

# Evaluation and Benchmarking of the Diploma in Art Design from Chengdu Textile College

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## Context and scope

Chengdu Textile College commissioned Ecctis for an independent evaluation and benchmarking of its Diploma in Art Design, which was completed in December 2023.

Chengdu Textile College is a public full-time higher education college sponsored by the Sichuan Provincial Government and directly under the Sichuan Provincial Department of Education. The College delivers engineering programmes related to the textile and garment industry. It has eleven schools, and the Art Design Major is offered by the School of Creativity and Art

The main aims of the benchmarking were to:

- Establish comparability in the context of the UK through reference to the Regulated Qualifications Framework (RQF), and by extension, the European Qualifications Framework (EQF)<sup>1</sup>
- Assess the extent to which the College's underpinning quality assurance meets a set of international standards.

## Key findings

The Diploma in Art Design seeks to develop students' knowledge in interior design, spatial art, and landscape art design. In line with national requirements, the Diploma also encompasses "public basic courses" which include topics from arts, social sciences, and science domains.

The general entry requirement for the programme is the National College Entrance Examination (NCEE, popularly known as the *gaokao* 高考) – comparable to GCE A Level / RQF Level 3 in the UK – or suitable marks in one of the College's own tests.

The Diploma is a three-year full-time programme equating to approximately 2824 hours' guided learning time. Reflecting its vocational focus, the Diploma combines classroom-based study with practical-based simulated learning and a four-week integrated internship which further embeds the knowledge and skills developed on the Major.

Upon completion, many students enter the workforce<sup>2</sup>; however, some students will be eligible to apply for top-up Benke (本科) / Bachelor degree programmes. These require a

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<sup>1</sup> To date, a total of 36 countries have now referenced their national education systems to the EQF.

<sup>2</sup> The employment rate of graduates is typically 95%.

minimum of two years of further study, which shows that the Diploma has similar academic progression routes to that of HND, Diploma of Higher Education and other UK Level 5 awards.

The study revealed several strengths of the Diploma in Art Design, namely it demonstrated that:

- The organisation of modules allows students to progressively develop knowledge and skills over the duration of the Major.
- The close cooperation of enterprises in areas of the Art Design industry means students gain significant insight into professional roles.
- The use of a compulsory internship deepens students' knowledge and skills in professional environments.
- Through the intensive practical modules, there is evidence of a vibrant and active studio culture which can benefit students through peer support and dialogue.
- Enrolment procedures are complex, but clearly documented and effectively executed.
- The processes for design of new programmes, and for the review of existing programmes, involve an appropriate range on internal and external stakeholders.
- The arrangements for the recruitment, orientation, training, and support of new staff are comprehensive.
- There are appropriate structures in place to ensure that published information is accurate, clear, and up to date.

**In terms of international comparability, the Diploma in Art Design has been found comparable to Level 5 of the RQF and EQF.** It has also met international quality standards in the following five areas:

- **Admission**  
There is a pre-defined and published admissions policy ensuring transparency in the admissions policy and supporting consistency in admissions decisions
- **Programme development, approval, monitoring and review**  
There is a clear, process in place for the design, approval and monitoring of programmes
- **Teaching and learning**  
There is a formalised process for monitoring the quality and effectiveness of delivery, relevant to the modes of study employed
- **Assessment**  
Assessment provides a sufficiently fair, valid and reliable evaluation of the intended knowledge, skills and competencies
- **Information**  
The information available to prospective students, current students and other interested stakeholders is accurate, transparent and clear for the intended audience.

## Engagement

Chengdu Textile College has committed to further development and engagement encompassing:

- Writing new learning outcomes at programme and module level, ensuring these are specific; measurable; and ensure all RQF Level 5 descriptors are met at programme and module level.
- Developing a programme assessment framework/plan
- Adopting assessment and marking approaches that sufficiently test critical thinking skills such as evaluation and reflection.
- Ensuring that there is a clear policy on programme assessment plans. There should be clear limits on the use and weighting of attendance as part of the assessment.
- Maintaining and ensuring adoption by all staff of the unified quality assurance handbook.

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We are UK-based and operate worldwide, with a global network and client base spanning 62 countries and 5 continents. We have a 20-year track record in international consultancy and development.

Ecctis provides official UK national agency services on behalf of the UK Government in qualifications, skills, and migration – including UK ENIC, formerly UK NARIC.

UK ENIC is the UK National Information Centre for global qualifications and skills. Following the UK's leaving the EU, the former UK NARIC recognition agency function changes from a NARIC (which is an EU-only title) to an ENIC (the wider European title for national recognition agencies) in order to meet the UK's continuing treaty obligations under the [Lisbon Recognition Convention](#).

Since 2019, through our China representatives and Beijing office Nalike, and our UK China Council and UK NARIC China Council projects, we have conducted qualification benchmarking in China and fostered educational links between China and other countries, to support the internationalisation efforts of China's higher vocational colleges.