



International Quality Review

Shanghai Normal University

Review Report

July 2023

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About this review

This is a report of an International Quality Review conducted by the Quality Assurance Agency for Higher Education (QAA) at Shanghai Normal University. The review visit took place from 5 to 7 July 2023 and was conducted by a team of three reviewers, as follows:

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- Dr Harry Williams (student reviewer)

The QAA Officer for this review was Dr Yue Song.

International Quality Review (IQR) offers institutions outside the UK the opportunity to have a review by the UK's Quality Assurance Agency for Higher Education (QAA). The review benchmarks the institution's quality assurance processes against international quality assurance standards set out in Part 1 of the [Standards and Guidelines for Quality Assurance in the European Higher Education Area \(ESG\)](#).

In International Quality Review, the QAA review team:

- makes conclusions against each of the 10 standards set out in Part 1 of the ESG
- makes conditions (if relevant)
- makes recommendations
- identifies features of good practice
- comes to an overall conclusion as to whether the institution meets the standards for International Quality Review.

A summary of the findings can be found in the section: [Key findings](#). The section [Explanations of the findings](#) provides the detailed commentary.

The QAA website gives more information [about QAA](#) and its mission. A dedicated section explains the method for [International Quality Review](#) and has links to other informative documents. For an explanation of terms see the [Glossary](#) at the end of this report.

Key findings

Executive summary

Shanghai Normal University (SHNU) is one of the key public universities in Shanghai, China. It was founded in 1954 as the first local higher education institution for teaching training in Shanghai. Over the past 70 years, it has developed into a comprehensive university, covering 11 subjects/disciplines - Philosophy, Economics, Law, Education, Literature, History, Science, Engineering, Management Science, Agriculture and Art.

SHNU has 20 colleges and schools, offering 93 undergraduate programmes, 33 master's programmes and 11 PhD programmes. It still maintains its strength in teacher education. Almost 70% of primary and secondary school teachers and principals in Shanghai are SHNU graduates.

At the time of the visit, there were approximately 30,000 students, including 1,000 international students studying full-time at SHNU. There were over 2,000 academic staff members and over 1,000 supporting staff members.

Internationalisation has always been a key driver for the University development. So far, SHNU has established cooperative relationships with more than 200 higher education institutions from 42 countries around the world. SHNU is running 10 international joint degree undergraduate programmes with other universities. Every year, nearly 2,000 students from SHNU opt to study overseas in partner universities.

As a public university, Shanghai Municipal People's Government maintains the oversight of Shanghai Normal University's provisions. SHNU carries out its teaching, research and social services under the leadership of the Communist Party of China (CPC) Committee at the University. The CPC Committee undertakes the unified leadership and supports the University President to practise her duties. The CPC Committee is accountable, through its meetings, for implementing the overall national education guidelines, principles, policies, major reforms, university short-term and long-term strategic plans.

The University President implements the Party's education policy and the decisions made by the CPC Committee, and is fully responsible for teaching arrangement, scientific research, and administrative management. The President presides over the President's Office meetings to discuss and make proposals for major university academic and logistic matters.

At present, there are five Vice-Presidents and one chief accountant who are responsible for respective segments and divisions of the University, including 20 administrative departments, 20 colleges and schools, four research units, four affiliated units and six academic governing bodies.

In reaching conclusions about the extent to which Shanghai Normal University meets the 10 ESG Standards, the QAA review team followed the evidence-based review procedure as outlined in the handbook for International Quality Review. The University provided the review team with a self-evaluation and supporting evidence. During the review visit, which took place from 5 to 7 July 2023, the review team held a total of nine meetings with the head of institution, senior management team, academic staff, professional support staff, students, alumni and external stakeholders. The review team also had the opportunity to observe the University's facilities and learning resources at Xuhui and Fengxian campuses.

In summary, the team found two examples of good practice and was able to make some recommendations for improvement. The recommendations are of a desirable rather than essential nature and are proposed to enable the University to build on existing practice

which is operating satisfactorily but which could be improved or enhanced. The team did not set any conditions for SHNU to address in achieving QAA accreditation.

Overall, the team concluded that Shanghai Normal University **meets** all standards for International Quality Review.

QAA's conclusions about Shanghai Normal University

The QAA review team reached the following conclusions about the higher education provision at Shanghai Normal University.

European Standards and Guidelines

Shanghai Normal University meets the 10 ESG Standards and Guidelines.

Good practice

The QAA review team identified the following features of **good practice** at Shanghai Normal University:

- the strong links between intern practice and teaching for students (ESG Standard 1.2, para 2.21)
- the tailored supervision from the Instructional Supervision Team (IST) and Teaching Supervision Team (TST) (ESG Standard 1.3, para 3.13).

Recommendations

The QAA review team makes the following **recommendations** to Shanghai Normal University.

- Strengthen its quality assurance policies and procedures to ensure the teaching quality of the graduate education (ESG Standard 1.1, para 1.13)
- Update Article 2 and Article 3 of the Charter of TSC of SHNU to clearly articulate the remit of the TSC (ESG Standard 1.1, para 1.14)
- Implement a standard format to record committee meetings to ensure clear records of continuous monitoring and reviewing its practice to improve teaching quality of its programmes (ESG Standard 1.1, para 1.18)
- Strengthen its student representation at its committees to enhance its operational and strategic review process of all the programmes (ESG Standard 1.1, para 1.20)
- Develop procedures to provide more opportunities for students to participate in the design and setting of new programmes (ESG Standard 1.2, para 2.7)
- Ensure that its plagiarism policy is applied consistently across all colleges, schools and grades (ESG Standard 1.3, para 3.25)
- Consider formalising the supervision requirements for its postgraduate and PhD students to ensure consistent minimum levels of supervision across all colleges and schools and a high-quality student experience (ESG Standard 1.4, para 4.8)
- Ensure support mechanisms developed by the University, such as the class tutor and academic tutor systems, are applied by all colleges and schools as designed to ensure an equitable student experience (ESG Standard 1.6, para 6.8)
- Develop initial and ongoing training for class tutors and academic tutors and ensure that all tutors complete the training with records kept appropriately (ESG Standard 1.6, para 6.9)
- Review the accessibility of its Mental Health Centre provision in relation to its international students (ESG Standard 1.6, para 6.13)

- Ensure the Graduate School takes effective processes to analyse, consider and act upon teaching quality data of the programmes and to feed into the internal quality assurance system of the graduate programmes (ESG Standard 1.7, para 7.7)
- Ensure the Graduate School keeps tracked records of class auditing and supervision meetings in a standardised format in the information management system (ESG Standard 1.7, para 7.11)
- Develop a robust process by which the University can assure itself that the information it has published is clear, accurate, objective, accessible but also up to date on an ongoing basis (ESG Standard 1.8, para 8.8)
- Make publicly available the minutes of future institutional committees redacting, as appropriate, commercially sensitive and confidential business (ESG Standard 1.8, para 8.9).

Explanation of the findings about Shanghai Normal University

This section explains the review findings in more detail.

Terms that may be unfamiliar to some readers have been included in a [brief glossary](#) at the end of this report. A fuller [glossary of terms](#) is available on the QAA website, and formal definitions of certain terms may be found in the operational description and handbook for the [review method](#), also on the QAA website.

Standard 1.1 Policy for quality assurance

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

Findings

1.1 Shanghai Normal University (SHNU), run by Shanghai Municipal People's Government, is a comprehensive university of full-time higher education.

1.2 A review of its self-evaluation document (SED) and extensive supporting evidence revealed that SHNU does not have an overall quality assurance policy to cover all the programmes. The meeting with the President confirms that since SHNU is a public university, the University needs to closely follow national and municipal standards and regulations to manage the undergraduate and graduate programmes. It has therefore developed policies and procedures to guide its implementation and compliance with those standards and regulations at different levels; for instance, rules and regulations for undergraduate programmes, graduate programmes and PhD programmes. However, a review of these rules and regulations reveals that they are associated with the management of different aspects of the undergraduate and postgraduate programmes but none of the rules and regulations in these documents are related to monitoring and review of teaching quality of the programmes.

1.3 To ensure its teaching quality of undergraduate programmes, SHNU has formulated a series of effective procedures as set out below.

1.4 The Classroom Auditing Rules of Shanghai Normal University indicates that the University heads, instructional supervisors and heads of administrative departments can audit all courses offered to full-time undergraduates. A report on statistics of academic year 2021-22 and 2022-23 confirms that different types of classroom auditing were implemented, and the Academic Affair Office (AAO) undertakes detailed analysis of the auditing results. Furthermore, results are shared with the associate heads of the schools/colleges to support staff with low scores. Clear and detailed records of the AAO classroom audits are available at the information system and illustrate the rules have been thoroughly followed and actions taken.

1.5 Undergraduate teaching supervision is an important method for internal monitoring of teaching quality at SHNU. The University has developed two systems supporting teaching supervision. The Working Regulations on Instructional Supervisors utilises retired teachers' experience to support teaching development and monitor its teaching operation. The Regulations on Undergraduate Teaching Supervision of SHNU ensures the employment of professors and associate professors who have a passion for education and teaching are committed to teaching reform, have appropriate teaching experience and quality, a strong academic capacity, and a high sense of responsibility. The Academic Teaching Quality Monitoring system includes details of these activities. Meetings with senior staff indicates two supervision methods have been an integral part of staff development and contribute towards the improvement of students' satisfaction.

1.6 The Rules of Procedures of Decision-making for the Joint Meeting of the Party and Administration at College Levels of Shanghai Normal University (Trial) indicates that the Joint Meeting of the Party and Administration at College Levels is the deliberation and decision-making system within the scope of the Party and government of the college (Article 4). Meeting topics and related meeting minutes for 2021-23 School of Education

demonstrate excellent use of the Joint Meeting of the Party and Administration to deal with a range of teaching-related issues to ensure teaching quality of undergraduate programmes. A review of the meeting topics and minutes indicates that the meetings also consider the graduate programmes.

1.7 The Teaching Code for Shanghai Normal University states requirements for teachers and their teaching. Evidence (Undergraduate Teaching Quality Report for the Academic Year 2020-2021, Undergraduate Teaching Quality Report for the Academic Year for 2021-2022, Action Plan for Improving First-Class Undergraduate Education of SHNU 2017-2020, Rectification Report on Undergraduate Teaching Audit and Evaluation of SHNU) demonstrates that the teaching code has been reviewed, and enhancement activities implemented. The review team confirms that the code has been effective.

1.8 Furthermore, SHNU has developed a 'six-in-one' undergraduate teaching quality assurance system as shown in Figure 1.1 of the SED. This teaching quality assurance system is comprehensive. Since its launch in 2022, it was used in the decision to cancel the photography major. The meeting with senior staff indicates that the University has clearly recognised the strengths and weaknesses of the system and articulated how to further strengthen the closed system to better assure the teaching quality of the undergraduate programmes.

1.9 The review team agrees that these policies and procedures form the quality assurance policy of the undergraduate programmes at SHNU, and they have been effective in ensuring the teaching quality of the undergraduate programmes.

1.10 To ensure quality of its graduate programmes, SHNU has established a quality assurance system considering course learning, mid-term review, selection of thesis topics, initial report on thesis, thesis writing, pre-defence, plagiarism check, blind review, defence and degree evaluation. Templates illustrate how each process is monitored. Furthermore, the University has developed a set of evaluation indicators and requirements for thesis writing and graduation based on the requirements of academic graduate education and the requirements of the guiding committee of each major. Its flow-diagram from point of application to graduation (PG and PhD) illustrates the student journey and their tasks during each semester. It also includes the involvement of the departments and associated decision-makers. The graduate students management information system screenshots illustrate how the graduate students are managed.

1.11 The review team is informed that the Graduate School also has classroom auditing rules. There is a supervision team to inspect and supervise the teaching quality of the graduate programmes. Problems found by supervisors during classroom auditing are promptly notified to relevant colleges/schools by the Graduate School. The colleges/schools verify and then rectify the situation and report back to the Graduate School, although the frequency of auditing in graduate education is lower than with undergraduate programmes. The meeting with senior staff confirms that the Graduate School has conducted three teaching inspections, undertaken by the supervision team, to improve the teaching quality of the graduate programmes.

1.12 In the meeting with senior staff it was stated that the policies and procedures used to assure teaching quality of the undergraduate programmes are deemed unsuitable for the graduate programmes due to the different nature of the programmes and different national policies and procedures that must be followed. The 'six-in-one' system is also unsuitable. However, emphasising the importance of ensuring the quality of dissertations, the senior staff provided limited information on what the actual policies are in assuring teaching quality of the graduate programmes. It appears to the review team that the principles of the 'six-in-one' system are suitable for the graduate programmes, and similar teaching quality systems

for programmes at all levels have been adopted by other Chinese universities. One senior staff member stated that SHNU could consider the development of an overall teaching quality system that is applicable for all the programmes.

1.13 The review team agrees that although it is useful to see how the process of postgraduate study is monitored, there is no consideration of the different stakeholders (supervisors, employers, external experts) in the Graduate School who are paramount to the delivery of the graduate programmes. Without continuously monitoring and reviewing the practice of these stakeholders, the quality of the graduate education experience could be undermined. Hence, the review team **recommends** that the University strengthen its quality assurance policies and procedures to ensure the teaching quality of the graduate education.

1.14 The President's Office and SHNU Teaching Steering Committee (TSC) lead on teaching quality. The President's Office Meeting Decision-making Rules of Shanghai Normal University (Article 2) stipulates that 'the President's office meeting (POM) mainly discusses and puts forward plans for important issues...and handles teaching, scientific research and administration'. According to the Charter of the Teaching Steering Committee of SHNU, its focus is cultivating applied talents at undergraduate level (see Article 1). Article 2 indicates it makes suggestions to the President and the President's Office on the overall situation of university teaching. Although Article 3 emphasises it consults and deliberates on the teaching of the whole University, it refers to different teaching-related activities instead of the different levels of programmes which SHNU offers. Therefore, the first three Articles create a confusion of the responsibilities of TSC. TSC meeting minutes for 2021-22 provide insights to different topics discussed at previous TSC meetings. They collectively confirm that its focus is related to teaching issues at the undergraduate level and quality management of the undergraduate programmes. Moreover, the organisational structure of SHNU and SHNU Governance Structure is unclear if the TSC is for all programmes or only undergraduate programmes. Therefore, the review team **recommends** that Article 2 and Article 3 of the Charter of TSC of SHNU is updated to clearly articulate the remit of the TSC.

1.15 The Academic Affairs Office (AAO), Graduate School and the colleges coordinate and take charge of discipline construction, specialty construction and teaching quality through internal and external evaluations.

1.16 The AAO oversees undergraduate programmes and has set up an undergraduate teaching quality management office. Its responsibility is for the undergraduate teaching quality assurance, teaching status data monitoring, teaching evaluation and inspection, specialty evaluation, annual quality report and other special tasks. The meeting minutes of AAO were requested, but they were the same as TSC meeting minutes. The review team noted that the AAO is the liaison of the TSC at the university level.

1.17 The Graduate School (GS), co-working with the Graduate Student Work Department implements graduate education management. It makes sure the national and university policies for graduate education are fully implemented in all the degree programmes and developed according to the changing needs of university policies and requirements. It handles publications, college/school requests, organises university degree conferring committee meetings, and reports to President's Office meetings. Although meeting minutes of the GS were supplied, they are effectively the same as the meeting minutes for the Degree Evaluation Committee. Although there is relevant information regarding graduate and doctoral degree programmes, these minutes do not demonstrate how the Graduate School operates and its role in the quality assurance of the graduate and doctoral programmes.

1.18 The school/college level guides teaching and has developed a quality assurance system with the Dean taking full responsibility. The deputy deans oversee teaching, the

specialty section heads are responsible for teaching, with research offices responsible for specific implementation and delivery. Each school/college has a school-level TSC. For example, the Charter of the Teaching Steering Committee of College of Information, Mechanical and Electronic Engineering (IMEE) provides a comprehensive explanation of the operation of TSC at school level. However, the meeting minutes of the TSC at IMEE and the meeting minutes from the School of Finance and Business illustrate uncertain management in relation to responsibilities at the school level. Meeting minutes of Academic Committee at one college and one school were provided. These informally recorded actions and were brief. An analysis of the meeting minutes in four schools/colleges, meeting minutes of TSC, meeting minutes of degree evaluation committee, meeting minutes of joint meeting of the Party and Administration and meeting minutes of Performance Evaluation and Assessment Committee reveals that inconsistent formats are used. Although the minutes show that relevant topics were discussed, they provide limited information as to how the University undertakes continuous monitoring of teaching and learning practices and addresses issues with action plans. Therefore, the review team **recommends** that the University implements a standard format to record committee meetings to ensure clear records of continuous monitoring and reviewing of its practice to improve teaching quality of its programmes.

1.19 The organisational structure of SHNU and its Governance Structure show how teaching and learning issues at school/college level are discussed and reported to the highest level of the Administration, and to CPC committee. SHNU Governance Structure, POM decision-making rules and the Charter of the TSC indicate the reporting lines among these three teams. The meetings with the President, senior staff, academic staff and student support services confirm there is a consistent understanding of the organisational structure for teaching and learning. The meetings collectively confirm that departments, schools/colleges, and functional organisations as well as those of institutional leadership, and individual staff members are aware of and take on their responsibilities in quality assurance.

1.20 All internal stakeholders assume responsibility for quality and engage in quality assurance activity. There are student handbooks for undergraduate, postgraduate and doctoral students. The handbooks inform students of the University academic rules and regulations. Students evaluate and give feedback on the quality of courses and teaching every semester. The AAO and Graduate School summarise the course evaluation made by the students and share this with relevant schools/colleges who subsequently share them with relevant academics. The effectiveness of the feedback is proven by the academic staff confirming that the AAO and the Graduate Office send out the results of the surveys and are used as a source of improving their teaching. The meeting with the President, senior staff, and support services showed they understand their role and responsibilities in the quality assurance of the programmes at undergraduate and postgraduate levels. However, a review of the memberships of the different committees reveals that there is no student representation. The meeting with the students confirmed they were not aware or involved in representation on committees. The meeting with senior staff stated that there are no fixed positions for students at any committees except for the student representation committee. Therefore, the review team **recommends** that the University strengthen its student representation at its committees to enhance its operational and strategic review process of all the programmes.

1.21 To address academic integrity and freedom and being vigilant against academic fraud, SHNU has formulated rules for academics and students. The University's implementation is consistent with the rules.

1.22 For academics, the Academic Committee Charter of Shanghai Normal University states that the work of the academic committee must adhere to the principles of openness, justice and fairness, advocate academic freedom, abide by academic norms, encourage

academic innovation, promote academic development and talent training, improve academic quality and safeguard academic reputation of the university. Furthermore, the University has implemented the Guiding Principles on the Evaluation and Appointment of Professional and Technical Positions of Shanghai Normal University (Trial), which contains a supporting statement. In 2009, SHNU issued a document on the code of academic ethics which was revised in 2023. It is the responsibility of the Academic Committee to safeguard the code of academic ethics. If academic fraud is detected, the Human Resource Department will impose administrative sanctions. In the past three years, there has been only one case regarding academic misconduct and disciplinary action was taken.

1.23 For students, the Regulations on the Administration of Curriculum Assessment of Shanghai Normal University and Provisions on Dissertation (Design) Writing of Shanghai Normal University explains the requirements for students' academic integrity. If they violate this, they are subjected to three terms of disciplinary measures as described in Articles 14 and 16. In the past three years, 26 undergraduate students were disciplined for violating the examination or examination room discipline. No postgraduate students have been subject to disciplinary action.

1.24 To safeguard the rights and interests of students, there is an information disclosure home page on the University website which contains the rules and regulations. The responsibilities of teachers require them to help with student questions. There is also a document which provides requirements for teachers to cultivate morality and ethical practice.

1.25 As a public university, SHNU programmes fit within the national and municipal requirements. External stakeholders and reports contribute towards quality assurance and enhancement at university and programme level; for example, SED reports on the external evaluations done by the governmental departments, senior staff, academic staff and support staff. Furthermore, there is a variety of evidence to show external involvement for new programmes and development (for example, external expertise in UG programme development, approval process of new UG programme, and new programme application reports, external expertise involvement in the construction of Doctoral PE programme and law programme). The review team's meeting with the external stakeholders confirmed their involvement. They gave examples of their suggestions being implemented in the internship system, teaching methods and contents.

1.26 The quality assurance policies and procedures for undergraduate programmes are published on the website of the Academic Affairs Office (<http://jwc.shnu.edu.cn/>). For the graduate school there is a separate website <http://yjsc.shnu.edu.cn/17203/list.psp>.

1.27 Overall, the review team concludes that SHNU's quality assurance policies and procedures for its undergraduate and graduate programmes take account of national standards and regulations in which the University operates. The quality assurance system is underpinned by policies and procedures. Schools/colleges, organisational units, institutional leadership, staff and students understand and take on their responsibilities in quality assurance. There is evidence of good involvement of external stakeholders. Based on the evidence, the review team concludes that Standard 1.1: Policy for Quality Assurance is **met**.

Standard 1.2 Design and approval of programmes

Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications' framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

Findings

2.1 SHNU hosts 11 of the total 14 disciplines in the national university discipline category in 2021 and offers 91 undergraduate programmes of which 10 are international joint degree undergraduate programmes, 11 level-one doctoral programmes, 33 level-one master's programmes, with nine post-doctoral mobile bases.

2.2 It delivers one state-level key academic discipline, three Shanghai municipality high-level academic disciplines, 11 Shanghai municipality peak and plateau programmes, and 11 Shanghai municipality key academic disciplines. Five of the disciplines have been listed in the top 1% of Essential Science Indicators (ESI) and 26 undergraduate programmes are included in the state-level first-class programmes. Nine teacher education specialties have passed the Ministry of Education (MOE) Class-II certification.

2.3 Six courses have been recognised as Shanghai municipality first-class courses. Sixty-one courses have been included in the Shanghai higher education excellent course list. Sixteen courses have been listed in the Shanghai exemplary course pool, and 309 courses have been included in the Shanghai key construction course list. Sixteen course books have been awarded state-level and municipal-level prizes. Thirty-two municipal-level 'Outstanding Educational Achievement' prizes have been won by the teaching staff during recent years.

2.4 SHNU's programme design, setting and approval is subject to a formal institutional approval process. Programme setting and application is carried out annually according to the arrangements of China's Ministry of Education (MOE) and the Shanghai Municipal Education Commission. A programme proposal is initiated by a University's college and after the evaluation by a group of at least five people and subsequent approval of the Vice-President, the design is published on the University website for one week to obtain feedback. The final version of the programme is sent to the Shanghai Municipal Education Commission and MOE for review and approval. Once approved, the programme can begin student recruitment.

2.5 Programme development must conform to the objectives of the nation, the Municipal city of Shanghai, be in line with the University's development strategy and support the requirements of industries. New programmes are usually initiated by a college, after discussions among its faculty members and external views. The college submits its application report which includes the intended learning outcomes, programme objectives, training aims, teaching approaches and module information. It also contains details of the length of study, credits required for graduation, curricula schedules and information of the intended teachers. Staff at the review team meeting confirmed there are meetings with the academic leaders of the colleges to discuss the application of new programmes.

2.6 The design of a new programme includes external views. Two examples of the specialty application report illustrate how external views helped with information such as employment opportunities and curriculum design. The review team was told that when a new programme was launching, the school invites feedback from students. At the review team's

meeting with external stakeholders, they described how they help with a new programme's application.

2.7 Gaining views of students is not as proactively undertaken as it is with the external stakeholders. Some of the teaching faculty reported that they do not invite students to meetings. Although the application form for a new course is published for one week on the University website, students stated they often do not provide feedback. During the meetings with students and staff, the review team found limited evidence of students' active participation in the design and creation of a new programme. Students tended to feed back only on existing programmes. Therefore, the review team **recommends** SHNU develops procedures to provide more opportunities for students to participate in the design and setting of new programmes.

2.8 To design the course content of a programme, SHNU employs a structure which includes four dimensions: 'basic quality'; 'targeted fields of service'; 'vocational characteristics'; and 'vocational expectation or talent positioning' of graduates. During the previous five years, seven undergraduate programmes have been approved. In 2021 they also developed doctoral degrees in biology and astronomy, and master's degrees in resource and environment, biology and medicine, and business administration.

2.9 SHNU supports teacher education and pre-service teacher training. It issues policies concerning administrative and evaluation measures. To align with local economic development and national education standards, the University adjusts its policies to maintain a balance between teacher education specialties and non-teacher education programmes. Over the last five years, student numbers enrolled in normal programmes have grown, with currently 50% of all the programmes being described as normal ones.

2.10 SHNU will suspend or close a programme that does not conform to the development strategy of the University. For example, the programme on photography used to be popular but has now changed to a bi-annual admission due to reduced student recruitment. There is consideration regarding closure of the course and developing a postgraduate version instead.

2.11 To ensure the quality of a programme, SHNU follows the procedures defined in the national and municipal adjustment measures. Each programme is required to have a delivery plan which includes programme objectives, graduation requirements, study duration, and teaching plans. The curricula and course syllabi are designed according to the format provided by the Academic Affairs Office and the Graduate School.

2.12 The qualification of all programmes and graduation requirements are stated in student handbooks. Each programme/specialty stipulates the requirements of study credits. The total credits required by an undergraduate course is 150-170. Science and engineering undergraduate students usually require 160 or 170 credits while humanities and social sciences and arts and sports specialties courses require 150 to 160 credits. Twenty-eight credits of a master's courses are reserved for professional courses. For PhD candidates, at least 20 credits for professional studies are required.

2.13 SHNU has a curriculum framework in which specialised elective credits allow students to have some choice. For undergraduate programmes, the required credits for specialised elective courses should be no less than 20% of the total credits. General education courses, teachers' education courses, large-scale platform courses, practical courses and at least one English course should be included. For master's degrees, general education courses, compulsory courses, elective courses and supplementary courses are included. For teacher-training majors, the contents of professional teacher education courses meet the laws of education and teaching.

2.14 Classroom teaching quality is a crucial element to ensure the quality of programmes. Policies are issued by the University to ensure that teaching and assessment supports the course requirements. Lecturers' responsibilities are documented to encourage a quality approach. An inspection of teaching takes place three times each semester. The Instructional Supervision Team (IST) and the Teaching Supervision Team (TST) report to the management office. Senior leaders of the University and teachers affirmed that the result of inspections is included in the annual performance assessment record of the college. The students' satisfaction evaluation of each course and data monitoring of teaching quality is undertaken every semester.

2.15 Data monitoring of undergraduate teaching quality is collated yearly through the National Data Platform for Higher Education Quality Monitoring. The University has also created a quality monitoring platform for undergraduate students. The Graduate School uses a management information system to arrange public courses, course exemption application and review, examination score entry, defence, and so on, and carries out teaching evaluation.

2.16 In addition, formative evaluation is used to measure the teaching quality of courses. The SED and supporting evidence illustrate how the course learning evaluation has changed from being a traditional outcome-based evaluation to one including a process where courses include an evaluation plan which is reviewed by directors.

2.17 Since 2003, the results of students' evaluation of teaching have become one of the most important considerations of module student feedback. The University's Academic Affairs Office collates the results of students' evaluation on teaching, analyses problems and focuses on teachers whose student evaluation scores are lower than 4.0 (out of 5). Suggestions are made to teachers to help them improve pedagogy and measures the subsequent results of changes made. During the review team's visit, students and teachers affirmed that students' evaluation on teaching is also employed on postgraduate courses.

2.18 Programme documentation is available to students in the student handbook. This is revised every year and distributed online and offline to every new student. Each module has learning outcomes mapped to the programme aims, and these are mapped to assessment through a process of constructive alignment.

2.19 Programmes are accredited at home and abroad. Examples of accreditation include Quality Certification of Higher Education for Studying in China for international education specialties, the audit and evaluation of the undergraduate teaching work by the MOE in 2016, and a single unit accreditation by the Association to Advance Collegiate Schools of Business (AACSB) at the Business School.

2.20 Students have placement opportunities to gain practice and industry experience. Two credits are allocated for innovation and practice in undergraduate courses. Professional training and practice is a standard part of the course and described in the delivery plan. External stakeholders at the review team meeting confirmed strong and frequent links between the University and internship opportunities. SHNU's national science and social science laboratories and research centres also provide students with opportunities to integrate their theoretical knowledge with practice and pursue innovative thinking.

2.21 The responsibilities of specialty internship supervisors are clearly defined as are the assessment criteria, funding management and quality control. For undergraduate students, the assessment of specialty internship is scored using a centesimal system. The review team considers the strong links between intern practice and teaching for students as a feature of **good practice**.

2.22 Overall, the team concluded that SHNU has a clear and vigorous framework for the design and approval of new programmes. In addition to meeting the regulatory requirements of the Chinese national and Shanghai Municipal QA authority, its programme design is also aligned with the Framework for Qualifications of the European Higher Education Area. Based on the evidence, the review team concludes that Standard 1.2: Design and approval of programmes is **met**.

Standard 1.3 Student-centred learning, teaching and assessment

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

Findings

3.1 SHNU abides by the national and municipal policies, implementation plans, evaluation and other requirements as well as its own policies. There is a focus on student-centred learning. Staff, students, parents and other stakeholders have affirmed the University's concept of the programmes being student-centred, output-oriented and containing systems for continuous improvement.

3.2 SHNU's student cohort is an ethnic population who come from a large geographical area. The University respects the diversity of its students and takes students' needs into consideration. The College for Veteran was formed in 2022 to educate veteran teachers. The enrolment and teaching of visually impaired students provides another example.

3.3 SHNU enhances flexible learning pathways for students by allowing some course selection. Since 2018, the University's reformed curriculum and teaching introduced electives in general education. Flexible study duration is also available for students with a professional background. Credits for innovation and entrepreneurship practice and project support are available.

3.4 The University has also developed a set of standards for undergraduate curricula, in which the courses are classified into four parts with academic knowledge, methods and skills, research and exploration and practical experiences.

3.5 The structure of the courses illustrates the University's priority to combine knowledge acquisition with practical experience. The ratio of the undergraduate class hours between theoretical teaching and practice varies between the different courses. The three kinds of curriculum standards state the class hours proportion in a course. For Curriculum Standard 1, the class hours for teaching concepts, principles and theories needs to be at least two-thirds of the total class hours. For Curriculum Standard 2, (students' skill training, and guiding students to study in independent and team activities) needs to be no less than half the total class hours. For Curriculum Standard 3, the practical experience link with students needs to be at least two-thirds of the total class hours, with process and performance evaluation being the main components.

3.6 In September 2020, the Academic Affairs Office revised the syllabus template to comply with the requirements of the National Standard for Undergraduate Major Certification on teaching and learning and the National Evaluation Indicators for the Construction of 'Golden Courses'. The revised edition required course objectives to fulfil the course contents, teaching methods, testing methods and forms, and to elaborate on the reform of teaching methods that encourages higher level thinking through case study, exploratory teaching, experiencing teaching and other methods that make use of IT technology to improve learning effectiveness.

3.7 At least one half of the class hours of the undergraduate research and exploration courses needs to be allocated to discussion, independent or collaborative exploration as instructed by the lecturer, and at least two-thirds of the class hours should contain practical experience courses.

3.8 For postgraduate courses, the number of elective choices was increased. Students are encouraged to take interdisciplinary courses that are related to their research direction, with a maximum of four credits. The 14th Five-Year Plan for Educational Reform and Development by the University aims to increase cooperation with overseas universities, and this is considered in curriculum design.

3.9 SHNU continues to explore new teaching modes and methods to promote independent or autonomous learning. In recent years, SHNU has attached importance to strengthening virtual simulation, experimental teaching projects, and other teaching modes. In 2019, SHNU was approved to undertake a national virtual simulation experiment project and two virtual simulation projects. Virtual classes were helpful to maintain teaching delivery during the COVID-19 pandemic.

3.10 The University strives to combine teaching practice with an exploration and integration between schools and enterprises. Also, it integrates teaching and scientific research. Currently, there are 359 industry-university cooperative education activities. In the courses for educational practice, there are 189 educational links - 41 kindergartens, 51 primary schools and 97 middle schools.

3.11 To implement student-centred learning and teaching, teaching is evaluated to enhance and promote this approach. Internal and external evaluation which includes all stakeholders are included in the evaluation. Comments from course lecturers and students indicate progress in the change of teaching methods, course contents and assessment.

3.12 To support students' learning outcomes, there is a tutor for the undergraduate student-staff liaison process to provide after-class academic guidance for students. Tutors usually have an allocated one hour per week for student consultation.

3.13 The University's Instructional Supervision Team (IST) consists of over 20 retired senior professors and associate professors who together with the Instructional Supervision Team, and more than 40 in-service professors and associate professors, are responsible for the teaching quality management, visiting, inspecting, supervising, evaluating and feedback on all aspects of the teaching process. In the self-evaluation report, the supplied evidence, and at the review team's meeting with senior leaders and staff members, it was communicated that the IST focuses on the teaching approach while the Teaching Supervision Team (TST) concentrates on the course, the choice of textbooks and other materials. The review team identifies the tailored supervision from IST and TST as a feature of **good practice** to improve the overall teaching quality.

3.14 Student representatives participate in the design, delivery modes, classroom approaches, research contents of the four classifications of the course modules. For example, in the autumn semester of 2020, the Academic Affairs Office and other teaching management departments selected 2% of new undergraduates to hold eight student symposiums which gather students' opinions on teaching and learning. The SED states that the college students conference, professor course representative conference, student CPC branch meetings, Students' Union conferences, and others, gather students' suggestions and recommendations supporting the student-centred approach. At the review team's meeting with students, they reported that except for the student meetings, conferences and symposiums, they were not aware of being involved in teacher course meetings. It is suggested there should be a stronger and more frequent liaison.

3.15 Course evaluation by both lecturers and students is undertaken. Formative assessments are used, and the students told the review team that the anonymous students' survey on teaching results could lead to adjustments of the teaching pedagogy.

3.16 The Academic Affairs Office requires all lecturers to revise the syllabus where the '2S-4C-2i-1L' core ability literacy (SCIL) is emphasised and upload the revisions to the educational administration system in the first week of each semester. Students can inspect the changes. Lecturers are required, in their first class of each semester, to explain the syllabus to the students, the teaching contents and objectives as well as the assessment details.

3.17 Formative evaluation commenced in 2016 to encourage the students to increase their emphasis on exploring and solving problems. The Academic Affairs Office issued the 'Notice on Implementing Formative Evaluation in the Syllabus' to gather opinions on the course quality. The review team notes the requirement in the staff handbook that lecturers consider the feedback of the students and adjust methodologies or content as appropriate.

3.18 Assessment includes classroom performance, homework, course practice and final evaluation. Teachers are required to produce an overall grade and aim to gradually decrease the proportion of assessment allocated to the final examination.

3.19 Assessments are regulated at the university level to ensure fair treatment of students and rigorous application of grading. Assessment requirements are explained in the syllabi. Continuous assessments, which may include weekly assignments, are allowed and can help with formative assessment setting.

3.20 For each syllabus there is a detailed course assessment scheme. Teachers should explain the method of assessment at the beginning of the course.

3.21 To ensure students are fairly and equally treated in the course assessment, general guidelines are published in the staff handbook. The University also provides detailed requirements. This requires degree courses to include examination and other course assessment as determined by the college. Examinations can be closed or open book or include practical activity. The assessment time is generally no less than 90 minutes. Teachers are required to arrange tutorials before the examination.

3.22 For courses with the same syllabus and teaching method, teachers must produce two test papers with model answers. The Dean of Teaching or the specialty director decides which test paper will be used.

3.23 Within three days of the examination, the teacher responsible for evaluating the students' work should grade the work in accordance with the marking scheme and submit this to the administration system and to the relevant academic staff of the college.

3.24 The University allows for a variety of assessments to be used for each of the three Curriculum Standards. Closed-book examination can be used for the compulsory courses. Open or closed-book examination can be used for written tests, thesis, design work, and so on. The teachers decide what is appropriate. For practical work, assessment can use other methods such as a report, thesis, design or practical activity (Curriculum Standard III).

3.25 The students handbook states a 'repetition ratio' (plagiarism allowance) in the thesis is 20%. Students told the review team it varies and can be 15%. The review team considered that this inconsistent approach could lead to a perceived unfairness in the process of assessment. The review team **recommends** that SHNU ensure that its plagiarism policy is applied consistently across all colleges, schools and grades.

3.26 SHNU has a system to consider extenuating circumstances for undergraduate and postgraduate students. Students may ask for a break from study and defer graduation or apply for suspension of their studies. Students affirmed that during the pandemic additional mitigating circumstances were considered.

3.27 Cheating in examinations and other forms of academic dishonesty can result in five types of disciplinary sanction.

3.28 Students can challenge their examination results and appeal. The Course Assessment Management Regulations state students can submit a written application for the marking to be reconsidered within three months of the grades being published. If the student is not satisfied with the result of the second marking, he/she may continue to an appeal. To deal with student appeals, the University creates a committee which includes leaders of the college, of the relevant administrative department, a lecturer and student representatives, and if necessary, legal experts from outside the University. Lecturer representatives and student representatives are selected yearly. Students confirmed they understood the appeal procedure.

3.29 The review team concludes that SHNU encourages students to take an active role in the teaching and learning processes, with assessment geared towards meeting the learning outcomes. The review team therefore concludes that Standard 1.3: Student-centred learning and assessment is **met**.

Standard 1.4 Student admission, progression, recognition and certification

Institutions should consistently apply pre-defined and published regulations covering all phases of the student 'life cycle', for example student admission, progression, recognition and certification.

Findings

4.1 The University has processes for the selection and admission of applicants. These procedures are aligned with the requirements of the Ministry of Education (MOE) and underpinned by the University's aim to recruit students in a 'fair, just, and open manner'. The admissions process is overseen by several bodies, including the University's Admissions Office and Graduate School, with external oversight by the Shanghai Municipal Education Commission.

4.2 The University publishes information relating to student admission and enrolment, principally via its website. These documents outline the admission process, an overview of entry requirements, tuition fees, and provides contact details for prospective students. The University's Leading Group for Student Recruitment Affairs and the Graduate School oversees the writing, publishing, and ongoing review of key documents relating to student recruitment, admission, and enrolment (see Standard 1.8 for further information).

4.3 Undergraduate students enter the University via the National Examination for Higher Education process. Applicants used to be asked to identify majors of interest. However, the University has recently transitioned to an arrangement in which applicants apply to a broader subject area and then, after one year can apply for a specific major directly to their desired college or school.

4.4 There are separate processes for the recruitment and enrolment of postgraduate and PhD students. Postgraduate students submit an online application and then undertake a series of examinations that determine the applicant's subject knowledge. Prospective students are interviewed by an Admissions Panel, which is chaired by the relevant Programme Leader. The review team met with home and international students and was told the students' experience of admission and enrolment was positive.

4.5 The University does not award credits for prior experiential learning at undergraduate level. This is because all undergraduate students enter the University via the National Examination for Higher Education process. The University only considers awarding prior learning credits for experiential learning for postgraduate students in relation to English and Japanese courses for fluent/native speakers. The University also has a small number of programmes that include students studying abroad, for example at Liverpool John Moores University (UK) or the University of Canterbury (New Zealand). In these cases, the credits obtained abroad can be transferred.

4.6 At registration, the University checks the students' qualifications to ensure that they meet the requirements of the students' desired programme of study. The University also checks to ensure that the professional level of students enrolled in specific subject areas, such as the arts and sports, meet the admission requirements. Students can apply to defer their enrolment for up to one year.

4.7 All students are monitored as they progress through their programmes of study, including their involvement in extracurricular activities. For undergraduate students, the University has an early warning management system that allows academic staff to identify students at risk of non-progression. The system is monitored by the Academic Affairs Office

and college/school staff who check to see whether students are attending classes as expected, submitting work on time, and accruing the expected number of credits as they progress through their programmes. The review team received a demonstration of the system during the visit and considered it a strength of the University. Undergraduate students are also encouraged to speak directly with class and academic tutors should they encounter a problem (see Standard 1.6 for further information).

4.8 There is a similar academic early warning system for postgraduate and PhD students. This is monitored by the Graduate School and college/school staff. The review team also received a demonstration of the postgraduate early warning system and found it to be as comprehensive as the system used for undergraduate students. There is a general expectation that all postgraduate and PhD supervisors should meet weekly with their assigned students to check on their progress. Exploring these arrangements during the review visit, the team heard from academic staff that colleges and schools have different approaches to postgraduate and PhD supervision and that it was largely down to individual academics to decide the frequency with which they met their students. The team considered this may lead to an inequitable student academic experience whereby postgraduate and PhD students studying similar topics may have vastly different experiences of supervision. The review team **recommends** therefore that the University consider formalising the supervision requirements for its postgraduate and PhD students to ensure consistent minimum levels of supervision across all colleges and schools and a high-quality student experience.

4.9 It is possible for students to suspend their studies for a period of time. Suspension is generally based on the academic year with the cumulative suspension period not exceeding one (for postgraduate students) or two (for undergraduate students) academic years. Undergraduate students can change major and/or academic departments. Students may be withdrawn from the University, for example if the student fails to complete a study programme within the effective study period or if a student fails to participate in the teaching activities of the University for two consecutive weeks without approval. Students can voluntarily withdraw from the University should they wish. The team considered these policies were appropriate and enabled students to take control of their higher education experience by pausing their studies or withdrawing entirely, where necessary.

4.10 Students must clearly meet the requirements set out in the relevant regulations to graduate. Graduates are issued with a degree certificate and transcript, which includes the qualification obtained, course level, indicative content, and grades achieved and are therefore in line with the ESG guidelines.

4.11 Altogether, notwithstanding the recommendation on formalising the University's expectations for postgraduate and PhD supervision, the review team concludes that the processes for the admission of students, progression and the arrangements for graduation and certification are appropriately aligned with the requirements of Standard 1.4. Therefore, the review team concludes that the Standard is **met**.

Standard 1.5 Teaching staff

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

Findings

5.1 By the end of November 2022, SHNU had 3,134 staff members: 2,130 full-time teaching staff, 56 researchers, 547 administrators, 211 teaching assistants and 190 employees in supporting departments and affiliated institutions. Of these, 1,548 had doctoral degrees, 1,013 master's degrees, 419 bachelor's degrees and 154 junior college graduates or below. Four hundred and 10 employees have full-time senior titles, 865 sub-senior titles, 1,311 with intermediate titles, 167 junior titles and 390 with pending ranks.

5.2 Faculty recruitment is carried out according to the ministerial and Shanghai Municipal personnel regulations. Staff recruitment strictly adheres to the evaluation criterion of having ability, political integrity and putting morality first.

5.3 The recruitment of academic staff requires evidence of acceptable ethnics and style, a PhD qualification, good health (both physically and mentally), a high teaching and research level, as well as a good teamwork spirit. 40% of newly recruited staff have experience of work or study abroad. The University's average teacher to student ratio is 1:16, which is lower than the average national ratio of 1:18.9.

5.4 A recruitment proposal is raised by colleges after they consider existing and future needs. Once the vacancy has been approved by the HR Department, the applicant takes an examination or assessment according to the post's requirements.

5.5 The University states that its recruitment work is open in information, process and results and is subject to the supervision of the faculty and staff. There is a 10-step recruitment process. A recruitment plan is prepared one year in advance and after approval by the University and the Shanghai Municipal Education Commission, the recruitment information is published online. After the recruitment process, the results are published on the campus network for five working days and then reported to the superior departments. Members of staff at the review team's meeting confirmed the staff recruitment processes are clear, transparent and fair.

5.6 Staff employed have a contractual relationship with the University under the municipal labour laws. Part-time teachers, especially professional degree dual supervisors, have a similar recruitment process.

5.7 SHNU aligns professional development needs and the University's strategic plans. There are staff awards such as the 'Excellent Teacher Award' and the 'Teaching and Education Award'. SHNU encourages teachers to participate in other teaching competitions. The SED states that in the academic year 2021-22 almost two dozen faculty members won prizes in national contests.

5.8 There is a training system for newly appointed faculty members to help them improve their teaching, research and other experience. The HR Department provides an orientation training programme for the newly appointed faculty members and recommends they take vocational training organised by Shanghai Municipal Education Commission. SHNU also arranges training which includes 12 special symposiums, seven exchange meetings, five group discussions, four high-end talent lectures and two team-building sessions. Newly appointed graduate supervisors also attend a training schedule.

5.9 The University supports teaching staff with other development opportunities to encourage staff to take further study, academic visits and research. The University's International Affairs Office has a fund to support at least 50 faculty members to visit international partner universities, undertake research, develop cooperative teaching, co-host academic forums, and so on. Other funding is available from the Chinese Scholarship Council (CSC) as well as the municipal government.

5.10 The University supports 70-100 key teaching reform projects every year to strengthen the theoretical research and practice of teachers. Led by well-known professors, about 20 interdisciplinary and cross-border high-level collaborative innovation teaching teams are assembled every year.

5.11 SHNU encourages teaching staff and scientific researchers to take part in scholarly activities such as attending academic lectures or conferences. The University invites well-known experts and scholars from home and abroad to give lectures. In 2022, more than 1,000 staff attended national conferences while the University itself held nearly 200 lectures and more than 100 conferences.

5.12 SHNU encourages teaching and research faculty to do scientific research. In the academic year 2021-22, the University won 15 outstanding achievement awards at municipal and ministerial levels, granted successfully 174 municipal and ministerial-level projects and 191 national-level projects, published 423 academic papers in top journals and 273 in high-end journals. Also published were 494 academic monographs, translations, textbooks, ancient book compilations and reference books.

5.13 Beyond traditional scholarly activity outputs, SHNU recognises the value of faculty maintaining broad external networks to help support both research and teaching practices. Three hundred and forty scholars hold positions in academic organisations at home and abroad, of whom 95 hold positions in relevant international academic fields.

5.14 The University organises teaching and training activities on digital technologies. During COVID-19 the University offered a series of online training programmes to help teachers build new teaching approaches and ensure teaching quality. Teachers at the meeting with the review team gave examples of the University supporting blended online and offline learning resources, flipped classroom and methods to track students' performance.

5.15 The University has two campuses. Commuter shuttles are provided between the campuses which provide temporary accommodation for teachers. In 2021, the University upgraded the teachers' lounge at the Fengxian Campus.

5.16 SHNU also provides support to the development of non-academic staff. It has established a training mechanism and arranges lectures and training. Counsellors are provided with a special induction programme designed to help them better understand their roles and responsibilities.

5.17 SHNU has a 'trial housing' policy to let new teachers apply for public rental housing close to the campuses for up to six years. The rent of the public housing units is slightly lower than the surrounding market price. The University's policy contains a rental subsidy, should staff continue to rent.

5.18 The review team concludes by applying fair and transparent processes for recruitment and providing its staff with a supportive environment, SHNU has a cohort of teaching staff who hold relevant qualifications, stay connected to the programmes/specialties/majors and which enables students to benefit from up-to-date discipline information. Together with the teaching staff, there is also a team of effective support staff. The review team therefore concludes that Standard 1.5: Teaching staff is **met**.

Standard 1.6 Learning resources and student support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

Findings

6.1 The University has a significant footprint operating across its two campuses. The Xuhui Campus and Fengxian Campus are both in Shanghai. One campus is for postgraduate, PhD, and the final year of the undergraduate (Xuhui), the other campus is exclusively for undergraduates (Fengxian). The University's current campuses have a capacity of 30,095 students. The University's current five-year plan and resourcing plan include the construction of a Concert Hall on the Xuhui Campus, the renovation of student facilities on the Fengxian Campus, construction of a museum, biotechnology-focused building, and a tourism-related building on the Fengxian Campus.

6.2 The implementation is overseen by the University President and two Vice-Presidents. The University's learning resources fall under the purview of the Department of Facilities and Laboratory Management. This demonstrates the University's ambition to have excellent teaching, learning, and student support facilities.

6.3 The University has two central libraries, one on the Xuhui Campus and another at the Fengxian Campus. Together they can accommodate approximately 3,000 students. At the time of the review visit, the Xuhui Campus library was in the process of being refurbished and so it was not possible for the review team to visit. However, the team did tour the Fengxian Campus library finding it well resourced with books and electronic resources. The University's libraries had 3.4 million books in Chinese and foreign languages covering the full scope of the University's provision. The libraries are also home to approximately 120,000 ancient books, of which 1,350 are particularly rare, leading the collection to be identified as a National Rare Ancient Book Directory.

6.4 The Fengxian Campus library serves primarily undergraduate students, whereas the Xuhui Campus library serves primarily graduate students. The University also has two smaller libraries, the Xuhui old library and East Campus library. Both of these primarily serve teachers and graduate students. The Xuhui old library provides modern literature, whereas the East Campus library holds typically ancient books.

6.5 The library buildings themselves include space for students to work independently and in groups. There are seminar rooms to support small group teaching, and spaces allowing students to meet. The libraries are open from 08.00 to 22.00 every day. Should students wish to study outside of these times, the University provides private study rooms, which are open 24/7. Students can borrow most titles and, where necessary, the University can request additional titles via interlibrary borrowing. There are different borrowing rules for undergraduate and postgraduate/PhD students. Undergraduates can borrow up to 40 books with a loan period of 30 days. Postgraduate/PhD students can borrow up to 60 books with a loan period of 60 days. During the review visit, the team met with students, both home and international, who confirmed that they were satisfied with the facilities provided by the University's library service.

6.6 The University advocates small-class teaching (see Standard 1.3 for further information). To facilitate this approach, the University has 364 classrooms, 35 seminar rooms, and two large lecture halls. The University has 10 teaching laboratories that support the delivery of technical material for several undergraduate programmes. The University also has several teaching laboratories that are used for postgraduate teaching and learning.

There is separate laboratory space dedicated to research activities that is also used for postgraduate teaching and PhD research. During the review visit, the team undertook tours of several University teaching buildings, on both the Xuhui and Fengxian campuses, and found them to be well proportioned, equipped and with appropriate teaching aids (smart whiteboards, and so on).

6.7 The University invests in specialist equipment. For example, the University's Plant Proteome Functional Laboratory in the College of Life Sciences is equipped with a transmission electron microscope. During a visit to the Fengxian Campus, the review team toured the Laboratory of Plant Molecular Sciences and found the facilities to be well equipped with industry standard health and safety equipment. Research active teaching staff confirmed to the review team that there were opportunities for students to get involved with the University's research activities and provided examples of students joining research groups and being invited to share authorship on publications.

6.8 There are arrangements for student support at the University including the provision of class tutors. The operation of the class tutor system is outlined in the Work Regulations on the Tutors for Undergraduate and Junior College Students in Shanghai Normal University. Each college is responsible for arranging class tutors for undergraduate students who meet with their students regularly, organise learning activities, and help students develop appropriate work plans. Some colleges have also implemented an academic tutor system, providing tailored study guidance. During the review process, the University noted that the implementation of these systems is variable. For example, the Business School has class tutors only, whereas the College of Philosophy, Law and Politics has class tutors for lower grades, and academic tutors for upper grades in certain specialties. The review team considered the variable implementation of these systems could result in some students not receiving the minimum level of support expected by the University. The review team **recommends** that the University ensures that support mechanisms developed by the University, such as the class tutor and academic tutor systems, are applied by all colleges and schools to ensure an equitable student experience.

6.9 There is training for class tutors and academic tutors developed and implemented by individual colleges and schools. Considering the variable implementation of the class and academic tutoring systems, the review team considered that the training for tutors could also be variable since the University cannot be certain of the training activities delivered. The review team could also not see evidence of consistent record keeping with respect to which staff had undergone training. The review team **recommends** that the University develop initial and ongoing training for class tutors and academic tutors and ensure that all tutors complete the training with records kept appropriately.

6.10 Similar arrangements exist for postgraduate students, each of whom are assigned a supervisor or supervisory team depending on the programme and level of study. During the review visit the team met with academic staff. The team heard that incoming postgraduate and PhD students will identify potential supervisors at the point of application. Students unsure of who might be an appropriate supervisor can seek advice. In addition to providing personalised advice to their allocated students, on some programmes postgraduate tutors are also involved in assessment, for example in the dissertation defence. The Graduate School is responsible for providing training to new and current supervisors and academic staff.

6.11 The University is committed to ensuring all students receive quality education. The University has a particular interest in ensuring its students have, and know how to maintain, positive mental health. To support this, the University has dedicated Student Counsellors, who are trained to work with higher education students on physical and mental counselling. The University maintains a Student/Student Counsellor ratio of 3,000:1 which the review

team considered high. The University assured the review team that the ratio would be reviewed on a regular basis, especially as the University continues to grow. During the review visit, the team heard other examples of how the University supports its students. For example, all undergraduate students are required to undertake a course on mental health to help them be better equipped to deal with periods of difficulty. The University also has specific policies for supporting students who may need additional help. For example, visually impaired students are supported by one-to-one assistance from student volunteers. Teaching and learning materials are available in accessible formats such as braille.

6.12 The University has a significant number of international students, who are supported on a day-to-day basis by the International Students Centre (ISC) on the University's Xuhui Campus. Staff provide advice and guidance on topics including immigration, academic and financial matters. All new international students are issued with an international student handbook, which outlines key regulations in both English and Chinese. There is a bespoke orientation programme for international students, and the ISC organises a range of social events to help these students connect with each other as well as with domestic students. Colleges/schools with many international students host separate orientations for their students in several languages, depending on the cohort. Although all students enrolled at the University are expected to have a certain level of Chinese language speaking and listening skills, international students with whom the review team met suggested that further language support could be provided before arrival and stated that the level of Chinese required by the University was not always sufficient for them to fully integrate with Chinese students.

6.13 There is bespoke support available to international students, for example, support in obtaining and maintaining their visa status, as well as volunteers who accompany international students to appointments off-campus. Other student support functions, including the Mental Health Centre, are available to international students. During the visit, the review team was told that despite having a significant number of international students, very few of these students use the Mental Health Centre. Given that international students typically have greater support requirements than home students and that the Mental Health Centre is a key plank in the University's mental health strategy, the review team explored this further with senior staff. The team was told international students do not use the Mental Health Centre because of a perceived language barrier. However, when the same question was posed to international students, the team was told that some international students had asked for help from the Mental Health Centre but had not received a response. Noting the clear mismatch, the review team **recommends** that the University reviews the accessibility of its Mental Health Centre provision in relation to its international students.

6.14 There is a clear commitment to ensuring students are successful professionally as well as academically. The University provides all students with careers and employability support via the Career Development Centre (CDC). Undergraduate students in Year 1 are sent a survey by the CDC which aims to identify their needs and future career plans. In Years 2 to 4 more targeted advice and support is provided by the CDC, for example, identifying potential postgraduate programmes for the students to consider. In addition to providing advice and guidance, the University organises graduate recruitment conferences, career competitions, and runs mock interviews. There is also a standalone credit-bearing career development and employment-focused module that is accessible to all undergraduate students. There is a requirement for undergraduate students to complete at least one credit's worth of career/professional development courses/modules. There is also a personal career guidance service for postgraduate and PhD students delivered by career mentors and counsellors. This tends to be more subject-specific according to the programme. The University is keen to maintain contact with alumni and has now established a platform on which alumni can publicise job opportunities to current students.

6.15 There is a commitment from the University towards ensuring all students can achieve academically and professionally. The University's well funded teaching and learning resources are adequate and in some areas excellent. Notwithstanding the recommendations in this Standard which are largely around ensuring policies and practices are consistently applied, the review team concluded that the University has appropriate funding for learning and teaching activities and that the learning resources and student support are adequate and accessible. Therefore, the review team concludes that Standard 1.6: Learning resources and student support is **met**.

Standard 1.7 Information management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

Findings

7.1 SHNU has an internal quality assurance system, conducts annual performance assessments, collects, and analyses data, identifies problems, and seeks to take appropriate action.

7.2 The University has a Performance Evaluation and Assessment Committee (PEAC) led by the Secretary of the CPC Committee and the President. Meeting minutes from the 2021-22 and 2022-23 meetings provided evidence of how the PEAC undertakes formal annual performance of its schools and colleges.

7.3 Six dimensions are set-up for evaluation and assessment and each scored out of 100. The areas are: specialty construction and undergraduate training; degree programme construction and postgraduate training; scientific research; teaching staff team construction; international exchange; and resources use and management guarantee. Since 2015, the University has implemented the performance assessment in all the colleges. The performance assessment takes 'specialty construction and undergraduate training' as the most important of the assessment sections, focusing on the three aspects of undergraduate specialty construction, undergraduate training quality and graduate employment. In 2017, the Academic Affairs Office (AAO) revised the indicators and scoring basis to define the teaching honours and reward scope for teachers, and further refined the indicator system of teaching evaluation in college performance assessment based on opinions of the members of the University's Teaching Steering Committee, deans of teaching, specialty directors and full-time teachers. In 2019, the AAO further revised the quantitative assessment indicators and scoring basis to add additional indicators. These examples demonstrate that the AAO considers and acts on feedback to improve the assessment system.

7.4 An example of the process of performance evaluation and assessment implemented by one school was submitted to the review team. This explains the assessment process, the result, and how the school took on board the results to develop strategies and actions for future years. Furthermore, it showed that the school considers both undergraduate and graduate programmes in its planning.

7.5 Summary reports from the AAO and the Graduate School illustrate an annual performance review is also required for functional organisations. Both reports reflect the unit's performance in relation to national requirements and the University's rules and regulations for quality assurance of the undergraduate and postgraduate programmes.

7.6 Two undergraduate teaching quality reports for 2020-21 and 2021-22 provided example reviews of undergraduate education based on a wide range of information. Based on the analyses of the data, the AAO includes measures to improve the teaching quality. However, an examination of the contents of these two reports reveals that the student satisfaction of teaching is not considered. Meetings with senior staff and support staff confirmed that student satisfaction results are not included. However, student satisfaction results are shared with the schools/colleges. The meeting with the academic staff also showed that they act on the student satisfaction data.

7.7 For its graduate and doctoral programmes, the review team was provided with an example of the annual report. This analyses the graduate and doctoral programmes

according to the programme objectives and focuses on recruitment, training, employment, quality assurance and internationalisation. The report reveals that the student satisfaction results are considered, but only in relation to the common modules (such as foreign language, political science). The meeting with senior staff discussed the large number of enrolled students for the common modules and the potential developments in consideration of student satisfaction. However, no further evidence was provided for how student satisfaction is used by the schools/colleges to improve practice. Although the annual report recognised current issues in graduate education, the proposed improvement strategies are externally focused on the national and municipal demand. It lacks consideration of internal quality assurance issues (for example the lower employment rate for master's students and high drop-out rates for certain doctoral programmes). The annual report on the Building of Chinese Language and Literature Degree Granting Units illustrates how its graduate and doctoral programmes are reviewed and strategies to improve the programmes are proposed. However, although the report emphasises the success and achievement of the programmes, areas for further development are only discussed in a generic manner. The review team **recommends** that the Graduate School analyses and acts upon teaching quality data of the programmes as part of the internal quality assurance system of the graduate programmes.

7.8 The Department of Student Affairs undertakes an annual survey of employment status and newly graduate students as a measure of whether their study programmes have achieved the goals of talent development. The Report on Employment Quality includes students from all levels and is published annually on the website. The report includes the employment status of the students and feedback and evaluation from the graduates and their employers. It also includes detailed discussion of key measures to promote employment and entrepreneurship. The report is informative and reflective as it is not only associated with current employment data, but also considers feedback from the graduates and employers. It also analyses employment trends and discusses measures to improve the practice.

7.9 SHNU collects other data at the middle and end of each year to benchmark the key points of CPC and its administration work and to conduct a self-examination. The University also collects and analyses data by taking part in the statistical survey of higher education and internationalisation development of higher education in China. The results of the survey have provided important information for the establishment of the teaching quality evaluation index system and provided references for the further improvement of undergraduate and graduate education. The review team's meeting with senior staff discussed how the teaching quality evaluation system enables the implementation process and the supervision process to form a closed loop. Data is also gathered from internal stakeholders (for example, student satisfaction, staff course evaluation, organisation units' evaluation on facilities and resources) and external stakeholders (for example, experts' opinions on academic programmes, employers' feedback relating to performance of internship students and graduates, governments' evaluation on the quality of the programmes) for analysis.

7.10 SHNU collects data through its online platform, WeChat and offline methods to obtain feedback to enhance teaching quality.

- The AAO is responsible for survey of students' satisfaction with specialty and undergraduate teaching. It also holds regular student representatives' symposiums to listen to their opinions and suggestions on undergraduate teaching. Furthermore, the Director Reception Day activity enables directors of the AAO to hold discussions with students.
- The Graduate School carries out a teaching evaluation of teachers through the online platform producing an evaluation based on six indicators: 'teaching attitude'; 'teaching content'; 'teaching method'; 'teaching focus and difficult points explanation'; 'teaching effect'; and 'other opinions or suggestions'.

- The Student Affairs Office compiles a report after each data collection through the platform of the employment information network of the University, which is used for the annual employment quality 'blue book', as well as the data support for the related work of schools and departments.
- The Department of Facilities and Laboratory Management works closely with the academics to understand their teaching and research requirements to improve teaching and research facilities, and to receive comments on the campus environment.

7.11 SHNU has different information management systems for undergraduate and graduate programmes.

- The undergraduate programme information management system monitors activities from the revision of the undergraduate training programmes to the formation of teaching plans, course delivery, registration, through to examination. A demonstration of the undergraduate programme information management system to the review team illustrated its use by internal stakeholders for quality assurance purposes.
- The annual report on graduate education described its online functions for student status management, training, online class scheduling, tutor, subject and grade management. The demonstration to the review team revealed that the graduate student information management system is less comprehensive than the undergraduate version. For instance, the supervisor management system provides a general statistical view of graduate programmes managed by the Graduate School. It does not provide opportunities for supervisors of graduate programmes to record their engagements with the master's and doctoral students. There is also no provision for classroom auditing. Without systematic documentation of these activities, there is a lack of information to explain the quality of the graduate programmes. The review team **recommends** that the Graduate School keeps a record of class auditing and supervision meetings in a standardised format in the information management system.

7.12 The review team concludes that SHNM implements appropriate processes to collect reliable data and analyses information about study programmes and other activities which effectively integrate into the internal quality assurance system. Based on the available evidence, the review team concludes that Standard 1.7: Information management is **met**.

Standard 1.8 Public information

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

Findings

8.1 The University publishes information of its provision on its website, the University radio station, newspaper, and journal. The University's main website is available in both Chinese and English, and focuses on the history of the University, the facilities available, and student life.

8.2 Colleges and schools have their own website. The review team found that the colleges' website contained more detailed information relating to the individual courses delivered by that college/school. However, the team also noted that college/school websites are largely in Chinese and questioned how accessible they would be to international students, which is a key demographic for the University. During the review, it was explained to the review team that where colleges offered programmes in languages other than Chinese, they would normally also provide a translated version of their website. An example of this is the website of the International College of Chinese Studies (ICCS), which is available in Chinese, English, Japanese, and Korean.

8.3 The University publishes information relating to undergraduate, postgraduate, and PhD admission and enrolment on their website. These documents outline the admission process, provide an overview of entry requirements, tuition fees, and provide contact details for prospective students. The University's Leading Group for Student Recruitment Affairs and the Graduate School oversee the writing, publishing, and ongoing review of key documents relating to student recruitment, admission, and enrolment (see Standard 1.4 for further information).

8.4 The University's regulations are available via the University's Information Disclosure subsite; however, the review team noted that these are primarily published in Chinese with translated copies only available once students have enrolled and upon request. Given that the University has a significant number of international students and intends to grow this number further, the team would encourage the University to ensure that its regulations and other key policies are readily accessible, in terms of language, to all prospective students before application and enrolment.

8.5 Once enrolled, students are provided with a range of resources including a student handbook, which is tailored to the student's level of study. There is also a separate international student handbook, which provides information on the University's facilities and some regulations. Students can access information relating to University services, including information on counselling and mental health, careers and professional development services, and support for personal issues via the University website. International students can access additional support via the International Student Centre (see Standard 1.6 for further information).

8.6 The President's Office takes ultimate responsibility for the maintenance of the University's website, with infrastructure and content managed by the Information Office and the University's Department of Public Communications. The development and maintenance of college subsites is overseen by the relevant College Management Committee, with technical support provided by the University's central Information Office.

8.7 There are regulations detailing the process by which information is checked for accuracy and accessibility before publication. In addition to the President's Office, these regulations are overseen by the University's Leading Group for Information Disclosure. The President of the University and Deputy Secretary of the CPC Committee act as dual heads, with the Vice-President (Information Disclosure) acting as the deputy head. The review team concluded there was appropriate oversight of information disclosure at the strategic level.

8.8 There is not a regular audit-like approach to check the continued accuracy and appropriateness of information the University has already published. Exploring the reason behind this the review team heard that the University's Department of Public Communications and individual colleges review published information on an ongoing basis and would update documentation where necessary. Despite this, the review team noted several documents published on the University's Information Disclosure subsite that were significantly out of date with some documents dating back to 2014. The review team concluded that the University's current arrangements for the ongoing review of published information were ineffective and could certainly be strengthened further. The review team **recommends** that the University develops a robust process by which the University can assure itself that the information it has published is clear, accurate, objective, accessible but also up to date on an ongoing basis.

8.9 The University publishes summaries of key meetings and events on its website. The University also publishes the membership of committees; however, the terms of reference and meeting minutes of institutional committees, such as meetings of the President's Office, are not published in full online. The minutes of internal meetings are typically restricted to the departments/offices in which they are held and are not made public. Minutes of departmental meetings are usually not made available to other departments, students or the public. While recognising that some of the business discussed by these forums could be commercially sensitive, the review team formed the view that more could be done by the University to ensure appropriate transparency to internal and external stakeholders about relevant business and decisions. Therefore, the review team **recommends** that the University makes publicly available the minutes of future institutional committees redacting, as appropriate, commercially sensitive and confidential business.

8.10 In general, information about the University's activities, including programmes, is clear, accurate, and objective. However, there is clear scope for improvements to be made to ensure that, once published, information remains up to date. Further work is also required to ensure that there is appropriate transparency in relation to decision-making. This notwithstanding, the review team concludes that Standard 1.8: Public information is **met**.

Standard 1.9 Ongoing monitoring and periodic review of programmes

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

Findings

9.1 SHNU adheres to a student-centred, outcome-based education and teaching philosophy, with a focus on continuing quality improvement. The AAO, the Graduate School, and the schools/colleges manage discipline construction, specialty construction, and teaching quality based on internal and external evaluations.

9.2 SHNU is obliged to collect and submits annually data of undergraduate teaching through the National Data Platform of Higher Education Quality Monitoring. Hence, the AAO uses it as a standing point to analyse all the undergraduate programmes, provide basic data of undergraduate teaching and report the quality of undergraduate teaching. Undergraduate teaching quality reports are examples of annual monitoring of all undergraduate programmes which are published on the University extranet. Details of the reports are also discussed in Standard 1.7, para 7.6.

9.3 SHNU also launched a 'six-in-one' undergraduate teaching quality assurance system in 2022 including six major systems (Quality target standard system, organisation guarantee system, resource guarantee system, management system guarantee system, teaching monitoring guarantee system and technical guarantee system). A recent cancellation of a photography programme was made based on the application of this evaluation system. An analysis of this example indicates that the content of the programme, the changing needs of society, the students' performance and satisfaction, and learning resources were all considered when making this decision. The meeting with senior staff confirms advantages of using this system to monitor the undergraduate programmes to ensure comprehensive feedback is received from different stakeholders, and then to address issues identified by academics, schools/colleges, functional organisations, and institutional leadership.

9.4 As a teaching training university, SHNU maintains ongoing monitoring of the quality of teaching education. Administrative Measures for the Evaluation of Training Quality of Pre-Service Teacher-Training Specialties of SHNU and Requirements for Evaluation of Teacher Education Specialties of SHNU provide guidelines on how to evaluate training and graduation requirements and the course objectives of all pre-service teacher training specialties. According to its measures, training objectives of the programmes need to be reviewed once per academic year, graduation requirements once every year but the rationality of graduation requirements once every four years, and the evaluation of the course objectives every semester. The meetings with senior staff, support staff and academics confirm that they are aware of the ongoing monitoring requirements and provide examples how these are applied in their programmes (for example, finance, foreign language, television and broadcasting).

9.5 SHNU regularly reviews and revises the specialty training programmes. The University requires all colleges to set up a working group for such review and revision, to conduct extensive research, to comprehensively analyse the advantages and disadvantages of the current training programmes, to accurately judge the development trends and requirements of related industries, and to listen to the feedback from students, teachers, employers and

graduates. The requirements set by SHNU are useful and necessary for the programme revision. Guiding Opinions on Revision of Undergraduate Talent Training Program of Shanghai Normal University (2021 Edition) set objectives for revision and explain the types and requirements for revision. The revision of 2021 undergraduate programmes, issued by the AAO, is detailed and consistent with the claim in the SED. Although the consultation with external subject experts is clearly required in the Notice, there is no mention of consultation of other stakeholders (for example, students, employers, graduates). However, the report on the revision of undergraduate programmes for teacher training majors (Physics Education major) indicates that consultation with internal stakeholders (such as student councillors, class tutors, academic staff, management) and external stakeholders (such as graduates and employers) are included to develop a focused and effective programme development plan. Furthermore, meetings with senior managers, students and graduates, academic staff, external experts and employers all confirm that there is consultation with stakeholders during the undergraduate and graduate programme revision and approval process.

9.6 Teachers are supposed to choose suitable textbooks and references to support their teaching. The Measures for Selecting, Evaluating and Reserving Undergraduate Textbooks guides teachers (as indicated in the Teaching Code). The policy emphasises four principles (ideological, applicability, advanced, priority). The applicability principle and advanced principle ensures the latest research is considered thus ensuring that the programme is up to date and reflects the changing needs of society.

9.7 In 2022, the AAO established the Undergraduate Education Quality Monitoring Platform to not only collect undergraduate teaching data and analyse undergraduate teaching quality, but also to monitor undergraduate teaching quality at university level, college level and specialty level. The specialty teaching quality report reflects the specialty design effect. A facility demonstration at the Fengxian Campus during the site visit illustrates how AAO collects and analyses data to support schools/colleges, academics and other relevant organisations to ensure teaching quality of the undergraduate programmes. Staff from departments of the AAO answered questions on how teaching-related and student-related data are collected, analysed and considered to support quality assurance of the undergraduate programmes.

9.8 As a public university, SHNU undergraduate programmes are periodically reviewed by the Ministry of Education and Shanghai Municipal Education Commissions. These reviews are discussed in detail in Standard 1.10 Cyclical external quality assurance. Reviews collect and analyse a range of undergraduate programme data required by the government. They also involve students, staff, and a range of external stakeholders which are specified by the government. The undergraduate programmes are adapted to ensure that they are up-to-date and compliant with the national requirements. Revised programme plans are published on the undergraduate programme management information system.

9.9 For graduate programmes, the Graduate School evaluates its master's and doctoral programmes according to the periodic evaluation organised by the Academic Degrees Committee of the State Council of the People's Republic of China and the Ministry of Education to determine whether they meet the standards established by the state. The national government has no regular procedures to monitor and optimise the programmes, but SHNU requires that an annual education quality report for each discipline is produced and published on the school/college website.

9.10 An annual report on the Building of Chinese Language and Literature Degree Granting Units (2022) illustrates how the Chinese Language and Literature Degree Units undertake an annual review of master's and doctoral programmes in nine different research directions. This report includes general information of the degree granting unit, degree construction information, graduate recruitment, graduation and employment analysis, teaching staff data,

ideological and political education, relevant regulations and implementation, reform situation, teaching quality evaluation and analysis, and improvement measures. Teaching quality evaluation and analysis was led by the committee including the degree granting unit lead, graduate student tutors, graduate academic affair staff, master's supervisors, and doctoral supervisors. Although the meetings with the students and graduates and the external stakeholders confirmed their involvement in reviewing relevant programmes, the annual report included no information. The meeting with the senior staff and the meeting with the academic staff also confirmed the involvement of students and external stakeholders as the required process to review graduate programmes.

9.11 Several national guidelines and application forms are shared in relation to adjusting, adding or cancelling graduate programmes (for example, Management Measures for the Directory of Graduate Education Disciplines and Specialties; Adjustment Measures for Categories on Disciplines and Professional Degree Granting; Overall Requirements for Degree Granting Review work (2020); Application form for Professional Doctorate & Master Authorization). It is clear from the evidence that SHNU needs to undertake periodic reviews of its graduate programmes. New graduate programmes set clear requirements in areas including market demand, current training and performance in relation to graduate employments, degree granting units teaching and learning resources, recruitment and graduation statistics, related course syllabi and staff and students' achievements, and identify weaknesses and limitations. The review considers the quality of graduates in the last five years including their employment outcomes, graduate satisfaction, relevant certificates and training examination. The meetings with senior staff and academic staff confirm their involvement in the review of the graduate programmes and new graduate programmes. The document on Newly Authorised Degree (2021) No 14 shows some new postgraduate programmes in the recent three to five years first-tier discipline doctoral programmes added include biology and astronomy, professional master's degrees including resources and environment, biology and medicine, and business administration, and a first-tier discipline master's programme in civil engineering and a professional master's degree in accounting.

9.12 The Graduate School also published an overall annual quality report for all the graduate programmes run at SHNU. The detail of this report is discussed in Standard 1.7.

9.13 Overall, the review team concludes that SHNU monitors and reviews its undergraduate and graduate programmes in compliance with the national and municipal requirements. The review and revised process involves students and other stakeholders. The collected data is analysed, and relevant programmes are adapted or added to ensure that the University's programme offers are up-to-date and match with the changing needs of society and the students' expectations, needs and satisfaction. Therefore, the review team concludes that Standard 1.9: Ongoing monitoring and periodic review of programmes is **met**.

Standard 1.10 Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

Findings

10.1 SHNU participates in different types of cyclical external quality evaluation to ensure an ongoing improvement of university-running quality. As a public university, some external evaluation is mandatory. The University regularly accepts the teaching and learning evaluation organised by the Ministry of Education and the Shanghai Municipal Education Commission.

10.2 In November 2005, an evaluation commission of experts visited the University to conduct a seven-day evaluation of undergraduate teaching and learning. The focus was on the University's guiding approaches, teaching resources, teaching conditions and utilisation, teaching construction and reform, teaching management, study style, teaching effect and university-running characteristics. An evaluation report was produced, and the results provided to SHNU and the Ministry of Education. According to the opinions and appraisal results, the Ministry of Education eventually determined the evaluation conclusions and rectification requirements for SHNU.

10.3 In November 2016, a group of experts was appointed by the Ministry of Education to conduct an audit and evaluation of the undergraduate teaching work. The evaluation adopted a new mode of 'autonomy, openness and consultation' which was in line with the development and reform of higher education in Shanghai. The reviewers carried out an evaluation, consultation and diagnosis, summarised good experiences, decided on approaches of talent training and university operation, and provided suggestions and recommendations for the improvement of the undergraduate education.

10.4 In consideration of the Audit and Evaluation Report, the University launched a large-scale discussion on education and teaching ideas with the subject of 'Undertaking the Mission of Cultivating Virtuous Talents and Comprehensively Promoting First-Class Undergraduate Programme Construction Centred on Students' Development'. In October 2017, the University designed an action plan for rectifying and evaluating the problems existing in the University operation, as identified by the review group.

10.5 In March 2020, the University analysed the opinions of the undergraduate teaching audit and evaluation and summarised the rectification measures and results. It formulated the Rectification Report on Undergraduate Teaching Audit and Evaluation of Shanghai Normal University. In July 2020, the Shanghai Municipal Education Commission organised a group to review the rectification report submitted by the University and produced a return-visit report making very positive conclusions.

10.6 Since 2019, the University offers certification of pre-service teacher education specialties. At present, 15 specialties of the University have completed the Class-II certification of pre-service teacher education specialties and 13 of them have passed the Class-II certification conditionally, with a validity period of six years. SHNU implements the rectification work according to the requirements of the certification of a pre-service teacher training specialty of the Ministry of Education. Furthermore, the University has carried out various forms of discussion debating activities, such as visiting other universities, listening to the opinions and suggestions of teachers, students and experts, and implementing the rectification plan into the annual work points of the Fourteenth Five-year Plan of Shanghai Normal University.

10.7 For its graduate programmes, an item-specific evaluation of degree programmes is organised by the Academic Degrees Committee of the State Council of the People's Republic of China and the Ministry of Education. This evaluation mainly examines the completeness of the postgraduate training system and internal quality assurance system of the degree programmes, as well as the management implementation of the whole process of postgraduate training, including teaching resources, talent training and quality assurance.

10.8 A self-evaluation report of the degree programme Marxist Theory is provided as evidence of the participation of the evaluation. A continuous improvement plan for its graduate and doctoral programmes is also included. Other graduate programmes were also externally evaluated including Psychology (first-tier discipline doctoral programme), Environmental Science and Engineering (first-tier discipline doctoral programme), Information and Communication Engineering (first-tier discipline master's programme), Design (first-tier discipline master's programme), and Agriculture (professional master's degree programme), Library and Information Science (professional master's degree programme), and Journalism and Communication (professional master's degree programme). Evaluation results of all programmes were rated as 'qualified'.

10.9 All degree granting units develop specific improvement plans for problems reflected in the evaluation audits. For instance, they have participated in all five rounds of Discipline Evaluation Work Plan in the last 10 years. The first four results and reports have been published. According to the senior staff, the results from the earlier round of evaluation are not only relevant to its governmental investment to the University but also the University's reputation. Taking the 2018 special evaluation of the professional degree of Social Work as an example, to address the objective problems in the design of this degree programme, SHNU formulated targeted and continuous improvement plans, including future development goals and guarantee measures. Furthermore, the plans are reflected each year in the Party and Government Work Points of SHNU. For example, relevant plans to address issues identified from the fifth round of evaluation are recorded in 'Party and Government Work Points of SHNU' of 2023. In November 2020, 29 academic disciplines participated in the fifth round of evaluation based on the Fifth Round of the Discipline Evaluation Work Plan announced by China Academic Degrees and Graduate Education Development Centre (CDGDC). Although the results have been revealed, in which the University performed well, the full report has yet to be published by the government. Senior staff confirm that the full report will be thoroughly analysed, and improvement areas and plans will be implemented for the success of the next round of the evaluation.

10.10 In 2018, the Regulations of Shanghai Municipality on the Promotion of Higher Education was published to legalise the management and evaluation of higher education institutions. Management and evaluation per category were conducted at all 62 colleges and universities in Shanghai. According to the differences in talent training programmes and scientific research, colleges and universities are categorised into four kinds: academic research-oriented, applied research-oriented, applied technology-oriented and applied skills-oriented. SHNU participated in the evaluation of applied research-oriented category. The result has been announced by the government but will not be made public. The University has identified its strengths and weaknesses and shared the results with relevant schools/colleges and functional organisations. The key staff who met the review team are aware of their priorities to improve their practice. Furthermore, in March 2022, the University applied and was approved by Shanghai Municipal Education Commission, to participate in the Type-I of Category-II (that is, Academic Research intensive) undergraduate education and teaching audit and evaluation which will be carried out in the first half of 2024 by the Ministry of Education and the Shanghai Municipal Education Commission.

10.11 In addition to the mandatory external assurance evaluation, SHNU has been involved in other external reviews and accreditations. For instance, the Business School of SHNU has

started its accreditation application of AACSB. It is also undergoing the current International Quality Review with this QAA panel.

10.12 As a public university, SHNU is subject to mandatory evaluation processes on a regular basis. It also undertakes other external reviews and accreditations on a voluntary basis and, as evidenced throughout this report, seeks to learn and improve its operations in the light of each experience. Therefore, the review team concludes that Standard 1.10: Cyclical external quality assurance is **met**.

Glossary

Action plan

A plan developed by the institution after the QAA review report has been published, which is signed off by the head of the institution. It responds to the recommendations in the report and gives any plans to capitalise on the identified good practice.

Annual monitoring

Checking a process or activity every year to see whether it meets expectations for standards and quality. Annual reports normally include information about student achievements and may comment on the evaluation of courses and modules.

Collaborative arrangement

A formal arrangement between a degree-awarding body and another higher education provider. These may be degree-awarding bodies with which the institution collaborates to deliver higher education qualifications on behalf of the degree-awarding bodies. Alternatively, they may be other delivery organisations who deliver part or all of a proportion of the institution's higher education programmes.

Condition

Conditions set out action that is required. Conditions are only used with unsatisfactory judgements where the quality cannot be approved. Conditions may be used where quality or standards are at risk/continuing risk if action is not taken or if a required standard is not met and action is needed for it to be met.

Degree-awarding body

Institutions that have authority, for example from a national agency, to issue their own awards. Institutions applying to IQR may be degree-awarding bodies themselves, or may collaborate to deliver higher education qualifications on behalf of degree-awarding bodies.

Desk-based analysis

An analysis by the review team of evidence, submitted by the institution, that enables the review team to identify its initial findings and subsequently supports the review team as it develops its review findings.

Enhancement

See **quality enhancement**.

European Standards and Guidelines

For details, including the full text on each standard, see www.enqa.eu/index.php/home/esg.

Examples of practice

A list of policies and practices that a review team may use when considering the extent to which an institution meets the standards for review. The examples should be considered as a guide only, in acknowledgment that not all of them will be appropriate for all institutions.

Externality

The use of experts from outside a higher education provider, such as external examiners or external advisers, to assist in quality assurance procedures.

Facilitator

The member of staff identified by the institution to act as the principal point of contact for the QAA officer and who will be available during the review visit, to assist with any questions or requests for additional documentation.

Good practice

A feature of good practice is a process or way of working that, in the view of a QAA review team, makes a particularly positive contribution to the institution's higher education provision.

Lead student representative

An optional voluntary role that is designed to allow students at the institution applying for IQR to play a central part in the organisation of the review.

Oversight

Objective scrutiny, monitoring and quality assurance of educational provision.

Peer reviewers

Members of the review team who make the decisions in relation to the review of the institution. Peer reviewers have experience of managing quality and academic standards in higher education or have recent experience of being a student in higher education.

Periodic review

An internal review of one or more programmes of study, undertaken by institutions periodically (typically once every five years), using nationally agreed reference points, to confirm that the programmes are of an appropriate academic standard and quality. The process typically involves experts from other higher education providers. It covers areas such as the continuing relevance of the programme, the currency of the curriculum and reference materials, the employability of graduates and the overall performance of students. Periodic review is one of the main processes whereby institutions can continue to assure themselves about the academic quality and standards of their awards.

Programme of study

An approved course of study that provides a coherent learning experience and normally leads to a qualification. UK higher education programmes must be approved and validated by UK degree-awarding bodies.

Quality enhancement

The process by which higher education providers systematically improve the quality of provision and the ways in which students' learning is supported.

QAA officer

The person appointed by QAA to manage the review programme and to act as the liaison between the review team and the institution.

Quality assurance

The systematic monitoring and evaluation of learning and teaching, and the processes that support them, to make sure that the standards of academic awards meet the necessary standards, and that the quality of the student learning experience is being safeguarded and improved.

Recognition of prior learning

Assessing previous learning that has occurred in any of a range of contexts including school, college and university, and/or through life and work experiences.

Recommendation

Review teams make recommendations where they agree that an institution should consider developing or changing a process or a procedure in order to improve the institution's higher education provision.

Reference points

Statements and other publications that establish criteria against which performance can be measured.

Self-evaluation document

A self-evaluation report by an institution. The submission should include information about the institution as well as an assessment of the effectiveness of its quality systems.

Student submission

A document representing student views that describes what it is like to be a student at the institution, and how students' views are considered in the institution's decision-making and quality assurance processes.

Validation

The process by which an institution ensures that its academic programmes meet expected academic standards and that students will be provided with appropriate learning opportunities. It may also be applied to circumstances where a degree-awarding institution gives approval for its awards to be offered by a partner institution or organisation.

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