

Accreditation Report

Institutional Accreditation of

Zhongqiao Vocational and Technical University

I Procedure

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The **Assessment Report** of the peer-review experts is **based on** the self-assessment report of the Higher Education Institution (HEI) and extensive discussions with the HEI management, the board of trustees, representatives of the holding company, deans, heads of study programmes, lecturers, staff representatives, students, and alumni.

The basis of the **Assessment Criteria** is part 1 of the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) in the current official version. Further, the assessment considers criteria for the institutional accreditation of non-state higher education institution of the German Council of Science and Humanities (WR) („Guidelines for the accreditation of non-state higher education institutions” Section B.IV). At the same time the national context, particularly the national regulations regarding the establishment of study programmes, are taken into account.

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II Introduction

The experts would like to thank the representatives of the Zhongqiao University as well as students that they have taken part in the discussions and willingly shared information and their views during the online visit. The discussions are valuable not only for the assessment of the institution, but also for a better understanding of the legal and sociocultural context of the local higher education system.

Evaluation basis for the peer-review experts is the self-assessment report of the HEI as well as intensive discussions during the site visit with the HEI management, board of trustees, representatives of the holding company, deans, head of study programs, study programme coordinators, teachers, lecturers, administrative staff, students, and graduates.

Main objective of the accreditation procedure is to assess the quality of the study programmes and compliance with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG). The ESG standards are applied as main assessment criteria in the international accreditation procedure. They are completed with criteria for the institutional accreditation of non-state higher education institution of the German Council of Science and Humanities (WR) („Guidelines for the accreditation of non-state higher education institutions" Section B.IV). In addition, the respective country-specific criteria and standards are taken into account.

A group of experts was set up, which ensured that all areas relevant to the accreditation procedure (e.g. legal, structural, social etc. aspects) as well as the ESG, the WR criteria, and national criteria were considered. The peer-review experts include professors, representatives of the professional practice and the student representative. A certificate with the ACQUIN seal is awarded upon accreditation of the institution.

1 Short profile of HEI

Shanghai Zhongqiao Vocational and Technical University (hereinafter referred to as "Zhongqiao University") is a vocational higher education institution approved by the Chinese Ministry of Education and supervised by the Shanghai Municipal Education Commission. It is a private non-profit university. Full-time four-year students who meet the graduation requirements are awarded bachelor's degrees. Students of the three-year programmes are awarded a diploma when they meet the graduation requirements. Zhongqiao University was founded in 1993 as a private education and training institution approved by the Shanghai Municipal Education Commission. In 1995, it moved to Shanghai Putuo District and Pudong New District to develop academic diploma education, which was recognized by the society. It has eight faculties/schools with an number of full-time students currently enrolled of 9316. In 2002, Shanghai

Zhongqiao Vocational and Technical College was established then by Shanghai Zhadan Technology Group, one of the top 500 private companies in China. 2014, it moved to the new campus in Jinshan District, Shanghai.

In December 2019, it was approved by the Ministry of Education to be upgraded to a pilot university for undergraduate level vocational education.

On June 10, 2020, the Ministry of Education officially approved the renaming of Shanghai Zhongqiao Vocational and Technical College (undergraduate) to Shanghai Zhongqiao Vocational and Technical University, making it the only vocational and technical university in Shanghai. Zhida Group is the organizer of the university, and it upholds the philosophy of "run education for the nation and industry for the country", and supports and promotes the university in terms of resources and development. The University's motto is "To be, to do, to learn". The university fully implements the national education policy, always takes serving the national and Shanghai's economic and social development as its internal driving force, and actively explores the "university-enterprise and industry-government" four-in-one education model, with the goal of building "academic strengths, employment advantages, and entrepreneurial competence", and forming a synergistic development pattern which is "one body (engineering) and five wings (management, economics, literature, arts, medicine)". It will seek better design of programmes, demand and growth of new programmes, and coordinate the scale and quality of development.

The university covers an area of 361,600 square meters (36.16 hectares), with a total building area of 233,500 square meters. It has eight faculties/schools, including School of Information Engineering, School of Smart Manufacturing, School of Construction Engineering, School of Food and Drugs, School of Nursing and Health, School of Economics and Management, School of Foreign Languages, and School of Arts; 2 teaching units, including the Training Center and the Teaching Department as well as 15 four-year programmes and 36 three-year programmes.

Since its establishment 30 years ago, Zhongqiao University has formed distinctive characteristics of vocational education and cultivated a large number of high-quality technical and skilled talents. The employment rate of graduates has always been above 96% in the past five years, which is among the top ten universities in Shanghai. The satisfaction rate of graduates and employers has always been above 95%, and the university has become one of the 100 universities in the national "Employment Distribution Detection Project". Zhongqiao University is a non-profit private higher education institution, and it is mainly financed by tuition fees, special allocation from Shanghai Municipal Education Commission, social service training income and donations, etc. Its funding sources are stable and reliable, and can ensure the needs of education and teaching, normal operations and development of the university.

III Implementation and assessment of the criteria

The peer-review experts assess the quality of the institution and compliance with the ESG standards and the criteria of WR as well as with the national standards. The report must document the assessment of each field of examination which are clustered in the following chapters.

1 Institutional Profile and Strategy: Strategic Planning, Mission and Vision

The HEI has a clear mission statement in which the institutional profile, strategy, and objectives of the HEI are defined. The mission is consistent and complies with international standards. Academic bodies have adopted the mission, which is publicly available. The HEI has adequate resources to fulfil its mission and strategic planning [Examination Area 1].

Implementation

In China, there are currently 32 vocational universities offering four-year undergraduate programmes. These universities train highly qualified technical and skilled talents for local economic and social development. In the competition among 10 similar pilot universities providing four-year undergraduate programmes in the more developed region, Zhongqiao University is ranked Top 5 in overall. Regarding teaching and talent development, Zhongqiao University is ranked second; in terms of internationalization, Zhongqiao University is ranked fifth; regarding employment rate and student satisfaction, the university is ranked in the top three. Since Zhongqiao University is located in the most economically developed region of China, Shanghai and the Yangtze River Delta, the university has great prospect for future development and is promising to become a domestic leader in all aspects. The fast and good development foreground are mainly reflected in the internal and external conditions. In regard of the internal conditions, the advantages of Zhongqiao University are: Firstly, the university's four-year undergraduate programmes have a leading effect in the field of vocational education. China's undergraduate level vocational education started in 2019, and as one of the first 32 pilot institutions in China, Zhongqiao University was able to take the lead in producing high-level technically skilled talents and engineers for the front line of enterprises, giving it a head start among similar institutions. In particular, being able to confer vocational bachelor's degrees has promoted the upgrading of the university, which has led to a significant increase in key performance indicators such as university funding, faculty, and space, and its status has steadily risen. Secondly, the university has distinctive characteristics, closely linked to the regional economy and its specialty corresponds to the industrial development. It adapts to the development needs of enterprises and society for talents, and carries out joint training with enterprises.

Therefore, the employment rate of students and the social satisfaction are high, and the university enjoys sound social reputation.

From the perspective of the external environment, Zhongqiao University is faced with a golden opportunity. Firstly, China's rapid industrial upgrading, the emerging of new industries and development of high-end manufacturing industries have multiplied the demand of enterprises for high-level front-line technically skilled personnel who can engage in complex technical operations. In addition, in recent years, the state has been paying more and more attention to vocational education, and the newly promulgated Vocational Education Law in 2022 has given vocational education a higher status and more room for development, and the government has been increasing its support for private universities and schools. Located in Shanghai, Zhongqiao University has obvious geographical advantages. Shanghai is a modern international metropolis, an engine and leader of the economic and social development of the whole China and even of East Asia. In the future, Shanghai will become an international economic, financial, trade, shipping and science and technology innovation centre, which has built a platform and created conditions for international exchanges and cooperation for Zhongqiao University.

As private university the Zhongqiao University can act very flexible with strong market awareness and has an extensive contact and cooperation with government, industry and enterprises. Zhongqiao University actively promotes specialty reform and specialty construction, is outcomes-oriented and its teaching is student centered. tuition fees strategy is agile and it benefits from stable funding sources In order to better adapt to the new situation of national economic and social development and the development of higher vocational education, and to effectively cope with the internal and external challenges and promote the high quality, distinctive, sustainable and healthy development of the university, they are striving to break through the "relatively insufficient education resources per student, shortage of faculty, the need to improve the social environment of vocational education and the obstacles of international exchange". After being upgraded to a bachelor-level vocational and technical university in 2019, based on the relevant strategic development of the state and Shanghai, combined with the actual operation of Zhongqiao University, using various social resources, giving full play to the role of the University's Advisory Board, student-centered, professional advantages, professor-governed, and continuous improvement mechanism, the university studied and formulated in the first half of 2020 the "Zhongqiao University 2021-2025 Strategic Development Plan " (hereinafter referred to as "Strategic Plan"), which defines the new vision, mission and strategy of the university and lays the foundation for the high-quality development of the university.

The University's motto is "To be, to do, to learn". The vision of the university it to become a modern vocational and technical university that is leading in China and internationally renowned.

The mission of the university is to foster virtue through education, meet global challenges and cultivate outstanding industrial talents who are "virtuous in character, dedicated to work, and persevered in learning".

Adhere to the positioning of vocational education at undergraduate level. Shanghai Zhongqiao Vocational and Technical University is based in Shanghai, spreading to the Yangtze River Delta and serving the whole China. What's more, the university adhere to the coordinated development of undergraduate and junior school education, simultaneous promotion of academic and non-academic education, highlighting the service level and capability in modern high-end industries and service industries.

The development strategy of the university is therefore international vision, faculty enhancement, integration of industry and education, and modern governance.

Adhere to persevering in the socialist orientation in education provision, comprehensively implement the education policy, focusing closely on fostering virtue through education, and comprehensively promoting the implementation of university management in accordance with the law. Additionally, the university implements the newly revise (Vocational Education Law), adhere to the principles of "Vocational Type, Engineering Leading, Industry-education Integration, International Perspective", insist on expanding the scale, optimizing the structure, emphasizing the characteristics and focusing on innovation, as well as comprehensively improving the quality of education, comprehensively enhancing the level of schooling and core competitiveness, and providing high-level technical and skilled personnel support, intellectual support and innovation leadership for socialist modernization construction, construction of Shanghai as modern international metropolis and regional economic and social development.

Zhongqiao University is the only vocational and technical university in Shanghai that offers four-year undergraduate degrees. It is located in Shanghai, the most economically developed international metropolis in the Yangtze River Delta region, with a complete industrial layout and formidable enterprises strength, giving vocational education vast potential for future development.

Focusing on the "Standards for the Establishment of Undergraduate Vocational University" and "Indicators and Basic Requirements for the Qualified Assessment of Undergraduate Teaching in Undergraduate Vocational University" published by the Ministry of Education, the university will improve schooling conditions, expand scale of operation, optimize professional structure, deepen integration with industry and education, strengthen its characteristics, focus on internal development, expand its international perspective, improve its quality to build the brand of Zhongqiao, so as to ensure that the pilot work of undergraduate vocational education of the Ministry of Education is completed with high quality.

The structure of academic disciplines will be adjusted and optimized in order to meet the strategy needs of the construction of Shanghai's four centers and five new cities and the strategy for integrated development of the Yangtze River Delta. By 2025, the school will aim to have an enrolment of 10,000-12,000 students, the structure of undergraduates and specialists will be optimized, and the number of vocational undergraduate majors will reach 25-30 as possible, and the role of vocational undergraduate majors will be driven to create "undergraduate majors+" special groups. Relying on the advantages of the specialties set up by the university, strengthen the cooperation between the university and multinational companies, large state-owned enterprises, excellent private enterprises, especially the "leading" enterprises in the industry, build the laboratory training room to the enterprise and the enterprise workshop can be the training room. The university will innovate the integration of industry and education, science and education integration through multi-initiatives.

In accordance with the professional construction and development idea of "We have something what the others do not have, we have the better ones than the others have, we have the unique ones than the others' better ones, we have the advanced ones than the others' unique ones" The university will build the "Zhongqiao Schooling Characteristics": 3-5 university-level specialties, 2-3 municipal-level specialties, 1-2 international cooperation majors, and run about 5-6 "junior school degree to bachelor's degree" and "high school degree to bachelor's degree" majors, gradually forming synergistic development pattern which is "one body (engineering) and five parts (management, economics, literature, arts, medicine)". The digitization and information technology construction of the university shall be strengthened, the concept and reform the talent training mode shall be changed as well. The university shall also promote international accreditation, improve the level of internal governance and internationalization of the university, create a distinctive and unique "Zhongqiao University Schooling Characteristics", and continuously improve the level of service to national strategies and regional economic and social development.

Strengthen the management responsibilities at both secondary school and university levels, and organize full-time faculty to go to the front line of enterprises in phases and batches according to the needs of professional development and the actual situation of faculty. In this way, the university will establish an entry system for new faculty with a "double qualified faculty" orientation and improve the structure of the teaching staff. The introduction and training of "famous faculty and experts" will be stepped up to improve the overall level of the teaching staff and to provide strong support for the development of the university's high-quality characteristics.

The university will continue to revise and improve the Talent Training Program, Course Standards and Teaching Quality Evaluation Standards for vocational undergraduate majors. The

talent training program has more prominent undergraduate professional characteristics, the curriculum system is more suitable for the training needs of high-level technical and skilled personnel, and the course content can be aligned with professional standards. The teaching process can be connected to the production process, focusing on incorporating new technologies, new processes, and new norms into teaching standards and teaching content, and practical teaching hours account for more than 50% of the total class hours. The construction of the vocational undergraduate teaching quality assurance system and the degree awarding management system shall be strengthened, in order to ensure that all vocational undergraduate majors successfully pass the review and evaluation of the conditions for conferring bachelor's degrees, and the application of vocational education master's programs shall be actively carried out.

Inter-university exchanges and the exchange of faculty and students with developed countries in vocational education shall be strengthened, such as Europe, America, Japan and Korea, in order to improve the internationalization level of faculty and provide more opportunities for students to go abroad for internships and exchanges, and to further their studies overseas after graduation. 3-5 majors shall be selected to carry out pilot internationalization teaching reforms, cultivate students' international awareness, international vision and international exchange ability, and improve the university's ability and level of open schooling. 2-3 majors shall be preferably selected to cooperate with high-level international universities with developed vocational education, follow the frontier development of international vocational education, and cooperate in vocational education research. For the period 2021-2025, the university will declare the construction of the International Exchange University of Vocational Education, focus on creating 2-3 substantial international cooperation projects, and attract a group of overseas students to study in Zhongqiao.

In accordance with the standards set by the Ministry of Education for undergraduate-level vocational university, the construction of the university will be accelerated to meet the standards, the allocation of resources will be optimized, the schooling conditions will be improved and the quality of schooling enhanced. The university shall also actively seek the support of Shanghai, Jinshan District, Zhangyan Town, Langxia Town and other government departments to coordinate the resolution of the university's 260 mu (a Chinese unit of area(equal to 1/15 of a hectare or 1/6 an acre)) of land shortage for schooling, and strive to have it resolved by 2025 so that the university covers an area of more than 800 mu, and complete the second phase of the construction of the Jinshan university of Zhongqiao University covering an area of 181,821.7 square meters. For the period 2021-2025, the university will basically realize "smart hub, intelligent management and precise services", and build a university informatization system that can support the development level and construction goals of the "vocational bachelor's degree". This system will achieve data integration and sharing, effectively promote the in-depth

integration of information technology and education teaching, create a smart university environment suitable for cultivating high-quality technical and skilled talents, and effectively improve the public service level of the university network.

The university has always been committed to creating an inclusive and harmonious environment and implementing equal opportunity and diversity strategies.

The university has 451 core faculty. It strictly implements the Labor Law and the Trade Union Law, safeguards the legitimate rights and interests of faculty, pays male and female faculty equally for the same work, who owns equal opportunities for career development and freedom of belief. The female faculty also enjoy other benefits and protection.

In terms of the national unified enrollment , Zhongqiao University both pays attention to local students, students in developed areas, but also students in the economically disadvantaged areas, as well as students with physical disabilities. In strict accordance with the national Education Law, Higher Education Law, Vocational Education Law and the relevant enrolment policies formulated by the provincial education authorities, enrollment is gender-neutral and equal for men and women. At the same time, we apply the principle of fair competition, fair selection, open and transparent, through the computer network, remote review of the electronic files of candidates, through the moral, intellectual, physical and aesthetic comprehensive assessment, to the selection of candidates who apply to study in Zhongqiao University.

The university strictly implements the Guideline on Physical Examination for Admission to General Higher Education Universities issued by the Ministry of Education, the Ministry of Health and the China Disabled Persons' Federation and the relevant regulations of the General Office of Ministry of Education and the General office of Ministry of Health on the physical examination of students enrolled in general higher education universities. Students will not lose the opportunity and right to receive higher vocational education because of their disabilities.

Students admitted to the university from economically disadvantaged families can apply for admission through the "green channel" and apply for National Scholarships, National Encouragement Scholarships, Shanghai Scholarships, State Grants, National Student Loans, work-study positions, allowance for special difficulties and tuition fee waiver, etc. At the same time, the university has also established university scholarships and grants. It is committed to ensuring that students admitted to the university do not drop out due to financial difficulties. The university offers diversified programmes in professional progression, further study and employment.

Through cooperation with domestic and foreign institutions, the university provides opportunities for students to further study in domestic partner institutions and foreign partner universities. There are both academic upgrading and joint training programmes.

The domestic multi-channel enrollment of the university includes middle and high school joint programmes, secondary technical school joint programmes, and international cooperative programmes, such as short-term exchange and 2+2, 3+1 joint training. There are also enterprise-customized programmes. In terms of evaluation, the university highlights the characteristics of vocational education, and through the integration of industry and education, it provides a degree and certificate integration scheme, where students can obtain a graduation certificate and several vocational qualification certificates. Through the establishment of a tripartite evaluation system led by faculty, with the participation of enterprise instructors and the students, the university comprehensively evaluates the students' specialized knowledge/skills, practical skills, professionalism and teamwork ability. This mechanism starts from individual independent evaluation to team comprehensive evaluation, which covers both process and results. It creates the conditions for students' career development and lifelong learning.

Assessment

The Zhongqiao University has made it its central task to develop a quality culture that applies universally at all levels of the university, is accepted by all university members and is constantly reviewed and further developed. In the opinion of the expert group, the university has a very good formal quality assurance policy in which all control loops are closed, interlock very well and work together. The instruments of internal quality assurance are publicly accessible and known to all staff and students. The quality assurance policy covers all relevant areas and informs all university members regularly and transparently about the use of the quality assurance instruments. All relevant bodies are also appropriately involved in the process of further developing quality assurance and the coordination processes of the various bodies were explained in the discussion rounds. All important bodies and institutions are sufficiently involved in the development and implementation of the policy. All relevant areas are covered and are publicly accessible.

The mission statement of Zhongqiao University is clear and takes into account all the necessary academic and scientific levels as well as the organization and administration of the university.

The university's activities are carried out through a strong hierarchical structure. The responsibilities of the bodies, members, etc. have been clearly defined. The organisational structure of the University consists of a number of structural units reflecting the main areas of activity of the University like the Board of Directors, President, the Advisory Board, Professor Committee, Student Committee, Executive Management Committee (Finance, Personnel, Academic, Degree and Quality Control), Presidents Office, etc. The goals of Zhongqiao Vocational and Technical University are clearly presented and comprehensively documented.

In its university development plan, the Zhongqiao University provides valid development opportunities to achieve the desired goals in terms of university size (10,000-12,000 students; four-year professional degree programmes achieve approx. 25-30), their talent development (e.g. more than 3 professional pedagogical achievement awards or stable employment rate of 98% or more), faculty tasks (e.g. 4. Proportion of "dually qualified lecturers" exceeds 50%, including 10 "dually qualified lecturers" and "excellent lecturers" who have expertise in business and teaching), building disciplines and degree programmes (e.g. Building a cluster of world-class branded degree programmes, led by bachelor's degree programmes in artificial intelligence, big data, automotive service, digital media technology, logistics management and elderly care), integrating production and education (e.g. running 2 pilot projects for a modern education system at provincial and municipal levels or higher), global cooperation (e.g. e.g. declaration of the construction of an international exchange university for overseas Chinese vocational training), research (implementation of 50 projects at provincial and municipal levels or higher and approval of vertical and horizontal research funds of 5 million per year).

Zhongqiao Vocational and Technical University knows its history and is aware of the development it has already achieved. The goals for the future formulated in the 21-25 development plan are very ambitious. The presentation lacks some depth, i.e., it is recommended that the development plan be detailed. The university should further develop the higher education development plan and institutionalise mandatory milestones for the temporal review of the measures for action. All members of Zhongqiao Vocational and Technical University should be able to read what they need to do from this important paper. It would be important to attach a comprehensive recruitment strategy to the development plan so that Zhongqiao Vocational and Technical University can attract excellent faculty members in the medium and long term. In order to assess the further development of Zhongqiao Vocational and Technical University, it would be interesting to know the long-term development plan of the institution.

Zhongqiao Vocational and Technical University is part of the Chinese education system. It is aware of its role within this system and identifies with its general goals. The Zhongqiao University sees itself as part of society and places its goals at the service of society.

The profile of the university is publicly available. Unfortunately, it is not possible to reproduce the mission statement on the English-language home page as succinctly as it is presented in the documents for the reviewers. The native language homepage cannot be evaluated due to the reviewers' lack of language skills. It is recommended that the mission statement be better presented. It is also recommended that the university should strengthen its visibility and target high school students for the study programmes. The resources of Zhongqiao Vocational and Technical University are secured through private donors. However, a more organized and

comprehensive revenue generation plan should be established to ensure sustainability with respect to the next point.

A summary of the equal opportunities and diversity policy at Shanghai Zhongqiao Vocational and Technical University was presented by the university during the discussion rounds, from which a concrete concept for equal opportunities and disadvantage compensation was to be developed.

Conclusion

The criterion is **fulfilled**.

2 Governance, Organization and Administration

Responsibilities, decision-making processes, and decision-making competencies are clearly defined and integrated into statutes. Organisation and management structures are adequate to the tasks and objectives of the institution and assure freedom in teaching and learning [Examination Area 2].

Implementation

Zhongqiao University is an independent, private, and full-time vocational and technical undergraduate university that is licensed by the Chinese Ministry of Education and supervised by the Shanghai Municipal Education Commission. The university operates as a non-profit institution, with a strong commitment to public welfare in education. It has established a University Charter in compliance with national laws and regulations, and is governed by a board of directors, with the president bearing full responsibility for university management. The university conducts education activities in accordance with Chinese laws and regulations, including the Education Law, Higher Education Law, Vocational Education Law, and Private Education Promotion Law. It autonomously develops majors, courses, and selects textbooks based on university objectives and training goals. The university is authorized to confer degrees, issue graduation certificates, conduct research, provide social services, and engage in international cooperation, in accordance with relevant laws and administrative regulations.

As stated in the University Charter, the management of the university places students at the center and fully utilizes the role of the Professor Committee and other organizations to implement a two-layered and democratic management system. Apart from administrative bodies, the university has formed the Advisory Committee, Professor Committee, Academic Committee, Degree and Quality Committee, Personnel Committee, Finance Committee, and Student Committee, with their respective constitutions attached. Each organizational body assumes its responsibilities and exercises its authority to participate in democratic decision-making, as stipulated in the constitution.

The Board of Directors is the ultimate decision-making authority of the University, with the following responsibilities:

- Creating development strategies and plans for the University;
- Appointing and removing the president;
- Developing and revising the constitutions of the board of directors and the University Charter;

- Approving the University's rules and regulations, as well as its annual financial statements (including income and expenditure budgets, final accounts, staff quotas, and salary standards);
- Overseeing and inspecting the University's operations and the implementation of its resolutions; and making decisions on other significant matters.

The president of the University is accountable for executing the resolutions passed by the Board of Directors, proposing and endorsing candidates for vice presidents, and establishing university committees. Additionally, the president chairs and assumes full responsibility for the teaching, research, and administration of the University. The president is also responsible for devising the internal management structure, staff quotas, and salary standards, as well as proposing salary adjustments and executing them after gaining approval from the Board of Directors. Authorized by the Board of Directors, the president implements rewards and punishments for the heads of internal organizations, faculty, and staff. Furthermore, the president organizes and implements the University's development plans, financial budgets, and regulations.

The Secretary of the Party Committee acts as a special commissioner of the Shanghai Municipal Education Commission for private colleges and universities. Primarily, their role is to oversee the lawful operation of private colleges and universities, promote their reform and development, and lead the moral education of both faculty and students.

The Supervisory Board is responsible for overseeing the democratic management, decision-making, and operations of the university in accordance with the law. This includes monitoring major decisions, financial budgets, asset management, and the running process and behavior of the university, and offering suggestions to address any issues. The university has established several functional departments, including the President's Office, Academic Affairs Office, Personnel Office, Faculty Development Center, Research Administration Office, Development Planning Office, Supervision Office, University-Enterprise Cooperation Office, International Exchange Office, Student Affairs Office, Admissions Office, Employment Office, Finance Office, Logistics and Security Office, Library, and Information Center. Each department has clearly defined responsibilities and works closely together with the schools to cultivate high-level technical skilled talents and provide services and support for local economic and social development in line with the central tasks and strategic objectives.

Construction of Democratic Management and Decision-Making Mechanism: Create and enhance the model of collaborative governance among stakeholders such as directors, administrators, staff, students, parents, and professionals in society, and construct a three-dimensional

democratic decision-making mechanism that covers both vertical and horizontal aspects. The vertical democratic decision-making system comprises the Board of Directors, the university's leadership team, schools and departments, the assembly of representatives of faculty and staff, and the assembly of student representatives; the horizontal democratic decision-making system consists of the university committees and the supervisory board.

At the university, there is a clear distinction between administrative and academic decision-making. Administrative matters are initiated by the president or vice president, and then reviewed for feasibility by relevant committees and functional departments. The Executive and Management Committee ultimately deliberates on and makes decisions regarding these matters. For major issues, the faculty representative assembly is consulted for deliberation and approval, and the resulting decisions are published, implemented, and overseen by both the Executive and Management Committee and the Supervisory Board.

The university follows a model where academic decisions are made through academic organizations, including the Professor Committee, the Academic Committee, the Degree and Quality Control Committee, and other advisory and deliberative academic bodies. These bodies empower experts and professors to play a leading role in shaping the academic issues of the university.

The university adopts a 2-layer management system that enhances the functions of university-run entities, facilitates the decentralization of university management, and grants academic autonomy to schools. This system enables effective interaction and collaboration between the university and its schools. The university has the authority to make significant decisions related to the development of schools in accordance with the overall development strategy. In addition, the university encourages each school to develop its unique features and social service brands, and gradually establish a unified management and operational mechanism that defines responsibilities, rights, and benefits, thereby promoting the vitality of the schools.

The university employs a 2-tier management system that grants autonomy to its schools while maintaining overall control. It allocates financial, human, and material resources to support the development of talent cultivation, discipline construction, faculty building, research, social service, and internationalization. The schools are encouraged to pursue staggered and characteristic development, working independently with industry and enterprises to design their own talent training programs and curricula. The schools have the freedom to select and hire professors, while the university sets quotas and the schools make decisions about staff mobilization, renewal, and dismissal. The deans of the schools are appointed by the university, while the vice deans and department heads are appointed by the deans. The basic salary of faculty members is set by the university, with performance-based pay and bonuses decided by the schools and reported to the university's Finance Committee for approval and record-keeping.

All assets are owned by the university and held in escrow by the school. The university, in consultation with the school, determines whether to open training rooms and teaching equipment to the public.

The Opinions of the Municipal Education Commission, Municipal Finance Bureau, and Municipal Audit Bureau on Further Regulating the Financial Management of Private Universities stipulate that the university must establish a Finance Committee to oversee cost control and ensure the institution's sustainable development. Government subsidies, corporate donations, and personal contributions make up 20-40% of the university's total revenue, while student tuition fees account for 60-80% of the university's income.

Financial Control and Reporting Process: The Financial Committee oversees the internal financial control, management, and monitoring of the university. At the close of each year, the Committee receives proposed budgets from each department and school for the following fiscal year. After reviewing these budgets, the Committee consolidates them into a comprehensive budget, which it submits to the Executive Management Committee for approval and Board of Directors endorsement. The university annually produces a revenue and expenditure report and shares its fiscal plan with the entire faculty. The Finance Office supervises the university's internal financial management.

To enhance teaching quality, the university guarantees the implementation of teaching funds through various means. Each year, teaching expenses are given high priority, and the university considers the priorities comprehensively and optimizes the cost structure to reflect the central position of teaching in the budget. The allocation of teaching funds follows the budget management mode of "daily teaching funds + special teaching funds." At the beginning of each year, the Finance Office allocates daily teaching expenses based on indicators provided by each school's teaching departments, such as the number of faculty and students, and the workload of laboratory and internship teaching. Special teaching funds are arranged by schools and the Office of Academic Affairs based on each school's specialty construction. The university allocates budgets to schools based on their performance and recognizes teaching and research achievements of faculty each year by implementing a corresponding incentive system.

Approximately 57% of the university's revenue is spent on personnel expenses, while student activity expenses account for roughly 3%, overhead operations expenses account for about 10%, and the remaining 30% is allocated to university infrastructures.

Over the past three years, the number of students at the university has steadily increased, resulting in a corresponding increase in tuition revenue. Additionally, the university has received an annual increase in government funding, providing sustainable financial support for its development. To ensure the development of teaching and specialties, the university has a

stable source of funding. Moreover, the university leverages its specialty advantages and secures additional funds from the community, enterprises, and personal donations through horizontal alliances and university-industry cooperation.

The Academic Freedom Index (AFI) (see <https://academic-freedom-index.net>) assesses de facto levels of academic freedom across the world based on five indicators: freedom to research and teach; freedom of academic exchange and dissemination; institutional autonomy; campus integrity; and freedom of academic and cultural expression. The AFI currently covers 179 countries and territories, and provides the most comprehensive dataset on the subject of academic freedom. China is represented in this index as of 2022 with a value of 0.07 on a scale of 0 to 1. Compared to the other countries, China is thus in the bottom 10 % of the index.

Assessment

Starting from 2019, the funds allocated to the university have consistently increased each year. Additionally, the percentage of the total budget allocated towards annual salaries and benefits for faculty and staff has also shown a yearly increase. Due to this sustainable funding source, the university's basic operations, including education, teaching, and student activity development, remain stable and resilient.

About student involvement, there is a "Student Committee" in which only consist of students, with the following tasks: Shanghai Zhongqiao Vocational and Technical University's Student Committee serves as a student organisation that acts as a bridge and link between the university and its students. The committee operates independently in accordance with this constitution, within the scope of national constitution, laws and regulations, as well as the rules and regulations of the university. The committee's main tasks include serving students, organizing various activities for their overall development, maintaining university rules and regulations, organizing self-service activities, communicating with students to reflect their suggestions and demands, guiding and supporting student associations, and adhering to strict governance to set an example for students with practical actions.

Further involvement of students in committees is not foreseen. This is in line with the country-specific characteristics and the cultural differences in contrast to most European universities which also have students in corresponding committees. So equal participation together with the professors in the respective commissions. However, equal rights do not mean that the same number of students must be represented in the committee as the professors. Regarding quality management and quality assurance, students should therefore also be more closely involved and accordingly also participate in the commissions regarding quality management and quality assurance in order to meet the demands of the ESG (Standards and guidelines for quality assurance in the European Higher Education Area).

Overall, the evaluators can state that the responsibilities at the university are clearly defined and that these are also all found in corresponding binding statutes and documents. In addition, the organisational and management structure is in line with the goals and tasks of the higher education institution. Taking into account country-specific conditions, academic freedom in teaching and research is also in line with national conditions. There is a separation of persons with regard to the main responsibilities and decision-makers. Therefore, governance for the educational institution is fulfilled according to national standards. Appropriate regulations for the recruitment of academic staff exist and are defined as well as designed according to academic criteria. The owner of the higher education institution has no special rights of influence. With this system, the transparency, accountability, and meritocratic rules of the governance have been implemented. How the financial resources are distributed within the institution and according to which rules and criteria this is done is laid down in writing and has been explained. This is presented transparently.

With regard to accreditation, the evaluators have perceived and taken into account the specifics of the countries in terms of academic freedom of research and teaching as presented in the Academic Freedom Index (AFI). For a more international approach and incentive of academic freedom, this is not solely in the hands of the higher education institutions. Therefore, the evaluators have taken the current situation into account. However, by mentioning the AFI Index, they mention the problems that could arise if other institutions from abroad want to cooperate here. But also with regard to the development of the research landscape in China, for which, however, the university under consideration here is not solely responsible. This is decided elsewhere and at a higher level.

Conclusion

The criterion is **fulfilled**.

3 Teaching and Learning

Objectives and content of study programmes are in accordance with the HEI's mission and strategy. Study programmes have an adequate academic standard, are well structured and have an adequate workload. They comply with national legal regulations. The processes of creating and implementing as well as revision of study programmes are clearly defined. The HEI offers professional support services for students. Support services have adequate staff [Examination Area 4, ESG Standard 1.2, ESG Standard 1.3, ESG Standard 1.4].

Implementation

There are two major categories of programmes at Zhongqiao University: the three-year junior college level programmes and the four-year undergraduate-level programmes. The three-year specialized programmes started from 2002, while the four-year undergraduate programmes were approved by the Ministry of Education in 2019 and have been launched in 2020.

The structure of the specialties in Zhongqiao University is the so-called "one body and five wings". The "one body" refers to engineering specialty, and the "five wings" refers to economics, management, literature, arts and medicine (medical, pharmaceutical, food) specialties. All specialties develop in a coordinated way and promote each other.

At present, the university has 8 schools, which offer majors according to the characteristics of discipline classification and specialty clusters. Among them, 15 majors are four-year programmes; 36 majors are three-year programmes, with a total of 9,316 students.

The university regularly organizes its faculty, students, employers and other stakeholders to review its programme portfolio to ensure that the talents trained can meet the real needs of the job market and the rapid economic and social development. The University's updated teaching and learning strategy since 2021 has been consistent with its overall strategy and fully reflects the university's teaching and learning characteristics.

Programme Development Strategy

The Zhongqiao University is continuously improving the quality of specialty construction, curriculum development, faculty enhancement, facilities and equipment improvement, and developing in the direction of high quality and high-end. The Zhongqiao University will take the initiative to dovetail with Shanghai's industrial and economic development strategy and meet the needs of emerging industries' development for high quality technical and skilled talents. Optimize the curriculum system and standards, improve the overall strength of the faculty, as well as constantly update the experimental training facilities and equipment

The university will establish a long-term development mechanism, strengthen the quality assessment of operations, and make continuous improvements to all aspects of the teaching process.

The Zhongqiao University aims to establish and improve the mechanism of industry-education integration and university-enterprise cooperation, jointly build specialties, collaborate in curriculum development, jointly formulate or revise talent training programmes, jointly promote curriculum system reform and teaching reform, and improve the match between technical and skilled personnel training and enterprise job requirements. The university and enterprises will concertedly carry out the building of "double qualified faculty" team to improve the quality of teaching and learning. The university will take advantage of its strengths, and highlight its characteristics, focusing on training and improving students' self-learning ability and practical ability, and promoting students' lifelong development and all-round development.

Professional Development Planning

In the future, Zhongqiao University will focus on developing four-year undergraduate majors and shutting down a number of three-year programmes. The number of four-year undergraduate majors will reach 25 - 30, and the number of three-year programme majors will be reduced accordingly. The new four-year undergraduate majors will have the following characteristics:

Majors with high social demand and high employment rate;

- Majors that can attract more and better students;
- Majors with international common certificates;
- Majors that have obvious advantages in university operation and can rely on the university strengths

The main reasons for focusing on the development of four-year undergraduate programmes according to the overall development strategies are to enterprise job requirements and student and parental needs as well as the basic need for university development. Advanced manufacturing and modern service industries are more in need of highly qualified technical skilled personnel who can face complex production systems, operate advanced modern instruments and equipment, need to quickly and accurately judge, analyze and solve various problems that arise in the production or service process, and be able to communicate and collaborate closely with team members. With the highly developed modern education system in China, students need to receive higher education, a solid foundation of scientific and cultural knowledge such as mathematics and language, higher humanities such as history and art, stronger self-learning ability and resilience, and a wider range of employment after graduation to be able to per-

form a variety of jobs such as design, manufacturing, installation, maintenance and management. According to the strategy of high-quality and distinctive characteristic development, the university needs to take the lead in launching four-year vocational undergraduate programme with innovative and pilot nature in China or Shanghai, in order to realize the construction of a domestic first-class vocational and technical university with international influence. The success of the pilot work will be conducive to improving the visibility of the university, improving its competitiveness, and its overall quality.

In order to meet the needs of regional industrial layout and economic and social development, the university continuously adjusts and optimizes the structure of majors, and builds a cluster of majors serving high-end industries and modern service industries. Focusing on the three leading industries of integrated circuits, bio-medicine and artificial intelligence, and the six key industrial clusters of electronic information, life and health, automobiles, high-end equipment, advanced materials and fashionable consumer goods, the university will make specialty construction plans in line with its strategic development goals. By the end 2025, according to the discipline layout of "one body and five wings", we will promote the coordinated development of various majors in economics, management, literature, arts and medicine (medicine, pharmacy and food). The number of undergraduate majors will reach 25 - 30, the number of students enrolled will reach 10,000–12,000, 2 new pilot projects of modern apprenticeship system above the municipal level, 2-3 new pilot majors of 1+X certificate system, 20 high-level specialized training bases of industry-education integration with influential leading effect, about 10 brand majors (groups) with national influence, and the application of master's degree in vocational education will be carried out.

Professional Development and Specialty Construction

There is a complete process from planning, demonstration, decision making to implementation for the specialty construction of Zhongqiao University. First of all, the school conducts a survey and forecast on the talent demand of industrial enterprises according to the development plan of the university, and proposes a plan for specialty construction, which is discussed by the Professor Committee on the necessity and feasibility of the project .It is optimized after proposing modifications, and then submitted to the Academic Committee and Finance Committee for feasibility assessment, and finally submitted to the specialty construction committee (teaching steering committee). After voting and approval, the departments collaboratively participate in the implementation plan and develop new strategies according to the new situation.

Talent training mode reform, team building, curriculum development, teaching material composition, laboratory construction, practical training base establishment and national, municipal and university-level specialty construction are initiated by the school. After the schools' appli-

cation, they are reviewed according to the process, and after approval, the university will allocate resources supporting prioritized development and evaluate the effectiveness and performance of talent training, to promote the quality and continuous improvement of specialties.

The design of programmes (curriculums) includes learning outcomes, graduation requirements, course objectives, and curriculum system, which is crucial in teaching and learning. Through programme design, the learning outcomes and graduation requirements are reflected in the curriculum and syllabus, and the rules for effective learning are reflected in the learning activities and schedule of each course. The main body of programme design is the university, but corporate representatives are also invited to participate in the process.

The University adopts the OBE (Outcome Based Education) concept. The core of OBE concept is "student-centered" and "demand-oriented". This concept is in line with the national education policy and the law of vocational and technical education. "Student-centered" means that we must follow the objective law of talent growth, teaching and learning, and respect students' willingness to learn and stimulate their learning enthusiasm. "Demand-oriented" means that the curriculum content must meet the actual job requirements of industries, trades and enterprises in terms of knowledge, skills and abilities. With the development of science and technology and changes in social needs, the university's curriculum and teaching should be updated and changed dynamically.

In a broad sense, the "learning outcomes" refer to the kind of person that students will be turned into. According to Article 5 of the Law of China on Higher Education, "the mission of higher education is to cultivate high-level professionals with a sense of social responsibility, a spirit of innovation and practical ability". According to Article 2 of the Law of China on Vocational Education, vocational and technical schools and universities shall cultivate "highly qualified technical and skilled personnel" who possess the comprehensive vocational ethics, scientific, cultural and professional knowledge, technical skills and other vocational qualities and abilities needed to engage in a certain occupation or to achieve professional development.

"Curriculum" refers to the systematic, structured and sequential teaching and learning content provided to students by the university to meet the defined graduation requirements. In the narrow sense, a curriculum refers to a subject or a group of teaching materials; in the broad sense, it refers to all the learning and training experiences that students acquire under the organized and planned guidance of the university according to the learning objectives and outcomes. A certain number of narrowly defined courses constitute the "curriculum system".

University-Enterprise Cooperative Education Model

The mission of Zhongqiao University is to cultivate "high-quality technical and skilled talents", who have professional ethics, scientific, cultural and professional knowledge, technical skills,

and other vocational qualities and action abilities needed to engage in a certain occupation or achieve personal career development. The "integration of education and industry" and "University-enterprise cooperation in education" is the fundamental teaching mode of talent cultivation in Zhongqiao University.

By building a mechanism of linkage development between university education and industrial clusters, we aim to create a new talent training entity that integrates the functions of talent training, research, technological innovation, enterprise service and student entrepreneurship. Deepening the integration of industry-education and university-enterprise cooperation, promoting the cooperation between government, university and enterprise have become the main thread to accomplish the high-quality development of Zhongqiao University. Therefore, the university has established a university-enterprise cooperation system and corresponding working mechanisms.

At the university level, a leading group has been created for university-enterprise cooperation, a series of policies have been developed, including the University-Enterprise Cooperation Management Measures, Zhongqiao University Work Plan to Promote the Integration of Industry and Education, Zhongqiao University-Enterprise (on-campus) Practical Training Base Construction and Management System, and Construction and Management Measures of Off-campus Internship and Training Base. And a University-Enterprise Cooperation Office is established.

The number of cooperative enterprises has reached about 300, among which 245 are close cooperation enterprises. The university has established 153 professional training bases inside and outside of the university. In addition, the university has set up industry-education integration bases, university-enterprise cooperative science and technology innovation platforms and industrial schools, to jointly cultivate highly skilled talents with enterprises. The main practices of university-enterprise cooperation are shown in the appendix document List of Active University-Enterprise Cooperation at University Level and Schools.

Zhongqiao University proactively serves the local economic development, while seeking support from the local government. With the support and coordination of relevant government policies, industry associations, leading enterprises and universities jointly build a multi-faceted collaborative innovation and education platform. The "government, industry, enterprise and university" linkage promotes the university and enterprise to carry out a healthy, in-depth cooperation. In August 2020, the government took the lead in promoting university-enterprise cooperation of Zhongqiao University with a number of enterprises and organized two events at the university. The aim was to build a supply and demand platform between enterprises and vocational schools in the district, further deepen the cooperation between universities and enterprises, innovate the talent training mode, promote the deep integration of talent chain and

industry chain with a long-term mechanism, and finally realize the development of enterprises with university resources, promote high-quality employment, and empower the transformation and upgrading of economy with the integration of production and education.

The university mainly plays the role of coordinating relationships, establishing platforms, approving projects and promoting cooperation. For instance, it docks regional government and industry associations, large enterprises, and establishes cooperation, which includes the construction of staff training bases, student internship and employment bases. Afterwards, relevant schools will implement the cooperation, and refine the cooperation plans with e.g.

Industry associations such as Shanghai Internet of Things Industry Association, Shanghai High-tech Enterprise Association, Shanghai Industrial Internet Association, Shanghai Information Technology Youth Talent Association, Shanghai Modern Service Industry Federation, Shanghai Business Association, Shanghai Zhejiang Chamber of Commerce.

Zhongqiao University aims to strengthen industry/ university cooperation and innovation; the main tasks are the construction of the "Shanghai Bay Area University-Enterprise Talent Work Alliance», student internship and employment bases, the flexible introduction of talents, the implementation of national vocational education reform and the construction of industrial schools and innovation bases. The university actively promotes the introduction of enterprises into the university, the introduction of real production tasks into the classroom, the realization of online and offline mixed teaching, university-enterprise tutor sharing, the implementation of alternate engineering, modern apprenticeship, enterprise-customized classes and other teaching models. Through the cooperation between universities and enterprises, the schools build a practical curriculum system with industrial technology as the core, enterprise demand as the support, and professional courses as the mean.

The construction of industry-education integration base is driven by the integration of government policies, industry chain, innovation chain and talent chain, as well as the coordination of government, enterprises, university and capital. Based on the industrial and technological talent demand, the university takes advantages of the chemical and pharmaceutical specialties to promote the development of life and health industry; takes advantages of smart manufacturing specialties to promote the development of robotics; takes advantages of the new engineering specialties to promote the development of artificial intelligence, big data and a new generation of information technology industry; and the development of the cultural and creative industry by giving play to the advantages of art majors.

The university will promote the intercross and fusion of specialties, improve the quality of talent cultivation, make the integration of science and education, industry and university, and theory and practice, so as to boost the upgrading of industry level and foster new driver for economic

development. The specific approach is the four-linkage mechanism between the university, government, industries and enterprises, to jointly train talents. Firstly, it is conducive to attracting high-quality educational resources to the university; secondly, it can mobilize the enthusiasm of enterprises, industries and even the government, to obtain hardware and software support, and to achieve co-construction of specialties and joint training of talents dual-education; thirdly, the university will provide excellent technical and skilled personnel for enterprises and industries; and fourthly, to achieve university-enterprise scientific and technological innovation and technology application.

In order to effectively implement the "student-centered" teaching method, the university has built a network teaching platform, which supports the continuous optimization of the curriculum and the accumulation and sharing of teaching resources; supports the tracking and statistics of the teaching process; supports various teaching activities such as catechism, flipped classroom, live lecture, virtual teaching and research room, providing faculty with a powerful information-based teaching environment and teaching means, and broadens the teaching space. The teaching resource library of the platform can provide more than 100,000 teaching resources such as text, graphic images, audio, video, animation, test questions and papers, courseware and online courses. There are more than 10,000 online courses, including over 2,000 national and Shanghai excellent online courses.

Curriculum is the bridge between faculty and students for effective teaching and learning. Curriculum assessment plays an important role in improving the quality of talent training in all aspects. Course evaluation focuses on the overall assessment of teaching and learning, diagnosing and addressing the problems, and realizing the positive interaction between the course and teaching, thus promoting the continuous improvement of course teaching.

The first is curriculum evaluation index. The university has constructed a course evaluation system with students as the main evaluation body, supplemented by the participation of different groups such as faculty, experts inside and outside the university, alumni, and employers. The course evaluation includes indicators of five dimensions, including the necessity of the course, the rationality of the course content, the Scientificity of teaching methods, the teaching effect and the overall impression of the course, with a total score of 100 points.

The evaluation of graduation requirements achievement involves the graduation requirement achievement evaluation organization, personnel division, evaluation method, data source, evaluation circle, evaluation result and improvement mechanism, etc.

Based on the results of student evaluation, faculty evaluation and course evaluation, the university adopts a variety of strategies to make continuous improvements in teaching and learn-

ing. Furthermore, initiatives are implemented to improve the assessment process itself: Implementing categorized evaluation of teaching. For different specialties and courses, as their teaching mode, teaching design and teaching methods have distinctive requirements, additional individual evaluation indexes that can reflect the characteristics of the course are set. The University aims to comprehensively assess the learning effect of students in both theory and practical training, and to establish an effective academic warning and aid mechanism for students. Early warning and aid are offered to students with poor learning performance in a timely manner.

Faculty should not only strengthen the assessment of students' work after class, but also pay attention to assessing students' learning performance in class by increasing the frequency of appropriate class questions and group discussions.

The establishment of multi-stakeholder participation system allows university leaders, expert advisors, teaching supervisors, administrators, faculty and students to participate in the curriculum evaluation. The curriculum can also be adjusted after the evaluation to make it more suitable according to the needs of faculty and students and the needs of science, technology, economic and social development.

Students are the main body of the university, and it is the mission of the university to improve the quality of talent training by focusing on students and teaching. The mission of the university to train outstanding industrial talents who are "virtuous in character, dedicated to profession, and persevered in learning". By providing high quality teaching and student admission and employment services, we are dedicated to training quality talents and promoting students' life-long learning and adaptability to society.

According to the university's strategic development plan for 2021-2025, by 2025, the total number of enrolled students will reach 10,000-12,000. The university will build a number of First-class brand specialty groups led by undergraduate majors in artificial intelligence, big data, automotive services, digital media technology, logistics management and geriatric nursing. The number of four-year undergraduate students will reach about 6,000 and the number of three-year junior college programme students will be around 4,000.

The main sources of enrollment are graduates of senior middle schools, technical secondary schools, vocational colleges and technical schools, who will be admitted through the national college entrance examination or collaborative programmes. Each year, the university forms the annual enrollment plans considering the positioning, planning and conditions of the university. Based on the annual enrollment scale approved by the Shanghai Municipal Education Commission, the university will develop the Admission Guide of Zhongqiao University and announce it to the public.

In addition to the unified entrance examination, the university has been approved by the government to develop inter-university cooperative programmes in collaboration with secondary schools and vocational colleges.

In order to attract outstanding candidates, the university has set up a number of scholarships such as the National Scholarship, Encourage Scholarship, Sailing Scholarship and Comprehensive Scholarship on campus, and also established a financial support system for poor students such as award, loan, work-study programme, reduction and exemption of tuitions to attract high-quality students. The relevant policies include the Implementation Measures for Scholarships of Zhongqiao University, Measures for Identifying Students with Economic Difficulties of Zhongqiao University", and Management Measures for Students' Work-study Programmes at Zhongqiao University". At the same time, the university takes various measures to attract outstanding students through independent enrollment programme, undergraduate student's scholarships and grants, student loans, Special plans for admission in poor areas and ethnic minorities.

The university adheres to the principle of fairness, impartiality and openness in the process of student selection, and accepts the supervision by students, parents, faculty and other stakeholders. Under strict management and supervision, the student selection process has provided a solid guarantee for each school to select outstanding applicants.

The university uses a variety of tools in the student selection process to evaluate students from different aspects in order to achieve an accurate and comprehensive assessment of applicants like Standardized and written exams or Interviews (usually conducted after the written exams), and in order to effectively ensure the scientific and fairness of the student selection.

In order to ensure comprehensive and effective support for students, the university has implemented a system of class tutors and teaching assistants with a view to fully supporting students in their studies and life at university, whose main duties and services include. Each of the school's majors has its own class tutor and teaching assistant who keep a close eye on students throughout their studies. Each semester, the course instructor together with the class tutor and teaching assistant will evaluate student's learning performance. At the end of each academic year, students in each major are ranked in terms of their learning performance, and more focused attention is given to students who are lagging behind. The class tutor will discuss with the teaching assistant about the students' grades and develop solutions to their learning difficulties according to their individual situations. In addition, the university provides support and counseling services to students in the following areas: Enrollment counseling, teaching administration, faculty tutoring, student counseling service.

In order to ensure students' successful completion of their studies, the university has established a financial aid system, which divides its financial fund into safeguard, developmental, guidance and emergency types, and takes various forms such as scholarships, grants, student loans, work-study allowances, special subsidies, medical insurance and social donations. The university also organizes some special activities to help students with financial difficulties to enhance their self-confidence. Encourage them to participate in specialised ability enhancement programmes in arts, languages, and vocational skills according to their personal situation. Develop overseas study programme grants for economically disadvantaged students to help them obtain development opportunities.

The university provides career development and innovation and entrepreneurship education for students. The content of career development education includes self-evaluation, career planning, resume and cover letter writing, interview skills, etc. The content of innovation and entrepreneurship education includes building an innovation and entrepreneurship ecology of "integration of specialization and innovation, integration of science and innovation, integration of competition and innovation, and integration of industry and innovation". The university has built an 18,433m² innovation and entrepreneurship practice base and a "Technical Skills Collaborative Innovation Center. The Zhongqiao University provides various types of vocational competency trainings to help students understand themselves and the labor market and aims the development of the integration of specialization and innovation, of science and innovation, of competition and innovation and of industry and innovation.

Assessment

Zhongqiao University offers 15 4-year bachelor programs and 36 3-year Diploma programs in 6 areas, including Engineering, Environment, Administration & Management, Medicine & food, Literature, Arts and etc. The University regularly review its program and continuously improve teaching and learning quality to ensure that talents education meet the updated requirement of job market.

The University adopts the teaching mode named "integration of education and industry", which emphasis University- Enterprise Cooperation to cultivate the professional talents. The corresponding working mechanism has been set up.

The University implements a "student-centered" teaching & learning model. The curriculum for each program is composed of general education courses and professional skills courses. A well-equipped teaching & learning facilities has been built up including network teaching platform, flipped classroom, research lab and open study space. E-learning is introduced into each program. The University provides sufficient MOOC and other online resources.

The University provides support and counselling services to fully help students for their study and campus life, which covers program application counselling, study tutoring, psychological counselling, internship and career services.

The University has established a financial aid system to support students' successful completion of their studies, which including scholarship, tuition loan, working allowance and special subsidies.

The students are very satisfied with the implementation of the degree programmes at Zhongqiao University, whether in terms of content, teaching methods or workload.

The supervision ratio and the relationship between students and lecturers can also be rated extremely positively. The students describe a good communication culture. In case of problems, both teachers and students know the defined contact persons and receive great support there. The regular evaluation of the degree programmes always requires careful implementation of necessary recommendations for action that promote the quality of the degree programmes. The evaluation group would like to make the following recommendations to Zhongqiao University in order to strengthen the area of study and teaching for the future:

The university should offer all digital platforms also in English.

The university should develop a differentiated and progressive study-centred learning concept that is constantly evolving.

The university should offer more courses in communication skills to strengthen the overarching competences of the students.

The university should further develop a higher level of academic teaching and build on the strength of the practical orientation. In this context, the variance of competence-oriented forms of teaching and learning should be constantly further developed in order to strengthen the international profile of the university.

Conclusion

The criterion is **fulfilled**.

4 Research

Research activities fit into the mission of the institution. The structure of the HEI and the general conditions support research activities. The teaching workload allows room for research. Recruitment policy should correspond to the research activities and research strategy of the institution [Examination Area 5, ESG Standard 1.8]

Implementation

The university's research strategy follows these principles at Zhongqiao University: The university encourages faculty to conduct applied research to meet the needs of enterprises and society, and to develop methods and skills to solve practical problems. At the same time, faculty are encouraged to conduct pedagogical research on theoretical and practical issues of vocational higher education, to apply the research results to the development of teaching materials and cases, and to encourage the innovation of teaching methods. According to the overall strategy, vision and goals of the university, combined with the university internal and external environment, the Research Administration Office gathers the opinions and suggestions of faculty, enterprises and other stakeholders, draws up the university's research strategic plan and submits it to the President's Office for discussion and approval. The strategic planning of the university's research is reflected in the Strategic Plan for 2021-2025 of Zhongqiao University in 2021-2025, which is revised every five years. The university's research activities are managed at two levels. At the university level, the vice president in charge of research and the Research Administration Office are responsible for planning and coordinating the overall research activities of the university. At the school level, deputy deans of research and research secretaries ensure the specific implementation of the university's research strategy and the execution of various research tasks. On the basis of the scientific and reasonable setting of research service divisions, the university is also strengthening the various research systems and policies, mobilizing faculty to engage in research. The university has established an Academic Committee, and the university's research governance structure is in line with international and modern requirements.

The research outputs are the basis for faculty' research assessment and allowance payment. For this reason, the university has issued the Regulations on the Management of Research, Management of Academic Research Projects, Management of Cooperate Sponsored Research Projects, Management of Research Funds, and Points and Rewards System of Research, etc. The research achievements of faculty are evaluated once a year and research

awards are given to the faculty accordingly. The university also focuses on supporting the potential young and middle-aged backbone faculty.

The university's Strategic Plan points out that during the period from 2021 to 2025, the university has been integrating the advantageous resources in the university and enterprises to establish a high-level R&D team composed of discipline and subject leaders, distinguished industry masters/craftsmen and the backbone faculty, and set up a vocational and technical R&D centre to carry out product R&D, technical research and application promotion, aiming to build a high-level research and innovation team with influence in Shanghai and enhance the contribution of the university's research to the industrial transformation and upgrading. Accordingly, the Research Administration Office plans to add six new research teams to the existing nine research teams by 2025, mainly the Undergraduate Vocational Assessment Research Team, the Human-Machine Interaction Collaborative Research Team, the Low Carbon Architecture Research Team, the UAV Research Team, the Disabled Elderly Care Research Team, and the Primary and Secondary Students' Nutrition Research Team. Each research team should have one to three discipline and subject leader, distinguished industry masters/craftsmen or technical backbone faculty. A new Technology Transfer Exchange Center will be established under the existing Research Administration Office to promote the transformation of the faculty's intellectual achievements into economic performance. In order to highlight the characteristics of vocational research to serve the society, the Research Administration Office intends to cooperate with the industry schools to expand enterprise resources and carry out more cooperate sponsored research projects by 2025. As a member of the China Association of Higher Education and the China Association for Non-Government Education, the university actively participate in the research projects application of these associations every year. The university is currently actively participating in international educational organizations with a view to establishing close ties with foreign universities to conduct transnational research.

The Research Administration Office actively organizes faculty to participate in the application of various research projects, and implements all-round guidance and tracking for the research projects. Since 2017 the Zhongqiao University has obtained a total of 145 research grants and Published 14 monographs. Moreover 36 patents has been granted and published more than 360 papers. In recent years, the university attaches great importance to the research transformation, for which a Technology Transformation Center is specially established to coordinate the transformation of research achievements of the university.

The university promotes full participation of all faculty in research through institutional arrangement, and calls on each faculty to conduct research on three areas. The first is to conduct in-

depth research in their own fields; the second is to explore pedagogical research in combination with daily teaching; the third is to highlight the characteristics of our university, that is, to carry out research serving the core of vocational university's service to society, such as industry-university integration and school-enterprise cooperation.

Currently, one of the key research projects under conduct by the Research Administration Office is Research on the Qualification Assessment System of Undergraduate Level Vocational Universities. This project, based on the qualification assessment system of applied undergraduate education and vocational higher education, referring to the international OBE and ACWD education evaluation models, designs the qualification assessment system of undergraduate vocational universities with the Ministry of Education's Measures for the Management of Major Settings at Undergraduate Level Vocational Universities (for Trial Implementation) as the starting point. The project gathers young and middle-aged faculty from various schools of the university and promotes the academic growth of the young faculty.

Based on the characteristics and attributes of the undergraduate vocational universities, the university encourages the combination of research and teaching. The university encourages faculty to conduct research around the core attributes of the undergraduate vocational education, to teach facilitating students' employment, and strive to achieve complementarity between industry, academia and research, and to work together for the formation of students' vocational literacy and the enhancement of their employability.

Development of Public Basic Courses for Vocational Undergraduate research project of the Department of Basic Education, brings together faculty from Chinese, Mathematics, Physics, Psychology, Physical teaching and research groups to build a public course teaching platform for vocational undergraduates. The project aims to close up the gaps between our basic courses, provide a broader and deeper curriculum for our students, strengthen quality education, and render more space and freedom for students' personality development and innovative ability cultivation.

Reform and Practice of the Art and Design Specialty Group of the School of Arts is vigorously carrying out the construction of courses related to the excellent Chinese traditional culture, and has built the Master Studio of Non- Heritage Jinshan Peasant Painting and the Workshop for College Students, focusing on the construction of art design courses that integrate the elements of Jinshan peasant painting, taking the effective use of traditional cultural resources as an important breakthrough in the development of art design education, so as to inherit and innovate folk art education and curriculum system construction. The research project team has organized faculty and students to participate in the rural wall painting work in Zhangyan town for many times, which has beautified the rural environment and achieved a good social effect.

Study of the Improvement of the Pass Rate of CET-4 and CET-6 in the Context of Undergraduate Vocational Education is a research team of the School of Foreign languages. In September 2020, the first batch of undergraduate-level students entered the university, and in the face of the upgrade from college to university, it was urgent to improve the students' passing rate of College English Test-4 and College English Test-6. The team has published books such as Challenge 710: A Collection of Simulation Tests for the CET-4 Examination. The pass rate of the examination has increased from 40% to 85%, which demonstrates a positive effect on teaching and research.

The combination of industry-university-research is the meaning of vocational education, which is to promote learning by production, promote research by teaching, and promote production by research. As an undergraduate vocational university, the close integration of high-quality applied research with the actual production line of enterprises has always been the characteristics and highlights of research of the university. The university takes "application-based" and "integration of industry and education" as the development strategy of vocational education, adheres to the idea of research serving teaching and enterprises, encourages faculty to carry out socially oriented applied research activities, solves practical problems for enterprises, and promotes technological innovation and development.

The School of Economics and Management sets up a research team for the planning of core courses in economics and management. It also set up an E-Commerce Class and built two online courses of Securities Investment Theory and Practice and Futures Trading Practice with Shanghai Huike Company and Shanghai Muhua Company. The university and enterprises jointly develop talent-training programmes and embed the real business of enterprises into the curriculum. The university is striving to build high-quality double qualified faculty (with both academic and strong enterprise background) that meets the needs of teaching and research of undergraduate vocational programmes and masters modern vocational education theories, so as to gradually explore and establish a vocational education talent training model that integrates the government, university, enterprise, research, training and competition.

The School of Smart manufacturing has established a Robotics Research and Innovation Team, headed. The team has started the project of Connotative Construction of Robotics, by cooperating with enterprises such as Shanghai Volkswagen, Tesla and Nio, and adopting Sino-German Advanced Vocational Education programme, jointly developed teaching plans with the enterprises, continuously improved the faculty's theoretical knowledge of vocational education and research level, enhanced the teaching ability of double qualified faculty, and established an undergraduate vocational education talent cultivation model with Zhongqiao characteristics. The MDC9-Plus controller developed by this research team and Zeta Technology Group can effectively realize the interactive experience of multi-screen integration.

The School of Information Engineering has set up a teaching and research innovation team of the artificial intelligence specialty group, led by Professor Ning Luo. The team cooperates closely with Jinshan Branch of China Tower Group in high-level technical skills training, construction of double qualified faculty (with both academic and strong enterprise background), school-enterprise cooperation and innovation of teaching content, teaching process and teaching mode. The project is dedicated to comprehensively improving the teaching and research level of faculty members in the School of Information Engineering especially in artificial intelligence, to substantially improve faculty' vocational education theoretical literacy, double qualified teaching ability and to establish a undergraduate vocational talent training model. In the 4th National Cross-border E-Commerce Skills Competition of Vocational Colleges and Universities in 2021, the students under the guidance of this research team won 9 special prizes and 8 first prizes.

According to the actual needs of our university's vocational undergraduate programmes, the School of Food and Drug set up a research team on Talent Training of the Food and Drug Specialty, which is headed. Relying on the strong foundation of the biopharmaceutical park in Jinshan District, the research team integrates the resources of the university and the industry and has a strong faculty, a certain scale of internship and training bases on and off campus, and has achieved good results in teaching research, curriculum reform, specialty construction, etc., which has laid a good foundation for the development of the upgrade of the pharmaceutical engineering technology (biopharmaceuticals). The main cooperative enterprises of the subject group are Shanghai Huanxin Food Technology Co., Shanghai Yangru Food Co. and so on.

The research team of the School of Architecture and Engineering was established to study the cultivation of undergraduate vocational construction talents. In September 2020, the first batch of undergraduate construction students entered the university, so how to cultivate qualified undergraduate vocational students has become an urgent issue. The research team intends to study how to cultivate highly skilled and applied talents in construction engineering in terms of programmes, curriculum setting, faculty construction and practical training, and to provide reference for the talent cultivation mode of higher vocational education in Shanghai. The team's cooperative enterprises mainly include Beijing Urban Construction Road and Bridge Construction Group Co. and Shanghai interior Decoration (Group) Co.

The School of Nursing and Health has established the Vocational Education Nursing Research Innovation Team, headed by Ms. Xuenan Cao, Deputy Director of the School of Nursing and Health. This project includes the orientation of the undergraduate vocational programmes in nursing and health, the training and teaching system for high-level technical talents, the construction of double qualified faculty and the innovation of teaching content and modes. The

team actively conducts educational theory research and innovative practice refinement, and devotes itself to the research on the core essentials and basic laws of vocational higher education and the cultivation of high-level technical talents. The main partners of the team are Shanghai Changzheng Hospital, Shanghai Jinshan District People's Hospital, Shanghai Public Health Clinical Center, etc.

Serving the society is one of the responsibilities and main functions of the university. Zhongqiao University insists on lifelong learning for all people, creates social values and focuses on technical skills and quality education, aiming at cultivating high quality applied talents, providing various types of education and trainings, scientific and technological services and volunteer services for the society.

Assessment

Research work is crucial to upgrade the educational institution to a university, ideally an international university with a high reputation. The Zhongqiao Vocational Technical University should use its potential to link research with innovative technologies of industrial cooperation. They already show high potential for the faculties to link new IT technologies with the social services that are in high demand (e. g. big data, smart manufacturing, AI, in combination nursing and healthcare, food and drugs, architecture). Efforts should be made to strengthen and intensify further interdisciplinary research projects by involving industrial partners.

With increasing research intensity, the research results should always flow into the teaching and design of the courses. The integration of research as part of the faculty curricula is important to enable students to explore their creativity and application skills, and students should be guided by specialized research and teaching staff who act as tutors and mentors. It also seems important to integrate the students' entrepreneurial competence in relation to the further career path of the students in their specialty in order to promote their socio-economic autonomy in the future.

To promote external communication about research, especially with foreign academic communities, which will help Zhongqiao Vocational Technical University in its internationalization, it will be necessary to publish academic publications and research results as Open Education Resources (OER) on a university digital platform to be published more in English. The university should disseminate the research results in English-language specialist journals.

Conclusion

The criterion is **fulfilled**.

5 Resources

The HEI has adequate human and financial resources, infrastructure, and equipment to achieve its objectives. The academic staff recruitment process meets academic standards [Examination Area 3, Examination Area 6, Examination Area 7, ESG Standard 1.5, ESG Standard 1.6].

5.1 Human resources

Implementation

The importance of faculty has been deeply rooted in the university and faculty enhancement is at the core of its four strategies: The human resource strategy of the university is to take measures and introduce policies to attract excellent faculty, stabilize the faculty, optimize its structure, and improve its level and quality. In particular, based on its positioning of an undergraduate vocational university, the university is dedicated to introducing and cultivating high-level double qualified faculty (with both academic and strong enterprise background and capable of instructing students' practical skills) to continuously improve the quality of teaching and research, and to serve the economic and social development. The human resource strategy of the university is in line with the spirit of the State Council's Implementation Plan for National Vocational Education Reform, the Ministry of Education's Implementation Plan to Deepen the Reform of "Dual-Qualified Faculty» Team Construction in Vocational Higher Education Institutions in the New Era and the Strategic Plan of Zhongqiao University in 2021 - 2025.

The university takes the development of applied and vocational undergraduate universities as an opportunity to improve the structure of faculty, focusing on building and developing a high-level teaching force. Through training internally, attracting externally and combining full-time and part-time positions, the university strives to cultivate a well-structured, professionally appropriate and innovative teaching force by 2025. In addition, in order to achieve the goal of building the teaching force and timely grasp the new opportunities for development, the university will fully mobilize all parties and make full use of new resources to vigorously implement eight projects in the next five years.

The university will introduce about 60 new faculty every year, totalling 300 faculty in 5 years. We will especially strengthen the introduction of "Double Qualification Faculty"⁴, employ domestic and foreign famous experts, academicians, and enterprise managers and technicians, through the form of "Excellent Faculty", "Master/Craftsmen Workshop", and "Enterprise Technicians", and carry out qualification management to clarify tasks and responsibilities and improve the evaluation mechanism of faculty.

The university formulates the construction method of "double qualification faculty", reforms the evaluation mechanism, implementing the evaluation standard of "theory teaching + practical teaching", encourages and guides faculty, especially young faculty to transform into "Double Qualification Faculty". The university also promotes "on-the-job practice" and vocational qualification examinations for faculty, and gradually improves the training mechanism through "university-enterprise collaboration and industry-education integration". The university also introduces the mechanism of "Double Qualification Faculty" and employs technical staff from industry companies to teach on a part-time basis.

Nurturing - Youth Capacity Project

Improve the teaching ability of young faculty. The university strengthens pre-job training for new faculty to enhance the relevance and effectiveness of teaching; organizes senior faculty to mentor young faculty and strengthens the process management; continues to carry out activities such as teaching skills competition for young faculty, teaching observation and lecture competition.

Enhance the research ability of young faculty. The university has set up a research incentive fund for young faculty, which is used to encourage and support young faculty to improve their research. The university emphasizes the importance of including young faculty in research teams, so that the teaching and research abilities of young faculty can be continuously improved under the guidance of senior faculty members.

Enhance the practical ability of young faculty. Focusing on the cultivation of applied, multidisciplinary and high-level vocational and technical talents, and the university vigorously promotes the engagement of young faculty in enterprise practice, guides and encourages them to go deep into the front line of production to find topics in research, so as to improve their practical ability. The weight of "enterprise practice" and "double qualification faculty" requirements in promotion is further increased.

The Zhongqiao University takes stabilizing the faculty team and accelerating the introduction and cultivation of high-level top-notch talents as the top priority of teaching staff construction. Relying on the various talent policies and plans of Shanghai, the university implements the target responsibility system for the construction of high-level talent team and sets up special funds to form an echelon of high-level top-notch talents at the municipal and university levels.

Relying on the Faculty Enhancement Project of Shanghai Private College Faculty Development Center, the university encourages young faculty to upgrade their academic degrees and actively participate in short-term overseas training for outstanding learners, private college teaching competitions, teaching training and research training programmes, so as to promote discipline and specialty development.

The university strengthens faculty's professional ethics, vigorously promotes strict teaching and rigorous management, and guides faculty to concentrate on teaching and research. At the same time, the university takes faculty's morality as a primary indicator of faculty performance assessment, employment, rewards and punishments, and implements a one-vote veto system. In addition, 5-10 model faculty with high moral quality will be selected and rewarded in creating a campus culture of unity and cooperation, passion on job, dedication to teaching, respect for knowledge and talent.

From 2022 to 2025, the university will form a faculty team proficient for covering all the basic disciplines and undergraduate specialties at the university. The full-time faculty number will reach 556 or above, and the faculty-student ratio will be controlled within 1:18. In addition, relying on Zeta Group university-enterprise cooperation and Jinshan Vocational Education Group, etc., the university will select a group of part-time faculty from enterprises, thus forming a high-level part-time faculty team, which will complement the full-time teaching staff. The proportion of part-time faculty should be controlled within 25%.

By 2025, the number of faculty with full professor titles will reach 70; the number of faculty with associate professor titles will reach 220, so that the proportion of faculty with senior titles will increase to about 35%. The percentage of full-time faculty with master's degree or above will reach over 90%, and the faculty with doctoral degree increases to 20%. Measures will be taken to further optimize the age structure of faculty, and it is expected that by 2025, faculty under the age of 35 will be around 50%, and faculty under the age of 55 will be around 70%, forming a young and middle-aged faculty as the mainstay. The university strengthens the construction of key specialties, and supports a number of disciplines that meet the market economy and social development needs, have great development potential and distinctive characteristics and take the road of combining industry, academia and research to build six key disciplines at the Shanghai level within five years. By 2025, the proportion of Double Qualification Faculty (with both academic and strong enterprise background) will exceed 80%, of which 10 will be "double qualified" and "excellent faculty" with outstanding practical skills. There will be 3-5 high-level talents, 5-8 municipal innovation teams and teaching teams, 8-10 university-level subject leaders, and more than 50 young and middle-aged backbone faculty.

To ensure that high-level talents can be introduced, retained and used, the Personnel Office attaches great importance to the introduction of talents and talent services, and has introduced a number of management systems in recent years, including Measures for the Management of the Introduction of Talents, Action Plan for the Recruitment of Talents, and Measures for the Management of External Faculty, Implementation Measures on Accelerating the Construction of "Double Qualification Faculty", Implementation Measures on Selecting and Employing Part-

Time Practical Teaching Staff of Enterprise Management and Technical Personnel, Management Measures on Faculty Training, Faculty Training Management Approach, Management Measures for Faculty' Practice in Enterprises, Construction Methods of On-Campus Studio of Masters, Implementation Measures for the Appointment of Faculty's Positions and Other Professional and Technical Positions.

The university focuses on introducing high-quality faculty needed by the disciplines, while paying attention to the development of excellent faculty and reserving future talents, so that the faculty strength is constantly enhanced and the student-faculty ratio becomes more and more reasonable. Currently, there are 451 full-time faculty and 112 part-time faculty from enterprises (equivalent to 56 full-time faculty), and 137 administrative staff. The faculty can ensure normal teaching and research. The student-faculty ratio has reached 18.37:1.

In the past three years, according to the principle of "internal training and improvement within a definite time, external recruitment, and combination of full-time and part-time faculty", the university has recruited 126 faculty with doctoral and master's degree, 232 faculty have been recognized as Double Qualification Faculty, 31 young faculty have been enrolled by doctoral and master's degree programmes, 132 faculty have taken part in training programmes organized by Shanghai Private College Faculty Development Center and other organizations, and 146 young faculty have participated in practical exercises in enterprises. Meanwhile, three faculty have been awarded Shanghai Yucai Award, 12 faculty have been appointed as professional leaders and 46 faculty have been entitled as backbone faculty. Two faculty have been promoted to professors, 11 faculty to associate professors and 62 faculty to lecturers. Furthermore, the university has hired five experts, scholars and social celebrities as consultants and 112 corporate adjunct faculty (56 equivalent Full Time) to teach in the university.

At present, the university has 366 teaching-oriented faculty, 85 research-oriented faculty, including 233 double qualification faculty. The university's core faculty members undertake 80% of the total credit hours, and the university's core faculty members are required to have a workload of at least 12 teaching hours (1 teaching hour equals 45 minutes) per week, at least 216 teaching hours per semester, and at least 432 teaching hours per academic year.

Professors can reduce their teaching workload and increase their research workload according to their research work and projects undertaken. There are 451 full-time faculty at the university and the faculty under 45 years old account for 77.61% of the total faculty. The teaching staff is mainly composed of young and middle-aged faculty. Among the full-time faculty, 139 have the title of associate or above, accounting for 30.82% of the total number of full-time faculty; 188 have the title of lecturer, accounting for 41.69% of the total number of full-time faculty.

41 faculty have overseas education background; 151 faculty have graduated from domestic first-class universities included in the Ministry of Education's "Project 211" or "Project 985", accounting for 33.48% of the total number of full-time faculty. In order to implement the university's human resource strategy, the university has formulated the Implementation Measures on Accelerating the Construction of Double Qualification Faculty and 233 faculty has been recognized as double qualified faculty.

Adjunct faculty

The university employs experts, senior management personnel, technical experts and skilled artisans from industries and enterprises to teach in the university so as to enrich the teaching staff and optimize the faculty structure.

There are 112 adjunct faculty in the university, including 1 PhD, 14 masters and 77 undergraduates; 18 of them have associate senior titles or above, accounting for 16.07% of the adjunct faculty ; 75 of them have titles such as engineers, economists and accountants, accounting for 66.96% of the adjunct faculty, which has formed a team with rich experience, proficient skills, outstanding ability and rigorous style.

The university actively absorbs adjunct faculty to participate in specialty construction, curriculum development, programme design and experimental training base construction, etc. to maximize the advantages of adjunct faculty in understanding the development of industry, mastering the latest production process and operational skills. Thus, the university's specialties, curricula, talent-training objectives are closer to the needs of production, service and management, and the relevance of specialties and curricula to the industry and enterprise development is gradually improved.

At present, there are 137 administrative staff at the university level departments, including 49 with master's degree or above; young staff aged 45 or below accounted for 85% of the total administrative staff.

Talent Recruitment

Normally, the schools put forward recruitment requirements, and the Human Resources Office of the university releases the recruitment information through multiple channels, such as Haiju Talent Network, 51job and the official website of the university. Candidates' information will be distributed by the Human Resources Office to the relevant schools, which will organize interviews. The interview scores are rated by the Human Resources Office, Provost's Office, Research Administration Office and relevant departments. The whole recruitment process always adheres to the principle of "fair, just and open"

In 2022, the university has recruited 19 newly graduated PhDs and 12 professors through open and merit-based recruitment. Besides, the university has conducted target management and performance assessment for outstanding talents, while providing free accommodations and other preferential policies to the talents who do not have housing in Shanghai.

Faculty training and development is at the core of the university's human resources strategy. Through a re-examination of its mission and strategy, the university has formulated a strategic plan to improve the level and quality of the faculty, especially to introduce and train high-level Double Qualification Faculty so as to improve the faculty's teaching and research abilities. The university actively recommends new faculty to participate in the pre-service training organized by Shanghai Private College Faculty Development Center. At the same time, the university conducts training on university history, faculty ethics, higher education theory and necessary teaching skills, aiming to familiarize new faculty with the new environment as soon as possible, strengthen their ethics and help them master the basic teaching requirements and modern education technology. The university implements teaching tutorial system, focusing on developing young faculty' ability to handle teaching content, apply teaching methods & means, organize and evaluate teaching, express themselves verbally, and communicate with students. Through high-end training for directors, discipline and subject leaders, heads of teaching and research teams, distinguished professors and deans, the university aims to further improve the level of higher education teaching management and broaden the vision of specialty construction, so as to lay the foundation for further enhancement of their professional ethics, dedication and sense of duty and developing professional leaders.

The university gives full play to the main role of the schools, departments and faculty in improving faculty's teaching ability, and holds regular or irregular group training activities for all faculty members, such as teaching observation, teaching salon, expert report, master workshop, teaching skills training sessions and special seminars. The university fully use the motivating effect of teaching competitions and regularly organizes faculty to participate in various teaching competitions at all levels, in order to encourage faculty to love teaching, do pedagogical research, innovate teaching and improve teaching quality. The university encourages faculty to further study in famous universities at home and abroad, so that they can expand their professional fields, optimize their knowledge structure, update their knowledge, improve their practical level, and better serve the needs of discipline and specialty development. The university increases support for faculty to practice in enterprises so as to better serve the needs of transformation and promote open schooling, school-enterprise cooperation and collaborative education. At the same time, improve faculty's ability of professional practice and research on applied technology, laying foundation for the construction of Double Qualification Faculty

team. Since 2017, the university has sent a total of 300 faculty to various enterprises for temporary training, which has played a key role in promoting the development and improvement of the university's Double Qualification Faculty.

In recent years, 500 faculty have participated in various types of training, which strengthened the construction of the faculty team and improved the overall teaching level.

Assessment

To achieve the goal of high quality in university teaching and research, Zhongqiao University needs to recruit high-quality research and teaching staff to improve its institutional status with international reputation. This also requires that the teaching and research staff meet high qualification and competence requirements such as academic qualifications, ideally with professional experience, experience in innovative research and/or technology fields as well as modern pedagogical teaching skills (e.g. to promote creativity and Research competence of the students through self-organization of learning). When appointing teaching staff, attention should always be paid to high academic teaching quality and teaching staff should be retained for the long term by means of appropriate incentives.

In addition, well-qualified instructors are required who are able to transfer the requirements of the industrial partners to the university organization and faculties. They promote the internships of the students by adapting the desired specialization and negotiate the placement of the internship according to the expectations of the students. They are a link between the university and innovative industrial partners, so that the culture of innovation is anchored in the university in the long term and the continuity of cooperation with industry is strengthened.

In addition, the student advisory service must be professionalized to meet the changed requirements of students with higher expectations of their professional career during their studies.

Due to the expansion and upgrading of the facility in science as well as the increasing number of students, qualified staff is needed in administration to efficiently support the university organization and student management and to cope with the increased work capacity and bureaucracy more efficiently.

On the way to the internationalization of the university, all employees must above all be able to communicate and correspond adequately in English with foreign partners and students.

5.2 Financial Resources

Implementation

The primary sources of financial revenue for the institution are tuition fees, government-funded projects, and other forms of income such as corporate projects and donations. Ever since joining the first cohort of 32 national undergraduate vocational universities, the revenue has been steadily increasing in tandem with the growth in size. The tuition fees contribute significantly to the income, while the annual amount of government funding remains uncertain. The institution aspires to receive more substantial support from the government and usually pursue this through project approval.

In 2021, Zhongqiao University's tuition revenue was 1.5 times that of 2019, and the actual government subsidies received between 2019-2021 amounted to 15.15 million euros. Over the next three years, tuition and government subsidies are expected to remain the primary sources of income for the university. With a growing enrollment and an increasing number of four-year students, it is likely that tuition revenue will significantly increase. According to current projections, in 2022, tuition revenue could reach 27.26 million euros, followed by 33.00 million euros in 2023, 40.17 million euros in 2024, and 45.91 million euros in 2025. This means that tuition revenue in 2025 could be almost 3.9 times higher than that of 2019.

As the university implements its new strategy and rapidly expands, its financial situation is expected to significantly improve, primarily due to an increasing number of students, which will bring in more tuition revenue. In 2019, the university's total revenue was 20.65 million euros, which is projected to increase to 38.25 million euros in 2022 and 60.62 million euros in 2025. The annual increase in income will serve as a reliable guarantee for the university's sustainable development. To support the university's development strategy, tuition fees will be increased by 10% to 50% annually. Additionally, roughly 2.15 million euros will be allocated to fund the Faculty Enhancement strategy over the next few years. Furthermore, funds amounting to 2.87 million euros, 4.31 million euros, and 1.44 million euros will be designated for the implementation of the International Vision strategy, Industry-Education Integration strategy, and Modern Governance strategy, respectively.

The university's financial management goals are focused on revenue growth, providing strong support for the implementation of strategic plans and the university's priorities. Over the past three years, there has been a year-on-year increase in the number of students, resulting in a corresponding increase in tuition revenue. Additionally, the government's support for private education has also increased in recent years, providing sustainable financial resources for the university's development.

Financial statistics cover various aspects, including personnel funds, teaching funds, daily operation costs, and equipment purchase costs. Within teaching funds, there are two categories, namely, daily teaching funds and special teaching funds. Typically, teaching funds make up around 30 % of the total expenses. As the institution focuses on enhancing its professionalism and quality, the overall teaching funds are expected to remain steady or even increase.

The teaching funds made up 32% and 29% of the primary expenditures for the university in 2020 and 2021, respectively.

The institution adopts a budget management model for distributing teaching funds, which comprises "daily teaching funds + special teaching funds". At the start of the academic year, the Finance Department allocates the daily teaching funds based on various criteria provided by the teaching departments of the secondary schools, such as the number of faculty, students, and teaching workload for experimental practices. The allocation is made at the beginning of the year through these criteria. As for the special teaching funds, they are prepared by the secondary schools and the Academic Affairs Office based on each school's professional development needs and included in the institution's special budget.

Daily teaching funds, also known as daily teaching operation funds, refer to the various expenses associated with maintaining the normal functioning of teaching and teaching auxiliary departments. The expenditure scope of daily teaching funds includes office expenses such as examination fees and service fees, printing fees, consulting fees, postal and telecommunications expenses, transportation expenses, travel expenses, overseas expenses, maintenance (protection) expenses, rental expenses, conference expenses, training expenses, special materials expenses such as sports maintenance expenses, labor costs, and other expenses related to teaching goods and services, including student activity fees, membership fees of teaching consulting and research institutions, teaching reform and scientific research business fees, commission business fees, and more.

The daily teaching operation funds are regulated by the institution, which establishes an average expenditure standard for undergraduate and junior college students. This standard is included in the annual budget based on the number and size of the student body, and the expenditure indicators are distributed to the teaching units (secondary schools) and relevant departments. It is a general principle that the daily teaching operation funds should not be used for capital expenditure, such as equipment purchases. According to the report, the Finance Department allocates the daily teaching funds at the start of the academic year based on various criteria, such as the number of teachers, students, and teaching and experimental practice workload, as provided by the teaching departments of the secondary schools. The allocation is made in a lump sum according to these criteria.

Special teaching funds are those that serve a specific purpose or are designated for a particular project within the realm of teaching. These funds can be made up of government projects, university-specific funds, or money appropriated by superiors and supported by schools. National level projects will be matched at a ratio of 1:1 if higher level funding is available. The secondary schools and the Academic Affairs Office are responsible for approving, implementing, and evaluating the use of special teaching funds through project construction, which is based on the professional construction needs of each school. The scope of expenditure for these funds mainly includes expenses associated with discipline construction, specialty construction, curriculum construction, teaching reform and research, textbook construction, practical teaching, faculty training, student activities, innovation and entrepreneurship, humanistic quality education, teaching team construction, and other special teaching initiatives.

Principles of teaching budget: While ensuring the basic operations of the university, the funding budget prioritizes investments in teaching funds, reflecting a commitment to supporting front-line education. The budget is designed to achieve "three guarantees": First, it ensures that investment in teaching funds and the overall amount of education funds increase proportionally. Second, it maintains the daily operating expenses of teaching at around 15% of tuition income. Third, it ensures a year-over-year increase in the overall scale of special teaching funds.

Management and Control of teaching funds: Regarding management, the daily teaching operation funds are allocated at the beginning of the year and should be used within the same year. Meanwhile, the special teaching funds are subject to quota management. Any unfinished projects can be carried forward to the next year for use, but the carrying forward period should not exceed the project planning period.

Performance evaluation of special teaching funds: To ensure the maximum benefit of special funds, it is necessary to strictly control expenses and eliminate waste by using the funds for specific purposes. The project leader must submit an annual report on the use and performance of special funds, which will be used as a basis for fund allocation in the next year. Relevant experts will irregularly organize special evaluations or spot checks in accordance with regulations, along with relevant departments. Departments or individuals that fail to meet the evaluation requirements will be ordered to rectify within a specified time. In case of serious problems, subsequent appropriations will be reduced or terminated, and funds will be recovered based on the situation. National, provincial, and ministerial project funds shall follow the fund management methods assigned for projects.

Soon, the institution plans to introduce a financial management information system that will enable the transformation from financial accounting management to financial process control.

This transformation will focus on moving from merely recording financial data to effectively utilizing it, and from an accounting bookkeeping system to a unified decision support system. The ultimate goal is to achieve optimal allocation of resources and provide decision-making support and services for the institution.

Assessment

The information provided by Zhongqiao University in the self-report and during the online visit, as well as during the discussions with the university management, suggests that the university distributes the financial flows rationally and uses the various financial instruments skilfully.

Basically, it can be said first of all that the university is very dependent on the number of students. This means that students pay tuition fees and that this is the most important pillar of higher education funding at the university. Therefore, fluctuations in income can exist, depending on the demand for students. The development of the number of students is impressive. In 2022, 9,000 students were enrolled and by the end of 2023, 12,000 students are expected to be enrolled here. The university always has a five-year plan for further development, and it is already foreseeable that the university will have further increasing student numbers. This five-year plan is also submitted to the Ministry of Education.

The biggest threat with regard to the revenue situation is the acceptance of the degree programmes on the market. Economic factors can change here, as can political factors. In the current development, there is a lot to be said for the fact that vocational training at the HEI is in a strong growth phase here and that this is also the macroeconomic will at the moment.

The evaluators were able to form a positive impression regarding the institution financial planning. The institutions take into account the development of student numbers, and this is taken into account in the corresponding planning. Overall, the administrative system for finances appears to be very well thought-out and functional.

Nevertheless, further developments in the market and macroeconomic conditions should continue to be monitored. Accordingly, the evaluators miss a risk management around finances, as these are strongly dependent on the number of students and the acceptance of the higher education institution type in China. Therefore, the establishment of an appropriate risk management is recommended. This risk management should also take the market position into account, as the market for this type of higher education institution can develop very quickly and corresponding competing higher education institutions can also quickly compete for corresponding students. Also, with regard to the growing number of students and new study programmes, risk management should take into account the resources that are necessary.

The institution is not dependent on third-party funds, income from sponsors and funds from foundations. The amount of annual support to the institution receives from government projects is uncertain. The share of state funding therefore does not play a major role, but is involved with a percentage of less than 10 % in the future.

Sustainable planning in terms of financial resources in the area of teaching and learning can be certified for the institution. Overall, it can be stated that the financial management is professional and that the university has solid financial results and corresponding liquidity. The institution's financing model thus remains adequate and sustainable. The deficiencies mentioned and the strong dependence on the number of students remain. The financial planning to date can be described as correspondingly conservative and it partly takes into account the possible fluctuations in income and expenditure. The issue of risk management should play a special role in the future, as mentioned earlier in the text.

The origin of the income and the conditions are communicated, and they fulfil the tasks of the university.

5.3 Facilities and Equipment

Implementation

The total area of Zhongqiao University's campus is 361,635.14 square meters, while the constructed area amounts to 233,502.67 square meters. The university has eight teaching buildings including general classrooms (106), large classrooms (11), laboratories (132), professors' studios, faculty offices (66), language labs (8), computer rooms (22), etc.

All classrooms at the university are furnished with projectors and are fully equipped. A majority of the classrooms (80%) are multimedia classrooms and are linked to the internet. These classrooms have both fixed and mobile teaching systems. Moreover, the university has dedicated over 1.44 million euros to construct an Information Technology Center, comprising cutting-edge equipment and technology. The centre features specialized facilities such as laboratories, simulation and virtual system labs, workshops, master workshops, and other auxiliary functional rooms, tailored to various professional requirements.

Furthermore, the campus boasts multiple amenities for students and faculty, such as auditoriums, lecture halls, graphic information centers, libraries, and other activity spaces. The Student Activity Center, in particular, encompasses the Student Career Development Center, Student Affairs Center, Student Service Center, Mental Health Education and Counseling Center, Life Park Management Center, and an upcoming International Student Service Center. Each centre is furnished with the necessary equipment, facilities, and personnel according to its respective

functions. Dozens of student associations hold their events at the Student Activity Center, which is open to all students free of charge.

The new library is a cutting-edge academic Center that offers an extensive range of informational resources and user-centric services. With modern facilities, it caters to the diverse needs of learning, teaching, and research. Spanning over 28,000 square meters, the library can accommodate more than 1,500 readers simultaneously. The ground floor features library store-rooms, public activity areas, editing and processing rooms, and other supporting rooms. The second floor is primarily reserved for a Chinese newspapers and periodicals reading area, an electronic reading room, a lecture hall, a training room, a consulting services area, an exhibition area, and more. The third, fourth, and fifth floors contain a foreign periodicals reading area, an electronic reading room, a book reading study room, a special reading room for faculty, an electronic information experimental training room, and other facilities. Designed to facilitate international exchanges, the library adheres to international standards in terms of architectural and functional design, interior design, and building quality. The library is also furnished with high-quality, multi-functional furniture to provide faculty and students with a comfortable academic and home-like environment.

Building 23 and 26's second floors serve as a special platform area for university-enterprise cooperation. With eight distinct areas, including the crowd innovation space, digital media, 3D modeling and VR production center, life and health industry service area, cultural and tourism creativity area, smart manufacturing technology application area, labor model craftsmen workshop, public exhibition and roadshow service area, and meeting area, the functional layout is optimized to foster effective collaborations.

As part of its commitment to integrating industry and education, the university is working towards establishing a comprehensive "five-in-one" practical teaching model that combines "industry empowerment, teaching practice, research collaboration, training and production, and innovation and entrepreneurship practice." This model aims to create a new, all-inclusive educational ecosystem for internships and training. The university also invites enterprises onto its campus, incorporates real production tasks into classrooms, adopts blended teaching methods that combine online and offline elements, and shares faculty between the university and enterprises. To achieve these goals, the university implements various teaching modes, such as engineering alternation, modern apprenticeship, and enterprise customized classes.

The sports center boasts extensive space and state-of-the-art sports facilities. Spanning a total area of 40,000 square meters, it offers a wide range of indoor and outdoor sports facilities that enable students to participate in diverse activities, including soccer, basketball, volleyball, tennis, gymnastics, badminton, table tennis, swimming, aerobics, yoga, tai chi, taekwondo, and

martial arts. In addition, the university offers sports courses, training, and other related events at the sports center.

The campus provides various accommodations such as faculty apartments, expert buildings, student dormitories, and an international students' building. Additionally, there are three food courts and two supermarkets that offer a wide range of healthy and nutritious food options for faculty and students.

By the end of 2020, the university's collection had surpassed 810,000 volumes of books, over 138 types of periodicals, and 70,000 electronic books. The university aims to purchase an additional 100,000 books by the end of 2022, resulting in a total number of paper books exceeding 1 million, or approximately 100 books per student. The number of paper books and periodicals available will also increase to about 150. Moreover, the university will conduct a thorough analysis and research on the usage of its paper book resources and collection. The university library has acquired three databases, namely Vipshop, Super Star, and Wanfang, containing 1.2 million books and more than 300,000 retrievable papers. Additionally, the university plans to introduce the CNKI database (China's largest academic electronic resource integrator and distribution channel) by the end of 2022. This database will offer faculty and students a wide range of resources to support teaching and research.

The university has developed a new generation digital library service platform, which upgrades and transforms the traditional library by integrating various library resources and conducting deep data mining. This allows the library to respond to changing trends in the external service environment, readers' needs, and service modes in a timely manner, resulting in a new type of library with innovation, integration, and sustainable development.

The library's overall architecture, integrating the concept of a digital library, is divided into five layers: the basic layer, resource layer, management layer, perception layer, and service layer. At the core of the system is the micro-service platform located in the management layer, which provides various professional services to different users, such as visiting readers, network readers, librarians, institutional units, government departments, and partner libraries. The platform uses real-time data screens, reading experience areas, internet portals, mobile apps, WeChat official accounts, librarian clients, and alliance platforms to meet the needs of these different users.

The library also focuses on discipline construction services, enhancing its competitiveness among similar universities. It accurately identifies the needs of key specialties and new specialties, providing quality services for teaching and research under the new circumstances.

The library offers a public retrieval area equipped with 200 computers, an electronic reading room, and a research room. This enables readers to access various network information services, including bibliographic searches, book borrowing and returning, book reservations, database searches, internet searches, CD-ROM literature reading, and original literature requests. Moreover, the university library has established resource sharing and inter-library loan relationships with multiple universities, academic institutions, and libraries. By utilizing the convenience of network delivery, it provides ample and effective electronic resources of network literature to support teaching and student learning. It also offers original language request services to cater to the diverse needs of its users.

The university library plays a crucial role in providing learning support services. By doing so, it actively contributes to the development of a shared learning environment, and collaborates with instructors to promote student seminars and exchanges. Moreover, the university library regularly invites internal and external experts to deliver lectures, which expand students' horizons and enrich their humanistic and professional qualities.

Moreover, the library frequently organizes various cultural events to promote reading and collaborates with academic and other departments to organize calligraphy, photography, poetry, and other competitions, further enhancing the cultural life of students outside of class and contributing to their all-round development.

Assessment

In the opinion of the expert group the infrastructure and equipment of the institution is appropriately adequate to achieve the defined objectives in relation to the mission and the strategic plan. With regard to the future growth plans of the institution, the members of the expert panel were informed that corresponding areas are available on the site for the construction of further buildings.

The University has provided a complete and reliable description of all resources in the report. The evaluators conclude that the university is committed to continuous improvement of resources and competent management of these resources. During the meetings, students and lecturers emphasised that the availability of resources is always ensured and also further developed.

Furthermore, it can be stated that the facility has sufficient quantitative and qualitative resources, and it provides access to information and literature. Students have access to a regular library and a digital library. In particular, positive mention should be made of the use of modern technology such as argument reality (AR), virtual reality (VR) and artificial intelligence (AI) that is already being used. One could also gain the impression that many things are controlled very

data-based, so the use of resources is recorded, such as how many people are in the online portal and corresponding analyses are carried out. The same can be assumed for the use of other facilities at the institution. For example, within the framework of quality assurance, corresponding questionnaires are available on the infrastructure and services on campus.

The appropriate equipment with devices and media corresponds to the current state of the art with consideration of the national conditions. The buildings are used by the university alone and therefore the rental of external resources is not necessary.

Conclusion

The criterion is **fulfilled**.

6 Quality Assurance

The institution has adequate quality assurance procedures and mechanisms to ensure that the results of quality assurance procedures are for continuous improvement [Examination Area 2, ESG Standard 1.1, ESG Standard 1.7, ESG Standard 1.9, ESG Standard 1.10].

Implementation

The university has established a quality assurance system that is in line with the strategic positioning and goals of the university. The culture of "rigorous and realistic, quality-oriented" has been integrated into the whole process of teaching and research, and project management.

The quality assurance system consists of external quality audit (such as the Ministry of National Education) and internal quality assurance system. The main goal of the internal quality assurance system is to ensure and improve the quality of teaching activities in each school, which includes the teaching goal decision-making system, and the organization system, standards, operations management, supervision and monitoring system, evaluation system and improvement system of teaching quality. One of the main goals of the external quality assurance system is to effectively promote the soundness and improvement of the university's internal quality assurance system, through external quality assessment by government and society.

The university has established a sound internal quality assurance system. Under the leadership of the university's Board of Directors and the president, functional departments and schools are responsible for quality management and real-time monitoring of teaching quality assessment.

The university-level teaching quality assurance team is headed by the provost and is composed of the Provost's Office, Supervision Office and leaders of the schools and professors. The relevant functional departments are responsible for the teaching quality management and supervision of the whole university, while each school takes charge of the teaching quality through its own teaching quality assurance team.

The teaching quality assurance team of the schools, consisting of dean, deputy deans, programme directors, director of teaching and research departments, teaching secretary and counsellor, is responsible for the regular teaching management and teaching quality monitoring and assurance of the school. The director of the programme and the director of the teaching and research department are responsible for the teaching quality assurance of their own majors. The schools constantly improves the teaching level and teaching quality of faculty through collective lesson preparation, teaching observation and seminars.

The improvement of rules and regulations is an important prerequisite for the effective operation of the teaching quality assurance system. Zhongqiao University quality assurance rules and regulations are drafted by relevant functional departments, and the Board of Directors conducts review and decision-making. Each functional department is responsible for the implementation of the system, manages and guides the quality of teaching, analyzes the feedback from faculty and students, and proposes improvement plans and measures.

The president and the provost exercise macro-guidance of teaching. The Provost's Office performs basic functions such as planning, guidance and overall coordination in teaching management. As basic teaching unit, the schools organize and carry out teaching management of various programmes. Teaching management mainly includes e.g. teaching inspections at the beginning, mid-term and end of the semester. The organization and management of students' evaluation of teaching and faculty's evaluation of learning. The cultivation and management of faculty's ethics, students' morality and university's spirit etc.

According to the quality management plan of the university, relevant functional departments and schools, strengthen the monitoring of teaching quality.

Internal Evaluation Mechanisms are there to improve faculty evaluation as well as student evaluation. Focusing on the positioning of training applied technical talents, the university reconstruct a faculty evaluation system that highlight faculty ethics, teaching performance, educational achievements, practical contributions according to the different positions of faculty, different characteristics of specialties, to guide faculty in teaching: To promotes students' overall development, personality development and lifelong development, the university integrates the moral, intellectual, physical, aesthetic and labor education into the whole process of teaching, management and services, innovates and builds an multi-factor evaluation mechanism of students' moral development, academic achievement, physical and mental health, aesthetic ability and labor practice, and builds the evaluation system of all elements.

The early warning mechanism of specialty assessment includes evaluation of the achievements of talent training objectives, graduation requirements and curriculum objectives. In 2021, the university conducted an internal assessment of 37 specializations. According to the assessment results, the university supported the preferential application of four undergraduate specialties; two specialties were rectified within a time limit; two specialties were suspended; and 2 new specialties were added. In order to promote continuous improvement and ensure the quality of teaching and talent cultivation, the university has established a quality annual report system. At the end of each year, the quality management department of the university takes the lead, together with the Provost's Office, the Research Administration Office, the schools and other relevant functional departments, collects and composes all the data of teaching for the whole year, and analyses the achievements, problems and improvement measures

of teaching and talent cultivation in accordance with the two systems of university's overall operations and undergraduate teaching quality respectively, from the aspects of student development, teaching reform, policy guarantee, resource support, global cooperation, service contribution and challenges, etc. The university completes the Annual Quality Report and the Annual Undergraduate Teaching Quality Report, submits them to the Ministry of Education, and publishes them online to accept social supervision and evaluation.

PDCA Loop for Learning Processes

Specialty development is reflected in the training objectives and curriculum construction, and the PDCA circle is adopted to reflect the "student-centered" and "demand-oriented" training concept. In the PLAN stage, according to the development needs of the country and society, the vision and mission of the university, the development of the industry and the requirements of the job market, and the expectations of students and parents, etc. The internal and external stakeholders of the system conduct surveys, and after thorough analysis and discussion, develop training objectives and graduation requirements, and then carry out curriculum design and planning. In the DO stage, faculty use appropriate teaching materials, methods to teach, and students learn under the guidance of faculty. In the CHECK stage, not only students' learning outcomes are evaluated, but also faculty' teaching and research, and graduates' performance are evaluated. In the ACTION stage, the evaluation results of the check stage are fed back to the training objectives, graduation requirements, curriculum design, faculty' teaching and students' learning, etc. to optimize and improve the aforementioned tasks.

External Quality Assurance System

External quality assurance includes government (national and local governments) and society (employers and institutions) evaluations.

National Level

The state inspects and guides the quality of teaching and learning in colleges and universities through policy formulation, teaching evaluation, and publication of teaching quality reports. The state formulates specific vocational education teaching quality management policies based on important laws and education policies such as the Law of China on Vocational Education, Opinions on Promoting High-Quality Development of Modern Vocational Education, National Implementation Plan for Vocational Education Reform, etc. For example, The Guidance for Diagnosis and Improvement of Internal Quality Assurance System of Higher Vocational Colleges and Universities (for trial implementation) formulated by the Ministry of Education, Indicators and Basic Requirements for Qualified Assessment of Undergraduate Vocational Teaching Work (for trial implementation).

In 2018, Shanghai Municipal Education Commission and other six departments jointly issued the Guidance on Further Promoting the Classified Management and Evaluation of Universities and Promoting the Connotative Development of Higher Education, systematically designing the classified management and evaluation system and carrying out the classified evaluation of various universities every year. The colleges and universities in Shanghai are divided into 4 categories, namely "academic research led", "applied research led", "applied technological" and "applied skills". Zhongqiao University belongs to the "applied skills" type of universities and receives the quality evaluation of corresponding type.

Quality Assurance from Society

Employer Evaluation

The Zhongqiao University selects representative employers to give feedback on the current working status and ability development of graduates. At the same time, the university also decomposes the talent training objectives into several questions on the evaluation of graduates by employers and carries out research work in the form of questionnaires, and conducts statistical analysis on the feedback. Each specialty should actively maintain long-term and stable contact with representative employers or industrial organizations to build a platform for the evaluation of the achievements of talent training objectives. The university's Quality Annual Report (2022) show that the satisfaction rate of employers who hired our graduates is 95.3%, which is 0.6 percentage points higher than that in 2020.

Institutional Evaluations

The most influential institutional evaluations of vocational and technical universities are the "China Vocational and Technical University Rankings" by China Alumni Association and the "Competitiveness Ranking of Private Undergraduate Vocational Universities in China" by Golden Apple.

Continuous Improvement

The university has established a closed-loop teaching quality continuous improvement mechanism of "monitoring and evaluation - results announcement - proposed improvement measures - implementation - monitoring and evaluation". In the process of building the quality assurance system, the university gradually optimizes the continuous improvement mechanism. The mechanism includes the overall synergy mechanism of teaching management, the continuous improvement mechanism of talent training objectives, graduation requirements, curriculums, classroom teaching and faculty's teaching ability.

The concept of continuous improvement runs through the whole process of talent cultivation, and the effect of continuous improvement depends on the integrity and effectiveness of the

teaching quality management system, which requires regular self-assessment of teaching activities and a stable and effective mechanism to continuously improve the problems that arise in teaching, so as to enhance the relevance of teaching reform.

Based on the idea of continuous improvement in the evaluation of engineering education and the practice of domestic universities, Zhongqiao university constitutes the "three categories and three levels" teaching management synergy mechanism. The three categories are teaching operations,

teaching assessment/supervision and specialty/course construction; the three levels are university, school and course cluster.

The main functions of relevant units in the teaching operation category are to plan and formulate various teaching tasks (including talent-training objectives, curricula and syllabus, etc.), manage teaching affairs, and formulate and implement relevant management rules and regulations.

The main function of the teaching evaluation and supervision category is to be responsible for the supervision and guidance of all teaching aspects, and to evaluate, supervise, advise and guide the decisions concerning teaching management.

The specialty/course construction category is mainly responsible for the deliberation and validation of the development plan, construction scheme and reform of talent cultivation mechanism of undergraduate programmes, and the head of the specialty must be a member of the Teaching Steering Committee.

Each school should conduct regular or specific research activities such as surveys for graduates about 5 years after graduation, questionnaires for employers, visits to enterprises, meetings with industrial and peer experts and faculty to understand the employment and development of graduates and the needs of employers.

Besides, the university is required to evaluate the rationality and attainability of the training objectives every two years, form an investigation and analysis report on the talent training objectives, and revise and improve the training objectives in response to the feedback, as well as build an off-campus continuous improvement cycle. The forms of evaluation and the ways to obtain data are as follows: Survey of graduates and employers, Enterprise visit, Meeting with Enterprises and industry experts, Teaching Steering Committee validation, Revision of talent training objectives.

Continuous Improvement Mechanism for Graduation Requirements and Curriculums

The university conducts the achievement evaluation of graduation requirements based on the course support matrix of graduation requirements, so as to further improve the achievement

evaluation mechanism. The course graduation requirements attainment evaluation is conducted every 2 years, and the head of the specialty convenes the course leaders to summarize the objective attainment evaluation of all courses in the last two academic years and fill in the attainment evaluation form. At the same time, the university selects some backbone faculty to form a graduation requirement achievement evaluation team to collect the evaluation results and complete the quantitative evaluation of the courses. More measures are Questionnaires for fresh graduates, the Evaluation by enterprise and industry experts or the Application and improvement of evaluation results: In the last case, the graduation requirements achievement evaluation team analyzes the evaluation results of the courses the graduates' questionnaire, and feedbacks from the experts of enterprises and industries, and puts forward the rectification plan of the graduation requirements, curricula, teaching content and teaching methods. Then, the head of the specialty convenes the course leaders to revise the graduation requirements, optimize the course structure and course support matrix according to the rectification plan, and instruct faculty to revise the syllabus and teaching objectives, so that the teaching content can support the teaching objectives, and the teaching arrangements and teaching methods can ensure that students reach the learning objectives; at the same time, the course assessment methods should be reasonable and feasible, and can support the achievement of course objectives.

Continuous Improvement Mechanism for Teaching Process

In accordance with relevant regulations and the characteristics of each school, the university formulates teaching requirements or regulations involving course teaching, experimental teaching, graduation design (thesis), examination propositions and marking, and sorting of teaching materials, and implements a teaching task confirmation system. Each teaching and research department shall brief these requirements or regulations to the faculty to ensure that all teaching procedures meet the corresponding quality requirements.

The quality monitoring of teaching processes is the core, which mainly includes the monitoring of the teaching staffing, syllabus, teaching schedule, teaching plan, selection and development of teaching materials, classroom teaching, experimental teaching, practical teaching, graduation design (thesis), assessment methods and other links. The monitoring of syllabus, teaching plan and textbook selection mainly relies on the midterm teaching inspection, and each programme rectifies according to the inspection results. The monitoring of classroom teaching, practical teaching, graduation design, assessment methods, etc. is carried out by supervisors' listening to the lectures, inspection of teaching materials, and students' evaluation of teaching, etc. The university implements continuous inspection, supervision and evaluation.

The Zhongqiao University establishes the undergraduate teaching quality monitoring and evaluation system consisting of student evaluation, teaching supervision, leadership evaluation,

peer faculty evaluation and teaching material evaluation. The evaluation results are linked to the evaluation of faculty' professional rank, and the university gives performance incentives to the top 10% faculty in the evaluation of teaching quality.

Each programme should continuously improve the workflow in combination with the teaching quality requirements formulated by the university and guide faculty to improve teaching based on the evaluation feedback.

Continuous Improvement Mechanism of Teaching Ability

The university makes full use of the "Faculty Development Center" to carry out pre-job training, and trainings on teaching skills, faculty ethics, scientific and technological innovation capability, engineering (social) practical ability, and international exchange competency for faculty at different levels.

Implement the "Faculty Service Group" project, which aims to help young faculty to enter enterprises and accumulate engineering practice experience through temporary positions; to cultivate young faculty's engineering practical ability through university-enterprise cooperation projects; and to improve their engineering ability by building platforms for engineering practice.

Implement the system of supervisors listening to the classes. Through the feedback and guidance provided by the supervisors and leaders, the faculty's teaching levels are continuously improved.

Teaching resources guarantee

The Zhongqiao University offers the training centre financial guarantee in terms of faculty and teaching resources. The training centre has employed backbone faculty of various specialties to carry out teaching and six full-time administrators. The university attaches great importance to the continuing education, actively optimizes the allocation of resources, guaranteeing the continuing education premises. In addition, the university actively integrates various types of continuing education resources to promote the development of special features, improve teaching effectiveness and teaching quality, and continuously enhance the supply capacity and service level of continuing education. The source of funds for continuing education mainly relies on the tuition of adult degree education and training fees of non-degree programmes as well as university funding. The funds are managed by the Finance Office of the university, and the income and expenditures are strictly supervised.

The School of Continuing Education (Training Center), as the main body of degree continuing education, unifies the organization and implementation of enrollment, teaching, examinations and so on. The administrators strictly standardize each process of enrollment promotion, admission, registration, course examination, student status management, graduation defense,

etc. to realize the systematic management of the whole process. At the same time, the university abides by the relevant policies and regulations of higher education authorities, timely submits the annual inspection and review reports, and accepts the annual review and evaluation. In addition, the university analyses, summarizes the annual work, and proposes improvement measures.

The Zhongqiao University has optimized the layout structure and built a new system of continuing education. It is actively exploring the development of "internet plus" continuing education. Leverage information technology, communication technology and network technology, the university is dedicated to improving its level of information construction and application, thus promoting the deep integration of information technology and education and teaching, and building a networked, digital, intelligent, personalized and lifelong continuing education system.

Assessment

The Zhongqiao University has established a quality assurance system in line with its strategic positioning and goals which consists of internal and external QA system.

The internal quality assurance system is fully organized on university and school levels. The university level is in charge of rules and regulations meanwhile each school responsible for daily implementation and quality control.

The external quality assurance system includes government and society evaluations. Due to its good performance, Zhongqiao was approved by Ministry of Education to be upgraded to a pilot Vocational and Technical University which can offer 4-year bachelor programs. The University conduct employer survey every 2 years to get the feedback on evaluation of graduates.

The Zhongqiao University has established a closed-loop quality continuous improvement mechanism for curriculum development, teaching process and graduates competences.

They have established a transparently regulated quality assurance (QA) system covering all relevant processes at institutional and faculty level. An overarching institutional QA policy reflecting the university's strategic goals has been defined and made publicly available on the website. All relevant stakeholders of the university are integrated into the quality assurance system. During the online visit, the expert group found that the quality processes are not only well defined and documented, but also brought to life in an open quality culture, as demonstrated by the members of the various collegiate bodies.

It has been shown that the governing bodies are able to make their decisions on a sound basis and that they are provided with the relevant data and results of the QA instruments applied.

A variety of QA tools are used to gather feedback from employers, students and graduates in order to continuously monitor the quality of teaching and learning in all degree programmes offered by Zhongqiao University.

The expert group is convinced that the internal and external quality assurance mechanisms described above are adequate and ensure that the results of the quality assurance procedures are used for continuous quality improvement.

The expert group has only two recommendations concerning this criterion that could still improve quality assurance:

The involvement of the student body in the committee structures should be increased. The student voice should have a much higher weighting in the committees.

In order to further develop quality management, the university should close the control loops of the PDCA cycle more better and develop a concept of continuous improvement that derives institutionalised recommendations for action and thus promotes quality assurance. Of course, the PDCA cycle is already one of the most important quality assurance tools at Zhongqiao University University, but it should be more institutionalised.

Conclusion

The criterion is **fulfilled**.

7 Internationalisation

This criterion only applies in those cases where internationalisation is part of the institutional strategy [Vision and Objectives on Internationalisation].

Implementation

Zhongqiao University has set the vision of "becoming a leading and globally renowned vocational and technical university in China" and has made it its mission to foster virtue through education, meet global challenges and cultivate outstanding industrial talents who are "virtuous in character, dedicated to work, and persevered in learning". From 2021 to 2022, the university has reviewed and reinforced its strategy and identified "International Vision" as the first of four major development strategies. The number of cooperating partners is already considerable.

With the geographic advantage of the Zhongqiao University and its flexibility as a private institution, the university actively explores international cooperative programmes, strengthens cooperation and exchanges with advanced foreign universities, draws on advanced international experience in vocational education, broadens the international vision of faculty and students to improve the teaching level and enhance the ability of operation and internal governance. At the same time, through cooperation with foreign high-end industries and advanced enterprises, the university promotes international integration of industry and education to cultivate outstanding industrial talents with an international perspective.

Internationalization is now embedded in the university's vision, mission, and strategy, and the university is integrating internationalization into all aspects of the university, specifically attracting international students and actively developing international programmes. More over the Zhongqiao University pursues to increase the international experience of faculty and students as well as promotes international industry-education integration to cultivate excellent industrial talents with international perspectives.

The university aims to improve the quality of programme design through international integration of industry and education and international cooperation, thus developing outstanding industrial talents who can meet local and global challenges. From 2021 to 2025, the main goals of the university's international development are to build 2-3 international cooperative programmes and to increase the proportion of faculty that have overseas experience to 40%. Despite them the Zhongqiao University aims to recruit overseas students and wants to establish an international exchange college.

To this end, the university has formulated a series of development plans and policies.

Curriculum Internationalization Plan

The university plans to introduce advanced course systems, teaching materials, teaching concepts, and teaching methods, so as to build an international curriculum system that can meet the internationalization needs of students, and enable each undergraduate student to take 2-3 courses from foreign universities.

In addition, the university actively cooperates with international high-level universities and increase investment to introduce 4-5 international online courses and incorporate them into the curriculum of relevant specialties, which will facilitate distance international education, and promote the construction of fully English-taught online courses.

Nurturing Programme for Faculty Internationalization

The university will continue to increase the efforts on "bringing in". According to the needs of the university's discipline construction and international curriculum development, the university intends to introduce overseas high-end talents and hire 5-10 additional foreign faculty so as to strengthen the quality of teaching.

The university encourages and supports "going out". Based on the needs of internationalization and the overall planning, the university makes full use of and expands the cooperation with overseas universities, which selects 5-10 faculty to go overseas for training every year, encourages backbone faculty to carry out academic exchanges and research cooperation in overseas universities, and strives to improve the internationalization level of the faculty. The university plans to focus on strengthening the training abroad for faculty's ability to teach in English and train bilingual faculty, so as to support the international curriculum development. Through continuous effort, the university aims to have more than 40% of the full-time faculty with overseas educational experience by the end of 2025.

Student Internationalization Programme

The university plans to expand students' international learning experiences. Relying on the 2+2 and 3+2 joint training programmes, the Zhongqiao University will open up multi-channels for students to study abroad, and expand the scale of outgoing students, aiming to have at least 1-2 students from each specialty study overseas, so as to promote the internationalization of students experience.

Actively develop programmes for foreign students, such as the programme of teaching Chinese as a foreign language to boost the scale of international students. The university will pay more attention to the Southeast Asia and developing countries, and make full use of overseas relations such as visiting faculty and students, foreign guests and outgoing experts to increase publicity of the university, while taking advantage of the characteristic disciplines and location,

and strive to open up the market of international students education in countries along the "Belt and Road" and ASEAN countries.

The university intends to expand the scale of international students through various ways, and strives to develop 2-3 programmes recruiting international students. In 2025, the number of international students shall exceed 50, so as to realize the diversification of student sources and campus culture.

Organization and Support

As a functional department of Zhongqiao University, the International Cooperation Office in achieving the strategic objectives of the university in international vision is dedicated to expanding international exchange and cooperation. Meanwhile, taking the university's overall development strategy as guidance, it focuses on serving the development of talents, actively enhances the international level of the university, expands international exchange channels for faculty and students, strengthens the Sino-foreign cooperation.

In addition, the International Cooperation Office is actively working with relevant administrative departments and schools in the recruitment of foreign faculty and student exchange (see the attached document for detailed collaborative workflows).

International Exchange

Partner Institutions and Programmes - Main Academic Partners

Zhongqiao University has attached great importance to international development in recent years and has made good achievements in international cooperation. The university currently has established long-term cooperation with about 20 quality universities overseas, including the U.S., the United Kingdom, Japan, Spain, New Zealand, Germany and Korea, in various aspects such as student training, faculty development and teaching resource sharing. For instance, the university has cooperated with the University of South Wales in the United Kingdom, the University of Barcelona in Spain and Kyoto University of Information Technology to carry out joint master's and joint bachelor's programmes, and with Western Japan Junior College to carry out joint master's programmes, with Auckland Business School in New Zealand to carry out MBA programmes, and with Baden-Wuerttemberg Cooperative State University in Germany to carry out student exchange. In addition, the university has been working with Baekseok University, Hwaseok University, Myongji University, and Gyeongnam University in Korea for joint master's programmes, and with Hwaseok University and Gyeongnam University for faculty's academic degree upgrading programmes, and with the U.S. for internship programme.

The increase in the amount of cooperation between the university and overseas universities provides more international exchange platforms for our faculty and student, and is more conducive to enhancing the social reputation of the university.

Further Development Plans

Sino-Israeli Industrial College

The university plan to launch a joint venture with Israeli universities. In 2021, the university has discussed the establishment of the "Sino-Israeli Industrial College of Zhongqiao University" with Consulate General of Israel in Shanghai, which will further develop mutual visits and exchanges of faculty, management and technical personnel, cooperation and exchanges in teaching and research, mutual recognition of credits in joint training programmes, student exchange, summer and winter school, and cultural workshops.

Sino-German Vocational and Technical School

At the same time, the university is planning to set up a Sino-German Vocational and Technical School at the new district of Shanghai, which will mainly adopt the German dual education system. By cooperating with the National Eastern Tech-Transfer Center and universities such as the Steinbeis-Hochschule Berlin, the school will introduce high-quality German educational resources, to jointly build a high quality, international technical talent training base. The school mainly offers undergraduate programmes, and some junior college programmes. It will serve the demand for high-end vocational and technical talents and the industrial development of the new district, the whole Shanghai and the Yangtze River Delta.

Student International Exchange

In order to further increase the international experience of faculty and students, the university actively expands the channels of international exchange and effectively implements the agreements signed with foreign partners to encourage substantive cooperation.

The university sends students overseas for short-term study and exchange every year to realize the purpose of cross-cultural study and communications. Due to the epidemic, all short-term overseas study programmes have been suspended in 2021 and 2022, while long-term study abroad programmes stayed in normal. The International Cooperation Office facilitates the work of collecting students' materials, translation, visa delivery, academic record, examination arrangement, credit transfer and verification, etc., to provide a good guarantee service for students studying abroad. In the past five years, the university has sent 421 students abroad.

In 2021, the university defined "International Vision" as its development strategy. The international exchange programmes and opportunities for students will continue to increase as the

market demand for international talents and the requirements of the university's international development strategy are fully considered in programme setting, student admissions and university operations. The university's cooperative programme with universities in the U.S., Germany, UK, Spain, Japan and New Zealand are open to all students. In addition, the university also offers short-term exchange programmes for six months or less each year to encourage students to expand their horizons and increase their international learning experience.

In the next five years, the university will further expand study abroad channels, organize short-term exchange, upgrade academic programmes, and strive to stabilize the number of students going abroad at more than 100 per year. At the same time, the university will steadily develop international student recruitment channels and increase close cooperation with foreign student recruitment agencies or foreign universities to maintain the number of international students at about 50 per year.

Cross-Cultural Learning

Through various means, such as intensive professional English courses, inviting foreign faculty to teach, using internationally accepted teaching materials, student exchange programmes, and sponsoring long-term study overseas, the university is aimed at cultivating students' international perspective and their mastery and application of the latest international knowledge and experience, so that they are well equipped to handle local or global challenges when graduated.

Through cooperation with foreign high-end industries and advanced enterprises, the university actively promotes international industry-education integration and cultivates outstanding industrial talents with international vision.

Sino-German Cooperation in Automotive Vocational Education (SGAVE)

The Sino-German Cooperation in Automotive Vocational Education (SGAVE) is a joint project between the Chinese Ministry of Education, the German Agency for International Cooperation (GIZ) and the five major German automobile manufacturers (Porsche, BMW, Mercedes-Benz, Audi and Volkswagen) and China's higher vocational education institutions. Zhongqiao University was selected as one of the first pilot institutions among the 464 institutions that applied.

The project draws on the technology and experience reserves of German and other leading European enterprises in "dual education" training model. It jointly develops a technical talents training programme adapted to the Chinese national conditions. Through the construction of curriculum, assessment and certification system, and the development of "Double Qualified Faculty", the project promotes educational reform, enhances the integration of production and education, school-enterprise cooperation and international exchange in vocational universities,

and is committed to creating a high-quality international cooperation programme for the cultivation of high-quality technical talents, so as to lay the foundation for the transformation and upgrading of China's manufacturing industry and high-quality development.

Sino-Swiss Smart Manufacturing Innovation Practice Base

The national level project of Zhongqiao University "Construction of Swiss GF Smart Manufacturing Innovation Practice Base" implements the "dual education system" based on the industrial chain enterprises led by Swiss GF. Through the exchange of human resources between GF and its upstream and downstream enterprises, international curriculum resources and faculty training projects, and practical learning based on real projects and real orders from enterprises in the industry chain, this project establishes a number of teaching resources development centers by drawing on the high-quality case resources of GF, so as to realize the talent training mode of "learning and working alternation, and sharing reality" and the collaborated education model integrating "industry-teaching-research-innovation", and form a complete set of courses, teaching materials and other digital teaching resources suitable for Chinese applied and vocational colleges and universities. It aims at the training of high quality technical and applied talents urgently needed in the field of smart manufacturing, which will also provide reference for speeding up the development of modern engineering education and vocational education and promoting high quality development of Chinese education.

Curriculum Internationalization

In line with the university's strategy to enhance "international vision", each school has deeply integrated international elements into the curriculum design and set "international perspective" as a goal of professional talent training. For example, one of the learning objectives of the undergraduate Robotics programme is "to master a foreign language, to have international perspective and innovative spirit, to master cross-cultural communication skills, competition and cooperation ability, and to be able to carry out technical and service work related to the industry in different regions."

In addition, each school has widely integrated international elements into its curriculum. For example, the School of Economics and Management offers courses on Foreign Trade Correspondence, International Business Law, International Business Negotiation Practice, International Business Documentary Practice, International Settlement, International Trade Practice, Cross-Border E-Commerce Practice, International Marketing and International Exhibition in some specialties such as International Business, Customs and Foreign Trade Services, etc. In addition to the introduction of foreign advanced technology and high-quality curriculum resources and the opening of bilingual courses, the curriculum of the School of Food and Drug has also strengthened courses of college English and practical courses, so that students can

at least master one foreign language, read foreign literatures related to food science and engineering, have an international perspective, and be able to communicate and exchange in a cross-cultural context. The School of Food and Drug's curriculum is adapted to enable students to learn more about the Chinese and international laws and regulations regarding food quality and safety, and to grasp the basic concepts of food safety and the current developments at home and abroad. The students can also apply for a one-month short-term exchange study in Japan or a one-year specialized study in food nutrition to experience the traditional culture of Japan.

International Competitions

Zhongqiao University has always encouraged students to actively participate in international competitions to learn from other overseas universities and to better present themselves to the outside world through international competitions. The School of Arts has always promoted the concept of innovation and the spirit of humanism. When participating in the Sands Art and Design Competition in China, our students and faculty won one silver medal and five bronze medals among the 4,458 works selected by 2,680 participants from 51 universities. This award not only reflects the comprehensive strength and teaching achievements of the School of Arts, but also comprehensively enhances the educational level of Zhongqiao University in art and design, and makes a full display of Chinese university's art education on the world stage.

Students from the School of Architecture and Engineering won three individual awards in the civil engineering and one excellent organization award in the landscape engineering technology in the 12th "Yuanye Award" International Competition held in September 2021. The competition is an international design competition for domestic and foreign universities and enterprises specializing in architecture, planning, landscape and environmental design, aiming to discover and honor outstanding designers and design works, enhance the creativity and influence of global designers, and promote the international exchange and future development of the industry. The participation of this competition not only promotes the specialty construction and curriculum reform of the university, but also stimulates students' learning enthusiasm and creativity, and enhances their professional skills and innovation spirit.

Internationalization of Faculty

The university carries out multilevel and a broad scope of educational exchanges and cooperation to improve the internationalization level of our faculty and staff. Every year, the university selects and sends 5-10 faculty and staff members to study abroad in Singapore, Spain, and the U.S. In this process, the faculty and staff can better adapt to and participate in the rapidly changing domestic and international environment, further promote self-improvement of the faculty and staff, and enhance their international competitiveness. As of 2022, there are 45

faculty members with overseas study backgrounds. Thanks to the increase in the number of cooperation with overseas universities, the university will further improve the internationalization of faculty's education background.

Every year, the university selects and sends faculty to overseas training, encourages academic backbone to carry out academic exchanges and research cooperation in overseas universities, and makes efforts to improve the internationalization level of the teaching staff. The university will focus on strengthening faculty's ability in teaching in English, so as to provide human resources support for international curriculum construction and development. Through continuous training, the university aims to have more than 40% of full-time faculty with overseas education and experience by the end of 2025.

Assessment

The mission statement and vision of Zhongqiao University state that it wants to become "a modern vocational and technical university that is a leader in China and internationally renowned." It aims to meet therefore global challenges. There are enough service facilities available to promote academic mobility.

Zhongqiao University has an internationalization strategy. This indicates why the university has a special focus on its internationalization. The internationalization strategy is comprehensible and its goals are realistic. In the strategy, the level of cooperation and the students are particularly emphasized. It is noticeable that there is a greater focus on the incoming side than on the outgoing side. The expert group encourages Zhongqiao University to further enhance its international activities with the following recommendations to strengthen the internationalization strategy and academic mobility:

As part of the internationalisation strategy, the English language skills of all university staff should be improved and corresponding further training measures should be offered. In the case of new appointments, attention should be paid to the applicants' already basic/good knowledge of English.

In order to increase the outgoing rate, students should be continuously encouraged to study abroad or to conduct an international internship. Possible mobility windows should be designated here to make it easier for students to move abroad.

Within the framework of international cooperation, faculty should be enabled to work abroad as guest lecturers and possible support offers should be created for this.

Within the framework of academic mobility, the university should strengthen the intercultural skills of students and offer corresponding further training courses.

Besides that, the university is seeking international accreditation and enforcing its international marketing activities. The expert group encourages Zhongqiao University to further enhance its international activities.

Conclusion

The criterion is **fulfilled**.

IV Recommendation to the Accreditation Commission of ACQUIN

1 Assessment of compliance the Standards and Guidelines in the Higher European Area (ESG) in the actual official version and the German Council of Science and Humanities (WR)

The institutional structures and performance were assessed on the basis of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), criteria for the institutional accreditation of non-state higher education institution of the German Council of Science and Humanities (WR) („Guidelines for the accreditation of non-state higher education institutions" Section B.IV), and the national or other relevant regulations.

The expert group concludes that the **ESG standards** 1.1 (Policy for quality assurance), 1.2 (Design and approval of programmes), 1.3 (Student-centred learning, teaching and assessment), 1.4 (Student admission, progression, recognition and certification), 1.5 (Teaching staff), 1.6 (Learning resources and student support), 1.7 (Information management), 1.8 (Public information), 1.9 (On-going monitoring and periodic review of programmes) and 1.10 (Cyclical external quality assurance) are fulfilled.

The expert group concludes that the **WR examination areas** 1 (Institutional conception, profile, and development objectives), 2 (Governance structure, organization, and quality management), 3 (Staff), 4 (Study and teaching), 5 (Research), 6 (Equipment (rooms and facilities)) and 7 (Funding) are fulfilled.

The assessment criteria are as follows:

Institutional Profile and Strategy (Mission and Vision)

The HEI has a clear mission statement in which the institutional profile, strategy, and objectives of the HEI are defined. The mission is consistent and complies with international standards. Academic bodies have adopted the mission, which is publicly available. The HEI has adequate resources to fulfil its mission and strategic planning.

The criterion is **fulfilled**.

Governance, Organisation and Administration

Responsibilities, decision-making processes and decision-making competencies are clearly defined and integrated into statutes. Organisation and management structures are adequate to the tasks and objectives of the institution and assure freedom in teaching and learning.

The criterion is **fulfilled**.

Teaching and Learning

Objectives and content of study programmes are in accordance with the HEI's mission and strategy. Study programmes have an adequate academic standard, are well structured and have an adequate workload. They comply with national legal regulations. The processes of creating and implementing as well as revision of study programmes are clearly defined.

The HEI offers professional support services for students. Support services have adequate staff.

The criterion is **fulfilled**.

Research

Research activities fit into the mission of the institution. The structure of the HEI and the general conditions support research activities. The teaching workload allows room for research. Recruitment policy should correspond to the research activities and research strategy of the institution.

The criterion is **fulfilled**.

Resources

The institution has adequate human and financial resources, infrastructure, and equipment to achieve its objectives. The academic staff recruitment process meets academic standards.

The criterion is **fulfilled**.

Quality Assurance

The institution has adequate quality assurance procedures and mechanisms to ensure that the results of quality assurance procedures are for continuous improvement.

The criterion is **fulfilled**.

Internationalisation

The HEI has an internationalisation strategy which is consistent with the strategy of the institution. The activities in the area of internationalisation fit into the internationalisation strategy.

The criterion is **fulfilled**.

2 Accreditation Recommendation

The peer-review experts recommend unconditional accreditation of Zhongqiao Vocational and Technical University.

The peer-review experts recommend the following **recommendations**:

1. As part of the internationalisation strategy, the English language skills of all university staff should be improved and corresponding further training measures should be offered. In the case of new appointments, attention should be paid to the applicants' already basic/good knowledge of English.
2. In order to increase the outgoing rate, students should be continuously encouraged to study abroad or to conduct an international internship. Possible mobility windows should be designated here to make it easier for students to move abroad.
3. Within the framework of international cooperation, faculty should be enabled to work abroad as guest lecturers and possible support offers should be created for this.
4. The involvement of the student body in the committee structures should be increased.
5. Within the framework of academic mobility, the university should strengthen the intercultural skills of students and offer corresponding further training courses.
6. The university should offer all digital platforms also in English.
7. The university should also publish research results more in English-language journals.
8. The university should also use digital platforms for publishing (e.g. OIR).
9. As the research intensity increases, the research results should always be incorporated into the teaching and design of the degree programmes.
10. The university should develop a differentiated and progressive study-centred learning concept that is constantly evolving.
11. The university should offer more courses in communication skills to strengthen the overarching competences of the students.
12. The university should strengthen its visibility and target high school students for the study programmes.
13. The university should further develop a higher level of academic teaching and build on the strength of the practical orientation. In this context, the variance of competence-

oriented forms of teaching and learning should be constantly further developed in order to strengthen the international profile of the university.

14. The university should further develop the higher education development plan and institutionalise mandatory milestones for the temporal review of the measures for action.
15. In order to further develop quality management, the university should close the control loops of the PDCA cycle even better and develop a concept of continuous improvement that derives institutionalised recommendations for action and thus promotes quality assurance.
16. It should always be ensured that sufficient financial resources are available with the increasing number of study programmes. A corresponding risk management system should therefore be considered and introduced, which constantly monitors the required resources.
17. When appointing teaching staff, attention should always be paid to high academic teaching quality and teaching staff should be retained for the long term by means of appropriate incentives.
18. The university should develop a concept for equal opportunities and disadvantage compensation.

V Decisions of the Accreditation Commission of ACQUIN

Based on the evaluation report of the peer group and the statement of the university the Accreditation Commission of ACQUIN decided on 09 May 2023:

The Zhongqiao Vocational and Technical University is for the first time institutionally accredited without conditions. The accreditation is limited until 30 September 2029.

The following recommendations are given for the further development:

- As part of the internationalisation strategy, the English language skills of all university staff should be improved and corresponding further training measures should be offered. In the case of new appointments, attention should be paid to the applicants' already basic/good knowledge of English.
- In order to increase the outgoing rate, students should be continuously encouraged to study abroad or to conduct an international internship. Possible mobility windows should be designated here to make it easier for students to move abroad.
- Within the framework of international cooperation, faculty should be enabled to work abroad as guest lecturers and possible support offers should be created for this.
- The involvement of the student body in the committee structures should be increased.
- Within the framework of academic mobility, the university should strengthen the intercultural skills of students and offer corresponding further training courses.
- The university should offer all digital platforms also in English.
- The university should also publish research results more in English-language journals.
- The university should also use digital platforms for publishing (e.g. OIR).
- As the research intensity increases, the research results should always be incorporated into the teaching and design of the degree programmes.
- The university should develop a differentiated and progressive study-centred learning concept that is constantly evolving.
- The university should offer more courses in communication skills to strengthen the overarching competences of the students.
- The university should strengthen its visibility and target high school students for the study programmes.
- The university should further develop a higher level of academic teaching and build on the strength of the practical orientation. In this context, the variance of competence-oriented forms of teaching and learning should be constantly further developed in order to strengthen the international profile of the university.
- The university should further develop the higher education development plan and institutionalise mandatory milestones for the temporal review of the measures for action.

- In order to further develop quality management, the university should close the control loops of the PDCA cycle even better and develop a concept of continuous improvement that derives institutionalised recommendations for action and thus promotes quality assurance.
- It should always be ensured that sufficient financial resources are available with the increasing number of study programmes. A corresponding risk management system should therefore be considered and introduced, which constantly monitors the required resources.
- When appointing teaching staff, attention should always be paid to high academic teaching quality and teaching staff should be retained for the long term by means of appropriate incentives.
- The university should develop a concept for equal opportunities and disadvantage compensation.