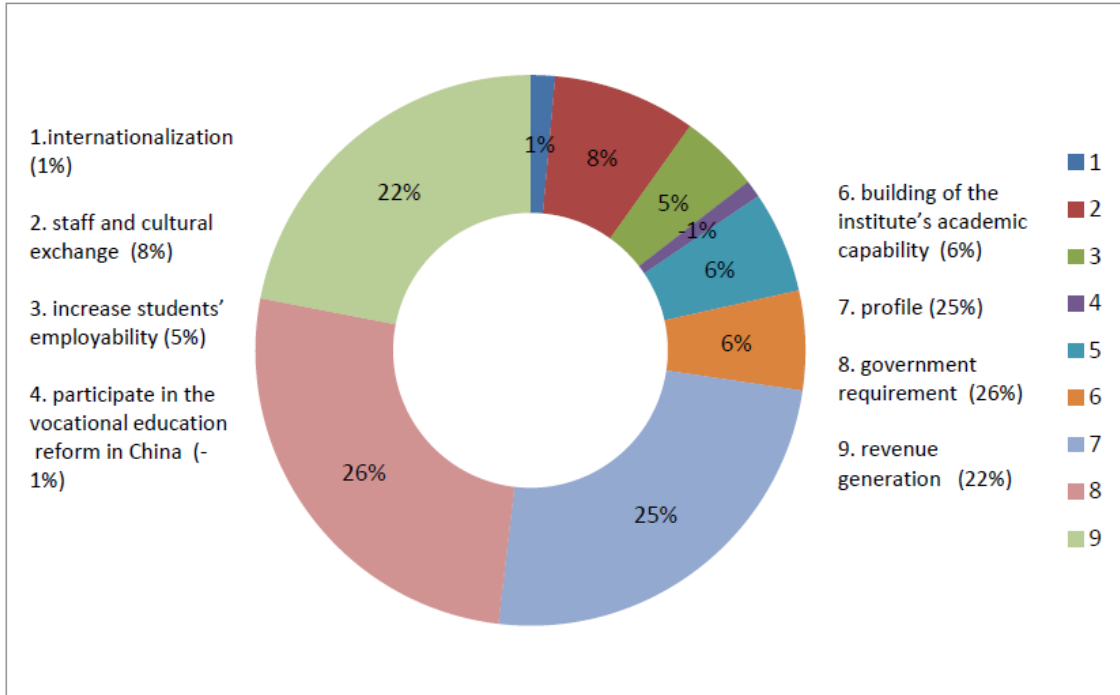
The survey participants were also asked to review and re-evaluate the objectives to see whether changes are needed. The increased score of each of the objectives indicates that there is a strong desire to achieve the objectives. This is consistent with the results recorded in Table 4 where the ranking position of the objectives basically remains unchanged except the “provision of overseas study pathway”. It is now placed before “the reform of vocational education” (see Table 5). Moreover, the revised objectives are seemed to focus more on students’ outcomes.

Table 5: Review of program objectives



An interesting finding is also discovered when the authors compared the increase of value of the scores between the original objectives and the reviewed objectives. Many of the objectives' rating increase between 5% to 8%. However, the rating of the objective of "government requirement" increased from 3.51 to 4.74; an increase of 26%. The ratings for "revenue generation" and "profile building" were also increase 22% and 25%, respectively. Table 6 shows the trend of increasing pressure from the public, the government as well as in financial terms. As mentioned earlier, transnational programs charge a much higher fee than that of normal Chinese programs; the high cost is only justified when clients receive comparable returns on their investment. In addition, there is increasing pressure from the government, the public and the students on achieving outcomes of transnational programs. Transnational programs may need to re-focus more on the skills demand, employment and academic outcomes as well as recognition from the public. In addition, financial sustainability of the transnational programs is a growing concern that needs to be addressed.

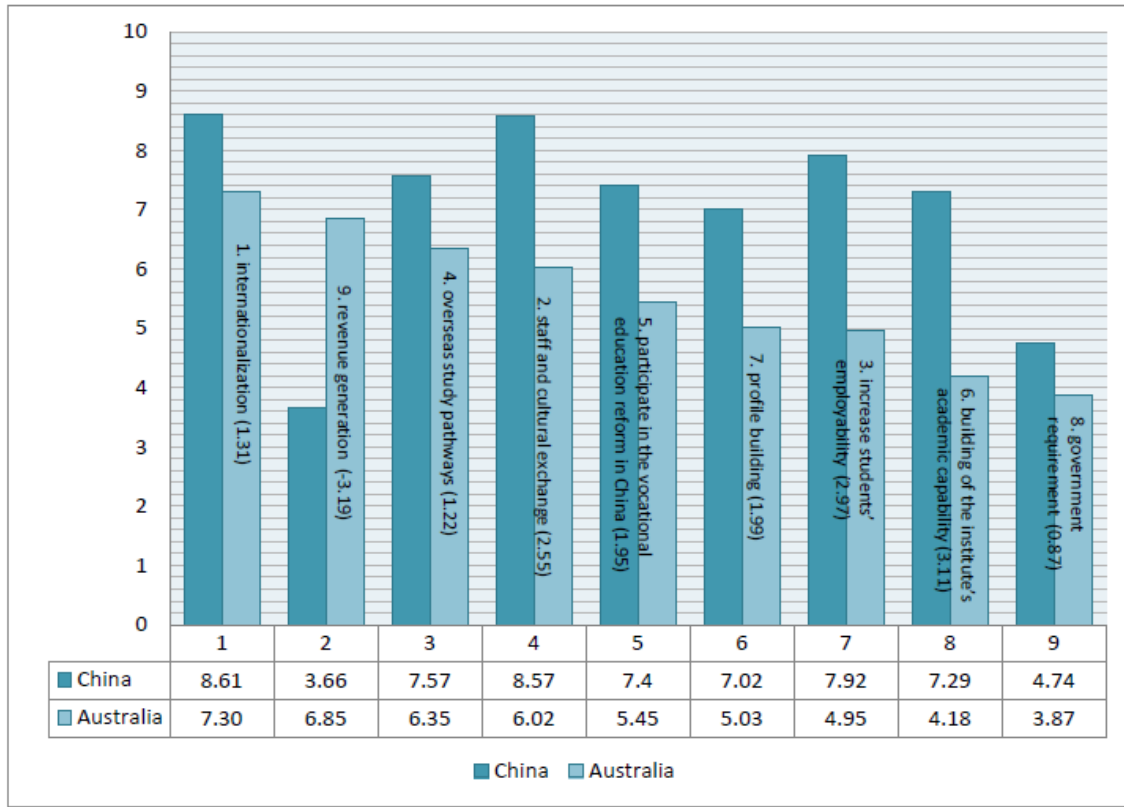
Table 6: Comparative view of objectives (in percentage)



Perception of Australian operators

Although “generating revenue” has never been taken as a key objective for the Chinese institutes, it is understood that commercial consideration always ranked high for their Australian partners. Thinking “Internationalization” (scored 7.30) is still the most important objective for the Australian partners, the Chinese operators ranked “revenue generation” (scored 6.85) second. Table 7 posits that the Chinese operators have clear goals in their mind. The table also shows that the Chinese operators are not certain about the objectives of their Australian partners. The score given to the highest ranked objective is only 7.30 while the lowest score is 3.87. All other objectives are then evenly distributed within a range of scores between 3.43 and 6.85. The relative weight between each of the objectives for the Australian operator from the Chinese perspective differs slightly only from one another. Comparing to Table 6, which reflects the weighting of the objectives of the Chinese operators, none of the objectives other than the last two scored lower than 7.02. The highest score of 8.61 for “internationalization” indicates a strong agreement on this core objective of the operation for the Chinese partners.

Table 7: Differences in expectation - the Chinese perspective



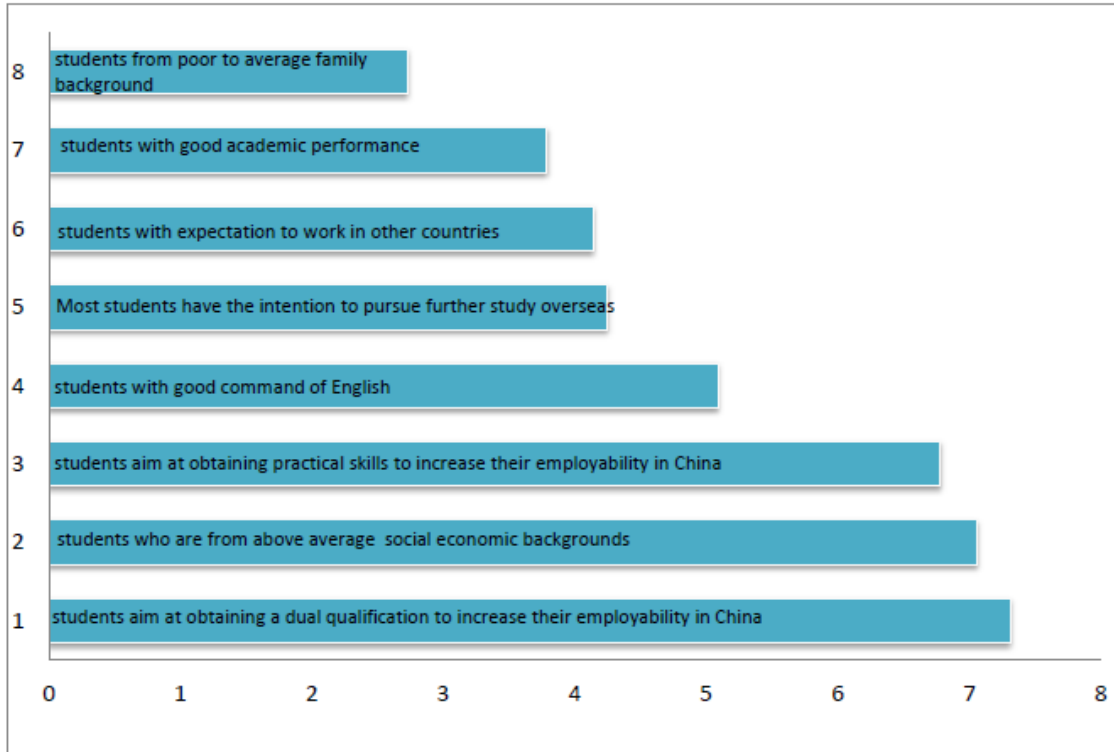
The Chinese operators have clear objectives in mind but they are not certain about the objectives of their Australian counterparts. Different positioning of the two sides and the polarized weighing of the objective of “generating revenue” tends to lead to confusion and conflicts for the cooperation. The situation is expected to get worse as the Chinese operators are also experiencing stronger financial burden now.

SPECIAL FEATURES OF THE TRANSNATIONAL PROGRAMS

Students

Transnational programs are approved by the Chinese government to charge a higher fee than normal Chinese tertiary programs. Although most Chinese institutes do not take it as a means to generate additional revenue, the nature of the program still rests on a fee for service basis. Accordingly, the clients for transnational programs in general consists of students of a higher socio-economic background. Most of them are not high achievers in the university entrance examination and weaker in their academic performance. Some of the students joining the programs are aiming at furthering their study overseas but the majority are going for a better work opportunity in China with expectation of achieving higher English ability, better practical skills and the dual qualification awarded on graduation. Table 8 shows the characteristics of students participated in the transnational programs. The average passing rate of students from transnational program is 84% and the average employment rate is 95%. Unfortunately, the figures are not better than that of graduates from local programs.

Table 8: Characteristics of the students involved



Teachers

Based on the existing statistics, most of the Chinese operators are committed to provide qualified staff for their transnational programs. Chinese institutes usually recruit experienced teachers between the ages of 35 to 45 to teach in the transnational programs. Sixty five percent (65%) of the institutes have over half of the teachers with both teaching and industrial experiences. Fifty four percent (54%) of the institutes have six or more Chinese teachers holding a TAE qualification but there is still 4% of the institutes that have no TAE qualified Chinese teacher. Ninety six percent (96%) of the teachers understand the content of a training package. Sixty percent (60%) of Chinese teachers find it difficult to develop teaching materials according to the competence based training system. About half of the institutes have customized professional development for teachers.

Teachers from Australia carry a good reputation regarding their professionalism, teaching skills and methodology but a common view shared by a majority of the interviewees is that the quality of Australian teachers is not consistent. Because of the limited English language ability of the students, direct benefits to the students of having Australian teachers are not as great as expected. On the other hand, Chinese teachers receive greater benefits for observing and learning from the Australian teachers. The continuously decreasing student population and the increase of higher education places since 1999 has made the Chinese education market very competitive. This special nature of transnational programs is attractive to a particular client group. It certainly has its position in the Chinese education market place. However, the quality of this specific student client group creates a major barrier for institutes to deliver the program to its full strength. The professional requirements for teaching staff of transnational programs are in general higher than those from the Chinese normal programs. However, Chinese institutes have to commit more on the provision of professional development for the teaching team in order to fully capitalize on the value and function of the Australian programs.

Program features

English and academic programs

One of the important components of the course is an intensive English program. Nonetheless, even upon completing the intensive English program, students still find it difficult to learn in a strictly English environment. Therefore, bilingual teaching is unavoidable in nearly all transnational programs. There is not much difference in terms of difficulty between the Australian and Chinese programs. Fifty six percent (56%) of the teachers think that the Australian program is harder than the Chinese program and forty four percent (44%) teachers think the other way round. The encouraging fact is that 77% of the survey participants consider that the Australian program is useful in assisting graduates in finding employment.

Practicum

Although many Chinese institutes have established links with industries, less than half (43%) of the institutes have the advantage of using facilities and equipment from industries. Ninety-six percent (96%) of the Chinese programs have a practical component requirement while only 61% of the Australian curriculum has such similar requirement. Only 24% of the institutes said that their Australian partners have the same contribution as the Chinese institutes in the development and implementation of the practical parts of the program. The most popular comment from our interviewees is that the Australian programs are largely theoretical and lack practical input.

Program delivery

A written test is an indispensable part of assessment for every program but over 90% of the institutes also use other assessment methods including assignment, role play, interview, scenario and problem solving and case study. Only 75% of the institutes use field work as an assessment method. Team teaching with Australian teachers is engaged in 76% of the institutes for the benefits of both teachers and students. Chinese teachers see this as an effective way to learn different teaching methodologies and techniques from their counterparts. Improvements have been seen as more and more Chinese teachers are using different methods of delivery such as case studies, presentation, role play and simulation rather than just presenting a lecture. A lesson plan is prepared for every lesson while 93% of the institutes use assessment and marking guidelines.

Quality control

The study also shows that ninety percent (90%) of the institutes conduct annual student satisfaction surveys. Eighty two percent (82%) of the institutes used both the Australian and Chinese quality assurance systems to ensure the two countries' requirements are complied with eighty five (85%) of the programs have been audited either internally or externally. Although the percentage for each of the above

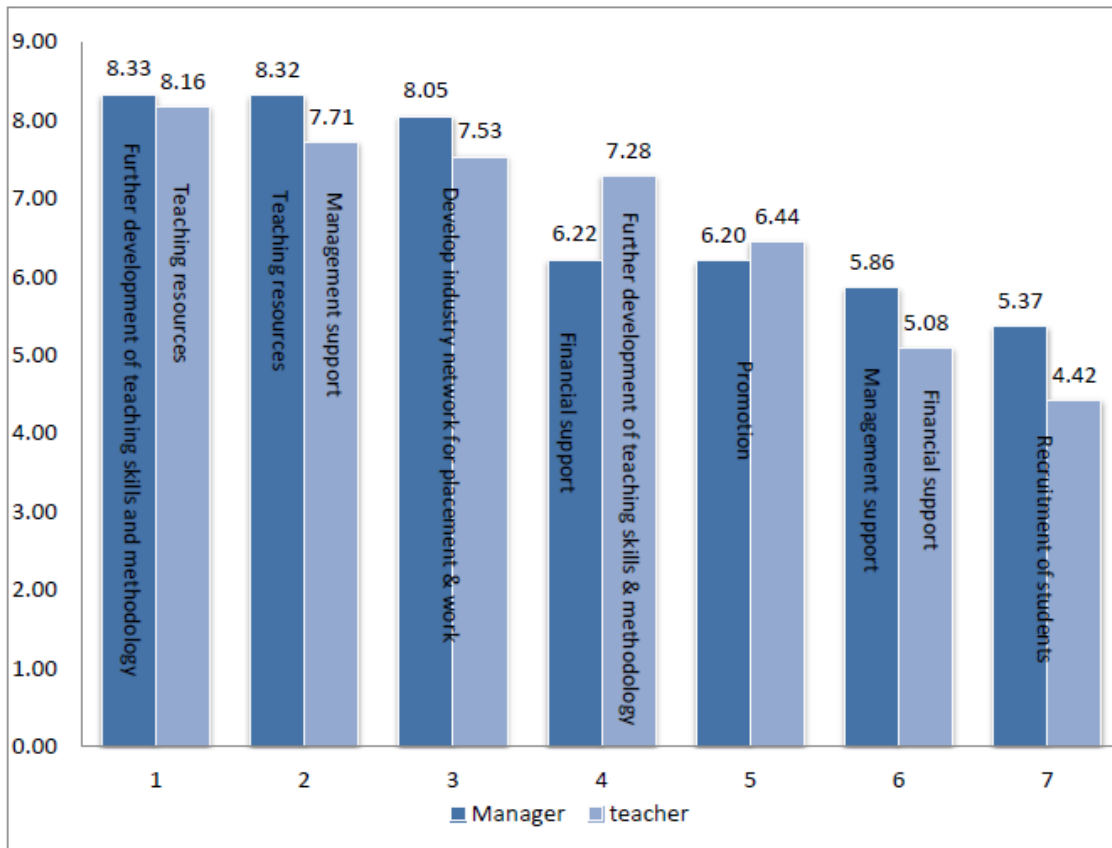
items is high, a perfect score of 100% is expected on quality compliance. There is certainly room for improvement. In addition, the meaning of a “quality program”, when defined in a broader sense than just mere compliance, will include “academic and employment outcomes” as a key justification of whether a program is of high quality. Based on the empirical data, an intensive English training program always forms an important component of the course. However, more efforts, especially from the Australian partner, need to be made to improve the practical part of the program. In addition, a stronger support from the industries is needed. In terms of quality, respondents assert that quality assurance has a broader meaning than just compliance of audit requirements. “Outcomes” have become a core measuring criterion of “quality”.

AREAS TO BE STRENGTHENED

Areas required additional assistance

Table 9 shows the areas to be strengthened. Managers of transnational program identified the following three areas which require additional assistance from the Australian partners: (a) the need to develop teaching skills and methodology for the Chinese teaching team (8.33), (b) the requirements for teaching resources (8.32), and (c) the need to develop industry network for placement and work (8.05). In the same token, the teachers have similar concerns in terms of providing: (a) teaching resources (8.16), (b) management support (7.71), (c) industrial network for placement and work (7.53), and (d) further development in teaching skills and methodology for the Chinese teaching team (7.28).

Table 9: Areas require additional assistance



In the nutshell, the achievements in developing teaching skills and methodology have already been acknowledged. It seems that teaching and professional development are moving in the right direction. However, the need to assist the Chinese partners to develop industry networks is of utmost importance. Notwithstanding, there are several suggestions emerged from the interview session where the participants propose a holistic plan which include:

- providing more information on foreign invested companies working in China
- assisting to establish links with foreign companies for placement and employment opportunities
- encouraging Australian teachers to participate together with students in career expos
- requesting Australian partners to provide training in interview skills, writing of resume, etc.

Teaching resources and professional development are still the main concern of transnational program. The strengthening and development of industrial network will be a major focus for further improvement of the quality of the program.

Risks

Table 10 shows main areas of concern/risk that partners have to be aware which include: (a) students' English language ability, (b) sustainability in terms of market needs, (c) quality of students, (d) maintaining a quality program, and (e) suitability of program for employers.

(a) Students' English language ability (scored 8.34)

One major difference between transnational programs and normal Chinese programs is the frequent use of English. It is understandable that the biggest hurdle or risk in rendering the success of the program is the English ability of the learners. English teaching and learning in China is still in a developing stage thus it is hard to expect secondary school graduates to have an English level that enables them to study effectively in transnational programs.

(b) Sustainability in terms of market needs (scored 7.90)

A majority of the existing transnational programs is business related. However, jobs in demand in China are in those technical skills areas. Thus, market requirement is another consideration affecting the sustainability of the transnational programs.

(c) Quality of students (scored 7.72)

For the group of potential students for transnational programs identified earlier, it is seen that the students are in general weaker in academic learning ability and performance. The quality of the students naturally becomes another high risk area for the successful implementation of transnational programs.

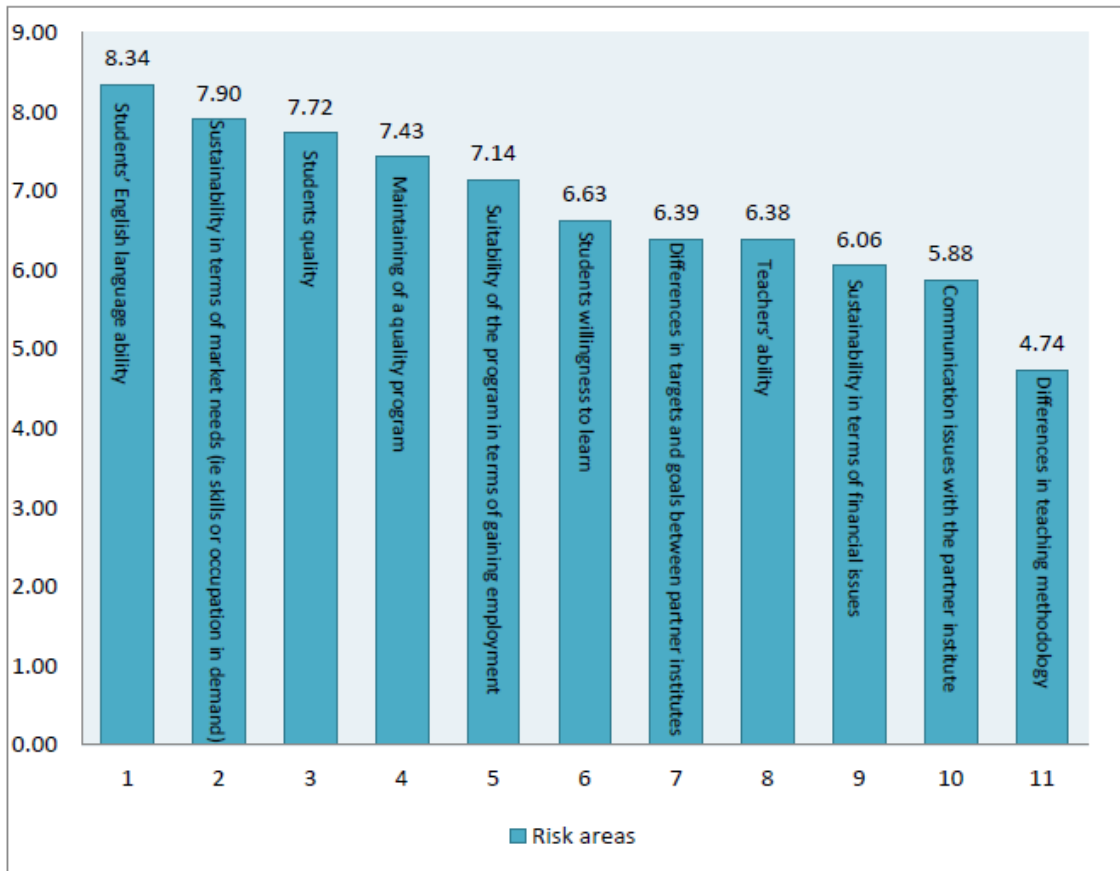
(d) Maintaining a quality program (scored 7.43)

Transnational program combines the Chinese and Australia curricula together making it a heavy and demanding study program. Complicated by the students' English and learning problems and different requirements from the two quality assurance systems, maintaining quality of the program in both its delivery and management posed great difficulty for the operators.

(e) Suitability of program for employer (scored 7.14)

The suitability of the program in gaining employment for its graduates is one of the criteria to measure the success of a transnational program. Sustainability is closely related to employment outcomes while employment outcomes rest on the technical skills and knowledge as well as the soft skills (employability skills) that the graduates could achieve.

Table 10: Major areas of concern/risk



CONCLUSION

The purpose of the study was to identify new perspectives on the Sino-Australia transnational cooperation. The study found that internationalization is critical to advance and develop the joint institutes, staff as well as improving employability of the students. However, the managers and teachers have different views and expectations of how the joint programs can benefit the students. Managers aim at improving students' employability and to contribute to the development of the workforce in China while teachers think that it is more important for the programs to create pathways for students' further study overseas. To be effective, the teaching resources and professional development are still the main concerns of transnational programs. The strengthening and development of industrial network will be a major focus for further improvement of the quality of the program. There is increasing pressure from the government, the public and the clients on achieving outcomes of transnational programs. Transnational programs may need to re-focus more on the skills demand, employment and academic outcomes as well as recognition from the public. In addition, financial sustainability of the transnational programs is a growing concern that needs to be addressed. The risk areas identified are not easily to be dealt with. The commercial operation of the program confined the special nature of its client group. Strict government requirements such as the one-third delivery rule and delivery media restricted its method of delivery and the inactive involvement of industries also limited the full utilization of the characteristics of the Australian program. A review of the model of cooperation is needed to determine the potential risks identified. The sustainability and future development of transnational programs in China hinges on the successful implementation of a quality program that satisfies the clients' needs.

RECOMMENDATIONS

Based on the empirical data and limitations of the study, several recommendations could be provided:

Clients

Students are definitely the core client group for both Australian and Chinese institutes involved in transnational program partnerships. From the data analysis of the survey, it is clear that employment and academic outcomes are expected achievements or needs from the students. Employment outcomes refer to better employment opportunities, higher salary and stronger employability. Thus, transnational programs must be designed in a way that students could acquire both technical and employability skills. It is seen that there is already sufficient knowledge based theoretical contents in existing programs. The strengthening of the practical component of the program is understood by the cooperative partners and this naturally becomes an important task to deal with. Employability skills, also known as core skills are generic skills that include communication, problem-solving, team work, and self-management skills. These skills may be lacking in the Chinese curriculum but are all embedded in the Australian training programs. Australian professional development programs are designed to ensure vocational teachers are equipped to teach these skills. In addition to providing professional development like TAE courses, training Chinese teachers for the delivery of employability skills becomes a clear focus.

The government and industry are the two major clients especially for the Chinese partners. Most of the Chinese institutes are government institutes and they must follow the government policy on promoting and implementing vocational reform. Internationalization is one of the means to achieving the reform. The survey conducted shows that “internationalization” is the most important goal to achieve and good results have been acquired so far in this aspect of transnational cooperation. In addition to the raising of teachers ability, methodology and skills, the other intangible part of the achievement is the change in concept and ideology. The Chinese government expects to see how changes in the Chinese system could be brought about from the incorporation of Australian’s concepts like competency-based training, training package, management system, audit and quality assurance. In addition, involving industries is the most effective way of fulfilling the aims of vocational training. This is no exception for transnational programs. This is a well understood fact but how to get industries to involve and participate in vocational training is a task which requires a push from the government on the policy side as well as the demonstration of benefits from the institutes on graduate outcomes. The Australian experience in setting up industrial skills councils would be valuable lessons to learn from.

Quality program

Does compliance with all the quality assurance requirements mean that a program is of high quality? The existing quality assurance systems from both sides are being seen as adequate to guarantee professional delivery and management of the program to ensure core values are preserved. However, clients justify the value of the program more by the program outcomes and the clients will only credit the program with the word “quality” if the expected outcomes are delivered. It is obvious that all core units of a program must be delivered for an Australian qualification to be awarded. This is a clear and non-arguable compliance issue. However, are all components of an Australian program relevant and useful to the Chinese students? Several institutions shared their experience that many students and teachers found it irrelevant in teaching and studying units like Australian taxation law in the accounting program. The subject could be useful for students who aim to further their study in business or accounting in Australia but for students who look for employment locally, the studying of the unit has little relevance. Another good example is the unit on pattern making of a fashion design program. The method of pattern making used in industries in China is different from the one used in Australia. The joint cooperation in this case only operated for two intake years and was abandoned by the clients. In short, a high quality program, according to the customers’ view, is not a program that merely complies with all quality measures.

Under this broader interpretation of a “quality program”, we may have to re-think the existing model of cooperation. An Australian qualification, as seen from the survey, carries value in employment for the Chinese graduates. However, it should not be seen as the only model for transnational cooperation. The structure of the Australian training package and competency-based system has its merit in its flexibility. A new model of transnational cooperation for incorporating training modules into the Chinese curriculum could be considered as a new opportunity in the cooperation.

Successful implementation

Given that we now know who our clients are and what their needs are – a “quality” program can be customized to satisfy their demands. Our last step is to successfully implement it. Similar to a chef serving in a restaurant, customers made their orders and recipes are available. The crucial step is how cooking is done or in other words, the successful delivery of the result. The English ability of the students is a major barrier for an effective delivery of the program. If acquiring suitable skills and knowledge required by the industries in China is seen as the main goal and improving students’ English ability only comes in second, then the option of delivering the program in Chinese while supplemented by an intensive English program could be a more effective way to achieve the set goals. We can see from the survey that the presence of the Australian teachers is more beneficial to the teachers than students. Does it make sense for the Australian counterparts to focus more on upgrading the Chinese teaching team than taking up more time in actual teaching of the academic subjects?

The one-third delivery rule was set up to ensure a minimum level of participation from the Australian side. Over the years of development, the situation has changed dramatically, hence the Chinese government may need to review the rule. A modification of the one-third delivery rule by not confining the use of the time for program teaching perhaps will enable a more effective delivery of the program. The commercial nature of transnational programs limits the accessibility to a particular group of students. It is fair to say that this group is probably not the best potential client group that could achieve optimal results from the program. If it is the commitment of the Chinese government to enhance human resources development in the technical and vocational areas; and for the industries to enjoy the benefits of having a stronger and skillful workforce, a government-industry-vocational education provider partnership needs to be established as the driving force to draw the biggest benefits from transnational programs. The example provided by the Yubei Vocational Center is a good illustration of a new partnership model in transnational program.

The Chongqing Municipal government has approved a special policy allowing specially selected students from nominated vocational secondary schools to be admitted to a bachelor course in a university without sitting for the university entrance examination (Gao Kou). The Chongqing University of Science and Technology joined partnership with the Yubei Vocational Center to admit graduates from the Center’s automotive program. In order to customize and deliver a “quality” program, Yubei Vocational Center set up a transnational program with Australia’s Kangan Institute to incorporate six Occupational Health Safety and Environmental units into their automotive program. The program receives support from Ford Chang An on both financial subsidies and the use of facilities for training purposes.

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