ASIIN Seal

Accreditation Report

Seed Science and Engineering

Offered by

Qingdao Hengxing University of Science and Technology

Version: 27/03/2026

Status: *Final version*

Table of Content

A About the Accreditation Process

Name of the degree programme (in original language)	**(Official) English translation of the name**	**Labels applied for**	**Previous accreditation (issuing agency, validity)**	**Involved Technical Committees (TC)[1]**
种子科学与工程	Seed Science and Engineering	ASIIN Seal for degree programmes		TC 08
Date of the contract: 18.03.2025 **Submission of the final version of the SAR:** 04.09.2025 **Date of the onsite visit:** 06.-07.11.2025 **at: Qingdao Hengxing University of Science and Technology, China**				
Expert panel: Prof. Dr. Dieter Trautz, Osnabrück University of Applied Sciences; Prof. Dr. Christian Jung, University Kiel; Dr. Xiaoyan Zhang, Qingdao Academy of Agricultural Sciences; Xin Xiang, China Agricultural University.				
Representative of the ASIIN headquarter: Julia Tohidi Sardasht				
Responsible decision-making committee: Accreditation Commission for Degree Programmes				
Criteria used: European Standards and Guidelines as of May 15, 2015				

[1] TC: Technical Committee for the following subject areas: TC 01 - Mechanical Engineering/Process Engineering; TC 02 - Electrical Engineering/Information Technology; TC 03 - Civil Engineering, Geodesy and Architecture; TC 04 - Informatics/Computer Science; TC 05 - Materials Science, Physical Technologies; TC 06 - Engineering and Management, Economics; TC 07 - Business Informatics/Information Systems; TC 08 - Agriculture, Forestry, Food Sciences, and Landscape Architecture; TC 09 - Chemistry; TC 10 - Life Sciences; TC 11 - Geosciences; TC 12 - Mathematics; TC 13 - Physics; TC 14 - Medicine.

ASIIN General Criteria as of March 28, 2023 Subject-Specific Criteria of **Technical Committee 08 – Agriculture, Forestry, Food Sciences, and Landscape Architecture as of March 27, 2015**	

B Accreditation Status

Result Overview

The most recent decision for the ASIIN Seal was made by the ASIIN Accreditation Commission on 27.03.2026.

Degree Programmes	ASIIN Seal	Accredited by German Engineers	Validity
Ba Seed Science and Engineering	Accredited with requirements	Accredited with requirements	27.03.2026 – 22.04.2027

Fulfilment of the Accreditation Criteria

ASIIN General Criteria / Subject-Specific Criteria	Ba Seed Science and Engineering
1 Degree programme: Concept, Content & Implementation	
1.1 Objectives and learning outcomes (intended qualification profile)	**Not fulfilled** Requirements A 1, A 2
1.2 Title of the degree programme	Fulfilled
1.3 Curriculum	Fulfilled
1.4 Admission requirements	**Not fulfilled** Requirement A 3
1.5 Workload and credits	Fulfilled
1.6 Didactics and teaching methodology	Fulfilled
2 Exams: System, Concept and Organisation	
2 Exams: System, Concept and Organisation	**Not fulfilled** Requirement A 4
3 Resources	
3.1 Staff and staff development	Fulfilled

ASIIN General Criteria / Subject-Specific Criteria	**Ba Seed Science and Engineering**
3.2 Student support and student services	Fulfilled
3.3 Funds and equipment	Fulfilled
4 Transparency and Documentation	
4.1 Module descriptions	Fulfilled
4.2 Diploma and Diploma Supplement	**Not fulfilled** Requirement A 5
4.3 Relevant rules	Fulfilled
5 Quality Management: Quality Assessment and Development	
5 Quality Management: Quality Assessment and Development	**Not fulfilled** Requirement A 6

Requirements

A 1. [ASIIN 1.1, 4.3] It is required to make all programme-related information (e.g. learning outcomes and objectives, curriculum, etc.) available and accessible to all relevant stakeholders.

A 2. [ASIIN 1.1, 1.3] It is required to include more teaching on plant breeding and international seed law to align the curriculum with the learning outcomes.

A 3. [ASIIN 1.4] It is required that the university establishes and implements rules for the recognition of acquired knowledge, skills or competences from other Higher Education Institutions.

A 4. [ASIIN 2] It is required that QHUST introduce transparent rules for make-up exams, non-attendance, cases of illness as well as compensation of disadvantages in the case of students with disabilities or special needs (e.g. pregnancy, childcare, caring for relatives etc.).

A 5. [ASIIN 4.2] It is required that a Diploma Supplement containing detailed information about the educational objectives, intended learning outcomes, the structure and the academic level of the degree programme as well as about the individual performance of the student is issued for every graduate. In addition to the final mark, the

accompanying transcript shall include statistical data as set forth in the ECTS Users' Guide to allow readers to assess the individual mark.

A 6. [ASIIN 5] It is required to further formalize the feedback process to systematically inform students of programme changes as results from course and programme evaluations.

Accreditation History

The programme has not been previously accredited by ASIIN.

C Context of the Degree Programme

C-1 Numbers and facts

a) Name	Final degree (original/English translation)	b) Areas of Specialization	c) Corresponding level of the EQF[2]	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Seed Science and Engineering	农学学士/ Bachelor of Agronomy	Seed Science and Engineering	6	Full time	-	8 Semester	200 ECTS	Annually; first offered in Sep 2011

C-2 Characteristics and features

The study programme assessed in this report is Seed Science and Engineering, a Bachelor programme at Qingdao Hengxing University of Science and Technology (QHUST). QHUST describes itself and the programme as follows:

“Qingdao Hengxing University of Science and Technology (QHUST) is a member of the Association of Sino-German Universities of Applied Sciences (ASGUAS). Established as QHUST in 2000 under the approval of the Qingdao Municipal Education Commission, the institution […] transitioned to QHUST in 2003 with the authorization of the Shandong Provincial Government. In 2014, it was elevated to an undergraduate institution with approval from the Ministry of Education (MOE) and subsequently gained bachelor's degree conferral rights in 2018.

Guided by Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, QHUST adheres to the principles of public service in education and socialist values, aiming to cultivate well-rounded, high-quality application-oriented talent. […] Focusing on the "Four Aspects of Education" - maturity, growth, talent development, and success - QHUST aims to cultivate outstanding individuals who embody the "Five Excellence Standards" of good […] moral character, strong academic ability, solid theoretical knowledge, diligent practical experience, and global perspective. The university's […] motto, "Civilisation, Erudition, Practice, Innovation," encapsulates its commitment to quality, talent development,

[2] EQF = The European Qualifications Framework for lifelong learning

distinctive features, and innovation. The institution integrates "School-Enterprise Co-construction" and "Industry-Education Integration" into its operational model […], fostering student-centred, competency-driven education aligned with national and regional socioeconomic needs. The Joint Committee has also been working on a number of issues, including the following[.]

Currently, the university is bolstering the connotative development of higher education, optimising the layout of disciplines and specialties, improving the faculty structure and teaching conditions, enhancing research capabilities and academic achievements, and elevating talent. […] Comprehensive efforts are being made to systematically guarantee the fulfillment of the institution's five-year objectives and long-term vision through organizational restructuring, institutional innovation, talent development, funding allocation, and quality assurance. The university aims to secure authorization for graduate degree programmes within the next five years and establish itself as a leading domestic application-oriented university. […]”

D Assessment of the Expert Panel

This accreditation report is based on the preliminary evaluation report for the degree programme under review. As the evaluation report strictly adheres to the relevant general and subject-specific accreditation criteria, no changes have been made to the evaluative chapters. The expert panel considered the statement of the HEI for its concluding remarks and recommended resolution.

The following sections of the report are based on the audit discussions the expert panel had with relevant stakeholder groups: representatives of the rectorate's office, programme coordinators, representatives of the Quality Management Department and the International Office, teaching and lab staff, students, partners from industry and the private sector, and alumni. The focus of this stage of the evaluation lies on the assessment of the study programme. In addition to the audit meetings, the expert panel relies on the documentation about the programme and the documentary respectively regulatory framework Qingdao Hengxing University of Science and Technology has provided before, during and after the audit.

D-1 Objectives and learning outcomes of the degree programme [ASIIN 1.1]

Description of the current status

The relevant chapter in the self-assessment report (SAR) outlines the objectives and learning outcomes of the degree programme. Generally, the SAR states that "[t]he Seed Science and Engineering programme adheres to the principle of cultivating people with moral integrity, cultivates people with socialist core values, the sentiment of the three rural areas, the all-round development of morality, intelligence, physical fitness, aesthetics and labour, the reasonable knowledge structure, the strong hands-on ability, the high comprehensive quality, the basic theories, knowledge and technology in the field of seed industry, and the basic ability to carry out the selection and breeding of crop varieties, cultivation and cultivation, seed processing and storage, seed quality inspection, seed marketing and management."

Moreover, the QHUST lists the following learning outcomes in the SAR:

"R1. Engineering Knowledge: Possess relevant knowledge and skills in mathematics, chemistry, seed science (including seed biology, breeding, production, processing, inspection,

marketing, and management), and be able to apply them to solve practical problems in this field.

R2. Problem Analysis: Be able to apply knowledge of biological science, natural science, and seed science to identify and articulate general issues in seed science and related fields, and draw corresponding scientific conclusions.

R3. Design/Develop Solutions: Able to propose multiple candidate solutions for seed engineering problems using knowledge from this field and related fields, considering factors such as society, health, safety, law, culture, and the environment, and ultimately select the final solution.

R4. Research: Able to conduct research on seed engineering problems based on scientific principles such as experimental design, data statistics, result analysis, and mechanism exploration, and using scientific methods.

R5. Use of Modern Tools: Be able to use various modern information retrieval tools to conduct literature searches and data queries, use programme software for prediction and simulation, and understand their limitations in addressing seed engineering issues.

R6. Engineering and Sustainable Development: Be able to analyse and evaluate the impact of solutions to modern seed engineering practice issues on health, safety, the environment, legal, economic, and social sustainability, and establish an ecological sustainable development philosophy.

R7. Ethics and Professional Standards: Understand China's national conditions, possess humanities and social sciences literacy, programme ethics literacy, and a sense of social responsibility; respect life, care for others, advocate justice, be honest and trustworthy, and fulfil duties.

R8. Individual and Team: Possess teamwork spirit and social service awareness; demonstrate strong cooperative spirit in diverse, multi-disciplinary design teams; possess strong team organisation and management capabilities, as well as entrepreneurial capabilities.

R9. Communication: Possess excellent verbal, written, and multimedia communication skills, capable of effectively communicating and exchanging ideas on seed-related programme issues with industry peers and the general public, and able to communicate and interact in cross-cultural contexts.

R10. Project Management: Understand and master the general principles of seed engineering management and economic decision-making methods, and analyse and resolve issues related to economic analysis, investment decisions, cost control, and scheme selection in seed engineering projects.

R11. Lifelong Learning: Possess the awareness and ability for self-directed and lifelong learning, and have access to avenues for expanding knowledge and skills to adapt to societal development."

QHUST provides a detailed module matrix (app. 07.2) outlining which course relates to which of the above learning outcomes. Moreover, in the module matrix (app. 07.1), the university relates its learning outcomes to the ASIIN Subject Specific Criteria (SSC) of Technical Committee (TC) 08 – Agriculture, Forestry, Food Science, and Landscape Architecture, and the programme's modules.

QHUST states that the learning objectives are developed with and regularly reviewed by industry partners and internal and external experts.

Analysis and assessment of the expert panel

Based on the documentation and audit discussions, the expert panel concludes that the objectives and learning outcomes of the Seed Science and Engineering programme are clearly defined and reflect the university's applied orientation. The intended competence profile follows national qualification requirements and is closely aligned with the needs of the regional seed industry.

The experts commend the multi-layered development of the learning outcomes: programme coordinators explained that the learning outcomes are developed through feedback cycles involving students, teachers, and external partners. Adjustments are made when student performance patterns or new industry standards indicate a need for revision.

While the submitted objective module matrix provides a structured mapping of the learning outcomes to the programme modules and the ASIIN SSC of TC 08, the panel observes two areas where the alignment between intended learning outcomes and curricular implementation can be improved.

First, although the learning outcomes emphasise competencies in seed breeding and international regulatory frameworks, the curriculum allocates comparatively limited coverage to plant breeding and international seed law. The panel therefore recommends strengthening these areas to ensure that the curriculum fully supports the intended learning outcomes.

Second, during the audit, it became evident that the learning objectives are not consistently accessible to all stakeholder groups, especially external stakeholders. To meet ASIIN's requirements for transparency, the panel identifies the need for publicly accessible, coherent documentation of the programme's intended qualification profile.

Overall, the expert panel commends the strong practice orientation and the close integration of industry needs in the formulation of the learning outcomes, while seeing potential for strengthening transparency and increasing alignment of the curriculum with the intended learning outcomes.

Final assessment of the experts after the statement of the Higher Education Institution regarding criterion 1.1

The experts found that while the learning outcomes are already available through the intranet and other internal challenges, there might be issues with access through external networks. QHUST is aware of that and in its statement assures that that has been reported to the relevant university departments to be fixed. The expert panel welcomes the university's efforts to make the learning objectives publicly available. Until that is implemented, the experts retain the requirement (see chapter F, A 1).

QHUST extensively elaborated on planned curriculum updates to include more teaching on plant breeding and international seed law regulations. Regarding plant breeding, QHUST is planning to increase the credits awarded to the course "Plant Breeding". Moreover, QHUST will rename three courses currently titled "Seed Production Processing and Quality Control Basic/Intermediate/Advanced Practice" to "Primary/Intermediate/Advanced Practical Training in Seed Industry Technology," to "[enhance] the practical content related to plant breeding technology. Regarding international seed law, QHUST states that "various courses" already deal with that topic. Furthermore, QHUST acknowledges that – mistakenly – the course "Seed Laws and Regulations" has been omitted from the previously submitted version of the course handbook. QHUST is also planning to adapt the content of that course to include the International Treaty on Plant Genetic Resources for Food and Agriculture. The experts welcome QHUST's elaborations and resubmission of the corrected course handbook. After careful examination of the proposed changes, the experts see those plans as appropriate measures to align the curriculum with the intended learning outcomes regarding plant breeding and international seed law. Until all proposed measures are implemented and reassessed, the experts maintain the requirement (see chapter F, A 2).

The experts assess the criterion as partially fulfilled.

D-2 Name of the degree programme [ASIIN 1.2]

Description of the current status

The degree programme is called 种子科学与工程 in Chinese and "Seed Science and Engineering" in English.

The name adheres to the naming conventions prescribed by the Ministry of Education of China. The designation is used consistently in the SAR, the programme handbook, and on the university's official website. As per national regulations, the programme name is aligned with a standardized list of degree titles, which ensures its recognition and acceptability across Chinese higher education institutions.

Analysis and assessment of the expert panel

The expert panel acknowledges that the programme title conforms with national standards and does not present any legal or formal inconsistencies. The naming follows the Ministry of Education's official taxonomy and is thus accepted within China's academic and professional systems. The English name used in all submitted documents is a literal translation of the Chinese programme name.

The expert panel summarises that the title of the degree programme does reflect the intended objectives and learning outcomes as well as the teaching and learning content. The designation (both in the original language and in English) is used consistently in all relevant documents such as internal university documents, public websites, and student records.

Final assessment of the experts after the statement of the Higher Education Institution regarding criterion 1.2

As the university did not address this criterion in its statement, the experts confirm their previous evaluations and consider the criterion to be fully fulfilled.

D-3 Curriculum [ASIIN 1.3]

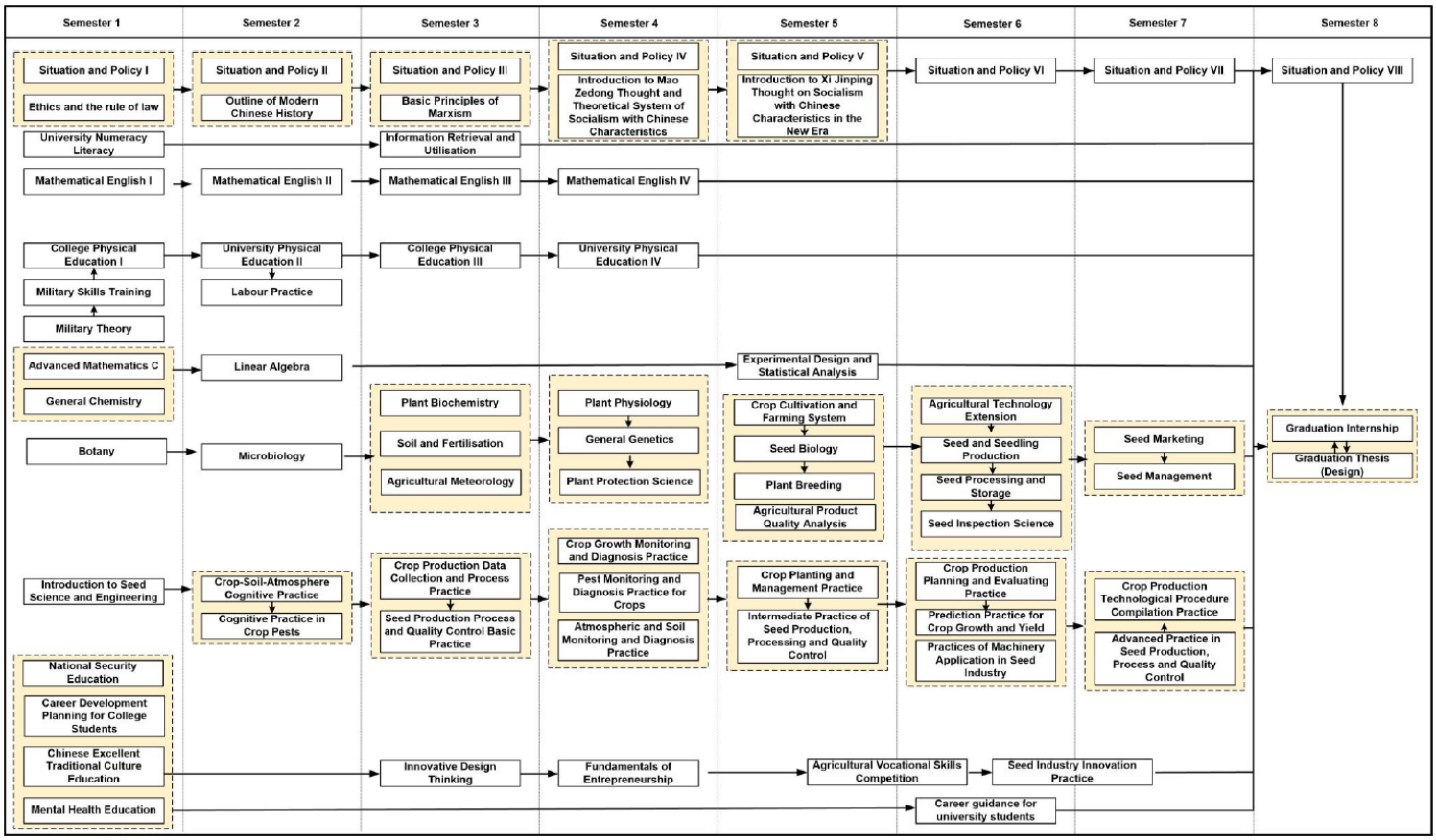
Description of the current status

Content and structure

The Seed Science and Engineering programme at QHUST is a full-time bachelor's degree and is structured over eight semesters. It awards 200 ECTS. The curriculum is detailed in appendix 09.1 (module descriptions) and appendix 08.1, which includes hour allocations (contact hours and self-study hours), ECTS equivalents, and the semester in which the course is taken. There are five categories of courses in the study programme: general education courses, specialized courses, innovation and entrepreneurship courses, intensive practical teaching modules, and co-curricular activities. Students can also choose electives from any faculty of the university.

The general education curriculum relating to seed science and engineering is split into foundational general education courses and interdisciplinary general education courses. QHUST

furthermore states that "[t]he programme's core curriculum centres on seed biology, breeding, production, processing and storage, inspection, marketing, and management, encompassing the entire seed industry chain. Elective courses highlight cutting-edge developments within the seed sector and offer high-calibre specialised options reflecting the discipline's essence, thereby fostering students' individualised development. These include Smart Agriculture, Biotechnology, Professional English, Edible Fungi, Seed Legislation and Regulations, and Rural Development." The visualization of the curriculum moreover indicates a progression from foundational courses in earlier semesters to more specialized topics in the later semesters:



The SAR also states that a large part of the curriculum is practical in nature. It specifies further that "[t]he most significant practical courses within this programme are the intensive practical and graduation internship components, totalling 73 credits. The graduation internship accounts for 4 credits, while the remaining courses range from 1.5 to 4.5 credits each." QHUST has agreements with enterprises (app. 03.1 and 03.2), and students get to work on industry projects, jointly supervised by an industry supervisor and a faculty member.

Student mobility

The SAR states that while the university generally permits incoming and outgoing student mobility, there are no mobility programmes for the Seed Science programme under review here.

Periodic review of the curriculum

The SAR states that the curriculum is regularly reviewed but provides only limited details on a systematic approach in that matter.

Analysis and assessment of the expert panel

Content and structure

Based on the audit discussions, the expert panel finds that the curriculum is broadly coherent and covers the essential areas of seed science and engineering. The experts commend the solid foundation that the programme provides in chemistry and biology and that generally, the programme is well-structured. Moreover, the experts find that the curriculum reflects the applied mission of QHUST.

At the same time, the expert panel identified several areas where the curriculum does not fully correspond to the learning outcomes. While breeding is a central component of the programme's stated competence profile, practical and theoretical training in plant breeding remains insufficient. Similarly, the learning outcomes emphasise understanding of national and international regulatory frameworks; however, the experts noted that international seed law is only marginally represented in the curriculum. Strengthening these areas is necessary to ensure alignment with both the programme's intended qualification profile and the competencies required by employers.

The panel further observes that, although elements of agricultural management and seed business are included, the broader themes of agricultural economics could be reinforced. Moreover, the experts found that students have limited exposure to research methodology and principles of scientific conduct. Introducing a dedicated research-methods course would address this gap and better prepare students for their thesis projects and professional practice.

Regarding the courses on socio-political and moral education, the expert panel acknowledges that these are part of national regulations and are therefore mandatory and award credits. However, as these courses take up a non-insignificant amount of the curriculum, the expert panel suggests that those courses be retained as qualifying courses that are not examined to give students more room to focus on their seed science-related courses.

Moreover, the experts found that the curriculum documentation submitted in the SAR is complex and fragmented. The lack of a unified, easily understandable curriculum overview makes it difficult for stakeholders to identify mandatory vs. elective modules, credit allocation, and semester distribution. More precise documentation is also necessary for practical components: while the university described the dual-mentor model in internships and the thesis, the experts were not provided with a sample of the training and supervision agreement used for these components.

Overall, the expert panel acknowledges that the curriculum provides a solid applied foundation but identifies several areas where targeted adjustments are required to ensure full alignment with the intended learning outcomes and transparency for all stakeholders.

Student mobility

The expert panel finds that, although QHUST maintains a number of international partnerships at the institutional level, these opportunities are not yet accessible to students of the Seed Science and Engineering programme. The International Office can offer general advice, but without programme-specific agreements, credit-transfer procedures, or English-taught components, mobility is not feasible in practice.

The experts also noted that the programme lacks an English-language online presence, limiting its visibility to potential international partners and incoming students. This further hinders the development of mobility options and international engagement. Strengthening English proficiency among students and staff is essential for participation in exchange programmes and for engaging with international academic content.

Overall, the expert panel recognises that QHUST has created an initial basis for international engagement and sees promising potential for further strengthening student mobility through targeted development of programme-specific structures.

Periodic review of the curriculum

Based on the audit discussions, the expert panel finds that QHUST has established a functioning system for regularly reviewing the curriculum. Management representatives explained that minor adjustments are conducted on an annual basis and major reforms take place every four years. The experts view this review rhythm as appropriate for ensuring that the programme remains responsive to developments in the seed industry and higher education.

Programme coordinators described a review process that draws on multiple sources of feedback, including student evaluations, teacher discussions, and structured exchanges with industry partners. The experts confirmed that this feedback is actively used to refine

course content, update exam formats, and expand practice-based components. Industry representatives also stated that their input is regularly taken up and translated into curricular adjustments.

While the SAR does not fully detail the formal structure of the review process, the onsite discussions demonstrated that a consistent, collaborative approach in practice and supports the curriculum's ongoing development.

Final assessment of the experts after the statement of the Higher Education Institution regarding criterion 1.3

Regarding requirement A 2, please see the experts' final assessment above in chapter C-1.

Regarding the experts' recommendation to strengthen the themes of the agricultural economy in the curriculum, QHUST announces the introduction of a new course titled "Agricultural Economics" in the upcoming curriculum revision. The course is supposed to cover the following topics: Agricultural economic policy, allocation of agricultural production factors, market mechanisms and price theory for agricultural commodities, and models of agricultural industrialization. The experts welcome the proposed introduction of this course and maintain their recommendation until the course is fully implemented into the curriculum (see chapter F, E 1).

Moreover, QHUST announces the introduction of a course on "Research Methods in Seed Industry" in which students will be further trained in scientific research and the rules of scientific conduct. The experts welcome the proposed introduction of this course and its integration with the existing "Experimental Design and Statistical Analysis" and "Thesis Writing" courses and maintain their recommendation regarding the introduction of such a course until the course is fully implemented into the curriculum (see chapter F, E 2).

In its statement, QHUST elaborates on the government guidelines regarding the grading and credit allocation for general education courses. As those guidelines have to be followed, QHUST states that it has to reject the experts' recommendation to grade such courses on a pass-fail-basis to allow students to focus more on their seed science-related courses. Nevertheless, the university states that it is planning to bring this matter up with the university leadership in future policy discussions. The experts welcome this but also acknowledge the given governmental guidelines and therefore no longer consider a corresponding recommendation necessary.

QHUST maintains cooperations with various foreign universities and through the adoption of the European Credits Transfer System, is planning to enhance "student exchanges and credit recognition between Chinese and international Institutions". The experts welcome this but still see room for further enabling mobility windows beyond joint degree

programmes within the existing study programmes in general and the Seed Science and Engineering programme in particular. Therefore, the experts maintain their recommendation to facilitate student mobility (see chapter F, E 3).

While the university states to have already set up an English website, some subpages are still empty. Moreover, the "dedicated English-language section on the College's official subwebsite" is a subpage specifically set up for the ASIIN evaluation procedure. While the experts generally welcome the university's efforts to further the internationalization of the programme and university, the expert panel retains its recommendation to set up (and keep updating) general and programme-specific English websites (see chapter F, E 4).

Regarding the experts' recommendation to offer mandatory and regularly offered foundational-level English-taught courses, QHUST states that three courses (Agroecology, Introduction to Agriculture, and Plant Biochemistry) are already taught in English. However, the module handbook shows Chinese as the language of instruction and there is no indication of English language in the submitted course syllabi. Notwithstanding, QHUST is further planning to add five other English-taught courses. The experts welcome these efforts but maintain their recommendation until the measures are implemented (see chapter F, E 5).

Furthermore, the university has submitted an updated teaching plan that lists the credits per semester. However, appendix 15.2 that is mentioned in the QHUST's statement, has not been submitted. Moreover, QHUST has submitted a sample of a tripartite agreement used for internships and thesis supervision. The experts welcome this additional information.

The experts assess the criterion as partially fulfilled.

D-4 Admission requirements [ASIIN 1.4]

Description of the current status

In accordance with national Chinese regulations, the SAR specifies the admission requirements as follows: "Domestic students must take the National College Entrance Examination (Gaokao). The Gaokao subjects generally include Chinese, Mathematics, Foreign Languages, and either Liberal Arts or Science Comprehensive. Liberal Arts and Science Comprehensive cover multiple disciplines, with specific subjects subject to regional and annual adjustments; the examination balances foundational knowledge with comprehensive application skills; the total score is 750 points, with Chinese, Mathematics, and Foreign Languages accounting for 450 points, and Comprehensive subjects accounting for 300 points […]. After the Gaokao, provinces set admission score lines, and universities admit students

based on their scores and preferences, following the principle of 'score priority, preference adherence', […] meaning higher-scoring candidates are admitted first while respecting their preferences." Regarding the admission rate, QHUST states that "admitted students rank in the top 40% of the general high school population" and provides the following data:

Study Programme : Seed Science and Engineering

Year[1]	Applicants	Available Seats	Admitted Students	Admission Rate (%)[2]
2020		70	55	78.57
2021		100	90	90
2022		60	48	80
2023		70	62	88.57
2024		60	56	93.33

For the admission of foreign students, QHUST refers to its International Cooperation Guidelines (app. 10.1).

Analysis and assessment of the expert panel

The expert panel recognizes that the programme's admission system complies with national Chinese standards and provides a fair, transparent, and competitive process for student selection. The centralized Gaokao system ensures that students admitted to the programme possess a minimum academic level suitable for undergraduate studies. Government regulations limit the number of students that can be admitted to the programme.

The expert panel notes that there are no procedures in place for the recognition of prior learning (RPL), particularly from international institutions. According to ASIIN Criterion 1.4, "Rules for the recognition of qualifications achieved externally [...] are clearly defined. They facilitate the transition between higher education institutions and with non-university places of learning without jeopardising the achievement of learning outcomes at the desired level." While the experts acknowledge that national regulators set the admission criteria, the institution needs to develop and implement a recognition regime that adheres to the mentioned ASIIN standard to allow for more academic mobility and internationalization. This would also be logical and consistent with the institution's internationalisation objectives in general and for the programme in particular.

Obviously, the national admission policy and regulations also hinder the university from introducing measures or preparatory mechanisms for students with potential deficits in prior knowledge. While the Gaokao system provides a robust filter, diversified pathways to higher education are becoming more common globally, and the institution may consider whether its current model sufficiently anticipates the future landscape.

Final assessment of the experts after the statement of the Higher Education Institution regarding criterion 1.4

Regarding the experts' requirement to establish and implement rules for the recognition of acquired knowledge, skills or competences from outside the Higher Education Institution, QHUST outlines its Junior College-to-Undergraduate (JC-U) Admission Pathway. This regulation document regulates the admission for a set of students with specific eligibility requirements. The experts positively note the existence of such regulations but cannot find any information on credit recognition for students who have previously studied at Junior Colleges or other institutions. From the submitted document, the expert cannot see whether students who enrol at QHUST can get their previously acquired credits recognized towards their degree at QHUST. Therefore, the expert panel decides to retain its requirement (see chapter F, A 3).

The experts assess the criterion as partially fulfilled.

D-5 Workload and credits [ASIIN 1.5]

Description of the current status

In the Chinese higher education system, workload and credits only consider contact hours. In appendix 15.1, QHUST lists all courses with their corresponding Chinese credits and ECTS but does not provide an explicit conversion rate. From that table, however, it can be deduced that 16 contact hours are equivalent to 1 Chinese credit. To calculate the ECTS for theoretical courses, QHUST adds 12 hours of self-study to each credit to equal 1 ECTS. For practical courses, the table indicates an additional 28 hours of self-study for 1 ECTS.

The SAR indicates that the self-study time is assessed through teachers' estimations and student questionnaires. The curricular overview (app. 08.1) suggests a relatively even distribution of credits across semesters.

Analysis and assessment of the expert panel

The expert panel notes that QHUST applies the Chinese credit system, in which credits are based on contact hours. Although the SAR does not explicitly state the conversion formula, the submitted workload table demonstrates the conversion, as outlined above. The panel considers the conversion plausible, but stresses that a transparent and consistently documented procedure is required and therefore would like to request a concise and explicit outline of how credits are converted between the Chinese system and ECTS.

During the onsite visit, programme coordinators explained that the workload is estimated internally based on teacher input. However, the expert panel finds that a systematic monitoring and evaluation system needs to be in place to continuously assess and – if needed – adjust student workload.

Moreover, the panel observes structural issues arising from the very small number of credits assigned to many modules, including a noticeable concentration of 1-credit courses. This fragmentation can result in a high number of examinations, which increases the administrative and cognitive burden on students. A consolidation of these small-credit courses would help reduce the exam load and improve coherence.

Overall, the panel considers the workload concept to be functional in practice but identifies clear potential for optimisation. By formalising workload monitoring and streamlining the credit structure, the programme can better ensure that the student workload remains feasible.

Final assessment of the experts after the statement of the Higher Education Institution regarding criterion 1.5

Regarding the experts' requirement to implement measures to systematically monitor and evaluate the actual student workload, QHUST states that "student teaching liaisons" will be appointed. These so-called Teaching Information Officers have the responsibility to facilitate student feedback through the course surveys where "Student Workload" has been added. The experts welcome this measure and see it as an adequate way to systematically monitor and evaluate student workload. The experts therefore no longer consider a corresponding requirement necessary.

In its statement, QHUST states the 1-credit courses are assessed through coursework and not closed-book exams. The experts positively note that QHUST shows awareness for not overburdening students with a high exam load due to (credit-wise) smaller and consequently more courses. As it is university regulation that certain courses only award 1 credit and QHUST shows commitment to consider grouping such courses, the experts maintain their recommendation (see chapter F, E 6).

Lastly, as requested, QHUST provides the following concise outline of Chinese credits to ECTS conversion: "(1) For theoretical courses, including general education courses, major-specific courses, and foundational innovation & entrepreneurship courses, 1 Chinese credit corresponds to 1 ECTS credit. (2) For practical courses such as innovation & entrepreneurship practice and military skills training, as well as for intensive practical courses covering basic skills, comprehensive training, and developmental training modules, 1 Chinese credit corresponds to 1.5 ECTS credits. (3) For the advanced module within intensive practical

courses, specifically for graduation internship and graduation thesis (project), 1 Chinese credit hour corresponds to 2 ECTS credits for graduation internship, and 1 Chinese credit corresponds to 3 ECTS credits for graduation thesis (project).“

The experts assess the criterion as substantially fulfilled.

D-6 Didactics and teaching methodology [ASIIN 1.6]

Description of the current status

The SAR and module descriptions (app. 09.1 and 09.2) provide information on the different teaching and learning methods used in the study programme. In its courses, QHUST employs “Teacher-directed methods, primarily comprising lectures, questioning, and argumentation; Interactive methods, including whole-class discussions, group discussions, peer teaching, and group design exercises; Individualized methods, such as programmed instruction, modular teaching, independent design, and computer-assisted learning; [and] Practical methods, encompassing field and clinical teaching, laboratory learning, role-playing, simulations and games, and exercises.”

The university stresses its student-centered teaching approach and outcome-based education philosophy. Moreover, QHUST stresses the practical and project-driven elements used in teaching, e.g., in courses such as Seed Processing and Storage where “students first design seed drying parameters in campus simulation workshops before validating these on industrial production lines”. The SAR summarizes this as a “‘field + classroom‘ synergy“.

Lastly, QHUST stresses that its students can demonstrate independent scientific learning through their thesis projects and internships.

Analysis and assessment of the expert panel

The expert panel confirms that QHUST employs a wide range of teaching and learning methods that are appropriate for achieving the intended learning outcomes of the programme. The expert panel especially welcomes the frequent use of group work, teaching students cooperation and communication skills. Moreover, the expert panel commends the practical application that students get in the labs in greenhouse/fields and sees it as a strong element of the programme.

However, the panel observes that the programme’s international orientation in teaching remains limited. While communication skills are trained in many courses, these opportunities rarely occur in English. Given the relevance of English in the scientific seed sector, the panel recommends strengthening English-language instruction and introducing

foundational-level English-taught courses to better prepare students for international collaboration, research literature, and conference participation. Moreover, the experts recommend providing more opportunities in class for students to give oral presentations to further strengthen their presentation skills.

Final assessment of the experts after the statement of the Higher Education Institution regarding criterion 1.6

Regarding recommendation E 5, please see the experts' final assessment above in chapter C-3.

Regarding the experts' recommendation to provide more opportunities for students to give presentations in class, QHUST outlines in its statement what kind of presentations students do in which classes and also commits to further increasing the proportion of courses components involving student presentations. The experts welcome this additional information that was not directly clear from the course syllabi and no longer considers a corresponding recommendation necessary.

The experts assess the criterion as substantially fulfilled.

D-7 Exams: System, concept and organisation [ASIIN 2]

Description of the current status

The SAR lists written exams (open- and closed-book), online exams, practical assignments, short essays, tests, and "others" as forms of examination. From the SAR, it is unclear how the final grade for a course is made up, but the module handbook indicates that the final exam usually accounts for 50% of the final grade and "regular performance" (i.e. classroom performance, regular assignments, test, etc.) accounts for the other 50%. The final thesis is graded on a pass/fail basis. The examination forms for each course are listed in the course syllabi (app. 09.1, 09.2) and the assessment criteria are communicated to the students.

Regarding the effectiveness of the examination methods used, the faculty head will review the questions to assess the level of difficulty and check the quality of the papers.

Exam dates and preparation periods are fixed across semesters. QHUST states in the SAR that it organizes resit dates for students "who miss exams for special reasons", but it is unclear to what extent this is formally regulated.

Analysis and assessment of the expert panel

Based on the audit discussions, the expert panel finds that the examination system of the programme is generally coherent and appropriate for assessing the intended learning outcomes. Students confirmed that assessment criteria are communicated at the beginning of each semester and that they can provide anonymous feedback on exam organisation.

The experts positively note that diverse assessment components are used across the curriculum, including practical assignments, group work, and written assignments. Teaching staff reported that exam questions undergo internal review to ensure alignment with learning outcomes and an appropriate level of difficulty, which the panel regards as a meaningful element of quality assurance.

At the same time, the panel observed a lack of clarity in the formal regulation of resit opportunities and procedures for cases of illness, non-attendance, or students with special needs. While students stated that two resit attempts are generally allowed and postponements are possible in justified cases, these rules are not transparently documented in the SAR or supporting materials. The expert panel would therefore like to request a copy of those rules.

Overall, the expert panel considers the examination system functional and aligned with the programme objectives but sees a need for clearer formalisation and documentation of examination regulations to ensure transparency.

Final assessment of the experts after the statement of the Higher Education Institution regarding criterion 2

Regarding the experts' requirement to introduce transparent rules for make-up exams, non-attendance, etc., QHUST states to have established "unified regulations". Appendix 17.4 states that the deferral of exams, e.g. in case of illness, is possible if students submit a hospital certificate. However, the experts find that the referenced appendices 17.1 and 17.4 do not provide information on rules for make-up exams. It remains unclear, to what extent re-sit regulations are transparently established and communicated to students. The experts therefore do not see sufficient information on the systematic implementation of such regulations. Therefore, they maintain their requirement (see chapter F, A 4).

The experts assess the criterion as partially fulfilled.

D-8 Resources [ASIIN 3]

Description of the current status

Staff and staff development [ASIIN 3.1]

The Seed Science and Engineering programme has 39 full-time teachers. Of those, there are 5 professors and eleven associate professors. Twelve of the full-time teachers have doctoral degrees.

Regarding staff development, QHUST has a three-tier training system at the school, college, and individual level. At the school level, "departments work together to carry out pre-service training for new teachers, teacher ethics, teaching techniques, etc., with an annual investment of more than 2 million yuan". At the college level, the college creates training programmes "in line with the needs of [its] discipline". Lastly, individual teachers can choose training programmes based on their personal development plans. Other professional development services by QHUST include a mentorship system for newly appointed teachers and encouragement to take up industry experience.

There is a Teaching Supervision Office that oversees and improves teaching quality. The university furthermore carries out regular teaching assessments.

The qualifications of external teaching staff are assessed through their professional and applied competence, professional ethics, teaching capability and effectiveness, and collaborative communication skills, which are all assessed in student evaluations and through peer assessment.

Student support and student services [ASIIN 3.2]

According to the SAR, student services include a Student Development Office (e.g., for psychological counselling and financial aid), the Admissions Office, the library, the Scientific Research Office (conducts practical training and organises competitions), the Academic Affairs Office, the Security Office, the International Affairs Office, the Students Services Department (organising e.g. cultural activities), the Accounting and Finance Management Division, and the School Hospital.

Moreover, QHUST provides academic support through career guidance and further academic support in the library.

Funds and equipment [ASIIN 3.3]

QHUST describes its income sources as follows: “More than 95% of the university's income comes from student tuition fees, while other income includes income from research projects, alumni donations, and student accommodation fees.” Expenses mainly include “student training (internships, practical training, competitions), faculty development (further training, training, travelling), teaching implementation (curriculum, teaching materials, e-courses, school-enterprise bases), laboratory construction (purchase of systems/equipment, updating, consumables), scientific research (teaching and research, scientific research, platforms and team building), and daily office work”.

While QHUST does not provide detailed numbers on the revenue and expenditures, appendix X.13 presents the following data on the annual teaching expenses:

2020-2024 Teaching Daily Expenditure Detail List (Unit: Yuan)

Year	Agricultural College
2020	92.705,00
2021	327.679,61
2022	179.013,98
2023	860.992,98
2024	760.370,48
Total	2.220.762,05

The university facilities include various teaching and research buildings with 9 laboratories and respective equipment for the Seed Science and Engineering programme, and a library with physical and digital resources.

Analysis and assessment of the expert panel

Staff and staff development [ASIIN 3.1]

The expert panel finds that the teaching staff of the Seed Science and Engineering programme is generally well qualified and brings a valuable combination of academic and applied expertise. Management representatives emphasised that industry experience is an important hiring criterion, which the experts consider appropriate given the programme’s strong application-oriented profile.

The expert panel also notes that QHUST has established a structured three-tier system for staff development, offering opportunities for pedagogical training, mentorship, and participation in conferences. Programme coordinators further explained that external lecturers

must meet strict qualification requirements, including a senior industry position and substantial professional experience.

At the same time, the experts identified areas where the existing staff development measures could be strengthened. English-language skills, which are increasingly relevant in the scientific seed sector, could be further strengthened. Moreover, while QHUST encourages teachers to gain industry experience, the panel sees potential to expand structured opportunities for academic upskilling, such as advanced research involvement, international collaboration, and dedicated professional training.

Overall, the expert panel positively assesses QHUST's efforts in staff development, but nevertheless sees room for further international orientation.

Student support and student services [ASIIN 3.2]

Based on the audit discussions, the expert panel finds that QHUST provides an extensive range of student support services covering academic guidance, personal counselling, administrative assistance, and extracurricular engagement. Students confirmed that teaching staff offer accessible and responsive academic support, particularly during laboratory work, project supervision, and thesis preparation. The panel notes that communication often takes place via WeChat, enabling flexible, continuous guidance.

The panel also observed that students are familiar with complaint and feedback channels, including anonymous mailboxes and online submission forms, which contribute to a transparent support environment. Overall, the expert panel concludes that the student support system is well-developed and effectively contributes to students' academic success and well-being.

Funds and equipment [ASIIN 3.3]

Based on the audit discussions, the expert panel finds that the financial and material resources available to the Seed Science and Engineering programme are generally adequate and allow for the effective implementation of teaching and practical training. However, while the SAR outlines general funding categories, detailed information on programme-specific revenue and expenditure for recent years was not provided, and the experts would like to see such data.

The experts noted positively that laboratory facilities are regularly upgraded, partly supported by cooperating companies. Students confirmed that they have sufficient access to laboratories, equipment, and fieldwork spaces, such as the greenhouse, as they are divided into smaller groups during practical sessions While the experts assessed the facilities as

suitable and well-maintained, they see further potential in involving students more systematically in discussions about future equipment updates or facility needs.

Overall, the expert panel considers the programme's financial and material resources to be sufficient and well organised, with minor opportunities to enhance planning processes through broader stakeholder involvement.

Final assessment of the experts after the statement of the Higher Education Institution regarding criterion 3

Regarding the continuous professional development of its staff, QHUST has not provided any additional information. The experts welcome the university's commitment to further provide more professional development opportunities for its staff and therefore maintain their recommendation (see chapter F, E 7).

Regarding the recommendation to consider students' feedback for equipment and facility planning and updates, QHUST elaborated on the feedback mechanism that is in place for that matter. The experts positively acknowledge this and therefore no longer consider a corresponding recommendation to be necessary.

Regarding the requested information on the programme's revenue and expenditures, QHUST provided the following statement: "Our university operates a centralized financial management system, and the school does not possess independent financial authority. Each academic year, the school prepares relevant financial documentation, which is managed uniformly by the university. Revenue is primarily derived from student tuition fees, alumni donations, and research project funding, whilst expenditures mainly cover daily teaching operations, programme development, teaching and research reform initiatives, Procurement, updating, and upgrading of laboratory equipment and systems, practical teaching activities, and faculty salaries." The experts acknowledge this special situation of a centralized financial management system and thank the university for the explanation.

The experts assess the criterion as substantially fulfilled.

D-9 Quality management: Quality assurance and development [ASIIN 5]

Description of the current status

The university provides information on its quality management in the SAR and the submitted documents. It outlines its quality management system on three levels: programme-level, course-level, and teacher-level.

Programme evaluations occur every three years through an internal self-assessment and a review by internal and external experts. Based on their feedback, the programme coordinators formulate "rectification plans". Students are informed of changes resulting from the assessment through the programme website, class announcements, and class meetings.

Courses are evaluated every other year through course self-evaluations, expert assessment, and a rectification plan. In the SAR, it is unclear, whether the course self-evaluations entail both a self-assessment by the teachers and student feedback. However, the SAR explicitly mentions that student evaluate their teachers in the teaching quality assessments which occur every semester. The teaching staff is furthermore assessed by the teaching supervisor, their peers, and through a departmental evaluation.

Analysis and Assessment

The expert panel finds that QHUST has established a multi-layered quality assurance system that includes programme-level, course-level, and teacher-level evaluations. The university recently passed an external assessment by the Ministry of Education, which the panel views as further evidence of a functioning QA framework.

Regarding course evaluations, the SAR suggested that these take place every other year; however, during the onsite visit, the panel was able to verify that course evaluations are in fact conducted every semester, are mandatory for students, and are fully anonymous. Teaching staff and programme coordinators confirmed that evaluation results influence teaching improvements and feed into teacher performance assessments.

While the panel considers the quality assurance processes to be effective overall, it identifies a need for greater formalisation and clarity in the mechanisms used to collect, analyse, and act upon feedback. In particular, the documentation and communication pathways for closing the feedback loop should be strengthened to ensure that all stakeholders, especially students, consistently understand how evaluations inform programme development.

Final assessment of the experts after the statement of the Higher Education Institution regarding criterion 5

Regarding the experts' requirement to formalize the feedback process and to also inform students of programme changes, QHUST explains in its statement how new students are introduced into the programme through a dedicated orientation programme. With regard to the communication with current students in higher semesters, QHUST mentions a series of measures to ensure that these students are also adequately included in a closed feedback loop. Proposed measures include "regularly publishing updated and refined versions of the undergraduate talent development plan via multiple official channels—namely the

School website, the official WeChat account, and the Hengxing Competency Platform, […] student representative forums, biannual programme-level faculty-student assemblies (held at the beginning and end of each academic year), student information liaisons, the Student Union, and the aforementioned orientation programme […].” The experts welcome these proposed measures but maintain their requirement until they are fully implemented (see chapter F, A 7.)

The experts assess the criterion as partially fulfilled.

D-10 Transparency and documentation [ASIIN 4]

Description of the current status

Module descriptions [ASIIN 4.1]

The SAR references the module handbook (app. 09.1) with descriptions of the courses. The module descriptions include: “the module name, the leader of each module, the teaching methodology, the credits and learning load, the intended learning outcomes, the content of the module, the entry and examination requirements, the format of the examination and a detailed description of how the module credits will be calculated, the recommended literature, and the date of the last revision.” Students can access the module descriptions through the university’s website upon login.

Diploma and Diploma Supplement [ASIIN 4.2]

The SAR states that students receive a Chinese diploma which in the future shall be accompanied by a diploma supplement in English (app. 21.5). The submitted draft of the diploma supplement lists information on the grading system, the Chinese higher education system, and the programme learning outcomes.

Relevant rules [ASIIN 4.3]

The SAR states that all relevant rules and regulations are accessible to the relevant stakeholders through the university website and paper handbooks.

Analysis and assessment of the expert panel

Module descriptions [ASIIN 4.1]

The expert panel find the information provided in the teaching syllabus to be sufficient. The experts furthermore acknowledge that the module descriptions are accessible to students through the university’s website. Moreover, the on-site interviews have shown that

teachers also explain the learning outcomes, examination methods and didactical methods at the beginning of a course to their students.

Diploma and Diploma Supplement [ASIIN 4.2]

During the on-site visit, the experts could verify that a diploma and diploma supplement including all relevant information has been prepared but is not yet issued for graduates. The experts strongly recommend that this diploma supplement is issued for every graduate together with their transcript. In addition to the final mark, the transcript should include statistical data as set forth in the ECTS Users' Guide to allow reader to assess the individual mark.

Relevant rules [ASIIN 4.3]

While the SAR states that all relevant rules and regulations are accessible to the relevant stakeholders through the university website and paper handbooks, the expert panel found that relevant documents are only accessible upon login, effectively limiting the access for interested stakeholders without login credentials such as industry partners or prospective students. Making key programme details publicly available would enhance transparency and help applicants better understand the structure and expectations of the degree programme.

Nevertheless, the expert panel found that QHUST has established clear internal rules and regulations covering teaching, examinations, and quality assurance. These are regularly updated by the responsible administrative units and accessible to students through the university's online management system. Students confirmed that they are informed about their rights and duties during orientation sessions and that they can easily access the relevant regulations.

Overall, the experts consider the internal framework effective and recommend improving public accessibility of programme-related information.

Final assessment of the experts after the statement of the Higher Education Institution regarding criterion 4

The expert panel welcomes the submission of a sample Diploma Supplement. However, statistical data that is meant to allow readers to assess the individual mark is not included in the accompanying transcript. The ECTS User's Guide requires universities to include grade distribution information for the reference group in the transcript. QHUST states that Chinese authorities do not encourage the "disclosure of sensitive student data". The experts stress that the required statistical data is to be included in an anonymized form that

will not disclose any personal or sensitive data. The expert panel consequently maintains its requirement (see chapter F, A 5).

Moreover, regarding the requirement to make all course-related information accessible to all relevant stakeholders, QHUST claims to have published information such as learning outcomes and curriculum overviews on its website. However, only the information for this specific study programme can be found on a sub-site set up specifically for the ASIIN audit. Generally, QHUST does not seem to provide course information on its general website. The experts therefore maintain their requirement that such information should be accessible on the general university website (and not on one set up for the ASIIN audit) (see chapter F, A 6).

The experts assess the criterion as partially fulfilled.

E Additional Documents

Before preparing their final assessment, the panel ask that the following missing or unclear information be provided together with the comment of the Higher Education Institution on the previous chapters of this report:

- [ASIIN 1.3] Provide a simplified, visual curriculum overview that includes the credits for each module, elective and mandatory modules, as well as the credits per semester.
- [ASIIN 1.3] Provide a sample of an agreement of training and supervision used for the internships and the thesis.
- [ASIIN 1.5] A concise outline of Chinese credit to ECTS conversion including contact hours calculated for practical and theoretical courses.
- [ASIIN 2] Provide a copy of transparent rules for make-up exams, non-attendance, cases of illness as well as compensation of disadvantages in the case of students with disabilities or special needs (e.g., pregnancy, childcare, caring for relatives) etc.
- [ASIIN 3.3] Please provide information on the programme's revenue and expenditures for the past five years

F Statement of the Higher Education Institution (16.12.2025)

The institution provided an extensive statement as well as the following additional documents:

Updated Materials

- 08.1eaching Plan Per Semester-SEED
- 09.1 SSE Course Handbook
- 21.5 DIPLOMA SUPPLEMENT

Added Materials

- 02.11 Management of Teaching Information Officers
- 02.12 University-Level Teaching Supervision Management
- 02.13 Work of Teaching Supervision Teams at Secondary School
- 02.14 Classroom Observation Management
- 02.15 Student Evaluation of Teaching Management
- 10.5 Hengxing University Junior College-to-Undergraduate Admission Charter
- 10.6 Regulations on the Administration of Sino-Foreign Cooperative Education Programmes
- 10.7 Qingdao Hengxing University of Science and Technology entered into a cooperation partnership with University Sains Malaysia
- 10.8 Qingdao Hengxing University of science and Technology conducted academic exchanges with Matana University of Indonesia
- 10.9 Qingdao Hengxing University of science and Technology carried out educational cooperation with Honam University of South Korea
- 10.10 Qingdao Hengxing University of science and Technology launched cooperation initiatives with institutions of Indonesia
- 17.4 Student Registration Management Rules
- 18.4 Practice Tripartite Agreement

- X.18 English-Medium Instruction Materials
- X.19 Annual Income and Expenditure Statement
- X.20 Students Discussing Photos

The following quotes the statement of the institution:

“We have thoroughly reviewed the preliminary draft of the Evaluation Report dated December 8th, 2025, prepared by the ASIIN expert panel. After carefully studying each expert's comments one by one and re-examining our Self-Assessment Report, we would like to provide the following statements in response:

We acknowledge all observations raised by the experts and appreciate their detailed feedback on programme strengths and areas for improvement. Each comment has been systematically analyzed against the ASIIN accreditation criteria1 and responded as following.

Major recommendations

R1. [ASIIN 1.1] It is strongly recommended to make the learning objectives accessible for all relevant stakeholders and ensure that the stakeholders can refer to them.

Multiple information access channels have been established to enable stakeholders to consult the latest versions of talent development plans, programme-specific learning outcomes, and other specialized academic information. These channels include the University’s official website (https://www.hx.cn/), the College’s sub-website (https://n.hx.cn/), teaching management systems such as the Hengxing Competency Platform, and the official WeChat account.

The university also enables stakeholders to stay informed about the latest talent development programmes and their implementation through various channels, including faculty-student meetings held at the beginning and end of each academic year, student representative forums organized each semester, the Industry Advisory Committee composed of industry representatives, enterprises, and external experts and scholars, student union organizations and their media platforms, and the annual alumni homecoming events organized by the university.

Regarding the issue that certain information cannot be accessed via the external network, we have formally reported the situation to the relevant university departments and submitted recommendations for optimizing access permissions. Concurrently, we are

compiling an inventory of information currently accessible only via the internal network and will implement a phased plan to provide public internet access, ensuring convenient and equitable availability for all stakeholders.

Subsequently, a sustainable mechanism will be established to routinely verify the completeness and accuracy of information disclosure, maintain responsive feedback channels, and continuously improve the means and formats of information provision.

R2. [ASIIN 1.1, 1.3] It is strongly recommended to include more teaching on plant breeding and international seed law to align the curriculum with the learning outcomes.

We agree with the expert panel’s opinions regarding the teaching of plant breeding and international seed law, and will enhance the existing curriculum by adding instruction on plant breeding and international seed regulations.

Plant Breeding is one of the seven core courses in our programme and is among the two courses with the highest credit value of 3 ECTS (refer to Appendix 01.1 Programme Handbook, page 16).

In accordance with university regulations, during the next revision of the talent development plan, we will increase the theoretical portion's credits for Plant Breeding to 3.5 ECTS. Additionally, three courses titled "Seed Production Processing and Quality Control Basic/Intermediate/Advanced Practice" (see Updated and Added Materials/Updated materials/ 09.1 SSE Course Handbook, at pages 187, 212, 238) will be renamed to "Primary/Intermediate/Advanced Practical Training in Seed Industry Technology," enhancing the practical content related to plant breeding technology. As a transitional measure, before the official renaming of these courses, we will adjust the teaching content first to include more plant breeding technology practices.

Regarding the International Seed Law, relevant topics are already covered in the current curriculum through various courses. Seed Inspection (see Updated and Added Materials/Updated materials/ 09.1 SSE Course Handbook, at page 89) is taught based on the 2020 edition of the ISTA International Rules for Seed Inspection and the national standard "Crop Seed Inspection Procedures" (GB/T3543-2025).

In Standardization and Quality Certification in Agriculture (see Updated and Added Materials/Updated materials/ 09.1 SSE Course Handbook, at page 142), Unit 9: Product Quality Certification focuses on the national "Technical Specifications for Crop Seed Certification" and the OECD Seed Certification Scheme for crop varieties.

Regarding Seed Laws and Regulations (see Updated and Added Materials/Updated materials/ Appendix 09.1 SSE Course Handbook, at page 253), due to an oversight, this course was not translated or included in the English version of the "Seed Science and Engineering Course Handbook. We will revise Appendix 09.1 Unit 2 - Protection of Plant Genetic Resources course will introduce the International Treaty on Plant Genetic Resources for Food and Agriculture (also known as the International Seed Treaty), an international agreement managed by the UN Food and Agriculture Organization; Unit 4 - Protection of New Plant Varieties implements the 1991 version of the International Convention for the Protection of New Varieties of Plants (UPOV), which grants breeders exclusive rights over the production, sale, and reproduction of new varieties.

Next Steps: We will revise the Module Descriptions of relevant courses to clearly highlight keywords related to International Seed Law in the Course Learning Outcomes and Abstract sections. Furthermore, Plant Protection will add Module 10 - International Standards for Phytosanitary Measures (ISPMs), established by the International Plant Protection Convention (IPPC), providing a unified and scientific framework for global phytosanitary measures aimed at preventing the spread of pests across borders, protecting agricultural production, ecological environments, and international trade security.

Additionally, Seed Inspection Science will incorporate Unit 10: Seed Quality Assessment and Certification, covering seed quality assessment; national and international standards for grading the quality of major crop seeds; and issuing international seed inspection certificates.

R3. [ASIIN 1.4] It is strongly recommended that the university establish and implement rules for the recognition of acquired knowledge, skills or competences from outside the Higher Education Institution for up to half of the credits.

We already have implementing regulations in place that recognize the knowledge, skills, and competences acquired at higher education institutions outside the university for the purpose of continuing studies at the university. In addition to the national college entrance examination system referenced in the SAR, our university also admits students through the Junior College-to-Undergraduate (JC-U) Admission Pathway, in accordance with the requirements issued by the Ministry of Education and the Department of Education of the Shandong Province for the JC-U Entrance Examination. Eligible candidates include: Current junior college graduates who have obtained institutional recommendation status from their graduating institutions (“institutionally recommended candidates”); Current junior college graduates who have earned self-recommendation eligibility by passing subject-specific assessments organized independently by the admitting universities (“self-

recommended candidates"); Candidates from registered poverty-alleviation households, as officially recognized by provincial-level or higher administrative authorities; Veteran undergraduate applicants who are former university-enrolled conscripts; and award-winning participants in nationally recognized high-caliber vocational skills competitions who qualify for direct admission ("competition-based admitted candidates").

Several academic programmes at our university-including the Seed Science and Engineering programme-accept qualified applicants through this JC-U pathway, provided they meet the above criteria. Upon successful completion of their studies and fulfillment of the graduation requirements, they shall be awarded a Hengxing University diploma on the same basis as regular on-campus students (See Updated and Added Materials/Added materials/10.5 Hengxing University Junior College-to-Undergraduate Admission Charter).

The university attaches great importance to opening up and international exchanges. In recent years, it has established stable cooperative relationships with more than 70 universities from 16 countries including Canada, Australia, France, Russia, Malaysia, and South Korea. It carries out multi-level and wide-ranging educational cooperation. Through joint training, teacher-student exchanges, academic exchanges, and other forms, it has accumulated experience in international project management and operation, possessing strong project execution capabilities and institutional guarantees. By partnering with ASIIN and obtaining ASIIN programme accreditation, including the introduction of the European ECTS, the university will be greatly assisted in conducting high-quality, extensive, and in-depth educational cooperation with foreign HEIs such as mutual recognition of credits and student exchanges, thereby advancing its internationalization process. See newly added Appendix 10.6 Regulations on the Administration of Sino-Foreign Cooperative Education Programmes.

R4. [ASIIN 1.5] It is strongly recommended to implement measures to systematically monitor and evaluate the actual student workload.

We fully agreed with the Expert Panel's opinions regarding the need for an effective mechanism to gather student feedback on academic workload. In fact, the university has already established a relatively systematic framework for monitoring and responding to students' academic progress and learning experiences (See Updated and Added Materials/Added materials/02.11 Management of Teaching Information Officers).

Pursuant to the university's unified arrangements, the university appoints student teaching liaisons who facilitate feedback through three formal channels: (1) Anonymous completion of the "Course Satisfaction Survey" at the end of each semester ("Student Workload" has

been added and has been implemented for two semesters to date); (2) Monthly collection of student input by class academic representatives, who relay concerns to designated faculty coordinators; and (3) Real-time submission of suggestions via the Office of Academic Affairs' Teaching Feedback Platform, upon which responsible staff forward the feedback to relevant administrative units for follow-up. (See Updated and Added Materials/Added materials/02.11 Management of Teaching Information Officers).

Furthermore, the programme has implemented a "multi-tiered evaluation + closed-loop feedback" system for course quality assurance. This mechanism includes regular assessments complemented by ongoing monitoring activities such as: Unscheduled classroom observations, teaching evaluations conducted by university- and school-level instructional supervisors, and peer reviews among faculty members.

Additionally, student course evaluations are administered twice per academic year, enabling systematic monitoring and assessment of actual student workload and learning engagement. (See Updated and Added Materials/Added materials/02.12 University-Level Teaching Supervision Management, 02.13 Work of Teaching Supervision Teams at Secondary School, 02.14 Classroom Observation Management, and 02.15 Student Evaluation of Teaching Management)

It is worth noting that the ECTS concept was introduced for the first time in this accreditation cycle, and both faculty and students require a period of adjustment. We will adopt a student-centred approach, continuously improving the existing monitoring and feedback system by further clarifying the methods for monitoring, evaluating, and adjusting student workload, whilst regularly refining institutional management measures on an ongoing basis.

R5. [ASIIN 2] It is strongly recommended that QHUST introduce transparent rules for make-up exams, non-attendance, cases of illness as well as compensation of disadvantages in the case of students with disabilities or special needs (e.g. pregnancy, childcare, caring for relatives) etc.

We fully agree with the Expert Panel's recommendations regarding examination policies for students with special circumstances. Our university has established clear and unified regulations concerning supplementary assessments for students who require make-up exams, missed exams due to illness, or those with disabilities or special needs (such as pregnancy, childcare responsibilities, or caring for relatives). These regulations are publicly accessible.

As mentioned in the SAR (page 31), the current policies in place include the “Examination Implementation Procedures”, the “Detailed Rules for Examination Management” and the newly added ”Student Registration Management Rules” (see Updated and Added Materials/Added materials/17.1 Examination and Thesis System, pages 9 and 1, respectively and 17.4 Student Registration Management Rules. Due to an oversight, the SAR did not provide specific page numbers for each policy).

R6. [ASIIN 4.2] It is strongly recommended that a Diploma Supplement containing detailed information about the educational objectives, intended learning outcomes, the structure and the academic level of the degree programme as well as about the individual performance of the student is issued for every graduate. In addition to the final mark, the accompanying transcript shall include statistical data as set forth in the ECTS Users’ Guide to allow readers to assess the individual mark.

Based on the information from ECTS Users’ Guide, we have developed a standardized Diploma Supplement that comprehensively includes core information such as the programme’s educational objectives, intended learning outcomes, curriculum structure, academic level, and the individual student’s academic record. This will transform the diploma from a mere statement of final achievement into a holistic document reflecting both the process and the outcome of the learning journey (For details, see updated Appendix 21.5 DIPLOMA SUPPLEMENT.)

In response to the comment that “the accompanying transcript shall include statistical data as set forth in the ECTS Users’ Guide to allow readers to assess the individual mark”: firstly, education authorities in China do not encourage the indiscriminate disclosure of sensitive student data such as academic rankings or statistical information. The Diploma Supplement issued by our university already includes the basic information stipulated in the European ECTS Users’ Guide. Additionally, student-related statistical data are available within the university’s Learning Management System (LMS); students may obtain such additional sensitive data upon submitting a formal request in accordance with relevant regulations.

R7. [ASIIN 4.3] It is strongly recommended to make all course-related information (e.g. learning outcomes, curriculum, etc.) available and accessible to all relevant stakeholders.

The programme has already integrated core information -including Programme Learning Outcomes and the curriculum structure - into the introductory course “Introduction to Seed Science and Engineering” (see Updated and Added Materials/Updated materials/09.1 SSE Course Handbook, page 1). This course is delivered in the first semester of Year 1,

enabling new students to gain a clear understanding of the programme's academic framework and study pathways from the outset of their studies.

Furthermore, comprehensive course information is proactively disseminated to all stakeholders - including students, parents, and employers - through multiple official channels: the College's dedicated website (https://n.hx.cn/), the Hengxing Competency Platform (a university-level teaching management system), the university's official WeChat account, and the New Student Handbook.

In addition, practice-oriented teaching cases aligned with industry needs are regularly published to facilitate effective talent matching between the university and partner enterprises. A dynamic optimization mechanism will be established to ensure timely updates of course information and maintain responsive feedback channels, thereby safeguarding the professional accuracy, timeliness, and accessibility of all publicly shared academic content.

R8. [ASIIN 5] It is strongly recommended to further formalize the feedback process to systematically inform students of programme changes as results from course and programme evaluations.

Each year, following the enrollment of new students, we deliver a dedicated orientation programme titled "College Entrance Education" (see Updated and Added Materials/Updated materials/09.1 SSE Course Handbook). Through this programme, students are systematically introduced to key information including an overview of the programme, the latest version of the undergraduate talent development plan, and recent programme evaluation outcomes. In addition, during the first semester, all students take the course "Introduction to Seed Science and Engineering" (see Appendix 09.1 SSE Course Handbook, page 1), which provides a comprehensive overview of the programme's core and foundational courses.

Building upon the university's existing policies and systems, we will also keep strengthening the closed-loop management of student feedback and suggestions. This will include regularly publishing updated and refined versions of the undergraduate talent development plan via multiple official channels—namely the School website, the official WeChat account, and the Hengxing Competency Platform. Furthermore, mechanisms such as student representative forums, biannual programme-level faculty-student assemblies (held at the beginning and end of each academic year), student information liaisons, the Student Union, and the aforementioned orientation programme will be leveraged to ensure that both faculty and students are timely informed of how student feedback has been addressed and what actions have been taken in response.

Minor recommendations

R9. [ASIIN 1.3] It is recommended to strengthen themes of the agricultural economy in the curriculum.

We fully agree with the recommendation to introduce a dedicated course in Agricultural Economics. This proposal precisely aligns with the evolving demand for interdisciplinary competencies among seed science professionals in modern agricultural industries and offers significant strategic guidance for enhancing the quality of talent development in our programme.

Currently, the Seed Science and Engineering programme at our university offers two relevant courses - “Seed Business Management” and “Seed Marketing” (see Updated and Added Materials/Updated materials/ 09.1 SSE Course Handbook, pages 97 and 93, respectively) - which already incorporate selected topics from agricultural economics, including the operational dynamics of the seed industry, supply-demand analysis in seed markets, and foundational theories and case studies on cost accounting and profit management in seed enterprises.

Nevertheless, in light of the expert recommendation and current industry trends, we acknowledge that the breadth and depth of agricultural economics content in these existing courses remain insufficient and warrant further expansion.

To better meet the demands of modern seed industry development, we will formally introduce a new course titled “Agricultural Economics” in the upcoming revision of the undergraduate talent development plan for the Seed Science and Engineering programme. The new course will be carefully integrated with existing seed business and marketing curricula and will emphasize core modules such as: Agricultural economic policy, Allocation of agricultural production factors, Market mechanisms and price theory for agricultural commodities, and Models of agricultural industrialization.

This initiative aims to establish an interdisciplinary curriculum framework that combines seed science and technology with seed industry economics and management, thereby equipping students with a more comprehensive knowledge base and strengthening their capacity to contribute effectively to the advancement of the modern seed sector.

R10. [ASIIN 1.3] It is recommended to introduce a course about scientific research and the rules of scientific conduct.

The current programme curriculum already includes the courses “Experimental Design and Statistical Analysis” and “Thesis Writing” (see Updated and Added Materials/Updated

materials/09.1 SSE Course Handbook, pages 48 and 148, respectively). Both courses explicitly incorporate research training into their learning objectives and feature dedicated modules on research methodology and academic integrity, systematically cultivating students' scientific reasoning and practical research competencies.

Hengxing University, as a private higher education institution, has a Seed Science and Engineering programme whose postgraduate entrance examination (commonly known as "Kaoyan") success rate is among the highest in comparable institutions, with an average rate exceeding 40% in recent years. Graduates have been admitted to national "Project 211" key universities such as Northeast Agricultural University, Sichuan Agricultural University, Hainan University, Qinghai University, Ningxia University, and South China Agricultural University, as well as provincial key universities including Shandong Agricultural University, Henan Agricultural University, and Hunan Agricultural University (see the original Appendix X.6 Summary of Postgraduate Entrance Examination Results for SSE Over the Past Three Years). Furthermore, students demonstrate strong innovative capabilities: each year, students from the Seed Science and Engineering programme win more than 20 awards in national, provincial, and municipal undergraduate innovation competitions and subject-specific contests.

Following the experts' suggestion, the programme will introduce a new course titled "Research Methods in Seed Industry" in the upcoming revision of the undergraduate talent development plan. This course will be closely integrated with "Experimental Design and Statistical Analysis" and "Thesis Writing" to form a coordinated, three-course framework for comprehensive research training and the cultivation of academic norms among students.

R11. [ASIIN 1.3] It is recommended to consider retaining the general education courses as non-qualifying courses (i.e., only graded on a pass-fail-basis).

We find ourselves with no alternative but to decline the recommendations of the expert panel, because these courses and their associated credit requirements have been uniformly mandated by the university in accordance with the relevant policy documents issued by the Ministry of Education for all programmes of all Chinese HEIs, and we are obliged to implement them. Consistent with all other undergraduate programmes across the university, all courses in the Seed Science and Engineering programme employ a percentage - based grading system. Among these, five courses - including Ideological and Moral Cultivation and the Rule of Law - are designated as examination courses, while Current Affairs and Policy is classified as an assessment-based course; nevertheless, it is mandatorily assessed using the same 100 point-based grading system.

We fully appreciate the Panel's well-intentioned suggestion to provide students with greater flexibility to focus on seed science-related coursework. Indeed, this aligns closely with our own aspirations for curriculum optimization. While institutional constraints currently preclude changes to these specific courses, we will formally convey the Panel's recommendation - as well as our own supporting rationale - to the university leadership for consideration in future policy discussions.

R12. [ASIIN 1.3] It is recommended that QHUST facilitate incoming and outgoing student mobility through the implementation of a mobility framework and partnerships with universities abroad.

The university attaches great importance to opening-up and international exchange. In recent years, it has established stable cooperative relationships with over 70 higher education institutions from 16 countries, including the United States, Canada, Australia, France, Russia, Malaysia, and the Republic of Korea, engaging in multi-tiered and wide-ranging educational collaboration. Through joint degree programmes, faculty and student exchanges, and academic cooperation, the university has accumulated substantial experience in managing and operating international projects and possesses robust project implementation capacity underpinned by institutional safeguards. Collaboration with ASIIN and the attainment of ASIIN programme accreditation—including the adoption of the European Credit Transfer and Accumulation System (ECTS)—will significantly enhance the university's ability to carry out high-quality, extensive, and in-depth educational cooperation, such as mutual student exchanges and credit recognition between Chinese and international institutions, thereby advancing its internationalization agenda. (See Updated and Added Materials/Added materials/10.6 Regulations on the Administration of Sino-Foreign Cooperative Education Programmes and 10.7 Qingdao Hengxing University of Science and Technology entered into a cooperation partnership with Universiti Sains Malaysia, 10.8 Qingdao Hengxing University of Science and Technology conducted academic exchanges with Matana University of Indonesia, 10.9 Qingdao Hengxing University of Science and Technology carried out educational cooperation with Honam University of South Korea and 10.10 Qingdao Hengxing University of Science and Technology launched cooperation initiatives with institutions of Indonesia.)

R13. [ASIIN 1.3] It is recommended to set up an English website to further the internationalization of the programme and the university.

The university has already established an English-language website (https://english.hx.cn/) and, in line with the acceleration of its internationalization process, is strengthening the development of this site to ensure its content and update frequency are synchronized with those of the Chinese-language website. Furthermore, the programme has already established a dedicated English-language section on the College's official sub-website (https://n.hx.cn/), where core documents - including the undergraduate talent development plan, faculty handbook, and course handbook - have been published in English. These resources are designed to meet the informational needs of international partners and prospective overseas students. Moving forward, a sustainable update mechanism will be implemented to enrich this section with distinctive programme-specific content and ensure full synchronization between Chinese and English versions in both scope and timeliness.

Furthermore, we will actively expand channels for faculty international engagement, enrich teaching activities led by international instructors, and leverage our English-language platforms to connect with a broader range of overseas collaborative projects - thereby significantly widening the scope and impact of international exchanges for both students and staff.

R14. [ASIIN 1.3, 1.6] It is recommended that the international orientation of the programme and the English language proficiency of both students and teachers be strengthened, e.g., through mandatory and regularly offered foundational-level English-taught courses.

In 2024, the University Academic Affairs Office has already required every undergraduate programme across the university to develop at least two English-language professional courses annually. The programme is progressively implementing an English-medium instruction system for its specialized courses. It has not only developed a comprehensive set of English-language teaching materials but also established a dedicated faculty team to deliver core knowledge modules in English, thereby enhancing students' ability to apply professional English and strengthening instructors' competencies in internationalized teaching. To date, three specialized courses - Agroecology, Introduction to Agriculture, and Plant Biochemistry - are already taught in English (see Updated and Added Materials/Added materials/X.18 English-Medium Instruction Materials). A bilingual teaching expansion plan will be implemented subsequently, adding English-medium instruction for five additional core specialized courses and establishing a teaching quality evaluation mechanism to ensure alignment with the requirements of internationalized talent development.

R15. [ASIIN 1.5] It is recommended to group modules that award only 1 credit to reduce students' exam burden.

The 1-credit courses offered by the programme primarily include the compulsory course “Introduction to Seed Science and Engineering” and several optional discipline -specific courses. These courses are designed to help students establish foundational disciplinary awareness and broaden their intellectual horizons. In alignment with this objective, both instructional load and assessment are intentionally lightweight.

To alleviate examination-related stress, all 1-credit professional courses are assessed through coursework rather than traditional closed-book examinations. Evaluation typically takes the form of course papers, research reports, or similar project-based submissions, thereby fulfilling intended learning outcomes while avoiding the academic pressure associated with high-stakes, centralized testing.

Regarding 1-credit general education courses, these are uniformly prescribed by the university and implemented consistently across all undergraduate programmes, including Seed Science and Engineering. Nevertheless, we will formally convey the Panel’s suggestions - as well as our own proposal regarding potential course integration - to the university administration for consideration in future curriculum reviews.

R16. [ASIIN 1.6] It is recommended to provide more opportunities for students to give presentations in class to strengthen their skills in that regard.

The vast majority of courses in this programme include a dedicated seminar/discussion module. Instructors assign discussion topics in advance based on core course concepts, guiding students to conduct pre-class group discussions and prepare content collaboratively. During class, student group representatives present their research findings, perspectives, or proposed solutions. A peer-review segment follows, wherein other students provide structured feedback on aspects such as logical coherence and clarity of expression, thereby promoting learning through presentation and enhancing quality through evaluation.

Moreover, for practice-oriented courses such as “Seed Marketing” (see Updated and Added Materials/Updated materials/ 09.1 SSE Course Handbook, page 93, X.20 Students Discussing Photos), an assessment model of “self-designed project + outcome presentation” is implemented. Students are required to complete hands-on assignments - such as marketing plan development or seed packaging design - based on course content, and deliver oral presentations of their work in class. This scenario-based practical training

effectively strengthens students' abilities in logical articulation, outcome demonstration, and on-the-spot responsiveness.

The programme will further increase the proportion of course components involving student presentations and discussions, particularly within the Intensive Practical Teaching Components course cluster, by explicitly incorporating presentation skills into the Course Learning Outcomes.

R17. [ASIIN 3.1] It is recommended that QHUST improve the continuous professional development of its staff, increasing the academic qualification through professional trainings, English language courses, and work and research opportunities.

In fact, we have consistently been committed to continuously improving faculty quality. In addition to the information mentioned in the SAR, we provide the following supplementary clarification. Our university places great emphasis on building a high-quality teaching team. Since 2023, we have recruited 16 doctoral-level faculty members. Currently, one faculty member (Liu Chen, staff ID: j0015389) is pursuing a doctoral degree in Korea.

The university encourages faculty members holding master's degrees to pursue doctoral studies and provides reimbursement of tuition and fees as well as financial allowances. See Qingdao Hengxing University Academic Enhancement Management Rules, page 1 in Appendix 20.2 Compilation of Personnel Management Systems.

The university actively recruits faculty with doctoral degrees and, in addition to salary, benefits, and social insurance, provides relocation allowances and research start-up funding. Faculty members are also eligible for housing subsidies offered by the Qingdao municipal government. See Concerning the Issuance of Qingdao Hengxing University Strengthening the Introduction of Doctoral Students Notification of Implementation, page 103 in Appendix 20.2 Compilation of Personnel Management Systems.

As a private institution, Hengxing University offers its faculty multiple channels—on par with public universities—to apply for both vertical and horizontal research project funding. See Scientific Research Office, page 12 in Appendix X.12 Introduction to Functional Offices Compilation.

Our university will actively create conditions to provide faculty with English language courses, offer more professional training, work and research opportunities, and incorporate these activities into the university's institutional regulations.

R18. [ASIIN 3.3] It is recommended to take students' feedback into consideration in equipment and facility planning and updates.

As stated in Section 3.3.1.3 "Response Strategies and Feedback Mechanisms" on page 52 of the SAR, the University has fully taken into account and actively solicited student feedback in both the teaching process and the planning of specialized facilities. Each semester, the College organizes faculty-student forums specifically to gather student opinions on teaching equipment, laboratory conditions, learning environments, and related aspects. Anonymous questionnaires are also conducted, covering multiple dimensions including teaching performance, professional ethics and conduct of faculty, and equipment support. Issues identified through these channels are systematically reviewed and followed up with corrective actions.

In decision-making processes concerning the procurement of teaching equipment, laboratory renovations, and facility upgrades, student feedback is explicitly designated as a key reference. A regular working mechanism "collection–analysis–response"has been established to ensure that equipment allocation remains closely aligned with actual teaching needs (See Section 2.3 "Inspection Methods" in Appendix 02.8 Teaching Inspection).

Additional materials

[ASIIN 1.3] Provide a simplified, visual curriculum overview that includes the credits for each module, elective and mandatory modules, as well as the credits per semester.

We have added the conversion between Chinese credits and ECTS credits; see Updated and Added Materials/Added materials/15.2 Brief Explanation on the Conversion between Chinese Credits and ECTS Credits.

This version is systematically reorganized based on the original Appendix 08.1 Teaching Plan, structured by academic semesters 1 through 8, and establishes a hierarchical curriculum framework with "Course Type + Course Module" as the core classification logic. (See Updated and Added Materials/Updated materials/08.1 Teaching Plan Per Semester-SEED)

[ASIIN 1.3] Provide a sample of an agreement of training and supervision used for the internships and the thesis.

Updated and Added Materials/Added materials/18.4 Practice Tripartite Agreement.

[ASIIN 1.5] A concise outline of Chinese credit to ECTS conversion including contact hours calculated for practical and theoretical courses.

We have supplemented the detailed rules for the conversion between Chinese credits and ECTS in accordance with the university document 02.7 Management of ECTS.

The conversion between Chinese credit hours and ECTS credits falls into three categories:

(1) For theoretical courses, including general education courses, major-specific courses, and foundational innovation & entrepreneurship courses, 1 Chinese credit corresponds to 1 ECTS credit.

(2) For practical courses such as innovation & entrepreneurship practice and military skills training, as well as for intensive practical courses covering basic skills, comprehensive training, and developmental training modules, 1 Chinese credit corresponds to 1.5 ECTS credits.

(3) For the advanced module within intensive practical courses, specifically for graduation internship and graduation thesis (project), 1 Chinese credit hour corresponds to 2 ECTS credits for graduation internship, and 1 Chinese credit corresponds to 3 ECTS credits for graduation thesis (project).

[ASIIN 2] Provide a copy of transparent rules for make-up exams, non-attendance, cases of illness as well as compensation of disadvantages in the case of students with disabilities or special needs (e.g., pregnancy, childcare, caring for relatives) etc.

See existing Appendix 17.1 Examination and Thesis System, Section 1: Hengxing University Detailed Rules for Standardized Examination Management and Updated and Added Materials/Added materials/17.4 Student Registration Management Rules.

[ASIIN 3.3] Please provide information on the programme's revenue and expenditures for the past five years.

Our university operates a centralized financial management system, and the school does not possess independent financial authority. Each academic year, the school prepares relevant financial documentation, which is managed uniformly by the university. Revenue is primarily derived from student tuition fees, alumni donations, and research project funding, whilst expenditures mainly cover daily teaching operations, programme development, teaching and research reform initiatives, Procurement, updating, and upgrading of laboratory equipment and systems, practical teaching activities, and faculty salaries. Prior to and including 2020, the Seed Science and Engineering programme had a relatively small student

cohort; however, enrolment has increased significantly since 2021, resulting in corresponding growth in both income and expenditure. For details, see Updated and Added Materials/Added Materials/X.19 Annual Income and Expenditure Statement.”

G Summary: Expert recommendations (02.02.2026)

Taking into account the additional documents and the statement given by Qingdao Hengxing University of Science and Technology, the experts summarize their analysis and **final assessment** for the award of the seals as follows:

Degree Programme	ASIIN Seal	Accredited by German Engineers	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Ba Seed Science and Engineering	With requirements for one year	With requirements for one year	30.09.2031	–	-

Requirements

A 1. [ASIIN 1.1] It is required to make the learning objectives accessible for all relevant stakeholders and ensure that the stakeholders can refer to them.

A 2 [ASIIN 1.1, 1.3] It is required to include more teaching on plant breeding and international seed law to align the curriculum with the learning outcomes.

A 3 [ASIIN 1.4] It is required that the university establish and implement rules for the recognition of acquired knowledge, skills or competences from outside the Higher Education Institution for up to half of the credits.

A 4 [ASIIN 2] It is required that QHUST introduce transparent rules for make-up exams, non-attendance, cases of illness as well as compensation of disadvantages in the case of students with disabilities or special needs (e.g. pregnancy, childcare, caring for relatives) etc.

A 5 [ASIIN 4.2] It is required that a Diploma Supplement containing detailed information about the educational objectives, intended learning outcomes, the structure and the academic level of the degree programme as well as about the individual performance of the student is issued for every graduate. In addition to the final mark, the accompanying transcript shall include statistical data as set forth in the ECTS Users' Guide to allow readers to assess the individual mark.

A 6 [ASIIN 4.3] It is required to make all course-related information (e.g. learning outcomes, curriculum, etc.) available and accessible to all relevant stakeholders.

A 7 [ASIIN 5] It is required to further formalize the feedback process to systematically inform students of programme changes as results from course and programme evaluations.

Recommendations

E 1 [ASIIN 1.3] It is recommended to strengthen themes of the agricultural economy in the curriculum.

E 2 [ASIIN 1.3] It is recommended to introduce a course about scientific research and the rules of scientific conduct.

E 3 [ASIIN 1.3] It is recommended that QHUST facilitate incoming and outgoing student mobility through the implementation of a mobility framework and partnerships with universities abroad.

E 4 [ASIIN 1.3] It is recommended to set up an English website to further the internationalization of the programme and the university.

E 5 [ASIIN 1.3, 1.6] It is recommended that the international orientation of the programme and the English language proficiency of both students and teachers be strengthened, e.g., through mandatory and regularly offered foundational-level English-taught courses.

E 6 [ASIIN 1.5] It is recommended to group modules that award only 1 credit to reduce students' exam burden.

E 7 [ASIIN 3.1] It is recommended that QHUST improve the continuous professional development of its staff, increasing the academic qualification through professional trainings, English language courses, and work and research opportunities.

H Comment of the Technical Committee 08 – Agriculture, Nutritional Sciences and Landscape Architecture (03.03.2026)

Assessment and analysis for the award of the ASIIN seal:

The TC discusses the procedure and, in particular, the expert panel's requirements A 1 and A 6. The TC sees the requirements as repetitive and therefore argues in favor of combining the requirements into a single requirement that mentions the necessity to make all program-related information accessible (now A 1). Otherwise, the TC follows the experts' assessment without any changes.

The Technical Committee 08 – Agriculture, Nutritional Sciences and Landscape Architecture recommends the award of the seals as follows:

Degree Programme	ASIIN Seal	Accredited by German Engineers	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Ba Seed Science and Engineering	With requirements for one year	With requirements for one year	30.09.2031	–	-

Requirements

A 1. [ASIIN 1.1, 4.3] It is required to make all programme-related information (e.g. learning outcomes and objectives, curriculum, etc.) available and accessible to all relevant stakeholders.

A 2. [ASIIN 1.1, 1.3] It is required to include more teaching on plant breeding and international seed law to align the curriculum with the learning outcomes.

A 3. [ASIIN 1.4] It is required that the university establish and implement rules for the recognition of acquired knowledge, skills or competences from outside the Higher Education Institution for up to half of the credits.

A 4. [ASIIN 2] It is required that QHUST introduce transparent rules for make-up exams, non-attendance, cases of illness as well as compensation of disadvantages in the case of students with disabilities or special needs (e.g. pregnancy, childcare, caring for relatives) etc.

A 5. [ASIIN 4.2] It is required that a Diploma Supplement containing detailed information about the educational objectives, intended learning outcomes, the structure and the academic level of the degree programme as well as about the individual performance of the student is issued for every graduate. In addition to the final mark, the accompanying transcript shall include statistical data as set forth in the ECTS Users' Guide to allow readers to assess the individual mark.

A 6. [ASIIN 5] It is required to further formalize the feedback process to systematically inform students of programme changes as results from course and programme evaluations.

Recommendations

E 1. [ASIIN 1.3] It is recommended to strengthen themes of the agricultural economy in the curriculum.

E 2. [ASIIN 1.3] It is recommended to introduce a course about scientific research and the rules of scientific conduct.

E 3. [ASIIN 1.3] It is recommended that QHUST facilitate incoming and outgoing student mobility through the implementation of a mobility framework and partnerships with universities abroad.

E 4. [ASIIN 1.3] It is recommended to set up an English website to further the internationalization of the programme and the university.

E 5. [ASIIN 1.3, 1.6] It is recommended that the international orientation of the programme and the English language proficiency of both students and teachers be strengthened, e.g., through mandatory and regularly offered foundational-level English-taught modules.

E 6. [ASIIN 1.5] It is recommended to group modules that award only 1 credit to reduce students' exam burden.

E 7. [ASIIN 3.1] It is recommended that QHUST improve the continuous professional development of its staff, increasing the academic qualification through professional trainings, English language courses, and work and research opportunities.

I Decision of the Accreditation Commission (27.03.2026)

Assessment and analysis for the award of the subject-specific ASIIN seal:

The Accreditation Commission discusses the procedure. The Commission agrees with the Technical Committee to combine requirements A1 and (former) A6. The Commission also decides to edit requirement A3 as a recognition of non-university competences is not required, but instead stresses the necessity to have rules in place for the recognition of knowledge, skills, and competences from other HEIs. In all other requirements and recommendations, the Accreditation Commission follows the suggestions by the Technical Committee.

The Accreditation Commission decides to award the following seals:

Degree Programme	ASIIN Seal	Accredited by German Engineers	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Ba Seed Science and Engineering	With requirements for one year	With requirements for one year	30.09.2031	–	-

Requirements

A 1. [ASIIN 1.1, 4.3] It is required to make all programme-related information (e.g. learning outcomes and objectives, curriculum, etc.) available and accessible to all relevant stakeholders.

A 2. [ASIIN 1.1, 1.3] It is required to include more teaching on plant breeding and international seed law to align the curriculum with the learning outcomes.

A 3. [ASIIN 1.4] It is required that the university establishes and implements rules for the recognition of acquired knowledge, skills or competences from other Higher Education Institutions.

A 4. [ASIIN 2] It is required that QHUST introduce transparent rules for make-up exams, non-attendance, cases of illness as well as compensation of disadvantages in the case of students with disabilities or special needs (e.g. pregnancy, childcare, caring for relatives etc.).

A 5. [ASIIN 4.2] It is required that a Diploma Supplement containing detailed information about the educational objectives, intended learning outcomes, the structure and the academic level of the degree programme as well as about the individual performance of the student is issued for every graduate. In addition to the final mark, the accompanying transcript shall include statistical data as set forth in the ECTS Users' Guide to allow readers to assess the individual mark.

A 6. [ASIIN 5] It is required to further formalize the feedback process to systematically inform students of programme changes as results from course and programme evaluations.

Recommendations

E 1. [ASIIN 1.3] It is recommended to strengthen themes of the agricultural economy in the curriculum.

E 2. [ASIIN 1.3] It is recommended to introduce a course about scientific research and the rules of scientific conduct.

E 3. [ASIIN 1.3] It is recommended that QHUST facilitate incoming and outgoing student mobility through the implementation of a mobility framework and partnerships with universities abroad.

E 4. [ASIIN 1.3] It is recommended to set up an English website to further the internationalization of the programme and the university.

E 5. [ASIIN 1.3, 1.6] It is recommended that the international orientation of the programme and the English language proficiency of both students and teachers be strengthened, e.g., through mandatory and regularly offered foundational-level English-taught modules.

E 6. [ASIIN 1.5] It is recommended to group modules that award only 1 credit to reduce students' exam burden.

E 7. [ASIIN 3.1] It is recommended that QHUST improve the continuous professional development of its staff, increasing the academic qualification through professional trainings, English language courses, and work and research opportunities.

Appendix: Learning objectives and curricula

Training Objectives

The SAR lists the following training objectives of the study programme:

"R1. Engineering Knowledge: Possess relevant knowledge and skills in mathematics, chemistry, seed science (including seed biology, breeding, production, processing, inspection, marketing, and management), and be able to apply them to solve practical problems in this field.

R2. Problem Analysis: Be able to apply knowledge of biological science, natural science, and seed science to identify and articulate general issues in seed science and related fields, and draw corresponding scientific conclusions.

R3. Design/Develop Solutions: Able to propose multiple candidate solutions for seed engineering problems using knowledge from this field and related fields, considering factors such as society, health, safety, law, culture, and the environment, and ultimately select the final solution.

R4. Research: Able to conduct research on seed engineering problems based on scientific principles such as experimental design, data statistics, result analysis, and mechanism exploration, and using scientific methods.

R5. Use of Modern Tools: Be able to use various modern information retrieval tools to conduct literature searches and data queries, use programme software for prediction and simulation, and understand their limitations in addressing seed engineering issues.

R6. Engineering and Sustainable Development: Be able to analyse and evaluate the impact of solutions to modern seed engineering practice issues on health, safety, the environment, legal, economic, and social sustainability, and establish an ecological sustainable development philosophy.

R7. Ethics and Professional Standards: Understand China's national conditions, possess humanities and social sciences literacy, programme ethics literacy, and a sense of social responsibility; respect life, care for others, advocate justice, be honest and trustworthy, and fulfil duties.

R8. Individual and Team: Possess teamwork spirit and social service awareness; demonstrate strong cooperative spirit in diverse, multi-disciplinary design teams; possess strong team organisation and management capabilities, as well as entrepreneurial capabilities.

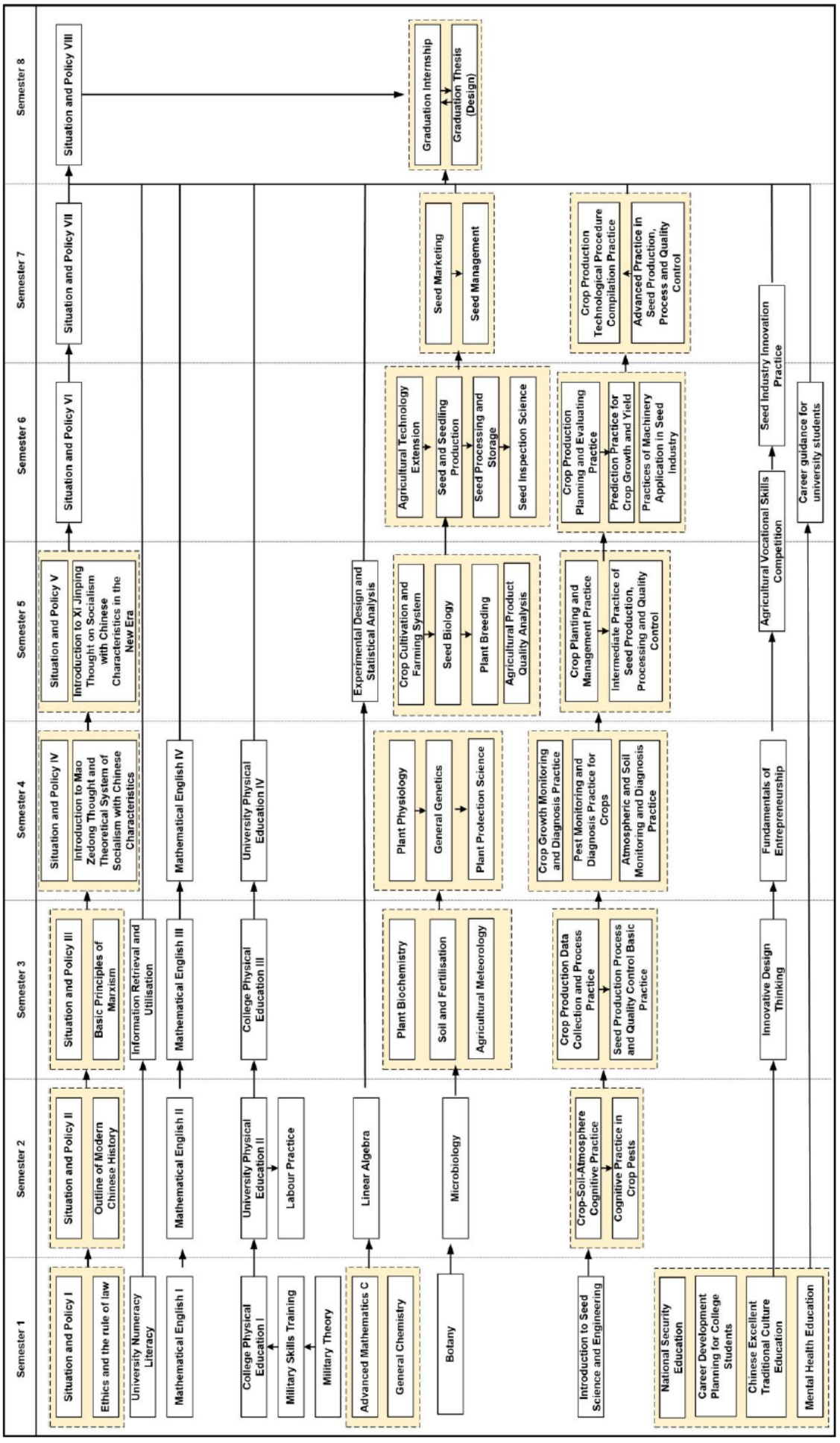
R9. Communication: Possess excellent verbal, written, and multimedia communication skills, capable of effectively communicating and exchanging ideas on seed-related programme issues with industry peers and the general public, and able to communicate and interact in cross-cultural contexts.

R10. Project Management: Understand and master the general principles of seed engineering management and economic decision-making methods, and analyse and resolve issues related to economic analysis, investment decisions, cost control, and scheme selection in seed engineering projects.

R11. Lifelong Learning: Possess the awareness and ability for self-directed and lifelong learning, and have access to avenues for expanding knowledge and skills to adapt to societal development."

Curriculum

The university provides the following visual curriculum plan in the SAR:


Semester 1
Semester 2
Semester 3
Semester 4
Semester 5
Semester 6
Semester 7
Semester 8
Situation and Policy I
Ethics and the rule of law
Situation and Policy II
Outline of Modern Chinese History
Situation and Policy III
Basic Principles of Marxism
Situation and Policy IV
Introduction to Mao Zedong Thought and Theoretical System of Socialism with Chinese Characteristics
Situation and Policy V
Introduction to Xi Jinping Thought on Socialism with Chinese Characteristics in the New Era
Situation and Policy VI
Situation and Policy VII
Situation and Policy VIII
University Numeracy Literacy
Information Retrieval and Utilisation
Mathematical English I
Mathematical English II
Mathematical English III
Mathematical English IV
College Physical Education I
Military Skills Training
Military Theory
University Physical Education II
Labour Practice
College Physical Education III
University Physical Education IV
Advanced Mathematics C
General Chemistry
Linear Algebra
Experimental Design and Statistical Analysis
Botany
Microbiology
Plant Biochemistry
Soil and Fertilisation
Agricultural Meteorology
Plant Physiology
General Genetics
Plant Protection Science
Introduction to Seed Science and Engineering
Crop-Soil-Atmosphere Cognitive Practice
Cognitive Practice in Crop Pests
Crop Production Data Collection and Process Practice
Seed Production Process and Quality Control Basic Practice
Crop Growth Monitoring and Diagnosis Practice
Pest Monitoring and Diagnosis Practice for Crops
Atmospheric and Soil Monitoring and Diagnosis Practice
National Security Education
Career Development Planning for College Students
Chinese Excellent Traditional Culture Education
Mental Health Education
Innovative Design Thinking
Fundamentals of Entrepreneurship
Crop Cultivation and Farming System
Seed Biology
Plant Breeding
Agricultural Product Quality Analysis
Crop Planting and Management Practice
Intermediate Practice of Seed Production, Processing and Quality Control
Agricultural Technology Extension
Seed and Seedling Production
Seed Processing and Storage
Seed Inspection Science
Crop Production Planning and Evaluating Practice
Prediction Practice for Crop Growth and Yield
Practices of Machinery Application in Seed Industry
Agricultural Vocational Skills Competition
Seed Marketing
Seed Management
Crop Production Technological Procedure Compilation Practice
Advanced Practice in Seed Production, Process and Quality Control
Seed Industry Innovation Practice
Career guidance for university students
Graduation Internship
Graduation Thesis (Design)