

Accreditation Report

**Big Data Management and Application,
Digital Economy, Business Administration**
Chongqing College of Mobile Communication



IP-1015-1

22 Meeting of the ZEvA Commission on 06.11.2024

Item 04.01

Study Programme	Degree	ECTS Credits	Programme Duration	Type of Programme	Maximum annual intake
Big Data Management and Application	Bachelor of Management	209	4 years	Full time	616
Digital Economy	Bachelor of Economics	210	4 years	Full time	312
Business Administration	Bachelor of Management	215	4 years	Full time	522

Accreditation contract signed on: 29. November 2023

Date of site visit: 1.-3. July 2024

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Expert Panel:

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- Prof. Dr. Andranik Tumasjan, Johannes Gutenberg-University Mainz, Gutenberg School of Management and Economics, Professor of business administration, in particular management and digital transformation
- Prof. Dr. Jürgen Seitz, Baden-Württemberg Cooperative State University Heidenheim, Professor for business information systems
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- Klaus Etteldorf, Student, Technical University Chemnitz, Economics (M.Sc.)

Hanover, 27. September 2024

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

1. Decision of the ZEvA Accreditation Commission (05.11.2024)

The ZEvA Commission follows the experts' report and recommendations and acknowledges the university's response to the accreditation report from 11.10.2024. The Commission recognizes that the stipulated changes of the learning outcomes of the English language modules are sufficient to fulfil the condition proposed by the experts, but since the university has not yet provided proof of the implementation of these changes, the Commission maintains the condition.

The ZEvA Commission decides to accredit the bachelor's programmes Big Data Management and Application, Digital Economy and Business Administration offered by the Chongqing College of Mobile Communication with the following general condition for a period of six years:

- 1. The university has to provide proof of the alignment of the intended learning outcomes of the English language modules with the contents as described in the university's response to the accreditation report. (Standard 2, ZEvA Manual for the External Assessment of Study Programmes, 2023)*

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 Chongqing College of Mobile Communication, the schools involved in the programmes at hand, the teaching personnel and facilities and of the programmes themselves. The university is obviously putting in a lot of effort in distinguishing itself within the Chinese higher education system. The experts are impressed by the university's "four-in-one" concept and commitment to talent cultivation. The transformation of the programmes to an outcome-based education is to be commended and already very well realized, as evidenced in the formulated learning outcomes and their implementation in the curriculum.

All three programmes have a state-of-the-art curriculum and are tailored to the current needs of the information society and labour market. The graduates are very well prepared for occupations in the industry and economy and have excellent employment opportunities. The practical orientation of the programmes is commendable, and especially the focus on simulations and case studies has impressed the experts.

The experts recognize that the university is still in a phase of transition and is 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.

Despite the overall positive impression, the experts still see space for improvement in the area of internationalisation, for which the university itself has set very ambitious goals. In this, the university has already identified an area of development for the future, and the experts would strongly encourage them to pursue this goal. They do not see how the intended learning outcomes formulated for the English language courses can be achieved, and English language proficiency among the teaching staff is also not very high. While the experts are recognizing the national focus of the university, they still see the necessity of preparing students for an international market, especially in the envisioned branches for employment. For this, the students should have the opportunity to spend some time studying at a foreign institution. Also, the university should take this need for internationalisation into account in their recruitment scheme of teaching personnel.

3. Final Vote of the Expert Panel

3.1 General Aspects

3.1.1 General Recommendations:

2. The experts recommend that the university further the internationalisation of its programmes vigorously. The students should be encouraged and supported to spend time abroad and study at international institutions. The programmes should be designed in way that subject-related courses could also be offered in English and the university should take this into account in its recruitment scheme.
3. The experts recommend that the university should give its teaching personnel more incentives to advance and further their development and career, e.g. by achieving a doctoral degree and providing intensive English language training. Giving teachers the opportunity to take a sabbatical could enable them to spend more time on research or at foreign institutions or gain practical experience.

3.1.2 General Conditions:

4. The university has to align the intended learning outcomes of the English language modules with the contents. To achieve the formulated intended learning outcomes, the university needs to promote English more and create conditions where students can achieve a level of proficiency that would enable them to work in an international context.

3.2 Big Data Management and Application

3.2.1 Recommendation to the ZEVA Commission for International Affairs:

The expert group recommends the accreditation of the programme Big Data Management and Application for the duration of 6 years with the general condition above.

3.3 Digital Economy

3.3.1 Recommendation to the ZEVA Commission for International Affairs:

The expert group recommends the accreditation of the programme Digital Economy and Application for the duration of 6 years with the general condition above.

3.4 Business Administration

3.4.1 Recommendation to the ZEvA Commission for International Affairs:

The expert group recommends the accreditation of the programme Business administration and Application for the duration of 6 years with the general condition above.

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 Big Data Management (Bachelor of Management), digital #economy (Bachelor of Economics) and Business Administration (Bachelor of Management) offered by Chongqing College of Mobile Communication in Chongqing, 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 University has handed in a self-assessment report (SAR) with extensive appendices in May 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 Chongqing on July 1st-3rd, the college has provided further documentation. The experts were able to visit both campuses of the College, in the districts of Qijang and Hechuan, and have met with the university'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 university 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 university'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 university can reapply for accreditation.

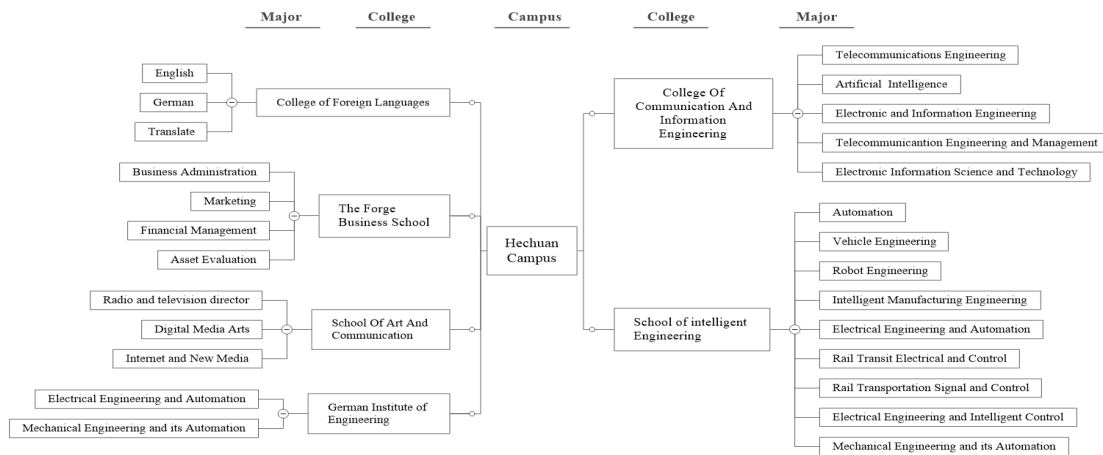
2. Governance, Management and Profile of the University

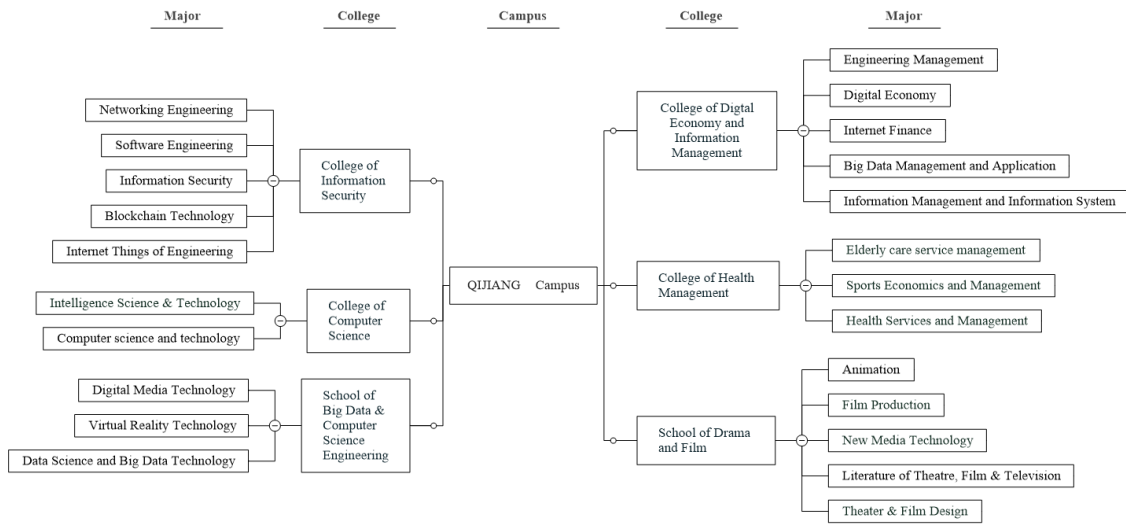
2.1 Organizational Structure and Mission of the University

The Chongqing College of Mobile Communication (or Yitong College) is a private university founded in 2000, supervised by the Chongqing Municipal Education Commission. Formerly, the university was part of the public Chongqing University of Posts and Telecommunications under the name College of Mobile Telecommunications. The university has been ratified by the Ministry of Education as a full-time undergraduate university and recruits students nationwide. It is organized as a residential college. The transition is in some ways still ongoing, as at the time of the site visit, there were still students enrolled in programmes of the predecessor institution, expected to graduate in 2024.

The university is led by a management team of 13 people under the leadership of the Party Committee. About 39.000 students are enrolled currently, and the university employs about 1.100 full-time teachers. Its two campuses are situated in the districts Hechuan and Qijang in Chongqing. It is comprised of 12 secondary colleges (or schools) and 20 featured departments, and it offers 50 undergraduate degree programmes. The two campuses are managed fairly independently, while the university's structure is still in the process of reorganization.

The following illustrations, taken from the SAR, give an overview of the university's structure:





As can be seen in the illustrations, the programmes Big Data Management and Application and Digital Economy are part of the College of Digital Economy and Information Management on the Qijang campus, whereas the Bachelor in Business Administration is part of “The Forge Business school” on the Hechuan campus.

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

In the university’s mission statement (Appendix E of the SAR), its philosophy of schooling is formulated as such:

Our college has always put the talent training quality first, and carries forward the school motto of “fun learning, Happy teaching, entrepreneurship & innovation”. Our college has followed the school running concept centered on the students’ full development, determined the orientation of the Business College of Information Industry, and has built a one-stop comprehensive training system for student community. By the training mode of “four in one” dual academy system, our college has cultivated the operation and management talents of the information industry, and embarked on a development road with distinctive characteristics in order to become the most admired private university brand in China.

The mentioned “four-in-one” education system is a combination of the major subject with business education, general education and an extra-curriculum, as shown in the following graphic (Appendix E):



The extra curriculum 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.

In general, the university is very strongly oriented towards application-oriented learning, similar to Universities of Applied Sciences in Europe, and this is also reflected in the study programmes and the university's strong connection to the business world.

2.1.1 Expert Assessment

According to the SAR, the university has a clear institutional profile. The experts could see for themselves that the university management strives to distinguish itself from state universities and has a clear vision for their university. The university is clearly rooted in the region, where it recruits about 80% of its students, but also advertises its services nationwide.

The university's profile is clearly stated on the Chinese-language website,¹ whereas the English version² displays only reduced information, thereby demonstrating that the universities main interest is in educating Chinese students for a national job market.

2.2 **Student Mobility and Internationalisation**

As stated in their mission statement, the university has an international vision and has already signed 10 cooperation agreements with German and American universities. In the programmes to be assessed, however, the focus is solely on Chinese students, as the courses are taught in Chinese, while other schools employ strong international cooperations, most notably, the Sino-German College of Applied Technology, founded together with the Anhalt University of Applied sciences in Germany. The university also hosts the regular Sino-German Chongqing International Education Forum. The university offers double-degree programmes and is co-running graduate programmes with international universities, but so far not for the programmes at hand.

To gain some international experience, the university offers short-term excursions to international universities to the students of these programmes, which mostly serve to learn about the host country. Full semesters abroad have so far not been offered.

For all three programmes, the university has offered their vision for areas of enhancement, and in every case, one of the major goals for the future is to expand the range of their programmes to a global market through international exchanges and collaborations in order to provide their graduates with an international background and global mindset.

¹ <https://www.cqyti.com/> (Note: there is a link to an English site on that webpage, but it only leads to an error page)

² <http://cqyti.ciss.org.cn/>

2.2.1 Expert Assessment

This mostly national focus of these programmes is in contradiction not only to the university's international vision but also to the formulated intended learning outcomes of the three programmes assessed here, as will be seen in further chapters. The experts would recommend that the university pursues its internationalisation more thoroughly and also in these programmes to offer more international opportunities for their graduates, which the university itself has already identified as one of the key areas of future development.

2.3 **Equal Opportunities**

In the SAR, the university states that it does not discriminate according to gender but judges all applicants according to their individual achievements and qualities. This is reiterated by the Equal Opportunity Policy provided in Appendix Z2. In this, the college formulates the following objective:

Chongqing College of Mobile Telecommunications is committed to providing a fair, inclusive, and diversified educational environment to ensure that every applicant can have equal access to educational opportunities. We promise not to discriminate against any applicant based on gender, race, nationality, religious belief, sexual orientation, age, disability status, socioeconomic background, or other factors during the enrollment process.

University staff receives anti-discrimination training, provides accessible environment as well as economic aid and scholarships to support this policy.

2.3.1 Expert Assessment

The experts see the universities equal opportunities policy as sufficient and has 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 university strives to install an outcome-based education system in its programmes, which is also one of the university's motivations for accrediting them according to European standards. The programme for Business Administration has been established already in 2002, while Big Data Management and Application started enrolment in 2019 and Digital Economy in 2021. All three programmes follow a similar structure. Learning outcomes have been formulated for each programme. The curricula are organized in modules and the university 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 university has provided learning outcomes for all three programmes in the SAR. These are also included in the Programme handbooks that have been provided in the appendices (Appendixes G1, G2 and G3). The programme handbooks are made available to the students of the programmes, which also give a tabular overview of which of the learning outcomes are being covered in each individual module.

In all three programmes, the learning outcomes follow the same structure and are divided in the same four sections, but not necessarily in the same order. They formulate Requirements for Quality, Knowledge, Competencies (also translated as Capability or Ability) and Application (or Practice).³ The requirements for Knowledge cover the first bullet point of the first cycle qualification in the "Framework of Qualifications for the European Higher Education Area" (FQ-EHEA)⁴, whereas the Application requirements correspond to the second. The third bullet point is represented in the Competency and Quality requirements and the fourth in the Competency and Practice sections.

3.2.2 Big Data Management and Application

The intended learning outcomes of the Bachelor Programme "Big Data Management and Application"

³ The last two terms divert slightly in the English version of the programme handbooks, but this is merely a translation issue.

⁴

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

are formulated as follows (Appendix G1):

Graduates are expected to meet the following aspects of standards:

1. Quality

1.1 Ideology and morality: Have a firm and correct political direction, love their motherland, support the leadership of the Communist Party of China, study the theory of socialism with Chinese characteristics, establish a scientific world outlook, outlook on life and values, and have a sense of responsibility and social responsibility.

1.2 Professional: Master the scientific thinking method and scientific research method of the specialty, have realistic and innovative consciousness and rigorous scientific literacy.

1.3 Ethics: Follow an ethical ideological and moral standard, understand and abide by the laws and regulations of big data related industries. Passionate and responsible in work, have a developed integrity consciousness and esprit de corps, willing to offer fair and responsible work for the development of modern enterprises.

1.4 Physical and mental health: Understand the basic knowledge of physical and mental health care, learn the basic skills about scientific exercise, develop civilized and healthy living habits, meet the national physical education standards for college students, keep healthy both physically and psychologically. Be able to cope with the complex and changing modern social competition environment with an independent and optimistic personal character.

1.5 Culture awareness: Have a certain degree of literary and artistic accomplishment, interpersonal communication accomplishment, modern civilization awareness and global citizenship accomplishment.

2. Knowledge

2.1 Basic knowledges: Understanding the basic theories and knowledge of economics, management, humanities and social sciences, natural sciences and computers. Be able to understand and do self-research on the present developments and future trends of big data management and application.

2.3 Relevant Environmental and Industry knowledges: Be familiar with national and regional big data industry dynamics, development guidelines, policies and regulations; Understand the development history, discipline frontier and development trend of big data related theories and technologies at home and abroad, and understand the important position and role of big data management related technologies in economic and social development.

3. Capability

3.1 Basic skills: Strong language and writing skills, foreign language skills, computer operation skills, interpersonal communication skills and organizational planning and coordination skills, able to use modern technologies to carry out big data management and application.

3.2 Logics: Understanding scientific learning and thinking methods, have the ability to mine data value and present data results, discover, analyze and solve practical data application problems, and use professional theoretical knowledge to analyze and solve problems.

3.3 Application: Understanding the basic methods of literature retrieval and data query, and have certain scientific research and practical work ability. Have good ability to analyze and solve problems. Have the ability to independently acquire relevant knowledge in the field. Understanding basic working skills that can integrate the professional theories and knowledge learned and flexibly apply them to

professional practice. Have an innovation ability to carry out scientific research and employment and entrepreneurial practice with creative thinking methods.

4. Practice

4.1 Continuous learning: Ability to combine expertise with real practice, make the transition from knowledge to skill. Consolidate and enrich the theoretical knowledge through practice, preserve in lifelong learning.

4.2 Executive force: Actively apply professional knowledge to the analysis and application of big data and business analysis, big data and business intelligence, big data finance, etc.

4.3 Teamwork: Be able to assume the role of individual, team member and leader in a multidisciplinary team. Be able to understand the meaning of teamwork, communicate effectively with team members, and be able to play a role in a team according to the requirements of the role, the work ability is fully demonstrated.

3.2.3 Digital Economy

The intended learning outcomes of the Bachelor Programme “Digital Economy” are formulated as follows (Appendix G2):

Students are expected to graduate with:

1. Quality requirements

1.1 Ideological and moral quality: have a firm and correct political direction, love the motherland, support the leadership of the Communist Party of China, strive to study the theory of socialism with Chinese characteristics, establish a scientific world outlook, outlook on life, values, and have a sense of responsibility and social responsibility.

1.2 Professional quality: master the scientific thinking methods and scientific research methods of the major, and have a realistic and innovative consciousness and rigorous scientific literacy.

1.3 professional quality: have a good ideological and moral cultivation, understand the relevant laws and regulations of the industry, consciously abide by the law, love the professional work, pay attention to professional ethics, have a sense of integrity and team spirit, and are willing to serve the development of modern enterprises.

1.4 Physical and mental quality: understand the basic knowledge of physical and mental health care, master the basic skills of scientific physical exercise, develop civilized and healthy living habits, meet the national sports standards for college students, have a healthy body and good psychological quality, and cope with the complex and changeable modern social competition environment with self-reliance and self-improvement character.

1.5 Cultural quality: have a certain degree of literary and artistic accomplishment, interpersonal communication accomplishment, modern civilization awareness and global citizenship literacy.

2. Knowledge requirements

2.1 Basic theories: master the basic theories, knowledge and methods of economics and management necessary for the professional field, master the basic knowledge of humanities and social sciences, natural

sciences and computers, and understand the development status and development trend of the professional discipline.

2.2 Professional theories: master the basic theories and basic knowledge of digital economy, and master the methods and technologies required by digital industrialization, industrial digitization, and digital governance.

2.3 Relevant theories: familiar with the policies, regulations, international practices and guidelines of digital economy analysis and management at home and abroad, understand the development process, discipline frontier and development trend of the digital economy industry at home and abroad, and understand the important position and role of the digital economy in economic and social development.

3. Competency Requirements

3.1 Basic ability: strong language and writing skills, foreign language skills, computer operation skills, interpersonal communication skills and organizational planning and coordination skills, and the ability to use modern technology to carry out digital industrialization, industrial digitization, digital governance, etc.

3.2 Logical ability: master scientific learning and thinking methods, have the ability to identify various problems in the process of enterprise digital asset management, digital industrialization, industrial digitization, and digital governance, and use professional theoretical knowledge to analyze and solve problems.

3.3 Application ability: master the basic methods of literature retrieval and data inquiry, have certain scientific research and practical work ability, have a good ability to analyze and solve problems, independently obtain the learning ability of the relevant knowledge of the major, be able to integrate the professional theory and knowledge learned, and flexibly apply the basic work skills in professional practice, and carry out scientific research and employment and entrepreneurship practice with creative thinking methods.

4. Practical Requirements

4.1 Re-learning requirements: be able to combine professional knowledge with practice, realize the transformation from knowledge to skills, consolidate and enrich theoretical knowledge through practice, and establish the idea of lifelong learning.

4.2 Execution requirements: Actively use professional knowledge in the identification, analysis and solution of operation and management problems in the digital economy industry.

4.3 Teamwork requirements: Ability to assume the roles of individuals, team members and leaders in a multidisciplinary context. Be able to understand the meaning of teamwork, communicate effectively with team members, and be able to play a due role in the team according to the requirements of the role, and the ability to work is fully reflected.

3.2.4 Business Administration

The intended learning outcomes of the Bachelor Programme “Business Management” are formulated as follows (Appendix G3):

Graduation Requirements (Knowledge, Skills, and Qualities) :

1. Knowledge Requirements

1.1 Basic Knowledge: Master the basic theories and methods of management, economics and other disciplines, establish a solid knowledge background in related disciplines.

1.2 Professional Knowledge: Master the basic theories of enterprise management, be familiar with qualitative and quantitative analysis methods, understand the theoretical frontier and development trends of this discipline, be familiar with the relevant policies, regulations, and practices of information industry enterprise management in China, and understand the conventions and rules of international enterprise management.

1.3 General Knowledge: Have a good understanding of nature, humanity, society, and oneself, and possess general knowledge in philosophy, sociology, psychology, law, science and technology, language and literature, aesthetics and art, and career development, etc.

2. Ability Requirements

2.1 Learning Ability: Use scientific methods to acquire knowledge, build a problem-oriented knowledge system thinking mode, and establish the ability for continuous learning and innovation.

2.2 Application Ability: Have strong management decision-making ability, execution ability, communication and cooperation ability, awareness and ability for lifelong learning and self-development, and the ability to identify and reflect on enterprise management-related issues. Master the necessary information technology software and tools for information industry enterprise management, be able to undertake special tasks in enterprise management, and provide solutions.

2.3 Communication Ability: Possess high emotional intelligence, strong public relations ability, and customer maintenance ability, and be able to complete project tasks through teamwork. Proficient in a foreign language, with strong foreign language expression and comprehensive application ability.

2.4 Innovation and Entrepreneurship Ability: Have awareness of innovation and entrepreneurship, be able to identify market opportunities, effectively integrate resources to formulate strategies, and be competent for related work in team operations.

3. Quality Requirements

3.1 Ideological and Moral Quality: Adhere to the correct political direction, establish correct worldviews, outlooks on life and values. Systematically master Marxist-Leninist, Mao Zedong Thought, Deng Xiaoping Theory, the important thought of Three Represents, the Scientific Outlook on Development, and Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, consciously use the latest theoretical achievements of Marxism with Chinese characteristics to guide practice; have good moral cultivation, a strong sense of social responsibility, and positive outlooks on life and values; possess a lofty spirit of patriotism, a deep local sentiment, and lofty ideals for promoting social progress.

3.2 Scientific and Humanistic Quality: Have profound knowledge, good cultural taste, aesthetic concepts, and value orientation; keep pace with the times, follow the forefront of global scientific and cultural trends; integrate into social organizations effectively and work and live positively and optimistically.

3.3 Discipline and Professional Quality: Have solid theoretical knowledge and skills in the discipline, possess the ability to identify, analyze, and solve problems, and integrate disciplinary knowledge with innovation and entrepreneurship practice.

3.4 Physical and Psychological Quality: Have a healthy physique and psychological quality, make correct self-assessments, possess stable upward, strong, and persistent emotional, volitional, and charismatic qualities, and be able to correctly handle relationships between individuals, individuals and nature, and individuals and society.

4. Practice Requirements

4.1 Requirements for Continued Learning: Be able to combine professional knowledge with practice, realize the transformation from knowledge to skills, and consolidate and enrich theoretical knowledge through practice, establishing a lifelong learning mindset.

4.2 Requirements for Execution Ability: Proactively apply professional knowledge to identify, analyze, and solve enterprise management problems.

4.3 Requirements for Team Cooperation: Be able to play individual, team member, and leader roles in teams with multidisciplinary backgrounds. Understand the significance of team cooperation, communicate effectively with team members, and play the required roles in teams according to role requirements, fully demonstrating work abilities.

3.2.5 Expert Assessment

The experts find the Intended Learning Outcomes for all four programmes to be well formulated and very ambitious. They cover all the dimensions of the FQ-EHEA for a first-level qualification and include subject-related objectives as well as objectives related to employability and personal development, including political education of the students within the framework of their country's political system. Especially the learning outcomes related to the field of study are formulated in a more general manner but find their detailed expression in the relevant module descriptions. In that way, they are well comparable to international standards for the respective field of study.

The learning outcomes related to the students' professional development and employability are tailored to the current needs of the market and thus fitting and up-to-date for the respective fields.

As for the learning outcomes related to the students' capability to communicate in English or more generally a foreign language, the overall learning outcomes are rather sparse on the subject, whereas the learning outcomes in the respective module description are rather ambitious and seem unrealistic considering the ECTS points of the language courses and the expected entry level of the students. Given also the goals of the university concerning internationalization the experts see the university on the right track in doing more to enable their students to work in an international environment.

In the context of these programmes, the university has to rectify the incongruence between their learning outcomes concerning English language skills. The experts are convinced that the English language modules are not enough to "master" the English language. For this, the university would have to promote proficiency in English more vigorously. Students should be enabled to read English texts without a given translation and be able to communicate with others in English about their field of study. The students should also get the opportunity to attend classes in their field of study in English. To achieve this, the university would have to provide the proper conditions, with teaching faculty

members who are proficient in English and English case studies. The experts also feel that it would be beneficial for students with proficient language skills to study abroad, e.g. a full semester, in order to gain international experience, become more fluent with the language and develop intercultural competencies.

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 university's four-in-one study concept. The study duration is 4 years and they all lead to a degree on the Bachelor's level. The programmes do not fit exactly into the Bachelor/Master-system in the European Higher education Area, as they comprise 209, 210 or 215 ECTS credits for four years of study, but stay well in the range of 180-240 ECTS credits. The given ECTS points present rather a conversion of the national study system for international comparability.

The programmes are divided into modules, 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 can be 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 programme 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, comprising a total of 24 ECTS credits. All three programmes include internships with the industry. They all conclude with a graduation project comprising 37 ECTS credits that also includes a written thesis.

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, 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 Enrolment Management Regulations, provided in Appendix B1.

The university has installed "Regulations on the Management of Credits' Mutual Recognition for Student Transfer Courses", provided in Appendix B6 that are in line with the Lisbon convention. However, for the programmes at hand, these regulations are not actively in use, as there are virtually no cases of students transferring to these programmes from other universities or of students enrolled in these programmes going abroad to another university to receive credits there.

3.3.1 Big Data Management and Application

Big Data Management and Application is a rather recent undergraduate programme in China, established by the Ministry of education in 2018, but since then it has been installed in 208 colleges and universities and in 2019 also at this university. The programme is designed to cater to the needs of the industry for experts in the field, especially within the region. It focusses on data mining skills to explore the business value of Big Data in the age of Internet+ and to make quantitative analyses of this data.

The programme adheres to the Ministry of Education’s “National Standards for Teaching Quality of Management Science and Engineering” (Appendix D1), and the university is in close contact with representatives of the industry and the government to update the programme regularly to the needs within the field. Students are required to participate in at least 8 weeks of internships. The university envisions excellent employment opportunities for the programme’s graduates, as the field of Big Data has been included as a strategic development field in the current Five-Year-Plan of the Ministry of Industry and Information Technology and there is expected to be a talent gap of 2 million people by 2025, so the graduates of programmes in this field will be well sought after.

As stated above, the curriculum is designed according to the 4-in-one principle. 141 ECTS credits are dedicated to theory and 68 to practice. The following list of modules provides an overview of the curriculum (taken from Appendix G1):

#	Modules	ECTS Credits	Percentage	Credit Hours	Percentage
1	Mathematical Foundations	18	8.61%	540	8.83%
2	Computer Fundamentals	16	7.66%	480	7.85%
3	Professional Knowledge	6	2.87%	172	2.81%
4	Fundamentals of the Profession	18	8.61%	524	8.57%
5	Fundamentals of Data Acquisition Techniques	4	1.91%	120	1.96%
6	Fundamentals of Data Storage Techniques	10	4.78%	300	4.91%
7	Fundamentals of Data Processing Techniques	10	4.78%	300	4.91%
8	Fundamentals of Data Analysis Techniques	17	8.13%	510	8.34%
9	Comprehensive Applications of Big Data	4	1.91%	120	1.96%
10	Graduation Project	37	17.70%	1110	18.16%
11	English	24	11.48%	720	11.78%
12	Professional Development and Soft Skills Enhancement	4	1.91%	116	1.90%
13	Management and Business	12	5.74%	312	5.10%
14	Humanities and Arts	3	1.44%	84	1.37%
15	Philosophy and Social Sciences	6	2.87%	168	2.75%
16	Ideological and Political Education and Moral Cultivation	8	3.83%	224	3.66%
17	Moral, Intellectual, Physical and Aesthetic Practices	12	5.74%	314	5.14%
	Total	209	100%	6114	100%
	Theory	141	67.46%	4074	66.63%
	Practice	68	32.54%	2040	33.37%

3.3.2 Digital Economy

Similar to Big Data Management and Application, Digital Economy was established as an undergraduate programme by the Ministry of Education in 2018, offered at present at 218 universities and colleges. The university is enrolling students since 2021, so the first graduates are expected in 2025. It is rooted mainly in Economics and seeks to convey business management skills for the digital business world, in order to further the digital transformation of businesses. Its establishment is based on a survey of the demands of the business world in the digital age.

The programme adheres to the Ministry of education’s National Standards for the Quality of Economics Teaching (provided in Appendix D2) and oriented towards the employment needs of major industries that the university has laid out in a research report given in Appendix W2. It has been designed after thorough surveys of the industry’s needs and consultation of experts, both from education, government and the business sector, and is constantly updated according to changing demands of the field. The programme is interdisciplinary, combining elements of business studies with computer science, and practice oriented. Students are required to participate in at least 8 weeks of internships.

As with Big Data Management and Application, the university expects excellent employment opportunities for their graduates, as the development of the digital economy is a major strategic priority for the Chinese government and the Central Party Committee, as evidenced by the State Council’s current 5-year plan. Furthermore, Chongqing is one of the most important centres for the digital economy in China as one of the national pilot zones for this field. This offers opportunities not only for employment of graduates but also for close collaboration of the university concerning this programme.

As stated above, the curriculum is designed according to the 4-in-one principle. 141 ECTS credits are dedicated to theory and 69 to practice. The following list of modules provides an overview of the curriculum (taken from Appendix G2):

#	module	Total ECTS credits	Percentage	Total study time	Percentage
1	Module 01: Mathematical Foundations	18	8.57%	540	8.87%
2	Module 02: Computer Fundamentals	4	1.90%	120	1.97%
3	Module 03: Professional Knowledge	6	2.86%	180	2.96%
4	Module 04: Fundamentals of Economics	32	15.24%	896	14.72%
5	Module 05: Digital Economic Management	12	5.71%	312	5.12%
6	Module 06: Digital Marketing	6	2.86%	164	2.69%
7	Module 07: Data Analysis and Processing Techniques	19	9.05%	570	9.36%
8	Module 08: Digital Planning and Construction	10	4.76%	300	4.93%
9	Module 09: Digital Innovation	9	4.29%	270	4.43%
10	Module 10: Graduation Project	37	17.62%	1110	18.23%
11	Module 11: English	24	11.43%	720	11.83%
12	Module 12: Professional Development and Soft Skills Enhancement	4	1.90%	116	1.91%
13	Module 13: Humanities and Arts	3	1.43%	84	1.38%

14	Module 14: Philosophy and Social Sciences	6	2.86%	168	2.76%
15	Module 15: Ideological and Political Education and Moral Cultivation	8	3.81%	224	3.68%
16	Module 16: Moral, Intellectual, Physical and Aesthetic Practices	12	5.71%	314	5.16%
Total		210	100%	6088	100%
Theory		141	67.14%	2698	44.32%
Practice		69	32.86%	3390	55.68%

3.3.3 Business Administration

The undergraduate programme of Business Administration is well established at the College for Mobile Communication and has already been approved for enrolment in 2002. It provides a general education in the field of business administration, with a strong focus on small and medium sized enterprises and especially the information industry, similar to Digital Economy. It follows the Ministry of Education's "National Standards for Teaching Quality of Business Administration", provided in Appendix D3.

The programme offers two directions of study. The students can choose either Human Resource Management or Smart Logistics. In general, the students are being prepared for positions in the modern market economy. Students are required to participate in at least 8 weeks of internships. The university's surveys show that there are good employment opportunities for their graduates, and the need for qualified personnel in the area of Business Administration in China remains high, with a yearly demand of 95.000 graduates. The area of Chongqing offers very good opportunities for cooperation and employment. Graduates are expected to be able to work as project managers, corporate consultants, market analysts, financial managers, human resources specialists, strategic planners or establish their own business and become entrepreneurs.

As stated above, the curriculum is designed according to the 4-in-one principle. 137 ECTS credits are dedicated to theory and 78 to practice. The following list of modules provides an overview of the curriculum (taken from Appendix G3):

NO.	Modules	Credits	Percentages	Credit Hours	Percentages
1	Mathematical Foundations	18	8.42%	540	8.42%
2	Computer Fundamentals	4	1.87%	120	1.87%
3	Professional Knowledge	4	1.87%	120	1.87%
4	Fundamentals of Business Management	20	9.36%	600	9.36%
5	Fundamentals of Human Resource Management	17	7.95%	510	7.95%
6	Fundamentals of Financial Management	10	4.68%	300	4.68%
7	Fundamentals of Logistics Management	12	5.61%	360	5.61%
8	Fundamentals of Supply Management	5	2.34%	150	2.34%
9	Fundamentals of Enterprise Production Management	5	2.34%	150	2.34%
10	Fundamentals of Marketing	8	3.74%	240	3.74%
11	Comprehensive Enterprise Management	18	8.42%	540	8.42%
12	Graduation Project	37	17.31%	1110	17.31%

13	English	24	11.23%	720	11.23%
14	Professional Development and Soft Skills Enhancement	4	1.81%	116	1.81%
15	Ideological and Political Education and Moral Cultivation	8	4.62%	224	4.62%
16	Moral, Intellectual, Physical and Aesthetic Practices	12	4.49%	314	4.49%
17	Humanities and Arts	3	1.31%	84	1.31%
18	Philosophy and Social Sciences	6	2.62%	168	2.62%
Total		215	100%	6366	100.00%
Theory		137	63.72%	3854	60.54%
Practical Teaching		78	36.28%	2512	39.46%

3.3.4 Expert Assessment

The experts were very impressed with the programmes. They see them as very up-to-date and at the cutting edge of the requirements of the field. They are well in line with international standards and in some areas even surpassing them. 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, with the apart from the level of English, as already mentioned under 3.2.5.

The admission system is standardized nationally but set up in a way that the university 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 regulations for recognition and credit transfer are in line with requirements of the Lisbon convention but not really in use.

The structure of the programmes is in line with ECTS key features with small credit deviations from standard EHEA Bachelor Programmes, with clear and detailed module descriptions and a course catalogue that is transparent to students and applicants via the programme handbooks.

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 university with regional industry and businesses ensures a very practice-oriented education with good employment opportunities after graduation.

Study periods abroad, however, are limited to shorter visits that serve more the cultural experience of being in another country than the purpose of attending relevant courses for their chosen field of study or collecting credits from a foreign university. As mentioned above, the experts see this as an area for improvement for the programmes and strongly encourages the university to expand the international focus of their programmes considerably. More English language courses and classes taught in English can lead to achieving the intended learning outcomes in this area, and to a higher proficiency level of the graduates to enable them to work in a globalised economy.

3.4 Teaching Faculty

The university has provided a description of their Recruitment Management System in Appendix K.

Talent recruitment is organized by the Human Resources Department of the university. Applicants must undergo a rigorous assessment with written tests, teaching demonstrations interviews and specialized evaluations for their respective aspired position. Apart from their academic qualification and professional skills, their teaching ability, teamwork spirit and professional ethics are assessed.

The university has an extensive system of professional development for its teaching faculty, organized through the Teaching Technology Development Centre, and it encourages its faculty members to engage in research, achieve a doctoral degree and spend time abroad at international events and institutions as well as in the business world. The university also furthers a dual teacher model. Their measures for training their teaching personnel are described in the SAR as follows:

- Pre-job training for new teachers
- Mentor system for young teachers
- Pre-class teaching demonstration review mechanism for young teachers
- System for listening to classes, communication, and supervision and inspection
- Enterprise attachment training
- Overseas study and academic exchanges

In addition to the fully employed faculty members the university also works with external teaching personnel for an interim period, as detailed in Appendix L.

As for the three programmes, the university 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 university already employs a large faculty for each programme. The university 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.

In **Big Data Management and Application**, 53 full-time teachers are currently involved, including 7 senior positions and 20 associate positions. 49 teachers have at least a Master's Degree, 10 also a Doctoral Degree and 8 have professional experience outside of higher education.

The team for **Digital Economy** currently consists of 30 full-time teachers, with 6 senior positions and 5 associate positions. 29 faculty members have at least a Master's Degree and 3 a Doctoral Degree. 13 members have work experience outside of higher education.

98 full-time faculty members are involved in **Business Administration**, 22 with senior or associate positions and 76 with intermediate positions or positions as lecturers. All 98 have at least a Master's Degree and 3 also a Doctoral Degree, and some of the teachers also have work experience outside of Higher Education.

3.4.1 Expert Assessment

The experts received a very good impression of the university'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 faculty in general appears to be quite young, and comparably few members are in senior positions, but the experts recognize that the university is still developing their faculty teams. With most faculty members equipped with at least a Master's Degree and several senior staff involved in each programme, the teams are sufficiently qualified for the execution of the programmes and for teaching their respective subjects.

The university has a very thought-out recruitment and faculty development system. The experts were also surprised at the number of international publications in well-renowned outlets, which goes beyond what can be expected of a university of this profile.

The experts see room for enhancement mainly in the areas of international expertise and language proficiency. The university 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.

As for further development of their faculty members, the experts commend the development system of the university but would recommend giving more incentives for attending further education and go on to achieve a doctoral degree. Giving them the opportunity for a sabbatical now and then could benefit the university and give its teaching staff enough time to enhance their teaching and professional skills, do research, gain practical experience or spend time abroad.

3.5 Infrastructure, Resources and Student Support

3.5.1 Infrastructure and Technical Equipment

The university has provided extensive information about its infrastructure and equipment in the SAR and its appendices, and the experts had the opportunity to visit both campuses and inspect the infrastructure for themselves, especially the computer laboratories for each programme.

For Big Data management and Application, there is one big computer lab in the "Shuangzhi Building" on the Qijiang campus. The same campus holds four laboratories for the Digital Economy programme. On the Hechuan campus, there is one big laboratory. All computers are state-of-the-art and equipped with current software needed for the three programmes. A major purpose of these laboratories is to work extensively with simulations and case studies. All lecture rooms and laboratories are equipped with projectors.

3.5.2 Library

In the SAR, the university has given information on the library and information resources. At the moment, the library holds "2,734,700 copies of paper books, 1,699,000 copies of electronic books, 353,400 copies of electronic journals, 3,176,800 copies of academic dissertations, 32.22 hours of audio

and video, 12 digital resources and 24 trial digital resources” (SAR, p.113). Via the library, the students have access to all major Chinese and several international databases.

3.5.3 Teaching and Learning Environment

The university has ample classrooms for all three programmes on their two campuses, meeting rooms and large academic lecture halls that are all equipped with multimedia technology.

3.5.4 Student Support Services

The university is organized as a residential college, so both campuses hold extensive student housing facilities as well as sports facilities, cafeterias, services for health care and student support. It 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 T. Students are organized in the Student Representative Assembly 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 university personnel and management.

The university has installed a teaching information 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 "Educational 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 university’s infrastructure on both campuses. The technical equipment and relevant software are up to date, all classrooms and computer labs are equipped with the newest multi-media technology. Especially the high-level simulation work and the logistics lab exceeded their expectations and demonstrated that the university is working at the cutting edge of modern 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.

Student support at the university 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.

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

As for the international office and exchange efforts, the university seems to make good use of it for

other programmes and is sending a good part of their students to international universities, especially in German. In order to further the internationalisation of the programmes at hand, the college should make more use of it to also give the students of these programmes the opportunity to study abroad.

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 six documents provided as appendices B1-6.:

- Regulations on the Management of Academic Records of Chongqing College of Mobile Communication
- Regulations on the Management of Course Assessment in Chongqing College of Mobile Communication
- Examination Discipline Handling Procedures of Chongqing College of Mobile Communication
- Management Measures for Undergraduate Thesis (Design) of Chongqing College of Mobile Communication
- Management Measures for Graduation Internship of Chongqing College of Mobile Communication
- Regulations on Mutual Recognition of Student Transfer Course Credits

All these documents are publicly available through the university's website. In article 9 of the "Regulations on the Management of Academic Records of Chongqing College of Mobile Communication", the following assessment methods are mentioned: "closed-book exams, open-book exams, oral exams, practical operations, major assignments, computer-based exams, etc." Grades are given in a five-level scale. The individual assessment methods for each course are laid out in the module descriptions. Usually, exams take place in the exam week at the end of the semester, but the students' work during the semester in the form of homework, quizzes etc. is also considered and constitutes part of the given grade.

Failed exams may be re-taken once. If they also fail in this supplementary examination, they have the possibility of re-taking the entire course. Supplementary exams are usually taken in the week before the start of the next semester. According to the university, it makes ample provisions for students with disabilities and offer compensation for assessment methods. Despite the high number of students, the university succeeds in responding to the needs of each individual student.

3.6.2 Teaching Methods

The university employs a mix of teaching methods in their courses, from large lectures for basic courses e.g. in natural sciences to small classes with stronger student participation. There are also experimental classes in small groups as well as practical courses and internships. The individual teaching methods

are given in the module handbook. A strong emphasis is laid on computer simulation and case studies. Independent student learning and group work is encouraged and supported through the e-learning platform.

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 university employs gamification 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 written exam at the end of the course, but the university combines this with smaller assignments. 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 a compensation scheme for disabled students is in place.

3.7 **Quality Assurance**

The university has installed a comprehensive quality assurance system, documented in Appendix Z1 of the SAR. This includes the following measures:

- teaching Supervision
- teaching inspections at the beginning, middle and end of the semester
- student evaluation of teaching
- Dean's mailbox

For teaching supervision, the schools implement a teaching steering committee with a director and 3-5 deputy directors. They are supported by the teaching supervision office. The steering committee meets regularly once a year but can hold special meetings.

For teaching inspection, the school employs a teaching inspection team that inspects lectures three times per semester but can also initiate irregular inspections.

As stated in chapter 3.3, the university regularly confers with external stakeholders about their programmes to update them according to changed requirements of the labour market. Additionally, the programmes are regularly evaluated internally and externally with supervisors, employers, sister school, teachers and students. Furthermore, the university sets its goals in a five-year plan, with mid-term evaluations and evaluations at the end of the five-year period.

3.7.1 Expert Assessment

The experts see the university's comprehensive quality system as very well designed and effective. The university 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 on the programmes, but as they are 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 university has provided examples for transcripts of records and 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 university 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 (11.10.2024)

Dear ZEVA Accreditation Team,

We would like to express our sincere thanks to the expert group for their thorough evaluation and insightful feedback on the English language modules and the overall internationalization of our programs. We truly appreciate the time and effort the expert group has dedicated to this process.

We fully recognize the value of the assessment, as well as the conditions and recommendations provided. The evaluation has been invaluable in guiding our ongoing improvements.

We accept the condition regarding the alignment of the intended learning outcomes with the content of the English modules. Upon reflection, we realize that the description of the learning outcomes was overly ambitious, particularly in using "master" to describe English proficiency. This was partly due to inaccurate terminology used during the translation of our self-evaluation report into English. In fact, more than 95% of our students do not need to reach such a high level of English proficiency for their future careers or further studies. Therefore, we have adjusted the intended learning outcomes to better reflect the actual needs and objectives of our students. Below is a comparison of the old and updated versions of the learning objectives:

Position in SAR	Old Version	Updated Version
Appendix A1 Big Data Management and Application Modules and Curricula Handbook, 11 English, P86.	English Module Learning Objectives: "Through the study of the English module courses, students will master English language knowledge, improve language application skills, become familiar with English learning strategies, and understand cross-cultural communication. The teaching content integrates listening, speaking, reading, writing, and translation skills. Through instruction in vocabulary building, reading, grammar, and other aspects, students will acquire basic English knowledge. Training in speaking, writing, and translation will develop students' ability to apply English to solve practical	English Module Learning Objectives: "Through the study of the English module courses, students will acquire a working knowledge of English language, improve basic language application skills, become familiar with English learning strategies, and gain a basic understanding of cross-cultural communication. The teaching content will focus on essential listening, speaking, reading, and writing skills. Students will develop basic competence in using English to address practical problems. By studying Business English, students will learn key vocabulary and terminology commonly used in the field of business management. They will
Appendix A2 Digital Economy Modules and Curricula Handbook, 11 English, P114.		
Appendix A3 Business		

0 Appendix

1 Statement of the University in Response to the Expert Report (11.10.2024)

Position in SAR	Old Version	Updated Version
Administration Codules and Curricula Handbook, 13.English, P119.	problems. By studying Business English, students will memorize and correctly understand the professional vocabulary and terminology commonly used in the field of business management within an English context. Ultimately, they will develop the ability to read, communicate, and write technical reports related to business, to meet the needs of future practical work."	develop the ability to read, communicate, and write simple technical reports related to business."
2.5 Learning Outcomes of Modules, Table 2-4(a),P35 3.5 Learning Outcomes of Modules, Table 3-4(a),P64 4.5 Learning Outcomes of Modules, Table 4-4(a),P93	English Module Learning Outcomes: "Mastering a foreign language and passing the school's bachelor's degree English exam. Having the ability to read professional English materials and write English abstracts."	English Module Learning Outcomes: "Acquiring basic competence in a foreign language and passing the school's bachelor's degree English exam. Developing the ability to read professional English materials and write English abstracts at a functional level."
2.3 Graduation Requirements (Knowledge, skills and qualities), P18. 3.3 Graduation Requirements (Knowledge, skills and qualities), P48. 4.3 Graduation	Fundamental Skills: "Graduates should possess excellent verbal and written communication skills, proficiency in a foreign language, and a strong aptitude for computer operations. They are also expected to have well-developed interpersonal communication abilities and a keen capacity for organizing, planning, and coordinating tasks. They should be adept at leveraging modern technological tools and techniques to effectively carry out big data	Fundamental Skills: "Graduates should possess excellent verbal and written communication skills, a working knowledge of a foreign language, and a strong aptitude for computer operations. They are also expected to have well-developed interpersonal communication abilities and a keen capacity for organizing, planning, and coordinating tasks. They should be adept at leveraging modern technological tools and techniques to effectively carry out big data management and application

0 Appendix

1 Statement of the University in Response to the Expert Report (11.10.2024)

Position in SAR	Old Version	Updated Version
Requirements (Knowledge, skills and qualities), P76.	management and application initiatives."	initiatives."

We plan to update the relevant sections of the program and course handbooks on our website within a week.

While we have lowered the expectations for English proficiency to a more practical level, we remain committed to maintaining high standards of English language education. We fully agree with the expert group that strengthening English communication and reading skills will significantly enhance our students' career prospects. As such, we are prioritizing the continuous improvement of our English teaching, along with the recommendations provided by the expert group regarding the internationalization of our programs and the development of our teaching personnel.

We acknowledge the importance of further internationalization, including encouraging students to study abroad and integrating English into subject-related courses. Additionally, we recognize the need to enhance our teaching staff's English skills and provide opportunities for career advancement, such as sabbaticals and English language training. These recommendations are now key focuses in our program development moving forward.

At the same time, we have supplemented the missing maximum enrolment data in the report, as shown in the table below:

Name of the Programme	Degree	ECTS Credits	Programme Duration	Type of Programme	Maximum annual intake
Big Data Management and Application	Bachelor of Management	209	4 years	Full-Time	616
Digital Economy Programme	Bachelor of Economics	210	4 years	Full-Time	312
Business Administration Programme	Bachelor of Management	215	4 years	Full-Time	522

Once again, we sincerely thank the expert group for their valuable insights and recommendations, and we look forward to continuing our improvement efforts based on this evaluation.

Best regards!

0 Appendix

1 Statement of the University in Response to the Expert Report (11.10.2024)