

Evaluation and Benchmarking of the Diploma in Product Art Design from Guangdong Industry Polytechnic

Context and scope

Guangdong Industry Polytechnic commissioned Ecctis for an independent evaluation and benchmarking of its Diploma in Product Art Design which was completed in June 2023.

The Diploma in Product Art Design is one of 69 programmes delivered by the College, alongside programmes related to the areas of mechanical and electrical technology, food and biotechnology, light chemical technology, information technology, and automotive technology.

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 Product Art Design seeks to develop students' knowledge in product design, 3D printing, UI design, and digital creative modelling. 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 2708 hours' guided learning time. Reflecting its vocational focus, the Diploma combines classroom-based study with practical-based simulated learning and an internship element that allows students to learn within a working studio environment within local industry.

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

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

² The employment rate of graduates is typically 98%.

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 Product Art Design, namely that it demonstrated:

- The inclusion of productive collaboration and external visits with industry practitioners enabling students to work on real-world briefs.
- Good evidence of students using both practical CAD (Computer Aided Design) and digital presentational applications to produce convincing graphic visuals.
- Future proofing design skills in the relationship between technology and pipelines through the introduction of Virtual, Augmented and Mixed immersive realities.
- Opportunities for students to experiment with a broad range of materials (wood, plastics, metals, cardboard), including 3D rapid prototyping processes within a workshop setting.
- A good range of modules, balancing theoretical and practical outcomes that enrich the student experience and enable students' design skills and abilities to develop.
- Excellent workshop facilities, providing students regular access to a broad range of state-of-the-art equipment.

In terms of international comparability, the Diploma in Product 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

Guangdong Industry Polytechnic has committed to further development and engagement encompassing:

- Writing new learning outcomes at programme and module level, ensuring these are specific; measurable; and that an indicative 60% of the programme targets a higher level of knowledge and critical thinking skills.
- Developing a programme assessment framework/plan and revising assessment briefs to ensure sufficient testing of critical thinking skills such as analysis and evaluation, coherent with the new learning outcomes.
- Ensure that there is a clear policy on programme assessment plans. Assessments should be developed so that they are clearly linked to intended learning outcomes.
- 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.