

Evaluation and Benchmarking of the Diploma in E-Commerce from Chengdu Polytechnic

Context and scope

Chengdu Polytechnic commissioned Ecctis for an independent evaluation and benchmarking of its Diploma in E-Commerce, which was completed in March 2023.

The Diploma in E-Commerce is one of 39 majors delivered by the College, including software technology, animation production technology, and tourism management.

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)¹
- Assess the extent to which the College’s underpinning quality assurance meets a set of international standards.

Key findings

The Diploma in E-Commerce seeks to develop students’ knowledge in business visual design, skills and methods of network promotion, and network copy writing. 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 2728 guided learning time. Reflecting its vocational focus, the Diploma combines classroom-based study with practical-based simulated learning in the form of an internship that takes place during student’s third year of study.

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

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

The study revealed several strengths of the Diploma in E-Commerce, namely that it demonstrated:

- It is a reasonably well-designed programme with a clear aim to create a skilled workforce ready for employment in an emerging sector.
- An employment rate of over 95% for graduates, indicating the structure and contents of the programme are highly relevant for meeting the industry needs in what is an emergent fast-evolving internet driven international market.
- The means and modern infrastructure to continue to deliver high-quality learning.
- That students who successfully complete the programme are given support to find employment through campus recruitment.

In terms of international comparability, the Diploma in E-Commerce 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 Polytechnic has committed to further development and engagement encompassing:

- Undertaking a comprehensive review of the Diploma in E-Commerce documents at programme, module, and topic level to centre programme design around the intended learning outcomes.
- Revising guidelines for programme design, development and approval to reflect the knowledge and skills descriptors of levels 4 and 5.
- Designing programme specifications (Teaching Plans) that detail the assessment strategies to be used and their link to module learning outcomes. To strengthen learning outcome mapping, clear learning, teaching and assessment strategies must be assigned to module learning outcomes.
- Developing a unified internal quality assurance handbook which would help to consolidate all existing written policies and process, as well as documenting any unwritten policies or processes.
- Maintaining and ensuring adoption by all staff of the unified quality assurance handbook.

Ecctis is a gold-standard provider of services in international education, training, and skills, and in the development and recognition of globally portable qualifications. We are an internationally trusted and respected reference point for qualifications and skills standards.

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.