

Accreditation Report

Visual Communication Design (BFA), Environmental Design (BFA)
and Digital Media Technology (B.Eng.)

Jinzhong College of Information

IP-1038-1



23. Meeting of the ZEvA Commission on 11.03.2025

Item 04.03

Study Programme	Degree	ECTS Credits	Programme Duration	Type of Programme	Maximum annual intake
Visual Communication Design	Bachelor of Fine Arts	213	4 years	Full time	616
Environmental Design	Bachelor of Fine Arts	207	4 years	Full time	312
Digital Media Technology	Bachelor of Engineering	230	4 years	Full time	522

Accreditation contract signed on: 7. February 2024

Date of site visit: 19.-21. November 2024

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Expert Panel:

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- Prof. Dominik Schumacher, University of Applied Sciences Magdeburg-Stendal, Institute for Industrial Design, Professor for Interaction Design Technologies
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Hanover, 30.01.2025

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I. Final Vote of the Expert Panel and Decision of the Accreditation Commission

1. Decision of the ZEvA Accreditation Commission (11.03.2025)

The ZEvA Commission follows the experts' report and recommendations and acknowledges the university's response to the accreditation report from 02.02.2025.

The ZEvA Commission decides to accredit the bachelor's programmes Environmental Design (BFA), Digital Media Technology (B.Eng.) and Visual Communication Design (BFA) offered by the Jinzhong College of Information without conditions for a period of six years.

This decision is based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), the Framework of Qualifications of the European Higher Education Area and the recommendations of the ECTS Users' Guide as referred to in the ZEvA Manual for the External Assessment of Study Programmes.

2. Executive Summary of the Experts' Findings

Overall, the experts have very positive impressions of the Jinzhong College of Information, the schools involved in the programmes at hand, the teaching personnel and facilities and of the programmes themselves. The college is obviously putting in a lot of effort in distinguishing itself within the Chinese higher education system. The experts are impressed by the college's "four-in-one" concept, the dual teaching model and its commitment to talent cultivation. The college is well on its way of transforming their programmes to an outcome-based system.

All three programmes have a state-of-the-art curriculum and provide a good basic education in their respective fields. The graduates are very well prepared for occupations in the local, regional and national industry and economy and have excellent employment opportunities. The practical orientation of the programmes is commendable.

The experts recognize that the college is still developing its teaching faculty, but with the very engaged teachers they already employ they can deliver a high quality of teaching in the respective subjects. The infrastructure is well above average and up to date.

The experts were especially impressed by the focus on student-centred learning and student support, as evidenced by a high level of satisfaction among all students present during the site visit. Also, the collaborative forums like the LARP Academy, the robotics lab and student/teacher lunches are to be commended.

Despite the overall positive impression, the experts still see space for improvement in the area of internationalisation, which the college itself has identified as a current weakness of the three programmes at hand. The experts strongly encourage the college to install measures for their self-proclaimed area of development. They see a necessity of preparing students for an international market, especially in the envisioned branches for employment, with regard to innovative concepts, theories, and practices that contribute to international discourses such as sustainability issues, climate change, environmental degradation, biodiversity loss and resource scarcity. For this, the students should have the opportunity to spend some time studying at a foreign institution. Also, the college should take this need for internationalisation into account in their recruitment scheme of teaching personnel, launch a full English website, improve current teachers' language skills and give students the opportunity of attending bilingual or English classes also in their professional subjects.

As for the curricula themselves, the experts would recommend increasing the percentage of electives, lay a stronger focus on conceptual design work, strengthen the overarching view on methods, contexts and themes and encourage cross-disciplinary collaboration between programmes.

3. Final Vote of the Expert Panel

3.1 General Aspects

3.1.1 General Recommendations:

1. The experts recommend that the college strengthen the internationalisation of its programmes vigorously, especially by the following measures:
 - a) Supporting international student exchange
 - b) Introduce bilingual or English classes in the professional subjects
 - c) Take international experience into account in their teacher recruiting scheme
 - d) Improve teachers' language capacity, e.g. by giving them time and funds to spend time abroad
 - e) Inviting international guest lecturers
 - f) Installing a full English Website
2. The experts recommend an increase in the percentage of electives in the curricula.
3. The experts recommend strengthening conceptual design work, a more comprehensible understanding of creative processes, critical thinking and problem-based learning, and an overarching view on future-oriented methods, contexts and themes in order to approach international markets with innovative and sustainable design solutions.
4. The experts recommend more cross-disciplinary collaboration between the programmes, for example by opening elective courses for all three programs.
5. The experts recommend also taking practical experience into account in the college's teacher recruitment scheme.

3.2 Visual Communication Design (BFA)

3.2.1 Recommendation to the ZEVA Commission for International Affairs:

The expert group recommends the accreditation of the programme Visual Communication Design (BFA) for the duration of 6 years without conditions.

3.3 Environmental Design (BFA)

3.3.1 Recommendation to the ZEVA Commission for International Affairs:

The expert group recommends the accreditation of the programme Environmental Design (BFA) for the duration of 6 years without conditions.

3.4 Digital Media Technology (B.Eng.)

3.4.1 Recommendation to the ZEvA Commission for International Affairs:

The expert group recommends the accreditation of the programme Digital Media Technology (B.Eng.) for the duration of 6 years without conditions.

II. Assessment Report of the Expert Panel

1. Introduction: Purpose, Design and Context of the Accreditation Procedure

It is the purpose of the accreditation procedure to assess the quality of the study programmes Visual Communication Design (BFA), Environmental Design (BFA) and Digital Media Technology (B.Eng.) offered by the Jinzhong College of Information (JZCI) in Jinzhong, China, against international standards. The assessment is based on ZEVA's "Assessment Framework for the Evaluation of Study Programmes" as laid out in the "Manual for Evaluation and Certification of Study Programmes" (January 2023). This assessment framework is in part based on the "European Standards and Guidelines for Quality Assurance in Higher Education (ESG)" (ENQA 2015), the "Framework for Qualifications for the European Higher Education Area" (2005) and the "ECTS Users' Guide" (European Communities, 2015).

The College has handed in a self-assessment report (SAR) with extensive appendices in October 2024 and presented to the experts for their deliberation. Most of the documents given in the appendix are translations from the Chinese original. During the site visit in Taigu, Jinzhong on November 19th-21st, the college has provided further documentation. The experts were able to visit the college campus and have met with the college's management, head of faculties, teaching and administrative staff, students and graduates during the site-visit.

This report is based on the experts' assessment of the self-report submitted by the college and on their findings during the site-visit. It will serve as a basis for ZEVA's Accreditation Commission to decide on the accreditation of the college's study programmes. In the case of a positive decision by the Commission, ZEVA will award its quality seal for a limited time period, after which the college can reapply for accreditation.

2. Governance, Management and Profile of the University

2.1 Organizational Structure and Mission of the University

The Jinzhong College of Information is a private university founded in 2002, supervised by the Department of Education of Shanxi Province. Formerly, the college was part of the public Shanxi Agricultural University under the name College of Information. The college has been ratified by the Ministry of Education as a full-time general undergraduate university and is organized as a residential college.

The college is led by a management team of 11 people under the leadership of the Board of Directors. More than 22.000 students are enrolled currently, and the college employs about 1.200 full-time teachers. Its campus is situated in the district Taigu in Jinzhong. It is comprised of 8 secondary colleges (or schools) and 4 teaching departments, and it offers 46 undergraduate degree programmes, (including international cooperation projects) in seven major disciplines. The programmes Visual Communication Design and Environmental Design are part of the School of Arts and Media whereas the Bachelor in Digital Media Technology is part of the School of Big Data.

As a distinguishing feature, JZCI has established so-called “educational feature brands”, namely “Double-system Software Elite Industrial College, Industrial College, Entrepreneurship College, Taigu Science and Fiction Academy, Murder Mystery/LARP (Live Action Role Play) Academy, Outdoor Camp Training, Master Talks and Master Classes, and International Exchange Project” (SAR, p.2)

The college has some autonomy in designing its programmes but is still bound by national legislation concerning curricula and teaching methods. The college has to follow nationally unified syllabi and curriculum standards for the most part and has to declare any adjustments of its programmes to the Ministry of Education. It can select their own teaching faculty, engage in research and enter into cooperations with domestic and foreign institutions.

On the college’s Chinese website, its vision is described as follows:

The school's vision is to become the most respected private university in China, with the goal of cultivating "complete people". Adhering to the school motto of "joyful teaching, joyful learning, creativity, and entrepreneurship", and in accordance with the eight-character policy of "connotation construction and characteristic development", the school builds an undergraduate "MBA" education ecosystem through the "four-in-one dual-college system (four = complete education × general education × business education × professional education; one = Information Industry Business School; dual colleges = college × academy) + characteristic modules" education model, and cultivates high emotional intelligence management talents with professional and technical backgrounds in the information industry.¹

In the SAR, the college’s profile is described as application oriented (similar to Universities of Applied Sciences in Europe) and multidisciplinary, with a main focus on new engineering disciplines and electronics and information technologies

¹ <https://www.jzci.edu.cn/xxgk/xxjj.htm> (12.12.2024), translated from Chinese with Google translate

The college employs a “four-in-one” education system, a combination of the major subject with business education, general education and an extra-curriculum (“well-rounded education”). The well-rounded education includes e.g. club activities, volunteer services, sports and arts and is designed to develop students’ communicative and decision-making skills and their ability to work in teams. The general education part includes courses on civic awareness, global vision, humanistic care, scientific spirit and artistic creation. It also encompasses courses on the political system of China and the ideological basics for the politics of the communist party. These courses are mandatory for all study programmes in Chinese universities.

2.1.1 Expert Assessment

According to the SAR, the college has a clear institutional profile. The experts could see for themselves that the college management strives to distinguish itself from state universities and has a clear vision for their college. The college’s profile is clearly stated on the Chinese-language website,² whereas the English version³ contains only a very short introduction to the college.

2.2 **Student Mobility and Internationalisation**

In Appendix G1, the college has provided an "Internationalization Development Strategy of JZCI during the 14th Five-Year Plan Period." Therein (under I. Basic Ideas), JZCI formulates the goal of "becoming the most respected private college with 'application-oriented, feature-oriented and internationalization'" aiming to "promote both internal and external internationalization." Furthermore, the college formulates the following strategic goals:

Taking international featured projects, featured classes and Chinese-foreign cooperative projects as the focus point, developing internationalized curriculum system and enhancing related internationalized services as the basic aspect, JZCI will comprehensively deepen the construction of internationalized capacity for talent cultivation.

JZCI will improve the internationalization level of education and teaching by introducing international accreditation and form a new situation of internationalization development, in which the leadership and other teachers are linked, and the points and surfaces of JZCI are combined and intertwined.

To reach this goal, JZCI seeks to strengthen the internationalization of curricula, promote high-quality student exchange programmes, establish Chinese-foreign cooperative education programmes and build an internationalized faculty.

JZCI has set up an International Exchange and Cooperation Service Office and a School of International Exchange as well as an International Business School. The college has cooperation agreements with several international higher education institutions, including Essen University Applied Sciences in

² <https://www.jzci.edu.cn/index.htm>

³ <https://www.jzci.edu.cn/en/index.html>

Economics and Management in Germany, Media University in Germany, North Hesse University of Applied Sciences in Germany, University of Warwick Birmingham in the United Kingdom, and Petronas University of Science and Technology in Malaysia.

The internationalization strategy is furthermore supplemented by regulations concerning, among others, the recruitment of foreign experts, the employment of foreign teachers and overseas talent, the college's overseas college programme, a record and registration system for teachers and students travelling abroad, admission and training of international students, a bilingual or English teaching contest, laid out in the appendices G2-13.

For all three programmes, the college has identified internationalization as one of the core weaknesses (see SAR 2.9.1, 3.9.1 and 4.9.1). JZCI sees the main reasons in a lack of international exchange programmes and the resulting difficulties in connecting with international educational resources and international institutions. Furthermore, the college sees room for improvement in bilingual teaching and the teaching of cross-cultural communication skills. The main tasks for future development are thus seen in establishing in-depth cooperations with international institutions and improving international communication skills among teaching staff and students alike.

As so far, the study programmes have a strictly national focus and have no extended exchange programmes with foreign institutions, no provisions are made, as far as the experts can tell, for the recognition of prior learning.

2.2.1 Expert Assessment

The experts concur with the college's self-assessment that in all three programmes, the internationalization leaves room for improvement. While the college seems to be very active in internationalization in other subject areas, these three programmes so far have a purely national focus and are almost exclusively taught in the Chinese language. A weak point in the eyes of the experts is that JZCI has no English website to speak of, only a very short description of the college on one page. To expand the college's international reach, an English website and other communication platforms (e.g. social media platforms) with all the necessary information is of unique importance.

In general, the experts find that the college should resolutely strengthen the language capacities of its teaching staff, by taking international experience and language capacity into account in recruitment, through language courses for existing personnel, by sending teaching staff members abroad and by inviting international guest lecturers. This should then enable JZCI to introduce bilingual or English teaching not only in language courses but also in academic and professional subjects. Furthermore, the college should enable and encourage students to spend time abroad for a least a semester by furthering international student exchange programmes and cooperations with international institutions. More courses being taught in English could also attract foreign student to JZCI. Important in that respect (especially for attracting students from Europe) would be well-regulated system of recognition of prior learning in line with the Lisbon Convention (see also 3.3.4).

2.3 Equal Opportunities

In the SAR, the college states that it “is committed to creating a fair, equitable and inclusive learning and living environment, ensuring that every student enjoys equal opportunities and resources, regardless of race, ethnicity, gender, occupation, social status, property status, religious beliefs, etc., and enjoys the principle of equal rights to education, equal opportunities in education, and non-discriminatory treatment” and judges all applicants according to their individual achievements and qualities. This is reiterated by the Equal Opportunity Policy provided in Appendices A2 and 3. The policy includes four aspects, 1. Equal Educational Opportunities, 2. Equal Distribution of Resources, 3. Inclusive Campus Culture and 4. Rights and Interests Protection Mechanism.

2.3.1 Expert Assessment

The experts see the universities equal opportunities policy as sufficient and have gained the impression during the site-visit that there is a general commitment to these principles.

3. Assessment of the Study Programme/s

3.1 Common Features and Strategic Dimension of the Programmes

Strategically, the college strives to install an outcome-based education system in its programmes, which is also one of the college's motivations for accrediting them according to European standards. The programme for Visual Communication Design has been established in 2012, Environmental Design started enrolment in 2013 and Digital Media Technology in 2014. All three programmes follow a similar structure. Learning outcomes have been formulated for each programme. The curricula are organized in modules and the college has provided a module catalogue designed according to the ECTS system. Each module contains learning outcomes for the module as a whole and for the individual courses. Both the learning outcomes and the modules are included in programme handbooks which are given to the students for orientation.

3.2 Intended Learning Outcomes

3.2.1 General

The college has described intended learning outcomes (called "Graduation Requirements") for all three programmes in the SAR and has provided Modules and Curricula Handbooks in the appendices (B1, B2 and B3) as well as a "Cultivation Programme" (N1, N2 and N3) for each of the programmes. These are made available to the students of the programmes. The "Graduation Requirements" are included in the "Cultivation Programmes", along with graphic overviews of the programmes and which modules cover which of the Requirements.

In all three programmes, the Graduation Requirements follow a similar structure. In Visual Communication Design and Environmental Design, they are divided in 10 subsections, whereas in Digital Media Technology they have 12 subsections (see below for details).

3.2.2 Visual Communication Design (BFA)

The intended learning outcomes of the Bachelor Programme "Visual Communication Design" are formulated as follows (SAR, pp. 34-39):

R1. Skill Knowledge: Ability to apply professional skill, cross-disciplinary and specialist knowledge to solve design problems related to the field of visual communication.

1.1 Be able to systematically understand professional techniques and keep abreast of the frontiers of development and professional skills in the visual communication design programme;

1.2 Possess the analytical skills required in the programme and be proficient in the theoretical knowledge, core methods and practical skills of visual communication design;

1.3 Proficiency in the expression of visual communication design, with a certain degree of artistic literacy and appreciation;

1.4 Ability to use creative thinking to apply professional skills to the creation of solutions for professional design problems and to reflect advanced technology in their field of expertise.

R2. Problem Analysis

Ability to apply the basic principles of marketing, consumer psychology and design to identify, articulate, and analyse complex research problems through relevant research methods in order to obtain valid conclusions.

2.1 Be able to use relevant design principles to identify and judge the key aspects of design problems;

2.2 Be able to express creative design issues correctly based on relevant design principles and specialised technical programmes;

2.3 Can recognise that the multiple options for solving problems and will seek alternative solutions through relevant research methods;

2.4 Be able to apply basic principles and analyse the factors influencing the process of designing activities with the help of research methods and from the perspective of social development to obtain valid conclusions.

R3. Programme Planning

Ability to provide design solutions and to design systems, units (components) or processes to meet specific needs, and ability to reflect a sense of innovation in the design process, taking into account social, health, safety, legal, cultural and environmental.

3.1 Master design/development methods and techniques for the full cycle and process of design and product development, and understanding of the factors that influence design objectives and technical solutions;

3.2 Be able to complete the design of units (components) for specific needs;

3.3 Capable of o design systems or process flows, reflecting innovative awareness in the design;

3.4 The design will be able to take into account public health and safety, energy conservation and environmental protection, legal and ethical, and social and cultural constraints.

R4. Innovation Research

Ability to investigate complex innovation problems based on design principles and using design methods, including designing experiments, analysing and interpreting data, and synthesising information to reach sound and valid conclusions.

4.1 Be able to research and analyse solutions to complex creative problems based on design principles, through literature research or related methods;

4.2 Be able to select a line of research and design an experimental programme based on the features of the subject;

4.3 Be able to construct an experimental system according to an experimental programme, conduct experiments safely and collect experimental data correctly;

4.4 Be able to analyse and interpret the results of experiments and synthesise information to obtain reasoned and valid conclusions.

R5. Use of Modern Tools

Ability to develop, select and use appropriate techniques, resources, modern design tools and information technology tools for complex creative problems, including forecasting and modelling of complex creative problems, and be able to understand their limitations.

5.1 Learn the principles and methods of using modern instrumentation, IT tools, design tools and simulation software commonly used in the programme and an understanding of their limitations;

5.2 Be able to select and use appropriate instrumentation, information resources, design tools and specialist simulation programmes to analyse and design complex creative problems;

5.3 Be able to creatively use modern tools for modelling and forecasting in response to specific creative problems by combining, selecting, improving and secondary development to meet specific needs, and be able to analyse their limitations.

R6. Professional Norms

Possessing a humanistic and social science literacy, social responsibility, and being able to understand and comply with professional ethics and norms of design and fulfil responsibilities in design practice.

6.1 Have correct values, understand the relationship between the individual and society as well as China's national conditions;

6.2 Uphold professional ethics, understand and comply with design professional ethics and norms, and respect relevant national and international laws and regulations;

6.3 In creative design practice, be able to consciously fulfil the designer's social responsibility for the safety, health and well-being of the public, and understand and accommodate diverse social needs.

R7. Individuals and Teams

Ability to take on the roles of individual, team member, and leader in a team in a multidisciplinary context.

7.1 Ability to communicate and co-operate effectively and inclusively with other team members in a multidisciplinary, diverse, multi-format (face-to-face, remote interaction) team;

7.2 Be able to work independently and cooperatively in a team to complete design practice tasks;

7.3 Be able to organise, coordinate and direct the work of a team.

R8. Communication and Expression

Ability to communicate effectively and interact with industry peers and the public on complex design issues, including writing reports and design scripts, presenting statements, and articulating or responding to instructions, and have a certain international perspective and be able to communicate and interact in a cross-cultural context.

8.1 Be able to express oneself accurately and respond to challenges on professional issues, orally, in manuscripts, diagrams, etc., and understand and tolerate differences in communication with industry peers and the public;

8.2 Understand international development trends and research hot spots in the professional field, understand and respect the differences and diversity of different languages and cultures in the world;

8.3 Possess language and written communication abilities for intercultural communication, with the ability to communicate and interact at a basic level in an intercultural context on programme issues.

R9. Project Management

Understanding and knowledge of design principles and economic decision-making methods, and their applying them in a multidisciplinary environment.

9.1 Knowledge of management and economic decision-making methods involved in design projects;

9.2 Understand the cost components of the full design and product cycle and process, and grasp the management and economic decision-making issues involved;

9.3 Be able to apply engineering management and economic decision-making methods in the process of designing and developing solutions in a multidisciplinary environment (including simulation).

R10. Lifelong Learning

Awareness of independent and lifelong learning and the ability to learn and adapt to development.

10.1 Be able to recognise the necessity for self-directed and lifelong learning in the broadest context of technological change;

10.2 Ability to learn independently, including the ability to understand technical issues, to summarize, to think creatively and to be creative;

10.3 Ability to accept and overcome the challenges posed by new technologies, innovations and issues.

3.2.3 Environmental Design (BFA)

The intended learning outcomes of the Bachelor Programme “Environmental Design” are formulated as follows (SAR pp. 74-79):

R1. Skill Knowledge: Ability to apply programme, cross-disciplinary and specialist knowledge to solve design problems related to the field of environmental design.

1.1 Be able to understand professional techniques systematically and keep abreast of the frontiers of development and professional skills in the environmental design programme;

1.2 Possess the analytical skills required in the field of the programme and be proficient in the theoretical knowledge, core methods and practical skills of the environmental design profession;

1.3 Proficient in the expression of environmental design, with a certain degree of artistic literacy and appreciation;

1.4 Ability to use creative thinking skills to apply professional skills to the creation of solutions for professional design problems and to reflect advanced technology in their field of expertise.

R2. Problem Analysis: Ability to apply the basic principles of marketing, consumer psychology and design to identify, articulate, and analyse complex research problems through relevant research methods in order to obtain valid conclusions.

2.1 Be able to apply relevant design principles to identify and judge key aspects of design problems;

2.2 Be able to express creative design issues correctly based on relevant design principles and specialised technical programmes;

2.3 Can recognise that there are multiple options for solving problems and will seek alternative solutions

through relevant research methods;

2.4 Be able to apply basic principles and analyse the factors influencing the process of designing activities with the help of research methods and from the perspective of social development to obtain valid conclusions.

R3. Programme Planning: Ability to provide design solutions and to design systems, units (components) or processes to meet specific needs, and the ability to reflect a sense of innovation in the design process, taking into account social, health, safety, legal, cultural and environmental considerations.

3.1 Knowledge of design/development methods and techniques across the full cycle and process of design and product development, and understanding of the factors that affect design objectives and technical solutions;

3.2 Be able to complete the design of units (components) for specific needs;

3.3 Be able to design systems or processes, demonstrating innovation awareness in the design;

3.4 The design will be able to take into account public health and safety, energy conservation and environmental protection, legal and ethical, and social and cultural constraints.

R4. Innovative Research: Ability to investigate complex innovation problems based on design principles and using design methods, including designing experiments, analysing and interpreting data, and synthesising information to reach sound and valid conclusions.

4.1 Be able to research and analyse solutions to complex creative problems based on design principles, through literature research or related methods;

4.2 Be able to select research routes and design an experimental plan based on the characteristics of the subject;

4.3 Be able to construct an experimental system according to an experimental plan, conduct experiments safely and collect experimental data correctly;

4.4 Be able to analyse and interpret the results of experiments and synthesise information to obtain reasoned and valid conclusions.

R5. Use of Modern Tools: Ability to develop, select and use appropriate techniques, resources, modern design tools and information technology tools for complex creative problems, including forecasting and modelling of complex creative problems, and be able to understand their limitations.

5.1 Knowledge of the principles and methods of using modern instrumentation, IT tools, design tools and simulation software commonly used in the programme and an understanding of their limitations;

5.2 Be able to select and use appropriate instrumentation, information resources, design tools and specialist simulation programmes to analyse and design complex creative problems;

5.3 Be able to creatively use modern tools for modelling and forecasting in response to specific creative problems by combining, selecting, improving and secondary development to meet specific needs, and be able to analyse their limitations.

R6. Professional Ethics: Possessing humanities and social sciences literacy, social responsibility, and the ability to understand and comply with professional ethics and criterion of design and fulfil responsibilities in design practice.

6.1 To have correct values, understand the relationship between the individual and society, and

understand China's national conditions;

6.2 Adhere to professional ethics, understand and comply with design professional ethics and norms, and respect relevant national and international laws and regulations;

6.3 In creative design practice, be able to consciously fulfil the designer's social responsibility for the safety, health and well-being of the public, and understand and accommodate diverse social needs.

R7. Individuals and Teams

Ability to take on the roles of individual, team member, and leader in a team in a multidisciplinary context.

7.1 Ability to communicate and co-operate effectively and inclusively with other team members in a multi-disciplinary, diverse, multi-format (face-to-face, remote interaction) team;

7.2 Be able to work independently and co-operatively in a team to complete design practice tasks;

7.3 Ability to organise, coordinate and direct the work of a team.

R8. Communication and Presentation

Be able to communicate effectively and interact with industry peers and the public on complex design issues, including writing reports and design scripts, presenting statements, and articulating or responding to instructions, and have some international perspective and be able to communicate and interact in a cross-cultural context.

8.1 Be able to express oneself accurately and overcome challenges on professional issues, orally, in manuscripts, diagrams, etc., and understand and tolerate differences in communication with industry peers and the public;

8.2 Understand international development trends and research hot spots in the programme, and understand and respect the differences and diversity of different languages and cultures in the world;

8.3 Possess the language and written communication skills for intercultural communication, with the ability to communicate and interact at a basic level in an intercultural context on programme issues.

R9. Project Management

Understanding and mastering the design principles and economic decision-making methods and their application in a multidisciplinary environment.

9.1 Master management and economic decision-making methods involved in design projects;

9.2 Understand the cost components of the full design and product cycle and process, and understand the management and economic decision-making issues involved;

9.3 Be able to apply engineering management and economic decision-making methods in the process of designing and developing solutions in a multidisciplinary environment (including simulation).

R10. Lifelong Learning

Awareness of independent and lifelong learning and the ability to learn and adapt to development.

10.1 Be able to recognise the necessity for self-directed and lifelong learning in the broadest context of technological change;

10.2 Ability to learn independently, including the ability to understand technical issues, to summarize, to think creatively and to be creative;

10.3 Ability to accept and respond to challenges brought by new technologies, innovations and issues.

3.2.4 Digital Media Technology (B.Eng.)

The intended learning outcomes of the Bachelor Programme “Digital Media Technology” are formulated as follows (SAR, pp.):

R1. Engineering Knowledge

Ability to apply mathematics, natural sciences, engineering fundamentals and professional knowledge to the solution of complex engineering problems.

1.1 The ability to systematically understand the theoretical foundations of mathematics, natural sciences, computing, and engineering sciences and use them in the formulation of engineering problems in the programme;

1.2 Demonstrated ability to analyse data required in the programme area and to develop mathematical models for specific objects and solve them using computers;

1.3 Be able to apply relevant engineering expertise and mathematical analysis methods to derive and analyse professional engineering programmes;

1.4 Ability to use systems thinking skills to apply engineering knowledge to the comparison and synthesis of solutions to professional engineering problems and to reflect advanced technology in the programme.

R2. Problem Analysis

Ability to apply the basic principles of mathematics, natural sciences and engineering sciences to identify, express, and analyse complex engineering problems through literature research in order to reach valid conclusions.

2.1 Be able to apply relevant scientific principles to identify and judge key aspects of complex engineering problems;

2.2 Be able to correctly represent complex engineering problems based on relevant scientific principles and mathematical modelling methods;

2.3 Can recognise multiple options available for solving problems and will seek alternative solutions through literature research;

2.4 Be able to apply basic principles, draw on literature research and analyse the factors influencing the processes of engineering activities from the perspective of sustainable development to obtain valid conclusions.

R3. Design/Development of Solutions

Ability to design solutions to complex engineering problems, to design systems, units (components) or processes to meet specific needs, and to be able to demonstrate a sense of innovation in the design process, taking into account social, health, safety, legal, cultural and environmental considerations.

3.1 Master the design/development methods and techniques for the full cycle and process of engineering design and product development, and understanding of the factors that influence design objectives and technical solutions;

3.2 Be able to complete the design of units (components) for specific needs;

3.3 Be able to carry out system or process design, demonstrating a sense of innovation in the design;

3.4 The design will be able to take into account public health and safety, energy conservation and environmental protection, legal and ethical, and social and cultural constraints.

R4. Research

Ability to conduct research on complex engineering problems based on scientific principles and using the scientific method, including designing experiments, analysing and interpreting data, and synthesising information to reach reasoned and valid conclusions.

4.1 Be able to research and analyse solutions to complex engineering problems based on scientific principles, through literature research or related methods;

4.2 Be able to select a line of research and design an experimental programme based on the features of the subject;

4.3 Be able to construct an experimental system according to an experimental programme, carry out experiments safely and collect experimental data correctly;

4.4 Be able to analyse and interpret the results of experiments and synthesise information to obtain reasoned and valid conclusions.

R5. Use of Modern Tools

Ability to develop, select and use appropriate techniques, resources, modern engineering tools and information technology tools for complex engineering problems, including prediction and modelling of complex engineering problems, and be able to understand their limitations.

5.1 Understand the principles and methods of using modern instrumentation, IT tools, engineering tools and simulation software commonly used in the programme and an understanding of their limitations;

5.2 Be able to select and use appropriate instrumentation, information resources, engineering tools and specialised simulation programmes to analyse, calculate and design complex engineering problems;

5.3 Be able to creatively use modern tools for simulation and prediction by combining, selecting, improving and secondary development for specific engineering problem objects to meet specific needs and be able to analyse their limitations.

R6. Engineering and Society

Ability to conduct sound analyses based on engineering-related background knowledge, evaluate the social, health, safety, legal, and cultural impacts of programme engineering practices and solutions to complex engineering problems, and understand the responsibilities that should be undertaken.

6.1 Understand the technical standard systems, intellectual property rights, industrial policies and laws and regulations in the relevant areas of the programme, and understand the impact of different societies and cultures on engineering activities;

6.2 Be able to analyse and evaluate the social, health, safety, legal and cultural implications of professional engineering practice and the impact of these constraints on the implementation of the programme, and understand the responsibilities to be assumed.

R7. Environment and Sustainable Development

Ability to understand and evaluate the impact of engineering practices on environmental and social sustainability in response to complex engineering problems.

7.1 Be aware of and understand of "United Nations Sustainable Development Goal SDG17";

7.2 Be able to consider the sustainability of professional engineering practice from the perspective of environmental and social sustainable development, evaluating the potential damage and pitfalls to humans and the environment over the product cycle.

R8. Professional Ethics

Possessing humanities and social sciences literacy, social responsibility, and the ability to understand and comply with the ethics and criterion of the engineering profession and to fulfil responsibilities in the practice of engineering.

8.1 To have correct values, understand the relationship between the individual and the society, and understand the national conditions of China;

8.2 Adhere to engineering ethics, understand and comply with engineering professional ethics and criterion, and respect relevant national and international laws and regulations;

8.3 In engineering practice, the ability to consciously fulfil the engineer's social responsibility for the safety, health and well-being of the public, and to understand and accommodate the needs of a diverse society.

R9. Individuals and Teams

Ability to assume the roles of individual, team member, and leader in a team in a multidisciplinary context.

9.1 Ability to communicate and collaborate effectively and inclusively with other team members in a multi-disciplinary, diverse, multi-format (face-to-face, remote interaction) team;

9.2 Be able to work independently and cooperatively in a team to carry out engineering practice tasks;

9.3 Ability to organise, coordinate and direct the work of a team.

R10. Communication

Ability to communicate effectively and exchange ideas with industry peers and the public on complex engineering issues, including writing reports and design scripts, making presentations, and articulating or responding to instructions, with some international perspective and the ability to communicate and interact in a cross-cultural context.

10.1 Be able to express oneself accurately and respond to challenges on professional issues, orally, in manuscripts, diagrams, etc., and understand and accommodate differences in communication with peers in the profession and the public;

10.2 Understand the international development trends and research hot spots in the professional field, and respect the differences and diversity of different languages and cultures around the world;

10.3 Possess language and written communication skills for intercultural communication, with the ability to communicate and interact at a basic level in an intercultural context on programme issues.

R11. Project Management

Understanding and mastering engineering management principles and economic decision-making methods and their application in a multidisciplinary environment.

- 11.1 Knowledge of management and economic decision-making methods involved in engineering projects;
- 11.2 Understand the cost components of the full cycle and process of engineering and products, and understand the engineering management and economic decision-making issues involved;
- 11.3 Be able to apply engineering management and economic decision-making methods in the process of designing and developing solutions in a multidisciplinary environment (including simulation).

R12. Lifelong Learning

Awareness of self-directed and lifelong learning and the ability to learn and adapt to development.

- 12.1 Be able to recognise the need for self-directed and lifelong learning in the broadest context of technological change;
- 12.2 Demonstrated ability for self-directed learning, including the ability to understand technical issues, to generalise, to formulate questions, to think critically and to be creative;
- 12.3 Ability to accept and conquer challenges posed by new technologies, innovations and issues.

3.2.5 Expert Assessment

The experts find the Intended Learning Outcomes for all three programmes to be well formulated and very ambitious. They cover all the dimensions of the “Framework of Qualifications for the European Higher Education Area” (FQ-EHEA)⁴ for a first-level qualification and include subject-related objectives as well as objectives related to employability, and they have a strong emphasis on personal development, including ethics, sports, culture and political education of the students within the framework of their country’s political system.

The Intended Learning Outcomes represent the international standard of the individual subjects, and those related to the students’ professional development and employability are tailored to the current needs of the market.

3.3 Concept and Structure of the Study Programmes

As stated above, the three study programmes all follow a similar structure, based on the national requirements and the college’s four-in-one study concept. Their study duration is 4 years, and they all lead to a degree on the Bachelor level. The programmes do not fit exactly into the Bachelor/Master-system in the European Higher education Area, as they comprise 207, 213 or 230 ECTS credits for four years of study, but stay well in the range of 180-240 ECTS credits. The ECTS credits are distributed unevenly over the 8 semesters but never exceed 32 ECTS. The given ECTS points present rather a

4

https://ehea.info/Upload/document/ministerial_declarations/EHEAParis2018_Communique_AppendixIII_952778.pdf

conversion of the national study system for international comparability.

The programmes are each divided into 6 rather big modules, ranging from 8 to 64 ECTS Credits and each module contains several courses, each of which are assessed separately instead of an overall module-wide exam. The courses in the individual modules are spread over several semesters. The module descriptions all provide general objectives to the module as a whole and then describe the details of the individual courses. They give information on the required workload, the teaching methods and individual assessments of the courses. The Modules and Curricula Handbooks describe the objectives and contents of the individual programmes extensively.

The curricula are designed according to national requirements and the 4-in-1 teaching model as shown above. Their focus is on the national job-market, and they all recruit their students mostly in the region. The programmes are being taught in Chinese but include English language training courses, amounting to 12 ECTS. All three programmes include internships with the industry. They all conclude with a thesis comprising 12 ECTS.

The admission and enrolment requirements are also basically the same. Candidates must have completed secondary education and have to undergo the National College Entrance Examination (Gaokao), with unified entry exams in their respective region or city. Admission is overseen by the Ministry of Education and the provincial admissions authorities. Admission numbers are based on the Ministry's undergraduate recruitment plan. The graduates are selected according to their preferences of the study subject and institution and their admission scores. This system guarantees that the enrolled students have the necessary qualification for the requirements of the individual programme. The process is described in detail in the college's Admission Prospectus, provided in Appendix A1.

The college has not provided regulations or rules of procedure for the recognition of prior learning from other higher education institutions according to the Lisbon convention. However, as stated before, for the programmes at hand, recognition is non-issue, as there are no cases of students transferring to these programmes from other universities or of students enrolled in these programmes going abroad to another college to receive credits there.

3.3.1 Visual Communication Design (BFA)

The undergraduate programme of Visual Communications Design has been approved for enrolment in 2012. It focuses on digital visual creative design, combined with a solid basis in business skills. The focus is regional but also with a view towards the whole country. The aim is to provide graduates "who are familiar with the industry background of visual communication design and are capable of engaging in cross-media visual design and information construction in a variety of industries, and who have a good understanding of humanities, social sciences and design ethics" (SAR, p. 34). A strong focus is laid on focus on the forms of nature as well as the cultural and art history of China, especially visual heritage of the Shanxi province, along with the technical possibilities offered by digital tools. Upon graduation, the students receive a Bachelor of Fine Arts (BFA).

The graduates have good career prospects according to the SAR, both in traditional industries as in

more current areas concerned with digitalisation and sustainability and the college is cooperating with several high-profile businesses in the Shanxi province and beyond that provide internships and employment opportunities. The graduates are expected to work in a variety of industries in the area of visual communication design and able to work in inter-media visual design and information construction.

As stated above, the curriculum is designed according to the 4-in-1 principle. 154 ECTS credits are dedicated to theory ("Doctrinal") and 59 to practice. The following list of modules provides an overview of the curriculum (taken from Appendix N1):

Number	Module	ECTS Credits	Percentage	Class Hour	Percentage
1	Visual communication design methods module	53	24.88%	1494	24.74%
2	Creative Visual Communication Design Module	37	17.37%	1070	17.72%
3	Visual communication design application module	43	20.19%	1234	20.44%
4	Visual communication design communication module	24	11.27%	648	10.73%
5	Interdisciplinary modules	18	8.45%	516	8.55%
6	Module on social and self-competence	38	17.84%	1076	17.82%
Add up the total		213	100.00%	6038	100.00%
Doctrinal		154	72.30%	4268	70.69%
Put into Practice		59	27.70%	1770	29.31%

Appendix N1 also provides the following intended learning outcomes of the six modules:

G1. Visual Communication Design Methods Module:

This module helps students to become proficient in the fundamentals of design methodology, design skills, and design principles, and to be able to apply them to solve technical problems in the visual communication design programme.

G2. Creative Module in Visual Communication Design:

This module helps students to inspire creativity, apply knowledge and creativity to solve problems related to creative design and concepts, strengthen creative thinking, and provide creative ideas for later courses.

G3. Visual Communication Design Application Module:

This module helps students to familiarise themselves with computer applications, apply design techniques and creative ideas to thematic design solutions, and initially have the ability to use creative knowledge to acquire the ability to analyse and solve problems in design and production.

G4. Visual Communication Design Communication Module:

This module helps students to address communication, expression and presentation skills, and to be able to effectively understand the core values and concepts of a brand, and to shape and enhance the brand image through visual design.

G5. Interdisciplinary Modules:

This module helps students to have interdisciplinary knowledge of consumer psychology, financial management and applications, to broaden their professional horizons and to enhance their ability to solve interdisciplinary problems.

G6. Module on Social and Self-competence:

This module helps students to have good communication skills and teamwork spirit to be able to perform challenging work in a competitive environment.

Humanistic, socially responsible and professionally aware, capable of adapting to the needs of social change and civilizational dialogue.

3.3.2 Environmental Design (BFA)

Like Visual Communication Design, Environmental Design was approved as an undergraduate programme by the Ministry of Education in 2012, and the college has been enrolling students since 2013. It is a design programme at its core, with basic education in the areas of art, design, architecture, sociology and environmental studies, among others. Its main focus is "the design of earth's surface space, urban planning and design, architectural design, interior design, outdoor design, and public art design", enabling its graduates to work in, e.g., "the design of park terrain, roads and rockeries, the planning and design of urban highways, green belts and buildings, and the design of indoor layouts of houses and shopping malls" (SAR, p. 73). Upon graduation, the students receive a Bachelor of Fine Arts (BFA).

The programme is very application oriented, relying on experiments and internships and also collaboration with local authorities and industry, for instance in the establishment of the "Art Rural Construction Workshop" platform. The college strongly encourages practical activities of its students, and the students can access online resources provided by private enterprises. Through these close contacts with professional practice, the college envisions excellent employment opportunities in this growing field that will gain increased importance in the foreseeable future.

As stated above, the curriculum is designed according to the 4-in-1 principle. 115 ECTS credits are dedicated to theory ("Doctrinal") and 96 to practice. The following list of modules provides an overview of the curriculum (taken from Appendix N2):

Number	Module	Credits	Percentage	Class Hour	Percentage
1	Module on Environmental Design Techniques and Methods	68	32.23%	1898	31.79%
2	Architecture and Landscape Design Module	38	18.01%	1056	17.68%
3	Space and Environment Design Module	16	7.58%	448	7.50%
4	Environment and Society Module	33	15.64%	978	16.37%
5	Interdisciplinary modules	18	8.53%	516	8.64%
6	Module on social and self-competence	38	18.01%	1076	18.02%
Add up the total		211	100%	5970	100%
Doctrinal		115	54.50%	3400	56.95%
Put into Practice		96	45.50%	2572	43.05%

Appendix N2 also provides the following intended learning outcomes of the six modules:

G1. Environmental Design Techniques and Methods module:

This module helps students to become proficient in the basic principles and theories of the environmental design profession, and to understand its history and development trends; as well as to understand the relevant cutting-edge design concepts, processes and methods of the environmental design profession, and to become familiar with a variety of design tools and techniques.

G2. Architecture and Landscape Design Module:

This module helps students to have the knowledge of materials and construction required for environmental design, and to understand commonly used design materials, construction methods and relevant specifications; at the same time, they will master the basic environmental science knowledge of modern eco-habitat design, and be able to work independently or in a team to complete an environmental design project, from the initial concept to the transformation of the detailed design scheme, and be able to optimise and adjust the scheme.

G3. Space and Environment Design Module:

This module helps students to become proficient in basic skills such as design software, drawing tools and model making to adapt to the needs of modern design work, as well as to understand a certain number of construction processes and materials; to understand the interaction between human activities and environmental space, and the principles of sustainable design and other cutting-edge concepts and technologies.

G4. Environment and Society module:

This module helps students to conduct literature search and dissertation writing, to have design thinking,

to have innovative thinking, to be able to grasp the elements of environmental design on the basis of a comprehensive grasp of the problems encountered in order to carry out rational improvement design and innovative design, and to put forward innovative solutions to meet the unique needs of different projects.

G5. Interdisciplinary modules:

This module helps students to have interdisciplinary knowledge of consumer psychology, financial management and application, understand design principles in different cultural contexts, think internationally, expand their professional horizons and enhance their ability to solve interdisciplinary problems.

G6. Module on social and self-competence:

This module helps students to have good communication skills and teamwork spirit to be able to perform challenging jobs in a competitive environment.

Humanistic, socially responsible and professionally aware, capable of adapting to the needs of social change and civilizational dialogue.

Be able to express design ideas clearly, communicate and coordinate with various parties, be familiar with the procedures and methods of indoor and outdoor environmental design, and be able to plan, create, organise and implement small and medium-sized design projects in the field of expertise, and ensure the implementation of the design and the smooth progress of the project.

3.3.3 Digital Media Technology (B.Eng.)

The Bachelor programme of Digital Media Technology was approved for enrolment by the Ministry of Education in 2014. It centres around information technology, with a focus on development and design of digital media content as well as project management in the area of digital media. The programme aims to make the students "familiar with the technical background of the information industry, mastery of humanities and social sciences, natural sciences, basic knowledge and practical skills of digital media, and the ability to engage in the application of digital media technology, Virtual reality technology, animation and game development, film and television production and post-processing, digital cultural tourism and other fields engaged in software design, integrated development, management and service capabilities of applied talents" (SAR, p.111-12). After graduation, the students receive a Bachelor of Engineering.

Over the last five years, the programme has been updated yearly in close collaboration with educational and industry experts to account for changing demands in the digital media industry and to adapt to Digital Media Technology programmes in other universities. The application-oriented programme nevertheless lays a strong emphasis on research activities, e.g. in study projects, experimental practice, and internships. The students are encouraged to engage in academic competitions, apply for patents and engage in industry projects. The college has established close partnerships with 20 enterprises. The students are expected to have excellent employment opportunities, especially in the regional cultural and tourism economy but also across the field of digital media in various industries.

As stated above, the curriculum is designed according to the 4-in-1 principle. 161 ECTS credits are dedicated to theory ("Doctrinal") and 69 to practice. The following list of modules provides an overview of the curriculum (taken from Appendix N3):

Number	Module	ECTS Credits	Percentage	Class hour	Percentage
1	Mathematical Modules	40	17.4%	1200	18.5%
2	Analysis, Design, Implementation and Project Management Modules	50	21.7%	1400	21.5%
3	Technology Modules	64	27.8%	1832	28.2%
4	Methodology and Transfer Modules	8	3.5%	216	3.3%
5	Interdisciplinary Modules	28	12.2%	792	12.2%
6	Social and Self-Competence Modules	40	17.4%	1064	16.4%
Add up the total		230	100.0%	6504	100.0%
Doctrinal		161	70.0%	4772	73.4%
Put into Practice		69	30.0%	1732	26.6%

Appendix N3 also provides the following intended learning outcomes of the six modules:

G1. Mathematical and Scientific Modules:

This module helps students to become proficient in the fundamentals of mathematics and natural sciences, such as calculus, linear algebra, and probability theory, and to be able to apply them to solving technical problems in digital media.

G2. Analysis, Design, Implementation and Project Management Modules:

This module helps students to have skills in programming, introduction to digital media technologies, object orientated programming and to be able to design, develop, test and manage digital media projects.

Ability to identify requirements, perform systems analysis and design, and implement digital media products with high quality and maintainability.

G3. Technology Module:

This module helps students to familiarise themselves with the fundamentals of computer applications, data structures and algorithms, database application techniques, digital image processing, digital audio-visual processing, computer animation and other basic knowledge in the field of computer science and digital media.

Master cutting-edge technologies such as Web application development technology, virtual reality technology, human-computer interaction technology, and game development technology.

G4. Methodology and Transfer Module:

This module helps students to perform literature searches and dissertation writing, to think

computationally and to have the ability to introduce new computer science methods into practice.

G5. Interdisciplinary Modules:

This module helps students to have interdisciplinary knowledge of consumer psychology, financial management and applications, to broaden their professional horizons and to enhance their ability to solve interdisciplinary problems.

G6. Module on Social and Self-competence:

This module helps students to have good communication skills and teamwork spirit to be able to perform challenging jobs in a competitive environment.

Humanistic, socially responsible and professionally aware, capable of adapting to the needs of social change and civilizational dialogue.

3.3.4 Expert Assessment

The experts were very impressed with the programmes. They are both structurally and substantively well-designed and effectively meet the requirements of the professional fields in many areas. They are well in line with international standards. All three programmes provide a good basic education. The experts just want to recommend further strengthening the conceptual design work to create a more comprehensible understanding of creative processes. Additionally, the experts recommend strengthening the overarching view on methods (e.g. AI), contexts (e.g. sustainability, ethics, social responsibility) and themes (e.g. a less strong focus on cultural heritage), and to go beyond a local, provincial or even national focus to include internationally important issues that would be essential in an international job-market (over-aging population, climate change, resource scarcity & circular economy, biodiversity, inequality, life-cycle analysis, etc.).

In the experts' opinion, all three programmes could furthermore benefit on the one hand from more cross-disciplinary collaboration and also from an increase in the percentage of (interdisciplinary) electives, to give students a greater chance to build their own profile by knowing the benefits of the other discipline.

The experts are convinced that the programmes are designed in a way that the intended learning outcomes can be achieved in the allotted time frame.

The admission system is standardized nationally but set up in a way that the college can ensure that the candidates for the programmes are qualified to meet their requirements, and the admission and enrolment regulations are transparent for all candidates.

The structure of the programmes is roughly in line with ECTS key features with small credit deviations from standard Bachelor Programmes in the European Higher Education area, with clear and detailed module descriptions and a course catalogue that is transparent to students and applicants via the modules and Curricula Handbooks and the detailed Cultivation Programmes. The individual modules are rather big and broad, however, and serve more as thematic subdivisions than as modules in the

ECTS sense.

Each of the three programmes includes internships and thus offers ample opportunity for work placements during the course of study, and the close ties of the college with regional and national enterprises ensure a very practice-oriented education with good employment opportunities after graduation.

As already stated in 2.2.1, the area of internationalisation remains the greatest weakness of each of the programmes. So far, no extended international exchange programmes have been installed, and the programmes are taught almost exclusively in Chinese. Study periods abroad are limited to short summer programmes like the Summer Singapore Study Tour, or a summer school at the Macromedia University in Germany. Symptomatically, the college has provided no regulations for recognition and credit transfer in line with requirements of the Lisbon convention but so far this is a non-issue for the college since credit transfer from other higher education institutions and international exchange does not occur at the moment. As the college itself seeks to strengthen the internationalisation of their programmes, the experts strongly encourage JZCI to introduce fair and transparent recognition regulations as part of their internationalisation strategy. In order to accommodate semester-long exchanges, both the types and topics of courses and modules, as well as their respective ECTS points need to align with international patterns.

3.4 Teaching Faculty

In Appendix E1, the college has provided a description of their Faculty and Staff Recruitment Management Regulations. Talent recruitment is organized by the Human Resources Department of the college. Applicants must undergo a rigorous assessment with written tests, trial lectures, interviews and other quality assessments. Apart from their academic qualification and professional skills, their teaching ability, teamwork awareness and teacher ethics are assessed. In addition to the fully employed faculty members the college also works with external teaching personnel, as detailed in Appendix E2.

JZCI supports their staff members in obtaining a doctoral degree as detailed in the "Administrative Measures for Faculty and Staff Studying for Doctoral Degrees on the Job" in Appendix E4. The college's goal is that no less than 30% of their teachers are equipped with a doctoral degree. Furthermore, the college has a teacher development center that offers professional development trainings for the college's teaching staff. The college also furthers a dual teacher and co-teaching model, outlined in Appendix F. The quality of teaching is supervised regularly, and the college has issued a "Code of Conduct for Teaching and Learning in the Classroom" (Appendix Q1).

As for the three programmes, the college claims that they are still in the process of building high-level teaching teams and expects this process to continue for the next 4-5 years. Nevertheless, the college already employs a large faculty for each programme. The college has provided Curriculum Vitae for all full-time teaching personnel in the appendices.

The programmes are all headed by a programme manager, all of whom have senior positions and a

Doctoral degree. They are responsible for the professional construction and curriculum development of the programmes and also engage in teaching undergraduate students.

21 full-time faculty members and 14 part-time teachers are involved in **Visual Communication Design (BFA)**, 11 with senior or associate positions and 76 with intermediate positions or positions as lecturers. 33 have at least a master's degree, 1 a PhD, and 18 of the teachers also have work experience outside of Higher Education, some of them for many years.

The team for **Environmental Design (BFA)** currently consists of 20 full-time and 5 part-time teachers, with 1 senior position and 6 associate positions. 23 faculty members have at least a master's degree and 1 a Doctoral Degree. 9 members have work experience outside of higher education.

In **Digital Media Technology (B.Eng.)**, 80 full-time teachers are currently involved, including 8 senior positions and 39 associate positions. 73 teachers have at least a master's degree, 5 also a Doctoral Degree and 30 have professional experience outside of higher education.

3.4.1 Expert Assessment

The experts received a very good impression of the college's teaching faculty who all seem very engaged in their positions and the programmes at hand. The expert team is convinced that there is a sufficient number of qualified teaching personnel to ensure a smooth operation of the study programmes. The experts recognize that the college is still developing their faculty teams, but already the programmes seem adequately staffed. With most faculty members equipped with at least a master's degree and senior staff involved in each programme, the teams are sufficiently qualified for the execution of the programmes and for teaching their respective subjects. Furthermore, JZCI has a very thought-out recruitment and faculty development system. The experts also commend the college on its co-teaching system.

The experts see room for enhancement mainly in the areas of international expertise and language proficiency. The college should align their recruitment strategy with its international ambitions and pay more attention to English language skills and international experience to enhance the international focus of their programmes and ensure that also professional courses could be taught in English. Furthermore, it would be beneficial to train their existing personnel in English and spend more effort in sending them abroad for international work experiences in academic and/or economic Institutions.

3.5 **Infrastructure, Resources and Student Support**

3.5.1 Infrastructure and Technical Equipment

The college has provided extensive information about its infrastructure and equipment in the SAR and its appendices, and the experts had the opportunity to visit both faculties and inspect the infrastructure for themselves.

The School of Arts and Media has a total 1.000 m² of on-campus laboratories including 6 computer

labs, 2 graphic image processing labs, a photo and video camera lab, 2 copy labs, among others. Additionally, the faculty has three exhibition halls, rooms for self-study and a museum.

The School of Big Data has a total lab space of 1.300 m² with 23 professional laboratories in the "Artificial Intelligence engineering Centre" and the "No. 1 Experiment Building", with more than 800 sets of experimental instruments.

3.5.2 Library

In the SAR, the college has given information on the library and information resources. At the moment, the library holds "1,699,000 Chinese books and materials, including 8,129 types and 80,964 volumes of art books, more than 300 kinds of periodicals and magazines for related programmes, and the average annual purchase of books is about 80 books" (SAR, p. 24). Via the library, the students have access to all major Chinese and several international databases. Additionally, the three programmes each have a professional data room with access to further resources.

3.5.3 Teaching and Learning Environment

The college has ample classrooms for all three programmes, meeting rooms and large academic lecture halls that are all equipped with multimedia technology.

3.5.4 Student Support Services

The college is organized as a residential college, so the campus holds extensive student housing facilities as well as sports facilities, cafeterias, services for health care and student support. Special features of JZCI are, among others, a Science Fiction Academy, a robotics lab, a regular student/teacher lunch and a Murder Mystery/Live Action Roleplaying (LARP) Academy, which teachers and students engage in together.

The college employs an international office for students who would want to study abroad. In cases of conflict, students can lodge an appeal, as detailed in Appendix M. Students are organized in the Student Congress and a Student Union. Through these, students can discuss all aspects of the school's work including programme management and curricula. The Student Union especially serves as a bridge between students and college personnel and management.

The college has installed an Information Resources Platform to manage their programmes. Through this platform, students can choose courses, evaluate the quality of teaching and access the results of these evaluations, while teachers can view class schedules and manage test scores. Another platform, the "Administration Information Management" website, is the central e-learning utility that holds all course resources and supports the students' self-learning

3.5.5 Expert Assessment

The experts were impressed by the college's infrastructure. The technical equipment and relevant software are up to date; all classrooms and computer labs are equipped with the newest multi-media technology. The e-learning platform and campus management system are a good support of students and teachers alike. The library holds more than sufficient resources and has access to many relevant databases. In order to foster international collaboration and knowledge exchange, the experts recommend expanding the library resources continuously with contemporary international artistic and scientific resources in English.

Student support at the college appears to be exemplary and well above standard. All students showed great satisfaction at the support given by the institution during their studies and commended the college for it. The experts were especially impressed by institutions like the Murder Mystery/LARP Academy and other collaborative institutions.

All in all, the college's infrastructure is more than adequate to ensure the execution and feasibility of the programmes.

3.6 **Methods of Teaching and Student Assessment**

3.6.1 Student Assessment

The general rules of examination, from admission to the final thesis, are laid out in the following documents in the Appendices:

- Student Academic Achievement Examination and Assessment Management Regulations (Appendix D1)
- Code for Candidates (Appendix D2)
- Administrative Measures for Graduation Internship (Trial) (Appendix D3)
- Quality Standards for Examination Administration (Appendix D4)
- Test Question Format, Reference Answers and Marking Criteria (Appendix D5)
- Regulations for the Implementation of Academic Degree Conferment (Revised) (Appendix D6)
- Examination Management Regulations (Appendix D7)
- Jinzhong College of Information Management of Graduation Thesis (Design) (Appendix C)

All these documents are made available to the students. In article I.5 of the "Student Academic Achievement Examination and Assessment Management Regulations", the following assessment methods are mentioned: "written examination (open-book, closed-book, combination of open-book and closed-book, etc.), oral examination, course thesis, written assignments, practical operation, etc." Grades are either given in a five-level scale (excellent, good, moderate, pass, fail) or on a hundred-point scale with a passing score of 60. The individual assessment methods for each course are laid out in the module descriptions in the "Modules and Curricula Handbook" of each programme. Exams are divided in the final exam of the course and the students' course performance during the semester (e.g.

class participation, assignments, active classroom discussions), which also constitutes part of the given grade. The final exam is taken in the form of a thesis and its defence before a defence committee.

Failed exams may be re-taken once, if the students have taken the respective course for the first time. If they also fail in this supplementary examination, they have the possibility of re-taking the entire course or take a pre-graduation clearing examination. Supplementary exams are usually taken in the next semester. Provisions are being made for students with serious illnesses or disabilities.

3.6.2 Teaching Methods

The college employs a mix of teaching methods in their courses, from large classes for general education to small classes with stronger student participation. There are also experimental classes in small groups as well as practical courses and internships. Laboratory courses in Digital Media Technology are usually organized as group work. The individual teaching methods are given in module descriptions in the "Modules and Curricula Handbook" of each programme. For all modules, the college provides corresponding practical sessions where students can conduct experiments, internships etc.

In general, the college is in the process of reforming its teaching methods to more student-centred teaching and learning. For this, several new forms of teaching (heuristic, case study, interactive, etc.) are being introduced that focus on student-teacher interaction and are aimed at stimulating students' enthusiasm for learning. JZCI has also set up several online learning resources like MOOCs that support the students' self-studies.

3.6.3 Expert Assessment

The experts see a very good mix of teaching methods in all three programmes that encourages problem-solving and autonomous learning. Teaching is organized in a way that ensures that the intended learning outcomes can be achieved. The college strives to implement innovative teaching methods and very much facilitates student-centred learning. As already discussed above, student support is exemplary and ensures the feasibility of the programme.

Assessment mostly takes the form of a final exam at the end of the course, but the college combines this with smaller assignments as well as the evaluation of design work and design projects, which includes both group and individual assessments. The experts also had the chance to review some graduation theses of the three programmes and were well satisfied with their quality and the level of competence demonstrated therein. Overall, the workload and examination load seem to be feasible, as the students the experts interviewed during the site visit also confirmed. The regulations for enrolment, assessment and progression are well document and publicly available and the regulations include provisions for disabled students.

3.7 Quality Assurance

The college has installed a comprehensive quality assurance system, including measures of internal and external quality assurance, documented in the following Appendices:

- Evaluation Criteria for the Quality of Professional Development (Appendix I1)
- Faculty Code of Conduct for Teaching and Learning in the Classroom (Appendix I2)
- Faculty Contact Time Management Practices (Appendix I3)
- Implementation of External Teaching Quality Evaluation Programme Appendix I4)
- Regulations for Teaching Supervision (Appendix J)
- Internal Quality Assurance Questionnaire for Students (Appendix K)
- Management of Student Independent Study Workload Monitoring (Appendix D8)

Internal Measures of Quality Assurance include e.g. teaching process and quality inspections, analyses of the students' examination results distribution, follow-up class interviews after the end of the course and students' evaluation of the quality of teaching via standardized questionnaires.

For teaching supervision, the schools implement a Teaching Supervisory Committee with a director, a deputy director and several members that in turn installs an Office of Teaching Supervision that oversees its daily work. The Committee meets once per semester and its duties are:

1. To study and formulate policies and systems conducive to the development of teaching supervision.
2. Considering the work plan of teaching supervision, inspecting and guiding the work of teaching supervision, and proposing general guiding opinions.
3. To approve the appointment, renewal and reward of full-time and part-time supervisors of the university.
4. To study and solve the important problems related to teaching and supervision found in the work of the supervisors.
5. To participate in major teaching activities such as teaching inspection, teaching evaluation and final examination inspection.

(Regulations for Teaching Supervision, Article 13)

The students are asked for their feedback at the end of each semester, and they have to fill in a questionnaire before they can check their grades online.

Additionally, the programmes are regularly evaluated internally and externally with all stakeholders, including external supervisors, employers, sister school, teachers and students.

3.7.1 Expert Assessment

The experts see the college's comprehensive quality assurance system as very well designed and effective. The college obviously lays a high importance on the quality of teaching and learning and its continuous enhancement. All relevant stakeholders are involved in regular evaluations of the programmes and the students themselves expressed a high satisfaction with the programmes

themselves and their opportunities of contributing to quality enhancement of teaching and learning.

3.8 Transparency and Public Information

As stated above, the English language website of the college offers very little information and nothing on the programmes, but as they are so far aimed solely at Chinese-speaking students, they would in any case refer to the Chinese website that offers extensive information about the institution and its programmes. Almost all of the documents in the appendices of the SAR are translations of existing Chinese language documents that are available to the students.

The college has provided examples for diploma supplements for each programme that detail the students' achievements and qualification.

3.8.1 Expert Assessment

The experts are satisfied that all necessary information about the college and its programmes, examination regulations, admission policies, credit recognition procedures, equal opportunities policies etc. are readily available to the public.

Appendix

1. Statement of the University in Response to the Expert Report (xx.xx.2025)

JZCI's Response to ZEvA Accreditation Recommendations

In response to the core recommendations presented during the recent accreditation process, particularly concerning internationalization development and faculty enhancement, Jinzhong College of Information(JZCI) has demonstrated its commitment through immediate and systematic improvement initiatives.

Following the conclusion of the expert panel's visit, JZCI has made advances in implementing its internationalization strategy. The institution has successfully recruited two highly qualified international faculty members with more to come, thereby strengthening and diversifying its academic team. Furthermore, on December 13, 2024, JZCI hosted the "Council and Academic Annual Conference of the Sino-German University of Applied Technology Alliance." This landmark event has significantly deepened academic collaboration and resource sharing with international partner institutions, establishing an elevated platform for global engagement for both faculty and students.

Regarding the recommendation to optimize the elective course system within the talent development framework, JZCI has established a dedicated task force to undertake a comprehensive curriculum review and restructuring. The revised curriculum, which aligns with current industry requirements and cutting-edge academic disciplines, is scheduled for implementation in September 2025. This strategic revision aims to substantially enhance students' professional competencies and global perspectives, ensuring their competitiveness in the international arena.

These initiatives collectively demonstrate JZCI's proactive approach to addressing accreditation recommendations and its commitment to continuous improvement in academic excellence and international collaboration.