

# The “Double High Plan” Performance Management Mechanism: The “Five-Factor” Advancement Model and Its Insights for the Second Round of Double High Construction

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Guangdong Industry and Trade Vocational Technical College was one of the first batch of institutions selected for the national “Double High Plan”. During the implementation of the “Double High” construction, the college adhered to a systematic management approach, outcome-oriented thinking, and strengthened project performance management based on governance tables. It innovated the “Five-Factor” project advancement mechanism, which was continuously improved in practice, accelerating the achievement of performance goals and improving efficiency. These practical experiences provide valuable insights and references for advancing the “Double High Plan” and its performance management.

*Keywords:* “Double High Plan” construction, systematic management, performance management, project advancement mechanism

## Introduction

Systematic project management refers to a standardized, structured, and systematic approach to managing projects by applying specific methodologies, tools, and processes. It enables comprehensive lifecycle management of projects, ensuring effective control and optimization. The significance of this approach lies in improving management efficiency, ensuring project quality, mitigating risks, optimizing resource allocation, and enhancing team collaboration.

In 2019, the Ministry of Education and the Ministry of Finance issued the “Opinions on the Implementation of the Plan for the Construction of High-Level Vocational Colleges and Programs with Chinese Characteristics” (referred to as the “Double High Plan”), aiming to build a group of vocational schools and program clusters that

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lead reform, support development, embody Chinese characteristics, and meet world-class standards. This plan is intended to drive the continuous deepening of vocational education reform, enhance connotation development, and achieve high-quality growth.

The first round of the “Double High Plan” entailed 10 reform tasks under the framework of “one enhancement, four creations, and five upgrades”. With substantial financial investments, extended timelines, multiple performance goals, and no unified standards, adopting a systematic management approach became essential to ensure project quality.

### Systematic Management of Projects in the Double High Plan

Systematic management of “Double High Plan” projects is a complex and multidimensional process. Its effectiveness is evaluated through regular performance assessments that involve diagnostics, feedback, and continuous improvement. This iterative process considers several dimensions, including overall project performance, goal achievement, resource utilization efficiency, and risk control capabilities. Key evaluation indicators include the following:

**Achievement of project goals.** This indicator evaluates whether the project has been completed according to the predetermined objectives, scope, and quality standards. It requires a comparison between actual outcomes and expected goals, along with an analysis of the achievement rate and reasons for any deviations.

**Project quality.** The quality of a project is assessed across three areas: output quality, service quality, and process quality.

Table 1

#### *Key Indicators for Evaluating Project Quality*

| Primary Indicator              | Secondary Indicator                                                                                                                                                                                                                                                                                                      | Evaluation Dimension |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Output                         | Quantity Indicators<br>Output Quality<br>Quality Indicators                                                                                                                                                                                                                                                              | Level Indicators     |
| Social Benefits                | Contribution to leading vocational education reform and talent development<br>Contribution to supporting national strategies and regional economic and social development<br>Contribution to promoting the formation of effective national policies, systems, and standards supporting high-quality vocational education | Service Quality      |
| Sustainable Impact             |                                                                                                                                                                                                                                                                                                                          |                      |
| Service Recipient Satisfaction |                                                                                                                                                                                                                                                                                                                          |                      |
| Management & Execution         | Fund allocation rate<br>Budget execution rate<br>Fund compliance<br>Standardization of project management systems and organization                                                                                                                                                                                       | Process Quality      |

Performance evaluation is a critical benchmark for measuring the outcomes and developmental progress of “Double High Plan” projects. It plays an essential role in providing strategic guidance, positive reinforcement, supervisory oversight, and diagnostic improvements, thereby driving the success of the initiative.

### Key Practices

Performance evaluation serves as a tool, with advancing work as the ultimate goal and rectification as the essential process for achieving this goal. Below is an introduction to the “Five-Pronged Approach” project advancement mechanism implemented by the institution.

### First Factor: Responsibility Implementation Through Specific Measures

A leadership team was established for the “Double High Plan” construction, co-chaired by the Party Secretary and the President, to oversee and promote in-depth development. Leading departments and responsible individuals for the 10 construction tasks were clearly identified, with key and challenging task objectives broken down. After review and approval by the President’s Office, the respective vice presidents supervised and advanced these tasks, ensuring accountability at every level.

The leadership team established five working groups and formed three task teams, including a performance evaluation team subdivided into six specialized working groups. The organizational structure is shown in Figure 1.

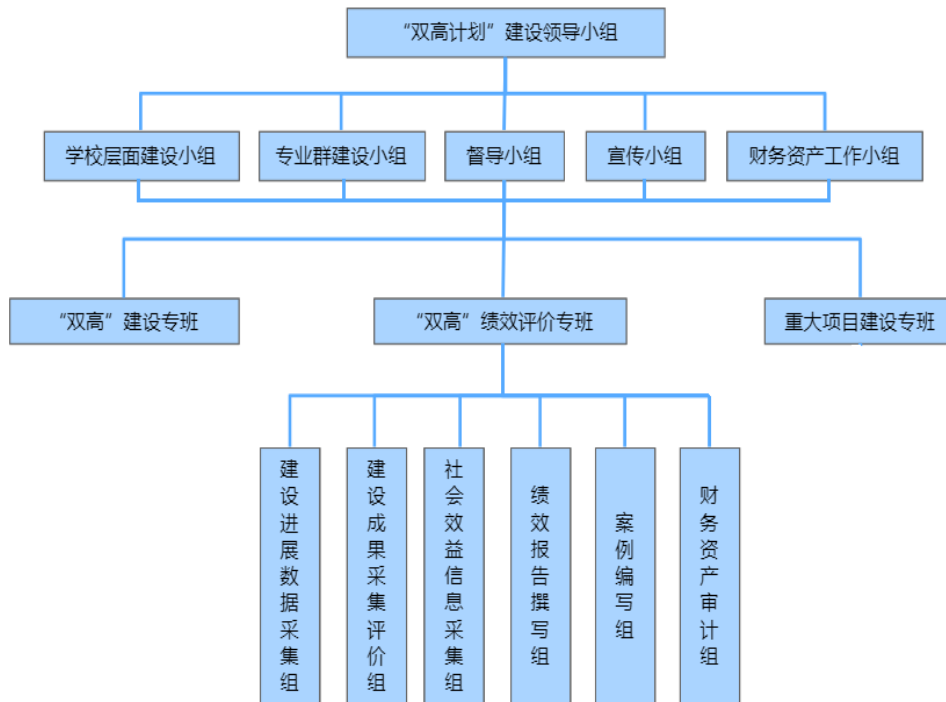


Figure 1. Organizational structure of the school’s “Double High Plan” construction work.

### Second Factor: Institutionalization of Construction Requirements

The institution combines strict management with strong support, guidance with oversight, and incentives with constraints. It has restructured the list of business and financial authority, as well as the list of departmental responsibilities, and revised 26 business module systems while optimizing processes.

The institution’s internal control governance practices were included in the *Mid-term Construction Report of the “Double High Plan”*. Unified project management standards were established, and these were institutionalized through specific regulations, such as the “Double High Plan” Implementation Management Measures, the “Double High Plan” Performance Evaluation and Incentive Measures, the “Double High Plan” Special Fund Management Measures, and the “Double High Plan” Supervision and Inspection Measures. In addition, the *Project Library Management Measures* and the *project approval process* were revised.

Furthermore, incentive policies such as the “Quality Improvement and Excellence Action Plan” Achievement Incentive Scheme and the “Scientific Research Achievement Recognition and Reward Measures” were



#### Fourth Factor: Digitalization of Process Management

A customized “Double High” project information management system was developed (Figure 3) to integrate key components such as task objectives, progress, quality, contracts (procurement), budgets, and performance. This intelligent platform enabled the presetting and tracking of construction tasks and performance goals, the issuance and execution of budget and fund projects, and the visualization of data on fund inputs and performance outputs, significantly enhancing project management efficiency.

To further improve efficiency and mitigate risks, application forms and approval workflows were redesigned. The entire project lifecycle—from budget allocation, project initiation, execution, procurement, and implementation to acceptance and performance audits—was digitally monitored and managed.

(1) Approval rights were assigned to specific roles, ensuring process continuity even during personnel changes.

(2) Approval thresholds were clearly defined: up to ¥50,000 by department heads, ¥50,000–¥500,000 by the President’s Office, and projects exceeding ¥500,000 by the Party Committee.

(3) Major projects exceeding ¥50,000 required joint review by the school’s major project evaluation committee.

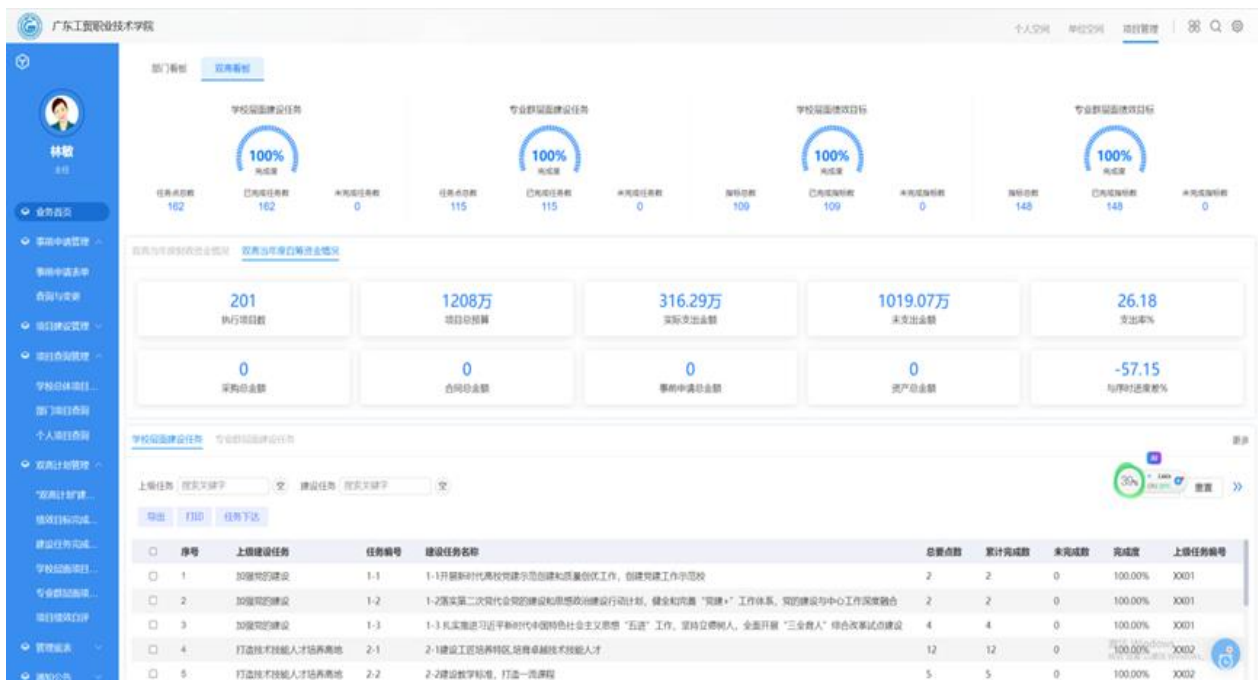


Figure 3. Integrated “Double High Plan” project information management system.

#### Fifth Factor: Diversification of Incentive Mechanisms

The institution refined its incentive systems and strengthened team-building efforts by revising policies such as the *Reward Performance Salary Distribution Measures for Contracted Personnel*. Seven institutional documents were introduced or revised, including the *Action Plan for Quality Improvement and Excellence Achievement Incentive Program*, *Title Evaluation Measures*, and *Scientific Research Reward Measures*.

Annual performance assessments for the “Double High” project were linked to departmental year-end evaluations, ensuring alignment between results and financial incentives. Reward levels for various achievements

were clearly defined and tied to research workload and professional title evaluations. This approach aimed to motivate faculty to engage in theoretical research and achieve high-level outcomes, injecting momentum into project construction.

### Major Achievements

As a high-level professional cluster construction unit under the first round of the national “Double High Plan”, Guangdong Industry and Trade Vocational Technical College has consistently adhered to the guidance of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era. The college is deeply committed to the socialist orientation of education, implements the fundamental task of cultivating virtue and character, and actively supports the “Guangdong Manufacturing Industry” strategy by aligning with emerging sectors such as new energy, the digital economy, and intelligent manufacturing. By innovating talent training models, the college has made significant contributions to regional economic development, providing strong talent and skills support. It has established itself as a benchmark for vocational education in surveying and geoinformation talent cultivation in South China.

The college pioneered a “Five-Pronged” project advancement mechanism, which strengthened guidance, supervision, and management throughout the process. This approach significantly accelerated progress and enhanced efficiency in achieving the performance goals of the “Double High Plan”. All pre-set construction tasks and performance objectives were successfully completed, with industry and enterprise investments exceeding 12 times the central government’s special funding, demonstrating a remarkable leveraging effect.

Key achievements include:

(1) Landmark Outcomes: The college earned 324 national-level achievements and 1,523 provincial or ministerial-level achievements.

(2) Online Courses: The number of high-quality online courses at the provincial level and above tripled compared to the past five years.

(3) Teaching Awards: The college saw a doubling of provincial and above-level teaching achievement awards.

These accomplishments have propelled the college from a “high-quality plateau” to a “brand peak”, making it a standout example of high-quality development in modern vocational education.

The college successfully passed the mid-term performance evaluation by the Ministry of Education and the Ministry of Finance with excellent results. Its internal governance and best practices were included in authoritative works such as the *Mid-Term Construction Report of the “High-Level Vocational Schools and Specialty Construction Plan with Chinese Characteristics”*. Additionally, its specialized institutional policies were recognized in the book *Study on the Social Contribution of Vocational Education under the “Double High Plan” (2019–2021)* as exemplifying “policy-driven leadership”.

### Conclusion

The achievements of Guangdong Industry and Trade Vocational Technical College in the first round of the “Double High Plan” construction fully demonstrate the pivotal role of high-level vocational institutions in serving national strategies, promoting regional economic development, and leading vocational education reform. The innovation and practice of the “Five-Pronged” advancement mechanism provide valuable experience and insights for “Double High Plan” project construction.

Looking ahead, the college will continue to deepen systematic project management and improve its performance evaluation mechanisms. With a higher strategic position and a broader perspective, it aims to fully align with the new demands of national and regional development, advancing the “Double High Plan” to new heights. At the same time, the college will leverage its exemplary role as a benchmark for the “Double High Plan”, further strengthening industry-education integration and school-enterprise cooperation. This will contribute to exploring more pathways for the high-quality development of vocational education in China and to achieving the goal of building a strong nation through education.

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